



QUEEN'S GAZETTE



Medicine in space P13

The eyes have it P9



More access, diversity needed

EXTERNAL REVIEWERS APPLAUD QUEEN'S COMMITMENT BUT SAY MORE NEEDS TO BE DONE

By CELIA RUSSELL

Queen's needs to continue to improve physical access for people with disabilities and increase gender and racial diversity among its faculty and graduate students, results of recent internal academic reviews have shown.

Based on comments from external consultants and internal review teams, Senate's Internal Academic Review Committee (IARC) finds that the university has gone a long way toward building a culture committed to meeting equity objectives set out in its Principles and Priorities document, said Vice-Principal (Academic) Suzanne Fortier, reading from a supplementary report on equity issues prepared by the committee. Consultants participating in the reviews, particularly those from the United States, have described the quality of Queen's programs as "very satisfying and uplifting" given university resources, she told Senate on March 27.

However, moving beyond commitment to the achievement of university goals will require proactive strategies, said Dr. Fortier, who chairs the IARC.

External consultants have noted that there is still much to be done to make all campus buildings accessible. In the course of a unit's review, the IARC often hears if there are problems with a particular building.

"It has been the experience of the IARC that when these concerns are reported to the Associate Vice-Principal (Operations and Facilities), a speedy response has been forthcoming,

See Gazette coverage of university equity conference on page 5.

See MORE ACCESS: Page 2

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EFFECTIVE COVERAGE



CELIA RUSSELL

Kelly Fong, Jeannette Comeau and John Hamilton of Sc'04 collect more than \$300 from their year crest in front of the Campus Bookstore, part of a successful campus-wide Cover Your Crest event recently. The money goes to support the Kids 4 Kids charity.

Provincial budget is cause for optimism, principal says

By ANNE KERSHAW

The recent provincial budget announcement of a new Quality Assurance Fund that will see \$200 million invested in Ontario universities over the next three years is cause for optimism, says Principal Bill Leggett.

"We are very gratified that the provincial government has acknowledged the need to better equip us for the challenges associated with striving to provide a competitive, world-class learning environment for our students," the principal says. "This is very welcome news. It must, however, be seen in perspective."

"This further commitment to enhancing student aid is very good news."

Principal Bill Leggett

The \$75 million of this fund that will go to universities in 2003-2004 constitutes about four per cent of the current base funding for Ontario universities. Inflation for the university sector is currently in the 4 per

cent range. "This will help to ensure that we are able to sustain the current level of quality. The degree of quality improvements is, however, likely to be modest," says Dr. Leggett.

Quality improvements relate directly to improving faculty/student ratios; equipping classrooms, laboratories and libraries with up-to-date resources; and maintaining and modernizing physical facilities, all basic to creating a learning environment that promotes academic excellence and student success.

While specifics on precisely how the quality assurance money will be distributed

throughout the system have yet to be fully communicated, Queen's anticipates seeing an increase to its operational budget in 2003-2004 in the \$4.2 to \$4.5 million range. This figure is based on its current six per cent share of overall system enrolment.

As part of the new budget, the government also announced a second round of OSOTF (the Ontario Student Opportunities Trust Fund) funding, committing \$400 million to support matching private donations. The new OSOTF funding, to begin in 2004, will be spread over 10 years.

See ONTARIO BUDGET: Page 2

Readership feedback on Gazette wanted

In 2001, Queen's conducted a readership survey of faculty and staff (as part of a larger internal communications study) to determine how well the *Queen's Gazette* was meeting the interests and information needs of the Queen's community.

One outcome of this survey was the re-launch of the *Queen's Gazette* in September, 2002 with a new look and a new approach to covering news and opinion at Queen's.

We would like to know what you think of the new *Gazette*. We

would appreciate your taking the time to respond to an anonymous eight-question, on-line survey.

To access the survey, go to Queen's News Centre at www.queensu.ca/newscentre and click on the "Feedback on Gazette wanted" graphic on

the Campus News banner.

You can also access the site directly at www.queensu.ca/gazettesurvey.

Results of the on-line survey will be publicized in a future article in the *Gazette*.

SENATE IN BRIEF

Centre update

The Queen's Centre concept unveiled at the Board of Trustee's March meeting is just that – a concept, Principal Bill Leggett told Senate March 27. A *Kingston Whig-Standard* story on the proposed student life and athletics complex (that would double the size of the current facilities) implied that the design was fixed, and this is not true, he said. At its May 9 meeting, the board will be asked to approve an agreement in principle on the concept with a break-ground target of spring, 2005.

Other March 27 Senate news

University Advisor on Equity 2002 annual report to Senate: received for information. Equity Advisor Mary Margaret

reported that the office made excellent progress toward setting up the type of equity data collection and reporting system required by the university. In 2003, the system will be completed, include all employees and the reports required by the Federal Contractors Program will be developed.

Senate approved: a motion to change the name of the Department of Pathology to the Department of Pathology and Molecular Medicine; a proposal to establish a graduate program in Neuroscience Studies, School of Graduate Studies and Research; a new BA Minor in Geological Sciences; a new BSc General in Geographic Information Studies; a new BA Minor in Linguistics; internal academic reviews in the departments of Chemistry, Economics, Mathematics and Statistics and Mathematics and Engineering and the School of Music.

Help for learning disabled

By MEGAN EASTON

This summer, the university will launch a campus resource centre and online support program for people with learning disabilities.

Allyson Harrison, a psychologist at Health, Counselling and Disability Services, has secured \$500,000 per year for at least two years from the Ministry of Training, Colleges and Universities for a pilot project to establish a Regional Assessment and Resource Centre. It will provide disability-specific counselling and comprehensive psycho-educational assessments to Queen's students and Kingston community members aged 16 and over. Service fees, which can cost up to \$2,000, will be adjusted according to income.

"This centre will be unique in Canada and has the potential to provide much needed services and supports to a large percentage of the community," says Dr. Harrison, who will serve

as clinical director of the centre scheduled to open in June at 186 Barrie St. It is estimated that 10-15 per cent of the population suffer from some form of a learning disability.

Graduate students in psychology, education and rehabilitation medicine will train with the centre's staff. If successful, the ministry will expand the project to other Ontario sites.

The ministry also awarded Dr. Harrison funding to create a unique web-based program to ease the transition from high school to post-secondary education for Ontario students with learning disabilities. The Online to Success program will operate this summer in partnership with Loyalist College and includes sessions on self-advocacy, adaptive technology and learning strategies. Anyone with a learning disability who is graduating from high school and registered for college or university this fall may attend.



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The Gazette is published twice a month (except during the summer) by the Department of Marketing and Communications, 107 Fleming Hall, Queen's University, Kingston, ON. K7L 3N6

Submissions are welcome, but the Gazette reserves the right to edit and print contributions as space and time permit.

Subscriptions are \$25 per year.

Schedule

Noon deadline	Publishing date
14 April	21 April
28 April	5 May

Queen's Gazette Online:
qnc.queensu.ca/
gaz_online.php

Queen's News Centre:
www.queensu.ca/newscentre

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More access, diversity needed

continued from page 1

along with the assurance that resources are being allocated to address the problems," she said.

The IARC has also heard that many units undergoing recent reviews have failed to reach a desirable level of diversity in either faculty or graduate student complements.

Concerns at Queen's about achieving greater diversity were echoed at a recent international conference on university equity at the University of Toronto. Canadian universities as a whole need to do more to promote diversity in faculty, staff and student recruitment, delegates were told. (See stories on page 5.)

"Although these consultants see Queen's commitment to increasing diversity, they also see that we sometimes fail to meet success when recruiting," said Dr. Fortier. Progress will require more proactive recruitment planning both in the units and on a university-wide basis.

"We need to work on a strategy to increase the pool of applicants," she said. "Members of minority groups are not applying to jobs because of the

perception that they may not find the services they need to work and live here."

The IARC encourages units to seek advice from resources such as the offices of the University Advisor on Equity and the Coordinator of Faculty Recruitment and Retention, she said.

This sentiment is echoed in the University Advisor on Equity 2002 report, which was also presented to Senate at the meeting.

"Equity providers on campus continue to work together to promote equity and diversity," states Equity Advisor Mary Margaret Dauphinee. "If Queen's wishes to grow into a university where equity is a reality and not just a policy statement, more growth and support are required. Just as it takes a village to raise a child – it takes a community to work together to create a diverse, equitable university environment.

"The equity office continues to work towards these goals, but without a continued commitment to the resources required to educate, support and improve equity and diversity, continued growth cannot occur."

Ontario budget

continued from page 1

During the government's first round of OSOTF funding, Queen's succeeded in raising a record-setting \$36 million in only 18 months. This effort, matched by the provincial government, dramatically increased the university's student aid endowment and Queen's ability to assist students with financial need.

"This further commitment to enhancing student aid is very good news. And, again, Queen's will work extremely hard and enthusiastically to take full advantage of this initiative. A number of our donors have already indicated their interest in participating," says Dr. Leggett.

The government's announced commitment, as well, to a multi-year funding policy introduces an element of financial stability and is also very welcome, he says. (Any additional funding that flows to universities will be subject to three key factors: economic growth, level of federal government support and results achieved through greater accountability). "This kind of commitment is critically important to

our ability to undertake long-term planning, and the prospect that additional funding could be forthcoming is also significant."

Another highly promising development for Queen's is the government's budget announcement that it will commit \$1 billion over the next 10 years to establishing the Cancer Research Institute of Ontario. Funding is expected to be allocated on a competitive, peer-reviewed basis.

"This is an area where Queen's has great strength. The opening of our Cancer Research Centre next month and the consolidation of our impressive international expertise through a new, state-of-the art facility will only further advance our competitive position."

Other budget announcements of key importance to the university include funding for a new Centre for Alternative Energy and five research chairs in this field. An earlier government announcement signalled Queen's leadership role in this centre and the designation of one of the chairs for Queen's.

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We are all vulnerable to propaganda, both agitational and integrational

From its Latin roots, "propaganda" means to "propagate" or "sow." But what is propaganda? And more importantly, what is its role in revolutionary times? The Queen's Gazette posed the following questions to James Leith, professor emeritus in history and author of *Propaganda in France, 1750-1799*.

G: What is the difference between information and propaganda?

JL: Ideally information is factual and unbiased, whereas propaganda is one-sided and slanted. Nevertheless it is easy to slip from the former to the latter. Universities, for example, in their gazettes and alumni publications usually convey positive information about their institutions, while avoiding reporting on over-crowded classrooms, declining real salaries of professors, or the increasing inadequacy of their research libraries. Similarly, the Ontario government is currently running advertisements about the sound measures they are taking to improve education, while ignoring the disastrous effects of cut-backs on all levels of education in recent years. Such information is correct but incomplete, making it propagandistic – propaganda paid for by the taxpayer.

G: Who is the most vulnerable to propaganda?

JL: All of us are vulnerable to propaganda, but those who are uncritical and do not get their information from a variety of sources are especially vulnerable. Canadians are fortunate that during the war against Iraq we can get news from the BBC,

the CBC, French networks, and even al-Jazeera to counter-balance the extremely biased and uncritical reporting of most of the American media. In the current situation, most American reporters are embedded with the military. It is, in my opinion, not too much to say they are "in bed with" those about whom they are reporting. Just as disturbing is the fact that the American media largely suppresses images of Coalition casualties and Iraqi victims,

All of us are vulnerable to propaganda, but those who are uncritical and do not get their information from a variety of sources are especially vulnerable.

readily available from al-Jazeera.

G: How does propaganda influence the outcome of wars and revolutions?

JL: In the numerous wars of the 16th, 17th, 18th and even the 19th century, propaganda was useful but less essential than in the great wars of the last hundred years. As conflict among modern states came to involve something close to total war, propaganda became vital to success. It was necessary to recruit immense armies, supply those



JAMES LEITH

Q&A

armies with vast quantities of ammunition, encourage the population to increase production, urge those behind the front not to gossip about military plans, and to raise large amounts of money through the selling of war bonds. Total war, involving whole populations, required propaganda through newspapers, posters, movies, radio, and other media. The war in Iraq is a more limited war but the support of the public is still important.

In order to create a new society, and the novel citizenry to support it, revolutionaries must mobilize the two principal types of propaganda – agitational and integrational. Agitational propaganda, which is essentially negative, is needed to discredit, delegitimize, and desecralize the old order and its leaders. At the same time the revolutionaries must employ integrational propaganda, which is essentially positive, to idealize, legitimate, and sacralize the ideology and institutions of the new regime. In this effort, leaders in revolutionary France, Bolshevik Russian, Nazi Germany, Maoist China, and other modern revolution on both the left and the

right, have striven to employ all available media – books, pamphlets, newspapers, images, plays, songs, games, rituals, and architecture to rally populations to their cause. As electronic media came on the scene, they were likewise mobilized.

G: In what circumstances do the media act as a vehicle for propaganda?

JL: "The media" is sometimes used to refer to modern newspapers, radio, and television, but historians are aware that every medium ever created has been used for propaganda. In the last days of the Roman Republic, Caesar ordered the creation of a coin bearing his profile on the front and captured Gaulic weapons on the back with his name underneath. After the assassination of Caesar, Brutus produced a coin with his likeness on the front and a Liberty Bonnet flanked by two daggers, on the back. In case the viewer missed the message – I almost said the "point", the inscription read THE IDES OF MARCH. Evidently the use of propaganda in the political crisis is not new. The great variety of propaganda through the ages is illustrated in the current exhibition at the Douglas Library. In times of war and revolution, some propaganda will be produced voluntarily by those inspired by patriotism or revolutionary enthusiasm, but as war becomes more difficult or revolutions face opposition, governments turn increasingly to censorship, government subsidies, and direct production of propaganda. In Canada the National Film Board began as an agency for the production of film propaganda in the Second World War.

G: What role has propaganda played in shaping public attitudes toward the war in Iraq?

JL: Propaganda by the United States administration and supportive media has laid the foundation for the current war. By associating Iraq with the war on terrorism and the traumatic events of 9/11 the Bush administration has confused the issues in the United States. Many Americans actually believe that Iraq is a menace to the mainland United States, that it has nuclear weapons, and that it took part in the attack on the World Trade Center. Over forty percent of Americans believe the last two allegations despite the complete lack of evidence.

Also the American administration has shifted its stated reasons for going to war. At first, President Bush talked about the danger of Iraq's alleged weapons of mass destruction, later stressed the need for regime changes, and finally to bring freedom to the Iraqi people. Since so far the so-called coalition has found no evidence of such weapons, mention of them has almost disappeared from the mass media.

Appeals to religion in times of war have been common in the past. Both sides have sung Te Deums before going to battle. Bush expresses an evangelical fervour, talks about a war on evil, and frequently calls on God to bless America. Even foreign baseball fans will have to sing it at major-league games.

For more on the power of propaganda, visit the exhibition in the W.D. Jordan Special Collections library in the Douglas Library, on the web at library.queensu.ca/webmus/sc/exhibits.html

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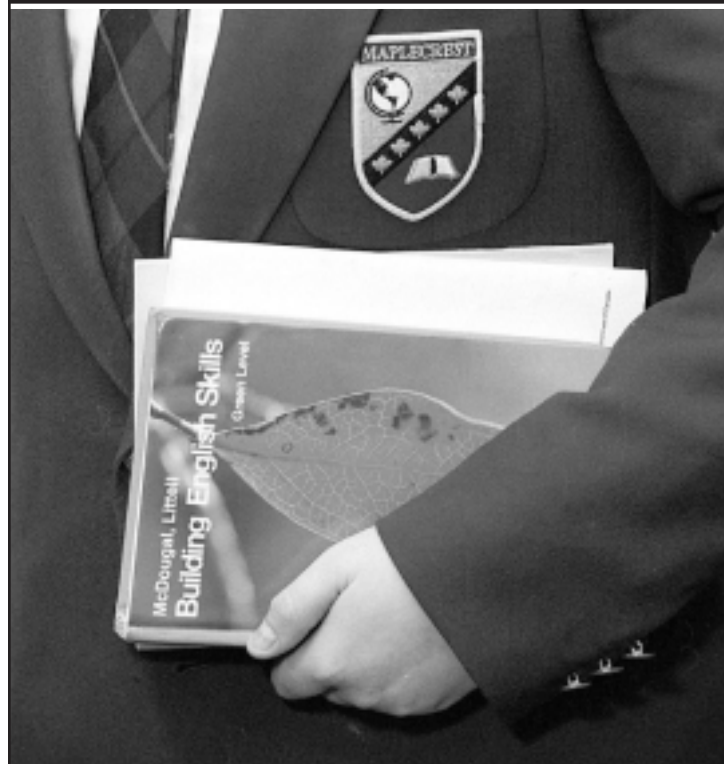
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Views on SARS, war and terrorism in the news

QUEEN'S IN THE NEWS

Highlights of Queen's experts in the media.

■ March 18 - April 1

Pradeep Kumar (Industrial Relations) is interviewed for a front-page story in the *Financial Post* about labour relations related to negotiations at Air Canada.

In a *Toronto Star* story about the recent SARS outbreak, **Jacalyn Duffin** (Medicine) comments on the concept and history of quarantine.



Barling

The *Financial Post* highlights **Julian Barling's** (Business) comments from a conference about fears of terrorism in the workplace.

Nick Bala's (Law) comments about the new Youth Criminal Justice Act, initially covered by the *National Post*, continue to receive coverage that includes the *Toronto Star*, *Ottawa Sun*, *Hamilton Spectator* and *Kingston Whig-Standard*.

Daren Heyland (Medicine) comments in a front-page *Whig-Standard* feature on the national conference on end-of-life care held at the Donald Gordon Centre.

Op-eds about the war in Iraq by **Geoff Smith** (History/Physical & Health Ed) and **Glen Brown** (Ctr. For International Relations) are published in the *Whig Standard*.

Business strategy expert **Douglas Reid** (Business) comments in the *Hamilton Spectator* about the government's aim to sell crown assets. The story is also covered in the *London Free Press*

and *Regina Leader-Post*. He is also interviewed by the *Edmonton Journal* about how the war in Iraq could impact the industry; by the *Montreal Gazette* on how the dissolution of United Airlines would affect other carriers in the industry; and by the *Calgary Herald* about reactions to a possible government bail out for Air Canada.



Forkert

Research by **Poh-Gek Forkert** (Anatomy and Cell Biology) about the link between the chemical trichloroethylene and male infertility originally featured in the *Globe and Mail* continues to receive coverage, most recently in *Maclean's Magazine*, on *Vancouver City TV* and *la Journal (Montreal)* and in two Japanese newspapers, *Chyū-nichi Shinbun* and *Kyoto Shinbun*.

Gerald Evans (Infectious Diseases) discusses preparedness to deal with an outbreak of SARS in Kingston in a front-page *Kingston Whig-Standard* story about efforts to stop the spread of the disease.



Bland

Defence analyst **Douglas Bland** (Centre for International Defence) discusses U.S. war strategy in the *Ottawa Citizen*. The story is also covered in the *Regina Leader-Post*.

Robert Reid (Obstetrics and Gynaecology) continues to receive coverage for his comments in a story about results of a study that finds HRT is not beneficial for women after menopause, most recently in the *Edmonton Journal*. He also discusses side effects of the birth control drug Depo-Provera in the latest edition of *Chatelaine*.



McDonald

Art McDonald (Physics), director of the Sudbury Neutrino Observatory (SNO) institute, is co-author of a feature story in the April issue of *Scientific American* that describes how the Queen's-led international consortium solved a 30-year-old mystery by showing that neutrinos from the sun change species en route to the earth.



Van Die

religious values.

Marguerite Van Die (Theological College/History) comments in the *New York Times* about the difference between Canadian and American

Salman Mufti (Business) comments in the *Calgary Herald* about the teaching of ethics in MBA programs.

C.E.S (Ned) Franks and **Hugh Thorburn** (Political Studies) comment in the *Kingston Whig-Standard* about the delivery of the latest provincial budget outside the legislature.

Dorit Naaman (Film Studies Department) participates in a panel discussion on *Chicago Public Radio (WBZZ)* "Odyssey" focusing on how cinema shapes notions of the Middle East in North America. The show is syndicated in NYC and other National Public Radio affiliates, and is available on the internet at www.wbez.org.

Naaman



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Widening the lens of the ivory tower

CONFERENCE SEEKS WAYS TO ACHIEVE EQUITY AT UNIVERSITIES

By CELIA RUSSELL

North American universities need to do more to promote diversity in faculty, staff and student recruitment to represent their populations more accurately. To do this, they need to embrace the contributions that minorities and women make to the academic environment.

These are two of the key themes that emerged at the recent Toronto conference Excellence Through Equity: Confronting the Tensions in Universities, which provided a forum for more than 400 university administrators, faculty, staff and students from across Canada and the United States to explore equity and diversity issues in the university environment.

Its goals: to change perceptions of what is possible with respect to achieving equity in universities and to establish a dialogue between university policy makers and those who live with these policies.

Participants explored a wide range of issues, including the definition of excellence as it relates to equity and the university learning environment and who comes to study and work at the university and who does not. The 28 sessions addressed many topics, including how to bring diversity into the workplace, understanding the role of student diversity in teaching evaluations, challenging heterosexual hegemony in the classroom, achieving diversity in faculty recruitment, the barriers that women faculty continue to face and strategies to eliminate barriers for people with disabilities.

One keynote speaker Keren Brathwaite, associate director and English coordinator of the University of Toronto's successful Transitional Year Program, discussed the need for universities to approach equity as an integral part of institutional planning. She challenged institutions to embrace the idea of equity, rather than view it as an add-on. The pursuit of excellence involves attracting the best and the brightest, she says. If the university values diversity, it must also consider excellence in accessibility.

"Bringing diversity to universities – economically, it's the right thing to do."

Patrick Melia,
Eastern Michigan University

"If we are going to seriously work toward full equity, the institution will need to consult with the groups that feel excluded or believe they are on the margins."

Queen's University Equity Advisor Mary Margaret Dauphinee, who attended the conference, agreed that integration is key and that the resources must be made available to make it happen. With an institution such as Queen's that is steeped in tradition, this education can't stop with people on campus, noted Mary Jane Kingston, who attended the conference on behalf of the Queen's University Staff Association (QUSA). Parents, alumni and donors must be included in this ongoing plan.



Many presenters spoke of strategies to open doors to students, faculty and staff who might not otherwise consider studying or working at their universities.

In the U.S., 25 per cent of the population is made up of racial and ethnic minorities yet only 13.8 per cent are reflected in the country's academic faculty. This fact spurred the University of East Michigan to create a partnership between Michigan institutes of higher education to develop a future faculty fellowship program, with outreach to neighbouring states. Michigan wasn't viewed as a state that minorities actively wanted to move to until the university developed a plan that included financial aid, mentorship and a service requirement for graduates to teach three years in the area after graduation, says Patrick Melia, associate graduate dean for faculty affairs at Eastern Michigan University. The plan has since enriched the university environment and faculty has been convinced of its value.

"Bringing diversity to universities – economically, it's the right thing to do," he says.

People are more likely to take appointments if they already see people like them within the university community, says Mary Cameron, an equity educator at University of Minnesota-Duluth.

In a similar vein, search committees hold up the mirror and often say, we want more of what we see in the mirror, says Deborah Petersen-Perlman, director of the UMD Equal Opportunity Office. "To establish a diverse faculty to meet the diverse needs of our students, we advertise in venues where you are likely to find diverse candidates."

"Through encouraging the recruitment and retention of faculty of colour we hope to provide our students with a more complete education beyond a solid curriculum to the development of abilities to work with people who are different from themselves."

Should the university change to accommodate the student or should the student change to accommodate the university?

The conference encompassed a wide range of views on equity. One panel discussion on the "moral bankruptcy" of diversity and equity hiring policies for university faculty sparked some of the most heated debate at the conference. Panelists posed the view that hiring be based solely on academic merit, and that the only kind of diversity a university should promote is diversity of opinions, which can be defended on rational, rather than on emotive grounds. Others challenged that approach as completing neglecting to take

into consideration the strength and extra dimension that diversity brings to a learning and teaching environment.

Speaker Linda Tuhiwai Smith, professor and director of the International Research Institute for Maori and Indigenous Education at the University of Auckland, described her role over the last two decades in changing her European-based institution to be more open to indigenous ways of learning.

"The culture of the university is that of a homogeneous institution dominated historically by white males, and this culture has been seen as the necessary condition for academic work."

In recent years, however, the publicly funded university has come under scrutiny, she says. There is more demand for universities to explain what they do and demonstrate impact. Change had already begun in the elementary school system in New Zealand, and the universities had been slow to respond.

The question to be addressed: should the university change to accommodate the student or should the student change to accommodate the university? Professor Smith saw her mandate clearly. In addition to making modifications to the pedagogical system and class sizes, she also changed her teaching approach to accommodate Maori students – to look after the student experience.

"The introduction of tea and coffee during lectures probably caused the most discussion among our colleagues than anything else we tried to do. This slight change was about more than just cups of tea and cups of coffee – it was questioning the relationship between students and instructors."

See WIDENING THE LENS: Page 11

The white face of the equity champion

By CELIA RUSSELL

Help wanted: One middle-aged white male, preferably a senior faculty member or administrator, who is totally sold on the idea that the best and the brightest come in all sizes, colours and genders.

Absurd as it may seem, this is the face of the equity champion, says Frances Kendall, consultant on organizational change and communication.

"They may have been pushed and shoved privately by people of colour, but in predominantly white organizations across the board, it has been white men who have effected change," says Dr. Kendall, a renowned expert who has worked for nearly 30 years on issues of diversity and a speaker at the recent Excellence Through Equity conference in Toronto.

These men go to their boards of directors and their stockholders who are also predominantly white, and male, and they will listen – because they have the cultural capital that no person of colour has, says Dr. Kendall. "I think it's despicable, but it's a fact."

Key, visible and ongoing leadership is crucial to effect change, she says. The statements are out there, but to ensure a strong diverse workplace and learning place, the champion must stake his career on it.

"In a predominantly white institution, you don't give the job to a person of colour," she says. They usually end up with a staff of one and a job description of three people and sooner

or later they leave or are let go, with comments of "we'll never hire one of them again" trailing behind them.

New Zealand author and educator Linda Tuhiwai Smith also referred to this phenomenon in her address. Equity allies can be found in improbable areas.

"When you are a minority, you need allies. And many of our alliances went against common sense. Some of our best advocates and most fervent supporters were those who looked quite conservative."

"There are pockets of support all over the university, like Swiss cheese, even in some of the more toxic areas. There are the senior women officials who take you aside and ask, 'Have you tried this?' They help you create the change that they were not able to make."

Queen's Equity Advisor Mary Margaret Dauphinee says she has often employed the methodology of finding white males who are supportive and can be used as champions. "Often this is a man who has come to understand equity issues as a result of a experience that has touched him personally. He has a daughter who has graduated and can't get a job or isn't getting equal pay, or he has a spouse who wants to go back to work after the children are grown and can't get a job. When these men realize what the equity issues are and start to act as champions, they really become valuable and can make a difference."

"Changing a system or a climate to bring about racial and gender diversity is not an overnight proposition," says Dr. Kendall. It takes 10 to 15 years, working persistently at it every day. Although some universities, such as Georgetown and the University of Michigan, have been able to effect change in certain areas, no one university has managed to embed it fully.

"Changing a system or a climate to bring about racial and gender diversity is not an overnight proposition."

Frances Kendall, consultant

"The way of the universe is be, do, have," she says. "We do it backwards. We think if you have lots of students of colour, they make a more hospitable environment, and you have a better university. The way it really works is this: if you are a good institution, you are creating a school that prepares all students for success in our global work world and you will have the composition of students that you want."

Creating a hospitable campus atmosphere takes work, says Dr. Kendall. Tensions rise, and any time you make a change, things get worse before they get better and move to a higher place."

Essential elements of an organization that genuinely values diversity

- A clear vision and mission that underscore the bottom-line necessity of a strong, diverse work place community;
- Strong, ongoing visible leadership from senior administrators on these issues;
- A clear, cohesive long-term strategic plan for creating a more diverse, hospitable climate; this plan should be tied to the organization's business plan and communicated to all; all employees, including faculty, are held accountable for its success;
- Funding and support for the diversity initiative that assures long-term change in the organization's culture can take place, given that changing an institution's culture takes from five to 10 years of consistent work;
- An office that is charged with guiding the diversity effort (as opposed to doing all the work); this office should be headed by a senior-level administrator who reports directly to the president and whose position on the senior management team ensures that the senior leadership is constantly considering diversity as one of the lenses through which it views every decision;
- Short- and long-term recruitment, mentoring and succession programs that move designated groups into all levels of the organization;
- Recognition and rewards systems that provide opportunities and incentives to recruit and retain a diverse work force and are tied to the performance appraisal process;
- A willingness and commitment to address complicated issues, such as racial, ethnic, cultural, gender and sexual orientation conflict, and to deal with the resistance and discomfort that is bound to occur within the organization as work on diversity is carried out;
- Rules, regulations and policies that are regularly assessed to be sure that they are flexible and inclusive enough to ensure that they do not have a disparate impact on employees;
- Opportunities within the organization for every employee to build collegial relationships with others who are different from them.

From a presentation by Frances Kendall, an internationally known consultant on organizational change.

VIEWPOINT

ROBERT MALCOLMSON

Department of History



Pruning the dead wood for dollars

Upon waking one recent morning, I found on the night table a strange document. It was titled "Draft Letter from Ontario's Newly-Installed Minister of Universities and Colleges to the Heads of this Province's Universities." Its date was "late 2003." So remarkable is this document that I thought it not amiss if I were to draw it to the attention of the Queen's community. I quote it in full.

"Dear Principal or President:

These, I know, are difficult times for your institution. You are struggling to contend with the pressures of enrolments, including the double cohort. Your classrooms are bulging. The quality of the learning environment has manifestly deteriorated. Since the single most important problem has been government underfunding, I write to advise you that I intend to make changes. But before I reveal my plans, permit me to share with you two concerns that I have about the way you do business.

First, my cabinet colleagues and I are anxious that students at your university are taught conscientiously and effectively, and we believe that students themselves are, as a rule, excellent judges of the quality of the instruction they receive. Your students, I know, are commonly invited to evaluate their instructors; however, I have been alarmed to learn that at some universities students are not entitled to know the results of their own course evaluations.

Indeed, the evidence they produce - some of it critical, no doubt (perhaps highly critical) - is often deliberately kept out of the public eye. This suppression of evidence is unacceptable. I ask you, then, to inform me as to how you propose to rectify this situation and ensure that students' opinions are both systematically canvassed and publicly reported.

Second, since taking on my portfolio as minister I have learned of the remarkable degree of job security enjoyed by professors. Not only are most of them tenured, most of them are also protected by their unions. No other professional group in our society enjoys the sort of job security - not to mention the degree of personal freedom - claimed by professors. I also understand that tenured, unionized professors are virtually never fired, and cannot be demoted, regardless of how ineffective they are. These matters concern me.

I would be grateful, then, if you could explain to me how such extraordinary job security can be justified (perhaps it can; I am open to persuasion), and, most importantly, what steps you plan to take to ensure that your professoriate includes no dead wood.

Universities are vital cultural institutions. Creative people work in them; they are places where our young people enlarge their perspectives, learn to think clearly, and mature in judgment. But universities, like all institutions, strive to protect themselves excessively from outside scrutiny.

To conclude: I intend that, over the next four years, your university be given a real 40 percent increase in government funding. This money should allow you to do many valuable things. It is offered to you on condition that you address to my satisfaction the two concerns stated above.

Those universities that are unable to do so will, I fear, have to settle for the paltry levels of funding that you have so often complained about in recent years."

Oddly, the letter is unsigned. Of course, it's only a draft. It must have been leaked. No doubt it will soon be disavowed.

Robert Malcolmson is a professor in the Department of History.
malcolms@qsilver.queensu.ca

I also understand that tenured, unionized professors are virtually never fired, and cannot be demoted, regardless of how ineffective they are.

QUEEN'S FLASHBACK: JUNE 1986



QUEEN'S UNIVERSITY ARCHIVES

The back of this photo from June, 1986 is hand-labeled Zimmerman and Cutway. It is taken most likely in CFRC studios in Carruthers Hall. The Gazette editor recognizes Steven Cutway, who currently works in Information Technology Services.

Letters

Reader takes Gazette jester to court

Was I mistaken in thinking that the *Gazette* had recently dedicated itself to presenting debate on serious issues facing this university?

John Meisel's article (Jan. 27) was a promising beginning, to be sure.

But what does Geoff Smith's 14-point manifesto (Smith's principal principles, March 24) on how he imagines his first hundred days as principal have to do with genuine issues? Professor Smith is famous for entertaining the students; has the *Gazette* adopted him to entertain the rest of us, too?

Charles Prior
Department of History

Record turnout for March Break Open House

I am writing on behalf of the Office of Student Recruitment and International Initiatives to thank you for the generous coverage of the 2003 March Break Open House in the last two issues of the *Gazette* (March 10, March 24).

In this year of the double cohort, we knew that we would likely have a record turnout for the open house, our premiere on-campus recruiting event for 15 years.

Expanding the event to three days over the traditional two was still likely to disrupt the normal ebb and flow of the campus and so we were keen to

let everyone know what all the fuss was about.

Your piece on the student video team gave advance notice to the faculty, staff and students that the campus would be extra busy for three days. It also highlighted the involvement of the students in making it all work.

More than 380 students volunteered their time to welcome nearly 4,000 visitors.

Add to that the enthusiastic participation of the administration, faculty and staff and it is no wonder that March Break 2003 set a standard for all future open houses.

Thank you again.

Jude Byrne
Student Recruitment and International Initiatives

Viewpoint Policy

The *Queen's Gazette* welcomes submissions for Viewpoint from faculty and staff. Articles should be no more than 500 words and should address issues related to the university or higher education in general. Speeches related to issues of interest to the university community are also welcome. Email submissions to gazette@post.queensu.ca. The editor reserves the right to edit or reject any submission that does not comply with policy. Opinions expressed are those of the writer.

Letters Policy

The *Queen's Gazette* welcomes letters to the editor from members of the university community and other readers about matters related to content in the *Gazette*, the university or higher education in general. Letters must be original and addressed to the editor. Opinions expressed are those of the writer. The *Gazette* does not publish anonymous letters. Please include your name, affiliation and phone number. Email or disk is preferable. Letters should be submitted by noon to gazette@post.queensu.ca on the Monday before publication. The *Gazette* reserves the right to edit letters to address style, length and legal considerations.

Meeting learning needs

"Why is this fair?" is a common question from faculty, students, and staff when asked to provide accommodations for students with disabilities. There is often a feeling that students are treated fairly only if they are given exactly the same circumstances in which to obtain, access and demonstrate knowledge.

But people are not all the same – and thank goodness! If we treat people who are different in the same fashion, we are not necessarily treating them fairly. Because people are not the same, their needs are not the same, so why would applying the same strategies to them be fair? This is where the role of accommodation comes in, to give learners an equal opportunity to access and demonstrate knowledge without the irrelevant disadvantages imposed by a disability. While the destination may be the same for all (meeting the requirements to graduate), the routes taken may vary. Some people use stairs, some use ramps, but they all gain elevation.

The question goes deeper, however, and causes us to reconsider what is actually being taught, and why, such that accommodation can be implemented without compromising the fundamentals of a subject, or essential requirements of professional performance.

If we are very clear about what is being taught, and why it must be done in a certain way, it is much easier to find creative solutions to the needs of students with disabilities. Is the time constraint in an exam really critical to the course, or could the knowledge be demonstrated equally well with enough time to overcome side effects of medication, or compensate for handwriting slowed by arthritis? What are our assumptions about the tasks required of students, and why do we assume those tasks can be done in only one way?



BARBARA ROBERTS

Diversity

Hand writing a final exam in a huge exam hall is increasingly unlike how most students actually work, and disparate from tasks they will perform in an employment setting, so how critical is it to demonstrate knowledge in that fashion? There is more than one way to solve a problem, and there are myriad ways to demonstrate knowledge. The challenge is to our creativity and resource management in meeting the needs of diverse learners.

"Where are all these students with disabilities?" Despite our best ongoing efforts, the campus is not fully accessible, it is on a slope, and suffers from adverse weather conditions most of the school year, so many students who use mobility aids still choose to study elsewhere. But that doesn't mean there are no students with disabilities at Queen's. More than 96 per cent of the students registered with Disability Services have conditions which are not readily noticeable, but may profoundly affect how a they participate in school and life activities.

Disability Services registers more than 320 students each year. Last year, there were 119 with learning disabilities and 27 with attention deficit disorder (both assessed and diagnosed by a registered psychologist), nine with traumatic brain injuries, 42 with mobility impairments (includes students with arthritis, multiple sclerosis, orthope-

dic conditions, amputees, and other conditions affecting movement), 32 with chronic medical conditions, 51 with mental illness, nine who were hard of hearing or deaf, 19 with vision impairments or blindness, nine with more than one condition requiring accommodation, and five with no disability. (Inquiries not leading to assessment or accommodation are not always counted.)

While numbers do not tell the whole story, they do speak to the variety and complexity of issues students cope with while attending university. These totals may seem small compared to the whole student body, but each one has a unique set of needs and challenges, and is accommodated as an individual.

The Human Rights Code requires that solutions be based on the individual's unique needs and circumstances, so there are no "cookie-cutter" or pro forma accommodations. Each student's plan is developed individually with an occupational therapist or psychologist, and reviewed and revised annually, to ensure appropriate accommodations despite changes in the condition or curriculum. What we do for students with disabilities is often helpful to everyone – hard copies, notetakers or notes on-line, ramped entrances, reiterating the question so all can hear it, verbally describing visual material on the board. Incorporation of a variety of strategies and opportunities in teaching is only one small way in which having diverse students enhances the learning experience.

Challenging us to find new approaches, different ways to "show what you know", and reconsidering why we do things the way we do make us more inquisitive, creative thinkers.

Barbara Roberts is disability services advisor with Health, Counselling and Disability Services.

Learning from our teaching

Make and take some time for yourself. This is the approach to teaching development we most recommend at the Instructional Development Centre. Use this end-of-term time to think back on and learn from recent teaching experiences. Professional development requires awareness of our knowledge and skills. This awareness is established through reflection.

It is useful to collect feedback from others to inform our self-assessments. The IDC encourages instructors to collect feedback from students and peers, through questionnaires or conversation, as each term proceeds. IDC consultants can help interpret this feedback, including end-of-course student evaluations of teaching. One-on-one conversations with a sympathetic colleague can help you to reflect on, rather than react to, student feedback and make decisions about what should or should not be changed.

Preparing a teaching dossier is a form of self-directed professional assessment and documents major teaching accomplishments and strengths. It includes selected short descriptions of activities and achievements and multiple sources of evidence that convey the scope and quality of our teaching. The Queen's-QUFA Collective Agreement promotes the dossier as a way to document teaching for



SUSAN WILCOX

Teaching Issues

the purpose of performance review. It is also excellent for developing and improving teaching. For more, see www.queensu.ca/idc/idcresources/dossier/dossiers.pdf.

We also recommend informal writing to record experiences as a way to explore below the surface, to better understand them. When we write, we can "sit back" from a situation to review it, transcending our usual patterns of thought to enable a critical stance. This is writing as a way to think, a way to learn, and a way to get in touch with ourselves and what we know. The end of term is a perfect time to write. I have found that many faculty members work on teaching development projects over the summer. To prepare, here is a prompt for informal writing, to help you take advantage of what you have learned through your teaching this year.

Teaching development audit

Think back over your teaching experiences and complete the following sentences as honestly as you can:

1. Compared with this time last term, I now know that...
2. Compared with this time last term, I am now able to...
3. The most important thing I've learned about my students is...
4. The most important thing I've learned about my teaching is...
5. A personal belief about teaching/learning that has been confirmed is...
6. A personal belief about teaching and learning that has been challenged is...

The idea is to begin with our own experiences of teaching and learning, then reflect on and learn from them and finally plan actions to improve teaching and learning in the future. Sharing the process with colleagues is optional but has advantages: we learn from their experiences as well as our own and we develop a sense of community around our teaching responsibilities.

For a copy of our one-page reflective tool for reviewing a course recently taught, please contact the IDC at identre@post.queensu.ca or ext. 36428.

Susan Wilcox is acting director of the IDC.

UNIVERSITY ROUNDUP



War as an "approved instructional requirement"

"The problem is Dennis White is in charge of the First Amendment on this campus. So faculty members are wondering what we're supposed to say. How do we make sure that Dennis White deems our conversations appropriate?"

Wendy Gabriella, an anthropology instructor at Irvine Valley College in Southern California, responds to a warning from the college's vice-president that professors not discuss the war in their classrooms unless the course is directly related to the issue.

"It has come to my attention that several faculty members have been discussing the current war within the context of their classrooms. We need to be sure that faculty do not explore this activity within the context of their classroom unless it can be demonstrated, to the satisfaction of this office, that such discussions are directly related to the approved instructional requirements and materials associated with those classes."

From the email sent by Vice-President Dennis White to deans and department chairs

As reported in The Chronicle of Higher Education (April)

Out of the shadows

An immense canvas depicting women emerging from the shadows has been unveiled in the council chamber of Queen's University, Belfast. The painting, a celebration of women's achievements, is the idea of Queen's women's forum, which has launched a 12-point initiative to raise the profile and position of women at the university. This includes a mentoring system for female academics, better career prospects for clerical staff and improved childcare. "In both a real and symbolic sense, this painting signifies a long overdue change in culture," said Vice-Chancellor Sir George Bain.

The Times Higher Education Supplement (March 21)

Student shoppers go undercover

Students at the University of Windsor recently went undercover to investigate the level of service they receive on campus everywhere from the registrar's office, faculty departments, the library bookstore and information desk. The so-called "secret shoppers" had grown weary of being shuffled department to department when seeking information or services. The students are worried that situation will only get worse as enrolment rises with the double cohort. Service providers were assessed on everything from the accuracy of information they provided to their tendency to smile and make eye contact.

University Affairs (April)

Better policing of medical studies

The U.S. government has proposed guidelines to allow research institutions to restrict researchers' financial interests in studies involving human subjects. Patient groups have been requesting that universities and other research institutions take more seriously the need to monitor conflicts of interest in medical studies. Such requests mounted after Jesse Gelsinger, an 18-year-old volunteer, died during a gene-therapy study at the University of Pennsylvania in 1999. As it turned out, the director of the Penn research institute that conducted the study, owned stock in a company that financed the institute's work.

The Chronicle of Higher Education (March 31)

A new era of student (customers)

"Universities will have to give fresh consideration to risk-management issues and to whether the reality of their courses lives up to promises contained in their literature."

From a column by Cary Attle in The Times Higher Education Supplement (March 21) commenting on the recent award of damages to a group of students against their college for breach of contract. The six students from Rycotewood College in Oxfordshire argued that their higher national diploma course in historic vehicle conservation failed to meet the claims in the prospectus and, among other things, that necessary work experience and tools had not been provided. The students were awarded a hefty settlement including compensation for course fees, expenses and for "loss of opportunity."

Surfing beats hitting the stacks

Are students growing overly dependent on the Internet for their academic research? A recent US study by the Pew Internet and American Life Project, a non-profit research institute, shows nearly three-quarters of U.S. college students use the Internet more than the library. And, according to a report by the USC Council on Library and Information Resources, two thirds of American undergraduate students say the Internet satisfies their information needs.

University Affairs (April)

Compiled by Anne Kershaw

Fifty Arctic lakes show dramatic effects of climate warming in 750-km region

"BELLWETHER" OF WHAT'S TO COME FARTHER SOUTH, SAY RESEARCHERS

By NANCY DORRANCE
News and Media Services

Queen's scientists have discovered dramatic clues to North American climate change at the bottom of 50 Arctic lakes.

Using innovative techniques that enable them to collect historic evidence from fossilized algae in lake bottom sediment, the researchers have found signs of marked environmental changes in a variety of lakes of different depths and composition, within a 750-km region bordering the northern tree line. The changes are a signal of things to come in the rest of North America, say the paleolimnologists.

"We're seeing a significant, regional change in the ecology of these lakes over the past two centuries that is consistent with warmer conditions," says John Smol, Canada Research Chair in Environmental Change and co-head of the university's Paleocological Environmental Assessment and Research Laboratory (PEARL). Dr. Smol conducted the study with Kathleen Rühland and student Alisha Priesnitz, both of the Biology Department.

"Because the Arctic is a very vulnerable environment and usually the first area of the continent to show signs of environmental change – often to the greatest degree – it's considered a bellwether of what will happen elsewhere," says Dr. Rühland. "These are important signals that all of us should be heeding: the lakes' sedimentary records have tracked marked and directional ecosystem changes."

Their study will be published this month in the international journal *Arctic, Antarctic, and Alpine Research*.

To reconstruct past environmental trends, the team used fossil markers (tiny algal cells) preserved in lake sediment. Sediment cores were collected by helicopter from the 50 lakes, in an area from Yellowknife, NWT, in the Boreal forest area towards the Bering Sea in the Arctic tundra. For each lake, they compared fossilized algae preserved in the top, most recent sedi-



STEPHEN WILD

Paleolimnologists John Smol and Kathleen Rühland examine sediment samples that show the history of an Arctic lake system.

ment layer with those from the bottom, pre-industrial layer dating back about 200 years.

They found that the aquatic habitat of today is much different from that of pre-industrial times. More fossils of the type that live in open water environments were found in the top (most recent) layer of sediment – an indication that these lakes have less ice cover and a longer growing season that would alter important lakewater properties such as light availability and the way lakes stratify, as a result of warming. This marked a major ecological shift in the lakes that coincides with a period of increased human industrial activities and emissions in more southern regions.

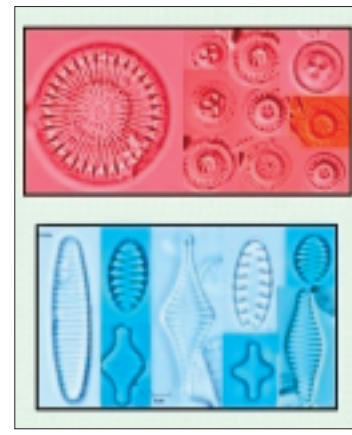
Earlier PEARL studies in the High Arctic tundra had indicated

major changes in the different layers of fossils associated with climate warming. The new findings bring the effects of climate change closer to populated areas. "The logical extension was to see if tree-line lakes also show these dramatic changes, and this study confirms that the impact is even greater than previously documented," says Dr. Rühland. "We believe that the consequences of greenhouse gas emissions, in the form of climate change, are already having a notable impact on the Arctic environment."

As well as affecting plant and animal life in this region, melting permafrost and less ice cover are already beginning to have repercussions on human concerns such as transportation, housing, and even sovereignty issues.

Last year an entire Nunavik community was relocated by the Quebec government after melting permafrost caused houses to slide from their foundations. Other researchers have found evidence that ocean ice is thinning, which could have future implications for intercontinental transportation routes.

"Until recently, no one was reconstructing Arctic climates in this way, because the technology didn't exist," says Dr. Smol. "Now that we can, in essence, reconstruct the past through this indirect technique, we're filling in gaps in our knowledge and finding answers to many ecological and environmental questions that have great significance for the future."



PEARL

Modern diatoms (open water, free floating) above; pre-industrial diatoms (shallow water, attached) below.

Centre of excellence injects \$780,000 into high-tech research

By NANCY DORRANCE
News and Media Services

Four School of Computing researchers have been awarded a total of \$780,000 from Communications and Information Technology Ontario (CITO) to support their work on digital media, and computing networks. They will also receive matching cash or in-kind support from industry partners.

"We are very grateful to CITO for this concrete recognition of the excellent work our researchers are doing related to digital media and computing networks," says Vice-Principal (Research) Kerry Rowe. "Together with the matching contributions from industry, this will help us maintain and enhance our very strong position in the fields of communi-

cations and information technology. Queen's values its relationship with CITO, and we look forward to working with them and our industry partners to improve information technology products and services which enhance the economic development and well-being of Ontario's citizens."

"It's a real tribute to the high quality of our young researchers that in the extremely competitive environment of the CITO grants program, all four applications from the Queen's School of Computing have been chosen for funding," says School of Computing Director Jim Cordy. "CITO supports some of the most advanced research in Ontario's post-secondary academic institutions, and clearly Queen's

research ranks among the best."

Three of the four projects focus on digital media. Punang Abolmaesumi (\$210,000) is an expert in the areas of medical image processing, computer vision, robotics, and computer-assisted surgery. Roel Vertegaal (\$224,000), investigates computer-human interface issues in Queen's Human Media Lab; and James Stewart (\$108,000), will focus his research on the storage and manipulation of geospatial data, which is used in such varied applications as map-making, disaster response, resource management, and sociology.

An expert in wireless LAN technology (WiFi), Hossam Hassanein has received \$237,000 to develop wireless networks that will help to bridge the gap between Wi-Fi



Hassanein

"hot spots", and support a broad range of services such as voice, data, image, video, and multimedia. "Our industrial partner, the Kingston Software Factory (KSF), provides an excellent application-level test environment for our wireless ad hoc protocols," says Dr. Hassanein. "Applications will be implemented on our existing wireless ad hoc test bed, which would then allow us to add more application-level support features within the test bed."

In announcing the awards to high-tech research projects at eight Ontario universities,

CITO President Darin Graham said, "By funding leading-edge research and building links between Ontario universities and industry, we're helping to grow Ontario's communications, digital media and information technology (IT) industries."

CITO, an Ontario Centre of Excellence (OCE), is funded by the Ontario Ministry of Enterprise, Opportunity and Innovation. The OCE program creates and manages public and private research partnerships that drive innovation and entrepreneurship leading to the competitiveness and growth of Ontario. Over the past five years, CITO has invested more than \$50 million in Ontario research projects.

www.cito.ca

What's next? Polite computers

THEY PAY
ATTENTION,
WILL REDUCE
UNWANTED
INTERRUPTIONS:
HUMAN MEDIA
LAB DIRECTOR

By NANCY DORRANCE
News and Media Services

With increasing numbers of digital devices vying for our attention and time today, researchers from the Human Media Lab (HML) at Queen's have developed a new concept that allows computers to pay attention to their users' needs.

HML researchers are addressing the problem of the barrage of messages people receive from large numbers of digital appliances. Their Attentive User Interface (AUI) is a new paradigm for interacting with groups of computers that moves beyond the traditional desktop interface.

Current computers are generally designed to act in isolation, without considering what the user is doing before producing distracting interruptions. As a result, today's user has trouble keeping up with volumes of e-mail, instant messages, phone calls and appointment notifications.

"Today's digital lifestyle has the unfortunate side effect of bombarding people with messages from many devices all the time, regardless of whether they're willing, or able to respond," says HML director Roel Vertegaal. "Like spam

(unsolicited email), this problem needs to be addressed."

The HML team is designing devices that determine the level of user attention and the importance of each message relative to what the user is doing. Then the computer decides whether to "take a turn" to deliver the message.

Dr. Vertegaal and his students, Jeffrey Shell, Alexander Skaburskis and Connor Dickie, are scheduled to present their findings this week at the prestigious ACM CHI 2003 Conference on Human Factors in Computing Systems in Fort Lauderdale, Florida.

HML collaborates with IBM Almaden Research Center in San Jose, and Microsoft Research in Redmond, Washington. This month, the Association of Computing Machinery's (ACM) flagship publication, *Communications of ACM*, features a special issue on Attentive User Interfaces, edited by Dr. Vertegaal.

"The way that we use computers has fundamentally changed," he says. "There has been a shift over the past four decades from many users sharing a single mainframe computer, to a single user with a single PC, to many people using many portable, networked devices.

"We now need computers that sense when we are busy, when we are available for interruption, and know when to wait their turn – just as we do in human-to-human interactions. We're moving computers from the realm of being merely tools, to being 'sociable' appliances that can recognize and respond to some of the non-

verbal cues humans use in group conversation."

Many of the team's discoveries are rooted in their research into the function of eye contact in managing human group conversation. One of the main underlying technologies they developed is an eye contact sensor that allows each device to determine whether a user is present, and further, whether that user is looking at the device. This allows devices to establish what the user is attending to, and when, whether, and how they should contact the user, if at all.



STEPHEN WILD

Robotic eyes with embedded eye contact sensors to allow the computer to look back at the user.

Funding support for the Human Media Lab includes the Premier's Research Excellence Awards (PREA), the Natural Sciences and Engineering Research

Council (NSERC), Institute for Robotics and Information Systems (IRIS), Communications and Information Technology Ontario (CITO) and Microsoft Research.

AUI applications developed in the Human Media Lab

- **Eye contact sensors** use computer vision to track when a person looks at a device.
- **Eye contact sensing glasses** recognize when people look at each other.
- **Eye proxy**, a pair of robotic eyes with embedded eye contact sensors allow a computer to look back at the user, to visually communicate its attention.
- **An attentive videoconferencing system** communicates eye contact over the Internet through video images, optimizing bandwidth on the basis of the joint attention of users.
- **Attentive cell phones** use eye contact sensing glasses to determine when users are in face-to-face conversations, automatically shifting from audible rings to vibration alerts.
- **Attentive speaker phones** allow users to initiate calls by looking at an eye proxy representing the remote person.
- **Attentive messaging systems (AMS)** forward email messages to the device currently in use.
- **Attentive televisions** automatically pause when nobody is watching them.
- **Attentive home appliances** allow people to use their eyes as pointing devices and their mouths as keyboards.

These appliances use speech recognition to execute commands; eye contact sensors determine which device is the target of a command (e.g. the attentive desk light activates when the user looks at the fixture and responds when the user says "Turn on").

- **Auramirror** is a video mirror that visualizes the exchange of attention between people in conversations. Each person's "aura" of attention is represented as a bubble of viscous fluid that grows in the direction of their eye gaze. When two people look at each other, their bubbles connect, representing mutual attention. When they look at the mirror, this bubble pops. This process serves as a metaphor for attention and interruption.

www.hml.queensu.ca/

IN BRIEF

High-acid drainage in abandoned mine studied

A paper exploring why an abandoned copper mine at Iron Mountain, California produces the worst acid mine drainage in the world was presented by former Queen's masters student Clare Robinson, at a recent meeting of the Geological Society of America meeting in Halifax.

Within the underground workings of the mine, water dripping from the roof and walls has pH values less than zero, and extremely high concentrations of iron, zinc, copper, cadmium and arsenic, Ms Robinson discovered. The paper explains why jarosite – a relatively common iron sulphate mineral – forms in one section of the mines, whereas unusual iron sulphates form elsewhere.

Ms. Robinson conducted the research while at Queen's, under the supervision of faculty member Heather Jamieson (Geological Sciences and Geological Engineering).

These Discovery@Queen's pages highlighting Queen's research news and developments are electronically distributed to our major research funding agencies and others who request them.

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STEPHEN WILD

To avoid the problem of phones interrupting face-to-face conversation, student Connor Dickie, shown with HML Director Roel Vertegaal, uses a wearable eye contact sensor.

Student-led innovation conference aims to inspire tomorrow's leaders

IN BRIEF

A sumptuous screening from Cinema Kingston

FORUM ALSO HIGHLIGHTS TECHNOLOGY OPPORTUNITIES AT QUEEN'S

By MEGAN EASTON

Queen's will play host to some of Canada's current and future technology leaders at a conference next month aimed at nurturing innovation in the younger generation.

The first National Technology Youth Leadership Conference, running from May 8 to 11, will bring together ambitious high school students and select representatives from technology-related industries and academe.

The brainchild of fourth-year computing science and commerce student Muneer Nawab, the student-run event will feature influential speakers including Bob McDonald, host of CBC Radio's Quirks & Quarks, and Brad Ross, founder of Nortel spin-off Entrust Technologies. The Hon. Peter Milliken, Speaker of the House and MP for Kingston-and-the-Islands, is also among several speakers scheduled to address the conference. The seminars will cover subjects such as engineering, computer science, biotechnology, entrepreneurship and next-generation technologies.

"The idea is to take students who already have an interest in

technology and bring them, at a young age, in front of people who are doing great things in technology - people who run their own companies, people who are famous scientists, or people who are high up in established companies," says Mr. Nawab. By participating in the conference, technology companies also have a unique forum to send a message to students who will likely be desirable employees in five or 10 years, he adds.

"The idea is to take students who already have an interest in technology and bring them, at a young age, in front of people who are doing great things in technology."

Muneer Nawab

Another goal of the event is to attract some of the country's best and brightest high school students to Queen's and give them a taste of life at the university. The organizers have tar-



WWW.ED.GOV

geted all Canadian high schools with marketing material about the conference. "In promoting the conference we're also promoting Queen's, and specifically technology at Queen's," he says.

Another of the event's objectives, says Mr. Nawab, is to champion the federal government's innovation agenda. "We believe that encouraging more innovative ventures and encouraging these students to become more innovative in the future leads to the betterment of the whole country."

Mr. Nawab began planning the event with his team of student organizers last summer. With start-up funding and administrative support from the Faculty of Arts and Science and sponsorship from Nortel, Dupont and Ontario Power Generation, the conference will offer 100 delegates a three-night stay in residence, meals and both educational and recreational programming for a \$250

participation fee. Bursaries are available for some students. Almost 200 students have already submitted applications to attend.

Thusenth Dhavaloganathan, a Grade 11 student from Guelph who will be attending the conference, is looking forward to meeting other students who share his career ambitions, hearing industry leaders' vision of the future of technology and getting a firsthand glimpse of life at Queen's. "I thought it was a chance of a lifetime, it fit me so well," he says. "I'm very interested in business as well as engineering and hope to use those skills in one career. With Queen's new engineering building and its excellent business program, I would hope to attend Queen's."

With a Student Work Opportunity Program position secured to plan next year's conference, Mr. Nawab looks forward to this being an annual event.

"I've attended several conferences over the years and I've found them to be very inspirational and a great motivating experience. It's unique to be able to take some time off from school to go to a different environment and hear from speakers and interact with students that you wouldn't necessarily have a chance to meet. It's an opportunity to open up your eyes to a world of opportunity that you might not be aware of."

www.ntylc.org




ZEITGEISTFILMS.COM

Hiam Abbass as Lilia

Cinema Kingston screens the Tunisian film *Satin Rouge* by Raja Amari on Sunday, April 20 at 7:30 pm at Etherington Hall. Winner of several awards including the Best New Director award at the 2002 Seattle International Film Festival, writer/director Raja Amari's sumptuous and sensual film tells the tale of a widowed Tunisian seamstress as she takes an unlikely journey of self-discovery.

Tickets are \$8 and available at the Film Studies department and at the door. Details: www.film.queensu.ca/cinemakingston or call 533-2178.



The AMS Teaching Awards Committee would like to congratulate the following nominees and winners of the AMS Teaching Awards

Nominees for the Frank Knox Award for Excellence in Teaching

<p>Mary Louise Adams, <i>Physical and Health Education</i></p> <p>Richard J Day, <i>Sociology</i></p> <p>Andrew J Daugulis, <i>Chemical Engineering</i></p> <p>Dietmar K Hagel, <i>Classics</i></p> <p>David A Hanes, <i>Physics</i></p> <p>M Shelley King, <i>English Language and Literature</i></p> <p>Leo B. Jonker, <i>Mathematics & Statistics</i></p> <p>W Peter Kissick, <i>Commerce</i></p> <p>John Lazarus, <i>Drama</i></p> <p>Eleanor MacDonald, <i>Political Studies</i></p> <p>Melvin G Wiebe, <i>English Language and Literature</i></p>	<p>Kevin G. Munhall, <i>Psychology</i></p> <p>Michael J Mombourquette, <i>Chemistry</i></p> <p>Keith Pilkey, <i>Mechanical Engineering</i></p> <p>Adair Redish, <i>Drama</i></p> <p>Leslie Ritchie, <i>English Language and Literature</i></p> <p>Robert W. Shenton, <i>History</i></p> <p>Geoffrey S. Smith, <i>History</i></p> <p>Timothy B. Smith, <i>History</i></p> <p>Laura E Von Haeseler, <i>Spanish</i></p> <p>Kenneth Edward Maly, <i>Chemistry</i></p>
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Recipients of the Frank Knox Award for Excellence in Teaching

R Edward Lobb, *English Language and Literature*


William T Newstead, *Chemistry*

Christopher Knapper Award for Excellence in Teaching Assistance


Bart Bonikowski, *Film Studies*

Miles Bowman, *Psychology*

Allen Brown, *Biology*



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Museum collection gets major injection

Museum of Health Care staff members are busy these days unpacking a very large present – a donation of more than 4,000 medical artifacts from Toronto's University Health Network.

"This one donation increases the size of the museum's collection by about one-sixth," says manager James Low. "Added to what the museum already holds, it gives Kingston one of the most important collections of health care artifacts in Canada."

The donation includes items such as a jar for carrying leeches used to "bleed" patients, a U.S. Civil War surgeon's tool kit, and the academic hood worn by John McCrae, author of *In Flanders Fields*, when he graduated from medical school. "What is particularly exciting for the museum," says Mary Dunn, acting curator, "is that this collection was begun in the early 1900s, so it contains a lot of material from the 1800s and even earlier. It really strengthens our collection of older artifacts."

Another new arrival is a diagnostic instrument once owned by one of Queen's first medical graduates.

The public will get a chance to see these items when the new exhibit, *When Medicine Met Science: The Health Care Revolution of the 1800s* on April 29.

The objects once belonged to the Academy of Medicine, which ran a medical museum and library in Toronto for decades. When the academy went out of the museum business, the University Health Network became stewards of the collection, it divided most of it



ONTARIO HERITAGE FOUNDATION

With a major donation from the University Health Network, the Museum of Health Care at Kingston has increased its holdings by one-sixth.

between the Royal Ontario Museum, the National Museum of Science and Technology in Ottawa and the Museum of Health Care at Kingston.

"It's quite an honour for us to be in that kind of company," says Mr. Low.

The new arrivals are already in demand. "Before we could even get things unpacked," says Ms. Dunn, "there were three museums in Toronto and Hamilton asking about borrowing items for special exhibitions."

The museum is located in the Ann Baillie Building, George Street beside the Kingston General Hospital.

www.museumofhealthcare.ca

IN BRIEF

Senator to be honored posthumously



Moynihan

Former Senator Daniel Patrick Moynihan, who was invited to receive an honorary degree from Queen's at fall convocation ceremonies, passed away on Wednesday. Mr. Moynihan, a Democrat from New York who was an expert on foreign affairs and a champion of urban development, served in the U.S. Senate for four terms, from 1977 to 2001. He will be awarded an honorary degree posthumously.

Former Senator Daniel Patrick Moynihan, who was invited to receive an honorary degree from Queen's at fall convocation ceremonies,

Associate V-P accepts Memorial U position

Sheila Devine, Associate Vice-Principal (Faculty Relations), has accepted the position of director of Student Recruitment at the Memorial University of Newfoundland and Labrador, effective mid-June 2003. In making this announcement, Suzanne Fortier, Vice-Principal (Academic) thanks Ms. Devine for her commitment to and leadership in faculty relations at Queen's.

The Office of the Vice-Principal (Academic) is now proceeding to fill the position of Associate Vice-Principal (Faculty Relations). Those interested in the position or who would like to submit nominations are asked to send submissions in confidence to Suzanne Fortier, Vice-Principal (Academic).

Chat away

A new AMS club hopes to get people talking – in their favorite language. CHAT celebrated its launch during the recent March Break Open House for prospective students. "Chat is perhaps the most proactive promoter and example of diversity on campus," says Jude Byrne of Student Recruitment. Chat lets people practice languages without the structure of formal lessons and helps them learn a new language or maintain proficiency in a language they might otherwise lose.

www.campuschat.ca/

Classifying classrooms

Finding the perfect classroom just got a lot easier. As the result of a December, 2002 survey, the Campus Planning and Development office has posted a comprehensive list of main-campus classrooms on the web. Along with photographs, the inventory also includes information the configuration of each room, equipment available and handicap accessibility. Those noticing any discrepancies are asked to contact Campus Planning and Development at ext. 32026 of any discrepancies so that the data can be corrected. West Campus classroom information will be added in the future.

Can war save us?

The final Religion Café of the year features Queen's Chaplain Brian Yealand discussing the topic War: Will it Save Us? It takes place April 9 at 7:30 pm at Indigo Books and Music, 259 Princess St., and is presented by Religious Studies. Details: Bronwen Jones, 1bej@qlink.queensu.ca or 547-6000, ext. 77398.

Food for Fines meets with success

During the five days of the 2003 March campaign, the Queen's Libraries' five service points collected more than 10 barrels for a total of 1,884 food items. Cash donations were a new option this year with collections totaling \$624.01. Food items and cash donations were shared between the Kingston Partners In Mission Food Bank and the Queen's AMS Food Bank.

Principal to address Arts and Science

Principal Bill Leggett will address the Arts and Science faculty on the state of the university Monday, April 14 at 2:30 pm in room 202 Policy Studies. The presentation is about 30 to 40 minutes long and will be followed by a question and discussion period. Students, faculty and staff are encouraged to attend. The presentation addresses the challenges the university has faced over the past decade or more, the goals it sought to achieve in a difficult financial environment, its successes and failures, and prospects for the future.



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Widening the lens

continued from page 11

"Our students act culturally – they change the space they're in – that is, they make a lot of noise. Universities are traditionally a place of quiet thought and contemplation, and here were these noisy, brown-skinned people, sitting around, drinking coffee and god forbid – singing!"

In addition to her mainstream work, Professor Smith has been active in the creation of an alternative university for Maori development. Higher

learning has been an important part of Maori self-determination, she says.

"In our tribe, one of the first things there needed to be was an institute of higher learning, to prepare people to lead the key developments in our tribe, and also to contribute to society as a whole. We could not rely on the mainstream institutions to do this. Our people's aspirations are high. It is higher education that sets us free."

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Creative teaching tactics for large Queen's classes

Larger class sizes have an effect on how an instructor teaches. What was successful in a seminar class of 15 students may be untenable when the enrolment grows to 30. What worked in a lecture class of 80 students may be ineffective when numbers reach 200, not to mention courses with 400 or more students in each section.



DONNA HAMILTON
Plugged In

Virtual learning communities are becoming increasingly popular in meeting the needs of both student and instructor.

Faculty Associates (LTFAs) and partners of the Learning Technology Unit (LTU) are hosting a spring symposium on Building Learning Communities in Large Classes on April 14, 15 and 16. Find out more about learning communities and how to use them to enhance teaching and learning, even with larger classes and fewer resources.

Part of the symposium will focus on practical problems. If you have a concern specific to your teaching, we will help you find potential solutions.

Thérèse Laferrière of Laval University will present a keynote address on April 14. She is professor of pedagogy and former Dean of Education at Laval University, and former president of the Association francophone des doyennes et doyens, directeurs et directrices d'éducation du Canada, and an associate researcher at the Institute for Knowledge Innovation and Technology (IKIT) at the University of Toronto.

The \$25 registration fee includes learning materials, one

lunch, and refreshment breaks, and the conference is limited to 20 participants. To register, go to www.its.queensu.ca/ltfa/springsymposium, email your name, department, phone number to idcentre@post.queensu.ca or call Stacey Smith at 533-6428.

The Cross-Faculty Teaching Forum (CFTF) on April 17 will focus on the double cohort. For more information and to register, go to www.queensu.ca/idc/15cftf.

Queen's faculty members, full or part-time, are invited to apply for the part-time position of Learning Technology Faculty Associate (LTFA), affiliated to the Learning Technology Unit, and working in close collaboration with with Instructional Development Centre as well as Information Technology Services staff and Queen's Libraries. The role of the LTFA is to assist in fostering the critical and effective use of educational technology on campus. The appointment offers release time (equivalent to one full course) and secondment to the Learning Technology Unit for a one-year appointment with the possibility of renewal. The next appointment begins in September 2003.

For details on the role of the LTFA, support available, position requirements and terms, see the web page www.its.queensu.ca/ltu/ltfanew.html. Applications are due Friday, May 2.

Donna Hamilton is manager of Learning Technology and Multimedia Services, ITServices.

APRIL IS THE CRUELEST MONTH



CELIA RUSSELL

It was the final week of classes last week, but it might as well have been a scene from the first week – of January. Spring snow blankets the campus in the courtyard behind Grant Hall.

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Using space technology to fight malaria

MEDICAL STUDENT
PRESENTS
INTERNATIONAL
PROJECT FINDINGS
TO UNITED NATIONS

By MEGAN EASTON

Space technology could be highly effective in predicting, mapping and tracking malaria outbreaks worldwide, says a second-year Queen's medical student who recently presented a proposal on the subject to a United Nations committee.

"Advanced space technologies such as remote sensing, global positioning systems and telecommunications satellites can enhance the efforts of conventional health programs in fighting this ancient and devastating global disease," says Julielynn Wong. Last summer Ms. Wong won a scholarship to participate in an international, multidisciplinary research project based at California State Polytechnic University to develop and promote a strategy to complement existing anti-malaria initiatives with space technology. She was the only medical student on the 53-member project team.

One of her colleagues on the project submitted the final report to the United Nations Committee on the Peaceful Uses of Outer Space, one of the UN's largest committees with 65 member states. The committee accepted the report as an agenda item for its February meeting in Vienna, Austria, and Ms. Wong and one other team member were selected through a competitive process to present the team's proposal. David Walker, dean of the Faculty of Health Sciences, provided funding that allowed her to travel to the meeting.

"Currently there are a lot of programs that are trying to con-

trol malaria, but despite all these efforts there has been a general resurgence of the disease and a rising risk of emergence in developed countries," says Ms. Wong. "Malaria is a disease that doesn't know any boundaries."

About 40 per cent of the world's population is at risk for malaria, and the disease kills about 3,000 people every day. "Malaria causes death, reduces agricultural productivity, affects tourism and external investment," says Ms. Wong. "Malaria is both a result and direct cause of poverty." And with the growing popularity of vacations to exotic locales, the risk of the disease coming to the West is increasing.

"Trying to control malaria is like a war, and as in any war, timely, accurate information is key."

Julielynn Wong

Space technologies could enhance the work of physicians and public health officials on the frontlines of malaria control by improving the communication of vital data related to malaria, according to the project findings. "Trying to control malaria is like a war, and as in any war, timely, accurate information is key," she says.

Many of the regions where malaria is widespread are impoverished and lack reliable communications infrastructure, so it is difficult to gather and transmit crucial ground-based information such as the incidence of the disease, the characteristics of the affected population and the availability of health-care resources in the area.

Telecommunications satellites could allow health-care workers to send these ground-

based data instantly when they're working in the field. Global positioning systems would allow doctors in remote, often unmapped villages to correlate the number of malaria cases with their exact geographic locations. Remote sensing, which identifies features of the earth's surface from space, could monitor the environmental conditions, such as the amount of rainfall and humidity that support the proliferation of malaria-carrying mosquitoes.

The project, called Health Improvements through Space Technologies and Resources, or HI-STAR, proposes the development of a global Malaria Information System. This system would generate malaria "risk maps" and provide early warning about malaria outbreaks by integrating epidemiological information from space- and ground-based data.

With this information, health officials could allocate limited malaria prevention and treatment resources. Part of the project involved several case studies on malarial countries to determine the feasibility of implementing the system. "Other nations have initiated regional pilot projects using space technology, but our presentation was unique because we proposed a global strategy and offered an operational plan," says Ms. Wong. The system could also be applied to other diseases that involve a vector or an agent that is susceptible to environmental conditions, often an insect, to spread the disease.

While she admits to a fleeting case of nerves before she took the podium at the UN meeting, Ms. Wong says she didn't have time to be anxious given the brief opportunity she had to "sell" the proposal to the health, policy and technology decision-makers in the audience who have the power to make it a reality. The feedback on the



ASIAN ACTION TALENTS

Julielynn Wong won a scholarship to participate in an international, multidisciplinary research project based at California State Polytechnic University to develop and promote a strategy to complement existing anti-malaria initiatives with space technology.

presentation from the delegates at the recent meeting was overwhelmingly positive, she says.

Delegates from China, Japan and South Africa expressed an interest in the proposal immediately following her presentation, and already there are tentative plans for a pilot project in French Guyana. NASA recently offered Ms. Wong a summer research job with its Healthy Planet Program, which uses

satellites as sentinels for health and the environment.

While she still has two years of medical school ahead of her, Ms. Wong says she hopes to continue her work in international health in the future. "I consider myself to be not just a Canadian physician, but really a physician of the world. We live in a global society and anything that we do to fight disease should be done on a global scale."

CAREERS

ARDAL, Pall S.

Professor Emeritus, Queen's University

Passed away peacefully at Providence Manor on Tuesday, March 25, 2003. Beloved husband of Harpa, adored father of Grida, Maja, Steinthor and Grimur, devoted grandfather of Paul, Inga, Emma, Kiel, Malcolm, Alice, Allison and Owen and great grandfather of Liam. Pall was born in Akureyri, Iceland in 1924. He was awarded a scholarship to study at Edinburgh University, where he earned his Doctorate and lectured in Philosophy. Pall held the Charlton Chair at Queen's when he taught from 1969 until his retirement, following a distinguished career as a published scholar and teacher. Recently, the Pall S. Ardal Institute for Hume Studies was established at Akureyri University in Iceland. Pall will be remembered by all who knew him as a man of great passion and integrity. He lived life to the fullest and inspired us all to follow our dreams. Pall was loved, admired and is greatly missed. The family wishes to thank the staff at Providence Manor Continuing Care Centre for their wonderful sensitivity, care and compassion. A celebration of Pall's life was held at the Morgan Memorial Chapel in the Theological Hall at Queen's University on Saturday, April 5, 2003 at 3 pm with a time of fellowship that followed at The University Club of Queen's, 168 Stuart Street. As expressions of sympathy, memorial donations made to the Ardal Scholarship in Philosophy at Queen's University, Old Medical Building, Queen's University, Kingston, Ontario K7L 3N6 or to the Parkinson Foundation of Canada would be appreciated by the family.

Faculty Appointments

Charles Pelley appointed Acting Head, Department of Mining Engineering
Principal William Leggett announces the appointment of Dr. Charles Pelley as Acting Head of the Department of Mining Engineering for a one-year term effective July 1, 2003. Dr. Pelley joined Mining Engineering as an assistant professor in 1984 after eleven years of industrial experience in asbestos, base metal and iron ore mining. His undergraduate degree is in Geology from Memorial University of Newfoundland and his MEng and PhD degrees in mining engineering are from McGill University. His research activities and teaching have mainly involved project appraisal, underground mining methods and underground design. Dr. Pelley has served on environmental assessment panels for a uranium mine in Saskatchewan in 1992-93 and the Voisey's Bay nickel project in Labrador in 1997-99. In 1998 he was appointed Stollery Professor and cross-appointed to the Department of Geological Sciences and Geological Engineering. In making this announcement, Principal Leggett expresses his appreciation for the leadership provided by Dr. James Archibald as Head of the Department of Mining Engineering over the past six years.

Staff Appointments

Junior Safety Technician, Environmental Health and Safety 2002-70
Withdrawn
Administrative Secretary, Faculty of Health Sciences, 2003-11
Kate O'Grady
Coordinator, External Relations Office of the Principal 2003-17
Shelley Aylesworth-Spink
Regional Education Development Assistant, Faculty of Health Sciences, 2003-22
Cathy Hitchins
Student Resource Assistant, Office of the University Registrar (Admission Services) 2003-23
Jane Davies

Staff Vacancies

Departments requiring casual hourly paid secretarial or clerical assistance should contact Susan Goodfellow in Human Resources, 533-2070.
Requisitions for staff replacement, with appropriate approvals, must reach the Department of Human Resources by noon of the Monday one week prior to the date of issue.
Applications received from internal candidates will be acknowledged by the Department of Human Resources. The results of

each competition will be posted under the Gazette heading "Staff Appointments" as soon as possible after the conclusion of the recruitment and selection process.

Closing date for the following positions is **Tuesday, April 15, 2003 at 4:30 pm**. Late applications will not be accepted. Please submit a letter of application indicating the specific position desired and a detailed resume including your employee number.

Resumes will be accepted from Queen's Employees with Internal Status ONLY, unless the position specifically invites External applications.

Queen's University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates including women, aboriginal peoples, persons with disabilities and racial minorities.

Job Details for positions advertised under 'Staff Vacancies', with the exception of CUPE Local 229 postings, continue to be available in the HR department and on the HR Website: <http://www.hr.queensu.ca/>.

*If you wish to be considered for the following positions apply in writing to **Susan Goodfellow** in Human Resources

**Budget and Staffing Manager
Faculty of Education
2003-38**

Minimum Salary: \$54,829
(Salary Grade 10)

Terms: Full-time continuing

**Employee Relations Specialist
Department of Human
Resources
2003-39**

Minimum Salary: \$47,679
(Salary Grade 9- HSS9)

Terms: 13-month term

*If you wish to be considered for the following positions apply in writing to **Pat Eaton** in Human Resources

**Residence Desk Clerk
Queen's University Residences
2003-40**

Minimum Hiring Salary: \$27,885
(Salary Grade 3 - ADMG3)

Terms: Full-time continuing, 40 hours per week

**Receptionist/Senior Secretary
Alumni Affairs
2003-41**

Minimum Hiring Salary: \$29,338
(Salary Grade 4 - ADMG4)

Terms: Full-time continuing

**Associate Director
(Research Grants and Ethics)
Office of Research Services
2003-42**

Minimum Hiring Salary: \$54,829

(Salary Grade 10)

Terms: 5-year term

**Laboratory Technologist
(Electronics)
(CUPE Local 254)
Chemical Engineering
2003-43**

Tentative Hiring Range: \$38,006 - \$46,367

Terms: 1-year term

**Junior Safety Technician
(CUPE Local 254)
Environmental Health and
Safety
2003-44**

Tentative Hiring Range: \$32,719 - \$39,918

Terms: 1-year term

**Other Position
Laboratory Technician/Manager
Gastroenterology Research Unit
(GIDRU), Department of
Medicine**

This is a full-time position.

Responsibilities: support ongoing projects in the characterization of cell and molecular mechanisms of intestinal epithelial cell resistance to injury in intestinal inflammation on a day-to-day basis; teach junior researchers in basic laboratory protocols.

Requirements: experience and advanced skills in cell and molecular biology techniques in animal work, and willingness to make a commitment for 1 to 2 years.

Salary: Commensurate with experience.

First interviews to take place over the phone and final interviews in person by mid-June, 2003. Forward electronic copy of curriculum vitae outlining experience, technical skills and publications to Dr. Mark J. Ropeleski, Queen's University, Gastroenterology Diseases Research Unit, Hotel Dieu Hospital, 166 Brock

Street, Kingston, ON. mropeles@medicine.bsd.uchicago.edu.

Employee Development

Please call Human Resources at 32070 to register for the following program or to obtain further information, or register at: _hradmin@post.queensu.ca

Friday, April 11

**The Effective Manager Series:
Another Look at Motivation**

Through discussion, self-assessment, and small group interaction, supervisors and managers will have the opportunity to learn/review two theories of motivation and their application to the work environment, realize their own beliefs about motivation, understand the effect of their beliefs/behaviour in motivating others. Led by: Wendy Lloyd, Human Resources, 9 am to noon.

Employee Assistance Program

For off-campus professional counselling call toll free: 1-800-387-4765 (français 1-800-361-5676). This service can be reached 24 hours a day, seven days a week. Further information is available on the following website: www.queensu.ca/eap/

In Remembrance

Woodcock, Eileen
(Feb. 8, 2003)
Member of the Queen's Community since Oct. 4, 1976

Ziomkiewicz, Stephan
(Feb. 17, 2003)
Member of the Queen's Community since July 2, 1955

Courtright, James
(Feb. 21, 2003)
Member of the Queen's Community since Sept. 1, 1970

MacAdoo, E. Patricia
(March 23, 2003)
Member of the Queen's Community since July 1, 1967

BULLETIN BOARD

Governance

Second call for elections to the Board of Trustees

The University Secretariat reminds the university community that elections to the Board of Trustees will take place during the months of April/May 2003 for the following position: 1 Faculty/ Librarian/Archivist, Board of Trustees, 4-year term until 2007. Nominations close April 15, 4 pm. Balloting takes place April 23 to May 7. Polls close May 7, 4 pm; results will be announced on the University Secretariat website by May 14. Nomination forms are available from deans/department heads/directors, from the University Secretariat at B-400 Mackintosh-Corry Hall or via the Secretariat

website: <http://www.queensu.ca/secretariat/election>.

QUFA members making application for renewal, tenure, promotion or continuing appointment - 2003

Faculty governed by the collective agreement between Queen's and Queen's University Faculty Association who may be making application for renewal, tenure, promotion or continuing appointment, are advised that the deadline for the receipt of such applications is Sept. 1, 2003. Members are referred to the following articles in the Collective Agreement for information: Article 24 - Employment Equity; Article 28 - Procedures for Personnel Decisions; Article 30 - Renewal;

Article 31 - Tenure/Continuing Appointment; Article 32 - Promotion.

Senate Meeting, April 24

Attention senators; Senate Committee chairs and secretaries; and Faculty Board secretaries. Items for the agenda should be received by the secretary no later than noon, Thursday, April 10 to be considered by the agenda committee. Reports that are more than five pages long should have an executive summary of one page or less. So we can make all agenda material available on our web site please submit your information in Win 98/Office 2000 compatible format. Submissions for the agenda may be sent via email to senate@post.queensu.ca.

Notices

Parking reminder

Queen's parking permit holders are reminded to park their vehicles between the lines on asphalt lots or within the curbstone in gravel lots. Vehicles not parked in a valid parking space will be ticketed. Tickets given for parking in no parking areas or at expired meters will not be voided. Questions or concerns? Please contact the Parking Office at ext. 36979.

**Physical Education Centre
Saturday, April 5 -
Friday, May 2**

Hours the building is open

Saturday, April 5 8 am-10 pm
Sunday, April 6 12 pm-10 pm
Monday, April 7 - 7 am-10 pm
Friday, April 11

Saturday, April 12 8 am-10 pm
Sunday, April 13 12 pm-10 pm
Monday, April 14 - 7 am-10 pm
Thursday, April 17
Saturday, April 19 8 am-10 pm
Sunday, April 20 12 pm-10 pm
Monday, April 21 - 7 am-10 pm
Friday, April 25
Saturday, April 26 8 am-10 pm
Monday, April 28 - 7 am-10 pm
Friday, May 2


Recreation Swim

Monday, 7:15 am-8:15 am
Wednesday, Friday
Monday to Friday 11:30 am-1:30 pm
Tuesday and Thursday 4 pm-6 pm
Mon/Wed/Fri/Sat/Sun 4:30 pm-6 pm
Sunday 8:30 pm-9:30 pm
Family Swim
Saturday 10 am-11:30 am
Sunday 3 pm-4:15 pm

The Jock Harty Arena and indoor track will be closed from March 31-April 30, 2003 - Exam Period.

Rental Listings Needed!

The International Housing Office is seeking rental listings for incoming international students and scholars for the spring/summer, fall and fall/ winter periods.



**Department of
Pharmacology and Toxicology**

The Thirteenth Annual McEwen Lecture


Date:
April 10, 2003

Speaker:
Dr. S.A. Waldman, M.D., Ph.D.,
F.C.P. Thomas Jefferson University, Philadelphia

Topic:
"From bench to bedside: Development of novel diagnostics and therapeutics for gastrointestinal malignancies"

Time:
5:00 p.m.

Place:
Etherington Auditorium,
Kingston General Hospital



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To submit listings for apartments, rooms in either a landlord's home or in shared accommodations with other students, please visit www.queensu.ca/quic/housing and access "Housing Database" or call 533-2604 ext. 74650.

Request for proposals

Queen's University Library invites proposals for a creative re-design of the Library's website. Full project details and specifications for submissions are supplied in the Request for Proposals available at: http://library.queensu.ca/newdesign/rfp_qulweb.pdf. Submission deadline: April 25, 2003.

Retirements

French Studies will honour two of their colleagues during a reception at the University Club, Tuesday, April 15, 2003, from 4:30 to 6:30 pm. **Lucie Joubert**, an Associate Professor in the department since July 1993, has accepted a position at the University of Ottawa, effective July 1. **Andre Mister**, a Continuing Adjunct, has been employed by the department since Sept. 1980. She took early retirement effective May 1, 2003. We invite friends and colleagues who would like to offer their best wishes to join us. Cards can be signed in 301 Kingston Hall and donations towards a gift will be accepted by Agathe Nicholson. For information, please call 533-2090.

Queen's summer softball and soccer leagues

Registration has begun for the 2003 Summer Softball and Soccer

Leagues. Forms are available in the PEC.

Grad soccer league

League Starts: May 4, games are Sundays to Thursdays
League ends: Mid July
Number of Teams: 18 (12 men's teams, 6 women's teams)
Team Complement: Must be 60% graduate students.
Fee: \$200 per team plus a \$40 refundable ball deposit.

Coed softball league

League Starts: May 20, games are Sundays to Thursdays
League ends: July 24
Annual Tournament: End of July
Number of Teams: Max 32; first-come basis, min. 5 men/5 women/ team
Two Divisions: Rec (just for fun); Competitive (more serious, but fun too)
Fee: \$130 per team plus a \$50 refundable default bond
Open to Queen's grad and undergrad students, faculty, staff and respective partners and spouses.

35th Annual faculty and staff golf tournament

Date: Tuesday, June 17, 2003 (Mark your calendars!)
Location: Collonade Golf and Country Club
Time: 1 pm. Shotgun Start
Fee: \$60 per golfer, includes greens fees, dinner, prizes and lots of fun!
Registration: May 1, forms will be available in the PEC
For More information contact Kelly Smith at homeevent@post.queensu.ca.

PhD Examinations

Members of the regular staff at the university may attend PhD oral thesis examinations.

Monday, April 7

Karen Elizabeth Landman, Geography. 'Constructs of nature in the Mattawa landscape: "it's who we are and how we live"'. Supervisor: B.S. Osborne. E310 Mackintosh-Corry, 2 pm.

Tuesday, April 8

Mark Anthony Schaffer, Chemical Engineering. 'Chemical pathways and kinetics of the later stages of the nylon 66 polymerization process'. Supervisor: K.B. McAuley. 312 Dupuis, 9:45 am.

Thursday, April 10

Christopher John Turner, School of Computing. 'Dynamic conformance checking for object oriented design and code'. Supervisor: T.C.N. Graham. 110 Jeffery, 2:30 pm.

Friday, April 11

Chun-Te Ko, Chemistry. 'Fibre optic chemical sensors for non-fluorescent analyses using fluorescence quenching and waveguide raman spectroscopy'. Supervisor: R. Stephen Brown. 515 Chernoff, 9:30 am.

Monday, April 14

Guofeng Pang, Physics. 'Micro-molded thick PZT sol gel composite structures for ultrasound transducer devices operating at high frequencies'. Supervisor: M. Sayer. 201 Stirling, 1:30 pm.

Tuesday, April 15

Timothy Darren Jones, School of Business. 'Personal, professional & service company commitment in service relationships'. Supervisor: S.F. Taylor. Sutton Room 403, 9 am.

Wednesday, April 16

Erin Jessica Lemon, English. 'Negotiating the public sphere: critical responses to the role of private citizens in public debate, 1620-1650'. Supervisor: P. Stevens. 517 Watson, 2:30 pm.

Thursday, April 17

Luke Alexander Bisby, Civil Engineering. 'Fire behaviour of fibre-reinforced polymer (FRP) reinforced or confined concrete'. Supervisor: M.F. Green. 212 Ellis, 9:30 am.

Surplus Items

Queen's Executive MBA offers for sale the following: 1992 Ford Cargo Van, 8 cylinder, am/fm radio, 190243 KMs. "OPEN BID" This vehicle is being sold "as is". For information or to view, please contact Laura Reid at ext. 32012. Submit sealed bids marked "Executive MBA" to Patti George, Purchasing Services by 12:00pm on the Monday after this issue. Please mark bids "Confidential". Queen's University is not responsible in any way for the condition of any item(s) it has made available, nor for any damages or injury that may occur due to use or removal of the item(s). Queen's University reserves the right to reject any or all of the bids. Only successful bidders will be notified.

HELP LINES

Campus Security Emergency Report Centre:

533-6111

Human Rights Office
533-6886
Irene Bujara, Director

Sexual Harassment Complainant Advisors:

Margot Coulter, Coordinator
533-6629
Millard Schumaker - Religion
533-2106 ext. 74323
Chuck Vetere - Student Counselling
533-2893 ext. 77978

Anti-Racism Complainant Advisors:

Stephanie Simpson, Coordinator
533-6886
Audrey Kobayashi - Geography,
533-3035

Anti-Heterosexism/Transphobia Complainant Advisors:

Julie Darke, Coordinator
533-6886
Eleanor MacDonald, Politics
533-6631

Coordinator of Dispute Resolution Mechanisms:

Adrienne Clarke
533-6495
directs staff, students and faculty to the appropriate campus resources for assistance.

Sexual Harassment Respondent Advisors:

Paul Banfield - Archives
533-6000 ext. 74460
Mike Stefano - Purchasing
533-6000 ext. 74232
Greg Wanless - Drama
533-6000 ext. 74330

Anti-Racism Respondent Advisor:

Ellie Deir - Education
533-6000 ext. 77673

Internal Dispute Resolution SGPS Student Advisor Program

533-3169

University Grievance Advisors - Students:

Please contact Adrienne Clarke, Coordinator of Dispute Resolution Mechanisms, at 533-6495 for assistance or referral to a Grievance Advisor

University Grievance Advisors - Staff:

Jane Baldwin - Surgery
533-6302
Kathy Beers - Student Affairs
533-6944
Bob Burge - IT Services
533-6000 ext. 32447
Sandra Howard-Ferreira (On Leave)
School of Graduate Studies and Research
Gary Racine - Telecommunications
533-3037

Freedom of Information and Privacy Protection

Officer Don Richan 533-2378
Commissioner Margaret Hooley
533-6095

Employee Assistance Program

1 800 387-4765

University Chaplain:

Brian Yealland
533-2186

Rector

Ahmed Kayssi
533-2733

Student Counselling Service

533-2893

*Internal numbers may be accessed from a touch-tone phone off-campus by dialling 533-6000 + extension number.

Faculty of Arts and Science

PREREGISTRATION HAS CHANGED!

If you plan to take Arts and Science courses in the fall-winter session you must participate in the preregistration process.

Beginning April 28, 2003

April 28-May 16, 2003

Arts and Science students access QCARD to confirm/change your degree program, type and concentration AND select an alternate choice. This is not a first-come, first-served request period.

Beginning June 16, 2003

June 16-July 11, 2003

All students access QCARD to select your courses, first-come, first-served, according to your year of study as follows:

- Week 1 (June 16 - June 21): 4th Year Students
- Week 2 (June 23 - June 28): 3rd, 4th Year Students
- Week 3 (June 30 - July 5): 2nd, 3rd, 4th Year Students
- Week 4 (July 7 - July 11): Open to all students

Exceptions: Non-degree students access QCARD during weeks 3 & 4; Applied Science students access QCARD at any point, regardless of year of study; NEW first-year Arts and Science students access QCARD during SOAR (June 23-July 19).

Access the Faculty of Arts and Science website for full details on the NEW preregistration process at www.queensu.ca/arts/sci/student_services/registration



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To inform News and Media Services of your latest research findings or upcoming journal publications, call News and Media Services Coordinator Nancy Marrello, ext. 74040, or News and Media Services Writer Nancy Dorrance, ext. 32869.

"A GARGEN OF IMAGERY"



STEPHEN WILD

Bachelor of Fine Arts fourth-year student Amy Spaulding pauses to show off some of the canvases she is working on for the BFA Graduating Exhibition April 22-26. This year's exhibition, *Everything will be Okay*, will be temporarily installed throughout Ontario Hall and is a celebration of the graduating class's studio practice. All are welcome to attend the exhibit and the April 26 reception, 6-8 pm.

Art

The Agnes Etherington Art Centre
University Avenue

Ongoing exhibitions – Samuel J. Zacks Gallery, *Instant Criticism of Illusionism* to April 27; Davies Foundation Gallery, *Fragrances of Time and Space: Block D* to May 11. Historical Feature and R. Fraser Elliott Galleries, *In a Foreign Country: Images of 18th and 19th Century Canada* to July 20; The Bader Gallery, *Contemplative Imagination* to Aug. 17; African and Frances K. Smith Galleries, *A Forest of Flowers – Words and Sculpture of West Africa*, to Oct. 12. For further information, contact Pat Sullivan or Annabel Hanson at 613-533-2190. www.queensu.ca/ageth/

Events

Sunday, April 13 – Lunch with Agnes. 1:15 tour; 2:15 tea. \$10 per person. Reservations: 533-6913.

Union Gallery

Tuesday, April 8 - Tuesday, April 29, *Mirror*, Group show of Queen's BFA class of 2006. Opening reception Saturday, April 5, 6 to 8 pm. Stauffer Library ugallery@post.queensu.ca

Film

Sunday, April 20
Satin Rouge by Raja Amari. Winner of several awards including the Best New Director award at

the 2002 Seattle International Film Festival. *Satin Rouge* tells the tale of a widowed Tunisian seamstress as she takes an unlikely journey of self-discovery. Etherington Auditorium, 7:30 pm.

Music

Sunday, April 27
Kingston Symphony Orchestra, Glen Fast, conductor and featuring cellist, Wolf Torman. Admission: phone 530-2050.

Departmental seminar schedules

Biology

www.biology.queensu.ca/seminars/dss.html

Business

business.queensu.ca/research/conferences/index.html

Chemistry

www.chem.queensu.ca/NEWSANDEVENTS/Seminars/Seminar02W.PDF

Centre for Neuroscience Studies

www.queensu.ca/neurosci/seminar.html

Economics

qed.econ.queensu.ca/pub/calendar/week.html

Pharmacology/Toxicology

www.meds-ss10.meds.queensu.ca/medicine/pharm/

Physiology

meds-ss10.meds.queensu.ca/medicine/physiol/physiol.sem.html

Public Lectures

Friday, April 11
Physical and Health Education
Joe Baker and Sean Horton. Kenyan running dominance: The role of stereotypes on human performance. 205 PEC, 11:30 am.

Tuesday, April 15

Jewish Studies
Justin Jaron Lewis. Hasidic Tales and Skeptics' Jokes. 517 Watson, 7:30 pm.

Thursday, April 17

Queen's University Library
Roch Carrier, National Librarian of Canada. The National Library and the Digital Future. 1101 Biosciences, 10:30 a.m.

Special Events

Wednesday, April 9

Religion Cafe
Brian Yealland, Queen's Chaplain. War: will it save us? Indigo Books and Music, 259 Princess Street, 7:30 pm. Contact: Bronwen Jones, 1bej@qmlink.queensu.ca or 547-6000, ext. 77398.

Monday, April 14

Ban Righ Centre
Katherine Porter, H'Art Studio. If this table could talk. Katherine shares this opportunity to speak about the studio's programs and exhibit with writer, Elizabeth Greene; cabinetmaker, Lyn McMillan and several young women who have 'Conversations shared over a round table'. Noon.

Courses and Workshops

Jewish Studies

"The Jewish World" begins Monday evening, May 5 and continues till early August. For schedule and course details, contact Jewish Studies 533-6359, judaism@post.queensu.ca. Information at Continuing and Distance Studies, <http://www.queensu.ca/cds>. If you have not taken a course at Queen's before, contact Admission Services, <http://www.queensu.ca/admission>, by April 1; after that date it may still be possible to register as an auditor. Otherwise registration proceeds through the on-line system, QCARD, <http://www.qcard.queensu.ca>.



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Submission information

To ensure we get your information correct, Calendar items must appear in this format: date, department, speaker's name and affiliation, title of lecture, place, time, and cost if applicable. Please submit your information in the body of an email message to gazette@post.queensu.ca.

You are reminded that the next *Gazette* deadline is April 14 at noon.