



# QUEEN'S GAZETTE

Cookies, blogs and wikis P13



A new stadium for Queen's? P10



LENA CHURPITA, QUEEN'S BUILDING DEMOCRACY PROJECT

Kiev opposition leader Viktor Yushchenko speaks to crowds in Kiev's Independence Square last week. On Friday at 11:30 am Ukraine's Supreme Court was reported to have cancelled the country's disputed presidential runoff results and called for a repeat of the second round of voting.

## Making history in Ukraine

### DEMOCRACY PROJECT MEMBERS GATHER IN KIEV STREETS

By NANCY DORRANCE  
News and Media Services  
Students and professors with a Queen's project to support democratic development in Ukraine were among the half-million demonstrators who filled the streets of Kiev last week, protesting what they believed to be a fraudulent national election.

Eyewitness reports at the time the *Gazette* went to print from a Ukrainian professor in the Queen's-based Building Democracy Project show the excitement and intensity felt by people in Kiev's Independence Square as history unfolds.

"I could never imagine that a crowd of about half a million was able to radiate exclusively posi-

tive energy," said Antonina Kolodii. "Without doubt our [students] are among the people on the streets and squares throughout Ukraine."

Project director George Perlin (Policy Studies) says that there is "an extraordinary will for democratic reform in Ukraine. That's why we are there."

Funded largely through the Canadian International Development Agency (CIDA), the Queen's initiative was launched in 1997 as the Canada-Ukraine Democracy Education Project, to develop curriculum and provide teaching resources for delivering a "fundamentals of democracy" university course. The second phase, Building Democracy Project, began last spring to consolidate and extend this work into colleges, secondary schools, and the country's law enforcement system.

For more details, see page 8.

## AMS creates new award to honour staff excellence

By SARAH WITHROW  
The Alma Mater Society (AMS) is introducing a new award to recognize staff members who go over and above the call of duty to serve students.

"There are so many staff members supporting the AMS we felt it was time that all their hard work and dedication got recognized," says Brian Cheney, AMS

vice-president of university affairs.

In January, the AMS will establish a committee of one staff member and five students to accept and evaluate nominations for the award.

Any full or part-time staff member (with an aggregate service of at least one year) is eligible for the award which will be pre-

sented at the AMS annual general meeting in March.

However, Mr. Cheney says he is exploring the possibility of having the award presented at convocation.

Nominations must be made

See page 6 for a Viewpoint salute to staff.

by two currently-enrolled students and may be supported by up to five letters from any member of the Queen's community (in or outside the university).

The AMS staff award committee will evaluate nominations according to the nature and type of the significant service referred to in the nomination; the breadth of its impact; the evi-

dence of initiative shown by the nominee; the strength of the support behind the nomination; the range of nominators and the length of service of the staff member. Winners will receive a framed certificate.

See page 3 for a photo of this year's Special Recognition for Staff Award winners.

## Maclean's can only go so far in measuring equity, editor says

By CELIA RUSSELL  
Introducing an equity component into *Maclean's* annual ranking survey would be difficult as there is no meaningful way to measure a university's commitment in this area, says the magazine's education editor, Anne Dowsett Johnston.

It is one thing to ask for a new component in the *Maclean's* annual ranking of Canadian universities. It's another thing to implement it, she says.

She was responding to a request from Ontario equity practitioners that the magazine consider introducing an equity component to its annual universities ranking.

Queen's University Advisor on Equity Mary Margaret Dauphinee wrote to the magazine recently on behalf of the Ontario Universities Employ-

ment and Educational Equity Network (OUEEN). As universities turn attention outwardly in a quest to become more globally minded, equity and diversity should be an important part of how universities are rated, she says. (See the article in the Nov. 22 *Gazette*, page 1.)

This is not to say that these topics are not covered. The rankings issue has always included aspects of equity, diversity and internationalization, particularly in the accompanying editorial substance, Ms. Johnston told the *Gazette*.

"From the very beginning, we tried to be alert to social responsibility issues," she says. "When I took on the [rankings] project in 1992 to reshape it, one of the issues that I took on was the issue of gender equity in senior ranks at universities."

In order to measure, however, you must have a level playing field, she says.

"For example, one university may have four female senior vice-presidents while another may have a majority of female faculty. You couldn't put a value on that. The initiatives are different, and what you are working on is a level playing field."

Regional differences also make it difficult to measure minimum entrance marks, let alone equity, she says, giving the example of CEGEPs in Quebec as compared to the secondary school system in the rest of the country. Alberta has exit tests for its secondary school students, Ontario doesn't. BC has exit tests, but they are different from Alberta's, she says.

The 14th-annual survey, which published Nov. 15, has

always addressed the issues of equity and safety, she says. Universities are asked if they have a rape crisis centre, if they have a walkhome service – these questions, she and her team felt, could be included in the ranking. Safety issues cannot, however, be compared between a small, rural university such as Mount Allison in Sackville, NB, and the urban University of Toronto.

"It's not what you wish to measure, but what you can measure. And if you can, how do you go about measuring this component? And then you have to build consensus."

And even that is difficult, she says. For example, this year, *Maclean's* launched a university graduate survey, aimed at offering readers and prospective students valuable feedback from recent graduates. Queen's fared

well in this section, she added.

But overall, the survey is incomplete.

"York is not in the grad survey. They decided to sit out this year and watch."

See MACLEANS: Page 2

### Index

Bulletin Board . . . . .	15
Calendar . . . . .	16
Discovery @ Queen's . . . . .	8
University Roundup . . . . .	7
Viewpoint and Letters . . . . .	6

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## Collaboration key to higher education

By CELIA RUSSELL

Collaboration between not only universities and colleges but also post-secondary institutions and high schools is essential for the survival of Ontario post-secondary education.

This was one of several issues raised at the recent Kingston town hall meeting on higher education attended by more than 300 students, educators and concerned citizens.

Post-secondary institutions need to reach out to the high schools in their communities, former Ontario premier Bob Rae told the crowd, which he described as the largest so far of the series of meetings being held across Ontario in November and December. "One of the most important collaborations we have to focus on is the one between colleges and universities and high schools. A full 60 per cent of Ontario high school students are not going on to college or university," Mr. Rae said.

The Nov. 23 event at St. Lawrence College was the 12th of 17 meetings organized by the Ontario government to discuss

the future of post-secondary education in Ontario and to get feedback on the Rae Review discussion paper that was released earlier this fall.

Mr. Rae and his panel are scheduled to deliver their findings to the McGuinty government in January.



Rae

The dozen or so people who spoke from the audience were reminded by the panel that it was not enough to raise issues – their mandate was also to offer suggestions and solutions.

Themes discussed during the two-hour meeting ranged from the quality of post-secondary education and accessibility for both students with special needs and those from lower income brackets to the ever-increasing student debt load.

Students should have every opportunity to pay off loans as quickly as possible in order that

they pay as little interest as possible, but there must be flexibility to choose payment options that are sensitive to a graduate's career or life choices and opportunities, University Registrar Jo-Anne Brady told the meeting.

"Students are not homogeneous. For example, those entering university directly from high school have different needs and financial challenges than mature students with dependents and/or students entering advanced professional or graduate degree programs."

In keeping with its principle that financial aid should be directed to those with the greatest financial difficulties, Queen's endorses a move from the universality of tuition tax credits, she said. Such credits should be available to graduates in repayment – a time when they can truly make a difference.

Currently, financial assistance is not being dispersed effectively, Mr. Rae said. "People who should be getting the grants are getting the loans and those who are not eligible for funding under the current system should be getting

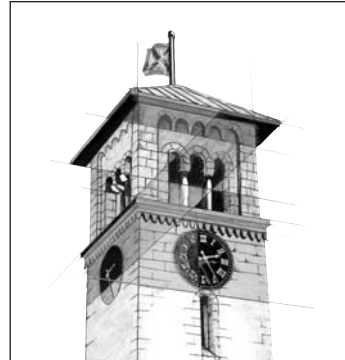
the loans. There is money in the system for financial assistance, but it is not well focused," said Mr. Rae. "The question is, how do we introduce more income sensitivity on repayment of loans so it doesn't force people into a lifetime of debt?"

Existing government funding could be packaged more efficiently to help students, he said in an interview after the meeting. But more funding is desperately needed to ensure the viability of the system.

Mr. Rae also remarked that "we often see excellence and access as two ends of the spectrum that will never meet. We have a tendency in Canada to put things down. We shouldn't be afraid of excellence."

Lisa Webb of Queen's Ban Righ Board urged the panel to recommend reducing the current five-year to get back into the post-secondary system for those mature students who quit high school. The sooner they are able to return to school, the sooner they are able to get on their feet, she said.

[www.queensu.ca/raereview](http://www.queensu.ca/raereview)



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### SESQUI SYMPOSIUM



STEPHEN WILD

Dean of the Faculty of Health Sciences David Walker escorts the Governor-General, Her Excellency the Right Honourable Adrienne Clarkson, to a public symposium discussing the future of medical education at Grant Hall. Her Excellency participated as honorary chair. The Nov. 25 symposium capped a successful series of events marking the 150th anniversary of the School of Medicine.

## Macleans

continued from page 1

As for internationalization, "the rankings already include a measurement of international students in first year and at the grad level as an indication of the drawing power and diversity in the classroom."

Each year, the magazine gets numerous requests from educators, administrators and students to add components to the survey. Change takes a lot of work and must be done conservatively to show continuity in the rankings, she says.

## Severe weather?

In the event of severe weather conditions, Queen's community members can get up-to-date information on the status of university operations by phoning the emergency phone line at 533-3333, visiting [www.queensu.ca](http://www.queensu.ca) or listening for reports on local radio.

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## CELEBRATING STAFF ACHIEVEMENT



CELIA RUSSELL

Principal Karen Hitchcock presented the 2004 Special Recognition for Staff Awards at her first Principal's Holiday Reception last Thursday in Grant Hall. From left: Kris Bowes (Health Sciences), Annette Lilly (Business), Kelly Moore (Neurosciences), Frank Phelan and Floyd Connor (team, Queen's University Biological Station), Barbara Schlafer (Ban Righ Centre) and Kim Shaw and Rodney Wilson (team, Fitness and Lifestyle Centre). To read their citations, see the Campus News section of the Queen's News Centre at [www.queensu.ca/newscentre](http://www.queensu.ca/newscentre). For more photos from the reception, see page 15.

## Queen's again scores top mark for accountability

For the sixth straight year, Queen's has received the top marks in the Canadian University Accountability Survey.

Under the annual study conducted by professors at Wilfrid Laurier University, Queen's achieved an A+ for 2003 with 91.7 points. Guelph scored a close second with 90.6.

"Queen's and Guelph should

be used as role models for practices by other Canadian universities," says Professor Banks. "They deserve our congratulations and thanks for a job well done."

The survey, conducted since 1988, is the only survey to study university accountability in Canada. In 2003, it changed its approach from reviewing

both hard copy and web sites to examining only web-site information posted by universities. "Website information is obtainable by the general public and thus is a better measure of public accountability," the researchers say.

Seventeen of the 46 universities reviewed provided website links to assist with the review.

Each university was graded on a modified accountability disclosure (MAD) index of 1 to 100, with 100 being the top score. Universities are awarded points based on the depth, clarity and quality of the information provided in 26 categories. Everything from a university's mission statement and performance targets to

detailed financial statements and research summaries is taken into account.

A research article on the accountability scores appeared in *Canadian Accounting Perspectives* published by the Canadian Academic Accounting Association. The survey has been funded by Certified Management Accountants Canada for nine years.



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# Global awareness creates a new visibility of internationally adopted children

A recent attempt by a Canadian family to adopt the impoverished biological brother of their adopted Vietnamese daughter has been blocked by federal Immigration Minister Judy Sgro and has been the focus of intense media attention. To help us better understand the process of international adoptions, the Queen's Gazette posed the following questions to Karen Dubinsky (History), an expert in international and interracial adoption. She is currently writing a book titled *Babies Without Borders: Adoption and Symbolic Children in Canada, Cuba and Guatemala*.

**G: Why have international adoptions skyrocketed in recent years?**

**KD:** Actually, international adoptees represent a tiny fraction of Canadian children, and have not increased significantly in 10 years. Between 1993 and 2002, the annual international adoption rate in Canada remained stable at just under 2,000 children. Adoptions from China compose over a third of these, the rest consist of adoptions from about a dozen other countries. What has skyrocketed is the cultural visibility of international adoption. Aside from personal relationships, people encounter international adoption in Canada mainly through two sources: popular culture – such as “reality” TV shows, plot lines of films, even advertising now, as well as the occasional high profile media story of an individual tale, usually involving a scandal or dispute.

**G: Why are international adoptions so controversial?**

**KD:** Children carry considerable cultural weight on their frail

shoulders! The child as symbol is an old and powerful story. Adoption itself is still controversial, for it raises all kinds of questions about social ties versus biological ones, whether “blood ties” have any real meaning any more, how families are defined etc. International adoptions build on these controversies. I think our understanding of international adoption has been trapped in two dead-end positions, what I call the “rescue” narrative and the “kidnap” narrative. The recent story about the malnourished Vietnamese boy blocked by Canadian bureaucracy is a classic example of the rescue narrative. I am not judging the motives of the would-be adoptive parents. But look at how this story (and similar ones) has been set up: it's completely individualized; the child is taken out of context. This is the only unhealthy, malnourished child in Vietnam? The Canadian government's only culpability is a slow-moving immigration department? Why are there malnourished children in Vietnam and how have Canadian economic and foreign policies contributed to this? What histories of Canadian/Vietnamese relations might help us understand the plight of Vietnamese children today? Are Canadians inherently better parents because we are richer? These are understandably offensive ideas to many in “sending” countries.

On the other hand, another common way of understanding international adoption is the “kidnap” story: to some, internationally adopted children have come to symbolize Western, first world exploitation at its most brutal, i.e. child stealing. This too abstracts the child from his or her context; they come to bear



KAREN DUBINSKY

## Q&A

the colossal burden of a tremendously unequal world, and their (generally poor) nation's place within it. Real children, and real birth parents, especially mothers, vanish when the story is told too abstractly.



**G: How does the process for international adoption differ from domestic adoption?**

**KD:** For the adoptive parents, not a lot; all would-be adoptive parents go through the same “screening” process involving extensive meetings with a social worker, and, ultimately, approval by the provincial government. There are a number of different agencies in Canada that specialize in adoptions in different national contexts; adoptive par-

ents generally don't deal directly with the legal systems or child welfare systems in either Canada or the other country. We don't yet have enough knowledge of how international adoption systems affect birth parents, and there are as many different stories as different countries. Some countries have established almost official systems of abandonment, such as bringing children to designated locations where they know they will be found quickly. Other countries have facilitated more open systems of communication between birth parents, foster parents and adoptive parents.

**G: What are some of the special considerations and policies that apply to international adoption?**

**KD:** The trend in domestic adoption is towards openness that is, maintaining communication between birth parents, adoptive parents and children. This is a revolution in our thinking about adoption from even a few decades ago, when adoption (and its evil stepsisters, illegitimacy and infertility) was considered shameful, and hidden away. International adoption, because it is often also interracial, certainly helps to do away with secrecy. But I think we need more than people of good will to facilitate real openness and continued contact with birth parents and I would like to see adoption policies in all countries evolve in that direction. There are many examples of international adoptive parents who stay connected to their child's birth parents or foster parents, or who try to maintain cultural and/or linguistic ties. I think international adoption is creating a new kind

of racial and cultural identity for adopted foreign-born, Canadian children, and if we persist in seeing them as either rescued or kidnapped, we aren't doing them any favours.

**The child as symbol is an old and powerful story.**

**G: Has the international adoption system been abused?**

**KD:** Here's where the tremendous political symbolism of children comes plainly into view. Occasionally sending countries shut their doors to adoption, believing that adoption of their children by outsiders is a national shame. Occasionally first-world governments halt adoptions from particular countries, believing their legal or child welfare systems are corrupt, or scandal ridden. These actions don't come out of thin air; there is evidence for both of these positions. But high profile scandals about, for example, baby selling in the third world, feed into commonplace ideas about first world/third world relations. “We” know that they are corrupt and so desperate they would sell their own children. “They” know that we are imperialist, wealthy, and able to buy up whatever we please around the globe. Like all scandals, adoption scandals help to reinforce pre-existing stereotypes, and child-centred panics almost never result in a rational rethinking of policy.

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## Cold Beverage Exclusivity Fund Request for Submission for Funding

Applications are now being accepted for The Cold Beverage Exclusivity Fund. Monies arising from the University's agreement with Coca-Cola provides funding to the campus community for a variety of projects and initiatives.

Additional information concerning the criteria, process and cover page is available through the Office of Residence & Hospitality Services, Room 015D, Victoria Hall.

The application deadline is Friday, December 10, 2004.

## Task force to address community issues

Principal Karen Hitchcock has established a task force on community relations to advise her on issues that affect Queen's students living in the off-campus Kingston community.

The mandate of the task force will be to review the full scope of issues related to student life off-campus and to recommend to the principal steps and/or policies to help address concerns related to off-campus housing, neighbourhood relations and

safety and city services for students. The Queen's task force will work in close cooperation with the community, Queen's students, the City of Kingston and the Kingston Police.

"This is an important opportunity for us to focus on an issue of great importance to Queen's and to the community," says Dr. Hitchcock. "It will enable us to thoroughly examine the full range of relevant issues and propose meaningful solutions that

reflect our commitment to continuing to build strong and productive ties with our community."

Members of the task force include: Shelley Aylesworth-Spink (secretary), coordinator, external relations, Office of the Principal; Brian Cheney, vice-president (university affairs), Alma Mater Society; Jamie Carson, associate dean (Arts and Science); Helen Cooper, past-president, Queen's Alumni

Association; Bob Crawford (co-chair), dean (Student Affairs); Ken Cuthbertson, editor, Alumni Review; Barrie Frost, psychology professor; Tom Harris, dean (Applied Science); George Hood, vice-principal (Advancement); Joan Jones, coordinator, Town-Gown Relations; Patrick McNeill, executive assistant, Office of the Vice-Principal (Operations and Finance); David Patterson, director, Campus Security; Rich Seres, executive director, Marketing

and Communications; Tyler Turnbull (co-chair), president, Alma Mater Society; Members of the Queen's and Kingston communities are invited to submit their views in writing to Shelley Aylesworth-Spink, Office of the Principal, Queen's University, Kingston, Ont. K7L 3N6. Letters should be submitted by Dec. 31, 2004. The task force has been asked to present its initial report to the principal by April 1, 2005.

## Group launches campaign to support mutual good causes

By KAY LANGMUIR

Goodwill brewed during monthly town-gown breakfast meetings has resulted in a campaign to raise just over \$1 million for Kingston-area programs that benefit both the university and the wider community.

The Queen's/Community Forum, shepherded by a board comprised of local business leaders, philanthropists, alumni and Queen's faculty and officials, plans to raise the money over the next five years to bankroll four mutually beneficial projects.

Local business leaders "wanted more meaningful contact with Queen's," says Joy McNevin of the Office of Advancement. "They wanted to advocate common projects that would benefit Queen's and the community."

Bob Little, a Kingston lawyer and Queen's alumnus, is chairing

the community forum board.

"We've put together a small group to work on this and I'm delighted to help out," he says. "We're still in the organizational stage, but we're reviewing the donors list and getting ready to canvass in the New Year."

The forum has chosen to support these projects:

**Kingston Community Endowed Scholarship Fund:** This project proposes raising \$500,000 in the community to ensure that no qualified student in the local area is deterred from attending Queen's because of a lack of finances.

The scholarship fund provides donors with an opportunity to support deserving local students, build on the university's reputation, and make an impact on the local economy and society.

**Kingston Endowed Domes-**

**tic Violence Fund:** This would be established with \$300,000 raised in the community over five years. Knowing that most doctors report they're inadequately trained to deal with domestic violence, Queen's has established a groundbreaking workshop on the problem for second-year medical students. It brings together health care, legal and social work professionals to examine collaborative solutions in an effort to mitigate the substantial social costs of domestic violence. The fund would support and improve the ongoing workshops, and support the development of an electronic curriculum as well as the establishment of research programs that could be implemented directly into the community.

**Greatest Need Fund:** Another \$200,000 would be allocated at

the discretion of the principal towards projects, operating monies etc., where there was the most need. The fund provides the university with the flexibility to take advantage of the best learning opportunities on short notice, such as solar car events, bursaries, conferences or speaking engagements.

**Math Bridge:** Founded by School of Business professor Mark Busch in 2000, Math Bridge is an award-winning Queen's student organization committed to enriching children's math education. The program, the first of its kind in Kingston, sends teams of student volunteers to participate in Grade 2 and Grade 5 math classes at area public schools. To inspire the children in math, the Queen's students complement the curriculum by offering real-life examples of why math is fun

and important, assist children with math lessons, and augment learning through in-class activities and games accessible via the Internet. The program relies on small donations that pay for presentation materials and taxi transportation for the 127 students currently involved with the program in 47 different classes. The Queen's/Community Forum is seeking \$50,000 to allow the program an annual \$15,000 budget.

Members of the board include local philanthropist Michael Davies, former Kingston mayor Helen Cooper, School of Business professor Elspeth Murray, retired colonel Gerry Coady, entrepreneur and former Queen's rector Peter Gallant, business development consultant Shelagh MacDonald and real estate agent Terry Stafford.

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## VIEWPOINT

AHMED KAYSSI



# A salute to staff: the university's true alma mater

Few events at our university are as meaningful as Staff Appreciation Day. For a couple of hours each December, staff members from every unit on campus gather in Grant Hall – as they did last Thursday – to reflect on their incredible service to our community. Coming together over sandwiches, fruit punch, and colourful desserts, the staff community reflects on a year of hard work and gears up for the one to come.

A few are also honoured with Queen's Special Recognition for Staff Awards. The honorees take their place on stage, beaming with happiness, and passionately cheered on by their families, colleagues, and friends.

For three years, I have had the privilege of serving on the advisory committee that recommends to the principal the recipients of this award. No extra-curricular task has ever been as challenging and rewarding. Reading the powerful nomination letters, one cannot help but be in awe of our staff's talent, dedication and commitment to this place.

We take pride in many things at Queen's – our accomplished faculty, gifted students, and first-class learning environment, to name a few. Nothing, however, defines this institution like its staff.

All students and faculty members will begin their association with Queen's through an admissions or recruitment officer – both members of staff. I would not have come to Queen's if not for Olga Oleinikow of the Registrar's Office. A warm and caring person, Olga carefully responded to my emails, answered all my questions, and continued to support me even after my arrival at Queen's. My story is not unique. Countless students and faculty have had similar experiences, and can name at least one staff member who has significantly impacted their time at Queen's.

Our staff influence every aspect of the Queen's experience: they maintain our facilities, prepare our food, clean up our mess, schedule our appointments, organize our labs, shelve our journals, repair our computers, book our rooms, and the list goes on and on.

Staff are the true alma mater – nourishing mother – of Queen's University. They are patient and supportive, never taking the credit but always proud of our community's accomplishments. Diligently, they work behind the scenes, bearing the brunt of budget cuts and shrinking resources, but are always enthusiastic and helpful.

One must wonder what motivates our staff to work so hard. They certainly don't do it for the money or the recognition – we seldom celebrate their many accomplishments – but, I believe, for their sheer love of this university and desire to make it a better place.

Our community should not take our staff's goodwill for granted. The contract row that erupted last winter highlighted just how difficult working conditions have become in many parts of our university. We have a duty to collectively address our staff concerns and ensure that they are always treated with the respect that they deserve.

The AMS has acknowledged this priority by starting its own staff award, a long overdue token of appreciation from the student body. Hopefully, it will encourage more organizations and units on campus to establish and publicize their own staff recognition traditions.

Staff Appreciation Day is a great opportunity to let our staff know that we are grateful for their great contributions, and that their devotion to our educational mission is what makes Queen's a special place.

So a big salute to our staff – thank you for everything you have done for us, and for the cherished service that you continue to provide!

Ahmed Kayssi MSc'05 is a former rector of Queen's.

## Viewpoint Policy

The *Queen's Gazette* welcomes submissions for Viewpoint from members of the university community. Unless otherwise discussed in advance with the editor, articles should normally range between 600 and 700 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](mailto: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.

## QUEEN'S FLASHBACK: 1988



COURTESY QUEEN'S JOURNAL

It's that time of year again. A student studies at one of the old carrels in the stacks of what was the main library on campus, the Douglas Library.

## HEADER: QUEEN'S FLASHBACK: JAN. 2, 1992



IAN MALCOLM

With December exams a distant memory, first-year engineering students Stacey Basten and Andrea Cubbold break in their new jackets.

## Letter

## Another take on the "marking thing"

I write in response to my friend Ron Weisman's recent Viewpoint article, "Why university teaching fails students."

While I may not disagree with some of the points made in Ron's cynical polemic, I do wonder about the research he presumably did in order to come to his sweeping conclusions that "the whole marking thing (sic) is a sham," that "almost nobody at any university really wants students to get better marks" and

that "at Queen's, first-year course mark distributions are carefully monitored and have averages around 70."

Perhaps Ron obtained data and policy statements from his colleagues in psychology and cognate departments, but he certainly did not seek data from his colleagues in chemistry, nor, I expect, from those in the other science and applied science departments.

I have been teaching at Queen's for almost as long as Ron, and if he had asked, he would have found out that I have always taken high marks by

my students as an indication that I have been teaching appropriately.

In other words, I don't get my jollies from artificially degrading the students' marks and expectations, but by inducing high levels of achievement. Also, for the record, in the first-year chemistry course that I have taught for the last three years, the class averages have been 77 per cent, 79 per cent and 79 per cent. The average will probably be similar this year, as the current class really is a good bunch.

Mike Baird  
Department of Chemistry

## 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](mailto:gazette@post.queensu.ca) on the Monday before publication. The *Gazette* reserves the right to edit letters to address style, length and legal considerations.

# International students raise issues of prejudice

Last spring, the Canadian Bureau for International Education (CBIE) commissioned Canada First, a national survey of international students in degree, exchange and language programs. It asks students about factors affecting decisions on where to study, the student experience in Canada, financial issues and levels of satisfaction. Queen's was among 16 universities and 20 colleges that took part.

Queen's University International Centre (QUIC) staff also conducted focus groups of exchange and degree-seeking international students this fall to discern the needs, interests and assets of particular groups. Here are some results related to equity.

These students face the extra hurdle of acquiring permission to enter Canada temporarily to study. Not all students accepted by Queen's are successful in getting their documents in time to meet the start date. A few are denied outright. A visit to the federal government immigration website lists acceptance rates for consulates around the world.

To the survey question, "I have been treated fairly in class by my instructors," 95.4 per cent of our students agreed/strongly agreed compared with the national average of 88 per cent. The university also scored significantly higher on the statement, "Some of my instructors have taken a personal interest in my academic progress," with 69.7 per cent agreement compared to 58 per cent nationally.



SUSAN ANDERSON

## Diversity

In the Queen's focus groups, students stressed the importance of "being heard" and of working with people who care to know of their circumstances. But on the issue of racism, the responses were mixed. The statement, "My instructors show sensitivity to racial issues" yielded 34.9 per cent agree/strongly agree for Queen's compared with the national average of 42 per cent. To the question, "I have not experienced any form of racism or discrimination as an international student in Canada," 79.1 per cent of Queen's students agreed compared with the national average of 70 per cent.

While Queen's score was better than the national, it still shows that more work needs to be done to raise awareness on campus to issues of discrimination.

Students in one focus group stressed the desire to be seen as individuals in defiance of prevailing stereotypes in the media.

Financial concerns are many. Fluctuating exchange rates, cur-

rency restrictions and differential fees are matters over which a student has no control. The CBIE survey asked students to describe their family's wealth in comparison with others in their home country. Queen's responses showed 69.8 per cent were from families of average wealth, with 20.9 per cent being from "better off" families. The national response showed 56 per cent from average wealth families and 31 per cent from wealthier homes.

These results perhaps challenge the prevailing view of international students. Students in one focus group expressed the need for "tuition forecasting" to allow for more accurate estimates of education costs before they, and their family, commit to the institution.

International students want to have the chance to work – not only to assist themselves financially but also to gain professional experience in an international environment. Because international students are restricted to working on campus, some Queen's worksites have developed affirmative action practices. Our international students clearly envision possibilities for more sharing of perspectives between themselves and their peers, and consider themselves potential partners in internationalizing our campus.

Susan Anderson is international student advisor at Queen's University International Centre.

# Throw the class a curve

## COVERING THE BASES OF TEACHING

Faculty members rarely talk with each other about their classroom teaching. Sure, we might make casual observations about the growing number of students in our classes or the amount of marking we have to do and the classroom we are in, but we do not discuss what we are actually *doing* in the classroom. We don't share the teaching strategies we used after delivering a successful lecture that really engaged students and motivated them to ask stimulating questions, provoke thought, and yes, have fun doing it.

The research side of our work provides many opportunities to discuss our progress and developments through conferences, departmental seminars, lab meetings and writing. Research provides an inherent culture for sharing new and exciting ideas about our research that, in contrast, does not seem to exist for teaching side of our work, which presents very few opportunities to discuss with colleagues what teaching strategy worked and what didn't work.

All of which, strangely enough, brings me to baseball. In *Shoeless Joe*, W.P. Kinsella (1996) uses the game of baseball as a metaphor for life. To encourage more dialogue of our lives as teachers, a few colleagues and I have recently adapted this well used cliché to talk about our teaching successes and failures and how our classes are going. Simply put, in class, we sometimes hit a home run or a triple; other times we



ANDY LEGER

## Teaching Issues

barely get on base, or even strike out.

The simplicity and familiarity of the baseball metaphor has allowed us to think about our teaching and judge our performance by providing a common language to do so. We all know when we have been well prepared and delivered an engaging lecture where students were motivated to learn—a home run. Or when we have been ill prepared and come off flat in our attempt to keep students interested the full 50 minutes—probably a single at best. Most of the time we probably get on base initially and hope to stretch into a double at least by the time the inning is over.

At the risk of carrying the metaphor too far, it is possible to break down a lecture into those elements required for the perfect game:

Have a game plan: Plan and be well prepared for each lecture.

Set your batting order: Make an outline of what main points you want to cover.

Warm-up in the bullpen: Get your energy up before the class, show up early and set up. Be prepared to start on time.

Review the batting order and

scouting reports with your players: Share with the class what the lecture is about; tie it in with past lectures and the course in general.

Come out throwing fastballs: Start with energy and enthusiasm. Share with your students your interest in the material. This is your chance to motivate and gain students interest.

Change it up, bunt occasionally, throw curve balls: Use different strategies, material, media to maintain students' attention. Use real-life examples, be controversial, debate.

Work a double play. Get students involved, ask questions, ask for feedback, make it active.

Go back to your best pitches often, but not too often: Do what works best for you, repeat and stress main points.

Include a seventh-inning stretch: Give students a short break to re-energize.

You need a good closer: End the lecture with a summary of the main points of the lecture, send students away with something to think about and how to prepare for the next lecture.

Look at it this way: If you are only occasionally making it on base, you probably should not be in the line-up. However, if you are batting over .500, you are headed for the Hall of Fame. Continue to strive for the perfect game, keep practicing, learn new pitches, even consult a pitching coach from time to time – but above all, share your game stats with the rest of the team.

Andy Leger is coordinator of TA Development and an assistant professor of Rehabilitation (Physical) Therapy.

## UNIVERSITY ROUNDUP



### Pushing for private universities

Private universities will be fast-tracked in Australia under a streamlining of academic approval processes outlined in a new report released by Education Minister Brendan Nelson. The report reviews national protocols on what a university can teach, suggesting new definitions of how much research must be undertaken to qualify for the title of university. "If Australia is to remain internationally competitive we need to consider ways in which we can encourage more diversity in the higher education sector," Dr Nelson said. The report suggests the states debate a new range of consumer protections to cover students, including demands that universities do not fall below a basic benchmark for the number of academic staff with higher degrees such as PhDs and MAs. A new private university would also be required to have a legally binding agreement in place with an equivalent university should it cease to operate and ensure staff and student grievance procedures are "no less in scope" to public universities.

*The Australian, Nov. 19*

### Change rings alarm bells

"The changes [to higher education proposed by Australian Education Minister Brendan Nelson] include the introduction of voluntary student unionism, further workplace reform, the separation of research from teaching (with the development of teaching only universities) and full control of 'unis' passing to the federal government, with the states ceding their involvement... and universities do not need direction on industrial relations. The challenge facing the sector in terms of effectiveness and efficiency lies in better management... Two points that we must not lose sight of are: if we really want to improve the quality of teaching and research in higher education in Australia, we have to increase funding per student; and we must work diligently to increase infrastructure funding for research. Governments working with universities to achieve those goals would bring direct benefits to the nation and individual Australians."

*University of Western Australia Vice-Chancellor Alan Robson, UWA News, Nov. 15*

### Persistence pays off

Despite the challenges of increasing enrollments and greater socioeconomic diversity, institutions are managing to serve and retain students at the same or a better rate than they did a decade ago, a recent U.S. Department of Education study says. The report, *College Persistence on the Rise? Changes in Five-year Degree Completion and Postsecondary Persistence Rates Between 1994 and 2000*, compares the degree completion and persistence rates of postsecondary students who started college in 1989 – 90 versus those starting in 1995 – 96. It shows that more students now are staying in school through the fifth year as opposed to giving up and dropping out. One reason is greater access to financial aid. The report speculates that students who borrow heavily have an incentive to complete their degrees so they are in a good earning position to pay back their loans after they graduate.

*aft.org/higher\_ed, Nov. 23*

### Postgrads crowd new universities

New British universities in the UK have seen an explosion in their postgraduate numbers in the past seven years. Between 1995 – 96 and 2002 – 03 postgraduates in the former polytechnic sector increased 65 per cent to 170,855. Even more startling, overseas postgraduate numbers increased by 245 per cent from 10,048 to 34,700 over the same period. Just over two fifths of all postgraduates are now in new universities. Geoffrey Copland, vice-chancellor of Westminster University – the most successful of all the new universities in recruiting taught postgraduates, said "This is one of the unsung success stories of new universities."

*The Times Higher Education Supplement, Nov. 12*

### No-carb craze ups meal plan costs

The days of college students slurping down cheap ramen noodles in a cramped dorm room may be a thing of the past at Clemson University. Clemson administrators say students are eating more pork than pasta as the low-carb craze takes hold. The cost of providing more meat was cited as one reason the college had to raise meal prices. One meal in the campus dining hall costs \$6.19, a 30-cent increase. For a 15-meal-a-week plan, the \$1,022 cost per semester is up \$25 from last year. Clemson fiscal affairs director John Newton told his trustees that changing student tastes, along with higher insurance rates, were the reason the school upped meal prices nearly 3 percent this year.

*Associated Press, CNN.com, Nov. 24*

Compiled by Sarah Withrow and Celia Russell

# Kudos for KINARM invention

ROBOTIC INVENTION  
NOW AVAILABLE TO  
OTHER INSTITUTIONS

By NANCY DORRANCE  
News and Media Services

A new robotic invention for assessing the motor skills of people with stroke and spinal cord injuries is getting international attention.

Queen's neuroscientists showcased the system at a recent international Society for Neuroscience conference in San Diego.

KINARM (Kinesiological Instrument for Normal and Altered Reaching Movement), with its associated wheelchair, work station, and data acquisition system fills a small room. The entire device was dismantled from its site in Stephen Scott's (Anatomy and Cell Biology) Abramsky Hall laboratory for the first time, and shipped to San Diego for its debut at the conference.

"It was a major undertaking to take apart, ship and re-assemble the system in San Diego – then reverse the process to bring it home," says Dr. Scott, who invented KINARM and is an expert on the role of the brain in controlling limb movements. "But it was definitely worth it. Our team's demonstration generated a lot of interest from other institutions who may wish to purchase it, either for basic research or clinical purposes."

The only device of its kind that measures multi-joint movement at the shoulder, elbow and hand, KINARM is patented through Queen's technology transfer office, PARTEQ Innovations. Several studies using KINARM have already led to new findings about how the brain coordinates limb movements.

Earlier versions of the system are currently in use at a number of institutions in Canada and the U.S., including the University of Western Ontario, University of Alberta, University of Chicago, Brown University, Duke Univer-

sity, and the State University of New York (SUNY).

"We see this as a major step forward for creating a new foundation using robotic technologies for assessing and rehabilitating patients with various brain injuries,"

Says Dr. Scott, "When assessing someone who has had a stroke or a traumatic brain injury, and trying to determine the severity of their deficit, it's important to obtain as much information as possible. While other robotic devices look at limb movement as it relates to the hand, the added capability of measuring multi-joint movement gives KINARM a decided advantage."

KINARM has hinge joints aligned with a person's shoulder and elbow allowing horizontal arm movements, and a computer projection system that provides virtual targets in the plane of the arm. Each joint can be manipulated independently, with different loads added selectively. This allows the device to independently manipulate the mechanics of the shoulder and elbow joints during multi-joint tasks.

"Integrated wheelchair seating that accommodates patients with a variety of disabilities, and the fact that the system is bilateral (allowing either or both arms to be tested) are other unique features of KINARM," says Ian Brown, manager of biomedical product development for KINARM. A software package is also available, which combines data acquisition and data analysis systems, he says.

"We provide the whole lab, for either basic or clinical research."

Funding for this research has come in part from the Canadian Institutes of Health Research (CIHR), Ontario Research and Development Challenge Fund (ORDCF), the Natural Sciences and Engineering Research Council (NSERC), and start-up funds provided by the Faculty of Health Sciences.

[www.bkintechologies.com](http://www.bkintechologies.com)  
[limb.biomed.queensu.ca](http://limb.biomed.queensu.ca)



STEPHEN WILD

Neuroscientist Stephen Scott (Anatomy and Cell Biology), rear, helps Ian Brown, manager of biomedical product development for KINARM, adjust the robotic system's settings on research assistant Kim Moore, in Dr. Scott's Abramsky Hall laboratory.

## Democracy in Ukraine: a thirst for reform

By NANCY DORRANCE  
News and Media Services

Among the thousands of demonstrators in the streets of Kiev last week, protesting what they believed to be a fraudulent national election, were students, police cadets and professors from a Queen's-based project to support democratic development in Ukraine. Project director George Perlin (Policy Studies) says he is not surprised.

"There is an extraordinary will for democratic reform in Ukraine," Dr. Perlin told the *Gazette* last week. "That's why we are in Ukraine. We were asked to go there to help establish a program in their education system that would equip young people to be effective citizens in a democracy."

The Queen's initiative was undertaken at the request of Ukraine's Minister of Education and Science, Vasyl Kremen, who was originally appointed by opposition leader Viktor Yushchenko when he was prime minister. Dr. Kremen has continued as education minister despite two subsequent changes of P.M.

Dr. Kremen wrote in a 1999 letter to the Canadian ambassa-

dor that he intended to use the project as the "central building block" in a comprehensive program to strengthen commitment to the democratic transformation of Ukraine.



Protesters crowd the streets of Kiev.

LENA CHURPITA

The principal achievement of the first phase of the Queen's initiative, which was completed in 2003, was to establish a curriculum and provide teaching resources for delivery of a university course on the fundamentals of democracy. Four years ago, only a half-dozen universities existed that had courses about democracy. Now, the fundamentals of democracy course is included in the curriculum of 91 universities.

"There are many people within the state administration who share the desire for democ-

ratization with the activists protesting in Independence Square," says Dr. Perlin. "Among the most enthusiastic, most committed and most effective people we have worked with are the

people in the Ministry of Internal Affairs." In June the Ministry made the fundamentals of democracy course part of the mandatory curriculum in the 12 universities that train officers for command positions in Ukraine's law enforcement system, a system that is responsible for all policing and prosecutorial functions in the Ukrainian state.

"They also have a required course in political science within their own system, which they're now changing with our help to make it focus on democracy and human rights," Dr. Perlin says.

"In addition we are helping them establish a course on human rights for the colleges that train technical personnel in the law enforcement system."

The second phase of the Queen's initiative, called the Building Democracy Project, was begun last spring to consolidate and extend the work of the Queen's-led project that introduced the fundamentals of democracy course in Ukrainian universities. Both projects have been funded through the Canadian International Development Agency (CIDA) under an agreement with the School of Policy Studies, with in-kind contributions from Canadian and Ukrainian partners.

The Building Democracy Project provides resources to:

- Establish democratic studies as part of the curriculum in 198 universities and colleges;
- Create an Internet course on accountability in a system of democratic governance for Ukrainian public servants;
- Introduce the training program on democracy and human rights for law enforcement personnel;

- Create a training program to equip Ukrainian teachers to deliver a civic education curriculum in Ukrainian secondary schools;
- Support annual conferences to encourage research that will help improve democratic governance and help promote the development of civil society in Ukraine.

"We see ourselves as conduits providing access to information and scholarship about how democracy works in established systems—about its possibilities, its limits, and what it requires of its citizens—that educators in Ukraine can use as they develop their own courses," says Dr. Perlin. "We aren't trying to tell them what to do. They have to make their own choices about what will work best for them. This is being done in response to their own deeply felt desire to learn how to build a stable and sustainable democracy."

"That's what our program is about: providing a framework for helping them to understand democracy, and access to the materials they need to develop it."



## The bottom line: business names award winners

By HARVEY SCHACHTER

For many years, Norman Macintosh was, as he puts it, the odd fellow from the business school who used to join professors from the English department, French, geology, geography and law in regular interdisciplinary discussions on post-structuralism. Those musings on signs, signifiers and what is real, were a long way from the traditional black-and-white clarity of double-entry bookkeeping.



Norman Macintosh

But in the post-Enron era, what is real on financial statements has become a major issue in accounting and society as a

whole. It's therefore fitting that Dr. Macintosh, now a professor emeritus, is co-winner of the Queen's School of Business 2004 Research Awards, along with a recent addition to the faculty, Selim Topaloglu, an assistant professor of Finance, who has carried out some pathfinding studies on stock markets.

Dr. Macintosh, who won the Award for Research Excellence, is a prolific researcher who continues to come into his office daily since his retirement in 1998 after 31 years at the university. His own experiences as an accountant led him to believe it was no longer possible to assume that common sense offered a natural way to understand accounting, given that the generally accepted accounting principles followed by the profession are often sufficiently flexible to allow very different interpretations of income statement items, including the all-important net profits.

"What was missing or overlooked was the way languages rather than reflect meaning can create meaning. It seemed to me that a new way of looking at accounting language and meaning might yield new and different insights into the nature of

accounting," he says.

Dr. Macintosh found his answer not in accounting texts but the work of Russian literary theorist Mikhail Bakhtin, who developed the notion of the "heteroglossic" novel. In a heteroglossic novel, instead of the author finishing the plot and characters, and finalizing the meaning, he or she keeps plot and meaning open in an ongoing conversation.

He is calling on accountants to apply the same logic to financial statements. Instead of declaring one figure for net income, the accountants would indicate there are several possibilities, depending on the accounting principle applied, and explain the advantages and disadvantages. "We still hear a lot of talk about 'the bottom line' – the final word; but if we realize there is no final word, this opens up a space for a different way of thinking about and doing accounting," he says.

Dr. Topaloglu, recipient of the New Researcher Achievement Award, was recently involved in a major study published in the prestigious *Journal of Finance* that for the first time was able to look at the stock-buying behav-

our of major financial institutions on a daily basis. It found that these banks, insurance companies, pension funds, mutual funds and professional managers are "post-feedback traders" – they trade based on the returns the day before.



Selim Topaloglu

"That is somewhat inconsistent with institutions being smart money since they are mostly reacting to returns rather than forecasting returns and moving ahead of the returns," says Dr. Topaloglu, who was born in Istanbul, Turkey, and did his graduate work in the United States, before coming to Queen's

last year from Purdue University.

Although various financial institutions claim they are following unique investment styles, overall the study suggests they are momentum traders, following the market. Indeed, in another study of the tech bubble of the late 1990s, Dr. Topaloglu found that institutions accentuated the wild swing on the Nasdaq exchange rather than dampening it. When the stocks were going up, institutions were buying, and when the stocks were going down, institutions were selling. That wasn't necessarily irrational behaviour, he stresses, since these institutions' trading is judged on short time frames and they raise capital in shorter term bursts than a bubble upswing, so even if they know stock levels are unreasonably high they can't wait on the sidelines for the bubble to burst.

His research has also included a look at the Regulation Fair Disclosure Act, which ensures everyone receives material information from companies at the same time, and the underpricing of IPOs by lead underwriters. "Queen's is a very good school in its research environment," he says.



PHOTO COURTESY OF ESTHER COPLAND HAGERMAN

Esther Copland Hagerman, who graduated in 2001, traveled to Mauritius to do a placement as part of her medial program in Development Studies and History. Currently, more than 1,400 Queen's students are on programs outside of Canada.

## Students far from campus have strong safety net

By KAY LANGMUIR

Late one evening, a call comes into Queen's 24-hour security services desk. Minutes later, a pager rings at the home of a senior university official, relaying a message from a distraught Queen's student in India who has just been mugged and robbed of all his money and documents.

Fortunately, the student had signed up with the university's Emergency Support Program before leaving Canada. He not only had a 24-hour emergency contact number on a plastic card in his back pocket, but he went through the university's comprehensive pre-departure workshop to prepare him for travelling and studying abroad – and returning safely.

The bruised and frightened student received a call shortly thereafter from his support team at the International Centre to discuss his situation. And over the next few days, the university helped the student replace his documents.

"All of the things that you

don't want to happen, have happened to our students at one time or another," says Wayne Myles, director of the Queen's University International Centre. "And we don't want a student left unsupported when they're in crisis."

The number of Queen's students who are out of the country, or in remote Canadian back-country on university-sanctioned programs has increased greatly in recent years. Currently, there are 1,400 students studying outside of Canada, where misfortune and the unforeseen can and does happen – natural disasters, political uprisings, accidents, jail, criminal attacks, illness, and death.

Queen's has helped its students through plenty, including the accidental death of a student, robberies, earthquakes, and even anxiety attacks brought on by life in a strange country. When the federal government issues country-specific advisories, Queen's relays the information to students in those countries, as it did during the recent SARS

incident in China.

About 85 per cent of Queen's students abroad (including the U.S.), attend the three-hour pre-departure orientation. It is mandatory for undergraduates, and strongly recommended for everyone else.

Some students initially question the need for the workshop, says Mr. Myles.

"We're dealing with undergrads who really think they are invincible... It doesn't come naturally to them at this point in their lives to think about their own safety."

But people who don't take time to prepare for travel properly can find their dreams of adventure very quickly turning to dust, such as the student who found herself held in custody because her plane touched down in a country for which she had no transit visa. Or the group of students on their way to a conference in the U.S. who were turned back at the border because they lacked a letter of explanation as to why they would be staying there.

Very few participants question the workshop's usefulness afterwards.

It includes a "self-audit" to help the students examine why they want to go abroad in the first place, examines various study abroad options, and also covers working, interning and volunteering abroad, financial planning and raising funds, travel documents, banking overseas, immunizations, how to stay in touch, health insurance, staying healthy, and cultural adaptations. It also directs students to a wealth of resources and links to help them research their particular travel and study needs.

Queen's students are fortunate to have a crack team of advisors in international education to guide them through the whole daunting exercise – from initial dreams and aspirations, through the research and preparation, the adventure itself, right down to the less foreseen challenges of integrating back into Canadian society.

International Centre staff members have a national reputa-

tion as leaders and researchers in the field of international education, says Kate Jennings, an education abroad advisor at the centre, who moved across the country four years ago to work with a team recognized as the best in its field.

"At conferences, the Queen's workshops were the ones everyone wanted to sign up for," she says. "We knew they were doing it right."

One of the hottest topics drawing the most questions from students is health insurance and how to stay covered for health problems and accidents abroad, says Ms. Jennings, who leads about 10 pre-departure orientation sessions each year.

The Emergency Support Program, with its 24-hour hotline, pre-departure briefings, in-field support and re-entry counseling, also provides a framework for fulfilling the requirements of the new Off-Campus Activity Safety Policy, which came into effect in September. A story on the policy appeared in the Oct. 25 *Gazette*. [www.queensu.ca/quic](http://www.queensu.ca/quic)

## SENATE IN BRIEF

### Notes from the Nov. 18 meeting

BY CELIA RUSSELL

**Tributes:** Reginald Smith read a tribute to the late William MacKay, Department of Mechanical and Metallurgical Engineering. Bill Higginson read a tribute to the late Paul Park, Faculty of Education.

**New rector:** Principal Karen Hitchcock welcomed new rector, Grant Bishop, who takes over from Ahmed Kayssi.

**Queen's Rae submission:** Principal Hitchcock also discussed the Queen's submission to the Rae Review on Postsecondary Education (see the Dec. 6 and Nov. 22 *Gazettes* for details).

The missions and focuses of colleges and universities are very different, she told Senate.

"System-wide, a set of policies, needs and goals needs to be enunciated, to set the context for the many issues to be discussed."

To read the Queen's submission, visit [www.queensu.ca/raereview](http://www.queensu.ca/raereview)

**Community relations:** Principal Hitchcock will appoint a Principal's task force of student, staff and faculty representatives to look at areas of mutual concern

(see story on page 1). The university will continue to work with the city and police to rectify issues related to housing, property standards and noise. There are more dimensions to this beyond the four or five days around Homecoming, Halloween and Orientation, she pointed out.

"It certainly is a broader issue," said AMS President Tyler Turnbull. "We have to deal with students who are behaving illegally."

He added that this is a small fraction of the larger student body. "We must look at this in the context of all the good work that students do in the community," said Principal Hitchcock.

**Final report on admissions and enrolment:** The university is very close to its enrolment targets and projections in most programs.

It has grown by 230 full-time students over 2003 and more than 1,000 over 2002. Total full-time enrolment of 16,154 varies less than 0.5 per cent from the Senate-approved enrolment plan.

Total enrolment is 20,139. For the full report, see the Nov. 18 agenda on-line at [www.queensu.ca/secretariat/senate](http://www.queensu.ca/secretariat/senate).

**Senate approved:** A proposal to establish the Geoenvironmental Centre at Queen's -

RMC as a university centre for five years from the date of ratification by the Board of Trustees.

Revisions to the Internal Academic Review Policy, as a result of recent guideline changes implemented by the Undergraduate Program Review and Audit Committee of the Ontario Council of Academic Vice-Presidents. The guidelines reflect a new focus on assessment of a program's learning objectives and the achievement of those learning objectives.

The election of the following to Senate committees - Robert Bickford (student) to Internal Academic Review; Lynn Bosomworth, Amy Gingrich and Wei Tseng (students) to the Orientation Activities Review Board.

Tom Harris, dean of the faculty of applied science, noted that all were applied science students. He questioned the lack of representation from students in other faculties.

Nominating committee Chair Laeeque Daneshmend replied that he might have had "something to do with it." He had asked his colleagues in other faculties to mention the vacancies to students. He had mentioned them to those he knew in applied science. The committee received seven applications, all from applied science students.

[www.queensu.ca/secretariat/senate](http://www.queensu.ca/secretariat/senate)

## Board looks at new meds building, cogeneration, stadium proposals

The Board of Trustees was asked to approve a cogeneration proposal and planning funds for a new medical building and stadium among other capital projects at its business meeting last Friday evening.

Details from the meeting will be reported in the Dec. 20 issue of the *Gazette*, as the Dec. 6 issue went to press before the meeting.

The board was asked to approve \$15 million to construct a cogeneration station, funding provided from university sources. Such a facility would use a fuel source to generate electricity and recover waste heat from the process to meet all or part of the university's steam requirements.

The board was asked to approve the expenditure of \$100,000 for the programming phase of planning for a new medical building for the Faculty of Health Sciences, funding to be provided by the faculty. A study by architect Roger du Toit has examined the development potential for the southeast precinct of campus. The university has also recently completed an engineering review of Botterell Hall to assist in determining the best use of the building, including deferred maintenance and adaptation requirements.

The board was asked to approve \$250,000 for initial planning for a new stadium facility at West Campus. The project is part of a comprehensive field sport renewal program.

The board was asked to approve \$100,000 from Physical Plant Services funds to be used to plan a comprehensive vision for Union Street and a conceptual framework to guide future development along the street.

Theme sessions on Saturday included a Queen's Centre project update by the project's executive committee chair, Andrew Pipe, Vice-Principal (Operations) and management committee chair Andrew Simpson and Associate Vice-Principal (Operations and Finance) Tom Morrow. The board was also scheduled to hear presentations by Mr. Morrow and Mr. Simpson on the university's long-range development options and by Janice Deakin, director of the School of Physical and Health Education, on athletics and recreation: a program and outdoor facilities strategy.

kdcairn@earthlink.net kdcairn@earthlink.net

### KATHY CRAIG, MS

Biomedical Researcher, Writer, Proofreader, Editor  
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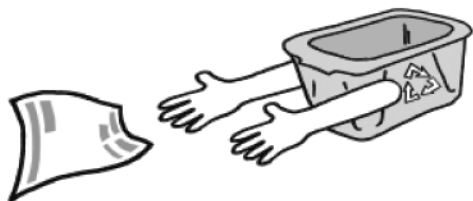
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## Principal's Task Force on Alumni Relations

*Invites Faculty, Staff, Students, and Alumni to attend the final Town Hall Meeting*

THURSDAY, DEC. 16

1:30 TO 3:30 PM

ROOM 1102, BIOSCIENCES

*Light refreshments available*

**Have your say!**

Universities today rely increasingly on their alumni for a variety of reasons - from advocacy to volunteer service to financial support. To fully realize its potential as one of Canada's pre-eminent universities, Queen's needs to be building much stronger partnerships with its graduates now. And it needs a plan.

The Principal's Task Force on alumni relations is drafting a strategic plan designed to raise the level of alumni participation at Queen's.

Talk with members about progress to date, and give them your suggestions about what the University can do to involve alumni more, and more effectively.

**Task Force Members:**

Jo-Anne Brady, *University Registrar*

Judith Brown, *Executive Director, Alumni and Donor Relations (Chair)*

Roxy Denniston-Stewart, *Associate Dean, Student Affairs*

Tyler Forkes, *Past President, Queen's University Alumni Association*

Arig Girgrah, *Faculty Advancement Officer, Arts and Science*

Liz Gorman, *Manager, Alumni and Friends, Advancement*

Jeff McCully, *Privacy Consultant*

Les Monkman, *Special Advisor to the Principal*

Sheila Norris, *Human & Organizational Development, Advancement*

Scott Nowlan, *Associate Partner, Public Sector CRM Lead*

Dan Rees, *Vice President, Scotiabank*

Ray Satterthwaite, *Associate Vice-Principal, Advancement*

Rich Seres, *Executive Director, Marketing and Communications*

Ben Stinson, *External Development Officer, AMS*

Dan White, *Principal, eAdvancement (Facilitator)*



## Canada-U.S. relations experts in the news

### QUEEN'S IN THE NEWS

Highlights of Queen's experts in the media

■ Nov. 16 – Nov. 29



Bergeron

**George Sweetman** and **Annette Bergeron** (Applied Science) discuss Queen's engineering initiatives in integrated learning in the *Globe and Mail*

as part of a special section *Ontario Professional Engineers Awards – Celebrating Engineering Excellence*. The publication also announces that **Praveen Jain** (Electrical and Computer Engineering) has been awarded the Ontario Professional Engineers Engineering Medal: Research and Development.

A commentary about Canada's role in Afghanistan by **Thomas Axworthy** (Policy Studies) appears in *The Globe and Mail*. He also comments in a front-page *Ottawa Citizen* story and *The Gazette* (Montreal) about Canada - U.S. relations and in another prominent *Ottawa Citizen* story about Canada's preparedness for a catastrophic emergency.

**Alan King** (Education) is interviewed for a *Globe and Mail* story about the new Ontario Grade 9 math curriculum.

**Ken Wong** (Business) comments in *The Globe and Mail* about the Sears Roebuck and Co. and Kmart Holding Corp. merger. He also comments in the *National Post* about Rogers Communications keeping the Fido brand name after buying Microcell and a Dollarama chain expansion in Canada.

Toronto's new integrity commissioner **David Mullan** (Law) is profiled in *The Globe and Mail*.



Eckert

Research about plant reproduction in a northern climate by **Chris Eckert** (Biology) is highlighted in the *National Post*, *Toronto Star*, *Ottawa Citizen*, *Calgary Herald* and *Times-Colonist* and *The Kingston Whig-Standard*.

An opinion piece by **Anita Anand** (Law) addressing a recent Supreme Court decision that corporate directors do not owe a fiduciary duty to creditors is published in the *National Post*.

**Theresa Mitchell** (Advancement) is quoted in the *National Post* about issues related to philanthropy.

**Don Macnamara** (Policy Studies) comments in the *National Post* about General Ray Henault's appointment as chair of the military committee of NATO.

**David Haglund** (Policy Studies) discusses anti-Americanism in Canada in the *National Post*.

**John Rapin** (Emergency Medicine) comments in the *Toronto Star* about the latest government contract offer recently rejected by Ontario doctors.

**Chris Simpson** (Cardiology) discusses a recent American study that shows obesity increases the risk of atrial fibrillation in a *Can-West News* story that appears in *The Ottawa Citizen*, *The Leader-Post* (Regina), *The Daily News* (Nanaimo) and *The Windsor Star*.

**John Cain** (Anesthesiology) comments in *The Ottawa Sun* about possible effects of altered perception caused by pain medication.

**Brian Osborne** (Geography) is interviewed by *The Kingston Whig-Standard* about a book that war veterans commissioned him to write detailing the history of St. Andrew's Church in Kingston.

A new high-frequency power electronics facility established at Queen's by **Praveen Jain** (Electrical and Computer Engineering) is highlighted in *The Kingston Whig-Standard*.



Cunningham

**Peggy Cunningham** (Business), winner of the 2004 Leaders in Management Education Award from PriceWaterhouseCoopers and *Canadian Business* magazine, is profiled in *The Kingston Whig-Standard*.

**Betsy Donald** (Geography) discusses Wal-Mart's influence on the world of retail in *The Kingston Whig-Standard*.

**Gerald Tulchinsky** comments about Jewish immigrant entrepreneurs in Canada in part three of *The Hamilton Spectator's* Life and Death of Morris Lax.



Daugulis

**Andrew Daugulis** (Chemical Engineering) is interviewed on *Radio Canada International, SciTech File* about new techniques for producing ethanol.

**John Andrews** (Urban and Regional Planning) is interviewed in the most recent issue of *Law Times* about what it takes to be a good mediator.

**Hugh Segal** (Policy Studies) comments in *Maclean's* magazine about the recent shift in population numbers between urban and rural Canada.

**Jack Henderson** (ITServices) comments in *Computing Canada* about managing change in business.

**Nikolaus Troje's** (Psychology) research on how men and women judge attractiveness based on the way people walk is featured on *Discovery Channel's Daily Planet* and *CKWS TV*.



**Alistair MacLean's** (Psychology) research on the effects of sleep deprivation on long distance driving is featured on the *Discovery Channel's Daily Planet*.

**John Smol** (Biology) is interviewed on *CKWS TV* about his nomination for Canada's top science award, the Herzberg Prize.

**David Saunders** (Business) appears on *Report on Business Television* discussing the value of an MBA.

**John Moore** (Business) appears on cable news station *CP 24* discussing the new Queen's-Cornell International Executive MBA program.

**Stu Mills** (CFRC) is interviewed on *CBC Radio Ontario Morning* about the threat posed to campus broadcast audience numbers by satellite radio.

### Moms-To-Be Needed for Pelvic Floor Study!

Are you less than 20 weeks in your first pregnancy? If so, please consider joining a KGH/Queen's study investigating the impact of delivery on the pelvic floor. Two short visits to KGH are required. Participants will be compensated for their time and expenses. This study is being conducted by Dr. M. A. Harvey, Dept. of OB/GYN.

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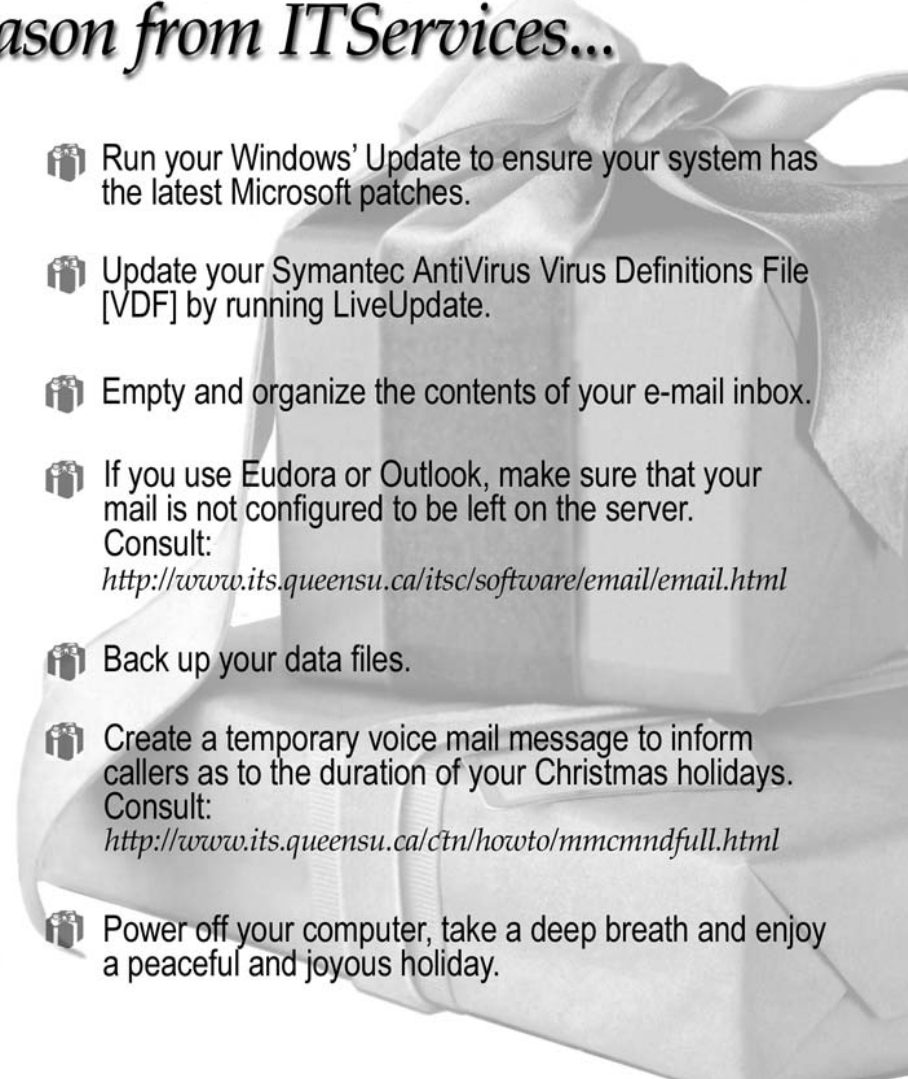
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- Update your Symantec AntiVirus Virus Definitions File [VDF] by running LiveUpdate.
- Empty and organize the contents of your e-mail inbox.
- If you use Eudora or Outlook, make sure that your mail is not configured to be left on the server.  
Consult:  
<http://www.its.queensu.ca/itscl/software/email/email.html>
- Back up your data files.
- Create a temporary voice mail message to inform callers as to the duration of your Christmas holidays.  
Consult:  
<http://www.its.queensu.ca/ctn/howto/mmcmmndfull.html>
- Power off your computer, take a deep breath and enjoy a peaceful and joyous holiday.


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CANADA

## Cookies, blogs and wikis: understanding tech talk

Students attending Queen's today have always lived in a world that includes computers. The Internet has always been there. Technology and its accompanying vocabulary are nothing new.

To them, technology is a "first language." It's perfectly reasonable to press start to stop the computer. Google is a word in their lexicon and has long been accepted as both a noun and a verb!

They are able to process substantial amounts of information. They are used to multi-tasking, instant messaging and information overload. The very tools they choose are different. MP3 players, blackberries, palm pilots, cell phones (with cameras) - are all basic tools used on a day-to-day basis.

For those of us interacting with these young minds, it serves us well to remember their "wiring." In every aspect of our interaction, from designing course content, to the actual technology we use in communicating with them, we need to consider if we are using technology in a way that makes sense to them.

They may be accessing web pages from a PDA or cell phone. Messages may as easily come via text messaging as voicemail.



BY ITSERVICES STAFF

### Plugged In

However, for many of us, technology is a second language (or third, or fourth). And suddenly the generation gap is accompanied by a language gap as well!

In the interest of leveling the field (a little), the following are some new (and not so new) terms:

A cookie is a piece of information, such as login or user preferences, sent by a web server to your browser for future use.

Later, when a server receives a request from a Browser it checks for the cookie and, if present, is able to use the information stored in the cookie. For example, the Server might customize what is sent back to the user.

Cookies do not read your hard drive, but they do provide a mechanism to collect more information about a user than might

otherwise be possible. Cookies provide capabilities that make the Web much easier to navigate.

A blog or web log, is a journal that is available on the web. The activity of updating a blog is "blogging" and someone who keeps a blog is a "blogger." Blogs are generally updated daily.

Wikis have been described as the simplest online database that could possibly work. The remarkable part of a wiki is that users can create and edit web pages from any browser. Anyone who

### For many of us, technology is a second language (or third, or fourth).

wishes to do so can contribute content. This democratization of content is new and is not without some naysayers. Concern has been expressed about the accuracy of the information posted. However, many claim that it is the openness of the process that ensures inaccurate content is reviewed and corrected. Anyone reading the content has the ability to change it.

To learn more, visit [www.its.queensu.ca](http://www.its.queensu.ca).

## IN BRIEF

### NSERC names first Hamer prize winners

Art McDonald (Physics), winner of the 2003 Gerhard Herzberg Canada Gold Medal for Science and Engineering and Tom Brzustowski, president of Science and Engineering Research Canada (NSERC) have announced the creation of two \$10,000 annual national prizes for the most outstanding students in NSERC's master's and doctoral scholarship competitions.

The first recipients of the André Hamer Postgraduate Prizes are University of Windsor master's student Sharonna Greenberg, who helped create an entirely new metal polymer while in her fourth year at the University of Toronto and University of Alberta doctoral candidate Selena Smith, who is piecing together the fossilized remains of flowers that grew in the British Columbia interior 48 million years ago.

Dr. McDonald leads the Sudbury Neutrino Project (SNO). He donated \$100,000 from his Herzberg award to establish the prizes in memory of a promising young colleague who passed away from cancer last year at the age of 35.

"André Hamer worked to the highest standards as a student

and it is very appropriate for this award to represent excellence among all the science and engineering research students at Canadian universities," he says.

The awards will be presented today at a ceremony in Ottawa.

### Solutions for workplace change

Ontario's Workplace Safety and Insurance Board is lending support to projects on repetitive work injuries and the effect of workplace tasks on pregnant women.

Linda McLean (Rehabilitation Therapy) receives \$130,600 towards her research on improving diagnosis of chronic forearm pain related to repetitive work, while Genevieve Dumas (Mechanical and Materials Engineering) has been awarded \$113,661 to help fund her project investigating how posture and back muscle activity differs between pregnant and non-pregnant women in the workplace.

Twenty research projects across the province were approved for a funding total of almost \$3 million this year under the Solutions for Workplace Change program.

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## Queen's Pension Plan

Quarterly Investment Report – Sept. 30, 2004

### Capital Markets

Returns on investments in the various markets can be measured against a series of well-established indices. Index returns for the 3-month and 12-month periods ending September 30, 2004 are as follows:

		3 months	12 months
S&P/TSX Composite	(Canadian Stocks)	1.9%	18.9%
MSCI World	(Global Stocks ex Canada)	-6.7%	10.1%
SCM Bonds	(Canadian Bonds)	2.8%	4.8%
ML Master II	(High Yield Bonds)	-1.2%	5.4%
T-Bills	(Treasury Bills)	0.5%	2.3%

### Queen's Asset Mix

The investment managers have mandates established through a Statement of Investment Policies developed by the Pension Committee of the Board of Trustees. Investments in each asset class must be within a well-defined range. The "normal" asset mix is a long-term strategy mix which is used as a "benchmark" when measuring performance of managers. The current market value of the Queen's Pension Plan (QPP) of approximately \$1.1 billion can be broken down as follows:

		Permitted Range	"Normal" Mix	Current Mix
Stocks	Canadian	25% – 55%	35%	34%
	Global (ex. Canada)	10% – 25%	22%	23%
Regular Bonds		20% – 70%	37%	37%
High Yield Bonds		0% – 10%	5%	5%
Cash		0% – 20%	1%	1%

### Queen's Performance

#### 1. Compared With Other Pension Plans

The fund returned 0.9% in the third quarter. This put the QPP in the 1st quartile in RBC Global's universe of pension funds. The one-year return of 13.2% is 1st quartile, while the four-year return of 4.2% and the ten-year return of 9.4% are both 2nd quartile. The quartile breaks for RBC Global's universe are as follows:

	3 months	1 yr	4 yrs	10 yrs
1st quartile	0.8%	12.8%	5.9%	10.9%
Median	0.3%	11.1%	3.9%	9.3%
3rd quartile	-0.3%	9.6%	1.5%	8.4%

#### 2. Relative to the Benchmark

	3 months	1 yr	4 yrs	10 yrs
Fund return	0.9%	13.2%	4.2%	9.4%
Benchmark return	0.5%	11.2%	2.0%	8.9%
Fund performance relative to benchmark	0.4%	2.0%	2.2%	0.5%

Note: returns for periods of one year and less are for the actual period; returns for four and ten years are annualized.

### General Comments

- Returns were mixed in the quarter with rising oil prices being a key factor.
- The return for the third quarter was about 40 basis points above the benchmark. Performance over longer periods continues to be strong both on a relative basis and against the benchmark.
- Performance of all active equity managers was above benchmark in the third quarter with the exception of Wellington Management.
- Addenda (Canadian fixed income) had a strong third quarter.
- We continue to hedge approximately 50% of our US dollar exposure back to Canadian dollars.
- The Canadian dollar closed at 79.3 cents U.S. Sept. 30, up about 5.7% from 75.0 cents U.S. on June 30.

## IN BRIEF

### An energy-efficient competition

Natural Resources announces its annual undergraduate student competition which will give \$1,000 each to 20 winning projects related to energy efficiency.

Last year, Queen's Lisa Bartu, an education student, won with her energy education program for primary and junior students based on the Disney movie, *Monsters, Inc.*

"We will consider any scholastic project that has some connection to energy efficiency or reduced energy use," says Colleen Paton, of the NRCan's Office of Energy Efficiency (OEE). "It could be a completely new idea, or maybe just a new twist on an old idea. The key is that

the project has to have an energy-efficiency angle."

"This program is an excellent way to focus our best young minds on energy efficiency and climate change, one of the great challenges facing Canada and the world in the 21st century," says the Honourable R. John Efford, Minister of Natural Resources Canada.

Energy Ambassadors will also get a free trip to Ottawa to present their projects to energy-efficiency leaders in industry, utilities and the non-profit sector.

The deadline for submissions is Jan. 16, 2005. For details, visit the Office of Energy Efficiency website at [www.oee.nrcan.gc.ca](http://www.oee.nrcan.gc.ca).

### Multi-media at Union Gallery

The Union Gallery in Stauffer Library presents Public Order, an exhibit by multi-media artist Kelly Mark. It is on view from Dec. 7 to Jan. 12.

A reception and artist talk take place Tuesday, Jan. 11 from 7 to 9 pm. The exhibit will consist of a selection of the artist's work in video, drawing and sculpture. Ms. Mark's work pushes the boundaries of art making. It expands the ways of creating works of art, drawing on the aesthetics of 1960s art, especially conceptualism and minimalism to express her vision and humour. It speaks to the experience of everyday life, the minutia that we usually take for granted.

Ms. Mark has exhibited and performed nationally and internationally over the past 10 years. She distinguished herself as Canada's contemporary artist representative for the Sydney Biennial, Sydney, Australia, in 1998. She has exhibited extensively across Canada in commercial galleries, public museums and universities, artist run spaces and other alternative venues and internationally in the United States, Ireland, England and Australia.

The gallery acknowledges support from the George Taylor Richardson Memorial Fund and the art department and The Canada Council for the Arts.

## Queen's Faculty

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for more information. Please leave your contact information if we are not available.



### Submission information

Please note that appointment submissions will be edited to address style considerations and length. Submissions should be a maximum of 200 words.

### Awards and Grants

#### Grants to Support Interdisciplinary Research and Educational Activities in the Developmental Disabilities Field

Development grants for research initiatives or the development of innovative educational approaches in the developmental disabilities field are available to faculty, staff and students. All proposals must be collaborative and interdisciplinary. Submit with a signature of approval from your department head: a summary of the proposed research or educational activity including objectives; a brief description of design and methodology, and the expected outcome; a list of colleagues who will participate in the project; a description of other funding sources that have been sought or will be sought as the project unfolds; and a budget and justification for the proposed expenditures. Successful proposals will pass through the Office of Research Services Ethics Board before funds are released. A single development grant award will not exceed \$10,000. Apply by Monday, Feb. 28, 2005. For information contact Kimberly Recoskie, dcp@post.queensu.ca or 544-4885.

#### The 2005 Herman Voaden National Playwriting Competition

First prize \$3000, second prize \$2000, 8 honourable mentions. The two prize-winning plays will be offered a one-week workshop and public reading by a professional director and cast in affiliation with the Thousand Islands Playhouse of Gananoque. Both authors will be playwrights-in-residence for the workshop sessions. Honourable mentions will receive written comments from our final round judges Roy Surette, Artistic Director (Belfry Theatre) and Colin Taylor, Artistic Director (Theatre Wum). More information at [www.queensu.ca/drama](http://www.queensu.ca/drama) or 613-533-2104. Deadline Jan. 31, 2005.

### Committees

#### Advisory Committee – University Archivist

Principal Karen Hitchcock announces the membership of the committee appointed to advise her on the present state and future prospects of University Archives and on the selection of the university archivist. Members are: Gillian Barlow, University Archives; Karen Dubinsky, History; Suzanne Fortier, Vice-Principal (Academic) Chair; Merrilees Muir, Office of the Vice-Principal (Academic) Secretary; Susan Office, University Archives; Brian Osborne, Geography; Joan Schwartz, Art; Paul Wiens, University Libraries; Judy Wilson, University Advisor on Equity; TBA, graduate student. Members of the university commu-

nity who still wish to comment on the present state and future prospects of University Archives and on the selection of the university archivist may make written submissions to Suzanne Fortier, Vice-Principal (Academic) and respondents should indicate whether they wish to have their letters shown, in confidence, to the members of the advisory committee.

For details on job opportunities, employee development, human resources policies see the Human Resources website at <http://www.hr.queensu.ca>

### Notices

#### Telecommunications system power source upgrade

An upgrade to the power source for the university's telecommunications (telephone) system is scheduled for the evening of Jan. 4, 2005 beginning at 9 pm. The interruption to service could last up to 8 hours. The interruption will affect telephones connected to the university telephone system (any external telephone number beginning with 533 or any on-campus number beginning with 3 or 7), including all emergency and assistance telephones. Payphones, cell phones and Internet connections will not be affected.

### Volunteers

#### Respiratory study

Healthy men and women 40 years of age and over with lean or nor-

mal body weight are needed for a study looking at how the respiratory system affects breathing discomfort and the ability to exercise in obesity. Participants will attend two – 1 to 3 hour visits over a 2-week period. Confidentiality is guaranteed and participants will be reimbursed for expenses. For information contact The Respiratory Investigation Unit at KGH, (613) 548-3232, ext. 4950 or 549-6666, ext. 4890.

#### Research on control of action

Researchers at Queen's are looking for healthy subjects to participate in a study looking at self-control by examining eye movements. You would be required to participate in 2 or 3 sessions lasting around 1 hour each, and will be compensated at the level of \$10 an hour for your participation. If you are interested in participating or would like more information, please contact Dr. Claire Boudet, 533-6340 or [claire@biomed.queensu.ca](mailto:claire@biomed.queensu.ca).

#### Pregnant?

If you are about 16 – 20 weeks pregnant, healthy, and currently do not participate in a regular walking or exercise program, you may be eligible to participate in a Queen's research study on the effects of a walking program on fetal behaviour, mother's heart rate, and blood pressure. For more information, please contact Sherri at 547-5752 or [9ss25@qmlink.queensu.ca](mailto:9ss25@qmlink.queensu.ca).

## HELP LINES

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533-6886  
Irène Bujara, Director

**Sexual Harassment Complainant Advisors:**  
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533-6629

Chuck Vetere – Student Counselling  
533-2893 ext. 77978

**Anti-Racism Complainant Advisors:**  
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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:**  
Please contact Harry Smith, Coordinator of Dispute Resolution Mechanisms, at 533-6495 for assistance or referral to an advisor.

**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 Dispute Resolution Advisors – Students:**  
Please contact Harry Smith, Coordinator of Dispute Resolution Mechanisms, at 533-6495 for assistance or referral to an advisor.

**University Grievance Advisors – Staff:**  
Kathy Beers – Student Affairs  
533-6944

Bob Burge – JDUC  
533-6000 ext. 78775

Gary Racine – Telecommunications  
533-3037

**Freedom of Information and Privacy Protection**  
Information Officer  
533-2211  
Commissioner  
533-6095

**Employee Assistance Program**  
1 800 387-4765

**University Chaplain:**  
Brian Yealland  
533-2186

**Rector**  
Grant Bishop  
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.

## CHOCOHOLICS, UNITE



CELIA RUSSELL

The chocolate fountain (above) was as popular as ever with attendees at last Thursday's Principal's Holiday Reception at Grant Hall. Friends, coworkers and family (below) snap shots and applaud the winners of the 2004 Special Recognition for Staff Awards, presented by Principal Karen Hitchcock. For a photo of the winners, see page 3.



CELIA RUSSELL

## A Footnote on Health

### Holiday Stress 101

'Tis the season to be jolly' – as the famous song goes. But if this is really the most wonderful time of the year, why do millions of people feel so stressed over the holidays? After juggling work, shopping and social gatherings, we end up feeling overwhelmed, stressed out and exhausted.



So before you begin your quest to find the perfect holiday gift, host the perfect party or attend your first family function, read the following tips on how to avoid holiday season stress.

**Be realistic.** Let go of the romanticized image of a perfect holiday. Concerning yourself over every detail may prevent you from enjoying the holidays with the people that you care about most. Accept these imperfections and focus on your enjoyment.

**Remember what's truly important.** Everyone has a different idea of what the holiday season means to him or her. Consider what's important to you and either write it down or find something as simple as a picture, decoration, or piece of music that represents this. Place it where you can see (listen to) it each day; this will keep you focused on what's important to you, and help you get the most out of the season.

**Create and stick to a financial budget.** Too often we get caught up and spend more than what we actually planned. Make a list of the people you wish to buy for and how much you plan on spending on each person. Once you have your list – stick to it.

**Learn to delegate.** Share the shopping, cooking, baking and cleaning with others. Solicit help from family and friends. Most people appreciate and welcome the opportunity to be a part of holiday preparations.

**Learn to say "no."** The holidays are often a time when your calendar gets filled with family gatherings, office parties and special holiday events. Be selective and say, "yes" only to those events that you really want to attend.

*Need more information on managing stress and adding balance into your life? Your Employee Assistance Program (EAP) can help. A confidential off-site program available to faculty and staff.*



COURTESY OF SEBASTIAN SCHÜTZE

Above: Detail of Bernini's famous bust of Pope Urban VIII, one of the most admired treasures of the National Gallery in Ottawa.

## Queen's co-hosts preeminent conference

The magnificent Palazzo Barberini in Rome is the setting for an international conference dedicated to the art and art patronage of Pope Urban VIII and its wide ranging influence on European culture

of the 17th century.

Sebastian Schütze, Queen's Bader Chair in Southern Baroque Art, along with colleagues from Italy and France, has organized the conference, which takes place Dec. 7-11.

It brings together 60 speakers from Europe and North America, including such internationally renowned scholars as Maurizio Calvesi (Accademia Nazionale dei Lincei, Rome), Joseph Connors (The

Harvard Center for Italian Renaissance Studies, Florence), Christoph Luitpold Frommel (Bibliotheca Hertziana, Rome), Marc Fumaroli (de l'academie française, Paris) and Irving

Lavin (Institute for Advanced Studies, Princeton).

"I am pleased to say that it is really the major conference in 17th century art and culture in 2004," says Prof. Schütze.

### Art

#### The Agnes Etherington Art Centre

University Avenue

#### New Exhibits

*Precarious* featuring Betty Goodwin, John Dickson, Ed Pien, Joanne Tod and Natalie Waldburger, Dec. 4, 2004 to Feb 13, 2005.

**Event:** Thursday, Dec. 16. Highlights Tour of current exhibitions. 12:15 pm, free.

[www.queensu.ca/ageth/](http://www.queensu.ca/ageth/)

#### Union Gallery

1st floor of the Stauffer Library (corner of Union and University) *Public Order*, Kelly Mark. Dec. 7, 2004 to Jan. 12, 2005. A reception and artist talk Tuesday, Jan. 11, 2005 at 7 pm. in the gallery. Please note that the gallery is closed from Dec. 23, 2004 – Jan. 3, 2005. [www.uniongallery.queensu.ca/](http://www.uniongallery.queensu.ca/)

#### The Studio

B144 Duncan McArthur Hall (corner of Sir John A. MacDonald Blvd. and Union Street) Studio hours Tuesday and Thurs-

day 11:30 am to 1 pm, Wednesday, noon to 1 pm or by appointment. For information contact Angela Solar, 533-6000, ext. 77416 or [solara@educ.queensu.ca](mailto:solara@educ.queensu.ca).

### Departmental seminar schedules

**Biochemistry**  
[meds.queensu.ca/biochem/index.php/seminar\\_series](http://meds.queensu.ca/biochem/index.php/seminar_series)

**Biology**  
[biology.queensu.ca/seminars/dss.html](http://biology.queensu.ca/seminars/dss.html)

**Business**  
[business.queensu.ca/research/conferences/index.html](http://business.queensu.ca/research/conferences/index.html)

**Cancer Research Institute**  
[meds.queensu.ca/qcri/calendar/index.php](http://meds.queensu.ca/qcri/calendar/index.php)  
Centre for Neuroscience Studies  
[queensu.ca/neurosci/seminar.html](http://queensu.ca/neurosci/seminar.html)

**Chemistry**  
[chem.queensu.ca/newesandevents/seminars/seminar02w.pdf](http://chem.queensu.ca/newesandevents/seminars/seminar02w.pdf)

**Computing**  
[cs.queensu.ca/seminars/](http://cs.queensu.ca/seminars/)

**Economics**  
[qed.econ.queensu.ca/pub/calendar/week.html](http://qed.econ.queensu.ca/pub/calendar/week.html)

**GeoEngineering Centre at Queen's – RMC**  
[www.geoeng.ca/geng840\\_schedule.htm](http://www.geoeng.ca/geng840_schedule.htm)

**Geography**  
[geog.queensu.ca/seminars.html](http://geog.queensu.ca/seminars.html)

**Human Mobility Research Centre**  
[www.hmrc.ca](http://www.hmrc.ca)

**Law**  
[law.queensu.ca/visitors/index.php](http://law.queensu.ca/visitors/index.php)

**Microbiology & Immunology**  
[microimm.queensu.ca/seminars/](http://microimm.queensu.ca/seminars/)

**Pharmacology/Toxicology**  
[meds.queensu.ca/medicine/pharm/](http://meds.queensu.ca/medicine/pharm/)

**Physiology**  
[meds.queensu.ca/medicine/physiol/physiol.sem.html](http://meds.queensu.ca/medicine/physiol/physiol.sem.html)

**Policy Studies**  
[www.queensu.ca/sps/calendar/week.htm](http://www.queensu.ca/sps/calendar/week.htm)

### Public Lectures

#### Tuesday Dec. 14

**Education**  
Liyang Cheng and Don Klinger, Queen's. The challenge of the Ontario Secondary School Literacy Test for ESL/ELD students. Vernon Ready Room, Duncan McArthur, 3:30 pm.

### Special Events

#### Tuesday, Dec. 14

**Society of Graduate and Professional Students Council general meeting**  
All ordinary members are eligible to vote on the motions at general meetings including: all on-campus students registered in the School of Graduate Studies and Research; all full-time students registered with the Queen's Theological College; all full-time students registered in Queen's Faculty of Law. Off-campus students registered in the School of Graduate Studies and Research, and part-time students in Queen's Theological College and Queen's Faculty of Law may become ordinary members by pay-

ing the society's membership and other fees. McLaughlin Room, JDUC, 5:30 pm.

#### Thursday, Dec. 16

**Task Force on Alumni Relations**  
The university community is invited to a town-hall meeting to discuss the future of alumni relations at the university. 1102 Biosciences Complex, 1:30 – 3:30 pm.

### Submission Information

To ensure we run your information correctly, Calendar items must appear in the following format:

date, department, speaker's name and affiliation, title of lecture, place, time, and cost if appropriate.

Please submit your information in the body of an email message to: [gazette@post.queensu.ca](mailto:gazette@post.queensu.ca)

**The next Gazette deadline is Monday, Dec. 13 at noon.**