

onQ
OCTOBER 2010



People, stories and ideas at Queen's University

WHAT'S INSIDE:

FOUR DIRECTIONS ABORIGINAL STUDENT CENTRE

Diversity and
Equity Taskforce

Positive Space



EDITOR'S NOTE

One of the great pleasures of working at Queen's is the cultural and ethnic diversity it has to offer. What a delight it is to hear different languages being spoken as I walk across campus, attend meetings with people from various cultures, or, if I choose, participate in any number of faith gatherings that regularly take place. In the relatively homogenous community of Kingston, Queen's is breaking ground on developing a culture of ethnic and cultural diversity.

In 1849, Queen's admitted its first student of colour, Robert Sutherland, who led an extraordinarily successful academic life and had an illustrious career in law. Mr. Sutherland is said to have told his friends that at Queen's he had always been treated as a gentleman. Our most generous benefactor, Alfred Bader, was welcomed to Queen's in 1941 when other universities denied him access because of his Jewish faith. From these beginnings we have travelled a winding road to where we are today.

In this issue, we celebrate the people, programs and initiatives that help move us forward toward a culture of inclusivity. Read about the Four Directions Aboriginal Student Centre and its rich array of cultural activities. Find out how Queen's actively recruits young people from families who hadn't considered university as an option. Discover how Queen's is taking concrete steps to address issues of diversity and equity while remaining true to its tradition of offering education of the highest calibre.

In the December issue, we will examine accessibility, another important aspect of equity and diversity.

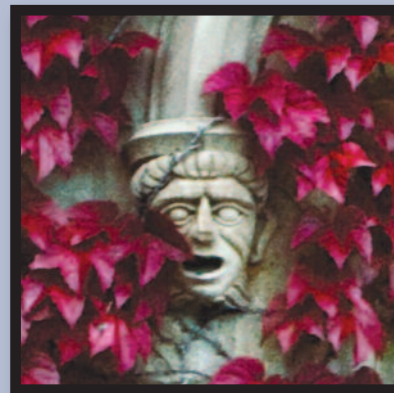
I welcome your comments and ideas about *onQ* and invite you to contact me by phone or email.

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HIDDEN GEMS

Do you recognize
this piece of
Queen's architecture?

Turn to p. 15 for the answer.



October 2010

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EDITORIAL POLICY

Commentary and expert opinions that address issues related to higher education and are consistent with the mandate of *onQ* are welcome to *Viewpoint*. The editor reserves the right to edit or decline submissions based on style, length, appropriateness, relevance, and legal considerations. Maximum 300 words.

Letters are welcome and should address issues directly related to stories that appear in *onQ*. The editor reserves the right to edit or decline submissions based on style, length, appropriateness, relevance, and legal considerations. Maximum 200 words.

All submissions must be original and addressed to the editor, and include your name, affiliation and phone number. Send submissions to anita.jansman@queensu.ca by the 15th of each month, to be considered for publication in the next issue.

ON THE COVER: Image from the Annual Educational Powwow, September 2009

A DIFFERENT QUEEN'S COMMUNITY AND TRADITION

BY SAFIAH CHOWDHURY



When I first came to Queen's, I was entirely absorbed by its culture and spirit. I was completely taken in by the raucous cheering, the Oil Thigh, and the Scottish tam. I was enthralled with the spirit of the place and relished the opportunity to show off my adopted Scottish heritage, despite my previous lack of familiarity with anything Gaelic.

These were all presented to me as part of the tradition that bound together the Queen's community. As such, I accepted and participated in this throughout my first year.

Multiple break-ins to the Muslim prayer space, a defaced sign calling for the death of Muslim students, and racially charged

epithets being yelled out car windows changed my perspective of this tradition entirely. Feeling unsafe and marginalized amongst the 'traditional' Queen's community, I turned elsewhere. Here, I finally found the community I had heard so much about.

This community consisted of people from all backgrounds, bound not by our commitment to the Scottish heritage, but our commitment to each other and to improving Queen's. We wanted more from the institution and indeed community we had come to care for; we wanted Queen's to be an open and safe environment for all future students. It is largely for this reason that I chose to get involved with the Alma Mater Society.

The ability to turn my frustrations and later vision into tangible action is something that makes me a proud Queen's student. Similar to every other institution, we are faced with significant challenges that we must own up to. Since my first year, there has been a demonstrable improvement in the way we approach and acknowledge

issues relating to equity – it has also highlighted the vastness of the work we have ahead. It is important to move forth with this momentum and enact meaningful measures to achieve the vision of Queen's as an inclusive and safe environment.

In order for this goal to be achieved, all areas of the Queen's community need to be involved. The community I found and that encouraged me along was not exclusive to students – it included Queen's staff, faculty, alumni and administrators. In fact, these bodies provided support and insight that were important to my well-being as well as others who experience marginalization.

This community of support is, in its very own form, a testimony of Queen's spirit. **Q**

LETTERS

Send comments and opinions about people or issues at Queen's. *onQ* wants to hear from you. anita.jansman@queensu.ca. You can also submit letters via www.queensu.ca/news/onq. Submissions should be 200 words or less.

onQ welcomes commentary and expert opinions that address issues related to higher education to *Viewpoint*. Email anita.jansman@queensu.ca or submit via www.queensu.ca/news/onq. Maximum 300 words.

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Left to right: Nelson Alisappi; Janice Hill,
Jarret Leaman, Laura Maracle, Paul Carl
Absent: Vanessa McCourt, Michela Ferguson

INTEGRATING ABORIGINAL EXPERIENCES THROUGH **FOUR DIRECTIONS**

With 23 new Aboriginal students on campus this fall, adding to the nearly 300 already enrolled, they can all turn to the Four Directions Aboriginal Student Centre for support in balancing their **academic, spiritual, physical, and emotional needs.**

The little house at 146 Barrie Street has been bustling with activity this month as staff at the Four Directions Aboriginal Student Centre prepare students for another school year. The centre's director, Janice Hill, presents a calm demeanour, a distinct contrast to the renovations underway in the house, the phones ringing, and the busy staff obviously on a mission to create a welcoming environment for Aboriginal students. That is, after all, a key part of Four Directions' mission.

Created in 1994, with funding from the Ontario government, Four Directions has flourished through the years. Recent staff and organizational changes have strengthened the centre's strategic position at Queen's.

"For almost three years, there hadn't been steady leadership and everyone was on an 'acting' basis," Ms Hill explains. "Four Directions now reports directly to the Office of the Provost, which affirms the centre's legitimacy as an active and much-needed office for the well-being of the Aboriginal community here."

Programs offered at the centre include the annual educational powwow, held each September, the Three Sisters Feast – a weekly event that invites guest chefs to serve a meal of their choice to the Queen's community, an annual symposium, peer helper




programs for first-year students, and a new recruitment program at the Faculty of Engineering and Applied Science called Aboriginal Access to Engineering.

"We know from practice that offering such services is beneficial both for attracting and retaining students until they complete their degrees," says Ms Hill.

These initiatives help to weave Aboriginal culture into Queen's cultural landscape, but Ms Hill stresses the need to build Aboriginal studies into the curriculum, attract more Aboriginal faculty and staff, and strive for continued recognition of how Aboriginal students enhance the diverse nature of campus.

"I think there needs to be a constant review of curriculum," says Ms Hill. "At least three courses in Gender Studies are taught by Scott Morgensen. Both Scott Morgensen and Sam McKegney, who is with the English Department keep office hours at Four Directions. These are all positive aspects of establishing a strong presence," she adds.

A more visible indicator of Aboriginal presence on campus is the newly acquired tipi that has been erected in the backyard at 146 Barrie. It's a beautiful piece of native architecture that harkens to another time. Ms Hill plans to conduct activities inside the tipi, such as talking circles and elder's teachings. www.queensu.ca/fdasc 



Queen's Native Student Association

The Four Directions Aboriginal Student Centre is home to the Queen's Native Student Association (QNSA), which operates as a forum for students to discuss contemporary and historic issues pertaining to Aboriginal peoples and cultures. QNSA is host to Aboriginal Awareness Week held in March.

www.qnsaclub.wordpress.com



Aboriginal Council of Queen's University

The Four Directions Aboriginal Student Centre provides administrative support to the Aboriginal Council of Queen's University, the umbrella governance structure which oversees and supports Aboriginal initiatives at the university. The Council was established in 1992 to ensure that for generations hereafter, Aboriginal peoples will have access to higher education at Queen's and that the institution will be responsive to the broader needs of Aboriginal peoples. www.queensu.ca/fdasc/ACQU.html



School of Computing takes a quantum leap

Researchers at the School of Computing have created a version of chess that puts humans and computers on equal footing. It's called Quantum Chess, and it throws the conventional rules of the game out the window. School Director Selim Akl authored a paper on how to bring "quantum weirdness" to the traditional game. Undergraduate student Alice Wismath selected the new rules from the endless possibilities suggested in Dr. Akl's paper and developed the electronic game. The Quantum Chess project is part of the ongoing research

on quantum computation being carried out in the School. To play the game, visit www.cs.queensu.ca

Study exposes cognitive differences in people with Parkinson's disease

Queen's researchers have found that people with Parkinson's disease can perform automated tasks better than people without the disease, but have significant difficulty switching from easy to hard tasks. The findings are a step towards understanding the aspects of the illness that affect the brain's ability to function on a cognitive

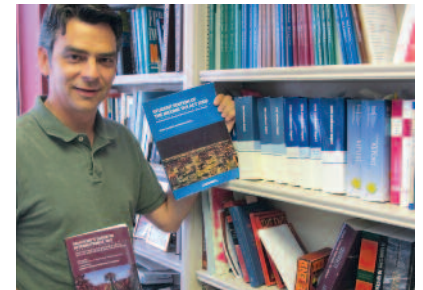


level. PhD student Ian Cameron, lead author of the study, says the findings are significant because they highlight how biased Parkinson's patients are towards performing an automated response. They also suggest that medications currently prescribed to treat the symptoms of the disease that affect motor functioning could further upset a patient's cognitive balance. The findings were recently published in *Neuropsychologia*, an international interdisciplinary journal of cognitive and behavioural neuroscience.

Professor mixes sex, violence and international tax law

Art Cockfield is one of the few professors who use sex and violence to help teach the Income Tax Act and international tax law. The law professor writes books that combine traditional textbook-style information with a fictional case-study story that he freely admits is trashy. His book *Manager's Guide*

to *International Tax* contains a murder-mystery novella involving a corporate power struggle set in a Napa Valley winery. *Student Edition of the Income Tax Act* has a senior partner in an accounting office



take her junior associate hostage and threaten to kill him. Professor Cockfield is an avid sci-fi fan and enjoys creative writing. He wrote several fiction manuscripts and one – *The End*, an environmental-Apocalyptic thriller – was published in 2003 by SSI Publishing and optioned by a Hollywood production company. **Q**

PROFILE

UNIQUE ONLINE JOURNAL EXPLORES RACE AND EQUITY ISSUES

BY MARK KERR



A new academic journal launched at Queen's is one of the only publications in Canada to critically examine issues of race and equity.

Journal of Critical Race Inquiry co-editors Barrington Walker (History) and Gurjit Sandhu (Medicine) wanted to expand the idea of equity within the university environment.

"The journal challenges the traditional view that issues of equity and diversity have nothing to do with the university's goals of academic excellence and the pursuit of knowledge," Dr. Walker says.

The journal is unique because the articles only appear online and can be accessed without a fee or subscription.

"Electronically-based open access journals are really on the cutting edge of how knowledge is disseminated in academic

journals," Dr. Walker says.

The editors are encouraged by the response to the first issue. The journal's website has received tens of thousands of hits since it was launched earlier this year.

The journal provides a critical perspective on racial inequality in society across many disciplines. In the first issue, the three articles examined issues of race in the courts, in the classroom, and in Israel and Palestine.

"One could argue critical race theory germinated in law schools, but the journal is interdisciplinary in orientation," says Dr. Sandhu, a post-graduate medical education developer.

Many people at Queen's and other universities have supported the new journal by contributing articles and reviewing submissions.

"We have reached out to scholars from across Canada and they have been excited and willing to participate," says Dr. Sandhu.

Journal of Critical Race Inquiry is produced with support from the Equity Office and the Office of the Provost and Vice-Principal (Academic).

"The Equity Office wanted to encourage race-studies scholarship in order to advance equity at the university, but it discovered a lack of peer-reviewed publications for such articles," says Irène Bujara, the university advisor on equity. "Through the leadership of Dr. Walker and Dr. Sandhu, scholars working in the area took up the challenge."

The second edition of the journal will be published later this fall. **Q**

ACTION PLAN

DIRECTS QUEEN'S TOWARDS A CULTURE OF INCLUSIVITY

There is no denying that the face of Queen's campus today looks quite different from its early days and into the 20th century. With student, faculty and staff populations growing and changing to reflect an increasingly diverse Canadian population,

“When we were developing the action plan, we discovered that it was inherently connected to the academic planning process,” says Dr. Husain. “We saw an opportunity here – to incorporate equity and diversity considerations within academic planning. An additional section of the action plan addresses engagement with curriculum and research actions and measures.”

Specifically, the plan sets out ways to include equity and diversity as core undergraduate competencies, which prescribes a meaningful understanding of social identity, difference, and justice as well as global and non-western cultures.

“We’re convinced that a diversified curriculum provides the greatest impact for a climate of inclusivity,” says Dr. Husain. “All kinds of programs can be put in place and they are certainly necessary, such as recruitment and awareness programs, but the single greatest impact we can make at a university, of all places, is to offer a curriculum that encompasses Canadian and global realities. The more diversified our curriculum, the more it can incorporate global perspectives, the better the education Queen’s offers.”

The DET Action Plan represents a substantial step forward, and includes specific steps to act upon immediately. The task force will present a more ambitious strategy for the future at the end of this academic year.

www.queensu.ca/vpac/det 

Queen's is embracing an opportunity to live up to its tradition of excellence and relevance in higher education.

Adnan Husain, Director, Educational Equity & Diversity Projects, is leading the Diversity and Equity Task Force (DET), to develop a plan for implementing recommendations from previous diversity and equity reports that had identified a number of issues about the climate at Queen's. The DET Action Plan will be released in early October, with three of its eight recommendations already underway.



Diversity and Equity Task Force, left to right, Gordon Smith, Associate Dean, Faculty of Arts and Sciences, Arig Girgrah, Assistant Dean, Student Affairs, Adnan Husain, Director of Educational Equity and Diversity Projects, Meghan Brooks, Ph.D Candidate, Department of Geography. Absent: Lorinda Peterson, University Communications, Charles Sumbler, Office of the Vice-Principal (Academic).



Educational Equity & Diversity Projects is a unit within the Office of the Provost and Vice-Principal (Academic).

UNIVERSITY EXPERIENCE PROGRAM

For a portion of the Canadian population, from rural, remote, new-Canadian, Aboriginal, and lower-income families, the word “university” is seldom part of the vocabulary in the home. Opportunities for post-secondary education do not seem available to children of these families, not because they would be denied access to colleges and universities if they applied, but because the idea of higher education is not a consideration by them or their families as they move into young adulthood. These are first-generation “students”, typically the first in their families who are eligible to consider the option of post-secondary education.

The Access and Opportunities Strategy, part of the Ontario Government’s Reaching Higher agenda initiated in 2005-2006, funded projects at colleges and universities aimed to attract first-generation children to post-secondary education.

ENCOURAGING FIRST GENERATION STUDENTS

The Office of the University Registrar responded with the University Experience Program, inviting first-generation high school students to Queen’s to inspire these young people to broaden their opportunities. Over the past four years Queen’s welcomed 800 students and parents from 40 different high schools and community organizations from rural Eastern Ontario and inner-city Toronto.

“University is not a topic of conversation around the dinner table for some students with parents who did not attend a post-secondary institution,” says Jo-Anne Brady, University Registrar. “Our program is designed to demonstrate that university is accessible and rewarding.”

For Admission Coordinator Lindsay Monkman, the visits of 200 or so people that she arranges to Queen’s campus each year are as exciting for her as they are for the visitors.



High school students arrive at Biosciences for the annual University Experience Program event.


“These Grade 10 and 11 students and their parents are setting foot on a university campus for the first time ever. It’s exciting and fun and a total eye-opener for them,” she says.

Visits include a campus tour, workshops on various topics, including the very popular Nursing for Dummies (which uses imulated patients), and a welcome speech from chemistry professor William Newstead, himself a first-generation university graduate.

“The students love him,” says Ms Monkman. “He’s funny and dynamic and is living proof that a university education is available to everyone.”

Ms Monkman also attends smaller events off campus in Toronto and Ottawa and delivers the same message: university is a viable option.

“Parents are most interested in the financing of an education and we offer lots of information about that to reassure them that financing is available and to explain that, yes, it costs money to go to university but it’s a worthy lifetime investment,” says Ms Monkman.

Although government funding under this strategy has been discontinued for programs focusing on access, efforts will be made to continue the experience in some way here at Queen’s. “We will allocate resources to run the University Experience Program in 2011, but after that the future of the program is uncertain,” Ms Brady says. www.queensu.ca/admission/uep.html 

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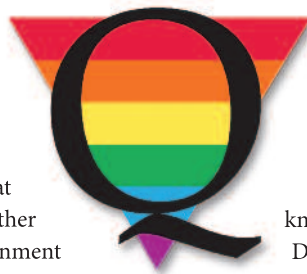
POSITIVE SPACE PROGRAM THRIVES

In 1999, Queen's introduced the Positive Space program, now so easily recognized by the ubiquitous rainbow prism stickers that signify the university's welcoming attitude to gender and sexual diversity. Eleven years later Jean Pfeleiderer, Advisor, Sexual and Gender Diversity in the Human Rights Office, speaks glowingly about the program's success and staying power.

"The stickers are really at the heart of Positive Space," says Dr. Pfeleiderer. "When you display a sticker, you're doing several things: celebrating gender and sexual diversity, building a sense of community and inclusiveness, and welcoming everyone into your place of work and learning."

The program is going strong with more than 600 people attending an information session and receiving a sticker, that designates their office or other campus space as an environment of positive space.

If the stickers represent the heart of Positive Space, the program's ongoing awareness activities can surely be called the backbone. Film screenings and panel discussions are offered from time to time, while annual celebrations recognize students who actively promote and support gender



and sexual diversity. Each year the Ontario Public Interest Research Group (OPIRG) Positive Space Award is presented to acknowledge these efforts.

During the past year, the transsexual and transgender sub-committee has been working to develop a policy that will see gender neutral washrooms on each floor of all new buildings on campus. And this fall, Positive Space will be reaching out to the Kingston community when it participates in an event with Immigrant Services Kingston and

Area (ISKA), which welcomes newcomers to Canada.

The strength of Positive Space relies on faculty, staff and students to actively participate by introducing new employees and students to the program and its benefits.

"We ask that when larger offices obtain 'front desk' stickers, they recognize office staff turnover and periodically send new folks to the information sessions," says Dr. Pfeleiderer. "We also ask all participants to remove the sticker if they are no longer occupying the space in question—not easily done without destroying the sticker, so we are happy to supply a new one on request."

www.queensu.ca/positivespace. 

THE GRAND THEATRE

Grand Theatre Presents 10-11 season

Single tickets now on sale!

Fall highlights
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 October 15, 7:30pm

Kingston Grand Festival of Canadian Wine
 October 16

Lighthouse
 October 23, 7:30pm

4D Art presents Norman
(A Tribute to Norman McLaren)
 October 27, 7:30pm

Tickets: Grand Theatre Box Office, 218 Princess St.
 Monday to Friday, noon until 6pm 613.530.2050 kingstongrand.ca

10% off regular ticket prices for Queen's faculty and staff! Some conditions apply.



NEW V-P EMBRACES CHANGE



Vice-Principal (Finance and Administration) Caroline Davis brings to her role a wealth of experience as a senior civil servant, and a committed approach.

Ten years ago, she walked into a parliamentary committee room – little did she know she would face four hours of anxious

could, potentially, have influenced the final outcome of 100 years of contention and hard negotiation. No questions came and the ministers were happy with V-P Davis's information.

That was a decade ago, but it was not the first or last time that V-P Davis has wres-

funding, regulation, pension sustainability, retirement, recruitment, and planning for the university's future all together in one big, complex ball.

"Of course, universities go through cycles like any other sector, from good times to difficult ones," V-P Davis said. "We can't

"If you can recognize that you're in a tight spot, accept that something needs to move and commit to the detailed work, you're well on your way."

waiting before achieving her goal. V-P Davis was waiting for government ministers to approve the coming-into-effect date for a modern-day treaty: the land claim and self-government agreement with the *Nisga'a* people of British Columbia.

"I spent that day sweating through every detail in my mind," V-P Davis said. "I was not going to be the one to mess up through a lack of preparation." Her answers

tled with the details of a deeply complex file over the course of her diverse career.

"Eventually, we learn we're limited only by our capacity to adapt," V-P Davis said. "If you can recognize that you're in a tight spot, accept that something needs to move and commit to the detailed work, you're well on your way."

Queen's is currently grappling with a unique situation that wraps government

look at these issues in isolation. They are interrelated. Decisions in one area will have repercussions for the entire Queen's picture. We need to get it right."

She grins when she's asked if she would have preferred to be greeted with a less monumental challenge. "This is an academic institution, after all," she said. "Don't we all love a good, juicy problem to sort through?" **Q**

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UNITED WAY CAMPAIGN UNDERWAY

Queen's launched its United Way campaign recently with the goal of raising \$315,000. The university is the single largest contributor to the community campaign of the United Way serving Kingston, Frontenac, Lennox & Addington (KFLA).

"The generosity of the Queen's community for the United Way means that many, many people can get the help they need in Kingston and the area," says staff co-chair Shelley Aylesworth-Spink.

The United Way serving KFLA impacts the lives of thousands of people every year by providing funds to a network of social service and health agencies.

Students plan to get involved in the campaign again this year by organizing and volunteering at a number of fundraising events.

Watch for your pledge cards in the campus mail.



Throughout the campaign, the Queen's News Centre will feature profiles of Queen's faculty, staff, retiree and student volunteers, and announce the date for the United Way barbeque. **Q**

Queen's United Way campaign team members Shelley Aylesworth-Spink, staff co-chair, Sherri Ferris, labour co-chair, Allison Bailey, human resources staff, Sandra Valente, human resources staff, and Nick Graham, faculty co-chair.

PEOPLE WHO MAKE A DIFFERENCE ON CAMPUS



As a bona fide “Kingston girl,” **Hagar Prah** feels as though she has come full circle in her role as student advisor and counsellor. “I emigrated from Ghana when I was eight, and was attracted to Queen’s throughout my youth because of the diverse cultural and education activities it offered,” she says.

Combining her background in social work and education, her immigrant experience, and her knowledge of Kingston and Queen’s, she is well equipped to support and advise students on all sorts of ethnic, faith, and social identity issues. “We all have something to share and offer,” says Ms Prah. “There are common threads that bring us together and we often find that there are more similarities than differences.”

Students come to Ms Prah through

Health, Counselling and Disability Services, the AMS, and also through word-of-mouth. When talking to those students she’s worked with, it’s clear she connects with them in a meaningful way and that she leaves lasting impressions.

Nadia Aftab’s experience with Ms Prah has been nothing short of inspiring. As Director, Peer Support Centre, Ms Aftab has come to rely on Ms Prah’s generosity and support. “It is very encouraging to have this degree of support from a professional at Queen’s for a student-run service,” she says.

“I offer students a place to focus, to re-group, where they find a sense of belonging,” says Ms Prah. “Everyone wants to feel part of a community.” **Q**

Would you like to suggest someone for *Employee Spotlight on Q*? Email anita.jansman@queensu.ca

NOTES on **Q**

Queer resources for students, staff and faculty

Queen’s University Association for Queer Employees:

www.queensu.ca/quaqa

Queer Forum listserv for Queen’s and Kingston community. To subscribe, email: queer-request@lists.queensu.ca

Follow Principal Woolf on Twitter. twitter.com/queensprincipal

Many faith traditions are represented among Queen’s staff, students and faculty. When scheduling meetings and events, please consult Oracle (Queen’s online scheduler) for a short list of key dates that may require faith accommodations. More detailed and inclusive faith date listings can be found on the Multifaith Calendar on the Human Rights Office webpage at www.queensu.ca/humanrights.

NEW STUDENT ADMINISTRATION SYSTEM LAUNCHES NEXT MONTH

Student administration systems are being replaced beginning this fall. Old systems originally built to process paper forms – including admissions, registration, financial aid, course and exam scheduling, transcripts and student records – are being replaced with new online PeopleSoft applications.

The current mainframe system offers restricted hours of service and requires costly and time-consuming maintenance. Support for the system is limited, presenting great risk to the university. The new system integrates leading practices already used by many of our peer institutions.

The PeopleSoft system will share applications with Human Resources. Consequently, an individual will have only one university ID number regardless of how many different roles they have at the university over time. The system will always recognize people through their unique ID number.

This applies to both the new student and human resource systems, which will be implemented in October when student admissions and the first phase of financial aid are launched. Eight offices around campus will be using the PeopleSoft system to admit all students who will start after May 1, 2011.

Everyday users of the new student system are currently testing the PeopleSoft applications to make sure they perform as expected. The feedback will be used to put the final touches on the system.

The student system transition begins in October, when students will be asked to name the new self-service centre replacing QCARD. www.queensu.ca/quasr **Q**

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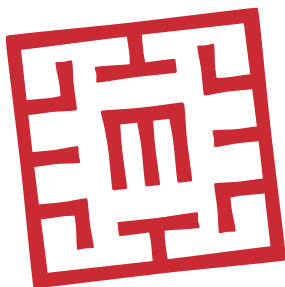
1. Fighter Clay
4. Soap ingredient
8. Actor Morales of 'La Bamba'
12. Place to crash
15. Computer make
16. Witty comeback
17. Put to good ____
18. Restaurant list
19. Command Z function
20. End hunger
22. Against prefix
24. Ampersand word
26. Kit's other half
27. WWII refugee
29. Chess of page 6
33. They make white cloth coloured
35. Sch. in Fredericton and Saint John
36. Wayne and Garth's negative
38. Canuck driver's club (init.)
39. Actress Tyler of 'Ghost Whisperer'
42. Aboriginal celebrations (see pg 5)
45. Withdrawal seizure (init.)
46. Professor Schuklenk of Queen's
48. Greek letter for golden ratio
49. Manhattan or London neighborhood
52. Early Peruvian empire
55. Hamlet wanted to take arms against this many troubles
56. Singer Tori or Quebecois town
60. To's partner, sometimes
62. Meat counter
63. Where hockey happens
64. Game judge, for short
65. Send to hell
66. Airport guesses
67. Bastet's animal form

DOWN

1. 'The Simpsons' store keeper
2. Irish girl
3. Eureka thought
4. Sad song
5. Top card
6. Actress Sofer of 'Heroes'
7. Tipsy
8. ____ & Diversity, see pg 7
9. Ra's planet
10. Help, especially from countries
11. Stock's first three words (init)
21. Sunbather colour
23. Just a little bit
25. Horse's colour
27. Mark with pencil
28. Charity ads (init.)
29. Campus green area
30. Military group
31. Stomach muscles, for short
32. Goes with messy hair or clean floors
34. Green prefix
37. A dradel is one
40. Adnan of pg 7
41. Big deal to the bard
43. Scrambles
44. What Queen's did to get the Vanier Cup
47. Chicago's main airport
51. Leave out
53. Queen's campus station
54. 51 is a famous one
55. Do this to get a sum
56. Red or Dead
57. Sylvia Plath's tree
58. Ross to Rachel: "We were ____ break!"
61. Frequently, once

1	2	3		4	5	6	7		8	9	10	11
12				15					16			
17				18					19			
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55	56	57			58		59			60		61
62					63					64		
65					66					67		

Solutions at www.queensu.ca/news/onq



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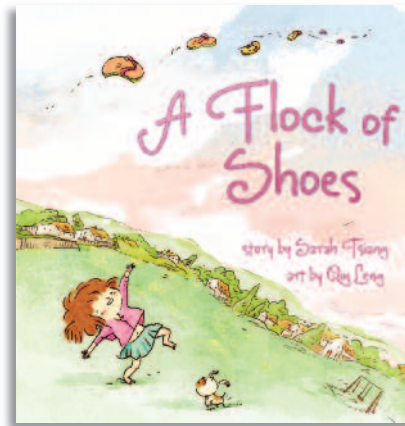
KEVIN DU MANOIR (Undergraduate Admission) “rode” to the challenge this summer, participating in the 2010 Ride to Conquer Cancer fundraiser for Princess Margaret Hospital Foundation. What started out as a fitness challenge, cycling 218 km from Toronto to Hamilton, turned into something much more personal and meaningful when his grandfather lost his battle against cancer less than a month before the event. Together with his brother-in-law, Mr. du Manoir raised more than \$11,500 for cancer research and dedicated the ride to his grandfather. He gratefully acknowledges the support of his colleagues at the Office of the University Registrar. He will be participating in the ride next year. www.conquercancer.ca



DAVE HALLETT'S (ITS) main focus this fall is to lead the technology team for QUASR, so he won't be travelling overseas with ShelterBox as he has the past two

years. ShelterBox is an international disaster relief charity that delivers emergency shelter, warmth and dignity to people affected by disaster worldwide. In 2008 Mr. Hallett joined a deployment to China, and in 2009 he travelled to Malawi. His volunteer work won't end; he has joined the board for ShelterBox in Canada to increase public awareness. www.shelterbox.org

SARAHTSIANG (Enrichment Studies, Instructor) is launching her first picture book, *A Flock of Shoes*. Full of whimsy, this circular tale is enhanced by rich, evocative language and delicate pastel illustrations that are sure to delight any young child. The book has already been sold internationally and was picked up by Nelson Education as a part of its literacy line. Visit www.youtube.com/watch?v=kRaX7xfS07A to see a trailer of *A Flock of Shoes*.



Are you involved in projects outside of Queen's? Do you know a colleague who is? Share your stories with *onQ*. Email anita.jansman@queensu.ca

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