

onQ  
NOVEMBER 2010



People, stories and ideas at Queen's University



WHAT'S INSIDE:  
**QUEEN'S UNIVERSITY  
INTERNATIONAL CENTRE**

The Francophone Centre

New Program at Queen's School of English

## EDITOR'S NOTE

Recently I witnessed on computer and TV screens, along with millions of other people all around the world, the rescue of 33 trapped miners in Chile. What a wonderful event and an excellent illustration of how small our world has become. Thanks to electronic communication, easy and rapid world travel, and access to mountains of information on a daily basis, we can get personally involved in the lives of people like the Chilean miners and feel much more connected in a global community.

Queen's recognized the need to be connected long ago. In order to remain relevant and true to our core beliefs, we have opened our doors to the world and aimed to provide our students with opportunities to help them become citizens of the world. Principal Daniel Woolf identified internationalization as a key priority in his vision document, *Where Next?*, and an advisory group has been created to develop an international strategy to align with the university's emerging Academic Plan.

The programs and people discussed in this issue demonstrate this university's strategic and thoughtful commitment to internationalization, from organizing exchange programs, to welcoming international students, to preparing staff for an increasingly international and inter-cultural campus.

As always, I welcome your comments.

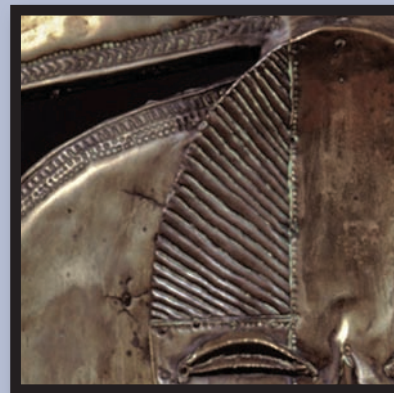
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**ON THE COVER:** *Bright Culture*, Submitted by student Katriina O'Kane to the Queen's University International Centre 2010 Photo Contest, "My last day in Kathmandu, Nepal, on June 26, 2009, I woke up early to explore a city that was not to be much more than a place of transition between the airport and my volunteer placement in Pokhara. What had astounded me from the moment I first set my eyes on the place were the magnificent colours. This picture captures that colourful way of life, as three street vendors sell religious flower arrangements on the steps of a Temple in Durbar Square."

### HIDDEN GEMS

Do you recognize this?

Turn to p.15 for the answer.



November 2010

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[queensu.ca/news/onq](http://queensu.ca/news/onq)

#### 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.

## TEACHING AT THE CASTLE DAVID BEVAN, EXECUTIVE DIRECTOR, BADER INTERNATIONAL STUDY CENTRE



JOSEPH CHAN, ARTICULATION GROUP

Since its inception in the fall of 1994, the Queen's University Study Abroad Program at Herstmonceux Castle in the UK has offered opportunities for a different kind of educational experience to both undergraduate students and instructors from Queen's. The extraordinary site, with its medieval castle, accommodations and the magnificent telescope ensemble of the former Royal Greenwich Observatory, is rich in flora, fauna and archaeology. Every day offers new excitement, new motivation and new learning.

Moreover, all students are fully resident, as are many faculty and several staff. This high level of cross-community, day-long accessibility makes for a continuous learning situation that would be almost

impossible to replicate in any other kind of context. The distinctive institutional pedagogy adds further to this, with its mandatory course-specific field studies and commitment to small class sizes. Each first-year class has a maximum of 30 students with five to 12 in upper-years.

The final ingredient in this heady mix of academic, cultural and social opportunity and energy is the ever-increasing diversity of both the faculty and the student body — from some 100 different universities and 30 to 40 countries over the year. Although UK immigration policy seems to be ever more restrictive, it is still possible for faculty from Kingston to apply successfully to teach at the castle in any of its four terms. Our “Call for Applications”

appears twice a year in the *Times Higher Education Supplement*, in October and January. Relevant details can also be sent directly to interested faculty members. Contact [j\\_richie@bisc.queensu.ac.uk](mailto:j_richie@bisc.queensu.ac.uk).

Although it is not always possible to fit every interested applicant into any given term — we had nearly 140 applications for about seven or eight vacant spots last summer term! — there are many already in Kingston who have taught here and who have become, subsequently, the most enthusiastic ambassadors for this very special, if far-flung, part of the greater Queen's family. Do consider applying. **Q**  
[www.queensu.ca/bisc](http://www.queensu.ca/bisc)

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

### NOTES ON **Q**

In addition to his frequent tweets at [twitter.com/queensprincipal](https://twitter.com/queensprincipal), Principal Daniel Woolf has started a blog. He says his posts “will probably not be very frequent, but sometimes one needs more than 140 characters to say something. I plan to use this from time to time to make comments on particular issues or developments at the university, and in post-secondary education more generally.”  
[queensu.ca/principal](http://queensu.ca/principal)

For the latest on the university's financial situation:  
[queensu.ca/financialupdate](http://queensu.ca/financialupdate)

**CORRECTION** The cover image that appeared in October's *onQ* was incorrectly identified as a picture taken at the 2009 Annual Educational Powwow. In fact, the picture was taken at the 2007 Powwow. Justin Kerr from the Queen's University International Centre was the photographer.

### LETTERS

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

FIANCÉE  
JEWELLERS

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Principal Woolf chats with students at QUIC



# QUEEN'S UNIVERSITY INTERNATIONAL CENTRE

## GATEWAY TO THE WORLD

The location of the Queen's University International Centre (QUIC) could almost fool you into thinking it is one of those obscure and quiet offices at Queen's that not many people know about. But a visit to the north-east corner on the first floor of the John Deutsch University Centre quickly dispels that notion. This is a vibrant, bustling place where world music plays, two or three languages are being spoken at any given time, workshops are underway, and the coffee and tea are always hot.

As director for almost 30 years, Wayne Myles has been witness to QUIC's evolution, from the early 1980s when it assisted fewer than 100 students on study abroad programs, to today when more than 2,000 students travel abroad, with an equal number of incoming international and exchange students and faculty walking through its doors annually.

"We've seen tremendous growth at QUIC, which reflects an increasingly global society," says Mr. Myles. "Today the centre is many things and can best be explained as standing on three legs: international student services, support services for outbound students, and training for staff and students working in international and intercultural environments."

The training leg includes the International Educators Training Program (IETP), delivering in-service training to international education professionals from across Canada and around the world. Each summer these professionals gather on Queen's campus for the IETP Summer Institute. Such groundbreaking initiatives have earned QUIC a reputation as being a leader of internationalization among university campuses, and Mr. Myles's personal dedication was recognized with the 2009 Internationalization Leadership Excellence Award from the Canadian Bureau for International Education.

Mr. Myles attributes the centre's success to two things in particular: a fabulous staff that is extremely well-established, with some staff members being on board for at least 20 years, and the ongoing and generous support of the Anna & Edward C. Churchill Foundation, a Kingston-based organization that has consistently donated to QUIC since its beginning.

"The Churchill Foundation has been extremely generous and frankly, we couldn't run half our programs without its support," says Mr. Myles.

One of those programs – the English Language Support Program – invites participation from students, staff, faculty and community members. Between 100 and 150 volunteers from Queen's and Kingston assist international students improve their conversational English. The volunteers either provide one-to-one support or lead a conversation group. In 2009, the program received the Queen's University Human Rights Office Initiatives Award in recognition of its long-standing contributions to community building and support for international students.

Although QUIC has established itself on campus and nationally for promoting internationalization and inter-cultural training, and has been recognized for doing so,


Mr. Myles admits there is much more to do in an ever-changing world.

"For example, students don't get their information the same way as they once did. Social networking is a huge factor in communicating and presenting our services. We are moving with the changes," he says. Other programs currently being overhauled are the newly revised Off-Campus Activity Safety Policy (OCASP) data warehouse and the QUIC Emergency

"Today the centre is many things and can best be explained as standing on three legs: international student services, support services for outbound students, and training for staff and students working in international and intercultural environments."

Support Program (ESP). This excellent program tracks Queen's students, staff and faculty world-wide, allowing Queen's to be at the ready in case anyone encounters difficulty while overseas.

These programs and others will continue to ensure that members of the Queen's community are indeed part of a much larger world and at the same time feel as though they can always call Queen's home.

"We believe in community building. People have to feel at home. That is our fundamental belief. Everything else will fall into place if we can do that," says Mr. Myles. 

[quic.queensu.ca](http://quic.queensu.ca)



# QUEEN'S FINDS A PLACE IN THE WORLD



Vice-Provost John Dixon, Barbara Yates and Suzan Moase

John Dixon believes that Queen's needs a coherent international strategy and a higher international profile. And since he accepted the portfolio of Vice-Provost (International) in July, he aims to ensure Queen's will achieve both. The office oversees international activities including partnerships with foreign universities, agencies and governments, student and faculty mobility, and services and support for international students. It's no small task in such a decentralized campus, but with Barbara Yates, Manager, International Projects and Initiatives, and Suzan Moase, newly appointed Coordinator, International Projects, it is clear this office is up for it.

One of the office's key roles is to bring together international units regularly under the Queen's University International Programs Committee, and to consult with international faculty offices, such as the International Programs Office in Arts and Science and the V-P (Research) office. (Please see p. 7 for Who's Who Internationally at Queen's.)

"We're making great strides," says Vice-Provost Dixon. "Expanding mobility opportunities – sending our students overseas and welcoming international students to Queen's – is an effective way to educate citizens of the 21st century. Among our

programs, Commerce is a shining example, with 83 per cent of third-year students participating in a study-abroad option."

Vice-Provost Dixon would like to see more international students at Queen's. "International students enrich our campus with their diverse experiences and perspectives. The provincial government has set a goal of increasing international enrolment by 50 per cent in five years," he adds.

Continued effort from all international offices on campus will help to ensure that Queen's can meet that goal. **Q**

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

## Matariki Network of Universities (MNU)



Earlier this year, Queen's announced its role as founding member of the Matariki Network of Universities (MNU). The MNU was established to promote the exchange of students, faculty and staff, promote academic and research collaborations, and share ideas, expertise and international best practice among seven of the oldest and best universities in their respective countries. They all place emphasis on research-led teaching and on enhancing the student experience through activities beyond the classroom.

"We want the MNU to play a role in making the world a better place, rather than just serving ourselves," says Vice-Provost Dixon.

For example, the first MNU conference, to be held at Queen's in November, is called "Renewable Energy and Society" and will address how the seven universities can collaborate on this pressing world issue.

'Matariki' is the Maori name for the star cluster Pleiades, sometimes called the Seven Sisters, and it is also the word for the Maori New Year, symbolizing a new beginning. The

seven universities in the Matariki network are: Dartmouth College (established 1769) in the USA; Durham University (1832) in England; Queen's University (1841) in Canada; University of Otago (1869) in New Zealand; University of Tübingen (1477) in Germany; University of Western Australia (1911) in Australia; and Uppsala University (1477) in Sweden. **Q**

[www.queensu.ca/qieep/matariki](http://www.queensu.ca/qieep/matariki)



## WHO'S ENGAGED IN INTERNATIONAL ACTIVITIES ON CAMPUS

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The office manages a portfolio of international exchange agreements with approximately 150 universities in more than 35 countries. In addition to these bi-lateral agreements, Queen's is a member of six consortial exchanges, which provide exchange opportunities at a further 70 universities.

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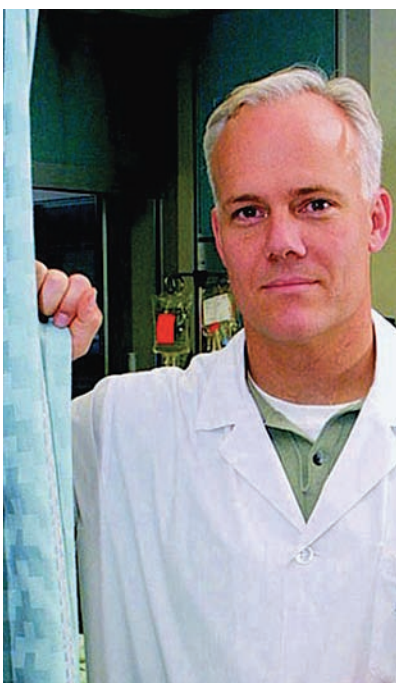
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## CANADA NEEDS TO IMPROVE END-OF-LIFE CARE

Better psychological and spiritual support, improved planning of care and stronger relationships with physicians are necessary to improve end-of-life care in Canada, according to a study by professor of medicine and epidemiology Daren Heyland. Overall satisfaction for end-of-life care was rated as good by 363 patients over 55 years of age with advanced diseases and 193 family caregivers. However, ratings for complete satisfaction ranged from nine per cent to a high of only 57 per cent, suggesting the need for improvement. The highest priorities were improving the emotional support for patients, better communication and involvement in decisions and improving the relationship between the patient, family and doctor.

## PET ALLERGIES WORSEN HAY FEVER SYMPTOMS

Being allergic to dogs or cats may worsen your ragweed allergies, according to a recent Queen's study. Researchers found that people with pet allergies often develop ragweed allergy symptoms more quickly than others. But the study also suggests that once allergy season is in full swing, those symptom differences subside. The team, led by Anne Ellis, an assistant professor in the departments of medicine and microbiology and immunology, exposed 123 participants to ragweed and noted that pet allergy sufferers reported symptoms differently than their non-animal allergic counterparts. Dust mite allergic patients also developed symptoms more quickly after ragweed exposure. Thirty to 50 per cent of the Canadian population will suffer



from allergic reactions at some point in their lives. The number is difficult to pinpoint because many allergies go unrecognized or undiagnosed. **Q**

## PROFILE

### RESEARCHERS COMBINE DIVERSE EXPERTISE TO FIGHT HIV/AIDS IN SOUTH AFRICA BY MARK KERR



The research team prepares the drama workshop

Interdisciplinary research is common at Queen's, but a team addressing gender-based violence and HIV/AIDS in rural South Africa has adapted the interdisciplinary approach to fit its project.

"Some research projects bring together people from different disciplines and they contribute their piece of the pie to the solution. It is apparently a very effective way to work, but we have not adopted that method. Instead, we work in close collaboration," says Rosemary Jolly (English), who is the principal investigator alongside Stevenson Fergus in the School of Kinesiology and Health Studies (SKHS).

The meetings are time consuming, but the approach is necessary to develop a successful intervention for ending coercion against women and reducing the incidence of HIV/AIDS in the province of KwaZulu-Natal, South Africa.

"HIV/AIDS and gender-based violence is a very complex problem. If we continue to work in silos, people will fall through the cracks," says Nomusa Mngoma, a post-doctoral research fellow in SKHS who is working on the project.

The master's and doctoral trainees on the team possess diverse research backgrounds such as English literature, sexual and reproductive health, and harm reduction advocacy.

"The amount of sharing that goes on is exciting. Everyone has different perspectives and there is a lot of value in that," says project participant Jessica Cowan-Dewar, a PhD trainee in SKHS.

Having an English professor as a principal investigator on an HIV/AIDS research project may appear untraditional. However, the International AIDS Society and the United Nations have stated that

the social sciences and humanities can make important contributions to research around HIV/AIDS prevention and treatment.

The humanities proved essential during the research phase in rural KwaZulu-Natal. Because gender violence and HIV/AIDS are highly stigmatized issues within that society, the research team developed sophisticated means of data collection. One method asked the young men and boys to create and perform drama skits based on themes they were given. Julie Salverson of the Queen's Drama Department trained the research team on Augusto Boal's Theatre of the Oppressed.

"The participant is more likely to open up and tell us more because he is not tied to the issues," explains Professor Jolly.

Currently, the team is analyzing the data and developing several intervention options. **Q**



## A NEW LOOK FOR PAY STUBS

The new Human Resource (HR) administrative system will be on-line for processing payroll in the new year. One of the changes that all employees will see is a new and more detailed pay slip in January designed to aid understanding about how pay is calculated.


“The changeover to the PeopleSoft system will bring improvements to the way we do business,” says Julie Mekarski, director of organizational development and learning. “The information included on the new Direct Deposit Notification (DDN), or what we commonly refer to as our pay stub, reflects some of the enhancements to benefits tracking and to reporting time and attendance. It is designed to provide more transparency for employees when viewing their earnings, benefits, and taxes for every pay.”

The DDN delivered prior to each pay day features an improved layout for easy reading and increased detail. Information on the pay slip includes the employee’s home address, department, location, job title, and rate of pay. Employer-paid benefits, more comprehensive tax data, a list of hours and earnings and vacation and sick time usage will also be shown.

In readiness for change to the new payroll PeopleSoft system, Human Resources staff will run two parallel tests on payroll in the coming months – processing the same information through both the current administrative system and the PeopleSoft system. The test results will allow the Queen’s University Administrative Systems Replacement (QUASR) team to make final adjustments to the system for a smooth transition in December.

Staff training for those inputting information into the new HR PeopleSoft system is scheduled to begin mid-November, and will continue through January 2011. Users will have the opportunity to participate in on-line self-study courses as well as attend introductory PeopleSoft sessions in advance of attending the specialized training they may require.

Change readiness workshops will also be offered during November and December to support people who will be dealing with change in their jobs and units.

Watch the e-Queen’s electronic news bulletin for further details about the HR PeopleSoft system. 

[www.queensu.ca/quasr/index.html](http://www.queensu.ca/quasr/index.html)

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## ON-LINE LEARNING HELPS SCHOOL OF ENGLISH EXPAND BY NANCY DORRANCE

A multi-faceted on-line language program with the potential to help international students and teachers around the globe is currently being developed at Queen's School of English (QSoE), thanks to resources from the Principal's Innovation Fund.

"The Innovation Fund allowed us to try something we might not otherwise have been able to start, and we look forward to sharing our findings with colleagues across the university," says QSoE director Elaine Armstrong, who stresses that the new e-programs augment, rather than replace, existing programs. "We hope eventually this will provide us with revenue to fund further expansion of our services."

As a cost-recovery unit looking to expand, QSoE is working to accommodate increasing numbers of students, as well as serving students whose personal or

academic schedules don't allow for extended study abroad, and capitalizing on the potential of current technology in teaching.

These challenges were the impetus for a pilot project initiated last winter by Ms Armstrong. "Five years ago I would have said, 'language couldn't be taught on-line, but seeing a successful e-program in Brazil made me think of new possibilities for the use of technology in language teaching,'" she says.

After researching other on-line language initiatives and consulting with colleagues at the Centre for Teaching and Learning and several faculties at Queen's, QSoE instructor Monte Biggar developed a pilot on-line course. It was tested with francophone military spouses from CFB Kingston, most of whom had family commitments that made class attendance problematic. Instead, they spent 10 hours

a week on their home computers completing interactive, on-line activities as their schedules permitted, with support from their instructor.

Response to the e-course was overwhelmingly positive. As a result, plans are now underway to expand this model to three levels, marketed to international students for study before and after they travel to on-campus programs. Future development includes training English language teachers at partner universities in China, Mexico, Columbia, Chile and Korea and one-on-one on-line English instruction for international executives. **Q**



QSoE director Elaine Armstrong

CHRISTINE BLAIS FOR THE WHIG-STANDARD

*Established in 1942 as part of the Faculty of Arts and Science, the School of English offers non-credit, full-time and part-time English programs primarily to international students.*

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

[www.queensu.ca/principal/funding/innovationfund.html](http://www.queensu.ca/principal/funding/innovationfund.html)

## CERTIFICATE IN INTERNATIONAL PERSPECTIVES

A certificate program offered by Human Resources provides Queen's faculty and staff with a well-rounded and deep understanding of the various international activities that shape the global environment of an institution such as Queen's. International Perspectives is a seven workshop program that runs between October and June and gives employees knowledge and skills to

help them achieve success as they work in an increasingly international/intercultural atmosphere. The competence attained promotes employees' personal development, and increases their ability to function more effectively on an institutional level. **Q**  
[www.hr.queensu.ca/workandcareer/cw-trainwork.php?certid=8](http://www.hr.queensu.ca/workandcareer/cw-trainwork.php?certid=8).



Alison Cummings, International Training Coordinator, leads a workshop for the Certificate in International Perspectives.

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## ONTARIO-INDIA EXCHANGE PROGRAM POPULAR WITH STUDENTS

BY MARK KERR

Queen's students have embraced an exchange agreement between groups of universities in Ontario and India.

The Ontario-Maharashtra-Goa (OMG) Student Exchange Program was established three years ago, and now Queen's students account for approximately 25 per cent of Ontario students going to India.

"The conditions were very basic but I absolutely loved it," says Anne Kneale, a fourth-year engineering student who studied at the College of Engineering, Pune, India last year. "I lined up in the morning for hot water to bathe and wash my clothes."

Scott Leon, a third-year student currently studying political science at the University of Pune, is adjusting to the pace of life in India.


"Time works a little differently here, and I have learned that patience is required

in India," he says.

Fatima Jiwani, a fourth-year global development studies student, discovered learning experiences inside and outside the classroom while in India. After her studies concluded in June, she volunteered with a non-governmental organization and taught in a slum area of Mumbai.

"The exchange opened my eyes to so many things and gave me an idea of what I might want to do later in life," she says.

Ms Kneale now has a better understanding of engineering in the global context. She observed that engineers in Canada concentrate on innovation while outsourcing the detail engineering to countries such as India.

"I saw that engineering is a real process tied to globalization," she says. 



## RWANDAN STUDENT PURSUES EDUCATION DREAMS

BY MARK KERR

Lillian Appolinary is shy and somewhat reserved, but her demeanour quickly changes when asked about her experience at Queen's.

"I am so glad that I am at university," says the Rwandan refugee, a beaming smile on her face. "I have always dreamed of being someone great, someone who goes to school and has a good future."

Ms Appolinary didn't have much hope of pursuing her dream growing up in war-torn Rwanda. Her family fled to Tanzania in 1994 but was forced to return to Rwanda in 1996. With tensions still high, Ms Appolinary's family moved to a refugee camp in Malawi where she lived for 11 years before coming to Canada.

Ms Appolinary is studying economics at Queen's thanks to a sponsorship by the university, the Alma Mater Society and the Society of Graduate and Professional Students and assistance of the World University Services Canada (WUSC) local committee.

"The transition has been good so far. The first week was tough, but now I am catching up," says Ms Appolinary, who arrived in Canada the last week of August.

Allison Wallis, chair of the local WUSC committee, believes welcoming refugee students should be a source of pride for the university.

"As someone who has overcome great adversity, Lillian has a lot to share with our community," she says.

When asked about her plans after university, Ms Appolinary states without hesitation: "help my family back in Malawi." 



## ENCOURAGING CULTURAL UNITY AT THE FRANCOPHONE CENTRE


BY ALYSE KOTYK

Nestled in the heart of the student village at 196 University Avenue, the Francophone Centre, a satellite of the French Studies Program, offers conversational courses for adult members of the Queen's and Kingston communities, regardless of their level of experience.

The centre's unique location creates an atmosphere where visitors can feel welcome and at ease. As a result, it attracts a wide variety of individuals including parents with children in immersion, government workers, students, and retirees.

"It brings everyone from all kinds of backgrounds together," says Karelle Arbez, the Centre's Administrative Assistant. "It's not just for Franco-Ontarians or Québécois. It's for all types of French."

Courses are often taught by graduate students who provide a wealth of knowledge and teaching experience. Furthermore, the small class sizes allow for an intimate setting and plenty of attention to enhance every participant's learning experience.

Some of the programs include art classes, casual lunchtime conversation opportunities, and courses which assist individuals in improving their French for the workplace. Ultimately, the centre strives to unite multiple francophone cultures while teaching the French language as it's heard in different regions around the world. 

[www.queensu.ca/french/french-centre.html](http://www.queensu.ca/french/french-centre.html)

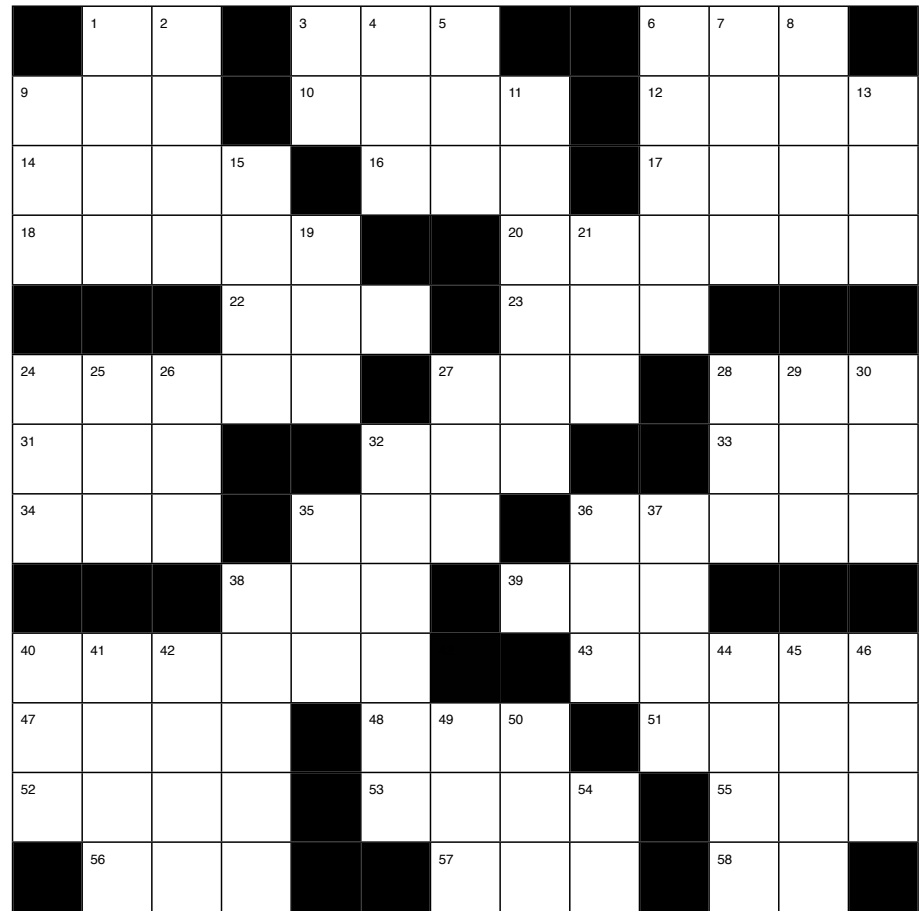
# Minotaur**maze**

## ACROSS

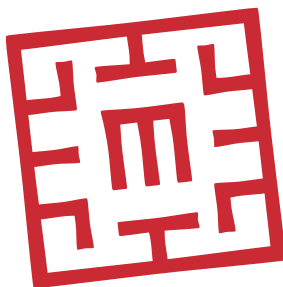
1. Radio type
3. Church seating
6. US pill and eats watchdog
9. Caspian or Dead
10. Water spot for a boat
12. Frequent cancer victim
14. French airport
16. Panthers state (abbr.)
17. Puts on a show
18. International Study Centre name (p.3)
20. Quizzed
22. Voodoo spirits
23. Northern province of Thailand
24. Rosemary of AIDS research project (p.8)
27. Comes after 'as' and before 'cent'
28. Brian of Roxy Music
31. Lincoln's nickname
32. Gift tag's to
33. Non-invasive body scan
34. Nintendo play station
35. Gallery specialty
36. Sweet'n'Low alternative
38. Pindar's poem type
39. With 'cons' at Queen's, they patrol events
40. Official forgiveness of a crime
43. Freud's smoking gun
47. Grant, Garfield and Taft's home state
48. Favourite dorm room rebel
51. With Nat or Old, he's a King
52. Machu Picchu country
53. Wrestling move
55. Japanese currency
56. Trenet hit 'La \_\_\_'
57. Zadora of film and stage
58. Ancient implement

## DOWN

1. 'Scott Pilgrim' star
2. Hairless
3. Comes at the end of a letter
4. Santa's little helper
5. Wheaton of 'Star Trek: TNG'
6. Portable booze storage
7. Air carrier
8. Betting first step
9. Cry
11. Prepared speech
13. Common canine (abbr.)
15. Shout
19. Sabres centre Derek
21. Hearing device
24. Gossip
25. Japanese belt
26. Hawaiian necklace
27. What the kettle calls out
28. Flightless bird
29. Heston organization (abbr.)
30. Energy crisis substance
32. Fracophone Centre tongue (p. 11)
35. Poet's fuss
36. & the rest
37. Where to find Wayne Myles (p. 5)
38. Smell
40. Soda
41. Throat clearing sound
42. Laugh in Le Havre
44. Creator of 'The Clothed Maja'
45. Kovalev or Ovechkin
46. Stimp's pal
49. Sock clad dance
50. Post-apocalyptic Denzel role
54. Attorney for the state



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Internationally renowned scientist **Richard Heck**, recipient of the 2010 Nobel Prize in Chemistry, briefly honed his award-winning analytical skills at Queen's. For five months in 2006, he worked in the laboratory of Victor Snieckus, who is the Bader Chair Emeritus in Organic Chemistry.

Noting that Dr. Heck and his co-recipients (Ei-ichi Negishi and Akira Suzuki) are familiar names within the global organic chemistry community, Dr. Snieckus says, "Everyone is overjoyed and applauds these awards. I am personally thrilled since several years ago Dick Heck, already about 75 years old, was in our Queen's labs doing cobalt chemistry! There is a deep lesson in his work of how the value of basic research cannot be predicted, the pitfalls associated with it, and the serendipity."



Richard Heck in Victor Snieckus's laboratory with German exchange students Claudia Lohre and Isabel Piel from the University of Münster.

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](mailto:anita.jansman@queensu.ca)



**Praveen Jain** (Electrical and Computing Engineering) recently received an Indo-Canada Ottawa Business Chamber (ICOBC) Award for Outstanding Indo-Canadians, in recognition of his financial support to four students studying engineering in India and for a Jain Temple in India. The ICOBC Awards are presented annually to honour the business achievements and community contributions of Indo-Canadians. **Q**

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The Agnes Etherington Art Centre serves students, faculty and staff at Queen's as a teaching and learning resource. It also provides a cultural focus to the communities of the City of Kingston and the region. The art centre's programming is based on the premise that contact with original works of art contributes to understanding our world, ourselves and others. [www.aeac.ca](http://www.aeac.ca)

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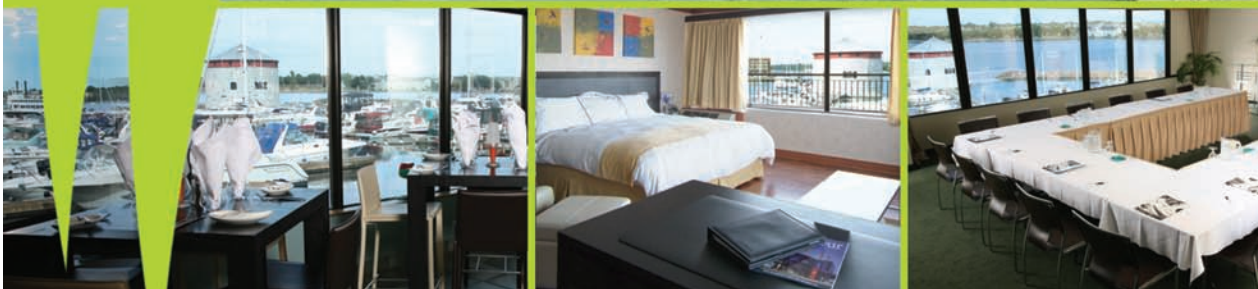
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Unknown artist, Kota Reliquary Figure, date unknown. Agnes Etherington Art Centre, Queen's University. Gift of Justin and Elisabeth Lang, 1984. (M84-066)

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