

onQ
MARCH 2011



People, stories and ideas at Queen's University

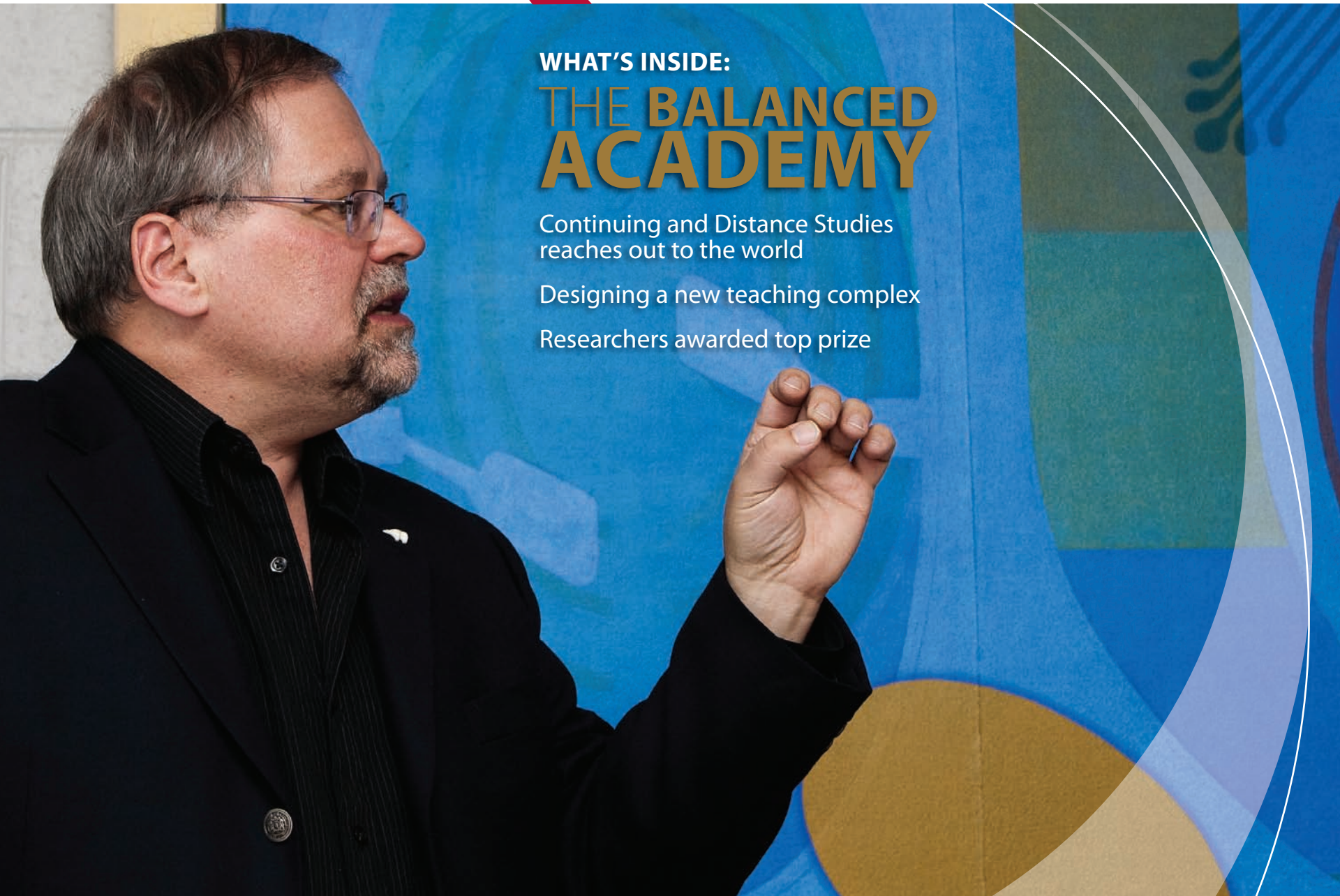
WHAT'S INSIDE:

THE BALANCED ACADEMY

Continuing and Distance Studies reaches out to the world

Designing a new teaching complex

Researchers awarded top prize



EDITOR'S NOTE

Balanced academy is a term that we've been hearing quite a bit on campus. In this time of intense competition for the best and brightest students and for research and government funding, Canadian universities often try to define themselves in one of two ways: research-intensive or strength in undergraduate studies. Since his arrival at Queen's in 2009, Principal Daniel Woolf has been promoting a model that delivers both. In this issue, he discusses his views on the balanced academy and how Queen's exemplifies this model.

A balanced academy at Queen's is demonstrated everyday by distinguished scholars and teachers. Two of these – Roland Speicher (Mathematics and Statistics) and Philip Jessop (Chemistry) – have been recently awarded the Queen's Prize for Excellence in Research. And in classrooms and labs, professors are delivering education in innovative ways. For example, first-year engineering students have been handed a most challenging and exciting project – to come up with designs for the proposed Teaching Space Complex. Meanwhile, in Arts and Science, much work is underway to develop sophisticated, high-quality online courses equivalent to those students would receive on campus, as a way to offer a Queen's education anywhere in the world.

Amid all this exciting scholarship and teaching, the Office of Advancement has launched the Campus Community Appeal. As employees, we don't have to look far for the people and programs that truly have made a difference in the world. They're all around us.

Please be sure to watch the e-Queen's bulletin for an onQ readership survey, coming soon. As always, I welcome your opinion, comments and questions.

Anita Jansman

HIDDEN GEMS

Do you recognize this architecture on campus?

Turn to p. 15 for the answer.



March 2011

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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: Award winning researcher and teacher, Professor John Smol, Department of Biology

EMPLOYEES LISA MENARD AND TERRI FLINDALL SHARE THEIR STORY ABOUT
COLLABORATING WITH CAMPUS PARTNERS TO WELCOME A VISITOR TO QUEEN'S

If someone told you she had an environmental illness that made her sensitive to fragrances, would you simply ease off your favourite perfume or put your air freshener away? After having the opportunity to meet Pamela Stagg, we realized there is much more to this debilitating illness that affects many Canadians.

When responding to an invitation to our annual Grant Hall Society Dinner, Ms Stagg asked us to do our best to accommodate her so that she could enjoy a rare evening out. We had to consider a lot more than our guests' perfume to make the event safe for her. Room deodorizer, candles, hand sanitizer and even the ink used to print the menus could pose a danger to Ms Stagg. Aside from these airborne assailants, any recent renovations including caulking or painting could have been harmful.

We knew we needed to enlist the help of our colleagues and this is where the true spirit of Queen's employees emerged. We drew on the expertise of Dan Langham, Director of Environmental Health and Safety, Dan White, Supervisor, Residence Services, and Jennifer Pete, Manager, Events Services,



Pamela Stagg and Donato Santeramo

who didn't hesitate to help us turn these barriers into an opportunity for Queen's to shine.

Thankfully, Queen's has already come a long way with being scent-free and green with our cleaning products and processes. Our colleagues didn't stop there. Joli Manson (Food Services) took the linens from Ms Stagg's table home to ensure they were washed without harsh detergent. Serving staff assigned to her table graciously went scent-free for the evening, as did fellow table companion Donato Santeramo, head of the Department of Spanish and Italian Languages and Literatures. These actions did not go unnoticed by Ms Stagg,

who was sincerely grateful for all of the efforts and impressed by her company. "If Dr. Santeramo is representative of Queen's professors, then the future of learning is in good hands," she wrote in a thank-you note.

This incredible collaboration was a great reminder of the lengths our employees will go to for our constituents, and is a testament to what can be accomplished when all of our collective expertise and initiatives are shared.

Terri Flindall, Senior Alumni Officer – Events, Office of Advancement

Lisa Menard, Development Officer – Stewardship, Office of Advancement

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.

NOTES ON Q

Queen's is going mobile!

Visit m.queensu.ca for updates from the News Centre, Campus Security, and Athletics & Recreation. You will also find the Queen's People Search and links to our official social media channels.

March is Disability Awareness Month.

View the Steve Cutway Accessibility Award displayed at the Joseph S. Stauffer Library for the month of March. Established in 2008, the Steve Cutway Accessibility Award formally recognizes the outstanding contributions of faculty and staff towards advancing accessibility for persons with disabilities at Queen's University.

Queen's Reunion weekend

is May 27 – 29 and close to 50 classes and groups have confirmed activities for the weekend. If your faculty, department or group has plans to welcome Queen's returning alumni during Spring Reunion weekend please submit your event for inclusion in the Spring Reunion Program Booklet, the official guide to the weekend's events, which will be mailed to all registered alumni prior to the weekend. Submit before March 18 at www.surveymonkey.com/s/springreunion. Find out what is being planned, who is coming back and how you can get involved at reunions@queensu.ca or www.queensu.ca/alumni/networking/reunions.html

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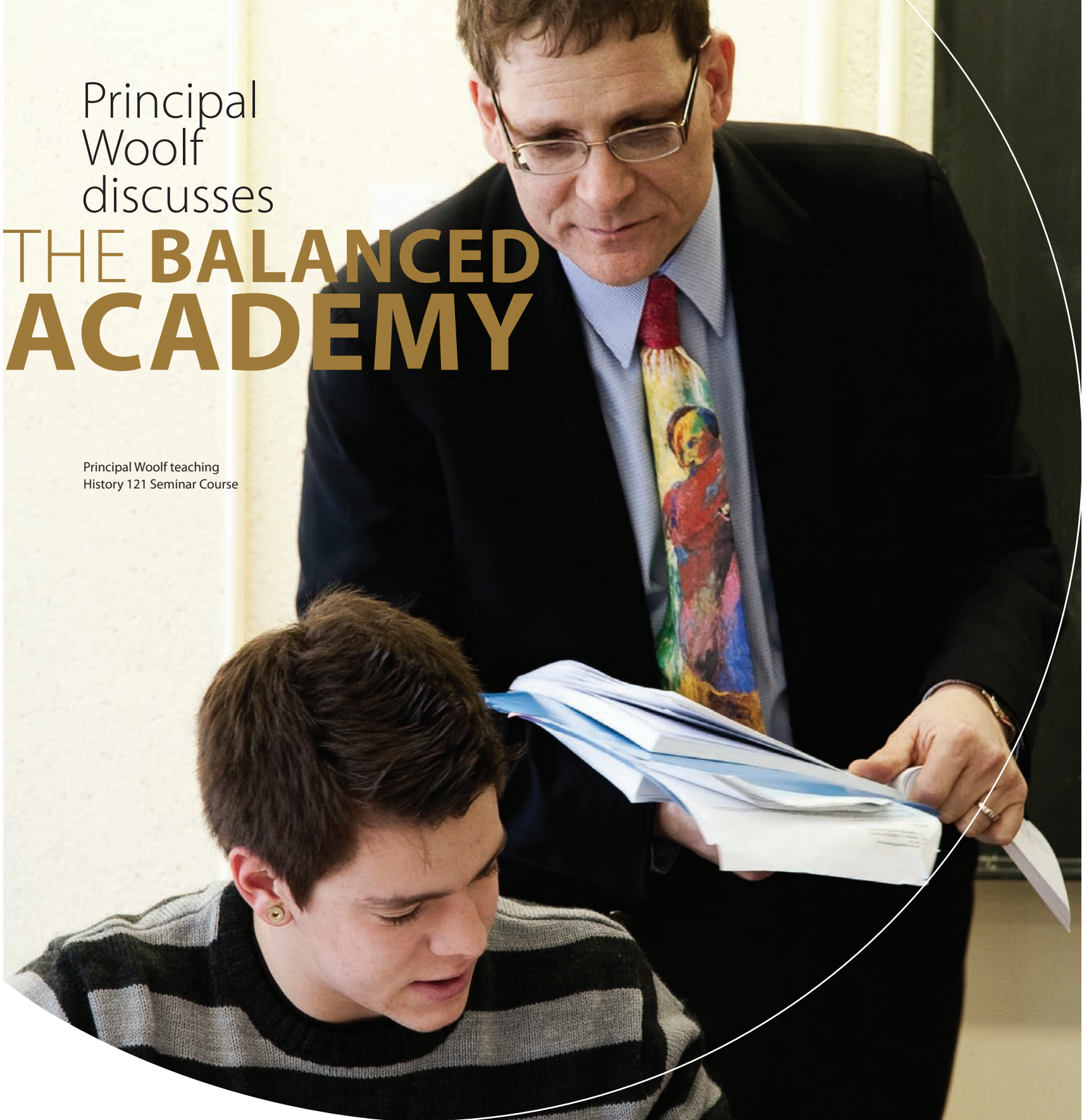
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Principal
Woolf
discusses

THE BALANCED ACADEMY

Principal Woolf teaching
History 121 Seminar Course



1 You use the term “balanced academy” quite a bit when you talk and write about Queen’s. What exactly do you mean by this?

The two core activities of the university are teaching and scholarly research. Both are equally important to the flourishing of any institution, but some universities have emphasized one over the other. For a mid-sized university like Queen’s with a long and well-known record of undergraduate education, and a powerful record of research achievements, it is imperative that we keep these in balance.

The word “balance” applies broadly across the university as a whole; it does not mean that every member of the faculty need be equally focused on both at all points in their career.

2 What response do you get to your description of Queen’s as a balanced academy both on campus and off campus?

Generally the response is quite positive, particularly once it is clear that the balance may vary from one part of the academy to another.

3 Are any changes needed at Queen’s to ensure we remain a balanced academy?

At the institutional level, we need to ensure that our research enterprise complements rather than diminishes our teaching, and that we pay as much attention to pedagogical innovation and quality as we do to scholarly achievement. We will need to make some choices on the research side (the current Strategic Research Plan exercise will help with this, as will, of course, the Academic Plan). That doesn’t mean we only do three or four types of scholarship – the university thrives on diversity and a very wide spectrum of research. But we can’t be world leaders in everything. No university can and we should

should work to identify a few broad areas that cross disciplinary and faculty lines. On the teaching side, greater flexibility and imagination in teaching assignments, and the removal of unnecessary administrative impediments, would help a great deal. Technology can certainly help, but it is not a silver bullet that can solve all our problems.

4 How will the ongoing academic planning process influence us as a balanced academy?

Balance is not a single point but a commitment over a longer term; we will constantly have to balance and rebalance. The process should help establish our values and goals as an institution while still allowing great flexibility for faculties, schools and departments, within that umbrella, to set their own directions and aspirations. It should ideally suggest some metrics, both quantitative and qualitative, that we can use to assess, regularly, how we are doing. The Senate Academic Planning Task Force can draw on the wisdom of last year’s Academic Writing Team, who sketched out some pretty clear directions, and a commitment to balance.

5 You continue to teach undergraduate history and supervise grad students. What value do you get from teaching?

While my time for this is fairly limited, I do find that being able to teach the occasional class has kept me in touch with students, our fundamental *raison d’être*. Like many of our colleagues, I find that teaching can be immensely energizing. A week or so ago I went into a first-year class on a day when I’d had a lot of meetings and was quite tired already. The class was amazing and I came out of it with a burst of energy for the rest of the day. My graduate supervision is a way of keeping in touch with my field at a time when I’m not able to spend as much time doing research as I once did. **Q**




The Senate Academic Planning Task Force, left to right, Iain Reeve, Chris Rudnicki, Vicki Remenda, Peter Taylor, Steve Tanner, Petra Fachinger, Mark Jones. Absent: Bill Flanagan

RESEARCH IN BRIEF


PROFESSOR AUTHORS BOOK ABOUT JUDICIAL INEQUALITY



Barrington Walker

Many Canadians believe black slaves who travelled the Underground Railroad escaped racism in the Southern U.S. and lived a life free of oppression in Canada. But the reality is former slaves and African Canadians faced racism from Ontario's justice system, according to history professor Barrington Walker. In his new book *Race on Trial: Black Defendants in Ontario's Criminal Courts 1858-1958*, Dr. Walker says even though slavery was abolished in 1833, the justice system in Ontario generally operated in a discriminatory fashion. Dr. Walker examined old court transcripts, judges' bench books, newspapers and jail records while conducting research for the book, and says that despite the province's formal legal equality, the charges and convictions among the black population show patterns of social, legal and attitudinal inequality. *Race on Trial* is printed by University of Toronto Press. 

NEW PHYSICAL ACTIVITY GUIDELINES FOR CANADIANS

Two School of Kinesiology and Health Studies professors have helped draft new physical activity guidelines for Canadians. Ian Janssen's research underpins the new guidelines for children and youth, which recommend at least 60 minutes of moderate to vigorous intensity physical activity daily including aerobic and resistance activities like swimming, running, skipping and bike riding. Amy Latimer co-authored the guidelines, which also suggest that adults (aged 18-64 years) and older adults (aged 65 plus) should aim for a minimum of 150 minutes of moderate- to vigorous-intensity exercise each week. Materials and information with ideas for how Canadians can motivate themselves and their families to reach these targets will be available to support the guidelines. 



Ian Janssen

PROFILE

RECOGNIZING RESEARCH EXCELLENCE

BY KRISTYN WALLACE

Roland Speicher (Mathematics and Statistics) and Philip Jessop (Chemistry) are the 2010 recipients of the Queen's Prize for Excellence in Research, the university's highest form of recognition for research.


Dr. Speicher's work is in the fields of free probability and operator algebras – abstract mathematical theories that are used for the rigorous description of quantum phenomena and, more recently, quantum computers. He is currently investigating the role of quantum symmetries in the quantum world.

"I was quite surprised and feel honoured to receive the Queen's Prize for

Excellence in Research," says Dr. Speicher. "I consider this award to be recognition of the excellence of the whole free probability group at Queen's, which consists also of Professor James Mingo and a dedicated group of post-doctoral fellows, graduate and undergraduate students."

Dr. Jessop is a professor of inorganic chemistry and a Canada Research Chair in Green Chemistry. He is currently examining the design of switchable materials (materials that change their properties on command) in order to reduce the environmental impact of human activities. The research is exploring a number of areas in-

cluding a method to remove contaminants from water, switchable solvents to extract vegetable oils from seeds instead of using the current energy-intensive distillation process, and switchable paints that would harden on the wall, not in the can.

"Being recognized tells me that I'm doing things that people approve of, and that's always nice," says Dr. Jessop. "Green chemistry is a new field that doesn't fit into traditional categories, so I find it very gratifying when people recognize the work that my students and I are doing." 



Philip Jessop

Dr. Speicher and Dr. Jessop will be presenting at the 2010 Excellence in Research Public Lectures, to be held on Wednesday, March 16 at 7 pm Stirling Hall, Auditorium B, Bader Lane. www.queensu.ca/vpr



WHAT DOES THE **CLASSROOM**
OF THE FUTURE
LOOK LIKE?

BY MARK KERR

That's the question first-year engineering students are grappling with this semester. They have been assigned the challenge of designing lecture halls and meeting rooms for the proposed new Teaching Space Complex as part of their Engineering Practice course.

"I am really excited about this assignment because there weren't many projects in high school that allowed me to be innovative and creative," says student Azfer Asaria.

The proposed building at the corner of Union and Division Streets is a priority for the university and an architect has been hired with funding from an anonymous donor to complete an initial design for the building. The university will move ahead with construction if the provincial government provides new capital funding in the future.

"I told the students we don't have all of the answers. We want to make sure the assignment is in real-time with the architect to show them that we are listening and the submissions will be seriously considered," says Pete Abbott, a graduate engineering student and the developer and coordinator of the design challenge and other professionalism and ethics activities in the course.

The design challenge prepares students for changes in the engineering field. Instead of focusing on problems that have definite solutions, engineers are increasingly presented with complex, ambiguous, and sometimes unsolvable problems.


"A lot of the complex system problems are messy and there aren't perfect solutions. Collaboration is so important because people must be willing to talk and see what works in order to move the project forward," says Mr. Abbott.

The 670 students have been divided into self-organized groups of five to six members. Mr. Abbott has encouraged diverse groups of students to ensure the resilience and robustness of the designs.

"I have found that in smaller groups I can communicate and discuss the full extent of my ideas without worrying about such things as time constraints," says student Duncan Davidson.

The challenge requires students to think critically and differently about the learning process and classroom spaces. Now is an appropriate time for these discussions as the university develops its Academic Plan that will influence teaching and learning at Queen's for years to come.

"In essence we are going back to square one with the new teaching building and the Academic Plan. It's an exciting time, but we have to answer some fundamental questions before we can move forward," says Peter Taylor, chair of the Senate Academic Planning Task Force.

The students' submissions will be part of the Teaching Space Complex Committee's consultations and the best designs will be presented at a gala event in April. 

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CONTINUING AND DISTANCE STUDIES IS REACHING OUT TO THE WORLD



Brenda Ravenscroft, Associate Dean (Studies) and Bev King, Manager, Continuing and Distance Studies

“A Queen’s education wherever you are” has become something of a mantra at Continuing and Distance Studies in the Faculty of Arts and Science. This busy office, headed by manager Bev King, has the exciting task of expanding the online and distance studies course offerings.

“We’re focusing way beyond Queen’s campus, across the country and around the world,” says Ms King.

According to Brenda Ravenscroft, Associate Dean (Studies) the move to expand online and distance course offerings stemmed from Principal Daniel Woolf’s Innovation Fund set up in 2009, to provide seed funding for the best revenue generation or cost reduction ideas emanating from the Queen’s community.

“At that time we submitted a proposal for funding to develop courses for an online certificate in health sciences. Based on the success of that initiative I was asked by the university’s Enrolment Task Force to investigate the potential to grow distance enrolment in Arts and Science,” says Dr. Ravenscroft.

Opportunities for distance learning are increasing across Canada and worldwide, thanks in large measure to new technology and globalization, which makes it possible to earn a degree entirely through distance study. Dr. Ravenscroft points out, however, that while there are lots of programs to choose from, the quality is varied. Queen’s goal is to develop sophisticated, high-quality courses equivalent to those students would receive on campus.

One such course offered for the first time last spring was Organic Chemistry. Working with Professor John Carran (Chemistry), Nancy Owen and the Moodle team from Information Technology Services, and Geoff Roulet and Stephanie Beauregard from the Faculty of Education, Continuing and Distance Studies was able to offer the first credit course toward the certificate in health sciences.

“Developing the online version of Organic Chemistry was an incredible experience,” says Ms King. “John wanted the course to reach beyond Queen’s to make organic chemistry accessible to a broad range of people. He wanted to provide students with a very interactive experience and wanted to be accessible to them 24-7. The subject matter is very visual, so he needed web-conferencing technology with an online whiteboard to walk students through the problems.”

The course yielded excellent results. Professor Carran was able to be flexible and responsive to feedback throughout the course for 150 students. More than eighty per cent of those students reported being satisfied or very satisfied with the course content and delivery.

Organic Chemistry is being offered again this summer along with two new online courses for the health sciences certificate.

Provost Bob Silverman has granted funding to Arts and Science to develop a business case for the expansion of Continuing and Distance Studies, which will be presented in June. www.queensu.ca/cd

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CELEBRATING INQUIRING MINDS BY KRISTYN WALLACE

Five years ago, Associate Professor Vicki Remenda (Geological Sciences and Geological Engineering) and Jackie Druery (Queen's University Library) set out to create a venue to showcase undergraduate research.

The result was Inquiry@Queen's (I@Q), a program that helps undergrads discover the satisfactions of well-conducted research through a variety of resources and events.

"When I was an undergraduate student, everything was about receiving knowledge. I think there's room at Queen's for our undergrads to be involved in the creation of knowledge, not just receiving it," says Dr. Remenda. "We are really celebrating and highlighting the accomplishments of our students."

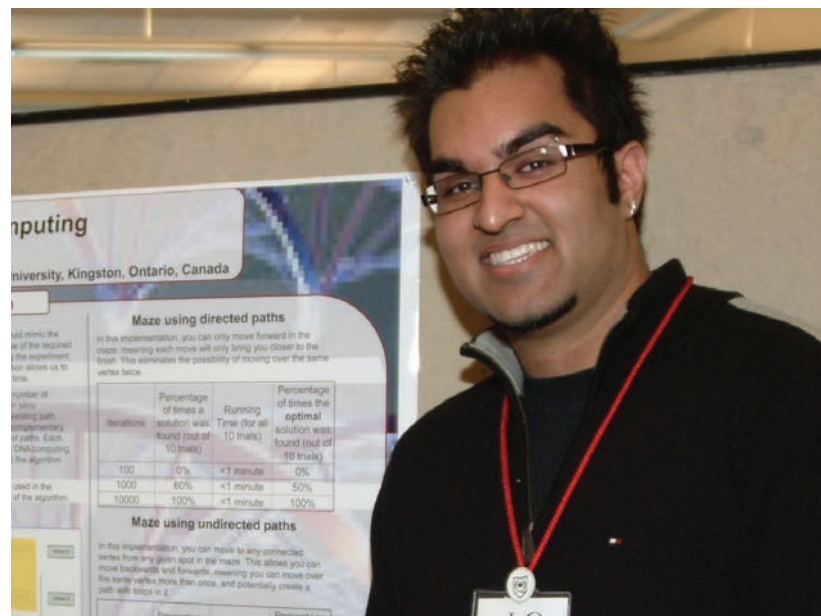
This year marks the fifth annual Inquiry@Queen's Undergraduate Research Conference, which allows students from all disciplines to present their work in

small groups facilitated by Queen's faculty members. Thirty-five students participated in the first conference in 2006, and about 100 took part last year. Dr. Remenda says the uniqueness of the program explains its increasing popularity.

"This is the only place that I'm aware of, and the only one of its kind in Canada as far as I know, where undergraduate students have an opportunity to present in a really multi and interdisciplinary platform," she says.

Ms Druery emphasizes that everyone is welcome to attend the conference to talk to the presenters and view the posters. "It really is integral to the students' learning that they present and explain their work to a wide and varied audience. I encourage everyone to attend," she says.

This year's conference takes place March 10-11. www.iatq.ca



A 2010 participant at Inquiry@Queen's

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BUSY SCHEDULE NOTHING NEW FOR DEPUTY PROVOST COLE BY MARK KERR



Six months to the day after becoming Queen's first deputy provost, Susan Cole was in her office at Richardson Hall somewhat jet-lagged from a recent conference and a bit bleary-eyed after a couple of late nights catching up on her responsibilities in the Office of the Provost and Vice-Principal (Academic). Long hours have been unavoidable since Dr. Cole, a renowned cancer researcher, became the deputy provost last June.

Dr. Cole still tries to spend Thursdays and part of Friday at her lab in the Cancer Research Institute. Despite the challenges, she has enjoyed exploring a different side of the university as deputy provost. Dr. Cole's administrative roles have grown as the university's transition to a provost model has been implemented and refined.

"When I took the position, there was no firm job description. I found that fascinating because I come from a background

where if I can always predict the results ahead of time, I wouldn't want to do the research," she says.

As deputy provost, Dr. Cole has taken on some of the responsibilities of the former associate vice-principal (academic) as well as those of the former vice-principal (academic). Most of these are directed towards advancing the university's academic mission. Key among them is developing and implementing the quality assurance portfolio (QUQAPs) that was recently introduced by the Council of Ontario Universities. QUQAPs will replace the university's current procedures for new program approval and review of current programs beginning September 2011. Dr. Cole also chairs the Senate committees on academic development and internal academic review, and the Queen's Teaching Space Committee.

Other responsibilities include participation in faculty review and compensation

matters, and oversight of several units that report to the Provost's Office such as the Agnes Etherington Art Centre, Archives, Institutional Research and Planning, the Centre for Teaching and Learning, and the Writing Centre.

"In both of my academic and administrative jobs, I am required to be innovative and come up with creative solutions," says Dr. Cole. "The budgeting and organizational skills required to lead a large research group have been more helpful in my new role as deputy provost than I anticipated."

With deputy provost responsibilities consuming much of her time, Dr. Cole devotes any spare time to her research on cancer drug resistance. She reads Canadian literature to unwind and also likes to use her new kayak whenever possible. Since her three children have left Kingston to attend university, Dr. Cole has greater flexibility to meet her dual responsibilities. **Q**

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CELEBRATE A PERSON WHO HAS MADE A DIFFERENCE IN YOUR LIFE BY MARK KERR

Staff member Patty McHenry has been reminded in recent years of the devastating impact of cancer. A family member is stricken with the disease and loved ones of several Advancement colleagues are battling cancer.

Throughout it all, the Advancement team has come together like a family to support each other. Knowing she has the support of her peers and supervisors has made a world of difference. That's why Ms McHenry has decided to do something different this year with her gift to the Campus Community Appeal.

"I have been inspired by so many wonderful colleagues whose lives have been touched by cancer. I am so grateful for the first-class care and research available to us in Kingston," she says. "This year I have made my appeal gift to the Clinical Trials Group at Queen's in honour of specific

family, friends and colleagues who are coping with cancer right now."

You Made a Difference to Me is an in-honour-of giving initiative developed by Queen's Campus Community Appeal volunteers. A card will be sent to the recipient, with an optional personal message, notifying them of your gift to Queen's in their honour. Only your name, not your gift amount, will be disclosed. You can also choose to remain anonymous. Gifts can be made online at www.givetoqueens.ca/communityappeal or by calling Lisa Drysdale at ext. 75137.

The 2011 Campus Community Appeal is now underway. The goals are to attract 750 donors and raise \$1 million. Doors Open Queen's, the signature event of the appeal, will be held through the lunch hours March 28-April 1.

See the appeal video produced by

Queen's staff, faculty and students at www.queensu.ca/giving/ways/communityappeal.html **Q**





MAUREEN GARVIE

Maureen Garvie combines a passion for the printed word, a sharp writer's eye, and a warm welcome to the Writing Centre, to put at ease any student who needs help with writing an essay. An author of young adult fiction and editor with McGill-Queen's University Press, Ms Garvie is well suited to her role as senior program coordinator in the Writing Centre. She guides first-year students through their first university essays and assists graduate students in constructing their theses. Along with three other coordinators, a dedicated group of writing instructors, and a small troop of student volunteers, the Writing Centre truly is an oasis of writing talent and instruction for the essay-weary student. Ms Garvie is quick to point out, however, that contrary to common belief, the Writing Centre is not a place for remedial training.

"We see really good writers here," she


says. "We tend to see the people who use the centre as a resource to get the best results for themselves. In the summer about 60 per cent are graduate students. And in the fall, we get a huge rush of first-year students. They're often concerned that they may not have the skills required for university-level writing, but in fact, they're good students who need some guidance."

An instructor since 1993, Ms Garvie has learned that each student requires a strategy to determine which skills are needed. "The essay is the starting point and we help them to build skills using their essay so they may be able to do the next one on their own. We can get a student really straightened around in an hour with this kind of instruction," she explains.

This is intensive one-on-one training, and in an era when it seems that technology is required for just about everything,


the Writing Centre is one place where the only technology required is a pencil and paper. No computers are allowed for individual training sessions, a teaching technique that is proven to have excellent results. "We tend to focus on structure and it's much more effective to edit when students can actually see the words and touch the paper," says Ms Garvie.

In addition to personal instruction, the Writing Centre offers credit courses in academic and non-fiction writing, and workshops throughout the academic year.

Visit Ms Garvie and the Writing Centre team in the Learning Commons on the first floor in Stauffer Library. 

www.queensu.ca/writingcentre

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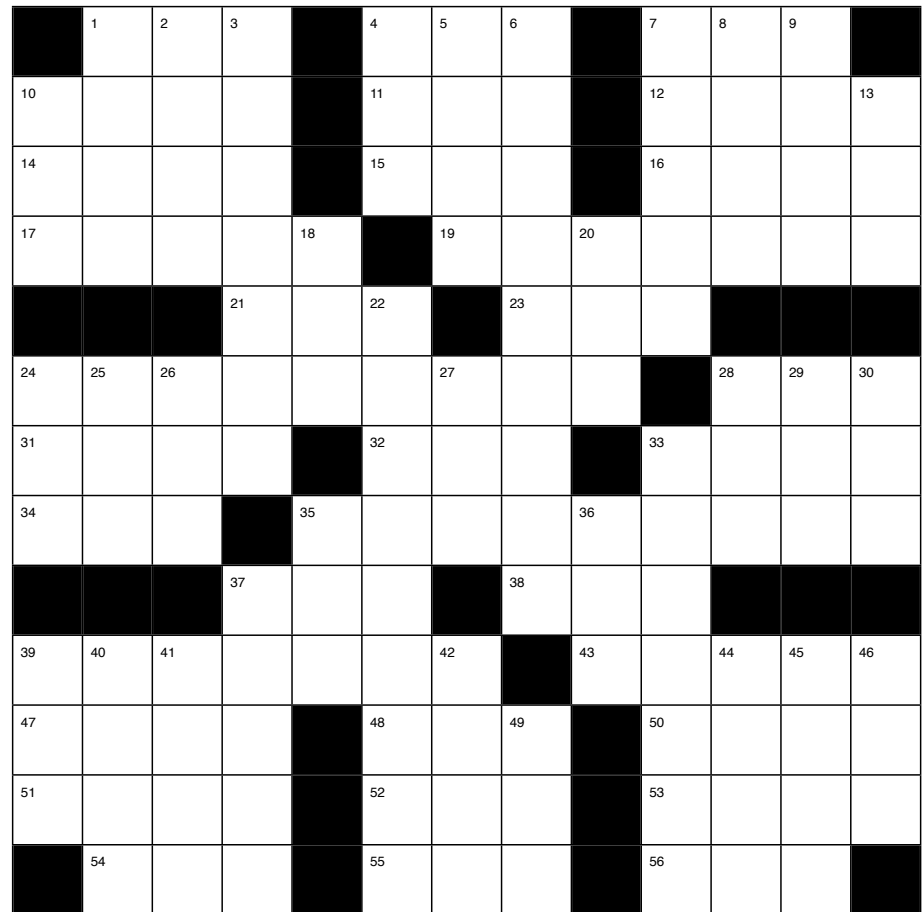
Minotaur**maze**

ACROSS

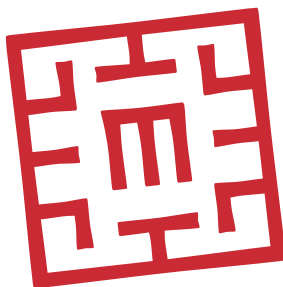
1. Mythical bird
4. Canadian, for short
7. Combined tax
10. Army patt.
11. 3 Musketeers group
12. Eureka moments
14. Great or Lesser of the Trojan War
15. Second person personal pronoun
16. Anger
17. Chagall and Jacobs
19. Land near a floodplain
21. Alrights
23. Beethoven's and Schiller's subject
24. Academic Plan ___, see p. 5
28. Elton's 'Crocodile Rock' label, now part of Geffen
31. 'Pequod' captain
32. U.S. gambling org.
33. Wonka's creator
34. 2011 Oscar nominee Adams
35. Q&A author, see p. 4
37. Helland, Jessup department at Queen's
38. Bro opposite
39. From the Greek, embodiment of
43. Bikini spot
47. Ship side
48. Australian bird
50. Habanera, for example
51. Name for eastern landmass, coined by Herotodus
52. Baseball ref.
53. Atomic number 10
54. Polley's 'Away From ___'
55. ___ de deux
56. 907 kg

DOWN

1. Indonesian king
2. Canada's Khadr
3. Popinjay
4. Horse food
5. Much, two words
6. Levis
7. Single prince
8. Denomination of Islam
9. Baby powder
10. River, formerly called Granta
13. Observe
18. Combined or Super G sport
20. Caviar
22. Rolling Stones hit
24. Call them for a tow
25. Electrical unit
26. Merry month
27. Inits. come before Friday
28. Cartography basic
29. Three times, it's a Cuban dance
30. Jazz standard '___ of Me'
33. Far away (but you can still learn) p. 8
35. Quit the amateur circuit, go ___
36. AMS student initiative grp.
37. Rose oil
39. Enviro grp.
40. Victoria's spice
41. Rasta for alright
42. Austen's wealthiest heroine
44. Chocolate cookie
45. Aslan or Simba, for example
46. Computer connection
49. Brown truck corp.



Solutions at www.queensu.ca/news/onq



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Cathy Lemmon (Queen's University International Centre) is an active member of the Community Centre Board on Wolfe Island. The group runs activities throughout the year including raising funds for the Kraft Hockeyville contest, and selling food at major events like the Wolfe Island Music Festival, that is held each summer. In 2009, The Community Centre Board rallied the entire community to build a proper ice rink on the island complete with the foundation and piping in place in hopes that one

day they would raise enough money to get a chiller unit and cover for the rink. The building project was completed in 10 days.
Vicky Wiltshire (Athletics and Recreation)



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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participated in the International University Sports Federation (FISU) 25th Winter Games, which took place in Erzurum, Turkey from January 27 to February 6. As athletic therapist her role was to provide therapy coverage, both at events and in the clinic, to the Canadian team athletes.

"It was an incredible experience, working with the best university athletes from

across the nation, and supporting them as they competed against their counterparts from across the world. The local people and volunteers went above and beyond to make everyone feel welcome in an environment that is very different from Canada," says Ms Wiltshire.



Vicky Wiltshire (right) with members of the Canadian men's curling team.

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HIDDEN GEMS from page 2



The Alan G. Green Fireplace Reading Room in the Joseph S. Stauffer Library was recently dedicated in recognition of Professor Emeritus Green's outstanding service to Queen's. Located on the second floor, the reading room offers a quiet space, a warm fire, and a bird's-eye view of campus at the corner of Union Street and University Avenue.

Joseph S. Stauffer Library is the main social science and humanities library, and also contains the library administrative offices, seminar rooms, the art library, and a special map and air photos collection, which is named in honour of Geography Department founder Richard Ruggles.

The Learning Commons is located on the first floor and the lobby contains a coffee shop and the Union Gallery, which displays student art.

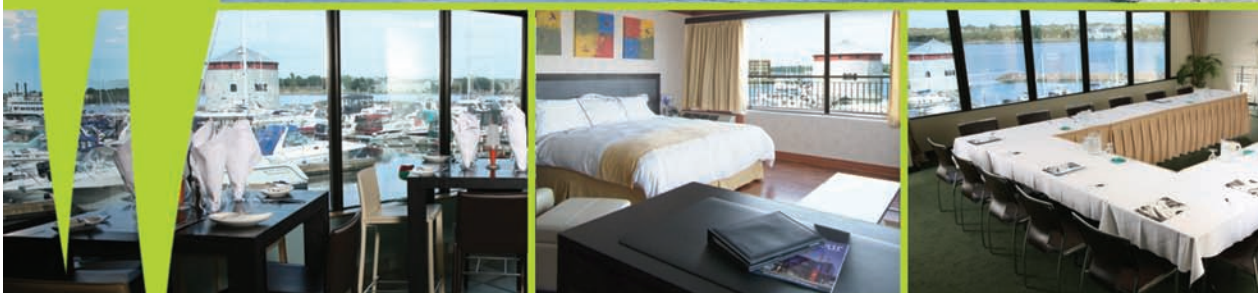
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