

onQ  
JUNE 2011



People, stories and ideas at Queen's University

## **LOOKING BACK – LOOKING AHEAD**

**An academic year is over,  
another is not far away**

**International educators  
gather on campus for an  
annual summer institute**

**Planning a way for  
Aboriginal students**

**PeopleSoft Human Resources  
team celebrates milestones**



## EDITOR'S NOTE

In the first editor's note I wrote way back in September 2010, I celebrated the idea of "newness" as we began a new academic year at the same time as launching *onQ*, our new employee magazine. This magazine, I promised, would keep you informed of people who serve, lead, and influence the lives of students, faculty and staff on a daily basis.

Ten months and nine *onQ* issues later, I feel proud of what we've accomplished, in the midst of a busy, sometimes exciting, sometimes distressing academic year.

These are challenging times on campus and in the world of higher education in general. In the face of declining government funding, ongoing negotiations with various labour unions, and an increasingly diverse student population and their expectations, the university landscape is changing. Change is inevitable, there is no question, but what changes unfold remains to be seen. Eyes are on the Senate Academic Planning Task Force to deliver a plan that will guide Queen's into the next decade and beyond.

With the last issue of *onQ*, I want to thank all those who provided feedback – both positive and negative. My goal is to deliver a magazine that all Queen's employees look forward to reading and I can only do that if I hear and listen to what readers want. I also want to thank editorial board members and my colleagues who contributed content and helped with editing.

This summer, we will be assessing our internal communications channels, including *onQ*. We'll be talking to our readers, consulting with our design team, and proposing modifications based on what we learn. I invite you to contact Lorinda Peterson, Associate Director, University Communications ([lorinda.peterson@queensu.ca](mailto:lorinda.peterson@queensu.ca)) to join in these discussions.

Have a wonderful summer. *onQ* will be back in September.

Anita Jansman



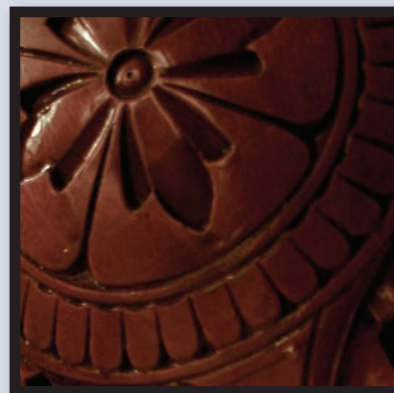
Mary Lou Finlay was Master of Ceremony at Ban Righ Centre's Spring Celebration on May 5. Ms Finlay was featured in *onQ*'s inaugural issue and was one of the first participants in the Who Is She campaign launched last summer by the Ban Righ Centre. Tributes continue to come in for Who Is She and the fundraising effort has reaped great results.

[banrighcentre.queensu.ca/whoisshe.asp](http://banrighcentre.queensu.ca/whoisshe.asp)

## HIDDEN GEMS

Do you recognize this architecture on campus?

Turn to pg 15 for the answer.



June 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](mailto:anita.jansman@queensu.ca) by the 15th of each month to be considered for publication in the next issue.

**ON THE COVER:** A view of Fleming Hall, Jemmett Wing, through cherry blossoms

## THOUGHTS ON UNIVERSITY DEGREES AND WHAT THEY REALLY MEAN

HERBERT W. BASSER, PROFESSOR, SCHOOL OF RELIGION

In recent years, for mainly budgetary reasons, Queen's has cut faculty, reduced or eliminated programs, and in trimming fat has cut into the core of offerings. Still, enrolment remains high and each year a new crop of students arrives hoping to earn a degree from a highly reputable Canadian university.

Peter Taylor is leading the Senate Academic Planning Task Force in thoughtful and creative ways. He has been entrusted to examine the style and structure of learning at Queen's, and we await the findings and recommendations. But how much can be done given the structures already in place that make it very difficult to gain any solid academic achievement?

The Arts and Science academic year consists of 24 teaching weeks broken into two terms—even if students attended every class, terms are effectively 10 weeks. The first week is a shopping week. Students who come the second week may not be the same as those who turned up the first week, and the last class of the term is not a serious learning environment since students know they will not be tested on that material. Take off time for holiday weekends,



professional conferences, in-class tests, and few weeks are left. So we professors assign lots of readings and papers. Few students do careful readings and papers are left until the last minute or the week after. A list of legitimate reasons and more flimsy excuses arise: job commitments, romantic break-ups, computer glitches, illnesses, and more creative stories ensue. This is the structure in which we teach.

I have been on faculty at Queen's for 30 years. From the beginning it was apparent that most of the students I encountered at this first-tier university did not belong here. I believe that universities are for a select few who want to learn skills of critical scholarship – not to absorb information or be forced to read things they would never read otherwise.

Bill Morrison, professor emeritus of history at University of Northern British Columbia and co-author of *Campus Confidential: 100 Startling Things You Don't Know About Canada's Universities*, provoked a similar discussion in a recent editorial appearing in the *National Post*. "Intellectual exclusivity and high academic standards remain the foundation of world-

class research and teaching institutions," he writes. "Colleges flourish with students who are highly motivated and determined to make their way into the world of work. Colleges and universities are not supposed to be like elementary and high schools: universal and accessible to all. But we have turned them into that – an entitlement that must be made available as close to home as possible."

This calls to mind a story I read in the *Atlantic Monthly* in 2008. The author aptly references *The Wizard of Oz* as an allegory for learning. "Dorothy learns that she can do anything she puts her mind to and that all the tools she needs to succeed are already within her. I skip to the *denouement*: the intellectually ambitious scarecrow proudly mangles the Pythagorean theory and is awarded a questionable diploma in a dreamland far removed from reality. This is art holding up a mirror all too closely to our own poignant scholarly endeavours."

Perhaps Dr. Taylor and his able task force need to do what we began to do in the 1960s: tear down universities. And then do something totally radical: reconstruct them with a clear vision of what higher education is and is not. **Q**

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.

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# LOOKING BACK— LOOKING AHEAD

## MENTAL HEALTH

While national media shone a light on the deaths of several students over the past year, Queen's employees were experiencing the impact of these tragedies right here on campus. Some of us know the families involved. Some of us taught these young people. Most of us asked questions for which there are no satisfying answers.

"The losses we have experienced have been profoundly felt, as they always are. This has been, for us at Queen's, a year of intense grief," says University chaplain Brian Yealland.

Statistics that reflect the breadth and depth of mental health issues among the university-aged population can help us grasp this troubling problem that is all too often stigmatized and, as a result not discussed as openly as it should be. One in four post-secondary education-aged Canadians experience some form of mental health issue (most commonly anxiety and depression), while one in 10,000 may end their lives as a result.

Principal Daniel Woolf writes in the current *Queen's Alumni Review* that "it is not entirely clear why today's students feel such elevated levels of stress and anxiety, though various reasons have been adduced – from higher expectations of their own performance, pressures to succeed, multiple draws on time (including the Internet), cyber-bullying, and lack of preparation for the time-management required in university. In our increasingly diverse student population, we must pay particular attention to risk factors for mental health such as social marginalization and isolation."

Looking ahead to the 2011-12 academic year, Student Affairs will be implementing a number of initiatives to give mental health a higher profile and enhance the supports and services available. Health, Counselling and Disability Services is hiring more counsellors and will be offering new and additional training to instructors, staff and student leaders about how to respond to students in distress. [www.queensu.ca/hcds/ds/overview.html](http://www.queensu.ca/hcds/ds/overview.html)



## ACADEMIC PLAN

When Peter Taylor, professor in Mathematics and Statistics, was selected to chair the Senate Academic Planning Task Force, he was by his own admission "impatient to roll up his sleeves, get a large clean sheet of paper and a sharp pencil, and start framing recommendations."

As he remarked to Senate on April 28, that large sheet of paper is still blank because the task force needs first to finish summarizing and distilling the information gathered during consultations.

"The big factors influencing the academic plan are resources and people. Government funding will continue to be reduced by a government convinced that higher education can be much more cost-effective," says Dr. Taylor.

"At the same time, professors are feeling enormous pressure to find new ways to teach effectively to a growing and ever-changing student population. Our student body is extremely diverse, in terms of culture, capacity, background, and ambition, and our faculty members have a wide range of talents and abilities. We have to work harder to respond, affirm and even celebrate this heterogeneity," he adds.

What will the Academic Plan look like? Dr. Taylor suggests it will promote an inquiry-based curriculum, with emphasis on critical thinking and effective writing skills. A major focus of its attention will be on first-year students. It will provide scenarios for how the delivery of degree programs, courses and lectures might be simplified. The task force will write intensively in the month of June and deliver a report to Senate at its September meeting. [www.queensu.ca/saptf](http://www.queensu.ca/saptf)

It has been quite a year at Queen's. With the academic year ending, we look back at four issues that have provided much fodder for discussion on campus – mental health, academic planning, labour and the economic climate.

## LABOUR

A number of changes have taken place on the labour front this year, including the United Steelworkers of Canada (USW) being certified to represent staff. A vote in spring 2010 resulted in 53.8 per cent of ballots cast in favour of unionization.

Arbitration/mediation discussions are ongoing and will be continuing in the coming months. These talks, which began in February, are focusing on the membership of the new staff bargaining unit – some positions identified by the university need to be determined to be either in or out of the bargaining unit.

Currently six labour groups represent Queen's employees including the USW, Queen's University Faculty Association (QUFA), Public Service Alliance of Canada (PSAC), Ontario Public Service Employee Union (OPSEU), three units of the Canadian Union of Public Employees (CUPE), and the Ontario Nurses Association (ONA). These groups are at various stages of the collective bargaining process.

The university and CUPE are in conciliation. Conciliation means the parties are assisted by a provincially appointed officer to address outstanding issues. The discussions with Locals 229, 254 and 1302 began in January. The CUPE contracts expired last June.

A first agreement has been reached between the university and PSAC, the union that represents approximately 1,500 graduate teaching assistants and teaching fellows.


Negotiations had been underway since November, after the union was certified by the Ontario Labour Relations Board last spring.

## FINANCIAL UPDATE

Understanding the state of Queen's finances leads to a discussion about the Queen's Pension Plan (QPP). Two years ago, when the global financial crisis struck, revisions to the plan were already under discussion. For years it has been recognized by the university administration and employee groups that the QPP needs some adjustments. Pensioners are living longer than expected, and the rate of contributions has fallen behind the rate at which benefits are being paid out.

In Provost Bob Silverman and V-P (Finance and Administration) Caroline Davis's financial update of April 18, they say "the need for significant change should not be underestimated. There has been some commentary suggesting that the market has recovered to pre-2008 levels and so the need to take action has lessened. While we can appreciate it would be comforting to believe that, it is our responsibility to dispel that notion. The QPP has not recovered...Bluntly stated, simple market recovery is not enough...It neglects both the pre-existing issues with contribution rates and the three years of lost gains the plan experienced while recovering from the market plunge. The long-term projections for the performance of the plan assumed a degree of growth during the last three years, not stagnation. In essence, this means the plan is now sitting at well-below 2007 levels while the demand for retirement benefits is still growing. That imbalance is not sustainable."

The Ontario government requires pension plans to have two types of liabilities: a going concern liability, which assumes the plan will continue on into the future, and the solvency liability, which assumes it would have to be wound up immediately. The solvency liability is much bigger than the going concern because it calculates the immediate pensions for everyone. Queen's last formal valuation was done as of August 31, 2008, just before the crash, and the next one will be done by August 31, 2011. A preliminary valuation by actuaries as of August 31, 2010 indicates the going concern liability is about \$199 million and the solvency liability is about \$325 million.

Luckily, the government does not expect the university to solve the problem all at once. Queen's is not the only public sector organization in this situation. New regulations applicable to universities will allow them, on certain conditions, to defer the first solvency payment for three years, and then give them 10 years to deal with the liability. This is known as "solvency relief." However, Queen's will still be required to make going concern payments and to pay interest on the solvency liability. Making these payments will be a huge challenge. Discussions regarding changes to the QPP have begun with various employee groups at the university. 

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



### TEENAGE COMPUTER USE CAN INCREASE RISK BEHAVIOURS



Valerie Carson and Ian Janssen have found a strong association between computer and Internet use in adolescents and engagement in multiple-risk behaviours (MRB). The researchers from the School of Kinesiology and Health Studies found that high computer use was associated with approximately 50 per cent increased engagement with a cluster of six MRBs, including smoking, drunkenness, non-use of seatbelts, cannabis and illicit drug use, and unprotected sex. High television use was also associated with a modestly increased engagement in these MRBs. One explanation behind this finding is that a considerable amount of advertising once shown on TV is now shown on the Internet. In addition, computer use by adolescents has increased considerably in recent years. Future studies examining the specific content adolescents are being exposed to could help strengthen current screen time guidelines for youth. **Q**



### FOR PEACOCKS, THE EYESPOTS DON'T LIE

Roz Dakin and Robert Montgomerie from the Department of Biology have found that peacocks whose tails are clipped to considerably reduce the number of eyespots are less successful at mating. However, natural variation in the number of eyespots on a peacock's tail does not impact a male's mating success. The researchers think that female rejection of males with substantially fewer than normal eyespots on their tails may have a number of explanations, including the perceived maturity of the male, the overall size of his tail, or even a female's concerns about the health of her potential mate. This initial finding is part of a longer-term study aimed at discovering what females may be thinking during peacock courtship rituals. Ms Dakin and Dr. Montgomery are examining peahens' movements, behaviours, and visits to males within the context of males' colouration, energetic displays, and where the males position themselves geographically. **Q**

## PROFILE



### THE POWER OF POSITIVE THINKING BY CHRISTINA ARCHIBALD

Over the past 10 years, approximately 1,000 papers have been published that fall under the category of 'positive psychology,' a branch of psychology concerned with the study of positive human functioning. For Dean Tripp, this development has been both a blessing and a concern.

As a health psychologist in the Department of Psychology, Dr. Tripp has focused much of his previous research on illness models, coping responses to pain and the impact of stress on health. But he's always been intrigued by people's resiliency in the face of difficult life experiences, and from this perspective, feels that the growing in-

terest in, and focus on, positive psychology is something to be celebrated.

"Our health care system is targeted on illness, so it makes complete sense that the focus should be on the negative outcomes associated with mental illness. However, proponents of positive psychology suggest that the other side of the coin should also be examined—how people cope and remain resilient, even happy, in the face of enormous challenges and stresses," explains Dr. Tripp.

Positive psychology has garnered an enormous popular culture following, but concerned critics complain that this move-

ment is based on far-reaching extrapolations of the core research. Dr. Tripp agrees that it's important to critically examine and question how far this popular movement of positive psychology has outstripped what the research has suggested.

To this end and to help guide his own future research in the field, Dr Tripp has developed the Department of Psychology's first course in positive psychology, which will be launched this fall. The course will examine the positive features of resilient people and explore the principles of positive psychology from a critical and scientific perspective. **Q**



SUPPORTING MENTAL HEALTH FOR STUDENTS STUDYING ABROAD BY MARK KERR



Wayne Myles, director of the Queen's University International Centre, presents International Educators Training Program (IETP) participant Kelvin Chen of Trent University with a certificate. Mr. Chen completed the Certificate for International Education Professionals program at the IETP Summer Institute last spring. This year's IETP Summer Institute will take place June 12-17 with Mental Health First Aid training being offered for the first time.

Mental Health First Aid (MHFA) training is offered for the first time this year to participants at Queen's International Educators Training Program (IETP) Summer Institute.

IETP provides professional development and training for international education staff from across Canada. MHFA training is one of nine courses, which also include intercultural competency, study abroad programming and international student advising.

MHFA, similar to traditional first aid, teaches participants how to recognize the signs and symptoms of mental health issues and guide a person toward appropriate professional help.

"International students on campus and Queen's students studying abroad don't necessarily experience more mental health

issues, but they have more stressors that are compounded when they are away from home and family," says Alison Cummings, International Training Coordinator, with Queen's University International Centre (QUIC).

Initially, Queen's began offering MHFA training to professionals working in the mental health field and university administration. Then in 2008 the training was provided to Student Affairs frontline, and other interested university staff.

International educators at other universities became aware of Queen's leadership in mental health first aid training and inquired about it at conferences. "That convinced us to add MHFA education to this year's list of Summer Institute courses," says Ms Cummings.

The IETP Summer Institute, founded in 2003, is a dynamic program with new offerings every year. Another addition this year is a course to train administrators on the Intercultural Development Inventory, a tool to measure intercultural competency.

This year's guest speaker is Ray Zahab, a humanitarian and motivational speaker. He is expected to share his experience of raising awareness and funds for causes through his ultramarathon activities.

"We also want to find out how he engages with youth, something that we are constantly aware of as international education professionals," says Ms Cummings. <http://quic.queensu.ca/training/ietpsummerinstitutenew.asp>

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QUEEN'S SUMMER CAMPS OFFER SOMETHING FOR EVERYONE

A wide variety of camps for children of all ages will be offered at Queen's this spring and summer. Registration is now open for summer programming. The camps include:

**SCIENCE QUEST CAMPS**

Science Camp/Computer Camp/Girls Quest, Queen's Engineering Society  
[www.sciencequest.ca](http://www.sciencequest.ca) or 613.533.6870

**EXPLORE CAMPS**

Department of Geography  
[www.geog.queensu.ca/Explore/index.asp](http://www.geog.queensu.ca/Explore/index.asp) or 613.533.6000 ext. 77214

**ECO-ADVENTURE SUMMER CAMP**

Queen's University Biological Station  
[www.queensu.ca/qubs/events/summercamp.html](http://www.queensu.ca/qubs/events/summercamp.html) or [qubsecoadventure@gmail.com](mailto:qubsecoadventure@gmail.com)

**FUTURE QUEST**

School of Religion  
[www.queensu.ca/religion/theology/leadership/futurequest/summer.html](http://www.queensu.ca/religion/theology/leadership/futurequest/summer.html) or 613.533.6690

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## EXCELLENCE IN TEACHING HONOURED



KATILIN McDONALD, CENTRE FOR TEACHING AND LEARNING

**First row, left to right:** Dana Olwan, Woman's Studies; Robert Dennis, History; Gillian Mackey, Chemistry; Elize Ceschia, Chemistry. **Second row, left to right:** Patricia Minnes, Psychology; Zac Hudson, Chemistry; Patrick Cashin, Chemistry; Ryan Danby, School of Environmental Studies; Neal Scott, Geography; Linda Cameron, Geography; Melanie Bedore, Geography.

Queen's tradition of teaching excellence is recognized through a variety of teaching awards at the departmental, institutional, provincial and national levels. To date, over 1,000 faculty and teaching assistants have won 71 institutional, faculty, and departmental awards, 12 Queen's faculty were awarded the Ontario Confederation

of University Faculty Associations Award, and seven faculty members received the 3M Teaching Fellowship. Some of the 2009-10 Faculty of Arts and Science award winners are pictured above at the 2010 Teaching Award Reception. [www.queensu.ca/ctl/awards](http://www.queensu.ca/ctl/awards)

## QUEEN'S HOSTS MEDIA TRAINING WORKSHOP

BY ERIN TOLLEY

What do income-splitting, comic books and colonoscopies have in common? At first blush, perhaps not much, but all were pegged as potential op-ed topics at a media training workshop held on campus recently.

Organized by the Office of Advancement and the Department of Marketing and Communications, 20 faculty and graduate students, and staff from the university's media relations team attended the day-long session facilitated by Shari Graydon, communications consultant for Informed Opinions. Informed Opinions' research suggests that women write just 16 per cent of op-eds in the country's major newspapers. Ms Graydon takes aim at this gender gap by training media commentators and promoting the work of female researchers through an online experts database.

Developing practical skills was the primary emphasis. The workshop began with a discussion about what is an op-ed. Found on the opinion pages – *opposite the editorial* – of most major newspapers, op-eds are typically less than 800 words and provide the author's own perspective on a current event or issue. A strong op-ed includes an engaging first sentence, a news hook, main argument and refutation of counter positions, as well as a brief overview of the author's credentials. After dissecting a number of examples, participants proceeded to craft and refine the components of their own op-eds.

In addition to this hands-on training, Debra Black, an editor with the *Toronto Star*, provided insights into the inner workings of a large media organization, while

THE BAILLIE AWARD FOR EXCELLENCE IN SECONDARY SCHOOL TEACHING was established by former chancellor Charles Baillie. It allows Queen's graduates to honour educators who made a positive influence on them during their high school careers, setting them on the course that brought them to Queen's. This year's winners and nominating students are:

**Seth Bernstein**, Ursula Franklin Academy, nominated by Lena Dolman (Biology); **Carol Evans**, R. H. King Academy, nominated by Xiren Wang (Political Studies and Music); **Rob Lederer**, Dr. E. P. Scarlett High School, nominated by Danielle Downe (Life Sciences); **Atef Makkar**, St. Joseph Secondary School, nominated by Kirsten Fill (Chemical Engineering); **Ted Pike**, Sir Winston Churchill High School, nominated by Yan Yu (Biology); **Nathan Tidridge**, Waterdown District High School, nominated by Emily Kulpaka (Education).

university staff drew attention to the media resources available on campus.

Although peer-reviewed publications continue to figure prominently as a researcher's academic bread-and-butter, universities are increasingly recognizing the value of knowledge translation and dissemination through more popular vehicles, such as op-eds and social media. By arming female faculty and students with the skills needed to contribute, Queen's has ensured that their voices will continue to be an important part of the public discourse. **Q** [www.queensu.ca/news/faculty-staff-resources/write-op-ed](http://www.queensu.ca/news/faculty-staff-resources/write-op-ed)

*Erin Tolley is a PhD candidate and Trudeau Scholar in the Department of Political Studies.*

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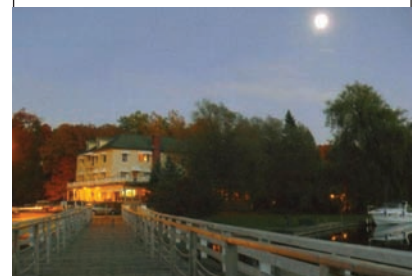
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PEOPLESOFT HUMAN RESOURCE TEAM CELEBRATES MILESTONES BY KRISTYN WALLACE

Transition to the new PeopleSoft Human Resources system is just eight months away, and the project has already reached many important milestones.


“We have put tremendous effort into planning and testing the new system. However, in the upcoming months we will still need to focus on our goal,” says Debbie Radley, Queen’s University Administrative Systems Replacement (QUASR) Human Resources Project Manager. “We will work hard together, to make this significant transition to PeopleSoft as smooth as possible.”

All major technical work and the initial transfer of knowledge from external consultants to Queen’s staff is complete, allowing the consultants to leave the project. They will return in the fall to help implement the system.

Data from the legacy system has been converted and transferred to the People-

Soft system. Compatibility, accuracy, and integration testing have been performed to ensure information is valid and all parts of the new system work together.

Materials, session content and schedules are being developed for training sessions to begin in October.

Between now and September, the HR QUASR team will be working towards: completing the third payroll parallel cycle, in which payroll is run using both the old and new systems and discrepancies are identified; finalizing training materials; completing knowledge transfer about the PeopleSoft system to university staff who will be working with it; and supporting user acceptance testing, to ensure the system meets the user’s requirements. 

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



QUASR project team members are hard at work at 449 Princess Street preparing for the implementation of the new Human Resources PeopleSoft system in December. Functional analyst Morgan Nicholson (seated at the computer) works out a problem with Justin Bradley, systems analyst, Shannon McFadden, junior functional analyst, and Tara Stellato, senior functional analyst (left to right).



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# PEOPLE WHO MAKE A DIFFERENCE ON CAMPUS



Front, Tiffany Bambrick. Seated, Nick Kew, Katie Robinson, Luis Illas, and Sarah Jeffrey. Standing, Steve Couto, Katie Rizzi, Lora Wiederick and Greg Simmons.

Summer's blazing sun, warm temperatures, and the promise of countless outdoor activities offer great chances to get into physical shape. But if you're looking for advice or need a bit of motivation to work a fitness program into your life, head to the Athletics and Recreation Centre (ARC) and call on **Steve Couto**, supervisor of the personal training program. In this role, Steve brings a combination of experience and a passion for physical fitness and health.

"People often come in asking for the best this or that – the best exercise to trim their waist or strengthen their legs. In fact, there is no one magic answer to personal fitness. We take a holistic approach here. We make people feel comfortable in the fitness centre and encourage them to build a regular program into their lives," says Mr. Couto.


He consults personally with ARC members or refers them to one of seven trainers. Depending on the client's needs, the trainer will set up a self-regulated program or one that provides one-on-one attention on a regular basis.

Trainer **Greg Simmons's** client roster includes students, staff and faculty. The St. Lawrence College graduate of the fitness and health program enjoys helping people achieve their personal level of fitness. In addition to personal training, Mr. Simmons leads Lifting Through Breakfast, a strength and conditioning program for women, as well as Boot Camp, an intensive training program.

"I listen to what the clients want to get out of a fitness program and I set it up for them with their personal goals in mind," says Mr. Simmons.

All the trainers stress the importance of a strong core, and this is particularly true for people who spend a lot of time sitting at a desk, in front of a computer, as so many Queen's employees do.

"You're shutting down a vital area of the body with so much sitting, and as people get older that can lead to health complications. You really have to get up and move and strengthen the core to avoid those risks," says Mr. Couto.

Mr. Couto invites Queen's employees to visit him at the ARC and determine the best way to a more active and healthy life.   
[www.gogaelsgo.com](http://www.gogaelsgo.com)

Would you like to suggest someone for Employee Spotlight?  
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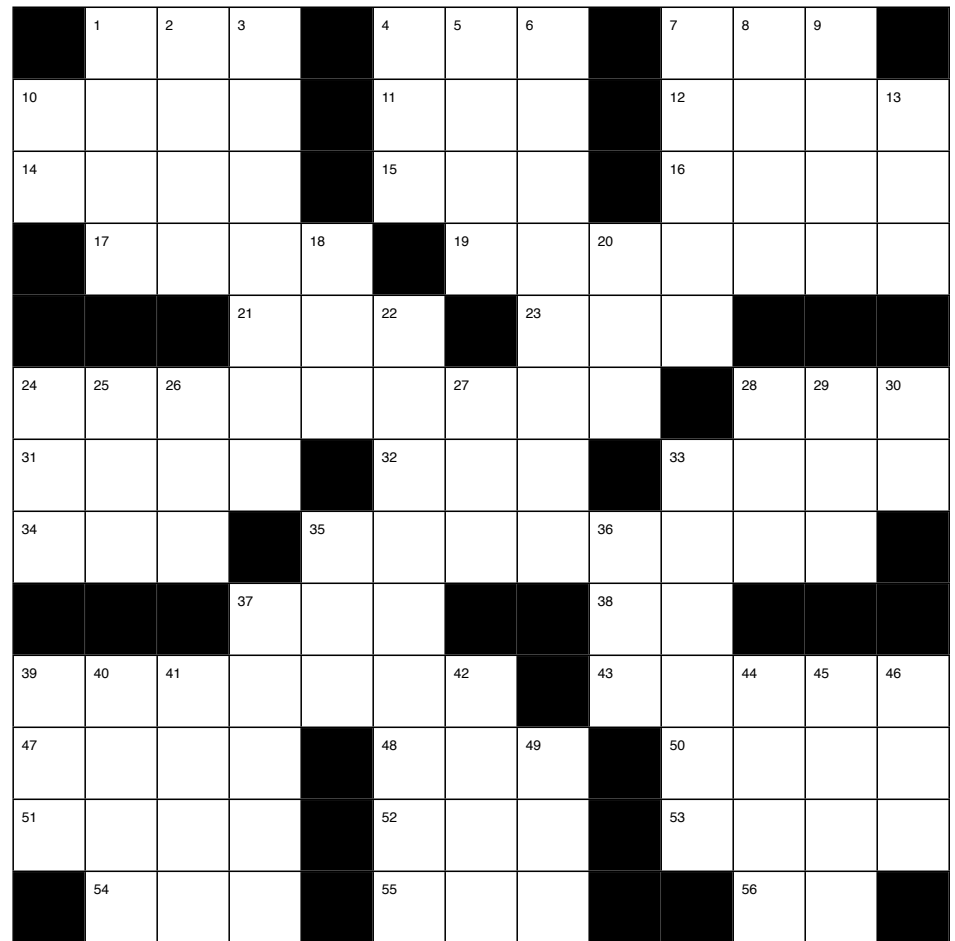
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## ACROSS

1. Little lie
4. Backtalk
7. Article
10. Korean sportswear company
11. Beer
12. Viewpoint author Bassler (see pg 3)
14. City in the Veneto
15. Saint Quiricus nickname
16. Goddess of discord
17. Magnesium silicate
19. Hopes
21. Programming language
23. '\_\_\_ House', Madness song
24. Exciting
28. Home to Tom Thomson works
31. Car smoother
32. Voodoo spirit
33. Thor's father
34. With heart, a French appeal
35. Target of operation Geronimo
37. 'Logan's \_\_\_'
38. Freud part
39. 'Hollaback' fruit
43. Pie of fruit and spices
47. Desk where newsp. reporters go to die
48. Pixel
50. Gaels, for example
51. Hawaiian volcano goddess
52. 'Take On Me' band
53. Abominable creature
54. Screen type
55. Over there, to a poet
56. 'That Thing You \_\_\_'

## DOWN

1. Italian carmaker
2. Rick's regret
3. Teaching award namesake (see pg 8)
4. Body of fresh water, in France
5. There is, in France
6. ARC trainer type (see pg 11)
7. Frequently misspelled possessive
8. German honorific
9. A Great lake
10. Radio band
13. Kevin Drew-led band (init.)
18. With a sac, there's no way out
20. Snub-nosed canine
22. Alan Neal show on CBC Radio
24. 'Scrubs' group
25. 'Ben-\_\_\_'
26. MLB stat
27. Uneven atom
28. Lemon drink
29. Tom Collins ingredient
30. '\_\_\_ the Waterfront'
33. David Bowie's 'A Space \_\_\_'
35. When expecting, it's in the oven
36. Elvis Costello's 'My \_\_\_ is True'
37. Noted by Zagat or Michelin
39. Dance
40. Adam's murdered son
41. Site of Cleopatra and Antony's infamous barge trip
42. London or NYC 'hood
44. Beatles track 'I \_\_\_ You'
45. Roman statesman
46. Music conglomerate
49. Sun status symbol



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



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**David Murakami Wood** (Department of Sociology) and Stephen Scott (Centre for Neuroscience Studies) are participating in “Tri Till You Cry” at the end of June. This 48-hour triathlon marathon organized by endurance swimmer and Queen’s honorary degree recipient, Vicki Keith will have participants swimming two hours, cycling two hours and running two hours, a pattern that will be repeated for 48 hours non-stop. The event will raise funds for three charities in Kingston that help children with disabilities: the Child Development Centre, Easter Seals and Penguins Can Fly. This should prove to be a challenging event for all participants, particularly for Professor Murakami Wood who had never had a swimming lesson until this year. 

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)

## NOTES ON

### ■ Online customer service training for persons with disabilities a must

Everyone who interacts in any way with persons with disabilities on behalf of the university must be trained in accessible customer service before June 30. The names of staff and faculty who have not completed the training will be distributed to deans and department heads in early July. If you have not completed the 1 hour training please go to [www.queensu.ca/equity/content.php?page=CSOnlineTraining](http://www.queensu.ca/equity/content.php?page=CSOnlineTraining).

### ■ Food Services Summer Hours Beginning May 2

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#### BIOSCIENCES

Monday – Friday

#### Tim Horton’s

7 am – 3 pm

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Mackintosh-Corry Café

Stauffer Library Café

Gord’s Café

[http://housing.queensu.ca/hospitality\\_services](http://housing.queensu.ca/hospitality_services)

■ The **Retail Postal Outlet** located on the lower floor of the John Deutsch University Centre is closing June 30. Visit [www.queensu.ca/news/articles/retail-postal-outlet-close](http://www.queensu.ca/news/articles/retail-postal-outlet-close) for more details.

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In order to make room for a new home for the Queen's School of Business, Victoria School was renovated and expanded, transforming it into Goodes Hall in 2002.

Goodes Hall is now undergoing another expansion; the newest wing is slated to open in December 2011. [www.goodeshallexpansion.com](http://www.goodeshallexpansion.com)

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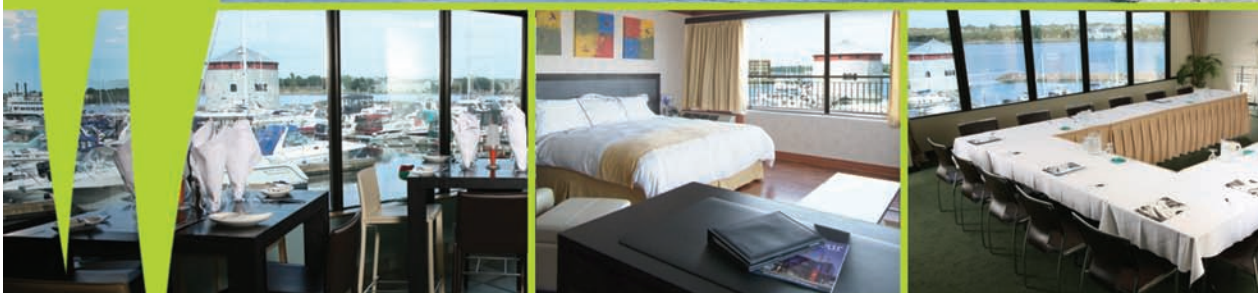
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Eleanor MacDonald, Politics 613.533.6631

**Coordinator of Dispute Resolution Mechanisms**  
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**Sexual Harassment Respondent Advisors**  
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**Anti-Racism Respondent Advisor**  
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**Internal Dispute Resolution**  
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**Equity Office**  
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