INTERNATIONAL VISION

The winning submission of the 9th Annual QUIC International Photo Contest was taken by Anja-Xiaoxing Cui, a PhD candidate in psychology, capturing the golden hues of a sunset over San Francisco Bay during a visit to the city to research the experience of early Chinese immigrants. The contest drew total of 220 photos from around the world and right here at home. See story and more winning photos on Page 8.
When Principal Daniel Woolf established a commission to revive public policy at Queen’s, he turned to well-respected public servant Michael Horgan (MA’79) to lead the Principal’s Commission in Canada. When the commission gathered recently in Ottawa to consult with people involved in public affairs, including public servants, political staff, think tanks, and members of the private sector, between meetings, Mr. Horgan spoke with the Gazette’s Mark Kerr to discuss the commission and what he hopes it will accomplish over the next several months.

Mark Kerr: Why did you agree to lead the Principal’s Commission on the Future of Public Policy at Queen’s University?

Michael Horgan: I am a graduate of Queen’s – many years ago, sad to say. I had good experience and I am still close to many of the friends that I made while at Queen’s. When Principal Woolf presented this opportunity to me, it seemed like a good way to give back to the university, so I thought, ‘why not?’

MK: What are the main goals of the commission?

MH: For many years, Queen’s has been an important contributor to public policy, both as a counselor to government and others, and as a training ground for future public servants. While the university is still highly regarded in these respects, Principal Woolf has asked us to study and make recommendations for ways Queen’s can reinvigorate this historically strong area, both within the School of Policy Studies and across different academic units.

MK: Principal Woolf has instructed the commission to consult widely on how the university can anticipate and respond to the evolving public policy landscape. Based on your 30-plus years of public service experience, how has the landscape evolved?

MH: Public policy making is a lot more complicated at all levels of government, whether it’s federal, provincial, or municipal governments. Furthermore, there are more players involved and influencing the development of public policy.

In terms of actual schools of public policy, the market is much more crowded now. Queen’s really stood out 40 years ago, but more crowded now. Queen’s is still highly regarded in these respects, Principal Woolf has asked us to study and make recommendations for ways Queen’s can reinvigorate this historically strong area, both within the School of Policy Studies and across different academic units.

MK: How will the experiences of the other commissioners contribute to the recommendations for renewing the strategic purpose and vision of public policy at Queen’s?

MH: We have a number of people on the commission with experience developing and implementing public policy. Vice-Chair Margaret Biggs was president of the Canadian International Development Agency for many years. She has a wealth of federal experience in the Privy Council Office, as well as connections to Queen’s as the Matthews Fellow in Global Public Policy.

Jeannie Dempster is another person with extensive federal government experience, having held advisory positions in all three primary central agencies and in ministers’ offices over the past 20 years. On the provincial side, Kevin Costante worked for 35 years with the Ontario and Saskatchewan public services before joining Queen’s School of Policy Studies in 2014.

Peter Watts, an adjunct professor in the School of Policy, has influenced many of the major Indigenous policy issues in Canada over the past 20 years. He is the former CEO of the Assembly of First Nations. He also led the process to establish the Truth and Reconciliation Commission in Canada.

The commission also has representation from the next generation of public policy practitioners. Bridget O’Grady graduated from the Queen’s Master of Public Administration program in 2005. Since then, she has built a career in the public sector, currently working as a manager with the Office of the Comptroller General in Ottawa.

Cam Yung, Queen’s Rector, is also on the commission to represent the views of current students.

I feel the commission has a breadth of experience and knowledge, all of the members really understand the issues.

MK: What has the commission worked on since it formed in fall 2016?

MH: Over October, November, and December, we had our initial meetings where we worked out our mandate and the strategy we intend to follow. Now in early 2017, we have started our consultations.

MK: Consultation is a central part of the commission’s mandate. Who does the commission want to hear from over the next several months?

MH: We are interested in speaking with a wide range of people. Internally to Queen’s, we want to speak with faculty, students, dean, and people in the School of Policy Studies. Externally, we want to hear from current and former civil servants from federal, provincial, and municipal levels of government. We would also like to broaden our scope and speak with people from non-government sector who are involved in some way in public policy development.

Have your say

The commission invites feedback on several discussion questions it has posted on its website. The deadline to send submissions to future.publicpolicy@queensu.ca is Aug. 21.

Further information is available on the Principal’s Commission on the Future of Public Policy webpage (queensu.ca/principal/prioritieschool-of-policy-initiatives/commission-future-public-policy-queens)

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Ross J. Beaty talks about the reasons he and his family presented Queen’s University with a $5-million gift to support collaborative research and education during the announcement event Friday, Feb. 24 at Beamish-Munro Hall.

$5M gift supports water research

BY COMMUNICATIONS STAFF

Geologist and entrepreneur Ross J. Beaty has provided Queen’s University with a $5-million gift to support collaborative research and education in the field of freshwater resources.

In recognition of the gift, the interdisciplinary research initiative has been renamed the Beaty Water Research Centre, which will have a permanent space in the new Queen’s Innovation and Wellness Centre.

“Researchers from across Queen’s are working with partner institutions and organizations to tackle a variety of water-related issues,” Principal Daniel Woolf says. “Mr. Beaty’s donation will support a new home for water research where faculty and students can come together and take the lead in sustaining one of our most precious resources.”

The Beaty Water Research Centre includes a core group of Queen’s civil and chemical engineering professors, and their graduate students, who work closely with chemists, microbiologists, experts in genetics, and public health researchers.

“Interdisciplinary teams such as the water research centre at Queen’s are the way of the future,” says Mr. Beaty, the father of Queen’s graduates. “I hope that through my gift, these collaborative activities will grow and thrive, providing researchers with the support they need to give our future generations a world they deserve.”

The research centre’s laboratories, currently distributed across campus, will eventually move to the new Queen’s Innovation and Wellness Centre. Located in the heart of campus, the Innovation and Wellness Centre will support leading-edge research, innovation programming, and wellness services for students. The Beaty Water Research Centre will be located on the third floor of the Innovation and Wellness Centre and will feature state-of-the-art interdisciplinary research laboratories.

“The Beaty Water Research Centre will bring together an interdisciplinary team to study water. A key focus will be on safe drinking water from small, untreated systems or untreated urban or rural domestic wells. This work has the potential to improve the lives of millions of people around the globe. In Canada, the research directly impacts those living in vulnerable remote communities, including Indigenous Peoples,” says Kimberly Woodhouse, Dean, Faculty of Engineering and Applied Science. “Thanks to Mr. Beaty’s support, our researchers and students will be better equipped to understand and mitigate the risks to drinking water supplies.”

Mr. Beaty is a geologist and resource company entrepreneur with more than 40 years of experience in the international minerals and renewable energy industries. Mr. Beaty founded and currently serves as chairman of Pan American Silver Corp., and he founded Alterra Power Corp., a renewable energy company. He also serves on the advisory board of the Nature Trust of British Columbia.

The Beaty Water Research Centre is an interdisciplinary initiative dedicated to furthering research and education around water-related issues, which play a vital role in the physical, social, and economic well-being of Canadians and people around the world. Researchers and students affiliated with the centre are committed to fostering an environment that encourages collaborative research spanning both traditional water-related disciplines, as well as non-traditional and emerging disciplines.

Physical and Health Education program closure approved

BY COMMUNICATIONS STAFF

Queen’s University Senate approved the closure of the Bachelor of Physical and Health Education (BPHE) programs during its meeting on Tuesday, Feb. 28.

The vote completes a process that included two years of public consultation. Admission to the program was temporarily suspended in March 2016 as recommended by the School of Kinesiology and Health Studies. A proposal for consideration of closure was brought before the Faculty Board at its Oct. 28, 2016 meeting and at its meeting on Jan. 2, 2017. The proposal was then brought before the Senate Committee on Academic Development on Feb. 8, 2017 and approved.

The reasons for the closure include:

• The Physical Education and Kinesiology programs at Queen’s have considerable overlap in curricular content.
• Declining interest in physical education programs throughout Canada, including a 15 per cent decrease in applications at Queen’s over the past five years, combined with a 35 per cent increase in applications to Kinesiology in the same time period.
• Fewer opportunities for physical education teachers within the school system.
• A lack of potential faculty members with doctoral degrees in physical education and pedagogy.

In light of the closure, the School of Kinesiology and Health Studies is currently exploring options to open the applied, placement-based physical education courses to students in the Kinesiology and Health Studies programs.

Other curriculum changes will be minimal given the overlapping nature of courses offered across the Physical Education and Kinesiology programs.

Also being explored is the possible development of an undergraduate certificate program open to all Queen’s students based on the existing Exercise, Disability and Aging mini-stream offered by the School of Kinesiology and Health Studies.

The School of Kinesiology and Health Studies will also benefit from the arrival of new faculty members specializing in biomechanics/motor control and global health in the near future that will further strengthen their programs in the growing disciplines of Kinesiology and Health Studies.

Community Forums

Racism, Diversity, and Inclusion

All are welcome to attend a community forum hosted by the Principal’s Implementation Committee on Racism, Diversity, and Inclusion

March 14 • 5:30 – 7 pm • Chernoff Hall, Rm 117
March 16 • 12 – 1 pm • School of Medicine, Rm 132A
March 20 • 5 – 6:30 pm • School of Kinesiology, Rm 100

The forums will include brief presentations and open discussion.

queensu.ca/implementationandinclusion
Interdisciplinary, innovative, and insightful

BY ANDREW CARROLL, GAZETTE EDITOR

A new course created through the Centre of Teaching and Learning’s first-ever Educational Leadership Initiative grant has helped foster collaboration between students in occupational therapy and engineering in creating assistive devices for actual end users.

The instructional team of Claire Davies (Mechanical and Materials Engineering) and Elizabeth Delarosa (Mechanical and Materials Engineering), and Catherine Donnelly (Rehabilitation Therapy) and Susanne Murphy (Rehabilitation Therapy), developed “Building Better Together: An Interdisciplinary Approach to Teaching and Learning” with the aim of applying the Canadian Interprofessional Health Collaborative’s framework to an academic environment.

Through the course, offered during the 2016 Fall Term, students from occupational therapy and engineering teamed up to create an assistive device for an end user. The teams had to interact and collaborate with each other as well as with a person in need of an assistive device.

The course re-created the interdisciplinary environment many of the students will see in their professional careers.

“I think of one of the key elements of this that made it realistic is that we actually had users there that could respond,” says Ms. Delarosa, a doctoral student in engineering who is also a registered occupational therapist, adding that similar courses often offer simulated end users and case studies. As a result feedback is limited as is the interaction seen in the clinical setting. “In this case we got the end users in the classroom and the students could ask them questions and they could be answered.”

Throughout earlier studies, the team found that occupational therapists were interested in being more involved with the design process and engineers wanted to be more involved in interacting with the end users. Building Better Together offered both sides the opportunity to collaborate throughout the process.

The results were innovative and insightful. “One end user said that she was so surprised at how well the students were able to create something from what she said,” says Dr. Davies. “Another one said just from the dialogue or conversation they had with the OT students and the engineering students, they became blurred, they didn’t know who were the occupational therapy students and who were the engineering students. It was interesting to see the relationships that were built too. Not just with the OT and engineering students but in regards to how the users were feeling comfortable to share ‘This is what I need and this is what I want, and how are we going to do this kind of thing?’”

The course was developed to mirror the workplace and provide the students with experiences that can be applied in their future careers. It was also informative for the instructors.

“It was interesting to see it was somewhat structured but when the students and the users got together it kind of unfolded by itself as well,” Ms. Delarosa says. “Certainly the OT students are encouraged to utilize their interview skills and clinical skills, and the engineering students were drawing on their design focus, what might be functional and all that. Interaction developed over time on its own. They didn’t tell the end users what to do and they interacted differently; some quiet, some seeking more guidance and others wanting to be actively involved in the process.”

With the inaugural course complete the instructional team is excited by the results and is looking forward to building upon the foundation that has been created. “We’ve learned a lot,” Dr. Davies says. “We’ve learned that it can be done. We’ve learned that it takes a lot of time to try to get everyone on a similar page. We realized that it is very important to both disciplines to be better informed about the other discipline.”

The Educational Leadership Initiative is aimed at supporting Queen’s students, faculty, librarians and staff who want to forge a new educational path. It is one of three grant programs offered by the Centre for Teaching and Learning, along with the Educational Research Grants and Teaching and Learning Enhancement Grants.

“This project and those involved exemplify what the Educational Leadership Initiative is hoping to promote,” says Peter Wolf, Associate Vice-Provost (Teaching and Learning) and Director of the Centre for Teaching and Learning. “The educators created a guided learning environment that brings together students across programs to help design solutions to everyday challenges faced by people in the Kingston community. The educators involved are also researching aspects of the course, presenting this model at conferences and engaging colleagues in discussions around this approach.”

The deadline for submission for the 2017 Educational Leadership Initiative grant is June 27.

For more information visit the Centre for Teaching and Learning website (queensu.ca/ctl).

Senate approves fall term break

BY COMMUNICATIONS STAFF

Queen’s University will implement a two-day fall term break for students enrolled in the four direct-entry undergraduate programs. The break will take effect in the 2017-18 academic year.

Senate approved the recommendations of the Fall Term Break Task Force (FTBTF) at its Feb. 28 meeting. The two-day fall term break will occur on the Thursday and Friday of the seventh week of classes.

“The break will help alleviate the stress students often experience during this point in the fall term,” says Deput Provost Teri Shearer, Chair of the Fall Term Break Task Force. “With the two-day break, we aim to minimize the impact on orientation activities and the pre-exam study period, which serve to smooth the transition to university and promote student success.”

The university will implement the break by:

• Shifting residence move-in day to the Saturday of Labour Day weekend instead of Sunday;
• Holding faculty-specific orientation on Sunday, Labour Day Monday, Tuesday, and Wednesday;
• Holding classes on Thursday and Friday of that week; and,
• Holding university/residence orientation on Saturday and Sunday (the weekend after Labour Day weekend).

The implementation of the break will not affect the number of instructional days.

Strong support for pre-exam study break, fall term break, and Orientation activities

Senate established FTBTF in April 2016 to develop recommendations for implementing a fall term break. In addition to extensive consultations with the Queen’s community from October-December 2016, the task force conducted an online survey, which garnered 7,251 completed responses. When asked to identify their priorities:

• 34.2 per cent of respondents ranked a fall term break as most important
• 33.6 per cent of respondents ranked pre-exam study days as most important
• 30.1 per cent of respondents ranked Orientation activities as most important
• 2.1 per cent of respondents ranked an increase in the number of instructional days as most important

When combining the respondents’ first and second priorities, 83.5 per cent ranked pre-exam study days as either most or second most important, while 63.2 per cent of respondents placed a fall-term break among their top two priorities. 45.2 per cent of respondents stated that Orientation activities were among their top two priorities, and 8.1 per cent identified additional instructional days as most or second most important.

The survey results, in addition to written and oral comments received by the task force, indicated that the student body highly values a fall-term break, pre-exam study days, and Orientation activities, according to Dr. Shearer.

“From there, the task force focused on identifying and developing a recommendation that would retain all three of the activities,” she says.

The full report from the FTBTF is posted on the University Secretariat website (queensu.ca/secretariat/).
Community forums on racism, diversity, and inclusion

BY COMMUNICATIONS STAFF

The Principal’s Implementation Committee on Racism, Diversity, and Inclusion invites all students, staff, and faculty members to attend a community forum regarding the committee’s work and recommendations. Each forum will include a brief presentation on the committee’s initial recommendations, and time for open discussion.

“The forums provide important opportunities for the community to respond to, and help fine-tune, previous report implementation recommendations,” says Yolande Chan, Professor, Smith School of Business and committee co-chair.

“The committee has had just over two months to gather information and make initial recommendations. Much as we would have liked to meet individually with everyone at Queen’s with expertise or interest in anti-racism, diversity, and inclusion, it’s been impossible to do. The forums provide important opportunities to hear from many more individuals.”

In early 2017, Principal Daniel Woolf established the small committee, which comprises students, staff, and faculty members, in an effort to initiate broad, meaningful, and sustained change on racism, diversity, and inclusion at Queen’s, and to ensure lasting change is achieved.

The committee has been tasked with expeditiously reviewing past reports on these issues and will submit to the principal by March 31, a list of actions to be implemented that identify priorities, timelines, and measures to evaluate the success of implementation. The committee will not finalize its recommendations until after it has received feedback at the community forums.

The three community forums will be held:
- March 14, 5:30–7 pm, Chernoff Hall, Rm 117
- March 16, 12–1 pm, School of Medicine, Rm 132A
- March 20, 5–6:30 pm, School of Kinesiology, Rm 100

More information on the committee’s work is available at queenu.ca/implementationrdi/, including links to previous reports on racism, diversity, and inclusion at Queen’s.

Moving forward together

BY ANDREW CARROLL, GAZETTE EDITOR

For nearly two years, Together We Are, the Equity Office’s blog, has been fostering conversations within the Queen’s community on equity, diversity and inclusion.

As a welcome development, the impact of the blog’s columns has had a greater reach than initially expected says Erin Clow, Equity Advisor for the Equity and Human Rights Office. “The whole idea behind the blog is to showcase voices of Queen’s community members that we might not always hear from,” she says. “A really positive outcome has been that the blog has provided a platform for those voices to share their stories.”

One reason for the growth of Together We Are is that for the 2016-17 academic year the blog has featured contributions from Queen’s alumni – students, staff and faculty – as a way of honouring the 175th anniversary of Queen’s. As a result the blog has allowed for the expression of a broad range of experiences and ideas while at the same time tapping into the momentum of the 175th anniversary.

“One of the underlying goals of the blog is raising awareness on the diversity of the Queen’s community. We may all have different experiences and come from different racial, cultural and socio-economic backgrounds, but we are part of Queen’s,” says Dr. Clow.

“The bloggers have been chosen to reflect the diversity of our community and it has been interesting to see them be creative and explore different forms of writing and communication. I think that’s one of the strengths of the blog – that every month we are exposed to a different experience and a different way of expressing that perspective.”

Feedback has been positive, Dr. Clow says and along with the increasing reach and the fostering of a sense of an inclusive community, Together We Are has also seen a greater interest in participation. “There’s this community of bloggers that we are building but we are also creating this larger community and that to me is what we always hoped it would do,” Dr. Clow says. “Fostering conversations, exposing people to a diversity of ideas, ways of thinking and perspectives is always a good thing. Looking forward we want to keep building this sense of community, that we are all part of the Queen’s community and these are our voices. This is part of what being an inclusive community means – having an interest in and being accepting of everyone’s experience.”

For more information and to read the blog, visit the Together We Are website (queensu.ca/connect/equity).

In honour of the 175th anniversary of Queen’s University, the Together We Are blog is featuring Queen’s alumni. Clockwise from top left: Maria Aurora Nunez; Precia Darshan; Beckham Ronaghan; Theressa Yasmon; Julie Harmgardt; Adam Gaudry; Paul Chaput; Melanie Gray; and Jeff Brown.

Real-world learning, real-world impact

The following article is the second in a monthly series focused on the work by Queen’s and Physical Plant Services to reduce energy consumption by the university.

BY ANDREW CARROLL, GAZETTE EDITOR

When Connor Reed (Sc’18) started his internship at Physical Plant Services, he was amazed by how involved energy management is in the day-to-day business of Queen’s University.

Building standards and specifications, utility management, lighting design, utility costs and forecasting, water and mechanical systems. Over the past nine months he has been involved in projects in each of these areas and more.

“The amount of detail that goes into lighting and lighting design, I heard 10 new terms each day in the first weeks,” he says of one of his first projects. “Lumens and CRIls and efficiencies... it was 100 per cent learning from the beginning and it continues to be every day.”

Mr. Reed was also responsible for the making process for Electricity Demand Response Days when air conditioning is shut down in many buildings on campus to reduce the university’s electricity demand.

This included analyzing results from previous years to estimate the financial impact of demand reduction during the summer. Mr. Reed and Mr. Splinter both monitored weather conditions and provincial electricity demand forecasts on a daily basis to help decide whether or not to reduce air conditioning loads. Missing a single ‘peak’ day could have a financial impact of $750,000 or more.

Mr. Reed was also responsible for communicating the process to internal and external staff and, as a result, developed more effective communications and presentation skills.

Mr. Reed says he has found it very rewarding to be part of a team that is supportive and effective. He is impressed by the professionalism of the people he works with in PPS and campus partners such as Procurement Services.
Malcolm completed his BSc, MSc (MBE) by Queen Elizabeth in 1967. He established the Physical Therapy program in the Philippines. He developed rehabilitation policy, disability services and educational programs in universities in India, Burma, Thailand, Hong Kong and the Philippines. He established the Physical Therapy program in Burma, training over 1,000 therapists, for which he was awarded the Member of the British Empire (MBE) by Queen Elizabeth in 1967. Immigrating to Canada in 1971, Malcolm completed his BSc, MSc at the University of Manitoba and was the first of his profession to obtain a PhD. He served as director of the Physical Therapy School at Western University, president of the Canadian Physiotherapy Association and was founding president of the Canadian Physiotherapy Foundation of Canada which promotes rehabilitation research. In 1984 he became director of the School of Rehabilitation Therapy and associate dean of the Faculty of Medicine at Queen’s University. Malcolm will be most remembered for his vision and leadership when Queen’s University received one of six Canadian International Development Agency’s (CIDA) Centre of Excellence (COE) Programs established to advance the role of universities working internationally. In 1991, the International Centre for the Advancement of Community Based Rehabilitation (ICACBR) was established. At the Centre’s core were the principles of stakeholder partnership, equal rights of the people of the developing world and their families, and self-sustaining capacity building of communities affected by conflict, poverty, oppression and displacement.

In Malcolm’s own words: “I gained a first-hand knowledge of the vulnerability of disabled persons in developing countries and particularly the challenges they face in accessing basic services. They were excluded from society, were the poorest of the poor, women and children the most vulnerable. In many countries, the disadvantages are not permitted to receive an education or be employed. In developing educational programs in rehabilitation and assisting Ministries of Health and other groups, I strongly supported and implemented the concept of involving disabled persons to represent their own interests through establishing community services, often run by local communities. Universities have the opportunity to contribute significantly to the development of programs affecting vulnerable groups and promoting health and social programs in understanding the human rights of those in need. Through ICACBR, I based programs on the partnership model, in which Queen’s personnel work with local groups on an equal basis, always including persons with disability. Our faculty and students have been able to see first hand the challenges facing the most vulnerable populations. From working in developing and economically deprived regions, they gain experience that will influence their life time clinical practice. I have promoted the development of Rehabilitation Sciences Graduate and Undergraduate programs at Queen’s and other universities. It is through creating a population of rehabilitation scientists and clinical specialists that programs focussing on community aspects of health care will meet the needs of the changing health and social environment.”

ICACBR initiatives, supported by Canadian and foreign governments, NGOs, international development agencies, Queen’s and other universities, were deployed in Asia, the Americas, Russia, Central and Eastern Europe, Ethiopia, Sri Lanka, Bangladesh and Canada. ICACBR also developed online learning programs for students all over the world.

Malcolm’s major milestone, before his retirement in 2014, was the development of policies and a national network of Community Based Rehabilitation centres across Bosnia-Herzegovina. In keeping with his vision to improve access to rehabilitation services for people with disabilities all across the Balkans, it expanded to Croatia, Kosovo and Serbia. ICACBR is the only remaining CIDA COE program – in 2016, ICACBR celebrated its 25th anniversary. Reflecting the legacy of their strong track record, ICACBR and the School of Rehabilitation Therapy recently received $24 million from the MasterCard Foundation for a 10-year program to support the development of disability services and academic and professional leaders in rehabilitation in Ethiopia.

Only retiring in 2014, the combination of energy, dedication, scholarship and innovation with which Malcolm approached all his activities, demonstrated clearly how health sciences can serve humanity in some of the most demanding settings imaginable... Making a Difference.
NEWSPAPERS

Jason Gallivan’s (Centre for Neuroscience Studies) research on how the brain coordinates visual information and motor output was referenced in an article on improving one’s golf game, in The Korea Times.

Christian Leuprecht (Political Studies) spoke to the National Post regarding the security implications of the recent increase in asylum claims at the Canada/U.S. border.

Kenneth Wong (Smith School of Business) discussed the recent backlash against Under Armour CEO Kevin Plank and the possible impact on brands when leading executives make political statements in the Toronto Star.

Robert Wolfe (School of Policy Studies) spoke to La Presse following Prime Minister Justin Trudeau’s meeting with President Donald Trump and their discussion on trade.
Views from around the world and home

BY ANDREW CARROLL, GAZETTE EDITOR

From the Serengeti in Tanzania to atop a mountain in New Zealand to beneath a giant Canadian flag at Richardson Stadium beauty can be found around the world as the 9th annual Queen's University International Centre Photo Contest shows.

The winning image, as selected by a panel of judges, was submitted by Anja-Xiaoxing Cui, a PhD candidate in the Department of Psychology, capturing a golden sunset in San Francisco.

“The contest highlights student learning when their personal cultural lens and their camera lens intertwine to convey the significant experiences they have while abroad or as newcomers to Canada,” says Hanna Stanbury, Student Programs: Promotion and Volunteer Coordinator at QUIC.

For the winning photograph Ms. Cui explains that during a conference trip to San Francisco last year, she wanted to retrace Chinese American history by taking photos of Chinatown, where many of the Chinese farm workers who lost their jobs through the Chinese Exclusion Act of 1882 found refuge. Instead, this photo of San Francisco Bay provided a better image as the mountains on the other side were bathed in golden light, the Golden Gate Bridge in clear view and a ship sailed lazily on the water. San Francisco’s Chinese name translates to Old Gold Mountain.

“I am very pleasantly surprised,” Ms. Cui says. “I had seen the photos that some other students had submitted in the past, and was always very impressed by how far Queen’s students travel and the incredible images they brought back. The scene of which I took the picture left a lasting impression on me, and I am excited that I get to share it with more people.”

Other winners include:

- **Landscape and Nature**, Leanna Li (Comm’18)
- **People and Culture**, Jordan Davis (Artsci’18)
- **Home Away From Home**, Tommy Hana (Artsci’17)
- **Critical Global Issues**, Rika Wong (Artsci’20)
- **People’s Choice Award**, David Williams (Law’19)
- **Staff Pick**, Ramolen Laruan, BFA’18

A special display of the photos is being held at the QUIC in the John Deutsch University Centre, starting Tuesday, March 7 at 4:30 pm. See more submissions at flickr.com/photos/quic.
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A lifetime of promoting human rights

BY COMMUNICATIONS STAFF

Moments after being surprised with the Lifetime Achievement Award in Human Rights, Hafizur Rahman exhibited his trademark humble attitude.

“I don’t think anything of it. It’s a natural thing to do,” says Dr. Rahman when asked to explain his devotion to human rights within the Queen’s and Kingston communities. “I don’t consider myself an activist, but more like a catalyst. If somebody wants to do something, I want to help.”

Dr. Rahman came to Queen’s for graduate studies in 1968. He earned his master’s degree and PhD in electrical engineering at Queen’s.

After graduation, he continued to contribute to the university. He served several terms on the Queen’s University International Centre council and played an instrumental role in the development of the Human Rights Office in the early 1990s.

In addition to his work at Queen’s, Dr. Rahman has been an active member of the Kingston community for more than 20 years as the president of the Islamic Society of Kingston. He was a founding member of community organizations such as the Kingston Multicultural Centre and the Kingston and District Immigrant Services.

The surprise presentation of the inaugural Lifetime Achievement Award capped off the Tri-Award Ceremony held Feb. 27 in the atrium of the Agnes Etherington Art Centre.

In honour of Queen’s 175th anniversary, the Equity Office and the Human Rights Office bestowed their awards on alumni and past members of the university community.

Ms. Charboneau had planned her trip to Queen’s, and they will likely talk about falling in love with the natural beauty and historic limestone buildings.

Katie Charboneau’s first campus tour also made a significant impression, even if it didn’t quite live up to expectations.

“At the time, the campus tour office was in Stauffer Library. I ended up spending 90 per cent of the tour trapped with the tour guide in the elevator after it broke down,” says Ms. Charboneau (ArtsSc’11), a quadriplegic who uses a motorized wheelchair. “By the time I got out, I had to go back to St. Mary’s of the Lake Hospital.”

Ms. Charboneau didn’t let that negative experience or the barriers she encountered at Queen’s deter her education. During her studies from 2006-2013, she advocated extensively for herself and others – work that has earned her the 2016 Steve Cutway Accessibility Award.

“I am someone who rolls with the punches, pun intended,” she says. “I am really into problem solving. I don’t panic and I try to find humour in difficult situations.”

Michele Chittenden, Coordinator, Library Services for Students with Disabilities, nominated Ms. Charboneau for the award.

“Katie is a remarkable person and one of the most thoughtful people I know,” Ms. Chittenden says. “Her enthusiasm and positive attitude are infectious. Katie’s initiatives and strong advocacy skills have made a significant, long-lasting impact for persons with disabilities both on the Queen’s campus and in the Kingston community. The Queen’s and Kingston communities are fortunate to have such a hard-working, creative, caring, and enthusiastic advocate.”

Overcoming obstacles

Ms. Charboneau had planned to attend Carleton University, but changed after she was involved in a car accident in June 2005 near her hometown of Gananoque, Ont. She spent five weeks in the intensive care unit at Kingston General Hospital and five months at St. Mary’s of the Lake recovering from injuries.

During her recovery, Ms. Charboneau applied to Queen’s and was accepted. She began her studies just over a year after the accident, knowing that she would encounter challenges along the way.

“I was the first quadriplegic to live on campus in residence. In a way, I was the guinea pig, but I loved doing it,” she says. “It was scary and I knew there were going to be problems. But, as I’ve always said, what Queen’s lacked in accessibility, it made up in accommodations. Staff and faculty worked to solve issues as fast and efficiently as possible.”

With every problem she encountered, Ms. Charboneau advocated for herself. She says she followed the example set by her mom.

“She really stuck up for me, starting immediately after the accident,” she says. “She was my advocate, and that’s where I get it from.”

Soon after starting her studies, Ms. Charboneau felt compelled to help others at Queen’s. She volunteered with Accessibility Queen’s in her first year. For the next five years, she co-chaired the group, which is part of the Alma Mater Society’s Social Issues Commission.

“Becoming an activist on these issues was just a natural progression,” she says. “I was advocating for myself, but I soon realized that others might not be comfortable doing that or have the desire to come forward in the same way.”

Ms. Charboneau worked to change attitudes on campus, in addition to bringing attention to physical barriers. She spearheaded the creation of a Queen’s Accessibility Awareness Month as well as a specialized library, two initiatives that raised awareness of accessibility issues and helped to educate the Queen’s community.

Accessibility Queen’s also hosted an information awareness fair each year, which connected students with groups, committees, and organizations on campus and within the broader Kingston community. Ms. Charboneau is currently doing similar work as the administrative manager with All In. The Kingston-based organization provides expert information, education, support, and opportunity for all individuals and organizations, in the area of mobility impairments.

Ms. Chittenden says Ms. Charboneau’s continued work in the area of accessibility made the alumna a deserving recipient of the Steve Cutway Accessibility Award, which is named in honour of a long-serving employee who also gave his time to advance accessibility for students and employees with disabilities.

“I was surprised when I found out, and I thought it was just an honour to be nominated,” Ms. Charboneau says. “As much as I don’t do this for the recognition, it feels good knowing that I am making a difference.”
Enduring employment equity legacy

The recipient of the 2016 Employment Equity Award is Sheila Devine.

BY MARK KERR, SENIOR COMMUNICATIONS OFFICER

For Sheila Devine, employment equity is the thread that ties together her career in post-secondary education—a career that has taken her across Canada and around the world.

“After law school, I was interested in human rights. From there, I naturally gravitated to employment equity issues,” says Ms. Devine, who worked at Queen's from 1996-2003 and recently retired from Memorial University in St. John’s. “In everything I have done in this area, my goal was always to have respectful, positive relations with people in order to advance initiatives on employment equity and to address systemic discrimination.”

Ms. Devine’s collaborative approach to advancing a diverse workforce and fair employment systems at Queen’s makes her a worthy recipient of the Employment Equity Award, according to Irène Bujara, University Adviser on Equity and Human Rights.

“Successfully integrating employment equity into a university’s practices takes a great deal of relationship-building and trust,” says Ms. Bujara, who worked closely with Ms. Devine over the years. “With a great deal of skill and humility, Sheila was able to build the bridges that allowed the Queen's community to work toward a common goal.”

Ms. Devine came to Queen’s from the University of Victoria, where she was the director of equity issues. As the associate vice-principal (faculty relations), she played a key as the university and the Queen’s University Faculty Association negotiated their first collective agreement.

Ms. Devine recalls with pride that both sides agreed to an employment equity article, and the collective agreement addressed other issues such as discrimination.

“The feeling around the table was mutual. Everyone wanted a good article on employment equity,” she says.

Putting in place policies and procedures is important, according to Ms. Devine, but she has always aimed to go beyond that in her work at Queen’s and other post-secondary institutions.

“Education is critical for helping people understand the importance of employment equity,” says Ms. Devine, a teaching faculty member at the Centre for Higher Education Research and Development and a frequent presenter on human rights and equity practices both nationally and internationally. “The key is to inform people what the challenges are, while at the same time addressing the big myths that still surround employment, namely that equity and excellence are mutually exclusive, and that employment equity is reverse discrimination.”

Ms. Devine says she’s pleased to see the Queen’s community still working to advance employment equity. She highlighted a few initiatives – Queen’s Senior Search Policy, a certificate program to foster an inclusive work environment, and a tool for assessing and planning for equity and diversity – as positive developments.

“Ms. Devine returned to Queen’s on Feb. 27 to accept the award, where she talked about employment equity in the post-secondary education context. “I am very honoured, humbled, and surprised,” says Ms. Devine when asked about receiving the award. “I look at Canadian universities and there are so many people involved in employment equity. Outstanding leaders like Irène Bujara and others are so deserving of an award like this one. That’s why it feels like I am accepting this award on behalf of them.”
From dark matter to plant disease

New funding from Canada Foundation for Innovation enhances cutting-edge research

BY ANNE CRAIG, COMMUNICATIONS OFFICER

Six Queen’s University researchers have earned funding from the Canada Foundation for Innovation (CFI) John R. Evans Leaders Fund to enhance the infrastructure in their labs. The funding will allow for advanced research into cardiovascular disease, plant health, assistive technology, dark matter, neurological diseases and the oil and gas industry.

“Funding from the John R. Evans Leaders Fund is critical for keeping Queen’s on the leading edge of research,” says Dr. John Fisher, Interim Vice-Principal (Research). “New funding for infrastructure will enhance the capabilities of our laboratories and encourage new and advanced research programs at Queen’s. The Lead fund’s provider has the means for our faculty to affect the quality of our lives and to better understand the world we live in.”

Alexander Braun, $180,000 (Geological Sciences, Geological Engineering) - Dr. Braun will use the funding to acquire a superconducting gravimeter, a device that will be used for monitoring fluid migration processes in oil, gas and water reservoirs. There are only 13 of these instruments deployed worldwide and, by adding a second one in Canada, it increases the potential to monitor mass change in reservoirs to improve production efficiency as well as mitigating environmental hazards.

Claire Davies, $225,000 (Mechanical and Materials Engineering) - Dr. Davies will use the funding to support her BDAT (Building and Designing Assistive Technology) Laboratory. Her focus is including the end-user as part of the multi-disciplinary team in the design of assistive technology that best meets their needs.

Jason Gallivan, $250,000 (Psychology) - Dr. Gallivan is working to better understand the perceptual, cognitive and motor-related brain mechanisms in humans, specifically after a stroke. The funding will allow the Memory, Action and Perception laboratory (MAPlab) to acquire new infrastructure that will position Queen’s as a leader in human neuroscience research.

Amer Johri, $220,000 (Medicine) - Dr. Johri, with his collaborator Parvin Mousavi, will develop an advanced imaging tool to detect dangerous types of vessel blockages causing heart disease and stroke. The equipment bolsters establishment of a new Cardiovascular Imaging and Informatics Network at Queen’s (CiNQ) dedicated to developing highly skilled trainees with both clinical and computational expertise to address the demand in the changing digital healthcare economy.

Jacqueline Monaghan, $125,641 (Biology) - The funding will allow the purchase of new equipment that Dr. Monaghan will use to research plants. Her work focuses on how plant immune proteins work, how they are activated and repressed and how they influence growth and development. This research will lead to more effective measures to fight plant diseases.

For more information visit the CFI website (innovation.ca).

A new approach to allergies

BY ANNE CRAIG, COMMUNICATIONS OFFICER

A new approach to treating grass allergies offers potential as a shorter and more effective alternative to traditional allergy shots, according to a recent study led by Queen’s researcher Dr. Anne Ellis (Medicine, Biomedical and Molecular Sciences).

“For many Canadians, the misery of grass allergy season can be lessened through allergen immunotherapy, also known as allergy shots,” says Dr. Ellis. “But this well-known treatment not only involves the discomfort of weekly needles for four to six months, followed by monthly injections for up to five years after, it also carries a not insignificant risk of severe reactions, including anaphylaxis. This new approach could change all of that.”

One of the largest ever conducted on this allergen, the Phase II clinical trial looked at the effectiveness and safety of a grass peptide-based immunotherapy, compared to a placebo, in 226 study participants.

This revolutionary study is the first-ever completed Phase II study using synthetic peptides to treat grass allergies. Unlike traditional grass allergy injections – which use all of the proteins from grass – the peptide therapy works through a different mechanism, using tiny bits of specific proteins to target the most important immune cells.

“It’s a new way of giving immunotherapy that bypasses the indirect route of traditional treatment and goes right to the most important effector cells” says Dr. Ellis, who also works as a clinician scientist at the Kingston General Hospital Research Institute. “The theory is that the proteins used in this kind of therapy are so small, they avoid anaphylaxis.”

Participants were treated with either the peptides or a placebo four months before grass season. After just eight injections – given every two weeks over the course of 14 weeks in total – they were exposed to grass pollen in the Environmental Exposure Unit (EEU) at Kingston General Hospital. The EEU is a state-of-the-art controlled environmental exposure facility that enables up to 140 participants to be tested at the same time.

Dr. Ellis’ study revealed participants who received the peptide treatment showed a significant reduction in allergy symptoms, such as sneezing, nasal congestion, and runny nose upon exposure to grass pollen, while avoiding serious reactions such as anaphylaxis.

Dr. Ellis’s study was published in Journal of Allergy and Clinical Immunology.
Wednesday, March 8, Noon-1 pm
Food on Campus: Economies and Space and Light: The Making of Centre.

Wednesday, March 8, 6:30-8:30 pm
Muslim Societies, Global Perspectives: Panel Discussion - Responding to Islamophobia and Racism at Queen’s

The latest in the Gender Matter Speaker Series features Susan Belyea, Elaine Power, Samantha King at Mackintosh-Corry Hall, Rm: D214.

ACROSS

1) Word with “age” or “race”
2) Flower that blooms in the fall
3) Number crumber
4) Archer’s missile
5) Wind-borne item
6) “Bobby Hockey”
7) Sports broadcast: VIP
8) Extinct bird of New Zealand
9) Spread a rumor
10) Evening meal
11) Dry, as bubbly
12) First name of a Sally Field character
13) Blood classification letters
14) Fond du lac, Wisc.
15) League division, often
16) Closeshould
17) Phone number parts
18) Everlasting
19) Painting for a potable
20) Poetic Emily
21) Letters from the hole?
22) Related to the ear
23) Southwest info
24) “It’s nothing in soccer
25) “... ___ finest hour”
26) Very large birds
27) Eyeball, in a way
28) Bronzed from the beach
29) Ornithological
30) Briskle on barley or rye
31) Capable of igniting and burning
32) Mighty small
33) Chat room persona non grata
34) Blue expanson
35) Staples in magazines
36) Breathing interruption
37) More than desires
38) Tosh-Corry Hall, Rm: B503
39) Poisonous protein in the castor bean
40) Labor strenuously
41) Time of “comfort and joy”
42) Can be identified
43) Home of senators
44) Ceased to be frozen
45) Cyma (molding type)
46) Throat danger
47) Potential aunt, for short
48) Reserved or preserved
49) Village or hamlet
50) Brick of bricks
51) Day of a fed. holiday
52) One that serves the queen
53) Young fellow
54) Widths of some spaces

By Corey Bowers

Dot Com

D O T  C O M

1 2 3 4 5 6 7 8 9
10 11 12 13
5 9 3 4
8 7 2 1
3 1 8 2
4 7 1

Sudoku and Crossword solutions on Page 15
**Staehli captures OUA silver, bronze**

**TRACK & FIELD**
The Queen's track and field teams were in Toronto at York University for the OUA championships Feb. 25-26 where the women finished eighth and the men 10th. Veteran Gael Julie-Anne Staehli picked up a pair of medals for Queen's.

Staehli nabbed her first medal taking OUA silver in the 3,000m on the first day of competition finishing in a time of 9:33.73. On day two, Staehli was back at it in the 1,500m where she came away with a bronze medal finish in a time of 4:26.34.

The University of Guelph Gryphons men's and women's track and field teams swept the team banners at the OUA championships on Saturday evening at the Toronto Track and Field Centre, marking the first time since 2013 that one institution claimed both titles.

All gold and silver medallists from the OUA championships have now automatically qualified for the U SPORTS championships, which will begin March 9 at the University of Alberta in Edmonton.

**SWIMMING**
Queen's had a sole representative at the U SPORTS national swimming championship as Steven Lee swam for the Gaels.

Lee competed in three events at the championship, the 50m, 100m and 200m breaststroke. In the 50m, Lee finished in 14th swimming in a time of 28.93, just 0.38 seconds off the pace of the B final winner. In the 100m, Lee again was up for the B final where he finished 15th in a time of 1:02.89. Lee did not qualify for the finals in the 200m and finished the preliminaries in 30th at a time of 2:21.49.

After three days of competition at the Sherbrooke University Sports Centre, the UBC Thunderbirds won top honours in almost all women's and men's events.

**NORDIC SKIING**
The Queen's Gaels women's and men's Nordic Ski teams finished in fifth place at the OUA championship hosted by Waterloo, Feb. 25-26.

Marlee Sauder had the best performance for the women's side at the 10km as she finished in 17th place in a time of 0:42:15.9. The men's team which takes part in a 15km course saw Marcus Nussabaum finish in 22nd to lead Queen's. He came across the finish line in a time of 0:52:12.9.

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**Healthy rest**

Are you getting enough sleep, giving yourself a chance to rest? Here are three things to consider to improve your wellbeing:

**Sleep:** Adults need seven to eight hours of sleep per night. Go to bed and get up at the same time every day and remove all electronics from the bedroom.

**Physical Activity:** To sleep better try getting regular physical activity. Canadian Physical Activity Guidelines recommends getting at least 150 minutes of moderate to vigorous aerobic physical activity per week.

**Daily Rest:** Research shows that there are significant benefits to including moments of rest into your day. Try taking a few minutes in a quiet space and practice deep breathing or spend time in nature.

Rest is critical for your wellbeing. Take care of yourself.
Pets and People: The Ethics of Our Relationships with Companion Animals, Edited by Christine Overall (Philosophy)

Pets and People, a collection of articles by philosophers from the United States, Canada, Australia, South Africa, and the United Kingdom, focuses on ethical issues connected to a category of individuals who play an extremely important role in human lives: companion animals (pets), with a special emphasis on dogs and cats. Companion animals are both vulnerable to and dependent upon us. What responsibilities do we owe to them, especially since we have the power and authority to make literal life-and-death decisions about them? What kind of relationships should we have with our companion animals? And what might we learn from cats and dogs about the nature and limits of our own morality?

The contributors write from a variety of philosophical perspectives, including utilitarianism, care ethics, feminist ethics, phenomenology, and the genealogy of ideas. The 18 chapters are divided into two sections, to provide a general background to ethical debate about companion animals, followed by a focus on a number of crucial aspects of human relationships to companion animals. The first section discusses the nature of our relationships to companion animals, the foundations of our moral responsibilities to companion animals, what our relationships with companion animals teach us, and whether animals themselves can act ethically.

The second part explores some specific ethical issues related to crucial aspects of companion animals’ lives: breeding, reproduction, sterilization, cloning, adoption, feeding, training, working, sexual interactions, longevity, dying, and euthanasia.

EVENTS

PhD-Community Initiative Team Presentations

Join the School of Graduate Studies in celebrating the success of our PhD-Community Initiative pilot program on Wednesday, March 22, 5-7 pm at the Donald Gordon Centre. Laur@s Last fall as a new theme in our Expanding Horizons program – Setting Ideas in Motion – this initiative has brought together 17 PhD students from a variety of research fields into interdisciplinary teams to assist local community organizations.

Five community groups have benefitted from the team’s fresh, interdisciplinary and analytical approach: Sustainable Energy in Remote Areas (SERA), Queen’s University Biological Station (QUBS) Community Outreach Expansion, Sistema Kingston after-school program, Promoting Relationships and Eliminating Violence Network (PRE-NET), and the Night Economy Project, a partnership with Kingston Economic Development Corporation (KEDCO).

Our students have demonstrated talent, energy and enthusiasm to create positive change by applying the skills and knowledge gained in graduate studies to addressing challenges outside of their particular research field and beyond the academic arena.

Come and listen to their final reports on their projects and join us at our reception. Please RSVP to greatevnts@queensu.ca by Friday, March 17.

Three Minute Thesis Final

The School of Graduate Studies presents the final of the 2017 Three Minute Thesis competition. An opportunity for grad students to present their research to the community in three minutes with one slide and no props. Come out and listen to some of the research that our doctoral and masters students are doing.

Thursday, March 30, 4:30-6 pm, Dupuis Hall Auditorium

Thesis Defences

Thursday, March 9


Supervisor: D.J. Bakhurst, 307 Watson Hall, 9 am.

Wednesday, March 22


Supervisors: H.S. Hassanein; M. Zulkernine, 524 Goodwin Hall, 1:30 pm.

Thursday, March 30


Supervisors: H.S. Hassanein; N.H. Nasser, 524 Goodwin Hall, 2 pm.

Friday, March 31

Nishan Singh Mann, Physics, Engineering Physics and Astronomy. ‘Theoretical and Computational Studies of Disorder-Induced Scattering and Non-linear Optical Interactions in Slow-Light Photonic Crystal Waveguides’.

Supervisor: S. Hughes, 201 Stirling Hall, 9 am.

Tuesday, April 4


Supervisor: R.A. Hutchinson, 312 Dupuis Hall, 8:30 am.

Friday, April 7

Julia Gingerich, English Language and Literature, ‘The Paragon of Animals: Representing Human Animality in Early Modern Literature’.

Supervisor: E. Hanson, 4028 Gordon Hall, 1 pm.