Now in its 10th year, the Queen’s University International Centre Photo Contest provides students the opportunity to share their international experiences with the rest of the community. This year’s contest drew submissions from around the world and here at home, from stark images of everyday life to the natural beauty of the world around us. See story and winning photos on Pages 4 and 5.
Grant bolsters art conservation

Andrew W. Mellon Foundation funding for program focuses on Indigenous material culture

BY ANNE CRAIG, COMMUNICATIONS OFFICER

The internationally-recognized Master of Art Conservation program at Queen’s has received a grant of $632,000 over five years from the Andrew W. Mellon Foundation to develop conservation research and online courses with a focus on Indigenous material culture.

Specifically, the new funding will help initiate and implement comprehensive change to the program’s curriculum and research activities and will help advance the university’s goals of diversity, equity, anti-racism and inclusion. The Andrew W. Mellon Foundation supports initiatives of higher education and culture as they renew and provide access to a heritage of ambitious, path-breaking work. Importantly, this is the first time the United States-based Andrew W. Mellon Foundation has funded a Canadian art conservation program.

“We are excited to have this opportunity to engage with the broader community, nationally and internationally, in curriculum diversification. This project will have a significant and lasting impact through the development of online courses and the creation of an international network of colleagues focused on diversity.”

Founded in 1974 as Canada’s only graduate program in art conservation, the Queen’s program has established key priorities, including an increased focus on Indigenous material culture and ethics. As graduates from this program go on to care for objects and artworks in public and private collections, this project will have a fundamental influence on how these objects are preserved and accessed in the future.

The new five-year project also focuses on developing strengths in research and curriculum on both Indigenous material cultures and modern media and is designed to increase course accessibility through the use of web-based learning. The proposed activities of the project include:

• Symposiums to engage the Canadian and international conservation communities, and the broader field of cultural heritage, in an open discussion related to the challenges involved in the development of new curriculum
• Hosting visiting scholars to build local, national and international networks which include Indigenous elders and knowledge keepers, to support curriculum diversification focusing on Indigenous material and modern media
• Web-based courses to maximize access to new curriculum content
• Increasing diversity in the conservation profession through engagement with under-represented groups, coordination with heritage institutions with Indigenous youth programs to provide a pathway to graduate studies in art conservation
• “One of our institutional research strengths, the Art Conservation program is internationally recognized for excellence in scholarship. This support from the Andrew W. Mellon Foundation will allow the program to better diversify and support a more inclusive and global approach to preservation, such as exploring new and innovative ways to recognize and incorporate traditional knowledge.”

For more information on the program, visit queensu.ca/art/art-conservation.

Statement from Principal Woolf on federal budget

On behalf of Queen’s University, I applaud the Government of Canada for its significant investments in fundamental research through Budget 2018, which will revitalize research and scholarship in Canada.

The budget will support the important work of researchers at Queen’s through an investment of nearly $925 million over five years in the tri-council funding agencies. This represents a 25 per cent increase, and is the largest-ever investment in investigator-led research in Canada. Overall, Budget 2018 contains nearly $4 billion in new investments to support Canadian research including but not limited to the tri-councils. The budget will also support crucial research laboratories and infrastructure through an investment of $763 million over five years in the Canada Foundation for Innovation. This will result in permanent funding for the foundation of $462 million per year by 2023.

Budget 2018 takes crucial steps to advance diversity and inclusivity in Canada’s research system. A $200-million investment over five years for the Canada Research Chairs program will support early-career researchers, help to increase diversity, and increase the number of women who are nominated as chairs. The budget also asks the tri-councils to collaborate to develop programs that will advance equity and diversity in the academy.

These measures complement Queen’s own commitment to fostering diversity and inclusivity through its faculty renewal efforts, and through special programs like Queen’s National Scholars, which aim to energize and enhance Queen’s research and to ensure our faculty is more representative of the community it serves.

I would also like to express my appreciation to Minister of Science Kirsty Duncan for commissioning Canada’s Fundamental Science Review. The panel – which included Queen’s Professor Emeritus Nobes and Nobel Laureate Art McDonald – heard feedback and concerns from across the sector on the nature of Canada’s research landscape.

The measures included in this budget demonstrate clearly that the government has listened to those concerns and has taken action to ensure Canada’s place as a global research leader.

Queen’s University plays a critical role in supporting Canada’s prosperity by creating a highly-skilled workforce and fostering innovation and discovery. Our researchers are tackling some of the world’s most pressing issues – from cancer to climate change – and are helping to improve the quality of life for all Canadians.

I thank Minister Duncan as well as Minister Navdeep Bains and Minister Bill Morneau, along with the government, for recognizing the importance of research to the prosperity of Canada and to the well-being of Canadians. We look forward to working with government in the coming years on ways to further strengthen research in Canada.

Principal Daniel Woolf
New faculty profiles: Kristy Timmons

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

This profile is part of a series highlighting some of the new faculty members who have recently joined the Queen’s community as part of Principal Daniel Woolf’s faculty renewal plans, which will see 200 new faculty members hired over the next five years – approximately 10 net new faculty hires per year. Kristy Timmons (Education) met down with the Gazette to talk about her experience so far and how she made it to Queen’s.

Tell us about yourself and how your first few months at Queen’s have been.

My research and teaching are focused in the area of early child development. I completed my undergraduate degree at Ryerson University in Early Childhood Studies. This experience really taught me the importance of having both theoretical knowledge and practical experiences to truly understand child development. Upon graduation, I pursued graduate studies at the Ontario Institute for Studies in Education (OISE), in the Child Study and Education Master’s program. I really enjoyed working as a registered early childhood educator and a certified teacher. These experiences surfaced a lot more questions than answers about the education field. This led me to pursue a PhD in Developmental Psychology and Education at OISE/University of Toronto. While completing my doctoral studies I had the opportunity to teach in higher education at Ryerson University and the University of Toronto.

While I was writing my dissertation, in the final year of my doctoral work, this position in the Faculty of Education at Queen’s was posted and it really felt like the perfect fit for me.

I have now been in the position since July 1, 2017 and I feel lucky to be at a university where there is so much support for new faculty. In the Faculty of Education we have a mentorship program and are supported in our transition to Queen’s. This mentorship group includes both formal and informal meetings. I was hired with two other new faculty members, Lee Airton and Alana Butler, who I am really fortunate to work with.

Tell us about your research.

My research interests centre on the processes that influence young children’s learning, engagement, and self-regulation. Within this focus, I have carried out research with children, families, and pre- and in-services educators.

My doctoral work examined the influence of educator and child expectations on kindergarten children’s literacy and self-regulation outcomes.

My current research focuses on two additional studies that were informed by findings from my doctoral work. The first is titled, “What is self-regulation anyway? Examination of the ways in which self-regulation is defined and promoted in early years practice and policy documents in Ontario.”

The second is, “Beyond expectation levels: The influence of educator expectations, beliefs, and practices on children’s learning outcomes in play-based kindergarten classrooms.”

Sell us on taking a class with you.

I am currently teaching four courses in the Consecutive Bachelor of Education Program. I hope to teach a graduate course this fall. I recently pitched a graduate course on self-regulation and executive functions. Self-regulation has been a research focus in many fields ranging from education to neurobiology to many subfields of psychology. One of the major challenges is that there is no universal definition for self-regulation, and with differing definitions comes varying ways of measuring it.

It is important that teachers are aware of how to support the development of self-regulation. I often talk about co-regulation with students, as self-regulation involves a social component where a parent or teacher can support children in developing skills to be successful at managing their behaviours, impulses, emotions, and thoughts.

Think of a group of kindergarten students sitting on the carpet: one student is trying to talk to another student about their birthday party while the teacher is reading a story aloud to the class. The child has to inhibit their desire of talking to their friend about their birthday party in order to comprehend the story. With older students, the distraction could be looking on Facebook or checking a text message. These are really simple examples but are helpful in thinking about the daily interactions that require self-regulation skills.

Children’s self-regulatory and attention skills are among the strongest predictors of future academic success. Although educators know the importance of self-regulation development, researchers and teachers alike continue to struggle to understand the complexities of what self-regulation is and how best to support it in a school context. I am hoping to offer a graduate course where we can begin to unpack the complexities of self-regulation and executive functions together.

You are teaching teachers so… what are some of the strategies you use in the classroom?

I apply a lot of strategies I used when I was a teacher to my teaching in higher education. It sounds a bit funny, but when you think about it, I am teaching at the Faculty of Education, many of our graduates will become teachers. I try to model strategies and practices that they will use in their classrooms.

I use various teaching approaches into my weekly class structure. I integrate a lecture component with in-class activities and discussions. I often integrate case studies into my lectures, as I find this allows students to reflect on real practice situations. I promote student involvement in the courses I teach through think, pair, and share interactions and small group discussions. I often encourage students to begin discussing concepts in these small groups and then ask for a group leader or a member of the partner team to summarize key points that have been discussed.

This past term, I had the opportunity to teach a Foundations of Psychology course where I had over 500 students. This was my first time teaching a large lecture-style class and I am continuing to learn what works and does not work in that teaching context.

Given your interest in early years education… what is your favourite kid’s book, and why?

And what was your favourite subject in school?

To promote inquiry-based learning methods with students. In one of my classes, before reading the story, I asked the students to picture a tree and then to draw what they were picturing. Some drew a family tree, some drew a Christmas tree, and others had personal stories about a tree they had planted in their backyard or a tree they pass by on their daily run.

I emphasize in my literacy and language course how to use storybooks as a starting point into an exploration. I think these examples demonstrate the unique ideas and perspectives students bring with them to their teaching and learning.

My favourite subject… language arts or social studies.

Anything you do to unwind?

Since moving to Kingston, I have taken up rock climbing which is something I never tried before. Unwinding for me often involves being active… spinning, weight lifting, and walking my dog. I am looking forward to exploring more of Kingston this summer. I went to Wolfe Island last year but I am hoping to see other parts of this year.

What are you most grateful for?

I had an interest in research and teaching in the early years. With this role at Queen’s, I have found a path that brings teaching and research together. From early on, I knew I was interested in teaching and always had questions I wanted to explore in a research capacity. I am grateful to be in a position where I get to teach in higher education, work in the early years through my research, and continue to explore questions with the hope of improving the education of our youngest learners.

I am also grateful to have a loving supportive network of family and friends around me who have supported me in accomplishing my goals. They have provided that extra external motivation when my internal motivation was running low.

I am the only teacher in my family, my brother’s background is in musical theatre and I remember telling him “teaching is my stage.”
WORLD VIEWS

BY COMMUNICATIONS STAFF

A growing number of Queen’s students participate in global learning opportunities through Queen’s exchanges. At the same time, the number of students coming to Queen’s from around the world is increasing every year. Through the Queen’s University International Centre (QUIC) Photo Contest this diverse group of students has the opportunity to share some of their amazing experiences. Now in its 10th year the annual contest continues to draw images from around the world, across Canada, as well as here on campus. Each year, close to 150 students submit their photos to the contest.

This year’s winning photo, as selected by a panel of judges, was submitted by Ana Sofijanic, an international graduate student from South Africa (Master’s in Civil Engineering), taken during a trip to Iran. The image captures an Abyanaki woman as she escapes the midday sun, sitting in the shade of the old red clay houses that make up the village of Abyaneh.

“I thoroughly enjoy photography because it requires me to be aware of my environment and have an eye for subtle details and beauties that I would usually overlook. I think QUIC has provided a really cool platform for students to share their talents and get a glimpse into each other’s worlds through photography,” Ms. Sofijanic says. “I’m overjoyed that the judges saw something special in my photo and chose me as the overall winner, especially considering the beautiful photographs that were submitted by other students. I would like to thank the QUIC team for this award, because it has given me confidence and enthusiasm to keep taking photos, and most importantly, share them with others.”

The contest features four categories – People and Culture; Landscape and Nature; Home Away From Home; Critical Global Issues.

This year’s category winners are:

- People and Culture – Julien Roger – Exchange from ESSEC Business School – People conditioned by their device vs. genuine people
- Landscape and Nature – Emilia Ciobanu – ConEd’18, was on exchange in Grenoble, France – Beetle’s Juice
- Home Away From Home – Shirley Wong – Artsci’18, international student – Under the same sky as home
- Critical Global Issues – Sifeng Lu – Exchange from Shanghai University of Finance and Economics – Coca-Cola

“It is a delight to review the amazing student stories and photographs each year,” says Hanna Stanbury, Programs Coordinator, QUIC. “Our students have such an incredible international experience and knowledge. QUIC is proud to provide this opportunity for students to share with our community to remind us of the diversity at Queen’s.”

A special display of the photos is being hosted at the QUIC in the John Deutsch University Centre, starting Wednesday, March 7 at 4:30 pm. See more submissions online at quic.queensu.ca/about-quic/photo-contest/.

SHADE OVER A WARM HEART

I visited my friend who lives in Iran and we went on an unforgettable road trip to experience the rich history and beauty the country has to offer. This photo was taken when we stopped in Abyaneh, one of Iran’s oldest villages. It is located in a desolate valley, and has maintained its authenticity with its old red clay houses and traditional peoples. Walking around the village was a surreal experience; it was like walking through a ghost town because most of the homes had been deserted and the people who still lived in the village were indoors escaping the harsh midday heat (it was about 42 degrees Celsius at the time). Considering these harsh conditions, it was a precious moment when we came across an old, frail Abyanaki woman sitting in a slither of shade outside her home. The moment she saw us, her face lit up and she greeted us with an affectionate smile, at which point I took this photograph. She then offered us some dried pears that she had prepared, which was such a humbling experience as she had so little and was willing to share with complete strangers. This photo encapsulates my personal experience of Iran: a hostile environment superimposed by people who are warmhearted and a culture that is rich and resilient.

– Ana Sofijanic
CRITICAL GLOBAL ISSUES WINNER – Sifeng Lu – Exchange from Shanghai University of Finance and Economics – Coca-Cola. Taken in San Miguel, Mexico.

LANDSCAPE AND NATURE WINNER – Emilia Ciobanu, ConEd’18 – Beetle’s Juice. Taken in Grenoble, France.

HOME AWAY FROM HOME – Shirley Wong – Artsct’18, international student – Under the same sky as home. Taken in Kingston.

PEOPLE AND CULTURE – Julien Roger, exchange from ESSEC Business School – People conditioned by their device vs. genuine people. Taken in Paris, France.
Unveiling Queen’s forgotten black history

The following column was written by Kyla Tozer, Bachelor of Health Sciences student and organizer of the Neuro Race Weekend. It was first published through the Dean On Campus Blog (healthsciences.queensu.ca/deans_blog).

The question I kept asking myself – How do you repay someone for saving your life? – slowly began to have an answer. To my surprise, the answer wasn’t what I thought it would be. I figured that somewhere along my journey I would hear a story, or a doctor would tell me “this is how you can repay us,” but that moment never came. It was such a hard question because the answer was not a tangible thing. I couldn’t put a price on repayment because there is no amount of money in the world that can add up to someone’s life. I finally realized that I needed to change my question – How can help the team that saved my life, continue to save other people? – and this has such an answer.

In 2009, I was diagnosed with a hemorrhage, depression/anxiety, stroke, spinal surgery, epilepsy, and chronic headaches – I feared for my future. I received the diagnosis, I thought I was going to die. I looked around at the tired faces of those who got out of bed on a rainy Sunday morning to help me set up the race and saw the runners warming up; doctors, nurses, families, and kids were all smiling as they prepared to accomplish something they had been training weeks on end for. It hit me, I did it – I answered my question. “How do you repay someone for saving your life?”

You help them save other people. Throughout the day, I watched all ages of runners cross the finish line; 500 runners ranging from Grade 2/3 students at Centennial Public School to 90-year-olds just wanting to say thank you. There was a special vibe that day that I can’t explain – it was that moment when people could come together and it didn’t matter if you had a tumour, aeurismus, concussion, stroke, spinal surgery, epilepsy, hemorrhage, depression/anxiety, or you just wanted to support someone. Today was the day that we were all there to support each other. I have always explained the path to recovery as a bridge, and the 2018 Neuro Race Weekend framed this as a bridge to get over an ocean of problems. But, it takes the first person walking the bridge to help the next person cross without fear.

Neuro Race Weekend I decided to change my path. I never excelled in high school and the idea of attending Queen’s University was nothing more than a dream in my wildest imagination. But after the surgery and “recovery,” I discovered something that many of us brain injury survivors discover. I was the new me. This new life I have been granted had a brighter future, and being accepted into Queen’s Health Sciences has been an accomplishment I would not have been able to gain if it wasn’t for this new life.

On May 6 we will host the second annual Neuro Race Weekend. We need the support and strength of the Queen’s community to come together and support not only the team that saved my life, but the lives of loved ones all around us.

When people think of the Neuro Race Weekend, I want people to think one thing – it’s never too late to say thank you. And most importantly, we are and always will be... Stronger, Together.

Visit facebook.com/Neurohalf for details about this year’s event.

Chasing a dream – How do you repay someone for saving your life?
Report updates Queen’s Pension Plan deficit

BY PETER JEFFREY, ASSOCIATE DIRECTOR, NEWS AND PUBLICATIONS

An actuarial valuation on the Queen’s Pension Plan (QPP) has been completed as of August 2017 and will be presented for approval to the Pension Committee of the Board of Trustees at their upcoming meeting in March. This report updates the results from the previous report issued in early 2015, as of August 2014. Under provincial regulations, actuarial valuations must be filed with the provincial pensions regulator every three years.

The valuation examines the financial state of the pension plan on both a "going concern" basis, which assumes the plan continues to operate normally, and a "solvency" basis, which assumes the plan is closing today. As the plan sponsor, the university is required to make special payments into the plan if a deficit exists under either approach.

The 2017 valuation results set the QPP’s going concern deficit at $32 million, a large decrease from the $175 million in the 2014 report. Much of this improvement is due to strong investment gains on pension plan assets over the past several years. The solvency deficit remains significant, increasing slightly to $33 million from $285 million in 2014.

Under the solvency relief provisions, the university’s estimated annual special payments are expected to be $19 million per year starting in 2018, down slightly from the current $20.7 million per year. Annual special payments of approximately $50 million per year would be required if no solvency relief program was in place.

“What is important that Queen’s has a viable pension plan for all current and retired employees and Queen’s has been taking the necessary steps to ensure that the long term financial sustainability of the plan is being addressed in a responsible manner,” says Donna Janiec, Vice-Principal (Finance and Administration). “At the same time, the university will continue to benefit from partial solvency relief from the province which will allow us to address our ongoing pension obligations while investing in other important university priorities, such as faculty renewal, inclusivity and diversity initiatives, and deferred maintenance.”

The university has been building a special reserve fund over the past three years to offset the impact of future solvency deficit payments or to potentially ease the transition to a new university sector jointly sponsored pension plan (JSPP). Contributions to the pension reserve will continue during the 2018-19 fiscal year, with a decision on future years to be made as part of the 2019-20 budget process. At the same time, Queen’s is continuing to work with two other universities, including participating employee groups, and the provincial government on the creation of a multi-employer, jointly sponsored pension plan for the university sector in Ontario. Queen’s, the University of Toronto, and the University of Guelph are now looking to finalize the outstanding design and governance elements of the project. All Ontario universities will have the option to join the JSPP once established.

More information about the Queen’s Pension Plan is available on the Human Resources website (queensu.ca/humanresources). Anyone with pension-related questions may contact Bob Weisenagel, Director, Pension Services at bob.weisenagel@queensu.ca or ext. 74184.
James Sawchuk is headed to Pyeongchang as an athletic therapist for the Canadian men’s sledge hockey team

BY ANDREW CARROLL, GAZETTE EDITOR

For James Sawchuk it has been a hectic few weeks since he found out that he is going to the Pyeongchang Paralympics.

An athletic therapist with Queen’s Athletics and Recreation, Mr. Sawchuk will be supporting Canada’s sledge hockey team in their pursuit of a gold medal.

While he completed the paperwork in the fall and was added to the team’s long list, he only found out on Jan. 17 that he was going to South Korea. The Paralympics are being held March 9-18.

Since then it has been a rush to get everything in order.

“When they phoned I was absolutely surprised because I really felt that when I did the long list stuff, it was probably exactly that, a long shot, especially a month out from the Olympics,” says the Mallorytown resident. “So those two weeks of organizing, scheduling and all the things I needed to get into place, it felt overwhelming. Not only looking at the things that need to be done in the two weeks prior to leaving for Pyeongchang but even towards the end of March and having everything sorted out for that.”

Fortunately, he has the full support of Athletics and Recreation to pursue this dream opportunity.

“They were very keen to support this experience,” he says. “The biggest sort of hurdle is that it is playoffs season for several Gaels teams. The question was how are we going to manage all that? So we sat down and came up with a schedule that was going to let me to go and still have the coverage and support that we have here.”

With all the groundwork complete, Mr. Sawchuk then traveled with the team to Buffalo where they faced off with their rivals from the United States in a Paralympics warmup. Finally, the magnitude of what lay ahead started to sink in.

“I think when it really hit was when the Canadian Paralympic Committee officially announced the team and the staff (after the camp on Sunday, Feb. 11),” he says. “We woke up, had our gear fitting, got the gear that afternoon.

That’s when it was ‘Wow, okay. This is happening in two weeks. I am hopping on a plane and flying to Korea.’”

At the Paralympics Mr. Sawchuk will be working to make sure the players are in game shape, helping them with any injuries or aches picked up in a physically-demanding sport.

“The whole purpose of me being there is to support the players to allow them to take the last four years of work and preparation and be able to put it all out there and be on the ice and participate to the absolute best of their ability,” he says. “Yes, there are obviously things I want to achieve as well but in the end I’m going to Pyeongchang for those players who have been busting it for four years to make sure they live out their Olympic experience.”

This won’t be Mr. Sawchuk’s first international work. At the Winter Universiade in Almaty, Kazakhstan, he was the athletic therapist for the Canadian men’s hockey team led by Queen’s Gaels head coach Brett Gibson and held the same position for the men’s volleyball team at the 2007 Universiade in Bangkok, Thailand.

Paralympic hockey starts on Friday, March 9. Canada is competing in Group A with Italy, Norway and Sweden.

James Sawchuk received a jersey and bronze medal as the athletic therapist for the men’s hockey team at the 2017 Winter Universiade in Almaty, Kazakhstan. He is now headed to the Pyeongchang Paralympics with the men’s sledge hockey team.

THESIS DEFENCES

Friday, March 9

Thursday, March 15

Wednesday, March 21

Monday, March 26

Tuesday, March 27
Learning Outcomes Assessment project in new phase

BY PETER JEFFREY, ASSOCIATE DIRECTOR, NEWS AND PUBLICATIONS

During their undergraduate years, students are busy mastering their course curriculums. But there is a growing focus across Queen’s University on ensuring their critical thinking, creative thinking, and problem solving skills are also being put to the test at every opportunity. These transferable skills are what employers are interested in, and can really help when students get out into the job market.

This is where the ongoing Learning Outcomes Assessment project at Queen’s comes in. It’s funded by the Higher Education Quality Council of Ontario (HEQCO) and has now entered a new phase with the launch of the Cognitive Assessment Redesign (CAR) initiative.

“This initiative is aimed at taking into account everything we have learned so far about how to measure and embed more cognitively thinking skills into undergraduate courses,” says Jill Scott, Vice Provost (Teaching and Learning). “It also provides our faculty with support to increase their capacity to specifically develop and assess transferable higher-order skills.”

To get things started, instructors from 25 first- and fourth-year courses expressed interest in redesigning assignments materials to support student skill development. The courses from several different faculties each received a $5,000 grant to fund the modification or improvement of their courses. Each was also paired with an assessment facilitator with expertise in their area to help them align their assessments to a set of standardized rubrics.

A rubric is essentially a tool for teachers that defines and describes what is expected for a specific level of achievement. Queen’s has settled on a set of standardized rubrics that articulate four levels of achievement, aimed at the demonstration of skills from first- to fourth-year undergraduate education.

“The research is showing, one of the best ways to measure a student’s ability to apply knowledge or skills as they would in the real world is to embed critical thinking and problem-solving challenges into their regular course work and then assess it as part of their mark,” says Brian Frank, Associate Dean (Teaching and Learning) and co-Principal Investigator, along with Dr. Scott. “The important part is ensuring the standardized rubrics are being applied by all instructors in the same way so we can gather reliable data and thereby get a clearer picture of how many of our students are typically improving during our undergraduate years at Queen’s.”

As part of this rollout, teaching assistants working with participating instructors are also being specially trained to score assignments that align with the standardized rubrics. This will ensure they are all marking consistently across a course that has quite a few students and quite a few teaching assistants.

“For students, this new way of designing authentic assignments or assessments has a lot of benefits. When they receive the rubrics up front it helps them figure out what they need to demonstrate to receive top marks on the assignment. They can also then compare their eventual rubric results with what they think they can improve,” says Natalie Simper, Assessment Research Project Manager in the Centre for Teaching and Learning.

“With this authentic assignment work, a selection of students are being given a rubric and told where they can improve,” says Natalie Simper, Assessment Research Project Manager in the Centre for Teaching and Learning.

“Instructors and participating students are appreciating the clearer direction the rubrics provide and have fewer questions both during and after their assignments.”

Along with this authentic assessment work, a selection of students in first and fourth year are also writing a standardized test this year. The ETS HEIghten assessment also aims to measure the students’ ability to both analyze and synthesize complex information.

“So far about 1,500 students have written the test this year. We have developed methods to effectively compare the first- and fourth-year students' test results so we can quantify the difference. These results support the validity of rubric evaluation of the authentic assignments,” says Ms. Simper.

Queen’s is one of seven universities and colleges in the Learning Outcomes Assessment Consortium created by HEQCO in December 2012. The organization will soon publish the results from the first phase of the Learning Outcomes Assessment project completed last year at Queen’s. As for next steps, the program has received the green light for the 2018-19 academic year to ensure the initiative can continue to grow.

“Overall, our aim in this phase is to provide a network of instructors and facilitators who are able to share their expertise in cognitive assessment redesign with their colleagues. This way the work will begin to spread organically for the benefit of students and instructors alike,” says Dr. Scott. “Most people at Queen’s have likely never been part of a project like this before and it can change how you think about your role or practice as a teacher and open you up to think about assessment but it’s quite invigorating to apply fresh techniques and new knowledge to the educational work we all believe in.”

For more information on the CAR initiative or the overall project, visit the Learning Outcomes Project webpage or contact Natalie.simper@queensu.ca.

Stepping up cybersecurity through new online course

BY PETER JEFFREY, ASSOCIATE DIRECTOR, NEWS AND PUBLICATIONS

Through the ever-expanding internet, people at Queen’s can connect with peers around the world and find information to help with their research and other professional endeavours. But along with all this opportunity, comes exposure to some serious risks.

Universities have become targets for cyberattacks as they own vast amounts of valuable research and financial information. Universities are also often vulnerable as they are designed for collaboration and have a high volume of employees who bring their own devices to work.

Most of these attacks are launched by organized crime, state or nation, hacktivists, or insiders. Over the last few years, Queen’s and several large Canadian universities have fallen victim to damaging cyberattacks, including the University of Alberta, Carleton University, and the University of Calgary, which paid $20,000 in a ransomware attack that hijacked some of their computers.

It’s why stepping up cybersecurity is an important priority at Queen’s. The university’s information technology system underpins all of our academic and research activities, and is crucial to our financial sustainability. To safeguard it, Queen’s has been implementing a number of new cybersecurity measures behind the scenes recently, and next up is the launch of a new online course.

The Cybersecurity Awareness Course is now available for all full-time or term employees who have a computing relationship with the university. The course takes about 45 minutes to complete and features modules on phishing, ransomware, and mobile security.

“Everyone at the university has a role to play in preventing cyberattacks and this course will give faculty and staff the latest information to help them protect their devices and all of their professional, research, and personal data from being hijacked, stolen, or even destroyed,” says Jennifer Doyle, Chief Information Officer. “As we’ve seen in other cyberattacks in Canada and the U.S., a cyberattack can cause significant financial and operational damage.”

To promote the course, members of the cybersecurity awareness project are now beginning to meet with faculties and departments across campus to talk about who should take the course in their area. Everyone identified will then receive an email invitation with a link to the course webpage.

“Each area of Queen’s is unique, and this customized approach will allow us to work closely with large and small teams across campus to answer people’s questions and encourage them to participate,” says Denise Ernst, Information Security Officer. “Our goal is to reach an 80 per cent participation rate by the end of 2018.”

A few weeks after completing the course, users can expect to be part of an interesting follow-up exercise. They will be sent spoofed emails to see if they can avoid being “phished.” If all goes well, they will identify the email as phony and report it to abuse@queensu.ca.

“The phishing exercise is a safe and timely way for us to measure the effectiveness of the awareness course and to reinforce the course material by reminding people of what they learned,” says Ms. Ernst.

Meetings with different areas are now being scheduled but the course is already available online for anyone who would like to log in and take it now. It can be accessed at queensu.ca/its/securitycourse.
Six students inducted into Tricolour Society

BY COMMUNICATIONS STAFF

Six students – Hana Chaudhury (Com’18), Emilio Frometa (MIR’18), Max Garcia (Cmp’17), Asha Gordon (Arts’ci’18), Adam Grotsky (Arts’ci’16, Law’19), and Alexandra Palmeri (NSc’18) – have been named recipients of the Agnes Benidickson Tricolour Award, one of the highest honours a student can receive from the university.

“These are the best of the best that we have at Queen’s,” says Rector Cam Yung (Arts’ci’17), whose office is in charge of selecting which students are inducted into the Tricolour Society. “These are people who help others in need of support and have recognized gaps that have impacted students and the Kingston community. They have stepped up when others were at low points and worked their butts off to support and advocate for others.”

Students are selected for their distinguished service to the university in non-athletic, extra-curricular activities, with the three tenets being service, leadership, character. This year’s recipients:

Hana Chaudhury has a long list of activities and roles advocating for students, in particular for women and racialized students on campus, including serving on the Principal’s Implementation Committee on Racism, Diversity and Inclusion, Queen’s Female Leadership Committee on Racism, Diversity and Inclusion at Queen’s through her work with clubs such as Queen’s Black Academic Society and Levana Gender Advocacy Centre. She worked with colleagues, students and alumni to co-found the Autism Mentorship Program, an organization that pairs varsity athletes with children who have Autism Spectrum Disorder (ASD).

Max Garcia has spent much of his time at Queen’s helping students make the transition from high school and then to life after Queen’s, whether that is being a residence don or serving as president of the Queen’s Student Alumni Association. He advocated for classmates as president of the Computing Students’ Association and successfully lobbied the School of Computing to hire another professor.

Asha Gordon has been an integral part of race and ethnic inclusion at Queen’s through her work with clubs such as Queen’s Black Academic Society and Levana Gender Advocacy Centre. She worked with colleagues, students and alumni to co-found the Queen’s Black Alumni Chapter.

Adam Grotsky is the former president of Arts and Science Undergraduate Society (ASUS) and current president of Society of Graduate and Professional Students (SGPS) who implemented several crucial programs, most notably the Arts and Science Internship Program, which provides students with invaluable work experience to complement their in-classroom learning.

Alexandra Palmeri has had a positive impact on her faculty during her three years as Nursing Science Society president. Among her many accomplishments were supporting students through the academic appeals process, advocating for curriculum changes, revitalizing two workplaces for students, and co-founding Threads of Inquiry – a clothing company that raises funds for undergraduate nursing student research.

“I want to thank all the recipients for their service. That is the purpose of the Tricolour Society – to say thank you,” says Mr. Yung.

The Tricolour Award has a long history at Queen’s. It was first handed out in 1940, and one of those original recipients was John Matheson (Arts’40, DSA’77, LLD’84) who went on to serve in Ottawa as a Member of Parliament. In 1967, he helped created Canada’s highest civilian honour, the Order of Canada, which he said he based on the Tricolour Society. He is also considered the father of the Canadian flag for leading the committee that helped select the red maple leaf as our flag in the 1960s.

Other notable past Tricolour Award past recipients include: Dragon’s Den TV star Michele Romanow (Sc’07, MBA’08); author and Globe and Mail columnist Jefrey Simpson (Arts’77, LLD’18); and former Bank of Canada Governor and Queen’s Chancellor Emeritus David Dodge (Arts’65, LLD’02).

This year’s recipients will be honoured at a ceremony on April 7 at Grant Hall.

Celebrating a ‘strong research culture’

BY COMMUNICATIONS STAFF

The Faculty of Education recognized the achievements of faculty members over the past year on Thursday, Feb. 22 as it hosted its Celebration of Scholarly Activity.

At the second annual event, hosted by Ted Christou, Interim Associate Dean, Graduate Studies and Research, four faculty members were recognized for their work and shared their experiences, including research, publishing, and networking with colleagues.

“Our Faculty of Education has a strong research culture. Our faculty members are involved in diverse projects involving educational stakeholders at local, national, and international levels,” Dr. Christou says. “Celebrating research excellence allows us to pause and highlight the meaningful work that we engage in regularly.”

Those recognized were:

Rosa Bruno-Jofre: Authored two books – Catholic Education in the Wake of Vatican II with a SSHRC Connection Grant and Vatican II and Beyond: The Changing Mission and Identity of Canadian Women Religious; received a SSHRC Connection Grant to organize a symposium on educationalization of social and moral problems at the Pontificia Universidad Catolica de Chile, Santiago in August 2017, and received an award as one of TD Bank’s 10 most influential Hispanic Canadians.

Chris Deluca: Received the American Educational Research Association (AERA) Outstanding Paper Award in Classroom Assessment for a paper entitled “Changing approaches to classroom assessment: An empirical study across teacher career stages”; received a SSHRC Partnership Development Grant for a project titled “Preparing Teachers for the Age of Accountability: An International Partnership for Enhancing Teacher Education in Assessment”; and received a SSHRC Insight Development Grant for a project titled “Building Creative Capacity through Assessment for Learning in the Arts”.

Ben Kutsyuruba: Co-editor of the book The Bliss and Blisters of Early Career Teaching: A Pan-Canadian Perspective.

Tom Russell: Recognized by the International Study Association on Teachers and Teaching for “significant and exemplary contributions through research, teaching, and professional service in the international field of teaching and teacher education, and continued an international collaboration speaking to universities and organizations in Chile.”
Plant-based menu keeps growing

BY DAVE RIDEOUT, COMMUNICATIONS OFFICER

The creator of the first 100 per cent plant-based dining hall in North America recently visited Queen’s University to train campus chefs how to create delicious, cost-effective and sustainable meat-, egg-, and dairy-free meals for students.

Wanda White, Executive Chef with the Humane Society of the United States and former Executive Operations Chef at the University of North Texas, is delivering a two-day, hands-on tutorial to Queen’s Hospitality Services/Sedexo culinary staff to help them meet the growing demand for plant-based diets.

“We’re very excited that Chef Wanda White and her Food Forward Culinary Experience is here on campus to share tips and techniques for preparing plant-based meals,” says Colin Johnson, Queen’s University Campus Executive Chef. “This is the second-ever workshop of its kind that she has held in Canada, so we’re proud to be part of the leading edge effort to promote and provide healthy vegetarian and vegan dietary options.”

Queen’s joins the ranks of Dartmouth, Harvard, the University of British Columbia, and many other North American schools in hosting a Food Forward event – a joint effort between post-secondary institutions, the U.S. and Canadian Humane Societies, and Chef White.

“Equipping our culinary staff with an arsenal of plant-based recipes adds depth and quality to the array of meal options we provide,” says Jessica Bertrand, Registered Dietitian and Wellness Manager at Queen’s. “There are a number of health benefits associated with including more plant based products into our diet. Research has shown a well-balanced plant-based diet can lower the rates of obesity, diabetes, heart disease, blood pressure and cholesterol. However, following a completely plant-based diet is not easy to do overnight. Instead, try introducing one meatless meal a week to start.”

According to the Humane Society International/Canada, between 2 and 6 per cent of Canadians are vegetarian or vegan, but everyone can benefit from some plant-based eating.

Chef White worked together with Chef Johnson and the Queen’s culinary staff to practice preparing a wide array of new plant-based dishes over the course of the two-day event, including ideas for every meal, from breakfast to dinner – and even dessert.

Following the training, the recipes learned by the Queen’s culinary staff will aid the campus in providing more vegetarian and vegan options to students. There is a plan to increase vegan offerings by five per cent at Queen’s dining halls and retail locations in time for fall 2018.

Soprano returns to Queen’s as artist-in-residence

Soprano Susan Gouthro (Mus’99) will also perform at The Isabel on March 9

BY ANDREW CARROLL, GAZETTE EDITOR

When Canadian soprano Susan Gouthro arrives at the Dan School of Drama and Music as the artist-in-residence from March 5 to 10, it will also be a homecoming for the Queen’s University alumna.

After graduating in 1999 with a Bachelor of Music, Ms. Gouthro then completed her formal training with a Master’s of Music from Western University. Her training then led her to Europe and she took up a permanent soloist position with the Kiel Opera House from 2002-2014, performing roles including Mimi in Puccini’s La Bohème, Violetta in Verdi’s La Traviata, Marguerite in Gounod’s Faust, Donna Anna in Mozart’s Don Giovanni, and Rosalinde in Johann Strauss’ Die Fledermaus.

During her Queen’s residency, Ms. Gouthro will visit several classes, lead a vocal master class and will be available for consultation with students or faculty. The residency will culminate with a public recital with Queen’s alumna and pianist Allison Gagnon, at the Isabel Bader Centre on Friday, March 9 at 7:30 pm. The program includes works by Poulenc, Wolf, Burge, Harbison and Yeston.

She is certain that returning to Queen’s, and her hometown Kingston, will be special. “I haven’t had much contact at all with the university since I left, I had been toying with the idea of doing a concert in Kingston or at Queen’s for years but it just hadn’t come to fruition since I was always working in Germany,” she says. “I’ve never really sung professionally in my own country, let alone hometown. Therefore, despite singing professionally for 15 years, many of my friends and family have not had the opportunity to see me perform live. So, doing this concert at Queen’s enables me not only to perform for the university and music community, but also for some dear friends and family members.”

Dr. Gagnon has led an outstanding career both as a pianist and an educator. She currently directs the Collaborative Piano Program at the University of North Carolina School of the Arts, and appears in recital with both instrumental and vocal colleagues. Before joining the UNCSA faculty in 1998, she taught at Queen’s and was staff pianist at McGill University.

Recently, Gouthro moved to Harrisonburg, Va., where she is pursuing a Doctorate of Musical Arts in Voice Performance, Pedagogy and Literature at James Madison University.

However, Queen’s will always be a special place for her, thanks to the friendships she developed as well as finding her love of music even though she started off in English studies. “My time as a student at Queen’s is very full of fond memories,” she says. “I remember vividly switching into the School of Music and just being amazed at how I was learning something new each day that I had never heard of before. You see I fell into music and did not have a background of musical training. Starting at 21 is late indeed – but it worked, I was fascinated with the idea of performing and so drawn to it. I am so grateful to have found the opportunity to have that nurtured at Queen’s.”

Concert information and tickets are available at The Isabel website (queensu.ca/theisabel).

Susan Gouthro’s residency is supported by the George Taylor Richardson Memorial Fund and the Faculty of Arts and Science Visiting Scholar program.
A long-distance family medicine residency

Queen’s family medicine residents participate in unique Falkland Islands rotation

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

One of the strengths of Queen’s Family Medicine residents is their ability to work almost anywhere. As a part of their two-year residency, these family doctors spend six months of training in a community setting, and at least two of those months are spent in a rural setting.

So, when a remote British overseas territory off the coast of South America found itself in need of medical professionals, a Queen’s alumnus knew exactly where the Falkland Islands’ government could find help.

“Thanks to a connection made by Andrew Pipe (Meds’74) of the Ottawa Heart Institute, Queen’s Family Medicine residents have been taking on placements in the Falkland Islands in recent years as part of a strategy to help the territory meet their need for well-trained family doctors,” says Geoffrey Hodgjets, Enhanced Skills Program Director, Rural Skills Program Coordinator and Kingston Residency Site Director in the School of Medicine.

While the Falklands previously relied on British and foreign-trained physicians, it has been more difficult to attract doctors with the necessary skills to work in a remote setting such as the small island nation, located to the east of South America’s Patagonia coast. Additionally, providing medical care to the population – which is divided up across several islands – requires medical experts who can work in the field with limited equipment.

Katherine Soucie, a second-year post-graduate family medicine resident (PGY2), assesses patient Norma Edwards in clinic at the King Edward VII Memorial Hospital in Stanley, Falkland Islands.

Since forming the agreement, approximately six Queen’s family medicine residents per year have headed to the Falkland Islands with one or two residents making the trip at a time. During their rotations, residents work under the direction of the Falkland Islands’ Chief Medical Officer, Rebecca Edwards, and her delegates.

“We are privileged to work with these skilled, knowledgeable, and experienced young doctors,” says Dr. Edwards. “I am always extremely impressed with the ability of these residents to travel across the globe, to a new country and unknown hospital where medical practices might be unfamiliar, and be able to just get on with the job at hand. The residents seem unfazed by the changes, meeting each new challenge with focus and dedication and asking appropriate questions when needed.”

This rotation gives residents an opportunity to experience the Falkland Islands, and assess their interest in the territory’s available enhanced training scholarship. The scholarship offers a post-graduate third-year training position provided the resident stays for a one-year return of service.

Most importantly, it helps the territory potentially recruit physicians to help meet their needs longer term.

Belle Song (Meds’15), a Queen’s family medicine graduate, is the first to take advantage of the Falkland Islands’ training scholarship. Dr. Song is currently completing her enhanced rural skills training. When she completes her training later this year, she will work at the King Edward VII Memorial Hospital in the Falkland Islands.

She is already familiar with this setting, as she was one of the earliest Queen’s family medicine residents to complete a two-month rotation in the Falkland Islands in 2016.

“From the moment I arrived, I felt that I was a part of the Falklands community. Some of the nurses, pharmacists, radiation techs, and physiotherapists have become close personal friends, and even residents of the island were incredibly welcoming.”

– Belle Song (Meds’15)

While rural medical training is an expectation among Canadian family medicine post-graduate medical programs, Queen’s Department of Family Medicine has a long tradition of preparing family physicians for practice in various rural and remote settings.

To learn more about the Falkland Islands scholarship for Family Medicine residents, visit familymedicine.queensu.ca.

Queen’s Engineering Outreach team teaching digital skills

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

Local youth and schools will continue to benefit from technology workshops offered through Queen’s thanks to a recent federal government funding announcement.

Actua, a Canadian charity focused on science, technology, engineering, and math (STEM) education among youth, received the largest amount of funding under CanCode, an initiative of the Canadian Ministry of Innovation, Science, and Economic Development. As a member of the Actua network, Queen’s Engineering Outreach will receive $230,000 over the next 18 months.

On hand to celebrate the funding announcement were representatives from Actua, and Kingston and the Islands MP Mark Gerretsen.

“CanCode is our government’s down payment on Canada’s future. This program will help ensure more young Canadians, of all backgrounds, have the right skills for the jobs of the future. Coding and digital literacy will be the bedrock of future jobs and further study in high-demand STEM fields,” says Mr. Gerretsen.

The funds will be used to provide free workshops to elementary school students to help them build their digital skills, and expose them to technologies such as coding and robotics. The workshops are offered multiple times per week across the greater Kingston area, and the funding will support programming through to the summer of 2019.

“On behalf of Queen’s, we thank Actua and the federal government for this funding, which will benefit thousands of students in our area,” says Scott Compeau, Outreach Lead with the Faculty of Engineering and Applied Science.

“This funding will allow us to continue to partner not only with local schools but also with First Nations communities to engage students in science, technology, engineering, and math-related learning activities,” says Melanie Howard, Director of Aboriginal Access to Engineering.

The Queen’s Engineering Outreach team recently won the “Experience Award: Indigenous Youth in STEM” from Actua. For more information on the Aboriginal Access to Engineering program at Queen’s, visit aboriginalaccess.ca.
Wednesday, March 7
First Class Day
First Class Day celebrates the anniversary of the first class of students being admitted to Queen's on March 7, 1842. This took place during the first Senate meeting on the same date and involved the students (approximately 15) who wanted to be admitted to Queen's on March 7. This was an important event for the development of Queen's University and its role in Canadian education.

Wednesday, March 7, Noon-1 pm
Sexual & Gender Diversity Guest Speaker
Lee Airton, Assistant Professor of Gender and Sexuality Studies in Education will present “The De/Politicization of Pronouns: Implications of the No Big Deal Campaign for Transgender Activism.” Room 4, Macdonald Hall

Wednesday, March 7, 4:30-6 pm
International Photo Contest Exhibit
The Queen's Innovation Centre presents from student participants in Kingston – QUIC a display of student photos and photographers’ experiences and stories from all over the world. Refreshments and conversation with the photographers will follow. This event is free and open to the public.

Wednesday, March 7
the Queen's Innovation centre presents from student participants in Kingston – QUIC a talk on the impacts of innovation in the performing arts. Launched last year as a new theme in our Expand Horizons program – Setting Ideas in Motion – this initiative has brought together PhD students from a variety of research fields into interdisciplinary teams to assist organizations in the Kingston community. 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 beyond the academic arena.

Tuesday, March 13, 10:30-11:15 am
Lecture with Governor of the Bank of Canada, Stephen S. Poloz
Stephen S. Poloz is Governor of the Bank of Canada. He received his economics degree from Queen’s University in 1978. Governor Poloz spent 14 years at the Bank early in his career before moving to the private sector. He spent four years at BCA Research as managing editor of its flagship publication, The International Bank Credit Analyst. Mr Poloz joined Export Development Canada, the country’s trade finance corporation in 1999 as Vice-President and Chief Economist. He spent two years as Senior Vice-President, Financing, with responsibility for all of EDC’s lending programs. He became EDC’s President and CEO in 2011, a position he held until he returned to the Bank of Canada as Governor. Goodes Hall, MBO Atrium. This is a free event, and it is open to the public.

Wednesday, March 14, Noon-1 pm
QUIC International Community Lunch
Soup lunch provided by the International Centre. Students, staff and faculty are welcome to attend. John Deutsch University Centre, QUIC

Wednesday, March 14, 5-7 pm
PhD-Community Initiative Capstone Event
Join us in celebrating the success of the 2017/18 PhD-Community Initiative at the Isabel Bader Centre for the Performing Arts. Launched last year as a new theme in our Expand Horizons program – Setting Ideas in Motion – this initiative has brought together PhD students from a variety of research fields into interdisciplinary teams to assist organizations in the Kingston community. 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 beyond the academic arena.

Friday, March 9, 11:30 am-2 pm
Cha Gheill Luncheon with RockMass Technologies
Join us for the return of the Kingston Cha Gheill Luncheons with RockMass Technologies.

Saturday, March 10
Social Innovation Bootcamp - The Gender Revolution
“The Gender Revolution: Insights for Leadership, Business and the Economy” Today, the gender consensus is that gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. This year’s Bootcamp will consist of a dynamic mix of guest speakers and hands-on teamwork. You will work in teams to develop solutions to three key challenges faced by Parker P. Consulting, a for-profit consultation arm of White ribbon, plus pitch these solutions for consideration by our judges and Parker P. Consulting representatives. Best solutions will earn recognition awards. Goodes Hall.

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Priamo receives OUA’s Joy Bellinger Award

BY COMMUNICATIONS STAFF

Throughout her five years with the Queen’s Gaels women’s basketball team Andrea Priamo has been a standout who has made a difference beyond the playing surface.

On Monday, Feb. 27, Ontario University Athletics (OUA) announced that she is this year’s Joy Bellinger Award winner. The award recognizes a student-athlete who excels in academics, athletics, and community service.

Priamo has gone above and beyond to make a difference both within and outside the sport. Organizing and participating in everything from Ride to Conquer Cancer and Shoot for the Cure to Cuts for Cancer and Run for the Cure, Priamo consistently looks to raise funds, awareness, and encouragement for others. The 2016-17 OUA Second-Team All-Star has also spent many years with the Queen’s Athletics Varsity Leadership Council (VLC) including this year as co-president. With the VLC she has helped to promote a positive image of Queen’s athletics and build relationships with the university and larger Kingston community through volunteering and programming.

Meanwhile, teammate Veronika Lavergne was also recognized as an OUA Second-Team All-Star, averaging 13.3 points, 6.8 rebounds, and 2.1 blocks per game this season.

For her hard work on the court and in the Queen’s and Kingston communities, Gaels basketball player Andrea Priamo received the Joy Bellinger Award from Ontario University Athletics (OUA).

fit tips

Rest essential to your health

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.

Make this your best year yet with a healthy smile!

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Award for Excellence in Graduate Student Supervision

The School of Graduate Studies invites nominations for consideration for the 2018 Award for Excellence in Graduate Student Supervision. The purpose of this award is to recognize outstanding supervisors who demonstrate excellence in advising, monitoring and mentoring their graduate students. Two awards will be made: one in the Social Sciences and Humanities, and one in Life Sciences, Natural Sciences and Engineering. The guidelines, nomination form, and tips for preparing nomination packages are available through the online version of For The Record at queensu.ca/gazette. Nomination packages should be submitted to the Dean, School of Graduate Studies, Gordon Hall 425, by 4 pm on Friday, May 25.

Undergraduate Student Summer Research Fellowships applications

The Undergraduate Student Summer Research Fellowships (USSRF) provides an opportunity for any continuing undergraduate students at Queen’s to develop their research skills under the guidance of a faculty researcher. Over the course of the summer, students will develop a research project in social sciences, humanities, or creative arts. Students may consider projects in disciplines outside of their own field of study or outside of their focus study areas, as well as those directly connected to their prime area of study. Up to 19 fellowships are available on campus and up to two of the 2018 fellowships will be offered to students whose projects take place at the Bader International Study Centre (BISC) at Hermonseux Castle, East Sussex, England.

The application deadline for the 2018 summer program is March 9.

Survey seeks student voices on sexual violence

Full-time post-secondary students at all Ontario universities, colleges and private career colleges will have an opportunity to have their say on the topic of sexual violence, as the Ontario Ministry of Advanced Education and Skills Development (MAEDS) launches a province-wide survey called Student Voices on Sexual Violence. Between Feb. 26 and March 26, all full-time students in Ontario will receive an email with a link to the confidential and anonymous survey. The survey will be the largest survey on sexual violence ever conducted in Ontario to date.

Conducted by CCI Research on behalf of the MAEDS, the voluntary survey will explore students’ existing knowledge of sexual violence supports, services and reporting procedures, as well as perceptions of consent, experiences of sexual violence, satisfaction with institutional responses to sexual violence, and bystander behaviour.

CCI Research will email the survey link to all eligible students once it is available. The survey will be completely confidential and voluntary, and it will not be mandatory to answer all of the questions. Respondents who answer 65 per cent or more of the questions will receive a five-dollar electronic gift certificate for their participation. All identifying information students provide to receive this incentive will be stored separately from survey responses to protect student privacy.

Staff at Queen’s are working closely with the Alma Mater Society and the Society of Graduate and Professional Students to reach out to students, to raise awareness and encourage participation. The MAEDS plans to release an aggregated and anonymized report once the analysis is complete. The report will help inform policy as well as campus services offered to prevent and respond to sexual violence.

Job postings

Full details regarding job postings can be found at queensu.ca/humanresources/careers.

- **Compensation Number:** J0218-0182
  - **Position:** Recruitment Coordinator
  - **Department:** Faculty of Health Sciences
  - **Salary:** $51,545

- **Job Type:** Permanent (Continuing)
- **Closing Date:** March 13

- **Compensation Number:** J0218-0492
  - **Position:** Casual Security Practitioners
  - **Department:** Security
  - **Pay:** $16.75/Hour

- **Hours per Week:** 14
- **Length of term:** 16 months

Successful Candidates

- **Job Title:** Program Assistant (USW Local 2010)
  - **Department:** Cardiac, Circulatory and Respiratory Research Program, DBMS
  - **Competition:** J0617-1104

- **Successful Candidate:** Ashleigh Schwehr (Smith School of Business)
- **Job Title:** Academic Initiatives Coordinator
  - **Department:** Residence
  - **Competition:** J0717-0432

- **Successful Candidate:** Olivia Winder
- **Job Title:** Wardrobe Coordinator
  - **Department:** Dan School of Drama and Music
  - **Competition:** J0817-0301

- **Successful Candidate:** Marianna Thomson

- **Job Title:** Audit Group - Team Leader
  - **Department:** Canadian Cancer Trials Group
  - **Competition:** J0717-0273

- **Successful Candidate:** Scott Wilkes (Canadian Cancer Trials Group)
- **Job Title:** Web Project Coordinator (USW Local 2010)
  - **Department:** Faculty of Law
  - **Competition:** J0717-0829

- **Successful Candidate:** Matthew Fair
- **Job Title:** Receptionist (USW Local 2010)
  - **Department:** Financial Services
  - **Competition:** J0717-0806

- **Successful Candidate:** Frana Badour (Office of Advancement)
- **Job Title:** Security Operation Specialist
  - **Department:** Information Technology Services
  - **Competition:** J0617-0684

- **Successful Candidate:** Patricia Lima

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**PUZZLE SOLUTIONS**

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