

the gazette

Queen's University's newspaper of record since 1969 ■ queensu.ca/gazette ■ April 17, 2018

BUILDING ON HEALTH AND WELLNESS



A \$5 million gift from Dennis Sharp (Sc'60) and H el ene C ot e Sharp will allow Queen's to locate its health and wellness services in a modern, centralized space on campus, fulfilling a key recommendation of the Principal's Commission on Mental Health Report. The C ot e Sharp family toured the future home of the C ot e Sharp Student Wellness Centre within the Innovation and Wellness Centre. More on Page 3



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Two new vice-principals appointed

the **gazette**

Volume 46, Number 8, 2018

EDITOR

Andrew Carroll
613-533-6459, ext. 36459
andrew.carroll@queensu.ca

ASSOCIATE DIRECTOR, NEWS AND PUBLICATIONS

Peter Jeffrey
613-533-600, ext. 77491
pjj@queensu.ca

ADVERTISING COORDINATOR

Peter Gillespie
613-533-6000 ext. 75464
advert@queensu.ca

www.queensu.ca/gazette

QUEEN'S UNIVERSITY VICE-PRINCIPAL (UNIVERSITY RELATIONS)

Michael Fraser

The *Gazette* is published biweekly during the academic year (September – April) and monthly during the Spring (May – June) by University Communications, Richardson Hall, Queen's University.

Submissions are welcome, and may be emailed to andrew.carroll@queensu.ca. The editor reserves the right to edit or refuse any submission. Views expressed or implied are those of individual contributors or sources quoted and do not necessarily reflect university policy.

SCHEDULE

Issue date: May 15
Ad booking deadline: April 30
Ad artwork deadline: May 5
Noon editorial deadline: May 9

Issue date: June 5
Ad booking deadline: May 18
Ad artwork deadline: May 25
Noon editorial deadline: June 1

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Queen's
UNIVERSITY

Karen Bertrand (Advancement) and Kimberly Woodhouse (Research) begin appointments on July 1

BY COMMUNICATIONS STAFF

Principal and Vice-Chancellor Daniel Woolf announced two senior appointments on Monday, April 2 following unanimous approval by the Board of Trustees.

Karen Bertrand (Artsci'94) will serve as Vice-Principal (Advancement), succeeding Tom Harris who will be stepping down from the role he has held since 2010.

"I am delighted to welcome Karen Bertrand to Queen's and look forward to the expertise and enthusiasm she will bring to this important role," says Principal Woolf. "She has an incredible track record of success in post-secondary fundraising and she is well placed to work closely with our alumni, donors, and friends to ensure Queen's remains a premier destination for students and faculty across Canada and internationally."

Ms. Bertrand joins Queen's from the University of Guelph where she has worked in progressively senior positions. Beginning in 2012, Ms. Bertrand led a team that successfully raised \$200 million in the BetterPlanet Project campaign. In 2014, she was appointed as Associate Vice-President, Major Gift Advancement, overseeing teams for major gift fundraising, stewardship and donor relations, prospect management, and financial services. Prior to her time at Guelph, she was with the Heart and Stroke Foundation of Ontario for 11 years

"I am thrilled to be joining Queen's University at this exciting time," says Ms. Bertrand. "As a proud alumna of Queen's I know the passion people feel for their alma mater and I look forward to working collaboratively to build upon the extraordinary success of the recent Initiative Campaign, and inspire life-long relationships with and unprecedented support from alumni, benefactors, and volunteers."

Ms. Bertrand says her advancement career is rooted in her experience at Queen's as an undergraduate. In addition to serving on several senate committees as a student and being an active member of the Queen's International Affairs Association and the Queen's Model United Nations – serving as secretary-general in her fourth year – she worked in the advancement call centre during her first year on campus. As a first-generation university graduate, she also benefited from student scholarships created by the



Karen Bertrand (Artsci'94), left, has been appointed as the next Vice-Principal (Advancement) while Kimberly Woodhouse, right, has been appointed as the next Interim Vice-Principal (Research).

extraordinary generosity of private donors.

Ms. Bertrand will begin her continuing appointment as Vice-Principal (Advancement) on July 1, 2018.

Principal Woolf also announced that Kimberly Woodhouse has accepted a two-year appointment as Interim Vice-Principal (Research), succeeding John Fisher who has been in the position since March 1, 2017.

Dr. Woodhouse is currently a professor in the Faculty of Engineering and Applied Science, after serving as dean of that faculty for two five-year terms from June 2007 to 2017.

"The Vice-Principal (Research) is one of the university's most important positions and I am delighted Dr. Woodhouse has agreed to take on this challenge," says Principal Woolf. "Thanks to her experience in her previous position, Dr. Woodhouse will provide leadership that ensures the highest standards of scholarship and interdisciplinary collaboration."

Dr. Woodhouse's appointment begins on July 1, 2018. She will work with the principal and the

Board of Trustees to define the broader research portfolio and clarify the growing relationship between research and innovation at Queen's and the resources that will support it. Once this work is complete, the university will be in a better position to recruit for this critical vice-principal role and set the chosen candidate up for success.

"There is a growing recognition of the important role played by research and innovation on the national stage," says Dr. Woodhouse. "I am excited to continue the work undertaken by Dr. Fisher to help Queen's accelerate our performance in research and to help create an even stronger research culture across the campus, one that also embraces innovation."

Dr. Woodhouse is a professional engineer, holds several patents, and co-founded a biotechnology company. In addition to her academic background, Dr. Woodhouse has almost a decade of experience in private sector manufacturing and experience with the granting councils, in particular the National Science and Engineering Research Council (NSERC), chair of a Canadian Institutes for Health Research

grants panel, and the Ontario Research Fund Advisory Board. She has also received numerous awards, including the Premier's Research Excellence Award and the Professional Engineers Ontario Engineering Medal. She is a fellow of the Canadian Academy of Engineering.

"I look forward to welcoming both Karen and Kim to their new positions at Queen's. Both are proven leaders and innovators in their fields who will help us in our efforts to deliver an outstanding student learning experience in a comprehensive research-intensive environment," says Principal Woolf. "At the same time, I'd like to thank John Fisher for his excellent work over the past year in, among other things, guiding the development of the next Strategic Research Plan. And I am very grateful to Tom Harris for eight and a half years of outstanding leadership of our Advancement operations, including his leadership of our successful Initiative Campaign."

The Queen's Board of Trustees approved both the appointments of Ms. Bertrand and Dr. Woodhouse in a special meeting on March 29.

Donation focuses on student health

The Côté Sharp Family Foundation is donating \$5 million to help create a new centralized wellness centre

BY ANNE CRAIG,
COMMUNICATIONS OFFICER

Daniel Woolf, Principal and Vice-Chancellor, announced a \$5-million gift from Dennis Sharp (Sc'60) and Hélène Côté Sharp to support Queen's University's commitment to promoting student health and wellness, on Thursday, April 5.

In recognition of this gift, the Côté Sharp Student Wellness Centre will be an integral part of the new Innovation and Wellness Centre (IWC), located in the heart of the Queen's campus.

"The creation of the Côté Sharp Student Wellness Centre is allowing Queen's to locate health and wellness services in a modern, centralized space on campus, fulfilling a key recommendation of the Principal's Commission on Mental Health Report from 2012," says Principal Woolf. "The location of the centre on the main floor of the IWC will help increase awareness of our student wellness-related services, and how they are evolving to meet the needs of Queen's student population."

In the Côté Sharp Student Wellness Centre, students will learn about health and well-being, build skills, receive excellent medical and counselling services, and access academic accommodations for wellness-related needs, including medical, mental health, and disability. A diverse and spe-



Dennis Sharp speaks while Hélène Côté Sharp looks on during the announcement of a \$5 million gift to Queen's from the Côté Sharp Family Foundation in support of student health and wellness.

cialized team of doctors, nurses, occupational therapists, personal counsellors, social workers, psychologists, psychotherapists, psychiatrists, accessibility advisors, and support staff will offer comprehensive services in the new space.

"The student wellness centre will be a tremendous addition to the campus as it is in a central and easily accessible location as

well as being an integral part of a broader and exciting innovation complex," says Mr. Sharp. "What we hope to accomplish through the wellness centre, whether we are addressing mental health or whether we are talking about less complex issues, is the creation of an innovative, welcoming, and supportive environment where students can readily access assistance and interact with other stu-

dents and caregivers through a positive and enriching exchange."

The Innovation and Wellness Centre is built upon the former footprint of the Physical Education Centre (PEC). The PEC was always a place where students, staff, and faculty came together to pursue their extracurricular interests and their health and fitness; the IWC continues this tradition.

"The move to the new Innovation and Wellness Centre provides Student Wellness Services with the opportunity to plan and implement new technologies, and enhance processes to benefit students," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "As well, the Côté Sharp Centre's co-location with other student services and academic spaces reflects the connection we make between wellness, the student experience, and student success. We are all very excited for the opening this fall."

Along with the Côté Sharp donation, significant contributions from fellow alumni, the federal and provincial governments, and other friends of Queen's will enable the Innovation and Wellness Centre to be the hub for innovation at Queen's, with state-of-the-art engineering facilities and increased innovation facilities for both students and researchers.

The Côté Sharp Student Wellness Centre joins the Beaty Water Research Centre as two of the first named facilities within the IWC. In February 2017, water research got a new home thanks to a \$5 million gift from Ross J. Beaty.

The Beaty Water Research Centre will include 8,000 square feet of new lab space, and join other experiential learning and research spaces in the IWC. The centre is set to open in fall 2018.

New vice-provost and dean of School of Graduate Studies appointed

BY COMMUNICATIONS STAFF

Queen's University announced the appointment of Fahim Quadir as vice-provost and dean of the School of Graduate Studies on Thursday, April 12, for a five-year term effective July 1, 2018.

Dr. Quadir joins Queen's from York University where he is currently Interim Dean and Associate Vice-President Graduate in the Faculty of Graduate Studies, and a professor of Development Studies and Social Science. He was enthusiastically recommended for the position by the Principal's Advisory Committee, chaired by Provost Benoit-Antoine Bacon.

"I am very pleased that Dr. Quadir has accepted my invitation to lead the Queen's School of Graduate Studies," says Daniel Woolf, Principal and Vice-Chancellor. "Promoting and supporting the graduate mission is one of



Fahim Quadir

Queen's highest priorities, and Dr. Quadir will work to provide strategic direction, academic planning leadership, and administrative oversight to achieve the highest possible standards in graduate education and research."

Previously, Dr. Quadir has held academic positions at St. Lawrence

University in New York, Dalhousie University in Halifax, and the University of Chittagong in Bangladesh. He also taught political studies here at Queen's for 18 months from 1999 to 2000.

Dr. Quadir then joined York University in 2001 and in 2006 he became the founding director of the Graduate Program in Development Studies and its undergraduate program in International Development Studies, both of which aimed to trans-nationalize the process of knowledge production.

Over the past several years, he has championed a variety of innovations to enhance the graduate student experience at York, including new online tools, improved student complaint processes, strengthened supervisory policies and education, and more supports for international graduate students.

"Dr. Quadir brings both broad expertise in graduate education and passion for the graduate student experience. I am delighted that he is coming back to Queen's to take on this very important leadership role," says Benoit-Antoine Bacon, Provost and Vice-Principal (Academic).

As a researcher, Dr. Quadir specializes in International Development, International Relations and International Political Economy. His current work focuses on South-South cooperation, democratic cosmopolis, emerging donors, aid effectiveness, good governance, civil society, and human development. He has edited/co-edited five books and published extensively in various international peer-reviewed journals.

He was the recipient of several SSHRC grants, the Fulbright Scholarship, Social Sciences and

Humanities Research Council Postdoctoral Fellowship, International Development Research Centre 'Canada in the World' Fellowship, and Killam Memorial Scholarship, among others. In 2007, he was presented with the York University-Wide Teaching Award for teaching excellence in the full-time faculty category.

"I look forward to collaborating with colleagues across all faculties at Queen's to ensure the university's continued reputation for excellence and leadership in the nexus of graduate teaching, learning and research," says Dr. Quadir.

The principal and provost wish to extend their most sincere thanks to Brenda Brouwer for her exceptional tenure as vice-provost and dean, and to the members of the Principal's Advisory Committee for their commitment and sound advice.



PHOTO BY BERNARD CLARK



UNIVERSITY COMMUNICATIONS



UNIVERSITY COMMUNICATIONS

Queen's hosted the Ask an Astronaut: NASA Education Downlink event in Grant Hall on Friday, April 6, connecting with alumnus and astronaut Drew Feustel (PhD'95) during his ongoing mission on the International Space Station. Hundreds of people attended, including a select few who were each able to ask Dr. Feustel a question, above. At right, Indra Feustel, Dr. Feustel's wife, talks with NASA Postdoctoral Fellow and Planetary Scientist Michelle Thompson (Artsci'11, Sc'11), one of the event's special guest speakers. At left, Una D'Elia (Art History) poses in the astronaut cutouts with her daughter Zoe.



UNIVERSITY COMMUNICATIONS

Educational downlink a 'stellar success'

BY SARAH LINDERS, SENIOR COMMUNICATIONS OFFICER

Projected onto the same stage that he graduated on 23 years ago, Andrew (Drew) Feustel (PhD'95) shared his expertise from 408 km above the Earth in the International Space Station (ISS) during Ask an Astronaut: NASA Education Downlink event in Grant Hall.

A stellar lineup of speakers who took to the stage before the downlink began included NASA Postdoctoral Fellow and Planetary Scientist Michelle Thompson (Artsci'11, Sc'11) as well as Nobel Laureate Arthur McDonald, Nathalie Ouellette (MSc'12, PhD'16) of the Canadian Particle Astrophysics Research Centre (CPARC), and Nandini Deshpande from the School of Rehabilitation Therapy.

Dr. Thompson shared her expe-

rience applying to NASA and the Canadian Space Agency and about her research as a planetary scientist. Dr. McDonald explained how the SNOLAB and ISS have a lot in common as extreme environments for research. Dr. Ouellette shared her research in astrophysics, and how she works collaboratively with other research teams to unravel the mysteries of the universe. Dr. Deshpande walked through the research she conducts on astronauts to understand muscle atrophy and cardiovascular issues that affect astronauts in space.

The 20-minute video feed began just after noon when NASA connected Grant Hall to the ISS. Indra Feustel greeted her husband and thanked Queen's for the warm welcome after travelling from Houston for the event. She also shared a video from Prime Minister Justin Trudeau, who con-

gratulated Dr. Feustel for his work and for inspiring the next generation of researchers.

Dr. Feustel answered 24 questions from the Queen's and Kingston community, ranging from elementary and high school students to Queen's students, professors, and alumni.

"One of the greatest impacts of my life has been how my perspective has changed on Earth, from up here on the space station. There's only one home for us now, and it's fragile," said Dr. Feustel, answering Dr. Thompson's question about how his perspective on Earth and humanity's place in the universe has changed. "We would be in a different world if folks could see how I see it from the ISS; no borders, one Earth."

Other participants asked questions about how astronauts sleep in space, what to study to become an astronaut, and if astronauts

play tag on the ISS.

The event wrapped up with a sign off from Dr. Feustel, thanking Queen's for the chance to participate in the first Educational Downlink from NASA hosted by a Canadian university.

Grant Hall was decorated festively for the event, featuring life

sized cut-outs of Dr. Feustel for photos, big banners to sign to wish Dr. Feustel luck, and tables featuring displays from Graduate Studies and the Queen's Reduced Gravity group.

In case you missed the event, check out the live video available on the Queen's Facebook feed.

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One year of 'extending the rafters'

Special event marks the first anniversary of the Queen's Truth and Reconciliation Commission Task Force's final report

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

It was a feast of celebrations at the Agnes Etherington Art Centre, as members of the Queen's and local Indigenous communities came together to mark an important anniversary on Friday, April 6.

In March 2017, the Queen's Truth and Reconciliation Commission (TRC) Task Force issued its final report. "Extending the Rafters" contained 25 recommendations aimed at building better relations between Queen's and Indigenous communities. It acknowledged the role Queen's has played in traditions which caused harm to Indigenous communities, and that the institution needed to do a better job in educating students about Indigenous Peoples. Later this month, the Provost's Office will release a formal report that will provide an update on the progress made on those recommendations.

In the meantime, the event, which was hosted by the Agnes and the Four Directions Aboriginal Student Centre, offered attendees the opportunity to reflect and celebrate the year gone by. Kanonhsyonne (Janice Hill), Director of Indigenous Initiatives, opened the event with brief remarks, and there were performances by Anishinaabe and Haudenosaunee singers.

This event was generously funded by the Community Foundation for Kingston & Area: Jim & Julie Parker Fund, The Regina Rosen Fund, The Edward Ratcliffe Fund, and the Larry Gibson Community Fund.

Some members of the Queen's community have also offered up their thoughts to the *Gazette* on



Members of the Queen's community take part in a Haudenosaunee round dance at the event marking the first anniversary of the release of the Queen's Truth and Reconciliation Commission Task Force's final report.

reconciliation efforts at Queen's over the past year:

Kanonhsyonne (Janice Hill), Director, Indigenous Initiatives; and TRC Task Force member

"I am pleased and encouraged by the level of engagement with the report and recommendations across every sector of the university.

"Senior administration very early on undertook KAIROS and Cultural Safety training, thereby modeling to the rest of campus the importance of taking responsibility for our own learning. Strategic planning documents are considering and incorporating aspects of Indigenous knowledge and engagement; events and services are working towards inclusion of Indigenous customs and language; faculties are increasing Indigenous knowledges in faculty hires and curriculum; and student groups are being more mindful of

inclusion of Indigenous students, customs, and language.

"As many have said, we still have a lot of work to do but we have made amazing progress this year and I am hopeful going forward."

Nathan Brinklow, Lecturer in the Department of Languages, Literatures, and Cultures, and part-time Chaplain

"I have been very excited to see the progress of the Mohawk Language Certificate as it approaches final approval. This is exactly the kind of program which the university can support that will make a positive contribution to the future of the language in our communities. The support from the various committees who have offered their input has been very encouraging and it is just one small part of the overall direction and mandate from the TRC that the

university has embraced."

Kandice Baptiste, Director, Four Directions Aboriginal Student Centre

"As we reflect on the contributions of both the national and Queen's reports and their calls to action, it's important to honour the spirit of which those reports were crafted in. Reconciliation requires actions born out of love; for land, nationhood, youth, knowledge keepers, and a future that breathes new life into creating a more just country and campus."

Mark Green, Professor and Associate Head, Civil Engineering; and co-chair of the TRC Task Force

"I was honoured and excited to be a part of the TRC Task Force team. I have been quite delighted at the response the report has received and the leadership taken by senior university administration in

terms of readily implementing many of the initial recommendations. I can see great progress has been made over the past year.

"There has also been a groundswell, a grassroots response – people at every level of the university want to contribute in different ways. The leadership has helped to make that happen, but a lot of people are thinking it is the right thing to do and want to contribute.

"There still is a lot to do. Modifications to curriculum, and building real connections to Indigenous communities where we can have long-term impact in building capacity, will be challenges moving forward."

Wiiwagaa'ige (Darian Doblej) (Artsci'18), member of the University Council on Anti-racism and Equity (UCARE), and Co-chair of the Queen's Native Students Association Conference Planning Committee

"I am proud to see Queen's take steps to make campus a better place for Indigenous students. But there is always much more to do. The end of the report should have read 'to be continued' as this work will never end here on campus so far that Indigenous students aren't achieving their full potential, and that Queen's students aren't being fully educated on issues that matter to Canada, their fields, and to them.

"As we look to one year and beyond, we have an opportunity to make history and create new paths to be one of the best campuses across Canada for Indigenous students. The TRC gives Queen's the mandate to set out an ambitious vision, take bold steps and think of new ways."

PHOTO BY GARRETT ELLIOTT

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view point

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The never-ending march for a better world

The following column, written by Anthony J. Sanfilippo, Associate Dean, Undergraduate Medical Education, was first published on the Undergraduate School of Medicine Blog (meds.queensu.ca/ugme-blog/).

"One of my best friends was killed by gun violence right around here."

With those few simple words to a reporter asking why he was participating in the recent gun control demonstrations, Paul McCartney not only perfectly summarized his intention, but also managed to unite the generations of people marching with him and remind us that you're never too old, or secure, to aspire for a better world.



Anthony Sanfilippo

He was participating in one of many demonstrations taking place as part of the "March for our Lives" movement staged in many American and Canadian cities. Responding to the Park-

land, Florida mass shootings, and so many that have gone before, millions of young people took to the streets to demand action from their political leaders.

The sight of these folks, many of them really just children, publicly and boldly prodding their leaders to action was inspiring and one of the most hopeful developments to come from our southerly neighbours in some time.

But among them were also many not-so-young people, spurred on by their own convictions and reminding all that there were older people among those lost in the shootings at Marjory Stoneman Douglas High School, and that gun violence is indiscriminate, targeting all.

The "best friend" Mr. McCartney referred to was, of course, John Lennon, who was killed by a gunman outside his New York apartment in 1980. Together with George Harrison and Ringo Starr, they formed the Beatles, the group which transformed the music world in the 1960s and, many believe, were key contributors to a massive social movement that influenced an entire generation – a generation that engaged protest and became quite

The sight of these folks, many of them really just children, publicly and boldly prodding their leaders to action was inspiring and one of the most hopeful developments to come from our southerly neighbours in some time.

familiar with marches and mass demonstrations.

What I recall from that time, and still persists for me today, is firstly how revolutionary their music was. Because their songs are now so familiar to us, it's difficult to appreciate today just how fresh and original they were at that time. They really didn't sound like anyone else, and didn't fit any particular pre-existing style. They wrote all their own songs, which was apparently unheard of for a group of young people at the time. Their harmonization and musical instincts seemed like uncomplicated, pure perfection. For those who were young at the time and searching for an identity that distinguished them from previous generations, they provided the perfect vehicle. They brought

hope and the sense that true change was possible. Over the years, particularly for those of my generation, their music still evokes that sense of optimism and promise that a better future is always achievable.

The other aspect I recall is their incredible irreverence. They were amazingly unpretentious, unapologetic and in no way intimidated by convention. They were audacious and genuine. I recently watched a documentary about them featuring film footage of interviews with seasoned, much older reporters who were completely unprepared for their refusal to condescend and were completely incapable of controlling the interview.

- Asked to characterize their musical genre, the response was "well, it's just music, isn't it?"

- Told that a music critic felt their music had "unresolved leading tones, a false modal frame ending in a plain diatonic", John responded "he ought to see a doctor about that."

- Asked who was their leader, Paul responded "whoever shouts the loudest."

- Asked the meaning of their group's name, John said "it means Beatles, doesn't it? But

that's just a name, like shoe."

Their rejection of convention, and refusal to be drawn into values not their own, was remarkable.

Over 50 years later, that spirit seems secure in the young people marching and speaking out last week, and in Mr. McCartney's willingness to stand with them. It should remind us that issues such as gun control, climate change and social justice transcend age and generational stereotypes. It should remind those in positions of authority that the young people of today may indeed have concerns worthy of attention and are not really so different than they were. It should remind us all that young people have the considerable advantage of seeing the world through fresh and optimistic eyes, not yet worn down by the weight of responsibility and prior disappointments. They simply want a better world and ask "Why not?" Didn't we all? Shouldn't we all? Don't we all?

As I write this, one of my favourite Beatles discs plays in the background. I linger on the lyrics and plaintive melody of "All You Need is Love".

If only...

A once-in-a-lifetime opportunity and experience

The following column, written by Queen's Master of Business Administration student Kadira Carter, was first published on the Queen's MBA blog (smith.queensu.ca/mba_programs/mba/blog/).

A-ma-zing! That is the only word that comes to mind every time I reflect on my experience at the recently concluded Smith-Reticle Resiliency Challenge for the Full-Time MBA Class of 2019. My friends and family in Barbados still think I'm crazy for choosing to take on such an ambiguous outdoor activity in the middle of winter in Canada, but I wouldn't have traded it for all the beaches back home.



Kadira Carter

From midnight, following a full-day at school on a busy Friday, we were layered up and ready to take on the snow, daring to go where few have ventured before! However, to the dismay of several of my classmates, we started with some much-needed indoor military training to help prepare us for the missions we would have to execute in the 30-plus hours that would follow. I learned some cool tricks like how to navigate and calculate bearings and I even met a former spy.

By daybreak we were loaded onto buses and headed away from school and into the unknown – that's where the fun really started. Somehow, we thought we might get a quick nap on the bus, having been awake for about 24 hours at that point. Little did we know, we would have to immediately begin to employ creativity and some negotiation skills to barter amongst our competing teams during our first challenge. That was an easy distraction from the length of the

bus ride and when we arrived we launched into a full day of challenges, indoors and outdoors, pushing us mentally, emotionally and physically as we worked with our teammates to win the weekend.

I was a bit worried about how I would survive the weather as this is my first winter. In Barbados the lows in 'winter' come in around 21C and a light jacket would suffice. Did I have enough pairs of socks? In what order should I put on these shirts? Will these pants keep me warm enough? Fortunately, the weather was good most of the time and we only had to battle the rain, slush and mud. In the midst of it all we were even able to find time and energy to have a snowball fight, obviously in the early hours when we were still relatively 'fresh' and the skies were clear.

The Smith and Reticle teams made sure we had everything we needed; note I said needed – water and "MREs" for days! Now for

those of you who have never had the privilege, MRE stands for Meal, Ready-to-Eat. Imagine, you can have a nice three-course breakfast, lunch or dinner with a piping hot, gourmet main course in the middle of anywhere, and with no stove nor microwave, all presented in a package the size of a small textbook.

The challenge really stretched us and encouraged us to find our better selves and draw on the strengths of each other. When fatigue really set in details became fuzzy, instructions were forgotten, tasks were not always completed, and friends became... even better friends. There were moments of frustration and tough conversations but overall it was about covering each other and having fun, even with the other teams. Knowing I had a team relying on me and supporting me made it all worth the while.

This challenge was a very interesting and effective way to replicate the ups and downs of navi-

gating the business world – working with different people in tough situations, handling ambiguity without losing your wits and pushing past your preconceived limits to get the job done. I certainly didn't think I would have managed as well as I did and I learned that I could survive with considerably less than the normal comforts of life. I also gained further insights on leadership and how I might respond to difficult conditions.

My major takeaway is that the success of a team is not measured only by a result, but by the team's capacity to stay together and grow stronger as it faces adversity over time. Some great relationships were forged through this once-in-a-lifetime opportunity and it is an experience I will not soon forget. All in all, the Smith-Reticle Resiliency Challenge was truly an impactful and memorable event and one more reason that joining the MBA program at Queen's was the best decision for me.

Queen's in the news

Highlights of Queen's experts in the media from March 3-April 12

NEWSPAPERS

Lisa Kerr (Law) and **Lisa Kelly** (Law) co-authored an op-ed in the *Globe and Mail* about why law schools must be political.

Bruce Pardy (Law) writes in the *National Post* that law professors can legitimately express their own views, but imposing those views on others and restricting speech is another issue.

Tim Abray (Political Studies) says in the *Toronto Star* that Doug Ford is attempting to bypass the accountability function of the free press by limiting access to his campaign.

Warren Mabee (Geography and Planning) says in the *New York Times* and *Reuters* that the federal government's reaction to Kinder Morgan's threat to quit the Trans Mountain Pipeline project is unlikely to be forceful as it runs the risk of alienating voters in British Columbia.



Thorsten Koepl (Economics) says in the *National Post* that the concept of having a blockchain where you do not have to have intermediaries is quite transformational and goes beyond cryptocurrencies.

John-Kurt Pliniussen (Smith School of Business) says in the *National Post* that the initial hype over Bitcoin seems to be over for now.

Louis Delvoie (Centre for International and Defence Policy) wrote in his regular column for the *Kingston Whig-Standard* that the world has

rarely been confronted with such an unattractive cast of leaders at the head of significant countries.

Brian Frank (Electrical and Computer Engineering) co-authored an op-ed published by the *Globe and Mail* discussing a recent Royal Bank of Canada report on educational reform.

Julie Salverson (Dan School of Drama and Music) had her book "Lines of Flight" reviewed by *The Hindu*.

Daniel Woolf (Principal) says in the *Globe and Mail* that if students did not take positions, did not argue vehemently, or were not activists, society would be poorer for it.



Robert Wolfe (School of Policy Studies) spoke to the *Globe and Mail* on the escalating U.S.-China trade dispute, and says trade is a bit like squeezing a balloon - if you squeeze trade in one place, it pops up in another.

John Smol (Biology, School of Environmental Studies) says nature doesn't go in slow, gradual changes - it hangs on and then reaches a threshold and goes for something completely different. The *Canadian Press* interview appeared in over 20 outlets across Canada including the *National Post* and *ctvnews.ca*.

Kieran Moore (School of Medicine, Emergency Medicine, Family Medicine) says in *Epoch Times* that the federal government needs to do more to protect Canadians and hold

Purdue Pharma accountable for its aggressive marketing of opioids.

ONLINE

Kathleen Lahay (Law) says in *Huffington Post* that if the Ontario Liberals don't win the next election, the other parties would approach free childcare much differently.



Robert Wolfe (Policy Studies) outlines five possible outcomes of the current round of NAFTA negotiations in *Policy Options*.

Stephen Archer (School of Medicine, Division of Cardiology) says patients should be proactive in recognizing that asthma is probably a modest but important risk factor for cardiovascular disease on *Health.com*.

Herb Helmstaedt (Geological Sciences and Geological Engineering) spoke to *CBC Online* regarding Queen's alumnus and astronaut Drew Feustel commanding the International Space Station. Dr. Helmstaedt supervised Dr. Feustel's thesis and says he could fix anything.

Christian Leuprecht (Political Studies) commented on *CBC Online* that Canada's expulsion of Russian diplomats has sent a strong message.

Robert Morrison (English Language and Literature) wrote a piece for *The Conversation* on Elvis Presley paying tribute to Martin Luther King Jr. through song. The opinion piece

also appeared in the *Vancouver Sun* and *Vancouver Province*.

TELEVISION

John McGarry (Political Studies) discusses renewed political divisions in Ireland 20 years after the Good Friday Agreement was signed, on *CTV National Network News*.

Robert Morrison (English Language & Literature) spoke to *CBC Yukon* about Elvis Presley's "If I Can Dream" - a song inspired by Martin Luther King Jr.

Warren Mabee (Geography and Planning) says on *Business News Network* that for some countries, the low-carbon transition will rob them of a lot of clout but Canada has mineral deposits critical for renewable energy products that will mitigate this challenge.

Robert Wolfe (School of Policy Studies) spoke to *CTV National Network News' Power Play* about the ongoing NAFTA talks between the U.S. and Canada.

Susan Belyea (School of Kinesiology and Health Studies) says on *TVO* that gentrification cannot always be avoided.

Meredith Chivers (Psychology) told *CNN* that people's understanding of sexuality, sexual consent, and sexual relationships have been shaken up like a snow globe - and these understandings won't settle in the same way as in



the past. Her comments appeared on over 12 other outlets.

Laurence Ashworth (Smith School of Business) says that data likely would have been used to figure out the nature of Aeroplan members so they can be targeted with marketing, on *Business News Network* and the *Toronto Star*.

David Gordon (Geography & Planning) tells *Global News* that students, residents, professors, and developers all need to think about how to make great neighbourhoods.

RADIO

Dean Tripp (Psychology) spoke to *CBC Ontario Morning* about how the people of Humboldt can cope with grief following a tragic bus accident that killed 16 passengers.

Nathalie Ouellette (Physics, Engineering Physics and Astronomy) spoke to *CBC All in a Day* about sending small drones to explore Mars for evidence of life.



Galen Watts (Cultural Studies) discussed how the millennial generation views religion on *Zoomer Radio*.

Houchang Hassan-Yari (International & Defence Policy) spoke to *CKNW* about the international response to a suspected chemical attack in the Syrian city of Douma.

Undergraduate applications to Queen's top 42,000

BY COMMUNICATIONS STAFF

Applications to first-year undergraduate studies at Queen's for Fall 2018 are up 15 per cent over last year; this compares to an 8 per cent increase in applications province-wide.

The total number of applications to Queen's for 4,522 spaces in direct-entry, first-year programs across all faculties and schools surpassed 40,000 for the first time to reach 42,404. Queen's has seen significant year-over-year increases in total applications for the past several years, as well as applications among students applying from across Ontario, students applying from across Canada, and among international students.

"In addition to an increasing number of applications, we are also seeing significant year-over-year increases in the percentage of students who are ranking Queen's as their first choice," says Stuart



More than 4,000 prospective students, applicants and family members attended Queen's March Break Open House on March 10. This annual campus-wide event offers students the opportunity to tour campus and residence, try the food, attend a mini-lecture, meet faculty, staff and current students.

Pinchin, Executive Director, Undergraduate Admission and Recruitment. "This reflects the strength of our programs and the

quality of the student experience. We are now out talking to students around the world who have been offered admission, to answer

any questions they may have about their academic program, residences and the entire Queen's experience."

Applications from high school students studying outside Ontario have increased 32 per cent, and applications from international students have increased by 53 per cent. Furthermore, applications from self-identified Indigenous students have increased 9 per cent over last year and by 88 per cent since 2011-12.

International enrolment has been guided by an undergraduate international recruitment plan, and last fall, the university established a First Generation Admission Policy to encourage students who would be first in their family to attend university to come to Queen's. Applications from self-identified first-generation students have increased by 13 per cent.

A First Generation admission award has also been created that

is available to students who are granted admission through this new policy. This new award builds on the financial aid currently available to all first-generation students at Queen's, which includes need-based admission bursaries. Further, the university has created a GTA-based outreach recruiter who connects with first-generation students from diverse backgrounds, and with community groups that serve and support these youth.

"We are committed to increasingly diversifying the incoming class," says Ann Tierney, Vice-Provost and Dean of Student Affairs. "Our campus community is enriched by students with different backgrounds and experience from across Canada and around the world."

Queen's will continue to make offers of admission until mid-May. Learn more about Undergraduate Admission and Recruitment at Queen's (queensu.ca/admission).



One of the teams of Queen's students taking part in Queen's Cares worked with the KEYS Job Centre on a project to help a group of Syrian women, new to Kingston, develop entrepreneurial skills. From left: Areejah Umar; Katie Lu; Matthias Hermann; and Rodrigo Belda Manrique.

An exercise in caring

BY ANDREW CARROLL,
GAZETTE EDITOR

For many university students, Reading Week is an opportunity to catch up on studies, take a break, or head home for a bit of family time.

But for one group of Queen's students it was an opportunity to learn more about the Kingston community, lend a hand to the local support network, and connect with fellow students.

The Queen's Cares Alternative Reading Week program is a community-engaged learning initiative, run by the Student Experience Office (SEO) in Student Affairs, offering students the opportunity to work in teams on a project that has been identified as a need by a local community organization.

For Matthias Hermann, a doctoral student in the Department of Chemistry originally from Germany, Queen's Cares offered a chance to engage with the community. As a graduate student he applied for the project leader position and worked with KEYS Job Centre on a project to help a group of Syrian women, new to Kingston, develop entrepreneurial skills.

"I thought Queen's Cares was a good way to become more aware of what is happening in the community, so I thought why not sign up. I also thought that through the project leader position I would be able to develop some leadership skills, some organizational-planning skills, which is also a big part

of my PhD program or something that will be useful once I am finished with my doctorate," he says. "Those expectations were fulfilled."

He also enjoyed meeting and interacting with community members, as well as the team of Queen's students.

"It was nice working with the Syrian group and developing a sense of cultural difference when interacting with them while at the same time having a group of motivated students who stayed here for Reading Week," he says.

"Working with a motivated group of undergrad students who could go home or do something else was a really nice experience."

Fanny Wang, a fourth-year concurrent education student, worked on a project with Focus Forward for Indigenous Youth. She got involved because she wanted to connect with people from diverse backgrounds and learn about their stories.

Queen's Cares provided a valuable learning experience and an opportunity for personal reflection, she says.

"At the end of the program, I learned about just a slice of the experiences of the Canadian Indigenous population," she says.

"Coming from a background where my culture shapes a lot of who I am, I cannot imagine what it must feel like to have your culture and history taken away. I realized how fiercely I hold on to the idea that I am Chinese-Canadian and, just recently, warming

up to the idea of being different," she says. "The difficulty for some Aboriginal youths to self-identify stems from deep societal and historical issues. These thoughts are some that pushed me to think outside of my comfort zone and encouraged me to be more reflective about my own experiences and how different systems work in society. How certain systems work can either benefit some or be damaging to others. There's a lot of learning and re-learning that needs to take place in my life."

Other community partners included One Roof Kingston Youth Hub, the Boys and Girls Club, Kingston Community Health Centres' Change the Conversation, and The H'Art School.

"We are thrilled to have built so many great connections with organizations this year so that Queen's students can learn from a variety of community partners and work collaboratively in addressing community-identified needs," says Kevin Collins, Coordinator, Community Engaged Learning in the SEO. "As the program continues to grow, we are excited to be offering international placements for students in February 2019 so that our students can partner with communities both here in Kingston and overseas."

Since it began three years ago, the Queen's Cares program has continued to grow and 30 students from across faculties and schools took part this year. Information on the international placements will be announced in the summer.

Healthy approach to Three Minute Thesis

BY COMMUNICATIONS STAFF

Priyanka Gogna, a master's student in epidemiology, is this year's winner of the Queen's Three Minute Thesis (3MT) competition.

Using only one static slide and no props, the graduate student competitors must present their research to a panel of non-specialist judges within a maximum time of 180 seconds.

In her presentation "When prevention could be the cure," Ms. Gogna, spoke about how prevention is perhaps the best approach when dealing with disease rather than always looking for a cure.

Ms. Gogna, who is supervised by Will King (Public Health Sciences), also won the People's Choice Award through a vote by audience members.

Dhruv Bisario, a master's student in astrophysics and astronomy, was runner-up with his talk on "Accretion in Old Galaxies - A Piece of the Puzzle."

Ms. Gogna will now represent Queen's at the Ontario 3MT on April 19 at York University.

"For the Queen's 3MT our students put in hours of preparation for their three minutes in front of the judges," says Brenda Brouwer, Vice-Provost and Dean of Graduate Studies. "The competition helps students hone communication skills while at the same time making their research accessible and it's a great way to celebrate the innovative and thought-provoking research our graduate students are conducting across campus."

The 3MT is a communications competition for graduate students. Developed in Australia by the University of Queensland in 2008, it has expanded to a series of competitions held at universities around the globe. In 2012, Queen's held the first 3MT competition in Ontario and since then, Queen's students have consistently excelled at both provincial and national competitions.



Priyanka Gogna, a master's student in epidemiology, receives the top prize of \$1,000 from Brenda Brouwer, Vice-Provost and Dean of Graduate Studies, for winning the Queen's Three Minute Thesis (3MT) competition.

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DDQIC branches out in Hong Kong

BY SARAH LINDERS, SENIOR COMMUNICATIONS OFFICER

Alumni from Hong Kong gathered with leaders from Queen's to celebrate and launch the newest Dunin-Deshpande Queen's Innovation Centre (DDQIC) Global Network hub in Hong Kong.

Attendees to the launch event gathered in Hong Kong to connect with each other and support the DDQIC. The node is the sixth international location formed to help Queen's students make connections abroad and expand their entrepreneurial ventures.

Hong Kong is the second node in Asia, after the Shanghai hub launched in October, 2017. Other nodes around the world include London, New York, San Francisco, and Los Angeles.

Each node consists of a committee of alumni volunteers with a diverse skillset relevant to innovation, entrepreneurship or local business culture. These volunteers help Queen's students and alumni in the DDQIC programs through mentorship and connection to their networks.

"The DDQIC has access to philanthropic and grants for seed funding and looks to the global network and their international perspective to assist us in allocating these funds," says Greg Bavington, Executive Director of the DDQIC and Special Advisor to the Provost (Innovation and Entrepreneurship). "We have a group of successful and influential alumni in Hong Kong, many of whom have already joined the node we're creating."

Mr. Bavington traveled to Hong Kong along with Principal Daniel Woolf, Dean Barbara Crow (Arts and Science), Kathy O'Brien, Associate Vice-Principal (International), and the Queen's Advancement team. Principal Woolf also visited the Canadian International School to speak to high school students.

"Hong Kong has always been a

"The DDQIC has access to philanthropic and grants for seed funding and looks to the global network and their international perspective to assist us in allocating these funds. We have a group of successful and influential alumni in Hong Kong, many of whom have already joined the node we're creating."

– Greg Bavington, Executive Director of the DDQIC

powerful financial centre in Asia. Just over the river is Shenzhen, a city of over 30 million people, with an economy based in manufacturing and technology," says Mr. Bavington. "Any venture that gets created or incubated within one of our programs that involves hardware will be doing business in the region, if they're going to grow to any scale. That makes Hong Kong the perfect spot for a DDQIC hub, with a massive financial centre cheek-to-cheek with a manufacturing powerhouse."

"International alumni are looking for opportunities to engage with Queen's and to help advance its strategic priorities," say Liz Gorman, Associate Director of Alumni Relations. "The innovation nodes are the perfect forums for them to contribute their expertise and experience in support of Queen's international and innovation strategies."

The next Global Network nodes are currently under review, but Mr. Bavington says all signs point to Berlin and Beijing.

"We have already solidified plans to launch a node in Beijing this fall and Berlin is a city that has a young population, with a young workforce and a dynamic buzz to it," he says. "The startup scene is great there, and we have alumni there as well. It's not a done deal yet, but our thinking is that one of the next Global Network nodes will likely be Berlin in 2019."



UNIVERSITY COMMUNICATIONS

The ClimaCube team is developing portable cold storage units to maintain the quality of items such as samples or vaccinations, and extend the cold lifetime as they are in transit. From left: James Hantho (Com'18), Leigh-Ann McKnight (Sc'18), Karina Bland (Sc'18), and Mitch Sadler (Sc'18).

Six budding businesses boosted

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

Queen's students are applying their skills to tackle global challenges both small and large – from better Lyme disease testing to ensuring protection of medical samples while in transit.

These are just a couple of the ideas on display at a recent pitch competition organized by the Dunin-Deshpande Queen's Innovation Centre (DDQIC). The centre invited student entrepreneurs to present their ideas for a chance to win funding, and potentially to enter the Queen's Innovation Centre Summer Initiative (QICSI) bootcamp beginning in May.

"The pitches were excellent, and there was quite a remarkable diversity of technologies and ideas," says Anton Toutov (Sc'11), chair of the Los Angeles node of the Queen's Innovation Centre Global Network and one of the event's judges. "These businesses were primarily in the idea stage, but the thought process and care was quite good and the quality was high. I want to congratulate all those who pitched."

Ten teams sought funding in the competition, and in the end six of them will each be receiving between four and five thousand dollars in seed money. ClimaCube, a team which is developing portable cold storage units to maintain the quality of items such as samples or vaccinations and extend the cold lifetime (or cold chain) as they are in transit, was one of the successful competitors.

SUCCESSFUL PITCHES

- eBridges - A multi-vendor e-commerce platform that provides small businesses and independent merchants in developing countries with direct access to the global marketplace. Received \$5,000.
- Lymelight Genetech - Developing a diagnostic to provide reliable, accessible, and affordable Lyme disease testing. Received \$5,000.
- BearCloud Games - A digital game studio specializing in mobile and virtual reality games. Received \$4,000.

- ClimaCube - Developing portable cold storage units to extend the quality of products as they are in transit, such as samples or vaccinations. Received \$4,000.
- Leash Technologies - A small device that will alert you if you have left your phone behind at home or any public place. Received \$4,000.
- Sicana - A text message encyclopedia that allows students in countries with limited internet access the ability to text basic search questions and receive an answer. Received \$4,000.

The ClimaCube team recently returned from a social enterprise competition in Dubai known as the Hult Prize. The team gained great experience going through that process, which helped prepare them to pitch at the QICSI competition. Both presentations were great learning experiences, says Karina Bland (Sc'18).

"This presentation was a fantastic experience for us, as the judges were highly engaged and provided helpful feedback," says Ms. Bland, one of the team members behind ClimaCube. "We appreciated the fact that the QICSI presentations were short and there was a longer question period, which allowed us to clarify some aspects of our product. With this funding, we aim to produce a prototype of our portable active cooling system."

Ms. Bland says, thanks to this win, she and her three co-

founders will all be participating in the competitive QICSI bootcamp this summer – providing them a further leg up as they develop their business.

"As I come from a technical background, I am excited to learn a lot about business and benefit from the experience of the QICSI mentors," she says.

The QICSI bootcamp runs from May to August and features intensive instruction designed to help student entrepreneurs build stronger businesses. The program ends with a pitch competition where the start-ups bring their best pitches to try and earn seed funding. A total of 47 students will be attending this year's bootcamp after competing in the spring and fall pitch competitions. One team is also attending QICSI after winning the Kingston Mayor's Innovation Challenge.



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SUPPLIED PHOTO

A group of Queen's teacher-candidates visited the Iqrah International Model Kiddies College in Abidjan, Cote D'Ivoire as part of the collaboration with 1 Million Teachers, a startup created by Queen's alumnus Hakeem Subair.

Building teacher networks

Teacher-candidates from the Faculty of Education travel to Africa in support of 1 Million Teachers, a startup created by a Queen's alumnus

BY ANDREW CARROLL,
GAZETTE EDITOR

The Faculty of Education has partnered with a startup, created by a Queen's alumnus, that is providing support for teachers in countries where in-class and educational resources are lacking.

1 Million Teachers is the brainchild of Hakeem Subair, a graduate of the Master of Innovation and Entrepreneurship program at Smith School of Business. The organization's goal is to help attract, train, and retain 1 million teachers, as well as develop the capacity to train more, in developing countries through its online platform. Utilizing reward-based training, the program aims to transform teachers into life-long learners who are engaged and motivated – positively impacting the future of millions of children around the world.

A number of faculty members from across Queen's are involved in the advisory team while a group of 13 final-year teacher-candidates from the Faculty of Education recently traveled to Ghana and Côte d'Ivoire to deliver workshops and engage with teachers interested in the program.

Collaboration and relationship-building is a key theme.

"We're not going there and saying 'this is what you need to know.' That's not our approach," says Jane Chin (Education), who traveled with the group and is a member of the IMT advisory board. "The teacher-candidates are excited because the whole point is to go sit with these teachers, who are their colleagues, and

say 'What do we have in common and how do we support each other?' They're really excited to have the opportunity to learn from other teachers."

All but one of the teacher candidates is in the Educators Abroad focus track of the teacher education program.

As with any project, there is a lot of work that must be done first in creating the structure and connections, as well as the online content for the program.

"All of the teacher-candidates involved expressed an interest in teaching overseas or cross-cultural teaching and they have to do a three-week alternative practicum as part of our program," says Dr. Chin. "This group has worked really hard and has put together 10 modules to be used and sent out through 1 Million Teachers. That is a lot of content."

The support, both online and on the ground, has helped build a strong foundation for 1 Million Teachers while also providing valuable experience for the teacher candidates, says Mr. Subair.

"The modules are high-quality work," he says. "The (teacher-candidates) are involved in every aspect of the process – the writing, the audio and the editing of the graphics as well."

In Ghana and Côte d'Ivoire, the Queen's group will lead a number of workshops while fostering the creation of professional learning communities for attendees, a key element for IMT.

"We will get the dialogue going – here are some of the things we are thinking about in Canada,

here's some things we think about in relation to the new ideas about teaching, getting students to ask good questions, how do you do it, kind of sharing – but then the ultimate goal is to facilitate these teachers connecting to one another," says Dr. Chin. "We want them to know that they do not have a lot of resources but we do. You communicate with one another, support one another and we'll support you."

Having grown up in Nigeria, Mr. Subair knows the monumental task facing teachers in sub-Saharan Africa and other locations all too well. In many countries there is little funding or resources provided to teachers. As a result, for many families there is a stigma toward pursuing teaching as a career. Still, he points out, there are those who remain passionate about teaching and educating the next generation.

Through IMT, these teachers can get the support they need. There's also a longer-term goal of improving the situation for teachers overall, Mr. Subair adds.

"This is the community. The idea is all the teachers using the platform are part of the community. Imagine having someone like Professor Chin and someone is asking a really technical question about teaching and she's able to respond," he says. "There's an advocacy piece as well. We are engaging with governments and we want to be able to strongly advocate for teachers with governments to change policy such as increasing remuneration."

To learn more about the program, visit 1millionteachers.com.

through the lens



UNIVERSITY COMMUNICATIONS

Principal Daniel Woolf, above, and Julie Gordon-Woolf, below, helped spread some cheer on campus on Sunday, April 8 handing out 1,500 sugar cookies to students at Queen's University's libraries. This marked the eighth year for the pre-exam period cookie drop.



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If I can dream: The Elvis tribute to Martin Luther King, Jr.

This article was originally published on *The Conversation*. Read the original article at theconversation.ca.



BY ROBERT MORRISON (ENGLISH LANGUAGE AND LITERATURE)

Fifty years ago, on April 4, 1968, Martin Luther King, Jr. was standing on the second-storey balcony of the Lorraine Motel in Memphis, Tenn., when he was gunned down by a sniper.

Only 39 years old at the time, King had, in the eight years that preceded his tragic death, transformed the American civil rights movement. It became a national crusade that inspired people from across the social spectrum and turned long-neglected economic and racial injustices into major political issues, not just in the United States, but around the world.

As a social activist, King's greatest moment came in August 1963, when he helped to organize the March on Washington. More than 250,000 people gathered in front of the Lincoln Memorial to protest against segregation and bigotry, and King delivered his famous "I Have a Dream" speech.

In the months that followed, younger and more militant members of the civil rights movement grew increasingly frustrated with King's caution and his commit-

ment to non-violent resistance, but King pushed on. And in the aftermath of his assassination, millions of people paid tribute to his courage, his eloquence and his determination.

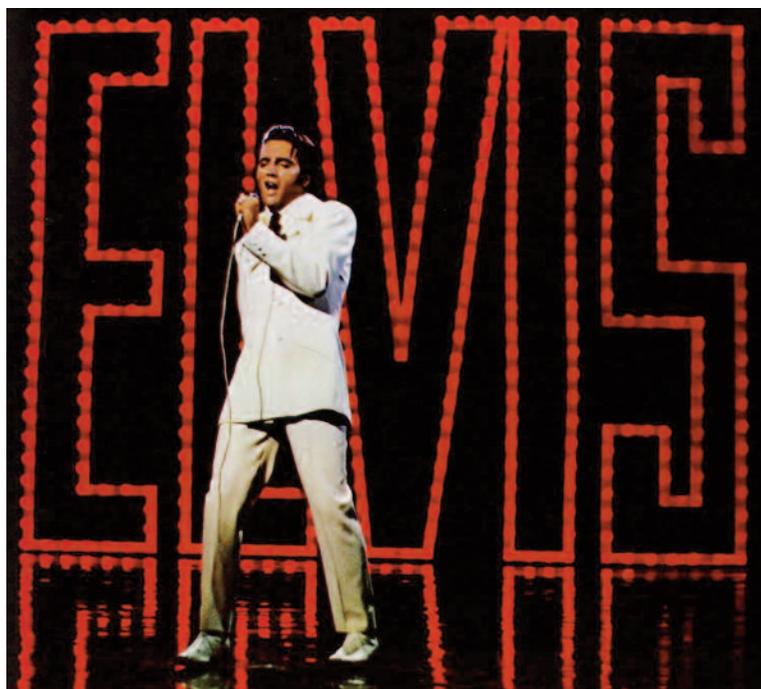
Elvis Presley was one of them. He recorded the song *If I Can Dream* just two months after the murder, and the emotional intensity with which he delivers it still brings back the shock and grief that gripped America in the wake of King's murder.

Presley was just six years younger than King, and both were born and raised in the Deep South (King in Georgia and Elvis in Mississippi), where they were surrounded by institutionalized racism. King was not a great admirer of rock 'n' roll, but Presley greatly admired King, who was killed less than nine miles from Presley's home at Graceland.

Presley was unable to attend the funeral in person as he was filming *Live a Little, Love a Little*, one of his many movies. But according to his co-star Celeste Yarnall, she and Elvis "watched the funeral of Martin Luther King, Jr. together over lunch in his trailer. He cried. He really cared deeply."

A few weeks later, Elvis began to work on the one-hour TV show now widely known as his '68 Comeback Special. Filmed in June and airing in December, the show was originally scheduled to close with Elvis singing *I'll Be Home for Christmas*, a plan enthusiastically endorsed by his Machiavellian manager, Colonel Tom Parker.

But in light of King's assassination (and, as production of the



show got under way, the murder of Sen. Robert Kennedy on June 6, 1968), Elvis balked. He wanted to conclude with a song that reflected his deep sadness at the racial and political strife dividing the country.

Steve Binder, the director of the Comeback Special, agreed. "I wanted to let the world know that here was a guy who was not prejudiced," Binder declared, "who was raised in the heart of prejudice, but was really above all that."

Binder and Elvis were able to outmanoeuvre Parker, and for once Elvis got to sing what he wanted to sing. The Comeback Special closes — unforgettably — with *If I Can Dream*, written by the vocal arranger Earl Brown, and performed by Elvis in a white suit standing alone in front of large red letters that spelled out Elvis.

'WHY CAN'T MY DREAM COME TRUE?'

King's "I Have a Dream" speech is clearly Brown's inspiration for the lyrics of *If I Can Dream*. Freedom, promise, redemption and darkness are at the crux of both, as the speech is variously echoed, adapted and rewritten in the lyrics.

King's image of "a great beacon light" reappears in Brown's reference to "a beckoning candle." King's "solid rock of brotherhood" corresponds to Brown's vision of "brothers" walking "hand in hand." King's "sunlit path of racial justice" prompts Brown's invocation of "a warmer sun / Where hope keeps shining on everyone."

Above all, of course, both King and Brown "dream" of a better, more equitable society and future, though King's optimism ("I Have a Dream") contrasts sharply with Brown's tentativeness (*If I Can Dream*).

Faced in 1963 with bigotry, gun violence and police brutality, King

remains convinced that "somehow this situation can and will be changed," and that "my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

Brown struggles to be as confident. Confronted in 1968 by the assassinations of King and Kennedy, his lyrics — unlike King's speech — are suffused with "doubt and fear," though he maintains that he is "sure that the answers gonna come somehow."

King did not deny "the difficulties of today and tomorrow," but he had the courage to imagine a better world in spite of them, and had already spelled out the cultural, legal and moral changes that needed to take place in order for us to create that world.

In response, Brown asks the most pressing question of all. If the example of King enables us to "dream of a better land," and if we and millions of other people believe in that same dream, "why, oh why, oh why can't my dream come true?"

STILL, WE DREAM

Brown's lyrics are an impassioned reaction to the devastating news of King's death, but it is what Elvis does with those lyrics that transforms *If I Can Dream* into what is, I believe, one of the most moving tributes ever paid to the bravery and vision of King.

For the first time in almost a decade, and for one of the last times in his career, Elvis is singing — and knows himself to be singing — a song that matters. His voice is full of raw emotion that seems at times almost to overwhelm him, and that drives him in the bridge ("the strength to dream") and at the climax ("right now") to an intensity that approaches a scream.

'IF I CAN DREAM:' LYRICS

There must be lights burning
brighter somewhere
Got to be birds flying higher in a
sky more blue
If I can dream of a better land
Where all my brothers walk hand
in hand
Tell me why, oh why, oh why can't
my dream come true
oh why
There must be peace and under-
standing sometime
Strong winds of promise that will
blow away the doubt and fear
If I can dream of a warmer sun
Where hope keeps shining on
everyone
Tell me why, oh why, oh why won't
that sun appear
We're lost in a cloud
With too much rain
We're trapped in a world
That's troubled with pain
But as long as a man
Has the strength to dream
He can redeem his soul and fly
Deep in my heart there's a trem-
bling question
Still I am sure that the answer
gonna come somehow
Out there in the dark, there's a
beckoning candle
And while I can think, while I can
talk
While I can stand, while I can walk
While I can dream, please let my
dream
Come true, right now
Let it come true right now
Oh yeah

Songwriters: Earl Brown
If I Can Dream lyrics - Raleigh Mu-
sic Publishing

Before us once again is the angry, urgent, anti-establishment Elvis who exploded onto the American music scene 12 years earlier, and who now, at 33 years old, closes his Comeback Special by honouring the country's greatest Black leader.

Less than a decade later, Elvis himself was dead, and while *If I Can Dream* has been recorded by several other artists, and included on a number of different Elvis compilations, no re-mastering or re-release can replace the power of the song in its original context.

Martin Luther King, Jr. urged us to dream. After his assassination, Elvis hopes that we still "can dream." The death of King half a century ago reminds us of how far our society still is from the equality that King imagined.

As his words continue to inspire us to more unified and purposeful action, especially in the current political climate, so too they inspired Elvis, and the trembling, soaring voice with which he sings *If I Can Dream*.



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Inclusion in the classroom

The Centre for Teaching and Learning is working to ensure curriculum meets the needs of Queen's diverse student body

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

The Centre for Teaching and Learning (CTL) is looking at all of Queen's curriculum and asking the question, "How do we ensure it is reflective of the inclusive community we are striving to create?"

Following recommendations of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI), and the Truth and Reconciliation Commission (TRC) Task Force, faculties, schools and departments are embarking on a curriculum review to ensure that racialized students, Indigenous students, and all students of diverse backgrounds and identities see themselves reflected.

That review process is part of the CTL's mandate, which is to ensure quality teaching and build teaching and educational leadership capacity at Queen's.

"To create a more inclusive learning environment, we are working on a number of initiatives that will ensure that our curriculum reflects the diverse viewpoints and experiences of a greater proportion of our community," says Jill Scott, Vice-Provost (Teaching and Learning). "By taking steps to ensure the inclusion of content reflecting the experiences and perspectives of diverse groups, including Indigenous students and racialized students, we can begin to reduce barriers to education and create a more welcoming university for all."

To better equip the CTL team as they work to enhance curriculum, the centre's staff have taken courses centred on mental health awareness, creating positive space, trans-inclusion, and cultural safety training. In addition, the whole team participated in a KAIROS blanket exercise designed to help explain the historic and contemporary relationship between Indigenous and non-Indigenous peoples in Canada.

The CTL is also ensuring it has the right leadership in place within the unit on diversity, inclusion, and reconciliation matters. Klodiana Kolomitro, an Educational Developer in the CTL, has been appointed as the centre's specialist on equity and inclusivity in curriculum. Educational developers like Dr. Kolomitro work closely with educators to cultivate inclusive teaching and assessment practices that reflect our students' experiences and create space for imagining alternatives.

"The curriculum that we design can be a powerful vehicle for



Klodiana Kolomitro and Ian Fanning of the Centre for Teaching and Learning will play a key role in examining curriculum through the lens of diversity, inclusion, and reconciliation efforts.

asking courageous questions, examining our assumptions and academic practices, and truly recognizing the limits of our own knowledge," says Dr. Kolomitro. "If we decide on one curriculum, we must consider whose voices are heard, what knowledge and worldview is privileged over others, and why that is? I am really looking forward to enhancing inclusive excellence, and supporting all Queen's educators in developing a curriculum that encourages relevance, meaning, and accessibility."

Complementing Dr. Kolomitro's work, the CTL recently hired Ian Fanning as the centre's first Indigenous curriculum developer. Dr. Fanning will be responsible for the creation and delivery of professional development programming on Indigenous knowledge, ways of knowing, and anti-colonial training at the individual, unit, department, and faculty levels.

He will also facilitate consultations with educators and educational support professionals to build capacity and provide leadership in the area of Indigenous curriculum development across the university. Dr. Fanning will work closely with the Director of Indigenous Initiatives, the Four Directions Aboriginal Student Centre, and other Indigenous support professionals on campus.

The centre isn't just investing in its own learning – they are also sharing what they know with the broader community. In March, the CTL hosted a workshop to provide educators with strategies for providing classroom and supervisory experiences that are inclusive of transgender students. This fol-

lows similar workshops on Indigenous cultural awareness in the classroom, and building inclusive learning environments.

The efforts to incorporate diversity into the learning environment do not stop at matters of curriculum. To address recommendations in the PICRDI Report, the provost has also struck a subgroup of the Provost's Advisory Committee on Teaching and Learning to revise the Teaching and Learning action plan and the Queen's Learning Outcomes Framework through the lenses of diversity, inclusivity, and reconciliation with Indigenous Peoples.

These efforts to diversify Queen's curriculum align with the recommendations of the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) final report and the Queen's Truth and Reconciliation Commission task force final report.

"We recognize that our community contains many diverse identities, and having a greater understanding of and appreciation for different cultures is important for our learners as they join increasingly diverse work and study environments," says Teri Shearer, Deputy Provost (Academic Operations and Inclusion). "We are striving to promote an inclusive living and learning environment here at Queen's, and we are committed to continuous improvement through dialogue and engagement with all members of our community."

To learn more about upcoming teaching and learning sessions, visit the Centre for Teaching and Learning's website (queensu.ca/ctl/).

grad studies

THESIS DEFENCES

Wednesday, April 18

Rosaria Furlano, Psychology, 'Self-Perception in Autism Spectrum Disorder'. Supervisor: E.A. Kelley, 228 Humphrey Hall, 12 pm

Thursday, April 19

Yun Liu, History, 'Launching Environmental Protection Policies in Hubei, China, 1970 to 1990'. Supervisor: E.M. Hill, 122 Watson Hall, 2 pm

Thursday, April 19

Jesse Vanderveen, Chemistry, 'Improvements in the Performance and Understanding of Switchable-Hydrophilicity Solvents'. Supervisor: P.G. Jessop, 515 Chernoff Hall, 10 am

Monday, April 23

Andrew Labaj, Biology, 'Cladoceran Responses to Environmental Change in High Elevation Andean Lakes'. Supervisor: J.P. Smol, 402B Gordon Hall, 1 pm

Monday, April 23

Sara Mohajeri, Chemical Engineering, 'An Injectable Hydrophobic Delivery Formulation based on Poly(trimethylene Carbonate) For Therapeutic Angiogenesis'. Supervi-

sor: B.G. Amsden, 427 Dupuis Hall, 1 pm

Wednesday, April 25

Kimberley Mosher, Management, 'How Consumers Create Alternative Consumer Journeys Via Imaginative Mental Experiences'. Supervisor: P. Dacin, LL 230 Goodes Hall, 10 am

Thursday, April 26

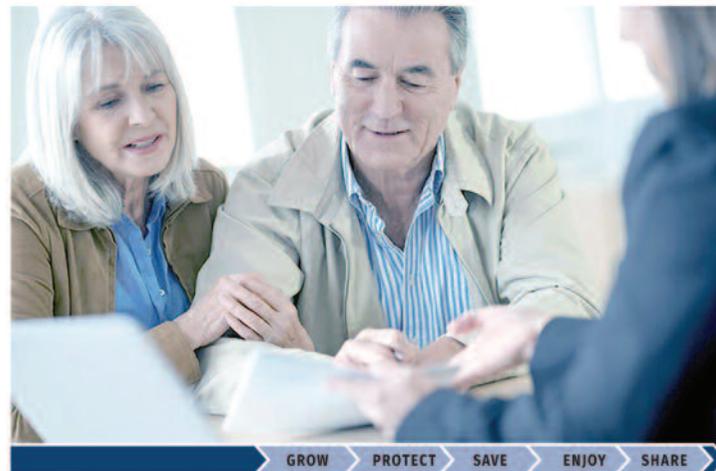
Pooyan Changizian, Mechanical and Materials Engineering, 'Radiation Damage Effect on Mechanical Properties and Microstructure of X-750 Ni-based Superalloy'. Supervisor: Z. Yao, 227 Nicol Hall, 2 pm

Friday, April 27

Seyed Saeed Hashemi, Civil Engineering, 'Examining the Energy Performance of Water Main Assets in Water Distribution Systems'. Supervisors: Y. Filion, V. Speight, 212 Ellis Hall, 10 am

Monday, April 30

Laura Schaeffli, Geography, 'Exposing the Colonial Mind: Epistemologies of Ignorance and Education in Ontario, Canada'. Supervisor: A. Godlewski, E314 Mac-Corry Hall, 1:30 pm



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Athletics celebrates best of the best

Claire Sumner, Spencer Abraham, Kainoa Lloyd honoured as Queen's top varsity team athletes

BY COMMUNICATIONS STAFF

Claire Sumner of the women's cross country team and both Spencer Abraham of the men's hockey team and Kainoa Lloyd were named Queen's University's top student-athletes for the 2017-18 season. The three athletes were announced winners at the 82nd annual Colour Awards Varsity Team athletic banquet Wednesday, March 28 at the ARC Main Gym.

Sumner, this year's PHE'55 Alumnae Award winner, finished her cross country career at Queen's as a four-time U SPORTS All-Canadian and was also a BLG finalist in 2017.

The fifth-year life sciences student was the U SPORTS MVP in 2016 and individually raced to gold and silver at nationals. At the OUA level, she is a four-time All-Star and was the 2016 MVP and gold medalist. Last season she was named the OUA's top female athlete across all sports and claimed the Gaels Outstanding Performance of the Year award. For her team, she helped the Gaels break the Guelph Gryphons' OUA podium streak, capturing gold this past fall. In her four years as a Gael, she has two U SPORTS team silvers, one bronze and two OUA silvers and a bronze to go along with this year's gold. Sumner also claimed the 2017 Athletics Canada Cross Country Championship in a race at Fort Henry.

For the first time since 1992-93, the Jenkins Trophy for the top male senior student-athlete saw a tie. Both Abraham and Lloyd were announced as this year's recipients.

Abraham was an All-Canadian this past season and has represented U SPORTS in an All-Star competition versus the Canadian World Juniors team for three straight years. In his first season with the Gaels he was named the U SPORTS Rookie of the Year and to the All-Rookie team. At the OUA level, Abraham is a four-time All-Star and has received four major awards including top defenceman twice and most sportsmanlike.

The first-year law student was the team captain this past season and helped to lead the Gaels to a program record 19 wins. He has been an academic All-Canadian every year and has completed a pair of National Hockey League tryouts with the Florida Panthers. A year ago he suited up for Canada at the FISU games in Kazakhstan and skated away with a bronze medal for his country.

Lloyd has been a dominant



Spencer Abraham (hockey), Claire Sumner (cross country), and Kainoa Lloyd (rugby), were named the top student-athletes at the 82nd annual Colour Awards Varsity Team athletic banquet on Wednesday, March 28.

force on the rugby pitch for the Gaels in his time at Queen's. A three-time OUA All-Star, Lloyd was named the man of the match in the gold medal game this past year where the Gaels re-claimed the Turner Trophy as Ontario champions. With Queen's Lloyd has been a member of four OUA championship teams and also added a silver medal.

The computing student has excelled at the national and international levels representing Canada throughout his time at Queen's. He currently competes with the national senior men's program as they prepare for World Cup qualifier matches and has seen time in previous seasons with the National A team. Lloyd also finds time to give back having been active in the team's Run for the Cure, Gaels Care and other Varsity Leadership Council initiatives.

The Alfie Pierce Trophy recipients for top male and female rookie of the year were Sophie de Goede from women's rugby/basketball and Zane Grossinger from men's volleyball.

A two-sport athlete in rugby and basketball, de Goede took the rugby scene by storm earning the U SPORTS and OUA rookie of the year honours. She performed so well at the national championships that she was named to the

U SPORTS championship all-star team and also earned an OUA All-Star honour. On the hardwood, de Goede quickly picked up the pace and finished as the Gaels leading rebounder. She led all OUA rookies in rebounding and was second in steals for OUA rookies.

Grossinger saw a tremendous season where he was honoured with a spot on the U SPORTS all-rookie team while also being named the OUA rookie of the year. Grossinger had such a strong season with the Gaels marshalling the offence from the setter position that he was also named an OUA All-Star. Statistically, he finished third in the OUA in assists per set and was fifth in digs. He helped the Gaels get to the OUA finals and U SPORTS national championship.

With many standout performances by individual athletes in 2017-18, the Outstanding Performance of the Year (OPY) honour was awarded to McKinley Hunt of women's rugby.

Hunt had a truly remarkable year at many different levels of competition. With the Gaels, she was named a first-team U SPORTS All-Canadian and OUA All-Star helping the Tricolour get to the national championship as the OUA silver medalists. Her accolades didn't stop there however as she captained the Canadian U20

team to a pair of victories in a series against the United States then was named to the Canadian Senior women's team where she donned the maple leaf to face off against England in a three-game series in Twickenham.

The Jim Tait Trophy, presented to the top performing Varsity Team, went to the OUA champion men's rugby team.

It was a dominant performance by the Gaels from start to finish under the leadership of first-year head coach David Butcher.

The Gaels completed a season that was about as close to perfect as a team could get. Not only did they run the table to go 10-0, at no point during the year did the team trail on the scoreboard. They hosted the reigning champions Guelph at Nixon Field and easily defeated the Gryphons to claim

the Turner Trophy. Queen's finished with six OUA All-Stars and two major award winners.

Not only did they Gaels find success on the field of play but they continue to be a program that leads the way in the community. The rugby team raised an astounding \$24,200 in the Run for the Cure and also contributed to other charitable initiatives such as Soul Foods, Martha's Table, Movember, Extra Awesome/Happy Soul and various rugby outreach programs in the Kingston community.

The Micahel J. Rodden Award, which recognizes an individual generous support and goodwill towards the Queen's University Athletic Programs, was presented to the Office of Advancement's Chief Development Officer Tom Hewitt.

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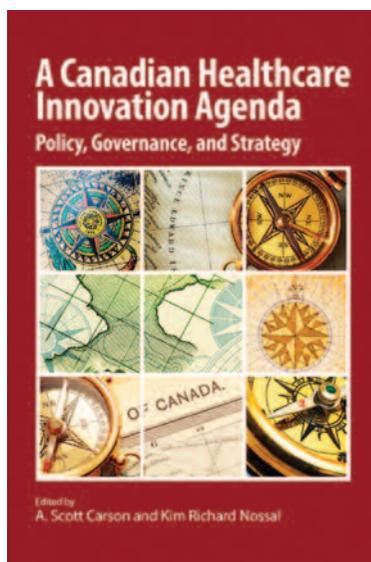
books

A Canadian Healthcare Innovation Agenda: Policy, Governance, and Strategy

Edited by **A. Scott Carson** (Smith School of Business) and **Kim Richard Nossal** (Political Studies)

This collection is the result of a 2016 national leaders conference sponsored by Queen's University to explore the prospects for a pan-Canadian healthcare innovation strategy. The conference themes were inspired by the 2015 report of the federally commissioned Advisory Panel on Healthcare Innovation, led by David Naylor, which examined how the federal government could support innovation.

A Canadian Healthcare Innovation Agenda features original commissioned chapters from academics and healthcare leaders addressing a range of issues such as the meaning of healthcare innovation, how a national healthcare agency and investment fund could be governed, the need for big data and evidence, adding value through Canadian supply-chain management, overcoming regulatory barriers to innovation, policy innovations for indigenous, military and elderly populations, the role of medical professions in pro-



moting innovation, education, and the development of medical innovators. The Canadian healthcare system is so fragmented that any thought of a system-wide strategy for healthcare innovation is considered a far-distant ideal at best. This book presents a contrary view, outlining an agenda for Canadian healthcare innovation. It shows that Canada does indeed have the building blocks for innovation, and concludes that the time to act is now.

for the record

COMMITTEES

Advisory Search Committee — Assistant Dean, Academic Affairs and Programmatic Quality Assurance, Undergraduate Medical Education

An Advisory Search Committee has been established to provide advice on the leadership for the new position Assistant Dean, Academic Affairs and Programmatic Quality Assurance, Undergraduate Medical Education. The composition of the committee is as follows:

- Dr. Leslie Flynn (Chair), Vice-Dean, Education, Faculty of Health Sciences
- Dr. Stephen Archer, Head, Department of Medicine
- Dr. Carl Chauvin, Resident, Department of Anesthesiology and Perioperative Medicine
- Jacqueline Findlay, Manager, Staffing and Student Support
- Dr. Renee Fitzpatrick, Director, Student Affairs, Wellness Advisor
- Dr. Laura Milne, Assistant Professor, Department of Medicine
- Dr. Susan Moffatt, Associate Professor, Department of Medicine
- Cale Templeton, Current student and President, Aesculapian Society
- Dr. Richard van Wylick, Chair, CBME Faculty Development Committee and Director, Faculty Development, Faculty of Health Sciences
- Christine Irving (Secretary), Senior Staffing Officer, Faculty of Health Sciences

Faculty, staff, students, residents and all other members of the hospital and university communities, are invited to submit names of possible candidates for the position of Assistant Dean, Academic Affairs and Programmatic Quality Assurance and the reasons for supporting each nominee. Written submissions are to be directed to the chair c/o Christine Irving, Faculty of Health Sciences, Macklem House, 18 Barrie St., Queen's University, Kingston, Ontario, K7L 3N6. Electronic submissions can be forwarded to christine.irving@queensu.ca.

While submissions will be accepted throughout the search process, it will be advantageous for the committee to have them by Friday, April 27, 2018. Responses received will remain confidential and will be shared only with the members of the review committee; Anonymous submissions will not be considered.

Advisory Search Committee — Assistant Dean, Curriculum, Undergraduate Medical Education

An Advisory Search Committee has been established to provide advice on the leadership for the new position Assistant Dean, Curriculum, Undergraduate Medical Education. The composition of the committee is as follows:

- Dr. Leslie Flynn (Chair), Vice-Dean, Education, Faculty of Health

Sciences

- Dr. Stephen Archer, Head, Department of Medicine
- Dr. Carl Chauvin, Resident, Department of Anesthesiology and Perioperative Medicine
- Jacqueline Findlay, Manager, Staffing and Student Support
- Dr. Renee Fitzpatrick, Director, Student Affairs, Wellness Advisor
- Dr. Laura Milne, Assistant Professor, Department of Medicine
- Dr. Susan Moffatt, Associate Professor, Department of Medicine
- Cale Templeton, Current student and President, Aesculapian Society
- Dr. Richard van Wylick, Chair, CBME Faculty Development Committee and Director, Faculty Development, Faculty of Health Sciences
- Christine Irving (Secretary), Senior Staffing Officer, Faculty of Health Sciences

Faculty, staff, students, residents and all other members of the hospital and university communities, are invited to submit names of candidates for the position of Assistant Dean, Curriculum and the reasons for supporting each nominee. Written submissions are to be directed to the chair c/o Christine Irving, Faculty of Health Sciences, Macklem House, 18 Barrie St., Queen's University, Kingston, Ontario, K7L 3N6. Electronic submissions can be forwarded to christine.irving@queensu.ca.

human resources

Job postings

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

- **Competition Number:** J0418-0235
Position Title: Safety Desk Team Leader
Department: Canadian Cancer Trials Group
Salary: \$62,145/Year
Grade: 9
Job Type: Permanent (Continuing)
Closing Date: April 30
- **Competition Number:** J0318-1073

- **Position Title:** Academic Advisor & Assistant to the Undergraduate Chair
Department: Psychology
Salary: \$51,545/Year
Grade: 7
Job Type: Permanent (Continuing)
Closing Date: April 23
- **Competition Number:** J0418-0033
Position Title: Departmental and Financial Assistant
Department: Robert M Buchan Dept. of Mining
Salary: \$40,086/Year
Grade: 5

- **Job Type:** Term - 12-months
Closing Date: April 24
- **Competition Number:** J0318-1111
Position Title: Assistant Residence Life Coordinator
Department: Housing & Ancillary Services
Salary: \$40,086/Year
Grade: 5
Job Type: Term - 1 year
Number of Positions: 3
Closing Date: April 23
- **Competition Number:** J0218-0035
Position Title: Human Resources Advisor
Department: Faculty of Engineering and Applied Science

- **Salary:** \$51,545/Year
Grade: 7
Job Type: Permanent (Continuing)
Closing Date: April 22

Successful Candidates

- **Job Title:** Inclusion & Anti-Racism Advisor
Department: Human Rights Office
Competition: J0917-0566
Successful Candidate: Lavie Williams
- **Job Title:** Director, Digital Marketing and Communications
Department: Student Affairs
Competition: J1217-0186
Successful Candidate: Agamemnon Senis

- **Job Title:** Programmer Analyst
Department: Faculty of Education
Competition: J0118-0731
Successful Candidate: Joshua Vine (Faculty of Education)
- **Job Title:** Finance and Admission Assistant
Department: School of English
Competition: J0118-0948
Successful Candidate: Lorie Greene (School of English)
- **Job Title:** Receptionist
Department: Agnes Etherington Art Centre
Competition: J1017-0330
Successful Candidate: Christopher Grant

PUZZLE SOLUTIONS

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Ceremony 1: Thursday, May 24 at 10 am - Participating programs: Education - Undergraduate Programs Grant Hall

Ceremony 2: Thursday, May 24 at 2:30 pm - School of Graduate Studies, School of Medicine, School of Nursing
Honorary Degree Recipient – Phil Gold, DSc Grant Hall

Ceremony 3: Friday, May 25 at 10 am - Smith School of Business, School of Graduate Studies - Participating programs: Management; MBA - Americas; MBA - Executive; Education - Graduate Programs Grant Hall

Ceremony 4: Friday, May 25 at 1 pm - Smith School of Business - Participating programs: MBA - Queen's; Accelerated Grant Hall

Ceremony 5: Friday, May 25 at 4 pm - School of Graduate Studies, Smith School of Business - Participating programs: MFIN, MIB, MMA, MMIE, GDB, MPA, MIR

Honorary Degree Recipient – Isabel Bassett, LLD Grant Hall

Ceremony 6: Tuesday, May 29 at 10

am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Biochemistry, Life Sciences Athletics and Recreation Centre (ARC)

Ceremony 7: Tuesday, May 29 at 2:30 pm - Smith School of Business - Participating programs: Commerce Athletics and Recreation Centre (ARC)

Ceremony 8: Wednesday, May 30 at 10 am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Anatomy & Cell Biology; Anatomical Sciences; Biomedical & Molecular Sciences; Chemistry; Computing; Epidemiology; Medicine; Microbiology & Immunology; Neuroscience; Pathology; Pediatrics; Pharmacology & Toxicology; Physiology; Public Health Sciences Grant Hall

Ceremony 9: Wednesday, May 30 at 2:30 pm - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Biology; Physics; Physics, Engineering Physics, and Astronomy Grant Hall

Ceremony 10: Thursday, May 31 at 10 am - School of Graduate Studies, Faculty of Engineering and Applied Science - Participating programs:

Chemical Engineering, Engineering Chemistry, Geological Engineering; Mathematics and Engineering; Mining Engineering, GCCRE Grant Hall

Ceremony 11: Thursday, May 31 at 1 pm - School of Graduate Studies, Faculty of Engineering and Applied Science - Participating programs: Electrical and Computer Engineering; Engineering Physics Grant Hall

Ceremony 12: Thursday, May 31 at 4 pm - School of Graduate Studies, Faculty of Engineering and Applied Science - Participating programs: Design and Manufacturing; Engineering - Civil, Mechanical; Mechanical and Materials Engineering
Honorary Degree Recipient – Indira Vasanti Samarasekera, DSc Grant Hall

Ceremony 13: Friday, June 1 at 10 am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Kinesiology and Health Studies; Physical and Health Education

Honorary Degree Recipient – Valerie Tarasuk, DSc Grant Hall

Ceremony 14: Friday, June 1 at 2:30

pm - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Economics; French Studies; Indigenous Studies; Languages, Literatures and Cultures; Risk Policy and Regulation

Honorary Degree Recipient – John Russell Baird, LLD Grant Hall

Ceremony 15: Monday, June 4 at 10 am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Aging and Health; Classics; Occupational Therapy; Physical Therapy; Political Studies; Rehabilitation Science

Honorary Degree Recipient – Hugh David Segal, LLD Grant Hall

Ceremony 16: Monday, June 4 at 2:30 pm - School of Graduate Studies, Faculty of Arts and Science - Participating programs: English Language and Literature; History; Jewish Studies; Medieval Studies Grant Hall

Ceremony 17: Tuesday, June 5 at 10 am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Cultural Studies; Drama; Film and Media; Music; Philosophy; Religious Studies; Stage

and Screen Studies Grant Hall

Ceremony 18: Tuesday, June 5 at 1 pm - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Art History and Art Conservation; Art Leadership and Arts Management; Fine Art; Psychology Grant Hall

Ceremony 19: Tuesday, June 5 at 4 pm - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Environmental Studies; Geography; Geological Sciences and Geological Engineering; Geology; Mathematics and Statistics; Urban and Regional Planning Grant Hall

Ceremony 20: Wednesday, June 6 at 10 am - School of Graduate Studies, Faculty of Arts and Science - Participating programs: Gender Studies, Global Development Studies; Sociology Grant Hall

Ceremony 21: Wednesday, June 6 at 2:30 pm - School of Graduate Studies, Faculty of Law
Honorary Degree Recipient – Douglas Cardinal, LLD Grant Hall



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