A CAMPUS LIKE NO OTHER

Queen’s campus is one of the most beautiful to be found in Canada but it is perhaps most striking once autumn arrives and the leaves begin to change colour. There are countless colours and hues to be found along the main pathways and hidden in corners that are rarely visited. A fall walk at Queen’s can offer a glimpse of beauty. More photos on Page 16.

MILESTONE CELEBRATION

The Faculty of Engineering and Applied Science at Queen’s has kicked off a year of celebrations and is putting out a call to its community to make its 125th an anniversary to remember. See story on page 3.
In 2017, the Senate introduced changes to the University's Financial Services Policy, which has resulted in a more efficient and transparent financial management system. The Senate has approved the University's 2017-18 financial statements, which reflect the university's financial health and the progress made towards achieving its strategic goals.

The 2017-18 financial statements include a comprehensive analysis of the university's financial performance, including revenue, expenses, and other financial metrics. The statements highlight the university's commitment to financial sustainability and its continued progress towards achieving its strategic objectives.

The Senate's approval of the financial statements is a significant milestone for the university, as it provides a clear and transparent picture of the university's financial health and progress towards achieving its strategic objectives. The financial statements also serve as a valuable resource for stakeholders, including students, faculty, staff, and the broader community, to understand the university's financial performance and its ongoing progress towards achieving its strategic objectives.
Queen’s places fifth in Maclean’s rankings

Queen’s among top universities in the medical-doctoral category and second overall in student satisfaction

BY COMMUNICATIONS STAFF

Queen’s places fifth out of Canada’s 15 medical-doctoral universities according to the 2019 Maclean’s university rankings, which were released on Thursday, Oct. 11. McGill University and University of Toronto tied atop the medical-doctoral rankings, followed by University of British Columbia, and McMaster University. The ranking features universities with a broad range of PhD programs and research, as well as medical schools. The two other university rankings are comprehensive, and primarily undergraduate.

The highest marks for Queen’s in the medical-doctoral ranking include second place in student satisfaction and faculty awards, while placing fourth in student awards, library expenses, and scholarships and bursaries. In the student satisfaction ranking Queen’s placed second for a second straight year, behind only Sherbrooke. Queen’s placed seventh out of 49 universities in the national reputation ranking, up one place from last year.

For the reputational ranking Maclean’s surveyed university faculty and senior administrators, high school guidance counsellors and a variety of businesspeople asking for their views on quality and innovation at universities. In the three categories of the ranking, Queen’s placed sixth for highest quality, eighth for most innovative, and seventh for leaders of tomorrow, up three spots from 2018.

Maclean’s also ranked selected programs within the sciences and social sciences, assessing for research and reputation: Biology (14); Business (7); Computer Science (12); Education (12); Engineering (9); Medicine (12); Nursing (8); Psychology (6).

Students walk along University Avenue with Grant Hall in the background. Queen’s placed fifth out of Canada’s 15 medical-doctoral universities according to the latest university rankings by Maclean’s.

The Faculty of Engineering and Applied Science gave out t-shirts and took special photos to celebrate its 125th anniversary. The Faculty is seeking to profile members of the Queen’s Engineering community through its 125th Awards. A call has gone out to all members of the Queen’s Engineering community to suggest alumni and current students who are leading interesting lives and making noteworthy contributions to society.

Queen’s engineering is also looking for names of faculty and staff who have helped educate, guide, and support students through their time at Queen’s or who have gone above and beyond in their work.

“The pride of Queen’s Engineering is its people, and we are receiving nominations from around the world and from within our campus,” says Dean Deluzio. “We look forward to sharing these special stories with you over the year.”

In addition, the faculty has unveiled a limited edition 125th Engineering crest. At Homecoming, a special photo wall will feature the new crest, along with all the historic crests, so alumni and current students can snap a picture of themselves and see how their class fits into the faculty’s history.

Since its inception, the Faculty of Engineering and Applied Science at Queen’s University has graduated more than 20,000 students (and counting) and consistently ranks as one of Canada’s leading schools for engineering.

To learn more, or nominate someone for an award, visit my.engineering.queensu.ca/125.

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

A year of festivities are underway, marking the impact of Queen’s engineers throughout the faculty’s history.

The earliest incarnation of the Queen’s Faculty of Engineering and Applied Science began in 1893, and the faculty has a number of initiatives planned between now and August 2019 to mark the milestone anniversary.

“The Faculty of Engineering and Applied Science has been delivering a transformational experience to students since 1893, and during this academic year, we are proud to be celebrating that legacy and the community we have built,” says Kevin Deluzio, Dean of the Faculty of Engineering and Applied Science and a proud alumnus. “We encourage all members of the faculty to join our celebrations and help us commemorate 125 years of renowned spirit and unrivalled excellence.”

The year will include events to honour the past and present contributions of the students, alumni, faculty, and staff, and offer a look at the exciting future of Queen’s Engineering. Highlights for the year include a research symposium, teaching and learning showcase, student design competition, staff celebrations, industry luncheon, and the Queen’s Engineering Excellence: 125th Awards at Fort Henry in March.

Homecoming weekend will provide a great kickoff to the 125th celebrations, as alumni share in the excitement at the Dean’s Homecoming Pancake Breakfast. Student teams, clubs and faculty will be on hand to meet with alumni, share past and present stories, and distribute special 125th items.

As part of the anniversary year, the faculty is seeking to profile members of the Queen’s Engineering community through its 125th Awards. A call has gone out to all members of the Queen’s Engineering community to suggest alumni and current students who are leading interesting lives and making noteworthy contributions to society.

Queen’s Engineering is also looking for names of faculty and staff who have helped educate, guide, and support students through their time at Queen’s or who have gone above and beyond in their work.

“The pride of Queen’s Engineering is its people, and we are receiving nominations from around the world and from within our campus,” says Dean Deluzio. “We look forward to sharing these special stories with you over the year.”

In addition, the faculty has unveiled a limited edition 125th Engineering crest. At Homecoming, a special photo wall will feature the new crest, along with all the historic crests, so alumni and current students can snap a picture of themselves and see how their class fits into the faculty’s history.

Since its inception, the Faculty of Engineering and Applied Science at Queen’s University has graduated more than 20,000 students (and counting) and consistently ranks as one of Canada’s leading schools for engineering.

To learn more, or nominate someone for an award, visit my.engineering.queensu.ca/125.
Six to be honoured with Distinguished Service Awards

BY MICHAEL ONESI, ALUMNI COMMUNICATIONS OFFICER

Six members of the Queen’s community who have gone above and beyond their normal duties to improve life on campus are being honoured by University Council with Distinguished Service Awards. This year’s honorees are Teresa Alm, Keith Banting (Arts’69), Sarah Jane Dumbrille (Arts’66), John Fisher, Audrey Hunt, and Brian Osborne.

“We are fortunate at Queen’s to have many people on campus who are dedicated and passionate about seeing students and the university achieve its greatest potential,” says Chancellor Jim Leech. “These six people have consistently made extraordinary contributions to campus life, and the Distinguished Service Awards are a way of showing our gratitude.”

All the recipients will be honoured at the University Council Dinner on Nov. 10 in Ban Righ Hall. The Distinguished Service Awards were established by University Council in 1974.

Here is a closer look at this year’s recipients:

- **Teresa Alm**, Associate University Registrar (Student Awards), has been instrumental in raising millions of dollars to dramatically increase financial aid to students. She also advises students — often assisting them through difficult life events and helping them remove financial barriers in order to study at Queen’s.

- **Professor Emeritus Keith Banting** has served the university for more than 30 years as a teacher, renowned scholar, and administrator. He helped put the School of Policy Studies at the forefront of policy-driven research during his 10-year term as the school’s director. He is the author/editor of 20 books, and one of the world’s foremost authorities on multiculturalism, federalism, and social policy.

- **Sarah Jane Dumbrille** is a long-standing Queen’s volunteer who has served on many boards and committees (including the Queen’s Board of Trustees and University Council) and is the former chair of the Agnes Etherington Art Centre Advisory Board. She started volunteering in 1988 with the Brockville Branch of the Queen’s University Alumni Association. She is an enthusiastic ambassador for Queen’s who has enhanced the university through her active leadership and volunteer service.

- **Professor John Fisher** has worked at Queen’s for 34 years. He is the Queen’s Fall Preview Open House, scheduled for Saturday, Nov. 3 and Saturday, Nov. 17, with more than 8,000 students and their families expected to visit the university to get a taste of the Queen’s experience. Once again, hundreds of faculty, staff and students will be on campus promoting the university, their faculties, schools, departments and programs. Campus-wide participation and engagement in these events makes a significant impression on prospective students and families. Registration is available online (queensu.ca/admission/tours-and-events/fall-preview).

The event gives prospective students and their families the opportunity to speak with representatives from Ontario’s 21 universities. The Queen’s team gave multiple presentations each day with each session attracting a large crowd.

More than 200 staff, faculty, and students helped make thousands of new connections for Queen’s during the Ontario Universities’ Fair (OUF) at the Metro Toronto Convention Centre, Sept. 27-29. Queen’s introduced a new state-of-the-art booth for the largest post-secondary educational fair in Canada, which attracted close to 120,000 attendees. The event gives prospective students and their families the opportunity to speak with representatives from Ontario’s 21 universities. The Queen’s team gave multiple presentations each day with each session attracting a large crowd.

The OUF also unofficially marks the beginning of the recruitment season for Canadian universities. More information about Queen’s school visits is available on the Undergraduate Admission website (queensu.ca/admission/). The next big recruitment event is the Queen’s Fall Preview Open House, scheduled for Saturday, Nov. 3 and Saturday, Nov. 17, with over that time he has managed to excel at all of his duties over a wide variety of fields such as maintaining an active research lab, mentoring graduate students, and performing administrative duties including serving as interim vice-principal (Research) and department head (physiology). He recently spearheaded the university’s new Strategic Research Plan.

- **Audrey Hunt** started working at Queen’s in 1979 and has spent the past 21 years as a financial administrator with the Department of Emergency Medicine. Students and staff say Ms. Hunt has been indispensable behind the scenes to support everyone as the department has tripled in size and grown to be recognized internationally as a leader in research and education. Her knowledge of administrative policies has made her an expert who people from other departments call for guidance.

- **Professor Emeritus Brian Osborne** spent 37 years (1967 to 2004) teaching with the Department of Geophysics, serving as head for 10 years. His impact went beyond the classroom as he served on numerous committees including the University Archives, the Agnes Etherington Art Centre, the Donald Gordon Conference Centre, Faculty of Education, and University Senate. Visit the Queen’s Alumni website (queensu.ca/alumni) to purchase tickets to the University Council Dinner.

Making connections with future Queen’s students

BY COMMUNICATIONS STAFF

More than 200 staff, faculty, and students helped make thousands of new connections for Queen’s during the Ontario Universities’ Fair (OUF) at the Metro Toronto Convention Centre, Sept. 27-29. Queen’s introduced a new state-of-the-art booth for the largest post-secondary educational fair in Canada, which attracted close to 120,000 attendees.

The event gives prospective students and their families the opportunity to speak with representatives from Ontario’s 21 universities. The Queen’s team gave multiple presentations each day with each session attracting a large crowd. The OUF also unofficially marks the beginning of the recruitment season for Canadian universities. More information about Queen’s school visits is available on the Undergraduate Admission website (queensu.ca/admission/). The next big recruitment event is the Queen’s Fall Preview Open House, scheduled for Saturday, Nov. 3 and Saturday, Nov. 17, with over that time he has managed to excel at all of his duties over a wide variety of fields such as maintaining an active research lab, mentoring graduate students, and performing administrative duties including serving as interim vice-principal (Research) and department head (physiology). He recently spearheaded the university’s new Strategic Research Plan.

- **Audrey Hunt** started working at Queen’s in 1979 and has spent the past 21 years as a financial administrator with the Department of Emergency Medicine. Students and staff say Ms. Hunt has been indispensable behind the scenes to support everyone as the department has tripled in size and grown to be recognized internationally as a leader in research and education. Her knowledge of administrative policies has made her an expert who people from other departments call for guidance.

- **Professor Emeritus Brian Osborne** spent 37 years (1967 to 2004) teaching with the Department of Geophysics, serving as head for 10 years. His impact went beyond the classroom as he served on numerous committees including the University Archives, the Agnes Etherington Art Centre, the Donald Gordon Conference Centre, Faculty of Education, and University Senate. Visit the Queen’s Alumni website (queensu.ca/alumni) to purchase tickets to the University Council Dinner.
Cannabis legalization and campus policy

BY COMMUNICATIONS STAFF

On Oct. 17, 2018, recreational cannabis became legal in Canada. Queen's University students, faculty, and staff must be aware of how new federal and provincial laws affect university policies and procedures, as well as the rights and responsibilities of all members of the campus community.

“In early 2018, Queen's established a Cannabis Working Group that tracked the progress of the federal and provincial cannabis legislation, and worked to identify and adapt all university policies that would be impacted by legalization,” says Dan Langham, Queen's Director of Environmental Health and Safety and Chair of the Queen's Cannabis Working Group. “Our collaborative, multi-department working group is now focused on raising awareness on campus of how federal and provincial laws have impacted university policies and procedures, so that all members of our campus community can come to understand their rights and responsibilities, and that a safe and healthy environment is maintained.”

The Legislation

In accordance with the Government of Canada’s Cannabis Act and the Cannabis Control Act of Ontario, all people in Ontario must adhere to the following laws:

- You must be 19 and older to buy, use, possess and grow recreational cannabis.
- You may possess a maximum of 30 grams of dried cannabis in public at any time.
- If passed, Bill 36 permits smoking or vaping cannabis wherever tobacco smoking and vaping is permitted (excluding motor vehicles), except on any Queen’s University property as per university policy.
- You may not consume cannabis in the workplace as it is illegal and will continue to be after Oct. 17, 2018.
- The federal government provides information on cannabis health effects, cannabis and interdisciplinary capacity to have a coordinated, integrated, and multidisciplinary response to the emerging infectious disease threat of Lyme disease.

Cannabis on campus

The legalization of cannabis has prompted Queen's University to institute an array of policy changes and additions that will apply to every member of the campus community:

- Consumption of cannabis is subject to a number of restrictions:
  - Smoking or vaping of cannabis is prohibited on the Queen's University campus, unless approved for medical or research use. The university's Interim Smoking of Cannabis Policy works in tandem with existing Queen's policies about smoking on campus.
  - Use of recreational cannabis in the workplace is illegal and will remain so following Oct. 17, 2018.
  - The purchase or sale of edibles is not legal and will not become legal on Oct. 17, 2018.
  - Growing/cultivation/distribution of cannabis is strictly prohibited on campus or in university facilities, including residences.
  - Cannabis possession on campus faces a number of restrictions:
    - Under-age possession (under 19 years old) of cannabis, cannabis byproducts (including but not limited to oils, edibles, seeds, or plants) is prohibited, as is possession of cannabis accessories (bongs, grinders, pipes, and vaporizers, etc).
    - Those 19 years old and over may possess quantities as outlined by Ontario’s government.
    - Possessed cannabis must be secured (not accessible to others), and stowed in a scent-free manner.
    - Possessing cannabis while in operation or as a passenger of a university vehicle is prohibited.
    - Accommodations for medical cannabis will be addressed on a case-by-case basis and in accordance with university policy and federal and provincial laws.
- Cannabis or cannabis accessories used on university property for teaching and/or research purposes where the research meets all regulatory and ethics approval requirements and where all appropriate protections for environmental health and safety are in place and are approved by the Department of Environmental Health & Safety.

For a comprehensive directory of policy changes relating to cannabis, visit our Policies Regarding the Legalization of Cannabis page (queensu.ca/secretariat/policies/cannabis) for students, faculty, and staff. Here you will find cannabis-related resources regarding residence community standards, health and wellness, human resource guidelines, codes of conduct, and more.

“On Oct. 17, 2018, recreational cannabis became legal in Canada. Queen's University students, faculty, and staff must be aware of how new federal and provincial laws affect university policies and procedures, as well as the rights and responsibilities of all members of the campus community.”

Queensu.ca/gazette ▪ Oct. 23, 2018

Queen’s receives $4 million for Lyme disease research network

BY DAVE RIDEOUT, COMMUNICATIONS OFFICER

The Canadian Institutes of Health Research (CIHR) and the Government of Canada announced a $4 million investment in a new multidisciplinary research network that will bring together scientists, clinicians, and patients to address gaps in the approach to prevention, control, diagnosis, and treatment of Lyme disease, on Monday, Oct. 15.

Led by Queen’s University Professor of Emergency and Family Medicine Kieran Moore, the Pan-Canadian Research Network on Lyme Disease’s multi-pronged mandate seeks to make a national impact on health outcomes, practice, programs and policy related to Lyme disease.

“We would like to thank the Government of Canada and CIHR for the opportunity to advance the science of Lyme disease prevention, diagnosis, and treatment,” says Dr. Moore, who is also the Medical Officer of Health with Kingston, Frontenac, Lennox & Addington Public Health. “Our network, based at Queen’s University, will collaborate with patients and our many academic and government partners to protect the health of Canadians from coast to coast. We will provide the national capacity to have a coordinated, integrated, and multidisciplinary response to the emerging infectious disease threat of Lyme disease.”

Lyme disease is an infectious disease caused by a bacteria transmitted to people through the bite of infected blacklegged ticks. Symptoms of Lyme disease can vary from person to person, but most people experience an expanding red rash at the sight of the tick bite, fever, chills and flu-like symptoms while others may have more serious symptoms, such as heart, joint and neurological disorders.

“The incidence of Lyme disease on the rise in Canada, Dr. Moore and his team will be uniquely positioned to respond to the research gaps related to Lyme disease in Canada,” says Kimberly Woodhouse, Interim Vice-Principal (Research) at Queen’s.

This federal government’s investment, through CIHR, in partnership with the Public Health Agency of Canada, is part of a concerted commitment to support the Pan-Canadian Framework on Clean Growth and Climate Change. The Pan-Canadian Research Network on Lyme Disease also builds on Canada’s ongoing efforts to tackle the illness through surveillance, research, sharing of best practices, laboratory diagnostics and testing, prevention education, and public education and awareness.
Facing grief: A long journey and challenging struggle

Barrie J. Frost, MA, PhD, LLD (h.c.), FRSC, FAAAS, FCPA, and Professor Emeritus in Psychology, died peacefully on Oct. 4 at the end of the bed silent, with tears running down her face. She was not frantic but calm, as we’d known for many days this moment was inevitable. She reached out for my hand and I grabbed it. I could see she was relieved I’d made it in time. She shared a brief moment, maybe a few seconds, and then focused on Callum and the team. The monitors that had shown no heart rhythm or pulse were now showing that both had returned. The team had stopped doing cardiopulmonary resuscitation. Callum was still alive. As tears poured out, I said to Callum quietly: “Thank you, honey. Thank you for letting Daddy make it here in time. I’m here. Mommy’s here. We’re ready, honey. We know it’s time.”

A few minutes later, Callum’s heart stopped again, and we asked the code blue team not to restart their efforts. We had lost. No amount of medical effort could change our circumstance. In the moments that followed, I felt like I had come to a complete standstill. Trisha and I sat down with Callum in our arms and we wept. We did not move. We did not ask for anything. We sat there, weeping and holding our baby, not knowing how life could possibly go on without him. The years that followed have been a long journey and a challenging struggle. This journey has deeply affected my practice as an emergency doctor and, more specifically, my interactions with my patients and their families. For me, facing Callum’s death has been intimately tied to having courage. Along with my wife, I had to be courageous enough to not be completely put together. I had to be vulnerable, and I had to try as hard as I could to move forward again. This meant letting others see me suffer and see me struggle. It took courage to be honest about my emotions and fears. I can honestly admit that my suffering has had a dramatic effect on how I face grief with patients and families in the emergency department. These challenging discou- discusions must often involve death, devastating new diagnoses, end-of-life care, conflict and tough de- decision-making when only bad choices remain. I often think that if I can bear the nightmare of losing my son, then I can face any- thing else in this world honestly with patients and their families — no matter how hard it may be. I’ve also realized that families need me to have the courage to help guide them through these difficult times. Recently, I sat with a family at the bedside and helped them confront the reality that one of their family members was likely going to die. I spoke in words of love and support, and I told the family that now was the time to leave nothing unsaid. While the team made preparations, I took them to the bedside to share what could possibly be the final words of love together as a family. I stood close by and listened to the beautiful words spoken as a tear ran down my face. A few moments later, we proceeded with our resuscitation with the family remaining close by.

Reflecting on this experience, I realize moments like this force me to access courage. Acknowledging the grief of others and trying to face it with them during difficult circumstances such as an active resuscitation, even in just those very brief moments, is not easy but is critically important. I’ve also realized that helping others during these times helps me move forward too.

Looking back at the last 12 years, it is hard to summarize how far I’ve come. It has been a complex process of healing that is on- going. My own grief continues in various forms, and I am still trying to fully accept having to move forward in life without one of my children. When I think of the doctor I am now, I know that my own life has deepened my ability to support my patients and their families when they begin a similar journey facing grief.

Dr. Dagone is an associate professor of Emergency Medicine and the CBME faculty lead for Postgraduate Medical Education. He recently published the book Finding Our Way Home: A Family’s Story of Life, love, and loss. More on the book can be found on Page 15.
QUIP a learning experience like no other

Queen's University Internship Program provides undergraduate students the chance to take part in 12 to 16-month learning opportunities

BY COMMUNICATIONS STAFF

At Queen's, education is always happening inside and outside of classrooms, lecture halls and labs.

Through the Queen's University Internship Program (QUIP), second- and third-year students can take part in 12 to 16 month experiential learning opportunities with partner employers on campus, in Kingston, and across Canada. The program is part of the university's focus on growing experiential education opportunities.

For participating students in the Faculty of Arts and Science, Faculty of Engineering and Applied Science and in the School of Computing, an internship is an opportunity to build skills through work experience. Interns have completed a range of roles in fields including biotechnology, research and development, geographic information systems, software development, marketing and sales, and project management.

QUIP continues to grow in popularity with approximately 250 students currently on internships, more than triple the number just a few years ago.

"There's growing interest in QUIP because it provides students the opportunity to take what they are learning through their studies and apply it to the workplace," says Melissa Duggan, QUIP Internship Coordinator. "The internships also give students a chance to return to their studies with renewed energy and a deeper connection to course materials."

Hind Miftach, a fourth-year student in electrical engineering, recently completed a 16-month internship at Honeywell Aerospace in Kanata. She took part in the program with the aim of gaining applicable work experience prior to graduation.

And that's exactly what she got.

"I learned a lot of technical and professional skills. The technical skills that I gained from my internship will be beneficial while working on my fourth year capstone project. I also got a better idea of the field of work that I would like to pursue after graduation," Miftach says. "Personally, I found this experience very crucial to my undergraduate career. I got a feel of what it's like to be an engineer. I was able to apply all the concepts that I'm learning in school to real world applications."

Kelsey Sleep Jennings has returned for her fourth year in Global Development Studies after working for 12 months as a digital research intern with the Cultural Services Department of the City of Kingston. One of the main projects she was involved in was developing a three-dimensional interpretive tour of City Hall.

The work involved extensive research and gathering of information as she developed the model over a period of four months.

Through this work she has not only gained valuable experience but also a better view of what direction her future career path may take.

"I think experiential learning opportunities are incredibly important for post-secondary students. They really give you the chance to break out of the university bubble and experience life and your education far beyond the limits of a classroom setting," Sleep Jennings says. "Without these experiences I think I would still be as lost as to what I wanted to do post-graduation as I was in the summer of 2017. I was able to experience working within a municipal government and really test-drive a career that I was interested in.

The internships have also proven positive for employers and the university.

"When we hear from former interns, they all say what a transformative experience it has been," says Cathy Keates, Director of Queen's Career Services. "At the same time our partner employers tell us about the contributions Queen's students have brought to the workplace and the projects they are involved in. When the students return, they bring those skills and enriched perspectives to Queen's."

Employers continue to hire from Queen's to tap into a talented pool of students from a diverse array of programs. The 12-16 month model also allows for a relatively high return on investment in training.

"Many of those students interested in registering for the QUIP program for positions starting in May 2019, information sessions are being held this fall."

For more information about QUIP and how to hire an intern for a role on campus, visit the Career Services website (careers.queensu.ca).
Meeting new faculty: Beata Batorowicz

This profile is part of a series highlighting some of the new faculty members who have recently joined the Queen’s community. The university is currently in the midst of the principal’s faculty renewal plans, which will see 200 new faculty members hired over five years.

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

Beata Batorowicz (Rehabilitation Therapy) sat down with the Gazette to talk about her experience so far. Dr. Batorowicz is an assistant professor.

Tell us how you ended up teaching at Queen’s.

I started at Queen’s last September after working clinically in the area of pediatrics and disability for a number of years. During that time, I worked as an occupational therapist, and as manager of clinical services. I completed my master’s at Western, and eventually became a faculty member at Western before finishing my PhD at McMaster. After completing my PhD at McMaster, I worked at a research institute in Ontario and at a university in Freiburg, Germany. Then, last year, I saw the opportunity at Queen’s.

I hadn’t visited Kingston before. I came for my interview and it was the middle of winter…it was windy and stormy. But people were wonderful and there was something special about this place.

I literally only moved houses to Kingston a few weeks ago. My husband and I just sold our home in London where I have lived for over 25 years – it was the first place I lived after moving from Europe. I am originally from Poland, started my university studies in philosophy and history of art there, lived for a time in Norway, and then immigrated to Canada.

What drew you to Canada?

When I was a child, we received books if you had the best. I received books if you had the best. The first grade book I received was written by a Polish traveler – Arkady Fiedler – and it was about Canada. I was always fascinated with Canada.

So, when the borders opened in Poland I was already in university – Jagiellonian University in Krakow – and took the opportunity to go to university in Norway. When I got there, the world became much more friendly and accessible – it made the idea of visiting Canada much more real.

When I came to Canada, my intention was to finish my degree in philosophy and history of art after two years of study in Poland. So I enrolled at Western.

So how did you transition from philosophy to rehabilitation science?

It was one of those moments in life where someone who you don’t really remember changes your whole life. I met an academic counsellor at Western University seeking advice, and she was this very nice, very pragmatic woman. She suggested I study a profession to help me support myself.

She mentioned occupational therapy, and at the time I did not know what that was. She said it was very creative, and involved lots of problem-solving and helping people live and enjoy everyday life. I took her advice, and volunteered in a hospital over the summer in the children’s oncology ward.

It was tough, and I hadn’t really seen anything like it before. I was drawn to the little successes, the little things that made a difference. So I graduated with an Occupational Therapy degree from Western, and later went on to pursue my master’s and my PhD… and here we are.

What made you decide to become an academic?

When I was growing up, I always wanted to work at a university. It was in my family – my cousins, aunts, and uncles were all researchers with PhDs. At the beginning, the content wasn’t so important as the idea…I always knew, if I had the opportunity, I would do research.

Right after I graduated from the occupational therapy program, I started to practice in an interdisciplinary, very demanding, and specialized field called Augmentative and Alternative Communication – you work with technology and people to help them communicate. Think devices like the text-to-speech device Stephen Hawking used. It is typically not a field for new graduates, but there I was, a brand new clinician, telling our research department, “I want to do research,” because we need evidence for practice.

Because augmentative and alternative communication is such a specialized field this has led to many international collaborations. I am currently working with researchers from 16 different countries on a large research project which has been running for 10 years.

Tell us more about your international work.

Before I came to Queen’s, I was an adjunct professor at Western and I took on an opportunity to go to Manchester, U.K. and Freiburg, Germany as a visiting scholar. So I am supervising some graduate students as they finish their thesis writing, and one student from Malta as well.

Research wise, my international project is on how children ‘become communicators’ and how technology helps particularly children with disabilities to learn and communicate with others. I work with scientists from health sciences, developmental psychology, engineering, computer science and education. This summer we met in Singapore, New Zealand, and Australia for a conference and research meetings where we worked on publications and designing future projects.

What have you enjoyed most about Kingston?

Truth be told, I have not had much time in town yet – I have been commuting back and forth to London for the last year, and travelling internationally to Germany, Ireland, and elsewhere. Now that we have bought a house in town, I am looking forward to the fall and to next summer – and winter too of course.

I recently picked up curling – not a sport I grew up with, but something I enjoyed when I had a chance to try with my Queen’s colleagues.

I love classical music. The first time I visited Kingston for interviews, I was told about the Isabel Bader Centre for the Performing Arts and I have visited many times since. The easy access to great concerts is a big plus for me. I also enjoy that Queen’s is in the heart of the city, yet by the water…you can walk everywhere, but also find tranquility. Morning coffee at Tett Centre and walking by the lake have been my best ‘thinking moments.’

FACULTY RENEWAL

Principal Daniel Woolf has identified faculty renewal as a high priority for reinvestment by the university in support of the academic mission. The five-year renewal plan, launched in 2017, will see 200 new faculty hired, which nearly doubles the hiring pace of the previous six years.

Faculty renewal supports Queen’s commitment to diversity and inclusion by giving the university the opportunity to seek, proactively, representation from equity-seeking groups such as women, people with disabilities, Indigenous Peoples, and racialized individuals. It will also build on Queen’s current areas of research strength.
Putting the final touches on Mitchell Hall

BY PHIL GAUDREAU, SENIOR COMMUNICATIONS OFFICER

This fall, Mitchell Hall, formerly known as the Innovation and Wellness Centre, opens its doors to students, faculty, and staff, offering up new and refreshed resources to the Queen’s community.

“We are eagerly looking forward to the opening of Mitchell Hall, as this will be a signature building for Queen’s and a powerful catalyst for growth and change in the lives of our students and faculty,” says Tom Harris, Interim Provost and Vice-Principal (Academic). “Our top priorities are to complete this highly complex project and to ensure that we realize its full potential as a space that supports leading education and research, interdisciplinary innovation and entrepreneurial activities, and responsive health and wellness services.”

Construction began on Mitchell Hall in 2016 with the demolition of sections of the former Physical Education Centre (PEC). That fall, the provincial and federal governments announced their support for the project, and the lead contractor EllisDon was able to begin bringing the new centre to life.

Mitchell Hall was designed to combine key elements of campus life under one roof, and an ambitious goal like that means the opening will be completed in phases to minimize disruption.

In a first for Queen’s, a new Examination Centre will open in time for December exams. This new centre will support the growing number of students requiring exam accommodations, and will include private and semi-private writing spaces. The building’s three gymnasia, including one which has been moved to the lower floor, will reopen for exams. Starting in January, students will be able to take advantage of new modern spaces for several student services, including the Queen’s University International Student Centre, Faith and Spiritual Life, and Student Community Relations that are all moving from the John Deutsch University Centre. In addition, the Gregory David and Neil Rossy Health Promotion Hub will open in a new space on the main floor of the building. Also beginning in January, varsity student athletes will gain access to a High Performance Varsity Training Centre. Athletes and intramural enthusiasts alike will also enjoy the three refreshed gyms that will re-open for recreational use in the new year.

The Côté Sharp Student Wellness Centre will open in May; for the remainder of the academic year, Student Wellness Services will continue to operate in the Lasalle Building on Stuart Street.

The university will be introducing the Rose Innovation Hub within Mitchell Hall, featuring co-working space, an events commons, and a full makerspace with tools and equipment to support prototyping. The Rose Innovation Hub will also be the new home of the Dunin-Deshpande Queen’s Innovation Centre whose mandate is to support student and community entrepreneurs.

On the academic side, the Faculty of Engineering and Applied Science has developed new technology-enabled active learning classrooms that will come online in January, along with new research space for the Beaty Water Research Centre. The Institute for Disruptive Technologies will be formally unveiled in March. This new institute is focused on the design and use of intelligent systems and robotic machines to enhance human productivity, creativity, safety and quality of life.

An official opening event to recognize the donors and celebrate the building’s completion is planned for March 2019.

“With the support of our donors, it is a thrill to look ahead and see the university’s vision for this new building come to fruition,” says Karen Bertrand, Vice-Principal (Advancement). “We thank all those who have supported the creation of this leading-edge centre.”

To meet these dates, the facilities team is working closely with CS&CP Architects and EllisDon to mitigate some challenges around labour shortages and material deliveries affecting many Ontario infrastructure projects.

“The renovation of a 1930s building into a striking facility in such a compressed timeframe would not have been possible without significant effort by all involved from the initial concept to where we are today,” says Donna Janiec, Vice-Principal (Finance and Administration). “This is a complex project and we thank all stakeholders for their contributions and support.”

Located at the corner of Union and Division streets, Mitchell Hall was made possible through over $50 million in philanthropic support. An additional $22 million was contributed by the federal and Ontario governments.

To learn more, visit queensu.ca/connect/mitchell.
Paul Quick (Law’09), a staff lawyer at the Queen’s Prison Law Clinic (QPLC) also serves as its litigation counsel. A recent decision by the Supreme Court of Canada granted the QPLC leave to intervene in two appeals this fall.

Prison Law Clinic’s Supreme Court appearance a ‘return to roots’

BY COMMUNICATIONS STAFF

A decision by the Supreme Court of Canada to grant the Queen’s Prison Law Clinic (QPLC) leave to intervene in two appeals this fall is being hailed as an important step forward for the clinic in its efforts to advance prisoner rights.

In many ways, it’s “a return to the QPLC’s roots,” says Paul Quick (Law’09), a staff lawyer at the clinic who serves as its litigation counsel. “The clinic has been representing prisoners and advancing prisoners’ rights in the courts and before tribunals for over 40 years, and that gives us an important perspective and particular expertise in these issues.”

The clinic has sharpened its focus on applications for judicial review to Federal Court since Quick joined the QPLC staff in 2016. He says doing so was a “natural starting point” for building the QPLC’s litigation capacity and expertise.

Having thus far achieved exemplary success in these efforts, the clinic is ramping up its activities, taking on a wider variety of prisoners’ rights issues and placing greater emphasis on human rights and constitutional issues and remedies, as well as appellate-level interventions. It was with those goals in mind that Quick and faculty advisor Lisa Kerr reached out to top-notch external counsel who agreed to assist the clinic pro bono in seeking leave to intervene at the Supreme Court in Chinn v Canada and in the hearing of three related cases, known as “the standard-of-review trilogy.”

Both matters deal with fundamental questions that promise to have long-term effects on Canadian law. The former – to be heard on Nov. 14 – involves the scope of the constitutional right of access to habeas corpus, while standard-of-review trilogy – to be heard over three days in early December – concerns the framework for the substantive review of administrative decisions by the courts.

Pro-bono counsel will represent the QPLC at the hearings. Nader Hasan of Stockwoods LLP will be lead counsel representing QPLC with Quick in the Chinn matter, while Brendan Van Niejenhuis, also of Stockwoods LLP, will represent QPLC in the standard-of-review trilogy. Quick notes that the clinic is “very grateful for their excellent work in both cases.”

The QPLC is instructing counsel on the arguments to be made, and students have conducted extensive research to support the development of those instructions and the proposed legal arguments. “This exciting SCC litigation is being assisted by QPLC’s Advanced Prison Law pilot course,” says QPLC Director Kathryn Ferreira (Law’01). “In Law 419, four upper-year students with a required clinical background gain intensive experience assisting with court litigation matters and in helping to develop the legal strategy and evidentiary records for potential test cases.”

The Advanced Prison Law pilot course is unique in Canada. “It’s the QPLC’s hope that it will become a regular offering,” Quick says.

The inaugural class includes four students. David Reznikov (Law’19), who is one of them, lauds the small class size.

“It’s wonderful to have the opportunity to work closely with a staff lawyer who serves as a mentor while you’re gaining hands-on legal experience, appearing before panels and tribunals, and interacting with inmates clients, many of whom wouldn’t otherwise receive legal counsel,” says Reznikov. “I chose Queen’s Law because of its strong clinical programs, and I haven’t been disappointed. There’s no question that being involved with QPLC has been the highlight of my Queen’s Law experience. And these two Supreme Court appeals are excellent examples of the meaningful impact the clinic is having.”
True ‘innovation’ generates ideas, not wealth

BY ELEFTHERIOS SOLEAS, PHD
CANDIDATE, EDUCATION

Ancient innovators were poets, thinkers, artisans and scientists, not business owners. The classical Greek philosopher Socrates did not become famous for the massive dividends that he provided to his shareholders in the hemlock industry.

We remember innovators for their ideas, not their wealth. Why then has innovation been co-opted largely by business interests? When most people think of innovation, they tend to think of people making money from executing novel ideas. They think of today’s successful capitalists like Elon Musk, Bill Gates or Warren Buffett.

Business folk don’t exactly rush to correct them and I don’t blame them. That said, there is a danger to letting any one group completely dictate the societal narrative of what is “innovation” and who is “innovative.”

Money is not a requirement

For my doctoral dissertation, I interviewed 30 Canadian innovators in a variety of settings about what motivates them to be innovative. I asked them, among other things, if an idea can be innovative even if it has zero potential to make back its investment.

Six of them were from business settings, 24 were not; all 30 of them said that making money was not a requirement for an idea to be innovative and that most great ideas are interdisciplinary.

When I did my survey of 500 Canadian innovators outside of business, none of them considered rewards like money to be strong positive motivators. That’s the sound of money letting everyone down.

The fact is that innovation has only recently become about money and it has usually been interdisciplinary.

That’s why we recognize the name of Marie Curie, who combined chemistry and physics in what would grow and develop into the new field of radiology and radiation medicine. We remember Sun Tzu, for he was among the first to blur the line between strategy, history, philosophy and military tactics. We know Michael Faraday, who would discover benzene and popularize the study of electricity — combining disparate ideas from math, physics, education and nature.

These innovators were all known for one field but drew inspiration from other fields, and didn’t strike it rich.

Minority successes

We’ve forgotten about the arts.

Who were the great thinkers in the Renaissance? They were poets, painters, composers, philosophers and playwrights. They were engineers, authors, teachers and leaders.

We privilege innovators who made money. If we define innovation in this way, famous innovators tend to be white, male and mostly business-oriented.

That shouldn’t be the case. We didn’t start immortalizing capitalists until later. They definitely deserved it, but where did the other folks go?

Consider instead the range of innovations that are social in nature. Business is a valuable potential contributor to the creativity of humanity, but so are lots of other disciplines.

If we define innovation as the novel execution of ideas that create value, then logically the highest potential and least tapped resource is to apply knowledge and skills across disciplines so that you can creatively approach existing challenges.

Why then do we link innovation with monetary success? Short answer: business endeavours tend to get more exposure and can afford to buy more exposure through marketing. How much more exposure? My best guess, using webscraping software, is just over 21 times more economic exposure (255,648,990 visits) than social definition exposure (11,867,330 visits).

Despite the clear over-representation of business in innovation literature, media and therefore societal thought, commissioned reports in Canada and the United States show that an overwhelming majority of innovators come from outside of business and that cultural and ethnic minorities host the largest reservoir of novel ideas.

Consider the work of Muhammad Yunus, who popularized microcredit to support aspiring innovators in developing countries.

Closer to home, Catherine Hernandez has brought brilliant voice to the diverse communities of Canada in her novel Scarborough that tangibly brings diversity to life.

Continuing with the trend of innovators doing social good, Afzal Habib has taken the savvy of business management to the not-for-profit sector with his Ki-dogo program — which builds capacity abroad for affordable, high-quality educational day care in developing countries.

We tamed fire to stay alive

Lots of people exhibit innovative behaviour — they don’t all become famous. Every innovative thought, however, has the potential to contribute to humanity regardless of how little potential it has to generate money.

We’ve let capitalism have a stranglehold on defining innovation. It’s no wonder it’s linked to money. Innovation is common outside business if you look for it. I’m pretty sure we didn’t tame fire to get loaded and buy yachts.

We tamed fire to not freeze to death most of the time. Innovation occurs across areas of human endeavour where we confront challenges, not just where we get paid.

People confront challenges and make leaps in and between innumerable fields and it is about time we started loudly and proudly treating innovation as interdisciplinary and of value if it improves humanity without making a cent.

Eleftherios Soleas is a doctoral candidate in the Faculty of Education. His area of specialization is motivational psychology and factors supportive innovation.

The Conversation, which provides news and views from the academic and research community. Queen’s University is a founding partner. Queen’s researchers, faculty, and students are regular contributors.

The Conversation is seeking new academic contributors. Researchers wishing to write articles should contact Melinda Knox, Associate Director, Research Profile and Initiatives, at knoxm@queensu.ca.
Fostering excellence in teaching and learning

BY COMMUNICATIONS STAFF

The 2018 recipients of the Principal’s Teaching and Learning Awards have been announced with categories recognizing excellence in educational leadership, student support, promoting student inquiry, international innovation, and curriculum development.

The awards, administered by the Centre for Teaching and Learning (CTL), recognize individuals and teams who have shown exceptional innovation and leadership in teaching and learning at Queen’s.

“I commend this year’s award recipients on their deep commitment to enhancing the student learning experience at Queen’s,” says Principal Daniel Woolf.

“There is a great deal of work taking place to foster excellence in teaching and learning across the university and I am delighted that these awards not only recognize these efforts but may also help raise the profile of this initiative.”

Formal presentation of the awards will take place at the Teaching Awards Reception to be held in January 2019.

The recipients are:

Educational Leadership Award
Laura Murray, Department of English Language and Literature

Over the last three years Laura Murray (English Language and Literature, Cultural Studies) has clearly displayed educational leadership through her commitment to engaging students and the community with the treaty history of Kingston/Katarokwi as an essential part of fulfilling Queen’s responsibility to Truth and Reconciliation. In 2016 she devised a new course, ENGL467, “Settler and Indigenous Stories of Kingston/Katarokwi” to involve students in research into the treaty history of Kingston and surrounding area, and also to engage them in thinking about the implications of that history. This course received support from the Principal’s Dream Course program in order to sponsor the participation of elders and Indigenous scholars to enrich students’ experience and learning. While teaching the second iteration of the Principal’s Dream Course she had begun reimagining the course for wider audiences. The Department of English has begun a new stream of ŃENG courses for students without the ENGL 100 prerequisite, and Dr. Murray designed the first course to enable students from all disciplines across the university to participate in better understanding Indigenous/settler history of the land on which they are pursuing their degrees.

Curriculum Development Award Multidisciplinary Blended Learning Statistics Team
William Nelson, Department of Biology
Randy Flanagan, Department of Psychology
Alan Ableson, Department of Mathematics and Statistics
Wanda Beyer, Faculty of Arts and Science Online
Erik Bigras, Faculty of Arts and Science Online
Julian Enright, Faculty of Arts and Science Online
Rachel Eagen, Faculty of Arts and Science Online
Nadia Morel, Faculty of Arts and Science Online

For decades introductory statistics has been offered separately by a wide range of departments within the Faculty of Arts and Science as well as across the university. In response, a team was formed to develop a common multidisciplinary statistics course. In addition to gaining efficiencies, this presented an opportunity to rethink how statistics was taught relative to contemporary and evidence-based pedagogy. The course is delivered using blended learning with a focus on active learning. The multidisciplinary course was developed and is delivered using a collaborative team-based approach. The team includes faculty members from multiple departments, an instructional designer, a learning management specialist, multimedia specialists and undergraduate and graduate assistants. Students are first guided through statistical concepts with interactive online materials, followed by attending a weekly lecture and face-to-face tutorials where they work in small groups to solve problems using data from real case studies. Importantly, the course emphasizes instructor-learner interaction through weekly tutorials where instructors lead and facilitate groups working on ‘real-world’ problems, and Monday-Friday drop-in help sessions with faculty.

Michael Condra Outstanding Student Service Award
Vanessa McCourt, Indigenous Advisor, Four Directions Indigenous Student Centre

As an alumna and a current student member at Queen’s, Vanessa McCourt is dedicated to creating a campus where Indigenous students can thrive. She has worked at the Four Directions Indigenous Student Centre since 2007 and is currently the Indigenous Advisor, a role that serves as the main point of contact for Indigenous students who are looking for academic, personal or financial support. Throughout her time at Queen’s, Ms. McCourt has been involved in or led a number of key projects and initiatives, including, in partnership with Residency Life, the establishment of the Bimaadiziwin Ka’nikhrwiyi Living Learning Community. Byond student-focused work, Ms. McCourt was critical to the development and release of the Queen’s Truth and Reconciliation Task Force’s Final Report. As one of the staff members on the task force her contributions shaped the Calls to Action that are currently being implemented across campus and will have an impact on Indigenous students and the Queen’s community for years to come.

Promoting Student Inquiry Teaching Award
David Parker, Department of History

Research skills are among the most important learning outcomes for undergraduate courses, no matter the discipline. David Parker continually demonstrates the ability to forge independent researchers out of undergraduate students. Dr. Parker engages his students, inspires them, and endows them with the tools and the support required to chart their own path as learners. In the course HIST 353: Revolutions and Civil Wars in 20th Century Latin America, Dr. Parker took the standard research paper and broke it down in an innovative manner, creating an ambitious yet feasible challenge for his students. The whole course was structured to ensure that they were equipped to meet this challenge. By the term’s end, the students had not only produced top notch research papers, but had, as one student put it, “experienced the process of original historical research first hand to a high standard.” Looking at the course’s syllabus, it seems like a standard historical seminar. Upon closer reflection, however, it becomes clear that the whole course has been conceived with one principal goal in mind: creating independent researchers.

Promoting Student Inquiry Teaching Award 2017
Lindsay Morcom, Faculty of Education

Lindsay Morcom brings her passion for Indigenous ways of knowing to all her classes. She believes in supporting her students so they can determine their learning needs, think critically about their role as students and teachers and reflect on the learning through collaborative, student-led activities and assignments. In her course EDST120, Theory of Aboriginal Education, Dr. Morcom begins by asking students what they want to learn and then redesigns the curriculum to address the learning needs of each student. This iterative approach reflects Indigenous pedagogy, supporting the intellectual, emotional, physical, and spiritual learning needs of students. Throughout the course, students are provided with opportunities to present their learning through methods of their choosing, such as a traditional research paper, video, podcast, or podcast. Although suggested topics are available, students are encouraged to develop research questions that reflect their personal interest and experience of Indigenous education. Indigenous pedagogy is woven throughout the course. Students thought about how to teach the K-12 curriculum through experiential approaches which leverage craft and Indigenous traditions.

International Education Innovation Award
Yuxiang Wang and Stephen Lougheed, Department of Biology

Steven Lougheed (Biology) and Yuxiang Wang (Biology) developed the field course Effects of human development on aquatic environments and biodiversity in Canada and China. More than a biology course, it is a multifaceted international experience coupled with intensive scientific training in environmental biology, through which students from many backgrounds are brought together to study the environment in the field, in locations in both Canada and China. Over the past decade, the duo have developed a course which has not only had significant impact on Queen’s students, it has also built strong relationships between faculty in the School of Environmental Studies and Department of Biology at Queen’s, and with their counterparts at a number of prestigious institutions in China, including Tongji University, Beijing Normal University, Southwest University, and Fudan University. Queen’s signed its first undergraduate “two plus two” agreement in Environmental Science as a result of this course, leading to the development of other 2+2 programs and several study abroad agreements, enabling students to study for two years at each partner institution.
Wednesday, Oct. 24, 4-6 pm  
Gairdner International Award Laureate (2016), Dr. Rodolphe Barrangou, Public Lecture  
The Faculty of Health Sciences is pleased to host a visit and lecture by Dr. Rodolphe Barrangou, recipient of the 2016 Gairdner International Award, recognized “For establishing and characterizing CRISPR-Cas bacterial immune defense system.” Dr. Barrangou is an Associate Professor, Department of Food, Bioprocessing and Nutrition Sciences; Todd R. Klaenhammer Distinguished Scholar in Probiotics Research North Carolina State University, Raleigh. The lecture, titled “Origins and Applications of a Disruptive Technology, CRISPR: From adaptive immunity to genome editing machines” is open to all. School of Medicine/Abramsky House, Main Floor Lecture Theatre, 132A

Thursday, Oct. 25, 5-8 pm  
John Sherwood Lecture: Dr. Michael Gordin ‘Identifying Einstein: Being German or Jewish in Prague (and Elsewhere)’  
Dr. Gordin specializes in the history of modern science. In 2013-4 he served as the inaugural director of the Fung Global Fellows Program. He came to Princeton in 2003 after earning his A.B. (1996) and his Ph.D. (2001) from Harvard University, and serving a term at the Harvard Society of Fellows. In 2011 he was awarded a National Endowment for the Humanities Fellowship and was named a Guggenheim Fellow. He has published on the history of science, Russian history, and the history of nuclear weapons. University Club, George Teves Room.

Monday, Oct. 29, Noon-5 pm  
IHL Conference: Chemical Weapons, Armed Conflict and International Humanitarian Law  
Join us as we uncover the role that International Humanitarian Law (IHL) plays when addressing the use of chemicals and chemical weapons in situations of armed conflict. This conference will bring together experts from the field, including academics, practitioners and representatives from the Red Cross Red Crescent Movement. Robert Sutherland Hall, Rm. 202

Tuesday, Oct. 30, 8-10 pm  
War of the Worlds 80th Anniversary Radio Theatre Broadcast  
Join CFRC for a special radio theatre broadcast of War of the Worlds on the 80th Anniversary of its original airing. Queen’s students, staff, faculty and community members are playing out each of the roles and Queen’s Principal Daniel Woolf is narrating this ‘out of this world’ production. War of the Worlds Queen’s Community edition will air on CFRC 101.9 FM, stream at cfrc.ca, and through Cogeco Cable 282 and our Android and iPhone apps. Caruthers Hall.

Friday, Oct. 26, 4-6 pm  
Brown Bag Conversations: Discussing Decolonization Series  
Faculty, staff, and students are welcome to monthly brown bag lunches to discuss the implications of decolonization for teaching and learning. Facilitators from the CTL will guide discussion, but all participants will contribute to the direction of each meeting and the direction of the program as a whole. Mackintosh-Corry Hall, F200, Large Collabration Space

events calendar

Thursday, Oct. 25, 7:30-10 pm  
The Ban Righ Foundation Inspiring Women Event  
Please join us for The 2018 Ban Righ Foundation Inspiring Women Event, as we shine a spotlight on some of the contributions made by women at the University and in the Kingston community. The Ban Righ Foundation 2018 Mentorship Award will be presented posthumously to the late Queen’s drama Professor Kim Renders. The Ban Righ Foundation 2018 Leadership Award will be presented to Mara Shaw, executive director of Loving Spoonful since 2012. Isabel Bader Centre for Performing Arts

Monday, Oct. 29, Noon-5 pm  
School of Nursing Academic Series: Dr Rosemary Wilson  
Join us for our Academic Series with Dr. Rosemary Wilson for her presentation “Jumping on a moto with local champions: IKT and QJ in Rwanda.” This is a lunch and learn event, so we ask that you bring your lunch with you. Please email us at nursing@queensu.ca with any questions you may have. This event is free, and open to all. Cataraqui Building, Rm. 108.

Wednesday, Oct. 24, 7:30-10 pm  
The Ban Righ Foundation Inspiring Women Event  
Please join us for The 2018 Ban Righ Foundation Inspiring Women Event, as we shine a spotlight on some of the contributions made by women at the University and in the Kingston community. The Ban Righ Foundation 2018 Mentorship Award will be presented posthumously to the late Queen’s drama Professor Kim Renders. The Ban Righ Foundation 2018 Leadership Award will be presented to Mara Shaw, executive director of Loving Spoonful since 2012. Isabel Bader Centre for Performing Arts

Sudoku and Crossword solutions on Page 15
Men’s ultimate team wins national title; women place second

BY COMMUNICATIONS STAFF

The Queen’s Gaels men’s and women’s ultimate teams competed in the 2018 Canadian University Ultimate Championships in Brampton on Oct. 13-14. Both teams earned a place on the podium with the men claiming gold and the women grabbing silver.

MEN’S
The Gaels men’s team began the national tournament by going a perfect 3-0 in pool play with wins over Manitoba, McGill and Carleton. The team put up 41 goals in the three games and finished with a +18 point differential in pool play.

By finishing top of their pool the Gaels claimed one of the two top seeds in bracket play. In the quarterfinal they faced the Toronto Varsity Blues, and easily won the game 15-2.

In the semifinal the Gaels once again faced Manitoba. The Gaels continued their offensive barrage for a 15-9 win and a ticket to the championship final.

In the final match the Gaels met McGill once again. They would play the Gaels tough, however tournament MVP James Lewis led the Gaels to an 11-8 victory as he added two goals and four assists in a championship-winning effort.

WOMEN’S
The Gaels women team also had an unblemished record in pool play, recording wins over Waterloo, Ottawa and McMaster to earn one of the two top seeds in the playoff round.

In the quarterfinal on Sunday, the Gaels met McGill and cruised to a 13-5 victory, setting up a semifinal match with Waterloo.

Once again the Gaels came out hot and cruised to a 15-6 win to reach the final.

In the championship match the Gaels put in a game effort but were unable to solve a very strong team from Laval, falling 13-7 to claim the silver medal.

The Queen’s Gaels men’s ultimate team celebrate their national title after winning the 2018 Canadian University Ultimate Championships in Brampton on Sunday, Oct. 14. The team went a perfect 6-0 through the tournament. The Gaels women’s team won the silver at the event as well, losing to Laval in the final.
Finding Our Way Home: A Family’s Story of Life, Love, and Loss
By J Damon Dagnone, (Department of Emergency Medicine)

Prior to my son’s cancer diagnosis, my wife Trisha and I shared a storybook life. I was married to my childhood sweetheart, I was a dad to two wonderful little boys, and I was entering the final year of my Emergency Medicine residency training. I couldn’t have dreamed of being more content than I was at the time—and I thought daily of how blessed I was. Then, cancer changed everything. Over the last 12 years, it’s hard to believe that Trisha and I have tolerated so much pain. Losing our 3-year-old son Callum to cancer has altered so much pain. Losing our 3-year-old son Callum to cancer has been altered forever. Losing my son to cancer has profoundly affected how I connect with people in the world and what kind of doctor I now strive to be. Callum’s journey reminds me that I need to continue walking my journey as he bravely did during his illness. I am also aware that Trisha and I continue to dream big. We’ve come to accept that sadness and anger will always be in our lives, but we know that joy, happiness, and fulfillment would be there too. This book provides a glimpse into our beautiful life, of finding our way, and my family's story of love, life, and loss. The future. As a dad, husband, physician, and person, I can attest that my life has been altered forever. Losing my son to cancer has profoundly affected how I connect with people in the world and what kind of doctor I now strive to be. Callum’s journey reminds me that I need to continue walking my journey as he bravely did during his illness. I am also aware that Trisha and I continue to dream big. We’ve come to accept that sadness and anger will always be in our lives, but we know that joy, happiness, and fulfillment would be there too. This book provides a glimpse into our beautiful life, of finding our way, and my family’s story of love, life, and loss.

human resources

Successful Candidates

Job Title: Recruitment Coordinator
Department: Faculty of Health Sciences

Competition: J0218-0182
Successful Candidate: Erica Holgate

Job Title: Aboriginal Community Engagement Coordinator
Department: Department of Outreach and Aboriginal Access to Engineering

Competition: J0718-0959
Successful Candidate: Jessica Pemberton

Job Title: Administrative Coordinator - Dean’s Office
Department: Faculty of Arts and Science

Competition: J0718-0992
Successful Candidate: Danielle Suguier

Job Title: Lab Coordinator, Adolescent Dynamics Lab (ADL)
Department: Psychology

Competition: J0618-0327
Successful Candidate: Melanie Simourd

Job Title: Ethics and Office Assistant
Department: University Research Services

Competition: J0718-0047
Successful Candidate: Kayla Kooistra (Postgraduate Medical Education)

Job Title: Human Resources and Staffing Officer
Department: Faculty of Law

Competition: J0618-0518
Successful Candidate: Miranda Gavidia (Human Resources)

Job Title: Customer Service Assistant
Department: Department of Athletics and Recreation

Competition: J0518-0148
Successful Candidate: Hillary Fromm

Job Title: Collections Assistant
Department: Agnes Etherington Art Centre

Competition: J0618-1007
Successful Candidate: Leah Cox

Job Title: Research Associate
Department: Civil Engineering

Competition: J0418-0416
Successful Candidate: Nathan Mullins

Job Title: Program Quality Leader, Investigational New Drug (IND) Group
Department: Canadian Cancer Trials Group

Competition: J0618-1150
Successful Candidate: Pamela Brown (Canadian Cancer Trials Group)

Job Title: Research Coordinator - NSERC CREATE (Leaders) Program Department: Beaty Water Research Centre (BWRC)

Competition: J0718-0537
Successful Candidate: Sophie Felleiter

PUZZLE SOLUTIONS

1 7 8 9 3 6 4 2 5
2 4 3 8 5 1 6 9 7
6 9 5 2 7 4 1 8 3
8 3 6 1 2 9 5 7 4
5 1 9 4 6 7 8 3 2
7 2 4 5 8 3 9 1 6
4 5 1 7 9 2 3 6 8
3 8 2 6 1 5 7 4 9
9 6 7 3 4 8 2 5 1

Congratulations
On your new position at Queen’s
You are eligible for a free 1 year membership*

The University Club at Queen’s
www.queensu.ca/uclub

*Conditions may apply

University Club at Queen’s
Contact Valerie for more details
admucub@queensu.ca
613-533-2846
Autumn at Queen's is always a beautiful time of year with vibrant colours on trees, bushes and clinging vines providing a sharp contrast to the limestone buildings. Whether it’s an unseasonably warm and bright morning or a gloomy, cold afternoon, the scarlet, gold and umber of the foliage stands out against the stony gray. The main pathways are littered with fallen carpets of red and yellow, but look closer and hidden gems can be found all around, hidden in courtyards and behind walls. While autumn signals the end of summer there is still so much beauty to take in.

The pathways along Summerhill are always a great spot for an autumn walk, with the wide variety of trees providing an array of colours.

The trees of Summerhill provide a stark contrast to the white of the building on a crisp fall day.

Autumn beauty on Queen’s campus isn’t only provided by the changing of the leaves of trees, as seen with these vines on the Campus Bookstore and the beautiful scene near Harrison-Lecaine Hall.

Flowers behind Jeffery Hall hold onto their bold colours before the frost sets in, adding some extra vibrancy to campus.

A walk along Fifth Field Company Lane is dominated by the bold yellows during this time of season.

Students are framed by the striking scarlet of a burning bush as they walk to their next class.