CONTINUING CONVERSATION

Since becoming a founding member of The Conversation Canada, Queen’s researchers have used the platform to reach audiences around the world. On Feb. 14, Scott White, editor of The Conversation Canada, was on campus to facilitate workshops on leveraging the online news platform as a tool for knowledge mobilization. More than 100 faculty, students, and staff participated in the day organized by University Relations. See Page 11 for another Queen’s contribution.

The School of Graduate Studies has established a working group aimed at exploring possibilities for improving the graduate student experience at Queen’s University. See Page 3.
Supporting students financially

With changes to OSAP, Queen’s is looking to enhance bursaries and scholarships for students with highest needs

BY COMMUNICATIONS STAFF

The potential cost of a post-secondary degree is a major consideration for many students and their families.

Changes to the Ontario Student Assistance Program (OSAP), that will be in effect for the 2019-20 academic year, may impact the financial situation and decision-making process of undergraduate students, as well as those in second-year programs, such as law, education and medicine.

Current and prospective Ontario students are being advised to watch for more information about the coming changes and be sure to apply for OSAP when the application opens, which is expected in mid-April.

Last month, the provincial government announced it is revising OSAP, specifically how grants and loans are assessed at various family income levels. Queen’s, and other universities, are working to clarify the details with the government. In the meantime, Queen’s is promoting the university’s support programs.

“We believe all students who qualify academically should have the opportunity to take part in the Queen’s experience no matter what their starting point is financially,” says Tom Harris, Interim Provost and Vice-Principal (Academic). “It’s why each year Queen’s distributes millions of dollars in bursaries and scholarships to thousands of undergraduate and graduate students who qualify for the extra financial support.”

In 2017-18, more than 45 per cent of the undergraduate student population received financial support from Queen’s totaling $27 million, and an additional $6 million in need-based aid was distributed to graduate students.

In the coming weeks, Queen’s will be taking a closer look at our student financial supports to determine what adjustments can be made to provide more support to students with the greatest financial need,” says Ann Tierney, Vice-Provost and Dean of Student Affairs. “We are also planning to increase student assistance through additional fundraising efforts.”

To learn more about Queen’s financial supports for students, visit the Student Awards website (queensu.ca/studentawards/).

USW Local 2010 and QUFA support transition to University Pension Plan, ratify collective agreements

BY COMMUNICATIONS STAFF

United Steelworkers Local 2010 and Queen’s University Faculty Association members have voted to support the University Pension Plan Ontario (UPP), moving the university closer to a new, sustainable defined benefit pension plan for the future.

More than 96 per cent of votes cast by QUFA members who are Queen’s Pension Plan members voted in support of a renewed collective agreement and consent to the UPP. USW Local 2010 members cast 96.4 per cent of votes in favor.

The ratifications mean that USW Local 2010 and QUFA will be providing consent to the proposed UPP on behalf of the members of the Queen’s Pension Plan that they represent. Pension consent agreements form part of the USW and QUFA collective agreements.

The conversion to the UPP requires a formal consent process, set out in provincial statutes and regulations. Employees represented by USW and faculty associations are now the first groups of plan members to give their representative unions and associations a mandate to support the UPP through to conclusion.

“The ratifications by the USW and QUFA are major steps forward in our journey towards the UPP,” says Donna Janiec, Queen’s Vice-Principal (Finance and Administration). “I want to thank everyone involved for their support in getting us to this point. It represents years of hard work.”

The USW and faculty associations at the two other founding UPP universities, the University of Toronto and the University of Guelph, have also ratified agreements to support the UPP.

“We are very pleased that QUFA and USW Local 2010 members recognize that supporting the UPP represents a move towards ensuring we have a defined benefit pension plan that will provide strong, dependable retirement income for pension members at Queen’s in the long-term,” says Janiec.

In order to reach the mandated level of consent to introduce the new plan, Queen’s still requires the support of other unions and its non-unionized employees. The university will continue its discussions with other union groups, and will be providing additional information to non-unionized employees who are required to vote individually.

The UPP will be a jointly sponsored pension plan (JPP), initially inclusive of three universities – Queen’s University, the University of Toronto, and the University of Guelph. Employers and plan members will jointly govern it. Other universities across Ontario will be able to join, once the UPP is established.

The UPP follows the model of other well-known, defined benefit pension plans, such as the Ontario Teachers’ Pension Plan and the Ontario Municipal Employees Retirement System (OMERS).

More information about the UPP and the ongoing consent process is available on the UPP website (universitypension.ca).
The road to graduate student success

School of Graduate Studies working group to take a close look at student experience

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

The Queen’s School of Graduate Studies has established a working group aimed at exploring possibilities of improving the graduate student experience at the university. This initiative was launched after discussions at a Board/Senate retreat in March 2018 and a subsequent memo drafted by Principal and Vice-Chancellor Daniel Woolf. As the future of work, student expectations, changing demographics, academic and personal supports, and funding continues to evolve, the group will analyze and make recommendations as to how Queen’s can meet these changes and challenges.

“Today’s students are looking for something new and innovative in a graduate program,” says Fahim Quadir, who joined Queen’s as Vice-Provost and Dean of the School of Graduate Studies from York University in July 2018. “They want programming that complements their academic expectations, considers their professional outlook in an evolving job market, and acknowledges their well-being as essential to their success.”

Since arriving, Dr. Quadir has been working to enhance the graduate student experience, foster excellence in research for both graduate students and post-doctoral scholars, and revitalize the foundations for student success. “As graduate education in much of North America undergoes a transformation, we need to develop a thorough yet critical understanding of its evolving landscape,” says Dr. Quadir. “Today’s changing realities demand a new way of thinking about graduate studies but also underscore the need to introduce creative structures that champion innovative programming to maintain academic excellence, enhance the graduate student experience, promote ‘deep diversity’ and make the process of knowledge production global. One of our key priorities would be to adapt our approach to give students the best chance at success.”

The working group will convene stakeholder consultations over the coming months to explore key drivers of graduate student success, such as experiential learning, career preparedness, well-being, student supervision, and access to many different forms of support. Group members will look closely at students’ satisfaction with their academic experience, access to adequate mental health services, financial opportunities, and variables that affect the time it takes graduate students to complete their studies – with particular attention paid to how these areas of the student experience intersect.

The working group, which held its first official meeting in January, will also consider ways in which Queen’s can continue to intensify a culture of research for graduate students. “Graduate students play a central role in shaping the frontiers of research,” says Dr. Quadir. “So much amazing work is being done by graduate students here at Queen’s. It is important for us to magnify the prominence of their contributions to advancing scholarship.”

The working group will gather data throughout the Winter Term, producing a final report for the Principal and Vice-Chancellor Woolf in May that will include short-, medium-, and long-term goals for strengthening the graduate student experience. Recommendations will include best practices that can be customized and applied at both the institutional and program level.

“Our goal is to make Queen’s the preferred destination for graduate education, known for its excellence, graduate student experience,” says Dr. Quadir. For more information on the working group, contact Heather Merla at the School of Graduate Studies (heather.merla@queensu.ca).

Fahim Quadir, Queen’s Vice-Provost and Dean of the School of Graduate Studies, speaks with a graduate student during a reception hosted at Queen’s.

Vice-Provost (Digital Planning) and University Librarian accepts position at Harvard

BY COMMUNICATIONS STAFF

Martha Whitehead, Vice-Provost (Digital Planning) and University Librarian, will be leaving Queen’s to join Harvard University, where she will serve as vice president for the Harvard Library and University Librarian and Roy E. Larsen Librarian for the Faculty of Arts and Sciences. Whitehead has provided remarkable leadership in her portfolio at Queen’s since her appointment as University Librarian in 2011 and expansion of her role as Vice-Provost (Digital Planning) in 2017.

Focusing on the university’s academic and research missions, she has advanced the university’s information services and resources by seizing the opportunities of the digital age as well as building upon traditional library values. This has included enabling new services such as research data management, scholarly publishing, copyright advice and support for digital scholarship and open education resources, as well as strong information search programs, further development of special collections and archives, new information resources strategies, and the enhancement of the library’s physical spaces. All this was accomplished through deep engagement with the academic community, continued strategic planning, significant organizational restructuring and ongoing staff development that has placed the library in a strong position for the future.

As vice-provost (Digital Planning), Whitehead has laid the foundation for the university’s digital strategy, working closely with the associate vice-principal (ITS) and chief information officer, academic leaders and many other members of the university community. She is recognized nationally and internationally for her leadership in matters relating to research libraries, having served in organizations such as the Leadership Council on Digital Research Infrastructure (LCDRI), the Canadian Association of Research Libraries (CARL), the Association of Research Libraries (ARL) and the Confederation of Open Access Repositories (COAR), to name just a few.

Whitehead joined Queen’s as associate university librarian in 2004. In her remaining months at Queen’s, Whitehead’s work will focus on assisting in leadership transition for the library and digital planning. Arrangements put in place for her administrative leave planned for January through June will continue, with Michael Vandenburg as acting vice-provost and university librarian. In June 2019, Vandenburg’s role will change to interim vice-provost and university librarian. Details regarding the search for the next vice-provost and university librarian will be determined in consultation with incoming Principal Patrick Deane.

“Graduate students play a central role in shaping the frontiers of research. So much amazing work is being done by graduate students here at Queen’s. It is important for us to magnify the prominence of their contributions to advancing scholarship.”

– Fahim Quadir, Vice-Provost and Dean of the School of Graduate Studies
Capturing diversity on campus

Photography initiative aims to reflect growing student diversity at Queen’s

BY DANA MITCHELL, INTERN, DIVISION OF STUDENT AFFAIRS

A student group is working to showcase diversity on campus.

The Queen’s Student Diversity Project (QSDP)’s Catalogue initiative was a week-long photography event that captured students at various locations across campus, including in classrooms, labs, and social spaces.

Hundreds of photos were taken and will be posted to the QSDP website, and added to the university’s image bank for use by marketing and promotion units. More than 60 student participants were involved along with four community sponsors.

“it’s important that diversity on campus is showcased in many ways so that current and future students can see and feel like they belong here,” says QSDP founder Nicole Osayande (Cmp’21). “We got a lot of support from faculty members, staff and administrators, who gave us access to various spaces, and provided advice as we planned this project.”

One of the Division of Student Affairs’ interns was assigned to take many of the photos. The division also provided breakfast for students who participated in weekend photo shoots.

“I have been so impressed by Nicole’s initiative and the work of everyone who is part of the Diversity Project team,” says Ann Tierney, Vice-Provost and Dean of Student Affairs. “We are excited to continue working with such passionate and creative students to promote a welcoming and inclusive campus environment.”

In addition to the Catalogue, QSDP recently launched the Diversity Speaks series, a weekly Facebook column that highlights different student voices on the topic of diversity. QSDP is also currently developing a website and is working on a video about university life at Queen’s.

Photos from the Catalogue are scheduled to be posted by the end of February. Visit the QSDP Facebook page (facebook.com/QueensStudentDiversityProject) to learn more about the project and upcoming events.

Supporting scholars at risk

Queen’s joins international network created to protect threatened academics

BY COMMUNICATION STAFF

Queen’s University has become the newest member of Scholars at Risk (SAR) – an international network of institutions and individuals working to protect scholars facing threats to their lives, liberty, and well-being.

Queen’s School of Medicine students, who recently championed the university’s involvement with SAR, marked the occasion with a lecture by historian Evren Altinkas, who secured an academic position at the University of Guelph through SAR after he had to resign his university position and flee Turkey due to his research and activism.

“We were so happy to host Dr. Altinkas at Queen’s University for a lunchtime lecture during his time as a Scholar at Risk at the University of Guelph,” says Nicole Asztalos, one of the Queen’s medical students who first pursued the SAR program. “His work on academic freedom around the world and the struggles that he and his family have experienced because of this work highlight why the SAR network is important. It was also an excellent opportunity for the Queen’s community to learn more about this organization and the types of people who we can help by being involved.”

On Feb. 8, Dr. Altinkas spoke to members of the Queen’s community about his experience as part of his lecture on historical insights on academics and academic freedom in Europe, North America, and the Middle East. He discussed his involvement with SAR, and subsequent recruitment to University of Guelph. In addition, he provided insights into how accessibility of academic thought could be enhanced in Canada.

“It was a tremendous opportunity to have Dr. Altinkas share his journey with the Queen’s community,” says Danielle Weber-Adrian, another Queen’s medical student. “With his presentation, Queen’s University has launched its involvement in the Scholars at Risk program – an endeavor we hope to nurture into an ongoing legacy.”

Following his lecture, Dr. Altinkas met with Tom Harris, Provost and Vice-Principal (Academic), and Jill Scott, Interim Associate Vice-Principal (International), to discuss in more detail how Queen’s can implement SAR initiatives on campus.

“Scholars at Risk is doing important international work to ensure that academics are free to think, question, and communicate their work,” Dr. Scott says. “I’m pleased to announce Queen’s University’s membership to the network, and look forward to engaging the campus community, particularly our faculty members.”

As a member, Queen’s is now able to participate in the full offerings of the network including participating in human rights research and legal clinics, and potentially hosting a scholar on campus.

For more information on the SAR program, contact the Office of the Associate Vice-Principal (International) at vp.international@queensu.ca.

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A little nudge goes a long way

Nicole Robitaille, a professor at Smith School of Business, studies consumer behaviour and how to get people to make good decisions.

BY ROBERT GERLSBECK, MANAGING EDITOR, SMITH SCHOOL OF BUSINESS

Every day, 22 people die waiting for an organ transplant. Twenty-two! That’s just in the United States. Many of these deaths can be prevented – if only people would sign an organ donor card. But only a handful do.

Are people against donating their organs? Hardly. Surveys show broad public support. But most people don’t bother to register. And if they die suddenly, their heart, lungs, kidneys, and other parts can’t save someone else’s life.

Several lives actually. One organ donor can save up to eight people.

Is there a way to get more organ donor cards signed? Research by Nicole Robitaille says yes. And it starts with a nudge.

HELP FOR SOCIETY

Dr. Robitaille is an assistant professor of marketing at Smith School of Business. She studies how consumers make decisions and why they choose to engage in certain behaviours – some of which aren’t always good for them, such as procrastinating or overspending. She also examines how to change population behaviour to improve consumer welfare, fulfill government policy and drive marketing results.

Not long ago, Dr. Robitaille conducted field research with the Ontario government to increase organ donations. In Ontario, someone dies every three days waiting for a transplant. Only a quarter of Ontarians are registered organ donors. How to increase that figure? Dr. Robitaille and fellow researchers Nina Mazar, Claire I. Tsai and Elizabeth Hardy investigated.

In Ontario, as in many jurisdictions, the decision to donate organs happens most often when people renew their driver’s licence. Trouble is, when they walk into a motor vehicle office, people aren’t thinking “organ donation,” they just want to update a licence. So when suddenly asked to become an organ donor, they’re caught off guard, Dr. Robitaille says. “And when people are asked to make a decision that they don’t feel they’ve put adequate time and effort into considering, they choose not to decide. They put it off.”

Dr. Robitaille and her fellow researchers wanted to make it easier for people to make an informed choice. They tested several options. One, for instance, was to have a government employee hand people a brochure on organ donation when they came in to renew their driver’s licence. They could peruse the brochure while waiting in line, so by the time they were called to the service counter, they were more knowledgeable about organ donation.

Working with the Ontario government, they also tested a simplified organ donation consent form with only two questions: “Do you want to be an organ donor?” And a checkbox question: “Which organs will you donate?” Previously, all sorts of personal information was asked for, most of which the government already had on file.

Then came the nudge. At the top of each consent form, several statements in bold text were tested: “If you needed a transplant, would you have one?” And “Do you want to be an organ donor?” And “If you needed a transplant, would you have one?” And “Do you want to be an organ donor?”

Such nudge statements are designed to help indirectly influence a person’s decision, without actually deterring them from making another choice. The term nudge was first made popular in the 2008 book Nudge: Improving Decisions About Health, Wealth and Happiness by Richard Thaler and Cass Sunstein.

The organ donor nudge statement, Dr. Robitaille says, helped people put themselves in the position of someone needing a transplant. And it led to a big jump in organ donor registrations.

In an eight-week trial conducted at a ServiceOntario office (where driver’s licences get renewed), they found that with the most effective nudge statement, organ donor registrations rose 143 per cent. If rates were to rise similarly across the province, the Ontario government estimates it could increase organ donor registrants by more than 450,000 a year – up from the current number of approximately 200,000. Many of the insights uncovered by Dr. Robitaille and her fellow researchers, including the nudge statement, are now used on Ontario’s organ donor consent form.

Dr. Robitaille says the results of the study show that business research into consumer behaviour can benefit society.

“You hope your work has impact, and to know our work might actually save lives is something quite special,” she says.

LICENSE TO MISBEHAVE

Dr. Robitaille didn’t set out to be an expert on what makes consumers tick. Born in Calgary to an artist mother and environmental engineer father, she grew up in Boston and Pennsylvania, where she played competitive hockey. In high school, her family moved to Quebec City, then to Montreal.

Dr. Robitaille first wanted to be a neurologist. In 2006, she earned her undergraduate degree in psychology (with a specialty in behavioural neuroscience) from Concordia University in Montreal. But during a summer pre-med program, she found that she enjoyed helping doctors do their research more than she did visiting patients.

Around the same time, she began to ponder how psychology could be applied to marketing. Working in a Zara clothing store, she was fascinated by the great variety of responses shown by shoppers to merchandise displays and fashion recommendations from staff.

“Simply by moving the same items around the store, customers would feel like there was new inventory and be more likely to visit the store regularly to see the ‘new’ merchandise,” she recalls.

Soon, Dr. Robitaille was studying marketing at Concordia. In 2008, she received her master’s in marketing. In 2014, she earned her marketing doctorate from Rotman in Toronto. The same year, she also joined the faculty at Smith.

Dr. Robitaille says she especially enjoys the process of doing research and asking questions.

“It’s amazing when we find the answers,” she says. “Sometimes we were right and sometimes we were wrong. But it’s all exciting.”

She also loves when her work has practical applications. “It’s seeing a real problem, and how we can solve that.”

Take personal finance, for instance. In one study, Dr. Robitaille and a team of international researchers showed that people actually do feel pain when they buy something with cash. On the other hand, they don’t hurt nearly as much when paying with debit or credit. The findings have implications for financial-literacy efforts. Educators must appeal to people’s emotions about money, not just their sense of reason.

Dr. Robitaille has also studied people’s “licence to misbehave.” That is, they do a good deed, then follow it up with behaviour that counters it. For instance, her research found that people who recalled times in the past when they did a good deed would then spend less time helping others. They were then more likely to cheat for personal gain and had higher intentions of engaging in selfish behaviour.

“When you start to understand what causes people to behave well, and what allows them to give into temptation, you can encourage positive action and discourage misbehaviour,” she says. “As a researcher, I’ve always been interested in helping people make better decisions.”

This article was first published in Smith Magazine.
The joy of teaching

The following piece, written by Professor Ken Rose of the Department of Biomedical and Molecular Sciences, Sciences, was originally published on the Centre for Teaching and Learning Teaching Talks Blog.

Ooops! Surely the title of my blog is a mistake? Did the ‘find and replace’ function actually substitute ‘joy’ for ‘importance’? The answer is no. ‘The joy of teaching’ is the correct title.

I confess that I did not use the word ‘joy’ to describe my teaching experiences until recently. If I had written this blog 20 years ago, I would have used a different title: ‘The cost of teaching’. Since ‘cost’ has an obvious negative inference, the selection of this word deserves a brief explanation.

In keeping with standard practices in the biomedical sciences, most of my teaching at the start of my career was textbook based and it placed a high priority on factual recitation. The information was often dated and it was usually dull. In contrast, my research was exciting, highly demanding, and exceptionally rewarding. Thus, the time I spent teaching was assigned to the ‘lost’ column relative to the time I spent in the lab. Like all other faculty, I quickly realized that my teaching duties would not diminish regardless of my view of teaching as a ‘cost’. My only option was to change how and what I teach.

This decision forced me to better understand why I was frustrated with teaching relatively old and black-and-white facts. The answer was obvious. My research was exciting because science in the lab is rarely black-and-white. Moreover, it is seldom static.

This insight encouraged me to ignore past practices (and the advice of many well-meaning colleagues) and embark on a new teaching strategy. I focused on the questions that led to landmark experiments, the challenges of interpreting experimental data, and how many experimental observations invariably lead to more questions. My goal was to capture the surprises and frustration that are inherent in ‘research’ science as opposed to typical ‘text-book’ science.

Much to my surprise, preparing the lecture material was stimulating. I spent hours creating animations to recreate the excitement that precedes a new observation. I eagerly looked forward to my lectures.

An even bigger surprise was the reaction of the students. They too became engaged in the process of discovery. Their attention, their critical and often profound comments, and their creativity exploded! Of course, this outcome added more fuel to my enthusiasm.

The success of adopting a discovery style of teaching fundamentally changed my assessment of the time that I spent teaching. But to describe this time as ‘a joy’ would be premature.

This step required another major event. The assessment of knowledge gained using a discovery style of teaching requires a different approach that is more nuanced than simple fact recall. It must be based on measurements of high level skills such as independence (i.e. originality), critical thinking, and clarity of communication. I was suddenly in very deep water and sinking rapidly.

I needed help, but who could I ask?

More importantly, who did I want to know that I had reached what seemed like an insurmountable obstacle? Yes, even full professors have a fragile ego!

My search for help ended when I walked through the doors of the Centre for Teaching and Learning. Through the CTL, I met others whose enthusiasm and passion for teaching were inspiring. Some were in my own department! Many were in other disciplines.

I learned that the high level skills that I wished to develop transcend traditional discipline boundaries.

Indeed, others, especially members of the Faculty of Engineering and Applied Science, have developed entire courses devoted to these high level skills. Many of the challenges that we encounter as teachers are not discipline specific.

Neither are the solutions. There is joy in teaching. If you still have doubts, my advice is twofold:

• Develop a teaching style that inspires you, even if it involves bending/breaking traditional teaching practices – the positive response of the students will amaze you.

• Seek advice – you are not alone. Colleagues can and will help.

Singing the praises of learning objectives

This column was first published on the Undergraduate School of Medicine Blog (meds.queensu.ca/ugme-blog/)

BY THERESA NOWLAN SUART, EDUCATIONAL DEVELOPER (UGME & QUARMS)

Earlier this month, I had the pleasure of attending a performance of Gene Kelly. A Life in Music at the Grand Theatre. The show featured clips from Kelly’s most memorable performances with live musical accompaniment by the symphony, under the direction of Evan Mitchell.

Throughout the show, Kelly’s wife and biographer, Patricia Ward Kelly, shared anecdotes and Kelly’s own insights into his choreography and performances. She talked about the work he put into creating dances, painstakingly writing out the choreography plan, before working with his fellow performers to perfect the dances themselves. ”He didn’t just show up and wiggle around on the stage,” she said.

My educational developer lens instantly compared this to the framework provided by well-written learning objectives. Objectives focus teaching and learning plans, and contribute to authentic assessment.

Yes, this is another blog about learning objectives.

In the abstract, learning objectives seem like just another box on a checklist or hoop to jump through. Used the way intended, however, they are signposts that guide learning and teaching plans effectively – whether for a class or a single person – the same way Kelly’s planning delivered award-winning and inspiring choreography.

Yes, there’s a “gold standard” for writing objectives. And there are verbs to use – and ones to avoid – and if it doesn’t come naturally to you to think this way, it can be pretty tedious.

What it’s really about is planning: knowing what you’re setting out to do. If you have an objective – a goal – then you can make your plan and communicate it to others effectively.

Well-crafted objectives also make things great for assessment, because it’s very clear what you have to measure at the end of the lesson, course, or program.

If you say, “I’m going to get better at taking patient histories” – what does that mean? What does “better” look like? If it means, “I’m going to note down details, or I’m going to ask specific questions, or I’m going to listen more than I have been, or interrupt less… then you know what you need to work on.

You know what the focus needs to be, whether you’re a learner or a teacher.

Eventually, you’ll be able to do a history without thinking things through so deliberately – once you’ve achieved fluidity in that skill. But before it’s a habit, you need to plan, your checklist, and I’m hitting all the boxes? Not just: “be better”.

For example, one of my plans in 2018 was to read more books that weren’t medical education and weren’t related to my PhD coursework. “Read more for fun.” That was it. My objective was pretty vague and, as a result, I didn’t create a workable plan.

“Read more” didn’t get me very far. I read parts of eight non-work-related and non-course-related books. And three of those were cookbooks.

I set a more specific objective for 2019 that I would read more by spending five minutes every morning before I left for work. Reading something from my “recreational” “to be read” book stack (mountain).

I’ve finished two books, which is already a 200 per cent improvement over last year. That specificity can make a difference.

And that’s really all objectives are: an outcome statement to focus your plan.

And that’s why we focus high-light objectives in our competency framework. It’s why we map things to them – learning events, assessments, EPAs – so we can be consistent and everybody knows what the plan is.

How much detail do you need in your objectives? This depends on how granularly you need to communicate your goals in order to be effective.

For his iconic Singin’ in the Rain, Gene Kelly had to map out the location of each of the puddles. His plan needed to be that detailed to get it right.

Theresa Nowlan Suart is an educational developer for the Undergraduate Medical Education(UGME) and Queen’s University Accelerated Route to Medical School (QUARMS) programs in the School of Medicine.)
Queen's researcher Paula James explores why genetic carriers of hemophilia A often experience abnormal bleeding

**Unraveling mysteries in the blood**

Queen’s University researcher Paula James has revealed women who are carriers of hemophilia A, an inherited bleeding disorder, experience abnormal bleeding in about 30 percent of cases. Dr. James is working to unravel the mystery as to why this abnormal bleeding, including nosebleeds, heavy periods, and bleeding following childbirth, occurs.

To define abnormal bleeding, Dr. James used a bleeding score where higher numbers represent more intense bleeding.

“It’s long been assumed that women who carry this gene don’t have bleeding symptoms but we now know that isn’t true,” says Dr. James, who also works as a clinician-scientist at Kingston Health Sciences Research Institute. “Some patients have low levels of clotting Factor FVIII in their blood, and for those that don’t, there must be other contributing factors. It’s a challenging problem because it has led to their bleeding symptoms being dismissed and not treated properly.”

Her team has discovered that women who are carriers of hemophilia A respond differently to the stresses that cause bleeding – even those who have normal levels of Factor VIII in their blood.

“Normally when we’re injured or cut or stressed in other ways, a number of the elements that help our blood clot go up. However, we thought that it might not work that way in these women,” says Dr. James. “So what other things could be happening within someone’s body that would make them at risk for bleeding?”

To find out, Dr. James and her group compared levels of Factor VIII circulating in the blood levels of 17 women who are carriers of hemophilia A with those of seven normal control patients. The volunteers’ blood was tested before and after being treated with Desmopressin, a drug that causes an immediate increase in clotting factor levels that mimics the way the body responds to being cut or injured.

The researchers were looking to see whether the women’s response to the drug was related to how much Factor VIII was already in their blood.

“We wondered whether a person’s response was only dependent on where they were starting from using a baseline,” James says. “That turned out not to be the case.”

Dr. James’ study showed that, compared to the control group, the Factor VIII response in Hemophilia A patients, including those with normal clotting factor levels, was both significantly reduced and shorter-lived. These results were correlated with those that had higher levels of abnormal bleeding.

The research results suggest that the women may not be able to generate and sustain a high enough increase in Factor VIII in response to bleeding, likely because of the FVIII mutation that causes hemophilia A. Abnormal bleeding can lead to iron deficiency, which causes fatigue, sleep disturbance, and impaired learning and work performance.

“It’s a huge quality of life issue for these women,” says Dr. James. “We need to understand this disease better in order to treat it properly. While we still don’t have all the answers, this discovery adds significantly to our understanding of why, even when they have normal clotting factor levels, women who are carriers of hemophilia A have abnormal bleeding.”

The study was published in Blood Advances.
Jamaican official visits to mark Black History Month

BY DAVE RIDEOUT, SENIOR COMMUNICATIONS OFFICER

On invitation from the Queen’s African-Caribbean Students’ Association (ACSA), Jamaica’s High Commissioner to Canada, Janice Miller, gave a speech on campus marking this year’s Black History Month festivities. High Commissioner Miller made her address to a room of around 50 guests Saturday, Feb. 9, following a luncheon with members of ACSA, and the university’s administration.

“We are grateful to Her Excellency Miller for visiting our campus to celebrate Black History Month with our students, faculty, and staff,” says Tom Harris, Interim Provost and Vice-Principal (Academic). “Opportunities to strengthen our international relationships are important, as they present a chance to learn and share ways we can continue to promote global learning, equity, diversity, and inclusivity together.”

The High Commissioner spoke on the theme of ‘Moving Beyond Boundaries,’ and discussed the importance of the relationship between Canada and Jamaica. She pointed out that some 340,000 Jamaicans live in Canada today, a sign of the long and affable history between the two countries.

High Commissioner Miller also emphasized why Black History Month is an important time each year to reflect on one’s roots as a Jamaican, or as a person of African descent, in Canada.

“Before coming to your campus today, I learned of the story of Jamaican-born Robert Sutherland and how he bequeathed his entire estate to Queen’s because this was an institution at which he felt he belonged,” says High Commissioner Miller, referring to the university’s first Black graduate. “I am aware that the university has taken steps to recognize Mr. Sutherland in various ways but it would be good if there was more done to recognize his legacy and contribution.”

Since 2003, Queen’s has been engaged in exchange programs with the University of the West Indies (UWI) in Jamaica, as well as that school’s campuses in Barbados and Trinidad. Over 40 students have participated in learning exchanges between the two schools since the partnership began.

ACSA President Nirosha Balakumar; Associate Vice-Principal (Human Rights, Equity, and Inclusion) Stephanie Simpson; Kingston Deputy Mayor Simon Chapelle; Queen’s Associate Professor Barrington Walker; High Commissioner for Jamaica to Canada Janice Miller; Interim Provost and Vice-Principal (Academic) Tom Harris; ACSA President Nirosha Balakumar; Associate Vice-Principal (Human Rights, Equity, and Inclusion) Stephanie Simpson.

Queen’s ranks third in Ontario for locally-sourced campus food

BY DANA MITCHELL, INTERN, DIVISION OF STUDENT AFFAIRS

Queen’s is ranked third among Ontario universities for serving locally-grown foods on campus according to the 2018 Ontario Campus Food Report Card.

An initiative by Meal Exchange, the survey reports on student satisfaction with locally-grown, healthy, sustainable, and accessible foods on Ontario campuses. Locally-grown foods include all food products sourced in Ontario. With over 2,500 students surveyed across 21 campuses, this result reflects Queen’s continued commitment to sustainability, health and wellness.

“We know that where food is sourced, how it is produced, prepared, distributed and handled all have an impact on our environment,” says Colin Johnson, Campus Executive Chef. “Queen’s Hospitality Services is committed to helping protect our community and environment through a variety of initiatives and purchasing local as much as possible is one of them.”

In 2017, Queen’s Hospitality Services purchased over $1.2 million worth of local products, including a variety of in-season produce from over 27 Ontario farms. During the 2017/18 school year, a total of 1 million free-range eggs and 75,000 pounds of potatoes were served.

“It’s nice to know where the food we’re eating is coming from,” says Emma Roberts (Arts’19). “Sourcing locally really shows that Queen’s cares about the community and our impact on the environment, which makes me feel good about eating on campus.”

Queen’s Hospitality Services also supports student health and wellness through education campaigns, and various sustainability initiatives. These include partnering with the Vegan Pledge that supports students that decide to go vegan for the Month of March, and Chef’s Table, a monthly dish created by the campus chefs to highlight locally-sourced foods.

In addition, Hospitality Services now offers paper straws and is charging five cents for plastic bags to help reduce waste on campus. Faculty and staff can enjoy locally-sourced foods by loading funds onto their staff cards, a convenient payment option that is available at all retail and food service locations on campus.

Queen’s Hospitality Services also offers catering, with a large selection of meals, breaks and beverages, for meetings and get-togethers.

Hospitality Services is working to expand local connections even further and is looking to partner with more Kingston-based businesses. To learn more, visit the Hospitality Services website (dining.queensu.ca/we-love-local/).
Keeping her Olympic dreams alive

BY ANDREW CARROLL, GAZETTE EDITOR

A year ago, Jacklynn Boyle was a third-year life sciences student at Queen’s and an outside hitter on the Gaels women’s volleyball team. Then she took part in the RBC Training Ground program. Today she is a member of the Canadian national cycling team and was also recruited by the national women’s bobsled team.

It has been a whirlwind 12 months, and, perhaps most importantly, she’s still on track to graduate in April.

RBC Training Ground is a series of cross-Canada athletic search events designed to bring undiscovered talent into the Canadian Olympic pipeline, while at the same time helping athletes take the next step. In the first stage of the program, athletes between the ages of 14 and 25 are tested for speed, power, strength, and endurance at free events. Identified athletes are then recruited for a sport that suits their abilities and, if successful, can receive funding support from RBC.

Boyle’s results were so strong, particularly in the explosive power tests, that she was recruited by officials from both Bobsleigh Canada Skeleton and Cycling Canada.

“It’s kind of crazy that a year ago I was playing volleyball and planning to go to medical school—which I still hopefully will do in the future,” she says. “The RBC program is absolutely amazing for finding people who have athletic ability and seeing if they can transfer it into another sport. I have always wanted to go to the Olympics for something. The coaches are so talented for picking out a person. In bobsled and cycling they only saw me do 10 tests and met with me once before asking me to try out. It’s crazy that they were able to decipher which athletes have ability and which ones they think can transfer.”

Following the initial event at Queen’s last March Boyle advanced to the provincial tryout in Toronto. She then traveled to Calgary for two separate bobsleigh training sessions at the Ice House. She also visited Milton, west of Toronto, and trained on the velodrome track for Cycling Canada.

At both events, she once again impressed.

But she couldn’t pursue both sports. She had to make a choice.

In the end it was the opportunity to complete her studies and graduate that helped her decide to hop on the bike instead of in the bobsleigh.

It has been hectic mixing studies and training but she is feeling positive about her prospects on both fronts.

“Basically all summer and into September I was studying for my MCAT (Medical College Admission Test) but I was also going to Calgary or to Milton for the tryouts,” she says. “It was a lot and it was very busy but it also felt so surreal that they put me in a bobsled and they put me onto the velodrome track without a lot of preparation. They kind of just wanted to see how I could adapt.”

Not only did she adapt, she excelled. RBC recently announced that Boyle is one of 30 athletes from the original 3,182 tested, who will receive funding to pursue her Olympic dream. Once her studies are complete this April, Boyle will relocate to Milton where she will join Cycling Canada’s elite development program.

“They’ve already put me on a workout program and I have a bike and rollers and everything so I am getting the gist of cycling but starting in April I will be training full time,” she says. “My goal, I know there are a lot of steps before the Olympics, but I really hope to compete at the World Cup level this year.”

She is thankful for her support from her family – it was her mom who signed her up for RBC Training Ground as well as from Queen’s University. Along with being allowed to take the time for the tryouts by volleyball head coach Ryan Ratushniak, she is now working with Athletics and Recreation’s strength and conditioning team to keep her in top shape and be ready for when she starts her ride to the Olympics.
Nursing course tunes in to the community

BY ANNE CRAIG, COMMUNICATIONS OFFICER

Sarah Gelmych and Courtney Gallant took on the challenge of enhancing the University’s Swipe It Forward program. The pilot program was designed to combat food insecurity on campus through the donation of meals from students with meal plans.

“Many people on the Queen’s campus are unaware that students are facing food insecurity issues,” says Gallant. “The Swipe it Forward program is a way to help and our job was to raise the profile of the program within the student population but also with the faculty and staff.”

Gelmych says 39 per cent of post-secondary students in Canada face some type of food insecurity which essentially means there are barriers to the student eating properly on a daily basis. With the program, students can donate up to five meals per semester and a new poster campaign, designed by Gelmych and Gallant, should help raise the profile of the program on campus.

They also created a new website Food For You which provides links to programs on campus.

“We are teaching the students to communicate with all populations – the NURS 405 course lets them step outside the ‘Queen’s bubble’ and work in the community,” says School of Nursing instructor Denise Neumann-Fuhr.

“The community organizations reap the benefits but so do our students.”

From Queen’s to the Brier

Queen’s employee and alumnus Wesley Forget is a member of Team Ontario at the Canadian men’s curling championship

BY ANDREW CARROLL, GAZETTE EDITOR

Wesley Forget has achieved a dream – he’s going to the Brier.

Forget, a residence life coordinator at Queen’s, is a member of the foursome that recently won the Ontario Men’s Curling Championship, and with the title earned a ticket to the national finals in Brandon Man., from March 2-10.

Days after earning his first purple heart – a badge presented to those qualifying for the Tim Hortons Brier – Forget, who throws second stones for Team Scott McDonald, was still coming to grips with the achievement.

“That wasn’t the case at all. We really took the opportunity to get to know our clients and built the programming around their exact needs. It was eye opening.”

Thinking they know what’s best for their community clients. But this is very much a learning experience for both students and the instructor Denise Neumann-Fuhr.

“At Tim Hortons it’s critical to their development in nursing,” comments Neumann-Fuhr.

As part of the team that won the Ontario Men’s Curling Championship, Wesley Forget (ArtsSci’14), a residence life coordinator at Queen’s, received the purple heart, a coveted recognition for curlers across the province.

Heading into the provincial tournament, the team was not favoured to take the title. However, they ran the table, finishing with a perfect record of 11-0.

During the final in Elmira against Team John Epping, the defending champions, Forget and his teammates jumped out to an early 4-0 lead after two ends. The Cataraqui team grabbed another deuce in the fourth end while holding Epping to singles in the third and fifth ends. In the sixth McDonald made a great angle, double takeout for two more points to push the lead to 8-2. Team Epping had enough. They conceded, turned, and shook hands.

For a moment, time stood still. Then reality kicked in for Forget and his teammates. They were Ontario champions. They were going to the Brier.

“I just went and hugged my mom immediately because she’s been there the entire time,” Forget recalls. “She’s actually the reason I got involved in curling. I started curling because of the 2002 Salt Lake City Olympics. My mom turned on the TV and curling was on. I said I wanted to do that. She called the curling club that week, and I was on the ice.”

Forget already has an impressive curling resume. He won an OUA silver medal with the Gaels in 2017 and won the 2016 Travelers Curling Club Championship, both as skip.

Earlier this season he was part of the team that won the Ontario mixed title. With their win at the 2019 Bonspiel, his current team is now ranked 12th in the world.

After the final, Forget spent hours responding to well-wishes and messages while also thanking those who have supported him along the way.

“I didn’t sleep on Sunday night because there’s too much … it took me two to three hours to get through social media content, messages, responding, thinking about all the people who helped us get here,” he says.

The team now has three weeks to get ready for the Brier. That means plenty of practice on the ice but also preparing mentally for the added pressure of competing for the national title in an arena that seats more than 5,000 and with hundreds of thousands more watching on TV.

The pressure can break players.

“We are getting some extra coaching to be ready but I don’t think I will know how I feel until I walk out there during the opening ceremonies,” Forget says.

Among those providing support for Forget chases his dream is his other team – his co-workers in Queen’s University Residences – including one who will be going to the Brier to cheer him on, as well as members of the Cataraqui Golf and Country Club.

As part of the team that won the Ontario Men’s Curling Championship, Wesley Forget (ArtsSci’14), a residence life coordinator at Queen’s, received the purple heart, a coveted recognition for curlers across the province.
Social media fantasies can hurt confidence, but it's not all bad

Consuming too much social media can leave a person feeling they just don’t measure up

BY ELEFTHERIOS SOLEAS AND JEN McCONNEL, FACULTY OF EDUCATION

If social media was a person, you’d probably avoid them. Facebook, Twitter and Instagram are loaded with pictures of people going to exotic places, looking like they are about to be on the cover of Vogue, and otherwise living a fairy-tale existence. And, like all fairy tales, these narratives feel a lot like fiction.

When you compare the “projected reality” to your lived experience, it would be easy to conclude that you do not measure up. Research shows that young adults are especially vulnerable to this phenomenon.

We have also studied this trend in graduate students, our next generation of scholars: they too, implicitly compare themselves to their peers, sometimes automatically. We’re socially trained to do this as shown by a litany of research studies exploring our relationships with other’s projected images. These implicit comparisons can threaten your innate psychological needs: autonomy, competence and relatedness. Not just one of them. ALL OF THEM. And such comparisons have shifted life online towards an unavoidable competition.

We are outnumbered and outnumbered by other people and it can make us feel unequivocally terrible if we let it. It’s never been easier to be insecure about ourselves and our achievements thanks to the ever-present torrent of “updates” posted by mostly well-meaning people seeking opportunities for connection and validation.

Where did this come from?

Social media fills our days, but it hasn’t always. In fact, the birth of sites and apps like the micro-blogging platform Tumblr (2007), the bite-sized conversation builder Twitter (2006) and star-studded Instagram (2010) all arrived on the technology scene in tandem with the e-book revolution. And yet, in just over a decade, these tools have exploded across our browsers, into our phones and onto our self-perceptions. People appear to be spending an hour a day on various social media apps, which doesn’t sound too rough if we assume everyone is only using one app. However, the tendency for younger users to embrace multiple social media apps (and to access their accounts multiple times a day) is increasing.

What that means for many of us is that we are spending hours each day connected and consuming content, from short tweets to beautifully staged Instagram images to painstakingly crafted selfies that sometimes make it seem like our friends are living the glamorous life, even when they’re waking up before dawn to take care of their little ones.

Social media presences are not inherently fake, but some people interacting in these spaces feel pressure to perform. And that’s not always bad! As argued by Amy Cuddy, sometimes it’s helpful to pretend we are who we want to be in order to give ourselves the confidence to grow into our futures. There’s a rich history to “acting as if” in spiritual and growth-oriented spaces. But there’s a line between “fake it till you become it” and spending the afternoon shooting awkward photos to gain more “likes.”

DARK POINT OF THE SOUL

After conducting about 60 interviews and 2,500 surveys across two ongoing studies of post-secondary students, the findings indicate that being constantly compared to other people can demolish our confidence quickly. For example, one first-year PhD student told us: “I feel like a failure because I don’t have any papers out and I haven’t won a major scholarship like the rest of my lab group.” A first-year student?! Another commented: “All my peers are better than me, why am I even here?”

These high-performing thinkers, and yet their confidence isn’t being steamrolled in part because social media does not facilitate fair comparisons.

We wish these experiences were unique to certain contexts, but they are ubiquitous. We’ve become so used to seeing the world through social media that we give it false equivalence with our lived experience. We implicitly compare our lives against the social media and consider it a fair contention.

Of course, the mundane doesn’t measure up to social media. Social media posts need to be epic to be shared. Hardly anyone posts a “meh” status update; our social media posts are typically at one extreme or another, good or bad, and we are left to compare our individual realities with an exceptional anecdote devoid of context. It’s all of the sugar, with none of the fibre. IT’S NOT ALL A PIT OF DESPAIR

Despite this relatively grim picture, the way we’re performing on social media isn’t entirely destructive. For starters, the awareness that we all seem to have about the inaccurate presentations of people’s lives that we consume online (and the painful comparisons that often follow) has also spawned subversively creative acts of satire. One example comes from “It’s Like They Know Us,” a blog/book/parenting subculture that’s built around taking stock images of families and providing captions that poke fun of the impossible standards these images perpetuate. And articles like the recent “How to Become Instagram Famous Experiment” remind us all that behind the carefully cultivated images rests a series of failed attempts and sometimes ridiculous efforts to capture the perfect shot.

There’s a perverse kind of creativity that our image-saturated web presence has spawned. And as often as we fall into the destructive cycle of comparing our messy, authentic lives to the snapshots of perfection that we see online, we just as often step back and laugh at how silly it all is. Perhaps we’re merely playing along; isn’t it fun to think, just for a moment, that somewhere out there, someone is really living their best life? And maybe, just maybe, if we arrange our books in an artful composition or capture a stunning selfie on the 10th anniversary of our contribution, we’ll be able to see the beauty that exists in each of our imperfectly messy, chaotic, authentic realities beyond the picture.

Maybe it’s good for us to “act as if,” as long as we remember that the content we share and engage with online is only a fraction of our real stories. Remember, even fairy tales have a grain of truth.

Eleftherios Soleas is a PhD candidate in the Faculty of Education at Queen’s University. Jen McConnel is a PhD Student in the Faculty of Education at Queen’s University.

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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.
Art workshops at Agnes aim to build a healthy community

BY COMMUNICATIONS STAFF

Art and wellness is the focus of a new weekly drop-in program for young adults (18-24) at the Agnes Etherington Art Centre.

Facilitated by arts educator and certified art therapist Harper Johnston, Art Hive @Agnes offers participants a chance to relax, recharge, and expand their creative powers within a studio setting. The free sessions are being held at the Agnes 4-6 pm each Thursday until March 28. No prior art experience is necessary and materials are provided.

“Artmaking is innately therapeutic. We know this from the outstanding amount of positive research being reported today,” says Shannon Brown, Program Coordinator at the Agnes. “The idea that everyone is creative and can draw from their own personal expression to process and support inner transformation towards health is being embraced by those in healthcare and among the general public. When we step into a flow state, which happens when people are focused on an enjoyable task such as artmaking, blood pressure lowers, experiences of pain and worry drop away and personal agency is activated.

“Add to this a supportive community, such as an Art Hive community, and the participants can work side by side and share hopes and fears, gain acceptance and be witnessed in the creative act of artmaking and healing. It’s a beautiful process and we are grateful to be able to offer this special creative environment to the young adults of Kingston.”

As part of the program here, Michelle Searle, an assistant professor of the Assessment and Evaluation Group at Queen’s, will be overseeing an evaluation team made up of Queen’s graduate students. The team will create surveys, track data, and present findings in a final report. The purpose of these evaluations is to document the benefits of Art Hive, measure the attainment of the program goals, and evaluate the needs of participants to further improve the program.

The Art Hive @Agnes program aligns with the university’s increasing focus on the health and wellness of the Queen’s community. Earlier this year Queen’s adopted the Okanagan Charter and, in November, launched the Campus Wellness Project with the aim of advancing, encouraging, and supporting a culture of wellbeing.

“In today’s times where students are needing increasing amounts of mental health support, it is important for them to have access to various types of therapeutic outlets and opportunities,” says Rina Gupta, Director, Counselling, Queen’s University. “Traditional counselling can be very helpful in times of uncertainty, but not all students feel comfortable talking about their concerns and/or negative experiences. The idea of being able to offer students the opportunity to express themselves through creativity and art is fantastic as it acknowledges the holistic needs of individuals. We fully support the Art Hive @Agnes project and we will be the first to refer students to it. We also look forward to future collaborations with the Agnes Etherington Art Centre, as we view art therapy as being a valuable addition to the mental health resources available to Queen’s students.”

Outreach partnerships supporting Art Hive @Agnes include: Counselling Services at Student Wellness Services; the Alma Mater Society Peer Support Centre; Kingston Health Sciences Centre and Queen’s Faith and Spiritual Life Services.

For information about the Campus Wellness Project and to learn about other consultation opportunities, visit the project website or contact Project Lead Jennifer Ross at campuswellness@queensu.ca.

Learn more about the Agnes Etherington Art Centre and programming at agnes.queensu.ca/.

ART HIVE @AGNES OFFERS PARTICIPANTS A CHANCE TO RELAX, RECHARGE, AND EXPAND THEIR CREATIVE POWERS WITHIN A STUDIO SETTING. THE FREE SESSIONS ARE BEING HELD AT THE AGNES ETHERINGTON ART CENTRE 4-6 PM EACH THURSDAY UNTIL MARCH 28.
events calendar

Thursday, Feb. 28, 9 am-Noon
Grad Writing Lab
All disciplines welcome. Drop in, free, no registration. Academic writ-
ing specialist on site. Just bring your work and your questions on writing Graduate Student Reading Room, Third floor, Stauffer Library

Thursday, Feb. 28, Noon-1 pm
Policy Talks: Stéfanie von Hlatky - Is NATO a Feminist Alliance? Understanding the Gender Perspective in Operations
Stéfanie von Hlatky is an associate professor of political studies and the former director of the Queen’s Centre for International and Defence Policy (CIDP). Her research focuses on NATO, armed forces, military interventions, and defence policy. She has held positions at Georgetown University, the Woodrow Wilson International Center for Scholars, Dartmouth College, the Centre for Secu-
rity Studies at the ETH Zurich, and was a Fulbright Visiting Research Chair at the University of Southern California. Robert Sutherland Hall, Rm. 202

Thursday, Feb. 28, Noon-1 pm
Monthly Brown Bag Conversations: Discussing Decolonization Series
Topic: The practicalities of hiring Indigenous colleagues. We invite participants to prepare for this ses-
tion by reading Zoe Todd’s Urban Adventurer: Amiskwacî blog posting “Indigenizing Canadian academia and the insidious problem of white possessiveness.” Participants are still welcome to the discussion if they don’t complete the reading.
Mackintosh-Corry Hall, Rm. F200, Large Collaboration Space

Thursday, Feb. 28, 4-6 pm
Art Hive @ Agnes
Calling all young adults (18-24), drop-in for art and wellness. Relax, re-charge and expand your creative powers in the Studio. Art Hive is free; materials are provided and no prior art experience is necessary. If you are looking for guidance, our art therapist/facilitator offers weekly projects and visits to our current ex-
hibitions. Agnes Etherington Art Centre, André Bieler Studio

Thursday, Feb. 28, 4-7 pm
Majors Night (Faculty of Arts and Science)
Choosing a program is one of the largest decisions students make in university. It’s important to make an informed choice – but it doesn’t have to stress you out. Members from each Departmental Student Council (DSC) will be available at in-
dividual booths to answer questions about their experiences with the programs offered by each depart-
ment. You’ll be able to compare the different programs you’re consider-
ing and explore whether they fit your interests and future goals. Advis-
sors from Academic Advising, Career Services, and PASS will also be pres-
tent to answer specific questions about choosing a program and where to find career resources at Queen’s. Grant Hall

Saturday, March 2, 7-9 pm
Social Innovation Bootcamp: Tackling Food Security
The Social Innovation Bootcamp is an engaging immersion into the world of social innovation and its im-
plications for using business as a cat-
alyst for social change. This is your time to be inspired and gain new skills. You will be exposed to ways
that you can identify your values as leaders and make a difference in your community. You will learn social innovation approaches that are in use today within leading corpora-
tions and apply these to a complex social and business issues. Goodes Hall, Rm. 108

Monday, March 4 and Monday
March 11, 10 am-Noon
Weathering the Storm: Managing the Early Aftermath of Sexual Violence/Disclosure
This free two-part series has been created by Sexual Violence and those who are interested in increasing
their understanding of sexual vio-

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Suduko and Crossword solutions on Page 15

queensu.ca/eventscalendar.
Women’s squash, women’s curling capture OUA titles

BY COMMUNICATIONS STAFF

SQUASH
The Queen’s Gaels women’s squash team successfully defended their title in Niagara-on-the-Lake, holding off Western for their fifth straight provincial championship on Feb. 15-17. The men’s team was able to come away with an OUA silver medal finish after Western won their 36th straight title.

The Gaels won all six of their fixtures without dropping a match, bringing their final record for the weekend to a perfect 42-0 in match-play. The Gaels and Mustangs closed out the day in a contest that saw Queen’s drop only one game in their path to claim the title. Western finished as silver medalists on the women’s side with a 30-12 match record, while the Toronto Varsity Blues took home bronze with a mark of 26-16.

The Queen’s Gaels men’s team went 5-1 on the weekend with a 26-16 record to claim silver, just ahead of the bronze medalists from Toronto.

Individually on the women’s side, the Tricolour’s standout, Sydney Maxwell, finished undefeated – dropping only two games along the way – and earned herself the OUA women’s MVP and Rookie of the Year awards, as well as an OUA all-star nod. Amelia Knapp was also named an OUA All-Star.

On the men’s side Cameron Butler was named an OUA All-Star.

WOMEN’S CURLING
The Queen’s Gaels were crowned the 2019 OUA Women’s Curling Champions on Monday, Feb. 18 as the five-day championships came to a close at the KW Granite Club.

In an exciting final day that saw both gold medal games come down to the final end, the Gaels brought the OUA banner back to Queen’s for the first time since 1994.

“We’re really excited to be able to bring the banner home for Queen’s,” says Gaels skip Mary Fay. “It’s really nice to go to a school and you’re really proud to be a part of something so to be able to bring that home for them is really exciting.”

In the women’s game, like they had done for the majority of the week, the Gaels were ruthless in their efficiency. Controlling the game with wide-open play, the Fay foursome scored two in the second and fourth ends to lead 4-1. Laurentian managed to pull themselves back into the contest with singles in both the fifth and sixth ends but Queen’s responded with two more in the seventh to give them a three-point cushion coming home.

The Gaels then ran Laurentian out of rocks to secure the 6-4 victory.

The Gaels women’s team will now move on to the U Sports/Curling Canada Championships next month in Fredericton, N.B., hosted by the UNB Varsity Reds.

On the men’s side the Gaels finished round robin play with a 3-4 record but did not qualify for the playoffs.

The Queen’s Gaels women’s squash team, left, and women’s curling team, right, both recently won their respective OUA championship.
Highlight your publication

If you published a monograph (books in print, fiction or non-fiction) in the previous calendar year, Queen’s University Library wants you to hear from you.

Anyone who recently published a monograph, is asked to view the list from 2014-18 on the Queen’s Authors 2014-2018 page (queensu.ca/queens-authors-2014-2018), and if your monograph is not listed, report the publication via the library website (library.queensu.ca/help-services/ask-us/report-your-publication).

The library has been asked to compile a list of Queen’s faculty monographs to help inform the annual Queen’s University Faculty Author Reception.

We would like to ensure the list is as complete as possible and it will assist in confirming our library holdings.

**Successful Candidates**

Job Title: IT Support Analyst  
Department: Family Medicine  
Competition: J1118-0879  
Successful Candidate: Kent Hamilton

Job Title: Examinations Coordinator and Quality Assurance Specialist  
Department: Continuing and Distance Studies  
Competition: J1018-0899  
Successful Candidate: Meghan Wilmott (Continuing and Distance Studies)

Job Title: Business Support Representative  
Department: Human Resources  
Competition: J1118-1179  
Successful Candidate: Rebecca Lander

Job Title: Program Coordinator  
Department: Department of Mining  
Competition: J1118-0961  
Successful Candidate: Paul Fortin (Department of Mining)

Job Title: Associate Director, Recreation and Active Living  
Department: Athletics and Recreation  
Competition: J1118-0279  
Successful Candidate: Gareth Cunningham

Job Title: Office Assistant  
Department: Office of Indigenous Initiatives  
Competition: J2128-0093  
Successful Candidate: Sara Moulard

Job Title: Business Analyst  
Department: Career Advancement Centre - Smith School of Business  
Competition: J0199-0099  
Successful Candidate: Melissa Sherrocker (Salesforce - Smith School of Business)

Job Title: Admission Awards Assistant  
Department: Office of the University Registrar  
Competition: J0119-1148  
Successful Candidate: Meremie Ramsaran

Job Title: Research Personnel and Event Coordinator  
Department: Physics (Arthur B. McDonald Canadian Astroparticle Physics Research Institute)  
Competition: J1118-0507  
Successful Candidate: Jennifer Low

Job Title: Application Advisor  
Department: Professional Graduate Programs Services - Smith School of Business  
Competition: J0119-0867  
Successful Candidate: Sarah Thomas (Centre for Social Impact - Smith School of Business)

Job Title: Application Advisor  
Department: Professional Graduate Programs Services - Smith School of Business  
Competition: J0119-0867  
Successful Candidate: Jennifer Jones (Smith Faculty Support and - Smith School of Business)

Job Title: Communications Coordinator  
Department: University Library  
Competition: J1118-1030  
Successful Candidate: Wanda Praamsma (Principals Office)

**NOMINATIONS**

Nomination period open for Brockington Visitorship, Chancellor Dunning Trust, George Taylor Richardson Memorial Fund, Robert Sutherland Visitorship and Rosen Lecture Series

Any person or group within the Queen’s community is eligible to make a nomination.

The Provost’s Advisory Committee for the Promotion of the Arts invites nominations for the Brockington Visitorship, the Chancellor Dunning Trust Lectureship, the George Taylor Richardson Memorial Fund, the Robert Sutherland Visitorship and the Rosen Lecture Series. In order to encourage the broadest possible range of nominations, any person or group within the Queen’s community is eligible to make a nomination.

The deadline for submission is 11:59 pm on April 1, 2019. Please send one electronic copy of submission to provost@queensu.ca.

**TEMS OF REFERENCE Brockington Visitorship** - To invite a person of international distinction to come to Queen’s University to deliver a public lecture and to meet formally and informally with faculty and students.

**Chancellor Dunning Trust Lectureship** - The Chancellor Dunning Lecturer will be expected to deliver a public lecture that promotes the understanding and appreciation of the supreme importance of the dignity, freedom and responsibility of the individual person in human society.

**George Taylor Richardson Memorial Fund** - This fund provides grants to support public performances and exhibitions for the benefit of the Queen’s and broader Kingston communities.

**Robert Sutherland Visitorship** - The purpose of the Robert Sutherland Visitorship is to enable dialogue and inspire action around race-related, equity, and justice issues in order to shape our citizens of tomorrow.

**Rosen Lecture Series** - The purpose of the series is to enable the wider community to better understand the living and vital tradition of Judaism, its relationship to other religious traditions and its role in the development of contemporary civilizations, and to explore the historical role played by Jews and Jewish thought.

**CONTEST Human Rights and Equity Office (HREO) launches logo contest**

The Human Rights and Equity Office (HREO) is currently undergoing an update of its online presence, with the creation of a new website. As part of the update process, the HREO is looking for a new logo that reflects its values and is calling for interested artists and graphic designers to participate in a design project.

Interested artists are required to draft an original idea of their interpretation/representation of human rights and equity. The HREO is looking for a piece that resonates with the Queen’s community, and that represents the importance of principles such as collaboration, respect, accountability, and integrity.

Proposals must be submitted to equity@queensu.ca by March 10. The winning proposal will be announced during the Human Rights and Equity Office Tri-Awards Celebration on March 19. The individual or group that wins will receive a $1,000 prize, and their art piece will be used as the HREO logo in different platforms, such as the website, social media, documents, and other branding elements.

Full details are available at queensu.ca/humanrights/thelogocontest.

**AWARDS**

Stephen Archer Wins AFMC President’s Award for Exemplary National Leadership in Academic Medicine

The Association of Faculties of Medicine of Canada (AFMC) has awarded Dr. Stephen Archer, Head of the Department of Medicine, with its President’s Award for Exemplary National Leadership in Academic Medicine. This award recognizes individuals for excellence and exemplary national leadership in academic medicine. Nominees should be faculty members of a Canadian faculty of medicine with highly-distinctive accomplishments and have had an extraordinary impact on the national level.
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