

Equity update:

Progress must continue, even in difficult times, providers say

BY CELIA RUSSELL

Queen's is doing well on the equity front compared to other universities in Canada and has made a strong commitment to building awareness of equity issues, campus equity providers say. Still, they are concerned about how next year's forecast operating budget cut will affect their ability to meet the needs of students, faculty and staff who depend on them.

"We've been successful on many fronts," says Wayne Myles, director of Queen's International Centre, who attended a recent meeting with fellow campus equity providers. "We run a very rich and busy international centre, compared with those of some of my colleagues."

Health, Counselling and Disability Services Advisor Barbara Roberts agrees that Queen's has

made some impressive strides. "What those successes have taught us is the value of keeping equity and diversity at the forefront," she says.

The provincial government announced last May that it would provide funding for enrollment growth only and not for inflationary expenses for the next three years. For Queen's, this means a four-per-cent operating budget decrease in each of those years.

The biggest challenge campus equity providers continue to face is attitude, says Ms. Roberts. "A lot of people still think there is nothing wrong and that nothing needs fixing."

Changing attitudes requires resources, says Judy Wilson, policy analyst with the Office of the University Advisor on Equity.

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Mapping out the future: Debbie Mundell, Career Information Specialist at Queen's Career Services, and fourth-year Life Sciences student Marie Aragona focus on where to go after graduation using Career Focusing, an easy-to-use tool designed to remove barriers in career hunting. For more, see the story on page 3.

Lorinda Peterson

How the Campaign for Queen's supports Queen's excellence

With a year left to go in the Campaign for Queen's, the university's Office of Advancement has now raised \$217 million, surpassing the initial goal of \$200 million. To learn more about the campaign and gain a better understanding of some of the financial issues facing the university, the Gazette posed the following questions to George Hood, Vice-Principal (Advancement). Mr. Hood also offered some thoughts on the role of the Office of Advancement at Queen's in the near future.

Given the success of the campaign, why is the university facing financial challenges?

It's important to keep things in perspective. The sum of \$217 million is impressive (in nominal



dollars, more than twice the amount raised in the last campaign) but that's about what it costs to run Queen's for just one year. That said, the whole amount is not available to suddenly drop into the operating budget and solve our fiscal woes. Generally the funds that we raise directly support either special projects (construction/renovation of facilities or equipment funds) or go into the endowment with the interest on the principal used to support student aid or a professorship/academic chair for example. Moreover, most of our gifts come in the form of pledges over as many as ten years. In other words, the \$217 million is not cash in the door.

On a cash-flow basis, fundraising has been contributing approximately \$2 million per month to the endowment and \$120 million to special projects. Many large-scale faculty initiatives and new facilities across campus wouldn't be possible without these funds. However, the financial challenges associated with the overall operation of the university remain. In part this is the problem that the Pathfinder Proposal addresses.

We seem to regularly hear about all the new buildings being constructed as a result of the campaign, but what about student aid and faculty?

Approximately \$75 million of the total funds raised through the Campaign for Queen's (see "What we've achieved" chart on page 5) has gone toward supporting student aid (\$49 million) and faculty (\$26 million to chairs/professorships). In terms of the proportion of funds designated for new facilities versus student aid/faculty, the balance struck by our campaign matches recent campaigns by Western, University of Toronto and McGill.

At the same time, our tremendous success in raising over \$65 million to renew Queen's infrastructure should not be overlooked. Goodes Hall, Chernoff Hall, the Glaxo-Wellcome Clinical Education Centre, the new Cancer Research Institute, the new Integrated Learning Centre, and the renovation of the Agnes Etherington Art Centre were all made possible by the campaign. When completed all Queen's students will benefit by using these facilities.

Big capital campaigns are one of the most effective tools any university has for renewing infrastructure and increasing the

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Renovations spice up university streetscape

BY CELIA RUSSELL

After years of sporting a flat top, Gordon Hall is getting back its original roofline.

"It really will improve the look of the building," says Tom Morrow, associate vice-principal, operations and finance.

Restoring the roofline is part of a larger \$15-million project to refurbish the entire building after the Chemistry department moves to the new Chernoff Hall this September.

A \$3-million renovation project to the Law building, Macdonald Hall, will improve accessibility and make the entranceway more visible from the street.

"The renovations will provide a dramatic facelift for Macdonald Hall, and will also make it fully accessible, something that has been a serious and longstanding problem," says Alison Harvison Young, dean of the Faculty of Law. "They will also give the Law school a strong identity on the Union streetscape, befitting its stature both within and beyond Queen's."

Mr. Morrow agrees. "Once construction and renovations are completed, Queen's will boast an imposing streetscape looking east from the new School of Business down Union Street," he says.

Other major renovations to Gordon Hall include tearing down the Frost Wing at the rear of the building, and upgrading the interior space to accommodate the Registrar's office, including Student Awards. There are also plans to recreate a

"The renovations will provide a dramatic facelift for Macdonald Hall and will also make it fully accessible, something that has been a serious and longstanding problem."

memorial quadrangle, which was on the site of the Frost Wing before it was constructed in 1961 (with a second phase in 1968). The improvements are slated for completion by the end of 2003.

Constructed in 1910, the university carved off the pointed roof on Gordon Hall and added another floor, plus the flat roof in 1963. "The first three floors are original," says Mr. Morrow. "Different limestone was used when the fourth floor was added."

Campus Planning and Development strongly supports the move to the old roofline,

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Equity

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Her office has just established data collection and monitor programs that are needed for effective equity reporting. But for departments to use them effectively, studies have to be longitudinal, which requires a commitment to funding.

The message is that the university is still committed to playing a role in promoting equity, even in these tough times, says Irène Bujara, director, Queen's Human Rights Office. "But we've got to leave something in place."

In the face of diminishing resources, it is critical that equity providers continue to meet regularly to maximize campus equity structures, Ms. Wilson says. "It is important to ensure that no one is overlapping efforts."

Designated equity groups are defined as women, members of a visible minority, persons with disabilities, Aboriginal people and lesbian, gay, bisexual and transgendered individuals.

Equity providers say they are frustrated with some of the roadblocks they have encountered in efforts to do their jobs effectively.

"In general, the campus as a whole does not hear the stories that we are telling," says Mr. Myles.

It's essential for students making appropriate requests to continue have their needs accommodated, says Ms. Roberts. For example, she was asked to move a seminar class

from a lecture theatre to a seminar room for a student who is hard of hearing. The student found it difficult in the theatre to continually turn around and lip-read classmates and also follow the professor delivering the lecture. A seminar room was found but the class could not move because the special computer the professor needed for the course was available in the lecture theatre only and not available in the seminar room.

Mr. Myles tells of the hundreds of hours he and other university community members spent researching an Arts and Science bridging/adjustment program for incoming students whose first language is not English. "The program needed seed funding, the funding was not available, so the project died. Because we're in a public institution that deals with people and education, it was described as being put on the back burner. If this were a business, we'd go bankrupt."

Cuts can only be taken so far, equity providers say. Some services are legally required under the Federal Contractors' program.

"When I see how cuts are going to affect people with disabilities, I can advise until the cows come home but the real cost of access is tied to the promise of these services," Ms. Roberts says.

"When a student requires a Braille French translation of an exam, we can't deny that request

due to lack of funding," Mr. Myles says.

Robert Lovelace, Aboriginal counselor at Four Directions Aboriginal Centre, is currently developing an access program for Aboriginal students. He says he can no longer look to Student Affairs, the office he reports to, for reinvestment. The program is geared to incoming students who may not be as prepared as they might be for a university experience and also to those who may not have the marks but have the life experience to do well at university. Now that the project is in the market phase, he is seeking partners in different faculties for their support.

These same faculties are also dealing with their own cuts, adds Ms. Bujara.

Mr. Myles is concerned about retention levels amongst international students. He points to a letter in the Winter 2002 Queen's Alumni Review. Tochi Omenukor writes that in 1996, the year she spent on campus doing her master's degree, she never felt included or fully accepted because she is black.

"I am not sure we are making headway on the student level," Mr. Myles says. "We're not losing our focus, but in some cases, we haven't been the hosts we might have been."

It is heartening when it can be seen that the work of equity providers does make a difference, says Mr. Lovelace. A student in his new Development

Studies course on Canada's Aboriginal peoples wrote that the course opened his eyes to the challenges these people face daily.

Queen's is very good at inspiring students and giving them a broader perspective on their environment, Mr. Lovelace says. It is part of the university mandate and one reason why equity issues have to take precedence over other issues. "It is hard to put a price on equity in this case, but it is intrinsic for a Queen's education."

"We can celebrate the fact that the (equity) policy of the university has been a strong and effective one." But awareness of equity alone is no longer good enough, he says. "People have to include the practice of equity in what they do."

Ms. Roberts agrees. "It's not about awareness, it's about a real embracing of the value of diversity as a fundamental necessity."

Principal Bill Leggett says he shares the concerns of campus equity providers. "They have my support and I will continue to work with them. We have demonstrated and will continue to demonstrate a longstanding and continuing commitment to equity."

"We have made very impressive progress and as a university, we do considerably more than most. It speaks to one of the fundamental values we should continue to be true to even in difficult times."

Streetscape

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which will leave essentially the same floor space as the old top floor with the flat roof.

Along with new campus construction projects, it's important to take care of Queen's older buildings too, says Mr. Morrow, who views the renovations as a recruitment tool. "It's important for the buildings and the grounds to be in good shape – old as well as new."

A new elevator will make all seven levels of Macdonald Hall wheelchair accessible. The new entrance will be through an open atrium-like glass structure added to the front of the existing building. "The interior of the entrance will be bright, open and welcoming and use of glass will bring



Architect's rendering of new Gordon Hall roofline.

together the different levels of the building so that it feels more like an integrated whole," says Ms. Harvison Young.

Also included will be a new state-of-the-art moot court facility, a new computer lab and considerable reconfiguration of existing space. "Professor Don Stuart has been doing a great job as Chair of the Faculty's Building

Committee, which has involved an enormous amount of work with everyone involved in the project," she says.

Campus new construction update:

- Work on Goodes and Chernoff halls, is on track, and official openings are scheduled for Sept. 12 and Nov. 1 respectively;
- Work is continuing with the architect on integrating green technology into the conceptual design of the Integrated Learning Centre with groundbreaking slated for July;
- Sod will be turned in May for two new student residences;
- Tenders have closed on the Cancer Research Institute to be constructed behind the Louise D. Acton building, and work has begun. □

Equity strides

- Increase in the number of women faculty during the past eight years
- Introduction of clauses in the university's faculty agreement requiring faculty to undergo equity training prior to assuming positions on personnel committees, an advance recognized by the federal government with an award of merit
- Introduction of innovative technology for collecting data with respect to the designated group status of faculty, staff and students as a means of improving reporting on hirings, promotions, and terminations
- Development of an exit interview program for designated groups as a means of assessing effectiveness of university's retention program
- Recent establishment of personal harassment committee, chaired by Queen's Human Rights Office to review issues related to abuse of power
- Introduction of formal coordination process to enable Queen's equity providers to identify gaps in service, eliminate duplication of efforts and improve planning
- Identification by the Employment Equity Council survey of structures, practices and policies that can contribute to systemic workplace inequalities □

Gazette

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533-2186

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533-2733

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*Internal number may be accessed from a touch-tone phone off-campus by dialling 533-6000 + extension number.

New Career Services search tool attracts national attention

BY LORINDA PETERSON

A new resource to help students navigate the plethora of information at Queen's Career Services, has recently caught the attention of Human Resources Development Canada (HRDC).

Developed by Kathy Harris, Coordinator, Career Information, Career Focusing is an easy-to-use tool designed to remove barriers in career hunting that keep people from getting where they want to go. This four-page guide to understanding oneself asks important questions that direct the career hunter to accurate,

current information about work that will interest them. At Career Services you will hear this process referred to as Find Your Focus. They have been using it now for approximately five years to help students answer important questions for themselves around what to do with their degree.

HRDC is building an online version of Career Focusing. It provides outreach services to remote communities via internet pilot sites in the Yukon, Newfoundland, Barrie and Sault Ste. Marie. As well, the Air

Transportation Association of Canada (ATAC) is making it part of their selection process for aviation students to help them be sure that being a pilot is really what they want to do before investing too much time and money into a program. If the process performs as well as expected, Queen's Career Services could well be next to offer this service through a local internet site.

Find Your Focus is simple to explain and understand, Ms. Harris says. With the help of a career counselor, it guides stu-

dents to understand what they love to do; this understanding is used to identify a list of work to consider. From there, students are assisted in identifying key elements about themselves, what they are good at and what is really important to them. These points are used to compare their preferences to various types of work they have identified to find the best matches for themselves. Students are then able to refine their search for career opportunities using one of several job classification directories, including National Occupational Classification Index

of Titles. Career Information Specialists, Debbie Mundell and Kathy Harris, help students fine-tune their search using select volumes from the centre's library of career information on 27,000 different types of employment.

"With so many job choices that shift and change all the time, it's understandable that students get confused," says Ms. Mundell. "Education doesn't tell them where to go; it's just a set of skills they bring with them. The information is here and people are here to show students how to use it." □ careers.queensu.ca



Lorinda Peterson

Intel teamed up with Microsoft to present the 'Teach to the Future' program recently at the Faculty of Education. Queen's is the first Canadian university to take part in the worldwide initiative to help teachers effectively integrate the use of technology into classroom curriculum to improve student learning and achievement. Learning the ropes are teacher candidates Yon Sugiharto, Karen Wang (foreground), and Jen Blemkie.

Remember the Queen's Tea Room?

Queen's community members of a certain age may have memories of the Queen's Tea Room, which sat on the northeast corner of Union and Division streets before Goodwin and Dupuis halls were built. Indeed, those memories are often romantic ones, since it was apparently one of the few places close to campus where a man and woman could enjoy a meal together.

The new Integrated Learning Centre (ILC) will extend over the site of the old tea room, and a new café within the ILC is planned for the same location. The Engineering Society and the ILC staff are keen to provide excellent light refreshments in an attractive setting decorated with images of the original tea room.

The ILC appeals to the community for the loan of any mem-



Courtesy of Queen's Archives

orabilia, photographs or drawings of the tea room, inside or outside, that could be copied to create artwork for the space. Contact Jim McCowan at the Integrated Learning Centre, Stewart-Pollock 307, Queen's University, Kingston, Ontario, K7L 3N6, mccowanj@post.queensu.ca □

Notes from Herstmonceux

In this issue, *The Gazette* launches a new monthly column from the International Study Centre at Herstmonceux Castle. Many of us may tend to think of the ISC as something separate and apart from Queen's rather than as an integral part of the university but with a different window on the world. This monthly "postcard" from the ISC will help keep Queen's campuses in Kingston up to date on the latest news from Herstmonceux.

BY PATRICK O'NEILL

Perhaps the most memorable feature of a term or a year as a student at the International Study Centre at Herstmonceux Castle in East Sussex is the richness of the field studies program. ISC students not only take a full five-course load of regular classroom activities; they also participate in a varied and wide-ranging program of complementary academic activities that happen outside the classroom.

ISC students quickly get used to the idea that classroom activities are compressed into just four days a week, Mondays through Thursdays. They also get used to struggling out of bed at ungodly hours almost every Friday, most Saturdays, and even the occasional Sunday. Grab a quick breakfast in the Great Hall, pack a quick bag-lunch, check that you haven't forgotten your headset, your pillow, and your teddy bear (optional), and you're ready for another day-long field trip on the big yellow double-deckers that soon begin to feel almost like



Kathy Swailma

a second home.

The fall-term field studies program focuses primarily on the United Kingdom, while both the winter term and the spring term include more trips to continental Europe. First-year students, who spend their entire year at the ISC, get to experience both. Upper-year students typi-

cally come for only one term, but here too there seems to be a growing trend to spend a second term at the castle – and on the buses.

Field trips are of various kinds, and the precise combination will differ from term to term, depending on a variety of factors. But in any term there are course-specific trips, many of them to London, so students in English are likely to visit the British Library or the National Theatre, students in Economics the Bank of England, and students in Art History the National Gallery or the Tate Britain. There are also general cultural studies trips, open to all, which typically include Shakespeare's Globe in London (where recent performances have included *Hamlet*, *Macbeth*, and *The Tempest*), Jane Austen's Bath, Canterbury (with its magnificent cathedral and its memories of Chaucer and Thomas à Becket), the French seaport town of Dieppe, and the historic and beautiful Belgian city of Bruges. The jewel in the

crown of each term, however, is the five-day midterm trip, which in the fall term includes visits to historic York, Edinburgh, the Scottish Parliament, and Hadrian's Wall. The winter-term and spring-term trips take students to the battlefields and war cemeteries of Flanders, NATO Headquarters and the European Parliament in Brussels, and the Louvre and Musée d'Orsay in Paris.

The bad news, of course, is that all of this is part of the academic program and will very likely be on the exam; the good news is that almost all of it is already fully paid for in the program fee; and the really good news is that it constitutes an exercise in experiential learning that ISC alumni are likely to remember for a lifetime.

Patrick O'Neill, a professor in the Department of German at Queen's, has been Academic Director of the ISC since July 2000. For more on the ISC and its programs, see www.queensu.ca/isc. □

People



The work of **Fred Lock** (English) and **Margaret Lock** is featured in Ink Paper Lead, Board Leather Thread at the Toronto Reference Library. Their translation and production of a provençal book by William of Poitiers is included in the exhibition of hand-painted books and fine bindings, which runs until March 17.

Ian Moore (Civil Engineering) has been elected a Fellow of the Engineering Institute of Canada (EIC). He will be recognized at a ceremony in Ottawa March 2. Election to the grade of Fellow recognizes excellence in the practice of engineering and service to the

profession and to society. Only a maximum of 20 are chosen each year from amongst the approximately 35,000 members of the EIC Technical Societies.

Laureen Snider (Sociology, Women's Studies) is one of six winners of the 2002 Annual Legal Dimensions Initiative, sponsored by the Law Commission of Canada and the Canadian Law and Society Association. She will present a paper on Zero Tolerance Reversed: Constituting the Non-Culpable Subject in Walkerton at the combined Law and Society and Canadian Law and Society meetings in Vancouver, May 30-June 1. The prize includes an honorarium of \$3,000 to

produce the paper plus travelling expenses, accommodation, and airfare.

Ryan Walker (Geography) was recently honoured with a Canadian Policy Research Award Graduate Student Prize. One of 15 graduate winners Canada-wide, Mr. Walker won for his paper on Planning Supported Housing for People with Serious Mental Health Issues. The awards celebrate the innovative thinking of talented individuals who have worked to create and disseminate policy research knowledge.

People celebrates the accomplishments of Queen's community members. Email submissions to: gazette@post.queensu.ca. □

News Notes



Search for new dean under way

On Friday, Feb. 8, Margot Northey announced her resignation as dean of the Queen's School of Business. In accordance with procedures established by Senate, nominations for an advisory committee have been called. The university community is invited to offer comments on the present state and future of the School of Business and its leadership. These comments should be submitted in writing to Suzanne Fortier, Vice-Principal (Academic) and respondents are asked to state whether they wish to have their letters shown, in confidence, to the members of the Advisory Committee.

Queen's connects with Russia via Team Canada

Queen's has been recognized at the contract signing ceremony of Team Canada's trade mission to Moscow this month. In front of Prime Minister Chretien and President Vladimir Putin, a contract was sealed for an educational cooperation program between InterUniversity Centre Canada and the Moscow-based Ecological Travel Center. As part of the program, Queen's Professor Emeritus Dolf Harmsen and Boris Sheftel of the Severtsov Institute of Ecology and Evolution of the Russian Academy of Science will teach a Biology field course, designed by Dr. Harmsen. Running from Aug. 12 through Sept. 10 in Central Siberia, it will explore different life zones from the arctic tundra to the steppes and sand deserts near the Mongolian border.

Canada's seventh trade mission visited Moscow, Russia, and Berlin and Munich, Germany, from Feb. 12 to 22. Team Canada's goal is to open doors for Canadian companies and help increase their profile before Russian and German decision-makers.

PARTEQ awarded infrastructure funding

PARTEQ Innovations has been recognized for its success in bringing Queen's research discoveries to market with a \$720,000 grant under the federal Intellectual Property Management program (IPM), a joint initiative of Canada's three research granting councils. This is the second consecutive time the technology-transfer arm of Queen's has been awarded infrastructure funding under the IPM program.

The funding will allow PARTEQ to establish a three-year internship program for the training of three patent and commercialization professionals.

The program is funded jointly by the Natural Sciences and Engineering Research Council (NSERC), the Canadian Institutes of Health Research (CIHR), and the Social Sciences and Humanities Research Council (SSHRC).

There is a shortage of technology-transfer professionals in Canada. "The granting councils have recognized our ability to offer a form of on-job training that is unequalled in Canada," says John Molloy, PARTEQ President and CEO. "I am delighted that PARTEQ has again received well-deserved recognition from IPM as a worthy recipient of this award," says Kerry Rowe, Vice-Principal (Research). "Queen's has the highest ratio of commercialization income per dollar of research funding of any university in Canada, which is a tribute to the excellence of PARTEQ and our researchers." www.nserc.ca/guide/b6_e.htm

Awards for mature women students

The Ban Righ Foundation for Continuing University Education invites mature women students currently enrolled at Queen's to apply for a variety of awards designated to support their education. For details see the Ban Righ Foundation web site

(www.queensu.ca/dsao/ind/banrigh/main.htm) and on the Student Awards Office web site (www.queensu.ca/registrar/awards/index.html). Deadline is Thursday, March 14, 3:30 pm.

Wound care specialist to visit Nursing school

A leading specialist in wound care is Visiting Scholar in the School of Nursing Feb. 27 to March 1. Andrea Nelson is Research Fellow in the Department of Health Studies, University of York. Last year, she was awarded the UK Department of Health/PPP Healthcare Fellowship to examine self-care in leg ulcer patients; and, in the same year, she assumed editorship of The Journal of the European Wound Management Association. Dr. Nelson is currently involved in three of the largest trials of leg ulcer treatment and prevention to be undertaken in Europe. She is instrumental in both practice development and dissemination through her active involvement with the Royal College of Nurses and The Cochrane Collaboration, an international organization that undertakes, disseminates and maintains systematic reviews of the effectiveness of interventions in health care. She will present a public lecture, Thursday, Feb. 28 at 5 pm on Best Practice and Evidence: Are we getting there? Illustrations in Leg Ulcer Research, in the Biosciences Complex, room 1103.

Memorial service for Dr. James McSherry

A memorial service for Dr. James A. McSherry, Director of the Student Health Service at Queen's 1981 to 1993, (Professor, Family Medicine, Adjunct Assistant Professor, Department of Psychology) will be held in the University Chapel, Theological Hall, on Thursday, March 7 at 4:30 pm. Reception to follow at the University Club, Stuart Street.

Queen's in the News

Highlights of Queen's experts in the media Queen's News & Media Services

Queen's News and Media Services identifies newsworthy faculty expertise and research to bring to the attention of the national media.

Feb. 7 – Feb. 20

Douglas Reid (Business) was quoted in a *Toronto Star* story about growing fears in the United States that increased powers given to security-screening staff at airports have created the potential for petty tyrants. Professor **Reid** was also quoted in *The Ottawa Citizen* about Air Canada's \$1.15 billion loss in 2001. That story was covered by the *St. Catharines Standard*, *Brantford Expositor*, *London Free Press* and *Edmonton Journal*. Professor **Reid** was also quoted in the *National Post* about further cost-cutting at Air Canada after major losses in 2001 and in *The Calgary Herald* about why Air Canada's CEO still has his job despite last year's significant revenue loss.

A study by **Ross Finnie** (Policy Studies) cited in *The National Post* looked at earnings among university degree holders and found that five years after graduation a male PhD earned 27 percent more than a male with a BA. Professor **Finnie** also had an op-ed piece in *The Globe and Mail* and was part of a panel discussion on student financial aid on *CBC Newsworld's "Counterspin."*

Brent Gallupe (Centre for Knowledge-Based Enterprises) was quoted in a *National Post* feature about the future of biometrics.

Jim Ridler (Business) was quoted in a *National Post* story about how the recent Enron scandal has become a vehicle to live up lessons on everything from law, to corporate governance, to accounting.

Ajay Agrawal (Business) was quoted in *The National Post* about cluster companies creating ideal conditions to boost commercialization of research in Canada.

Ken Wong (Business) was quoted in *The Toronto Star* about how the current figure skating medal scandal is affecting the market value of Sale and Pelletier.

Queen's astronomer **David Hanes** (Physics) was quoted in *The Kingston Whig-Standard* about the moon sliding over Saturn in a phenomenon known as an occultation.

Lynne Magnusson's (English) research on contemporary politeness in email communication harking back to

Shakespeare's day continues to receive coverage most recently in *Maclean's Magazine* (Feb 18) and *The Kingston Whig-Standard*.

David Lyon (Surveillance Project) was quoted in *Maclean's Magazine* (Feb. 25) about the risk of data for national ID smart cards being forged like driver's licenses or birth certificates.

William Leiss (Policy Studies) continues to receive coverage most recently in *The Saskatoon Star Phoenix* about the lack of good and timely information for the public about health risks associated with cell phones.

Jackie Duffin (Medicine) was interviewed on *CBC Radio's Quirks and Quarks* about her visit to an early 19th century operating theatre in London, England.

Vladmir Krstic (Centre for Manufacturing of Ceramics and Nanomaterials) was quoted in *The Kingston Whig-Standard* about the recent CFI grant and plans for the centre.

Dean **Alison Harvison Young** (Law) was featured on the cover of the Canadian Bar Association's magazine, *National* (Jan.-Feb. 2002, vol. 11, no. 1) and quoted extensively in an article. She was also quoted in *The Kingston Whig-Standard* about proposed tuition hikes for Queen's Law School.

John Molloy (PARTEQ) was quoted in a *Whig-Standard* story about PARTEQ Innovation's \$720,000 grant from the federal Intellectual Property Management program to establish a patent and commercialization internship program. "The granting councils have recognized our ability to offer a form of on-the-job training that is unequalled in Canada," he said.

A consortium headed by **Keith Banting** (Policy Studies) assigned to examine fiscal federalism was highlighted during a CTV News and Current Affairs interview with Roy Romanow.

Wendy Craig (Psychology) was quoted in a *Kingston-Whig Standard* story about the new Bullying Prevention Program being integrated into the curriculum of Limestone District Elementary Schools.

Gerald Wilde (Psychology) was quoted in *The Victoria Times Colonist* about risk taking in alpine skiing. □

media TIP

When talking to the media about your research you can contribute toward accurate and credible reporting by making a point of providing some context for your findings. For example, make sure the interviewer understands the status of the findings with respect to the peer review process, the size of the sample and whether still preliminary. Also make a point of passing along information about your funding sources. □

Queen's Audio Visual has moved

If you're looking to borrow AV equipment, G17 Dupuis Hall (formerly Fleming Hall, Jemmett Wing) will be the destination as of Feb. 22. New contact information is: Room G17 (closest entrance is Clergy St.) phone (53)3-2233, with new extended hours: Monday-Friday 8 am-9 pm. AV equipment will continue to be available in Fleming Hall, Jemmett Wing, until Feb. 19.

Request equipment online at: www.its.queensu.ca/vmp/equiprequest.html.

Alternative energy on tap at conference

Alternative energy, climate change and Walkerton are topics of discussion at the Commerce and Engineering Environmental Conference 2002, March 8 and 9 at the University Club. Tickets are \$35 and are available by emailing ceec@engsoc.queensu.ca. engsoc.queensu.ca/ceec/ □

Campaign Update

Raising funds for worthy causes is an enjoyable challenge, medical educator says

This is the second in a series of Gazette articles about the Campaign and the Queen's community. Questions regarding the Campaign for Queen's may be directed to Peter Aitken, Campaign Marketing Manager, aitkenp@post.queensu.ca.

BY ANITA JANSMAN

Dr. Michael O'Connor is Head of the Department of Emergency Medicine at Queen's and Medical Director of Hotel Dieu Hospital Emergency Department. During the 1990s, he worked closely with the Department of Development to secure corporate and individual funding for the new Clinical Education Centre, which opened in 2000.

What led you become involved in Queen's fundraising efforts?

I wanted to get involved in fundraising because I believe that if we want to continue to grow and get better at what we do, we need to look at other funding opportunities outside of the traditional funding model. This requires an effort on my part and others to go to the private sector and seek financial support for those programs that we really believe in.

Why did you feel it was important to do so?

In the early 1990s, the Faculty of Health Sciences was operating in a heavily used and aging facility. It was apparent that we would soon need a new building that would accommodate our students in the three areas of study – medicine, nursing, and rehabilitation. In 1991 we began the process of planning, designing, and building a new clinical education centre. At that time, we knew we would have to procure private funding for such an ambitious project.

What was accomplished?

By 1997, we had raised a total of \$2.5 million for the new facility, and in 2000, we opened the doors to the Glaxo Wellcome Clinical Education Centre (CEC). This was accomplished through the combined support of government, individuals, and most notably, corporations. We were fortunate that Paul Lucas, a Queen's graduate and CEO for a major pharmaceutical firm, Glaxo Wellcome (now GlaxoSmithKline), provided extraordinary support. The campaign was based in the Toronto area and Mr. Lucas helped us to establish numerous contacts. Throughout the campaign I

worked closely with the Department of Development, particularly with the development officers in the Faculty of Health Sciences and I've since developed strong and professional relationships with them.

What was the impact of fundraising efforts for your own department?

The CEC is a state-of-the-art facility that has given us the opportunity to solidify the teaching activities of all three areas in Health Sciences. It has created tremendous opportunities and training initiatives. We've reached out to community volunteers who act as study cases for students. We have a large task in providing excellent learning opportunities to our students and we heavily rely on community involvement. The new facility has allowed us to build on this essential method of teaching and training.

What are your thoughts generally with respect to fundraising?

Fundraising is not an easy job and I have great respect for those who can establish contacts with prospective donors and foster relationships. There is a relative abundance of individuals or groups out there



Michael O'Connor

with a willingness to give, and the positive relationships we establish with them are paramount. Personally, I enjoy the challenge of raising funds for worthy programs and initiatives. You really have to believe in the project if you're going to pour energy into raising money for it. Ultimately, it's a rewarding experience. □

Campaign

continued from page 1

endowment through private support. A number of factors led to the large number of "bricks and mortar" projects supported by the Campaign for Queen's. For one thing, Queen's has outgrown a number of its facilities on campus, the current chemistry building being an example. In addition, the campaign was launched at a time when a number of government initiatives that focussed on providing matching funds and seed capital for infrastructure were established, such as the SuperBuild program.

It's probably true that most of this discussion has been centred on new facilities as the most visible success stories. But as our results clearly illustrate, we have also actively supported fundraising for student aid and faculty support.

Most on campus know the Office of Advancement is the fundraising arm of the university. But how would you characterize the work it does?

Our fundamental task is to foster a lifetime interest in Queen's by our students, alumni and friends. This begins with student programs like the Student Team on Alumni Relations (STAR) and continues after graduation with the activities of Alumni Branches, Homecoming, and with regular communications such as the *Alumni Review*. We also aggressively promote the university through an active national media strategy that identifies newsworthy research and programs and brings them to the attention of the media, and by marketing university programs to maintain and strengthen interest and support among grads, and to help recruit students and faculty.

The goodwill and strong reputational track record enjoyed by Queen's enables

us to approach our friends and supporters with confidence. Twice each year we conduct large-scale appeals to our alumni, friends, parents, faculty and staff that annually generate in excess of \$4 million in revenue. To further ensure that our efforts reflect the academic priorities of the university, we also have a team of development officers for the campaign working with the deans and faculty members to link the special interests of our alumni and friends to faculty and departmental initiatives. To secure a major gift of \$50,000 or more, a development officer will work an average of a year and half developing a relationship with a prospective donor and the faculty to benefit. Another large part of our development work is estate planning, helping benefactors leave a bequest to Queen's. After the gifts are made we then devote considerable time and effort to donor recognition and stewardship.

No less important is the administrative support which makes all this possible. When gifts are made we also manage the accounting that ensures the funds get to the area designated by the donor, providing tax receipts and there is a significant technology infrastructure that supports all of these initiatives.

How is the Office of Advancement meeting the current need for budget cuts?

In anticipation of cuts to the university operating budget, Advancement already applied a four-percent cut to its budgets as part of its planning process. The costs of the Campaign for Queen's have not been paid directly out of the operating budget but primarily through the interest earned from a six-month holdback policy on gifts. It is important to recognize that Advancement is a profit center for Queen's. For every dollar the university spends on fund-raising it gets a \$10 return on its investment.

Once the Campaign for Queen's is completed, how will you continue to ensure we can attract the gifts and donations required by the university to achieve its long-term curriculum and program goals?

With the campaign drawing to a close next year, we have been devoting a considerable amount of time over the past months to look at options to keep our advancement team together. This is critical for the future financial well-being of Queen's, as there are many relationships that have been created through the campaign and many more that could be further developed to assist the university

The Campaign for Queen's Cabinet and the Board of Trustees have both recognized that Queen's needs a strong Advancement team to increase fundraising levels over the long term. Our proposed revenue model for sustaining a high level of uninterrupted fundraising certainly warrants consideration given the return on investment. Even when the entire costs associated with running the Office of Advancement are factored in, that figure is still a healthy \$5.60 for every dollar invested.

How do you account for the success of the current campaign?

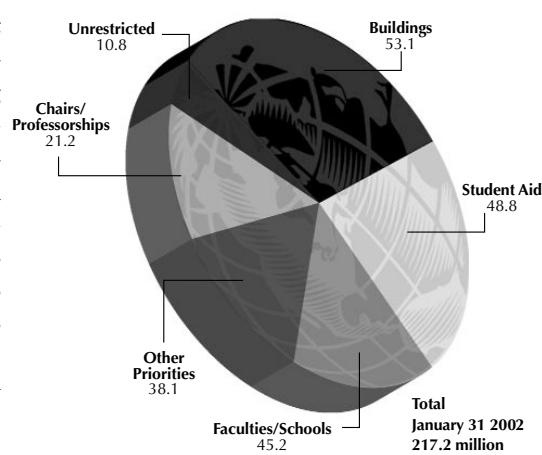
This was a team effort involving thousands of people and the entire Queen's community. The Office of Advancement represents a small portion of the total number involved. The entire campus community including the Board of Trustees and the Campaign for Queen's Cabinet stepped up in a big way a couple of years back with the successful Campus Community Campaign that raised close to \$37 million.

We could not have achieved this level of success without the support of the deans and faculty members who go out on the road with us to meet potential donors. Nothing is more interesting or compelling

to a prospective donor than hearing faculty members speak passionately about their work. At the same time, we have managed to build a network of several hundred dedicated volunteer alumni and friends who are communicating Queen's story across the globe.

However, no one should get the impression that we are complacent. There are still many essential areas of the university that have yet to receive campaign sup-

What we've achieved



port and our entire team including Advancement, faculty, and administration is working diligently to further broaden the scope of impact.

We all know this is a critical time financially for Queen's and for universities across the country. All universities are facing the challenge of having to assume more responsibility for their own financial wellbeing. It's become clear that no amount of lobbying is going to change that in the near future. Given this reality, our mandate is to ensure a level of financial support for the university that will advance Queen's reputation for excellence. That has never been more clear or more crucial. □

Teaching Issues

A monthly column of teaching tips and ideas from the Instructional Development Centre



Supporting student learning: Mid-term evaluations help teachers as well as students

BY KATHERINE LAGRANDEUR

As hard as it is to believe, reading week is over and we're already halfway through the semester. Halfway points are opportunities in that they allow us to reflect and draw on past experiences in order to prepare ourselves for future activities. With respect to our teaching, this is a good time to pause and think about how we would like to better support our students with their learning. One way to do so is by asking students to do mid-term evaluations of our teaching and their learning.

Mid-term evaluations do not have to be complicated or involve a lot of planning. Some instructors simply ask their students to take out a sheet of paper and to write down their comments and hand them in. On one side of the paper, students can tell instructors what strategies they are using that assist them in their learning; on the other side, they can jot down some suggestions for other teaching strategies that would help them learn.

If you have a little more planning time, you could develop an informal evaluation sheet with a few open-ended questions and ask students to respond to them. For example, you could ask them to describe something that you are doing in your teaching that is helpful. You could also invite them to write down some practical suggestions on how you could better facilitate their learning. Along with questions about your teaching, you may include a section where you ask students to reflect on their own approach and goals.

Once you have gathered feedback on your teaching, you need to plan how you will use the information you have collected. One idea is to summarize the responses in a handout that you can give to students during class time. Be sure to take a few minutes to go through the feedback with students. Let them know what strategies you will continue to use, and why, as well as what new approaches you will try to integrate into your teaching. Be realistic about what you will be able to do. It is better to limit yourself to two or three suggestions that you know you can implement than to make promises to your students that you will not be able to keep. If you asked students to write down ways that they support their own learning, point out the merits of the various strategies they have mentioned. Invite students to consider using some of these strategies if they do not already do so. This is a good way for students to realize that their peers are resources to whom they can turn for advice. It also reminds them that they need to take responsibility for their learning.

Once you have gone through the feedback with students, let students know when you are going to implement the changes.

The mid-term evaluation can also be a starting point for more thorough reflection on your teaching. After the term is over, you may choose to review students' suggestions and consider implementing some of them in your next course. You could also discuss some of the issues raised in the evaluations with col-

leagues to see if they have any suggestions for you to consider. Finally, you may wish to consult resources on teaching and learning in higher education. You are

welcome to drop by the Instructional Development Centre (Room 101, Old Medical Building) or else see our website (www.queensu.ca/idc) to find

out what resources are available to help you with your teaching. □

Katherine Lagrandeur is the Teaching Assistant Associate at the Instructional Development Centre.

Sc'481/2 bursary changed mature student's life

BY ANITA JANSMAN



Jason Young

Halifax resident Jason Young feels as if he's won the lottery. Last May, the engineering technologist got a life-changing email. A friend wrote to encourage Mr. Young to apply to Queen's for the Sc'48½ Mature Student Bursary that he had heard about through the Association for Professional Engineers in Nova Scotia.

While holding down a full-time job and raising a young family, Mr. Young had also been diligently taking university courses part-time. It was a long, hard process. "I knew since graduating from community college that I wanted to continue my studies and complete a degree, so I was determined to keep at it," he says. "This bursary was a golden opportunity. It offered me the chance to go back to school full-time and earn an engineering degree from an excellent university."

When he heard he'd been chosen as the 2001 recipient, he was ecstatic. But he and his wife, Shelley, were faced with a huge decision. "We would have to uproot our lives for a few years, quit our jobs and move from Halifax."

While making his decision,

Mr. Young received tremendous support from his family and his employer, CBCL Ms. Young and the their two sons moved to Bathurst, NB, to be near her family; and Mr. Young moved to Kingston to begin his life as a Queen's student.

Mr. Young is an ideal recipient, says Jack Billingsley, a spokesman for the Class of Sc'48½. The members of this unique class, who fast-tracked their education after returning from World War II, created the bursary in 1998 specifically for mature students. "We wanted to help older students who were dealing with some of the same conditions that members of the Sc'48½ class encountered after the war. Most of us were around age 30 and married. Many of us had children. But we all wanted to complete our education," he explains. "Mr. Young fits the profile perfectly. He's 29, has been taking extension courses, and is very determined."

The Sc'48½ Mature Student Bursary is open to Canadian citizens who have been out of the conventional education system for at least three years, and who meet the required academic standing. Surprisingly, it hasn't been easy to find applicants, despite the generous funding offered to recipients for up to four years of study. "It's hard to promote education opportunities

to people who are in the workforce," says Mr. Billingsley. "Recently, we contacted all of the engineering associations in Canada, and have also advertised in newspapers throughout the country. This seems to have generated more response."

Mr. Young finds life as a student to be a change from his life in Halifax, but he's enjoying it tremendously. The civil engineering student has given professors and fellow students glowing reports. "Queen's is fantastic," he says. "Academic standards are high, so students take their education very seriously. The profs are great too—excellent teachers with lots of engineering experience. It's definitely a rich learning environment."

Winning the Sc'48½ bursary will change his life for the better, says Mr. Young. "I'm far away from home and my family, and I've given up a good job, but I know it will be beneficial in the long run."

Fortunately for Mr. Young, his previous employer, CBCL Ltd., wants him back after graduation, presumably in a new job. "I'm going to pick up my wife and kids and head back to Halifax," he says with a smile.

For details on the bursary, call Jack Billingsley at 302 731-4129. Deadline for the next round of applications is April 15. □



Human Resources

www.hr.queensu.ca

Please Note:

- Departments requiring casual hourly paid secretarial or clerical assistance should contact Patti Evaristo in Human Resources, 533-2070.
- Requisitions for staff replacement, with appropriate approvals, must reach the Human Resources Department by noon of the Monday one week prior to the date of issue.
- Applications received from internal candidates will be acknowledged by the Department of Human Resources. The results of each competition will be posted under the *Gazette* heading "Appointments" as soon as possible after the conclusion of the recruitment and selection process.
- Closing date for the following positions is **Tuesday, Mar. 5, 2002 at 4:30 pm. Late applications will not be accepted.** Please submit a letter of application indicating the specific position desired and a detailed resume including your employee number.
Resumes will be accepted from Queen's employees with Internal Status ONLY unless the position specifically invites External applications.

Queen's University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates including women, aboriginal peoples, persons with disabilities and racial minorities.

Appointments

Community Liaison and Recruitment Coordinator, Clinical Education Centre 2001-134

Cheryl Descent (School of Physical and Health Education)

Printing Technician, Printing Services 2002-01

Steven Young (Printing Services)

Senior Secretary, Department of Art 2002-04

Darlene Daniels (Human Resources)

Staff Vacancies

Following the completion of the Queen's Job Evaluation (QJE) review for positions in Grades 2 – 9, you will notice we have included the cluster in the following job

ads which represents the job family, branch and grade (e.g., ADMG5 is Administration Family, General Branch, Grade 5). Generic position overviews for clusters can be found on the HR website at www.hr.queensu.ca.

Specific job overviews for positions advertised under 'Staff Vacancies', with the exception of CUPE Local 229 postings, continue to be available in the HR department.

***If you wish to be considered for the following positions, apply in writing to Patti Evaristo, Human Resources.**

Senior Graphic Designer 2002-18 Graphic Design Services

Major Responsibilities: design printed and digital materials (i.e. brochures, booklets, newsletters, logos, web pages, etc.) and major design pieces; conceive and develop design ideas in consultation with the manager and clients; design and produce the Queen's *Gazette*; provide advice on computer design techniques and use of equipment/software to co-workers; prioritize workload to meet deadlines including work scheduling and writing detailed work orders.

Requirements: three-year graphic design community college program; sound knowledge of graphic communications; five years experience in the graphic design field; demonstrated experience in the production of major design pieces; familiarity with printing papers, ink colours, printing methods, copyfitting, type mark-up and digital design work (web pages, digital presentations, etc.); mature judgment; ability to work independently and under pressure; good organizational skills; troubleshooting ability; excellent communication skills; skilled knowledge of leading publishing/graphics applications (i.e. QuarkXPress, FreeHand, Photoshop, InDesign, Illustrator, GoLive, Dreamweaver, HTML, PowerPoint, etc.) as well as a many complementary/supporting applications and utility programs on the Macintosh platform; continuous upgrading of computer skills, techniques and knowledge.

This position falls under the jurisdiction of C.U.P.E. Local 254.

Tentative Hiring Range: \$38,006 - \$45,228 **Points:** 314

Program Coordinator 2002-19 Department of Medicine

This term appointment is a maternity leave replacement until May 2, 2003.

Major Responsibilities: coordinate the administration of the undergraduate and postgraduate medical programs and act as the primary resource person; assist in the development of long term planning initiatives; prepare statistics on various aspects of the medical programs as well as maintenance of associated databases; organize and schedule various educational activities including exams, rounds and conferences; provide administrative support for the program directors.

Requirements: three-year post-secondary diploma preferably in Business Administration/Nursing (or equivalent); several years related experience in an academic/medical environment; knowledge of University policies and regulations pertaining to the postgraduate and undergraduate medical programs; excellent interpersonal and communication skills; proven organizational skills with the ability to manage deadlines and interruptions; ability to take initiative and

Human Resources *continued*

work with minimal supervision; discretion in handling confidential information; problem-solving skills; knowledge of medical terminology; proficiency with MS Office, database management software and the Internet; financial administration experience an asset.

Minimum Hiring Salary: \$34,192 Salary Grade 6 – ADMG6

Other Positions

DuPont Canada Chair in Engineering Education Research and Development Applied Science

Responsibilities: develop and implement new curriculum initiatives in Applied Science, particularly those associated with the new Integrated Learning Centre.

Requirements: a passion for, and a vision of, the future of engineering education; an excellent record of achievement in engineering, engineering education, or science; leadership and management skills. Applications are encouraged from individuals who are excited by the opportunities provided by a new and influential position, very able students and an exceptional new facility, and by the chance to make significant contributions to educational development in the field of engineering.

Details ilc.queensu.ca/education.chair.

Application deadline: April 15, 2002. Inquiries and applications to Prof. J.D. McCowan, Associate Dean (Integrated Learning), Integrated Learning Centre, Queen's University, Kingston, Ontario, Canada, K7L 3N6. e-mail: ilc@post.queensu.ca, fax 613 533-2721, phone 613 533-3031.

Educational Associateship Developmental Consulting Program (DCP)

The Developmental Consulting Program (DCP) at Queen's is offering an Educational Associateship in the developmental disabilities field beginning in the Spring/Summer or Fall of 2002. This 12 month graduate program of instruction and research comes with a stipend of \$13,000.

The aim of the Associateship is to encourage graduate education, research and professional consulting in the field of developmental disabilities. Students enrolled in graduate studies at Queen's and preparing a thesis in the field of developmental disabilities are eligible for the Associateship.

Interested students should apply for the Associateship when they are completing their course work and planning the thesis phase of their studies. Students should submit an application form to the DCP Coordinator no later than April 15th, 2002. For further information, and a copy of the Educational Associateship Application form, please email to: dcp@post.queensu.ca

Administrative Assistant Business and Clinic Operations Family Medicine

This is a regular full-time appointment, non-union position at the Hotel Dieu Family Medicine Centre in the Queen's Department of Family Medicine.

Responsibilities: Administrative support to the Administrative Officer and the Family Medicine Centre in the areas of financial operations, physical plant, clinic administrative operations including general scheduling and billing, supplies and equipment, medical records management, and supervision of the reception and switchboard staff. This position is the partner position to the Administrative Assistant to the Head.

Requirements: demonstrates a solid record of performance in superior interpersonal relations, oral and written communications, bookkeeping, budgeting, and the preparation of reports, administrative coordination, complex scheduling, and medical records maintenance; a full range of GFT secretarial skills; superior command of standard Microsoft Office products with emphasis on EXCEL, ACCESS, and POWERPOINT; computerized clinical booking, scheduling, and billing experience; a team-player who takes a solution-driven approach to problem-solving, and a systems-based approach to organizing issues in a diverse work setting; supervisory experience; experience with web-design packages and the ability to speak a language other than English are an asset.

Salary Range: \$15.29 - \$19.88 per hour plus a full range of benefits.

Deadline: Submit cover letter and resume to Jennifer Leach, Human Resources, Hotel Dieu Hospital by noon, Friday, March 18, 2002.

Receptionist/Secretary Physiology

This is a one-year term appointment working 50 percent time with the possibility of renewal.

Major Responsibilities: provide telephone and reception and other secretarial support services to the general office; screen counter enquiries; receive and prepare outgoing deliveries; operation of fax/photocopy machine; perform word processing and typing tasks and secretarial support for several faculty.

Requirements: completion of secondary school diploma, previous experience in a related area, or equivalent combination of education and experience; proficiency in WordPerfect/Word for windows; good interpersonal and communication skills to perform reception duties and to deal with a wide variety of individuals from within the university and the general public; attention to detail and accuracy; excellent organizational and time-management skills; ability to maintain focus despite frequent interruptions; good knowledge of office procedures and equipment; database management, and medical terminology, knowledge of Queen's policies and procedures would be an asset.

Minimum Hiring Salary: \$27,338 Salary grade 3 (Salary will be adjusted to reflect actual time worked.)

Marketing Coordinator School of English

Responsibilities: set and administer the annual marketing budget and plan; choose and execute recruitment activities; oversee the creation and maintenance of all promotional tools (brochures, posters, the webpage); hire, supervise, and evaluate all staff working in support of promotional activities (clerical assistant, webpage technician, translators); oversee the recruitment and management of educational agents.

Required Background: undergraduate degree; ESL teaching experience in an English for Academic Purposes program; marketing experience/background; supervisory experience; budgeting experience; administrative experience.

Special Skills: excellent organizational skills; demonstrated human relations skills and experience for supervision of staff; good communication and negotiation skills for dealing with agents; ability to formulate and work towards long-range marketing goals; ability to work and travel independently; Knowledge of MS Word, Excel, Access, WSftp, and Homesite; knowledge of Spanish or another language an asset; ability to maintain webpages.

Minimum hiring salary: \$43,965 Salary Grade 8.

Please send resume to School of English, Queen's University, Kingston, Ontario, K7L 3N6 by March 1, 2002.

Employee Development

Please call Human Resources at 32070 to register for the following programs or to obtain further information or register at www.hr.queensu.ca/News&Notes/seminars.htm

Realizing Your Potential

Wednesday, Feb. 27, 10 am - noon. Facilitator: Wendy Lloyd, Human Resources.

Cultural Awareness Session

Wednesday, March 6, 10:15-11:45 am. Facilitator: Emily Ledwell, International Centre.

The Happiness Option: What You Think is What You Get

Tuesday, March 12, 12:10-12:50 pm. Find out how improving our attitudes improves our lives (and the lives of those around us)! Facilitator: Wendy Lloyd, Human Resources.

Setting and Achieving Goals

Thursday, March 14, 10 am - noon. This video-assisted workshop provides a comprehensive step-by-step guide to setting and achieving goals. The end result of goals is 'growth' or 'the person you can become.' Facilitator: Wendy Lloyd, Human Resources.

Notices

Employee Assistance Program

For off-campus professional counselling call toll free: 1-800-387-4765 (français 1-800-361-5676). This service can be reached 24 hours a day, seven days a week. Further information is now available on the following website: www.queensu.ca/eap/

Milestones

Compiled by Faye Baudoux

If you have a milestone of 5, 10, 15, 20, 25, 30, 35, 40 years or more of continuous service coming up and you do NOT wish your name to be included in the listing, please contact Faye in Human Resources ext. 77791.

Congratulations to those who reached the following milestones in February 2002.

25 years

Sherry Dering, Electrical and Computer Engineering; Gregory MacLeod, Electrical and Computer Engineering

20 years

Fran Lanovaz, Purchasing

15 years

Nan Fern, Stauffer Library; Thomas Fraser, Residences; Lorne Johnston, Residences; Carolyn Kemp, Student Awards

10 years

Gerald Ducharme, Environmental Health and Safety; Dean McKeown, School of Business

Five years

Anne Beaubien, School of Business; Cathy Hitchins, Clinical Learning Centre; Sarah Matthews, Clinical Trials Group; Jane McDonald, School of Business; Derek Schulze, Cancer Research Labs; Kendra Thin, Development

Bulletin Board

Appointments

Dr. L. Eugene Dagnone appointed Director of Regional Education Development, Health Sciences

The Faculty of Health Sciences announces that Dr. Eugene Dagnone has been appointed Director of Regional Education Development in the Faculty of Health Sciences commencing Feb. 1, 2002. The Faculty is embarking on a process of expanding our existing academic collaboration with hospitals, practices and agencies throughout Southeastern Ontario and the North. Its responsibility is to educate increased numbers of health professionals, and to do so in sites and appropriate settings that wish to participate in this exciting endeavour, requires coordination, organization and support. Dr. Dagnone will be working with colleagues and institutions across the region, and in close collaboration with those responsible for the undergraduate MD, postgraduate medical, and continuing medical education programs at Queen's University. Subsequent involvement will occur with the Schools of Nursing and Rehabilitation

Therapy. Dr. Dagnone's exemplary academic career has included a critical role in the development of the discipline of Emergency Medicine in Canada and the USA, a commitment to medical education at the postgraduate and undergraduate levels as Emergency Medicine Program Director and Clinical Clerkship Directorship for the School of Medicine, as well as a significant role as Medical Director of Kingston General Hospital. Dr. Dagnone will also continue his clinical academic practice of Emergency Medicine at Kingston General and Hotel Dieu Hospitals and as Professor of Emergency Medicine at Queen's University.

Bill Morrow appointed Acting Head, Religious Studies

Principal Jean Stairs, Theological College, announces the appointment of Bill Morrow as Acting Head of Religious Studies. He will serve as Acting Head while Pamela Dickey Young is on administrative leave for a six-month period, from July 2002 to Jan. 2003. Dr. Morrow holds a PhD from the University of Toronto, an MDiv from Knox College, and a BA from Trinity College, University

of Toronto. He joined the faculty in 1987 and is an Associate Professor of Hebrew and Hebrew Scriptures in both the Department of Religious Studies and Queen's Theological College. He will begin his new duties on July 1, 2002, after returning from sabbatical during which time he was named "Distinguished Faculty Research Scholar" with the Association of Theological Schools.

Awards and Grants

Ban Righ awards for mature women students

Mature women students currently enrolled at Queen's are invited to apply for a variety of awards to support their education. For details, go to www.queensu.ca/dsao/ind/banrigh/main.htm or www.queensu.ca/registrar/awards/index.html. Deadline: Thursday, March 14, 3:30 pm.

Basmajian Award 2001/2002

Nominations are invited for the 2001/2002 Mihran and Mary Basmajian

Award. This award is made annually to a Health Sciences full-time faculty member or two members working as a team. The nominee must have a maximum of six years independent research and have made the most meritorious contribution to health research during the previous year or several years. Nominations may be made by any department head or by any member of the Faculty of Health Sciences with the knowledge and support of the department head. Nominations by April 1, 2002 to Associate Dean (Research), Faculty of Health Sciences, c/o Bonnie Stewart, Office of Research Services. Terms of Reference are available at www.queensu.ca/vpr/basmajian.htm.

Committees

Headship search Psychology

Alistair MacLean has resigned as Head of the Department of Psychology effective June 30, 2002. In accordance with the Collective Agreement between Queen's University Faculty Association

and Queen's University at Kingston, the principal has appointed a Selection committee to advise him on the appointment of Dr. MacLean's successor. Elected members: Wendy Craig, Hans Dringenberg, Ron Holden, Kang Lee, Mark Sabbagh, Psychology. Appointed members: Mary Joan Edwards, Alanna Bruce (undergraduate, DSC Co-Chair), Liam Marshall (MA student), Psychology; R. Meldrum Robertson, Biology. Ex-officio members: Robert Silverman, Dean, Arts and Science; Roland Boegman, Associate Dean, Graduate Studies and Research. Chair: Martin Duncan Associate Dean, Arts and Science. Faculty, students and staff are invited to submit their comments on the present state and future prospects of the Department of Psychology, and to suggest names of possible candidates for the Headship to the Chair, Associate Dean Duncan, duncan@astro.queensu.ca by Monday, March 4, 2002. All letters will be reviewed by the selection committee and will become part of the record of decision-making.

Bulletin Board *continued*

Governance

Senate Meeting

A meeting of the Senate will be held on Thursday, Feb. 28 2002, in 202 Policy Studies, 3:30 pm. The Senate agenda, minutes and other information are available at www.queensu.ca/secretariat/senate. Call 533-6095 for Visitors' tickets.

Senate Agenda

- I Adoption of Agenda**
- II Adoption of the Minutes of the Meeting of Jan. 31, 2002 [enclosed]**
- III Business Arising from the Minutes**
- IV Principal's Report**
 1. Research Report (Appendix A, p. 1)
 2. Annual Report from the Office of the University Advisor on Equity (Appendix B, p. 3)
 3. Statement on Proposed Tuition 2002/2001 (Appendix C, p. 8)
 4. Other
- V Question Period** (none received)
- VI Reports of Committees**
 1. **Operations Review** (Appendix D, p. 14)
Proposal to revise the name, mandate and composition of the

- Senate Committee on Fine Arts and Public Lectures
2. **Academic Development** (Appendix E, p. 18)
 - a. Enrolment Plan 2002/2003 – 2003/2004
 - b. Proposal for Name Change for the Department of Rehabilitation Medicine in the Faculty of Health Sciences (Medicine)
 3. **Academic Development/Budget Review** (Appendix F, p. 31)
Proposal to establish the Bader Chair in Southern Baroque Art
 4. **Academic Procedures**
Proposal to Remove Students' Names from Final Examination
- VII Reports of Faculties and Affiliated Colleges** (none received)
- VIII Motions** (none received)
- IX Communications** – (none received)
- X Matters Referred to Standing Committees** (Appendix H, p. 43)
 1. Proposal to establish the James H. Day Chair in Allergic Diseases and Allergy Research
[referred to Senate Committee on Academic Development (SCAD/SBRC)]

2. Proposed revisions to the Concurrent Bachelor of Education Program [referred to Senate Committee on Academic Development (SCAD/SBRC)]
 3. Proposal for the creation of a School of Computing at Queen's [referred to Senate Committee on Academic Development (SCAD/SBRC)]
- XI Other Business**
Georgina Moore
Secretary of the Senate

Senate Committees need members

Apply now! Terms start Sept 1 for faculty, staff and students. Information www.queensu.ca/secretariat/senate/vacancy/.

PhD Examinations

Members of the regular staff at the university may attend Ph.D. oral thesis examinations.

Tuesday, February 26
Carole Helene Lamarche, Psychology.
Responsive Monitoring of Sleep: A

Comparison with Polysomnographic and Self-Report Measures. Supervisor: A.W. MacLean. H228, Humphrey, 2 pm.

Thursday, February 28

Yukihiro Nishimura, Economics.
Optimal Taxation and Envy. Supervisor: R. Boadway. A416, Mackintosh-Corry Hall, 9 am.

Friday, March 1

Jean-Francois Lamarche, Economics.
Asymptotic and Bootstrap Evaluations of the Size and Power of Test Statistics. Supervisors: A. Gregory and G. Smith. 218, Ellis Hall, 2 pm.

Friday, March 1

Erika Kathryn Renee Behrisch, English.
Voices of Silence, Texts of Truth: Imperial Discourse and Cultural Negotiations in Nineteenth-Century British Arctic Exploration Narrative. Supervisor: L. Murray. 517, Watson Hall, 12:30 pm.

Monday, March 4

Hany Fathy Hammad, Electrical and Computer Engineering. A CPW-based Slab Beam Quasi-Optical Power Combiner at Ka-band. Supervisors: Y.M.M. Antar and A.P. Freundorfer. 302, Walter Light Hall, 1:30 pm.

Wednesday, March 6

James Green, Philosophy. Death is Not Always the Greatest Evil: Killing and Letting Die in Bioethics. Supervisor: C.G. Prado. 307, Watson Hall, 2:30 pm.

Friday, March 8

Louise Christine Noble, English. Corpus Salubre: Medicinal Cannibalism in Early Modern English Culture. Supervisor: E. Hanson. 517, Watson Hall, 2:30 pm.

Volunteers Needed

Exercise study for men – ages 25 to 55

Researchers at Queen's are looking for sedentary men, with and without Type II Diabetes, to participate in a 12-week study investigating the effects of exercise and caffeine on insulin resistance. For more information contact Ann-Marie Kungl at (613) 533-6000 ext. 75118.

Calendar

Art

The Agnes Etherington Art Centre
University Avenue

Ongoing exhibitions – Samuel J. Zacks Gallery, *A Protestant Upbringing*, Margaret Lock. March 2-April 28. Contemporary Feature Gallery, *Who Means What?* Brent Roe. to April 28. Davies Foundation Gallery, *More Than Meets the Eye: Exploring Works of Art* to June 9. Amauti: *Exploring the Presence of Inuit Women as Subject and as Artist* to Apr. 7. Tiyiwara: A Selection from the Justin and Elisabeth Lang Collection of African Art to June 30. Love Without an Object, *The Art of David Milne* to June 30. Bader Gallery. *The Contemplative Imagination* to Aug. 17. 533-6913.

Talks: David de Witt, The contemplative imagination, Looking closely at old masters. Feb. 28, 12:15 pm. Margaret Lock, A protestant upbringing. March 10, 2 pm. www.queensu.ca/ageth/.

Union Gallery, Current exhibit – Into the Edges. Priya Andrade, Amy Bagshaw, Lucy Chung, Rebecca Greenbury, Greg Neudorf, Amy Spaulding. stauffer.queensu.ca/webgall/currentx.html

Music

School of Music

Pianofest, Opus 3

Saturday, March 2: Guest Artist, Brigitte Poulin, Bishop's University. Works by Montreal composers. \$5 adults, \$3 students and seniors at the door. Dunning Auditorium, 7:30 pm.

Friday, March 8: Philip Adamson, University of Windsor. The English Vision, Searle, Bridge, Lambert, Ireland, Holst and Bax. \$5 adults, \$3 students and seniors at the door. Dunning Auditorium, 7:30 pm.

Saturday, March 9: Roman Rudnytsky, Ohio State University will conduct a master class. Free. Dunning Auditorium, 7:30 pm.

Sunday, March 10: Roman Rudnytsky, will present virtuoso works. \$5 adults, \$3 students and seniors at the door. Dunning Auditorium, 2 pm.

Thursday, March 7

Queen's Jazz Ensemble, conducted by Greg Runions. Works by Count Basie, Duke Ellington, Rob McConnell and more. \$6 adults, \$3 students and seniors at the door. Grant Hall, 7:30 pm.

Public Lectures

Wednesday, Feb. 27

Friends of the History of Medicine, Science and Technology
Shelley McKellar, University of Western Ontario. Homemade iron lungs: Ontario's response to the 1937 polio epidemic. B139, Botterell Hall, 12:30 pm.

History

James Murton, Queen's. Creating a countryside in British Columbia: An alternative modernity, 1919-1935. 517 Watson, 5 pm.

Thursday, Feb. 28

Nursing
Dr. Andrea Nelson, York University (UK). "Best practice" and evidence: Are we getting there? Illustrations in leg ulcer research. 1103 Biosciences, 5 pm.

Sunday, March 3

Inaugural Rita Friendly Kaufman Lecture
Nancy Yeide, National Gallery of Art, Washington DC. Nazi loot, allied restitution, and the museum community. Ellis Hall Auditorium, 2 pm.

Monday, March 5

Jewish Studies – People and Ideas in Jewish History
Ritchie Robertson, Saint John's College, Oxford. Conversations with Jehovah: Heinrich Heine's return to religion. 202 Policy Studies, 7:30 pm.

Wednesday, March 6

Religion Cafe
Chris Helland, University of Toronto. Searching for the sacred: Religion in cyberspace. Indigo Books, 259 Princess St., 7:30 pm.

Thursday, March 7

German
Ritchie Robertson, St. John's College, Oxford. Rolf Hochhuth's Der

Stellvertreter (The Deputy) and the controversy over 'Hitler's Pope'. 217 Watson, 3:30 pm.

Law

France Houle, University of Montreal. Blanks in the law: Between the administration filling the void and giving itself carte blanche. Faculty Common Room, Macdonald Hall, 12:30 pm.

Friday, March 8

Chemical Engineering
Aristides Docoslis, University at Buffalo-SUNY. Manipulation and organization of particles using non-uniform electric fields: applications in bio- and nanotechnology. 101 Kingston Hall, 10:30 am.

Monday, March 11

Geographic Information Systems (GIS) Lab
Spatial Information Speaker Series
Bruce Gittings, University of Edinburgh. From the 19th Century to the 21st: A quantum leap in representing the geography of Scotland. 126 Jeffery, 4 pm.

Departmental seminar schedules

Economics:
qed.econ.queensu.ca/pub/calendar/week.html

Physiology:
meds-ss10.meds.queensu.ca/medicine/physiol/physiol.sem.html

Chemistry:
www.chem.queensu.ca/NEWSANDEVENTS/Seminars/Seminar02W.PDF

Centre for Neuroscience Studies:
www.queensu.ca/neurosci/seminar.html

Special Events

Thursday, March 7

Memorial Service, James A. McSherry
A Memorial Service for Dr. James A. McSherry, Director of the Student Health Service at Queen's 1981 to 1993, (Professor, Family Medicine, Adjunct Assistant Professor, Department of Psychology) will be held in the University Chapel, Theological Hall, on at 4:30 p.m. Reception to follow at the University Club.

University of Toronto Press (UTP) Visit
Acquisitions editors from University of Toronto Press will be on hand to discuss scholarly publishing and the publishing process at UTP. 306 Fleming, 11:30 am. To register contact Tina Burke, tb6@post.queensu.ca or ext. 36081.

Friday, March 8

2002 Kingston LEAF Breakfast
Keynote: Sondra Gibbons, LEAF. The Women's Legal Education and Action Fund (LEAF) has been the most visible and active women's interest group to advance equality for women through the courts. Come and join us for an informal gathering to learn more about LEAF cases. Ban Righ Hall Private Dining Room, 7:30 am. Tickets \$35, Students/Subsidized \$15. RSVP 533-2563 for tickets at the door, or purchase tickets in 215, Richardson Hall.

Friday, March 8 and

Saturday, March 9
Commerce and Engineering Environmental Conference 2002
Topics include Alternative energy, climate change and Walkerton. For tickets (\$35) email ceec@engsoc.queensu.ca. Information <http://engsoc.queensu.ca/ceec/>. University Club.

August 1-7, 2002

The Faculty of Education International Voyageur Seminar
Join us on the French River Delta and Georgian Bay for an unforgettable, week-long, non-credit, voyageur seminar experience. The 8-person voyageur canoes accommodate people of all ages and skill levels. Daily community-building seminars provide lively and thought-provoking conversation. For more information please contact W.S. (Bill) Peruniak (613) 533-6222.

Courses and Workshops

Ban Righ Centre (32 Queens Crescent)
www.queensu.ca/dsao/ind/banrigh/main.htm

Tuesday, Feb. 26: Robin Cameron, Interval House. Saying "No" to others and saying "Yes" to yourself: how assertiveness will help you meet the challenge of finding a balance. Noon.