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Welcome to the Spring/Summer 2012 issue of The Complete Engineer. Another successful academic year has come to a close, but that doesn’t mean that all is quiet on campus. In fact, we have an enormously exciting summer ahead of us.

In this issue our theme is Leadership, Innovation and Design. Three areas in which Queen’s Engineering’s curriculum is leading the way in engineering education.

We’re very pleased to announce the launch of the first in a series of innovation initiatives designed to give our students a significant edge as leaders in technology and business. The Queen’s Summer Innovation Institute, developed through a collaboration between Engineering and Applied Science and Queen’s School of Business, is an experiential learning institute designed to help students develop critical skills in creative thinking, problem solving, innovation, understanding risk and leading change in today’s rapidly evolving business environment.

It’s been a pleasure to work with the Queen’s School of Business on this exciting initiative – not to mention a great deal of fun! The willingness of two faculties to work together on this endeavor has culminated in a remarkable opportunity for our students and the Kingston community to build a strong foundation in critical thinking and to prepare themselves to succeed in a world filled with change and new opportunities.

The Institute is just the beginning of a series of programs that we expect will include a Masters degree. This is exciting for our students, but also for the university and for Kingston, which has the potential to retain these bright students as they turn their ideas into reality and they develop their own companies and collaborations.

You can read more about the Institute in this issue of The Complete Engineer (see story page 2). I invite you to contact me if you’d like to know more or if you’d like to become involved. As always, I hope you enjoy reading about our activities, and I wish you all a sunny and relaxing summer.

Kimberly A. Woodhouse
PhD, PEng, FCAE, FBSE
Dean, Faculty of Engineering and Applied Science
Did you ever have a “Kodak moment”? This memorable advertising slogan branded Kodak as an integral part of our lives and resulted in significant profits from camera and film sales. Yet, despite its popularity with consumers and groundbreaking inventions – including, in 1975, digital photography – Kodak failed to capitalize on its own discoveries and recently filed for bankruptcy.

How did this household name transform into a has-been? Increasingly, the blinding pace of change in technology and business has forced even the most established companies to think in fundamentally different ways to grow and stay competitive – or else fade into obscurity.

Queen’s Engineering and Applied Science is preparing the next generation of leaders to not only survive – but thrive in this new business environment. A unique collaboration with Queen’s School of Business has resulted in a new summer program designed to cultivate entrepreneurial thinking and technical innovation while providing incredible opportunities and mentorship for new ideas.

Nurturing creative, critical thinkers
The Queen’s Summer Innovation Institute brings together students from Engineering and Applied Science and Queen’s School of Business to collaborate on new ideas and innovations while learning the vital skills required to successfully lead organizations.

Canada’s next top entrepreneur?
The Summer Institute was designed to attract aspiring leaders and inventors. Students were chosen for their educational ability, but also for their unique talents, including:

- the ability to tolerate risk
- demonstrated leadership skills
- a focus on getting the most out of teamwork
- the desire to embrace change

Institute students get:

- $7,000 in funding, office space and access to networking tools and prototyping facilities
- a two-week intensive program with expert mentors, international speakers and bi-weekly seminars
- the opportunity to collaborate with other talented students and to partner with a cross-faculty team member to create a new business or innovation project
- the chance to win up to $25,000 to develop their team idea!
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The gap while building a solid foundation for unique leaders with both technical know-how and business savvy."

This May, twenty students, chosen for the program based on their achievements, were placed in interdisciplinary teams to focus on a new business or corporate innovation project throughout the summer. The program kicked off with a two-week intensive session featuring workshops, seminars and talks led by business and technology experts from Queen’s and beyond, including national and international leaders. The teams are now spending the summer in brainstorming sessions and workshops, working with each other and their mentor to develop their own unique invention or idea. At the end of the summer, teams will compete for cash prizes to further develop their innovation.

Playing in a safe sandbox
Jim McLellan, Sc’81, Ph.D’91, the Head of Chemical Engineering and one of the team members responsible for developing the Summer Institute, notes that a key differentiator from other entrepreneurial-style courses is the focus on developing leaders who can drive change not just through the creation of their own startups, but within established companies around the world. Such leaders are often known as “intrapreneurs.”

“Today, successful businesses must be nimble and forward-thinking to adapt to the pace of change in technology and business practice,” he says. “We need to develop leaders who have the risk tolerance and strategic skills to lead change from within.”

David Yake, the Director of Research and Business Development/Corporate Process Innovation for DuPont Canada and a member of the Institute design team, agrees.

“Organizations need people who can think broadly and work both internally and externally to identify and develop new growth opportunities that better address market/customer needs,” he says. “That requires creative thinkers who are willing to step out of the box from time to time. The Institute will nurture those instincts in these students so that they can compete and lead, no matter where they go.”

Along with preparing students to succeed globally, the program is also focused on social entrepreneurship for the Kingston area. “There’s so much potential in the region,” says McLellan. “This type of program attracts top students who, if they see opportunity, may create startup companies and collaborative activities that could bring enormous talent and economic benefit to this area.”

Learning from leaders
For students, the program provides an invaluable opportunity to learn from and be mentored by national and international experts in business and technology, including several Queen’s alumni. Teams will have access to office space, prototyping facilities and regular mentoring sessions. Each student also receives $7,000 to be part of the program and has a chance of winning up to $25,000 through the competition.

Civil Engineering student Diana Menzies, who worked with Engineers Without Borders last year to chair the Queen’s Global Innovation Conference, says that she is hoping to enhance her business sense while creating something with the real potential to help others.

“Global Engineering is a concept that defines engineers as leaders, as communicators and as advocates for public safety,” she says. “I see the Institute as a great opportunity to combine the valuable skill sets of the commerce and engineering faculties with existing opportunities to start a social entrepreneurship venture.”

First-year student Tom Kewley is looking forward to developing lasting relationships through the program. “I applied to the Institute because I’m passionate about innovation and entrepreneurship,” he says. “I’m fascinated to find out how dynamic, cohesive, interdisciplinary teams of business and engineering students can work synergistically to come up with breakthrough ideas for successful new business startups,” he says.

Elspeth Murray says that business failures like Kodak are an indicator that it’s time to re-think how management teams think and operate. “It’s clear that the old way of doing business just doesn’t cut it any more,” she says. “Management teams need to make smart decisions based on a sound knowledge of both technology and business, and be willing and able to take their ideas that one step further than the competition. Our goal is to give students the tools they need to do just that.”

An entrepreneur... or an intrapreneur?
Many programs are designed to teach entrepreneurial skills to those who want to start their own companies. These days, however, established companies also need entrepreneurial thinkers to successfully compete – “intrapreneurs” who work within a company to manage change and nurture innovation.

Intrapreneurs are typically given the freedom to seek out and take on new challenges with support from the resources and capabilities of an organization around them. This internal support provides valuable opportunities to act like an entrepreneur, create important new innovations and add great value to the organization without the added risks normally associated with starting a new company.

David Yake notes that the best intrapreneurs are those individuals who have broad market and technical knowledge combined with creative skills to seek out and envision “white space” business opportunities (i.e. gaps in existing markets) that can fit strategically with corporate direction.

“These individuals are the engaging and adventurous types who can work in less well-defined environments and have the ability to grow professionally and learn throughout their career,” he says. “It’s about more than their formal training – it’s about trusting instincts and having the confidence to act on them in a way that attracts the interest of customers and the company. They think beyond a company’s current offerings and imagine what might be next. That’s how great ideas are created.”
Officially, the course is tagged APSC 100, Engineering Practice, but for the 40-some upper-year students it employs as project managers it may as well be dubbed “Leadership 101.” By employing upper-year students in the Faculty of Engineering and Applied Science as project managers, the course provides leadership training for tomorrow’s engineers and inspires first-year students to take a leading role as project managers in their third or fourth years.

“I was interested in being a project manager because I had such a great experience with APSC 100 in my first year,” says Keelin Scully, a third-year student in Civil Engineering. “I like to work with and motivate other people. For many of the first-year engineering students, APSC 100 is the first time they are involved with a design project as a team, and I really enjoyed guiding them through that process.”

In APSC 100, initially developed as part of the innovative Integrated Learning initiative at Queen’s, teams of students are assigned an open-ended engineering design problem and, under the direction of a student project manager and a faculty sponsor, are given ten weeks to devise a solution. The student groups generally work with community partners on real-world projects that allow them to work directly with a client to solve a problem and to see how engineering design benefits the community in which they live. Each team of three to five students also presents progress updates and submits a final engineering report.

One student project manager, Timothy Campbell, is completing a dual degree in Civil Engineering and Economics. He says his principal responsibilities are to lead weekly team meetings, mark assignments and deliverables, connect his groups with their community and faculty sponsors, and to play an active role in overseeing project development to ensure that each group meets deadlines and expectations. He also tries to ensure that work loads are equally distributed among group members.

Project managers are chosen for their leadership skills, experience working with people and engineering design experience, typically gained through summer jobs, cooperative placements or participation in Queen’s design teams. Most are fourth-year students, but some are in their third year. This year, some 60 students applied for approximately 40 positions.

“We get more applications than we can take,” says Brian Frank, Sc’97, MSc’99, PhD’02, Director (Program Development) and DuPont Canada Chair in Engineering Education Research and Development. “We get outstanding stu-
ents who are good academically, have wonderful engineering and leadership experience, have good people skills and are excellent communicators. And they just love helping other students.”

Although the students are hired to be project managers, Frank says they often fulfill another, equally important role. “The first-years like having someone they can view as a mentor,” he says. “University is quite an adjustment from high school – they’re away from home with no supervision, and there are increased expectations academically and in terms of work load and pace. Sometimes they just need someone to chat to or to ask where to get help for a certain course or to find resources. So there tends to be a focus on the mentoring side.

On the project management side, most of the first-year students have no experience with a design project, other than perhaps science fair projects. And most have never had to deal with a large problem posed by a client – to define a problem, generate ideas, assess the economic and social impacts, test, and evaluate solutions. The whole process is new.”

Project managers are very popular with first-year students, says Frank. “On the course survey, the part the students rate most highly are the project managers.”

Campbell, who is overseeing four groups comprising a total of 18 students, says that as a former Frosh Week orientation leader, or FREC, and logistics coordinator on the Frosh Regulation Enforcement Committee, one of the reasons he applied to be a project manager was to interact with and mentor frosh.

“I’ve always enjoyed the frosh/upper-year dynamic and think it’s a valuable attribute of Queen’s Engineering,” says Campbell. “I saw this project management role as a great chance to get involved in a more professional capacity, but still with the opportunity to develop relationships with frosh.”

Project manager Danielle Demers, who’s in her fourth year of Geological Engineering, was also a FREC. “Having once been a first-year in the same position as my students, I can empathize with them and find myself wanting to help.”

Demers is working with 18 students on four teams to design a blueprint for an assistive technology centre for the H’art School of Smiles, a non-profit organization in Kingston that helps adults with intellectual disabilities reach their highest potential through arts and education. She too acknowledges her role as mentor. She’s responsible for evaluating the students’ oral and written work and ensuring that the teams remain focused on their project and on schedule, but, “more importantly,” says Demers, “I provide leadership and guidance.”

Like other project managers, Demers expects that the experience she’s gained in leadership, time management and conflict resolution will help her after graduation.

Scully oversaw a design project to build a water pump for people in Ghana, and enjoyed watching her students develop as a team and problem-solve together. “When I came to meetings with lots of energy and enthusiasm, it was mirrored back at me in the students,” she says. “I tried to get them to think outside the box and about the environmental and social impacts of their water pumps, rather than only focusing on the technical aspects.”

Each group approached the project from a different perspective. Despite their limited financial resources, each pump they built was able to pump water to the full five-metre height. Their success made Scully proud.

“I had a fantastic experience,” she says. “And I’m excited to be returning to work with the next group of first-year students during my fourth year of engineering!”

**Timothy Campbell**

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**THE COMPLETE ENGINEER 5**
Designing:
the future of engineering education

Undergraduates in all engineering disciplines at Queen's are learning to think creatively in active learning projects. Projects that may have them firing plastic balls at a target with launchers they’ve built with recycled materials, solving problems for real-life industry partners, or writing a thesis on ways to better educate engineers.

One reason for all this is David Strong, P. Eng, Sc’81, the NSERC Chair in Design Engineering, who is having a big impact on the way engineering is taught and learned at Queen’s and beyond.

“For a school that has such tradition and history – which imparts a certain degree of conservatism – to now be in a leadership role in engineering education in the country, and being able to do that within the confines of six departments and 10 disciplines is absolutely remarkable,” says Strong.

The Natural Sciences and Engineering Research Council of Canada created the Chair in Design Engineering to improve the level and quality of design engineering activity in Canadian universities. Strong, a Queen’s Mechanical Engineering graduate, was recruited from industry to assume the role of Chair, a position that allows him to pass on two decades’ worth of knowledge and skills in research and product development and share his passion for design with minds as eager as his own.

NSERC awards up to $1 million over the Chair’s five-year term. The amount is matched by partners from industry, government, the university, the private sector and others.

Strong came into his job with a clear direction in mind.

“Not everyone who studies engineering really wants to focus in design, nor should they,” he says. “Some engineers love analysis. Some go into management. But some really have a passion for design and innovation. So why not create a program that allows the students who have that passion to become more expert in the field before they graduate?”

From that thinking sprung the Multidisciplinary Design Stream (MDS) and a third-year course called Fundamentals of Design Engineering (APSC 381). Its objective is to teach design with embedded tools and techniques, but within an engineering project that involves project management, oral and written communication, societal and environmental implications, and economics.

“It’s not really ‘fundamentals,’” insists Strong. “It’s at the heart of what most engineers do in terms of solving problems and developing new products, processes and systems.”

The instruction material covers all the topics, but the critical educational element consists of a concurrent project that students work on in multidisciplinary teams to apply and deepen their learning. Every project is different, challenging students to respond with creative and innovative solutions.

Fundamentals of Design Engineering is a prerequisite for the fourth-year, in-
industry client-sponsored Multidisciplinary Design Project (APSC 480), a course in which students tackle real engineering projects with actual industry partners. “I want engineering students to apply themselves to economics, regulatory compliance, societal, environmental and legal aspects, as well as engineering,” explains Strong. “We’re privileged to have really intelligent, capable students at Queen’s. When they put their minds to it, they can learn anything, within or beyond their discipline – or beyond engineering, for that matter.”

Since it was introduced, over 70 client partners and hundreds of students have participated in APSC 480. Ninety percent of the industry clients have participated more than once. The program has tripled in size, from 33 students in the first year to 96 this year, and there’s always a waiting list. “What distinguishes APSC 480 is that you get a chance to work with real clients on challenging and open-ended problems facing their business,” says Kris Harris, a fourth-year Mechanical Engineering student whose APSC 480 project was a Vehicle to Grid Energy Recovery project with PowerStream, an electricity distribution company in Vaughan, Ontario.

“Every project requires a team effort and, between supervisor meetings, client visits and day-to-day communication with numerous third parties, each team member is afforded the opportunity to become a leader in some way,” says Harris. “Throughout the year-long project, all team members are able to strengthen their leadership skills, while being offered consistent guidance from course supervisors and clients.”

“On any given year we typically have students from all ten engineering disciplines on each project,” says Strong at the OCE Discovery 2012 awards ceremony.

**What students say about the Multidisciplinary Design Stream**

Heather Murdock (right), Sc’12
Heather completed her APSC 480 Multidisciplinary Design Project with the Brockville General Hospital, a project focused on HVAC systems and energy efficiency. She was also a Teaching Assistant for APSC 381, Fundamentals of Design Engineering. She is passionate about water management and has recently accepted a position as a consulting engineer in the Toronto area, doing work related to wastewater and storm water.

“APSC is a unique course that encourages students to reach beyond their discipline and the academic environment. It allows students to apply their skills to a real challenge and provide value to the clients we work with.”

“The design stream provided me with the opportunity to develop invaluable skills related to project management, design process and client relations. Many of the things I learned in APSC 381 were a huge asset during past summer internships, and I gained even more from working with the Brockville General Hospital. Having worked on a project like this, I feel more comfortable pushing the boundaries of my discipline and have seen how many aspects of the design process are transferable between disciplines.”

Mark Berkley, Sc’07
Mark was one of the first students through the Multidisciplinary Design Stream and has been involved in APSC 480 projects as a sponsor/mentor since graduation. He currently works for Hatch, where he is the Power Plant Commissioning Engineer on the $5.1 billion Koniambo Ferronickel Project in New Caledonia, an island in the southwest Pacific. He began working with Hatch, a consulting engineering firm, in his APSC 480 project and successfully applied for an entry-level position during his fourth year of undergrad.

“The Multidisciplinary Design Stream was a fantastic opportunity to work with others from different backgrounds and disciplines, such as chemical, electrical, geological and civil engineering.

“Having exposure to industry professionals during my 480 project was very rewarding. I’d always heard the term ‘back of the envelope calculation,’ but I recall sitting in the office of Dr. Bert Wasmund, Sc ’61, M.Sc’63, Ph.D 1966 (U of T), D.Sc’08, Executive Director of Hatch, and watching him calculate on the back of his personal mail the amount of electricity required to replace diesel fuel.

“Although trained as a mechanical engineer, I have spent a greater portion of my time working on chemical processes and designs. With the Koniambo nickel smelter project, I am responsible for taking the constructed equipment and systems, and preparing and then testing them for correct operation.

“Not only has this required me to become familiar with various disciplines, I can’t see how it is possible to work on any equipment, let alone be competent enough to design a process or system, without understanding all of the disciplines.

“Not a day goes by that I am not using my mechanical, electrical, piping, process tasks or a combination thereof.

“A multidisciplinary approach is more than understanding other disciplines. It is about learning to integrate, not just technically, but managerially. I think of engineering as a ‘degree in problem solving,’ and there is no real-world problem that is strictly mechanical, electrical, or process driven. Every situation – whether it involves design, budgets, schedules,
plines in APSC 381, and seven or eight disciplines in APSC 480,” says Strong, adding that between 14 and 20 industry projects typically run per year. “The client return rate, along with the frequent hiring of students from the projects, illustrates how much our corporate partners value the program.”

In addition to creating the Multidisciplinary Design Stream – the focus of the Chair’s first term – Strong and his colleagues in the Faculty of Engineering and Applied Science are creating a design, professional practice and communication “spine” of courses that run throughout the four-year program and touch on all disciplines. These include APSC 100, a first-year professional practice course, and APSC 200, a new faculty-wide second-year course for all engineering students that was rolled out this year. Still under development are the third- and fourth-year parts of the spine. “Our objective is to enhance this spine of courses with excellent experiential opportunities,” says Strong.

One serendipitous outcome of Queen’s focus on design is the emergence of engineering education research by Masters students that is unprecedented in an engineering and applied science faculty. The research generally underlines the fact that mathematics, basic science and engineering science are not the only tools used by a professional engineer.

“Engineering is not any one discipline,” says Strong. “When you leave here, you are not – not for long anyways – a mechanical engineer or an electrical engineer – you’re an engineer. Your job is to find solutions, innovate and add value, and everything you do has to be focused on public safety and societal and environmental impacts. It’s a very challenging thing to do.

“Queen’s, to a great extent, is leading the way. We should be telling the world what we’re doing here.”

Sean Cunningham, right, Sc’12 Mechanical Engineering

Sean recently completed his APSC 480 project on ECG electrode productivity improvement with Covidien in Gananoque. He is considering whether to continue his education or start full-time in an engineering role.

“As our professor, David Strong, pointed out, once an engineering student leaves Queen’s and begins his or her career, they lose their specific designation of mechanical or civil and instead become engineers who can handle any task thrown at them. The multidisciplinary projects in APSC 480 allowed me to gain valuable experience beyond my specific mechanical and materials courses. I feel that I have come out of APSC 480 as a more versatile engineer who has the ability to be thrown into a new and sometimes uncomfortable position and be successful.

Emma Willemsma, Sc’09

Emma graduated from Mathematics and Engineering, Controls and Robotics option in 2009 and is the Test Systems Engineer for Toronto-based Morgan Solar Inc.

“Of all the courses I took at Queen’s, my design courses are the ones I use the most now. These courses teach skills that I will continue to develop for the rest of my career.

“Morgan Solar is developing a brand new technology, and that requires a lot of science. I work alongside some brilliant and very well educated scientists, and my work can be pretty academic. But science alone isn’t enough; the engineering design process is what transforms a back-of-the-napkin concept into an exciting new product. I apply the skills I learned in these design courses to my work every single day. Many of the design tools that I learned, like Failure Modes and Effects Analysis (FMEA), for example, play an important role in our design process. The project management skills that I developed in these courses are invaluable now; I learned everything from how to maintain a schedule using a Gantt chart to how to structure a productive weekly update meeting.

“The multidisciplinary nature of the program is especially valuable for engineers. In my job, I interface with fellow engineers from many disciplines, as well as scientists, accountants, business analysts, suppliers and investors. We all have to work together as a team, and understanding our various roles in that dynamic system is critical to its success and to being a leader. In the multidisciplinary design stream, we learned about interacting with a wide variety of project stakeholders through our interaction with our team members and classmates from other engineering disciplines, our professors and teaching assistants, and our clients. And, because this teamwork was taking place in the context of a course, we had the support and resources we needed to solve problems as they arose and make the process a very positive learning experience.”
Our Campaign Cabinet: Inspired and Inspiring Leaders

This fall will mark the launch of Inspiring Greatness: The Campaign for Queen’s Engineering.

This appeal is necessary, of course, because universities cannot rely on government alone to rise to a new level of excellence. To rise to this new level will require extraordinary alumni support. That support is the difference between a good university and a great university. Our alumni will be essential in setting a clear and stable path for Queen’s Engineering into the future.

What follows is an introduction to our Campaign Cabinet. These 18 committed men and women, all Queen’s Engineering alumni, are dedicating their time and energy to ensure that their Kingston alma mater remains the exceptional institution and experience it has always been: a place of “Renowned Spirit, Unrivaled Excellence.”

The late U.S. President John F. Kennedy said leadership and learning are indispensable to one another, and the noted American management expert Warren Bennis defined leadership as “the capacity to translate vision into reality.” The Complete Engineer asked our Campaign Cabinet for their own thoughts on leadership – what it means, why it matters and which leaders have made a difference in their own lives. Their responses echo, if not the words, then the spirit of Kennedy, Bennis and other leaders who have had a positive influence on their profession and society. Each in their own way has helped to transform a vision into reality – in Canada and around the world – and each acknowledges the role of past and present learning in their lives.

We thank them for their contributions.
Michael Norris,  
Sc’75 (Civil Engineering), Campaign Chair

Michael Norris is a Deputy Chairman of RBC Capital Markets. Following a successful career with Mobil Oil and Gulf Canada, Mr. Norris joined RBC as an investment banker covering a range of companies and industries. From 1992 to 1998, he ran RBC’s Alberta operations and its energy business, returning to Toronto in 1998 as Head of Investment Banking. Subsequently he was appointed Head of Global Banking and a member of the firm’s Operating Committee. Prior to his current appointment, he was Co-head of the firm’s Capital Markets Services division with global responsibility for corporate and investment banking, equity, research, sales and trading. Mr. Norris holds an Hons. B.Sc. degree in Civil Engineering from Queen’s University and an MBA from the University of Western Ontario. He is currently Chairman of the St. Michael’s Hospital Foundation Board of Directors.

“Leadership is all about passion, integrity and the ability to relate to and influence your peers. The key to leadership is treating people the way you expect to be treated – with respect, Queen’s Engineering is a unique environment that attracts well-rounded students and provides the environment and opportunities for them to develop their leadership skills. Queen’s consistently graduates leaders in engineering, business, academics and government – a result of the ‘secret sauce.’” — Michael Norris

Greg Bavington,  
Sc’85 (Mechanical Engineering)

Greg Bavington is the former President and CEO of KN Rubber LLC. He serves on the Board of Directors of several private companies, income trusts, trade associations and not-for-profit organizations. He is an elected member of Queen’s University Council and an alumnus of the Queen’s Engineering Society Board of Directors. His career has included various engineering positions at General Motors of Canada and at Hatch. Mr. Bavington is an avid cyclist, sailor and minor hockey coach. He graduated from Queen’s Mechanical Engineering in 1985, and is a licensed Professional Engineer in Ontario.

“Without a doubt, it is our society’s past and present leaders who have contributed most to the quality of life that we enjoy. And without a doubt it will be our future leaders who will meet the challenges of maintaining and improving quality of life for our descendants. As such, there is no better investment than in our future leaders. And, as in the past, it is certain that many of them will be graduates of Queen’s Faculty of Engineering and Applied Science.” — Greg Bavington

Gordon Bell,  
Sc’80 (Mining Engineering)

Gordon Bell is Managing Director and Head of the Global Mining and Metals Group of RBC Capital Markets, based in Toronto. In addition to this role, Gordon manages relationships for many of the firm’s North American and international mining and metals clients. He has extensive experience in providing advisory services regarding debt and equity financing, mergers and acquisitions, and corporate strategy. In 1995, Mr. Bell took a leave from RBC Capital Markets for a position as Chief Financial Officer of a Denver-based precious metals company, where he was responsible for the firm’s commercial and investment banking activities, mergers and acquisitions, strategic and financial planning, accounting, and financial reporting. He rejoined RBC Capital Markets in 1999.

Before joining RBC Capital Markets in 1989, Mr. Bell worked as a consulting Mining Engineer to prepare mineral reserve estimates, mine plans and feasibility studies, and also worked in contract mine development. He received a Bachelor of Science in Mining Engineering from Queen’s University and an MBA from Washington University in St. Louis.

“There are many aspects to leadership, but my philosophy can be summarized as: set an example for others; always do the right thing; make the tough decisions; and put the interests of the team ahead of your own.” — Gord Bell
Robert Buchan, MSc’72 (Mining Engineering)

Born in Aberdeen, Scotland, and raised in Rosyth, Fife, Scotland, Robert Buchan graduated with a B.Sc. (Hons.) degree in Mining Engineering from Heriot-Watt University in Edinburgh in 1969. Two years later he obtained a Masters in Mining Engineering from Queens University.

In 2009 he donated $10 million to Queens, the largest single donation to mining education in Canadian history. In September 2010, Buchan donated £1.3 million to his Scottish alma mater to fund its work on sustainable energy engineering, the largest donation the university has ever received from an individual. He has also donated £650,000 to help establish the Whitlock Energy Collaboration Centre at Carnegie College in Fife, believed to be the largest single private individual donation to a Scottish college since the time of Andrew Carnegie.

From 1971 to 1974 Mr. Buchan worked as a Design Engineer at Joy Manufacturing, then as a Securities Analyst at A.E. Ames from 1974 to 1978 and at BBN from 1978 to 1984. He participated in the formation of CMP Funds, serving as its President from 1984 to1988, and also participated in the creation of Dundee Bancorp in 1987 and served as its Vice-Chairman until 1994. During that period he ran the merchant banking division, DCC Equities. In 1994, he left Dundee to form Kinross Gold Corporation, acting as that company’s CEO from 1993 to 2004. The next year he started Katanga Copper Company and served as that company’s Chairman until 2007, when he formed Allied Nevada Gold Corporation. He has served as that company’s Chairman since its inception. Throughout Mr. Buchan’s career he has served on numerous boards of resource companies, and served as Chairman of Quest Capital.

He has served on the foundations of Sunnybrook Hospital, the Art Gallery of Ontario and chaired a capital campaign for the Canadian National Institute for the Blind (2005-2007). He was elected to the Board of Trustees of Queen’s University in 2011 and is a director of the Buchan Family Foundation, which is involved in a number of philanthropic causes and campaigns.

“Leadership can be described in many ways, but for me it’s how you deal with mistakes. Nobody who has been successful has done so without encountering them. And no one attains success or develops leadership skills without acknowledging the mistakes, solving them and finally learning from them.” — Bob Buchan

Martha Garriock, Sc’00 (Mathematics and Engineering)

Martha Garriock accelerates strategy into action through collaborative, creative and transparent leadership. She is a dynamic innovator with a proven ability to kick-start new business ideas. As a Senior Manager at Cisco, Martha manages Cisco’s support troubleshooting tools, develops Cisco’s support externalized web services and mobile strategy, and leads the support website’s business strategy.

Ms. Garriock has a degree in Mathematics and Engineering from Queen’s University. She is an accomplished amateur athlete, having completed a half-Ironman triathlon, two marathons and countless half marathons. She is an active volunteer, both with the Junior League of Toronto and Queen’s Young Engineering Alumni (QYea!). She is the current chair for QYea! Toronto. In 2010 she also launched a website (www.marthasdare.com), in which she uses her coaching, wisdom and experience to inspire her global audience to pursue their dreams.

“I didn’t realize until after I graduated that my experience at Queen’s provided me the perfect playground to test and grow my leadership skills. In particular, in my fourth year I did a design project with METU University in Ankara, Turkey, where we had to research and design a robot using only email, instant messaging and very early voice-over-IP to communicate. Little did I know that my role at Cisco would require me to use all of those skills each and every day, Queen’s gave me the edge on how to lead, influence and innovate in the global, virtually-connected environment that we all live in today.” — Martha Garriock
Read Gomm, Sc ’83 (Mechanical Engineering)

Mr. Gomm is a Senior Managing Director at Evercore Partners in London, England. Evercore is a leading independent corporate finance advisory firm, where Read specializes in advising on mergers and acquisitions and capital raising for utilities, infrastructure and renewables companies as well as financial investors, including pension funds, sovereign wealth funds and infrastructure funds. Mr. Gomm graduated from Queen’s University in 1983 with a Mechanical Engineering degree and has an MBA from the London Business School. He has also worked at Schroders, Citigroup and Lexicon Partners in London and Hong Kong and in the Canadian oil industry.

“Queen’s Engineering provided me and my classmates with invaluable lessons of the importance of hard work, strong analytics, how to practically approach and solve problems, and maintaining a sense of humour in the face of adversity. These are important skills for any professional to take through their career, whether technical, managerial or financial.”

—Read Gomm

Evan Hazell, Sc ’81 (Chemical Engineering)

Mr. Hazell recently retired from investment banking. During his 20 years in the industry he completed a wide range of mergers and acquisitions and financing assignments for both domestic and international oil and gas clients. Previously, Mr. Hazell spent ten years working as a Calgary-based Petroleum Engineer.

In addition to his professional activities, Mr. Hazell serves as a Director of a number of not-for-profit organizations, including Calgary Opera, the Centre for Affordable Water and Sanitation Technology, and the Calgary YMCA.

Mr. Hazell holds engineering degrees from Queen’s University and the University of Calgary, and an MBA from the University of Michigan. He is a Professional Engineer in the Province of Alberta.

“I have been very fortunate to have worked with and been inspired by some great business leaders over my career. These individuals provided a living example of what could be accomplished through hard work, dedication and the setting of ambitious goals. In every case, their accomplishments were not restricted to business; they were also very effective and involved in their communities, giving of their time, experience and capital. That balance of business and community effort is what I truly admire.”

—Evan Hazell

Greg Heath, Sc ’96 (Geological Engineering)

Mr. Heath is a Managing Director in the RBC Capital Markets energy investment banking group and is responsible for senior client relationships within the oil and gas sector. He is a Professional Engineer and has 16 years of experience in the petroleum industry, with prior experience as a Reservoir Engineer and as a Research Analyst at a Canadian bank-owned investment dealer covering the integrated producers and oil sands sectors. On behalf of the Society of Petroleum Evaluation Engineers and in conjunction with the Alberta Securities Commission, Mr. Heath has served as primary author for industry guidelines on the evaluation and assignment of reserves and resources for coal-bed methane and oil sands. He has also been qualified by the Alberta Court of Queen’s Bench as an expert witness in matters relating to oil sands, oil sands valuation, and upgrading and refining.

“Through interviewing and hiring, both within engineering and capital markets, it has been my experience that Queen’s produces a disproportionate number of successful leaders. I think that the spirit, quality and reputation of Queen’s attracts motivated and ambitious students, and that the environment and curriculum of Queen’s promotes independent thought and leadership. It’s a fantastic combination, one that has turned Queen’s into one of Canada’s best incubators for tomorrow’s leaders.”

—Greg Heath
Tom Kennedy, Sc’73 (Mining Engineering)

Tom Kennedy is a founder and Managing Director of Kensington Capital Partners. He serves on the advisory boards of several private equity funds and on the Board of Directors of Crestline Coach Ltd., Lise Watier Cosmétiques Inc. and the Regent Park School of Music (RPSM) Foundation.

Mr. Kennedy’s experience includes ten years in operational and management positions with Consolidation Coal Co. and the Alberta Energy Company. He has investment banking experience as a Managing Director with Bunting Warburg, Lancaster and TD Securities. He was Chairman of the RPSM and a Director of the Toronto Central Local Health Integration Network (LHIN), Loft Community Services, Triax Growth Fund and several public companies.

Mr. Kennedy holds a B.Sc.(Mining Engineering) degree from Queen’s University and a D.B.A. from the University of Edinburgh. He is a Professional Engineer.

“Leadership involves a lot of different skills. Leaders lead by example, so they must have demonstrable skills. Leaders lead from behind, so they need the psychological capabilities to motivate and encourage a group of individuals to be a team and win. Leaders know how to lose and how to win… and they know how to galvanize their colleagues around an issue. They can inspire and they can be critical, and in doing so they can empower people to outperform. From the greasepole to the pub, to the all-nighters with assignments, to the goodbyes to those who pulled out and the support of those who needed help, to the wins and losses in all different pursuits, to the iron ring, and the first reunion, to the warm greeting 30 years after the last time two Queen’s engineers were together… there is no better leadership training offered anywhere than Queen’s.”

— Tom Kennedy

Tim Kitchen, Sc’86 (Chemical Engineering)

Tim Kitchen is Managing Director and Head of Investment Banking in Canada for Barclays Capital. In this role he oversees the firm’s Calgary and Toronto investment banking teams.

Prior to joining Barclays Capital, Mr. Kitchen was Head of Lehman Brothers’ Calgary Investment Banking office and coordinated the firm’s coverage of Canadian Energy and Natural Resources clients.

From 1990 to 2007, Mr. Kitchen was a Managing Director at CIBC World Markets, where he specialized in energy investment banking. Prior to 1990 he spent two years at Shell Canada as a Reservoir Engineer.

Mr. Kitchen has extensive advisory and financing experience in the oil and gas sector. His notable transactions include: Sinopec’s $3 billion acquisition of Daylight Energy; Mitsubishi’s $2.9 billion joint venture with Encana; Encana’s separation into an integrated oil sands company and a high-growth natural gas producer (combined Total Enterprise Value of $55 billion); Cenovus Energy’s US $3.5 billion senior notes offering; Athabasca Oil Sands Corp.’s $1.9 billion joint venture with PetroChina; a $3.2 billion secondary offering of Petro-Canada shares by the Government of Canada; the Royal Dutch Shell plc acquisition of a minority stake in Shell Canada; and AEC’s merger with PanCanadian, which formed Encana Corp. with a market capitalization of $25 billion.

Mr. Kitchen has a B.Sc. (Hons.) degree in Chemical Engineering from Queen’s University and an MBA (with distinction) from York University.

“The best executive is the one who has sense enough to pick good men (or ladies) to do what he wants done, and self-restraint to keep from meddling with them while they do it.”

— Theodore Roosevelt

THE COMPLETE ENGINEER 13
Julie Lassonde,  
Sc’96 (Civil Engineering)  

Ms. Lassonde is the CEO and Executive Chairman of Shear Diamonds Ltd. She has been a Director of Bison Gold Exploration Inc. since October 3, 2011. Ms. Lassonde has over 14 years of experience in various financial and engineering fields, including work as a Civil Engineer with SNC-Lavalin and investment banking experience with Macquarie Bank Ltd. in Australia and the U.S.A. Ms. Lassonde holds a degree in Civil Engineering from Queen’s University. She is also a board member of the Canadian Engineering Memorial Foundation, sits on the board of the fundraising committee for the Queen’s University Engineering Campaign, and is a member of the Advisory Board for Civil Engineering at the University of Toronto.

Susan L. Riddell Rose,  
Sc’86 (Geological Engineering)  

Ms. Riddell Rose is President and Chief Executive Officer of Perpetual Energy Inc. through the corporate conversion of Paramount Energy Trust. Ms. Riddell Rose graduated from Queen’s University with a Bachelor of Science in Geological Engineering in 1986 and has more than 25 years of experience in the Canadian oil and natural gas industry. She began her career as a Geological Engineer with Shell Canada. From 1990 until 2002 she was employed by Paramount Resources Ltd. in various capacities that culminated in the position of Corporate Operating Officer. She has been a Director of Paramount Resources Ltd. since 2000. Sue also sits on the Board of Directors of Newalta Inc. and is a member of the Association of Professional Engineers, Geologists and Geophysicists of Alberta; the Canadian Society of Petroleum Geologists; and the American Association of Petroleum Geologists. She is also a Governor of the Canadian Association of Petroleum Producers.

Ms. Riddell Rose is actively involved with not-for-profit organizations, including the 2011 Campaign for the United Way of Calgary, the Premier’s Council for Alberta’s Promise, the Patrons Council for UNICEF Canada, the Queen’s University Centre Cabinet Committee, the Hotchkiss Brain Institute Community and Partners Advisory Committee, and Ronald McDonald House Southern Alberta.

“Living a life according to the 4 P’s – Passion, Possibilities, Pursuit of Excellence and Perseverance – turns dreams into goals … and then into reality.” — Sue Rose
Andrew Shaughnessy, Sc’97 (Chemical Engineering), LLB’91

Andy Shaughnessy is a partner in Litigation and Dispute Resolution Practice at Torys, an international business law firm, where he focuses on complex patent and trademark infringement matters for a variety of clients. Mr. Shaughnessy is also a well-known speaker and author who serves on the editorial board of Commercial Litigation Review and is a co-author of Canadian Patent Act Annotated. He is an adjunct professor at the University of Toronto Faculty of Law, where he oversees the school’s participation in the Harold G. Fox Intellectual Property Moot competition. Aside from his law practice, Mr. Shaughnessy is a fitness, running and cycling enthusiast. He enjoys winters in Toronto and summers by the lake in Muskoka with his wife, Andrea Feltham (ArtSci’88), and daughter, Brooke.

“My favourite quotations are those of my late father, Reginald Shaughnessy, a Chartered Engineer from the U.K.:

’Now that we’re down this deep, we’re not coming up until we blast,’ which serves as an encouragement to stick with it and get the job done.

On listening: ‘Use your eyes, your ears and your mouth in the proportion that God has given them to you.’

On delegation: ’You don’t buy a dog and bark yourself.’

On relationships: ‘Two people should come together and leave the moment each feeling better about the other person and themselves.’” — Reginald Shaughnessy

Mike Serbinis, Sc’96 (Engineering Physics)

Mike Serbinis’s vision for an open, global electronic reading service was the inspiration for the Kobo e-reader device. Kobo was founded in December 2009, and after a year of explosive growth was named “one of the three powerhouses in e-reading” by Time magazine.

Mr. Serbinis started his career as a Rocket Scientist at NASA and Engineer at Microsoft before heading to Silicon Valley to help launch one of the first search engines, Zip 2, which was sold to AltaVista for $300 million. He was also the founder and Chief Technology Officer of DocSpace, a business-to-business web service that enables teams to collaborate in a secure environment from anywhere in the world. In 2000 DocSpace was sold to Critical Path for $580 million, while Michael remained on as the Chief Technology Officer and Executive Vice President of Marketing. After growing Critical Path to manage one-third of the world’s email, Michael moved back to Canada and joined the Indigo team in 2006, taking the reins as EVP and CIO. He is currently the CEO of Kobo.

Mr. Serbinis holds a Bachelor of Science degree in Engineering Physics from Queen’s University and a Master of Science degree in Engineering from the University of Toronto.

“"Above all, being successful in any venture is about having the will to succeed – the will to get up when you are knocked down, the will to stand up and fight against all odds and win."” — Michael Serbinis

THE COMPLETE ENGINEER 15
Barry Stewart, Sc’64 (Engineering Physics)

Barry Stewart spent almost 40 years in the petroleum industry with Imperial Oil, Petro-Canada and Suncor Energy, retiring from the latter as Executive Vice-President in 2001. Mr. Stewart is a Professional Engineer, with an engineering degree from Queen's University and business diploma from the University of Western Ontario. Over the years he has served on the boards of many industry associations, professional societies, not-for-profit groups and industrial/research organizations. Mr. Stewart currently chairs the board of Nevalta Corporation and is a board member of Pengrowth Energy. He recently retired as the founding Chair of the Center for Affordable Water and Sanitation Technology (CAWST), a not-for-profit engineering and education organization that brings water solutions to the world’s poorest, underdeveloped regions. He spends his time between Calgary, Canmore, Victoria and Arizona. He has written two books: Across the Land... a Canadian Journey of Discovery, a reflection on the people, places, history and idiosyncrasies of Canada, and Drake’s Dilemma, a historical novel that is based on the exploits of Sir Francis Drake and the historical speculation that he was the first European adventurer to actually explore the Pacific coast of Canada.

“Strong leaders create a vision, define a strategy and empower their organizations to deliver results with integrity. Poor leaders try to manage details, control their people and stifle creativity (which they often call dissent).” — Barry Stewart

Kim Sturgess, Sc’77 (Engineering Physics)

A Professional Engineer, Kim Sturgess is the founder and CEO of Alberta WaterSMART, a not-for-profit water management services organization. Having served as the CEO of several technology-based companies during her career, she has extensive experience in technology startups and technology management and in oil and gas, pipelines, and industrial products and services. In addition to serving on the boards of her own companies, she serves on the boards of CCI Thermal Technologies in Edmonton, the Calgary Airport Authority, the Canadian Academy of Engineering and the Council of Canadian Academies. She has also served as a Director of Pressure Pipeline Inspection Company, the Alberta Water Council, the Canadian Chamber of Commerce, the National Research Council, the Association of Professional Engineers, Geologists and Geophysicists of Alberta, Alberta Innovates: Energy and Environment Solutions, the Alberta Economic Development Authority, Queen’s University, and the Calgary Science Centre. She has been recognized with the YWCA Women of Distinction award, the Consumers Choice Business Woman of the Year in Calgary, the Global Woman of Vision Award, Queen’s University’s Distinguished Service Award and Alumni Achievement Award, and the Alberta Centennial Medal. In 2007 she was named as one of Canada’s Top 100 Most Powerful Women.

“The Queen’s leader who inspired me to know myself and contribute to society was Chancellor Agnes Benedickson. Agnes was brilliant, courageous and always first a Queen’s woman. I will always treasure her vision and guidance.” — Kim Sturgess
Mary Ann Turcke, Sc’88 (Civil Engineering)

Mary Ann Turcke leads Bell Canada’s Field Operations, reporting directly to the CEO. Heading a team of about 10,000 technicians, internal service representatives and managers, she is responsible for the delivery of telecommunication services to all of Bell’s residential and business customers.

Ms. Turcke’s key challenge is to ensure the cultural transformation of a heavily unionized environment from one of confrontation and entitlement to one of urgency and customer focus. Missed appointments, satisfaction with technicians/representatives, cycle time and productivity are the key measures that define success.

Ms. Turcke has previously served as Bell’s Vice President, Customer Experience and Operations – Small Medium Business (SMB), where her team provided support for all SMB customers through various call centres, technical help desks and dedicated service consultants.

Ms. Turcke graduated from Civil Engineering at Queen’s University in 1988 as a top-five student and began her career in the construction industry, designing and building roads and bridges for Ontario’s Ministry of Transportation. She also holds a Masters in Engineering from the University of Toronto and a Masters in Business Administration from Queen’s University.

After earning her MBA, Mary Ann worked with A.T. Kearney Management Consultants, working primarily with clients in the railroad industry. She left A.T. Kearney to become Vice President of Operations & General Manager (Canada) for Internet Pictures Corporation (iPIX), a technology firm based in Palo Alto, California. She has also held various executive operations roles in a number of small outsourcing and software development startup companies.

In November 2009 and again in 2010, Mary Ann was added to Canada’s Most Powerful Women Top 100 list for her accomplishments in her management roles, vision and leadership, corporate performance, and community service. She is also a member of the Advisory Board of the Queen’s School of Business.

“Courage is one of the most endangered leadership characteristics in business today.”
— Mary Ann Turcke

Jeff van Steenbergen, Sc’77 (Civil Engineering)

Jeff van Steenbergen is a co-founding and General Partner of KERN Partners, a Calgary-based energy sector private equity firm. Before jointly establishing the firm, he held a senior role in energy investment banking with JP Morgan. Mr. van Steenbergen has been active in the North American and international energy sector for close to 35 years and has a wide range of experience in oil and gas and energy infrastructure as a private equity investor, investment banker, and through operating and operations management roles with ExxonMobil (Mobil) and Schlumberger.

His education includes a Bachelor of Applied Science (Honours) in Civil Engineering from Queen’s University and an MBA in International Business and Finance from Dalhousie University. He also attended a series of Executive Programs at Stanford, Harvard and INSEAD focused on strategy, finance and corporate governance.

His outside activities and interests include ocean kayaking and cycling. He also is committed to a number of Canadian philanthropic and education initiatives. Mr. van Steenbergen and his wife, Kim, live in Calgary and have three adult children, Paul, Jenna and Nichole.

“Exceptional leaders bring unique vision, determination, passion, values and integrity to setting the path forward. The Queen’s experience challenges individuals to develop as leaders – in business, the community and in life.”
— Jeff van Steenbergen
Alumni Events

The Dean and the Advancement team have been eagerly hitting the road to connect with alumni. Here are photos of just a few events.

February 2012: A celebration on campus to recognize the generous donation by Evan Hazell, Sc’81, to create an endowment in Chemical Design and Innovation in honour of his parents.

From left to right:
Dr. John Hazell, Arts’55, MA’56, Professor Scott Parent, the first Hazell Research Professor in Chemical Design and Innovation,
Mary Hazell (nee Gibbs), NSc’56, Dr. Kimberly Woodhouse, Dean of Engineering and Applied Science, and Evan Hazell, Sc’81.
A Tea was held at Summerhill on September 26, 2012, to celebrate the establishment of the Donald and Joan McGeachy Chair, which will contribute both nationally and internationally at the frontiers of biomedical engineering research.

Top row, from left to right:
VP Advancement Tom Harris, Dr. Tim Bryant, Donald and Joan McGeachy Chair in Biomedical Engineering, Principal Daniel Woolf, Bruce Smith, Neil McGeachy, Dr. Kevin Deluzio

Bottom row, from left to right:
Dean Kimberly Woodhouse, Joan McGeachy, Lynne Sinclair-Smith

Clark Hall Pub celebrated its 40th anniversary in October 2011. In attendance were Brian Sterling, Sc’74, with recent Pub managers.

Consul General Cassie Doyle hosted Queen’s alumni at Canada House in San Francisco in February 2012.

Beatrice (Trixie) Schultz, Sc’87, reminisces with VP Advancement Tom Harris.

Consul General Cassie Doyle accepts a thank you gift from Principal Woolf and Branch President, Colin Finn, Sc’82.
An alumni reception was held in Ottawa on September 21, 2011.

Sheila and Robert Murray (right) with Dean Woodhouse and Kent Novakowski, Department Head, Civil Engineering, at the Ottawa Reception.

Enthusiastic alumni in Houston, Texas, join Dean Woodhouse at a reception hosted by Theresa Redburn, Sc'85, and her husband, Mike Lowell.

Damasdy Sculpture Dedication

Gunnar Heissler speaks at the dedication ceremony.

Engineering sculpture finds new home at Queen’s

In the early 1970’s, Gerry Granek and Jack Chisvin, principals of the ECE Group, commissioned artist Julius Damasdy to create a sculpture for their Toronto office that reflected on nature and technology and the contributions engineers have made to humanity. The sculpture had to be respectful of nature while depicting progress, and it had to be made of common native materials found in Ontario. The sculpture attracted many visitors and admirers.

ECE Group was acquired by Conestoga Rovers & Associates in 2003, and since then the sculpture has not had a permanent home. Gunnar Heissler, a consulting engineer and former President of the ECE Group in Toronto, made it his mission to find it one.

On February 2, 2012, there was a dedication ceremony for the sculpture in its new home in the atrium of Queen’s University’s Beamish-Munro Hall. Among those present at the unveiling were Dr. Kimberly Woodhouse, Dean of the Faculty of Engineering and Applied Science, Associate Dean Dr. Brian Surgenor, Mr. Heissler and his wife, Pauline, Gerry Granek’s daughter Barb and her husband, Ernie, their son David and Barb’s nephew David.
Queen’s Young Engineering Alumni, or QYea!, is an initiative focused on developing a thriving community of young engineering alumni in Toronto. It started in early 2011 at the suggestion of Mike Norris, Sc’75 and Chair of the Engineering Campaign, who developed a similar group for the St. Michael’s Hospital Foundation. Martha Garriock, Sc’00, was asked to take the lead and now serves as the founding Chair of the QYea! team.

Queen’s provides a unique university experience by offering world-class education, taught by leading professors, in a tight-knit environment where students know most of their class personally. The purpose of QYea! is to establish a similar sense of peer connection through an alumni group for recent engineering graduates. Another goal is to enhance alumni relationships with Queen’s and provide opportunities for professional development of its members.

“There was a desperate need for a forum to connect young engineering alumni,” says Garriock. “We’re preparing to welcome the class of 2012, and some of them have already started to participate.”

The demand for QYea! events has been strong. For instance, in February QYea! hosted a highly successful Career Day at Cisco Canada’s Toronto office. Over 40 young alumni and 15 speakers participated in interactive conversations about careers and professional development. In one session called “Now What?”, Kevin Seto, Sc’99, provided tips and tricks to help new engineers succeed in their first job. David Masotti, Sc’85, and Michele Romanow, Sc’06, hosted a session on entrepreneurship, which they concluded with a prediction that next year QYea! would have over 100 participants. (“Be ready!” they advised.)

The day wrapped up with cocktails and networking at Jump.

QYea! was at Iron Ring 2012. Watch for news about its fall 2012 Welcome Event. For more information visit www.qyea.ca, like them on Facebook at www.facebook.com/qyea.to or connect directly at qyea.to@gmail.com.
Without Queen’s, where would you be …?

Where would Queen’s Engineering be without you?

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Today’s knowledge- and technology-based economy requires leaders and innovators whose knowledge and practical skills must exceed those of previous generations. As always, students must learn and understand the fundamentals of their discipline. But more and more, they need grounding in leadership, teamwork, innovation, managing risk and strategic thinking for a global marketplace. To a greater extent than ever before, they must also be aware of the social, cultural and environmental contexts in which they and their companies operate.

In light of these demands, Queen’s is further developing its programming to prepare our student engineers to become creative, technically savvy professionals who are ready, willing and able to tackle challenging, multifaceted engineering projects anywhere. We already do a great job at this – but we want to do better.

To reach as high as we’re aiming, we need your help.

More than 17,000 engineers now proudly call themselves alumni of Queen’s University. They include industry leaders, outstanding entrepreneurs and award-winning contributors to society in Canada and around the world. Many of them have demonstrated leadership by investing in future generations of Queen’s Engineers through their generous support of the Faculty of Engineering and Applied Science.

Opportunities abound for alumni and friends who wish to contribute to the present and future excellence of a Queen’s Engineering education. By taking advantage of these opportunities, you’ll help provide a distinctive, consistently rewarding learning experience for our exceptional student community.

Are you involved in an intriguing or unique initiative that a student could be involved in? Possess corporate insight that could benefit our students? Are you interested in supporting innovative programming, the student experience, excellent teaching and research, and/or revitalized infrastructure?

The Development Team at the Faculty of Engineering and Applied Science is a dedicated and experienced group eager to help Queen’s alumni remain connected and involved with their university. We invite you to ask us how you can make a difference for our engineering leaders of tomorrow.