Laws of Happiness
Marilyn Poitras is teaching a new class this year in the College of Law, one that explores how the profession of law affects the people who work in it and whether the words law and happiness can ever be said in the same sentence without being oxymoronic. Read the story about the relationship between law and happiness on Page 5.

Looking ahead to 2014-15
Detailed operating budget in the works for next year
COLLEEN MACPHERSON

With the announcement March 19 that the provincial government will increase the University of Saskatchewan’s operating grant for 2014-15 by the requested two per cent, to $326 million, work now begins on figuring out exactly what that means for the coming year.

On budget day, the university received a letter from the Ministry of Advanced Education outlining the government’s contributions to its operations in 2014-15, explained Jacquie Thomarat, acting director of budget strategy and planning in Institutional Planning and Assessment (IPA). The next step is “to analyze what we got and what we didn’t get, and all of that will be plugged into our detailed operating budget that's going to the Board of Governors for approval in late May.”

On March 19, President Ilene Busch-Vishniac said in a media release the grant increase was “a clear message that they (the provincial government) recognize the value of post-secondary education to the economic vitality of Saskatchewan.” The grant increase is welcome news “but our work towards building a financially sustainable university remains,” she said.

Thomarat noted the grant increase for the U of S was particularly welcome in light of a slight decrease in the province’s overall spending for the coming year.

In addition to the base operating grant, the government committed continued support to various initiatives in the Colleges of Medicine and Nursing, to financial assistance for students, and to the operation of the Health Sciences Building and VIDO-InterVac.

Thomarat said many people will be involved in discussing the implications of the grant increase, including the president, provost and vice-president financial and resources along with representatives from IPA and Financial Services Division. “We’ll also be working closely with the ministry to understand the 2014-15 fiscal year’s funding in detail,” she added.

The base operating grant increase matches what the university asked for in its annual operations forecast and is what the president described as a “pragmatic and rational expectation” when she discussed the budget with Council March 20.

The challenge in preparing the detailed budget, said Thomarat, “is that right now, we know our actual results for the third quarter of 2013-14, what we’ve projected for expenses for 2014-15 and our funding for the coming year from the provincial government.” The rest involves making estimates about things like how much salaries and benefits will increase due to collective agreement settlements, what the electric bill will be and how much university investments will earn, all a year in advance.

But Thomarat pointed out that even with the two-per-cent grant increase, the budget projection for 2014-15 included in the operations forecast showed a $14.5-million deficit for the coming year. The reason is projected cost increases are about four per cent overall but, as in the past, the deficit will be addressed “by managing our operations over the course of the year” through permanent and one-time adjustments, she said. It is an approach that has proved successful, “annually we’ve made concerted efforts to balance the budget and that’s a good thing.”

In addition to balancing the annual operating budget, the university remains committed to achieving $44.5 million in permanent savings in its operations by 2015-16, she said. “That’s the target approved by the Board of Governors to ensure we achieve ongoing financial sustainability.”

More budget information will be provided to the campus community once the analysis is complete, said Thomarat, but budgeting is a never-ending exercise. “I’m already thinking about 2015-16.”
The University Bookstore has opened its first branch outlet and set it up specifically to serve people involved with the health sciences.

The 400 sq-ft Health Sciences Bookstore opened its doors on the main floor of E Wing March 19 with shelves already stocked with resources for students, staff and faculty visiting and working in the Health Sciences Building as well as those associated with Royal University Hospital (RUH). The outlet has been in the works almost since plans for the building were drawn up, said Martin Gonzalez De Souza, associate director of Consumer Services.

“We're very excited to be in the new building,” said De Souza. “Conversations started very early on in the building process and the Bookstore saw this as a fit for its operation. It's also a great opportunity to connect with health professionals who are part of RUH.”

The outlet will stock texts and resources relating to health sciences, lab coats and some U of S-branded clothing, assorted school supplies as well as some grab-and-go food items.

De Souza said Bookstore representatives met with the Health Sciences Student Association and the staff and faculty from the colleges located in the building about what the store should stock. The selections will be refined based on continued feedback from store users. He added the store hours—currently 8 am-4:30 pm—may also be adjusted depending on the needs of the clientele.

And taking shape just down the hall from the Bookstore will be the newest university-owned Tim Hortons franchise. Expected to open this spring, the outlet will have a large seating area as well as full kitchen facilities. De Souza said the kitchen will prepare donuts, muffins and cookies for the Health Sciences outlet as well as other Tim Hortons stores across campus. The store will also have longer-than-usual hours to serve both the building and the hospital.

Martin Gonzalez De Souza, associate director of Consumer Services.

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**NEW TO US**

Christopher Eskiw

Can we eat and how much we eat affect how long we live?

Yes, said Christopher Eskiw, assistant professor of food and bioproducts science. But why this is true is an extremely complex question, the answer to which is locked within our genes and how they are affected by environment and diet.

For example, research shows that caloric restriction—eating a nutritious diet with fewer calories—is good for you.

“There is a large accumulation of research showing that when you restrict calories, you increase not only life span but health span,” Eskiw explained. A native of Fort McMurray, Eskiw did a bachelor's degree at the University of Alberta before coming to the U of S to finish his master's. Doctoral studies took him to the University of Toronto. He did postdoctoral fellowships at England's Oxford and Cambridge Universities, then took up a position in London.

After 10 years away, Eskiw felt the pull of his home. Research funding opportunities were better in Canada, Saskatoon is his wife's hometown, and he had fond memories of the U of S from his graduate studies. He arrived at the College of Agriculture and Bioresources in July 2013.

“One of the things I remember about the U of S that has held true is they want you to succeed,” Eskiw said. “They're really supportive and want you to do well.”

Nutrigenomics, a field that examines the interplay among diet, genes and environment is Eskiw's specialty and his passion.

“It wakes me up in the morning and it keeps me awake at night,” he said. “What I'm doing, I don't really consider this a job. This is what I love, and I'm very fortunate to be doing it.”

It's an enthusiasm Eskiw hopes to impart to his students.

“I get really excited about what I'm doing. If I can pass on that kind of enthusiasm to my students, it's good for you.

To learn more or to register, call 306.966.5539 or visit ccdc.usask.ca

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**Innovation funding**

Nine U of S research projects including the life science beamline for x-ray absorption spectroscopy (BioXAS) at the Canadian Light Source (CLS) synchrotron will receive a total of $2.1 million from the provincial government’s Innovation and Science Fund.

It was announced March 18 that the BioXAS will receive $1.3 million of the total to investigate the molecular form and microscopic location of metals in biological systems. This will enable researchers to study the role of metals in brain diseases like Alzheimer’s, better understand how to treat deadly effects of toxic elements such as mercury and develop new drugs to treat cancer.

In a media release, Karen Chad, vice-president of research, said the funding will not only continue to build the reputation of the CLS as a centre for life sciences research but will be used to address various challenges in agriculture, energy production and environmental research.

The Innovation and Science Fund supports research at Saskatchewan’s universities, colleges and research institutes on projects receiving approval and matching funding from the Canada Foundation for Innovation.

In Memoriam

Gerald C. Zoerb, Engineering, Feb. 1

Morris E. Sebulsky, Agricultural Engineering, Feb. 4

Katherine A. (Kathy) Gerwing, College of Medicine, Feb. 24

Terrance Toftelson, Dept. of Soil Science, Feb. 24

Dr. Chaturbhuj Singh Sisodia, Veterinary Medicine, March 22
Tuition, TransformUS questions dominate public board session

Members of the university’s Board of Governors took the opportunity to describe their role in institutional governance, commit to listening to students and reiterate their accountability during their annual public session in March 18 in Convocation Hall. In her opening remarks before a crowd of about 100 people, chair Susan Milburn stressed that in the university’s tricameral governance system, the board does not manage day-to-day operations but does set the strategic and long-term financial direction of the institution. The focus, she said, is always on financial sustainability to ensure the U of S “will be around serving Saskatchewan for another 100 years.”

Ongoing monitoring of the university’s financial situation is a key role of the board, said Milburn, who added a lot of attention is paid to risk factors “that may prevent us from delivering on our strategic objectives.” She said the top five risks for the U of S are increasing research success, student recruitment, funding for priorities, recruitment of faculty and staff, and the level of Aboriginal engagement. Board decisions are not always easy, she said, but “they are always in the best interests of the university.”

Before allowing questions from the floor, various board members described the work of standing committees of the board, and Blaine Flavel spoke about the Gordon Oakes-Red Bear Student Centre currently under construction. Describing the design by Douglas Cardinal, Flavel said the building will “be spoken about in the future with the same respect as the Thorvaldson Building. It will be one of the landmark buildings of this university.”

A number of questions were raised about various aspects of TransformUS. Milburn said the board reviewed the plan for program prioritization, asked hard questions of senior administration and determined it was “a reasonable way to get from point A to point B.” The board continues to support TransformUS but Flavel admitted “irrespective of what model we developed, not everybody would be happy.”

Responding to questions about specifics in the TransformUS task force reports, Vice-chair Greg Smith reminded the audience no decisions have yet been made and said the board, along with its “governance partners”—Council and Senate—will have the chance to critique the implementation plan.

Claire Card, a professor of large animal clinical science, asked “if there will be consequences” should TransformUS not turn out well, “if enrolment declines or if faculty flee.” Smith replied he expects “full accountability, for ourselves and for our administration team.”

There were a number of questions about the recently announced tuition increases for 2014-15. Jordan Sherbino, vice-president of academic affairs with the U of S Student’s Union, said the expectation deans will talk with tuition with their students “only happens in theory” and as a result, student perspectives are not being shared with decision-making bodies. He asked the board how it plans to rectify this in the future. David Dubé responded, saying only with all relevant information can there be “an open and honest debate at the board. We need every shred of information and we will ask administration to ensure these conversations with deans are happening.”

President Ilene Busch-Vishniac added she will follow up on Sherbino’s question to ensure student comments “are making it to the board.”

There was also a question about the university apparently canceling plans to expand child-care services on campus. The president explained a lack of funding requires exploring new options. “We’ve pulled back from our commitment to a brand new building,” she said, “not from our commitment to child care.” (Please see story below)

Options explored for day-care spaces

While there is still strong commitment for providing additional child-care spaces on campus, university officials are back to the drawing board on how to do it. In early 2013, the U of S Board of Governors gave initial approval to develop a plan for a 90-space child-care centre in College Quarter but a lack of funding means other options must now be considered, said Greg Fowler, vice-president of finances and resources. The university has $1.2 million from the province for new spaces and, with the agreement of the undergraduate and graduate student associations, plans for a $5-per-student-per-year fee increase that would generate about $100,000 annually for 10 years for the project.

The problem is that estimates on the cost of a new building exceeded the available funding. “I can’t get approval for the next step in construction without funding and we have gap,” said Fowler. He added the student fee increase to support child care on campus is being implemented without a firm plan to proceed.

Speaking about the issue at Council March 20, President Ilene Busch-Vishniac said the university does not want “a repeat of what happened with the Gordon Oakes-Red Bear Student Centre. We don’t want to spend 20 years waiting while we raise the money.”

Council member Lisa Kalynchuk asked if faculty and staff could be asked to contribute, possibly through a payroll deduction plan, just as student will contribute through additional fees, an idea the president said would be considered.

Another Council member wondered if a child-care centre could be made a priority in the university’s upcoming capital campaign. Busch-Vishniac replied that in campaigns, institutional priorities do not necessarily mesh with donor priorities, and initial meetings with donors about a child-care facility have garnered “zero interest to date.”

One possibility other than a new building is renovating an existing space but Fowler said the regulations for child-care facilities are so strict it is hard to find anything that can be adapted with the funds available. “That’s why a new build was preferable.” He noted that neither of the existing facilities, in the Education Building and the Williams Building, can be expanded.

Another consideration is that demand for child care on campus has been pegged at 160 spaces and the maximum allowed in any one facility is 90. “Is a 10 per cent solution the strategy we want to go with so that we have to build seven more centres?” he asked. “We have to look at all the possible ways we can get closer to meeting the demand.”

Various options will be presented to the board for its consideration in May: “We’ll discuss them all, and the implications of all. We need to find a solution that’s in the best interest of the university.”
On the move

We're terribly excited here at On Campus News World Headquarters today because after more than five years, we are abandoning our digs at Innovation Place and moving back to campus.

Yes, we will once again be publishing On Campus News from, well, on campus, from the third floor of the Thorvaldson Building to be exact. I haven't even seen our new office space but I can't wait to get back to hustle and bustle that makes the U of S such a terrific place to work.

Here are some thoughts about moving.

What I will miss: my view. My desk is positioned in the northwest corner of the fifth floor of 121 Research Drive with windows on two sides. My panoramic view stretches from Preston Avenue to the southeast all the way across campus, over the city’s downtown core, out to the airport and beyond to Lawson Heights. I can almost see my house from here. I watch the moon set in the mornings. Geese fly past at eye level. Coyotes wander the fields just north of the building. I can plan my route home based on traffic flow on the Circle Drive Bridge. And there’s no better place to be when the Snowbirds come to town.

What I won’t miss: down five flights to the lobby; out to my car; drive to campus; find a parking space to park; walk to an interview or meeting; walk back to my car; drive back to Innovation Place; back up five floors to my desk. Repeat, sometimes two or three times a day.

Parking: this is always an opportunity to do chatter one shouldn’t pass up. While pitching several recycle bins worth of old files and old newspapers, I’ve made some interesting finds - two extra computer mice (mouses?), a packet of peanut butter of indeterminate age and origin, some very funny old photographs that I’m holding onto for my farewell issue, two shoe horns (one for each foot I guess), an office voodoo kit and a garden gnome (don’t ask).

First thing I’ll do when I get moved in: stand on the steps of Tim Hortons and experiencing once again the energy of campus life.

What I’m most looking forward to: reading bulletin boards for story ideas, bumping into people, walking everywhere I need to go, more hustle and bustle.

In the grand scheme of things, five years is not very long to be gone.

Did I mention walking instead of driving?

Paying tribute to long-serving employee

In large organizations such as the U of S, it is extremely rare that the departure of a single person, albeit to a much-deserved retirement after 30 years of dedicated service, leaves a tremendous void and sense of loss in everyone, but that is what we’re feeling in the College of Dentistry. So when it happens I believe it is worthy of note, so I would like to tell you about Janet Sklarzuck.

Janet has faithfully served the University of Saskatchewan for 30 years. She has been executive assistant to the dean of dentistry for the past 15 years and has literally been the heart, soul and face of the college, universally admired and appreciated. The dean’s office is the nerve centre of our college and she is the nerve centre of the office, always on time, always capable, always dedicated, always caring, always giving her best.

Janet always arrived for work around 7:30 am and worked tirelessly till the lights were turned off, usually by herself. Everything from faculty appointments to scheduling to birthdays was on her agenda every hour of every day so if you wanted to know what is going on in dentistry, you just had to ask Janet. She can only be described as the gold standard in executive assistants.

Her abilities, skills and contributions to the college were above and beyond, so much so that we will unveil the Sklarzuck Above & Beyond Award for staff at a special farewell reception we are holding in her honour in April.

Janet participated enthusiastically in all college functions, adding her special touch to each of them. She made friends and is respected across the campus but her most notable relationships were with “her” students. Many returned after graduation just to visit her; many refer to her as their ‘second mom.’ many invite her to their weddings. This extent of caring and respect is as rare as it is admirable.

People don’t come more dedicated, accomplished or appreciated than her. Heartfelt and much deserved thanks, Janet, from all of us. To borrow your own line, “You are the best.”

Ken Sutherland
Acting Dean, College of Dentistry
It’s complicated: the relationship between law and happiness

Marilyn Poitras, assistant professor of law

It was the last day of classes in the fall semester—a day that is usually very stressful to any college on campus. But in the Stewart McKercher boardroom at 15 Campus Drive, the mood was quite different.

The eight or so students who gathered to complete their course evaluation for Law 498.3, otherwise known as Law and Happiness, seemed relaxed. As they finished putting down their thoughts about the course, one student commented, “This is definitely the first time I’ve ever left a course with a feeling of not wanting to see the comments section of a course evaluation.” Without hesitation, the rest of the students agreed.

Rewind to September when the College of Law began offering Law and Happiness, a seminar class born of Assistant Professor Marilyn Poitras’ research in human interest and motivation. The purpose of the class would be to explore how the law affects field workers, lawyers and judges while students offered their own theories about what a balanced life means and if law and happiness is, in fact, an oxymoron.

While the class itself was new to the college, the idea had been forming in Poitras’ mind for quite some time. “I have been doing research on what makes people tick for most of my adult life. As a young adult, I worked in the criminal justice system and saw people at their lowest,” she said. She also worked closely with professionals who worked with first responders deal with the trauma they had seen. Such experiences, combined with her interest in positive psychology and alternative health, got her thinking about how criminal lawyers might deal with the horrific stories they are made privy to on a daily basis. Her research ballooned from there.

“I started looking into the stats and they weren’t good. Depression, suicide and divorce rates in the legal profession are high.” Her research showed that the upward slope in these rates begins in law school—and they don’t tend to go down.

The average rate of depression in pre-law students is nine per cent. By Christmas time in the first year of law school, the rate of depression among law students is 30 per cent. By the end of first year it’s 40 per cent and that rate carries through to the second year.

These staggering rates, along with the rates of women and minorities leaving the profession, motivated Poitras to dig deeper into the connection between the health of the justice system and the health of a lawyer. While interviewing a medical doctor at Royal University Hospital about the health of legal professionals, the term “lawyer’s liver” was one of the first words out of his mouth. Poitras was shocked. “It’s a real thing and we’re not talking about it, or at least not talking about it early enough.”

She said while the medical and other professions may have similar issues, there may be more outlets for people in those professions, such as medicine, to talk about the issues.

“Lawyers are trained to strip away everything but the legal issue at hand, which is great for the profession, but not so great when it comes to dealing with issues at home. There is evidence that when you numb yourself to emotions you deal with at work, you can’t selectively numb yourself to those feelings in other situations,” she explained.

As an upper-year elective, Law and Happiness is taught in a seminar format. In it’s debut, 14 students enrolled. One of those students was Keith Pratt, a second-year law student with an idea of who they wanted to be while they are pursuing their law degree. “Even the smallest initiatives can make a difference,” said Poitras, “including yoga or meditation classes, social options for students that don’t include alcohol, or just a place to openly talk about problems without feeling ashamed.”

Sarah Trefk is communications and alumni officer in the College of Law. This article originally appeared in the winter 2014 issue of the college’s O’NOTE magazine.
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Making up our minds

Decision making can be quick, or correct

MICHAEL ROBIN

Should you go with your gut, or with your head?

For Valerie Thompson, professor of cognitive psychology, it depends: do you need a quick answer, or a correct answer?

“We have a limited capacity for thinking,” she said, explaining that the conscious mind exists at a bottleneck between the vast amount of information pouring in from the outside world and the enormous amount of data stored in long-term memory.

“You can hold more items of information and do less with them, or you can think a lot about one or two items,” she said. “So you trade off capacity versus power.”

People use quite a few short cuts to make up for this lack of processing power, some of which are well-known in the marketing world.

“Marketing specialists have been working for years to modify your behavior with regard to what you put in your shopping cart, and they’re very, very good at it,” Thompson said. “They appeal to all sorts of aspects of behavior that you probably don’t realize are being appealed to.”

One strategy is anchoring. Price an item at $20 and it will often start flying off the shelf; price it at $40 and it will gather dust. But price it at $30 and it will often settle in the middle.

“One strategy is anchoring,” she said. “It depends on the situation; how important the decision, generally, the larger and more important the decision, the more likely we are to slow down and give it the benefit of analytical thought. But not always.

“Think about a decision to buy a house. Now, this is the biggest investment somebody’s going to make. There’s nothing else that you will spend as much money on. But a lot of the thinking is rationalization after the fact—you just love the house.”

That said, just because it’s a snap decision doesn’t necessarily mean it’s unreliable. In fact, it’s a quick way to eliminate options that obviously won’t work. But before signing on the dotted line is the time Thompson counsels to engage analytical reasoning to answer questions such as proximity to

In the grocery store, where myriad choices force people to use a variety of strategies to get the shopping done in a reasonable amount of time. Familiarity—buying what you’ve bought before or have seen in an advertisement—is one. Attractive packaging and words like natural, quality and organic also provide decision-making short cuts.

“Cues like familiarity, or colour, position—next to the checkout—these are perhaps not the best cues to use,” Thompson said. “But they’re easy to use, so we are really used to employing them to simplify the decisions we make.”

Generally, the larger and more important the decision, the more likely we are to slow down and give it the benefit of analytical thought. But not always.

For Thompson, it comes down to being aware of our mental limits and short cuts and asking some questions when there is “a decision that deserves its foundations.”

“We’re not that good at intuitive reasoning alone. You just need the experience to back it up. In many domains, experts have awesome intuitive decision-making skills,” Thompson said.

For example, the mind of a chess grandmaster, trained by thousands of games, can automatically weed out irrelevant or non-productive moves. This leaves only a few promising paths to pursue with close analytical thought.

But one mental short cut that can get us into trouble is prior belief. Thompson explained this causes people to give more weight to evidence or arguments that support their beliefs and pay more attention to information that is consistent with their views.

“People are actually very good at preserving belief systems,” she said. “They will go a long way to defend them, even in the face of contradictory evidence.”

Thompson cited the example of Queen Elizabeth I, who lived in a time when women were thought to be unsuitable or even unable to handle positions of power. Nevertheless, society accepted her.

“After demonstrating how capable and worthy she was to serve in that role, people didn’t just have a radical change of mind. She was marked out as an exception. So we preserve the belief system even though we’ve got this exception.”

Another pitfall is previous decisions.

“We’re not that good at knowing when the initial decision is unsound,” Thompson said. “Fortunately, for many decisions, the cost of making an error is small, which is why I suspect we rely on these sorts of short cuts so much.

“For others, the cost of an error is huge, and we pay for it,” she said, citing the “egregious decision making” behind the 2008 banking crisis that rocked the world’s financial system to its foundations.

For Thompson, it comes down to being aware of our mental limits and short cuts and asking some questions when there is “a decision that deserves our rational thinking.” Are previous decisions, emotions or beliefs colouring our judgment? In the end, we’re left to make up our minds on our own.

“We can be well or poorly served by intuitive judgments. The trouble is we’re not very good at telling the two situations apart.”

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The psychology of cheating is never black and white

Kris Foster

A recent report by CBC examined cheating at Canadian universities, and revealed that more than 7,000 students were disciplined for cheating in 2011-12. OCN decided to delve deeper into the issue of academic misconduct and spoke with Patti McDougall, vice-provost of teaching and learning.

The coffee is cold and your eyes are tired and becoming red. It is past midnight and the paper, worth 40 per cent of the final grade, is only half done … it’s due first thing in the morning. The textbook for tomorrow afternoon’s midterm has barely been cracked. There is a ping of anxiety and a nagging impulse to cheat.

The myriad factors leading to the decision between right and wrong, to cheat or not to cheat, are not black and white, explained Patti McDougall, vice-provost of teaching and learning.

“...There is never black and white behind cheating,” said McDougall, who has a research background in developmental and educational psychology. “It is heavily situational and also governed by moral development issues within a person. It is almost always an interaction of who you are and the situation in which you find yourself.”

In any situation where a moral decision needs to be made there are always two elements in play, she said. “One part is inhibiting, or refraining from doing something that you shouldn’t do. The other is proactive; it’s about choosing to do the right thing. It is like having an angel and the devil on your shoulders.”

From a developmental perspective, she continued, as we age, we become less likely to cheat in any facet of life because thought processes change, emotions evolve and how we sanction ourselves becomes increasingly complex.

From a young age there are many external contributing factors—parental influence, code of conduct at home and, for some, religion—that shape the sense of right and wrong, accompanied by the “moral compass that would preclude you from breaking rules. At a young age these are an external set of rules. But as we get older we’ve internalized a sense of right and wrong and operate on that basis as opposed to having to tap into external cues. That’s why as we get older we’re less likely to cheat.”

The act of self-sanctioning and acting morally relies on the internalized moral compass, said McDougall, which in turn can be affected by cognition, emotion and social influences.

“Generally speaking, each one of us functions to sanction ourselves so that we wouldn’t actually engage in cheating behavior. But there are conditions in which we might disengage from that mechanism to self-sanction,” the vice-provost explained.

This theory comes from Albert Bandura, a social psychologist who researched the conditions under which we would disengage that mechanism to self-sanction, for example, like what it takes for a good person to become a soldier who kills. “It’s pretty extreme, but I think it can be applied to other moral actions like cheating.”

There are numerous reasons and causes that lead students to disengage their moral compasses, said McDougall, noting among them pressure to do well, time pressures, and, in the case of plagiarism, simply not being aware of the proper way to do something like quoting or citing work.

“I think it often ends up being about time pressures. And I would say, time pressures plus lapses in judgment can easily result in cheating. So, you’ve got all kinds of things going on in life and it’s the middle of the night, trying to cram it in, study, write a paper and you just don’t quite get there so you take an easier way out.”

In other cases, McDougall said students could make a moral justification: “If I’m entitled to do well here, or I deserve a good grade or the professor or assignment is unfair,” and that could be used as justification for behavior to cheat. Normally you wouldn’t cheat, but because you’re telling yourself you’re justified in doing so, it disengages that self-sanction.”

Advantageous comparisons under which we would disengage that mechanism to self-sanction is another lever that could be used as justification for cheating McDougall referenced another reason: “That would be the thinking that no one else is being hurt by your plagiarism or cheating on a test. Further yet a student might think: ‘It’s not my fault that this is going on because if the assignment was fair or the professor was fair, I wouldn’t be put in this situation.”

The moral tug-of-war that accompanies the decision to cheat or not, is further swayed by a number of situational circumstances, like the use of smart devices and internet access in the classroom, invigilation and whether the professor leaves during an exam, and even lighting of the room—as the lights go down, the cheating goes up.

Another factor, not surprisingly, is how tired a student is. “An individual is more likely to cheat when they are tired. When you’re tired, self-control is depleted because you just want to be out of the situation, have the paper done and move on to the next thing. Your judgment is impaired and so is you mechanisms to self-sanction.”

McDougall, who has served on numerous academic misconduct committees, said that in her experience “for the majority of students it was a lapse of judgment and it doesn’t happen again. Once it is detected and intervention happened, it is not a

The psychology of cheating is never black and white

The act of self-sanctioning and acting morally relies on the internalized moral compass, said McDougall, which in turn can be affected by cognition, emotion and social influences. "Generally speaking, each one of us functions to sanction ourselves so that we wouldn't actually engage in cheating behavior. But there are conditions in which we might disengage from that mechanism to self-sanction," the vice-provost explained.

This theory comes from Albert Bandura, a social psychologist who researched the conditions under which we would disengage that mechanism to self-sanction, for example, like what it takes for a good person to become a soldier who kills. "It's pretty extreme, but I think it can be applied to other moral actions like cheating."

There are numerous reasons and causes that lead students to disengage their moral compasses, said McDougall, noting among them pressure to do well, time pressures, and, in the case of plagiarism, simply not being aware of the proper way to do something like quoting or citing work. "I think it often ends up being about time pressures. And I would say, time pressures plus lapses in judgment can easily result in cheating. So, you've got all kinds of things going on in life and it's the middle of the night, trying to cram it in, study, write a paper and you just don't quite get there so you take an easier way out." In other cases, McDougall said students could make a moral justification: "If I'm entitled to do well here, or I deserve a good grade or the professor or assignment is unfair," and that could be used as justification for behavior to cheat. Normally you wouldn't cheat, but because you're telling yourself you're justified in doing so, it disengages that self-sanction."

Advantageous comparisons under which we would disengage that mechanism to self-sanction is another lever that could be used as justification for cheating McDougall referenced another reason: "That would be the thinking that no one else is being hurt by your plagiarism or cheating on a test. Further yet a student might think: 'It's not my fault that this is going on because if the assignment was fair or the professor was fair, I wouldn't be put in this situation." The moral tug-of-war that accompanies the decision to cheat or not, is further swayed by a number of situational circumstances, like the use of smart devices and internet access in the classroom, invigilation and whether the professor leaves during an exam, and even lighting of the room—as the lights go down, the cheating goes up. Another factor, not surprisingly, is how tired a student is. "An individual is more likely to cheat when they are tired. When you're tired, self-control is depleted because you just want to be out of the situation, have the paper done and move on to the next thing. Your judgment is impaired and so is you mechanisms to self-sanction." McDougall, who has served on numerous academic misconduct committees, said that in her experience "for the majority of students it was a lapse of judgment and it doesn't happen again. Once it is detected and intervention happened, it is not a
Interested in governance of the University of Saskatchewan?
Consider offering to join a University Committee

Each year, the Nominations Committee of Council invites University of Saskatchewan faculty members and librarians to step forward and offer to serve on university committees. Our committees are the mechanism through which collegial university governance is achieved. Finding excellent people to serve on our committees is the job of the Nominations Committee. Our terms of reference direct us to find members who are broadly representative of the disciplines of the university. We select nominees for their experience, demonstrated commitment, and potential for a significant contribution to committee functions, and we strive for equity in representation.

Following are the committee vacancies which we are looking to fill for the 2014-15 academic year. We usually try to appoint people for three-year terms.

To volunteer or to nominate someone else:
- download a nominations form http://www.usask.ca/secretariat/forms/index.php
- email sandra.calver@usask.ca by Monday, April 7, 2014.

<table>
<thead>
<tr>
<th>Committee</th>
<th>What does it do?</th>
<th>How often?</th>
<th>Information about expected vacancies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Council Committees</strong></td>
<td></td>
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</tr>
<tr>
<td>Academic Programs Committee</td>
<td>Reviews and appr... changes to Council, oversees policies relating to students and academic programs.</td>
<td>twice a month</td>
<td>Four vacancies + sessional</td>
</tr>
<tr>
<td>Governance Committee</td>
<td>Reviews Council bylaws, including committee terms of reference; develops policies and guidelines relating to student academic appeals and conduct.</td>
<td>once a month</td>
<td>Two vacancies</td>
</tr>
<tr>
<td>International Activities Committee</td>
<td>Develops and reviews policies, programming, and strategic directions for international activities and programs.</td>
<td>once a month</td>
<td>Five vacancies</td>
</tr>
<tr>
<td>Nominations Committee</td>
<td>Nominates GAA and Council members for university committees and panels.</td>
<td>as required</td>
<td>Four vacancies</td>
</tr>
<tr>
<td>Planning &amp; Priorities Committee</td>
<td>Reviews and advises Council and the university administration on planning, budgeting, and academic priorities.</td>
<td>twice a month</td>
<td>Five vacancies + sessional</td>
</tr>
<tr>
<td>Research, Scholarly &amp; Artistic Work Committee</td>
<td>Reviews and advises Council on issues related to research, scholarly and artistic work, including research-related policies.</td>
<td>twice a month</td>
<td>Two vacancies, including an Associate Dean Research</td>
</tr>
<tr>
<td>Scholarships &amp; Awards Committee</td>
<td>Grants awards, scholarships and bursaries open to students of more than one college or school; advises Council on scholarship and awards policies and issues.</td>
<td>as required</td>
<td>Three vacancies</td>
</tr>
<tr>
<td>Teaching, Learning &amp; Academic Resources Committee</td>
<td>Reviews and advises on pedagogical issues, support services for teaching and learning and policy issues related to teaching, learning and academic resources.</td>
<td>once a month</td>
<td>Five vacancies + sessional</td>
</tr>
<tr>
<td>Vice-Chair of Council</td>
<td>The Vice-Chair is also a member of the Policy Oversight Committee.</td>
<td></td>
<td>Vacancy</td>
</tr>
</tbody>
</table>

| **Collective Agreement Committees** | | | |
| University Review Committee | Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor. | Frequently November to March (evenings) | Three vacancies |
| Renewals and Tenure Appeal Panel | The members of sabbatical appeal, promotion appeal, and tenure appeal committees, and the President's Review Committee are selected from this roster. | variable | 16 vacancies (Tenured faculty with experience on a tenure committee) |

| **Other Committees** | | | |
| Student Academic Hearing and Appeals Panel | The members of student disciplinary and appeal boards are selected from this roster. | variable | Three or more vacancies for members of Council |
| Policy Oversight Committee | Reviews and provides advice on administrative and academic policies | quarterly | One vacancy for member of Council |
| Senate Roundtable on Outreach and Engagement | Supports the university’s outreach and engagement initiative. | variable | One vacancy |
| Recreation and Athletics Advisory Council | Recommends on recreation and athletic fees charged to students and reviews reports on expenditures | variable | One vacancy |

For more information, please contact a member of the Nominations Committee of Council:

<table>
<thead>
<tr>
<th>Nominations Committee of Council:</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Krol Pharmacy &amp; Nutrition</td>
<td>2011 6925</td>
</tr>
<tr>
<td>Terry Wutherspoon Sociology</td>
<td>5185</td>
</tr>
<tr>
<td>Dwayne Brenna Drama</td>
<td>1049</td>
</tr>
<tr>
<td>Signa Daum Shanks Law</td>
<td>4764</td>
</tr>
<tr>
<td>Yen-Han Lin Chem and Bio Engineering</td>
<td>2525</td>
</tr>
<tr>
<td>Curtis Pozniak Plant Science</td>
<td>2361</td>
</tr>
<tr>
<td>Michele Prytula Educational Administration</td>
<td>6880</td>
</tr>
<tr>
<td>Keith Walker Public Policy/Ed Admin</td>
<td>8465</td>
</tr>
<tr>
<td>Sandra Calver Secretary</td>
<td>2192</td>
</tr>
</tbody>
</table>

For more information, visit usask.ca/secretariat/governing-bodies/council/committees.php or call 306-966-2192
Students recognized for achievements

As part of Aboriginal Achievement Week at the U of S, the Indigenous Students’ Council held a ceremony March 13 to celebrate the successes of students nominated within various disciplines. In front of a large audience and many special guests, the students were recognized for their often-inspirational stories and for serving as role models to the U of S community. This year’s award recipients are listed below.

From the College of Arts and Science:
- Milo Cameron and Jacquelyne Nokusis
- From Classical, Medieval and Renaissance Studies:
  - Robin Parent
- From Educational Psychology and Special Education:
  - Heather Neurysta
- From Educational Foundations:
  - Annie Battiste and Jennifer Alterknig
- From Edward School of Business:
  - Patricia Gaertplie and Cherysses Mackechnie
- From SUNTEP:
  - Lisa Langan and Chantelle Gaudet
- From ITEP:
  - David Pratt and Tricia Albert
- From Chemical and Biological Engineering:
  - Alexandria Thomson
- From the College of Law:
  - Augustus ‘G’ Michel and Danika Lightning
- From Political Studies:
  - Max FineDay
- From the College of Medicine:
  - Hannah St. Denis-Katz and Cora Mirasty
- From the Department of Physics and Engineering Physics:
  - Gaelene Lerat
- From the Native Access Program to Nursing:
  - Jeannette Wapass and Kendra Mckay
- From the Department of History:
  - Omeaso Butt and Claire Thomson

From St. Thomas More College:
- Garret Bird and Erica Lee

From the Department of Drama:
- Cameron Little

From the Department of Graduate Studies and Research:
- Dana Carriere and Nicole Callinno

From the Department of Nativity Studies:
- Robert Henry

From the Department of Curriculum Studies:
- Jennifer Hingley

From the College of Pharmacy and Nutrition:
- Danielle Shmyr and Britney Harper

From Aboriginal Justice and Criminology:
- Hilary Peterson and Rachelie McNenery

From the Master of Northern Governance and Development Program:
- Josephine McKay and Connie Cheecham

From the College of Dentistry:
- Jennifer Bozek

From the Aboriginal Students’ Centre:
- Tannis Womex, Dwayne Dreisher and Nolan Mckenz

President Ilene Busch-Vishniac, right, with a group of students in a selfie at the ISC awards event.

Preventing cheating a priority for university

When people cheat and get away with it, and continue to cheat, it can make you feel powerful. I think there is some small proportion of students, if I had to guess I would say between one and five per cent, and I wouldn’t go higher than that, for whom cheating is really more of a pathology. They are more likely to lie, cheat, steal and do that in every aspect of their lives. But I would speculate that only a very small percentage of those cheating at university are pathological.

Cheating in school has become a topic in media recently, but McDougall does not see it as an issue in terms of increased frequency at the U of S. “When you look at our own internal data I wouldn’t say there is any evidence that cheating is on the upswing.”

Regardless of the media attention cheating receives, the subject—including the work to prevent cheating and to educate students on what cheating encompasses—is always a top priority at the university. And to that end, the Academic Misconduct Policy covers every possible topic from a to z. “It is also our responsibility, if we want to protect the quality of the degree, to make sure we do the proper front-end work so that nobody just falls into cheating or makes a mistake and didn’t intend to cheat or thought they wouldn’t get caught or be found guilty of cheating.”

Faculty and instructors play a key role, McDougall said, and that includes making sure course outlines set out expectations and include a statement of academic conduct “because that is a contract that sets the stage for normative behaviour in the class environment.”

The final decision, McDougall said, ultimately lies with the student, and at that moment of truth, she encourages a moment of pause.

“Take that pause for a moment of self reflection. Ask if it is really worth compromising your internal code of honour as opposed to asking for an extension on a paper and maybe taking a late penalty. That’s my advice, because in so many cases the student says I screwed up and a sequence of events led me to do this.” I think if you just pressed pause, engaged your natural tendency towards self sanction and give yourself a moment of reflection, there would be fewer instances.”

Cheating by the numbers: 2012-13 U of S statistics

Information from the Office of the University Secretary website

<table>
<thead>
<tr>
<th>Number of academic misconduct cases heard by colleges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 allegations involving 34 students</td>
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</tbody>
</table>

(Previous year: 63 allegations involving 56 students)

| Number of students found guilty: | 29 |

<table>
<thead>
<tr>
<th>Breakdown of allegations: plagiarism: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>other types of cheating: 16</td>
</tr>
</tbody>
</table>

What Happens If a Student is Caught Cheating?

When an instructor or invigilator believes a student has cheated, the University of Saskatchewan Regulations on Student Academic Misconduct now lists two procedures that can be followed:

1. Informal Procedures are followed when an instructor feels that a student has cheated inadvertently or without intending to do wrong. Many cases of alleged academic misconduct on the part of students result from misunderstanding or carelessness. When an infraction is suspected, the instructor or invigilator may, at his or her own discretion, speak informally with the student(s) to discuss the matter and to consider an appropriate remedy.

2. Formal Allegations of Academic Misconduct are the procedures followed when the allegation is serious enough to require a hearing, or for those situations in which the allegation has not been resolved at the informal level. A student, instructor, or staff member can initiate the formal procedures and request a hearing from the dean of the college offering the course, and is dealt with by a college hearing.

Penalties for cheating

At present, these range between grades of zero to expulsion, depending on the college and the seriousness of the offense.
Room with a View

This year’s back-page feature explores the view of campus from various office windows, and the people who enjoy them. Do you have an interesting view? Let us know at ocn@usask.ca

The oasis

From her desk at the Centre for the Study of Co-operatives in the Diefenbaker Building, Patty Scheidl looks out onto what might be the quietest corner of campus. There are no vehicles in sight, no sidewalks running past and just the tops of a couple of buildings are visible over the trees.

But that doesn’t mean there’s nothing to see. Scheidl, office manager for the centre, said it can get quite busy, what with the gophers, rabbits, prairie chickens, partridges, mink, foxes and raccoons that call the area home. Her colleague Nora Russell keeps the bird feeders outside Scheidl’s window full and they draw chickadees, nuthatches, house finches, woodpeckers, flickers, blue jays, magpies, sparrows as well as the inevitable birds of prey in search of food.

“We also sometimes see the kids from the campus daycare out on little excursions and once in a while, a guy on a riding mower comes by,” she said. And although she doesn’t spend a lot of time watching the wildlife or the leaves change, “it is nice to be able to know what the weather’s doing.”