BEING DIFFICULT

Through a recent study, Fred Phillips, professor in the Edwards School of Business, has shown that making accounting problems simple does not help students as much as making those same problems difficult. Though it goes against a teacher’s instinct, making students struggle through designed difficulty can benefit long-term learning. Read the full story on Page 7.

NORTHERN NURSES SUPPORTING SUCCESS

See Campus, Page 4

In your own words, can you briefly summarize what the vision, mission and values project is all about?

Brent Cotter (BC): The president identified that the university has not had an officially approved articulation of its vision and mission for over 20 years. It was important in his view to articulate a modern mission, vision and values for the university going forward—particularly a statement that might be relevant over the next decade or so.

Why is it so important to take on this task now?

Liz Harrison (LH): Although there has been robust strategic planning done at the university over the years, some of the work has moved beyond what is described in the vision, mission statement from 1993. In a sense, we are catching up to what we have already been doing in some areas.

Are there any areas you have gotten feedback on so far that people are keen to see included?

BC: We’re a much more powerful research institution now than we were in 1993. Trying to imagine how we can be respectful of all of the things that we do but, probably in a bolder way, capture the discovery, knowledge and exploration mission of this university is an example of the difference between the U of S in 1993 and the U of S in 2016.
Discovering research
Undergraduate initiative bolsters research opportunities

Lesley Porter

Getting junior-year students more involved with research earlier on in their academic career is a challenge the Undergraduate Research Initiative is solving by offering mentorship and meaningful curriculum-based research experiences.

Launched in 2012, the Undergraduate Research Initiative is a partnership between the Office of the Vice-President Research and the Office of the Vice-Provost, Teaching and Learning. Its establishment was a result of the third integrated plan’s goal to increase experiential learning opportunities by 20 per cent, explained Kara Loy, co-ordinator of the undergraduate research initiative.

“Things were taking place at the third year with research methodology classes, then in fourth year with capstone classes, honours projects, co-ops, internships,” Loy said. “But there wasn’t a lot happening in first or second year.”

The two offices thought it might be possible to encourage more research in the entry level undergraduates so that by third- or fourth-year, students would be better prepared for the rigours of research.

There are several initiatives underway to do just that, Loy explained, referencing the Undergraduate Summer Research Assistantship (USRA) as one example, in which students get mentored research experience. USRA provides funding for 70 to 90 students from May to September, with matching funding provided through the student’s college or unit. “We know there are lots of wonderful benefits when students receive one-to-one mentoring,” said Loy, “not to mention a paid research experience.”

Another program in place is the First Year Research Experience (FYRE). Offered by faculty teaching first-year courses, FYRE introduces a research experience into entry-level classes in agriculture and bioresources, arts and science, and kinesiology. “They come up with a project and start working on those research skills, right from the beginning,” said Loy, adding that students working in groups develop a research question, investigate it and share the results.

Loy said there are lots of research opportunities in many different disciplines, with further variation being added given the students’ approach to the research topic. She lists a women and gender studies class as an example. “It’s really interdisciplinary,” she said, “so people can take a social scientist approach, they can take a more quantitative approach or they can take a humanist approach.”

FYRE is designed, explained Loy, to promote a deeper level of learning that favours skills and concepts over full-out discovery—important skills for a young researcher to master. “We’re interested in people finding out how the process works, getting an idea of what it means to be a researcher and how they think.”

Additionally, the office aims to support related undergraduate research initiatives on campus organized by colleges or student groups, such as the Project Symposium held by the University of Saskatchewan.

HAVE YOUR SAY!
Tuesday, March 8
10:30am - 12:30pm: Outside Fit Centre-PAC
Tuesday, March 8
1:30 - 3:30pm: Health Science E-Wing Atrium
Wednesday, March 9
10:30am - 12:30pm: Upper Place Riel

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Third-year students more involved with research earlier on in their academic career is a challenge the Undergraduate Research Initiative is solving by offering mentorship and meaningful curriculum-based research experiences.
Lalita Baharadwaj wants people to view the world around them with both eyes wide open.

In her work with the Slave River Watershed Environmental Effects Program (SWEEP), Baharadwaj, an associate professor in the School of Public Health, has helped pioneer the idea of two-eyed seeing in monitoring scientific activity in nature. The team was adopted from Mi’kmaq First Nations Elders Albert Marshall, who referred to the blending of Aboriginal tradition and Western science to gain a greater depth of understanding.

“It refers to seeing and learning with one eye with the strengths of Indigenous knowledge and then through the other eye with the strengths of Western knowledge—blending those eyes and learning to build a better place for everyone,” Baharadwaj said.

The SWEEP project is aimed at establishing a community-based monitoring program for the Slave River Watershed water system. Led by principal investigator Paul Jones, associate professor in the School of Environment and Sustainability, Baharadwaj and other U of S researchers have been working since 2012 with Salt River and Smith Landing First Nation, as well as the Northwest Territories Métis Nation, to develop a method that would be both scientifically thorough and culturally familiar to those living in the involved regions.

“What the team came up with was a system built on a dual foundation of type one and type two indicators. While type two indicators are primarily ideas most water researchers would be familiar with, including overall water quality, snow or ice levels and characteristics of area wildlife, Baharadwaj said type one indicators were specifically chosen to be easily recognized by the local community.

“These are big watershed changes, not the least of which is geography. Covering about half the province’s land mass, Saskatchewan’s Northern Administrative District is home to roughly 47,000 people in about 45 communities. The college’s Learn Where You Live initiative in northern, rural and remote communities helps northern communities access its undergraduate program. Creating learning opportunities close to home has led to much student success, with many graduates entering the local workforce in their home communities.

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The operators are recruited from Saikatoon and move freely around the area in Ile-la-Crosse. Cameras and sensors allow the professor to control the robot remotely, working side-by-side with students.

“They (faculty) maneuver around the robot as if they were actually there,” Butler said. “It’s like a person walking—you become the face of the robot there and you move around the room with the students.”

Dr. Baharadwaj emphasized that the Indigenous eye really represents a perspective and they walk in the Indigenous People and the Western empirical eye really represents a better place for everyone. “It’s really driven out of our classroom, and that part of the world,” Butler said. “They were especially impressed with the students’ efforts that are proving to be applicable throughout the circumpolar region.

Lorna Butler, former dean of the College of Nursing, explained that nursing in the North faces challenges recruiting and retaining qualified locals. Teaching in the North requires faculty, who are often from the South, to appreciate new different ways of knowing and ensure the program is locally relevant for students and their future clients.

When nursing student Janet MacKenzie heard about an opportunity to enhance her education with a trip to Yakutsk in Russia’s Far East, she leaped at the chance.

“I saw it as an opportunity of a lifetime,” said MacKenzie, explaining she had to talk it over with her husband and three children before deciding to apply for the two-week Innovative Learning Institute in Northern Nursing Education in summer 2015.

“My family was supportive… I wanted to be able to tell people that I travelled to Russia and that I saw what health care looked like there and you move around the classroom with the students.”

Butler and her colleagues on both sides of the Pacific have already begun to bring the telepresence model they have developed is only successful because of close community involvement. For example, the University of the North’s College of Nursing Education Network, which has been adopted from Mi’kmaq First Nations Elders Albert Marshall, refers to the blending of Aboriginal tradition and Western science to gain a greater depth of understanding.

“It refers to seeing and learning from one eye with the strengths of Indigenous knowledge and then through the other eye with the strengths of Western knowledge—blending those eyes and learning to build a better place for everyone,” Baharadwaj said.

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College of Graduate Studies to be renamed

At its February 25 meeting, University Council approved renaming the College of Graduate Studies and Research to the College of Graduate and Postdoctoral Studies. The recommendation to change the name, explained Adam Baxter-Jones, interim dean of the college, is a result of a report that came about after two years of campus-wide consultation regarding how graduate studies are administered at the U of S.

The name change, which drops “Research” and adds “Postdoctoral,” he continued, “highlights the increase in the number of postdoctoral fellows within the institution and the need to have policies and procedures for them.”

Baxter-Jones said that while research is closely connected to graduate students, research intensity already falls within the mandate of the Office of the Vice-President Research.

As outlined by the motion, the change will be effective January 1, 2017. Before then, Baxter-Jones said a number of steps and approvals are needed, including everything from new signage and letterhead, to changes around courses and degrees. Along with the necessary steps to ensure the renaming moves ahead smoothly, Baxter-Jones is also enacting a number of other recommendations from the report, which are mainly aimed at improving efficiencies.

“We need to make sure that we reduce the amount of time it takes from application to admission, we have to be quick with decisions. We also need to make sure the admission process is linked with the delivery of scholarships and awards,” said Baxter-Jones.

Benjamin Hoy

Benjamin Hoy is fascinated by an invisible wall: the Canada-United States border.

The assistant professor in the Department of History pores through census documents created in the nineteenth and early twentieth centuries. The handwritten documents, often smudged and damaged by age, have been transformed into microfilm. Transcribing these documents into a digital form that a computer can read is not a trivial task.

“It has to be done by humans, which makes it a tremendous undertaking,” Hoy said. “If you were to do a five per cent sample of just the first schedule of the 1871 census, when there are not even that many people in Canada—you’re doing about three-and-a-half million data points.”

Considering researchers need data covering two countries and 50 years—five Canadian census periods—to make broad claims, it is a mammoth task. Nor are national censuses the only source of data that needs to be considered. The Department of Indian Affairs also created annual censuses of Indigenous people that provided conflicting counts.

“The two censuses are quite different,” he said. “How you appeared on the Canadian census was going to affect your day-to-day life.”

The Department of Indian Affairs census matter quite a bit. “It affected your ability to get onto pay lists. It’s related to property, it’s related to legal recognitions and it impacts the future of your children.”

The relevance of these documents echoes into present day. These early nineteenth century censuses, as important as they are, have helped to set the membership of Aboriginal communities in Canada and the U.S. until the present.

The data Hoy works with requires a lot of hands-on interpretation and this has lessons he strives to impart to his students. “I want them to be critical of the sources other people use to make arguments,” he said. “When they’re watching a movie, when they’re playing a historically themed board game, when they’re reading newspaper articles, I want them to look at that and say, ‘how would you know that? Where are you getting your evidence?’”

Hoy’s own student life began with an undergraduate degree at the University of Guelph followed by masters and PhD work at Stanford University. He joined the U of S Department of History in July 2015.

Hoy explained the university’s commitment to Aboriginal peoples was a big draw in bringing him to the U of S. “You can see it in the recently completed Museum,” he said.

The Department of Indian Affairs was foundational, but one would be surprised not to see revisions of the 1993 document that are overdue. There are aspects of the 1993 document that are foundational, but one would be surprised not to see revisions and additions over a 23-year period.

Former presidents Peter MacKinnon and Ilene Busch-Vishniac worked on similar projects, Renewing the Dream and Vision 2025, respectively. What is being done to ensure this one is distinct from what’s been done previously?

■ Would it be appropriate to say this is less of an update and more of the College of what was created in 1993?

LH: I don’t think it’s an overhaul, though that may just be my impression of what an overhaul is. There are aspects of the 1993 document that are foundational, but one would be surprised not to see revisions and additions over a 23-year period.

■ Former presidents Peter MacKinnon and Ilene Busch-Vishniac worked on similar projects, Renewing the Dream and Vision 2025, respectively. What is being done to ensure this one is distinct from what’s been done previously?

LH: The additional piece that I think is a positive part of our consultation is that we have two surveys going out to all faculty, staff, students, senate, the Board of Governors and alumni. Every individual will have an opportunity to have their voice heard in the initial stage of development, and then again when we have a draft document available.

■ What steps are being taken to ensure this project covers such broad perspectives?

LH: Our work covers the current exploratory consultation period, an analysis and synthesis stage, and the drafting of the initial document. In addition to the survey mentioned above, the initial draft will go to various committees of University Council, University Senate and the Board of Governors. In April and May we hope to gather additional feedback and have a final document ready to submit to the three university governing bodies, council, senate and the board—in June.

■ That’s a fairly tight timeline. Is there any worry that it might be a little too tight?

LH: I think it’s a busy time for us, yes, but the benefit is that we have a new president who has set up a series of meetings with many of our university and college constituents, and this has assisted us with co-ordination of our consultations.

BC: The part, I think, which will be a challenge is in the writing of the document. All of us, including President Stochell, would like to see a short, focused document that is a powerful statement rather than pages and pages of writing—a magazine that people can understand and remember and, hopefully, act upon going forward.

LH: It’s a great time to be part of the University of Saskatchewan, and we hope that this sentiment is widely shared and that people will convey to us their hopes for the university and its future.
ON CAMPUS NEWS  March 4, 2016

2016 ABORIGINAL ACHIEVEMENT WEEK
STUDENT AWARDS

These awards recognize Aboriginal U of S students who have excelled at their studies, undertaken unique or compelling research, made significant contributions to the community, or who have demonstrated leadership.

Congratulations to this year’s recipients!

MORGAN BALAN
DANIELLE BIRD
LISA BORSTMAYER
TERENCE BOYER
BREANNA DOUCETTE-GARR
NORDIKA DUSSSION
STEPHANIE FERNANDEZ
CHYANNA GOODWIN
AMANDA GOURLAY
JORIE HALCRO

LEONA HORSEFALL
KYRA IVES
STEVEN LANGLOIS
JUSTIN LAVALLEE
ERICA LEE
ANDREA LENSDAY
DOMINIK LERAT
GARED MARCOTTE
LOGAN MARTIN-ARCAND
RAYMOND MCKAY

JANET MCKENZIE
SASHA MERASTY
AVERY MICHAEL
DON LESLIE MORIN
BRADEN MYHR
KARLIE NORDSTROM
DALLAS PELLY
KAYLA PETERS
DAVID PRATT
AMIEE PREFONTAINE

CORAL PROSPER
MIRANDA RATT
REGAN RATT-MISPONAS
NATHAN REGNIER
TAYLOR ROUFOSSE
CURTIS THEORET
MIKAELA VANCOUGHNETT
OMEASOO WAHPASIW
RHEANA WORME

aboriginal.usask.ca
Shining a light on psychology research

HENRY TYLE GLAZEBROOK

If you flip through a magazine and pay close attention to the ads, Lorin Elias is confident most of the photos you see will be lit from the top-left.

While direction of lighting can be a subtle difference between two ads, it is one that Elias, a professor of psychology, says can be the difference between a customer choosing one product over another—whether the advertiser intended it to or not.

“I can’t find any record of it being an intentional choice on the part of the photographer or an ad agency. I know it’s happening; I can record it in practically any magazine,” said Elias, interim dean of student affairs with the U of S College of Arts and Science.

“What I think happens is people shoot a bunch of pictures, they lay them out either on a real tabletop or on a screen, and they pick the one that they like.”

Elias is interested in the changes that something as simple as direction or location can have on the way humans perceive the world around them, and vice versa. He refers to the concept as scanning biases.

It is an area of research with expansive potential—everything from where someone sits in a classroom to visual storytelling in film and even the perceived closeness of a car trailing behind your own in your left versus right rear view mirrors can be effected by scanning biases—but advertising is an easy entryway for Elias and his team of graduate students to research the subject.

In consultation with the Edwards School of Business, Elias and Jennifer Hutchinson, an honours student at the time, developed a magazine spread for an invented brand of watches they called Tigvar. The mock advertisement was shown to study participants twice, once normally and once inverted horizontally to reverse the lighting from upper-left to upper-right.

“We present these two images and you ask the person which watch they’re more likely to buy. They’re the exact same image, just flipped. There’s a strong preference for the left-lit one—and that’s whether it’s for a watch or a show or a car, it didn’t matter,” Elias said.

Elias found even children’s drawings, wherein large, corner-crowding suns often explicitly define the source of light, conveyed vastly different emotions based on whether the light source came from the top-left or top-right.

“The ones I found that were lit from the top-right are not happy images. The rightward ones, to me, looked almost a bit creepy,” he said.

The reason behind these choices lies in the parietal lobes, two right and left sections of the brain that are specialized to determine both where objects are in space and where the body is relative to those objects. It is also the part of the brain that identifies how brightly an area is lit.

Since the right half of the brain is dominant in most people, and has the bulk of its sensory information fed to it from the left side of space, the right parietal lobe develops a natural preference for objects to the left of the body.

“When you’ll find is people actually spend a little more time paying attention to objects in the left side of space. If you ask them questions about comparing things in the left and the right, like say you put two things up that are equivalent in brightness and you ask which one looks brighter, they’ll say the one on the left,” Elias said.

Since the same logic applies to how people perceive their own position in the world, this bias can have a similar effect on posing for photographs.

Regardless of light source, Elias’ research has shown about two-thirds of people tend to favour the left side of their face being photographed. This phenomenon becomes even more prominent if instruction is given.

“If you tell the person they’re about to leave their family for a few months and they’re shooting a portrait for the mantle—you want them to look as loving as possible—they’ll really accentuate that leftward bias,” Elias said.

“When people are trying to convey emotion, and especially positive motion in a picture, they show the left of the face.”

Given the left-to-right nature of English reading, Elias also looked into whether or not language played a role in developing this bias. He and graduate student Austin Smith specifically sought out Urdu and Farsi speakers, on account of those languages’ right-to-left text scanning, and revealed little change in their findings.

“This wiring difference that most of us have with the right parietal lobe being specialized for certain judgments, that exists across cultures. That’s a hardwired, genetic thing,” he said, though he added that developing in a culture using predominantly right-to-left reading does slightly weaken the bias.

Looking forward, Elias said he is considering broadening his research to explore areas where people are not advertising products, but themselves.

“I’m actually curious about how this would work for dating sites as well, how someone would use lighting to portray themselves on eHarmony or Tinder or whatever,” he said.

“You would definitely want a left cheek, left-lit profile.”
Easy is not always better.

For accounting professor Fred Phillips, that was a startling realization. A recent study by Phillips has shown that making accounting problems simple does not help students as much as making those same problems difficult.

“When I first started teaching, I thought my role as a teacher was to take difficult topics and make them easy,” said Phillips, who has been teaching in the Edwards School of Business for the past 20 years. “While there is some immediate value in that, it is fleeting—it degrades in memory over time.”

By making students struggle with problems—introducing designed difficulty into problem solving—Phillips has discovered that students have fared better on topics over the long term.

When students have to really think and evaluate what they have to do, this desirable difficulty contributes to meaningful learning,” explained Phillips, a recipient of the J. M. National Teaching Fellowship, the highest teaching honour in Canada.

To gain a better understanding of this concept, Phillips recruited 170 business students to take part in the study outside of class. One set of students was given a series of accounting problems in successive order, each concept building on the next: essentially they learned “A,” then “B” then “C” in a grouped pattern (think practicing a sequence of problems as AAAABBCC).

The other group received interleaved problems where A, B and C were presented in a non-grouped order (ABCAABCBC). This group did not practice A, B or C in successive order and students took longer to solve the problems.

“The theory is that struggle leads to longer-term connections in memory that won’t degrade as much over time,” said Phillips. Immediately following the practice problems, Phillips tested both groups on the concepts. The first group, Phillips explained, could do the problems faster and scored higher (by about eight per cent).

Phillips tested the students once more a week later. This time the second group came out on top by about 15 per cent. Interestingly enough, the first group’s score dropped significantly compared to the previous scores (a 27 point decline), while the second group’s score dropped on average by only four per cent.

“Desirable difficulty contributes to meaningful learning,” said Phillips, adding that he has a hunch that the difference would dissipate with time.

“The real challenge is to help students see the value in struggling, failing and overcoming.” It’s challenging for professors as well because we are evaluated by students on how easy we make their learning feel. It’s not intuitive for students or instructors to value learning difficulties. It doesn’t feel good.”

Phillips said he reminds himself “our job is to help students overcome difficulties. We need to think carefully about the hurdles students struggle with and making those hurdles an intentional part of the instructional process. Let students struggle, but be there to help.”

Accounting professor Fred Phillips

When students have to really think and evaluate what they have to do, this desirable difficulty contributes to meaningful learning.

Fred Phillips

En garde!

There is more to fencing than meets the eye, according to two students making waves in the sport that has taken them to competitions around the world.

Patrik Dula and Adam Nazarali have represented Canada at fencing competitions across North America and, most recently, last October’s World Cup in Leszno, Poland.

Nazarali, a first-year student with the Edwards School of Business, started competing when he was six years old. Within a year of joining the Saskatoon Fencing Club, Nazarali started competing in local tournaments, followed a few years later by provincial competitions.

Dula, who is originally from Romania and in his second year at Edwards, also started fencing when he was six, at the suggestion of a family friend. “A lot of people call it physical chess,” said Nazarali. “You have to think about what the other person is doing at the same time. Whatever I’m doing, it’s either a reaction to what the other person is doing, or what they’re doing is a reaction to what I’m doing.”

That back-and-forth is a big component of his fencing strategy. “The first five or six hits are just usually figuring out their style, how the other person fences and what you can do to counter what they’re doing,” he said of the matches. It’s really short.”

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Try to focus on your opponent, because if you get caught up on focussing on yourself, you’ll lose.”

These tips have obviously served both of them well. Nazarali won the gold medal.
University Library Dean’s Award for Excellence

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All members of the University Library community (e.g. library employees, patrons, suppliers, etc.) are invited to submit nominations for the award.

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More information on the award and appropriate nomination forms can be found at library.usask.ca or by contacting the Executive Assistant to the Dean at library.ea@usask.ca or 966-6094.

Completed nomination forms must be marked confidential and submitted to the Library Executive Assistant no later than the last working day in March.
“Is there anything you would be willing to use violence to protect or defend?”

This is a question Colleen Bell asks students in her International Terrorism class, and the answers are pretty consistent: to protect family, to defend one’s country, to defend a clear threat to one’s core values.

“Most people are not truly pacifists, in the sense that there are no conditions under which they would use violence,” said Bell, assistant professor in the Department of Political Studies.

Bell’s exercise is to make a point that terrorism, and those that practice it, are not “madmen, they hate us, they hate our freedom.” Terrorism is rational, often even well-educated people.

“What I think is important in the study of terrorism is you actually have to have some empathy for the people that you’re trying to analyze—and by empathy, I don’t mean sympathy,” Bell emphasized. Rather, by looking at their own rationales, we can better understand what drives those who commit heinous acts.

But what is “terrorism” and what makes a person a “terrorist?” Political studies and international studies lecturer Martin Gaal explained the term has no legal definition, despite decades of attempts by the United Nations and the League of Nations before them. There are decades of attempts by the United Nations and the League of Nations before them. There are international studies lecturer Martin Gaal explained the term has no legal definition, despite decades of attempts by the United Nations and the League of Nations before them. There are good reasons for the ambiguity.

“It’s a way to turn a freedom fighter into … well, even ‘criminal’ seems to be higher than ‘terrorist,’” he said. “It seems when you get the label ‘terrorist,’ you get put on the list of the lowest of the low, people without morals, without conscience, without humanity.”

The label can also change with circumstance, Gaal said, citing the mujahideen in Afghanistan in the 1980s, who were backed and funded by the West while they were fighting the former Soviet Union.

“They were the freedom fighters, they were the good guys, but as soon as they were no longer on our side, we cut off support, they turned against us, and now they’re terrorists.”

For states, the “terrorist” label is a useful one, Gaal explained, as it allows governments to define their adversaries as an existential threat—that is, attacking a society’s very values and way of life. That kind of a threat “allows the state to do extraordinary things, even extra-legal things.”

Examples include invoking the War Measures Act to respond to Canada’s October Crisis in the 1970s, and creation of new legislation such as the controversial Bill C-51, which would extend Canadian anti-terror laws. Other consequences of terrorist attacks are the creation of new security bodies, such as the Department of Homeland Security in the United States and Public Safety Canada, or actions such as high levels of electronic surveillance of the public in the U.K.

“It is ironic that while the word ‘terrorism’ is now used to elicit public acceptance of such actions, the word itself was coined to describe malfeasance by the state against its citizens.”

“Historically the word ‘terrorism’ originated in the French Revolution and the Reign of Terror,” Bell said. “That was precisely a state practising terrorism against its own population or elements of the population who were believed to be undermining the revolution.”

Both Bell and Gaal agreed that although the “terrorism” label can be arbitrarily assigned, the word does describe specific tactics—that is, extreme violent acts that elicit fear in a population to achieve a specific goal. It is a set of tools popular with groups that have no hope of beating their adversaries in open combat on a defined battlefield.

“The violence itself is actually a demonstration of weakness,” Bell said. “Tactics undertaken are hit-and-run, they’re surprise. The adversaries involved have no capacity to beat those whom they oppose.”

Hence, terror: make a population so afraid that they demand their leaders stop what they are doing or otherwise capitulate. Does it work? It depends on the definition of success, said Bell, citing the example of Spanish troop withdrawal from the Iraq war after terrorists bombed commuter trains in Madrid.

Then, there is 9/11, which had impact far and beyond the thousands killed in the event itself.

“Osama bin Laden would have argued 9/11 was very successful because it engaged the U.S. military in a conflict it could not win,” Bell said. She explained that in the 15 years since New York’s Twin Towers fell, tensions throughout the Middle East have proliferated; the “War on Terror” has been a bust.

“The roots of terror remain and these too have common themes. There’s usually some sort of wrong or perceived wrong that the group wants to have righted,” Bell said.

She cites examples such as the Tamil Tigers who were born in response to persecution of the Tamil minority by the Sri Lankan government, a similar predicament to Russia’s Chechen separatists.

For extremist groups, religion can actually be a distraction: there are always political objectives, such as overthrowing a government, claiming territory and power. Religion is simply a flag to rally around, and scriptures are cherry-picked and interpreted to support these political objectives.

“When we focus on religion, we can lose sight that there are underlying politics,” Bell said. “It distracts from what they’re trying to achieve politically and that’s never reducible to simply religious terms.”

So how big of a threat is terrorism? Acts of war waged by nation-states have killed and continue to kill far more people than terrorist attacks. Those attacks, stoked by sensationalist media, shock the public psyche, but the real impact is slight.

“There’s that famous meme going around that most Canadians are killed by moose than by terrorists,” Gaal said. “I had that on my door for a while.”

“There is a fine line between freedom and safety, and Gaal questions whether Canadians need to sacrifice access to personal information, freedom of movement and other traditional liberties on the altar of security.

“To what degree are we prepared to relinquish our rights and freedoms?” he asked. “I don’t think we’ve come to that point yet in Canada.”

The friendship of Jean Vanier and Henri Nouwen is one of the key spiritual friendships of the last century. These two extraordinary people, both influenced by Saint John of the Cross and by the spirituality of the Trappists, were luminaries of their generation. Their friendship—both on an individual and on a collective level—was a source of inspiration to many people who knew them and who were touched by their lives and by their witness to the Christian faith.

Jean Vanier (1928-2019) was a FrenchCanadian physician, social activist, theologian and author. He was a co-founder of the L’Arche communities, which provide support for people with intellectual disabilities and social inclusion for all. He was awarded the Nobel Peace Prize in 2015.

Henri Nouwen (1932-1996) was a DutchCanadian religious writer and social activist. He was a professor of theology at the Catholic University of America and a member of the Trappist monks at the Abbey of the Sacred Heart in Maryland. He was known for his work with the homeless and with those facing life’s most difficult challenges.

Together, Vanier and Nouwen have inspired millions of people around the world to live out the Gospel message of love and compassion. Their friendship was based on mutual respect, understanding, and a deep commitment to helping those in need. They believed in the importance of personal and spiritual transformation, and their work continues to inspire and challenge people today.

The friendship of Vanier and Nouwen is a reminder of the power of love and compassion in the face of adversity. Their story is a testament to the fact that even in the midst of suffering, there is hope and the potential for healing and transformation. Their legacy continues to inspire people to find meaning and purpose in their lives, and to make a difference in the world.
The Arts
Camero and the Saskatchewan Symphony Orchestra present Jan Lisiecki in Conversation Friday, March 4, 1:30 pm, Quence Theatre, U of S. Free admission. All are welcome. In conversation with Mark Turner, the executive director of the Saskatchewan Symphony Orchestra. For more information please contact Greg Moran at gregory.marion@usask.ca, 306-966-4296.

U of S Greystone Singers and University Chorus in Concert Knox United Church, 818 Spadina Crescent E. March 10, 2-3 pm. U of S Greystone Singers and the University Chorus present After, featuring the premier of Canadian composer Matthew Emery’s dedication. After and welcoming local high school students performing in our side-by-side chorus. Admission: 5/10 students/seniors $10. Available at Michelly Robinson, or choir members, or at the door. All are welcome. For more information, please contact Jennifer Lang at jennifer.lang@usask.ca or 306-966-6812.

Courses/Workshops
ESL Classes at the Language Centre
April 4-May 10, part-time program, $760.
Classes will cover writing and applied grammar, pronunciation, general level writing, reading, listening skills, and spoken English. For more information or to register contact 306-966-4531 or visit pefl.usask.ca.

Languages
For more information, visit languagelearning.usask.ca or call 306-966-4355 or 5539. Multilingual Conversational Language Classes from Jan. 18 to March 28: • French levels 1 to 8: $215 (GST exempt) • Spanish levels 1 to 8: $225.75 (GST included)

Miscellany
Western College of Veterinary Medicine Graduate Student Poster Day
Tuesday, March 15 and Wednesday, March 16, 2016. Posters will be displayed on the second floor of the WCVM, graduate students will be on hand to answer questions about their research projects on both days from 12:30-1:30 pm.

One Day for Students
March 10, 9-4 am, Place Riel. Free! Food! Photo booth! Fly housing? Philanthropy has never been this much fun! One Day for Students has once again partnered with the Government of Saskatchewan and the Harris Centre to present One Day for Students. This year’s keynote address will be on the spirit that animates their practice, the social justice and internationally-oriented groups for a night of fun and learning! It aims to celebrate diversity on campus and share cultural and social justice knowledge among students, as well as create interactions among students. Listen to what students have to say about the culture they’ve part of! For more info visit http://oneday.Usuask.ca.

Meet, Seek and Do - Graduate Professional Skills Certificate Information Session
March 17, 12 pm and April 4-5, 4-5 pm, Graduate Student Association Commons, Emmanuel and St. Chad. All graduate students and postdoctoral fellows are invited to this information session by the Government Centre for Teaching Effectiveness (GCITE). The session will provide information about the Graduate Professional Skills Certificate program. It is an excellent chance to ask questions and meet other graduate students. Coffee, tea, hot chocolate, and snacks will be available for information about the Graduate Professional Skills Certificate program, visit: http://www.usask.ca/progradpro.

2016 Global Village
March 10-8 pm, International Student and Study Abroad Centre. The Global Connections Network is organizing the Global Village, a talk and fair-type of event with booths, speakers, cultural displays and performances and food! This is a free event for everyone. The Global Village 2016 brings together, cultural, social justice and internationally-oriented groups for a night of fun and learning! It aims to celebrate diversity on campus and share cultural and social justice knowledge among students, as well as create interactions among students. Listen to what students have to say about the culture they’ve part of! For more info visit http://www.globallv.Usask.ca.

Child Health Research Trainee Day
March 24, 1-2 pm, Graduate Student Association Commons, Emmanuel and St. Chad. 1105 College Drive. Residents, graduate students, postdoctoral fellows and undergraduate students are invited to present their child health-related research. Deadline for abstract submissions/registration is March 3. Please contact Erin Prosser-Loose, Department of Pediatrics Research Co-ordinator, atrium@usuask.ca, for questions and the abstract submission form.

Easter break - Rainforest Ecology Camp for Kids
March 28-April 1, Rainforest Ecology Camp Monday to Friday in Room 306, Williams Building, 9-4 pm with one hour of before and after care. Daily field trips to the U of S, Miller Trail, Wascana, Sadderot Zoo, Pile Lake or Beaver Creek Conservation Area. Learn about the ecology of rainforests around the world with BC, Costa Rica, Amazon and Africa and their animals. Visit from socialized tiger cubs. A partner snake and rescued and non-releasable Big Brown Bats (they smell: Free! $259/before and after care). Call 306-966-5399 or visit schoolofpublicpolicy.ca for more information.

Prosser-Loose, Department of Pediatrics Research Co-ordinator, atrium@usuask.ca, for questions and the abstract submission form.

Veterinary Medicine Graduate Student Poster Day
Thursday, March 10, 9 am-4 pm, Place Riel.

March 14, 2:30-3:30 pm, Murray Library Room 102. Introduction to Open Textbooks and Other Open Educational Resources. For more information visit: http://www.usask.ca/orc/openteach.

SEMINARS/LECTURES
JSSG Public Lectures
Visit usask.ca/gradproskills for more information.

Open Education Week
Events are being co-ordinated through a number of units across the U of S. Please see below for the schedule of events and sessions. For more information visit: http://www.usask.ca/open-education-week.php

• March 7-12:30 pm, Murray Library Room 102. Introduction to Open Textbooks and Other Open Educational Resources.

• March 8, 1-2:30 pm, Murray Library Room 102. I Want to Go Open, Now What?

• March 15, 12:30-1:30 pm, Murray Library Room 102. I Want to Go Open, Now What?

• March 16, 1-2:30 pm, Murray Library Room 102. How to Feed and Use Open Resources, and Release Your Own Work Openly.

• March 17, 12-4 pm, Murray Library Room 102. What is a Research Monograph?

• March 18, 12-3 pm, Murray Library Room 102. How to Use Your Data?

• March 19, 12-3 pm, Murray Library Room 102. I Want to Go Open, Now What?

• March 24, 12-3 pm, Murray Library Room 102. How to Use Your Data?

• March 23, 12-3 pm, Murray Library Room 102. I Want to Go Open, Now What?

• March 28, 12-3 pm, Murray Library Room 102. How to Use Your Data?

• March 29, 12-3 pm, Murray Library Room 102. I Want to Go Open, Now What?

• March 30, 12-3 pm, Murray Library Room 102. How to Use Your Data?

• March 31, 12-3 pm, Murray Library Room 102. I Want to Go Open, Now What?
Supporting our students

Donor to match up to $40,000 for One Day for Students

On March 10, and for that day only, Professor Emeritus Kay Nasser and his wife Dora will match up to $40,000 in donations to the President’s Student Experience Fund or the Nasser Family Emergency Student Trust. This initiative is one of many across the U of S campus to support students on this day, encouraging donors on campus and in the broader university community to support a student-related cause.

The Nasser Family Emergency Student Trust was established to aid students who encounter unexpected financial difficulties that could seriously affect their school year—such as loss of residence and belongings due to fire, or attendance at the funeral of an immediate family member.

“The unfortunate reality is that some students require urgent funding due to emergency situations,” said Kehan Fu, University of Saskatchewan Students’ Union vice-president of student affairs. “Thankfully, the fund provides critical support for students who are faced with an unexpected financial burden and allows them to appropriately devote their attention to their courses.”

The President’s Student Experience Fund is also solely donor-based, and supports initiatives such as the JDC West business competition recently hosted by the Edwards School of Business.

Cole Thorpe, who participated in the JDC West competition as both a student and now as a vice-president of student affairs, emphasized the importance of funding for students to take advantage of opportunities such as national and international competitions.

“Events like JDC West also demonstrate how our students and university stack up against other top schools,” said Thorpe, adding that strong showings at the JDC West—including first-place in several categories and the third-place ranking overall—showcase the quality of the business school and the university.

The 2016 competition involved 600 students from twelve major business schools across western Canada. An additional 200 volunteers from the university, including students, faculty, staff and alumni, were involved in the planning and organizing.

The President’s Student Experience Fund supports a variety of other student-led initiatives as well, including the U of S Aero Design Team. Nathan Morhart is one of 30 members of the team, consisting of students across several disciplines. The team’s goal is to build a large model airplane weighing no more than 55 pounds, including a minimum payload of 26 pounds, to compete for top honours at this year’s SAE Aero Design West competition in Van Nuys, California.

The U of S team will go up against 74 contenders from the U.S., Poland, Egypt, India, Mexico, the U.K. and Canada. In addition to the funding received from the President’s Experience Fund, Morhart said that receiving support from the university is also important in attracting additional corporate sponsors.

Because of the Nasser’s generous offer to match donations on March 10 for One Day for Students, it is an ideal day to show support for our students through these two funds.

“If we can raise $40,000 from our campus and alumni, it will mean $80,000 for students who benefit so much from these two funds,” said Sandra Lazar, associate director of annual giving. “That goal is achievable. At last year’s One Day for Students, we raised close to $60,000. It shows what happens when everyone realizes their gift, no matter what the amount, really does make a difference.”

Donations can be made online at give.usask.ca/oneday or in person in Upper Place Riel and select locations throughout campus on March 10.

Fencing teaches life lessons

From Page 7

In his age division at the 2012 Canadian Fencing championship, while Dula was a silver medalist at the Pan-American Junior Cadet championship in Puerto Rico in 2013. That same year, they represented Saskatchewan at the Canada Summer Games, held in Sherbrooke, Quebec.

Both Dula and Nazarali agree that the opportunity to travel and compete with others on a global stage is a big perk. Additionally, the discipline and control required to become a proficient fencer is something Dula has applied to his everyday life.

“It’s a gentleman’s sport,” he said. “If you’re angry in hockey, you can get in a fight. In fencing, you can’t do that, no matter how angry you get. You have to go and shake the opponent’s hand at the end of the match. That’s huge.”

Both also have big aspirations for their fencing careers. For Nazarali, this involves making the junior national team next year, but first, he has to perform well at a qualifier match in Montreal in May.

Dula, meanwhile, has his eye on some rings. “The long-term goal is the Olympics,” he said. “It’s going to be a lot of work, but it’s more motivation to work harder.”

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At the heart of it all, Norman Fleury is an avid storyteller, tirelessly sharing his culture and language with everyone he meets.

“I grew up with it,” he said of Michif, a Métis language spoken across the Prairies that combines French with Plains Cree. “I heard my language in my mother’s womb. I heard it when my grandmother was delivering me. I heard it when I grew up.”

Born in St. Lazare, Man., the sixth-generation “qualified, bona fide Michif” is known nationally for his efforts to preserve the language. In addition to being active for many years with Métis organizations and Michif preservation groups, he has written several books on the subject—including Canada’s first Michif language dictionary—and has even translated documents (ranging from children’s books to government documents) to Michif.

He joined the College of Education last June as an elder and special lecturer. He finds it rewarding to teach soon-to-be-teachers the language—“they’re the future of Michif teachers,” he said.

He also works with a host of community partners (such as Westmount School, the Gabriel Dumont Centre, and the Saskatoon Indian and Métis Friendship Centre) to teach Michif and tell others about his culture, history and heritage.

“In teaching Michif, I’m able to talk about the cultural components of the language,” he said, “because language is culture and culture is language. Language incorporates everything.”

His next project is to develop a Michif language certificate for the college. “That’s one of my big jobs,” he said. He is also interested in expanding the curriculum for Métis and Michif languages and culture at the U of S.

If his passion for his language is any indication, it is a job he will be happy to take on.

“We have to get busy. And that’s what this institution, with my participation, will do—to understand, really, who are these people?”