

GREG HUSZAR

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.

Observing the vision

Committee co-chairs talk about vision, mission and values

HENRYTYE GLAZEBROOK

To help define the vision, mission and values of the University of Saskatchewan, President Peter Stoicheff appointed a cross-campus committee to lead the work. The committee, with representation from faculty, staff, students, the Board of Governors, University Senate and University Council, is consulting with members of the campus community with the aim of preparing a draft document by June.

HenryTye Glazebrook sat down with committee co-chairs Brent Cotter, professor in the College of Law, and Liz Harrison, associate dean of physical therapy and rehabilitation sciences in the College of Medicine, to find out what the project entails and what it means for the campus as a whole.

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



Cotter

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



Harrison

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.

BC: Three-quarters of the present faculty were not here 23 years ago, so the current document

is one with which they may not be particularly well acquainted. It is, essentially, a document that was written before their time and may be written for a time that is no longer quite as relevant to the university environment.

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.

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INSIDE



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SUPPORTING SUCCESS 11

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 gets 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



Kara Loy, co-ordinator of the undergraduate research initiative.

LESLEY PORTER

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

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Opening eyes through new observational method

HENRYTYE GLAZEBROOK

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 (SWEET), 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 term, which has been adopted from Mi'kmaq First Nations Elder 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 through 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 SWEET project is aimed at establishing a commu-



Baharadwaj

nity-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.

"Does the water have spirit? Is the water utilized for social and cultural activities? Those would be the sorts of indicators that would be utilized," she said.

Traditional knowledge indicators are based not only on observations, Baharadwaj explained, but also on ethics, values, management of resources and how people use those resources. Berries that have

been picked to exhaustion, for example, might be an indicator that a region is not as healthy as expected.

Baharadwaj said that the partnership with local communities has thus far proven an easy development—one strengthened by these populations' inclination toward treating the ecosystems in which they live with respect and admiration.

"It's really driven out of concern for their ecosystem and their part within that ecosystem, and their dependence on it to survive. As we know, Indigenous People are really connected to the place in which they live and the relationship that they make with the things that are non-human and non-living," she said.

"They have a really strong sense of place and identity with that place. Their culture, traditions and their whole worldview is really tied to their place of being."

Now that SWEET is wrapping up its formal research period, the communities it has been working with will be tasked with carrying forward with monitoring. Their data, which will be stored in infographic form, can be used by any number of other teams that set their sights on the Slave River Watershed.

Though this particular project has honed in on a two-eyed seeing approach, Baharadwaj emphasized that the concept could be expanded to fit other regions.

"Everyone has their own perspective and they walk in the world with different eyes. The Indigenous eye really represents all Indigenous People and the Western eye really represents all Western perspectives," she said.

"Really, you could have a four-eyed-seeing or ten-eyed-seeing approach depending on the different people and cultures that are being represented." ■

Nursing transcends international boundaries

MICHAEL ROBIN

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 in that part of the world."

MacKenzie knew it was a great learning opportunity; what she did not expect was that her learning experience at the U of S would be of such great interest to her counterparts in Russia. MacKenzie, a member of the Lac La Ronge Indian Band from Stanley Mission, is part of pioneering efforts by the U of S College of Nursing and its partners to bring professional education to the North—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 mostly from the South, to appreciate new different ways of knowing and ensure the program is locally relevant for students and their future clients.



Janet MacKenzie (centre) and Jeanne Kusch (right) travelled to Russia for the Innovative Learning Institute.

Recruiting nursing students from the North poses its own challenges, not the least of which is geography. Covering about half the province's land mass, Saskatchewan's Northern Administration District is home to roughly 37,000 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.

Delivery of the full nursing degree program to La Ronge and Île-à-la-Crosse includes lectures through videoconferencing as well as clinical training with the use of remote presence technologies (robots).

The robots are operated from Saskatoon and move freely around the room in La Ronge or Île-à-la-Crosse. Cameras and sensors allow the professor to control the robot remotely, working side-by-side with students.

"They (faculty) maneuver around with 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."

Butler, now the senior strategist, distributed and technology enhanced learning and discovery, emphasized the remote learning model they have developed is only successful because of close community involvement. For example, the leadership of Northlands College, based in La Ronge, the CEO of the Keewatin Yatthe Health Region, and the mayor of Île-à-la-Crosse were all part of

the team to launch the program in that community's hospital.

"In the North, by the North, for the North," she said.

"The families in Île-à-la-Crosse are so supportive of the students who attend class there. For example, on the first day of clinical they all came to see the students in their uniforms," Butler said.

The innovative approach also impressed MacKenzie's Siberian counterparts when she visited Yakutsk with her classmate Jeanne Kusch from Île-à-la-Crosse.

"The student nurses... were eager to hear about our nursing program in the North," she said. "They were especially impressed to know we did our lectures by distance with our instructor being almost 400 km away."

MacKenzie explained that language was an obstacle, but an interpreter eased the way as they attended lectures on Yakutian history and culture, economic development and public health topics such as tuberculosis in children and adults.

"I was really surprised that they still had TB sanatoriums in Yakutsk and they were equally surprised that we did not," she said.

Butler and her colleagues on both sides of the Pacific have already begun to bring the telepresence model to Yakutsk, with one robot in the local hospital accompanied by an interpreter to bridge the language barrier. She explained the cutting-edge approach is instilling a sense of pride in the local nurses, who

have begun to see their work as a profession.

"Most of the things we're doing there would happen in Moscow or St. Petersburg, not in Siberia," Butler said. "So things that are happening there are unique to their university and it has really changed how nursing is viewed."

It is also a model that Butler and her team are working to expand throughout the circumpolar region. The team reached out to the International Centre for Northern Governance and Development at the U of S for help. Leveraging their involvement with the University of the Arctic, they created the Northern Nursing Education Network.

The network co-ordinates education and research in circumpolar countries. One such activity will be a delegation of 10 students from Yakutsk, Finland, Norway, Greenland, Iceland and Canada coming to the U of S in August 2016.

As for MacKenzie, she said her education may continue with nurse practitioner training, or she may begin her career as a registered nurse this year upon graduation. Whatever her choice, it will be in the North, for the North.

"I want to remain in the North as I have lived here all my life and this is where I want to work," she said. "If I happen to gain employment in a place other than my hometown, then I will certainly talk it over with my husband and children and we will make that decision as a family." ■

NEW TO US



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 records and diaries of census takers who rode on horseback across the sparsely populated land. His work reveals patterns of how people moved across the Canada-U.S. border from the Great Lakes to the Pacific Coast. He focuses on how this border evolved, how it was policed and how this continues to affect the present day.

Much of Hoy's raw material comes from census documents created in the nineteenth and early twentieth centuries. The handwritten documents, often smudged and damaged by age, have been transferred to 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 did little to affect your day-to-day life." The Department of Indian Affairs census mattered quite a bit more. "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 imperfect 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 Gordon Oakes Red Bear Student Centre, in faculty complement planning and the ways that Aboriginal initiatives are given prominent places on the university's webpage. I think it's something the university should be quite proud of."



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On Campus News aims to provide a forum for the sharing of timely news, information and opinions about events and issues of interest to the U of S community.

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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. ■

Campus community contributes to vision

From Page 1

LH: Canadian and global post-secondary university environments continue to change and the document is intended to reflect this, plus looking forward 10 years. That's the visioning part of the exercise. We have valuable data from various units within and external to the university, which will help to inform this aspect of the work.

■ Would it be appropriate to say this is less of an update and more of an overhaul 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?

BC: One of the exercises that we have underway is to try to glean what strengths those documents had that we can build upon, while recognizing the different time frame in which they were

developed. Much of what is captured in those documents is a valuable guide to the committee's work. Our goal is to be respectful of the work that's been done in the past, but still capture a modernized version of the university moving forward from 2016.

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 addi-

tional 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 is 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 Stoicheff, would like to see a short, focused document that is a powerful statement rather than pages and pages of writing—something 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. ■

The mission, vision and values committee encourages anyone interested in contributing to the project to contact them online at usask.ca/ourvision.



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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.

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Shining a light on psychology research

HENRYTYE 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, said 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,



Lorin Elias, professor of psychology

DAVID STOBBE

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.

“What 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 judgements, 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.” ■



PRIME TIME

On a recent trip to Ottawa to meet with federal ministers, President Peter Stoicheff brought a Huskie basketball autographed by the women’s team, the top basketball team in the country at the time. The Honourable Ralph Goodale, minister of public safety, made sure Prime Minister Justin Trudeau received the special gift from the U of S.

GETTING SOCIAL WITH MEDIA

Some of the top tweets, posts and pics from the U of S

@usask

Univ. of Sask.
It's Lesya Ukrainka's 145th birthday. #usask is home to a 16-foot bronze statue of the Ukrainian writer and poet.

1:10 PM - 28 Feb 2016

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University of Saskatchewan
Nicole Caillio, a recent graduate from the Johnson-Shoyama Graduate School of Public Policy hopes that her gift of \$10,000 to her alma mater will encourage future alumni to continue to practice philanthropy. <http://bit.ly/21007N2>

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Elizabeth Mitchell (Sr) very honoured to know you Nicole. Your strong commitment to Education is admirable and Aurty we are proud of you. Love and respect to you.
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Jessie Gatten-Redden Good one Nicole. You were taught well.
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Aboriginal Students' Centre

18 February at 14:31 · 6

The ASC hosted some students and staff visitors from Lao Lo Rong today. Thanks for the visit!

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Trying to be difficult

Struggles to learn have long-term benefit

✍ KRIS FOSTER

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 3M National Teaching Fellowship, the highest teaching honour in Canada.

To gain a better understanding of this concept, Phillips recruited 170 business students

problems as AAABBBCCCC).

The other group received interleaved problems where A, B and C were presented in a non-grouped order (ABCABCABC). 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

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

Fred Phillips

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



Accounting professor Fred Phillips

GREG HUSZAR

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.” ■

En garde!

✍ LESLEY PORTER

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 fencing 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.

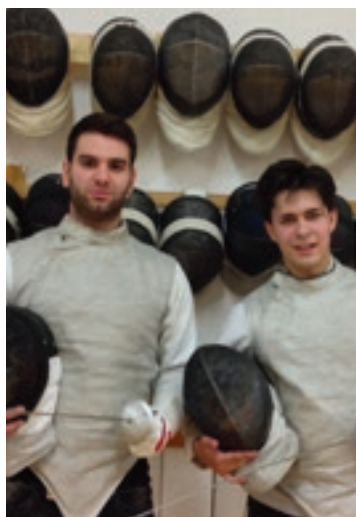
Dula, who is originally from Romania and in his second year

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.”



Patrik Dula and Adam Nazarali

Dula added that it is crucial not to get in your own head too much while in a match. “You try to focus on your opponent, because if you get caught up on focusing on yourself, you’ll lose.”

These tips have obviously served both of them well. Nazarali won the gold medal

See *Fencing*, Page 11



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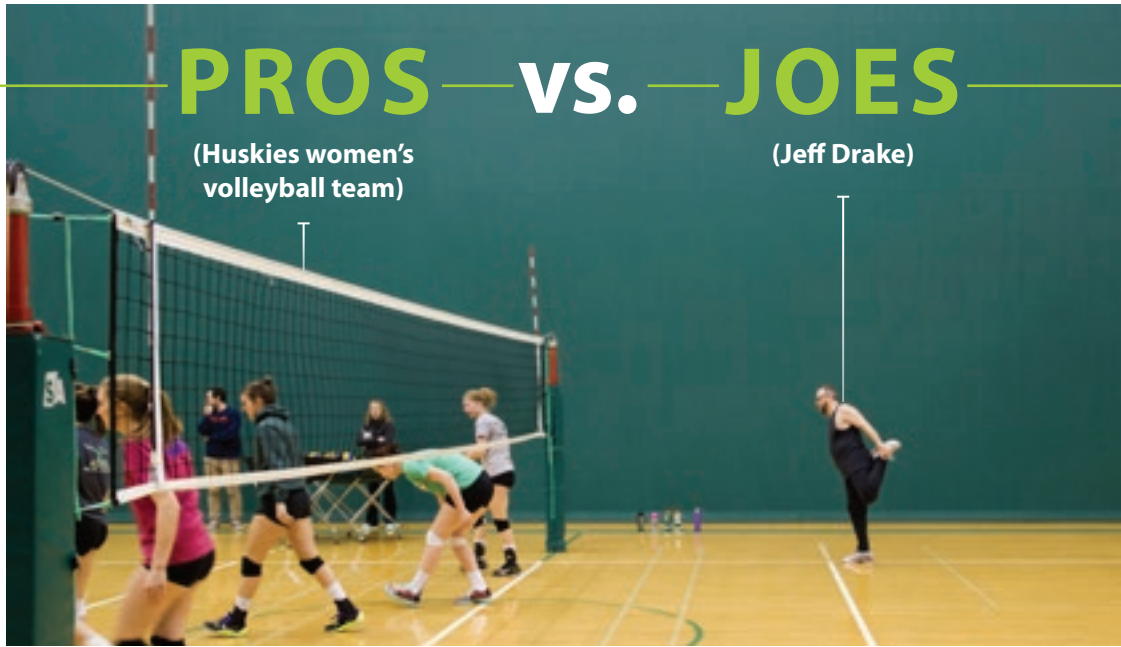
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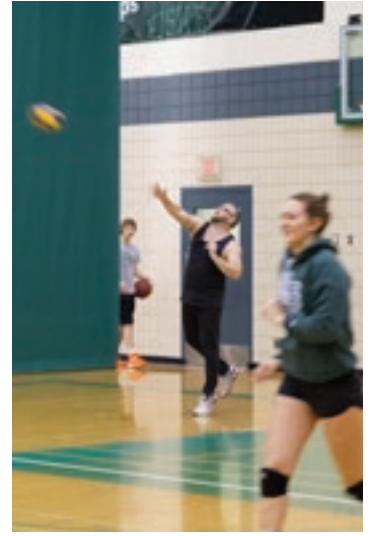
PROS — VS. — JOES



(Huskies women's volleyball team)



(Jeff Drake)



Throughout 2016, members of the university communications team are working out with our Huskies to see what it takes to be a Huskie student athlete. In this edition—Huskie volleyball.

Who are you and what do you do?

Jeff Drake, I'm the manager of communications services. I manage the marketing department.

What's your experience in this sport?

I've played volleyball for 20 years in the beer leagues. I play a couple nights a week in the summer at the sand courts in the bars around the city.

What did the Huskies have you do?

The women's team invited me to experience what a day is like for them. So at 7 am I was at the PAC where some players put me through their circuit training. That took two hours. Then I went to the office, then back to the PAC at 12:30 for an hour of drills. Then back to the office, then back to the PAC at 4 pm for a two-hour practice. They

put me through more drills and pulled me out when they got into formations to run plays. I was fine with stepping out; I was completely exhausted and overly sweaty.

How was the experience?

I can't say enough about how much dedication it takes to be a Huskie. I was winded after the first circuit that morning, and this is their daily routine. And in addition to the workouts, drills and practices, they watch tapes of their opponents, attend team meetings and travel across western Canada to play. Plus,

this is on top of having a social life and being a full-time student. I don't know how they manage to balance it all but last year half the team was CIS Academic All-Canadians, which means their averages were 80 per cent or higher.

It was motivating to be around such top-tier athletes. The speed, velocity and accuracy they have with the volleyball was inspiring. And they truly love the sport. I'm sure they could have practiced for another two hours that night. In my mind I wanted to as well, but my body wanted to go nowhere but my couch. ■



COLLEGE OF ARTS & SCIENCE ALUMNI OF INFLUENCE DEAN'S GALA AND AWARD CEREMONY











L to R: Brenda Baker, Ruth Cuthand, Brenda Macdougall, Kathleen McCrone, That Ngo, Berni Schiefer, Bill Waiser, Alan Wildeman (not pictured: Sanjay Bakshi, Brian Gable, Paul Thagard)

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Sanjay Bakshi	Berni Schiefer
Ruth Cuthand	Paul Thagard
Brian Gable	Bill Waiser
Kathleen McCrone	Alan Wildeman
Brenda Macdougall	

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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.

library.usask.ca/info/initiatives/deansaward.php


UNIVERSITY OF SASKATCHEWAN
 University Library

Acts of terror

A matter of perspective on defining terrorists

✍ MICHAEL ROBIN

“Is there anything you would be willing to use violence to protect or defend?”

That 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.” Terrorists are 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,” she 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 good reasons for the ambiguity.

“It’s a way to turn a freedom fighter into ... well, even ‘criminal’ seems to be higher on the pecking order than ‘terrorist,’” he said. “It seems when you get the label ‘terrorist,’



Bell

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 organizations 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 practicing terror 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 some political 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



Gaal

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 more 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.” ■

Skill development valuable to careers

From Page 2

Students’ Union.

Aside from skill development that can lead to graduate studies or career leverage, having a successful research experience is the difference between receiving information and really understanding it.

“In traditional lecture-based experience, students would be getting a lot of information, which is accessible to people now, whether they take a university class or not,” said Loy.

She uses a popular contender, the massive open online class (or MOOC) as an example, asking why anyone would want to pay tuition to attend university instead of just taking MOOCs.

But by having the research know-how, “they have that

hands-on experience, so they are able to link that content from the lectures with what they’re also able to produce. They come out with skills that are developed and final products, whether it’s something published like a poster or an artifact, or the ability to communicate their findings in synthesis of information.” This also makes them more valuable to employers as well, she added.

Faculty could stand to benefit, too, from being involved in undergraduate research initiatives. Some of the faculty involved are already publishing and presenting on their work, said Loy, while others try it to diversify their research portfolio.

“It also helps with tenure and merit, because it shows that they’re trying new things that are having a positive effect.” ■

Jean Vanier and Henri Nouwen: the great friendship

Special Guest Lecturer: Michael W. Higgins



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Guest Lecturer Michael W. Higgins, is a native Torontonian, an author, Vatican affairs specialist for the Globe and Mail and CTV Network, Catholic educator, CBC radio documentarian, scholar and administrator.

“The friendship of Jean Vanier and Henri Nouwen is one of the key spiritual friendships of the last century. The philosopher and the psychologist had much in common; they shared a ministry of tenderness with the disabled; they advocated relentlessly for the curative and transformative power of genuine community; they stood for the perduring witness of Christian Humanism. We will explore this friendship — both fecund and fraught — and discover in it an enlightening path to holiness.”

Michael W. Higgins



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Coming events

■ The Arts

Cameco and the Saskatoon Symphony Orchestra present Jan Lisiecki in Conversation

Friday, March 4, 1:30 pm. Quance Theatre, U of S. Free admission. All are welcome. In conversation with Mark Turner, the executive director of the Saskatoon Symphony Orchestra. For more information please contact Greg Marion at gregory.marion@usask.ca, 306-966-4296.

U of S Greystone Singers and University Chorus in Concert

Knox United Church, 838 Spadina Crescent E. March 20, 3-5 pm. U of S Greystone Singers and the University Chorus presents *After*, featuring the premiere of Canadian composer Matthew Emery's dedication. *After* and welcoming local high school students performing in our side-by-side chorus. Admission: \$15, students/seniors \$10. Available at McNally 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 30, part-time program, spring term. Classes will cover writing and applied grammar, pronunciation, graduate-level writing, reading or listening skills, and spoken English. For more information or to register contact 306-966-4351 or visit ptesl.usask.ca.

Languages

For more information, visit learnlanguages.usask.ca or call 306-966-4355 or 5539. Multilingual Conversational Language Classes from Jan. 18-March 28:

- French levels 1 to 8: \$215 (GST exempt)
- Spanish levels 1 to 8: \$225.75 (GST included)

- Japanese levels 1 to 3: \$225.75 (GST included)
- Japanese for the Traveller \$252 (manual and GST included)
- German levels 1 to 4: \$225.75 (GST included)
- Italian levels 1 to 3: \$225.75 (GST included)
- Portuguese level 1 \$225.75 (GST included)
- Cree level 1: \$236.25 (materials and GST included)

Textbooks and workbooks are extra unless otherwise indicated.

Community Arts

Explore your creativity and develop skills in drawing, painting, sculpture, photography, glass, jewelry making, fiber art, graphic design, art history and more. These courses help you gain confidence as you develop your portfolio. Classes are taught by professional artists. Take classes for general interest or work toward a certificate. For more information, visit ccde.usask.ca/art. Register online or call 306-966-5539.

■ 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

Thursday, March 10, 9 am-4 pm, Place Riel. Free food? Photo booth? Pie throwing? Philanthropy has never been this much fun! Be part of One Day for Students, the annual day of giving at the U of S. This year, donations will support student-focused funds such as the President's Student Experience Fund and the Nasser Family Emergency Student Trust. For 24

hours only, donations will be matched by Kay and Dora Nasser! Join the fun at participating colleges through the day, followed by the keynote event in Upper Place Riel at 3 pm.

Mental Health Training for Managers

April 6, 1-4 pm, Admin C280. If you lead or supervise U of S employees, this three-hour workshop will empower you to break down stigma and create a mentally healthy workplace. Wellness Resources, a division of Human Resources, has partnered with Sun Life Financial to provide this free training for managers. This session will prepare you to identify and address mental health issues in the workplace comfortably, confidentially and in a consistent manner. The session is powered by Solareh. To register, visit the Safety Resources training website: <http://safetyresources.usask.ca/services/training/index.php>.

Meet, Seek and Do - Graduate Professional Skills Certificate Information Session

March 17, 12-1 pm and April 4, 4-5 pm, Grad Student Association Commons, Emmanuel and St. Chad. All graduate students and postdoctoral fellows are invited to this information session by the Gwenna Moss Centre for Teaching Effectiveness (GMCTE). The session will provide you with information about GMCTE courses and services offered to graduate students and postdoctoral fellows. 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/gradproskills>.

2016 Global Village

March 10, 5-8 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're part of! For more info visit facebook.com/events/1594168890822260

Child Health Research Trainee Day

March 24, 11 am-2:30 pm, Graduate Student Association Commons, Emmanuel and St. Chad, 1137 College Drive. Residents, graduate students, postdoctoral fellows and undergraduate students are invited to present their child health-related research. Deadline for abstract submission/registration is Thursday, March 3. Please contact Erin Prosser-Loose, Department of Pediatrics Research Co-ordinator, at erin.loose@usask.ca, for questions and the abstract submission form.

Easter break - Rainforest Ecology Camp for Kids

March 28-April 1. Rainforest Ecology Camp runs Monday to Friday in Room 306, Williams Building, 9-4 pm with one hour of before and after care. Daily field trips to hike the U of S campus, MVA trail, Wanuskewin, Saskatoon Zoo, Pike Lake or Beaver Creek Conservation Area. Learn about the ecology of rainforests around the world in B.C., Costa Rica, Amazon and Africa and their animals. Visits from socialized tiger salamanders, a garter snake and rescued and non-releasable Big Brown Bats (they're small). Fee: \$295; before and after care: \$40. Register online at ccde.usask.ca/ecologycamps.

■ Seminars/Lectures

JSGS Public Lectures

Visit schoolofpublicpolicy.ca 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/open-education-week.php>

- March 7, 1-2:30 pm, Murray Library Room 102. Introduction to Open Textbooks and Other Open Educational Resources.
- March 8, 1-2:15 pm, Murray Library Room 102. How to Find and Use Open Resources, and Release Your Own Work Openly.
- March 8, 2:30-3:30 pm, Murray Library Room 102. I Want to Go Open, Now What?

- March 9, 1-2 pm, Murray Library Collaborative Learning Lab (Room 145). The Role of Support Units in the Use and Creation of Open Textbooks.
- March 10, 1-2:30 pm, Murray Library Collaborative Learning Lab (Room 145). Publishing and the New Tri-Agency Policy.

New Feminist Research Lecture Series

March 8, 4 pm, GSA Commons, Emmanuel and St. Chad. Manuela Valle-Castro, ICCG visiting fellow, women's and gender studies, presents: *Performance as activism and utopia in the Americas*. In this lecture, Valle-Castro will explore the lines of convergence and differences between several forms of activist performance in Latin America and Canada, touching both on the spirit that animates their practice, and the political potential of these tactics as they allow us to imagine and desire utopian realities that already exist in the present. All are welcome. Wheelchair accessible. Refreshments will follow. Sponsored by women's and gender studies. For more information, contact valle-castro.manuela@usask.ca.

School of Public Health - Vaccinology and Immunotherapeutics Seminar Series

- March 10, 12:30 pm, VIDO lecture theatre. Elsie Xueying presents: *Transgene IL-21-engineered HIV-1 Gag-specific T cell-based vaccine converts CTL exhaustion in chronic infection*.
- March 24, 12:30 pm, VIDO lecture theatre. R. Bundi Magiri presents: *Innate immune responses activated by adjuvant PCEP in pigs*.

Veterinary Microbiology/Veterinary Pathology Seminar Series

- Wednesday, March 9 at 12:30 pm, Room 2302, WCVM.
- James Carmalt, Department of Veterinary Pathology, presents: *Equine pituitary Pars intermedia dysfunction: is PPID a protein processing defect?*
- Qi Wu, Department of Veterinary Microbiology, presents: *The effect of PTEN on HCV infection*.

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Coming events

Next OCN: **Friday, March 18**
 Deadline: **Thursday, March 10**

Email ocn@usask.ca

CALLING ALL ORATORS

The convocation office is looking for volunteer orators to read out the names of degree recipients at spring and fall convocation 2016. We are looking for faculty and staff from across campus with resonant voices and fine pronunciation skills. If you are interested in participating, please email your resume to danielle.rudulier@usask.ca by March 16, 2016. Auditions will be held in early April.

OCN Publishing Schedule

No.	Issue Date	Deadline Date
13.....	March 18, 2016.....	March 10, 2016
14.....	April 1, 2016.....	March 24, 2016
15.....	April 15, 2016.....	April 7, 2016
15.....	April 29, 2016.....	April 21, 2016

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 competitions as both a student and now alumnus, emphasized the importance of funding for students to take advantage of opportunities such as national and international competitions.



Members of the U of S Aero Design Team.

DAVID STOBBE

"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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ADMINISTRATION



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Living language

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?"

