Bill Norrie mourned

Bill Norrie, U of M chancellor emeritus, graduate, honorary degree recipient, Rhodes Scholar and former mayor of the City of Winnipeg, who dedicated his life to public service, died on July 6. He was 83 years old.

“We are all saddened by the death of Bill Norrie,” said David Barnard, president and vice-chancellor. “He served this community, our province and our university with intelligence, compassion and dignity.”

Born in St. Boniface in 1929, Norrie graduated from the U of M’s Faculty of Law in 1955. While attending law school he was president of the UMSU and was also named a Rhodes Scholar.

Norrie served as mayor of Winnipeg from 1979 to 1992, and was named chancellor of U of M in 2001 and served through 2009.

In 2010, the university honoured the Norries by designating a popular pedestrian corridor near the Engineering Information and Technology Complex the William and Helen Norrie Walkway.

Bill Norrie mourned
THE U OF M IN THE NEWS


July 2/3, 2012

Harsh physical punishment, even in the absence of child maltreatment, is associated with mood disorders, anxiety disorders, substance abuse/dependence and personality disorders, a new study by U of M researchers concludes. The study, published in the latest edition of the journal Pediatrics, was led by Tracey Affifi, an assistant professor in the departments of community health sciences, psychiatry and family social sciences. Her U of M co-authors include Natalie N., Patricia Dziezycz and Jennifer Sareen, along with Harriet MacMillan from McMaster University. Few studies have examined the relationship between physical punishment and a wide range of mental disorders in a nationally representative sample. The research investigated the possible link between harsh physical punishment (i.e., pushing, grabbing, showing, slapping, and hitting) in the absence of more severe child maltreatment (i.e., physical abuse, sexual abuse, emotional abuse, physical neglect, emotional neglect, and exposure to intimate partner violence) and Axis I and II mental disorders.

Far from freedom at 55

CBC
June 29, 2012

Verena Menec, Canada Research Chair in Healthy Aging, provided comment to the CBC on a recent story that reported Canadians over the age of 65 now have the highest insolvency and bankruptcy rates in the country. This stat comes from the latest family finances report by the Vanier Institute for the Family. The non-profit charity’s 2011/2012 report found that seniors were 17 times more likely to become insolvent in 2010 than they were just 20 years before. In that same period, the insolvency rate for people over 65 ballooned by 1,747 per cent. The far-reaching implications are only just starting to sink in, said Menec, director of the U of M’s Centre on Aging. “We’re still not ready,” said Menec. “This is interesting, because we’ve been talking about this for decades.”

Buzz around town

Winnipeg Free Press, CBC
June 22, 2012

Researchers at the U of M have found a way to suppress the deformed-wing virus (DVV), which has had catastrophic effects on bee colonies worldwide, causing many to have crumpled or deformed wings. Entomology PhD student Suresh Desai fed his bees double-stranded RNA, a treatment that prevented the virus from expressing itself in the host. “It gives us a little bit of hope that we can manage this virus, because there is no control mechanism right now,” said the study was published online on Insect Molecular Biology on June 12.

Headlines

“Businessman nervous about opera debut with WSO tonight,” Winnipeg Free Press, June 19, 2012, story about Marcel A. Desautels, namesake of the Faculty of Music, singing opera with the WSO.

“A smart twist on the walkup apartment building.” The Globe and Mail, June 29, 2012, story about Faculty of Architecture alumnus Johanna Hurme (’02) and her former professor Jae-Sung Chon, on new designs and “Migrating Landscapes,” an exhibit they are coordinating that will represent Canada at the Venice Biennale of Architecture.

Summer hours for new campus pub

The Bulletin
July 12, 2012

The Hub is the new campus pub at the U of M, located on third floor of University Centre. Currently open Thursdays through Saturdays at 6:00 p.m. and Sundays at 3:00 p.m., effective July 5. The Hub will be opening at 5:00 p.m. on Thursdays and Fridays for Happy Hour.

Summer hours of operation will be: Thursday to Friday: 5:00 p.m. to 2:00 a.m. Saturday: 6:00 p.m. to 2:00 a.m. Sunday: 3:00 p.m. to 12:00 a.m.

Please be sure to check out The Hub, featuring a creatively designed beverage menu, a unique twist on traditional pub fare, and live entertainment every night for everyone to enjoy.

The Hub is owned and operated by the UMSU (University of Manitoba Students’ Union) and is open to everyone.

No membership required!

Photo left by Chris Reid

The best and brightest: U of M’s Vanier scholars

U of M graduate students Harlyn Silverstein and Amy Scott, both awarded $50,000 Vanier Canada Graduate Scholarships.

THE VANIER AWARDS help recruit top doctoral students from across the country and around the world and keep them here in Canada. University of Manitoba graduate students Amy Scott and Harlyn Silverstein have each been awarded the prestigious Vanier Canada Graduate Scholarships, with $150,000 each toward their studies and research over three years. With 13 Vanier scholars in the last four years, the university is home to pioneers that are blazing their own unique trails and building a track record of excellence. An anthropologist, Scott is studying stress within skeletal samples from late to post-medieval Denmark, providing a unique opportunity to examine health and well-being in the archaeological past that will better help us understand the present. Silverstein is a chemistry student studying multiferroic materials, which could make it possible to create much smaller, faster and more energy efficient devices that could increase storage capacity, reduce identity theft and improve sustainability.

From skeletons to storage, the University of Manitoba provides a multitude of opportunities for students to excel and achieve truly amazing things.
June sees wrap-up of ROSE initiatives

BY LINDSAY STEWART GLOR
For The Bulletin

The ROSE program was launched in the October 2009 to find specific, tangible and effective ways to make the way the university does business more responsive, more efficient and more cost-effective, to meet the demands of today’s environment.

“We have had to make a lot of ground to bring the university’s methods and processes into a more current and adaptive state in order to meet the demands of today’s environment,” says Les Howard, director, ROSE Program. "It’s gratifying to see positive changes being made through the Travel and Expense, Research Accounting and IT Procurement initiatives," says Mike Langedock, CIO, IST; Mike Langedock, CIO, IST.

As of June 15, Concur became the sole way for U of M employees to book travel and claim expenses. "Since its implementation, Concur travel has completely changed the way we process travel expenses on campus," says Cecilia Buecker, manager, Budget and Expenditure Accounting. "It is our first foray into electronic workflow and approvals," she explains. "Staff are being reimbursed quicker than ever before, and, with the new U.S. Bank Travel Card, they are not personally out of pocket for their travel expenses. Overall, we are finding that implementing efficiencies in many important parts of our processes.”

“That said, we are not ignoring nor downplaying the issue that some concerns have been raised about the Concur functionality and work procedures introduced by this project,” says Howard. “Even though this project is formally concluding, the Travel Service is continuing to address such concerns to ensure a positive experience for all users.”

As of June 15, Concur became the sole way for U of M faculty and staff to book travel and claim typical travel expenses. All users who are still looking for help using the system are encouraged to contact their unit Accounting and ITPC initiatives,” says Les Howard, director, ROSE Program; Sean Clarke, program manager, ROSE Program; Brad King, vice-president and general manager, Great Lakes/Mid-West Operations; Xerox Canada; Deborah McCallum, vice-president (administration); Marvin Kocay, associate CIO, IST; Mike Langedock, CIO, IST.

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“We are a cross-functional team comprised of IT and procurement specialists,” says Monique Whitehill, manager, ITPC. “We can assist customers by matching their business requirements to technical specifications, and then applying the optimum procurement strategy to source equipment and services with advantageous price and terms. By supporting our client in this way we can save them valuable time; they no longer have to consult with multiple departments across campus to achieve their objectives.”

The ITPC also oversees the Personal Computer Procurement Program, which is operated by the U of M Bookstore, as well as the procurement of audio visual equipment provided through classroom Services and IST central administration.

On June 8, a forum was held on both the Fort Garry and St. Boniface campuses to introduce users to the ITPC, its focus and capabilities. Next month’s issue of The Bulletin will include a more in-depth look at this exciting new resource.

For more on ROSE, see the website at: >> umanitoba.ca/admin/rose

A trailblazing year in philanthropy

BY SEAN MOORE
The Bulletin

The U of M has received over $26 million in gifts from alumni, friends, corporations, foundations, staff and students over the past year.

This generosity is helping students and faculty continue to make a difference through teaching, research and service, both here in Manitoba and around the world.

"It’s heartening to see how many individuals and organizations believe in supporting and enhancing the visionary projects and people at the University of Manitoba. These donations are investments in the future of our students and in the future of our province’s prosperity, and we thank all our donors for their tremendous support," says University of Manitoba President and Vice-Chancellor David Barnard.

Donations help students to achieve their dreams and researchers to discover solutions to the world’s most pressing problems, said John Kearsey, Vice-President (External). "Manitoba has the reputation of being the most generous province in the country and this occasion certainly provides further proof. The University of Manitoba recognizes that we celebrate best contributions of our donors. We look forward to building on this success in the upcoming year."

The 2011-12 fundraising achievements include raising $26,040,194. Of this, alumni and friends donated over $19 million; corporations gave over $3 million; foundations and organizations donated about $7.9 million; staff have given $1.2 million; and students and parents have donated about $4 million.

Such generosity is supporting numerous projects. For example: the new Stanley Pauley Centre will be developed along with three electrical engineering labs thanks to a $4 million gift made by the Pauley Family Foundation. A new denture program for homeless Winnipeggers has been created in cooperation with Siloam Mission thanks to a $500,000 gift made by Dr. Gerald Niznick. "These initiatives, together with others that were ever before have been handed out to Metis students enrolled in the University of Manitoba thanks to an additional $350,000 gift made by the Manitoba Metis Federation Inc.

Of all the great support the U of M has received over the past year, the lion’s share – nearly $10 million – has gone towards supporting students.

About $5.5 million has been given in support of capital funds and 3.8 million is supporting chairs and professorships.

Over $7 million is supporting our faculties, schools and colleges, and our libraries and museums are receiving $278,885.

To learn more about how you can help support University of Manitoba’s trailblazing vision, visit: >> umanitoba.ca/giving
Academic Structure Initiative: Interim report on health sciences cluster activities

Joanne Keselman, VP (academic) and provost at the U of M, issued this report to all staff and faculty on July 6, 2012.

Dear Colleagues:

In January, President David Barnard began an initial conversation with the University of Manitoba community in which he invited us to rethink, re-evaluate and re-engage with the idea of improving and evolving our core academic structure.

At the time, Dr. Barnard identified the University of Manitoba’s complex and overely elaborate academic structure as an impediment to achieving the university’s mandate. It hampers our ability to achieve our strategic vision of enhancing academic offerings, delivering an exceptional student experience, advancing Indigenous education and prevailing as an outstanding employer.

An initiative to explore, simplify and improve the current academic structure was launched at that time. The specific goal of this work is to identify options for reducing the number of faculties and schools from the current total of 20 to a number closer to the national average of 13 by 2017.

Dr. Barnard identified the cluster mechanism as a useful starting point and asked me, as Vice-President (Academic) and Provost, to work with deans and directors, initially in the health sciences area, to develop this approach. The President identified several compelling reasons to initiate this work within the health sciences cluster, and stipulated a deadline of December, 2012 for the development of a proposal or set of options to improve the academic structure within this area. An interim report on the work within this cluster was to be provided in the spring of 2012.

The health sciences cluster includes the Faculties of Dentistry, Human Ecology, Kinesiology and Recreation Management, Medicine, Nursing, Pharmacy, and the Schools of Medical Rehabilitation and Dental Hygiene.

Key Observations

1. The last five months have been dedicated to listening, learning, discussion and exploration. Deans and directors of each of the health sciences faculties/ schools have been meeting extensively on this initiative. They, in turn, have solicited input from their own constituents. All have provided important perspectives on the strengths, positive aspects, and associated risks that would result from a more integrated and simplified academic structure. Regular opportunities to discuss updates, provide input and to ask questions about this initiative have been provided through a number of venues including deans’ and directors’ road meetings/meetings of faculty councils; and meetings of support staff. As well, the initiative has been a standing item on the agenda of several faculty and department councils. Town hall meetings, both within and between faculties, have also taken place. Finally, I have taken part in discussions on this initiative at faculty retreats and council meetings.

2. The health sciences cluster pursued a “structure follows function” approach and identified 10 theme areas where increased integration would have clear benefits. These areas include: research; graduate studies; learning; promotion, tenure and evaluation; accreditation; student admissions; student support services; teaching/curriculum; faculty development; human resources/finance; and community-based education/outreach.

To date, working groups, with representation from each faculty and school in the cluster, have been established in the first three of these areas (i.e., research, graduate studies, and tenure, promotion and evaluation). These groups are currently identifying similarities, differences and complexities in order to establish opportunities for increased collaboration and integration, with advice from the health cluster deans/directors. The intention is that the work of these groups subsequently feed into discussions about academic structure.

3. Deans and directors within the health sciences cluster have also been meeting regularly to review, discuss, and plan for event preparation.

4. To date a number of perceived benefits to a cluster approach have been identified through our discussions. They include: enhanced collaboration; acceleration of inter-professional education, a key priority for this cluster; enhanced research competitiveness resulting from a more integrated approach to research planning and development; greater opportunities for innovative educational development and community outreach; reduction of administrative functions (e.g., accreditation, clinical placements); and more strategic use of resources (human, physical and financial).

At the same time, these discussions have also pointed to risks that must be mitigated, including the loss of professional identity/autonomy and the creation of additional administrative layers. I should underscore that not every unit within the health cluster has the same view on these benefits and risks. While there appears to be strong interest in a more integrated structure among the units on the Bannatyne campus, other units (Nursing) continue to assess the benefits and risks or to explore opportunities for alignments with units outside of the health cluster which may offer greater benefits in terms of advancing their academic work (Human Ecology, Kinesiology and Recreation Management).

Further discussion and analysis is required before a proposal or set of specific options regarding a more integrated structure can be developed. Once developed, such proposals/options will be advanced for consideration through our collegial governance processes.

Finally, while this report focuses on work to date in the health cluster, discussions regarding academic re-structuring are not limited to this area. Opportunities to improve our academic structure are taking place within other clusters and faculties. At this stage, these discussions are preliminary in nature and will be reported on subsequently.

I am encouraged and energized by the work already done on this initiative and by the enthusiasm and dedication shown by all involved. We are all committed to moving forward in a way that makes sense and in a way which advances the mission, vision and strategic goals of the University of Manitoba. I look forward to continuing our work on this important project.

We remain committed, as the only medical-doctoral institution in Manitoba, to providing the creative, highly-skilled individuals our community and economy need to thrive. This process will continue to enhance our ability to meet the needs of our students, our faculty and staff, and our community as a whole.

President David Barnard made a verbal report to Senate at its June 20, 2012 meeting based on this written report.

BY JANICE LABOSSIERE

The Bulletin

Accessing, promoting and sharing University of Manitoba events is now easier than ever thanks to the university’s new online calendar system being rolled out this summer.

The calendar, built on Active Data and replacing nTreePoint as the university’s web-based event calendar system and is a significant improvement for both website visitors and content editors. The new system sports an enhanced design that is easier to read and navigate, but more importantly, includes a variety of search features. Event creators can now search or sort by category, key word, event or audience type.

An exciting feature in the new calendar is the ability to download event information into personal Outlook or iCal calendars, removing the need to manually duplicate information in personal Outlook calendars, removing the need to manually duplicate information in personal Outlook calendars, or other files to publicize their events.

A new event registration option within the online calendar, there are also substantial improvements. Content editors can easily upload photos, PDFs, or other files to publicize their events. A new event registration option within the online calendar, there are also substantial improvements. Content editors can easily upload photos, PDFs, or other files to publicize their events.

New events system makes sharing and promotion easy-peasy

EMEMO newsletter, which is also scheduled to be launched this summer.

Staff and students who currently enter events in nTreePoint will need to attend a short training session prior to using the new Active Data system. Switching faculty and department web page feeds from nTreePoint to Active Data is also quick and easy and can be done after training with IST has taken place.

To view the new events calendar, visitumanitoba.ca/events.

Screen shot from the new Active Data system on the U of M website.

Staff and students who currently enter events in nTreePoint will need to attend a short training session prior to using the new Active Data system...
‘Let me tell you about my protein’: Undergraduate research awards

BY MARIANNE MAYS WIEBE

The Bulletin

When U of M student Hyeun (Walter) Duk Kim starts explaining his research, he begins with the phrase “my protein”: he’s clearly excited about the work he’s going to be doing this summer — which from what I can tell from his explanation has something to do with specific functions, such as “on/off regulators,” of proteins in relation to the growth of cancer cells. The research has positive implications for cancer treatment, and he’s thrilled to be able to gain this kind of experience. “How many students get to do this kind of hands-on research and lab work, especially in their undergrad?” he asks.

Sitting next to him, another undergraduate student, Keeley Edwards, is just as excited to talk about the research she is doing on “her enzyme,” with faculty member Jorg Stetefeld’s lab, where the group is working on large needle felted wool sculptural forms for a body of work called “Smashing Dishes.” Roy teaches drawing, print media and sculpture.

All talk excitedly about research clearly just their thing. Gathered at this awards event are several of the 78 undergraduate students, from sciences to the fine arts, who have received Undergraduate Research Awards with a faculty member or lab this summer.

Nursing student Janna Dirks tells me about her research into screening practices for mental disabilities that she’s doing with Shahin Shooshhtai of family social sciences in the Faculty of Human Ecology; Andrew Stammers, an undergraduate student in the Faculty of Kinesiology and Recreation Management, is studying the effects of exercise on calcium levels and regulation for a body of work called “Smashing Dishes.” Roy teaches drawing, print media and sculpture.

Another student tells me about research into Legionnaire’s disease; while another enthuses about internal medicine lab work focused on a potential connection between arthritis and autoimmune disease.

As part of the application process for the awards, students interview any two professors to find out more about their areas of research, scholarly work or creative activity and write summaries. Students then choose one professor and write a rationale for their choice, indicating how this research, scholarly work or creative activity fits with their own long-term career aspirations. Students present the results of their research, scholarly work or creative activity at the annual Undergraduate Student Research Poster Competition.

Digvir Jayas, VP (research and international) says that the program reflects the quality of the undergraduate student experience at the U of M. The U of M is the only research-intensive university in the province, and the vast majority of research undertaken in Manitoba takes place on one of our campuses or at our research stations.

“St. John’s College commissioned the sculptured artwork through a call for proposals made possible by the generous donation of Robert Richards, a St. John’s alumnus from 1965. According to the artist, the piece depicts a journey of transformation where learning brings empowerment through self-knowledge and enlightenment.”

St. John’s College (SJC) unveiled a commissioned sculpture by Manitoba artist Adrian Schimnowski on Wednesday 23 just outside the Robert B. Schultz Lecture theatre.

Schimnowski is a local artist and U of M fine arts graduate, conceived, designed and constructed the 23” long by 6” high relief carved panels, mounted to a wall. One-inch thick mahogany blocks were stacked to build the wave-like and curved form, the figures were then carved in and the entire work polished. Glass infused with copper captures light to strengthen the symbolism of the piece.

Photos by Mike Latschislaw

Student recipients of the Undergraduate Research Awards, Keeley Edwards and Hyeun (Walter) Duk Kim.

“Let me tell you about my protein”: Undergraduate research awards

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Photos by Mike Latschislaw

Student recipients of the Undergraduate Research Awards, Keeley Edwards and Hyeun (Walter) Duk Kim.

**Online registration tutorials**

As part of a commitment to provide an exceptional student experience, student affairs has created a series of online registration tutorials to introduce students to the Aurora Student registration system.

Designed as a first step in the process of registering for classes, the tutorials are a part of a suite of resources that provide support, both online and in-person, for incoming students. They were created through an inter-departmental collaboration led by the Registrar’s Office and involving University Life, Student Recruitment, Student Life and the Marketing Communications Office.

The tutorials can be found online at http://www.umanitoba.ca/registrar/tutorial. The web page is also a collection point for direct-entry information, academic advising resources which are available throughout the year, and event-specific notifications such as in-person registration assistance, coordinated by the Office of Student Life, which starts July 31.

*The tutorials have received great reviews from students, particularly high school students who are coming to the U of M for the first time,* said Jeff Adams, Executive Director, Enrollment Services.

The tutorials, and the page where they are posted, are a work-in-progress and will be updated to provide the most current information available.

Angela Heck

> > umanitoba.ca/registrar/tutorial/

**New artwork for St. John’s**

(L-R) In front of the newly installed artwork are Digvir Jayas VP (research and international), benefactors Robert and Penny Richards, Christopher Trott, warden and vice-chancellor of St. John’s College, the artist Adrian Schimnowski and his wife Oksana and Janet Hoskins, former warden and vice-chancellor at SJC.

St. John’s College (SJC) unveiled a commissioned sculpture by Manitoba artist Adrian Schimnowski on Wednesday 23 just outside the Robert B. Schultz Lecture theatre.

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A WORLD OF POSSIBILITY

Part One: The student life office and study abroad

WORDS TO DESCRIBE YOUR EXPERIENCE and the COUNTRY YOU VISITED:

JM (Ecuador): Beautiful, enchanting, community-centered. Ecuador is a small and geographically diverse country. It’s breathtakingly beautiful. The people are gracious and I was completely enchanted both by them and by the country. As someone who’s fairly focused in his own academic and personal life, my experience in Ecuador reminded me that it’s the small gestures that often make a difference, not just the big accomplishments and achievement of short-term and long-term goals. Seeing how people look out for one another, and their generosity to others, was truly humbling.

DM (Ecuador): Welcoming, surprising. The people we met were so welcoming, and we felt both safe and taken care of. Each person we met, from the school children to the driver Carlos, who took us on many unforgettable sight-seeing tours, made us feel “at home.” Ecuador and Quito were endlessly interesting. Having been declared a UNESCO site, the historic city centre has been restored through significant investment in the old colonial Spanish town. The weather is unpredictable; 60 per cent chance of rain was the usual forecast. But the diversity of geography and tourist possibilities make it a wonderful place to visit.

AB (Bangladesh): Human-powered, organized/calculated chaos, hopeful. It’s awe-inspiring to see how much of the labour here is done by hand; the Bangladeshi people are hardworking, perhaps because they can see the results of working together. They work together to make things from simple things to organizing collective daycare.

Words to describe your experience and the country you visited.

Right: Nighttime view in Ecuador. Above: The U of M Ecuador participants: (back, l-r) Dave Schmidt, Jaylene Hoffman, Carly Meyer, Kim Chambers, Asis (driver), Megan Leechko, Deanna Mirlycourtois; (front, l-r) Eduardo Amaya, Brittany Truman, Robyn Small, Juan Monterrosa.

IS YOUR PROGRAM ON THE LIST?
The Co-Curricular Record (CCR) is a formalized, university-certified record of U of M approved and facilitated activities that support student development in venues that are not for academic credit. The CCR is received by students alongside the academic transcript, as a clear statement of involvement in activities that support holistic student development.

Based on a series of guidelines, students’ contributions which are not for academic credit are recognized in the areas of governance, leadership, service learning, awards and volunteerism/participation in addition to their academic record. The CCR both recognizes students’ contributions and identifies opportunities throughout the campus for students to participate in a way that interests them, at a department, faculty or university-wide level.

Program supervisors need to apply for their programs to be recognized on the CCR. All applications will be reviewed by the Co-Curricular Review Committee for approval.

> > See: umanitoba.ca/student/studentlife/ccr.html

By Susie Taylor
For the Bulletin

Service learning programs integrate service in the community with directed learning activities designed to encourage critical thinking. There is a strong emphasis on reciprocal benefits for all partners, and on collaboration between agencies to define needs, to deliver programming, and to evaluate outcomes.

There are both curricular (classroom-based) and co-curricular (not classroom-based) service-learning opportunities at the U of M. All programs are recognized on the co-curricular record (CCR), and students have access to government funding support to cover large portions of their costs.

Some of the programs offered through the office of student life are:

- **Ecuador Service Learning Experience (ELSE)** is a four week program that includes eight students, one mentor, and a program coordinator/trip leader. ELSE is offered in collaboration with the Quito School District in Ecuador. Students are placed in one of three schools, where they work directly with teachers to implement and facilitate games and to act as assistants for the school’s English language programming.

- **Bangladesh Service-Learning Experience** is a five week program that includes four students and one trip leader; an intensive placement with RDRS Bangladesh, a local NGO that focuses on sustainable rural development and empowerment of the poor.

- **The Children Rising Mentorship program** (formerly known as the Skownan First Nation Mentorship Program) was created as a means to provide the youth in the Apinochek Pasaskuk Project with a positive influence in their lives. U of M students act as mentors, reflecting a model of a successful student who has made it to postsecondary.

- **PRAISE, Latin for “theory into action,”** is a group of U of M students who are making a difference in their community through service and reflective learning.

This group meets bi-weekly and engages in countless community activities during the year.

> > For more: umanitoba.ca/student/studentlife/programs

Seeking student life: What is service learning?

“Cross-cultural sharing and deep friendship,” was how U of M student Juan Monterrosa summed up the way service learning enriched his life. At an inspiring breakfast on June 26 organized by the office of student life, Monterrosa told the gathered audience of alumni, faculty and staff about his experience as a mentor with the Children Rising Mentorship Program (CRMP) at Skownan First Nation, with an emphasis on what the program gave back to him.

Monterrosa is also program coordinator of CRMP and of the Ecuador service learning trip; he has been participating in student life programs for the past three years. Other students and student-coordinators who followed his presentation told similarly affecting stories about their service learning experiences, and how they were enriched by engagement with their local and global communities.

Speaking at the breakfast after the students and coordinators told their stories, student life director Brendan Hughes was enthusiastic about the work being done and the possibilities for further amplifying student experience at the University of Manitoba.

The office of student life is all about enhancing student experience, said Hughes. It offers multiple opportunities for students, from both local and international service learning experiences, paid and volunteer opportunities, to cooperative education programs, in which students are placed in local internships that augment their program of study.

“It’s a ‘value-added’ office, explained Hughes. "We’re here to assist students in finding the experiences that will best add value to their in-classroom experience."

Service learning in Ecuador: ‘Que dias te page’

For both Monterrosa and Deanna Mirlycourtois, a student-mentor with student life programs, it was a journey into the inner city that stood out from their service learning trip to Ecuador earlier this summer. Nuns from the local district took them into the barrio to visit a woman named Maria, who lived with her 20 dogs in a squalid space between houses, not visible from the street.

“No one would have known that this existed,” said Mirlycourtois of the hidden space, “this level of poverty behind these walls.” The walls were constructed of sheet metal and rubbish, with rags stapling the gaps, the floors were dirt. “Though Quito is not a wealthy city by any means, the difficulty of survival was apparent here. It was a sudden and realistic perspective: poverty, its difficulties, were made visible,” she said.

When the nun asked Maria, “Can you offer them something?” she offered her hand, and she shook hands with the students and gave a blessing for their careers and their journey home, saying, “Que dias te page” (May God repay you).”

By Marianne May’s Weibe
For the Bulletin

Words to describe your experience and the country you visited.

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It was humbling, said Monterrosa. “This woman who had so little showed such graciousness to these students—she didn’t know but who obviously come from very different economic circumstances. In offering us her hand and looking us in the eye, in a way she conveyed to us her humanity, her dignity.”

That graciousness and generosity was present through the culture, noted Monterrosa, citing another incident that set the tone for him in the first week. “We were visiting a school and the first or second day a student was passing around a metal lunchbox for a collection.”

“I thought that maybe it was for a school project, or something like that, and then the teacher told us, after, that the collection was for the father of one of the students, who was in need of surgery but didn’t have enough money. This kind of solidarity set the tone for me. Though it couldn’t have been much, the students were happy to contribute in the way they could,” he said.

Service learning in Bangladesh: Empowering the people

For Allison Birch, who traveled to Bangladesh early this summer, it was enlightening to see how non-governmental organizations (NGOs) really operate on the ground. NGOs are non-profit, voluntary citizens groups with a variety of service or humanitarian functions and organized on a local, national or international level. As one of four students who took a service-learning trip through the office of student life to learn about NGOs, Birch says that the thing that most impressed her was the courage of the women that she met through the local NGOs, which help local women to start their own businesses through micro-financing and micro-credit. She describes a woman in her sixties who provided for her family with a small fertilizer business. “She was spunky and brave, working and doing this thing in spite of limited literacy, in spite of all kinds of obstacles, including that of gender inequality,” said Birch.

At some point during the trip, the emphasis for Birch shifted to listening to the stories of the people involved in the NGOs and of the people being helped by them. “Listening to people’s stories inspired me,” she said. “Seeing how hard people work with this small opportunities they are given, the difference that it makes to their lives, seeing them empowered in that way, makes you want to be better. It makes you want to get involved.”

Think local, think global: Take action

Why service learning? Both Monterrosa and Mirlycourtois put it succinctly: Because it bridges the gap between the local and the global. For Mirlycourtois, it allowed her to see where her passions lay by turning her inclination to help into real involvement and engagement.

“Knowing where you can help, and that you can help, was a significant part of the experience for me,” she said.

Monterrosa plans on taking his out-of-classroom learning into an occupational therapy career and for him, this kind of experience trumps theory on inclusive classroom policies.

“At some level, it’s political, but it’s also personal,” he said.

It’s about that relationship with community, within the community, and how the community responds to human need. Do we work to accommodate and help one another? Do we work towards inclusion? There’s a limit to what legislation can do: Inclusion has to start and continue at the level of community.”

Beyond those excellent reasons, both cite the thrill of travel to other countries and note that Ecuador is a particularly interesting destination. It is a country that is remarkably diverse geographically, and the students made sure that they saw a lot of it, from gondola rides over snow-covered volcanoes to visiting the “cloud forest” to stroll down La Ronde.

Essentially, they said, laughing, “It was, ‘sleep when we get home.’”

Enhanced student experience: Your journey to a world of possibility starts here

With the recently devised co-curricular record (CCR) in place, students now receive, in addition to the personal and employment benefits that come from the experience, acknowledgment on their transcripts for participation in these programs.

Out-of-classroom and co-curricular programs such as those offered by the U of M are key to students’ application of knowledge they learn in courses, said student life director Brendan Hughes. From additional research or lab experience to internships or service learning abroad, these programs ock great on a student’s resume, and provide students with the confidence and skills that accompany hands-on learning.

“With the sweep of programs offered,” continued Hughes, “we can talk [to students] about multiple possibilities, figuring out ways of moving from one opportunity one year to the another kind next year, depending on where they are in their program and what can best fit into their schedule and needs.”

And it’s getting easier for students to plan for the co-curricular experiences and the kinds of programs they might want to try.

“We want to make these programs more readily available to all students, so that all students benefit from the learning and engagement of the sort that takes place in out-of-classroom or co-curricular activities,” he said.

To that end, plans are already in place to further integrate into one application process the various programs offered by units such as student life, the international student centre (ISC) and individual faculties (that offer cooperative education programs). According to Hughes, this will cut down on overlap and confusion among the programs.

“We want to be that ‘one-stop-shop’ where students can seek help, can find the kind the out-of-classroom experience they’d like—and where they can find out about new possibilities that may not have considered,” Hughes said.

“There’s a world of possibility waiting.”

> > See U of M Facebook for more images and the office of student life for student blogs: umanitoba.ca/student/studentlife/532.html

Part Two will highlight the International Centre for Students and its service learning programs

U of M student participants of the Ecuador Service Learning Experience.
Vanessa Warne's Top 10 Victorian novels for summer reading

1. Anna Karenina by Leo Tolstoy: Two storytellers side by side wielding a mighty mallet to smite empty册 of characters. This novel has more than enough fascinating material — sexual impurity, spontaneous combustion, and love suits — till in 67 chapters to the finish.

2. Middlemarch by George Eliot: Arguably the definitive Victorian novel, a remarkable study of political upheaval, love and art. It is also happens to feature one of literature's most beloved heroines.

3. The Invisible Man by R.L. Wells: Much darker and more frightening than one expects, this novel is not, as it amiable in place it just may lead one to the least bit barmy.

4. The Dead Secret by Wilkie Collins: An engaging first-person narrator telling us the secret of her parentage in a tumble-down mansion, a quick read by Victorian standards but it neatly embodies the period's interests in crime, family, and new kinds of moral identity.

5. North and South by Elizabeth Gaskell: Set in and around the cotton mills of a newly industrialized town, this is a study of political upheaval, love and art. It is the best prose of the Victorian period.

6. Wuthering Heights by Emily Bronte: The love story that this novel is famous for is the spine of the book but not its heart. It is the novel's doubled nature, its contrasting of two generations, two houses, two families and two models of masculinity, not its coupling of two people, that makes it a thought-provoking and memorable read.

7. Dracula by Bram Stoker: The scary and seductive stuff in this novel has surprisingly little to do with its title character. Stoker's novel is a quick read, a story that will delight fans of medical knowledge for its marvelousness by Dracula's British Invasion, the leading female character, Mina, remarkable for her power to manage the vampire threat with smarts and secretarial skills, no more real.

8. Tess of the D'Urbervilles by Thomas Hardy: I stand out the unique power of the narrative voice of its protagonist, Hardy's Tess is not for the weak of heart.

9. Jane Eyre by Charlotte Bronte: This is an extraordinary novel, powerful and compassionate, written in what I would argue is the best prose of the Victorian period. Its surprising plot developments make it a wonderful read but it is Charlotte Bronte's distinctive style that makes it an even richer re-read.

10. Vanity Fair by William Makepeace Thackeray: A Victorian take on the Regency, Vanity Fair is a wildly funny and bitterly satirical novel about the society's superficial values, and how the novelist imagines James's life with the always-fascinating George Toles, distinguished professor in the department of English, film and theatre at the U of M. Happy summer afternoon reading, everyone!

VANESSA WARNE. Reading places: I'm looking forward to reading on the screened porch of the family cottage in July. I also love reading on planes, something I don't get to do when flying with my young daughters. The chance to read for hours without interruption will make a couple of long flights to conferences late in the summer a treat rather than a trial. To read: Were I to recommend just one book for the summer it would be Dickens' David Copperfield, the coming-of-age story of its beguilingly flawed and strangely secretive narrator. I'll be re-reading it to get ready to enjoy a dramatic experiment with the novel that will be performed this fall at Dalnavert Museum, a collaboration between local artists Ian Mckozden and Doug Melnyk. I'm glad to have such a good excuse to go back to this favorite.

LUV VALMESTAD. Reading places: I love to read on the beach. Since I can only get there July weekends and parts of August, another favourite place is on my sofa in my wraparound verand of my old house in WOOSELEY. I especially like it on warm, sultry evenings, after getting the kids to bed. To read: I am addicted to Scandinavian crime writers Henning Mankell, KARIN FOSSUM and Camilla Lackberg. All have produced a series of books that follows the life and career of a detective, and of course their crime cases are always suspenseful. My other addiction (like dangerous edge) is much delicious and I can't put them down. There is always an incredible, horrific twist, which continues to reverberate in my head days after finishing the book.

TINA CHEN. Reading places: In the summer I love to read sitting with a good cup of coffee in the patio space we share with our neighbours. To read: One of my favourite books with a truly unforgettable plot is Amity Ghoth's The Glass Palace. This book is a multi-generational family saga set in the 19th and early 20th centuries that takes the reader through Burma, India, Malaysia and South Asia. Beautifully crafted with rich description, the book invites the reader to travel alongside the orphaned Indian shop-boy Rajkumar and his family in the complex history of the end of the British Empire in Asia.

JIM BLANCHARD. Reading places: My own favourite place to read is on the living room couch, which is where I read in the winter too. To read: Niall Ferguson's The Ascent of Money. This British historian has become a star in recent years with books, including including this one about the history of money and banking, look at topics from an interesting point of view and there is always something you have not heard before. Secondly, Sir John Stephen Willis's memoirs, Reminiscences, political and personal from 1919. This one is kind of obscure (though available online at The Internet Archive) but Willis was the editor of the London Times from 1919 and the press gallery when John A. Macdonald was still prime minister. Great stories about how things got done in 19th century politics.

HAVE AN ALL-TIME FAVOURITE BOOK OR AN ENGROSSING READ TO RECOMMEND?
JOIN OUR SUMMER READING CONVERSATIONS ON TWITTER AND FACEBOOK!
ADD YOUR PICKS TO THE TOP TEN LISTS, CONtribute YOUR SUMMER READING PICKS AND READING PLACES HERE: Facebook.com/umanitoba OR HERE: twitter @umanitoba EMAIL YOUR SUGGESTION FOR A "TOP 10" BOOKS LIST TO: bulletin@umanitoba.ca
SUMMER READING TOP 10s

- The Art of the Americas by Sarah Coffin. (Yale University Press, 2010), an introduction to American art.

Russell Field's Top 10 sports/sport history books

- The Art of the Americas by Sarah Coffin. (Yale University Press, 2010), an introduction to American art.
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ACADEMIC JOB OPPORTUNITIES

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I.H. ASPER SCHOOL OF BUSINESS
Position: Dr. L.A.H. Warren Chair in Actuarial Science
Deadline: August 12, 2012
Start Date: January 1, 2013
Position number: 15043
For Information: Dr. Samuel Cox, Chair, Warren Chair Selection Committee, Asper School of Business, University of Manitoba, Winnipeg, MB R3T 5V4, email sam.cox@ad.umanitoba.ca

THE MARCEL A. DESAUTELS FACULTY OF MUSIC
Position: full-time tenure-track probationary position at the rank of Assistant Professor in Music Theory
Deadline: January 15, 2013

By Janice Lindon
For The Bulletin
On Wednesday, June 20, the Neil John Maclean Health Sciences Library hosted a dedication ceremony for the Aboriginal Health Collection. This special collection was established in 1997, under the leadership of Ada Ducas, head, Health Sciences Libraries. The collection was initially created with the donation of a collection of books and reports presented to the Neil John Maclean Library by the Faculty of Medicine’s Northern Health Collection. This special collection has been developed to reflect a holistic approach to health and well-being for First Nations, Métis and Inuit people.

Kanee Ga Ni-What Kee-Kandamowin Anishinabe First Peoples Place of Learning
By Roger Armitte
At the dedication ceremony, Kanee Ga Ni-What Kee-Kandamowin Anishinabe First Peoples Place of Learning, Elder-in-Residence at the Centre for Aboriginal Health and Education, Bannatyne Campus, welcomed attendees and Deborah Young, executive lead, Indigenous achievement, at the dedication of the Aboriginal Health Collection at the Neil John Maclean Library, Bannatyne Campus.

It is anticipated that decisions regarding anomalies adjustments will be announced in December, 2012. Please call UMFA at 474-8562 to make an appointment.

If you have questions, please call Jindra Vancura at 474-8288, or email Jindra.Vancura@ad.umanitoba.ca.

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Bringing Research to LIFE

Upcoming Events

Join the Discussion

Café Scientifique events give the public an opportunity to chat with leading academics about the latest in health-related research and do so in a relaxed setting, at McNally Robinson Bookstores. Here is the line-up for the 2012-13 season:

TUBERCULOSIS: THE HIDDEN EPIDEMIC
7 p.m. Oct. 23, 2012

HIV/AIDS IN MANITOBA: GLOBAL STRATEGIES FOR A LOCAL PROBLEM
7 p.m. Nov. 29, 2012

NATURE AND NURTURE (not versus): THE NEW SCIENCE OF EPIGENETICS
7 p.m. Jan. 28, 2013

DRUG DISCOVERY: THE 21ST CENTURY PETRI DISH
7 p.m. Feb. 25, 2013

Check out the new website!
The Office of the Vice-President (Research and International) has officially launched a revamped website, having adopted a template being introduced across all units at the university.

The user-friendly site boasts new features, like a link to research YouTube videos.

Visit: umanitoba.ca/research

Parades and pageantry
Architect flexes her creative muscle in a different way

Faculty of Architecture's Lisa Landrum with her latest group costume for a New York City parade: a giant winged eye.

BY KATIE CHALMERS-BROOKS
For The Bulletin

Not many people can say they’ve worn a giant-sized large intestine through the streets of New York City. But Lisa Landrum can.

“It felt liberating,” says the architecture assistant professor, who, along with a handful of collaborators, navigated Sixth Avenue wearing the labyrinthine costume, made of hundreds of balloons wrapped with translucent tubing and stretching nearly half a block.

Lisa and her husband Ted Landrum, who is also an architect, have been making group costumes since they met 15 years ago. With support from a Creative Works grant, they recently exhibited a retrospective of some of their surreal creations at the Faculty of Architecture’s ARCH 2 Gallery.

Most of these costumes were worn in NYC’s Village Halloween Parade, a lively grassroots event founded by famed puppeteer Ralph Lee in 1974 and now attended by more than 2 million people annually. The couple first got involved while living and working in Lower Manhattan during the late 1990s. It provided a creative release from their day jobs designing and managing architectural projects. Lisa says it also “allowed us to gain a larger-than-life understanding of the city we lived in.”

“This was another way for us to interact with the city,” Ted adds.

All of the costumes depict a variation on oversized body parts and are intended to provoke questions “about perception, social relations and the body politic,” says Lisa. She describes them as “strange, monstrous creations with serious undertones.”

A troupe of six-foot operable tongues test the limits of free speech and public taste. A large hairy armpt belonging to the Statue of Liberty — with the slogan What’s up Liberty’s Sleeve? — comments on the dark side of wars fought in the name of freedom. A giant brain the size of a minivan, animated with puppets and coloured light, shows the workings of collective imagination. Giant winged ears hollowed out through the middle capture the art of listening, as well as the enigma of understanding (as information goes in one ear and out the other).

Their costumes have multiple inspirations.

“Dionysian festivals, foundation rituals, the history of pageantry, Renaissance iconography and allegories,” Lisa says. “But they also complement and extend my scholarly research into the original and persistent affinity between architecture and dramatic performance.”

For her PhD, she studied a selection of ancient Greek plays, which offer some of the earliest known references to architects. This includes a comedy by Aristophanes in which a protagonist, dubbed an architect, flies a giant beetle up to the heavens to restore peace on Earth. (Her winged ear costume alludes to this architect’s beetle.)

Some of the costumes are designed for one person while others accommodate up to seven. They’re made of materials and objects like acoustic foam, electrical conduit, beach balls, a parasol, and a parachute. She says the idea is to combine simple components in ways that reveal “their metaphorical potential,” which is something architects strive to do all the time when choosing and adapting building materials.

After moving to Winnipeg in 2008, she brought her U of M architecture students to the Big Apple to study the city and get their own taste of the parade experience. They designed and wore a series of rollercoaster cars and enacted the movements of the amusement park ride while cris-crossing the crowded parade. It’s meant to be a performance; that’s part of the fun and artistry, says Lisa. So, too, is the journey to get to the parade’s start line.

She and Ted created pre-parade spectacles by lowering their massive intestines and brains from the roof of their Brooklyn studio, then carrying them through the city and over the East river before arriving in the West Village.

Engaging onlookers is always a goal. So when a group of street performers on stilts at the end of the parade adopted the discarded hula hoops, which had formed their giant brain, the Landrums were thrilled.

“Ultimately what we make as architects is given away,” says Lisa. “The hope is always that others will discover meaning through the work, build on its meaning and take its meaning in directions you never expected.”
The Academic Learning Centre team take a break from their work to congregate in the shady courtyard outside their offices. Summer reading may be on the agenda ...

Pamela Leitch, director, Academic Learning Centre.

The Academic Learning Centre provides one-on-one writing and learning consultations, workshops, online materials, an online writing tutor, and peer facilitated study groups. Its services are designed to help students excel in their classes by building on their strengths and skills in writing, learning and research.

"All students, including high achieving students, need help at some point whether it is for writing papers or studying for particularly difficult courses. AL Centre staff help students build on their existing skills in order to achieve higher levels of academic success," said Miriam Unruh, Director, Academic Learning Centre.

BY ANGELA HECK

The services will remain the same, but the name will change.

Effective July 1, the Learning Assistance Centre will be known as the Academic Learning Centre (ALC) to better reflect the support offered to students at the University of Manitoba.

The Academic Learning Centre provides one-on-one writing and learning consultations, workshops, online materials, an online writing tutor, and peer facilitated study groups. Its services are designed to help students excel in their classes by building on their strengths and skills in writing, learning and research.

"All students, including high achieving students, need help at some point whether it is for writing papers or studying for particularly difficult courses. AL Centre staff help students build on their existing skills in order to achieve higher levels of academic success," said Miriam Unruh, Director, Academic Learning Centre.

The centre provides tutor training to students who are interested in coaching their peers and developing their own skills in communication, leadership and teaching. There is also opportunity to work or volunteer as an AL Centre peer writing or learning skills tutor. Peer tutors who volunteer can also be recognized on the university’s co-curricular record (CCR).

The Academic Learning Centre is open to students at its location in Room 201 Tier from 8:30 a.m. to 4:30 p.m. on Monday to Friday. It serves graduate and undergraduate, full and part-time students at the University of Manitoba. Services are also offered at downtown through the office of Student Services on the Bannatyne campus (http://umanitoba.ca/student/bannatyne). Faculty can refer students or request in-class workshops (480-1481).

GET THE FACTS

ACADEMIC LEARNING CENTRE

 DID YOU KNOW?

YOU’RE INVITED! The Academic Learning Centre (ALC) serves graduate and undergraduate, full and part-time students at the U of M. Students are invited to access the resources available on the ALC web page, drop by the ALC to meet the learning skills instructors or attend workshops in order to further develop academic strengths and skills in writing, learning and research.

Whether you want to brush up on your study skills or have a question about academic writing, this is a great resource for students—and for faculty member, who can refer students to the ALC.

ALC services include:

• Individual appointments
• Writing tutor program
• Learning skills
• Handouts
• Workshops
• Online writing tutor

ALC Office Hours and appointments

The ALC is open to students in 201 Tier. Office hours are from 8:30 a.m. to 4:30 p.m. on Monday to Friday. To make an appointment, call (204) 480-1481 or drop in to make an appointment. You may also use our online booking system here. These sessions typically last 30 minutes.

> > For more information go to: umanitoba.ca/student/u1/lac/

Information on the CCR:

umanitoba.ca/student/studentlife/ccc.html

Interested in a part-time job as a writing tutor?

If you are a student interested in helping other students develop their writing skills, the ALC is looking for you! Students with a minimum GPA of 3.0 and a strong background in essay writing can apply to be writing tutors for the 2012-2013 academic year. Working as a writing tutor is a great opportunity to improve your knowledge of the writing process, refine oral communication skills and meet interesting people. The convenient on-campus location and flexible work schedule make working as a writing tutor ideal for students.

The deadline for application is Friday, August 24. Check out our job posting for information about how to apply.

> > Contact Kathy Block at kathy.block@ad.umanitoba.ca or at 480-3249

SPOTLIGHT ON>> ACADEMIC LEARNING CENTRE

Students’ skills enhanced by Academic Learning Centre

The Bulletin

July 12, 2012

SUMMER READING TOP 10s SUMMER READING

Readers?! Of course they’re readers!

THE ACADEMIC LEARNING CENTRE TEAM’S TOP TEN BOOKS OF 2011-12

The staff at the Academic Learning Centre compiled this list as a team-building exercise at their recent professional development retreat. The team that reads together ...

Kathy Block: Among the books I read this year, I really enjoyed Rohinton Mistry’s Family Matters, both for its intimate portrayal of family dynamics and for its empathetic character development. I also enjoyed Esi Edugyan’s Half-Blood Blues. The novel has an interesting focus on a jazz musician caught in Europe at the time of the Second World War. The voice of the main character and his wounding story make this an engaging read.

Monique Dumontet: Carol Shields’ Unless is a beautifully written and thematically rich novel. I was surprised by Markus Zusak’s The Book Thief, particularly by the narrative point of view. Who would have thought that a sardonic and witty-voiced Death could be such a sympathetic narrator?

Tim Podolsky: Terry Fallis’s satirical novel about Canadian politics and academics was funny and entertaining. The characters were quirky, and many of the seemingly unrealistic events wound up being semi-accurate during the last election. I also enjoyed reading The Sisters Brothers by Patrick deWitt. It’s a Western with likable characters and vivid descriptions of a familiar landscape. It seems inevitable that this novel will be made into a movie.

Amy Porter: F. Scott Fitzgerald’s The Great Gatsby is wasted on high school students! It’s an entertaining novel and reading it is good preparation for the movie adaptation that’s coming soon. Travels With Myself and Another is a collection of essays by Martha Gelhorn. This memoir, written with a dry wit, offers (sometimes) blunt commentary about the social problems of her time, and illustrates that Gelhorn was much more than just Hemingway’s third wife!

Miriam Unruh: Herman Melville’s Moby Dick was a slow but spectacular read. I wasn’t surprised by how funny it was, but I was astounded by the depth and complexity of Melville’s commentary on American society. Plus the ending is possibly the best I’ve ever read. Sacred Games by Vikram Chandra is a murder mystery/spy novel set in Mumbai that explores ethics, politics, race, and religion via a mob boss (Ganesh Gaitonde) and a policeman (Sartaaj Singh). It’s long, 900 pages, but well worth the time spent reading it.