A little respect helps

BY FRANK NOLAN
For The Bulletin

A new study led by researchers at the University of Manitoba has found that abusive leadership styles like those portrayed on television shows such as *The Apprentice* and *The Office* can backfire in a big way.

Published in the January 2007 issue of the *Journal of Applied Psychology*, the study reveals that verbally mistreating employees, even in subtle ways, can result in employee retaliation.

"Unfair compensation, promotion, or procedures are related to employee retaliation," said the study’s lead investigator Sandy Hershcovis at the I.H. Asper School of Business. "However, and perhaps more importantly, the manner in which these decisions are communicated by supervisors is most strongly associated with employees being aggressive in the workplace."

Hershcovis’s co-investigators include Nick Turner, also from the I.H. Asper School of Business, as well as colleagues from Queen’s School of Business, Memorial University, the University of Alberta, Bishop’s University, and Northwestern University.

The group statistically summarized 57 previous studies on workplace aggression and found that employees are most likely to become aggressive towards their supervisors when supervisors undermine or verbally mistreat them.

The study also suggests that employee aggression is less related to personality factors than to factors such as supervisor and co-worker disrespect.

"These findings have implications for both employee selection and management training," Hershcovis said.

"In terms of selection, many organizations often use personality inventories to weed out potentially dangerous employees. A more effective strategy may be to focus on management training to make supervisors aware of the potential adverse effects of undermining and disrespecting employees."

Duckworth challenge

The University of Manitoba and the University of Winnipeg split the opening round of the Duckworth Challenge on Jan. 4 with the U of M Bison men’s basketball team eking out a 75-74 victory at the Investors Group Athletic Centre, while the women’s team dropped its match 81-83 to the Wesmen in overtime.

The annual event between the two cross-town rivals pits both the men’s and women’s teams against each other in a home-and-home series. The Duckworth Challenge will conclude Jan. 24 at the University of Winnipeg, but this time it will be the volleyball teams going head to head. See DUCKWORTH/P. 2.
In The News

University of Manitoba members are always making news – demonstrating the university’s impact on the community. Here’s a look at the stories and headlines that drew buzz of U of M faculty and staff impact the world around them.

Prodigy Prof
Nov. 30
The Globe and Mail, the Winnipeg Free Press, Shaw TV and Global TV all did stories on the University of Manitoba’s youngest professor, 24-year-old Gabor Lukács. The mathematician professor and his students were quoted in the stories, with both newspapers leading into the features with front-page tie-ins and accompanying stories with large colour photographs of Lukács at his chalkboard.

Prof named Yahoo guru
Dec. 1
Gordon Glazner made headlines in Canada and the U.S. when Yahoo! announced it would be honouring the researcher with an international award for his mathematical and scientific responses to Yahoo Answers, an online platform where peers can pose and answer questions. More than 14 million web users around the world use the service.

Circumcision study
Dec. 14
The University of Manitoba had one of its biggest news days of the year when a study led by researcher Stephen Moses found that a randomized controlled trial conducted in Kenya as part of an international collaboration demonstrated that male circumcision is an effective measure for reducing HIV incidence in heterosexual young men by more than 50 per cent.

Santa expert popular
The entire month of December saw history Professor Gerry Bowler all over local, national and international media. Bowler, a historian on early-modern Finnish culture, is also the author of the World Encyclopedia of Christmas and Santa Claus: A Biography.
He was quoted in the Ottawa Citizen, the Toronto Star, the Albany Times Union, was on CTV and Global TV news, and made guest appearances on CBC Radio’s One’s The Current and Cross Country. The three documentary films “The Search for Santa Claus” and a CBC TV documentary called “Christmas Confidential.”

Headline News
Where else has the U of M been making news? Here’s a look at just a few of our headlines over the past few weeks.

• “Canada Research Chairs: Grants further scientific work,” Winnipeg Free Press, Dec. 8
• “Pioneers’ lives put on university website,” Winnipeg Free Press, Dec. 8
• “Preparing for the Pandemic,” University Affairs, Jan. 2007

Duckworth Challenge a fun rivalry

From Page 1.
The volleyball games run at 6 p.m. for the women and 7:30 p.m. for the men at the Duckworth Centre. The Duckworth Challenge was started in 1992 by Henry E. Duckworth (president of the University of Winnipeg from 1971-81 and Chancellor of the University of Manitoba from 1986-92) in an effort to profile the intense but friendly cross-town rivalry between the University of Winnipeg and the University of Manitoba.

What makes the Duckworth Challenge unique is the format. For one of the universities to win the event, one team must win a minimum of three of the four games played. If tied, the previous holder retains the Duckworth Challenge trophy. Events are held at both universities, and involve the sports of volleyball and basketball. Each year the venue for the sport is alternated.

In 2006, the Bisons tried to win back the Duckworth Challenge trophy but had to settle for a 2-2 tie and the Wesmen retained the trophy. Manitoba still holds a strong Duckworth Challenge record of 84-43 in the contest’s 15-year history. This year the Bisons look to regain the trophy and block the Wesmen from winning the combined basketball/volleyball challenge for three consecutive seasons for the first time in the challenge’s history.

Digital memory

The University of Manitoba Archives & Special Collections, in conjunction with the University of Saskatchewan Archives and Oseredok, the Ukrainian Cultural and Educational Centre, has launched its most recent digitization initiative. Approximately 15,000 archival documents have been digitized and made available on the internet relating to the topic of immigration in Manitoba, Saskatchewan, and Alberta. These documents include diaries, correspondence, photographs, and audio and video recordings from several collections within the holdings of these three archival institutions. The project allows for a wider audience to access these records by making them available online where research can be done at any time.

In addition, an educational sub-site has been developed for teachers and students in Grade Six. This site features a narrative on the history of prairie immigration, which is based on the history curriculum, and accompanied by a selection of relevant digitized documents from all three institutions, as well as lesson plans, student activities, and a fun, educational, and interactive game for students.

The archival documents detail the experiences of immigrants of various nationalities and ethnicities, from their arrival in Canada and their travel westward, to the hardships they faced settling in a new country, to the lasting effects immigration has had on Canadian society and culture. Several documents also examine the development of Canada’s immigration policy. The website has become increasingly relevant due to the recent headline news on immigration in Canada and United States on the topic of immigration. The site provides some historical context to an issue that has been debated for more than 100 years, and continues to incite emotional responses today.

This project was made possible through the Canadian Culture Online Program of Canadian Heritage, Library and Archives Canada and the Canadian Council of Archives. The Prairie Immigration Experience website can be accessed at: umanitoba.ca/libraries/archives/prairie_immigration

Spectacular sound

The annual Christmas in the Admin Concert took place on Friday, Dec. 8. The University Singers under the direction of Eloy Friessen made full use of the unique acoustics in the Administration Building.

Student career fair set for Jan. 17

Career and Employment Services will hold its annual Career Fair Jan. 17 from 9:30 a.m. to 3 p.m. in Second Floor University Centre and the Engineering and Information Technology Complex atrium. This career fair is open to all students from all faculties. Last year over 50 employers participated and over 3000 students attended.

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Copy/advertising deadline: Jan. 31

Events
The Bulletin publishes notifications on events taking place at the Univer-

sity of Manitoba or events that are of particular interest to the university

community. There is no charge for running notices in the events column. Send events notices to: barbourd@ms.umanitoba.ca

Advertising Policy
With the exception of advertisements from the University of Manitoba, ads carried in The Bulletin do not in any way recom-

mendation which is illegal, misleading or offensive to its readers. The Bulletin will also reject any advertisement which violates the university’s internal policies, equity/human rights or code of conduct.

The Bulletin can be viewed online at umanitoba.ca/bulletin
Four University of Manitoba researchers have been awarded Canada Research Chairs in recognition of their research achievements.

The new awards for Trust Beta, Sean Cadogan, Aaron Marshall and Joerg Stetefeld bring the total number of Canada Research Chairs at the University of Manitoba to 47.

The announcement was made in Ottawa on Dec. 7 by Maxime Bernier, minister of industry and minister responsible for the Canada Research Chairs Program.

"The Government of Canada recognizes the importance of investing in university research," said Bernier. "This investment will enable our universities to develop the expertise and innovative ideas that fuel economic competitiveness and create new jobs for Canadians." Joanne Keselman, vice-president (research) at the University of Manitoba, said: "The University of Manitoba is very fortunate to have been dealt such a fine hand of four 'aces' who are outstanding in their fields. This announcement will ensure that the University of Manitoba remains in a leadership role, solidly at the forefront of food science, materials science, biology and health research."

The four new chairs represent an investment of more than $3.5 million for the University of Manitoba. The Canada Research Chairs program will contribute $2.9 million, while an additional $494,000 for infrastructure support will come from the Canada Foundation for Innovation (CFI).

Two of the new researchers, Sean Cadogan and Joerg Stetefeld, were recently recruited to the University of Manitoba from universities in Australia and Switzerland, respectively.

The Canada Research Chairs program has created 1,733 research positions at 73 Canadian universities since it was launched in 2000. The program helps universities attract and retain the best researchers and achieve research excellence in natural sciences and engineering, health sciences, and social sciences and humanities.

A new front in the fight against HIV

A University of Manitoba-led randomized controlled trial conducted in Kenya as part of an international collaboration has demonstrated that male circumcision is an effective measure for reducing HIV incidence in heterosexual young men, reducing HIV acquisition by more than 50 per cent.

University of Manitoba researcher Stephen Moses, along with colleagues from the University of Nairobi and Robert C. Bailey from the University of Illinois, presented their research results at a Data Safety and Monitoring Board (DSMB) meeting in Washington on Dec. 12.

The DSMB, which oversees the safety, validity and integrity of the trial, decided to stop the study prior to its completion because sufficient evidence had been accumulated to show that the surgical procedure reduces the risk of acquiring HIV. Another clinical trial in Uganda with similar results was also ended early.

The National Institute of Allergy and Infectious Diseases (NIAID), part of the National Institutes of Health (NIH), announced that an interim review of trial data revealed that medically performed circumcision significantly reduces a man's risk of acquiring HIV through heterosexual intercourse. The trial in Kisumu, Kenya, of 2,794 HIV-negative men showed there was a reduction of HIV acquisition in circumcised men relative to uncircumcised men, while the trial of 4,996 HIV-negative men in Rakai, Uganda, showed that HIV acquisition was reduced by 48 percent in circumcised men.

"Evidence has been accumulating that male circumcision may play an important role in explaining the substantial variations in the HIV epidemic in different parts of Africa," said Stephen Moses, principal investigator for the University of Manitoba. "But now we have conclusive data demonstrating that male circumcision reduces the risk of HIV acquisition in men."

The Canadian Institutes of Health Research (CIHR), provided over $2.5 million in funding for the Kenyan trial, which was also supported by NIH.

University of Manitoba researcher Stephen Moses is part of an international team of researchers that have found that male circumcision can reduce the chance of acquiring HIV by 50 per cent.

The University of Manitoba/University of Nairobi collaborative research group in Kenya was among the first to identify the association between lack of male circumcision and risk for HIV infection. A landmark study in the mid-1980s noted that uncircumcised men attending a sexually transmitted diseases clinic in Nairobi had much higher HIV infection rates than men who were circumcised. By the late 1990s, Moses said, it became clear that the observational results would need to be confirmed by randomized, controlled trials, which are the gold standard for scientific evidence.

"After much discussion within our group, we decided to embark on the daunting and lengthy task of conducting a randomized trial," Moses said. "Working with Robert Bailey, an anthropologist from the University of Illinois who had been working in this area for some time, and J.O. Ndinya-Achola, a long-time colleague from the University of Nairobi, we began talking to people, and the response from the community in general, and from many men in particular was very positive. After enlisting the support of community political, religious and cultural leaders, we were fortunate to obtain funding support from CIHR and NIH."

The trial began in 2001 and combined the expertise of researchers from three countries in a team-based approach. Over 2,700 men between the age of 18 and 24 from the district of Kisumu in western Kenya were recruited to take part in the trial. The study was originally scheduled to end in September 2007, but the DSMB concluded there was enough evidence to stop the trial early.

"This trial has been a complex undertaking, requiring expertise in a variety of different disciplines, including epidemiology, social sciences and immunology," Moses said. "Fortunately, it has confirmed an important new modality for HIV prevention, one which is desperately needed in many areas of high HIV prevalence in the developing world. Although circumcision alone does not prevent someone from becoming infected with HIV it clearly lowers the risk of becoming infected, and the results of this trial show that male circumcision can be considered an important HIV prevention strategy."

TRUST BETA
Canada Research Chair in Food Processing and Grain-Based Functional Foods

Bet a , food science, is working to understand the molecular structure and function of major a n d o i l c o m p o n e n t s of whole grains like wheat, barley and sorghum. She is also looking at how whole grains are affected by specific processing methods, including milling, baking, extrusion, malting and fermentation. Ultimately, her research will not only identify and enhance the beneficial components of whole grains, it will also determine the dietary concentrations of these compounds with a view to play a major role in reducing obesity, cardiovascular disease, diabetes and cancer.

SEAN CADOGAN
Canada Research Chair in Advanced Materials

C a d o g a n , p h y s i c s a n d astronomy; studies the rare-earth elements, a series of metals that possess a wide range of magnetic properties. He is applying his expertise in advanced nuclear techniques to study magnetic materials which are important in applications like transformer cores used by the electrical power industry. Rare-earth-based compounds form the basis for high-temperature superconductors and the world's strongest permanent-magnet materials, with the potential for unprecedented energy efficiency in advanced motors to new refrigeration technologies while greatly reducing the environmental side effects of current technology.

AARON MARSHALL
Canada Research Chair in Molecular Immunology

M a r s h a l l , immunology, is examining the signaling mechanism that controls the activities of immune cells. Called signal transduction, this process takes signals from different locations on a cell's surface and delivers those signals to the interior of the cell through a complex series of molecular events. These signals instruct immune cells to take specific actions, including division, differentiation, migration or even death. The information derived from this work is critical to understanding the molecular events leading to certain types of cancer, and will potentially identify new targets for treatments.

JOERG STETEFE LD
Canada Research Chair in Structural Biology

S t e t e f e ld , chemistry, is studying the extracellular matrix (ECM), a complex structure that surrounds and supports cells in mammalian tissues. He uses advanced techniques, like nuclear magnetic resonance imaging (NMR) and X-Ray crystallography to examine the structure of proteins and determine their function, both in health and disease. Disorders involving the ECM are associated with a variety of human diseases and conditions, including muscular dystrophy, arthritis, multiple sclerosis and tumor progression.
Having coffee as sweet performance
It is a quiet break with friends as we play out our lives

My good friend from work and I have been going for coffee on the same corner at 10 o’clock every Saturday and Sunday for the last several years. For the first little while, we would send each other e-mails earlier in the morning to coordinate arrival – “I’ll be there at 10:10” – but now, years on, the time and place is assumed. Even when one of us is out of town, the other one will send a message with something like “I was there!” Where were you?” with the jet-setting one replying a few hours later with something like “In the wrong coffee shop in the wrong city.”

Arrived catered to this coffee shop throughout the week, when office work is all but over for the day. It is just not the same place Monday to Friday. Our time with this coffee shop is the weekends. We love the coffee and the company.

The sociologist Erving Goffman and probably those long before him, characterized social life like a stage play. We play our lives out on a stage, along with a cast of characters, interaction rituals, entrances and exits, and the odd crisis to remind us of how much we cherish routine.

Our weekend coffee routine has a loyal cast list. Our well-dressed scholar recites Hebrew from one of the circa 15 chairs in the corner. Our bespectacled short-sleeved man with the holstered cell phone relaxes at the table by the far window? If the trespassers leave our table while we’re in the process of building our own, one of us needs to put our jacket down on the table to make our mark.

“Have you seen our Yourself?”

The committee has planned to distribute posters and bookmarks (supplied with the image of a foot with a face not smiling foot (this made my dream very afraid of feet with faces because of an event in my childhood) to everyone in the store and called my manager out of the store and called my manager from my phone telling her I couldn’t come in. I quit.

But how does this relate to school? Well, we learned about phobias in psychology class. I was afraid of feet with faces because of an event in my childhood. Well, we learned about phobias in psychology class. I was afraid of feet with faces because of an event in my childhood. My friend and I were talking about phobias and so we talked about the fact that feet are disgust amount because I really, really didn’t like smiling foot (this made my dream very afraid of feet with faces because of an event in my childhood) to everyone in the store and called my manager from my phone telling her I couldn’t come in. I quit.

Additional information will be available through presentations and correspondence to members of the University community over the next several months as planning will begin to occur at the departmental and unit level.

Pandemic Awareness week

The Pandemic Planning Steering Committee has identified the week of Jan. 15 to 19, as Flu Pandemic Awareness Week. The communications plan includes an e-memo to all employees, the launch of a Flu Pandemic Website, and features in the Bulletin and the Manitoban.

The committee has planned to distribute posters and bookmarks published by the Winnipeg Regional Health Authority. One poster that will be displayed in all main washrooms features handwashing tips to prevent the spread of the disease.

As well, bookmarks (supplied by the University of Manitoba) will be distributed to students and staff by the U of M Bookstore, libraries, university health service and the Frank Kennedy and Joe Doupe Centres.

Additional information will be made available through presentations and correspondence to members of the University community over the next several months as planning will begin to occur at the departmental and unit level.

Viewpoint

with Nick Turner
associate professor
Business Administration

“The sociologist Erving Goffman, and probably those long before him, characterized social life like a stage play. We play our lives out on a stage, along with a cast of characters, interaction rituals, entrances and exits, and the odd crisis to remind us of how much we cherish routine.”

SANDRA RADONS
Tips on writing essays.

You know it’s time to start writing your final essay when:

- You can’t manage to staple the pages together even after using an industrial stapler.
- You use ‘et al’ in normal conversation and then cite the authors in alphabetical order.
- You’ve killed more trees than deforestation.
- Your computer can’t tabulate your total word count.
- You’re writing in six point font and still have to shrink your margins.
- Your printer runs out of ink... and then breaks.

- You’ve used the words ‘in addition’ more than 12 times.
- Your backpack straps break while you’re notting it to school.
- Your topic makes Google’s Most Searched for list.

You know you didn’t write enough in your final essay when:

- You’re toting it to school.
- You’re using quadruple-line spacing.
- You don’t see any point to putting in page numbers.
- You’re counting the cover page... and references.
- You’re using wingdings.
- You’re subject headings are longer than your write-up.
- Your prof asks ‘Where’s the rest?’
- You’ve got one reference... and it’s Wikipedia.

Letters Policy

The University of Manitoba Bulletin welcomes letters to the editor from readers about matters related to content in the Bulletin, the university or higher education. Speeches related to this issue must be no longer than 120 words. Please include your name, affiliation and phone number. Letters should be submitted to barbourd@ms.umanitoba.ca. The Bulletin reserves the right to edit letters to address style, length and legal considerations.

Viewpoint Policy

The University of Manitoba Bulletin welcomes submissions for Viewpoint from members of the university community. Unless otherwise discussed in advance with the editor, contributors should submit alternate address issues related to the university or higher education. Speeches related to issues of interest to the university community are also welcome. E-mail submissions to barbourd@ms.umanitoba.ca. The editor reserves the right to edit or reject any submission that does not comply with policy. Opinions expressed are those of the writer.
**Marks of Achievement**

Earned some recognition or an award? The Bulletin wants to celebrate with you. Please e-mail information about your Marks of Achievement to barbourd@ms.umanitoba.ca. Feel free to include a picture of yourself. We’ll need a 200 dpi jpeg image. If you would like to chat about the details or picture, please call 474 8111.

Anderson to receive MBA award

On Friday, Jan. 26 at the MBA 2007 Mid-Winter Meeting Awards luncheon, professor D. Trevor Anderson, Q.C. will be presented with the Manitoba Bar Association 2007 Distinguished Service Award.

The award is presented to a member of the Bench or Bar who most eminently exemplifies the ideals of service to the legal profession and the community.

In 1995 the Canadian Bar Association honoured Trevor with its Louis St. Laurent Award of Excellence for outstanding contribution to the Canadian Bar.

Trevor did his BA at Manitoba. He was elected a Rhodes Scholar in 1959, which led to a BA (Jus.) and BCL at Oxford. Among Trevor’s attributes are his general knowledge of the law, grasp of legal processes, and understanding of legal pedagogy; no one is more widely read in the law, and few have more anecdotes at hand. From 1962-1971 he was a full-time teacher in the Faculty of Law, University of Alberta. cliffs Edmunds recruited him to the University of Manitoba, where he became the first associate dean, 1972-1977. He took a leave of absence to succeed Jack London as director of legal studies at the Law Society. 1977-1980. Trevor also succeeded Jack London as dean, 1984-1989. He presided over the implementation of the current LL.B. curriculum and was instrumental in the computerization of the Faculty, although only in 2002 did he turn on his own computer. Trevor has been very much involved in the affairs of the legal profession, including the Manitoba Law Reform Commission, the Public Utilities Board and the Manitoba Press Council.

Senators approved on Dec. 6 and recommend that the Board of Governors approve the report of the Senate Committee on Honorary Degrees regarding the proposed policy and procedure on the Naming of Academic Units.

The report lays out a set of guidelines for the naming of academic units.

Persons who may be honoured by the naming of an academic unit include the following: persons who have contributed to the life and mission of the University of Manitoba; persons who have contributed to the cultural, social and economic well-being of the people of Manitoba, Canada and the world in areas which are of major interest to the University of Manitoba and/or which are directly associated with the university; persons who, through their contributions of capital or other assets, enable the University of Manitoba to further its mission.

The policy lays out guidelines for protecting the academic freedom of the university and asks that a majority of the members of the governing council of the academic unit approve the name.

The policy also states that an academic unit cannot be named after a commercial entity.

The Board of Governors has the ultimate authority on the approval and the termination of the name of a named academic unit.

**ABORIGINAL STUDENT CENTRE**

Work is expected to kick off this month on the Aboriginal Student Centre, set to go up west of the Education Building. The Aboriginal Student Centre will be a 21,000-square-foot building and provide more space for Aboriginal students than is currently available in their University Centre quarters.

**CHANCELLOR ELECTION**

Senate, pending the agreement of the Board of Governors, passed a motion at its Dec. 6 meeting to establish an ad hoc committee of the Committee of Election, consisting of two members of the Board of Excellence for outstanding contribution to the university’s Chancellor. Chancellor William Norrie’s current term as Chancellor is up for renewal on May 31.

**NEW BACHELOR’S DEGREE**

Senate approved and recommended the Board of Governors approve the proposal of the Clayton H. Boldtall Faculty of Environment, Earth, and Resources to introduce a bachelor of science in geological sciences (general).

However, Science dean Mark Whitmore did raise some concerns about the new degree, noting that while it will be considered a bachelor of science degree it will only have a requirement of 36 science credits out of a total of 90 credits.

**APPROVING GRADUANDS**

At its Dec. 6 meeting, Senate authorized the president and vice-president (academic), as chair and vice-chair of Senate, to, if timing requires it, approve graduates who have met all the requirements for their degrees on behalf of Senate, with subsequent report to Senate for information. It is understood that any candidates recommended for a degree notwithstanding a deficiency must be approved by Senate.

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**UNIVERSITY OF MANITOBA RESEARCH SUPPORT PROGRAMS**

To encourage the development of research, the University offers a number of research support programs. These programs are administered by the Office of the Vice-President (Research) on behalf of the University. For further information on these programs (i.e., program priorities and guidelines, application procedures, etc.), contact the appropriate person listed below, or access the forms via the links at http://umanitoba.ca/research/our/DFIR_internet_funding_grants.html.

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**FOR INFORMATION ON THE PROGRAMS BELOW, CONTACT TERRY HNATIUK 474-7860 - Office of Research Services**

**University Research Grants Program (URGP)**

To support the growth of research at the University – highest priority is the implementation of new faculty members (those in the first 3 years of their appointment) October 15 March 1 (Established Staff)

**UM/SSHRC Research Grants Program (UM/SSHRC RGP)**

To provide support for small-scale research projects in the social sciences and humanities – open to researchers in disciplines supported by SSHRC October 15 March 1

**UM/SSHRC International Conferences Travel Grants Program (UM/SSHRC ICTG)**

To provide support for researchers to take part in international conferences of major scholarly significance – open to researchers in disciplines supported by SSHRC October 15 March 1

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**FOR INFORMATION ON THE PROGRAMS BELOW, CONTACT EVELINE SAURETTE 474-8418 - Office of Research Services**

**Leave Research Grant Program**

To designate part of applicant’s salary as a grant-in-aid of research conducted while on research/teaching leave 2 months prior to leave

**Self-funded Research Grant Program**

To designate part of an applicant’s salary as a grant-in-aid of research conducted while on leave from the University (within one calendar year) September 30 January 31 May 31

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**FOR INFORMATION ON THE PROGRAMS BELOW, CONTACT SANDY PEREIRA 474-7952 - Office of the VP (Research)**

**The Dr. Paul H. Thorton Foundation Fund**

To provide support for basic or applied research in the health sciences – highest priority is provision of support to new independent researchers who are first-time applicants to the Fund April 15

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**FOR INFORMATION ON THE PROGRAMS BELOW, CONTACT JOYCE JOYAL 474-7316 - Office of the VP (Research)**

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**The Bulletin welcomes Classified Ads. The rate for ads is $5 for the first 45 words.**

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**Classified Ads**

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**Book sale runs Feb. 7**

The University of Manitoba Librarians annual book sale runs 10 a.m. to 8 p.m., Wednesday, Feb. 7 in the Manitoba Room, Second Floor University Centre.

The sale features thousands of books in the bargain section: mysteries, romance, sci-fi, biographies, pocket-books, magazines, academic books, and literature. There will also be an individually priced section featuring collector, fine art books, and other unique items of interest.

The libraries annual book sale offers sale donated or withdrawn items which are not needed by the libraries. The funds raised are used to purchase new materials which the libraries would not be able to acquire with their regular acquisitions funds.
Consumption looks at human struggle

**Books**

**By University Staff**

**BY KIMBERLEY CORNELLIE**

Kevin Patterson of the Northern Medical Unit, Faculty of Medicine, and medicine grad, class of 1989, released his book, *Consumption – A Novel,* last fall.

The book considers cultural change, medicine and human struggle. What started out as a group of essays later developed into a novel.

Patterson explains, “Some essential aspects of what I wanted to talk about were not being delivered effectively through the essays. It was later that I realized that the most direct way to deliver human struggle and draw attention to medicine needs in the north is through fiction.”

The novel took four years to write and focuses on a main character, Victoria, who leaves her home in Rankin Inlet, Nunavut to be treated for tuberculosis – leaving her family and the culture she knows behind.

When she returns, it is to a new world, a family who doesn’t recognize her and to a new means of living.

Her family has adapted to western culture, leaving their traditional living styles and values behind. Patterson brings us into Victoria’s world of internal exile and follows her as she proceeds with life.

The novel is about people and the challenges of life. “His characters are complicated, passionate, confused and in some cases, doomed, by disease, their failures, and by economic and cultural forces beyond their control,” as described by the Winnipeg Free Press.

Patterson hopes that his readers access the personalities and feelings of his characters and draw from them, as they learn about the need for cultural, medical and economic support in northern communities.

Patterson toured Calgary, Edmonton, Victoria and Toronto as part of the book launch.

Copies of *Consumption – A Novel* can be bought at the University of Manitoba bookstore both at Bannatyne and Fort Garry. Patterson’s first book, a memoir called *The Water in Between,* was a Globe Best Book, and an international bestseller.

**Country of Cold,** his debut short fiction collection, won the Rogers Writers’ Trust Fiction Prize in 2003, as well as the inaugural City of Victoria Butler Book Prize.

Librarians join their collections online

**BY DALE BARBOUR**

The Bulletin

Technology hasn’t changed what libraries are expected to do – they’re still repositories of information. But what has it changed is how people access that information and how they’re able to move beyond the reference desk.

The University of Manitoba’s reference librarians met last month to talk about how they can move beyond the reference desk to better meet the needs of their clients.

“As our collections become more digital the students don’t have to come to us to get things,” Elizabeth Dafoe, Library section head Jim Blanchard said. “Reference librarians need to change the way they deliver services. We have to find ways to reach out to them.”

They still want to stay near their collections, the trick is continuing to do that as those collections move online.

Some of the new approaches that let them do that include blogs and RSS (Really Simple Syndication) Feeds.

“I have a blog of information on geriatrics and long-term care so when I find new websites of interest, when new articles are published or new books enter our collection that information goes up on the blog.” University of Manitoba Health Sciences Library assistant librarian Laurie Blanchard said. “People can then subscribe to the blog through an RSS Feed and when new information is posted to the blog they receive information automatically through the RSS Feed.”

While Laurie Blanchard works with students, researchers and clinicians interested in long term care, similar RSS feeds and blogs exist for libraries across the university’s system. On the University of Manitoba libraries website, umanitoba.ca/libraries/newbooks, for example, you can subscribe to the library of your choice and receive an update when new books or articles come in. The choice can further be refined down to the subject of your choice. If you’re interested in history, for example, you can tap into an RSS feed on something as specific as new books on the history of Switzerland and receive notification whenever something comes in.

“It’s the equivalent to popping into the library and looking at the new book list,” off-campus librarian Lyle Ford said.

“All this new technology, such as social sharing software, is a way of stepping beyond our desks to better access users. It’s ideally suited for the academic community because anyone can access the information, wherever they are,” Laurie Blanchard said.

In other areas, the library has been holding training sessions for programs such as RefWorks – an online bibliography and database creator. University staff and students can access the program for free on the library’s web page. It’s an ideal program to keep track of citations and information while writing a thesis or article.

But it’s also a tool for information sharing. Jim Blanchard said with RefWorks professors can share their academic work and be assured that it will pull together all the references, web links and access to secondary information that needs to go with it.

“But RSS feeds and blogs are not the only ways that librarians go beyond their role of assisting students at the Libraries’ reference desks. Associate librarian Bill Poluha designed a unique collection and accompanying web site to assist medical rehabilitation students gain access to clinical assessment tools. This collection is only one of two in Canada.”

“It’s a tool for students and teachers but it’s also useful for practitioners,” Neil John Maclean Health Sciences Library associate librarian Michael Tenthance said.

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**Distinguished Lecturer Series**

“Globalization”, Democracy, and Social Murder

a public lecture

**DR. MARK GABBERT**

Dr. Mark Gabbert is an associate professor and head of the University of Manitoba’s Department of History. He teaches courses in the Department’s modern world history program, specializing in twentieth century world history, and the history of socialism. His publications have appeared in journals such as *Queens Quarterly*, *Labour* / *Travail*, and *Crime, Law and Social Change*.

**Thursday, February 1**

7:30 p.m. to 9:00 p.m.

Room 224, Education Building

University of Manitoba, Fort Garry Campus

All are welcome | Free admission

For more information please see: www.umanitoba.ca/education
Focus on Learning

Creating a Culture of Learning

The University of Manitoba is a place of higher learning. It is a phrase heard so many times that we forget that the university’s most fundamental purpose is something that needs to be constantly reconsidered, reviewed, and renewed. We need to ask ourselves, are we fulfilling our role as a place of higher learning and how could we be doing it better? With that in mind, the June 2003 strategic academic plan Building for a Bright Future set out as one of the challenges for the University of Manitoba “to create a learning environment that will provide individuals with a reason to choose the University of Manitoba as their place of career and focus of intellectual life. As the current focus on ‘accountability’ and the ‘quality’ of higher education, it is time to look more closely as to how we believe we are, or should be, responding to this challenge. In recent ‘Reports of the President’ submitted to the Board of Governors and Senate, there were numerous initiatives designed to support the five core priorities of the 2003 strategic academic plan from all academic units. Nevertheless, as an institution we have not clearly enunciated a set of goals that would allow us to create the learning environment for which we strive: A learning environment that individuals would seek out.

The challenge, therefore, is not only to develop such an environment but to be able to demonstrate to others that we have succeeded. All member institutions of the Association of Universities and Colleges of Canada signed off on a quality assurance memorandum in 2003, within which they made an open commitment to provide high quality academic programs. Unfortunately the member institutions did not determine a means by which they would demonstrate this commitment to the public at large; such a role was left to others to determine. As a consequence Maclean’s magazine has become ‘the unofficial assessor of the quality of higher education’. That many universities have recently withdrawn from active participation in this process indicates the need to re-focus the original concern of ‘how to measure/demonstrate that you provide a quality education’.

In response to this latter concern most universities, including the University of Manitoba, developed an “accountability” web site that provided a menu of measures related to the academic activities of the university. However, these measures were not arrived at as a response to the challenge of Building for a Bright Future. Consequently, the questions we need to ask are first, what qualities/goals define the learning environment we would desire?; second, how would we achieve these goals?; and thirdly, how could we demonstrate that we had met these goals, even as they continue to evolve? Lest this be seen just as an accounting exercise, we would also need to ask ourselves whether all things need to be measured in concrete terms. If we seek an environment where ‘respect and civility are the norm’ we should worry less about how many times students say ‘please’ and more about our (faculty and staff) ability to provide the necessary role models and meet our own expectations.

In truth, the process of trying to find an answer for the University of Manitoba continues. The deans’ and directors’ council, which is an advisory body to the president, is debating the question in an attempt to come to grips with what we mean by a quality education. More specifically we have been trying to find common ground around the notion of an educated person. In the context of the University of Manitoba, what are the qualities that would describe a graduate of our University? It’s not an easy question to answer. In a comprehensive institution such as ours, with fields ranging from the health sciences to the humanities, including the natural, physical, applied and social sciences, and with the performing and visual arts, there is a need to recognize the great diversity of skills held by graduating students.

It’s a discussion that will involve the entire university community. By the end of February, 2007, the deans’ and directors’ council will have a draft document available through which we hope to prompt discussion with students, staff and faculty, prior to creating a more formal framework that might be supported by the Board of Governors and Senate. Other institutions have successfully negotiated this journey and arrived at a set of goals that can provide direction to the institution as a whole. In Building for a Bright Future we made a commitment “to re-think the undergraduate curriculum” and “to create a welcoming, inclusive and safe environment,” so the challenge now is to create the learning environment that will allow us to fulfill that commitment. The eight principles that guide us – excellence, integrity, selectivity, innovation, equity and diversity, responsibility to society, academic freedom, and accountability – were first enunciated in the 1998 ‘Building on Strengths’ strategic plan. It is time to ensure that they are now fully evident as the ‘bedrock of the university’s moral compass’ so that we may indeed create a culture of student learning of which we can all be proud.

Providing tools for university teachers

BY CHERYL KRISTJANSON
University Teaching Services Director

University Teaching Services has undergone a major reorganization of the unit during the past few months. I would like to outline the new direction and objectives that University Teaching Services will focus on in order to promote a culture of inquiry around the scholarship of teaching and learning.

• Nurture a shared ownership, pride and responsibility for teaching and learning outcomes across all academic faculties and units.
• Identify key teaching and learning issues that resonate across the campus and within faculties.
• Focus our programming initiatives to address these key issues.
• Collect and disseminate evidence that we are enhancing the teaching and learning environment at the University of Manitoba.

One new initiative we have already implemented this fall is the professional school series. Each session begins with a presentation of scholarly activity being conducted on this campus related to the unique interests and challenges of educating students within professional programs.

The presentation is followed by a round table discussion where faculty members have an opportunity to share ideas, strategies, and new approaches and/or stimulate scholarly questions.

Supporting new faculty members in their teaching initiatives is extremely important. With the support of the Dean of Engineering we are offering a program of studies on teaching and learning to new faculty members within that faculty. These linked sessions will address issues related to teaching strategies, assessment methods and curriculum/course development. The goal is to provide an opportunity for a cohort group to enhance their teaching skills, assist them with meeting expectations of their tenure/promotion process and provide opportunities to identify scholarly activities related to your teaching duties.

Linking teaching with student outcomes is a new service that we are providing at University Teaching Services.

Angela Tittle our new research associate not only supports the scholarly activities of University Teaching Services but can be contacted to provide assistance to faculties and faculty members who are interested in constructing scholarly projects related to teaching and learning. She can assist you with formulating teaching and learning questions as well as collecting and analyzing data. In collaboration with Francine Morin from the Faculty of Education we will also be providing a summer workshop focused on nurturing Action Research in Education.

UTS is also collaborating with other units and departments that offer professional development workshops to provide a more comprehensive and accessible approach to its programming.

One current focus is on graduate students who have difficulty attending daytime workshops – this winter we will be running an early evening workshop series for graduate students.

In addition, graduate student PD Workshop descriptions will soon be available on the Graduate Student Virtual Learning Commons.

Please feel free to stop by, give us a call or e-mail us to share your expertise, comments or questions related to teaching, learning and the scholarship of teaching.
Rob Renaud: Measuring Educational Quality

How do you measure educational quality?

Educational administration, foundations and psychology professor Rob Renaud spends a lot of time thinking about that. Along with his job in the Faculty of Education, he is also the Centre for Higher Education Research and Development’s acting director of research.

And what he can tell you is that the sort of measures that a lot of university ranking systems use – such as library acquisitions and the percentage of instructors with a PhD – don’t measure whether students at that university are learning.

““This is important when these rankings are thought to imply educational quality in terms of the many ways in which students learn and develop as a result of attending university,” Renaud said. “Perhaps the biggest concern with annual rankings like Maclean’s, and dozens of empirical studies have concluded this, is that the typical measures used to rank universities have little relationship with student learning and development. They’re really not telling us much about educational quality.”

That’s not to say that Renaud is against libraries bolstering their acquisitions or ensuring that instructors are well qualified – who could argue against that? – but the more engaging questions might be ones like how much students are using those library books or electronic sources and what particular approaches instructors are using to foster the intended learning outcomes.

“You need to look at more specific measures such as specific classroom processes that have a more direct impact on student outcomes,” Renaud said. “For example, it’s more critical to look at what the teachers are doing in the classroom and how those instructional approaches are contributing to students’ learning.”

Renaud said there is no one set approach to teaching students – rather it’s like trying to assemble a toolbox of approaches, and then pull out the appropriate tool for a particular class.

One particular area of student learning that Renaud has been researching is critical thinking and what contributes to its development.

“For instance, one could look at the frequency of higher order questions on tests and assignments – questions that get students to think as opposed to simple memory recall.”

Memory recall questions quiz students on their ability to pull facts out of a textbook and write them down on their exam paper. Higher order questions require students to evaluate the information they’re given and make a reasoned judgment.

“Classes with more of these higher level questions tend to foster greater gains in students’ critical thinking skills,” Renaud said.

Hand in hand with the level of questions being asked students is the feedback they receive when they answer those questions.

“Students are likely to learn more and become better nurtured when they receive more feedback, rather than just numerical scores on a few multiple choice tests,” Renaud said.

If anything, Renaud said the development of the internet – which puts a world of knowledge at the fingertips of today’s students – makes the ability to assess and judge information, rather than just regurgitate facts, even more critical.

“We have all these answers, the danger is in not knowing what they mean,” Renaud said. “It’s easy to pull lots of facts off the internet but how do you determine which facts are the most valuable?”

“It’s critical that students be able to evaluate the information in front of them rather than just blindly accepting it as if it were concrete truth. We want students to develop a sense of healthy skepticism and ask questions like – Why is this? How can we know this?”

My view on...

Phillip Hultin: The Logic of Problem Solving

Chemistry professor Phillip Hultin doesn’t have the solution to all the world’s problems, but he does have some views on how people need to go about solving those problems.

“I focus on breaking down barriers between what students have learned in one course and what they are learning in another. Students have a strong tendency to compartmentalize knowledge,” Hultin said.

Hultin added that students memorialize what they need to for an exam and then promptly forgetting it all ten minutes after they put down their pens is an exaggeration, but it says something about how they’ve been taught to think about knowledge.

“Students respond to the fact that education has been packaged up in separate classes since elementary school,” Hultin said. “Part of my goal is to get the message across that you’re not learning something different, you need the things you’ve learned and know how to do if you want to move ahead.”

One area that Hultin says he tries to focus on is the logic of problem solving or rather, The Logic of Problem Solving.

“I like to think of it as a bold faced setting,” Hultin said. “What I’ve found is that even the best students really don’t know how to solve problems. Why? Because they’ve always been the best students. They’ve never really been challenged. They’ve always been a little bit sharper so they’ve never needed to think about, how do you solve a problem?”

“They think problem solving is a gestalt kind of thing. We need to break them of that habit and make them realize it’s a step by step process.”

“But everyone hits a limit to what they can do without new intellectual tools.” For students who have flown through high school that limit usually comes in university calculus.

“We need to teach them how to hone the raw intellectual power they’ve been gifted with and teach them how to look at the anomalies in a given situation that will help them identify how to solve a problem in that area,” Hultin said. “For these students, they’ve never really thought about what that process is.”

It’s that process that is where he asks students to think about and to consider how they’re solving a problem.

The approach follows this line of thought: “I think it’s important that students, don’t just provide answers, but also ask the question when you do provide answers, the context through which that answer would you go about it.”

He challenges students to ask the question of how they’re solving problem.

“This comes as a surprise for them want to start problem solving and they neglect to consider what.”

Judy Scanlan: How do I connect?

For Nursing professor Judy Scanlan, what goes on in the classroom is at least as important as what goes on in the lab.

“I see the scholarship of teaching and learning as a distinctive body of knowledge,” Scanlan said. “University teaching has often seemed a secondary enterprise to research, but I think it’s becoming more important.”

Scanlan said efforts such as University Teaching Services’ Certification in Higher Education program, which helps post graduate students hone their teaching skills while earning their degrees, are helping to make the difference.

“When I first came to the university there was not much around for training faculty how to teach. You had to struggle with how to convert your knowledge into an approach the students could understand.”

Of course, Scanlan was uniquely suited to tackle the problem – her dissertation was on the development of clinical teaching.

“One of the findings was that teachers like to teach the way they like to learn, or the way they were taught,” Scanlan said. “We try to emulate what we see as successful or not do what was perceived as not helpful.”

Ultimately, Scanlan said there are two aspects to being a teacher. The first was presenting content, and the other is trying to convey. The other part is establishing a rapport with the students you’re teaching.

“You have to think, ‘How do I connect with this class of learners?’” Scanlan said. The answer won’t be the same every time, but some of the approaches are. For instance, Scanlan said in her classes – where there’s generally 30 to 40 students – she makes a point of learning all of their names within the first few weeks of classes.

“They value that. It makes them feel appreciated that a teacher tries to know their name.”

As for a little bit of information about how she can see that their individuality matters. That information helps when they’re solving problem.
trying to answer the question before they know what the question really is.”

Hultin works with CRYSTAL to attempt to bridge the gap between the education experience at university and the high school education experience. Ultimately, he’s hoping that by getting high school students to think about how they learn, they’ll be on the road to becoming more successful university students. It’s the classroom dynamic that makes the job fun.

“Right from the start, the reason I’m a professor is because I do like teaching,” Hultin said. And it’s arguably the most important part of his job.

“Very few of us are going to become Nobel prize winners,” Hultin said. “For most of us the research we do is going to be incremental in nature. But I can guarantee you have an impact globally if I do it right.”

And of course research and teaching do go hand in hand with graduate students contributing to and learning from the process of Hultin’s research.

“I enjoy teaching because when it works and you see a student following what you’re saying it’s such a rush. Of course when it doesn’t work you can really take a pounding.”

Hultin says a few years ago they restructured the entry level organic chemistry program – changing what they expected from students. The changes were stipulated out in the course curriculum and included throughout the lectures during the term. But despite that the students struggled with the course exams and made their frustration with the exams clear.

It was a sharp lesson in what might be termed instructional memory. Students from different years talk, they exchange knowledge, and past exams are used as study papers for future tests.

“We underestimated the student’s knowledge of past practices,” Hultin said. “It didn’t matter what we said in the classroom because the exam from last year didn’t ask for that. They really did believe that the old exams were a form of gospel.”

“It was at that point that I really began to understand that there’s more to classroom dynamics than just you talking to the students.”

Judy Scanlan:

“We’re building a cohort

Being an occupational therapy student brings with it some unique challenges. Students are not just learning a body of knowledge – they’re learning to be professionals.

“We’re building a cohort. That’s a big part of what we value,” occupational therapy senior instructor Theresa Sullivan said. “We’re really training our colleagues and we treat them that way. I want to help develop people who will help me or my family members when we need assistance, so we emphasize an atmosphere of mutual respect.”

“We tell them it’s okay for them to come and ask questions because we’re there to support them and we want them to be competent when they graduate,” Sullivan said. “Part of professional practice is to accept when you don’t know something and go ask for help.”

Sullivan has a unique perspective on the challenges students face in the classroom and in the field. She served as academic fieldwork coordinator for the program for 11 years before moving to a full time instructor position. As fieldwork coordinator she met with the program’s workplace partners on a regular basis to review how the students were doing and where they were struggling.

“It was a wonderful opportunity to share and network,” Sullivan said. “I consistently ask myself in the classroom. ‘How will this knowledge translate when they’re in practice?’

The challenge is teaching students how to translate the information they learn in the classroom into an ability to use that knowledge in the field when they’re working with clients.

“In the real world there is always more to consider,” Sullivan said. The challenge for students is learning to think outside their comfort zone. Sullivan said one of the ways for students to get better at thinking on their feet is to reflect on their field. “It didn’t matter how I would prepare a student, but they would consider different solutions for dealing with similar situations in the future.”

In part to facilitate that process, the occupational therapy program requires students to keep a portfolio of their work. It’s a living document that students develop and revisit throughout the year, giving them their own opportunities to look back over what they’ve learned and how their views have changed over the course of the program.

“When I started teaching I was much more content focused. Now I’m more interested in what goes on in the classroom.”

Theresa Sullivan:

“We’re building a cohort

And at the end of the class she asks a question to get them to think about how they’ve been discussing.

“My own research on learning has shown that the use of reflection is a critical part of learning,” Scanlan said. “And it lets me know where the students are as learners. It gets them to think about the content in a different way than they would have in class.”

Like a lot of professors, Scanlan said her own teaching style has evolved from when she first started. As she’s grown more comfortable in the role, her interaction with the students has increased becoming more of a discussion of the material rather than just a lecture.

And her interest in the field of teaching has only increased. Scanlan plays the lead role in a partnership program between the University of Manitoba and Havana Medical University in Cuba funded by the Tier 2 program of the Canadian International Development Agency.

One of the goals of the program is to develop a doctoral program in the University of Manitoba and Havana Medical University in Cuba. The challenges flow in both directions. The courses are conducted in English, challenging the Cuban students who are not native-born English speakers. Meanwhile, Scanlan said the Canadives have to take into account that the students are coming at the material from a different cultural background.

“We have to help them understand concepts they haven’t been exposed to and how they, as Cuban nurses, adapt these concepts to their health care setting,” Scanlan said.

“You want to make sure you’re not just laying your ideas on them. You want them to think about the ideas and how they’ll look in their context.”

The program began in 2004 and is set to run until 2010.
Mary Benbow: What can I do differently next time?

Geography professor Mary Benbow’s teaching approach is a work in progress and she wouldn’t have it any other way.

“I’ve always really enjoyed teaching, but I had little experience with it when I first started,” Benbow said.

With time and experience, Benbow embraced the workshops and advising offered by the university – more so than most, given that she served as an associate director of University Teaching Services for a number of years.

“Often in the workshops they ask you to write down your philosophy about teaching. It really forces you to think about your own views on teaching,” Benbow said. She still makes it a habit to take a workshop every year. Some of the material gets integrated into her classes, some of it gets filed away for future use – all of it has an impact on how she teaches.

It’s a supplement to her own experience in the classroom, of course, because the nature of teaching, perhaps ironically, is in flux.

“The courses you get to think about different learning styles and different ways of approaching things. It’s a tool, a way to think about teaching and learning,” Benbow said.

“You have to make the students feel some connection to the material and find ways to ensure they’re engaged and interested. If they’re not, it’s going to be hard for them to learn.”

“I’m lucky because the subject I’m teaching is something people can feel a connection to.” Benbow works with the physical and human geography of the environment. “If you care about social well you live and what you’re doing to it, chances are you’re going to give a care about what she has to say in class. Sometimes too much.”

“There’s no doubt that they were engaged,” Benbow said. “There was growing interest and the traditional; they struggled a bit with the concept, but they were engaged in the classroom. The learning commons we developed mirrored that goal by including a social network just for the University of Manitoba. It is a way for students to find things that interest them and join in or create their own conversations taking place, find one that’s about their interests and join in or create their own conversation and see who joins it, what people are doing.”

“Tittenberger said. “It’s not a social network like MySpace where anyone can join.”

“People from Europe, the United States and Australia are looking at this and wondering if it will work in an academic environment.”

Building a virtual learning commons

The University of Manitoba’s Virtual Learning Commons has some straightforward goals in mind – to bring together the university’s online learning resources and put them together into one convenient, easy to navigate place.

But it also has a less tangible goal – to foster a sense of community and create a convenient, easy to navigate place. The Virtual Learning Commons has underscored the value of a tangible example of the teaching situations.”

The redesigned course includes the traditional ingredients, such as a reading list of scholarly articles, but it also taps guest speakers, ranging from academic colleagues to the police officers involved with the city’s K9 unit.

Students view videos and head out on field trips to sites around the city. Along the way they’re asked to think and write in a learning journal about what they expect to see and learn and then to think about their views after the fact.

“It’s a huge amount of work and it requires the instructor to constantly keep students aware of the role of the different components of the course,” Benbow said. “What we’re looking at is really the meaning of animals.”

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Winter options for the “mini” students

Does your child have a day off school in the new year? Maybe that’s the perfect time to let them have a look at the University of Manitoba.

“We’re running programs that coincide with in-service days at the Pembina Trails and Louis Riel School Divisions, so the kids can participate while they’re off school,” Faculty of Physical Education and Recreation Studies director of children’s programs Janice Grift said. The parents catch a break from having to round up babysitters and the students can participate in recreation programs rather than whiling their time away in front of the television.

By the same token, the university is in its second year of offering an extended program during spring break, March 26 to 30.

“We have hockey, fun, dodgeball and fitness programs and horseback riding, to name a few,” Grift said. The horseback riding is done through Meadow Green Stables, located in Charleswood. The kids and horses will head outside if the weather is nice, but if it’s not, the stable has an indoor riding area.

The university also has a number of children’s programs that run all year. The “I Can Swim” program, for example lets children progress at their own rate so they don’t have to worry about passing or failing to reach their next swimming level.

“They can advance their swimming skills and feel comfortable in the water,” Grift said.

The university also offers ongoing programs in soccer, basketball, gymnastics, learn-to-skate and rock climbing for children. For children who don’t feel comfortable participating in competitive sports, Grift said the university also offers a fitness program that helps kids improve their physical fitness, coordination and flexibility. To learn more about the university’s children’s programs go online to umanitoba.ca/miniu or call 474 7864.

Does sickness trump New Year’s resolution?

You’re coughing and sneezing but you want to continue to exercise. There are two choices: rest or get up and go.

Now what do you do?

Conflicting reports about the consequences of exercising when sick only add to your dilemma. You’ve heard it’s a good move, but other advice points to it being bad. And feeling crummy isn’t making your decision any easier.

Assuming you are not contagious, energized continue, increasing the pace. Complainvts below the neck, namely chest cold, fever, muscle soreness and aching joints, provide ample reason to stay in bed. If you feel the need to workout and are sick remember these important tips:

• Eat a well-balanced diet.
• Avoid rapid weight loss. Rapid weight loss has been shown to impair immune function.
• Try and get a good nights rest. Lack of sleep can reduce immune functioning.
• Drink more water.
• Limit alcohol intake. Alcohol can be dehydrating which, in turn, may decrease your resistance to bacteria.

Recreation Services helps to inspire and facilitate students and staff of the University of Manitoba in embracing active healthy lifestyles. Visit us online at www.recreationservices.ca.

Fifth Annual Fort Garry Lectures conference puts out call for papers

The Fifth Annual Fort Garry Lectures in History Graduate Student Conference will be held April 26 to 28 at the University of Manitoba.

The conference aims to promote interdisciplinary dialogue and is open to graduate students from any relevant discipline.

Applicants are invited to submit proposals of 250 words along with a short (two page maximum) CV. The submission deadline is Feb. 1. Proposals can be sent to: Fort Garry Lectures in History, Attn: Mary Jane McCallum and Krista Walters, department of history, 401 Fletcher Argue Building, University of Manitoba, Winnipeg, MB, R3T 5V5. E-mail: bgsa_spaker@hotmail.com.

REVIEW COMMITTEE FOR THE VICE-PRESIDENT (ACADEMIC) AND PROVOST

Dr. Robert Kerr was appointed as Vice-President (Academic) and Provost on July 1, 2002 for a term ending June 30, 2007. Dr. Kerr is eligible for re-appointment subject to a favorable review.

The President has established a review committee to advise her on the matter. The membership of the committee is:

Dr. Ernőe J. E. Szathmáry, President and Vice Chancellor, Chair
Dr. Judy Anderson, Department of Human Anatomy and Cell Science
Dr. Mary Bratton, Department of Accounting and Finance
Dr. Norm Hunter, Head, Department of Chemistry
Dr. Digrv Jayas, Associate Vice-President (Research)
Dr. Doug Ruth, Dean, Faculty of Engineering
Mr. Terry Sargeant, Chair, Board of Governors
Dr. Richard Sigurdson, Dean, Faculty of Arts
Mr. Alan Simms, Associate Vice-President (Administraton)
Dr. Lynn Smith, Executive Director, Student Services
Mr. Garry Sran, President, University of Manitoba Students’ Union
Mr. Bob Raeburn, Executive Assistant to the President, Secretary

Individuals who wish to submit comments on Dr. Kerr’s performance as Vice-President (Academic) and Provost, should forward their comments in writing, which will be kept confidential, by February 9, 2007 to:
Bob Raeburn, Secretary
Review Committee for the Vice-President (Academic) and Provost
Room 200 Administration Building
The By-law for the Vice-President (Academic) and Provost which outlines powers and duties is available at:
http://www.umanitoba.ca/admin/governance/governing_documents/offices/215.htm
Bison Sports

Men’s Basketball
Jan. 19 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 8 p.m.
Jan. 19 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 6:15 p.m.
Jan. 20 – Fraser Valley at Manitoba, Investors Group Athletic Centre, 8 p.m.

Women’s Basketball
Jan. 19 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 6:15 p.m.
Jan. 20 – Fraser Valley at Manitoba, Investors Group Athletic Centre, 7 p.m.

Men’s Hockey
Jan. 12 – Alberta at Manitoba, Max Bell Centre, 7 p.m.
Jan. 13 – Alberta at Manitoba, Max Bell Centre, 7 p.m.
Jan. 16 – UBC at Manitoba, Max Bell Centre, 7 p.m.
Jan. 27 – UBC at Manitoba, Max Bell Centre, 7 p.m.

Women’s Hockey
Jan. 13 – UBC at Manitoba, 2 p.m., Max Bell Centre.
Jan. 14 – UBC at Manitoba, 2 p.m., Max Bell Centre.
Jan. 19 – Notre Dame at Manitoba, 7 p.m., Max Bell Centre.
Jan. 20 – Notre Dame at Manitoba, 5 p.m., Max Bell Centre.

Men’s Volleyball
Jan. 19 – Manitoba at Brandon, 8 p.m.
Jan. 20 – Manitoba at Brandon, 8 p.m.
Jan. 24 – Winnipeg, 7:30 p.m.
Jan. 26 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 8 p.m.
Jan. 27 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 8 p.m.

Women’s Volleyball
Jan. 19 – Manitoba at Brandon, 6 p.m.
Jan. 20 – Manitoba at Brandon, 8 p.m.
Jan. 24 – Winnipeg, 6 p.m.
Jan. 26 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 7 p.m.
Jan. 27 – Thompson Rivers at Manitoba, Investors Group Athletic Centre, 6 p.m.

Track and Field
Jan. 24 – Grand Prix #1, Max Bell Centre, Time TBA.

Ticket Information
Single Game
Adults: $8
Students: $5
12 and under: free
Season passes
Adults: $55
Student: $30
Tickets available at all Bison home games, Frank Kennedy, Max Bell Equipment Desk.

Events Listing
University of Manitoba

Torch runners tell their story

Two of the original “FrontRunners” will be back in Winnipeg today and Friday to do talks on and a dramatic reading of a play based on their story. FrontRunners is based on the 10 Aboriginal runners who brought the ceremonial torch of the 1967 Pan American Games from St. Paul, Minnesota to Winnipeg – a full 800 km. Upon arrival at the stadium, the flame was taken from the young men and handed to a non-Aboriginal runner for the opening ceremony, and the runners were asked to watch the ceremony from a restaurant. Two years later, the tale of the 10 Aboriginal torch runners led to an invitation to the 1999 Pan Am Games opening ceremony, where the men were allowed to run into the stadium bearing the torch.

Playwright and journalist Laura Robinson has toured FrontRunners in Scandinavia and extensively in Canada. The University of Manitoba reading of the play this Friday will be performed by a group of mainly local actors, including two of the runners, Patrick Bryure of Sagkeeng First Nation and Charlie Nelson. Robinson and actors invite discussion following the reading. The reading will take place 1 p.m., Friday, 200 Education Building.

Medical rounds are typically targeted at university staff and professionals directly involved in the medical field.

Bannatyne Campus

THURSDAY, JANUARY 12
Pharmacology, Drug Therapy and The Elderly: Principles and Issues by Daniel Sizemore, professor and head, department of pharmacology and therapeutics, A229 Chown Building, 9 a.m., Friday, Jan. 12.

FRIDAY, JANUARY 13
Pharmacology, Immunology, and Asthma Research, The epithelium in Asthma: collateral damage or central cause of disease pathogenesis by Dr. Darryl Knight, Canada Research Chair in Airway Disease, James Hogg iCAPTURE Centre for Cardiovascular and Pulmonary Research, Department of Pharmacology, University of British Columbia, Immunology Library 604/605 Basic Medical Sciences Building, 12 p.m., Friday, Jan. 12.

MONDAY, JANUARY 15
National Training Program in Allergy and Asthma Research, The epithelium in Asthma: collateral damage or central cause of disease pathogenesis by Dr. Darryl Knight, Canada Research Chair in Airway Disease, James Hogg iCAPTURE Centre for Cardiovascular and Pulmonary Research, Department of Pharmacology, University of British Columbia, Immunology Library 604/605 Basic Medical Sciences Building, 3:30 p.m., Monday, Jan. 15.

TUESDAY, JANUARY 16
Internal Medicine, Diabetes Service Delivery, Halifax Model of Care by Ebdul Ur, MD professor of medicine, Dalhousie University, head of the division of endocrinology, medical director of the Lipid Clinic, Queen Elizabeth II Health Sciences Centre, Theatre A Basic Medical Sciences Building, linked to NG002 at St. Boniface Hospital, 8 a.m., Tuesday, Jan. 16.

WEDNESDAY, JANUARY 17
Obstetrics, Gynecology and Reproductive Sciences, BRCA Mutations And Familial Breast & Ovarian Cancers by Abdul Gari, fellow, gynecologic oncology, department of obstetrics, gynecology and reproductive sciences, University of Manitoba, Theatre A Basic Medical Sciences Building, linked to NG002 at St. Boniface Hospital, 8 a.m., Tuesday, Jan. 16.

THURSDAY, JANUARY 18
Annual Graduate Student Research Presentation Immunology, Development and Characterization of a Chimeric Monoclonal Antibody Specific for Bacillus anthracis Protective Antigen by Lauren Boese, Immunology Library 604/605 Basic Medical Sciences Building, 12 p.m., Thursday, Jan. 18.

MONDAY, JANUARY 22
National Training Program in Allergy and Asthma Research, Research in Progress, Elevated leptin and reduced adiponectin associated with asthma in overweight children by Xiao Mei Mai, (Linkoping University, Sweden), Post Doctoral Fellow, Department of Community Health Sciences, University of Manitoba - in progress, and Topic TBA by Lei Jiao, B. Med (Taishan Medical College, China), M.Sc. in Medical Microbiology, (University of Manitoba) - in progress, Immunology Library 604/605 Basic Medical Sciences Building, 3:30 p.m., Monday, Jan. 22.

TUESDAY, JANUARY 23
Internal Medicine, The Most Important Clinical Trials from 2005- 2006 by Brendan MacDougall, professor of medicine, University of Manitoba, Theatre A Basic Medical Sciences Building, linked to NG002 at St. Boniface Hospital, 8 a.m., Tuesday, Jan. 23.

WEDNESDAY, JANUARY 24
Obstetrics, Gynecology and Reproductive Sciences, Sickle Cell Disease in Pregnancy by Khalid Al-Zahrani, resident, department of obstetrics, gynecology and reproductive sciences, University of Manitoba, Theatre A Basic Medical Sciences Building, with links to NG002 Nursing Building St. Boniface General Hospital, 201 Thompson General Hospital, Brandon General Hospital and via webcast at umanitoba.ca/womens_health/7:45 a.m., Wednesday, Jan. 17.

THURSDAY, JANUARY 25
Annual Graduate Student Research Presentation Immunology, Development and Characterization of a Chimeric Monoclonal Antibody Specific for Bacillus anthracis Protective Antigen by Lauren Boese, Immunology Library 604/605 Basic Medical Sciences Building, 12 p.m., Thursday, Jan. 18.

MONDAY, JANUARY 22
National Training Program in Allergy and Asthma Research, Research in Progress, Elevated leptin and reduced adiponectin associated with asthma in overweight children by Xiao Mei Mai, (Linkoping University, Sweden), Post Doctoral Fellow, Department of Community Health Sciences, University of Manitoba - in progress, and Topic TBA by Lei Jiao, B. Med (Taishan Medical College, China), M.Sc. in Medical Microbiology, (University of Manitoba) - in progress, Immunology Library 604/605 Basic Medical Sciences Building, 3:30 p.m., Monday, Jan. 22.

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THURSDAY, JANUARY 25
Centre on Aging Research Seminar Series, Of Phospholipid Fatty Acids and Fatib Acid Oxidation to Carboxin Metabolism in the Aging Process by Grant Hatch, pharmacology and therapeutics, Faculty of Medicine, 405 Brodie Centre, Bannatyne Campus, 2 p.m., Thursday, Jan. 25.
The Bulletin

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• The Bulletin publishes events involving the university community.
• E-mail events to barbour@ms.umanitoba.ca or fax, 474 7651.
• The deadline for the Jan. 25 Bulletin is Jan. 17 at 4:30 p.m.

Fort Garry Campus

THURSDAY, JANUARY 11
Nursing, A Knowledge Management Approach to Intervention Research in Psychosocial Oncology: Stating the Case for Consultation Recordings by Tom Hack, associate professor, Faculty of Nursing, 514 Helen Glass Centre for Nursing, 12 p.m., Thursday, Jan. 11.

Architecture, Personal Social Industrial Architectural Documentary Photography by Peter MacCallum, Centre Space, Right Building, 7 p.m., Thursday, Jan. 11.

FRIDAY, JANUARY 12
Elizabeth Dafoe Library Graduate Student Lecture Series 2006-07: Traumatic Legacy of Colonization and the Role of Recognition, Resistance, Reclamation and Recovery in First Nations’ Writings/Rightings, Sheila Simonon, English, Faculty of Arts, Icelandic Boardroom, Third Floor, Elizabeth Dafoe Library, 12:30 p.m., Friday, Jan. 12.

Electrical and Computer Engineering Ph.D. Candidacy Examination, A Single-Source Surface Integration Method for Modelling Eddy Currents and Skin Effects by Rurdi Curieac, E2-361 Engineering and Information Technology Centre, 2:30 p.m., Friday, Jan. 12.

MONDAY, JANUARY 15
Health, Leisure and Human Performance Research Institute, Body weight-supported treadmill training (BWSTT) for locomotor recovery post-stroke by Carolynn Patten, clinical (BWSTT) for locomotor recovery post-stroke by Carolynn Patten, clinical, faculty of kinesiology and leisure studies, 12:30 p.m., Monday, Jan. 15.

TUESDAY, JANUARY 16
Computer Science, Symmetrically Decomposable Symetric Designs by Rosa Halki, Department of Mathematics and Computer Science, University of Lethbridge, E2-556 Engineering and Information Technology Centre Complex, 1:30 p.m., Tuesday, Jan. 16. Videoconference, please RSVP to aronson@cs.umanitoba.ca if you plan to attend.

WEDNESDAY, JANUARY 17
Native Studies, Aboriginal Traditional Games Instruction by Michael Heine, professor, Physical Education and Games Instruction by Michael Heine, Native Studies, Winnipeg, 539 Parker Building, 2:30 p.m., Friday, Jan. 19.

FRIDAY, JANUARY 19
Chemistry, Infections caused by antibiotic resistant superbugs: The need for new antibiotics by Dr. G.G. Zelikovic, Heatlh Sciences Centre, medical microbiology, Winnipeg, 539 Parker Building, 2:30 p.m., Friday, Jan. 19.

SUNDAY, JANUARY 21
Classics, Terra Incolta No Longer: Archaeological Research in Grevena, Southwest Macedonia, Greece by Nancy Wilkie, Carleton College, 257 University College, 3 p.m., Sunday, Jan. 21.

TUESDAY, JANUARY 23
Get to Know Research at Your University, Getting to the Bottom of Things: Digging Roman Graves in Tunisia by Lea Stirling, Canada Research Chair in Roman Archaeology, associate professor, department of classics, Smartpark Lobby Boardroom, 135 Innovation Drive, 7 p.m., Tuesday, Jan. 23.

WEDNESDAY, JANUARY 24
This Lunch Hour has 33 Minutes, Documenting Social Change: Processes and Outcomes from 16 years of study of the Winnipeg Family Violence Program by Jane Ursel, associate professor, sociology and director RESOLVE, Private Dining Room, University Club, 12 p.m., and managing the discussion, McNally Robinson Booksellers, Grant Park Mall, 3 p.m., Wednesday, Jan. 24.

Agricultural and Food Sciences, Managing Dietary Phosphorus for Environmental Sustainability by Martin Nyachoti, department of animal science, Carolyn Sifton Lecture Theatre, 130 Agriculture Building, 3:30 p.m., Wednesday, Jan. 24.

THURSDAY, JANUARY 25
Centre on Aging Research Seminar Series, Off-Platform: Epic Tales and Fatuy Acid Tales - Cardiopulmonary Metabolism in the Aging Process by Grant Hatch, 495 Brodie Centre, 2 p.m., Thursday, Jan. 25.

Institute for the Humanities, Thinking Out Loud, The book under discussion is evolutionary biologist Richard Dawkins’s The God Delusion. Janice Dodd (Women’s studies/physiology) and Ken MacKendrick (religion) will give their comments. Terry MacLeod, host of Information Radio 990, will continue his role as the Thinking Out Loud moderator, introducing the book and managing the discussion. For tickets call 474 6880.

FRIDAY, JANUARY 26
Global Intimacies series run by the Interdisciplinary Research Circle on Gender and Global Cosmopolitansm, Dionne Brand will read from her new books, Inventory and What We All Long For, 122 Drake Centre, 2:30 p.m., Friday, Jan. 26.

Arts & Entertainment

GALLERY ONE ONE ONE
Gallery One One One is located on the main floor of the Fitzgerald Building. It is open Monday to Friday, noon to 4 p.m.

The Black Hole Theatre
The Black Hole Theatre is located in the lower level of University College. For tickets call 474 6800.

Kathleen FONSECA
Curated by Cliff Eyland
January 18 to March 6
Winnipeg artist Kathleen Fonseca makes paintings, drawings and texts during her spiritualist seance performances. Curator Cliff Eyland will address her work in terms of previous Gallery One One One exhibitions – most notably the set of exhibitions called The Gothic Uncanny – and he will attempt to position such practices within contemporary culture. Although Eyland does not accept Fonseca’s claims that she is in contact with beings from the afterlife, nevertheless, in Eyland’s words: “Fonseca’s work can be taken as seriously as, say, a Renaissance depiction of the crucifixion. An appreciation of her work does not require sharing her beliefs about what she is doing.” There will be an opening reception on Thursday, Jan. 18 from 5 p.m. to 5 p.m. and a closing reception on Thursday, March 8 from 5 to 9 p.m. Serena

ROSENCRANTZ AND GUILDENSTERN
by Tom Stoppard
The Gas Station Theatre
January 18 to January 27
Shows run nightly at 8 p.m., except on Saturday, Jan. 20 and Saturday, 27 when there will be 2 p.m. matinee performances and on Jan. 23 when there will be a 7 p.m. performance. There will also be a 7 p.m. performance on Jan. 27. There is no show on Jan. 21.
The Black Hole Theatre Company’s contribution to StopfordFest 2007 in January will be Rosencrantz and Guildenstern Are Dead, perhaps the best known of Tom Stoppard’s works, and an ideal Stoppard play for a university cast. It’s smart, and revels in its cleverness, but at the same time is endearingly serious in its postmodernist search for the meaning of life, or absence thereof. Its intertextual approach to Hamlet, placing the hapless Rosencrantz and Guildenstern center stage while the (to them) incomprehensible events of Shakespeare’s tragedy swirl around them, is almost as emblematic of modern theatre as is Beckett’s Waiting for Godot, to which Stoppard’s play owes a good deal, as it does Pirandello, Einstein, and T.S. Eliot. Rosencrantz and Guildenstern Are Dead will be co-directed by professors Margaret Groome and Chris Johnson.

Faculty of Music

The Faculty of Music hosts recitals and performances at Eva Clare Hall, located within the Faculty of Music building on Dafoe Road. Recitals and events are free unless otherwise noted.

FACULTY OF MUSIC AT THE DAILY BREAD CAFE
6 p.m. to 9 p.m.
St. John’s College
St. John’s College is partnering with the Faculty of Music to establish a series of weekly musical performances live in the Daily Bread Cafe. The performances run every Thursday in the academic year from 6 to 9 p.m. The performances will cover a wide range of tastes. Jazz, Opera, Classical, and New Music will all be featured, and performed by the aspiring musicians of the Faculty of Music.
Every 1st & 3rd Thursday of the month will feature Jazz.
Every 2nd Thursday of the month will feature Opera or Musical Theatre.
Every 4th Thursday of the month will feature Chamber and New Music.

Faculty of Architecture

The Architecture II Gallery is open from 8:30 to 4:30, Monday to Friday.

CONCRETE INDUSTRIES
Peter MacCallum
January 11 to February 9
Architecture II Gallery
After apprenticing in a commercial photo studio in 1969, Peter MacCallum taught himself architectural photography by documenting art installations at Toronto artist-run centres. His collaboration with Rosemary Donegan on the “Spadina Avenue” project in 1984-5 set him on the path of developing personal subjects for his documentary photography based on research into social and industrial history.
MacCallum’s longest series, “Concrete Industries” from 1998 to 2004, is featured in his 2005 monograph, “Material World”, as well as in his current exhibition at ARCH1 2. In his artist’s talk, he will begin by explaining the literary and photographic influences on his work. He will then present two of his recent projects: “Lakeview Generating Station”, 2005, a morphological study of the first of Ontario’s polluting coal fired generating stations to be shut down by government order, and “Vimy Ridge”, 2005-06, which centres on the current restoration of Canada’s great First World War monument in northern France. The exhibition will open with a lecture by MacCallum at 8:30 p.m., Thursday, Jan. 11.

For tickets call 474 6800.
A full listing of employment opportunities at the University of Manitoba can be found at www.umanitoba.ca.

The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, Aboriginal peoples, and persons with disabilities. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Please include the position number when applying for openings at the university.

FACULTY OF AGRICULTURAL AND FOOD SCIENCES

Department of Plant Science

Position: Assistant professor in plant genetics and canola/rapeseed breeding

Application deadline: Consideration of applications will begin Feb 12

Position number: 09626

For information: Dr. Murray Ballance, head, department of plant science, University of Winnipeg, MB, R3T 2N2, phone 474 6088; fax 474 7528, e-mail: Murray_Ballance@umanitoba.ca

FACULTY OF ARTS

Asian Studies Centre

Position: Instructor II in the area of Japanese Language

Start date: July 1

Salary: Starting salary will reflect the qualifications and experience of the chosen candidate, but this is an entry-level position.

Application deadline: March 1

Position number: 03625

For information: Dr. Barry Ferguson, chair of Asian Studies search committee, Asian Studies Centre, 328 Fletcher Argue Bldg., University of Manitoba, Winnipeg, MB, R3T 5Y5.

FACULTY OF DENTISTRY

Department of Restorative Dentistry

Division of Prosthodontics

Position: Tenure-track faculty position in operative dentistry with an interest in computer-based instruction, CAD/CAM technologies, and virtual reality simulation.

Start date: July 1

Salary: Commensurate with qualifications and experience

Application deadline: March 31

Position number: BP277

For information: Dr. Igor Pesun, operative search committee chair, D227B-7B0 Bannattane Ave., Winnipeg, MB, R3E 0W2, e-mail: Pesun@cc.umanitoba.ca.

FACULTY OF MEDICINE

Department of Family Medicine

Position: Full-time Locum Tenens position for a period of one year based at the Kildonan Medical Centre, the residency training unit affiliated with Seven Oaks General Hospital

Salary: Commensurate with qualifications and experience

For information: Dr. J. Boyd, head, department of family medicine, E-6003 St. Boniface General Hospital, 409 Tache Ave., Winnipeg, MB, R2H 2A6, phone 237 2027, fax 231 0302, e-mail: jboyd@soh.mb.ca.

FACULTY OF NURSING

Position: Three tenure-track positions at the ranks of assistant/associate professor, one of which is in the area of community health (position AKS064), and the two other positions (position 04660, and 04661) will be open to the best qualified candidates

Start date: July 1

For information: Dr. Dean Care, interim dean, Faculty of Nursing, The University of Manitoba, Winnipeg, MB, R3T 2N2, fax 474 7500.

Position: Three three-year term instructor positions in the following areas: Medical-surgical nursing (position JW299), palliative nursing (position JMG062), nurse practitioner (position 05225)

Start date: July 1

Salary: Rank and salary to be determined based on qualifications and experience.

Application deadline: March 3

For information: Dr. Dean Care, interim dean, Faculty of Nursing, The University of Manitoba, Winnipeg, MB, R3T 2N2, fax 474 7500.

FACULTY OF PHYSICAL EDUCATION AND RECREATION STUDIES

Position: Assistant professor in the area of recreation (position 05278), assistant professor in the area of physical education (pedagogy) (position 05279)

Start date: July 1

Salary: Rank and salary to be determined based on qualifications and experience.

Application deadline: Feb 11

For information: Dr. Dennis Hryciak, dean, Faculty of Physical Education and Recreation Studies, The University of Manitoba, Winnipeg, MB, R3T 2N2.

FACULTY OF SCIENCE

Department of Biological Sciences

Position: Department head, five-year term, at the rank of professor or associate professor

Start date: July 1

Application deadline: March 31

Position number: 05658

For information: Dr. Mark Whitmore, dean, Faculty of Science, University of Manitoba, 250 Machray Hall, Winnipeg, MB, R3T 2N2 e-mail mark_whitmore@umanitoba.ca.

UNIVERSITY OF MANITOBA STUDENT COUNSELLING AND CAREER CENTRE

Position: Three three-year term appointments as a counsellor at the assistant professor level

Start date: July 1

Salary: Dependent upon qualifications and experience.

Application deadline: Feb 28

Position number: 04845

For information: Dr. Donald Stewart, director, Student Counselling and Career Centre, 474 University Centre, University of Winnipeg, Winnipeg, MB, R3T 2N2, phone 474 8592, fax 474 7558.
In Brief

International recognition for Aftab Mufti

Aftab Mufti, Civil Engineering, has received the Lifetime Achievement Award from the International Institute of FRP (fibre-reinforced polymers) in Construction (IIFC). Mufti is President of the IBS Canada Research Network (intelligent sensing for innovative structures), one of Canada’s Networks of Centres of Excellence, which is based at the University of Manitoba.

Mufti has earned an international reputation as a leader in the areas of structural health monitoring and advanced building materials, and the IIFC Lifetime Achievement Award cites his outstanding contributions to the field of fibre-reinforced polymer composites for construction. He was presented with the award on December 14, during the Composites in Civil Engineering 2006 conference in Miami.

The IIFC was established in 2003 to advance the understanding and application of FRP composites in civil infrastructure, and its membership includes top civil engineers from around the world.

Upcoming

This Lunch Hour has 33 Minutes

Speaker Series

12 p.m. Wednesday, January 24
University Club

Admission $4 RSVP 474-9020

Jane Ursel, Sociology, is director of RESOLVE, a research-based networking hub that co-ordinates and supports research on family violence. On January 24, Ursel will present an overview of her findings and data collected during a 16-year study of the Winnipeg Family Violence Court.

Space is limited. To reserve a seat contact Kim Stirling at 474-9020 or kim_stirling@umanitoba.ca.

TECHMED Manitoba

Thursday, March 29
204 Marshall McLuhan Hall
University Centre

TECHMED 2007 will showcase the latest in innovative technologies and research, and highlight the collaboration and licensing opportunities available to industry partners in the medical and assistive technology sector. For more information contact Fred Munson at 474-6089.

BY FRANK NOLAN

Research Promotion

Getting to the bottom of things

Roman graves reveal clues about ancient life

Lea Stirling, Classics, has been excavating sites in the Roman city of Lepetimun, Tunisia, for more than a decade. For the past three summers, her work has focused on a cemetery that was used from the second to the sixth centuries AD.

“It’s quite exciting, because it has such a long period of continuity,” said Stirling, who holds a Canada Research Chair in Roman archaeology. “It covers one of the big changes in Roman burial practices, when there was a movement away from cremating people to burying them. The cemetery also shows the transition from pagan burial rituals to Christian ones.”

Stirling leads an international team of 20 researchers, including graduate students from the University of Manitoba and other universities in Canada, the US and Tunisia. The team has excavated a number of graves in the ancient cemetery, and has recovered a variety of artifacts, including statues of Venus, fragments of burial shrouds, and the remains of food offerings.

These things give us real insight into burial practices, and the food offerings are particularly fascinating,” Stirling said. “What the people gave their dead in terms of food can tell us something about their belief in the afterlife, and it can tie into things like local cults and religions.”

Stirling’s team is also examining how the graves were constructed, which can give clues about a deceased person’s wealth and social status.

“We found one rock-cut tomb that was plastered on the inside, and included paintings of a ship,” she said. “We have also recovered a set of early Christian mosaics from an underground crypt that has stone walls and a vaulted ceiling. This would have taken some time to build, since the bedrock would have to be excavated by hand, so it likely belonged to a prominent citizen.”

Stirling will be presenting her research on January 23, as part of the Get to Know Research at Your University speaker series. Her presentation will outline her team’s findings over the last three years, and it will also reveal what life is like for an archaeological team working for weeks at a time under the hot Mediterranean sun.

The presentation begins at 7:00 pm in the Smartpark boardroom at 135 Innovation Drive. Admission is free, and everyone is invited to attend. For more information, please call Kimberly at 474-9020.

U of M part of $88M network

A groundbreaking $88 million federal investment in national high performance computing (HPC) resources will give University of Manitoba researchers access to powerful new computing tools and allow them to share ideas with their colleagues across the country.

The University of Manitoba is a partner in Westgrid, one of Canada’s seven major HPC consortia that together are creating a nationwide network of HPC facilities. New funding for this unified HPC strategy was announced on December 21 in Toronto by representatives from the Government of Canada, the Canada Foundation for Innovation (CFI), and the Natural Sciences and Engineering Research Council of Canada (NSERC). CFI will provide $78 million for the new network, and NSERC will provide an additional $10 million. Matching funds from provincial and industry sources are expected to bring total funding to nearly $180 million.

“Today’s announcement is a historic day for Canadian research,” said Jonathan Schaaf, a Westgrid co-principal investigator who led Westgrid’s participation in the project.

“When combined with provincial and industry matching funds, Westgrid will acquire more than $50 million of computing infrastructure to support research in areas such as climate modeling and prediction, deciphering the human genome and solving compelling problems in science and engineering,” Schaaf said.

“This investment will give Manitoba researchers better access to powerful computing resources, allowing them to compete on a level playing field with the rest of the world,” said University of Manitoba physics professor Byron Southern, a member of WestGrid’s Executive Committee, and project leader for the U of M. “This national network will not only be a great new tool for individual research programs, it will also open the door to new collaborations between researchers at different institutions.”

The new investment marks the first time CFI has identified a specific research infrastructure of strategic priority for the country and brought together all stakeholders — universities, provincial and federal funding agencies — to collaborate on the development of a purposefully shared pan-Canadian resource. The University of Manitoba is one of more than 60 partners across Canada.

“The process leading up to the announcement mobilized Canada’s entire HPC community — previously operating as separate regional consortia competing for resources — to work together on the development of a unified HPC strategy for Canada.

Research News

umanitoba.ca/research
Local designers unite for sight
Students get real world experience designing eye clinic

BY DALE BARBOUR

A group of interior design students has been getting some practical experience in more ways than one. The masters of interior design (MID) students have been working with Architects Without Borders to design an eye hospital for Vision Foundation and Unite for Sight. The hospital will be built near Chennai, India in 2007.

The Vision Foundation doctors and volunteer surgeons currently work out of facilities to provide free eye care to 25 low-income rural communities. Vision Foundation screens and provides care for cataract, glaucoma, trachoma, injuries, refractive errors, corneal opacity and other debilitating diseases such as diabetes.

The new 10,000 square-foot hospital will have in-patient and out-patient facilities complete with state of the art technology and ophthalmic surgeons.

Interior Design professor Kelley Beaverford is the founder and director of the local chapter of Architects Without Borders (AWB). When the Vision Foundation approached AWB about the project, Beaverford realized the first step should be with the interior design students.

“This is an excellent project for graduate level interior design students. It deals with the complex functional and emotional demands of a hospital combined with the very specific needs of people with vision loss,” Beaverford said. “Our students have worked with AWB and members of the healthcare profession to develop preliminary designs. The final design will be completed by Architects Without Borders.”

Working on a medical facility for the visually impaired gave the students added elements to think about in the design, incorporating everything from texture of the building materials to the use of sound to give the visually impaired different options for navigating through the building.

“Another challenge has been the cross-cultural aspect of the project,” Beaverford added. “Winnipeg designers from India have generously donated their time to review the work and to talk about Indian culture, construction, and climate.”

Jasbir Bhamra, an MID graduate now with Stantec, met with the students during the early phases of their design work and helped them rethink the way they were doing things.

“Some of the initial designs weren’t taking into account the climate conditions. The spaces they were constructing were based out of the context of North American styles. They were not effective for a climate like India,” Bhamra said. He also offered suggestions how to think about the culture of Indian architecture and its relationship with the people.

Masters student Andrea Sosa said students realized India has a warmer climate than Canada, but they never thought about the potential impact that would have on design until they got into the project. Many of the students enjoyed the opportunity to create smoother transitions between interior and exterior space and to incorporate gardens in their designs.

“It’s interesting because you’re working with both interior and exterior features,” Sosa said. “When I was working on the project landscape architecture students would look at it and be surprised because it has all the elements of landscape in the interior.”

They also had to think about cost. “We had to learn about the vernacular materials. There’s a budget so we had to keep materials in mind,” Sosa said.

The clinic is targeted towards low income earners so expecting to build a palace and then recover the costs from the community is out of the question!

Practicality is the name of the game. And there was one more wrinkle to the task – building scale models of their designs.

“The course is called Design through Making. The emphasis is on hands-on learning about design through materials, construction, and spatial composition.” Beaverford said.

Currently a lot of design work is done on the computer. But as high performance as the design programs are, they’re still offering two-dimensional design work for three dimensional spaces. Masters student James McCallen said building the models has given them a better idea of how the space will really play out.

Ultimately Sosa and McCallen are being trained to work in the interior design field. Projects like this one play the critical role of taking students between the theoretical elements of design that they learn in the classroom to the practical aspects of turning a project into reality.

“We’re used to theoretical projects but this one has real deadlines – the clinic is set to go up next year. It bridges the gap to real world experience and it’s been very effective doing that,” McCallen said.

It hasn’t all been work though. Beaverford and the students also spent several evenings taking in Indian films and dining on Indian food. It got them thinking about the culture of India, but it also had the side benefit of drawing the masters students – all in their first year - together as a group.

The AWB team will be the ones making their concepts reality – but the core of the project will still be theirs and they want to see it become reality.

“We all want to see it built,” Sosa said. “We all want to keep up with the project.”

“I got involved with Architects Without Borders because of this project and I hope to remain engaged. I definitely want to go to India to see how it turns out,” McCallen said.