Changing of the guard
Trio of alumni named to top provincial posts

BY DAVID SCOTT

THREE WESTERN ALUMNI have been named to top cabinet posts in Ontario Premier Kathleen Wynne’s new cabinet. Wynne, the first female premier of Ontario, replaces the outgoing Dalton McGuinty.

On Monday, Wynne announced her 27-member cabinet – five ministers more than the McGuinty cabinet. “My cabinet is slightly larger than the last because of the serious work that is confronting us,” Wynne told the CBC.

Her first cabinet meeting took place Wednesday. Three prominent posts are being filled by Western grads in the 25th premier’s cabinet. They are:

• Charles Sousa, EMBA ’94, takes over as the province’s new Minister of Finance. He recently dropped out of the provincial Liberal leadership race to throw his support behind Wynne. He represents the riding of Mississauga South and has been a member of the legislature since 2007. He has previously served as Ontario’s Minister of Citizenship and Immigration, Minister Responsible for the 2015 Pan/Parapan American Games, Minister of Labour and as a member of the Treasury Board/Management Board of Cabinet. Sousa grew up in south Mississauga and lives in Clarkson with his wife, Zenny, and their three children. In addition to attending the Richard Ivey School of Business, Sousa also earned a Bachelor of Business Administration from Wilfred Laurier in 1982.

• Health Minister Deb Matthews, BA ’98, PhD ’06 (Sociology), will maintain her post and has also been named Deputy Premier. She represents the riding of London North Centre and has been a member of the legislature since 2003. She was appointed Minister of Health and Long-Term Care in October 2009. Before that, she served as the Minister of Children and Youth Services, Minister Responsible for Women’s Issues and Parliamentary Assistant to the Minister of Community and Social Services. Matthews introduced The Poverty Reduction Act, which legislates an ongoing government commitment to poverty reduction. She was honoured twice by the University Students’ Council with a place on the Teaching Honour Roll. Matthews was born in London and graduated from St. George’s Public School and A.B. Lucas Secondary School. She has three children and four grandchildren.

• Laurel Broten, JD ’93, moves from Education to Minister of Intergovernmental Affairs. She represents the riding of Etobicoke-Lakeshore and has been a member of legislature since 2003. Broten has served as Minister of Children and Youth Services, Minister of the Environment, Parliamentary Assistant to the Minister of Energy and Infrastructure, the Minister of Health and Long-Term Care and to the Premier. As Minister of the Environment, Broten introduced the Clean Water Act
14 // THURSDAY
MCINTOSH GALLERY
Adrian Norvid: Showstoppers, Whoppers, Downers and Out Of Towners. Runs until Feb. 16. mcintoshgallery.ca

BLOOD DONOR CLINIC
Faculty of Medicine
10 a.m.-3 p.m. HAS H101

SCHULICH SCHOOL OF MEDICINE & DENTISTRY AND THE FACULTY OF SCIENCE
M. Jacob Pushie, University of Saskatchewan. Candidate: Tier 2 CRC, Chemical Biology. Structure, Function and Dysfunction in Brain Metal Homeostasis and Disease Pathogenesis. 1:30–2:30 p.m. Chemistry Bldg, room 9

PHYSICS & ASTRONOMY
Xiao-Gang Wen, Perimeter Institute for Theoretical Physics, Waterloo. Highly entangled quantum matter: A second quantum revolution. 1:30 p.m. P6A, room 100

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Russian Conversation Group. Free. Everyone welcome. 4:30 p.m. UC 288

DON WRIGHT FACULTY OF MUSIC
Sure Oi This Shining Night, featuring Lauridsen’s stunning Lux Aeterna, performed by The Chorale. 8 p.m. Paul Davenport Theatre.

ALICE THROUGH THE LOOKING-GLASS
Preterned by Althouse 2013 Production Team. Tickets available through The Grand Theatre Box Office, Faculty of Education and Western. Connections. $15 adults, $10 students. Runs through Feb. 16. 8 p.m. Althouse Auditorium.

15 // FRIDAY
DON WRIGHT FACULTY OF MUSIC
Dreams. Symphonic Band concert. 12:30 p.m. Paul Davenport Theatre.

EARTH SCIENCES COLLOQUIUM

16 // SATURDAY
Dine-In - Take-Out - Delivery
Fully Licenced

18 // MONDAY
FAMILY DAY
University offices closed.

// READING WEEK

19 // TUESDAY
SENIOR ALUMNI PROGRAM
Gina Barber, political blogger. Friendly Forest City. Find out why London is the first city in Canada to be admitted to the World Health Organisation’s global network of age-friendly cities. 9:30 a.m. McKellar Room, UCC.

20 // WEDNESDAY
WESTERN STAFF & LEADERS’ CONFERENCE
Visit uwo.ca/hr/conference.

TOASTMASTER’S CAMPUS COMMUNICATORS
Build your confidence in public speaking. Visit 9119toastmastersclubs.org/. Contact Donna Moore, dmoore@uwo.ca or 85159. 12-1 p.m. UCC, room 147B.

LA TERTULIA
The Department of Modern Languages and Literatures hosts La Tertulia. Anyone wishing to speak Spanish and meet people from Spanish-speaking countries is welcome. Email tertulia@uwo.ca. 4:30 p.m. UC 205.

21 // THURSDAY
WESTERN STAFF & LEADERS’ CONFERENCE
Visit uwo.ca/hr/conference.

WESTERN NEWS
Ad deadline for Feb. 28th issue.

25 // MONDAY
THE CHINESE PROGRAM AT HURON
Anyone wishing to speak Chinese and meet people who study Chinese is welcome. Email hwu1@huron.uwo.ca. 12:30-1:30 p.m. International Lounge, Huron.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Arabic Conversation Group. Free. Everyone welcome. 5:30 p.m. UC 207.

26 // TUESDAY
SENIOR ALUMNI PROGRAM
Elizabeth Greene, Classical Studies, Western. Digging up the Past. Western’s archaeology field school at Vin-dolanda, near Hadrian’s Wall, has produced many finds that inform us about Roman Britain. 9:30 a.m. McKellar Room, UCC.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Italian Film Series. 8:15 Free. Everyone welcome. 7:30 p.m. UC 84.

27 // WEDNESDAY
BLOOD DONOR CLINIC
4-8 p.m. London Hall Residence, room 100.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
MIL Colloquium, Melinda Adamson, Watching a Medieval Translator at work. Free. Everyone welcome. 11:30 a.m.-12:30 p.m. UC 205.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Starnsich German Conversation Group. Free. Everyone welcome. 12:30-1:30 p.m. UC 201.

TOASTMASTER’S CAMPUS COMMUNICATORS
Build your confidence in public speaking. Visit 9119toastmastersclubs.org/. Contact Donna Moore, dmoore@uwo.ca or 85159. 12:1 p.m. UCC, room 147B.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
Club di Conversazione. Free. Everyone welcome. 3:30-5:30 p.m. UC 288.

LEARNING SKILLS PRESENTATION
Maximize Your Memory. Register at sdc.uwo.ca/learning. 4:30-5:30 p.m. WSS, room 3134.

LA TERTULIA
The Department of Modern Languages and Literatures hosts La Tertulia. Anyone wishing to speak Spanish and meet people from Spanish-speaking countries is welcome. Email tertulia@uwo.ca. 4:30 p.m. UC 205.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES
German Film Series. Das Versprechen (The Promise). Directed by Margarethe von Trotta (1995). Free. English subtitles. 6:30-9 p.m. UC 207.
Goldszmidt earns top teaching award

BY PAUL MAYNE

MARK GOLDSZMIDT HAS always felt you could simply go about your day-to-day teach-ing at Western, or you could want to make things better.

He chose the latter.

As such, Goldszmidt has been recognized by 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE) as a 3M National Teaching Fellow, widely seen as the top national award for teaching leadership at the postsecondary level.

“I feel really blessed and supported in the role I play in education here at Western,” Goldszmidt said. “It’s reaffirming, humbling and unbelievably gratifying to see the work you do appreciated.”

Since beginning at the Schulich School of Medicine & Dentistry in 2000, Goldszmidt has been interested in how communica-tions between medical students, residents and doctors shape the learning the student-doctors experience and the quality of care patients receive.

“My area of expertise, from a researcher standpoint and as a teacher, is communications and clinical research – how we teach people to communicate in a way that it shapes how they think as professionals,” he said. “People are socialized into medicine, so the real teaching happens not in the classroom but in the wards where, at the bedside, you’re engaging with the patient and team, and you’re teaching them how to engage. So you’re constantly on display to see how you’re interacting, what you’re doing and what you’re not doing.”

Through his research and involvement in the creation of Schulich’s Centre for Education Research & Innovation, Goldszmidt works with colleagues toward a system of medical communica-tion and teaching which encourages trainees to be more creative clinical thinkers and communicators.

Medical school is about foundations, Goldszmidt said, giving people the skills to start residency. Running the in-patient teaching unit, he can have four medical students, three junior residents and a senior resident on one team. Teaching in that environment requires getting everybody engaged.

“The centre is about building more effec-tive ways of supporting others to do medical education at the highest level,” Goldszmidt said. “So the real place I want to change things is when students hit the clinical environ-ment, to make them better able to do what they’re there to do, which is learning how to be good doctors who know how to care for patients.”

Although there are different levels involved in the care of patients, Goldszmidt added part of the learning is being an active member of the team, supporting them to learn how to care, that they feel like they make a difference.

“It can become very easy to focus on all the details of the case, such as the lab work, and forget that ultimately you’ve only made a difference if you’ve actually done something that is going to make things better for this patient as they go back into their lives. I try and instill that it’s not just about why are you here today, but what can we in the health pro-fession do to help for tomorrow.”

This latest 3M fellowship comes as no sur prise to those in Schulich. Goldszmidt has been recognized in the past with awards from the Association of Faculties of Medicine of Canada, the Canadian Association for Medi-cal Education and an Award of Excellence in Education from his own faculty.

While his name may be on the award, Goldszmidt said without a supportive work environ-ment his contributions would be for naught.

“What I found here is not that we do edu-ca-tion perfectly, but I found a supportive environment where, when you want to come in and do some innovative work and make things better, people are really happy to have someone involved in that way,” he said. “My dean and department chair were the type of people who actually saw the vision I had and were willing to support it. I’m blessed because I do my teaching in an environment that I love to work in.”

Goldszmidt said he looks forward to con-tinuing to be part of the thriving education research community he has found at Western.

“I like to think I’ve grown as an educator. I’ve always been an idealist, so for me, I’ve always tried to strive to get people to step up to really be the best they can possibly be in the role that they do,” he said.

Now in its 28th year, the 3M National Teach-ing Fellowship has honoured 278 Canadian professors from 45 universities for their excep-tional achievements and contributions to higher education across Canada.

Goldszmidt, and the nine other winners this year, will be recognized at the STLHE annual conference this June in Sydney, N.S., followed by a scholarly retreat in November in Banff, Alta.

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JOINING THE RANKS

Western has a proud tradition of 3M National Teaching Fellowship winners.

2013 Mark Goldszmidt, Department of Medicine
2012 Marjorie Johnston, Anatomy and Cell Biology
2008 Jim Stolz, Obstetrics and Gynecology
2005 Anton Alahar, Sociology
2004 Bertha Garcia, Pathology
2000 Francis Ping-Hung Chan, Anatomy and Cell Biology
1998 Mike Atkinson, Psychology
1996 Donald Cartwright, Geography
1995 Tom Hallie, Plant Sciences
1994 David Bentley, English
1994 Paul Mercer, Physiology
1993 Brook Fenton, Biology
1993 Marilyn Robinson, Physiology
1992 H.G. Murray, Physiology
1992 Wayne Weston, Medicine
1991 Alan Gedalof, English
1991 T.D. Gally, Physics
1990 Madeline Lennon, Modern Languages and Literatures
1990 Colli Bain, Chemistry
1989 Paul Sills, Dentistry
1988 Peter Rosati, Engineering
1986 James Emske, Business
1986 Ellen Gilhousen, Law

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Zhukow School of Medicine & Dentistry professor Mark Goldszmidt has been recognized by 3M Canada and the Society for Teaching and Learning in Higher Education (STLHE) as a 3M National Teaching Fellow, widely seen as the top national award for teaching leadership at the postsecondary level.

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Paul Mayne // Western News
Poll shows the will may be high, but the way is still cluttered

JASON WINDERS
Western News Editor

In 1923, London contractor John Putherbough completed University Bridge before the Brantford contractor, Secord and Sons, had begun work on the Middlesex Memorial Tower of University College. Upon completion, the building was linked to the bridge by a wooden boardwalk (left). Unfortunately, it was only one and a half persons wide, requiring an expansion in 1934, when the springy boards were replaced by a concrete walkway.

The way we were: 1923

Contributed by Alan Noon (anoon@uwo.ca)

COMMENTARY POLICY

Western News applies a commentary label to any article written in an author’s voice expressing an opinion.

Western News accepts opinion pieces on current events that showcase research or academic expertise of the author.

Western News accepts letters to the editor. Limit is 250 words maximum, and accepted only from members of the Western community - faculty, staff, students and alumni. Writers may only submit once a semester.

Western News encourages lively debate, but reserves the right to edit, ask for rewrite or reject any submission, and will outright reject those based on personal attacks or covering subjects too removed from the university community.

Western News will offer rebuttal space on any topic, and may actively pursue a counterpoint to arguments the editor feels would benefit from a dissenting opinion published simultaneously.

PENNED BY

Editor’s Letter

I t a Lumina Foundation-Gallup poll is to be believed, then don’t let the negative headlines about postsecondary education’s waning relevance get you down.

Released last week, the poll, entitled America’s call for higher education redesign, showed not only do people still highly value postsecondary education, but they see it as a ticket to a better life. That’s the good news. Now, the challenge for the entire sector is how to clear the path for those individuals facing far different challenges than a generation ago.

At its core, the poll showed Americans link a postsecondary degree to more financial success and job security in their future. However, barriers exist to re-enrollment and degree attainment for many. And, in order to address those barriers, Americans are ready for a redesign of the entire system.

While these numbers originate south of the border, they do echo what we hear here every day.

So, despite recent doom-saying, people feel what universities offer is valuable. Ninety per cent said a degree beyond high school is somewhat or very important, and that same number tied it to future financial and employment security.

Understand, to get 97 per cent of Americans to agree on anything is quite spectacular. Heck, last time it was surveyed, 18 per cent of Americans believed the sun revolved around the Earth. So we’re talking an amazing number here.

Thirty-eight per cent believed postsecondary education is better today than at any other time, 96 per cent saw universities, and 90 per cent saw colleges, as offering high-quality education. Only 72 per cent saw online education as providing high-quality offerings. Those numbers showed more separation when you look at those who ‘strongly agree’ these avenues provide high-quality education. Universities topped with 29 per cent, followed by colleges at 19 per cent and online institutions at 11 per cent.

With that level of perceived value, it’s no wonder the poll uncovered interest in returning to school, 38 per cent of respondents without a university/college degree said they are likely to do so.

So, why aren’t they flooding in? Seems while the will may be high, the way is cluttered.

For instance, only 26 per cent saw postsecondary education as affordable. This comes as no surprise. We have discussed and debated this subject for years. It continues to draw the hottest rhetoric. But allow me to step back and look at a couple other areas downed out by the tuition debate.

The poll asked adults in the workforce, without a university/college degree, to cite one – only one, mind you – barrier to re-enrollment in postsecondary education. Tuition cost was No. 2 at 28 per cent. Familiar responsibilities topped the list at 36 per cent, and job responsibilities came in at No. 3 at 15 per cent.

When was the last time you saw those debated in the headlines? In addition, 87 per cent said they should be able to receive academic credit knowledge or skills acquired outside the classroom (e.g. co-op) and 75 per cent said they should be evaluated – and, potentially, receive credit – for what they already know.

Building off that, 70 per cent said course credit should be designed around content mastery, not time served in class. If it takes you nine weeks to master what others take 16 to do, then so be it.

The pressure for these changes is going to be applied evenly. Using tuition as an example, 59 per cent think postsecondary institutions should reduce tuition, 40 per cent think state and federal governments should provide more assistance and 46 per cent said companies should provide more assistance to expanding employees’ postsecondary opportunities.

These results show a promising world for those in postsecondary education. But it’s a far different one than we usually speak about.

If Ontario wants to expand its postsecondary ranks, there are only so many 17-year-olds. A lot of growth can come from the non-traditional sector, if we are willing to adapt. Look at the effort to accommodate teens coming to campus for the first time; imagine even a fraction of that going toward helping mature students achieve not just certificates, but full degrees at all levels.

That means having uncomfortable conversations – reevaluating prerequisites, changing traditional schedules, maybe even providing daycare.

There’s a generation of administrators in both business and education who never had to deal with these issues, and that’s why we haven’t confronted them.

If you buy the numbers, and see this as a valuable group to target for growth, then they are handing you a roadmap. But if we want to welcome these folks in, then we need to help clear their path as well.\n
HUMAN RESOURCES AND SKILLS DEVELOPMENT CANADA CAME FORWARD LAST MONTH, ADMITTING A PORTABLE HARD DRIVE CONTAINING THE ABOVE PERSONAL INFORMATION OF INDIVIDUALS WHO TOOK STUDENT LOANS FROM 2000-06 HAD BEEN MISPLACED IN NOVEMBER. SUPPOSEDLY, THERE HAS BEEN NO EVIDENCE OF FRAUD ... YET.

HUMAN RESOURCES AND SKILLS DEVELOPMENT CANADA came forward last month, admitting a portable hard drive containing the above personal information of individuals who took student loans from 2000-06 had been misplaced in November. Supposedly, there has been no evidence of fraud... yet.

(My sin is 545-871-007.)

Well, not really. But I might as well tell you my real Social Insurance Number, my birthdate, my home address and the tab I owe the government for three postsecondary degrees. Someone out there can easily access this information anyway.

You see, I was one of the nearly 600,000 unfortunate Canadians whose personal data - stored in a portable drive - was lost by Human Resources and Skills Development Canada late last year. Old news to you? Well, it's still news to me because I just got a letter from the government last week, letting me know me because my personal data still sitting on some external hard drive - was lost by Human Resources and Skills Development Canada late last year. Old news to you? Well, it's still news to me because I just got a letter from the government last week, letting me know.

In case this is news to you, let me bring you up to speed.

Human Resources and Skills Development Canada (HRSDC) came forward last month, admitting a portable hard drive containing the above personal information of individuals who took student loans from 2000-06 had been misplaced in November. Supposedly, there has been no evidence of fraud... yet. (Let's face it though — it's possible some phony 'Adele Talbot' is opening bank accounts overseas as I type this.)

My immediate thoughts upon hearing the news, even though I'll admit to then receiving some naive hope of my information being safe, was - who in the world would think to store this kind of information on a USB stick or external drive? This was the second such incident HRSDC had encountered in a month.

Canada's assistant privacy commissioner, Chantal Bernier, has called the loss of so much personal data "unprecedented."

"This is one of the biggest breaches we've ever seen," she told the CBC last month.

Personal information - mine and yours - is regularly handled by government officials one would hope are mindful, or at least trained to treat sensitive information with more care. Guess not.

Even I knew better back in 2004, when I was in university, writing essays. I would back up by emailing them to myself, knowing my computer could crash and a USB stick could easily be lost.

This wasn't even sensitive data; I just didn't want to lose my work.

Today, I keep everything from tax returns to personal notes in my email, accessible only by me and protected by a 12-character bizarre password only I would know.

Gone are the days of the address book and photo album, even, with most of us storing photos, phone numbers and the like in 'the Cloud.' Naturally, to me, this begs the question - why is my personal data still sitting on some external drive?

In retrospect, I suppose it was foolish to assume my information could forever stay safe. There's no privacy in today's day and age, really. Technology isn't infallible and employees aren't without fault. Just recently, someone close to me related how a co-worker had taken home a business laptop containing employees' personal data, one that was soon after stolen, leading to a pain-in-the-rear-end process of ensuring the security of employee identities.

Law firms across the country have launched multi-million-dollar class action lawsuits on behalf of individuals affected by this government snafu. Current and former students everywhere are voicing concerns of possible identity theft, and those affected have been urged to get credit checks. I've requested mine.

All this goes beyond being mildly disconcerting, if you ask me. I just know it will, for the foreseeable future, become not only an inconvenience, but also a pain in my rear end, leaving me to monitor my accounts, personal information and credit file.

To somehow compensate for the screw-up, HRSDC is offering a form of credit protection for those of us affected, having purchased a customized package from Equifax Canada, calling it a "unique solution tailored specifically to this incident." For the next six years, Equifax will safeguard affected credit files with notes and alert memos saying personal information may have been compromised.

As if any such measure will make this any less of a problem. What this means is, the next time I try to open up an account of any kind, or sign a new cell phone contract, the process will be that much longer and that much more difficult. Companies will be requesting all sorts of information from me, asking for it by calling me on my landline at home, likely during business hours, to confirm that yes, it is in fact me who wants to upgrade my iPhone plan.

Oh, how I look forward to it.

I should mention another snafu related to this incident, too. In an attempt to inform those of us affected by this copious loss of data, the government sent out letters. It screwed up yet again, mistakenly sending notifications to supposedly less than 100 individuals who were not affected. Sadly, I'm not one of these (un)lucky ones.

Opinions expressed here are those of the author and do not necessarily reflect the opinions of or receive endorsement from Western News or Western University.
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2012-2013
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Thursday, February 28 - 7:30 p.m.
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King’s University College
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Rabbi David Rosen,
Director of Interreligious Affairs, Heilbrunn Institute for International Interreligious Understanding, Jerusalem, Israel

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Not so fast
Study calls dialysis treatment into question

BY ADELA TALBOT

FOR PATIENTS NEEDING dialysis treatment, less isn’t always more.

With roughly two million people around the world receiving the treatment – meant to counter kidney failure by artificially filtering blood – more frequent treatment can improve quality of life. While studies support this claim, a new study from the Lawson Health Research Institute shows more frequent treatment, while beneficial, isn’t without risk.

A recent study led by Schulich School of Medicine & Dentistry professor Dr. Rita Suri shows for patients who undergo the rising trend of receiving dialysis six times a week – twice the usual regime – the risk of complications associated with the treatment’s intravenous access point is significantly greater.

It is the first randomized study showing more frequent dialysis could have potentially harmful effects.

“Every medical treatment has associated benefits and risks,” Suri said. She explained her research team expected to see more problems in patients receiving more frequent dialysis, more “wear and tear” at the “vascular access” – an intravenous catheter or surgically created vein site where blood leaves and re-enters the body.

She noted complications could range from damage to the vein used as an access site, clots, needed access site repairs arising from frequent use, or total loss of the access site.

In a recent randomized trial, Suri and her research team found the risk of an access site-related complication in patients receiving more frequent dialysis increased by 76 per cent.

Nearly one third of patients in the first trial experienced a problem with the dialysis access site. Of 245 patients, those who received more frequent treatment needed 33 repairs and experienced 15 losses, while those who received conventional treatment needed 17 repairs and had 11 losses. The second trial showed a similar distribution.

“We must monitor patients carefully to ensure if the access is not working properly, that we treat it properly,” Suri said. “If there is a blockage in the access, then there are procedures to dilate the blockage – the blockage can lead to a clot in the access. We saw more procedures to get rid of blockages, but (patients) didn’t actually lose the access as frequently.”

Suri is careful to note just because the risks of complications is higher for patients receiving more frequent dialysis, it doesn’t mean more frequent treatment should be discounted as a good option for some patients.

Treatment should be patient-oriented and take into account the individual’s lifestyle and preferences, she said.

“We don’t know what types of patients derive the best benefits from more frequent treatment but their quality of life is about three points higher on the scale – significantly better. Coming in (for treatment) six times a week is time-consuming and not for everyone. It’s patient choice and with patients who are coming to the dialysis unit twice as often, you’d think that would decrease their quality of life – but they felt quality of life was better.”

This study won’t affect dialysis treatment or the recommendations doctors make, Suri continued, noting the only thing that could change is the way patients are monitored. She hopes further studies will come out of this one, looking to better serve patients’ needs and administer quality care.

The study can be found online in the Journal of the American Society of Nephrology.

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Phone: 519-675-5545 e-mail: amorgan@ivey.uwo.ca
Western Revealed takes London inside The Gates

**IN THE COMMUNITY**

**Western Revealed**

Hosted by Marcia Steyaert, community relations specialist, Western Revealed debuts at 8:30 p.m. Tuesday, Feb. 19. The 30-minute program is broken into four segments, including:

- **Porch Light Program.** Learn about the Porch Light Program, which provides new international women students the opportunity to connect with women living in the London area.

- **Social behaviour of insects.** Visit the lab of Western biologist Graham Thompson, who looks at the social behaviour of insects.

- **Community Legal Services.** Learn about Community Legal Services, which provides free legal advice and representation to members of the community, and Fanshawe College and Western students.

- **How children learn math.** See how Daniel Ansari, Canada Research Chair in Developmental Cognitive Neuroscience, and his team are trying to figure out how a child learns to process numbers.

“Western Revealed is always looking for story ideas. Send your suggestions to community@uwo.ca.”

- Bob Smith

**ON THE AIR**

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- **How children learn math.** See how Daniel Ansari, Canada Research Chair in Developmental Cognitive Neuroscience, and his team are trying to figure out how a child learns to process numbers.

“We hold ourselves to a high standard,” Smith said. “What we try to do is get people from the community, those who have a story to tell, to come to us and let us tell that story. About London. That’s our reason for being here – to reflect the city.”

Ryan Robinson is the show’s associate producer. The show’s introduction was designed and constructed by Steve Anderson, a Western Creative Services team member.

Rogers TV, a channel boasting 70 per cent user-driven content, already shows some programming from London’s postsecondary community. Western Journalism students produce London Under 30, a program that explores the contributions of young, dynamic Londoners, and Fanshawe College produces Fanshawe Learns and Fanshawe TV On Campus. But Western Revealed offers something the channel hasn’t seen yet.

“What this show does better than anything is connect London to its university. Most people know about Mustangs football and not a whole lot else about what goes on at the university,” Smith said. “There’s a lot of neat stuff going on up on the hill that people don’t know about.”

“Western Revealed takes the story of a major institution in the community, and humanizes it. Western is an integral part of this community, but in some ways, is misunderstood. This is a way of reaching out to the community.”

Western Revealed debuts on Rogers TV, channel 13, at 8:30 p.m. Tuesday, Feb. 19, and repeats throughout the month. Check listings for additional times.

**REST OF THE STORY**

Western Revealed is always looking for story ideas. Send your suggestions to community@uwo.ca.

**NOMINATE AN OUTSTANDING WESTERN ALUMNUS FOR A PRESTIGIOUS ALUMNI AWARD OF MERIT**

Nominate an outstanding Western alumnus for a prestigious Alumni Award of Merit

**Categories, criteria and nomination form can be found at www.alumni.uwo.ca/awards/merit.html**

The nomination deadline is Friday, March 15, 2013. Awards will be presented on Homecoming weekend, September 27-29, 2013.

For more information, please call Susan Henderson at 519.661.2111 ext. 89871

**2012 Community Service Award: Towhid Noman, BA’90**

**2012 Young Alumni Award: Carolyn Lawrence, BA’00**

**2012 Dr. Irwin Smith Award: Agnes Chan, BACS’81**

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**February 14, 2013**
That’s no moon. It’s a space station.
Honours: YMCA of Western Ontario’s Women of Excellence

BY PAUL MAYNE

THERE IS A strong Western feel to this year’s YMCA of Western Ontario’s Women of Excellence award winners, announced Tuesday at London’s Central YMCA on Waterloo Street. Hosted every two years by the YMCA in London, the awards honour extraordinary women in the community who are inspiring many in their chosen field. Honoured this year, in the category of Education, Training & Development, is Mary Lou Smoke. Driven by sincere generosity and a courageous ability to overcome hardship, Smoke’s success in education and the Native community has been outstanding. A member of the Ojibway Nation, Smoke, along with her husband, Dan, teaches Native Spirituality and Representations of First Nations Issues in the News Media for the First Nations Studies Program at Brescia University College and Western’s Faculty of Information and Media Studies. Also receiving accolades are Western director of Sports and Recreation Services Thérèse Quigley (Sport, Fitness & Recreation category), arguably the most respected and decorated athletic administrator in the Canadian university system; and Schulich School of Medicine & Dentistry professor Cindy Mary-Lynn Hutnik (Health, Science & Technology category), whose research on a laser therapy for glaucoma has gained international recognition by providing sound evidence to change the way glaucoma is managed worldwide.

Western alumnae Erin Rankin-Nash (Community, Volunteerism & Humanity category) and Jaclyn Miles (Young Woman of Excellence category) were also recognized.

Mary Lou Smoke has been honoured with a YMCA of Western Ontario Woman of Excellence Award in the category of Education, Training & Development.

Online guru offers hints on where to start

BY PAUL MAYNE

KIM HOLLAND WOULD love to see more Western faculty members log on to teaching online courses, something he’s been doing since the late 1990s.

With approximately 150 online credit courses offered through Western, it’s a start, said the university’s coordinator and instructional designer for Distance Studies, but there’s a long way to go to catch up to other universities. For example, the University of Waterloo’s Centre for Extended Learning offers approximately 300 credit courses online.

“Western is definitely not a leader in the area of online teaching,” said Holland, who spoke at the Social Science Professional e-Learning seminar, Where do I start when teaching online?

He attributed some of this lag to the reluctance of faculty members and departments to jump into e-learning. A recent U.S.-based survey showed the top reasons why faculty shy away from taking their teaching online include time, support issues, effectiveness, funding and infrastructure.

When asked to compare the learning outcomes of an online course to the face-to-face, more than 60 per cent of faculty thought online courses were inferior. In fact, 38 per cent of those who teach online ranked it as inferior. That number was much larger for faculty who have never taught online, at 74 per cent.

But for Holland, who has taught online for years, this has not been his experience. The best thing to do, he said, is to start small and get a feel for what it’s all about.

“You need to be comfortable with the course and the role you have to play,” Holland said. “You have to be willing to allow some flexibility. Students are responsible for their own learning. You are not necessarily responsible for all the learning in that online course and you have to be willing to allow that to happen.”

He said teaching online is foreign to some as it wasn’t how they learned coming up through the ranks. But being open and adaptable to change can lead to some exciting possibilities.

“In the online environment, I can have a greater sense of my students than face-to-face, because by creating an online dialogue and discussion questions I can have a greater sense of what the student is thinking,” Holland said. “Because they are thinking before they write, as opposed to having them in a class and it’s only the few introverts who are going to answer. After the hour class, the conversation ends, but online it continues.”

Holland admitted some training will be necessary for faculty, especially centered around technology, “but not super techy.” He also suggested training around organizational skills and being flexible with student control.

“You have to have carefully thought out how the student is going to interpret what you have in your online course, even down to the selection of words and how it’s organized and laid out,” he said. “You have to be present in the course. The course doesn’t teach itself, you have to be part of it. The students need to have a sense that you are a real person inside this computer box. Content is really cheap. It’s how you package it and organize it in a way for students to learn from it that sets it apart.”

Holland sees a postsecondary future where more courses will be offered online, and the blending of courses (a mixture of face-to-face and the use of technology) is where he sees certain growth.

“There will be very few courses that will just be your standard face-to-face course without incorporating some form of technology,” he said. “Blended will be the dominant role at institutions like this. In other places, online will be the dominant way to get an education.”

“I don’t think we can remain a closed residential university where all our courses are face-to-face. I think that would be a mistake. Given the demands (provincial and students), I think we need to carefully consider the technology and how we can incorporate it in an effective way. It’s a necessity from the institutional perspective.”

Holland said the issue at hand is not the technology – that’s just the vehicle – but how you use that vehicle intelligently that spells success.

“You have to recognize what motivates individuals and everyone doesn’t really want to make an enormous change. At some level they are very happy with the status quo, he said. “To be innovative means you have to break that situation in some fashion.”

Events
**Academics**

**Generation Harry**

Time has come for Potter exploration in the classroom

**BY ADELA TALBOT**

Gabrielle Ceraldi is sure it is a perfect fit for today’s generation of Western students.

A Western English professor, she is excited to teach the Many Faces of Harry Potter, a semester-long course that will look at all seven books of the series, alongside thematically related short works of fiction, like George Orwell’s 1984.

“In the last four years or so, there’s been more in-class engagement with the (Harry Potter) books. The clamor for this course gets stronger each year; the level of interest is extraordinary,” said Ceraldi, who has been teaching Children’s Literature for more than a decade, from year-to-year including Harry Potter and the Philosopher’s Stone or Harry Potter and the Prisoner of Azkaban.

“These are the students who grew up reading the series. It was written for them and they are the perfect generation for it. It wasn’t just an individual reading experience for them; all of their peers were reading it – they were experiencing it collectively. It was a formative influence on their lives.”

The day she teaches Harry Potter in class, she sees many new faces, with students bringing their friends along for the lecture.

Ceraldi wanted to delve deeper into the series with her students than she could just teaching one text out of the series’ context in her Children’s Literature class. She was thrilled when she got the green light to teach the new class.

“I love the books. I came to them as an adult, without having had the experience of growing up alongside them. But the series belongs to the generation of students attending Western right now. I wanted to be able to offer this course, sooner rather than later,” she said.

From Yale to UCLA, Potter classes have been popping up across the globe in recent years covering the boy wizard’s relationship with topics ranging from theology and psychology to library science and English comedy. But enthusiastic students and skeptics alike – those thinking this will be a ‘bird course’ – need not be quick to undermine the merit of a class dedicated to Harry Potter books, Ceraldi continued.

“First of all, there will be a lot of reading – they’re big books, all seven of them. And the main misconception is that the difficulty of comprehending the text is related to the difficulty of analyzing it,” she said.

“The books can be accessible and enjoyed by young children, but there are additional challenges they pose. The more we understand political theory, philosophy, the more we are able to appreciate them.”

Ceraldi noted she is particularly fascinated by J.K. Rowling’s emphasis on racism and social class in the series, adding she is interested in looking at how the author introduces more sophisticated notions such as these as the series progresses.

“The issues get more and more complicated as the books progress – and they aren’t easy issues. The books draw out some of the psychology of racism and tolerance. The issues are rooted in people’s fears,” she said.

What’s more, Ceraldi continued, because of the issues discussed and skills fostered, the class has academic merit beyond the subject matter of the books.

“One of the most useful things I do is to prepare students not just to have jobs, but to be good citizens, to engage critically with pop culture. It’s one of the most valuable traits we have as citizens,” she noted.

“And children’s literature allows people to engage critically with some of the most powerful kinds of literary existence. The books I read today for the first time, as an adult, I forget a year later. But I can remember to this day a book I read as a child. Children’s literature has incredible power – people respond to it because they feel it is part of their identity.”

The Many Faces of Harry Potter is a special topics English course, slotted for the Winter Term in 2014. Registration – not granted by an owl – will be capped at 100 students.

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**Call For Nominations**

**THE HONORABLE G. HOWARD FERGUSON AWARD**

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Award - a replica of the Honorable G. Howard Ferguson Trophy Selection Criteria:
1. Demonstrated excellence within the intercollegiate athletic program at Western.
2. Registration as a full-time student, with at least a “B” average in the previous year’s work, and completion of at least three years of full-time study at Western or at one of the affiliated colleges by May of the academic year of the award. Preference will be given to graduating student.
3. Contributions to university life.

The successful candidate will have established a fairly prominent position in each of the three areas listed.

Nominations must include not more than three letters of reference. Each reference should provide comment and factual information on the candidate’s achievements in each of the three areas cited above.

Nominations must be sent to:
Chair of the Hon. G. Howard Ferguson Selection Committee c/o Office of the Registrar Room 1120 Western Student Services Building Western University

Deadline for receipt of nominations is February 28th each year.

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**CHANGING // CONTINUED FROM PAGE 1**

designed to better safeguard Ontario’s drinking water, ban diversions from the Great Lakes and charge commercial and industrial users for the water they take and use. After graduating from Western, she articled at the Supreme Court of Canada for one of Canada’s most preeminent jurists. Broten, who is fluent bilingual, lives in Etobicoke with her husband, Paul, and twin sons, Zachary and Ryan.

Also of interest, Brad Duguid, the MPP for the Toronto riding of Scarborough Centre, was named the new Minster of Training, Colleges and Universities. The minority Liberal government will try to seek consensus from the New Democratic Party (NDP) and Progressive Conservative (PC) Party in what has been one of the most divided and fractious legislative assemblies in recent years.

If the governing Liberals can’t win confidence of the Opposition, Ontario could be in for an early election, despite legislated October elections every four years. The next scheduled provincial election isn’t until October 2015.

The leader of the provincial PC party is alumnus Tim Hudak, BA ’90 (Economics). Hudak is on record as not wanting to force an election on weary voters.
Student behind the story speaks out

Fourth-year English and Criminology student Kierston Drier wrote a letter of compassion in response to struggles voiced by graffiti in a restroom stall. Her letter went viral, prompting her to step forward as its author and share her own struggles with a learning disability.

BY ADELA TALBOT

WITHIN DAYS, KIERSTON Drier’s letter went viral. The note she wrote and taped in a University College restroom stall – a gesture of compassion to young women who, by way of graffiti, shared their innermost struggles – was everywhere, with thousands of likes, shares and comments on Facebook, The Huffington Post, the National Post, making even the cover of Yahoo! News, among other outlets.

The fourth-year English and Criminology student noticed the restroom confession, prompted by a scribbled question asking young women to share the worst day of their lives. Responses included mentions of rape and an eating disorder, among other struggles, and Drier responded to each with a page-long letter.

“To the girl with the eating disorder,” she wrote, “I promise you, although I don’t know you, you are beautiful.”

Hers inspired other letters and notes, taped up in the restroom soon after. It sparked viral compassion online and in social media, gathering attention. But no one, until recently, knew who was behind the letter, or why it was there in the first place.

“I thought, “I’m famous and nobody knows my name,”’ said Drier, who came forward in a Globe and Mail article last week.

“I struggled a lot with coming forward. I really didn’t want to do it at first. Very few people knew the story behind it. There’s a reason I didn’t put my name on (the letter). But one of my friends told me, “You think you don’t have a story to tell, but there is a reason why you did what you did that’s deeper – and if you have a reason for it, you should tell it. It might encourage somebody else,”’ she continued. Drier was born with a learning disability called dysgraphia, posing barriers to writing and manifesting itself with dyslexic, motor and spatial challenges to learning. The severity of this disability was significant for Drier.

“In some cases, I could be classified as mentally retarded. On a scale, or bell curve, 50 is average, 20 is borderline. My disability falls below the first percentile. I didn’t learn to tie my shoes until I was in high school and I was almost illiterate until the fourth grade,” she explained.

“I can appreciate the people who went into that bathroom stall feeling like no one understood them because I understand what it feels like to have no one get you. That angst, I understood it.”

And while there has been an outpouring of compassion as a result of her letter, some comments Drier noticed online only underscored the importance of her coming forward and sharing her struggles.

“I spelled a couple things wrong – I’m not a good speller. And people (in online comments) were saying “Oh, she’s Canadian because she can’t spell privilege.” I was picked on for the spelling and they picked on it for the wrong reasons. They assumed it was because I was Canadian, not because I may have a learning disability,” she said.

What’s more, Drier said she genuinely sympathized with the struggles written in the bathroom stall and the anonymous faces behind them.

“Everything I read on that bathroom stall was either something I experienced personally or had seen first-hand effects of. I wanted these people to know that somebody heard them, so I replied.”

- Kierston Drier

A DE LA TALBOT // WESTERN NEWS

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Research

Study says dropouts weren’t prepared in the first place

BY PAUL MAYNE

WHILE SOME FOLKS might look at university/college dropouts as simply lazy slackers, a Western study boils the bailout down to simple ability.

A study by Economics professor Todd Stinebrickner, a faculty fellow in the department’s CIBC Centre in Human Capital and Productivity, estimated 40 per cent of dropouts can be attributed to what students learn about their grade performance after entering college. Simply stated, they are not as well suited for postsecondary education as their peers.

Stinebrickner conducted the study with his father, Ralph, a professor emeritus at Kentucky’s Berea College (where the research was conducted).

The Berea Panel Study, which surveys students from low-income families (as often as 12 times each year), provides an unequalled depth and detail about factors that influence postsecondary decisions. The findings reveal the most fundamental of all factors — learning about one’s own academic ability — plays a crucial role in deciding to dropout or what major to pursue.

One reason they studied Berea College was its strong focus on kids from low-income families. The institution is the least expensive private college in the United States when calculating the costs of tuition and fees, according to the U.S. Department of Education. At Berea, every student receives a four-year tuition scholarship and works at least 10 hours per week in a campus job to pay board, room and other expenses.

“So direct cost was not a factor (for these students), but still we saw half the students not finishing. So the question then is why not?” Stinebrickner said.

While previous studies have shown the ‘before and after’ factor, Stinebrickner was more interested in what was happening ‘during’ their schooling and what was most fundamental among a student’s decisions to drop out or remain in school until graduation.

“A large part is contributed to the academic or grade performance being worse than they expected; they just weren’t prepared,” he said. There are ways students adjusted, such as switching their major, added Stinebrickner, in particular those in science and math.

On average, students in the study enter school overly optimistic about their likelihood performance, predicting upon entry they will obtain a grade point average (GPA) of 3.22, significantly higher than their actual first semester GPA of 2.88. Subsequently, students become more realistic about their ability and performance, revising their predicted GPA downward on average.

“Many students learn over the course of their studies that college is not a good match for them academically, and they choose to drop out,” Stinebrickner said. “Are they leaving because they might fail in the future? When people do badly, they don’t want to stick around, even if they didn’t get kicked out. Perhaps the financial return of staying in school has gone down a lot, and secondly, school simply becomes unenjoyable.”

In terms of policy conclusions, changes to universities/college classes in marginal ways to assist students who are not prepared are unlikely, Stinebrickner said. He suggested taking a few steps back and asking why are people not prepared. There’s probably an argument for more serious curriculum in high school, as well as more room for information given to, in particular, high school students, but also at the elementary level.

So is it just a matter of students not studying hard enough? Not quite.

While an earlier study by the Stinebrickners showed study effort is important for college grade performance, students also tend to overestimate their grades given their level of study effort — or miscalculating their academic ability — which implies many are unknowingly underprepared for a typical postsecondary classroom.

“People show up thinking it’s going to be easier than it really is,” he said. “It could be if I knew two years before that science at university is going to be much harder than science in high school, perhaps I can change my behaviour then.”

Take a look inside

PHOTO BY HENRY LEPARSKAS

Glassblower Yves Rambour, decked out in his Western purple, demonstrates his craft as the Department of Physics and Astronomy, along with The Department of Chemistry, hosted an open house of the shop facilities in the newly renovated Physics and Astronomy building on Feb. 6. Visit blog.physics.uwo.ca for more images or to watch a video of the event.

Campus digest

Briens named Lignoworks scientific director

WESTERN CHEMICAL ENGINEERING professor Cedric Briens has been named scientific director of Lignoworks, an Natural Sciences and Engineering Research Council of Canada (NSERC) research network that strives to provide alternatives to fossil fuel feedstocks by creating technology platforms for lignin-based chemicals and materials.

At total of 15 professors from eight universities from across Canada are involved with Lignoworks, including Briens and Western professors Franco Bernuti and Charles Xu, both Institute for Chemicals and Fuels from Alternative Resources (ICFAR) colleagues. Chantal Gloor, from ICFAR, has been named the administrative network manager.

“Lignoworks aims to generate new knowledge to develop innovative, high value-added lignin-based materials and chemicals,” Briens said. “These products — and the technologies developed to produce them — decrease our dependence on petroleum and move us to a more renewable bioeconomy.”

For more information, visit lignoworks.ca.

NEWS AND NOTES

- Western researchers Paul Charpentier and Clare Robinson has been named among 83 scientific teams at universities across the country receiving NSERC Strategic Project Grants. Of the 83 funded projects, 81 are receiving more than $36 million over three years to support early-stage work and to encourage collaboration among academic researchers, industry and government partners.

Charpentier, a Chemical and Biochemical Engineering professor, will receive $503,700 over three years for his project, Multi-layer solar harvesting nanofilms by roll-to-roll fabrication; Robinson, a Civil and Environmental Engineering professor, will receive $584,000 over three years for her project, Quantification of groundwater contribution to fecal and nutrient pollution at beaches of the Great Lakes.

- On March 5, the Arthritis Society is encouraging members of the Western community to wear blue for the organization’s Blue Day. Displays will be set up at the University Community Centre as well as the King’s University College cafeteria on that day to encourage people to take the next step and get involved in the Walk to Fight Arthritis June 9 at TD Waterhouse Stadium.
**Embracing her need for speed and snow**

Kim Scott doesn’t mind the chill of winter, in fact she embraces it. The Schulich School of Medicine & Dentistry curriculum administrative assistant is an avid snowmobiler with the stories — and, occasionally, bruises — to prove it.

**BY LESLIE KOSTAL**

Believe it or not, some people yearn for cold winters. Kim Scott was a teen when she had her first snowmobile ride, taking turns in a field, not wanting to stop. Comparing herself to the Energizer Bunny, she just wanted to keep going.

Scott, a Schulich School of Medicine & Dentistry curriculum administrative assistant, and her family live beside the Thames River. Roughly 10 years ago, friends brought snowmobiles to their home to do some fast riding on the frozen water. Hooked by the rush of the ride once again, she has been sledding and upgrading machinery ever since.

“When it freezes, we have almost a mile that we can go back and forth. We use that to speed,” she said, bowing her head, peeking up warily, smiling puckishly. “When it freezes, we have almost a mile that we can go back and forth. We use that to speed,” she said, bowing her head, peeking up warily, smiling puckishly. “When it freezes, we have almost a mile that we can go back and forth. We use that to speed,” she said, bowing her head, peeking up warily, smiling puckishly.

Some people go way over the limit. Scott goes only as fast as it fits.


There’s no local snow, as has been the case in recent years, Huntsville is typically the answer. “It’s kind of a social thing.”

Believe it or not, some people yearn for cold winters. Kim Scott was a teen when she had her first snowmobile ride, taking turns in a field, not wanting to stop. Comparing herself to the Energizer Bunny, she just wanted to keep going.

Seasonal fees of $260 pay for trail maintenance. Grooming machines flatten trails taking out all the nicks. “It certainly makes the ride a lot more comfortable,” Scott said, “because if they’re not groomed it hurts your back.”

“Actually, you know what, that’s not the scariest thing that ever happened to me,” she continued. “I was behind my son and we were going across the field and I was looking at my speedometer and proud of how fast I was going.”

Not paying attention, she realized her son and husband had stopped. As she slammed on the brakes the snowmobile threw her off sideways. “I was looking up, my helmet all full of snow and my son was looking down at me shaking his head.”

Unlike many cold-loving Canadians who fancy island hopping with sun and sand as a winter getaway, the Scott family dreams of balaclavas, gloves, snowsuits and warming huts, hopping from cottage to cottage with enough snow to speed along freshly groomed, snow covered trails.

Leslie Kostal, web administrative assistant, Department of Economics, writes periodic pieces profiling Western staff members. If you, or someone you know, has an interesting story to tell, please email her at Leslie.Kostal@uwo.ca.

**By Leslie Kostal**

**Western News**

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**CALL FOR NOMINATIONS**

WAA ELFRIDA BERZINS AWARD
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The Windermere Jazz Series
An Evening with Ron Davis

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Call for Nominations...

WAA Elfrida Berzins Award
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www.windmeremanor.com
In Memoriam

Kaufmann’s contributions to university to be missed

BY THOMAS N. GUINSBURG

John Kaufmann

The Western community lost one of its finest and most beloved members with the passing of professor emeritus John Kaufmann, 88, on Feb. 2.

After a distinguished career in neuropathology in his native South Africa, John brought his talents to Western in the early 1970s, becoming a member of the Department of Pathology and a neurological pathologist at University Hospital. Though others are more qualified than I to comment on his professional achievements, it is clear his outstanding devotion to his discipline made him a mentor to many who have gone on to outstanding careers in the field.

Yet what makes our collective loss so great is not simply his academic and clinical stature, but his immense involvement in the life of the university overall, which did not end with his retirement. Along with his beloved wife, Suzanne, until her death in 2010, John maintained an engagement in—and loyalty to—Western right up to his final hospitalization late in 2012.

John left many younger retirees gasping at the range of his activities. Unflagging in his attendance at the weekly Senior Alumni Lectures, he could also be found at sessions of the Retired Academics and History of Medicine groups, as well as at a host of seminars, colloquia and lectures on a range of subjects in science, social science, literature and the visual arts.

John and Suzanne were benefactors of the university, but not only in a financial sense. They supported the McIntosh Gallery in a variety of ways—on its advisory committees and programming initiatives. Not long before his death, John made preliminary arrangements to place his exceptional African art collection on exhibition at the McIntosh. The Kaufmanns were also founding parents of the Partners-in-Research program that has long abetted the research function of the university.

In all that he did, John was deliberative and disciplined yet energetic and enthusiastic. His never-ending intellectual curiosity and aesthetic sensibility can stand as a model for former students and colleagues—and all those whose lives he touched.

John is survived by his children Michele, Carol and Pierre, grandchildren, Claudia, Martin, Thandi, Jenna, Kaila and Justine, five great-grandchildren, sister, Marguerite; and niece and nephews, Jean, Julienne and Marcus. Memorial contributions may be made to the London Health Sciences Foundation (University Hospital).

Paul Bishop

Richard Ivey School of Business professor emeritus Paul Bishop, 75, died Jan. 25. He had 44 years of service with Western at the time of his retirement in June 2008. Bishop is survived by his wife, Mandelle Bishop.

DIRECTOR, LIBRARY AND INFORMATION SERVICES

Huron University College seeks a new Director of Library and Information Services, with appointment to take effect 1 July 2013.

Huron University College offers undergraduate degrees in arts and social sciences and theology, as well as an MA degree in theology. With a student body of roughly 1300 students, Huron is committed to education delivered on a human scale. The library holds a collection of approximately 170,000 volumes, with a wide array of electronic resources made available through Western Libraries. A full range of library and information services is provided by five full-time employees and ten student staff members.

Reporting to the Dean of Arts and Social Science, the Director, Library and Information Services, plans and manages all aspects of library and archives operations at Huron, including budgets, personnel, services and programs, long-range planning, and development.

The successful candidate will have an MLIS degree from an accredited institution, with a minimum of five years’ experience in a supervisory role in an academic library. A subject major’s degree in arts, social science, or theology is desirable. She will have a thorough understanding of the challenges facing academic libraries today, a command of strategic planning and budgeting processes, and clearly formulated views on the library’s role in new strategies in teaching and learning. She will be a dynamic leader who values teamwork and collegiality and can make an effective contribution to committee work in an academic setting. She will be a critical and creative thinker and problem-solver, ready to implement and adapt systems, procedures and processes.

A full position description is available by contacting Mr Neil Carruthers, Chief Administrative Officer, Huron University College, at nacarruth2@uwo.ca.

Consideration of applications and nominations (which should include a cover letter, curriculum vitae, and the names of three referees) will begin on 11 March 2013 and continue until the position is filled.

Applications and nominations should be sent to the attention of:

Mark Biggrave, PhD
Chair of Search Committee & Dean, Faculty of Arts and Social Science
Huron University College
1349 Western Road
London, ON N6G 1H3

Huron is grateful to all applicants for their interest; however, only short-listed candidates will be contacted for interview.

Huron University College is committed to the highest standards of equity and encourages applications from qualified women and men, members of minorities, aboriginal peoples, and persons with disabilities. Huron values its place in an interconnected world and desires to create a diverse and equitable employment and educational environment that recognizes the inherent worth and dignity of every person.
All flights grounded

Last Friday, a major snowfall in southwestern Ontario, bringing up to 25 cm in some parts of the region, did manage to cause a few school closures, flight cancellations and hazardous road conditions. Despite the snow, Western maintained full operations throughout the day although, as shown above, many flights remained grounded on UC Hill for at least a short period of time.

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would you rather be wearing...

Metal Bracket & Wires OR Invisalign®?

INVISALIGN® IS:
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• a transparent alternative to braces

INVISALIGN® MAY BE USED TO TREAT:*
• crowded/crowded teeth
• gaps and spaces
• deep bites

INVISALIGN® MAY BE USED TO TREAT:*in appropriate cases
• overbites
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