Students take centre stage in the strategic mandate proposal, which Western delivered to Glen Murray, Ontario’s Minister of Training, Colleges and Universities, last week. The proposal is part of the minister’s review of the postsecondary education system that began with a discussion paper, Strengthening Ontario’s Centres of Creative, Innovation and Knowledge, released in late June.

“The document puts the needs of our students first, something Western is renowned for, and which we have done for decades,” said Western’s Provost Janice Deakin, who stressed the proposal reinforces the university’s reputation for providing Canada’s best student experience.

“That experience is grounded in the provision of quality undergraduate, graduate and professional education, and is measured by having entrance, retention and graduation rates among the best in North America.”

In preparing the proposed mandate, Western’s administration consulted with members of the campus community including students, faculty and staff. Letters from the University of Western Ontario Faculty Association (UWOFA) and University Students’ Council (USC) were among those that accompanied the draft mandate sent to the minister’s office.

In their letter, USC President Adam Fearnall and Vice-President Alysha Li wrote: “We felt Western went beyond traditional mechanisms to gather student feedback into the document. … During the process, undergraduate students provided concrete examples of student priorities within Western’s top three objectives.”

The three key priorities listed in the eight-page mandate are: 1. Strengthening the best student experience; 2. Providing a learning environment that fosters creativity through exploration, discovery, invention and innovation; and 3. Transforming lives through knowledge transfer.

A number of factors go into strengthening the best student experience. Key among them is a plan to increase student mobility.

To that end, the university has reached an agreement with six other institutions to make it easier for students to transfer credits. Under the agreement, the institutions – Western, University of Toronto, Queen’s University, Ottawa University, McMaster University, Waterloo University and Guelph University – have all agreed to accept general credit transfers from one another, so long as the student has achieved a minimum course grade of 60 per cent.

The universities have also agreed to a specific equivalency for a set of 20 high-enrolment credit courses. Although the agreement currently applies only to first- and second-year students, the seven universities are committed to expanding to undergraduate professional programs and upper-year courses over the coming year.

“This is a very good thing for students,” Deakin said.

Another key factor in providing the best student experience is a greater investment in the number of faculty appointments to enable more interaction between students and faculty.

“That is why Western is dedicating a major proportion of its current fundraising campaign to increase the number of faculty chairs, with a goal of having 20 new chairs by 2015,” she said.

Another major initiative is the transformation of the
**Coming Events**

**OCT 4 – 10**

### THURSDAY

**LEARNING SKILLS PRESENTATION**
Transferring to Graduate School.
11:30-12:30 p.m. McKellar Room, UCC. Contact Linda Dodson at bdodson@uwo.ca.

**CENTRE FOR RESEARCH ON MIGRATION AND ETHNIC RELATIONS COLLOQUIUM**
Jonathan Crush, director, Southern African Migration Program, Queen’s University and CIIR, chair. Global Migration and Development, Balsille School of International Affairs, Waterloo. Disengaged Diaspora: The Case of South African Health Professionals in Canada.
4:30-5:30 p.m. SSC 5220. Contact Linda Dodson at bdodson@uwo.ca.

**DEPARTMENT OF HISTORY – THE JOANNE GOODMAN LECTURES**
Ian K. Steele, professor emeritus, Western. ‘Setting all the Captives Free’: Captivity, Adaptation and Remembrance in Mid-18th Century North America. Afterwards and Afterwards: 4:30-6 p.m. The McKellar Room, UCC.

**WOMEN’S BASKETBALL**
Laurel at Western.
7 p.m.

**PHYSICS AND ASTRONOMY – ELIZABETH LAIRD MEMORIAL LECTURE**
4:30 p.m. Conron Hall, UC 224.

### FRIDAY

**WOMEN’S RUGBY**
Waterlo at Western.
2 p.m.

**ROTMAN SPEAKER SERIES**
George Resch, Northwestern University. The Paranoid Style in American History of Science.
3:30 – 5 p.m. The Chu International Centre, WSS, 2130.

**DEPARTMENT OF ANATOMY AND CELL BIOLOGY**
Christian Naus, Department of Cellular & Physiological Sciences, Director of Life Sciences Institute, and Canada Research Chair in Gap Junctions and Disease, the University of British Columbia. Connexins and Pannexins in Neuroprotection: Two Sides to the Story.
12:30 p.m. MSB 282.

**MEN’S RUGBY**
Brock at Western.
4 p.m.

**MEN’S BASEBALL / WOMEN’S SOFTBALL**
McMaster at Western.
1 and 3:30 p.m.

**WOMEN’S SOCCER**
Windsor at Western.
6:30 p.m.

**DEPARTMENT OF MODERN LANGUAGES AND LITERATURES**
Spanish Film Series. Flores de otro mundo.
7 p.m. UC 84.

**DON WRIGHT FACULTY OF MUSIC**
André Laplante recital. Tickets available at The Grand Theatre, 519-672-8800, online at tickets.grandtheatre.com. $25/$15.
7:30 p.m. Paul Davenport Theatre.

**MEN’S SOCCER**
Windsor at Western.
8:45 p.m.

### SATURDAY

**PARSONS & POOLE INAUGURAL MASTERCLASS SERIES WITH ANDRE LAPLANTE**
Don Wright Faculty of Music.
11 a.m. Paul Davenport Theatre.

**WOMEN’S HOCKEY**
Laurel at Western.
7 p.m.

**WOMEN’S SOCCER**
UOIT at Western.
3:15 p.m.

### SUNDAY

**WOMEN’S HOCKEY**
Waterlo at Western.
4 p.m.

### MONDAY

**THANKSGIVING MONDAY**
University offices closed for the holiday.

**THE CHINESE PROGRAM AT HURON**
Anyone wishing to speak Chinese and meet people who study Chinese is welcome.
12:30 - 1:30 p.m. International Lounge, Huron. Email hwe1@huron.uwo.ca.

### TUESDAY

**SENIOR ALUMNI PROGRAM LECTURE SERIES**
L. Elizabeth Baker, owner, director, Thames Centre Service Dogs. Sit. Stand. Serve – The training, certification and service provided by dogs to those who are disabled.
9:30 a.m. McKellar Room, UCC.

**OUTDOOR FARMERS’ MARKET ON CAMPUS**
Every Tuesday for the fall season.
11 a.m. – 2 p.m. Oxford & Elgin (by the McIntosh Gallery, across from Social Science). Free admission.

**DEPARTMENT OF PHYSICS AND ASTRONOMY AND THE CENTRE FOR PLANETARY SCIENCE AND EXPLORATION**
Joint Seminar
Henry (Jay) Melosh, Department of Earth and Atmospheric Sciences, Purdue University. Tiny Worlds of Ice and Grit: Results from NASA’s Most Recent Comet Missions.
1:30 p.m. Physics and Astronomy, room 100.

### LESSONS IN DISASTER: ICLR DISTINGUISHED LECTURE SERIES**
1:30 p.m.-2:30 p.m. Spencer Engineering Building, room 1200.

**LEARNING SKILLS PRESENTATION**
Writing multiple-choice tests.
5:30-6:30 p.m. Spencer Engineering, room 1200. Register at sdc.uwo.ca/learning.

**ITALIAN FILM SERIES**
Department of Modern Languages and Literatures presents Mamma Roma.
7:30 p.m. UC 84.

### WEDNESDAY

**CANADIAN BLOOD DONOR CLINIC**
10 a.m. - 3 p.m. Faculty of Medicine. New donors and walk-ins welcome. Visit blood.ca.

**LEARNING SKILLS PRESENTATION**
Time Management for Graduate Students.
11:30-12:30 p.m. Western Student Services, room 3134. Register at sdc.uwo.ca/learning.

**TOASTMASTER’S CAMPUS COMMUNICATORS**
Build your confidence in public speaking.
12:1 p.m. UCC, room 1478. Visit 9119.toastmastersclubs.org/. Contact Donna Moore, dmoore@uwo.ca or 85159.

**SCHULICH DENTISTRY ANNUAL RESEARCH DAY**
A presentation of student posters. (D5B, lower floor 1; 2-15 p.m.) followed by the 11th John T. Hamilton Lecture, delivered by Jame A. Cury, Piracicaba Dental School, University of Campinas, Brazil. Balancing Sugar & Cane / Fluoro & Fluorosis.
2:30 p.m. Auditorium A., UH.

**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.
4:30 p.m. UC 205. Email tertulia@uwo.ca.

**GERMAN FILM SERIES**
Department of Modern Languages and Literatures presents German Film Series. Die fetten Jahre sind vorbei (The Edukators).
6:30 p.m. UC 207.

**A.P. MAHONEY LIBRARY LECTURE**
St. Peter’s Seminary presents A.P. Mahoney Library Lecture. Rev. Stevan Wulseck, From Darkness Info Transforming Light.
7:30 p.m. St. Peter’s Seminary Auditorium. Visit stpetersseminary.ca.
Professors redefining fitness, feminism and 50

Philosophy professors Tracy Isaacs and Samantha Brennan have resolved to be the fittest they’ve ever been by age 50. Follow their journey and their reflections on fitness and feminism on their blog, Fit, Feminist and (almost) Fifty at fitsafeministissue.wordpress.com.

BY ADELA TALBOT

IT’S NOT JUST the numbers – that number on the scale, number of calories you eat or the size of your jeans. It can’t be your shape, your image or even a label you ascribe to your body – or any body, for that matter.

So, then, what is fitness? What does it mean to be ‘fit’?

Questions like these are fueling the musings of Western Philosophy professors Samantha Brennan and Tracy Isaacs, who, by way of a new blog, Fit, Feminist, and (almost) Fifty, are grappling with not only the idea of fitness, but its relation to gender and age as well.

For the two feminist philosophers, fitness is, without a doubt, a feminist issue. “I think fitness often has negative connotations and does women a disservice, the negative connotation being that fitness is all about being thin and beautiful,” Brennan said. “That shouldn’t be your goal. We both have a sense of ongoing dialogue about this for as long as we’ve known each other — about body image, fitness, weight loss, weight-lifting, feminism. And our birthdays are very close, so we decided we would start around Samantha’s birthday and finish the blog on my birthday, in 2014, with a really big party,” she laughed.

The blog came out of a goal Isaacs shared with Brennan — to be the fittest they’ve ever been by the time they are 50.

“We’ve been having an ongoing dialogue about this for so long as we’ve known each other — about body image, fitness, weight loss, weight-lifting, feminism. And our birthdays are very close, so we decided we would start around Samantha’s birthday and finish the blog on my birthday, in 2014, with a really big party,” she laughed. Take a moment to peruse the blog, and you’ll find interesting and insightful discussions, among them how tracking calories is for women, a self-imposed discipline over the body or how assigning labels such as ‘fat’ or ‘big’ to women’s bodies isn’t the same as ascribing them to men’s bodies. Going back to that question of defining fitness, Brennan and Isaacs would be quick to note that they’re not aiming for a specific number on a scale or a particular pant size. For the most part, their goals involve taking on new sports and improving their efforts and results in a variety of physical activities.

“We both have some things we’ve done before, and some things we haven’t. So things, we want to do again and do better,” said Brennan, who wants to beat her previous begin-ner distance triathlon time. “We both have a sense of ongoing goals that we’re meeting and revising,” Isaacs added.

While Brennan is primarily a cyclist, she also practices aikido, trains in crossfit and weights, runs, enjoys yoga, swims and cross-country skis. And Isaacs has an equally impressive fitness schedule, consisting of running, biking, yoga, weight-training, tai chi, swimming and kayaking.

“The big/fat/fith discussion, I think it’s a stumbling block for most people. A lot of people start out exercising and then don’t lose weight and then quit. And I think that’s so awful,” Brennan said.

“That shouldn’t be your goal. We set (weight loss) as a goal and then think if we haven’t met it, we’re failing. But all of the health benefits aren’t weight related.”

Brennan and Isaacs add these discussions surrounding fitness, gender and age, won’t end with a blog post. “For both of us, we’re thinking about it more philosophically and how it will affect our work. We’re planning a panel proposal for a conference on some of these issues,” Brennan said.

“the idea of fitness just gets exaggerated when you’re older because older people also aren’t thought of as the ‘fit crowd.’ If you look at the media surrounding fitness, it’s always about young people. It’s always youthful bodies. There’s also a kind of ageism in the whole fitness industry,” Isaacs added.

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Commentary

Reflecting on the Ugandan refugee movement

Editor's note: In 1972, Michael Molloy was a junior immigration officer at the Embassy in Beirut which was responsible for immigration from East Africa. He visited Uganda in early 1972 to evaluate the deteriorating situation. When his boss was ordered to organize the Canadian resettlement effort, Mike went along to run the selection section.

On Aug 4, 1972, the President of Uganda, Idi Amin, ordered the expulsion of the country's Indian community. Claiming he had received an order from God, Amin gave Asians with British passports 90 days to leave. The Ugandan refugee program marked the first time Canada agreed to resettle significant numbers of non-European refugees. Canada had removed the racial barriers to immigration in 1966 and had ratified the UN Refugee Convention in 1969. In 1970, cabinet directed the UN Refugee definition be used in the selection of refugees and simultaneously adopted an “Oppressed Minority” policy permitting the resettlement of oppressed people who were not Convention Refugees because they had not fled their home country. The oppressed minority policy would be useful in Uganda.

A legacy of the British Empire, most of Uganda’s Asians carried a bewildering array of British travel documents that protected but no “right of abode” in the UK. By the 1970s, they numbered 60,000-80,000 and included Gujarati Hindus (50 per cent), Ismaili Muslims (30 per cent), Ismaili Muslims (30 per cent), Ismaili Muslims (30 per cent), Sikhs, Goans, Punjabi Hindus, Ithnasharis, Boras and a few Parsis.

When news of the expulsion reached Ottawa, Prime Minister Trudeau took charge and established a task force to coordinate the government’s response. The British Government appealed for Canadian assistance. Cabinet met on Aug 24 to set Canada’s policy. The government expected many expellees to qualify under the point system but understood this would not be sufficient.

Announcing an initial commitment to admit 3,000 persons and the dispatch of a team to Kampala, Trudeau stated, “This step will enable us to form a clearer impression of the numbers involved and of the extent to which exceptional measures may have to be taken to deal urgently with those who would not normally qualify for admission.”

Trudeau set the tone for Canada’s intervention by concluding, “For our part, we are prepared to offer an honourable place in Canadian life to those Ugandan Asians who came to Canada under this program. Asian immigrants have already added to the cultural richness and variety of our country and I am sure that those from Uganda will, by their abilities and industry, make an equally important contribution to Canadian society.”

Canada had no facilities in Kampala, but within six days of arrival, the Canadians established a fully equipped office and a team of immigration officers, visa specialists and government doctors was in place.

On opening day, Sept. 6 1972, with 60 days to go, the lineup in front of the Canadian office stretched 10 blocks. Before the day was out, 2,588 applications for families numbering 7,764 people had been handed out. A week later, a fully equipped team of Canadian Forces medical technicians arrived. In mid-September, the cabinet removed the 3,000 limit and instructed Immigration Minister Bryce Mackasey to report if the number exceeded 6,000. The first charter flight departed Uganda for a special reception centre at CFB Longue Pointe, QC, on Sept. 27.

In September, followers of deposed President Milton Obote launched an unsuccessful invasion; security in Uganda deteriorated; people were desperate to leave. In addition, the Uganda government ordered Asians with Ukrainian citizenship to report to verify their citizenship. Thousands were deprived of their citizenship on the spot. The Canadian team focused on these people.

As Amin’s Nov. 8 deadline approached the pace of departures for Canada accelerated with 10 charters in the final week alone.

In all, 6,175 visas were handed to 2,116 families. Thirty-one chartered flights carried 4,420 people to Canada. Another 1,725 travelled on commercial flights.

The Ugandan expulsion, followed by the 1973 Chilean refugee crisis, convinced Canadian policy makers that refugee problems would be an ongoing challenge. Canada needed a flexible law-based system - not a patchwork of ad hoc measures.

From the provision for flexible definitions and selection criteria to the design of the refugee sponsorship program, the Uganda experience influenced the refugee resettlement system that emerged from the 1976 Immigration Act. The operational techniques pioneered in Kampala would be applied during the Indo-China program of 1979-80 on a massive scale.

As for the refugees who arrived in Canada in 1972-3, they proved to be self-reliant, adaptable and highly motivated, quickly establishing their own religious and cultural institutions while vigorously engaging with their new Canadian neighbours. This community includes a senator, diplomats, lawyers, educators, academics, medical and scientific professionals and many of Canada’s most successful community and business leaders.

Trudeau’s prediction that the Ugandan Asians would make an important contribution to Canadian society proved remarkably accurate.

The Way We Were: 1993

When his boss was ordered to organize the Canadian resettlement effort, Mike went along to run the selection section.

The student did a great job, McWatt said. Her presence added a much-needed dimension to the academic experience.

The student immediately reported to the desk staff in Essex, campus police were contacted. Special Constable Rick McWatt was dispatched to Essex, and London police were notified. Two blocks south, a London officer on Western Road spotted the alleged thieves as soon as the dispatch was sent to their cruisers. McWatt and the London officer arrested the pair, recovering the bike and seizing the bolt cutters.

The student did a great job, McWatt said. Her presence added a much-needed dimension to the academic experience.

We’d like to congratulate this young woman on the great job she did, taking time out on her birthday to help apprehend thieves, and help maintain a safe campus.

ELGIN AUSTEN
DIRECTOR, CAMPUS COMMUNITY POLICE SERVICE

Letter to the Editor

// Campus police applaud quick-thinking student

Last week, an alert Western student, on her 18th birthday no less, became suspicious when she saw two men loitering near the bike racks at Essex Hall. Because of a recent escalation in bike thefts, campus police had posted an alert on its website as well as Western’s home page. Although the student hadn’t seen these postings, she was watching the two men cut a chain lock with bolt cutters, which were then hurriedly placed in a backpack when they noticed the woman watching.

The suspects took off south on Western Road – one speed-walking, the other riding the stolen bike.

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ELGIN AUSTEN
DIRECTOR, CAMPUS COMMUNITY POLICE SERVICE

Western News // October 4, 2012
Learning the lessons that leadership is always ‘live’

A CANADIAN BUSINESS leader from the financial industry, who has never been shy to share his opinion, recently told me, “What I’ve learned as a leader is that life is a blackboard that you cannot erase. Everything counts: there’s no such thing as a time-out. There’s no such a thing as ‘it doesn’t count.’”

Business leaders, like politicians, must understand the environment they work in, and realize their words and actions have profound impact on their audiences.

Recently, Republican presidential candidate Mitt Romney learned this lesson the hard way. But is ‘the hard way’ the only way men and women at the head of corporations or political parties learn to become better leaders? Are mistakes our only teacher?

Constant scrutiny is nothing new for politicians as they run for public office. Whether it’s under the bright lights of a nationally televised convention with millions watching, or a more intimate setting with their closest supporters, they should understand every syllable will be dissected and parsed for meaning. In the age of around-the-clock media coverage, and the advent of discreet recording devices, leaders must assume they are ‘live’ at all times.

The difference between our private and public lives becomes smaller and smaller each year.

While politicians hope to deliver a well-crafted message every time they utter a word, increasingly every word could be perceived as a misstep as opponents are constantly ready to pounce at any opportunity. Romney’s campaign shifted into damage control when the video of his remarks at a ‘private’ donor function came to light. However, it would be unfair to pick on Romney exclusively. The Obama campaign has seen its share of missteps too, dating back to 2008. Every politician has had moments they would like to have back.

The same applies to business leaders too.

Remember the out-of-touch comment made by the former CEO of BP, Tony Hayward, who said, “I’d like my life back” after the oil spill in the Gulf of Mexico?

Important to me, and my work as a professor of leadership, is figuring out what lessons can be teased out of events like these for the business leaders of today and tomorrow.

After a series of in-person interviews with high-profile leaders from private industry, the military and not-for-profit sectors, it is clear good leaders are moulded through a lifetime dedicated to constant learning about their careers, their relationships and thinking about the kind of leader they want to become.

Through these interviews, I have determined three key lessons for leaders that are equally applicable on the campaign trail or in the boardroom.

First, words are like toothpaste: Once they’re out of your mouth, it’s hard to put them back in. Hence the expression ‘selling yourself – a skill set and a reputation.’ As an individual in business, you’re the standard for a leader.

Second, another leader suggested that as an individual in business, you’re selling yourself – a skill set and a reputation. Anybody can cross the line and somehow be a leader who wants to become. However, to be successful as a leader, you must be able to reflect on the lessons you have learned over time. Whether it’s realizing you can’t simply clean the slate and take back your actions, or understanding how your reputation is built, the importance of trust and your role as steward, all leaders must realize these are integral and essential elements which frame the character of a good leader.

Whether running for office, or running a business, leadership character is always on trial. Time that leaders, or those who aspire to lead, understand this critical insight.

Conference opens door for dialogue, solutions

IT’S AN IMPORTANT first step – one of which I am quite proud to be a part.

Western’s Aboriginal Policy Research Consortium (International) has teamed up with Academica to organize a national Aboriginal Education Summit. As I said, this as an important step in a long road to improving the educational attainment of First Nation, Métis and Inuit (FNMI) peoples of Canada.

The three-day summit, Oct. 4-5 in Niagara-on-the-Lake, the summit brings together universities, colleges, school boards, think tanks and researchers. The working conference will host only 215 people to ensure the dialogue is concrete and produces results.

The conference is a hands-on working conference. The participants are coming because they have experience and expertise to share. We are a small number – less than 255 submissions. It was difficult to choose whose ideas to put in front of the delegates. The quality of proposals was excellent. In the end, we balanced regions of the country, levels in the education system (high school, college, university and employment) and Indigenous and non-Indigenous speakers.

Some of the key issues the conference will focus on include: parent and community engagement; postsecondary bridging; education-to-employment transitions; First Nation, Métis and Inuit curriculum; and mentorship and role models.

We are very excited leaders from the Aboriginal organizations have supported this conference and will attend: Shawn A-in-chute Atlac, National Chief to the Assembly of First Nations, will deliver closing remarks and share his vision for supporting and enabling the success of every First Nation on the basis of their rights and responsibilities. Mary Simon, former National President of the Inuit Tapiriit Kanatami - Canada’s National Inuit Organization, will also present.

Western’s Aboriginal Policy Research Consortium and Academica has two participant organizations – the Martin Aboriginal Education Initiative and Museum of the American Indian-Smithsonian, both of which will bring their understanding and knowledge.

This is a proud moment for Western and shows how the university, through its partnerships and research initiatives and its programs and services, is seeking to make real improvements for FNMI learners in Canada.
The *Rwanda: Culture, Society and Reconstruction* course in the Department of French Studies, taught by professor Henri Boyi, involves a five-week international service-learning experience in Rwanda. This course started four years ago. *Western News* asked three students from that class – Anne-Marie Dolinar, Kylie Erika Spadafora and Martha Elliott – to reflect on that trip. Here’s what they had to say, in part:

**INTERNATIONAL COMMUNITY SERVICE learning is a great window into the worldwide community, allowing students to become more globally aware and culturally competent.**

Discovering Rwanda was especially valuable in these respects, with the added luxury of lush rolling hills, vibrantly coloured storefronts and the most welcoming people surrounding us. Rwanda: Society, Culture, and Reconstruction went above and beyond what could ever be gained from a regular lecture as it applied everything learnt in the classroom to a truly life-changing experience.

My placement was at Gisimba Memorial Centre in Kigali, where I helped teach English to one of the nursery school classes in the mornings, and spent time with the youth at the adjoining orphanage in the afternoons.

The teachers at the nursery school were such wonderful, hard-working women. They took us into their classrooms with open arms and seemed to have a never-ending supply of energy to devote to their students. I helped teach my class of 3-year-olds how to count to 10, sing the ABC’s and other nursery rhymes, identify animals and fruit and color ‘inside the lines.’

There was never a dull moment at recess, with 140 children under 6 running, dancing and playing with and on everything, including their Canadian teachers.

During my afternoons at the Gisimba orphanage, I had the opportunity to exchange stories with many youth. The younger children told me about their favourite colours, foods, activities, subjects at school and what they wanted to be when they grew up. Even when a language barrier existed, communication never ceased and our fun was never compromised.

The older youth would talk about their past experiences, and experiences they wished to have in the future – like go to university or have their own home – and also asked many questions about our lives in Canada.

Some youth were comfortable speaking about their life as it related to the genocide, but I wondered whether they were only sharing this because it is what they expected we wanted to hear. For this reason, I appreciated that in many of these discussions, the youth were able to talk about their own life experiences and the memories that were still with them.

I believe because of the manner in which our course, trip and placements were organized, we were set up to have a great experience, one that truly made an impact on me. Because of this impact, I feel a connection to Rwanda. This connection drives me to keep in contact with the friends I made, will me to return one day, and motivates me to share my story with others to inspire them and ignite new ideas and perspectives. I thank Western and the faculty involved in this program for promoting internationalization through such an amazing learning opportunity.

**MY PERSONAL EXPERIENCES**

In Kigali, Rwanda is largely centered on my placement at Centre Marembo, a centre for street youth. This site provides a six-month mechanics course for individuals who cannot afford education and also raises money by making and selling beautiful beaded jewelry constructed out of magazine paper.

The amount of creativity is phenomenal in Rwanda. Creativity was also seen in the form of entertainment among the youth. Every Friday the Centre Marembo team spent a day at the Umugongo House, which housed 20 male street youth.

With very minimal material toys or activities, the children always managed to be entertained with games that required no materials. The bonding and sense of family that resulted from these interactive games and activities was evident amongst the boys, whose age ranged between approximately 5 to 20 years old. For example, a boy would fall and scrape his knee and the rest of the young boys would swarm him to brush off the dirt and hug him.

One aspect of service learning I found to be extremely beneficial was reflection. As there are many differences between cultures, it was not uncommon for us to experience many conflicting emotions, especially during the start of the experience when we are initially submerged in a completely new culture. Reflection allowed us to process current emotions, discuss recent experiences, gain other perspectives on issues, relate to each other and take comfort in the fact that you are not alone. Reflections took place twice a week and were led by different students each time.

I really enjoyed the reflections we had and I enjoyed that I got to learn about the experiences of the students who were placed at Gisimba Memorial Centre. Both sites were very different and the experiences were as well. I feel like I got to experience more about Rwanda by learning about different aspects of the culture through other peoples experiences. I also feel like I would not have enjoyed the trip as much if I did not get to share my feelings and get feedback from the group.

All in all, this experience was the most amazing experience that has ever happened to me. With the knowledge and experiences I have gained over my five-week service-learning experience, I have enhanced an abundance of valuable personal skills such as civic responsibility, cultural behavioral attitudes and intercultural competence.

**ALTHOUGH IT HAS become increasingly clear to me how difficult and uncomfortable it can be to identify the work of dominant Western ideologies/narratives of privilege in one’s own expectations/narratives of behaviour, I believe the service-learning model of my trip to Rwanda provided me with the language and framework within which to question and critique my actions. This proved to be a truly transformative and perspective-changing exercise. I do not believe it would be possible, or at least not likely to happen, outside of the cultural immersion experienced in Rwanda.**

This course pushed us to become more aware of transnational political, social, socio-economic and cultural issues. Historianizing Rwanda exposes the complexities of their culture, society and history, which in turn, enables the student to reject grand narratives (single stories) and instills in the student an openness and respect for every individual’s unique experience of themselves and their country.

The bi-weekly group reflection built into my service-learning trip to Rwanda stimulated almost constant self-reflection, which I found invaluable in developing my own cultural self-awareness, understanding and respect for Rwandan culture, and consideration for how my presence in Rwanda both affected me and those on the local level.

**CHECK IT OUT**

All students are invited to attend an information session on the *Rwanda: Culture, Society and Reconstruction* course at 5:30 p.m. Thursday, Oct. 11 in Western Student Services building, room 3130. The session will feature first-hand accounts from organizers and former students about this unique community service learning experience.

The Department of French Studies course, which started four years ago, involves a four-week international community service learning experience in Rwanda. Professor Henri Boyi is the lead instructor. For details, contact Bisol at hogb@uwo.ca, Mieke Panus at mp@uwo.ca or Stephanie Hayne Beatty at shayne@uwo.ca.
Student Over 18? U.S. citizen?

If you're both of these on Nov. 6th, go to www.VoteFromAbroad.org and request your ballot now. Takes 2 minutes.

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First-year Social Sciences student Sangeet Parashar enjoys the sunshine Saturday at Homecoming.

Former Western president Paul Davenport returned to campus Saturday, stopping by Health Sciences to say hello to professor emeritus Bob Barney.

While not alumni yet, this group of Western students couldn’t help snapping a quick photo at Homecoming before heading to the football game.

Marissa Nash, BA ’07, is purple and proud as she gets her face painted at Homecoming.

Western Mustangs running back Garret Sandise earns his first touchdown as he soars into the end zone for the Mustangs’ first touchdown of the day. Western would fall short against McMaster 33-27.

Purple, proud, and loud is the rule when it comes to the crowd at the Homecoming football game.

Western president Amit Chakma has a little fun with a photo opportunity in a mock dorm room, set up for returning alumni to snap photos and bring back memories from decades past.

While a ways off from being an alum, 18-month-old Anderson Faulkner was quick to get into the Western spirit during Homecoming.

Everything was decked in purple — even the cars.

Photos by Adel Ata and Paula Myne
Academics

Student follows an inspired path

BY ADELA TALBOT

Grace Nasri is intent on paving an independent path outside the physician footsteps of her parents – even if the end goal remains the same.

The fourth-year Scholar’s Electives student, enrolled in a joint Medical Sciences and Psychology degree, said she was encouraged seeing her parents, both general practitioners, dedicate their lives to helping others. The family, originally from Turkey, has travelled the world, her father still works in medical clinics in the Middle East.

“Seeing them in the physician field, they’ve inspired me to follow the same path. But I wanted to experiment for myself whether that was something I viewed myself in. I started volunteering in hospitals, in clinics, to get a broader experience, to open my eyes and see if this is something I want to do for the rest of my life,” said the 19-year-old.

Pursuing an interest from high school, Nasri kicked off her time at Western by working in a stem cell research lab at the Robarts Research Institute, as part of her Scholar’s Electives project. In addition to her volunteer work, she signed up with Western’s Alternative Spring Break, working in medical clinics in Nicaragua.

And that’s not all.

“In first-year, I took psychology and decided why not experience some lab work to get a broader picture of what psychology is about. So I decided to volunteer at the University of Toronto with a professor who had a cognitive project going on,” Nasri added.

Having paved her own path to success, Scholar’s Electives student Grace Nasri is following the physician footsteps of her parents, aiming for medical school upon graduation.

“I’m still working on that and it’s really opened my eyes to the clinical aspects of psychology. Instead of just studying it in a textbook, it gave me a broader picture of how statistical analyses are done, how to talk to patients with cognitive impairment and things like that.”

While going to medical school is a priority, pursuing a career in psychology is a close second. “It’s always good to have Plans B and C,” Nasri said.

Still now, in fourth-year, she’s sure medicine is the right path. “Volunteering at the clinics in Nicaragua and Iraq really opened my eyes to seeing myself in that field. I can’t imagine myself anywhere else. And now I’m interested in global health,” she said.

Through her volunteer experiences abroad, she has made connections with physicians and has seen unnecessary limitations in the kind of care they are able to provide.

She continued, “I’ve been able to get different insights and perspectives, and the (examples) from our health care, I think could benefit other nations I hope to travel in the future and to incorporate some of our (approaches) in nations that may not have the same sense of development.”

Nasri is grateful for the Scholar’s Electives program in all this because it has given her the space and freedom to pursue her interests and academic goals. What’s more, she’s grown personally and has met some great people along the way.

“The program really opens you up to public speaking, to talking to professors, to learning about what they do. It’s opened my eyes to other academically minded people. It’s been a great experience.”

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Walker ready to ‘spread her wings’ in new role

Insta Walker’s career has taken some turns over the past decade but, if you ask her, the trajectory has always been clear. Last month, she was named Western’s Alumni Relations executive director, making her the face of the university for thousands of alumni.

She accepted the position following a national search and candidate review that looked for input from a 10-member search committee comprised of representatives from the Alumni Association board, its branches and chapters as well as Western administration and staff.

“(Over the years) I’ve had so many opportunities to expand my leadership skill set and to meet hundreds of alumni through the course of my interactions. I can now really think about where I want to take Alumni Relations at Western. I’ve received tremendous support from the board, from our volunteers and my colleagues. It is a nice environment to be able to spread my wings,” she said.

Walker, who started at Western in 2001, is thrilled to take on her new role and responsibilities, the first of which include building her team under a new structure, developing position descriptions and filling vacancies in her department.

What really excites her, though, is the opportunity to hone her time and energy into working with and engaging not only former, but current members of the Western family.

“In Alumni Relations, we really feel we take the best student experience and take it further. We really try to create the best alumni experience,” Walker said. “(My job) is very rewarding at the end of the day, but it’s not just pastries and making sure the balloons are there. There’s more to it if we’re going to make the impact that we want to make. We work at a campus that centres on excellence and we need to ensure we’re in line with that.”

- Adela Talbot

NEWS AND NOTES

- Western student Pavinder Singh Athwal (pictured right) was awarded the Duke of Edinburgh’s Gold Award, one of the world’s most prestigious awards, in Ottawa by His Royal Highness Prince Edward. Pavinder was selected in 2010 for an Ontario leadership program and represented Canada at the UN for Global Leader conference in 2011.

- Pavinder, who speaks Punjabi, English, French and Dutch, won a scholarship for a study program in Germany. If being a martial arts brown belt is not enough, he is also due to get his degree in music from the Thames University, London, England. Pavinder also got advanced entry into the Richard Ivey School of Business.

- Oct. 27-28 marks the Third Annual Campout for Mental Health, a philanthropic event to raise awareness for mental health disorders and funds for the Canadian Mental Health Association (CMHA). The 24-hour campout in Victoria Park features live bands, a concert and a head-phone party that promises to continue through the night. The fundraising goal is set at $20,000.

- The event is being run by Western students, in honour of a Western student Austen Berlet, who committed suicide three years ago after a battle with mental illness. While at university, Berlet helped with the founding of a chapter of Phi Gamma Delta Fraternity; since he can no longer return the favour, organizers ‘pay it forward’ and help raise money and awareness for people in similar situations to Berlet.

- Western Law students Blake Jones, Lee Nicholson, Jennifer Simpson and Raluca Hlevca took part in an innovative project for the U.S. Department of Agriculture (USDA), commissioned by the Canada-United States Law Institute. The four explored ways to harmonize bankruptcy legislation in Canada and the United States in the field of agriculture.

- In partnership with the Ontario Electronic Stewardship, Western will host an e-waste drive 10 a.m.-2 p.m. Monday, Oct. 15-Sunday, Oct. 21 in the Arthur and Sonia Labatt Health Sciences Building parking lot. By bringing your old electronics to Western’s e-waste drive, coinciding with National Waste Reduction Week, you will be disposing of them in a safe, environmentally friendly way.

- Accepted items include TVs, computers, printers, cell phones, audio/video devices and many others. For the complete list of the electronic materials that will be accepted at this event, visit recyleyourelectronics.ca.

- On September, the D. B. Weldon Library posted a map on its bulletin board and invited library users to mark their hometown with a pin (pictured above). In the end, 268 people put a pin in the map on 67 countries. Top countries included: Canada, 54; China, 36; United States, 24; South Korea, 12; Saudi Arabia, 10; Iran, nine; India and England, seven each; Hong Kong and Germany, six each; Russia, Serbia, Columbia, Italy and Poland, four each; Pakistan, Egypt, France, Mexico and Venezuela, three each. Many of the countries had at least two pins, and 40 had one.

- Dr. John Denstedt was appointed Special Advisor to the Dean of the Schulich School of Medicine & Dentistry on Globalization, Internationalization and Simulation. In this role, Denstedt joins the senior leadership team of Schulich, providing leadership for the implementation of the Schulich School of Medicine & Dentistry White Paper on Globalization and Internationalization, with a specific focus on developing, enhancing and maintaining internationalization initiatives.

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NEWS AND NOTES

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As an eligible employee at Western, you are provided with an educational assistance plan to pursue professional development.

What courses are eligible Western employees taking with their educational assistance?

Communications

Linda Brock is completing the Professional Certificate in Communications and Public Relations using Educational Assistance.

October 4, 2012

Athletics

Olympic athlete links track to the classroom

BY ELAN PAULSON

OLYMPIAN HILARY STELLINGWERFF has two passions: teaching and running. She has discovered training for one can lead to success in the other.

Stellingwerff trained hard and long to compete in the 2012 Olympics this summer. In the 1500-metre semi-finals, she found herself boxed in on the inside rail, a tactical disadvantage that left her in sixth place. She finished at 4:05.57, only portions of a second off her best time of 4:05.08, set earlier this season. She needed fifth place to compete in the finals.

“I missed by a tenth of a second, which was a tough pill to swallow,” said Stellingwerff, who missed the 2008 Beijing Olympics by a half a second. “Especially when I knew if I made the final anything could happen and I would be racing for a medal.”

Since graduating with a bachelor’s of education from Western in 2011, she has also competed for a position as an elementary school teacher in Victoria, BC. And, it turns out, Olympic training and teacher training both require developing patience, optimism and a willingness to take calculated risks.

“Progress or success isn’t always immediate,” she said about track competitions and job hunting in education. “So you have to be patient, set short-term and long-term goals and do assessments along the way to make sure that you’re moving in the right direction.”

While in Switzerland, she was a full-time athlete who also volunteered at the International School of Lausanne as a cross-country and track coach. She then assisted their main English as a Second Language teacher, and after that, decided to get a bachelor’s in education because she knew “teaching was what I wanted to do.”

Stellingwerff firmly believes her experiences as an athlete have helped her to be successful as a teacher, especially when she fails.

“Being an athlete you inevitably have to learn to deal with failure because you don’t always win, but I feel I’ve learned more from my failures than my successes.”

Along the way, Stellingwerff inadvertently found running coaches in her instructors at Western’s Faculty of Education. “Although I have had many inspiring instructors,” she said, “no one has been more instrumental in my success than Alan Edmunds. His support was critical to my success in qualifying for the Olympic Games, as well as being able to handle competing at that level.”

Her work with Edmunds has resulted in her best track season ever. “I really can’t thank him enough for working with me,” she said, “and I would have never had this opportunity without first having him as an instructor.”

Thanks to her ‘training’ in the Faculty of Education, Stellingwerff is confident in her plans to compete at next summer’s World Championships in Moscow and at the 2015 Pan Am Games in Toronto. She is equally confident about pursuing her career goals as a school teacher.

“I’ve started some supply work at a private school, which is great.”

Her two life-long goals, it seems, remain intertwined.

“Teacher’s college was extremely rewarding for me because it really helped me confirm that teaching is my passion. It also helped give me a balance and greater purpose beyond the selfishness of being an individual sport athlete.”

Track training has also provided Stellingwerff with a chance to inspire the children she meets on her travels.

During a month’s training in Ethiopia, for instance, she remembers how “the kids were amazing. They would try to run with us for as long as possible, often in bare feet and for up to 10 kilometres. “You can see why Ethiopia has such great runners!”

Stellingwerff’s next training camp takes place in January in Kenya, where she will continue to integrate her roles as athlete and teacher. “I am going to try to hook up with a school while I’m there and hopefully share some of my competitive running experiences with the teachers and the students.”
Student values ‘opportunity,’ hopes to pass it on

BY PAUL MAYNE

IT WAS A chilly and windy October night back in 2005 that drew Ticha Gwaradzimba to pull off the 401 into London. After more than a dozen years in the United States, the Zimbabwe native’s refugee status was rejected. Her plans were to settle in Toronto and make Canada her new home.

“I figured I was going to go to Toronto – more people, more opportunity,” Gwaradzimba said. “The women at the border (in Detroit) gave me names of shelters and I figured that would be the better place to get information than at a hotel. With it being late and the weather rainy, I called up the London shelter and there was space.”

Gwaradzimba figured she’d sleep the night and the next day move on to Toronto. In the morning, needing to fax a document to the immigration office, she went looking for the nearest post office.

“And I looked around and said, ‘This isn’t a bad little city; it looks okay,’” she said. “I didn’t know anyone in Toronto, either. So I decided ‘Why don’t I just stay here and see if it works out?’

“And there is Western, I can eventually go to school there. Maybe.”

Her aim of continuing her schooling would eventually become reality. But the immediate expectation of feeling at home was a bit more troubling.

Gwaradzimba found it difficult to land a job. And this for someone who possesses a bachelor’s degree in Politics and Administrative Studies and a master’s degree in International Relations from the University of Zimbabwe.

“I applied for numerous jobs, but was getting no response,” she said. “I had worked at a library in Atlanta, so when I came here, I thought it was a good niche for me. I did look for jobs at the library here in London and at Western, but there was nothing. London, to me, seemed to be about networking when it comes to jobs.”

So, Gwaradzimba began volunteering at Cross Cultural Learning Centre, which helps newcomers settle and integrate into the community. There, the ‘networking’ revelation came to light as she was introduced to someone from the London Public Library, where a short time later, Gwaradzimba would be working full-time as an employment resource facilitator.

With employment now settled, Gwaradzimba turned her thoughts to school. As an international student, the tuition costs gave her pause. She had money for a semester or so, but chose to continue working and save her money. School would have to wait.

But networking once again opened the door for Gwaradzimba. She was told of United Way London & Middlesex’s Women Empowering Women Scholarship, created specifically for immigrant women to remove barriers they face when returning to school.

“I saw the United Way had a scholarship for immigrant women, but I figured they wouldn’t give it to me since I’ve already been to school. But I thought ‘why not?’ and went ahead and applied,” Gwaradzimba said. “When they called and said I had won, I was feeling guilty at first. Perhaps there’s someone else who could use this, someone who needed a leg up more than I do.

“But then I thought, ‘I could do a lot with this.’”

This past summer, Gwaradzimba began her Master’s of Library and Information Science at Western.

“For me, being a librarian is all about literacy; it’s about making information available to people. You don’t have to be in class to learn, you just need the opportunity.”

With her father being a teacher back home in Zimbabwe, Gwaradzimba admitted she was lucky growing up with his encouragement to continue her education, especially when most young Zimbabwe girls did not. She was one of only two girls in her Grade 5 class to continue on with their schooling.

“For me, having this certification, I will know more about the profession and, who knows, I may even go back to my country. The more you know, the more you can share,” she said. “The more I know how to run a library, how to get resources, I can help others who were not as lucky as me.”

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Thanks to a Women Empowering Women Scholarship through United Way of London & Middlesex, Zimbabwe native Ticha Gwaradzimba is back at school, working on her Master’s of Library and Information Science at Western.

“The more I know how to run a library, how to get resources, I can help others who were not as lucky as me.”

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The 19th Annual Murray Barr Lecture
The Department of Anatomy & Cell Biology Presents

Dr. Jeffrey Conn
Lee E. Limbird Professor Pharmacology
Director, Vanderbilt Center for Neuroscience Drug Discovery
Vanderbilt University Medical Center

“Allosteric modulators of GPCRs as a novel approach to treatment of CNS disorders”

Thursday, October 25, 2012 at 9:30 a.m.
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Presented by:
Jaime A. Cury, DDS, MSc, PhD
Professor, Biochemistry & Cariology
Piracicaba Dental School
University of Campinas, Brazil

Wednesday, October 10, 2012
1:00 p.m. STUDENT POSTER PRESENTATIONS
Dental Research Laboratories
DSB - Lower Ground Floor

2:30 p.m. JOHN T. HAMILTON LECTURE
Auditorium A, 3rd Floor
LHSC - University Campus

from 9 a.m. - 4 p.m. Wednesday from 10 a.m.-5 p.m.

STUDENT CENTRAL HELPLINE HOURS
Monday-Friday from 9 a.m.-4 p.m. 519-661-2100.

ALTERNATIVE SPRING BREAK
Are you interested in engaging in community service work – locally, or across the globe? The Student Success Centre and Western Residence Life are pleased to offer staff and faculty at Western the opportunity to be involved in Alternative Spring Break 2013. Information about the program and applications can be found at ads.uwo.ca.

SDC PSYCHOLOGICAL SERVICES
Got stress? Check out a variety of free multi-week psychological skill-development groups and psycho-educational lectures on such topics as: managing anxiety and stress, regulating emotions, and dealing with thesis stress. Space is limited. Registration required. Check out sdc.uwo.ca/psyprog for more information.

UNDERGRADUATE COURSE REGISTRATION DATES
Oct. 8: Thanksgiving Holiday.
Oct. 15: Deadline to apply for relief against a final grade in a Spring/Summer Distance Studies course. Last day to receive admission applications: Medicine for 2013.
Oct. 22: First day of first-term second quarter (‘R’) courses (Kin).
Oct. 25-26: Autumn Convocation.
Oct. 26: Last day to add a first-term second quarter (‘R’) course (Kin).

For more information, please visit us on the web at studnetservices.uwo.ca.

// ACADEME

PHD LECTURES
Poewei Sun, Electrical and Computer Engineering, Dynamic Model Construction and Control System Design for Canadian Supercritical Water-cooled Reactors, Oct 4, TEB 234, 1:30 p.m.

// CAREERS

FULL-TIME ACADEMIC APPOINTMENTS

Faculty of Arts and Humanities - The Program in Writing, Rhetoric, & Professional Communication invites applications for a tenure-track position at the rank of Assistant Professor in Professional and Technical Communication, to begin July 1, 2013. PhD in Writing Studies or related discipline required. Applications must be received by Dec. 15.

Faculty of Arts and Humanities - The Program in Writing, Rhetoric, & Professional Communication invites applications for a tenure-track position at the rank of Assistant Professor in Digital and Emerging Media Communication, to begin July 1, 2013. PhD in Writing Studies or related discipline required. Applications must be received by Jan. 10.

Faculty of Law - Academic Appointments is continuing to recruit new members for its Faculty as has been the case in recent years. The Faculty expects to continue to make additional appointment in the years to come. The goal of Western Law in its appointment process is to demonstrate its commitment to excellence in teaching and research, and to promote a law program that is both rigorous and challenging. The Faculty invites applications for tenure-track appointments, to commence on July 1, 2013.

Schulich School of Medicine & Dentistry - Department of Pathology is seeking an Anatomical Pathologist for full-time appointment. Applicants should be certified, or eligible for certification, in Anatomical or General Pathology by the Royal College of Physicians and Surgeons of Canada, or equivalent. Candidates must have an MD or equivalent degree, and must be eligible for licensure by the College of Physicians and Surgeons of Ontario. Academic rank will be determined by experience and qualifications at the time of appointment. Applications will be accepted until the position is filled.

Schulich School of Medicine & Dentistry and the Faculty of Social Science – Tier 2 Canada Research Chair in Primate Neuroscience seeks applicants for a Tier 2 Canada Research Chair in Primate Neuroscience. In accordance with the regulations set for Tier 2 Canada Research Chairs (chair.canada.gc.ca), the candidate will be an excellent emerging researcher who has demonstrated research creativity and innovation, and the potential to achieve international recognition in the field of Primate Neuroscience within the next five to ten years. Applications will be accepted until the position is filled. Review of applicants will begin after Jan. 1, 2013.

All positions are subject to budgetary approval. Applicants should have fluent written and oral communication skills in English. All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Western University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal peoples and persons with disabilities.

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Psychology/Wellness Centre
Western University

13-COURSE STEAK DINNER
5 p.m. - 9 p.m. STEAK DINNER

APPETIZERS: choice of one
The Cafe Caesar
Finely cut Romaine, double-smoked Bacon, Croutons, & a Parmesan Wafer
Butternut Squash & Pear Soup
Gammoned with Cream Fraiche & crispy Ginger, served with Grissini Bread sticks

ENTRES: choice of one
Grilled AAA Beef Striploin
served with smoked Barely Risotto, roasted seasonal Vegetables & Honey Stung Ale carmelized Onion Jus
Pan-roasted Chicken Supreme
Chicken Supreme with a fricassee of young Spinach, Corn & double-smoked Bacon, drizzled with a Dijon Cream Sauce

DESSERT: choice of one
Crème Brûlée
Honey, White Chocolate & seasonal Berry Doughnuts
Trios of housemade Doughnuts, with Maple Anglaise

BEVERAGE
Honey Stung Apple Cider
Homemade, Honey Stung, Cinnamon-spiced Apple Cider (non-alcoholic) for $25 per person and $20 per group of 10 people or less

This menu is available to groups of 10 guests or less
Kicking-off recruitment season

This past weekend, Western unveiled its newly branded booth at the Ontario Universities Fair (OUF) held at the Metro Toronto Convention Centre. More than 118,000 students, parents and friends visited the fair. The OUF marks the start of the recruitment cycle.

**Mandate // Continued from Page 1**

existing Faculty Associates Program in the Teaching Support Centre from five associates to a minimum of one per faculty, which will double the time commitment of the associates. This new initiative will see faculty associates re-designated as teaching fellows.

Deakin said the program will cost $600,000 annually and require a $15 million endowment. She said it will respond to the teaching and learning needs of individual instructors, assisting them with innovation in curriculum development, the latest in technology, assisted learning and accessing courses locally and online.

Deakin said Western will also be expanding experiential learning opportunities with a goal to have 10 per cent of students gain international experience through study abroad, experiential learning and exchange programs. Western also wants to create more opportunities for students to participate in co-ops and internships, as well as community service learning programs.

Beginning next year, the university will introduce Western’s Co-Curricular Record, providing formal recognition of these experiential learning opportunities.

“Whether locally or abroad, these experiential learning opportunities will help develop the leadership skills of our students, positioning them to thrive in a global economy,” Deakin said.

Western also plans an expansion of graduate programs. Currently has more than 20 professional graduate programs; several new professional masters programs are being developed to prepare students for careers in communications, biotechnology, education and public health.

When it comes to fostering creativity through exploration, discovery, invention and innovation, Deakin said Western continues to push the envelope. For example, new industrial partnerships enable students to be engaged in discovering solutions in environments where they are working on real-world research challenges.

In developing the proposed mandate for the ministry, Deakin said “we have attempted to capture the essence of not only what Western is, but what we aspire to be as a university, and that is where our students will continue to be the focus of all that we do, as we create knowledge and work to improve our society.”

**In Own Words**

Western released its strategic mandate proposal, which the university delivered to Glen Murray, Ontario’s Minister of Training, Colleges and Universities, last week. The proposal is part of the minister’s review of the postsecondary education system that began with a discussion paper, Strengthening Ontario’s Centres of Creative Innovation and Knowledge, released in late June.

Among the university’s priorities are:

- Strengthening the student experience
- Transforming lives through knowledge mobilization
- Providing a learning environment that fosters creativity through exploration, discovery, invention and innovation

Whether aimed at fundamental discovery and generation of new knowledge, or direct application to the public and private sector, Western’s research strengths are typically defined by the excellence of individual researchers and the research groups with which they are associated. Firmly rooted in the university’s most recent research plan, the university’s discovery research and innovation mandate focuses on five core priorities that serve as pillars for fostering research excellence at Western, and for further nurturing the culture of advanced innovation at one of Canada’s top research institutions: Going global, producing results with global impact, mobilizing knowledge, preparing global ready graduates, partnerships with impact, and leadership through interdisciplinary research.

**NOTICE TO JOIN THE ACADEMIC PROCESSION**

**300TH CONVOCATION - AUTUMN 2012**

Autumn Convocation takes place at 10:00 a.m. and 3:00 p.m. on Thursday, October 25 and on Friday, October 26.

Members of Faculty, Senate, the Board of Governors and Emeritus Professors/Librarians/Archivists are invited to take part in the Academic Procession. Full information on joining the academic procession (including order of ceremony, honorary degree recipients, assembly and regalia) may be found on the Senate Website:

http://www.uwo.ca/unisec/senate/convo_procession.pdf

Western Research is pleased to announce the following competition:

**Graduate Thesis Research Award**

Funds for these awards are provided jointly by the Office of the Vice-President (Research) and individual faculties. The purpose of the Graduate Thesis Research Award is to help support the costs of research undertaken by graduate students at Western University that are directly related to the successful completion of their thesis/dissertation requirements.

**Grant Amount:** Set by Faculty – Maximum of $1500

**Deadline:** Dean’s Office - November 15

For more program information and how to apply, please visit: www.uwo.ca/research/funding/internal/graduate_thesis_research_fund

**NOTE:** Applications will be adjudicated by individual Faculties and require Supervisor and Chair approval.

**Contact:**

Florence Lourdes
Internal Grants Coordinator
Research Development & Services
Room 5150, Support Services Building
internalgrants@uwo.ca
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Look, up in the sky, it's a bird, it's a plane ... well, close. Using a state-of-the-art, radio-controlled aircraft, Eye Fly Video has been shooting – and will continue to do so – aerial video and photography of Western's campus. The end footage will be used by Undergraduate Recruitment for promotional and other purposes. Getting ready for take-off for a test run last week were video production and creative director Phil Maurion, co-pilot John Seiker and pilot Andrew Goodwin. Check out some of their work at eyeflymedia.com.

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