Demographer tells students ‘population is power’

By Bob Klanac

A leading demographer urged future leaders at the Ivey School of Business to consider the lessons of demographics and population size in world economies.

“You cannot exert power in the world with a shrinking population,” noted David Foot, a University of Toronto professor and author of ‘Boom, Bust, and Echo’.

In a wide-ranging talk, Foot did an overview of the past century with an eye to the baby boomer generation.

In Foot’s view a promising economic scenario has a large birth population with a lower number of older people, visually expressed as a pyramid. As Foot explains, “In 1971 the pyramid started to collapse in North America.”

“The introduction of birth control in the Sixties started it,” says Foot. “Elementary school enrollment went down, and high school enrollment went down in the mid Seventies. Politicians were mystified by this but it was all predictable by watching the birth rate.”

Foot also notes that the baby boom was responsible for the suburban boom in the Seventies and Eighties. “In the Sixties, the young people left the small towns and cities and went to the big centres,” says Foot. “When it came time to have a family they moved to the suburbs for cats and kids.”

In the Nineties the boomer’s children were the Gen-X generation and as Foot says, “The boomers couldn’t figure out why their kids were still living at home. The problem was that the boomer population was so large that the labour market was fairly full. The megatrends, as pop culture observer Faith Popcorn dubbed them, were all outgrowths of boomer behavior. “Child care in their 40s led to pet care in their 50s,” says Foot. “On the other hand the pet industry is about to crash as pet care leads to pharmacare.”

As boomer’s kids left the nest, boomers found time to read which precipitated the mega-bookstore boom, Foot notes. Another trend that has not yet peaked is the birding and gardening boom.

“More money is spent on bird food than on all professional sports,” says Foot. “The bird feeders are for their kids and grandkids. On the other hand an aging population does not go to pro sports events. As well, tennis is down and golf is up.”

One trend not embraced by the boomers is the web. Although Foot notes that early studies showed a robust, escalating Internet-use.

“Under 45 and over 45,” he says. “Business should adapt their Internet strategies appropriately to age. There is a pressure for older people to do net business but the marketing is being done by 28-year-olds. That’s the last thing you want to do. Twenty-eight year olds just don’t get it.”

Foot’s ‘population as leading economic indicator’ views don’t stop with North American boomers. His recent research on the world economy and birth rates reveal a picture similar to the boomer phenomenon.

“The EU in general is both graying and with a low birth rate. If you look at Italy their future soccer fortunes in the World Cup may be linked to their decreasing birth rate”, he joked.

Notably, Ireland has a different future. “They had a strong Catholic base for quite some time. They started using the pill later,” says Foot. “They are poised to become the technology capital of Europe.”

Key to the success of a country with a high birth rate is the importance of a robust economy. “If you don’t create jobs for them, then your country will be in turmoil.”

Foot detailed the six most important countries with an eye to their varied birth rates. The top three are China, India and the U.S. Indonesia is also on the list, despite the fact that they have to import contractors to support their current boom. Brazil and Pakistan are the other two. Notably Pakistan’s 4.8 children per family is among the world’s highest.

“Canada’s 1.9 children per couple is below the replacement level of 2.1 but immigration boosts it up to that,” says Foot.

Countries to watch are Brazil, Turkey and Vietnam according to Foot. “The biggest country in Europe will be Turkey,” he says. “They have young workers for Europe but there could be problems getting them out of Turkey to the EU countries that need them.”

Germany, Japan, and Russia are the powers of the past. You cannot exert power in the world with a shrinking population.”
How great ideas take next step

The draft Strategic Plan will go to Senate tomorrow

By Alan Johnston

Academic planning guidelines now in the hands of deans invite great ideas to come forward as formal proposals.

“Engaging the Future, the draft strategic plan report, makes commitments to a large number of areas where Western hopes to advance, and basically sets us some marching orders for things that the task force believes would be good for the academy and the University,” Provost and Vice-President (Academic) Fred Longstaffe said in an interview.

The fall budget and planning process is “the vehicle through which the ideas that people express in things like the strategic plan and academic plans for the faculties are considered, and those accepted are funded,” he said.

(Editor’s Note: A Western News series on how faculties are positioning themselves for the future continues today with Law on pages 10-11.)

The deans consult with their departments and schools and gather information. The budget and planning documents are expected in the Provost’s office between the beginning of November and the second week of December.

“Everyone has a specific date and we try to organize the dates for the receipt of the planning document and the subsequent planning meeting to pay some respect to the size of the faculty,” Longstaffe said. “The more complex the unit, the more time they need to consult and put everything together.”

Longstaffe was Dean of Science when the first four-year budget and planning cycle was introduced and became Provost and Vice-President (Academic) in the last year of it. As Western prepares for the second four-year cycle, faculties can project their base budget in each of those years, taking into account adjustments such as additional base funds for successful proposals, one-time funding for particular initiatives and any salary increases.

“The strength of the four-year planning cycle idea was to try to look forward, at least a reasonable period of time, in terms of establishing the priorities in various parts of the University and make a plan for achieving those priorities in more than a 12-month cycle,” Longstaffe said.

Four-year planning became possible only when “the predictability of government resources” started to be better. “It is hard to do a multi-year plan if you have no real confidence in what your resource base is going to be,” Longstaffe said.

Western’s $416.5 million operating budget for 2006-07 includes $93.3 million in base budget allocations: $58.6 million to faculties and $3.7 million to support units.

“Basically, that provided base funding for 40 faculty and 48 staff positions,” Longstaffe said. “We are still working on the projections for the coming years, but I can tell you that last year and the year before, we put as much of the incremental resources that we felt would be coming from government as we could out there for faculty recruitment and additional staff, as early as possible.”

Each year, the Provost holds an August retreat to receive advice from deans on key upcoming decisions. He also gets advice on how best to construct the planning guidelines to serve the priorities.

When the four-year cycle was introduced, some felt that it was not possible to plan that way and that “you could achieve the goals of a great University through ‘a random walk to excellence’,” Longstaffe said. He agrees that much of what happens in the academy cannot be planned.

“You can’t plan inspiration,” he said. “Individual ideas just come from wherever, and you are never going to legislate that, but through academic planning, people have stopped to take the time to think about: Where are we heading? Do we have some ideas about where we think we ought to go? Oh, and by the way, if we are going to do that, how are we going to pay for it?”

There is a time in the year to work toward getting your ideas into the department chair or director, who communicates them to the Dean, who in turn gets them into the central process. The University wants “the very best ideas to come forward, well formed and well shaped,” but there is no guarantee that every idea is going to be accepted and that all worthy proposals can be funded, Longstaffe said.

“Part of the planning process is to match the ideas that come forward against the priorities, but also against the resources available.”

Sudoku Puzzle

UNIVERSAL
Sudoku Puzzle

7 2 1 9 8
1 3 6

9 8 3
6 3 7

1 4 2 6 8

2 4
9/21
DIFFICULTY RATING: ★★★★★

Solution on page 27

Piled Higher & Deeper

a grad student comic strip

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Paul Mayne, Western News
Drama, performance proposal centre stage in English

By Erin Rowlands

Three new undergraduate courses in Drama and Performance have been proposed for the 2007/2008 academic year. These courses are directed towards students interested in theatre production, the history of theatre, and performance.

Part of a partnership with the Stratford Festival, the courses would be offered in conjunction with the universities of Brock, Guelph, Toronto, Waterloo, Windsor, and St. Jerome’s and would be taught on Western’s main campus and at the Stratford Festival in Stratford, Ont.

All three courses focus on practical and theoretical aspects of bringing dramatic texts to the stage, and will provide a new dimension to the study of drama and theatre at Western.

Among the exciting aspects is that the proposed courses could be taught by theatre professionals. Douglas Kneale, Chair of the Department of English, says the proposed courses are “a superb collaborative opportunity.”

“By incorporating the Festival theatre courses into our curriculum, we will give students a first-hand experience inside the greatest Shakespearean repertory theatre in North America,” says Kreiswirth. Although Western offers more traditional drama courses and a wide array of extracurriculars for students interested in theatre, the university does not currently offer any courses in theatre and drama. With drama being primarily a performed art, the courses will acknowledge the theatrical aspect of drama as important as critical analysis.

These proposed courses are especially beneficial to students interested in pursuing a postgraduate degree in Education with English and Drama as teaching subjects. The courses will not require prerequisites and will be open to any Western student. Proposals for the three courses will be presented before the Educational Policy Committee this month and with approval will be part of the curriculum for the next academic year.

Grad Studies Dean heading east

Marty Kreiswirth, Western’s Dean of Graduate Studies, is leaving Western to take a post at McGill University. He will serve as Dean of Graduate and Post-Doctoral Studies and Associate Provost (Graduate Education). 

“I’m clearly going to miss the people and challenges,” says Kreiswirth. “I’ve been working here in various capacities for 24 years. I’ve been very pleased with the move to put graduate studies in the prominent place it has in the Strategic Plan.”

The move to McGill is a change that Kreiswirth is interested in.

New drama courses

- Special topics in Drama (Eng 141F/G) - open to students participating in a major Western theatre production. Would allow student actors, directors, stage managers, and designers to explore the theoretical and practical issues related to texts in performance.
- Shakespeare in Performance (Eng 142F/G) - taught by a university professor with guests from Stratford Festival. Course provides historical, theoretical and analytical introduction to Shakespeare’s plays in performance.
- Voice and Text in the Theatre (Eng 143F/G) - extended workshop taught by Stratford Festival staff. Students will be introduced to the practical methods through which Festival actors develop and maintain their voices.

Rhodes Scholarships

Eleven Rhodes Scholarships, awarded for the fall of 2007, are available to Canadian men and women students. Applications are invited.

The Scholarships are tenable at Oxford University, England, and the award covers both university fees and a stipend for living expenses. Scholarships are granted for two years, with the possibility of a third year. Scholars, who may follow courses of study of their own choice, will be enrolled at Oxford in October 2007.

Quality of both character and intellect is the most important requirement for a Rhodes Scholarship. Candidates must: 1) be Canadian citizens or domiciled in Canada; 2) have been born between October 2, 1982 and October 1, 1988; and 3) except for medical students, have received an undergraduate degree before taking up the Scholarship. Candidates may be married or unmarried.

The eleven scholars are allotted as follows: two each to Ontario, Quebec and the Maritime Region; three to the Western Region; and one each to British Columbia and Newfoundland. Candidates may apply from their home province or from the province in which they attend university.

Information and application forms are available at the Office of the President, Stevenson-Lawson Building. Dr. Dalin Jameson, Executive Assistant to the President and the Provost, will be available to meet with potential candidates (telephone 84133 or email djameson@uwo.ca). Completed applications and supporting documentation should be sent to Dr. Dalin Jameson, Office of the President, by Monday, October 2, 2006.
Western overlooks international opportunities

BY JORDANA ZUR

Some universities boast a student population that is almost entirely international. The University of Otago, New Zealand, claims that 95 per cent of its students leave their homes and over half of their student body travels overseas to attend the institution, while the 211 faculty members of the United Nations University in Japan hail from more than 30 different countries.

How does Western rank next to these institutions on internationalization? Not quite up to par, I’d say.

Nevertheless, the University of Western Ontario recognizes the need to be more international in the areas of research, teaching, and learning. Both Huron University College and the Ivey School of Business have more exchange opportunities per student than main campus. Western has implemented tactical moves to expand its international scope, such as increased funding, to facilitate research at the University as well as the welcoming of international students. In their quest to internationalize the institution, administrators have forgotten about or at least underrated their one plentiful, eager, adaptable resource: the students.

The University prioritizes the need for more international research, as shown in the 2004 report to the senate, A Strategic Plan for Internationalization at Western. This plan is inward-looking: the idea of sending more students abroad to more countries and to more universities does not come across as a priority or as a source of international research. In many faculties, such as ethnography in anthropology, research is done in the field, in other countries and cultures, and it is a prominent and reliable source of credible information. Personal experience is a type of learning, a kind of investigative research, where a person adapts to and internalizes the surrounding environment. What better way to learn than to immerse yourself in the subject matter being studied? While the University is preoccupied with approaches of how to bring the world to Western through research and international academic programming, it is overlooking the need to bring Western to the rest of the world.

The strategic plan outlines how the entire University benefits from “the presence of international students on campus,” due to the fact that there are over 1,000 international students from all over the world currently enrolled at Western. The plan itself proposes solutions for “further expanding the University’s international presence beyond the traditional confines of North America.” Sending its own students to foreign universities achieves the environment as well: once a student has spent a term or a year at another institution in a different country, be or she, too, has become an international student, a global citizen.

Increasing the number of students participating in international exchanges reaps other great benefits as well. The more Western students there are around the world, the more of a global presence Western creates. Outgoing student exchanges answer to the external internationalization of the University. Also, instead of preparing the international visiting students for the global marketplace, it prepares Western’s own students for success in the global economy. Sending more students on international exchanges gives those individuals the skills they’ll need in the emerging world of globalization, which ultimately adds to the student culture and reflects positively on their alma mater.

The University is very aware of the importance of internationalizing campus through visiting students, faculty, academics, and cultural events, but being international also encompasses the world’s view of Western and its encounters with our school. The mere fact that there are 1,000 international students at Western but less than 200 positions for Western students to go on exchange demonstrates where the focus of the administrators is directed. Bringing the world into Western does not necessarily ensure internationalism, but sending students out to the world does. Both of those initiatives working together create a global presence and international environment for Western.

Internationalizing Western means sending its students away, but then having them come back to offer the Western community their colourful, international perspective gives the University the global infusion it’s seeking. The University even identifies the “glowing reports” that students give upon their return from their exchanges. As for research, have our exchange students write a report, keep a journal, update blogs, and essentially act as a sort of foreign correspondent writing about what their experiences have been, relating to their field of study.

So, instead of focusing all of our attention on how to bring the world to Western, the University should be setting its compass elsewhere, realizing that sending students out on international exchanges and facilitating that opportunity is internationalization in its most effective form.
First up doesn’t always get the most

BY KARINA MIKI DOUGLAS

Every fall, a small group of students confronts not only the challenges facing all other entry-level students, but is doing so without the guidance of family members who have gone through the experience before them.

These students, the first in their families to attend a post-secondary institution, find themselves immersed in a strange new world.

Perhaps part of the strangeness can be felt in the weighting of the university population heavily toward the upper middle-class. And if they are attending an established ‘big name’ school, a culture of traditions, hierarchy and etiquette must be decoded, in addition to staying abreast of a rigorous academic curriculum.

What makes adapting to university more challenging to these students is that for every successful step towards finding a niche within the university, they face losing a part of their familial ties, of breaking away from the occupational traditions of previous generations.

First-generation students, as termed unofficially in higher education studies, cannot easily be profiled by a specific demographic, but they tend to share several general characteristics.

Many come from lower-income families and have not access to resources or enrichment outside of what was offered at school, especially in a rural or remote region. There is a tendency to be older than the traditional 18-23 age range, which in turn means many have a family or a job that may take priority over studies. This age difference often accounts for part-time enrollment, and having to commute to the school rather than living on or near the campus. Additionally, when compared to their peers as an overall group, a higher percentage are the children of immigrants from non-English speaking nations.

In the United States, where far more attention has been given to first-generation students than in Canada, a Department of Education report from 2001 showed that 27 per cent of high school graduates would be the first in their family to attend a post-secondary school.

Attention was given to the first-generation minority because even after ruling out factors such as parental income and educational expectations, the likelihood of a student enrolling in a post-secondary school was strongly related to parental education. The higher the education level attained by the parent, the more likely a child would enter university or college.

In both the United States and Canada, post-secondary attainment is on the rise. The default expectation is that young adults have some level of post-secondary certification. For those privileged enough to pursue a university education, that expectation lies somewhere between career preparation and a rite of passage.

Success for first-generation students is not as easily obtained as the marketers of post-secondary education suggest.

In community colleges and universities, first-generation students have a greater risk of dropping out with no return than their counterparts, especially in the first year.

A major problem for many first-generation students is lack of preparation in high school for the academic rigours faced in college and university. This may be attributed partially to the inability of family members to advise students on courses to take for postsecondary schooling.

On top of the struggle to complete an initial program, in university there is an additional tier measuring success: pursuit of a graduate or professional degree. In post-baccalaureate matriculation, first-generation students account for an even smaller minority of total students pursuing a graduate degree within five years of undergraduate completion.

However, it is mistake to view first-generation status as a hallmark for being a disadvantaged student. Even with a higher risk for attrition, the majority still obtain at least one level of post-secondary certification.

Of the students who entered college or university directly from high school, those who had followed a curriculum of academic rigour well beyond the selection of requisite courses in different areas were better able to keep up with the post-secondary pace. This was especially true of students with courses in advanced mathematics (including calculus) and who had studied a second language (a given in Canadian curriculum). Students who used the academic library facilities also made more gains in comparison with those who did not.

Although much of the research seems to merely draw attention to how they perform against traditional counterparts, the underpinning theme is that there is a need to identify and assist these students early on in their academic careers.

So much can be taken for granted in the post-secondary environment when a majority of instructors and support staff have had the privilege of their family’s influence to guide them through their student days.

The need for post-secondary accreditation in Canada and the United States is not likely to diminish, and the success of one generation has the potential influence on endeavours of subsequent generations. Even in families that have had a tradition of post-secondary education going back hundreds of years, someone had to be the first up to attain that accreditation alone.

Just recently, Premier Dalton McGuinty announced $6 million in financial assistance programs aimed specifically for first-generation students. Although McGuinty quotes him as stating, “It’s a powerful economic strategy at the beginning of the 21st century in a knowledge-based economy. It’s a matter of enlightened self-interest to ensure these young people achieve their greatest potential, whatever that might be.”

Do you feel safe on campus?

Have an opinion on this question? Visit the ‘At Western’ feature on Western’s homepage at www.uwo.ca
GOOD BYE PIGEON MESS

Over the last few months I have noticed large birds, either falcons or hawks, present at Western’s Bayfield Hall residence.

We have had a problem with too many pigeons on and around that building but in the last few months I have seen fewer of the dirty, problem birds. The pigeon mess around the building has gone down, too.

Not knowing why, I was pleasantly surprised to see the falcons or hawks hunting for pigeon pie and resting on Saugeen-Maitland Residence. I would like to see them make a lifelong home on campus.

Rudy Bos
Western employee

WORN OUT GENERALIZATIONS

“Why are some ideas less equal than others?” asks Steve Duncan, who promises to treat us with an occasional column. Let me ask a question of my own: “Why do I get such a strong feeling that Duncan really doesn’t care for the answer?”

Not even a day into his renewed part time studies, Duncan is already disillusioned by the atheocratic ambiance at Western. His worn out generalizations ring a most familiar tone. Few schools of thought juxtapose Darwinism, abortion, atheism, moral relativism, and empiricism altogether as evidence of academic dogmatism.

I have to conclude that Duncan has been either enthralled by Ann Coulter’s irresistible charm or contracted by the Discovery Institute to subvert the Canadian Ivory Tower with its wedgy drivel. No doubt, the next occasional column will expound the evils of professors as insidious cankers of Western (in both senses of the word) society, to be eradicated at all costs.

The paradox of free speech is that it can end up protecting those who are most intent on eliminating it. Again the time has come to raise our admission standards.

André Lachance
Bio

NO TRAFFIC SIGN FOR ‘COMMON SENSE’

The letters from Alan Williams and F. R. Atance published in the Sept. 14 edition of Western News call attention to the range of traffic issues on our campus, from excessive speed to accessing information, respectively.

One key issue, however, is the personal responsibility that everyone must accept when travelling on campus, or anywhere. Signs are a good idea, but they are directory; common sense is mandatory. I agree with Atance that information should be accessible; please go to www.uwo.ca/policies/trafficofficences.htm for a summary of offences and fines.

I have found Campus Police Chief Elgin Austen to be most helpful in resolving traffic issues. His staff worked with us in Education to provide information and awareness as the new school year was starting. Anecdotally, I can tell you that the incidence of people driving right through stop signs on our roadways seems to have declined.

Need some common sense in a hurry? Here’s the rule: Drive, walk, run, cycle the way you wish a hurry? Here’s the rule: Drive,

Be safe.
Grace Howell, UWO ‘90
Centre for Inclusive Education

Nominations Invited
SENATE COMMITTEES

The Senate Nominating Committee submits to Senate for its consideration nominations for membership on the Committees, Subcommittees, Councils and Boards. The Nominating Committee invites the submission of names of members of the University community who are either personally interested in serving on these committees or who are known to be particularly qualified for membership. On the work of Senate committees please refer to: http://www.uwo.ca/univsec/senate/cteeterms

Nominations for the committees should be sent by email to nnmartine@uwo.ca. In making nominations for membership, nominators are required to seek the agreement of the candidate to serve on the committee prior to suggesting the individual for membership.

Upcoming Nominating Committee Agenda Items (plus additional notes) may be found on the following website: http://www.uwo.ca/univsec/senate/newnoms.pdf

You don’t have to be the only one concerned about your retirement plans...

For over a decade, I have been working with many of your colleagues from the University of Western Ontario, specializing in Life Income Funds (LIF) upon retirement. My clients are enjoying retirement with the comfort of knowing that they have a trusted partner in managing and organizing their wealth management concerns.

Brian R. McGorman
First Vice-President
Investment Advisor
519-640-7745 or 1 800 265-5982

A red-tailed hawk makes short work of a rabbit near Middlesex College.
Exchange programs stretch wings

By Jim Anderson

Have you ever wanted to study in Scotland, Germany or France? How about Australia, Mexico or Hong Kong?

These are some of the possible exchange locations Western students can experience during their time at university.

The International Exchange Program offers students an extension of in-class learning that will certainly cultivate personal growth. Students learn about the dynamics between the developed and the developed world, and growth. Students learn about the development of in-class learning that will certainly cultivate personal growth.

Important facts about the program:
- Exchanges available to more than 15 countries;
- Pay only Western fees at universities worldwide;
- Bursaries and scholarships available to qualified applicants;
- Choose from one term or year-long exchanges;
- Improve second-language skills;
- All approved courses count towards your degree; and
- Experience another culture first-hand while advancing in your studies.

Students have the opportunity to study at more than 50 universities around the world. Current opportunities enable Western students to study in one of over 15 countries including Australia, Denmark, Finland, France, Germany, Hong Kong, Japan, Mexico, The Netherlands, New Zealand, Singapore, Sweden, United Kingdom and the United States.

Information sessions will be held in October and November to provide details on the application process, requirements and deadlines. Students will also have the opportunity to ask questions and, at selected sessions, be able to talk with Western students who have participated in an exchange. For more information, please visit their website at: www.sds.uwo.ca/exchange.

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Graduate Thesis Research Award – Western Internal Grant Competition

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

**Grant Amount:**
- To a maximum of $1500

**Deadline:** Dean’s Office - November 15, 2006

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

**Contact:**
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Internal Grants Coordinator  
Rm 328 Stevenson-Lawson Building  
University of Western Ontario  
London ON N6A 5B8  
519-661-2111 ext. 84500  
Internalgrants@uwo.ca

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**Western provincial leader in security, emergency response**

**By Bob Klanač**

Although violent situations like the one at Dawson College can happen anywhere and at any time, the head of security for Western believes that this campus has accomplished a great deal in the background over the past few years to head off and respond to extraordinary emergencies.

“Over the last three years there’s been a focus on the safety and security of persons and property with support from the president through to all of the university community,” says Elgin Austen, Director of Campus Security at Western.

“Right now Western is in the process of developing a violence-free campus program,” says Austen. “The program has three stages. One is to identify what workplace violence is. The second is to educate persons in prevention methods. And the third is that should an incident occur, how to respond appropriately.

Western’s constables have received training in emergency rapid deployment tactics, with skill levels identical to those of London Police.

“They are trained in the type of entry situations that we saw in Montreal,” he says. “We can better identify the techniques we need to use to keep people safe. We also have provided training to our emergency response team and our administrative leaders on managing volatile situations.”

Contributing to Western’s safety plans is an extensive emergency response and disaster plan replete with an emergency operations centre.

“We have received training from emergency management Ontario in disaster, response and recovery,” Austen says, “everyone from Western’s VP Operations and Resources through to the Finance Department, Occupational Health and Safety, Physical Plant, Health Services, ITS, and others.”

Most notably, according to Austen, is that these personnel have received training on the same level as that of any senior municipal staff of any city in Ontario.

“We were the first organization outside of Ontario municipalities to receive this training,” says Austen. “It’s about being as proactive as you possibly can so that you can reduce and minimize the reasons that you have to be reactive. The idea is to identify problems in advance and deal with them before they escalate.”

Another of Austen’s priorities is to improve the security of people working in the buildings during the day and after hours. The university has installed electronic access control on the perimeter of all buildings. As most Western employees know by now, after hours access to most buildings is allowed by use of their Western One smartcards.

“Anyone working late at night in the building knows that anyone inside is pre-authorized to be there by their card access,” says Austen. “In about six months we’ll be able to open and close doors remotely after hours and on weekends.”

The system would also allow for increased control during a situation akin to the one at Dawson College.

“It would allow people to exit the building but not enter,” Austen says. “It doesn’t even have to be something like the Montreal situation. It could be a fire or natural gas explosion.

“Western is doing a very good job on this issue,” he says. “The university is buying into the efforts that are being done and a lot of the right things are happening.”

---

**What to do**

Elgin Austen, Director of Campus Community Police Service at The University of Western Ontario says that in case of a crisis akin to the one at Dawson College, there are three basic things that people can do:

1. Establish a safe location. If you’re in a room, lock and barricade the door and turn the lights off. If there’s a window in the door, get out of the view of it. Stay there and be quiet.

2. If you’re in a hallway or stairway, exit the facility, get away from the building and call loved ones and friends to advise them of your location.

3. Once in a safe location, call loved ones and friends to advise them that you’re safe.

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Violence ‘almost like air’

A Western expert reflects on how some young people feel compelled to act on the violence around them

As Montreal’s Dawson College continues the difficult process of recovery from the horrific events of Sept. 13 — which left 18-year-old Anastasia De Sousa dead and 20 others injured — questions persist about how such a senseless act could have happened.

Western News: This violence, is it a case of one person ‘snapping’? Is it a matter of environment or genetics?

Alan Leschied: I think we can discount genetics because the understanding for risk isn’t that genetically there is a basis to understand violence so much. Secondly, it is one person acting in a most extraordinary fashion, and even though the horrific nature of these kinds of incidences stands out in our mind, they are really rare events, to this extreme.

Having said that, is there a cultural thing going on? Well, we know violence has almost become like air for many young people, they breathe it in forms of entertainment, many have been victimized through violence or bullying in school, some in their families — so violence is much more of an issue that young people are contending with than it ever has before. And we know there is a strong link between victimized through violence, exposure to violence and perpetrating violence, in a general sense. Again, not everyone who is experiences the victimization is going to have an access to weapons and do what (shooter Kimveer Gill) did.

WN: We hear violent video games and heavy metal music are at the root of the problem — but many young people play and listen yet don’t act out.

AL: We know there is a pretty strong correlation between exposing in violence, especially violence as entertainment, and blurring the lines between what’s fantasy and reality. There is a subset of young people who can’t tolerate a level of input with respect to violence and they’re very susceptible to acting on what they experience. It’s not benign, you experience that much violence and something is going to happen to you, it’s going to desensitize you to it and for some it will blur the line.

WN: Society is becoming increasingly desensitized to violence. Did that play a role in not seeing the warning signs?

AL: After the immediate trauma of what happen, in the coming week’s people are going to be more reflective and ask questions like ‘how did we get to be such a violent country’ and ‘how come violence is a source of entertainment for so many people’.

The old analogy of the best way to cook a frog is to put him in cold water and slowly turn up the heat really holds for violence — it’s sort of like you never know when it’s warming up. And when you look on television and flip through the channels, there is violence on almost every drama program and we wonder how we got to this point. We need to step back and say there are consequences to this and we’re not paying a price for it, unless we take responsibility and do something about it.

WN: What are some of the signs parents and teachers look for and how can this sensitive subject be broached?

AL: Even on (Gill’s) website, there were things about how life sucks, school sucks, work sucks. But what parent of an adolescent hasn’t heard that at some point in their lives. So when should a parent start to get concerned? Any time your son or daughter becomes withdrawn, non-communicative, they change their peer group, they begin to dress differently — not that dressing a certain way is a problem, but the fact it’s different than they used to means maybe their values are shifting or they’re losing interest in things that used to be important and relevant.

The next level is frustration — tolerance goes down and there’s difficulty in resolving conflict in a positive means. You have to listen to kids, you just can’t teach them.

WN: Can tragedies like this be avoided, or is violence something we must live with?

AL: You’ll never get a guy like me saying that we have to sit back and just accept this is the way it is. You always have to be in there putting out the message that violence doesn’t have to be a part of everyday life, you don’t have to continue to be a victim and you don’t have to continue to assume that violence is entertainment.

There may always be an extreme in the culture that can’t cope with whatever the culture is offering and will resort to violent means but I don’t think you need to accept that as the norm. You need to keep in there, pitching all the time and ensuring you’re doing your part. Everyone has to take responsibility.
Western Law becoming national school

By Alan Johnston

Western Law is on the cusp of becoming a national law school. To achieve this, the faculty and administration are pursuing a number of initiatives to increase international engagement and research.

Western Law aims to be the preeminent Canadian law school focusing on business law in the global environment and, within five years, be seen as one of the country’s top three law schools.

Western Law students are getting older, more enter with professional degrees and a huge proportion embrace international study. Western Law has big plans for the future.

Largest law school in the region

Western Law is the largest law school in the region. It is the only law school in Canada that is located in a major metropolitan area and is part of a university known for its research excellence.

Western Law is home to the Western Business Law Clinic, Dispute Resolution Centre, and the Centre for Islamic and Middle Eastern Law. It also has a strong focus on international research and collaboration.

The 50-50 gender split remains

The gender split at Western Law is 50-50, which is unusual for law schools in Canada. This reflects the diversity of the student body, which includes students from almost every province and territory in Canada.

Academic programs

Western Law offers a wide range of academic programs, including four-year Bachelor of Laws (B Laws) programs, three-year Bachelor of Laws and Master of Laws dual degree programs, and one-year Master of Laws programs.

The University of Western Ontario is a public research university located in London, Ontario, Canada. It is one of the top research universities in Canada and is known for its strong programs in law, business, social sciences, and humanities.

By moving closer to the epicentre of economic activity, students open themselves up to a broader range of legal practice options, says Dean Ian Holloway.

In the wake of the University of Toronto’s frozen tuition fees, Western Law was one of the first to reexamine its tuition policy. The result was a tuition freeze followed by a return to a policy linked to the average of five peer law schools.

Dean Holloway notes that the decision to create the Western University Law School was made in 1959, as the University of Toronto and Queen’s University were running out of room to expand.

School of Business

Western Law is also home to the Western Business School of Business, which includes a number of prominent business programs. The School of Business is one of the top business schools in Canada and is known for its strong programs in law, business, social sciences, and humanities.

The University of Western Ontario

Western Law is part of the University of Western Ontario, which is a public research university located in London, Ontario, Canada. It is one of the top research universities in Canada and is known for its strong programs in law, business, social sciences, and humanities.
Sibbald seen as critical care pioneer

Referred to as one of the most brilliant medical minds in North America, Western alumnus and former Londoner Dr. Bill Sibbald died September 14 after a two-year battle with cancer.

“He was an energetic, creative, brilliant leader, dedicated to the advancement of health care, research, and education for health professionals,” says Schulich School of Medicine & Dentistry Dean Carol Herbert.

Sibbald, 60, was a native Londoner and former local resident. He was an energetic, creative, brilliant leader, dedicated to the advancement of health care, research, and education for health professionals, says Schulich School of Medicine & Dentistry Dean Carol Herbert.

Sibbald is survived by wife Connie and children Tammie, Martin, Robert, Katie and Georgie.

IN MEMORIAM

Jack McCallum
A former employee with the Physical Plant Department, Jack McCallum passed away on September 4. McCallum, 82, worked for Caretaking Services for 17 years before his retirement in May, 1987.

Linda Miles
A former employee with the Faculty of Engineering, Linda Miles passed away on September 8. Miles, 60, worked for 26 years before her retirement in August, 2003.

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Western News

**En Garde!**

Western students looking for a club to join on campus will find no shortage of opportunities during Clubs Week, which runs through Friday at the UCC gym. Try the Juggler’s Club, Mustang Paintball, the Worst Case Scenario Club or perhaps take a stab with the Fencing Club, like third-year Huron student Kyla Kryski.

**Don’t be late!**

Check the Events Calendar.
Visit Quick Links on Western’s homepage.

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**Dean of the Faculty of Information and Media Studies**

Applications and nominations are invited for the position of Dean, Faculty of Information and Media Studies. The University of Western Ontario, The University of Western Ontario has a total enrolment of over 33,000 full-time equivalent students in graduate, undergraduate and professional programs. The Faculty of Information and Media Studies is dedicated to the advancement of interdisciplinary knowledge of the role of information, media, and communications in the lives of individuals and society, and to providing the highest quality of undergraduate, graduate and professional education in related areas. This vibrant Faculty offers master’s and doctoral programs in Library and Information Science, and in Media Studies, as well as an M.A. in Journalism, and an undergraduate program in Media, Information and Technoculture. A dedicated non-academic staff provides strong administrative, technical, and student counselling support for the Faculty mission. Further information may be found at www.fims.uwo.ca.

The appointment, to be effective July 1, 2007, is for a period of five years, renewable. The Dean is expected to lead a Faculty distinguished in scholarship and teaching. Candidates should possess both a strong record of research and scholarly achievement in areas relevant to the academic mission of the Faculty, and a record of achievement in administration that demonstrates the ability both to balance fairly the demands of an interdisciplinary Faculty and to capitalize on opportunities for synergy. A commitment to interdisciplinary scholarship and to the value of research and professional education in the different areas represented in the Faculty is essential. This challenging position demands superb interpersonal skills and sound judgment to provide leadership for the continuing development of the academic programs, research, and creative life within the Faculty and within the University.

The Selection Committee expects to begin its review of candidates in mid-September. To receive consideration, applications or nominations should be received prior to October 1, 2006. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, aboriginal people and persons with disabilities. Nominations and applications including an up-to-date curriculum vitae and the names of at least three referees should be submitted in confidence to:

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**SHOSTAKOVICH festival**

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Stephanie Ruste says teamwork is her key to success both on and off the court.

A sentiment shared by all the Mustangs of the bump, set, spike variety.

The fourth-year middle blocker with the Western women’s volleyball team was recognized in 2005-06 as an Academic All-Canadian, having maintained an 87.5 per cent grade point average in Administrative & Commercial Studies (ACS) while playing on a university varsity squad.

The women’s volleyball team at Western is a leader in this category with nine of the team’s 12 players achieving this status.

Ruste, a native of Edmonton, Alta., is wrapping up a degree at the Richard Ivey School of Business after striking a deal with international accounting powerhouse KPMG, where she served as an intern this summer at the Calgary office.

“It was a tremendous opportunity to intern this summer at KPMG. There were 18 of us (interns) from right across Canada and now I have 17 new friends,” explains Ruste. “KPMG is a great place to work and as one of the Big 4, really distances itself from the stereotypical accounting firm. It’s a very dynamic, fast-paced environment and with the economy booming in Alberta the way it is, Calgary will be a really exciting place to be in the coming years.”

The Big 4 – PricewaterhouseCoopers, Deloitte Touche Tohmatsu, Ernst & Young and KPMG – is a group of international accounting firms that handles a large portion of the audits for publicly traded companies, as well as many private clients.

Ruste’s family actually moved to Calgary from Edmonton since she arrived in London, another reason she is excited about the move to Cowtown.

Finding her way to Western from the Wild West is another story.

“My mom and I actually came out here to visit schools and we only checked out Western and Queen’s. I really liked the business school and the fact that the volleyball was so competitive was really just an added bonus. I wasn’t recruited but I made the team as a walk-on,” explains Ruste.

She must have liked it as she helped Western women’s volleyball head coach Dean Lowrie recruit her younger sister Andrea, a talented libero (a defensive specialist) with Alberta provincial team experience.

Ruste herself played for the provincial team before joining the Mustangs, as well as high school and club ball.

In 2004-05, the Mustangs won the Ontario University Athletics (OUA) championship. Ruste was a role player that season but in 2005-06 she graduated to the starting lineup, a responsibility she fully embraced.

“Last season, for sure, there was more expected both individually and as a team. Caroline Descours (her teammate) and I are both at Ivey so we had some really late nights and long weekends with games, practices and 48-hour reports. But we worked well together and as teammates understood what the other one was going through, so were able to help each other out.

The 48-hour reports are infamous assignments handed out by Ivey professors at 1 p.m. on Thursday and due Saturday by 1 p.m. With a majority of the Mustang games scheduled as weekend events, the hours of sleep shrink for business students on the weekend and for varsity athletes in the competitive program, moments of rest are nearly non-existent.

“Playing with the Mustangs has really helped with my teambuilding skills and my ability to work well with others. I have really enjoyed my time here at Western but I am excited to head home, as well, at the end of April.”

Spoken like a true cowgirl.
Ontario Minister of Health Promotion, Jim Watson (left), saw first-hand how Western is shaping the future of health care in Canada. Watson toured the university’s Anatatorium and the Canadian Centre for Activity and Aging Lab with Health Sciences Dean Jim Weese. Watson also took time to speak with Western nursing students in the school’s Clinical Education Suite.

Paul Mayne, Western News

**Health Checkup**

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Proceeds benefit the Book For Every Child program at London Public Library.

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UBC SAVES $3.8 MILLION IN ENERGY

Through its energy retrofit program, the University of British Columbia has saved $3.8 million in energy costs over the last three years and expects to save $26 million annually in the future.

MCW Custom Energy Solutions has been hired by the university to design and monitor the university’s program known as “ecotrek” under which most of the energy retrofitting took place. MCW is related to MCW Consultants, a Canadian consulting engineering company.

Improvements to buildings and equipment have reduced the university’s carbon dioxide emissions by 15,000 tonnes annually, meaning the university exceeds Kyoto Protocol targets. The eco-trek program also has reduced campus water use by 30 per cent annually — enough to supply 11,800 Vancouver residents for one year.

Improvements included upgrades to the lighting and ventilation systems in more than 100 buildings, as well as upgrades to the central steam plant, and the installation of automated controls, metering, and low water plumbing systems. - Canadian Consulting Engineer

STUDENTS USING CREDIT CARDS

More than half of the college students in the United States have at least one credit card billed to them, according to a study that also notes about a quarter of those students have used cards to pay tuition.

More than four in 10 student cardholders carried a balance from month to month with a median balance of $1,000, according to an American Council on Education analysis of 2003-2004 federal data.

Many schools let students or parents pay tuition bills with credit cards for convenience. But some institutions refuse to allow the practice, saying it will steer students toward more expensive ways to borrow. Some colleges also say the fees charged by credit-card companies to process the payments aren’t worth it considering parents may simply be looking to pad frequent-flier accounts. - Associated Press

WIDE-RANGING CAMPUS CARD WINS AWARD

The Canadian Association of University Business Officers has recognized Wilfrid Laurier University for its innovative card program to serve students. The system serves as a library card, access card, credit card (for faculty and staff), host of on- and off-campus purchasing, and can be used for taxis and bus rides and purchases at a local pharmacy.

“The University One-Card System™ has significantly reduced the need for cash, credit card and debit transactions on the campus, thus saving both time and money for many different parts of the university,” the university said in its competition entry. - CR90 News

UNIVERSITIES GOING MULTI-NATIONAL

The University of Western Ontario has Hong Kong, the University of Toronto recently announced Berlin, and Heriot-Watt University in Edinburgh, Scotland has Dubai. Nottingham University has a branch near Shanghai, Rochester Institute of Technology has one in Croatia, and Australia’s Monash University has one in Malaysia.

Increasingly, a foreign degree means the institution — not the student — has moved. Since 2000, the number of branch campuses worldwide has roughly doubled to about 80, as more schools tap into the growing demand for a prestigious Western education. Foreign satellite campuses have become a small but fast-growing segment of the $30 billion international-education industry.

By 2012, Singapore hopes to pull in 150,000 outside students—three times the 2002 total. The bait: a list of branch campuses from world-renowned schools ranging from the French-based business school INSEAD to the Technical University of Munich and MIT. - Newsweek

Announcing…

FOUNDATION WESTERN ACADEMIC ENRICHMENT GRANTS

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• Richard Ivey School of Business  • Faculty of Education
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All applications must be submitted to your faculty Dean by October 15, 2006 and Foundation Western must receive all applications by October 31, 2006. Please visit our website at www.foundation.uwo.ca or contact Kathryn Lamb (klamb5@uwo.ca) for more information.

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Celebrating life, music and times of Shostakovich

By Janis Wallace

It was 1942 and the media blitz was phenomenal.

Imagine a composer on the cover of Time magazine, his music in every American home, columns and pages of photographs in all the major newspapers, and a public squeal among leading conductors over who would have the privilege of leading the American premiere of his latest symphony.

Dmitri Shostakovich’s War Symphony, his seventh, was composed in besieged Leningrad in bomb shelters between his duties as a fire warden. The score was put on microfilm and flown from Russia to Tehran, then to Cairo, to Brazil and finally New York City. Arturo Toscanini won the battle of the batons, conducting the historic broadcast heard throughout the U.S. The Symphony was then performed by all the first-rate orchestras across the country. The cover of Time thrust Shostakovich into the public eye on a scale unprecedented for a 20th century composer.

Shostakovich lived through the Russian Revolution, Stalin’s rule and the two World Wars. Born Sept. 25, 1906 into an artistic and socialist-inclined family who were part of St. Petersburg’s intellectual elite, Shostakovich is recognized as the most poignant and meaningful chroniclers of his era. He held a position in the highest echelon of Soviet artistic nomenklatura, receiving awards, titles and prizes on a regular basis. He was the only composer on the invitation list for Stalin’s 70th birthday bash.

Yet, Shostakovich was also publicly censured twice for his musical concepts the Politburo thought were contrary to official thought. Was he a committed communist or secret dissident? Does it really matter to an audience today? Does it influence a performer’s interpretation of his work?

The Don Wright Faculty of Music’s Shostakovich Festival will help explore these questions.

Beginning Sept. 27 and running over five days, faculty members, students and Russian guest artists will perform and discuss the music of this great 20th century composer. And to add new dimension to the event, on Friday, Sept. 29, Larry Weinstein will screen his Rhombus Media film, The War Symphonies: Shostakovich against Stalin and lead a panel discussion with visiting experts. The festival kicks off with a concert Wednesday, Sept. 27 with faculty member Thomas Wiebe performing the Cello Concerto No. 2 with Orchestra London in Talbot Theatre.

Over the next five days, recitals, concerts, workshops and masterclasses will present a variety of views of Shostakovich’s music, including choral, instrumental, opera excerpts and piano.

A Chamber music concert showcasing pianist Luba Edlina-Dubinsky with Western faculty members Annette-Barbara Vogel, violin; Virginia Barron, viola; Thomas Wiebe, cello and Anita Kraus, mezzo soprano, wraps up the five-day celebration.

Attention

Academic Development Fund - New Research and Scholarly Initiatives Award

Small Grant Competition - FALL 2006

As approved by Senate, the allocation of at least 8% of Academic Development Funds is to be awarded through a Small Grant Competition. Approximately $100,000 will be available for allocation in the spring and fall of each year and the competition will be funded jointly by the Academic Development Fund and a contribution from the Vice-President (Research and International Relations). The value of individual grants will not exceed $8,500. The Subcommittee on Priorities in Academic Development acknowledges the importance of providing continued funding for small projects in light of a steady decline in other resources for research initiatives of this scale.

Application forms (in printed and electronic format) are available on request at the University Secretariat and may be obtained by contacting the SUPAC Secretariat at 661-2111, ext. 84540 and email at mbswald@uwo.ca. Information is also available at the Senate website (www.uwo.ca/univsec/senate). The deadline for submission of applications to the University Secretariat (Room 290, Stevenson-Lawson Building) will be Monday, October 16, 2006, at 4:00 p.m.; however, applicants are requested to submit applications to the relevant Deans office for signature prior to the deadline date. Decisions for the Fall competition will be available by mid-December for a start date of January 1, 2007. (NB: Applications in printed or in electronic format issued prior to September 2006 are no longer valid.

REGISTRAR’S BULLETIN

OSAP Pick-Up

Beginning September 18 to September 22, OSAP loans can be picked up in Room 198, Stevenson-Lawson from 9 am-4 pm.

Students must present their Social Insurance Card and Photo ID to pick-up loans. Check the availability for pick-up at: www.registrar.uwo.ca/FinancialServices/OSAP.htm

10-Digit Local Dialing

Digits to make local calls (e.g. 519-661-2100). Everyone in Southwestern Ontario now dials 10-Digit Local Dialing for the Autumn Convocation was September 8. Convocation packages will be mailed out by the end of September to students who have applied. Does it influence a performer’s interpretation of his work?

Announcement

Autumn Graduation

Convocation packages will be mailed out by the end of September to students who have applied to graduate. The deadline to apply to graduate for the Autumn Convocation was September 8.

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COMING EVENTS

September 21
Mcintosh Gallery presents “In Good Company” a city-wide festival organized by Gerald and Louise Fagan, recognizes the contributions of women artists to London’s arts scenes with music and performance events and visual art exhibitions. Features 24 women who play a role in the city’s visual arts community. Runs through to October 29 for gallery hours visit www.mcintoshgallery.ca

Club Weeks 2006 - Want to meet new people? Try a new sport? Perfect skills at your favourite activity? Check out Campus Recreation’s Sport Clubs! In conjunction with the University Students’ Council, Campus Recreation is hosting Club Weeks 2006 in the UCC Gymnasium, continued until Sept. 22. Offering 17 different Clubs for the university community (non-students welcome. Visit http://campusrec.uwo.ca and select “Sport Clubs” from the menu.

Take Back The Night - The Peace Park, (Kid Out & York) speakers, rally, march. 6:45 p.m. Sponsored by the Women’s Events Committee of London.


Translational Breast Cancer Unit Seminar Series - Judy Noordermeer - Director, Communications, National Cancer Institute of Canada, on Beyond Bench to Bedside: Talking to the Public and Media about Cancer Research. London Regional Cancer Program at LHSC, W1, Room A3-924. All welcome 5 - 6:30 p.m.

King’s University College – Religious Life Lecture Series - Eva Olsson, Holocaust survivor and author lectures on Tolerance and Compas- sion. “Bessie” Labatt Hall, 7:30 p.m. Admission, parking and refreshments are complimentary.

September 22
12:30 Friday Concert Series - Akadiri, a 15-member all male chamber choir from Moscow brings the magnificent traditions of Russian choral art to Western for more information visit www.music.uwo.ca or call 519-661-3767, von Kuster Hall, 12:30 p.m.

Senate Meeting - The agenda will be posted on the Friday prior to the meeting at www.uwo.ca/senate/meetings/2006. Room 8400 of the Richard Ivey School of Business 1:30 - 4:30 p.m.

King’s University College – Centre for Social Concern Speaker Series - Hector Arizabalaga, highland, for more information visit www.kingcollege.net/lecture/website/past-events.html Wemotape Student Lounge, 7 p.m.

September 23
Cross Country - Men’s 5k at 10 a.m. Men’s 10k at 10.45 a.m.

Men’s Baseball - Laurier @ Western (Double Header) 1:30 p.m. & 3:30 p.m.

Men’s Soccer - Windsor @ Western. 1 p.m.

Women’s Fastpitch Softball - Milerio @ Western (Double Header) 2 p.m. & 4 p.m.

Women’s Soccer - Windsor @ Western. 3 p.m.

September 24
Rowing - Men/Women - Invitational (Fanshawe Lake) 9 a.m. - 12:30 p.m.

Women’s Fastpitch Softball - Laurier @ Western (Double header) 1:30 p.m. & 2 p.m.

September 25
Graduate Program in Neuroscience Seminar - Dr. John Allman, California Institute of Technology, Division of Biology. “Neurobiology of Intuition” DS5, Rm. 308, 4:00 p.m.

Philosophy Colloquium Series - Martin Carver, University of Birkbeck. “Explanatory Loops and the Limits of Genetic Reductionism” Talbot College, Rm. 340 3:30 p.m.

September 26
Senior Alumni Program – Getting to the Heart of Mozart. “Medicine and music unite,” Don Neville, Prof. Emeritus, Don Wright Faculty of Music and Keith Friesen, Schulich School of Medicine & Dentistry, Cardiologist, LHSC, McKel- lar Room, 10C. 9:30 – 11 a.m.

Mcintosh Gallery – Talk Tuesdays “In Good Company” with Susan Day/Catherine Morrison. Jean Spence/Jessie Amery. Recognize the contribu- tions of women artists to London’s arts scenes with music and performance events, and visual art exhibitions. Contact Catherine at 519-661-3861 Gallery Hours at www.mcintoshgal- lery.ca

Board of Governors Meeting - The agenda for this meeting will be posted at www.uwo.ca/univsec/board/minutes/2006/ 130 - 3:30 p.m.

September 27
Orchestra London’s 2006 season-opener - Tribute to Shostakovich. Conductor Timothy Vernon and the orchestra join the Don Wright Faculty of Music’s Shostakovich Centennial celebra- tions. von Kuster Hall, Talbot College, 8 p.m.

Ticket information, call Orchestra London’s box office 519-677-8878.

Dept. of Modern Languages and Literatures presents “La Tertulia” - Spanish Conversation Group. Anyone wishing to speak Spanish and meet people from different Spanish-speaking countries is welcome. UC 117, 3:30 p.m.

Please send submissions to: events@uwo.ca

What is measured in the graphs?

The number of students who successfully proceed from year 1 to year 2 in direct-entry undergrad programs; and the number of students who successfully graduate five years after entering their program.

Why is it measured?

Western’s Strategic Plan refers to the role of our residences and the Centre for New Students in helping students succeed in their first year. The ability to graduate is a fundamental part of a student’s experience and central to our ability to recruit outstanding students.

What does it mean?

In 2005, there was limited participation in the Consortium for Student Retention Data Exchange by Canadian institutions, with only Western, UBC, McMaster and Toronto among G10 universities as comparators. As the quality of Western’s incoming class has steadily improved, so too have retention and graduation rates. Western compares favourably in year 1 retention rates with UBC and Toronto, and considerably exceeds the rates experienced by U.S. peer institutions. McMaster experiences a slightly higher graduation rate.

A central website displays advertisements for all vacant academic positions. The following positions are among those advertised at www.uwo.ca/jvp/facultyrelations/jobs/index-00- 00. Please review, or contact the faculty, school or department directly.

PART-TIME ACADEMIC APPOINTMENTS (Unanticipated)

Candidates for the following unanticipated appointments for the Winter 2007 period must apply using the application form available at www.uwo.ca/jvp/facultyrelations/forms/index- forms-quotes.html on the department. Cat- alog description of the positions can be viewed at www.westerncalendar.uwo.ca/ western/realms/teaching/department/index- forms-quotes.html on all websites specified in the complete postings which are available at www.uwo.ca/jvp/facultyrelations/jobs/index- jobs.html


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. The University of Western Ontario is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people and persons with disabilities.

FULL-TIME ACADEMIC APPOINTMENTS

Faculty of Arts and Humanities, Department of Visual Arts - applications are invited for a probationary (tenure-track) appointment in Art and Visual Culture, with expertise in Museum Education. Closing date: January 1, 2007.

Faculty of Social Science, Department of Geography - applications are invited for three appointments at the rank of Associate Professor (tenured or probationary), or Assistant Professor (probationary). The Department is seeking applications for one appointment in the area of Health Geography and two appointments in the area of Urban Geography to begin July 1, 2007. Failed applications will not be accepted. Closing date December 1, 2006 or until the positions are filled.

Faculty of Law - applications are invited for a probationary appointment to commence on July 1, 2007, or as soon as possible thereafter. It is intended that the appointment will be made at the rank of Assistant Professor or if qualifications warranted, at a higher rank. The faculty is particularly interested in receiving applications from candidates with teaching and research interests that bring together the areas of Criminal Law and International Law. The Faculty will consider applications for appointment in other areas, as well, at levels commensurate with experience. Closing date: Applications will be reviewed upon receipt, and will continue to be reviewed until the position is filled.

Faculty of Law - applications are invited for a probationary appointment at the rank of Assis- tant Professor to commence on July 1, 2007, or as soon as possible thereafter. The faculty is particularly interested in receiving applications from candidates with teaching and research interests in the area of Private Law. The Faculty will consider applications for appointment in other areas, as well, at levels commensurate with experience. Closing date: Applications will be reviewed upon receipt, and will continue to be reviewed until the position is filled.

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