Are Mature Students Really Mature?

Dr. Christine Blais, Director, University 1

Although definitions vary, the National Center for Education Statistics (NCES) characterizes a traditional undergraduate student as one who "earns a high school diploma, enrolls full time immediately after finishing high school, and depends on parents for financial support." Whereas a traditional student must meet all the criteria, a non-traditional student is one who has any of the following seven characteristics: delays enrollment, attends part-time, works full time while enrolled, is considered financially independent for purposes of eligibility for financial aid, has dependents other than a spouse, is a single parent, or does not have a high school diploma. Horn (1996, cited in NCSS, 2002) “defined non-traditional on a continuum based on the number of the characteristics present.” Bean and Metzner (1985) add that two of the common defining characteristics of non-traditional students are age and part-time status.

The University of Manitoba has a long history of making education accessible to men and women of all ages and academic backgrounds. Students who are at least 21 years of age, who do not meet the high school or transfer requirements, and who are Canadian citizens or permanent residents of admission as mature in this category are not school courses for of this ‘mature’ group we Manitoba, begun to students referred to as Unlike the ‘normal’ mature 21 years of age or older, or transfer requirements, regular students. Older-group of students who enrollment for various

“For the instructor, it is important not to assume that an older student is a mature student, or that mature students are old.”
Since enrollment delay and enrollment status (part time vs. full time) are the defining features of adult learners as a non-traditional group, three groups were identified to ascertain whether there were discernable differences reflected in enrollment status:

1. a mature student group who had not necessarily provided evidence of successful high school completion, had delayed enrollment, and may or may not be studying part-time,
2. a group of older-than-average students who had met high school completion requirements, had delayed enrollment, and who may or may not be studying part-time, and
3. a group of Manitoba high school students who, in effect, represent the institutional benchmark as the ‘regular’ or ‘traditional’ students.

The academic years 2003-2004 and 2004-2005 of new admits were chosen for this analysis because these cohorts were relatively unaffected by the changes in Aurora Student. Approximately 94% of the student data was complete and these cohorts would have begun graduating in 2007 at the earliest (see Table 1). For the groups selected both years yielded a female to male ratio of 56%:43%, as compared to the overall University ratio of 56%:44%.

**Table 1: Groups and sample size**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Matures</th>
<th>Older-than-average</th>
<th>Manitoba HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>420</td>
<td>84</td>
<td>2,777</td>
</tr>
<tr>
<td>2004-2005</td>
<td>318</td>
<td>157</td>
<td>2,702</td>
</tr>
</tbody>
</table>

**Figure 1: Age distribution of students of 2003-2004 and 2004-2005 cohorts**

![Age distribution chart](chart.png)

<table>
<thead>
<tr>
<th>% of Group</th>
<th>15 to 20 yrs</th>
<th>21 to 24 yrs</th>
<th>25 to 29 yrs</th>
<th>30 to 34 yrs</th>
<th>35 to 39 yrs</th>
<th>40 to 44 yrs</th>
<th>45 to 49 yrs</th>
<th>50 to 54 yrs</th>
<th>55 to 65 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matures 03/04</td>
<td>0%</td>
<td>61.90%</td>
<td>19.30%</td>
<td>11.00%</td>
<td>3.60%</td>
<td>2.40%</td>
<td>1.70%</td>
<td>0.20%</td>
<td>0%</td>
</tr>
<tr>
<td>Matures 04/05</td>
<td>0%</td>
<td>56%</td>
<td>23.60%</td>
<td>8.80%</td>
<td>6.90%</td>
<td>2.80%</td>
<td>0.90%</td>
<td>0.30%</td>
<td>0.60%</td>
</tr>
<tr>
<td>Older Avg 03/04</td>
<td>0%</td>
<td>66.70%</td>
<td>20.20%</td>
<td>8.30%</td>
<td>2.40%</td>
<td>0%</td>
<td>2.40%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Older Avg 04/05</td>
<td>0%</td>
<td>78.30%</td>
<td>14.60%</td>
<td>2.50%</td>
<td>3.80%</td>
<td>0%</td>
<td>0.60%</td>
<td>0.00%</td>
<td>0%</td>
</tr>
<tr>
<td>Manitoba HS 03/04</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>0%</td>
</tr>
<tr>
<td>Manitoba HS 04/05</td>
<td>100%</td>
<td>0%</td>
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</tbody>
</table>
The notion of ‘mature’ student invokes an image of married, perhaps middle-aged individuals, returning to University. Hence, of great interest with respect to the age distributions was that for both academic years, 50 to 60% of the mature students were within four years of the official age of admission (21 years). Approximately 80% of mature students were under 30 years of age. This was in fact similar to the pattern seen for the older-than-average student group. Here some 66 to 78% were within four years of the official age of admission and approximately 90% of the older-than-average students were under 30 years of age. If we assume the childbearing and ‘raising a family’ years to generally occur between 25 and 39 years of age, then between 33 and 39% of the mature students were in this stage of their lives, as was 30 to 33% of the older-than-average students. If we assume 40 years of age to be the time when adult learners return to university to upgrade or for a career change then we find that 4% of mature students and 1.5% of older-than-average students had returned to university for these possible reasons. Clearly, although the ‘expected’ older age groups are represented in both groups, overall the picture that we now have is one of a group that is much younger than was assumed previously. In fact, although differentiated by their high school record (or lack of), the mature students and older-than-average students are similar in that they delayed their enrollment. However, they were different in how they pursued their studies in that, in both academic years, the majority of mature students studied part-time (M= 57%), while the majority of students in the older-than-average group studied full-time (59%). This compares with the Manitoba high school enrollment where, in both years, the part-time studies remained at about 16%.

The results of these analyses outline the fact that, although adult learners are normally represented as a non-traditional group, it is not a homogeneous group. That we can clearly separate mature from older-than-average underlines that we may have two distinct groups of students whose needs may not always be comparable.

One major point that stands out arises from the analysis of the academic performance of these groups. Most notable is the higher than expected performance of the older-than-average group as compared to the mature student group. In fact, many older-than-average learners were more successful than the traditional (Manitoba High School) students. In 2003-2004 about 63% of the older-than-average students had cumGPAs of 3.00 or greater, and in 2004-2005 45% were in this group (see Table 2). It is believed that adult learners, based on their greater age, tend to be more focused on their career goals and have stronger motivation to complete their degrees. On the surface this description would seem to apply best to those students in the child-rearing years (25-39yrs). However, although 74% of the 53 students in the academic year 2003-2004 who earned a cumGPA of 3.00 or greater were younger than 30 years (just bridging into the child-rearing years), 32 students (or 60%) were under 25 years of age.

The most obvious difference between the mature students and the older-than-average students is the completion of the high school diploma, but equally marked is the difference in their academic performance. A Scheffe Post Hoc analysis confirmed the significantly poorer performance of the mature student group when compared to the other two groups. Although the Older-Than-Average group was, on average, out-performing the Manitoba high school group these differences were not significant. However, these results seem to confirm that mature students, those without high school completion, are at greater risk of not being successful in post-secondary studies. Specifically, at present, many of our mature students are in danger of not succeeding as they have cumGPAs of less than 2.0.

Table 2: Mean cumulative Grade Point Averages for each group

<table>
<thead>
<tr>
<th></th>
<th>Mature GPA</th>
<th>Older-than-average GPA</th>
<th>Manitoba HS GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>2.01</td>
<td>2.87</td>
<td>2.53</td>
</tr>
<tr>
<td>2004-2005</td>
<td>1.75</td>
<td>2.53</td>
<td>2.43</td>
</tr>
</tbody>
</table>

What are the implications in the classroom? For the instructor, it is important not to assume that an older student is a mature student, or that mature students are old. The normal concept of a ‘mature’ student does not describe a homogeneous group and there is good reason for us to distinguish between ‘mature’ and ‘older-than-average’ students. More specifically, it would seem that intervention strategies should be initiated as early as possible for those students who constitute ‘mature’ students. In particular, many adult
learners should continue to receive academic support throughout their first year (18-24 credit hours). In response to these concerns University 1, has recently introduced an informal assessment at 9 credit hours with follow-up academic advising sessions (Early Warning Program). As well, University 1 formally assesses academic performance at 24 credit hours for probation and suspension. The Learning Assistance Centre is also in tune with the needs of this diverse group and referrals are welcome.

In response to the part-time nature of study and their presence on campus, programs are being designed with sensitivity to the many demands on time that may already exist for some of these adult learners. The abbreviated evening orientation and the on-line tutorial and materials for the START sessions are but two examples. Programs for adult learners need to be available to first-year students at times convenient to adult students (such as early mornings, evenings, and weekends). Although the majority of these adult learners are close in age to the traditional high school students, many do have other commitments that may keep them off campus. Employment, caring for aging parents, etc. are all realities that are faced by many at any age, but are more prevalent with adult learners.

Adult learner programs can provide connections among adult students, similarly, building peer support systems that can be critical to their success. Programs such as University 1’s Mature Student Advisory Committee can help adult students feel as though they belong and that the institution values their participation as members of the University of Manitoba’s community. They are presently searching for a name. Any ideas?

Much of the content in this newsletter is in some way related to the psychological impact of being part of the university, as a student, a professor or a student support professional. We recognize that embarking on a university experience carries with it certain anxieties, some motivating and some debilitating. We are fortunate to have University 1 which is designed to guide students through those initial challenges of becoming post-secondary students. Our first article gives us a new perspective on a group of students who by pass University 1 based on their method of entrance to university, but who are not much different from our University 1 students. How can we help them? For aboriginal students there are additional challenges related to culture. We are privileged to have the new Aboriginal Student Centre designed to assist both students and faculty understand and provide support for those challenges (p.18). Some challenges facing students can be triggered by educators when we use instructional strategies and content that creates a level of dissonance that is emotionally harmful and not primarily motivating for learning. Some considerations for our teaching practice using traumatic material can be found on p. 8. A great discussion on the topic of anxiety, its impact on our students and our role as educators can be found on page 14. Unfortunately, despite all of the resources available, some students make choices involving academic dishonesty, harassment or inappropriate behaviour. We have a new student bylaw addressing these issues. Our role as educators, department heads and deans is clearly outlined on page 10.

But, as challenging as the university experience can be for students, it is also exhilarating. It is wonderful to see the creativity that was part of the student garden experience (p. 12) as well as the innovative approaches being used by the University of Manitoba Archives (p. 5). It is also great to be introduced to the concept of open educational resources (p. 7) that can stretch our minds and approaches to teaching. We also have the opportunity to be motivated by the Scholarship in Teaching in the Peer Review process recently established in Dentistry at the University of British Columbia (p.6). In the end, we are all in the business of teaching and learning. At UTS we are here to help graduate students through our CHET program (p. 17), new faculty through our New Faculty Program (p. 15) and all educators through this newsletter, our ongoing workshops (p. 20) and through personal or faculty consultations (p.19). Hope to chat with you soon. Best wishes for the holidays.
The University of Manitoba Archives is using new technology to reach out to students and researchers who are new to the Archives. A video at the Archives’ website introduces them to the concept of archival research. A film studies graduate, Rob Ross, and Archives staff member Brett Lougheed wrote the script with input from various members of the staff. Then the two hired a student from the film studies program, and with the assistance of several staff members, filmed a five-minute video. The film uses a combination of still photographs and filmed sequences, archival photos and footage for contrast and explanation, and screenshots with a voice over narration, sound effects and music.

The resulting product not only introduces visitors to the physical space of the Archives (and how to get there) but also methodically prompts researchers to: conceive of an idea in advance of their visit; use the Archives’ website to explore possible archival resources to support the idea; request material; research the records; and record and cite the material used. A few tips about photocopying, some admonitions to not remove the material from the Archives or consume food on the premises, as well as requests to employ gloves in certain circumstances and keep the material in order, round out the video. The students are able to see exactly what they can expect when they come to the Archives.

The Archives is just gathering audience feedback at this phase, with a full roll out of the video before Christmas. The video will be posted to YouTube at that time.

The video is an amusing and succinct look at what can be a confusing and sometimes intimidating research process. It is the first in a series of instructional videos and website that will take students and novice researchers through the archival research process. The next step in the series will be the completion of a website that explores archival material, the diaries, correspondence, photographs, publications and audio and video recordings, and how these are produced. Users of the website will be prompted to examine the records for the oftentimes hidden biases of the creator, the limitations of different formats, the missing information that automatically pertains to certain records such as correspondence or photographs, and so on.

You can view the video at: umanitoba.ca/libraries/archives
At the University of British Columbia we are currently involved in a campus-wide effort to improve our teaching. The first step instituted by the president’s office was a greater awareness of student evaluations with on-going talks between the president’s office and the Faculty Association regarding the fairness of this endeavour.

The second step is concerned with a campus-wide peer review process to ensure educators at all levels of professorial rank are involved in a process designed to assist them in their participation of the peer review process. As a recipient of a $50,000.00 Teaching and Learning Enhancement Fund (TLEF) grant to develop a formative peer review process for the Faculty of Dentistry, I have been invited to sit on the committee dedicated to ensuring a fair and transparent campus-wide peer review.

Many issues are relevant to the process of developing such a program, one being the difference between formative and summative peer review. Formative is designed to be more of a mentorship process for the educator whereby they are asked what they are trying to achieve in their teaching, why they would want to develop this area and how they will go about doing it. A comprehensive outline of the process can be viewed at www.peerreview.ca. Summative review is a teaching peer review used to determine promotion and tenure.

Of concern with the administrations’ work in this area is a conflict between summative and formative peer review and how the committee can develop a program which offers the benefits of formative peer review but still allows summative peer review to be conducted in a fair and honest manner. Issues that have been determined to be central to this process are accuracy, integrity, transparency, feasibility, diversity, credibility and usefulness. Obviously what seemed as a fairly straight forward process has now been required to slow down and contemplate these issues in order to produce an equitable and fair process for everyone.

In the Faculty of Dentistry the formative peer review process has been designed with the overall aim of getting educators to think about their teaching through reflection, dissemination, and a scholarly approach. The objectives are:  
1. create awareness of trends in higher education both locally and globally (not just in their discipline)  
2. have educators attempt and get feedback on new approaches to teaching  
3. create teaching circles whereby educators engage in dialogue about teaching and learning  
4. stimulate scholarship in teaching and learning.

This process has been passed by Faculty council for educators, module coordinators, and new non-tenured faculty. Naturally there has been dread, resistance, and fear by some of the faculty involved but once they participate in the formative process, they come to accept that this is designed to assist them in their development as an educator and is not meant to be a threat (please refer to testimonials on the web-site). Trained reviewers from all over-the-campus partake in the process and while it has been slow to take-off, people have gone through the process are realizing the benefits with some now volunteering for a second review.

When conducting the literature review for this project, it became apparent that this process is ingrained in the British and Australian Higher Education programs. Organizations such as the British Center for Excellence in Teaching and Learning (CETL) have developed very insightful peer review programs and the program’s resulting scholarship was central to the development of the formative peer review project (please see reference on the peer review web-site). At the time of the project development, no such process was in operation at any Canadian University on a campus-wide basis. This is the situation despite the fact the Association of University and Colleges of Canada (AUCC) in 1990 determined that student evaluations are valuable but should not be the sole determinate for teaching evaluation. This conclusion was based on ‘an independent Commission of Inquiry on Canadian University Education to review the educational function of Canada’s universities and to find ways by which universities could ensure that their educational programs were of high quality’ (Donald, 2006 p. 28).

The 1990 AUCC commission of inquiry was designed to establish a benchmark to improve Canadian Higher Education teaching and learning. However, for almost 20 years it has remained relatively unused and dormant. Principally this is because unlike Britain and Australia, Canada lacks a central controlling body for Higher Education as education is under provincial jurisdiction with research being federal. The consequence of this disconnect is teaching at Canadian universities being left to the universities’ governance, resulting in a greater emphasis to encourage young faculty in grants and publications and less emphasis on developing teaching abilities. Largely ignored until recently this inquiry can now be implemented as Canadian Universities begin to realize their teaching is not keeping pace with that of Britain and Australia. In the intensely competitive world of global higher education, it is now recognized processes must be instituted to help the Canadian
Open education resources (OERs) are, like the name suggests, resources that are freely available for educators and learners. Open resources received a significant boost in prominence in 2002, when MIT announced its OpenCourseWare initiative to make all undergraduate and graduate courses freely available online.

Since that time, interest in OERs has exploded. OpenCourseWare Consortium (http://www.ocwconsortium.org/) lists over 200 institutional members committed to sharing resources without charge. Certain funding agencies – such as CIHR – are beginning to require all researchers to make their articles freely available within six months of publication.¹ The Directory of Open Access Journals (http://www.doaj.org/) lists over 3700 scholarly peer reviewed journals publishing free full text articles. OERs are not confined to university level materials. OER Commons (http://www.oercommons.org/) lists thousands of resources available for K-12 teachers.

Institutions adhering to OER principles take varying approaches to openness. MIT offers a combination of course outlines, readings, and recorded lectures. OpenYale offers freely available lectures encompassing entire courses. OpenLearn, and initiative by Open University in UK, provides not only educational resources, but also pedagogical approaches to delivering content.

**Textbooks and publishing**

Even the textbook industry is not immune from the movement to openness. Beginning in January 2009, Flat World Knowledge (http://www.flatworldknowledge.com/) will begin publishing texts for higher education under open access models. Educators can use and “mix, mash, and make [textbooks] their own”. A similar initiative is being planned for community colleges with Community College Open Textbook Project, supported by The Hewlett Foundation. Certain state wide initiatives – such as Washington Online – are exploring the feasibility of creating their own open texts in popular subject areas, reducing the need for learners to purchase textbooks.

**What is the impact of OERs?**

Video and audio lectures, interactive activities, course notes, teaching strategies, and open journals offer educators a unique opportunity to access quality educational resources. Consider the duplication of many first year courses in colleges and universities across Canada. Similar courses may benefit from faculty collaborating with others and creating resources together. Sites like WikiEducator (http://www.wikieducator.org/Main_Page) exist as spaces where educators from around the world can connect to create shared curricula.

**What is the impact?**

OERs can have potentially broad impact on higher education. Generally this impact is seen as positive. But three concerns exist:

1. First impacted are traditional journals and textbook publishers. Are open access models sustainable? MIT’s OCW and related initiatives were heavily supported by external funding. How will input costs be supported in the long term?

2. As more and more resources become available, instructional designers and educators face a new challenge: instead of creating course material, the task becomes one of finding needed resources. Effective, user-friendly search tools are not yet available (outside of Google’s Custom Search Engine).

3. Quality. The reduced barrier to establishing academic journals (software such as Open Journal Systems is open source) may present concerns about the quality of journals and the rigour of the process of publication.

¹http://www.cihr-irsc.gc.ca/e/34851.html
As teachers, we all make choices about the curriculum in our classes. For some, the curriculum may be pre-planned and there are few choices in terms of content delivery. However, even in those cases, we still make decisions about how we will deliver the materials before us and what types of learning objects we will use to help make that content come alive. In some cases, particularly for human service programs or arts curriculum, such as English literature, the potential exists that we might use material with traumatic content.

As an instructor, I know the importance of engaging students. Through engagement, we are able to increase the likelihood that the material delivered will be understood and integrated into students’ learning. This is, after all, our job. When we use learning objects that move student emotionally, we are liable to enhance the learning experience. However, emotionally charged materials may have traumatic content and we need to consider the impact this has on the students.

The decision to use traumatic materials in teaching should not be taken lightly. While we want to make our classrooms exciting and stimulating, that should not be the primary reason for its use. An instructor who uses this material must consider the consequences. It is important to understand that the instructor holds the balance of power and makes the majority of decisions in most classes. Therefore, use of this material without consideration for the impact on those who are receiving it serves only the instructor’s self-interest.

It is important to consider why teachers use traumatic materials. While there is limited information on this topic, a few authors are examining the purpose traumatic materials serves. The following points (McCammon, 1995; O’Halloran & O’Halloran, 2001) are some of the reasons put forward as appropriate for using trauma to deliver course content:

- Preparing students for the reality of the work they will be doing in their profession
- Teaching students how to deal with particular issues
- To enlighten and inform for social justice reasons
- To bring boring facts to life
- To increase empathy
- To create deep learning

While this list is not exhaustive and there may be other reasons for the use of traumatic materials, these are typical among discussions I have had with instructors (Kostouros, 2008). Therefore, understanding the purpose behind the decision to use traumatic materials is important in order to justify the learning object choice and ensuring there is a connection between the learning object and the learning outcomes.

If a decision is made to use traumatic material, for example, because it fits with the curriculum outcomes, then we should also make sure we consider whom we have in our classes and how this material might affect them. After having received a phone call from a student who dropped out of our program, being more considerate about the use of these materials resonated with me. She explained that in one of her classes, there was much discussion about residential schools and the teacher used readings and videos to drive the point home about the abuses that occurred to our first nations people. The student went on to explain that the information hit too close to home, given her native heritage, and she found herself being flooded with memories of her own trauma. This caused some difficulty in her sleeping and her concentration, which in turn impacted her ability to learn. As I listened to her, I recalled materials I have studied related to vicarious traumatisation (Perlm & Saakvitne, 1995). When one experiences vicarious trauma it means that the traumatic materials one is bearing witness to is cutting across boundaries and impacting his or her personhood. While we want our students to learn and we want to be engaging teachers I am sure we are not looking to traumatize or negatively affect our students. This however, becomes a by-product of our decision to use traumatic materials.

The above story is one example of the potential to cause the resurfacing of a student’s traumatic history. Other potential side effects of using traumatic materials will of course depend on the student but may include an increase in anxiety causing difficulty in listening and therefore learning (Horsman, 2004). Difficulty eating, sleeping and problems with concentration. Students may become
distracted in the classroom where the traumatic materials was or is being delivered, making it difficult to come to class or staying present while in that classroom. In addition, I have come across students who link the material to the instructor and therefore, begin to dismiss the instructor as credible or helpful.

Given that we may use traumatic materials because it will be the best learning object for a particular curriculum, there are ways to do so that may lessen the impact on the students thereby increasing his or her learning. McCammon (1995) and more recently Black (2006) present some strategies to minimize the deleterious effects on students. Some that I have used and found most useful are giving ample warning that you will be using these materials. Sometimes using a grounding activity such as a power point with serene pictures to interrupt the traumatic materials (Black, 2006) helps to minimize impact. This intervention is known as titration in the trauma treatment literature.

Making sure to connect the materials to the learning, in other words, give the materials an intellectual point. Allow a debriefing after presenting the materials and make sure to give ample time to do so. Some instructors I have come across think a few minutes at the end of the class is plenty of time. This may be for some students but not others. Use index cards for students to vent thoughts and feelings, particularly if there is limited time to debrief or potential exists that a class will become a counselling session. Give alternative assignments for those who do not want to participate with traumatic materials, if possible. While this may be unlikely in some classes, it may be in others, so consider the alternatives.

If a teacher is purposeful in his or her linkage between outcome and learning object then it is probable that the individual is a reflective purposeful practitioner. If that is the case then he or she also likely takes responsibility for his or her part in the learning process. As teachers, we must understand that we have particular power in the classroom. If we are willing to teach reflectively then we are thinking not only about the curriculum and learning objects but also about the students. We therefore, are not treating the student as an object but recognizing the reciprocity in the teaching – learning dynamic. If we care that the student is learning, then we must also care about the student. These cannot be separated.

Caring about the student as person and learner may bring more attentiveness in the exchanges we have with students. When this happens, we may glean more information about how we are affecting students with the materials we use in our teaching. If we become aware that a student is or has been affected by the material used, then we also hold a responsibility to ensure we develop some strategies for recovery. This is an ethical responsibility when choosing to use traumatic materials. Strategies developed for use in the classroom while teaching may be enough, for example, a debriefing, to overcome the effects of the traumatic materials or it may mean making a referral to the counselling centre within your institution. Whatever approach taken, the point is you are taking responsibility for your power and are willing to use it appropriately. Being thoughtful and reflective about using trauma as a learning object will mean you may change some of your teaching practices. Change can be hard, but it can also be rewarding.

References
What you need to know as academic staff about the NEW Student Discipline Bylaw

Brandy Ulrick, Student Advocacy with Michelle Martin-Strong, Office of the University Secretary
& Gregory Juliano, Office of Legal Counsel

The University of Manitoba has recently revised the Student Discipline Bylaw which will be in effect January 1, 2009. The introduction of this revised bylaw and procedures document provides an opportunity for academic staff to re-familiarize themselves about their responsibilities with regard to responding to academic and non-academic misconduct of students.

This article will highlight responsibilities of academic staff with regard to student discipline and include the procedures to be followed when handling such cases. It will also highlight some of the changes in the Bylaw that may be of interest.

Below is an excerpt from Table 1: Jurisdiction of Disciplinary Authorities from the new Student Discipline Bylaw.

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<tr>
<th>Disciplinary Authority</th>
<th>Jurisdiction</th>
<th>Matters which may/shall be referred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty</td>
<td>None</td>
<td>Refer directly to Department Head in the case of non-departmentalized units; in the case of departmentalized units, to the Dean/Director or designee of the Faculty/School in which the student is registered. Refer directly to the Dean of Graduate Studies designate.</td>
</tr>
<tr>
<td>Inappropriate Behaviour</td>
<td>Disruption of instructional or evaluative activity</td>
<td>Refer directly to Department Head in the case of non-departmentalized units; in the case of departmentalized units, to the Dean/Director or designee of the Faculty/School in which the student is registered. Refer directly to the Dean of Graduate Studies designate.</td>
</tr>
<tr>
<td>Harassment and Unlawful Discrimination</td>
<td>None</td>
<td>Refer directly to Department Head in the case of non-departmentalized units; in the case of departmentalized units, to the Dean/Director or designee of the Faculty/School in which the student is registered. Refer directly to the Dean of Graduate Studies designate.</td>
</tr>
</tbody>
</table>

According to the Bylaw, attempts should be made to resolve matters at the lowest possible level. However, academic staff have no jurisdiction over matters involving “Academic Dishonesty” or those that may involve “Harassment and Unlawful Discrimination” (i.e. breaches of the Respectful Work and Learning Environment policy). However, this should not preclude academic staff from meeting with the student(s) to discuss the concern before deciding whether there has been a breach that needs to be forwarded to the appropriate disciplinary authority (see Table 1). Staff are encouraged to provide to the disciplinary authority a summary of the issues including a description of the allegation and the evidence, information about mitigating circumstances, and, if desired, a recommendation for the outcome (e.g. education or remedial work). In some departments and faculties, the academic staff may be invited to attend the meeting when the student meets with the disciplinary authority to discuss the matter.

In the previous two editions of the UTS newsletter there were articles that addressed handling disruptive student behaviour in the classroom which may be useful resources for academic staff. In accordance with the Bylaw, the following flow chart outlines the steps for academic staff to follow when responding to a potential case of academic dishonesty (plagiarism, cheating, inappropriate collaboration, etc.).
Academic staff do have jurisdiction over “Inappropriate Behaviour”, specifically, “disruption of an instructional or evaluative activity”. A progressive discipline approach can be implemented (where appropriate) whereby in the first instance the student is informed of the concern, is given an opportunity to respond, provided information about expectations about classroom behaviour and cautioned that future behaviour may result in a disciplinary outcome.

According to the Student Discipline Bylaw, academic staff may choose to impose the following disciplinary actions:

- Suspension from attendance for the balance of one meeting of instructional activity.
- Suspension from further attendance at classes in a particular course.
- Requiring that a written apology and/or retraction be made,
- Issuing a reprimand,
- Suspending the assessment or enforcement of a penalty subject to condition, and
- Attaching conditions to any of the authorized actions prescribing future conduct

The following section highlights the key changes between the old and new bylaw.

- Bylaw now provides list of behaviours that are considered to be academically dishonest or inappropriate.
- Inclusion of two tables which outlines jurisdiction of disciplinary authorities and disciplinary outcomes.
- Deadline of appeal extended from 5 working days to 10 working days.
- Clearer procedures to be followed if disciplinary matter involves a course outside of the students’ home Faculty (i.e. remove risk of “double jeopardy, the faculty offering the course and the student’s home faculty are instructed to work together).

- Clearer procedures when handling a disciplinary matter that involves more than one student.

It has been noted in the literature and elsewhere that an academic staff member may be reluctant to bring a disciplinary case forward if s/he feels there is insufficient evidence. Instructors should not fear personal liability when exercising their disciplinary responsibility. In the rare instance that a case is challenged in the courts, the University provides legal representation and indemnity for individual staff.

In addition, there are several offices and services that may be of assistance:

**Student Advocacy office** provides guidance and advice to academic staff when confronted with a disciplinary matter involving a student. Student Advocacy also provides education sessions on student matters, including academic integrity and student misconduct. The office can tailor classroom presentations for students or provide workshops for staff.

Contact: Brandy Usick, 474-7423,
Student_Advocacy@umanitoba.ca, www.umanitoba.ca/student/advocacy

**The Office of University Secretary** provides guidance and advice on procedural questions regarding appeals to the LDC or UDC committee. Contact: Michelle Martin-Strong, 474-6166, martinst@cc.umanitoba.ca

**Office of Legal Counsel** provides advice on matters that are not explicitly dealt with by the Student Discipline bylaw.

Contact Gregory Juliano, 474-9575, juliang@cc.umanitoba.ca

The Office of the University Secretary, Legal Services and Student Advocacy will be offering educational sessions to the university community on the new Student Discipline Bylaw starting in November 2008 and into the new year. Information about these sessions will be circulated widely including on the University of Manitoba website.

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**MARK YOUR CALENDAR - Winter 2009**

**Faculty Workshop: Creating a Culture of Academic Integrity**  **Facilitators: Brandy Usick, Brian Barth**

Within higher education, discussion about academic integrity tend to quickly turn to lamentations about the “culture of cheating” in today’s society. The aim of this workshop is to explore the steps in creating a “culture of academic integrity”. We will specifically review instructor’s responsibilities with regard to preventing, detecting and responding to plagiarism and other forms of academic dishonesty. Participants will be encouraged to discuss ways to foster a culture of academic integrity on our campus and within their respective departments or disciplines.

For registration information/dates please visit the UTS website at: www.umanitoba.ca/uts
Many of you will have read the article in the previous newsletter about how some instructors from the Faculty of Agriculture along with some students initiated the idea of a student garden. I took advantage of their invitation to join the “indoor garden party” that was held towards the end of October. There, I had the distinct advantage of being able to speak with the gardeners (aka students). Here is the rest of the story.

University of Manitoba students and faculty joined forces to plant a garden in the west side of the university just north of Chancellor Matheson Road in May 2008. They define their process of planning, seeding, weeding, watering and harvesting garden produce as “gardening outside of the box”. Working as a group required self-directed learning as well as collaborative learning. All of the challenges and benefits of these types of learning approaches were very much part of the experience. In response to the question - Why a garden? - Students stated - Why wouldn’t we have a garden when the University of Manitoba was founded on the agricultural expertise of the community? In their minds, it was simple logic, we have the expertise, we have the land, and the garden can benefit us as poor students, but it could also benefit the community at large. In fact, the students soon realized that the 2 acres of land was going to be a very large garden so they shared a portion of their land with some local immigrants. These students were motivated by strong beliefs about the importance of the sustainability of our food source, healthy eating as part of a healthy lifestyle, sharing the wealth of our resources with those less fortunate as well as the experiential learning this opportunity provided. Although the students shared similar values they came to the project from different disciplines - agriculture, architecture, environment, earth and resources, to name a few. In addition, almost none of them had ever planted a garden. The learning curve was steep and the summer offered many opportunities for activities other than gardening. The vegetables flourished, as did the undesirables (formally known as weeds). Despite almost losing the game to the undesirables the gardening team came on strong and a bountiful crop of vegetables was harvested. What to do with all the corn, tomatoes, peas, etc? The faculty recommended sharing the crop with the local eateries on campus. The students wanted to share the crop not only with their local student community, but also the larger community. So, the garden produce was picked and carted to a farmer’s market in Osborne village. Commerce was not the goal, sharing healthy organic produce with urbanites that did not have the land or expertise to grow vegetables or the economic resources to buy organic produce fueled the students’ weekly trek to the farmers market where their produce was the “best buy” around.

These students exemplified the benefits of a university education. They became critical thinkers when they created a project that operated “outside of the box”, they learned to work without clear direction, they learned to work in a team, they put into practice theoretical principles and they used this knowledge to benefit the larger community. Two of these gardeners are graduating this year. James Frey will be using this knowledge as he works with people overseas under the auspices of Mennonite Central Committee and Kaeley Wisenna who will use this agricultural experience as a city planner in British Columbia.

Thank you to Bill Hrynkow, James Frey, Benil Sable, Anne Kirk and Kaeley Wisenna for taking time to share your gardening passion with me. Congratulations on a job well done!!
Hello CHET Students,

I am pleased to take this opportunity to introduce myself as the new CHET Advisor. I strongly believe in the importance of quality teaching at the University level and value the role CHET plays in helping its participants improve their teaching skills. As your CHET Advisor I will be available to answer questions regarding your program requirements and in addition will be reviewing your teaching dossiers and research papers (for those of you who choose the core course option 2).

To tell you a bit more about myself... My background is in Family Social Sciences. I completed my Master’s degree at the University of Tennessee and while there was an academic advisor for two years. This experience helped me understand the importance of supporting student development and mentorship. After several years in the corporate world as a regional sales manager, I moved to Winnipeg and began teaching as a sessional instructor for the department of Family Social Sciences here at U of M and have been teaching extensively for the last five years. I am also a PhD candidate in the Individual Interdisciplinary program, which combines study in 3 departments: Family Social Sciences, Management and Sociology. Finally, I have also taught workshops for both UTS (e.g., Tips for Teaching Large Classes) and CHET (e.g., Course Construction and Organization).

I should also mention that I completed the CHET program myself a few years ago and therefore have a strong sense of both what you will gain from the program, but also what you need from the program and your Advisor. I want to assure you of my accessibility and encourage you to email me with any questions or concerns that you may have regarding program requirements, teaching dossiers and research papers. I do not have fixed office hours in the UTS office, however I am more than happy to schedule an appointment with you to address any questions that cannot be answered via email.

I look forward to meeting you, working with you and supporting you through your CHET program.

Best wishes - Rachael Pettigrew
pettigrewcc.umanitoba.ca

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CHET Certification in Higher Education Teaching (CHET) is a program designed to help academic departments prepare Ph.D. students for the full range of faculty responsibilities and also for other careers where presentation and communication skills are needed.

http://www.umanitoba.ca/academic_support/uts/programs/chet.html

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Need Help with...

- Planning, developing or modifying your syllabus?
- Planning a new course?
- Interpreting your SEEQ results?
- Developing variety in your instructional strategies?
- Developing evaluation tools?
- Assessing the effectiveness of your evaluations?
- Assessing the effectiveness of your teaching?

Contact:
University Teaching Services for individual/faculty consultations.

Contact #474-6958 or email: uts@umanitoba.ca

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McGRAW-HILL RYERSON ANNUAL SCHOLARSHIP PROGRAM

The program is designed to recognize and reward students who enhance the learning environment at their college or university. McGraw-Hill Ryerson Limited, a leading Canadian publisher of educational resources and information products and services for lifelong learning and enjoyment.

Additional information is available at http://www.mcgrawhill.ca

In addition to academic and personal integrity, nominations are evaluated based on the student’s classroom engagement and initiative. The scholarship review committee, a non-partisan board including educators and administrators from colleges and universities across Canada, reviews the applications. The committee looks for students who show respect and empathy for others, whose overall behaviour and participation have a positive impact on the classroom, and who draw upon the full array of learning resources available to them. To be eligible for the scholarship, each student must be nominated by a professor.

McGraw-Hill Ryerson will accept 2009 scholarship nominations until June 15, 2009. More information on the program and nomination guidelines may be obtained at http://www.mcgrawhill.ca/scholarships
This book blends research on learning from neuroscience, cognitive science and constructivist pedagogical practice as a basis for understanding learning. The authors begin by articulating that “... the brain is biologically designed to learn...” (Caine, 2009, p. xi). Caine et al have defined 12 brain/mind principles of learning based on the research to date.

1. All learning is physiological - “All students learn more effectively when involved in experiences that naturally call on the use of their senses, action, movement, and decision making” (p. 147).

2. The brain/mind is social - “All students learn more effectively when their social nature and need for relationship are engaged and honored” (p. 56).

3. The search for meaning is innate - “All students can learn more effectively when their interests and ideas are engaged and honored” (p. 74).

4. The search for meaning occurs through patterning - “All students increase learning when new patterns are linked to what they already understand” (p. 163).

5. Emotions are critical to patterning - “All students can learn more effectively when appropriate emotions are elicited by their experiences” (p. 92).

6. The brain/mind processes parts and wholes simultaneously - “All students can learn more effectively when their experience gives them a sense of the whole that links the details (facts and information)” (p. 130).

7. Learning involves both focused attention and peripheral perception - “All students can learn more effectively when their attention is deepened and multiple layers of the context are used to support learning” (p. 216).

8. Learning always involves conscious and unconscious processes - “All students can learn more effectively when given time to reflect and acknowledge their own learning” (p. 231).

9. There are at least two approaches to memory: archiving isolated facts and skills or making sense of experience - “All students can learn more effectively when taught through experiences that engage multiple ways to remember” (p. 204).

10. Learning is developmental - “All students can learn more effectively if individual differences in maturation and development are taken into consideration” (p. 177).

11. Complex learning is enhanced by challenge and inhibited by threat, helplessness and fatigue - “All students can learn more effectively in a supportive, empowering, and challenging environment” (p. 35).

12. Each brain is uniquely organized - “All students can learn more effectively when their unique, individual talents, abilities, and capacities are engaged” (p. 243).

(Caine et al, 2009).
Consequently, they propose that if educational practices are
designed based on how the brain naturally learns, three
essential interactive elements are required:

1. An EMOTIONAL CLIMATE of relaxed alertness which
allows learning to occur in a social environment that
is challenging but not threatening.

2. INSTRUCTION which provides orchestrated immersion
in complex experiences which engage learners
thinking imaginations and emotions (given that the
brain, mind and body are linked).

3. A learning situation which nurtures active processing
of learning in which students CONSOLIDATE knowledge
and experiences as measured by assessments
including real-world performance.

The book is divided into three parts based on these three
elements. Within each part the authors present the research
and translate the principles into capacities for learning which
leads to suggestions for teaching (Caine et al, 2009, p. 5).
Additionally the book discusses implications for educational
leadership in implementing these principles more broadly
into the educational system. Although the examples in the
book are primarily taken from the K-12 system there is a
wealth of practical suggestions, grounded in research that the
university educator would find valuable in their personal
teaching practice.

Available at the Dafoe Library
Call Number: LB 1060 A16 2009
Located at: Mezzanine (Educ)

For full description of program and to register,
please visit us at:
http://umanitoba.ca/uts/newfacultyprogram.html
Alleviating Anxiety of University Students at U of M - Things to Consider

Timothy A. G. Osachuk, Clinical Psychologist, Student Counselling & Career Centre

As a Doctoral Registered/Licensed Clinical Psychologist that works with many students at the Student Counselling and Career Centre I would like to share some of my reflections about contemporary anxieties of students on campus. It probably comes as no surprise to you that in addition to students enrolling in university immediately after high school, the diversity of students on campus is ever increasing - this includes increasing numbers of non-traditional aged students, single parent students, rural students, Aboriginal First Nations students, International Students (some of which are refugees and trauma and torture survivors), students with various disabilities and Mental Health difficulties, and the list goes on and on. These students all have different learning histories, from different educational systems, and different styles of learning.

Along with the diversity of students, come a diversity of challenges, transitions, worries and stressors, a few of which can be seen in the illustration:

On passing the a VW deadline, and moving towards the examination schedule, pressure and anxiety among students historically mounts, and many of the stressors in the picture above become heightened and magnified. So given the above, what kinds of things can we do to be helpful to students, not create additional anxiety, and perhaps even reduce or alleviate some of their anxiety? There are many things we can do.

One of the first things we can do is to be sensitive to the diversity of students and contexts from which they come to study with us at the University of Manitoba. It is important to note that many of the above challenges are developmental, and inherent to the learning of students accommodating to a new educational institution, and that they will learn skills over time. So there is the learning of how to be a student and study at university, the learning about themselves and their identities, as well as learning the material they are to learn while being here. During periods of change, learning and growth, there is uncertainty and anxiety prior to learning and mastery. One way we can help students to reduce some of this uncertainty and anxiety is to first attempt to resolve these directly with students by normalizing that the experience of coming to and learning how to function at university is anxiety provoking, and can be overcome. We can all also be aware of and direct students to the many services available on campus, to assist with the skills required for university student study. This is one of the goals of the University 1 Faculty, to promote skill development and narrow the gap between high school and university student study. Knowledge of resources and workshops offered by the Learning Assistance Centre, or other programs at a faculty level can assist students with learning additional study and academic skills and reduce some of their anxiety.

Knowledge of and direction (when appropriate) to the many Student Affairs Services on Campus, including Disability Services, the Aboriginal Student Centre, the Peer Advisor program, the Student Counselling and Career Centre, the International Centre For Students, the Office of Student Advocacy, Chaplains, University Health Services to name a few, will also assist students with navigating individual anxiety provoking circumstances.

A second thing we can do is to ensure that we are following all of the recommendations of the U of M ROASS (Responsibilities of Academic Staff with Regard to Students) policy. This includes ensuring that we

School Stressors

- Financial Worries
  - living accommodations
  - budgeting/expenses
  - bookstutation/supplies
  - loans/debt/poverty
  - work
- Physical Stressors
  - eating habits
  - sleep
  - exercise/self care
  - alcohol/drugs
  - illness/sickness
- University Transitions
  - large campus/classes
  - isolation
  - competitive environment
  - being an ESL student
  - different culture of learning
- Adapting to different Professors’ teaching
- Needs to be perfect
- Tight Schedule
  - time pressures
  - fast pace
  - choices between 2 needs/goals
- Exams/Tests
  - assignments
  - timelines
  - being self directed
- Grades/Marks
- Relationships
  - personal
  - peers/classmates
  - family
- Daily Living Chores
  - laundry
  - bill paying
  - meal preparation
- Frustrations/Conflicts in many areas
are familiar with pertinent overall university procedures and policies, and those at the faculty and departmental level. For example, we can ensure the syllabus for a course is clear, distributed within the 1st 3 weeks of class, and that evaluation methods, assignments, grading, office hour availability etc. are adhered to. It is important to understand that newer students to the university environment will often be looking for clearer guidelines as to the process of education and evaluation, and the parameters of same. So providing students with clear expectations for assignments, the culture/norms of appropriate behaviour within the classroom, early and timely feedback about performance will all reduce potential anxiety and worry. As students acclimate to the university environment, and how to be a student, they will also be capable of additional flexibility, abstraction and build capacity to tolerate the anxiety and stressors inherent at times to being a student and being evaluated.

As described, watchfulness and sensitivity to the diversity of our students, their origins and experiences may also circumvent reactions they may encounter in the process of their learning. You are all probably well aware that that the clash of ideas, questioning and experiences that has traditionally been the hallmark of a higher education, may also be challenging to students own identities and individual values, and precipitate questions, confusion and anxiety prior to accommodating, assimilating and reorganizing what is important to them. This is again developmental, normative, and transformative for many students, yet in some circumstances can precipitate difficulties. For example, content within some courses, provocative movies or traumatic films can create vicarious trauma for some individuals, or remind/re-traumatize individuals who have experienced similar past trauma. We do have students both local and international who have fled traumatic circumstances, and bump into experiences here during their course of study that remind them and cause them to relive these circumstances. These are sometimes called flashbacks, and common to people who have experienced past trauma. In each of your circumstances, if you are aware of content or material perhaps being provocative, creating discomfort, etc., then warning students in advance about this will be helpful to prepare themselves. If you are also aware of common reactions to this material, letting students know about these reactions, and having time to discuss these reactions will be helpful. We can’t possibly be aware of all students reactions to what they might be learning, nor should we necessarily sensor what we teach, yet awareness and sensitivity of how students may be impacted will be helpful to them.

Finally we can all be helpful to students by being aware of when their experiences of stress, worry and/or anxiety, go beyond those we ordinarily see in students. Under these circumstances, consider referring them for assistance to what seems the most appropriate Student Affairs services on campus. You can also refer them to the Student Counselling and Career Centre. http://umanitoba.ca/student/counselling/index.html located at Room 474 University Centre.

Our workshops, programs and services are listed on-line, http://umanitoba.ca/student/counselling/index.html and, are frequently advertised under Upcoming Events off the main university web page. We have a variety of workshops and groups for students experiencing stress and anxiety, which they can access and enter directly to receive assistance. We offer single session workshops for managing stress, “Turn Stress to Success” and exam anxiety, “Managing Exam Stress”. We also offer a group, “Mastery of Your Anxiety and Worry”, which students attend on 6 occasions to learn a number of strategies to cope more effectively with a variety of types of anxiety. All these workshops and groups utilize what’s called a Cognitive Behavioural Treatment model or approach to assist students with alleviating their stress, anxiety and worry. A common theme to all of these programs is to normalize that anxiety and worry is a common experience in everyday living, and being a university student, and rather than trying to eradicate anxiety, it is more productive to manage the anxiety we have. In learning mastery in managing the anxiety, we no longer have to be concerned about it becoming a barrier or an obstacle. Students also learn that a certain amount of anxiety can actually be facilitative and helpful, and the task then becomes learning to maintain the optimal level of anxiety to facilitate their best performance as a student. Assisting students to learn skills to manage their anxiety is typically a two pronged approach: the first prong (Cognitive) is to assist them with understanding the nature of their thinking and how this can influence (either increase or reduce) their anxiety - the second prong (Behavioural) is to learn strategies to manage their body and physical symptoms of anxiety. Students are then able to use Cognitive, Behavioural or both strategies as required. Students who are stressed, worried or anxious, and who do not fit directly with the workshop or group programming above can be referred to our drop-in service. Students are interviewed by counselling staff, to determine how to be of best assistance to them, and may receive additional services or be referred to other resources on or off campus as appropriate.

I hope these reflections are of assistance to you, and by extension all of our students, as we approach plan for the coming term.

Contact Information:

Student Counselling and Career Centre
Room 474 University Centre
University of Manitoba
http://umanitoba.ca/student/counselling/intern/index.html
474-8592
A Dream
Come True!

Kali Storm, Director, Aboriginal Student Centre

Aboriginal staff and students have a new building at the
University of Manitoba!

A dream, over twenty-five years in the making, has come
ture! This article is for those of you who want to learn more
about who we are and what we do.

The new building houses the Aboriginal Student Centre, the
Access Programs, the Office of University Accessibility, representa-
tion from the Native Studies Department and the University of
Manitoba Aboriginal Student Association. The building was
designed for, and predominantly by, Aboriginal People. It is a
place of pride for the 1,600+ Aboriginal students and staff on
campus and strives to be a welcoming environment for the entire
campus. It is our hope that people from all Nations will feel
comfortable and come to know our traditional teachings of
sharing and caring.

The idea for a dedicated Aboriginal building at the U of M has
been around since the 1970’s when a handful of Aboriginal
students brought the subject up with university management.
Ovide Mercredi was a student at the time and he, along with
Edwin Jebb, Moses Okimaw, Elijah Harper and a few others
suggested a dedicated safe space/home for Aboriginal students.

In the early 1990’s, the University of Manitoba Aboriginal
Network (ABNET), raised the issue again and suggested that a
building was an excellent way to encourage Aboriginal student
recruitment and retention. ABNET also suggested that the build-
ing would be a place where Aboriginal community members,
University people and students could meet and get to know one

another. It was important that this new home reflect a visible and
respectful inclusion of Aboriginal Peoples on campus as well as
offer a safe place to provide services to students and to share
our Indigenous knowledge with the wider university community.

The Aboriginal Student Centre (ASC) is a unit within Student
Services, Student Affairs and is designed to bring culturally
relevant services (academic, personal, financial and cultural) to
help recruit and retain Aboriginal students. The ASC however,
has a mandate to also provide services to the university
community as a whole to help widen the knowledge foundation
offered at the University of Manitoba. The ASC staff including
the Director, an Assistant, Student Advisors, receptionist and
Elders-in-Residence all strive to provide a welcoming environ-
ment to help meet this mandate. Guest lectures are often
provided and/or coordinated with on and off-campus resources
to provide a more balanced education when Aboriginal issues are
discussed. We are aware that many professors are unsure of how
to bring Aboriginal content into their classrooms or are not
aware of resources available to them. The ASC is a resource for
the entire university, students, staff and faculty.
MEET THE MEMBERS OF THE ABORIGINAL STUDENT CENTRE:

**Kali Storm** is the Director of the ASC and ensures that the ASC, and Aboriginal House, are places where ALL are made to feel welcome and as many resources as possible are available. Kali works with university faculties and departments as well as the Aboriginal community to make this campus inclusive and representative of Aboriginal Peoples.

**Carl Stone** is a Student Advisor who assists students with applications, program planning, course selection and advocacy. In addition to academic advising, Carl will liaise with First Nation and Métis funders to assist students with the financial ability to attend post-secondary education. Carl also provides guest lectures on Aboriginal spirituality and culture.

**Bev Getty** is the Assistant to the Director and has made it a personal goal of hers to learn and assist students with various funding resources and can assist students with their Student Aid applications. Bev is also the contact should anyone wish to book space in our new building.

**Karen Richard** is the Administrative Assistant and welcomes everyone into Aboriginal House. Karen is often the first contact and is a vital member of our team. Karen coordinates visits from Education Counsellors and provides front office services to students.

**PARTNERSHIPS:**

*Myra Laramee* (Cree/Métis) and *Garry Robson* (Anishinaabe) are the Elders-in-Residence.

Myra currently works for the Manitoba First Nations Education Resource Centre and was previously the Principal of Nijji Makwa School. Myra is available at the ASC every Monday.

Garry has worked at the Aboriginal Education Directorate for over 30 years and is available at the ASC every Thursday.

Both Elders bring extensive experience working with Indigenous knowledge, Aboriginal education and provide cultural and spiritual supports to students.

*Kathryn Ritchet* is a psychologist from Student Counselling and Career Services and is available at the ASC on Wednesday afternoons from 1 - 3pm to provide counseling and/or personal supports to students.

*Chantal Solange Fiola* is a Ph.D. candidate in Indigenous Studies at Trent University. She is also a Teaching Assistant with the Department of Native Studies at the University of Manitoba and is providing services at the ASC as a writing tutor to Aboriginal students on Tuesdays and Thursdays from 10:30-4:30.

*Shirley Haynes* is a University of Winnipeg student who is working with the Louis Riel Institute as the Financial Aid and Awards Coordinator. Shirley is available at the ASC to assist students with scholarships and bursaries on Wednesday mornings.

**EVENTS**

The ASC works with the University of Manitoba Aboriginal Student Association and numerous departments on campus to provide various events on campus, including both the Annual Graduation Powwow and the Elders Gathering. Both of these events are to assist with the cultural awareness on campus and ALL events held on campus, and in Aboriginal House, are open to ALL (Aboriginal or non-Aboriginal, staff, faculty or student).

If you would like to learn more about the Aboriginal Student Centre or Aboriginal House please visit our website at [www.umanitoba.ca/student/asc](http://www.umanitoba.ca/student/asc)
PROFESSIONAL DEVELOPMENT

GRADUATE STUDENT/CHET WORKSHOPS

| JAN  | 13           | Information Literacy |
| FEB  | 12           | SEEQ Factors: Tips to Improve Academic Teaching |
| MAR  | 10           | Teaching Philosophy Statement |
| APR  | 7            | Copyright: Why Should You Care! |
| FEB/MAR. | Teaching Techniques (CHET Requirement - Mini-Course) |

FACULTY WORKSHOPS FOR TEACHING & LEARNING

| JAN  | 9            | Intercultural Communication |
| JAN  | 14           | Creating Effective Research Assignments: Librarian/Faculty Partnerships |
| JAN  | 21           | Questioning as a Formative Assessment Tool in Field Experience Settings |
| JAN  | 30           | The Road to Tenure & Promotion |
| FEB  | 10           | The Classroom: A Learning Playground Creating & Using Games in Teaching |
| FEB  | 26           | Guidelines to Constructing & Deconstruction Multiple Choice Examinations |
| MAR  | 4            | Inclusive Teaching |
| MAR  | 19           | Creating a Culture of Academic Integrity |

For complete descriptions and to register for workshops and courses, please visit the University Teaching Services Website:

WWW.UMANITOBA.CA/UTS

Sessional Instructors’ Orientation

January 13, 2009
5:30 – 8:30pm
108 St. John’s College
(Cross Common Room)

Registration is required for this event.

To register please go to:
http://www.umanitoba.ca/academic_support/uts/sessional09.html

University Teaching Services

Room 220 Sinnott Building
70 Dysart Road
University of Manitoba
Winnipeg, MB R3T 2N2
Phone: 204-474-6958 Fax: 204-474-7607