

THE VOICE

MAGAZINE

Vol 11 Issue 15
April 9, 2003

AU Tuition and Fee Increases Explained

... continued

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Perspective On Tutors

World Health Day

Fiction Feature

Silly

Plus: Book Reviews, Dear Sandra,
Canadian FedWatch!, X-Press, Library 101,
and news, announcements and
opportunities from your university and
beyond.

THE VOICE

April 9, 2003

Volume 11, Issue 15

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We love to hear from you!

Please continue providing your opinions, comments and ideas; any submissions can be sent to voice@ausu.org.

Please indicate if we may publish your letter.

Any reviewer who expresses rage and loathing for a novel is preposterous.

He or she is like a person who has put on full armor and attacked a hot fudge sundae.

Kurt Vonnegut

THE VOICE

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frequent contributions

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EDITORIAL PAGES

CONGRATULATIONS VOICE CONTEST WINNERS!

The recent Voice contest was a great success. Many readers entered and shared their ideas for a new, improved Voice. Your input has been invaluable in the revision of the Voice website.

Some of you said that you find the current site a little clumsy to navigate, and that it's hard to go through the News and Events section. You also said that you love to hear input from other students, so we added the Sounding Off column [sorry, no responses this week], and I am working on getting more student profiles. If you want to be profiled, let me know!

I always knew that the profiles were popular, but I was still surprised by how many entries said that the profiles are the best part of the paper, or that your primary reason for reading the Voice is to find out more about fellow students. The Voice is meant primarily to be a vehicle through which AU students can foster a sense of community, and it is clear that this is how students view the paper.

The format of the paper got mostly good reviews, though of course opinions differ and a few of you felt that some types of articles were not to your taste. The important thing to remember, however, is that the vast majority of Voice articles are written by AU students and may tell you as much about them as the profiles do. The Voice is not only here for the readers, but for the writers as well, who have much to gain by sharing their thoughts and ideas with others. It is great to know that so many of the readers love what the writers have to say.

Many of you indicated that you would like to see some humour and games, which I am also trying to get. Budding humorists take note, we'd love to see what you can do. Also, if anyone has drawing skills and would like to try their hand at a weekly comic, let me know.

There were also requests for more education news, and I will be speaking with AU to see if we can beef up their contribution to the paper.

Some of you said that we should be more controversial, and take stronger stands on the issues. The Voice readership is one of educated adults, and should reflect this.

Overall the comments on the Voice were overwhelmingly positive. Criticism was constructive and detailed, and will be of great assistance in planning future issues.

The two winners of the Voice contest, who will receive AUSU T-Shirts courtesy of the Athabasca University Students' Union, are Lynn Coubrough and Trevor Siwak, both of Ontario. Congratulations to both of our winners, and thanks again for your input.

For information on purchasing AUSU T-shirts, please contact ausu@ausu.org. An order form will be available on ausu.org shortly.



REVISED VOICE WEBSITE COMING SOON

Very shortly the revised Voice website will be complete. The updates to the site are based on recommendations you made in your contest entries, and new features that we want to add. Some of you also asked about why we are not producing a print version of the Voice, which is a good question! Let me give you a brief history of the Voice, and how we arrived at the format offered today.

The current Voice website was a project that took many months to get off the ground. First AUSU had to decide what formats the Voice should be published in. This was not an easy task. In the past the Voice had been published at different times as a print newspaper, an HTML website, and even a pdf. Each format had its advantages and disadvantages.

Many people prefer reading a newspaper as a hardcopy document. Actually, this is my preference as well! However, this is not always the best option. The Voice was printed and mailed out to students for about the first seven years of publication. The cost was enormous, and increased steadily as more students joined the university. Printing the paper itself carried a significant cost, which was only partially offset by advertising. The greatest expenditure of AUSU at that time, was postage. The most that the Voice was able to published was four times per year. Articles were often limited to 200 or 300 words, leaving little room for the in-depth explorations that you will find in the current Voice.



Today AU has almost 25,000 undergraduate students [more than most universities in Canada!]. Even with a publications agreement through Canada Post, the cost of mailing the Voice to all of our students is about \$12,000 each time, which does not take into account printing costs and writer pay. You can see why The Voice was published so infrequently!

It was decided a few years ago [and if you want to know more about Voice history, wait until May when our 10th anniversary takes place] that the Voice should publish more often in order to keep students better informed on university happenings and to provide a much needed link between distance ed students, who may have no other tangible contact with other AU students.

Clearly, the only way to obtain this goal would be to publish electronically. While it was recognized that not everyone likes reading a newspaper online, the many benefits outweighed the disadvantages. Printing online means that there are no space limits, no limits on the number of pictures that we can print, no limit to the colours we can use, and fewer limits on how often we can publish. While not every student at AU has a computer with internet access, the vast majority do as it is extremely difficult to succeed at AU without electronic access to the university. Also, AUSU offers a computer bursary to help students who cannot afford a computer, thus addressing access issues for The Voice as well.

AUSU is aware, however, that some of you still like to receive print materials, and that those without computers need a way to obtain up to date university and students' union information. This is why AUSU came up with the idea of mailing out a print newsletter last September. The first issue was a great success, and there will be another – much larger – newsletter mailed out in the next few weeks. The Voice, however, will remain electronic.

As I mentioned, the two electronic formats that had been used previously for the Voice were HTML and pdf. An HTML web site has the advantage that it is quick to load, easy to navigate, and can be read online at any time without taking up space on your computer. On the other hand, a pdf file can be downloaded onto your

computer and saved indefinitely. When The Voice published only in HTML, we were informed by some overseas students that they must pay for internet access by the minute, so reading online was costly. They wanted a pdf so they could download once, and read at their leisure. Also, some people like to print all of portions of The Voice - including the AU library, who archive our issues - and it is very cumbersome and time consuming to print an HTML web site. Therefore, the pdf was introduced. Of course many people missed the simplicity of the website, and a small number did not have the adobe pdf software [which is free] required to read it.

So, when the web committee convened last year to decide how to present The Voice, it was determined that it should publish in both HTML and pdf format each week. Thus, the new Voice web site was created, and this dual format has been followed ever since.

Compared to the previous site, the new one is much more attractive, easier to navigate, and contains much more information. Some of you noted this in your responses to The Voice contest. It is not perfect, however. The navigation could be improved, especially now that we have more categories of articles including columns and fiction. Some of you have found that the news and events section is a little hard to get around in, and the classified ads section has been all but forgotten. We have grown, and the site needs to keep growing with us.

This week, our wonderful web designer Kara Tersen [with Metafusion Design in Calgary] is working on an update to The Voice web site which will address some of these issues and update our look. It was always the intention of AUSU that The Voice and AUSU web sites be updated regularly. Technology grows quickly, new options become available, new ideas are presented, and people get tired of looking at the same thing. Therefore, as we think of better ways to present The Voice, the website and other delivery media will be updated.

The new Voice website is almost done, and I hope you all like it. The front page will have a new look to complement our change to The Voice Magazine, and it will more closely resemble the pdf in format. News and Events will be easier to access, and the columns will be separated from the articles. Also, there will be a 'Features' category where you will find our top story or two each week.

The pdf listings will now be categorized by year, so they are easier to look through. This is necessary because we are working on getting a pdf copy of every Voice issue since our inception in 1993 available online. The list will be very long! I think you will really enjoy reading the old papers, and seeing how AU has changed over the years. Also, the new site will allow you to read an entire issue in HTML format, rather than just individual articles.

The writers section will be updated to only include regular writers, so you don't have to scroll through all of the government contributors, etc. I am working on obtaining improved writer bios for this section, and some photos too.

Look for the updated site next week [I hope!] and feel free to drop us a line if you feel there is still need for improvement, or if we have taken away something that you used to like. I realize that it takes a little time to get to know a new site, and changes can be irritating. Rest assured that the changes are mostly cosmetic, and the underlying data is much the same. Let me know what you think!

Tamra Ross Low
Editor in Chief
voice@ausu.org

ARE YOU GRADUATING THIS JUNE?



I want to feature graduating AU students for the profiles section in May and June. If you are graduating this year, write to me and I will send you a profile form to fill out or we can arrange for a more in-depth interview. Remember how hard it was when you started at distance education? Well here is your chance to share your wisdom with new students.

Also, if you plan to attend graduation in Athabasca, consider taking some photos to send along to the Voice. Many AU students can't make it to their convocation, so let's give them something that will help them feel like they were there. Anecdotes are welcome too. Photos used in my grad feature will be paid for! Write me for details.

Tamra Ross Low
Editor in Chief
voice@ausu.org



There were no responses to last week's question. For next week, give us your thoughts on the following: **Do you think that the conflict between the US and Canada will encourage Canadians to seek more independence from the US?**

Send your response to this, or any previous question, to voice@ausu.org, with Sounding Off in the subject line. Feel free to suggest a topic

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CAUS represents university students across Alberta. Visit the CAUS and the Tuition CAUSE websites to learn more about what CAUS is doing to keep Alberta tuitions affordable.

CAUS: <http://www.su.ucalgary.ca/caus/alpha/>
Tuition Cause: <http://tc.su.ualberta.ca/>

TUITION INCREASES & NEWS ABOUT UNIVERSITY FUNDING AT ATHABASCA UNIVERSITY [Pt. 2]

By Debbie Jabbour



[In last week's issue [April 2, 2003; v11 i14], Debbie talked about the recent Athabasca University Governing Council meeting, the upcoming AU tuition increases, and AUSU's position on the increases. She also mentioned Sandra Moore [AUSU VP Finance/Admin]'s proposal to reduce tuition for students who take several courses at a time, or over the course of a year.

This week Debbie continues her coverage of the AU decision making process on tuition and fee issues.]

Once the initial stages of the budget development and advisory process are complete, the next step is for the budget to be formally approved by Academic Council. By the time the budget reached Academic Council on March 5, no concrete implementation plan for the multiple-course taker (MCT) idea had yet been found, although \$150,000 had been allotted in the budget for the MCT. This was done by increasing the proposed transcript fee from \$15 to \$20 (from the current \$10), and by increasing the course withdrawal fee from \$75 to \$100 (no increase had been originally proposed for this fee). Since there are only about 1300 students at AU who are currently multiple course takers, this amount would have allowed about \$100 per student in tuition rebates and, as Academic Council AU President Dominique Abrioux explained, they were still working on how to do this. One possibility was to give rebates to students after they reached the five-course mark, which would effectively cancel out the 7.3% tuition increase for these students.

At Academic Council Dominique also announced that AU had unexpectedly received \$350,000 from the government in un-funded enrolment money. Since the government allots funds based on projected growth, and since AU had a much higher growth than expected in the previous year, the university was entitled to these extra enrolment-based funds. My ears perked up at this, hoping the funds would go towards a reduction in tuition, but Dominique indicated that because the university was still in wage negotiations with the AU Faculty Association (AUFAs), this amount was not going to be allocated anywhere until these negotiations were complete.

On March 7, the budget arrived at the second-last stage for approval, the AUGC Finance Committee. By this meeting I had already seen the budget presentation several times and was beginning to be able to quote the numbers in my sleep! Dominique was teleconferencing in to this meeting, due to being away on business. He explained that the MCT proposal was still not formalized, but that upon his return the following week it would be finalized for the AUGC March 21 meeting, at which time the budget would reach its final approval stage. He expressed how much the university liked the idea, partly since administrative costs were almost as high to enrol a single course as multiple courses, but also because they want to encourage more full-time enrolments. A great deal of effort was apparently going in to trying to find ways to make this proposal work, with the main focus being a process that provided rebates for students once they reached the 5-course per year mark.

At the Finance Committee meeting he again mentioned the \$350,000 un-funded enrolment grant that AU would be receiving due to our unexpected growth. This time I asked him if he had considered using this amount to reduce tuition. He said he had not, due to the ongoing AUFAs negotiations and the potential for higher than expected wage increases. I asked what the university would have done about these negotiations if they had not

received the \$350,000 in un-funded enrolment. He said they would have had no choice but find the money elsewhere. I then asked what they were going to do with the \$350,000 if the negotiations went well and wage increases were not higher than expected. Dominique responded that these funds would then go back into better staffing and services overall at AU.

It was also pointed out at this committee that about 50% of tuition goes directly to tutor fees. However, this is directly linked to enrolment, and therefore is already built in to the budget. As student enrolment rises, more tutors are hired. Therefore no extra money is ever allotted in the budget to hire more tutors, since this amount is already accounted for in the projected 10% growth.

The week of March 16 approached, and it was a busy one. We had an AUSU retreat planned for that weekend, March 20-22, and I had several events and meetings in both Edmonton and Calgary during the week. On March 18 I attended the Edmonton Alumni dinner, then headed to Calgary to attend the Calgary Alumni dinner on March 19. At both events, Dominique introduced me in his welcoming address, and thanked me for being there to represent AUSU. He commented how AUSU works very hard behind the scenes on behalf of students, doing a sometimes very difficult job, and doing it very well. Since this AUSU Council has worked to re-build productive working relationships with AU (relationships that had been damaged by conflicts within previous Council groups), it was encouraging to hear the positive regard and respect AU administration now holds for us – it certainly gives more strength and validity to our voice!

While at the Edmonton Alumni dinner, Dominique approached me to ask if AUSU Council would consider agreeing to an adjustment to the budget proposal. He explained that after spending a great deal of time trying to find a way to implement the MCT proposal, it appeared that the administration of the proposal would be very labour-intensive, requiring almost a half-time staff position in man-hours. These costs would significantly reduce the amount in the budget that was allotted to the MCT proposal, and since this proposal would only benefit around 1300 students, it was difficult to justify. He indicated that they still liked the idea and wanted to find a way to implement it, but that it did not seem realistic at this point in time. Instead he had an alternate proposal he wished AUSU Council to provide feedback on.

He advised me that when I had brought up the question at Finance Committee about using the \$350,000 un-funded enrolment grant to reduce tuition, it had started him thinking about better ways to allocate this money. He noted that I was aware of AU's long-term goal to reduce the out-of-province fee, and that I was also aware that the proposed 7.3% budget increase would place AU among the higher-priced universities in Ontario, where our second-largest student base resides (and where the most rapid growth has occurred). He also mentioned that since this grant money was a result of higher than expected growth, he felt it would be appropriate to use it to support growth outside of Alberta, which comprises 60% of AU's clientele. He proposed that the \$150,000 that was allotted in the budget for the multiple-course takers be added to the \$350,000 grant, and the total amount be used to reduce the out-of-province fee from the current \$70 to \$50. I asked if the university would still be willing to work to find ways to implement the MCT proposal. He pointed out that reducing the out-of-province fee would benefit multiple course takers from outside of Alberta, and added that if AUSU was willing to support this new proposal, he would commit to spending some time well in advance of next year's budget to an active consideration of finding a cost-effective way to implement the MCT proposal. I asked about the possibility of instead using the whole amount to reduce tuition across the board for all students. He acknowledged that this was an option, but stated that the long-term benefits to the university of slightly lowering tuition overall would be less than the benefits of making the university more attractive financially to out-of-province students. The reality is that AU needs growth to survive, therefore from a business perspective the focus needs to be on the markets where growth can be achieved, such as Ontario.

I advised him that I would need to discuss it with the rest of Council, and would give him a response prior to Friday's AUGC meeting.

At the Council meeting on Thursday evening, March 20, we discussed this proposal at length. I noted that AU intends to eventually eliminate the \$70 out-of-province fee, and that this proposal would be a step towards that goal – one that would not result in Alberta students paying a “selective tuition increase” (see last week’s article). I also pointed out that although Alberta students would not see a direct benefit from this proposal, it would reduce tuition for 60% of AUSU members.

There was considerable opposition to Dominique’s proposal, with most on Council feeling that they could not support a proposal that did not provide equal benefit to all students. Some even felt that this discriminated against Alberta students, and raised concerns that the un-funded enrolment money came from the Alberta government and therefore should not be spent to only benefit students “outside the province”. Others pointed out that this money had come from growth that occurred mainly outside of Alberta, and that tuition revenue remains in Alberta regardless of where it comes from, something that benefits Albertans. It was also noted that since the majority of our members are not in Alberta, we need to be representing their concerns and supporting them as well. The argument was then made by some that Alberta students already subsidize out-of-province students since other provincial governments do not contribute anything to the university. However, it was argued by others that the Alberta government contributes very little to AU, and government support is diminishing rapidly, with only a 2% increase proposed this year. The reality is that tuition represents 70% of AU’s overall budget – so it is students across Canada who subsidize this university, not the Alberta government.

It appeared obvious that we would be unable to completely agree on the issue, so finally a decision was made to go with the majority opinion. The majority of AUSU Council, therefore, decided that they would not support a tuition model that did not treat all AU students equally. AUSU Council would be in agreement to a general tuition reduction for everyone, but the majority felt that only reducing the out-of-province fee would be discriminatory against Alberta students. They also felt that if the multiple-course-taker proposal would be too costly to administer, it would be preferable to abandon the idea for this budget period and spend some time working on another alternative for next year. Finally, the majority felt that if the funds in question were not used to reduce tuition for everyone, then they would prefer to see them go into improved staffing and student services rather than towards a selective tuition decrease that only benefited out-of-province students.

I was directed by AUSU Council to take this message back to AUGC the next morning.

Next week: Governing Council budget decision

Debbie is a native Edmontonian, and a single parent with four daughters. She has worked as a professional musician for most of her life, and has enjoyed a rich variety of life experiences - with many more to come! Debbie is working towards an eventual doctorate in psychology, and currently serves as the president of the Athabasca University Students Union.

Walter Gretzky, Stroke Survivor

I'm alive today
because someone
knew the signs
of a stroke.

Do you?



STROKE WARNING SIGNS

WEAKNESS

Sudden weakness, numbness or tingling in the face, arm or leg

TROUBLE SPEAKING

Sudden temporary loss of speech or trouble understanding speech

VISION PROBLEMS

Sudden loss of vision, particularly in one eye, or double vision

HEADACHE

Sudden severe and unusual headache

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Sudden loss of balance, especially with any of the above signs

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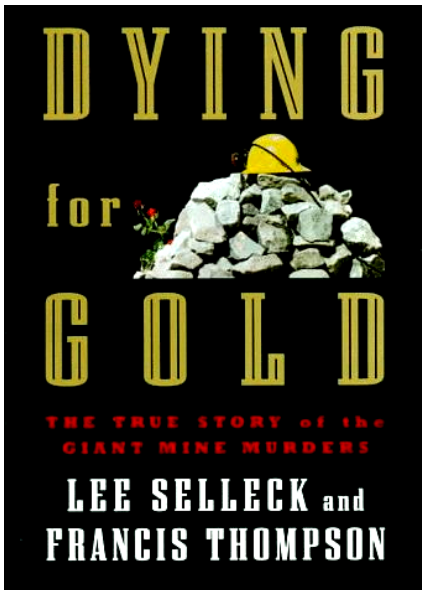


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DYING FOR GOLD: THE TRUE STORY OF THE GIANT MINE MURDERS

By Authors Lee Selleck & Francis Thompson

Review by Wayne E. Benedict



Published in 1997, *Dying for Gold* is an exhaustive work of investigative journalism written in the prose that one would expect of a riveting novel. Not only do the authors tell a true story that exhibits all of the intrigue and mystery of a contemporary action script; but their work, and the issues upon which it is based, are instructive to those active in Canadian industrial relations—workers, employers, unions, labour relations boards, industrial inquiry commissioners, politicians, and especially legislative policy-makers. *Dying for Gold* tells the tragic story of the death of nine replacement workers in a massive underground explosion that was purposely set to kill someone, if not them specifically. Their horrific deaths were the culmination of a calamity of conditions providing fertile ground for industrial violence of a magnitude rarely seen in modern times. Canadian industrial relations practitioners would be wise to study the Giant Mine case, as the conditions which practically made it inevitable that violence would erupt during that dispute are not anomalous in Canada today; and history has a habit of repeating itself.

The story really begins when, in 1990, Royal Oak Resources Ltd. assumed control of Giant Yellowknife Mines Ltd. Heading up the new management team was Peggy Witte, soon to be known as “Piggy” by the mine’s unionized workers. Witte became notorious as a typical American-style union buster and she tried her best to live up to that reputation. After negotiations toward a new collective agreement reached an impasse, the members of Canadian Association of Smelter and Allied Workers (CASAW) Local #4 voted to go on strike on May 23, 1992. In a blatant attempt to break the union, Witte kept the mine operational using staff, replacement workers and hourly union members who crossed the picket line. Practical warfare broke out on the picket lines as striking miners watched other workers cross their lines to take their jobs, while they and their families suffered the financial devastations of the strike. Royal Oak, on the other hand, continued to enjoy the income from production, albeit on a reduced scale.

Continued production was not all that the Royal Oak enjoyed, as the NWT government and RCMP were clearly on the side of the employer. Riot police and Pinkerton’s private security forces lined up against the strikers and complaints of harassment and intimidation were countered by those of assault and violence. Royal Oak dismissed 45 striking workers for alleged picket-line misconduct. Eventually, Royal Oak would be found guilty of numerous bad-faith violations of the Canada Labour Code; but that decision would not be forthcoming from the Canada Labour Relations Board until November 11, 1993 - that decision ending the strike at last. In the words of the Board, the strike had “been marked by a great deal of violence, vituperation and hatred, and among the horrible events associated with them has been the mine explosion of September 18, 1992, in which nine persons working in the mine died”. The decision is cited as Royal Oak Mines Inc. 93 di 21; 94 CLLC 16, 026 CLRB Decision No. 1037 Board File: 745-4513, for those interested in reading it in its entirety.

The striking miners did not return to work until December 1993 and Royal Oak Mines filed for bankruptcy in 1999. The story of the strike itself is intertwined with the investigation surrounding the murder of the nine replacement workers in the explosion of September 18, 1992. The authors examine the police investigation from numerous perspectives and the reader is led to the conclusion that an innocent man *could* very well be imprisoned for a crime which he did not commit. Ex-miner Roger Warren remains in prison for second degree murder. He was sentenced to life in prison, his appeals have been exhausted, and he will not be eligible for

parole until 2013. If Warren is in fact innocent of the crimes, then the murderer or murderers are walking free today.

The story of the Giant Mine strike, with the violence and societal breakdown surrounding it, carries many lessons for industrial relations practitioners. In my opinion it most poignantly demonstrates the need for prompt pluralistic regulation of industrial disputes—in particular, the enactment of so-called “anti-scab” legislation in all Canadian jurisdictions. If Canadian society recognizes the legitimacy of collective bargaining - and by extension, the strike/lockout - (which it does), then those economic weapons within that system must be allowed to serve their intended purposes. When an employer can, in good faith or bad, undermine one side of the economic equation by continuing operations with replacement workers while strikers are economically starved, then the frustrations born of inequity that were seen at Giant Mine will assuredly erupt on a greater or lesser scale. Allowing replacement workers also enables employers to pit workers against each other as desperate unemployed persons are used to undermine the wages and conditions of employed unionized workers; a situation that can result in an economic race to the bottom for the working class.

I thoroughly enjoyed *Dying for Gold* and recommend it to all. For those who have no interest in industrial relations it is comparable to a well-written mystery novel, only it is true; for those who do, it is doubly fulfilling and educational. Being involved in the labour movement, I have had the pleasure of becoming personally acquainted with several of the individuals appearing in the book: Leo McGrady, the union’s lead labour lawyer; Gina Fiorillo, the junior lawyer in McGrady’s firm; & Vince Ready, one of the two Industrial Inquiry Commissioners appointed to the case.

Wayne E. Benedict is a Locomotive Engineer at BC Rail and President of the National, Automobile, Aerospace, Transportation and General Workers Union of Canada (CAW) Local 110. He is working toward his Bachelor of Human Resources and Labour Relations at Athabasca University.

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VOICE FICTION FEATURE



BY MARILYN OPRISAN

The chicken smelled done. On the next commercial Fay eased her knitting off her lap, groaned herself to her feet and went off to the kitchen. Her daughter-in-law used a meat thermometer to see if a chicken was done. Young people were so silly.

She was a good daughter-in-law though; she and Fay's older boy gave Fay three healthy grandchildren. Fay's younger son, David, still lived at home. A man in his thirties. But at least it meant Fay didn't have to live alone like most of her Mah Jong ladies did.

She took the chicken out of the oven, set it on a trivet and then realized she had intended to make coffee cakes that afternoon. Fay got out two pans for two coffee cakes, one for the Mah Jong ladies tonight and one for Paulie this afternoon when he came over for sex. Fay found it funny she even liked the sex. She never liked it all the time her husband was alive. But Paulie was different. Gentle. Sex and gentle never went together for her before. Not in the prison camps or with Mort. It was nice, Paulie's way.

She got out the flour and brown sugar and the butter and cinnamon and all the other ingredients. Such a luxury to have as much sugar and butter and cinnamon as you wanted in the

house. It was so many years since the war, but it still felt strange. You thought from the past, you didn't think from now. She didn't like riding in trains. Even now, years later, she felt like she was back in the train to the camps, whenever she was in a train. She made her son buy a plane ticket, even when it was only a few hours to go somewhere.

And even now, seven years after Mort died, she was still tense when she heard a car come in the driveway in the evening. Afraid it would be one of those nights, even though now it was only David coming home and he never hit her. A man hit his wife but a boy didn't hit his mother.

David was a good provider. He could afford as many plane tickets and as much brown sugar and butter as Fay wanted. He made good money in his lawyer office. Still, it would be better if he were married. Paulie would be better off married too, but for now it was nice to have him come around.

She just had time to throw the ingredients together and get the cakes in the oven before the movie started again. Her friends all watched soap operas in the afternoon, but as often as she has tried, she can't stay interested. It's all I love you and who loves who. Silly.

There was a knocking at the kitchen door. The door has glass in the top half and wire mesh in the bottom half. Who ever had such a door in the old country? Like it would ever keep anyone out. Then she realized she had strong wooden doors in her house in the old country and they didn't keep her and Mort from being taken away to the camps, now did they?

She looked over from the stove to see it was Paulie. Something must be wrong. It's Tuesday; he wasn't supposed to come over for sex before three. She let him in the door.

"Paulie, something's wrong?"

Paulie's eyes were so pained. Such beautiful blue eyes like a girl's. He fell against her and buried his face into her bosom.

"Fay, he knows. David knows."

She cradled his head, stroking his hair as he stood there holding onto her. Soft brown hair. On top of his head was the only place Paulie had any hair. Her sons were both hairy apes like their father was.

"No, no," she crooned, "It's all right. It's going to be all right."

He pushed away from her and stood staring. "All right? You didn't see his face! He's ready to kill me!"

"Come into the living room. Sit down. Tell me about it."

The only part of him that moved was his eyebrows up and down all over his forehead. Such a good-looking young man. Even his eyebrows were beautiful. Fay had to take his two hands and lead him into the living room; he was too shaken up to move by himself. She turned off the TV and put her knitting into the basket, before settling him and sitting down beside him.

"Now, tell me what happened."

He clutched at her hands. She wished she could go and wash the chicken and cinnamon smells off, but Paulie was squeezing her hands too tight.

"I went over to his office to get him so we could go for lunch. He was sitting at his desk. He said 'You've got one minute to get your ass out of here.' Fay, I just stood there. I didn't get it at first. Then he stood up, just standing there at the desk and he said 'I'll kill you. I swear I'll kill you if I ever see you at my house again. Don't you ever go near her again.' That's what he said, Fay. I didn't know what to do. I shouldn't even be here now but I had to tell you . . . The look on his face, Fay. Like I was a monster."

"He had to find out some time, Paulie. You're partners in the same office."

"Fay, are we really doing anything so wrong? I'm a single man. You're a widow. You're not my mother, you're HIS mother. It's not really wrong, is it?"

"Of course not. It's a little strange, but of course it's not wrong. I still don't understand why you even want an old lady like me but who's complaining?"

He dropped her hands. "You don't get it, do you? I've told you over and over again, Fay. I love you. The women my own age - they're all after me for my looks or my money. But you, you've seen life, you've seen death, you've seen . . ."

"You're talking like a soap opera, Paulie. My husband loved me. That, I don't need again, thank you very much." She had told Paul about how David's father was, just like she'd told him how it was in the war and in the camps. Young people. They can't even believe things like that happened. Who knows, maybe if somebody took Paulie away to a prison camp he might change, like Mort did.

"I just feel so dirty. David's my best friend. Damn it, he's like my brother. You're his mother. That makes me almost like your son. That makes me a mother-f . . ."

"Paul! Don't you use bad language in this house!"

He dropped to the floor at her feet, crying now, with his head in her lap. There wasn't going to be any sex this afternoon. Paulie probably wouldn't come around any more at all after today. She just waited, letting him cry.

While sitting there, with him crying in her lap, she detected the done-cake smell coming out from the kitchen. She'd better go attend to the cakes but she couldn't just leave him there, so she kissed him first. He liked to be kissed. Hard, like in a movie, but of course he wouldn't be in the mood for that now. So she just raised his head up from her lap and gave him a little peck on the mouth. "You stay here. I'll be right back. I just have to check on the oven."

Then she went back to the kitchen, took the two cakes out of the oven and washed the smells off

her hands. When she got back to the living room she saw that Paul had collected himself and also got up from the floor and was sitting on the couch. There were still tears on his face but they were old tears. They'd fallen a few minutes ago and were drying up.

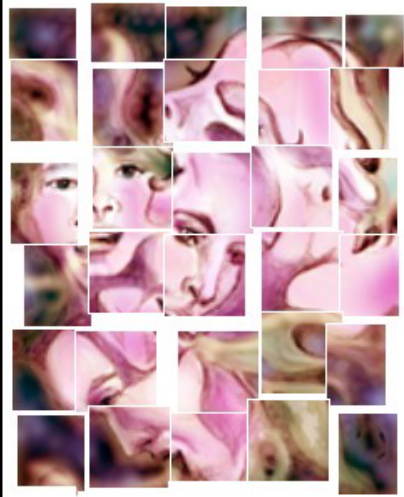
He sniffed and rubbed his face when he saw her come back in. "I guess I'd better go. I don't know how I'll face him at the office tomorrow." He sighed, as though trying to expel all the hurt out his body with the sigh. It wouldn't work, of course. Hurt stays inside no matter how hard you sigh it out.

It took another ten minutes of talking and soothing before she got him out to his car. She watched him drive off, hoping he would be able to drive home safely – he was so upset.

David was going to be difficult when he came home from work. There was going to be a scene for sure. He'd probably be too angry to eat. She'd have to take both coffee cakes to the Mah Jong tonight. Or maybe just freeze one.

END

**Send your short fiction to The Voice for an upcoming Fiction Feature.
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CANADIAN FED WATCH!

NEWS ACROSS THE NATION...

By Karl Low



Educating Rita.. and Jane, and Nancy, and..

Statistics Canada has recently [released](#) a report showing enrolment trends in University. The gist of it is that the number of women starting to take post-secondary education is increasing much faster than the number of men, that mathematics and physical sciences are the areas experiencing the highest growth rates, and that the growth of graduate studies enrolment is increasing faster than that of undergraduates.

Some of this doesn't seem to be that unusual. After all, women have been historically under-represented in post-secondary education, right? So they're just catching up as we become more gender equal it seems. At least, so it seems until you realize that

in every year of the study, from 1997 to 2001, there have actually been more women enrolled in post-secondary education than men. It's startling then to realize just how solid the glass ceiling really is – you would expect that with a larger proportion of women having degrees than men, and that proportion continuing to grow, we'd see more women in the upper management positions that university supposedly prepares us for.

More interesting however is when you look at all three of these trends to see what might be the common factors. For a hint, think about the last time you saw a scholarship or bursary that required the student be a man. It's not an easy thing to find, however you can find several bursaries and scholarships where one of the requirements is to be a woman. Similarly, the governments are very pro-active about providing funding both for the physical sciences and math and for graduate studies scholarships and bursaries.

In short, the trends of enrolment almost exactly parallel where the majority of government funding and bursaries are to be found. Yet somehow the Alberta government thinks that inadequate funding increases to Alberta Universities will not hurt enrolment or the "Alberta Advantage" of a highly skilled workforce.

Think again.

PC Party Re-Thinking

Who says wishes can't come true? It seems that the Progressive Conservative party is starting to undergo a change in thinking. Not one, but two PC party members are taking the lead in attempting to get the Federal government to change the parental assistance requirement that student financing currently has in place.

Both Nova Scotia's Education minister [Angus MacIsaac](#) and the progressive conservative minister for Fundy Royal, John Herron [see the **CASA news release, *John Herron's Motion Is On The Mark, in this issue***] are attempting to have the student financing parental requirements re-examined or eliminated entirely. Could this be the start of a trend where the Progressive Conservatives actually realize the value of a post-secondary education? There are even some noises about this out here in the West, where, according to the March 30th

Edmonton Journal, at the Annual General Meeting for the Alberta Progressive Conservative party, two resolutions were passed – one calling on the government to address the issue of rising tuition, the other to make sure that tuition does not prevent students from any socio-economic backgrounds from taking university if so desired.

More importantly, does this mean that you or I might see some benefits in the form of reduced tuition or additional assistance programs made available? The jury is still out on this one, as in the case of the Maritime calls for change, the Federal government is not progressive conservative. In the case of Alberta, we still have to deal with Premier Klein, a man who seems to have difficulty in hearing opinions that don't match his own.

Still, it's a promising sign.

A native Calgarian, Karl is perpetually nearing the completion of his Bachelor of Arts with a Major in Information Studies. He also works for the Computer Sciences Virtual Helpdesk for Athabasca University and plans to eventually go on to tutor and obtain his Master's Degree.

LIBRARY 101

Contributed by The Insider

Continuing the series of Things You Should Know About the Library, librarian Elaine Magusin shares additional Frequently Asked Questions.



Q: I had a student contact me after library hours stating that they were having trouble getting into one of the journal databases. Is there somewhere on the library web site that can help in this situation?

A: Yes. We have created a page called [FAQ's Regarding Remote Access to Journal Databases](#). The information given on this page should be able to help solve most students' problems. If not, please advise them to contact the library by [email](#), or by telephone: 800-788-9041. We will respond to their request as soon as possible.

Q: What type of information is available in the Help Centre?

A: The [Help Centre](#) provides information on writing papers, citing references, effective Internet searching, doing research, our journal databases and e-books. The resources are both those created by AU librarians and those created by other institutions.

T-Shirts all in the wash?

Buy a new one, from AUSU





Dear Sandra,

My husband's opinions on the war and the recent outbreak of SARS have made me wonder about the man I married. He believes that this stupid war is justified and acceptable, and that SARS is nothing to worry about. We live in Manitoba, which is right next to the highly infected province of Ontario, and he refuses to wear a mask to protect himself from SARS. I just can't believe this man, how can he have such unreasonable opinions? What can I do to convince him?

Aggravated in Winnipeg

Dear Aggravated,

Did your marriage vows include, "I promise to agree with everything my partner says or believes in"? Well, unless he said that in his vows, your husband has the right to express his own opinions and is under no marital obligation to agree with you. I don't think it's him that needs to change; I think it's you.

If we all agreed on the same things, this world it would be a pretty dull place to live. It's important to realize in any relationship that agreeing to disagree is one of the best ways to keep a relationship intact. Everyone has the right to his or her own opinion. The whole purpose of debating (or if you want to use the technical word, arguing) is to try and convince the other person of your opinions, thoughts, ideas and statements. If you can't convince the person or they can't convince you, you agree to disagree. You don't dwell on what they say or cause an opinion of theirs to interfere with your relationship.

You sound like a control freak. You do not mention anywhere asking your husband to justify his opinions, so I'm assuming he just stated, not explained, his stand on these events to you and you got angry because his stand differed from yours. You need to learn to respect his opinions.

One final note, I personally wouldn't wear a mask either if I lived in Manitoba right now and I really am not looking forward to the backlash of emails from students complaining about your letter stating that the entire province of Ontario is infected with SARS right now. But you never know, they might just be mature enough to agree to disagree with you???

Sandra

I WANT TO HEAR FROM YOU! TELL ME YOUR TROUBLES. YOUR CONFIDENTIALITY IS ASSURED.

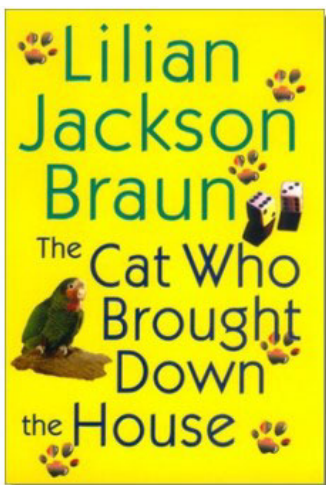
This column is for entertainment only. Sandra is not a professional counsellor, but is an AU student who would like to give personal advice about school and life to her peers. Please forward your questions to Sandra care of smoore@ausu.org



THE CAT WHO BROUGHT DOWN THE HOUSE

Book Review

By Laura Seymour



Lillian Jackson Braun is the author of more than 20 “*Cat Who...*” books. Each of the titles begins with “The Cat Who...” and have a variety of endings. She has garnered an incredible following with her stories that star the delightful cats, Koko (short for the nightmarish name of Kao K’o Kung) and Yum Yum, and the man whom they allow to live with them, journalist Jim Qwilleran, a.k.a “Q”.

The following passage gives you a quick idea of the mystery writer’s style:

"Koko never ceases to amaze me... He knew someone was going to break in, and he knew far enough in advance to get upstairs and wake me up. The way he threw himself against my door, it's a wonder he didn't break every bone in his body. The fantastic thing is: he pushed his commode to a spot where the guy was sure to trip over it." (The Cat Who Played Post Office pgs. 253-54)

Braun says her success is because "people are simply tired of all the blood. I write what is called the classic mystery." She says while "not all mystery fans may like cats, all cat-fanciers seem to like mysteries. That makes for a large audience, since 26% of all American households own 53.9 million cats between them." Braun was the "Good Living" editor of The Detroit Free Press for 29 years. Like her character “Q” she was a journalist. Q is retired but continues to write a regular column in the Moose County Something, while Lillian is retired and writes mysteries full-time. She lives with two Siamese cats (neither named Koko or Yum Yum) and her husband, Earl Bettinger, in North Carolina.

We are told in each book that Koko has extra whiskers. In one book it is even hinted that Koko is an extraterrestrial cat ...or maybe just in contact with them with his extra “antennae”. Lillian always toes the line with anything “out of this world”. She sticks to the story and leaves occult themes to sci-fi writers.

Lillian’s latest book, *The Cat Who Brought Down the House*, isn’t my favorite, but it is a true Cat Who book. All the main and small town quirky characters are present and accounted for. Here’s a small selection of characters you’ll expect to meet:

One of Jim’s neighbors is the weatherman, known as Weatherby Goode. Q’s girlfriend Polly is a librarian and her character is growing in the latest installment. Her billionaire boyfriend has suggested he buy her a little bookstore of her own since she’s worried about the library’s future. After more than 20 books of Polly's life as a librarian, it’s good to see her character expanding.

Lillian Jackson Braun began writing her Cat Who books in 1966 with the *Cat Who Could Read Backwards*.

Lillian's had such a huge following of devoted fans she can't put her pen down – the fans won't let her! Her characters are adorable, and her murders keep you turning the pages. Indeed, there are many websites devoted to her works, including reading and fan club members (mostly in the U.S. South).

The plot in her latest book revolves around a former citizen of Moose County who has been living in Hollywood for decades. Thelma Thackery decides to retire in the county she was born in. Well, of course, anyone who knows small town life knows the tongues will start clucking with the rumor mill. The book captures that experience beautifully. Everyone wants to know if she's a film star, but they're just as impressed that she ran a successful restaurant.

When a murder drops in, "Q" starts to uncover the problems and finds the murderer. The cats, naturally, figure out who the culprit is ahead of him.

It isn't a badly written book, just not the best I've read. The descriptions of her Siamese cats have changed over the years ("tail tucked in like a loaf of bread" was a favorite of mine) and so has Qwilleran's character, (from astonishingly poor to billionaire in one book).

Considering there are over 20 books (which I've read) to really give you the full scope of these characters and the changes they've been through, maybe I should assign you some reading? Kidding!

Anyway, for those of you looking for a great library pickup or a fun read in a pocketbook, consider any of the *Cat Who ...* books. My husband and I love to read them. And this one is fun to add to the collection.

The Unofficial Lillian Braun Fan Club:

<http://www.geocities.com/Heartland/Estates/6371/lillian.htm#fandirect>

Laura Seymour first published herself, at age 8. She has since gone on to publish a cookbook for the medical condition Candida. She is working toward her B.A. (Psys).



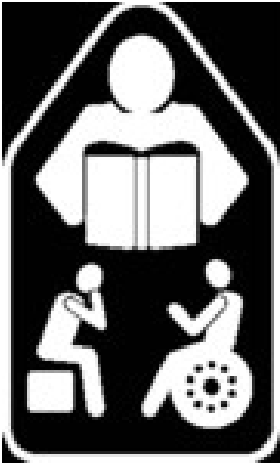
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NEADS

By Amanda Lyn Baldwin



Can you imagine that your ability to attain a post secondary education was inhibited or denied because of differences in the way you access the education environment, the learning materials or educational media, or complete the learning objectives? Many individuals with physical, sensory, learning and psychological disabilities encounter these types of struggles every day. Many people choose to fight these battles independently. Other people turn to larger organizations such as The National Educational Association of Disabled Students (NEADS). NEADS is a Canadian organization aimed at aiding in the education of students with disabilities. Many believe it is a unique organization; there is no equivalent, not even an American equivalent.

What kinds of services can groups such as NEADS offer that could possibly lend support for students with disabilities? One of NEADS major projects is a conference that is held every couple of years. In addition, NEADS maintains a wonderful website that can put students in touch with different colleges and universities that are equipped for and cater to students with disabilities, a number of scholarship and bursary programs, and employment opportunities. The website also has a discussion forum (NEADS-L) through which students can discuss issues and subjects with other people.

NEADS advocates for the implementation of on-campus services through many programs based on student leadership, individual support, and high school outreach. The main aim of each project is to "improve accessibility in colleges and universities for hearing impaired, learning disabled, mobility impaired, and visually impaired individuals as well as students with other disabilities. (NEADS website: [About Us](#))" These goals expand beyond ensuring physical access for students with physical disabilities to include changing policy to provide access to individuals with a wide variety of physical, learning, sensory, or psychological conditions or disabilities with accommodations to meet their individualized access needs and include such requirements as extended time to complete a course, and course materials in an alternate format such as a electronic or digital formats.

NEADS was implemented in 1981 by Awareness Carleton, a motivated group of students with disabilities based out of Carleton University. The first National Conference was held in 1986. NEADS is presently operated and maintained by a Board of Directors consisting of 12 members, one from each region/province/territory of Canada. This Board of Directors stands behind a large number of students. It is thus known as a homegrown grassroots organization that is, for the most part, student driven.

NEADS receives only a small amount of government funding (from the Social Development Partnerships Program of Human Resources Development Canada) which helps with website and correspondence maintenance as well as expenses for the Board of Directors. Conference delegates must produce their own funds for attendance fees. It is often the case that separate University Student Unions assist in convention expenses.

Within Athabasca University, Access to Students with Disabilities (ASD) provides advocacy, and direct and indirect academic and support services. The team includes Brenda Moore (coordinator), Martin Reaney (support service advisor), and Lorraine Zubke (administrative assistant.) Brenda envisions that "Athabasca University, and more generally, distance education, offers some unique opportunities for students who are unable to attend traditional schools for any of the host of reasons that are inherent to disabilities particularly due to open admission and flexible scheduling. Brenda and her associates strongly encourage all students who have a disability or an interest in the field to become aware of NEADS and to actively participate.

For information on memberships as well as other information you can visit the NEADS website at: www.neads.ca or you can contact Athabasca Access to Students with Disabilities at asd@athabascau.ca

Some other groups who are concerned with educational access and services for students with disabilities are:

- **AHEAD:** Association for Higher Education And Disability
Run Worldwide
www.ahead.org
- **CACUSS:** Canadian Association of College and University Student Services
www.cacuss.ca
- **CADSPPE:** Canadian Association of Disability Service Providers in Post-Secondary Education
www.cadsppe-cacuss.ca
- **DPI:** Disabled Persons International
Primarily run in the Western Industrialized Countries
Sponsored in part by the United Nations

You may also want to see the Athabasca University Services for Students with Disabilities website at:
<http://www.athabascau.ca/html/services/advise/disab.htm>

To read an in-depth report on the recent NEADS Student Leadership and Employment Forum, which was held in Calgary on February 7, 2003, go to:
http://www.neads.ca/english/about/reports/student_forum_calg.html

FROM MY PERSPECTIVE TUTORS

By Debbie Jabbour



I will be continuing my perspective of “being single” in next week’s Voice, but this week I simply had to write a response to last week’s Voice Sounding Off topic regarding tutors. I do realize that the nature of the column is intended to allow students to “vent”, but I was disappointed that the comments printed seemed so negative overall regarding tutors. I know there are students who have had bad experiences with tutors, it’s like that in any university. It’s also unfortunately true that the negative experiences tend to remain strongly entrenched in our mind, while we forget the positive ones. However, I don’t think the Sounding Off writers had enough good to say about our AU tutors and I wanted to present some thoughts from the other side.

As an AU student who has completed some 35 courses, I’ve had a lot of tutors. I also sit on various committees with tutor reps, I’ve attended tutor conferences, and have worked closely with the tutor’s union on several issues, for example the Bryon Paege Scholarship, and most recently the proposed course extension policy proposal. Out of the 35 tutors I’ve had the pleasure of working with as a student – I have NEVER had a bad experience. Without exception my tutors have been helpful, supportive, responsive, and highly adaptable. No one has ever complained when I dump all my assignments on them all at once in the last week - they patiently mark and return them as quickly as they can. When I’ve needed to contact them outside of tutor hours due to my own scheduling conflicts, I’ve never had a tutor refuse to accommodate me with an alternate time or arrangement. I’ve never had a tutor not respond or take overly long to do so. Have I been lucky? Maybe. But maybe part of it is the way I look at things, and my perspective in dealing with tutors. The tutor-student

relationship is two-way, and I think it is important to never lose sight of that. Tutors are also human - they are just like us, except they have their degree already! And for every difficult tutor - there is probably an equally difficult student.

Some of the Sounding Off comments expressed unhappiness with tutors who don't accept email assignments. I generally ask my tutors what format they would prefer that I submit assignments in – I don't believe it is my right as a student to dictate this to my teacher – instead I think it is my responsibility to conform to what they require of me as a student. Yes, it's true that we are an electronic university, but tutors have preferences, and not all of them find email a comfortable medium for assignments. Some prefer email, some prefer hard copy, some will take either. There may be valid reasons for not accepting assignments by email. I know from talking to tutors, that many students do not properly submit email attachments, creating problems. To assume that tutors should be able to print up the email attachments and mark the hard copy, also depends on every student submitting a properly-formatted document of reasonable length - something that does not always occur. I've also heard a rumour that AU is "encouraging" tutors to not print up any assignments at all, but to do all their marking in an electronic format. While this may sound like a great idea, I can't begin to imagine how difficult it would be to have to read dozens of assignments and write electronic notes without having the option of being able to thumb through hard copy pages. From a student perspective I could not prepare an assignment without being able to work back and forth between both electronic and paper resource - let alone try to mark a paper this way. I always print up a hard copy of my final assignment to review even when submitting it via email - it looks different and I often only find things I've missed when viewing it in hard copy. There is value in both methods, and it's only fair that tutors have the option of choosing the one they are more comfortable with in order to maximize the value of the input they can provide.

I did have one tutor who did not respond to my email questions. At first I was rather irritated, but decided to be direct, and I asked her why she had not responded. She apologized and did her best to answer my questions. It wasn't until much later that I discovered (from another source), that she was uncomfortable explaining things via email, and did not know how best to respond to my questions in writing - yet had I called her she would have had no difficulty doing so verbally. I can understand that - just because a tutor is not comfortable explaining things in written form does not mean they are not a good tutor! I've often found myself halfway through writing an email, then abandoning it and picking up the phone because it's just too difficult to get my point across in writing. Even when the course has telephone quizzes, I've found most of my tutors extremely accommodating in allowing me to submit an alternate written quiz if we can't connect by phone. Most ask me how I prefer to receive my marks in return as well, and it's up to me if I want the marks by email, mailed, or by telephone. For me the key is asking in advance how the tutor prefers that I submit assignments, and then working out a compromise. I'm just thankful that I have options and flexibility - on-campus students often don't!

I know from my discussions with tutor reps that the vast majority are caring educators who want to do their best for the students, even if it means putting in extra unpaid hours. Even if a tutor appears to be indifferent or uncaring – there could be all kinds of other factors to blame. Tutors do not have the option of calling in sick when it is their regular tutor hours, yet most of them have lives and family responsibilities too. What if a tutor has to unexpectedly deal with a sick child during their scheduled tutor hours? Should I be angry when they are unavailable to answer my call? As a parent of teenagers, I would also be very hesitant to judge a tutor because their teenager answered the phone rudely. Teenagers are unpredictable and they don't always obey the rules, particularly if they are mad at you for some reason. I recall one occasion when I was expecting an important business call, a reporter from the Globe and Mail. I had just finished having a confrontation with one of my teenagers over some house rules and was heading up the stairs when the phone rang. She angrily grabbed it, and then called me by screaming "MAAAAM!!!" loudly in the poor man's ear! I was very embarrassed and took her to task about it later, but I would sincerely hope the reporter did not judge me for my child's momentary lapse in good manners. The same goes for small children. I don't expect my tutor to be sitting unmoving beside the telephone for a two or three hour period spanning their tutor hours – if they are forced to

take a bathroom break and a child picks up the phone, does this mean we should lose confidence in that tutor? If anything, it should inspire us to know that our tutors are like us, struggling to balance home, family and work.

Another thing to consider is that because of AU's open enrolment policy, there are many students new to university-level studies who take up disproportionate amounts of tutor time. I've had many tutors comment that they have a small handful of students who consistently use up all their available tutor time, leaving the tutor rushed and stressed when dealing with the rest of their students. So when you keep calling your tutor only to receive a busy signal - perhaps that tutor is trapped on a call and just as eager to get off the phone with a difficult student as you are to get through to them! Perhaps an even better way of looking at it is to consider the tutors with constant busy signals as tutors who really care about students and are good at their job. I used to have a wonderful doctor, who I no longer use, because I got tired of spending so much time in his waiting room. But the reason I spent so much time in the waiting room is because this doctor really cared about his patients - and once it was your turn, you knew he would take however long necessary to get at the root of whatever your problem was, regardless of how many people were waiting. I don't think it's any different with tutors. And because AU does not have dated assignments, it is not uncommon for tutors to go weeks at a time with no assignments to mark, then receive dozens of assignments all at once - with each student expecting an immediate and detailed response!

Don't forget the issue of perception, either. Some time ago I wrote a Voice article about saying thanks. I recounted a situation I had with a tutor who I found to be absolutely wonderful. She had explained all kinds of background detail and really excited my interest in the course. Some time later in conversation with a faculty head, I had spoken of how highly I regarded this tutor, only to be told that most students did not like her and she no longer worked for AU as a result. I was shocked! So just because you personally may not find a particular tutor very helpful, does not mean that this is the case with every student. Nor does every student want the same type of feedback on their work. Personally I like minimal, pointed comments and get impatient when tutors give me too much feedback. Other students want lots of detail. Is one method better than another? No. It's all about perception.

As a group, the tutors also work to improve things for the students. The tutor's union has recently taken an active role in working with AUSU to help find a better proposal for the upcoming change to the course extension policy. Tutors also communicate with AU to request course changes when they notice that students are having difficulty - something that we as students don't often realize. I attended a call centre session at a tutor conference and heard tutors passionately argue against any system that hampered their ability to easily communicate directly with their students. I've heard countless tutors express the wish that they could spend more time talking with students and meeting their educational needs, and I've heard many express frustration with the communication difficulties inherent in learning at a distance - and this includes not always being able to easily communicate what an assignment requires or being able to give detailed feedback.

I've also had tutors comment to me that in some ways they feel as helpless as the students - caught in the middle of an administrative bureaucracy that does not always take into account individual needs. Most of our tutors come from a campus environment where student-tutor interactions are very different. Some AU faculties are better than others at preparing their tutors, and I've heard of cases where tutors are not oriented properly and are left somewhat unclear regarding what their obligations are to students. I had one tutor, when I asked if she would accept email assignments in place of telephone quizzes, respond that she was not sure. After we discussed the matter, she realized that there was no hard and fast rule for that course and that the decision was up to her whether to accept them. It was a simple case of her not having enough information and being new at the job and we resolved it - yet I could have turned the situation into a cause for complaint.

Yes, there are occasionally tutors who may not be the greatest. And if a tutor is causing significant problems for a student, they should speak out. There are a few isolated tutor problems that need to be fixed, and it's in everyone's interests: students, tutors, and AU; that these be brought to the attention of AU administration. But

by and large the tutors at AU are excellent. We are privileged to have one-on-one contact with our tutors, to have them available by phone and email to discuss our questions and problems – students at other universities often never even have an opportunity to speak to their professor at all. We are able to ask for feedback and suggestions on assignments – students at other universities often have their assignments marked by a TA, with no professor feedback whatsoever. I think we have it pretty good at AU overall when it comes to our tutors, so I'd prefer to look at the positives and say a big “thank you” to AU tutors.

What better way to say thank you than nominate your favourite tutor for an award? AU is currently accepting nominations for Tutoring/Mentoring Excellence. If you have a tutor you would like to see honoured, please contact Joyce Loxam, Coordinator, Staff Development, Human Resources, by April 23. Email: joycel@athabascau.ca; Phone: (780) 675-6139.

[For more information on nominating AU tutors or staff for excellence awards, see this week's News and Announcements section.]

Debbie is a native Edmontonian, and a single parent with four daughters. She has worked as a professional musician for most of her life, and has enjoyed a rich variety of life experiences - with many more to come! Debbie is working towards an eventual doctorate in psychology, and currently serves as the president of the Athabasca University Students Union.



Even the ones underwater. This giant kelp forest off the coast of B.C. is more diverse than a rainforest. Sadly, it's not protected from the harmful practices of industry. In fact, 99.99% of Canada's waters are unprotected. When will Canada start protecting our oceans? With your help, we'll get Ottawa to act now. Call [1.800.26.PANDA](tel:180026PANDA).



SFU STUDENTS CONFRONT 30% TUITION HIKE

By Stephen Hui, The Peak

BURNABY, B.C. (CUP) -- Tempers flared and cries of “shame” filled the room as Simon Fraser University’s board of governors approved a 30 per cent hike in tuition fees - the second such increase in as many years.

Almost 100 students attended the April 3 meeting, which also saw the university’s highest decision-making body increase ancillary fees for athletic and recreation facilities and student services by the same percentage.

“Tuition fee increases pose a real barrier to education,” said Jonathan Silveira, a student member of the board. “Students believe that by increasing tuition and other fees, we will make SFU a place which will emphasize large bank accounts and undervalue the hard work of students working two part-time jobs to make their way through school.”

Silveira and fellow student representative Danny Chen were the only governors to vote against the fee hikes.

“Today is one of the most disappointing days of my life as a student at SFU,” Chen said.

The increase will place the university’s tuition rate at 10 per cent below the national average. Effective the fall semester, the basic undergraduate tuition fee will climb from \$95.10 to \$123.70 per credit hour. The basic graduate tuition full-time fee unit will rise from \$948.35 to \$1232.90.



Simon Fraser University students applaud student representative Jonathan Silveira's statement in opposition to tuition hikes.

significantly greater proportion than previously.”

Tuition and ancillary fees have shot up at postsecondary institutions across British Columbia since the provincial government ended a six-year tuition freeze last year.

SFU’s board of governors is composed of 15 members, including the university’s chancellor, president, two elected faculty members, two elected students, one elected staff member, and eight persons appointed by the provincial government.



Michael Stevenson, president of Simon Fraser University, gets an earful from students upset about rising tuition.

The fee hikes will offset a \$9.8 million budget shortfall resulting from a decrease in funding from the provincial government and rising employee costs.

“Someone must be drinking again in Victoria if they think it’s just fine to chop, slash, and axe our funding by over \$3.3 million, forcing a fee increase which surpasses 60 per cent over a short two-year period,” Silveira said.

Twenty-five per cent of the tuition increase will be set aside for scholarships and bursaries - as was the case with last year’s tuition hike.

“Improving scholarships and bursaries is an integral part of our approach to tuition increases,” said Michael Stevenson, president and vice chancellor of the university. “This will allow students eligible for bursaries to receive a

All Photos: Stephen Hui / The Peak



REDHEADS AND PAINKILLERS

McGill Reporter [April 3, 2003; v35 n13]

The McGill Reporter wrote this week that "Psychology professor Jeffrey Mogil has proved that a gene that causes red hair and fair skin also plays a role in how some women respond to painkillers."

"In a nutshell, what we found is red-headed women are more sensitive to the effects of a particular class of analgesics... ' explained Mogil."

Mogil has found that "Pentazocine is more effective on the crimson-crowned due to a variant of the gene melanocortin-1 (Mc1r). Though the gene is found in everyone, one variant of Mc1r is responsible for the distinctive pigmentation of 65 percent of all redheads (unrelated genes are the cause for the remaining 35 percent). The more common variant found in blondes and brunettes produces a protein that normally blocks the effect of kappa-opioid drugs. In redheads that protein isn't doing its job, and so pentazocine can work unhindered."

Bottled redheads cannot expect any advantage when using pentazocine...

<http://www.mcgill.ca/releases/2003/march/redhair/>

MATCHED DONATION TO LIBRARIES PUSHES PLEDGE TO \$1 MILLION

McGill University Press Release

April 2, 2003 - McGill students have done it again. For the fifth consecutive year, the Students' Society of McGill University (SSMU) have given \$500,000 to the University's libraries. McGill Principal Heather Munroe-Blum will commemorate the gift -- which will be fully matched by the University -- during a special ceremony on April 3 at 4 pm in Redpath Library (3459 McTavish St.).

...

Since 1992, the SSMU has raised close to \$11million for libraries, bursaries, the new Brown Student Services Building and the McGill Athletics Complex.

<http://www.mcgill.ca/releases/2003/april/donation/>

MOUNT ROYAL MEETS NEED FOR WATER SANITATION TECHNOLOGY TRAINING

"Mount Royal College is about to become a link in a chain of activities that will provide clean water to thousands, perhaps hundreds of thousands, of families in developing countries."

In an innovative new program, Mount Royal College, in conjunction with Petro Canada and The Centre for Affordable Water and Sanitation Technology will offer a certificate program in water filtration devices and water hygiene for use in third world countries. "The CAWST volunteers will use this training to teach core groups of people in developing countries, who can then pass on that knowledge until the families who make up the population have the same access to clean water that most North Americans enjoy."

<http://www.mtroyal.ab.ca/news/view.php?item=000139>

UNIVERSITY RETIREES FORM NATIONAL ASSOCIATION

Dalhousie University Press Release

April 3, 2003: Halifax - A new national organization will be formed in May when participants to the first College and University Retirees Associations of Canada (CURAC) conference gather at a founding meeting at Dalhousie University in Halifax.

The new organization will represent the interests of university retirees on issues such as pensions and benefits and provide social and cultural services to its members. It also will provide a link to other local and national seniors' organizations in order to join the debate on issues such as health care, social benefits and the changing nature of retirement.

"Canada's population is aging fast," says Dr. Tarun Ghose, one of the conference organizers. "Our governments need to rethink and reconfigure government health care and social benefits policies."

"As university and college retirees, CURAC will have the responsibility to initiate or join the discussions on matters concerning seniors, and also for other pressing social matters such as the quality of education and accessibility to higher education, including professional education."

...

CURAC's membership is open to organized groups of staff and faculty retirees associated with one or more institutions of postsecondary education in Canada. It will officially come into being at its national conference at Dalhousie on May 26.

<http://www.dal.ca/~pubrel/media/2003/2003-04-03.html>

AU/CMA CANADA STRATEGIC ALLIANCE DEVELOPS TOMORROW'S GLOBAL BUSINESS LEADERS

Mississauga, Ontario, March 17, 2003 - Two of Canada's leading management education institutions are teaming up to offer advanced learning opportunities for Certified Management Accountants. Under the terms of a new strategic alliance, Athabasca University's (AU) Centre for Innovative Management and Certified Management Accountants of Canada (CMA Canada) will work together to provide CMAs with enhanced access to AU's Executive MBA programs.

The official signing ceremony to launch the CMA Canada and AU alliance takes place tomorrow, March 18, 2003, at 10:00 am EST in CMA Canada's headquarters in Mississauga, Ontario. Recognizing the CMA designation as a leading international strategic financial management credential, the formal agreement offers CMAs advanced and transfer credit for required financial and accounting courses and electives in Athabasca Executive MBA programs.

Dr. Peter Carr, Executive Director of AU's Centre for Innovative Management, hailed the new alliance with CMA Canada as "another key step in our mission to produce business leaders with advanced strategic management skills and strong management accounting competencies.

"Our new alliance with CMA Canada reflects the critical importance of financial management, corporate governance, and professional ethics in today's graduate management education. By bringing together CMA Canada's international reputation for excellence in the development of strategic financial management professionals and AU's acknowledged leadership in graduate management education, we'll be leveraging our considerable strengths to produce exceptional global business leaders."

Bob Dye, CMA, FCMA, LLD, President and CEO of CMA Canada, said the new partnership with Athabasca University offers CMAs a tremendous opportunity to earn a highly respected MBA degree and further enhance their strategic leadership capabilities.

"The advanced standing being offered to CMAs in Athabasca Executive MBA programs will enable our members to take advantage of their unique management accounting knowledge and skills as they work to acquire a valuable and complementary post-graduate business degree," said Dye. "Like Athabasca University, we are committed to developing global business leaders who build success through new ideas, new perspectives, and sound strategic financial management capabilities.

"We are proud to establish this new alliance with AU as a means of driving the continuous development of management accounting and optimizing the performance of global enterprises." Dye added that Athabasca's innovative approach to providing graduate management education will be highly attractive to CMAs, both in Canada and abroad.

Launched in 1994 as the world's first online MBA, AU's Executive MBA has grown to become Canada's largest Executive MBA with over 1100 students representing Canada's top 20 companies, and 400 companies world-wide. AU's online MBA works in the same interactive, collaborative environments as business today.

The high level of asynchronous interaction between academic staff and students makes it possible to share ideas, insights, and skills on a daily basis across geographic and organizational boundaries. This interaction is a crucial ingredient of a graduate management education that has powerful relevance to the real world of business.

With 35,000 members around the world, CMA Canada grants a professional designation in management accounting and is responsible for standards-setting, accreditation and the continuing professional development of CMAs. CMAs work as senior management professionals in organizations of all sizes, applying best management practices in strategic planning, sales and marketing, information technology, human resources, finance, and operations. CMAs bring a strong market focus to strategic management and resource deployment, synthesizing and analyzing financial and non-financial information to help an organization maintain a long-term competitive advantage.

Information:

AU Centre for Innovative Management - Marilyn Wangler, Manager, Marketing and Communications

Tel: (780) 418-7553 - Email: marilynw@athabascau.ca

CMA Canada - David Fletcher VP, Public Affairs

Tel: (905) 949-3106 - Email: dfletcher@cma-canada.org

Source: http://www.athabascau.ca/media/CIM_CMA_Alliance.htm



WORLD HEALTH DAY

IT'S UP TO US TO KEEP OUR CHILDREN SAFE.

Editor



World Health Day was recognized this year on April 7th with the theme "**Shape The Future Of Life: Healthy Environments For Children.**" To Commemorate the day, Secretary-General of the United Nations Kofi A. Annan issued a message in which he stated that "healthy children are crucial to sustainable development. "

"A child's world," Annan continues, "is centred around the home, the school and the local community. These should be places where children can play, thrive and develop, and where they are protected from disease. But in reality, these are often places where children -- particularly children in poverty -- face multiple threats to their health. Common risks include unsafe drinking water, air pollution, poor

housing, lack of hygiene and sanitation, as well as inadequate waste disposal."

Children are especially vulnerable to environmental threats, says Annan, because their "capacity to absorb health hazards is still developing, and thus they are more susceptible to the effects of toxic chemicals and to germs as well as other pollutants. " Additionally, notes Annan, children are exposed to higher levels of contaminants because they consume more water, food and air per pound of body weight than do adults, and also because they "possess more natural curiosity but less knowledge and experience."

Annan wants people to ensure that children can live in safe and contaminant free environments, which he says will not only save many young lives, but will also have a positive impact on economic development by keeping more children in school which will increase the overall skill base that societies need to ensure economic growth.

The task Annan urges people to take up, is to "build on the momentum generated by the Healthy Environments for Children Alliance" of 2002, a task which begins with the recognition that "children are our future -- and that a future of sustainable development begins with safeguarding the health of every child."

(Kofi Annan's message <http://www.who.int/world-health-day/2003/press/sgannan/en/>)

Annan's sentiments are echoed in the address of Dr Gro Harlem Brundtland, Director-General of the World Health Organization, who adds a number of frightening facts and statistics. For example:

- Every year over 5 million children ages 0 to 14 die from diseases directly related to their environments. They die of diarrhoea, respiratory illnesses, malaria and other vector-borne diseases, injuries, and other environmental threats in and around their homes.
- Unsafe water, poor hygiene and sanitation, air pollution, including from dirty household fuels used for cooking and heating, tobacco smoke, hazardous chemicals and other environmental threats affect the health of children disproportionately.

However, Brundtland notes, "the deaths and overall ill-health can be prevented. We know what to do. We have developed strategies to combat these environmental risks to children's health. They need to be implemented on a global and national scale, and at the household and community level."

The onus of carrying out this implementation is on us. Brundtland urges "everyone to look around and think about what they can do to help so that every child grows up in a healthy home, school and community. And then, take action. The future development of our children depends on our action today."

(Brundtland's message <http://www.who.int/world-health-day/2003/press/dgbrundtlandstat/en/>).

These risks do not only exist in third world countries -- many of them effect the health of children here, and it is up to us to make our environments safer for our children, and all people.

NOMINATE TUTORS AND STAFF FOR EXCELLENCE AWARDS

Athabasca University is accepting nominations for the President's Award for Tutoring/Mentoring Excellence, the Craig Cunningham Memorial Award for Teaching Excellence, and the Sue and Derrick Rowlandson Memorial Award for Service Excellence.

These awards recognize outstanding contributions by Athabasca University staff members for teaching, instructional service, or service excellence. Nominations should be forwarded to the Coordinator, Staff Development in Human Resources by Wednesday, April 23, 2003.

PRESIDENT'S AWARD FOR TUTORING/MENTORING EXCELLENCE

Recognizes up to two individuals each year for excellence in instructional service to AU students. CUPE employees (tutors, academic experts, markers), graduate instructors, and academic coaches are eligible for nomination by AU staff and/or students. Graduate recipients are recognized in June at a staff recognition function and undergraduate recipients are recognized at the Learning Services Conference in the fall.

CRAIG CUNNINGHAM MEMORIAL AWARD FOR TEACHING EXCELLENCE

Awarded annually to one faculty member in recognition of excellence for past achievements in teaching at AU. Faculty members (regular/term, part/fulltime) who have continuous service of at least three years are eligible for nomination by AU staff and/or students.

Recipients are recognized at the staff recognition event in June.

SUE AND DERRICK ROWLANDSON MEMORIAL AWARD FOR SERVICE EXCELLENCE

Awarded annually to up to two staff members or teams in recognition of their continual provision of exceptional service to AU and members of the AU community. Support and professional staff (AUPE, AUFA, excluded, permanent or temporary/term) who have continuous service of at least three years are eligible for nomination by AU staff and/or students.

Please contact Joyce Loxam, Coordinator Staff Development for further information. The award guidelines and nomination forms and procedures are available on the Athabasca University website - go to the "Current Students" page.

Joyce Loxam
Coordinator, Staff Development
Human Resources
Athabasca University
1 University Drive
Athabasca, AB T9S 3A3
email: joycel@athabascau.ca
Phone: (780) 675-6139
Fax: (780) 675-6135

NEWS FROM AU - CONTRIBUTED BY THE INSIDER

MIDDLE STATES ACCREDITATION - CONTINUED



Spearheading AU's Middle States accreditation efforts are Nancy Parker (liaison officer), Sandy Sales (committee recording secretary), and Ken Collier (committee chair).

Athabasca University is proceeding with its efforts to achieve full accreditation with the Middle States Commission on Higher Education, an accomplishment that will help facilitate AU's expansion into the US market. Last issue, we learned why accreditation is important to AU's expansion, why the Middle States body was chosen, and how the accreditation process takes place. This week, Ken Collier, chair of the steering committee, provides more details.

FOR PART ONE OF THE MIDDLE STATES ACCREDITATION STORY, SEE OUR LAST ISSUE [April 2, 2003; i11 v14]

GOING GLOBAL

The accreditation theme does not stop with the US. AU already has projects and considerable experience in overseas education projects. Japan and China are two recent examples of countries where AU has or had contracts. The very existence of distance education, electronic communications and the capacities of the web allow the educational enterprise to leap over national boundaries. It was just a matter of time until education quality, standards, security and trustworthiness, administrative and practice

questions moved beyond regional or national regulatory bodies.

Nonetheless, existing accreditors will have large influence on global education and DE rules, as well as the mechanisms to enforce them.

AU is already in the global arena, alongside very large players from Europe, the US and Australia. Southeast Asian DE bodies are also growing fast because their national populations' educational needs cannot be met by either current or forecasted higher education building in the foreseeable future. Offshore (including Canadian) DE capacity may very well play a big role in meeting this pressure.

Recent global education conferences took up this theme. One conference in particular, the OECD/US Forum on Trade in Educational Services (1), included key sessions on quality and standards, accreditation, credit transfers and other agenda items of importance to the AU internationalization projects (2).

Athabasca University [Middle States Accreditation Initiative](#) situates us firmly in the terrain of higher education and distance education on a global plane. The quickly unfolding context within which AU operates is known from the literature and sites mentioned above. The Middle States Accreditation Initiative is but a first step in becoming a recognized part of that context.

(1) Duepree, John L., Maisia E. Johnson and Marjorie Peace Lenn (Eds.) (2002). OECD/US Forum on Trade In Educational Services: Conference Proceedings, Washington: The Center for Quality Assurance in International Education.

(2) See, from another conference, [Dirk Van Damme](#).

JOHN HERRON'S MOTION IS ON THE MARK!

CASA News Release

[Ottawa – March 18, 2003] A serious flaw in the Canada Student Loan Program was debated this afternoon in the House of Commons. John Herron, the Conservative MP for Fundy Royal brought forward a Private Member's Motion to address the often ignored issue of the parental contribution requirement for student loans. Herron's motion reads ***"that in the opinion of this House, the government should consider eliminating the parental contribution standard from the Canada Student Loan Program."***

"This issue affects a large number of students and potential students," said Erin Stevenson, Communications Officer for Canadian Alliance of Student Associations (CASA). "The government has very unrealistic expectations for the amount of money that families can contribute towards a student's education. As a result of these unrealistic expectations, access is being limited." Currently the program demands that parents provide financial support to students for their first four years after high school. The money parents are expected to contribute is deducted from the student's assessed loan. For example, a family of four in Manitoba with an annual income of \$80,000 is expected to contribute \$30,000 over four years towards their children's studies.

"These expectations are simply unrealistic, research shows us this," said Stevenson. "According to a study by the Millennium Scholarship Foundation, 61 per cent of students receive less than \$2000 a year in parental support. An additional 13 per cent receive no support. 74 per cent of students receive less than \$2,000 a year from their parents to go to school. Parents are finding it increasingly difficult to fund their child's education to the extent governments expect them to; this issue needs to be addressed now."

CASA would like to thank Mr. Herron and MPs Monty Solberg, Ken Epp, Yvon Godin, Andy Scott, and Peter Adams for their positive contributions to today's debate. "It was important to see that students have support from members of the Liberals, PCs, Alliance and NDP," said Stevenson. "But we must get the message to more MPs. The last budget saw improvements to the Canada Student Loan Program but they didn't go far enough. The government must take action now so post-secondary education is accessible for everyone. This is a key investment in Canada's economic and social well being."

CASA is a federal student lobby organization. CASA is a coalition of 21 student governments representing over 280 000 post-secondary education students nationwide.

For more information please contact:

Erin Stevenson

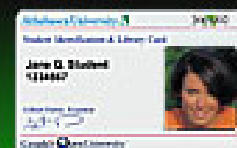
Communications Officer

613-236-3457 comm@casa.ca

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SCHOLARSHIPS & AWARDS

FAIRFAX FINANCIAL HOLDINGS LIMITED PROGRAM (60)

Value: \$5000

DEADLINE: JULY 02, 2003

Administrator: Association of Universities and Colleges of Canada (AUCC)

Notes: For students entering or in their first year of study who demonstrate financial need. \$5,000 for an undergraduate university program. \$3,500 for a college diploma program. Candidates must be Canadian citizens or permanent residents. Must be a full-time student and have a high academic average. Students entering a cegep program as preparation for university or any preparatory schools in any jurisdiction will not be eligible for a scholarship to fund their preparatory education. Applications are by nomination only.

Contact Information:

Canadian Awards Program
Association of Universities and Colleges of Canada
350 Albert Street, Suite 600
Ottawa, ON K1R 1B1
Phone: (613) 563-1236
Web Site: <http://www.aucc.ca>
E-mail: awards@aucc.ca



AAMD&C SCHOLARSHIP PROGRAM

Value: \$1000

DEADLINE: JULY 5, 2003

Administrator: Alberta Association of Municipal Districts and Counties

Notes: For students entering or in their first year of study, with a minimum academic standing of 50%. This scholarship is offered to residents of rural Alberta (living in an M.D. of County) pursuing post-secondary education in Alberta that will benefit rural Alberta. For more details (and application guidelines)

Contact Information:

Kristin Lewis
Policy Analyst
4504 - 101 St
Edmonton, AB T6E 5G9
Phone: (780) 436-9375
Fax: (780) 437-5993
Web Site: <http://www.aamdc.com>
E-mail: kristin@aamdc.com

2003 BRYON PAEGE MEMORIAL AWARD CALL FOR NOMINATIONS



CUPE Local 3911 is currently accepting nominations for the 2002 Bryon Paege Memorial Award. This annual \$450 award, sponsored by CUPE Local 3911, is presented at the end of June in each year to a recipient selected by the Bryon Paege Memorial Award Selection Committee from among those nominated. The election committee is composed of two members delegated by CUPE 3911, one member delegated by AUSU, and one member delegated by AU Counselling Services. The Committee will make their best effort to select a worthy recipient from among those nominated, and their decision is final.

Bryon Paege graduated in June 1988 with a Bachelor of Administration from AU. Starting in 1990 he was employed by AU as a tutor, and worked in that capacity until his untimely death in 1995. He really lived the ultimate AU student dream, achieving his degree and then joining the AU academic community in giving his knowledge and expertise back to other AU students.

Bryon was a valued member of the AU family. He is vividly remembered by his sisters and brothers in Local 3911, and it is their intention that his achievements, contributions, dreams and passing never be forgotten.

Any AU tutor, AU counsellor, or AU student may make nominations for the Bryon Paege Memorial Award. Self-nominations are also acceptable. Tutor and counsellor nominators must obtain written consent to disclosure of personal information from their nominee. Self-nominations should be accompanied by a written reference from a teaching or counselling member of an academic community.

Nomination and consent forms are available at <http://www.cupe3911.net/paegie.shtml>

CRITERIA:

A nominee must:

- be currently enrolled in an AU course, or have successfully completed one within the six months prior to the nomination deadline;
- have, in the opinion of the nominator, demonstrated courage and/or resourcefulness worthy of commendation in the overcoming of, or current coping with, some particular challenge or adversity in order to pursue distance education studies. Such challenge or adversity may include:
 - financial adversity;
 - being a member of a minority or marginalized group required to make challenging adjustments to mainstream Canadian academic culture;
 - physical disability, or any challenging health problems, generally;
 - personal loss (for example, loss of family member, loss of job);
 - adjustment to a new country and culture;
 - difficult family circumstances, past or present;
 - other challenge that in the opinion of the nominator corresponds with the spirit of these criteria.

NOMINATION DEADLINE IS JUNE 10TH, 2003

If you have any questions about this award, please direct them to donna@athabascau.ca or (780) 424-2915

ATTENTION: WOMEN'S STUDIES STUDENTS

Barbara Roberts Memorial Book Prize Deadline Extended

New Deadline: April 15, 2003

Purpose: To recognize outstanding written work by an undergraduate student on topics on women, gender and feminism.

Policy: The Barbara Roberts Memorial Book Prize is awarded annually in recognition of outstanding achievement by an undergraduate student for written work on topics on women, gender and feminism. The award will be announced at Convocation. Recipients will receive a copy of a book chosen by the committee and inscribed with the prize name and date of the award.

Eligibility: All Athabasca University undergraduate students.

Criteria: Essays will be evaluated by the committee using the following criteria

- the essay is between 2,000 and 2,500 words in length
- the essay is literate
- the essay is imaginative, thoughtful, critical and well written
- evidence used in the essay is clearly documented
- the author demonstrates an awareness of feminist analysis

Submission

- **Essays may be submitted by any Athabasca University tutor or instructor** with the student's written permission
- The student's written permission should include permission to post or reproduce and should include the student's name, address, phone number and student identification number (please see submission form below)
- Submissions should be made to the Women's Studies Coordinator
- Submissions should be in paper form and, where possible, in electronic form
- Submit 3 paper copies
- Essays should be typed, double spaced with ample margins
- Only one submission per student will be received annually

Selection Committee: The Barbara Roberts Memorial Book Prize committee will consist of 3 members:

- 1 full-time academic in women's studies
- one tutor in women's studies
- One full-time academic outside of women's studies.

For more information please contact the women's studies coordinator.

THE VOICE FICTION



The Voice wants your fiction.

We are accepting creative writing in all genres for a Voice fiction feature.

Send us your stories, poems, and other short fiction.

Send submissions to voice@ausu.org

CONFERENCE CONNECTIONS

Contributed By AU's *The Insider*



- **CU Expo** - Community-University Institute for Social Research - "Partnerships, Policy & Progress" - May 8-10, 2003, Saskatoon, SK. Details: <http://www.usask.ca/cuisr/cuexpo>
- **Distance Education Technology Symposium (DETS-03)** - sponsored by the Centre for Distance Education - May 15-17, 2003 - Edmonton, Crowne Plaza Chateau Lacombe. Details: <http://cde.athabasca.ca/DET/2003/> or contact [Pat Fahy](#).
- **AMTEC (Association of Media & Technology in Education in Canada)** - "E-convergence: Education, Media & Technology" - May 25-28, 2003, Montreal, PQ. Details: <http://www.amtec.ca>
- **ICDE World Conference** - 21st annual - June 1-5, 2003 - Hong Kong. Details: <http://www.ouhk.edu.hk/HK2003>
- **CADE** - June 7-11, 2003 - St. John's, NF. Details: <http://www.cade-aced2003.ca/>
- **"Women and Leadership in Higher Education: How Thick is the Glass Ceiling?"** - International Conference - June 12-14, 2003 - Monterrey, Nuevo León, Mexico. Details: http://www.swaac.ca/Prof_Dev.htm or <http://www.swaac.ca/Regional.htm>
- **Distance Teaching & Learning Conference:** - 19th annual - "Working Smarter - Building on Success" - Aug. 13-15, 2003 - Madison, Wisconsin. Details: <http://www.uwex.edu/disted/conference>
- **AU Learning Services Conference** - October 3 & 4, 2003 - Edmonton, Crowne Plaza Chateau Lacombe. Details to follow.

ATTENTION PSYCHOLOGY STUDENTS



Every Monday from 9:30 - 10:30 AM MST and Wednesday from 7-8 PM MST the Athabasca University Psychology Students' Society gets together to chat about issues pertaining to the world of psychology at AU.

To Join the chat, go to the AUPSS website, accessible through: <http://www.ausu.org/clubs/index.php> [you must be logged in to AUSU] and select the discussion forum link, from there click on Psychology at the top written in blue and choose the General Psychology Chat. NOTE: You need to be registered in a psychology course to access the AU psych discussions.

Hope to see you there!

Sandra Moore

Athabasca University Psychology Students' Society



Community Networks Group

EDMONTON EVENTS

TO LIST EVENTS IN YOUR AREA, PLEASE WRITE VOICE@AUSU.ORG WITH 'EVENT LISTING' IN THE SUBJECT LINE.

Men & Relationships

April 25 - 27, 2003

Infoline: **944-5542 / 944-5543**

Men & Relationships is an intensive weekend workshop designed to assist participants understand their current relationships and life journey. Men who have survived separation, divorce, weekend parenting and other life challenges have helped develop a workshop-content that is flexible and relevant for our times ...

The weekend is co-facilitated by seasoned social workers and by veteran men's group members, and includes storytelling, self-discovery exercises, reflection time and small group discussions, hosted in a safe and friendly environment.

This weekend workshop offers an opportunity to explore, heal wounds, cope with current life challenges, take responsibility and start building a foundation for a better and healthier living. It's for men who are choosing a new direction and are taking steps to become the person they want to be...

For more information or to register, please contact:
Dean McKellar **944-5542** / Tony Arcand **944-5543**
The City of Edmonton Family & Community Services

'War, Peace & Civil Society' Dr. David Swan on The Crisis in Iraq

Friday April 11, 7:30 p.m. Free Admission @ St. Andrews Centre - 111 Ave. & 127 Street Infoline: 454-4385 / 432-4052

Could this war have been prevented? What's the role of civil society after the war? How does Canada and the international community should respond to this tragedy? Where does the UN goes from here? What can I do? ... Join us for a conversation and reflections by Dr. David

Swan who has seen the devastation and suffering in Iraq and has been moved to act...

Sponsored by: **Project Ploughshares Edmonton**

PS. Dr. Swann also speaks at a one-day conference co-sponsored by Citizens for Public Justice and KAIROS on Saturday April 12 @ St. Andrews Centre. For details about this conference, kindly call: 455-4812 / 423-4085

Speaking of War & Peace

A conversation for those interested in peace-building

Saturday April 12, 2003 / Time: 9:00 a.m. - 3:30 p.m. @ St. Andrew's Centre 12720 - 111 Avenue Registration: \$30 / students \$20 (light lunch included) Info: 455-4812 / 423-4085

Speakers include:

- David Swann, Christian Peacemakers & Voices in the Wilderness
- Mark Vander Vennen, Practitioner of Peace-building & Conflict Resolution
- Vanessa Ali, President HumanServe Canada
- Tom Keating, Professor of Political Sciences, U. of A.
- Melle Huizinga, Mediator & Pacifist
- Patti Hartnagle, Women in Black

For detailed info & to register:

Jim Choles (455-4812)
Janet Wesselius (423-4085)
e-mail: janetwesselius@hotmail.com

Sponsored by:

Citizens for Public Justice www.cpj.ca
KAIROS www.kairoscanada.org

Courtesy of: The Community Networks Group © Tel/Fax: 474-6058 / Cell: 995-6819



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Classified ads should be submitted to the editor at voice@ausu.org with 'CLASSIFIED AD' listed in the subject title.

The Editor reserves the right to refuse any classified advertisement at her discretion. Thank-you.

THE VOICE

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