



# THE VOICE

Vol 26 Issue 08 2018-02-23

## **Nine Candidate Questions You Have to See!**

You Won't Believe Number Six!

## **Minds We Meet**

Interviewing Students Like You!

## **Networking at a Distance**

Group Up!

*Plus:*

*17 Questions for your Tutor  
Course Exam: PHIL 252  
and much more!*



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# LETTERS TO THE EDITOR



**We love to hear from you!**  
**Send your questions and comments to [voicemagazine.org](http://voicemagazine.org),**  
**and please indicate if we may publish your letter!**

**Hey! Did you know the Voice Magazine has a [Facebook page](#)?**

No kidding! We also do the [twitter](#) thing once in a while if you're into that.

## Editorial

### Drop in, Vote on, and Turn out

Karl Low



February 28 is the first day of voting for the new AUSU council. This will be the group that represents you to AU and to the government for the next two years, including the pivotal 2019 year when both Alberta and the Federal government will have their elections, possibly profoundly affecting the course of post-secondary education in this province and across the nation.

This is my way of saying it's important. These are the people who we'll be trusting to not only come up with the plans to take to government groups when they'll be particularly vulnerable to student action, but also to sell it to them as something that could help them get elected (or re-elected), and that's on top of the usual activities that the AUSU Council has to do.

It can be hard though, by distance, to really get a sense of who these candidates are, so we came up with a list of questions on some of the issues the new AUSU Council is going to be facing and put it to the nineteen candidates to see what they'd say. Fourteen took us up on the offer, and some of the answers will, I think, make a difference in who you choose to vote for. But be warned, with fourteen candidates answering the questions, it's a long article. You

may want to take it in chunks.

However, don't let these questions be your only source of information. You can also take a look at the [AUSU election forums](#) to see what questions candidates have been asked there and what their answers are. Some previous elections have found those forums mostly dead, but this time there's over 55 posts in them, meaning that things are hopping.

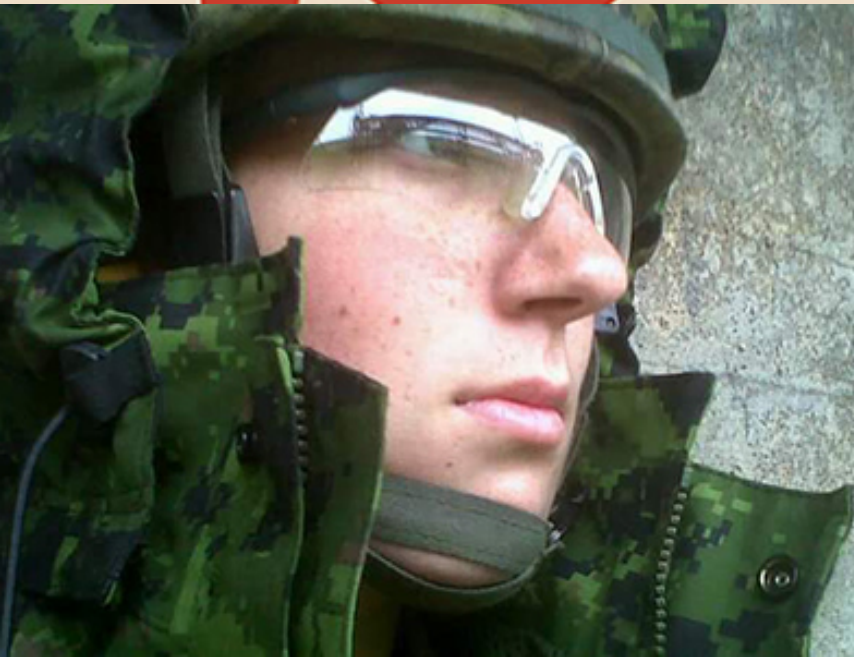
Too much reading? Then check out the [recordings of the candidate debates](#). Three debates are being held, with, at this writing, one more to go, but the recordings of all of them will be posted. Beyond the substance of their answers, these recordings can help you determine how these candidates present themselves, something that should be kept in mind when you consider how they'll be interacting with AU, government, and other organizations.

In addition to that, our feature article this week is an interview with an AU student and corporal for the Canadian Forces reserve recruiting unit. Many AU students are also people in their military career as a portable education is exceptionally important when you get orders to move. So it's interesting to see her take on an AU education and how she's made it work for her.

Also, as distance students, it can be hard to find other AU students to communicate with. You may even wonder if there's any reason to do so. Or maybe you've already found the main Facebook page that AU students tend to congregate on, but there's a lot more than that available, and Barb Lehtiniemi takes a look at some of the offerings that are out there that can help you not just connect with students in general, but perhaps even find a group that has more direct relevance to the struggles and successes you're dealing with in her article "Networking at a Distance." Perhaps you'll find a group that just makes the whole AU experience a better one. Enjoy the read!



# MINDS WE MEET



*Cpl. Lisa Grandmaison balances working full time as a File Manager/Recruiting staff for the 36 Canadian Brigade Army Reserve Recruiting unit in Halifax, Nova Scotia, with studying toward her Bachelor of Business Management at AU and taking care of her one year old daughter Sophie. Originally hailing from the Annapolis Valley of Nova Scotia, a beautiful area that boasts the highest tides in the world, she now touts that one should visit Halifax, rich in military history. While in Nova Scotia's capital, she suggests you visit the Halifax Citadel museum with the best view of the city, dine at some of the local seafood restaurants on the waterfront, and enjoy walks through Point Pleasant Park.*

**What are your plans with your education from**

**AU?**

My intention is to use my education to further my career in the Canadian Armed Forces by transferring from the Reserve Forces (Part-time) to becoming an officer within the Regular Forces (Full-time). Ideally, I would like to take the skills and knowledge base I've acquired at AU and apply it to my career with CAF to become a better leader and officer.

**What has been your favorite class so far that you would recommend to other students?**

Any of my marketing courses as they have allowed me to take the knowledge from those courses to help with my career in the Army Reserve Recruiting world.

**What are your 2018 academic goals?**

I would like to get to the point of being almost ready to graduate. My intention is to complete as many courses as I can to advance myself career-wise.

**What is one thing new you want to try in 2018?**

I'm looking at getting into competitive powerlifting as weightlifting is a passion of mine. Besides that, I want to complete my second half marathon and hopefully with a better time this time around!

**You are having a dinner party and get to invite 3 famous people to sit with. What is the topic of conversation?**

I would invite General Jonathan Vance, LtGen (Ret'd) Romeo Dallaire, and Former PM John Diefenbaker. I think it would be interesting to talk about the progress of Canada and the Canadian Armed Forces (CAF) as well as find out what they think needs to change and how they would do it. These three men made significant differences to Canada in various aspects, so it would be interesting to speak with each of them.

**Where do you see yourself in 5 years?**

Professionally, I hope to have become an Aerospace Control Officer and have done a tour of duty somewhere. Personally, I want to have graduated from AU and potentially buy some more property, possibly in the Caribbean. My husband and I are a team, so where ever we go, it will be together.

**What was your favorite school assigned book in junior high or high school?**

*Animal Farm* by George Orwell. This book impacted my life and opened my train of thought to realize that not everything goes the way it should and "everyone is equal but some are more equal than others." It was an interesting book to read with the subliminal Marxist ideas and truly makes you think about society as a whole and how it operates.

**What show do you recommend every one binge watch right now?**

*Black Mirror* is my guilty pleasure right now. My husband introduced me to it and I'm fascinated with how every episode is different and how they demonstrate the effects of advanced technologies on society.

**When you are not studying, what does your day look like?**

I work full time as a File Manager/Recruiting staff for the 36 Canadian Brigade Army Reserve Recruiting unit. It's a rewarding job that is constantly changing which keeps me busy during the week. Besides working, I go to the gym regularly and am training for a half marathon in the Fall. I also like to go for drives with my family and take walks on the trail with my daughter.

**What inspired or motivated you to join the Armed Forces?**

Originally, I was interested because my best friend was in and told me about how it would help pay for school, as the reserves will give up to \$2000 a year for school, plus your normal pay while working. It was a huge incentive to me since I was in grade 12 at the time and scared about joining. Now that I'm in, I can honestly say that I love my job, I'm infantry by trade and currently working in recruiting. Being part of the army has been the most challenging and rewarding thing for me both physically, emotionally, and mentally. I've learned so much about myself from all the training that I can honestly say it was the best decision that "young me" made.

**What does the perfect Sunday morning look like for you?**

Wake up before my daughter, which doesn't happen often, and go for a quick run while the world is still quiet. From there, my husband and I like to get a coffee and take my daughter to the Seaport Market. We normally spend some time making up the food we got from the market.

*Laura Nelson is a marketing analyst by day and a bibliophile by night. She is in her final stages of completing her BA with a major in English through AU.*



## Nine Questions for the AUSU Candidates You Need to See! And you Won't Believe the Answers to Number Six!

The Voice



Okay, you probably will believe them, but it's how these stories are supposed to be titled, right? With voting for the AUSU Election starting in just a few days (On February 28!) we rushed to get a number of questions out to the candidates to help you make your decision. Candidates were sent the questions on the evening of Friday, February 16, and asked to have their responses in by noon on Wednesday. They were also asked to keep their answers fairly short, as with so many candidates running, it's bound to be a long article. We'll let you judge for yourself how well they did on that front.

Of the 19 candidates, 14 submitted answers. Their answers are printed in the order that we received the responses, with no editing at all other than making the formatting work.

So, without further ado, let's see what the candidates had to say!

### **What faculty are you in, if any, and how much longer do you expect to be studying at AU?**

#### **Lionel Pinkhard:**

I'm doing a Bachelor of Science with a major in Computing & Information Systems and a minor in Game Programming. I expect to be studying for another 28 months, graduating in mid-2020.

#### **Christine Hudder:**

Bachelor of Professional Arts - Communications Studies. I am studying part time so I plan on being at AU for at least a couple of more years.

#### **Lisa Oracheski:**

I have five classes left to complete my BA in Psychology, after which I will be switching to part-time studies and taking the Certificate in Counselling Women.

#### **Darcie Fleming:**

I am currently in my 2<sup>nd</sup> year in the Bachelor of Arts Psychology program and if all goes according to plan, my graduation date is 2021. I intend on continuing with AU to pursue a Master of Counselling.

#### **Sarah Blayney Lew:**

Bachelor of Management. Hoping to be done within 5 years.

#### **Natasha Donahue:**

I'm in the faculty of science, and I expect I be studying at AU for about 2 more years.

#### **Paddy Storey:**

I am in the Bachelor of Arts Program with a Major in Psychology and a Minor in Women and Gender Studies. I am just starting my second year of credits, so have at least 3 years if am able to maintain full time status.

**Melinda Goertz:**

Bachelor of Arts – Major in Psychology, I expect to be studying for another 5-6 years.

**Amanda Lipinski:**

I am a business student working towards the Bachelor of Management. I plan to graduate in the next two years.

**Brittany Daigle:**

I am enrolled in the Bachelor of Science Major in Computing and Information Systems program (Faculty of Science and Technology) at Athabasca University. I plan on studying at AU for another two years.

**Sandra Boivin:**

I am in the faculty of business, studying in the Computer & Management Info certificate program. Once I complete my remaining few classes, I tend to continue on for a Bachelors in Science with an Information Systems major.

**Julian Teterenko:**

I am in the Faculty of Business, studying for a Bachelor of Management. I expect to be done in around two years' time.

**Alice Namu:**

I am in the Faculty of Humanities & Social Sciences. I expect to complete my graduate studies by 2020. I also intend on undertaking post graduate studies thereafter. Cumulatively I expect to have been studying at AU for a minimum of 4 years.

**Mark Teeninga:**

Science and Technology (Computing and Information Systems), I expect to be at AU for at least 3 more years

**What is your motto in life? In politics?****Lionel Pinkhard:**

Don't be afraid to make mistakes, but learn from them and accept the consequences of your actions. Moreover, tolerate other people's mistakes and help them learn.

**Christine Hudder:**

My motto in life AND politics is:

"Do something or stay in that same old rut"

It's a quote from my grandfather, who passed away when I was young. But I live life by those words. If you don't like something, change it.

**Lisa Oracheski:**

Listen, ask questions, and take time to think before making a decision or taking an action.

**Darcie Fleming:**

Life motto: Greatness is your potential, action is your opportunity.

Political motto: You never really learn much from hearing yourself talk

**Sarah Blayney Lew:**

Just keep swimming. Stupid is as stupid does.



**Natasha Donahue:**

I have lots of mental mantras that help me get through to my goals, but probably my personal favourite would be "Failure is not an Option". In politics I don't have a clear motto, but I believe balance is the best way to approach anything political!

**Paddy Storey:**

I live by one of my favourite quotes - "Be the change you wish to see in the world" - Mahatma Gandhi

In politics? Don't enter an argument with anyone about something you don't fully understand both sides of. Too many people are content with their one sided views and do not seek to educate themselves about what is at the base of the other side's opinion.

**Melinda Goertz:**

In life: Prioritize. A) B) C). Delete C.

In Politics: I used to be a bit of a hippy-protester (we preferred the term non-violent, direct action activist) but I soon realized that yelling at and frustrating people really didn't achieve anything. I realized that if you want to see change, you need to focus that same energy to achieve a position where you can influence or create those changes in policy. Instead of pushing against, incorporate yourself in a way that *you* are the driving force.

**Amanda Lipinski:**

My motto in life and in politics is to convey respect, I treat others with respect and expect respect in return.

**Brittany Daigle:**

"Nevertheless, she persisted" is my motto in life. "Everyone's voice has value" is my political motto.

**Sandra Boivin:**

My motto in life is a quote from Malcom S. Forbes "When you cease to dream you cease to live". Most of anything that has gotten me excited about life started with a dream of some idea, I felt I could achieve with hard work and perseverance.

My political motto is "There's nothing without trust", you see it everyday in the news, when people don't trust in their government to take care of the real concerns and issues of the people, they will take it into their own hands and that is usually followed by chaos.

**Julian Teterenko:**

Live life honourably. This includes politics.

**Alice Namu:**

My motto in life is excellence, passion, and empathy. My motto in politics is: We rise and achieve our best by lifting one another.

**Mark Teeninga:**

Motto in life – Anything worth doing is worth doing right

Motto in Politics – Elected by the people to serve the people

## If you had an enemy, what would they claim is the reason?

### Lionel Pinkhard:

My enemy would claim that I am too stubborn and won't give up, even for a lost cause.

### Christine Hudder:

That I spoke the truth, and they weren't ready to hear it.

### Lisa Oracheski:

My current enemy is my own procrastination habit, but as for an external enemy – I'm guessing it would be because I read their text and then took 3 days to respond to it.

### Darcie Fleming:

I have a bigger shoe collection.

### Sarah Blayney Lew:

You'd have to ask them – I'm delightful!

### Natasha Donahue:

Most likely my persistence. I like to see things followed-through with and tasks happen properly and on time.

### Paddy Storey:

That I overpromised and under-delivered.

### Melinda Goertz:

I imagine I have a few and the reasons would depend on whether they attribute them to internal or external attributions (useful info from my PSYCH 290 course ☺).

"You have enemies? Good. That means you've stood up for something, sometime in your life." – Winston Churchill

### Amanda Lipinski:

If I had an enemy, they may claim their reason for disliking me to be that I set high expectations for others and myself. I strive to contribute all of my efforts to the task at hand and expect comparable effort from others.

### Brittany Daigle:

I am definitely opinionated and not afraid to voice my opinions.

### Sandra Boivin:

I speak my mind and I am passionate about my beliefs and doing what I believe is the right thing to do, regardless if it goes with the group or against the group.

### Julian Teterenko:

If anything, it would most likely be ideological differences.

## AU-thentic Events

### Upcoming AU Related Events

#### FHSS Research Talks

#### From Indigenous Apple Orchards to the Cultural Mechanics of Trojan Asteroids

Friday, February 23, 2:00 to 4:00 pm MST

Edmonton (AUE 1217)

In-person and online

Hosted by AU Faculty of Humanities and Social Sciences

[athabascau.adobeconnect.com/fhss-research](http://athabascau.adobeconnect.com/fhss-research)

no pre-registration required; connect via above link or phone 1-855-228-6652; participant code 7503945

#### AUSU Election Debate #3

Saturday, February 24, 1:00 to 2:00 pm MST

Online

Hosted by AUSU

[www.ausu.org/event/election-debate-3/](http://www.ausu.org/event/election-debate-3/)

No pre-registration necessary

#### Online MBA Info Session

Tuesday, February 27, 10:00 to 11:00 am MST

Online

Hosted by AU Faculty of Business

[business.athabascau.ca/event-details/online-mba-executives-information-session-2/](http://business.athabascau.ca/event-details/online-mba-executives-information-session-2/)

Register online at above link

#### Student Town Hall

Tuesday, February 27, 12:00 to 1:30 pm MST

Calgary Chamber of Commerce 600, 237 8 Ave SE, Calgary AB

In-person and online via Facebook Live

Hosted by Dr Neil Fassina, AU President  
[www.facebook.com/events/266678933869439/](http://www.facebook.com/events/266678933869439/)

No pre-registration necessary

**Alice Namu:**

I do not believe in enmity. I prefer to look at conflict as a difference of opinion and a lack of understanding on basic values and principles. However, if someone considers me an enemy, it would be because of our fundamental differences on social justice, human rights, and equality for all. If I had an enemy, it would be likely that the reason for our enmity would be from my firm stance against injustice of any nature.

**Mark Teeninga:**

My honesty, I will speak my mind when concerned about a controversial topic.

### **For awards, do you think it's better to have fewer, larger awards or many smaller ones?**

**Lionel Pinkhard:**

I would favour smaller awards, allowing more students to benefit from them, within reason of course, as the awards still need to be beneficial to the students.

**Christine Hudder:**

I think it's important to have a healthy mix of both. Financial needs are different; some students are studying part time while others are studying full time. Offering both allows a larger pool of students to apply.

**Lisa Oracheski:**

I think that there needs to be a range of awards of various monetary amounts, ranging from small to large. This would allow money to be distributed to a diverse group of students but not so broad that a student would need to win multiple awards to realize some actual financial benefit.

**Darcie Fleming:**

I would prefer to see an increase in the number of smaller awards providing more opportunities for students.

**Sarah Blayney Lew:**

I'd like to see more smaller awards offered more frequently.

**Natasha Donahue:**

I think a diverse student base has a broad range of needs, so my opinion is that many smaller awards could potentially fill in any gaps that might exist

## **More AU-thentic Events**

### **Upcoming AU Related Events**

**Online MBA Workshop**

Wednesday, February 28, 10:00 to 11:00 am MST

Online

Hosted by AU Faculty of Business

[business.athabascau.ca/event-details/online-mba-executives-information-session-7-copy-copy/](https://business.athabascau.ca/event-details/online-mba-executives-information-session-7-copy-copy/)

Register online at above link

**MBA in Hockey Management Info Session**

Wednesday, February 28, 12:00 to 1:00 pm MST

Online

Hosted by AU Faculty of Business

[business.athabascau.ca/event-details/executive-mba-business-hockey-info-session-5pm-mst-online-3-4/](https://business.athabascau.ca/event-details/executive-mba-business-hockey-info-session-5pm-mst-online-3-4/)

Register online at above link

**The Research Itinerary Series #6**

### **Nailing down your ideas: how to propose a do-able research topic**

Wednesday, February 28, 2:00 to 3:00 pm MST

Online

Hosted by AU Faculty of Graduate Studies

[fgs.athabascau.ca/news/presentations/](https://fgs.athabascau.ca/news/presentations/)  
e-mail [fgs@athabascau.ca](mailto:fgs@athabascau.ca) with your student number to register

**Keeping Organized As You Search**

Wednesday, February 28, 5:00 to 6:00 pm MST

Online

Hosted by AU Library

[library.athabascau.ca/orientations.html](https://library.athabascau.ca/orientations.html)  
No pre-registration required

**Preparing a Winning 3MT**

Friday, March 2, 2:00 to 3:00 pm MST

Online

Hosted by AU Faculty of Graduate Studies

[fgs.athabascau.ca/news/presentations/](https://fgs.athabascau.ca/news/presentations/)  
e-mail [fgs@athabascau.ca](mailto:fgs@athabascau.ca) with your student number to register

**Paddy Storey:**

2 ways to answer this – I am not a big fan of participation awards, so in that regard, I don't feel that everyone should get a prize in a competition based activity. My second answer is that the award is something in the line of scholarships/bursaries, and it is about need and/or qualifications, I would rather see the awards spread around to those deserving as you never know how much difference even a small amount can make to someone.

**Melinda Goertz:**

Both. Large awards should be available to those top performing, over achieving students. Those that put in the effort should be well rewarded. I also believe that there should be many smaller awards to benefit as many students as possible.

**Amanda Lipinski:**

I believe that there should be a variety of awards, ideally, a combination of large and smaller awards to ensure best representation of the AUSU member population.

**Brittany Daigle:**

Fewer, larger rewards as they generally carry more weight and significance.

**Sandra Boivin:**

Athabasca now offers a large selection of awards to undergraduate students that is already greatly valued by the AU students; with that being said, if there was the possibility to offer more awards to students either they be large amounts or small amounts, I could imagine any student on the receiving end would appreciate it. With the cost of studying any amount helps.

**Julian Teterenko:**

I think a good mix of both is good to have. It is possible that some larger rewards require more merit, work, or prerequisites to receive, whereas the smaller ones can be given out requiring less.

**Alice Namu:**

When it comes to awards, I think that it's better to have many smaller awards than fewer, larger awards. Having many smaller awards provides a greater number of opportunities for students to benefit from financial aid, and ultimately improve the quality of their lives through education.

**Mark Teeninga:**

I think it's important to have a balance, size the awards with the achievement, and frequency. Annual awards should be larger than quarterly awards, and awards that highlight significant effort should recognize that achievement.

**Also, should awards be primarily needs based or achievement based?****Lionel Pinkhard:**

I believe it's important to offer both types of awards. Needs based awards may be more substantial to accommodate struggling students, but academic achievement should also be recognized and rewarded.

**Christine Hudder:**

I'm all for both, but I have a special place in my heart for those that want to get their university degree, but can not afford it. I would favour more awards targeted for students who need the help.



**Lisa Oracheski:**

There should be a balance of both. Awards based on financial need recognizes the financial strain that a university education places on students and helps reduce student debt. Achievement based awards recognize those who are able to maintain high grades in their program, which reflect on the academic standards that AU students are able to achieve, and also helps build credibility that an AU online education is as challenging as degrees from other institutions.

**Darcie Fleming:**

I am personally receiving student loans, so I understand the need for awards based on financial needs. I would lean towards awards that are needs based, however I believe that achievement based awards give incentive to those studying and they are well earned. I appreciate the variety of AUSU awards for individual circumstances i.e.: Mature Student, Returning Student and the most recent, #Igo2AU.

**Sarah Blayney Lew:**

Awards should be an even mix of merit-based and needs based.

**Natasha Donahue:**

I believe that awards should be primarily needs based. I operate under the perspective of Mallows Hierarchy of Needs, which states that mental and physical health must be attained before an individual has their full capacity to learn and achieve. To me, this means taking care of the needs of the student first will support them in their scholastic endeavours.

**Paddy Storey:**

I honestly feel that they each deserve importance. One should not exist at the expense of the other. There needs to be consideration for both. Sometimes need based off of a tax return is not indicative of the actual financial situation of a student (perhaps they have a mortgage, cars, debts, kids in school as well), so those students need access to the achievement based awards. Those who have financial need and are trying to educate themselves in order to get ahead in life also deserve to have opportunity to keep going in their studies.

**Melinda Goertz:**

I feel they should be achievement based. By simple definition, awards are a token to increase incentive and to applaud those that have put in the extra effort.

**Amanda Lipinski:**

Again, I believe in a combination of both. I truly believe in the need based awards for times when a member is struggling as well as the achievement based awards to reward members for their commitment to their personal education.

**Brittany Daigle:**

Awards should be achievement based.

**Sandra Boivin:**

I don't want to take away from the value of what the school is offering for rewards on a needs basis, because anyone who is chasing the dream of completing their studies, the needs based rewards are important and of benefit; although, having rewards that are achievement are a great motivator.

Whenever I am losing motivation trying to juggle the balance between my work, school and personal life; an inspiration for me is to browse through the achievement awards and imagine that could be a possibility for me if I just study that extra hour or two.

**Julian Teterenko:**

Again, I think that a healthy mix of both is necessary. Some students may need award funds as required, and some students should be awarded for their achievements.

**Alice Namu:**

Awards should be both needs based and achievement based. As a mature student at AU, I am acutely aware of the fact that many of us are juggling a great number of responsibilities. It is incredibly difficult to equally meet the demands of our academic, personal, and professional responsibilities. Therefore, having a wide availability of awards that are either needs based or achievement based allows everyone, regardless of the challenges that they experience, to have an opportunity to pursue a quality education at AU, and improve the quality of their lives.

**Mark Teeninga:**

I think they should be primarily achievement based. The awards should showcase the best our members have to offer both our academic community, and the communities in which they reside.

**AUSU is currently budgeting for a deficit. It has funds in reserve of slightly less than one year's budgeted expenses. It has been discussing increasing fees. What is your take on this issue?**

**Lionel Pinkhard:**

My opinion is that AUSU should look for a way to solve this internally. Many students are already struggling to pay their fees. What's more, tuition fees have been rising. I cannot support a view that would increase costs for students.

**Christine Hudder:**

Before increasing any fees, I want to take a hard look at what services are being offered that aren't being utilized by the majority of students. Under utilized services, in my opinion, should be cut (or explored for cost efficiencies) before any fees are increased.

**Lisa Oracheski:**

AUSU has the lowest student fees per credit compared to other student associations in Alberta, and fee increases need to be researched carefully (which I believe the current council has done) to be justified. Services provided with student fees need to be sustainable, so an increase will need to happen based on current budgets, while at the same time examining how to best deliver current and new services to the student body.

**Darcie Fleming:**

The fees have remained static for a long period and I would support an increase. To enable AUSU to provide increased services the reality is we must increase our income.

**Sarah Blayney Lew:**

It's a sign of the times that services are going to cost more. We need to assess the value of the services being offered and if raising fees is in the best interests of everyone involved. So long as any increase doesn't make it so burdensome for students that it impacts their studies, then I'd support an increase to keep valued services and programs. What the real question is – how much of an increase?

**Natasha Donahue:**

Increasing fees might be the best way to handle the issue, but I'd like to hear more about what other approaches have been brainstormed and try to problem-solve the situation. Perhaps a good compromise can be reached in this way.

**Paddy Storey:**

It comes down to digging in to what the student body wants and attempting to reflect that. No one likes increases in fees, but seldom do we want a reduction in services, either. (Hence the never ending tax discussions at government level). My personal take is that we offer some great bursaries and scholarships that people need. If fees were to increase a bit, those in need could apply for those funds. However, my take as a potential "elected" council member is that I need to advocate for what the students want in this situation, not just my own opinion.

**Melinda Goertz:**

I trust that the existing AUSU council has been fiscally responsible and if there was a genuine need for the increase I would support it, ensuring that the increase is as minimal as possible. Prior to any increase however, I would ensure a thorough review of the existing expenditures to see if there were any areas that we could create some cost savings.

**Amanda Lipinski:**

I support a fee increase, AUSU has a large member population and compared to other student union fees the fees have remained low for members. Over the past few years the organization has worked hard to enhance the services available to members.

**Brittany Daigle:**

An increase in fees should be implemented if the reason for the increase is justified and if the other items included in the budget are of equal or more necessity.

**Sandra Boivin:**

Being a student with today's cost is already a struggle and most of us are stressed on how we will fund our next class to continue, an increase on the fees is a definite area of worry.

The bigger issue was pointed out in the recent Executive Blog by the AUSU president on the discussion of removing tax credits for student. As mentioned in the blog, most of us are depending on the tax credits to fund our schooling; if that is also taken away, that will leave many students without funding to continue studying and becoming a thriving, contributing member to society.

**Julian Teterenko:**

I support increasing the fees, as long as they are going to specific items that will help students and the growth of the organization. If AUSU wants to continue to grow, then an increase of fees is necessary. We also pay some of the lowest student fees in the country, and with the proposed increase, we would still be one of the lowest.

**Alice Namu:**

My take on increasing fees would be determined by an understanding of what is causing the current budget deficit. Moving forward, and based on the facts gathered, I and other concerned parties would develop an annual budget which compares to the actual expenditures over the last 2 or 3 years. We would then review which items need have a higher budget allocation and which expenses need to be reduced. At the same time, I would suggest that we look at avenues of raising funds to meet the budget deficit. Increasing fees would be one such proposal. Having said that, I agree with the current AUSU executive decision to move toward a modest fee increase. At \$3 per course, AU students are paying the lowest student union fees in the province of Alberta. However,

this comes at a much greater cost: budget deficits and financially strained programs. If we would like AUSU to continue providing a high level of service to the student community, we need to increase our revenue. Increased costs are not something that I take lightly, and if elected to AUSU council, I will work to ensure that these funds are allocated wisely.

**Mark Teeninga:**

I was present at the recent AUSU Meeting where this topic was discussed. I had the opportunity to share my position that the fee structure as it stands provides significant value to our members. I feel the proposed change represents a minor increase (\$45 a year for full time students), especially when considered against the total tuition costs, and the student union provides significant benefit through these funds to the members.

**Is there a program or activity AUSU does now that you think it should expand on?**

**Lionel Pinkhard:**

AUSU should expand on student resources and support services – things like Lynda access and the Voice Magazine contribute to the learning experience at AU. Furthermore, the Student Lifeline should undoubtedly stay.

**Christine Hudder:**

The free AU student app seems like a massive success. I'd like to see if there's anything else students would like to see added/expanded on to that service to make their lives easier.

**Lisa Oracheski:**

I've really enjoyed seeing AUSU hosting informal in-person gatherings for students in various cities. Many AU students may not meet someone else who is in their program, and these events allow for great networking opportunities.

**Darcie Fleming:**

The mobile app has been very successful, and it would be nice to expand that type of format for desktop or laptop computers. I sometimes do not want to search for my glasses to read my phone.

**Sarah Blayney Lew:**

AUSU has always been great at student advocacy and in recent years student wellness initiatives. I'd like to see those services continue. I'd like to see AUSU support workshops or webinars on emotional intelligence – something that more and more employers are looking for in a candidate when hiring.

**Natasha Donahue:**

I would love to see more expansion on the health care programs currently available to students. I know there was issue with policy premiums in the past, but this is a discussion I think deserves another go at problem-solving.

**Paddy Storey:**

I would like to see the Mental Health initiatives continue to be built on and expanded and I think we need to look at ways that we can bring students together across the miles in like-minded groups.

**Melinda Goertz:**

For many years, I worked with adults with developmental disabilities at the University of Alberta and would like to ensure that access to support and funding for such individuals is maximized



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here at the AU. I am also a huge fan of the Student Lifeline and would definitely work to expand that service.

**Amanda Lipinski:**

I believe that the Student LifeLine program is a valuable resource for all members as this is a service that can help every student during their educational journey with AU. Rather than expanding on the service, I simply feel that the program needs to be readily promoted to ensure that members are aware of and take advantage the service.

**Brittany Daigle:**

I think AUSU should expand on their student mobile app as it is a vital for student interaction.

**Sandra Boivin:**

A program I think AUSU should expand on is the volunteer opportunities offered within the Health and Wellness program. Making more connections with different organizations within the different communities of AU students could also help AU be more recognizable and potentially increase its sponsors for rewards and funding to the school.

A lot of organizations can enjoy and gain benefits from having a student volunteer; having students around the world is difficult for AU to make these connections; however, volunteering is a great way to also gain work experience for students.

**Julian Teterenko:**

Yes. The course evaluations could be expanded upon and updated. Knowing the thoughts of students on courses will help other students with choosing new courses to take.

**Alice Namu:**

I think that AUSU should work on increasing the number of student awards available to the student community. Quality education is a human right, and I strongly believe that AUSU can do more to reduce or eliminate financial barriers to access to education.

**Mark Teeninga:**

I think more member engagement is key, both between the AUSU council and the members, and facilitating more member to member interaction.

**Is there a program or activity AUSU does now that you think it should cut support for?**

**Lionel Pinkhard:**

I can't think of anything that is happening that shouldn't be done.

**Christine Hudder:**

I'd want to see the numbers first. If a program/activity is being under utilized, I'd first like to know why. If it's just because students aren't interested, then I'd consider cutting the service/activity.

**Lisa Oracheski:**

I think that any cuts would need to be based on actual data – if there is a high cost but extremely low usage for a specific service, perhaps there is a way to deliver that service or an alternative program that would be more beneficial.

**Darcie Fleming:**

I believe that AUSU provides many beneficial programs. I have made great use of Lynda.com, I am loving the mobile app and I look forward to reading The Voice every Friday. The programs offered are all of value and I would continue to support them.

**Sarah Blayney Lew:**

I see no reason to cut anything from AUSU.

**Natasha Donahue:**

From my perspective, understanding, and knowledge level, I do not believe there are any AUSU programs I think it should cut support for.

**Paddy Storey:**

I would like to make sure that the student body sees the benefit in the Voice and the AUSU site – I suspect they are under-utilized and would like to see value/cost information. I wouldn't want to see them cut – just ensure that for the time and cost, people see the value.

**Melinda Goertz:**

In the process of familiarising myself with the different programs and activities that the AUSU offers I have yet to come across anything that did not seem value rich. If anything, I am incredibly impressed with their offerings.

**Amanda Lipinski:**

At this time I feel that there is not a program or activity that AUSU should cut support for.

**Brittany Daigle:**

I do not think the support for any programs or activities should be cut unless it has proven to have little impact on the students.

**Sandra Boivin:**

This a difficult question because if any student is receiving a benefit from an offered program or activity, then I believe that program or activity has potentially achieved its purpose. Without having actual data on the cost and funding and use of all the program and activities, I will have to say for now “No”.

**Julian Teterenko:**

No. I think all the services offered right now help students and provide resources for them. Support and services provided should be increased, not cut.

**Alice Namu:**

I do not believe in cutting support for programs or activities at AUSU before critically evaluating and assessing their impact on their service dependants. At the end of the day, AUSU meets the needs of a highly diverse student body, and it would be foolhardy to cut support for programs or activities without understanding how each program adds value to our student community.

Also, in order to determine if a program or activity needs to be cut, it would be helpful to undertake a survey or similar methodology to gain input from students. This will be seen as a fair and rational basis for taking such a decision.

**Mark Teeninga:**

I think all the programs have been carefully selected to ensure they are beneficial to the students. There is no program or activity that should be cut at this time.

**If you were able to make AUSU achieve any one thing, what would it be?****Lionel Pinkhard:**

I would like to achieve changes at AU that better reflect student needs. I would like to see success in current student advocacy efforts, mainly reducing unnecessary hassles for student and making the learning process smoother for everybody.

**Christine Hudder:**

To make ourselves as transparent and accessible as possible. Listen and act on student concerns.

Thanks for this opportunity!

**Lisa Oracheski:**

I would love to ensure that tuition fees remain affordable. I've already gone through paying back tens of thousands of dollars in student loans once and understand the challenges that it places on every aspect of your life, so all advocacy to lower tuition is beneficial from my perspective.

**Darcie Fleming:**

I would like AUSU to advocate enhancing and updating current teaching methods with the adoption of various elements of MOOCs (Massive Open Online Courses). This would initially include filmed lectures and podcasts to provide every educational advantage in consideration of various styles of learning. Many other universities are taking advantage of this technology in online learning and we should be at the forefront.

**Sarah Blayney Lew:**

Maclean's university rankings should include comparisons between online offerings across the country for students who aren't fortunate to attend classes on campus full-time. It's the future of education and something I'd like to see promoted more.

**Natasha Donahue:**

I would love to help make all facets of the student experience at AU more accessible to each individual student so that the complete experience while studying at Athabasca University is enjoyable to anyone, no matter where they are located or what their background is.

**Paddy Storey:**

To bring more students together virtually in our diverse, long distance learning environment. It takes a village to raise a child and I think it takes a lot of support to partake in university education by distance.

**Melinda Goertz:**

On-going education is incredibly valuable to individuals, organizations and nations. Success for me would be to increase enrollment to the Athabasca University. There are specific grant and funding systems that work with employees of Canadian business' that would benefit in higher trained/educated staff and employee's themselves would increase their knowledge/skill base.

**Amanda Lipinski:**

After talking with graduates at convocation in 2017 I realized that many members were not entirely aware of the role of AUSU, services available or general knowledge regarding the student union. My goal is to promote the organization to the members and ensure increased member engagement in the short and long term.

**Brittany Daigle:**

There are many students at AU that do not use the discussion boards, the student mobile app, or any other form of student to student communication. AUSU should aim to bring more awareness to the available channels for an increase of student interaction.

**Sandra Boivin:**

If I could help Athabasca achieve one thing is keeping fees at an affordable price, right now Athabasca is the lowest funded university. I wonder is that because of the stigma that some still have with students obtaining an online degree? I would then also like to help get rid of that stigma if this is the case. Being able to study online is a great benefit to many and I would be troubled to see anyone lose an opportunity over cost.

**Julian Teterenko:**

Grow student engagement. Being online distance students, we do not get the chance to see other students on a regular basis like a traditional bricks and mortar institution. Being able to engage more and have something along the lines of student groups/ clubs would be beneficial.

**Alice Namu:**

If I were able to make AUSU achieve one thing, it would be to improve on the level of service that AUSU provides to our student community. We need to make well calculated, but bold decisions that will steer AUSU to be in a better position to serve the needs of our student body.

**Mark Teeninga:**

I want to see more enhancements to services and choices for our members when it comes to our academic pursuits. Examples of this would include options for textbook selection (e-text, physical books, or self source), and improved service timeframe for the PLAR program.

**And there you have it. The fourteen candidates who answered our nine questions. The seven days of voting will open on February 28, and hopefully these answers will help you make your decisions as to who to vote for to represent you to Athabasca University, the government, and your fellow students. The ball's in your court now.**



## Student Sizzle — AU's Hot Social Media Topics

### Following What's Hot around AU's Social Media Sites.

#### **AthaU Facebook Group**

Carlie seeks recommendations for etext-friendly e-readers; so far the ipad is winning but there must be cheaper options. Sabine asks about requesting an e-text instead of a paper text, which sparks a paper vs. e-text debate.

Other posts include T2202 forms, and courses ANTH 375, ENGL 255, and WGST 333.

#### **Twitter**

[@AthabascaUSU](#) (AUSU) tweets: "AUSU's 2018 Election Campaign is underway! If you want to ask the candidates questions and get to know more about them, try visiting our online election forum! <http://bit.ly/2sspPAf>."

[@AthabascaUBiz](#) tweets: "If you wait for the perfect time to do something, you may be waiting forever. [#MBA](#) deadline extended till March 5! <http://business.athabascau.ca/mba/>."

#### **Youtube**

February is [Library Lovers' month](#). You may develop a case of university library envy after watching [Helsinki University Library: Everyone's Happy Here](#).





## The Fit Student

### Jittery Paws and Black-Stained Jaws

Marie Well



Imagine life as a coffee addict dentist: jittery paws and black-stained jaws. Or a stressed-out surgeon who sips coffee to unwind. Slicing skin during anxiety attacks.

In my younger days, I'd drink nonstop pots of coffee. I spent more on caffeine than on my education. And due to coffee-rushes, I'd lie awake bedtimes, fretting.

But later, caffeine spurred panic attacks—not just in me, but in a friendly female barista. One cup of coffee, her hands trembled; three cups, she'd slap faces.

Not only does caffeine cause jitters and stress, it darkens teeth. When I tried whitening toothpaste, my mouth shone. That is, until my next sip.

But then, I met a cashier with a snowy smile. "How did you get those teeth?" I asked. "I don't drink coffee," she said.

Inspired, I quit both caffeine *and* decaf. Within three days, my teeth twinkled. Within a week, I felt calmer than the Dalia Lama's tenth hour of meditation. I felt so calm I lacked oomph—no life for chatting, only life for napping.

So, I surrendered. In one guilty sitting, I swigged green tea nonstop.

My afterthoughts? *Would one more week of withdrawal have reaped rewards?* I then read that withdrawal can last a month. I also meditated on Dr. Daniel G. Amen's words: "I deal with the stress in my life without caffeine ..." (Change Your Brain Change Your Body, p. 129).

Inspired, today I guzzled my last green tea.

Daniel G. Amen, MD shows how caffeine harms in his book *Change Your Brain Change Your Body*.

- Why stop coffee? "Caffeine restricts blood flow to the brain, and anything that compromises blood flow leads to premature aging" (p. 99).
- Coffee also makes you dumber: "Caffeine dehydrates the brain ... which makes it harder to think quickly" (p. 99).
- Coffee can sicken you: "Caffeine can cause an upset stomach" (p. 99).
- And cause disease: "Caffeine can elevate inflammatory markers. Two studies showed that ... two cups of coffee ... raised homocysteine levels, a marker for inflammation and heart disease" (p. 99).
- So, what's safe coffee intake? "If your caffeine intake is limited to one or two cups of coffee or two to three cups of tea a day, it probably is not a problem. But any more than that can cause problems" (p. 99).
- Ditch coffee, drink green tea instead: "L-theanine, one of the components of green tea, has also been shown to boost GABA, while at the same time helping with concentrating and mental alertness" (p. 50).
- But if you suffer anxiety, quit caffeine, even green tea and decaf.

So, stop jittery paws and black-stained jaws by cutting out caffeine. Also, *pull* with coconut oil. What's *pull*? Swishing coconut oil in your mouth for thirty minutes. Whitens teeth. Fights tooth decay. Heals gums.

As a final tip, if shaky hands and stress keep you from med school, switch black brew for B-vitamins.



## InReach

## Deanna Roney



Getting out into the bush and disconnecting is a great way to recharge. But the disconnection does not need to be complete. I used to love the inability to be reached, there was a sense of freedom in it. When we started looking at SPOT and InReach devices it was for their safety aspect, but the contact seemed like it could be cumbersome. Do you really want to feel like you have to check in? Or if you lose signal, worry that you are causing stress for the people back home?

This weekend proved the importance of these devices. Despite whatever your feelings may be around having that connection, if you need it you will forget the rest. If you are venturing into the backcountry, even if it does not seem very far, you should have one.

I have been rehabilitating my ankle post surgery, so I was not with the group that went for a quick snowmobile into the meadows about an hour from where I live. At about 3:00 pm I received a message from my husband's in reach: "Send ambulance, not our group," with the GPS coordinates of their location. There is also an SOS button that will put them in direct contact with SAR which was later initiated (I'll come back to that part). The message was short but direct and it gave me the information I needed to get in contact with emergency services. It also gave a line of contact to the group that was helping the injured man through me. I was able to ask questions and provide some details regarding the nature of the injury such as if they were in avalanche territory, and most importantly, the GPS coordinates.

When I called in they asked for an address, well, I didn't have one. It is hard to explain *where* something is in the bush when you are used to describing it as "the bridge past the parking lot across from the gravel pit." For a local, those directions *might* make sense, but when SAR was dispatched from a neighbouring town, they don't know that area and they were flying in on a helicopter. Having those GPS coordinates also meant that I and dispatch could pull up their location and try to discern exactly where they were: were they on the road? Close to the road? Would an ambulance be able to get to them?

When the SOS was triggered after ambulance and SAR were en route, I (as an emergency contact) was called right away, they also were able to send a text message directly to the InReach being run by my husband, he was able to communicate what was needed: SAR needs new coordinates. When they contacted me, I was able to update them on what happened, who had been dispatched, and the contact information for the SAR member who had called me. It was a well-organized effort on their part.

I watched the helicopter fly over my house and head over the mountains toward where they were, the sun was setting, and the temperature was dropping, it had been -30 C the night before. Out of the two groups of riders that were out there, there was one InReach. A member of the

injured party's group saw my husband's group some distance away and came to ask for help. It was that or try to move him, and with the possibility of a back injury, no one wanted to do that.

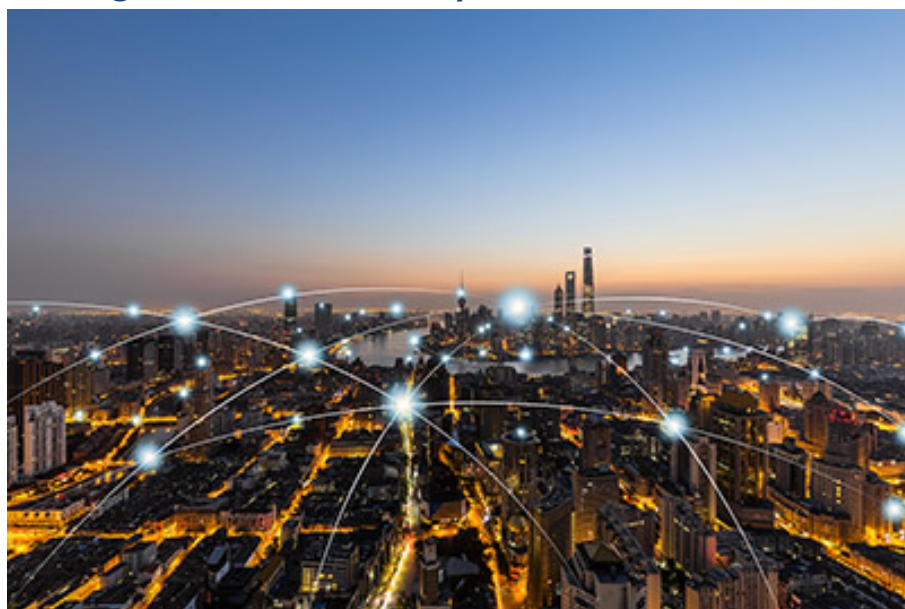
Everything worked out in the end. The man was transported to a nearby hospital, and I received an update call from both InReach dispatch and the SAR member I had been in contact with. The InReach was a Christmas present to my husband; I am relieved that he had it and that he carries it when he rides, regardless of where that might be. No one thinks something will happen that close, we always thought it would be used in a case of someone being hurt way back in the mountains, like an avalanche, not just out for a quick ride at the meadows: but isn't that the way it usually goes?

*Deanna is an AU graduate who loves adventure in life and literature. Follow her path on the writing journey at <https://deannaroney.wordpress.com/>*



## Networking at a Distance Building a Student Community Online

**Barbara Lehtiniemi**



One drawback of studying online is the lack of student interaction. AU has tens of thousands of students, yet few of us ever meet or speak to another student. We study in our silos, often struggling along without the peer support system that other university's students enjoy.

There are supports for AU students, but they feel as remote as we are. Sometimes we have a question but think it's not important enough to bother our tutor or phone AU. In a classroom setting, we'd just turn to the student next to us and ask. In an

online setting, we have to reach a bit further.

Many AU students counter the isolation of distance studies by joining online groups. Although not everyone is engaged in social media, many AU students have found their student experience enhanced by the small but vibrant online community of fellow students. While lacking the intimacy of in-person interactions, social media forums can still offer camaraderie and support.

The most popular online AU student community is the student-moderated **Athabasca University group** (a.k.a. the "AthaU" group) on Facebook. Members of this group are invited to "discuss any AU-related subjects or events, or anything else that you think might pertain to AU." This group has been active for over ten years.

Having a social media forum like the AthaU Facebook group can enhance the AU experience for students and help them feel less alone. JoAnne Formanek Gustafson, who has helped administer the AthaU group for the past five years, says the group "helps [members] to link with other students and gain a sense of being a student community."



The AthaU group is a good place to seek student feedback on general topics. "There are lots of questions about assignments, exams, and funding," says JoAnne. "Occasionally people are seeking reassurance regarding their pace of study, length of time taken to achieve a degree, and similar issues."

While not affiliated with the university itself, enough AU people congregate on the AthaU group to make it likely someone can answer most questions or direct you to someone who can. Most of the 2000 group members are students, but a few tutors and AU staff belong to the group, too.

"Similar to a bricks-and-mortar setting," JoAnne says, "this is a shared space where tutors as well as administrative staff will occasionally 'wander in' and comment, often in cases where students are frustrated and really need to make contact with the university. I'm always impressed when this happens; being a student in a distance program is an isolating experience and it can be hard to know when and where to call for help."

JoAnne is well aware of the importance of connecting with peers at AU, having studied at AU for 25 years before graduating from the BGS program in 2013. Things have changed over the years for AU students. "When I first started at AU it was all paper-based, mail-in work," says JoAnne. "The transition to electronic communication changed everything! As a group admin, I love being part of something that allows students to connect with their peers, and I enjoy offering encouragement and support to students in this unofficial role."

A smaller AU student Facebook group is the **Athabasca University Study Group**. AU student Rebecca started the study group in 2015 as "a place for AU students to come to motivate themselves and others." Group members are invited to use the group as a place to "post your goals for the day, encourage others, ... hold yourself accountable, or whatever else you need to get your work done." The almost-300 group members, primarily AU students, provide each other with support, motivation, and humour.

AU student Katy Lowe has been active on both Facebook groups. Katy, who lives in Calgary, began her Bachelor of Psychology studies with AU in 2017. Expecting isolation in online studies, she soon found otherwise. "You know, as isolated as a correspondence university is, it's kind of the opposite also," Katy says. "I would never have joined a group or randomly connected with students in person and yet I find myself posting frequently and enjoying communicating with other students on Facebook. It's kind of ironic that the more distant it is the more motivated to connect with peers I become!"

Katy's not alone in making these connections part of her AU experience. As JoAnne says, it's been "interesting to see the continued growth" of the AthaU Facebook group. "This group is a terrific community space; I've made some wonderful contacts from my time here with people that I would like to meet in real time and space. As an educator I'm pleased to see people motivated to learn; I'd have to say that I get as much as I give by being an administrator."

While some members of these online groups post infrequently, others regularly contribute to discussion threads. Some discussions continue off-line, or spill over to other AU-related group pages.

Another Facebook group was created for and by AU students juggling their studies with growing families. The **Athabasca University Student Families Group** is "a place for student moms and dads to interact about everything: housework, relationships, children, and of course school work." This group has been around for about 6 years and has over 300 members.

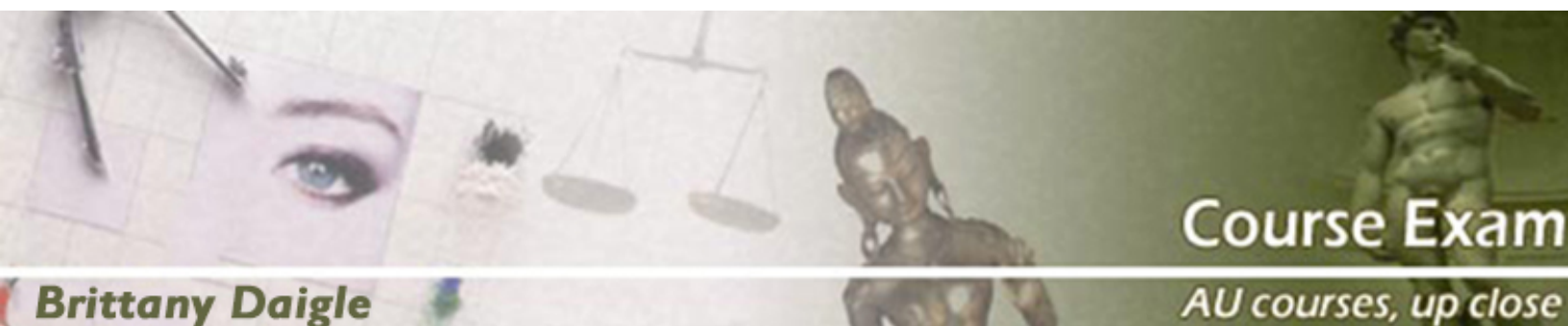


There are also a number of program-specific Facebook groups, including for **Psychology**, **Bachelor of Commerce**, and **Criminal Justice**. Browse more AU-related Facebook groups at <https://www.facebook.com/search/groups/?q=athabasca%20university>.

Online students spend most of their time studying alone. However, the AU experience need not be lonely. Connections with other students—many of whom are just like you— are just a few clicks away.

AU's student community reaches across borders. Students still congregate for mutual support and camaraderie but, like our studies, our networking is mostly online.

*Barbara Lehtiniemi is a writer, photographer, and AU student. She lives on a windswept rural road in Eastern Ontario.*



## Course Exam

### PHIL 252—Critical Thinking

PHIL 252 (Critical Thinking) is a three-credit introductory philosophy course that teaches students how to evaluate different arguments and theories. It also teaches students how to accurately apply those arguments and theories and how to draw sound conclusions based around the evidence that the given situation provided. PHIL 252 has no prerequisites.

Critical Thinking is made up of ten units, one assignment weighing fifteen percent, one assignment weighing twenty percent, a critical essay worth twenty-five percent, and a final exam weighing forty percent. The ten units within this course focus on topics such as the language of argumentation, analyzing arguments, syllogistic reasoning (major premise, minor premise, and a conclusion), non-deductive arguments (premises that provide probable, but not conclusive, support for the conclusion), conceptual theories and definitions, fallacies, and empirical theories.

Jill Hunter, the course coordinator for PHIL 252 (Critical Thinking), PHIL 152 (Basics in Critical Thinking, Reading, and Writing), PHIL 333 (Professional Ethics), and PHIL 334 (Professional Ethics in Heritage Resources Management), has been with Athabasca since 1989. She graduated from the University of Alberta in 1989 with a Master of Arts degree in philosophy with a specialization in ethics and political philosophy. If you are interested in learning more about PHIL 333, read my Course Exam Article.

Ms. Hunter states, “Through the examination and application of basic methods and principle of logic and sound reasoning, PHIL 252 is designed to develop and improve the skills to successfully analyze and evaluate different kinds of arguments and theories that we encounter in everyday life. Students develop the skills necessary to not only critically assess material they encounter but also to improve their own written work by providing well-reasoned, evidence-based arguments in support of their own positions. Critical thinking skills students develop and improve through taking this course are so fundamental and form the basis for many of our daily

decisions, judgements, and activities that doing it well can also be the basis for life long success in general.”

She continues, “There are three assignments and a final exam (which are cumulative). Each of the assessments tests students’ ability to apply the skills of analysis and evaluation they have learned in the course to written passages. Further, the assignments build the on each other allowing for step-by-step skill development. Also, as with any university course, to be successful, students will need to set aside sufficient time weekly to diligently complete all the readings and exercises. The amount of time may vary depending on the individual student but the key to successfully completing the course is to stick to the study schedule that is included in the course manual.”

When asking for advice for someone currently enrolled in the course or about to enroll, she states “Set aside time weekly to complete the assigned readings and exercises and stick to the study schedule outlined in the course manual. Read comprehensively! Since the course focuses on the analysis and evaluation of arguments and theories in written passages comprehensive reading is extremely important. If you are not already a comprehensive reader you will likely become one by the end of the course. Do all the readings and exercises- It is very important to not only do the assigned reading in the course but it is also extremely important to complete all the exercises. Doing the exercises provides the necessary practice of applying the methods and principles of logic you have learned in the course to written passages. The exercises serve a similar purpose in PHIL 252 as the exercises in a math course and they prepare you to successfully complete the assignments and final exam. Get help if you are having difficulty with the course content! Sometimes students wait too long before contacting their tutors when they need some guidance with the course material. If the answers to selected exercise questions are confusing or unclear, or if you are having difficulty understanding key concepts, please contact your tutor. They are there to help.”

Last, Hunter states “Since critical thinking skills are so fundamental and play such an important role in most of our daily decisions, judgements, and activities I would recommend this course to every university student. This course fosters the development of invaluable skills for the successful completion of any university level course, as students are required to analyze and evaluate what they read and they must provide well-reasoned evidence-based arguments in their own assignments, essays, and course work. The importance of critical thinking skills is widely recognized by AU faculty so it is not surprising that you will find PHIL 252 included in many different programs across the university.”

From personally taking this course I can tell you that it was quite challenging. I believe that the challenge stemmed from having no previous philosophy experience; this course was a completely new subject for me. Though despite the challenge, I believe that this course (and critical thinking in general) is extremely important, as it teaches you to properly analyze arguments, to avoid using fallacies in your arguments, and to accurately draw conclusions. One resource that I found helpful in understanding the different fallacies was [Wireless Philosophy](#) on YouTube. However, this is not a course where you will want to ignore the textbook. I attempted that and it resulted in me not doing very well in the course overall. If you set aside enough time to dedicate to the course, though, I believe that your marks will reflect that.

Whether this course is already a program requirement of yours or if it is just a general interest, it will have you learning interesting and practical concepts that could be used in everyday situations.

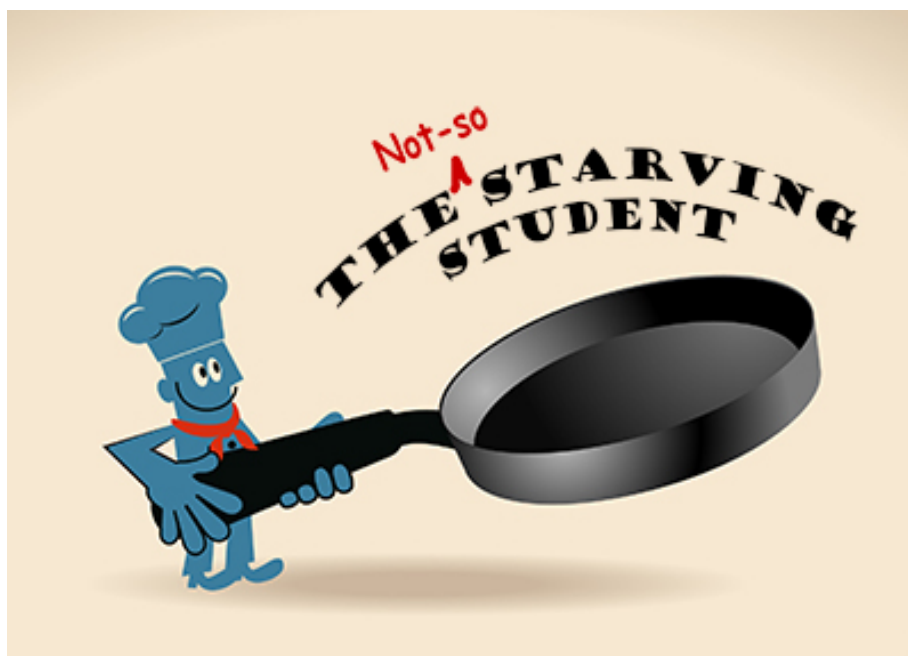
*Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.*



## The Not-So Starving Student

### Frying Chickent Without Polluting your Living Space

**Xin Xu**



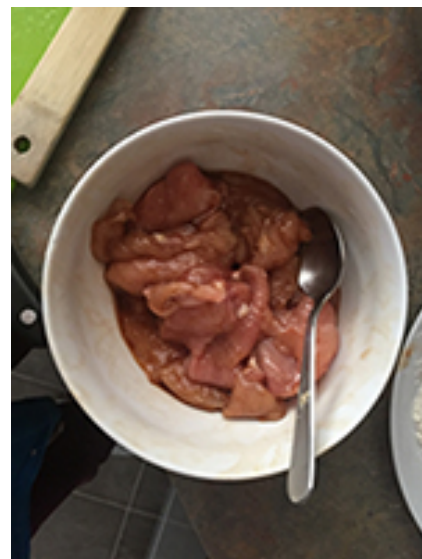
Frying things in the comfort of your own home, where you can smell the grease wafting through the air for days, if not weeks? Even if you're fortunate enough to have an air-fryer, the taste of deep-fried deliciousness is simply not the same. I know. So what can AU students do to satisfy that intense craving of fried comfort-food? Enter: The Not-So-Starving student's guide on frying that wastes less volumes of oil, doesn't stink up your dorm or living room and maximizes taste all at the same time. How is it done? Follow these steps to create simple fried chicken (other

proteins, including beef and pork, can also be used).

Start by cutting your favorite protein-to-be-fried into edible, thin slices. The key to frying with less oil is to carve thin slices of protein so the meat is easily cooked. The best part of using this frying technique is that your protein will come out tender with a light crispy shell.

Once your protein has been carved and prepared, set them aside in a bowl while you create the right marinade. This process is quite flexible as it depends on your taste preferences. For me, I tried creating five-spice seasoning, an amalgam of cinnamon, cloves, fennel, star anise, and szechuan peppercorn. The powder is so fragrant and complex in flavor that I rarely need to add anything else besides soy sauce and salt. Other marinade ideas include:

- Honey Garlic fried chicken
- Cajun fried chicken
- Lime-cilantro fried chicken
- Hot mustard fried chicken



Once the marinade is ready to be mixed, thoroughly massage it into the protein with your bare hands. Using your bare hands has the advantage of allowing the spice to absorb consistently. Hence, no piece of protein left behind! The key to remember is that the longer the meat soaks in the seasoning, the better your final product will taste. Personally, I leave the contents in the fridge for two hours before cooking.



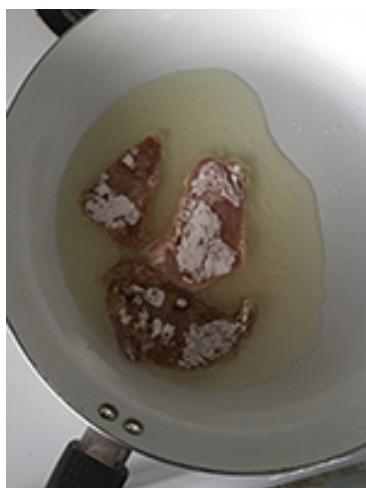


The highlight of the frying process comes next where the chef gets messy and creative. Start by preparing a tray of one or two beaten eggs (depending on the serving size) and a second tray filled with one cup of wheat or tapioca flour. I personally use tapioca flour as it gives the fried chicken a golden glow (as seen on commercials!). When you're ready, dip the fresh chicken first in the tray of beaten eggs and next into the wheat flour. The technique here is important. Grip two corners of the chicken and coat both sides with egg before proceeding with the wheat flour. The eggs will serve as your adhesive

that grips the flour more easily.



Finally, after the coating process, you are finally ready to let your chicken sizzle. Despite frying with reduced oil content, it's still critical to turn your hood fan on to reduce the air pollution that will ensue. Once having made this rookie mistake, I had to redo my entire closet-worth of laundries due to scent contamination. Remember, no amount of perfume or cologne will save you by that point, so prepare early. Once the hood fan is turned to high, liberally coat your frying pan with vegetable oil and turn the heat to medium.



As simple as it sounds, frying is a task that should be meticulously conducted. For one, the temperature of the oil affects the final product's appearance, taste and texture. To simplify this process, I set a timer for two minutes before placing my coated chicken into the pan. The oil should be at just the right temperature where a gentle sizzle will be heard without there being a massive nuclear explosion in the kitchen. For first-timers, setting your stove to the high setting for two minutes will create a drastic explosion of oil and chicken leaving the individual with unhappy memories.

Finally, when the outer coating turns golden as shown below, your chicken is ready to serve! But before you jump out of your seats, make sure to drain the chicken of excess oil with a napkin covered plate. Not only does this help your product look top-chef quality, it will also help the coating taste lighter and crispier.



*Xin Xu is a post-graduate health-science AU student, aspiring clinician, globe-trotter, parrot-breeder and tea-connoisseur*



## 17 Questions to Ask Your Tutor

**Tara Panrucker**



There's no doubt about it, educational expenses are high and you want to get the most for your dollars. Achieving success in your education involves not only putting effort into studying and reading, but also demanding valuable guidance from your tutor. Therefore, you must be comfortable reaching out to your tutor on a regular basis.

Unfortunately, many students are uncomfortable asking for help, and sometimes the introverts among us do not know how to ask the right questions. Here is a list of 17 questions to help you get the best assistance from

your AU tutor.

1. Ask what time your new tutor is available for questions in the week ahead; if you have a scheduled appointment, chances are you will keep it. Then, you may introduce yourself and form a working relationship.
2. If you can't make it, phone to ask to reschedule a phone call. This is common courtesy so you don't waste your tutor's time.
3. What is his or her educational background and how long have they been tutoring for?
4. Admit it if you don't understand a specific topic; ask your tutor to go over it in more detail or for further suggested reading on the subject.
5. Ask your tutor what his or her main focus is on marking your assignments. Many tutors have differing philosophies and it's good to know what your tutor finds important before submitting work.
6. If your tutor has taken marks off for something on your assignment that you're sure you've done correctly, or made a comment you don't understand, don't hesitate to discuss it with them. This will help you avoid making the same mistakes on future papers. Further, asking for the mark back is okay if the tutor has mistaken your meaning or intention; it happens.
7. Ask if the tutor can check a paragraph prior to submitting an assignment if you're not sure it's quite right. The tutor can pinpoint areas you may need to work on.
8. If you've read a chapter over a few times and it is still clear as mud, ask your tutor for further clarification.
9. Admit it if you don't know where to begin a new assignment. Ask for suggestions.
10. Ask for tips in note-taking. You may find a new or improved way to help you absorb your course material.
11. Ask where to purchase second hand books.
12. If you are a visual learner, ask if there are video tutorials available.



13. Ask for additional reading applicable for your course or assignment.
14. Many people benefit from the attention of a mentor. Ask if your tutor provides mentorship or can recommend someone who mentors through the university.
15. Ask if your tutor can provide a letter of reference upon course completion. This can be helpful if you are heading to another university.
16. If you're having personal problems that are interfering with your study, ask your tutor for guidance or help. That's what they're there for.
17. If you don't understand one of the exam questions, ask if the tutor can explain it in a different way.

Moreover, never apologize for asking your tutor a question or for more guidance. Your tutor is there to help you do your best in school. Don't be afraid to ask questions and develop a positive working relationship as soon as you start a new course.

Alternatively, don't be afraid to ask for a different tutor if you're not receiving the assistance you need. Also remember to thank your tutor. Appreciation and gratitude go a long way in compelling your tutor to help you thrive in your studies.

*Tara Panrucker is currently enrolled in an AU online English course to help hone her writing skills and eventually achieve a General Arts Degree. She is a freelance writer and avid enjoyer of the outdoors, currently residing on Vancouver Island.*



## Scholarship of the Week

### Digging up scholarship treasure for AU students.

**Scholarship name:** Canadian Hard of Hearing Association Scholarship

**Sponsored by:** Canadian Hard of Hearing Association

**Deadline:** March 31, 2018, 3:00pm EST

**Potential payout:** \$1000

**Eligibility restriction:** Applicants must be hard of hearing, deafened, or oral deaf (as defined in the [eligibility criteria](#)), be a Canadian citizen or permanent resident, and be a first time or returning student in a full-time college or university program. See full [eligibility criteria](#).

**What's required:** An in-depth online application form, including essays on your education goals and your experiences as a student with hearing loss, along with two letters of recommendation.

**Tips:** Read the [application form](#) carefully and be sure you complete all required sections.

**Where to get info:** [www.chha.ca/chha/scholarships-index.php](http://www.chha.ca/chha/scholarships-index.php)





Dear  
Barb

Barbara Godin

## Abuse Anxiety

*Dear Barb:*

*I am the mother of an eight-year-old girl and I've never had any problems with her until recently. It just came out that my daughter's best friend was sexually abused by a family member. My daughter has spent a lot of time at this friend's home. They have had sleepovers together at her friend's home and even went on vacations and camping together. The person who did the sexual abuse does not live in the home, but visits frequently. Fortunately, the girl's mother was responsible enough to share this information with me. She told me that this man is no longer welcome in their home and they are considering charging him with sexual abuse, but they do not want to traumatize their daughter further right now. The mother said she is pretty sure she will go through with the charges but she is waiting a while until her daughter has had some counseling, so she can cope with the justice system. Of course, I'm wondering if my daughter has been abused as well.*

*When I try to broach the subject, my daughter refuses to talk about it. I have noticed a difference in her, but I'm not sure if this is a result of her friend being abused, or if she was actually abused. I don't know whether to push the issue with my daughter or just let it be for a while and see if she begins to talk on her own. Confused in Calgary!*

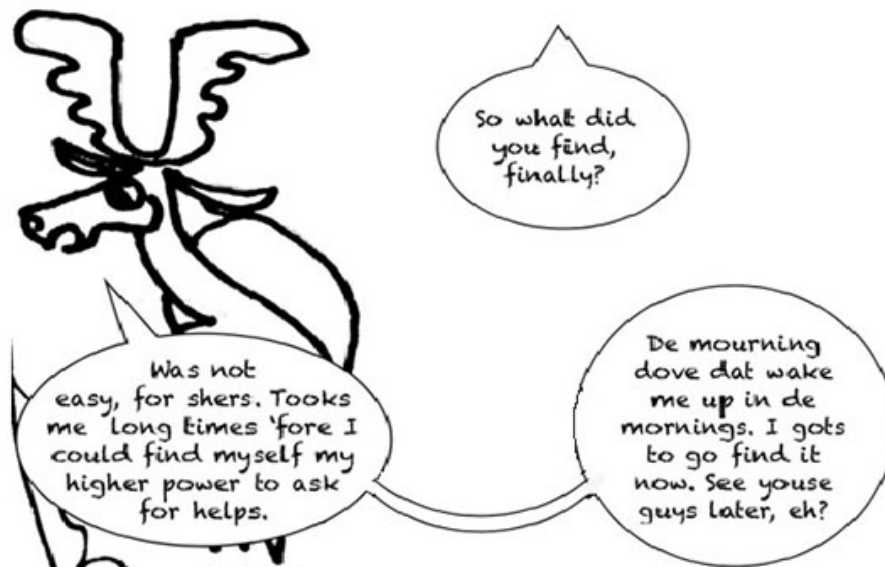
Dear Confused:

Thanks for writing your very important letter. Unfortunately, the effects of childhood sexual abuse are devastating and can last a lifetime. Early intervention can lessen the effects, or at least show the person how to manage the effects. Because your daughter's friend was abused doesn't mean your daughter was. Often abusers target a certain child, where they may sense a vulnerability within that child, which would make them easier to manipulate. Since your daughter seems to have become withdrawn, I would suggest you take her to a counselor who may be able to draw her out. Your family physician will be able to suggest someone who is experienced in these matters. In the meantime, there are signs you could watch for in her daughter that may indicate she has been sexual abused. For example, changes in her eating habits, angry outbursts, becoming withdrawn, nightmares, or fear of being alone, just to name a few. The earlier you do an intervention the better it will be for your daughter. The long-term effects of sexual abuse can be devastating and may include depression, anxiety, an inability to trust, sexual issues, sleep disorders and substance abuse. According to statistics one in three girls and one in six boys will experience sexual abuse before the age of sixteen. A scary statistic, so thank you for bringing light to this subject.

Follow Barb on twitter @BarbGod

Email your questions to [voice@voicemagazine.org](mailto:voice@voicemagazine.org). Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.









**AUSU**  
ATHABASCA UNIVERSITY  
STUDENTS' UNION

This space is provided by AUSU. The Voice does not create this content. Contact [services@ausu.org](mailto:services@ausu.org) with any questions.

## IMPORTANT DATES

- **Feb 15:** [March degree requirements deadline](#)
- **Feb 28:** [Deadline to apply for course extension for Mar](#)
- **Feb 28:** [AUSU General Election Ballots Open](#)
- **Mar 6:** [Last day to vote in the AUSU General Election](#)
- **Mar 8:** [Special Meeting to Announce Election Results](#)
- **Mar 10:** [Deadline to register in a course starting Apr 1](#)
- **Mar 15:** [April degree requirements deadline](#)

## Election Candidates Announced

AUSU is holding a general election in February 2018. We are pleased to announce we have 19 candidates!

To find out more about each candidate, just click on their name below:

- [Sandra Boivin](#) (Montreal, QC)
- [Brittany T.M. Daigle](#) (Toronto, ON)
- [Lana Deets](#) (Edmonton, AB)
- [Natasha Donahue](#) (Barrhead, AB)
- [Darcy Fleming](#) (Lethbridge, AB)
- [Melinda Goertz](#) (Athabasca, AB)
- [Christine Hudder](#) (Palmer Rapids, ON)
- [Alexandria Kowalski](#) (Calgary, AB)
- [Sarah Blayney Lew](#) (Kingston, ON)
- [Amanda Lipinski](#) (Prince George, AB)
- [Jenna Mohamed](#) (Edmonton, AB)
- [Alice Namu](#) (Toronto, ON)
- [Lisa Orcheski](#) (Edmonton, AB)
- [Lionel Pinkhard](#) (South Africa)
- [Joshua Ryan](#) (Orleans, ON)
- [Brandon Simmons](#) (Duffield, AB)
- [Paddy Storey](#) (Hixon, BC)
- [Mark Teeninga](#) (Stoney Creek, ON)
- [Julian Teterenko](#) (Edmonton, AB)

If you have any questions, please contact the Chief Returning Officer, Jacqueline Keena, at [cro@ausu.org](mailto:cro@ausu.org).

## Election Debates

Do you want to learn more about the election candidates and hear their views on important topics?

### Join in on AUSU's 2018 Election Debates!

They are being held by teleconference and all members are welcome to attend! There are three election debates, each with 8 or 9 candidates signed up.

**Debate 1:** Tuesday, February 20 at 1pm MT

**Debate 2:** Thursday, February 22 at 6pm MT

**Debate 3:** Saturday, February 24 at 1pm MT

The instructions to join the teleconference debates can be found online [here](#).

### Have Ideas for Question to Ask the Candidates?

Email your questions to us at [ausu@ausu.org](mailto:ausu@ausu.org) for a chance to win an AUSU swag pack!

You can also find out more about the candidates and ask them questions in the online [AUSU election forum](#).



## Students Want to Make Sure No One is Left Without the Chance to Gain a Post-Secondary Education

Lindsay Boyd

### Press Release



# CASA | ACAE

Canadian Alliance of Student Associations  
Alliance canadienne des associations étudiantes

country's labour force and communities in significant ways. That's why it's so important that everyone be able to access education, regardless of their financial background," explains Michael McDonald, CASA's Executive Director.

The paper highlights areas where more can be done to address financial hardship. This includes increasing the amount of assistance available while in school, reducing the interest rates paid after study, and ensuring that financial aid is delivered when it's needed. Also addressed is the financial strain that student loan repayment places on many new parents and those relying on employment insurance.

"The solutions we are putting forward to help make post-secondary education more affordable are really quite straightforward, and could make the difference between someone being able to follow their career dreams or not," continues Mr. McDonald. "We hope that the federal government will recognize this and adjust the financial aid system for the better."

For more details on the gaps in Canada's financial aid system and CASA's recommendations for filling them, please read our full policy paper.

### About CASA:

Established in 1995, the Canadian Alliance of Student Associations (CASA) is a non-partisan, not-for-profit, national student organization composed of 22 student associations representing 255,000 post-secondary students from coast to coast. CASA advocates for a Canadian post-secondary education system that is accessible, affordable, innovative, and of the highest quality.

OTTAWA, February 13, 2018 – The Canadian Alliance of Student Associations (CASA) published a new policy paper today, entitled Access for All: Making Student Aid Work for Everyone. This paper looks at the student financial aid system in Canada and recommends changes to ensure that no student should ever be prevented from obtaining a post-secondary education due to tight finances.

"Those with a post-secondary education not only have generally higher incomes and wider career opportunities, they also use their skills and knowledge to contribute to the





# From Indigenous Apple Orchards to the Cultural Mechanics of Trojan Asteroids

Friday, February 23, 2018  
**2:00pm to 4:00pm**

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## FEATURED SPEAKERS:

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*Leslie Main Johnson*

Molks/Milkst Pacific Crabapple, a forgotten orchard  
tree of Northwest British Columbia

*Martin Connors*

Trojan Asteroids:  
A Case Study in the Epistemology of Astronomy

+ Rooms have been reserved in Edmonton (AUE 1217).

+ The talks will be live-streamed on Adobe Connect:

Conference Number(s): 1-855-228-6652 | Participant Code: 7503945

Adobe Connect link: <https://athabascau.adobeconnect.com/fhss-research/>

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# CLASSIFIEDS

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Classifieds are free for AU students!  
Contact [voice@voicemagazine.org](mailto:voice@voicemagazine.org) for more information.

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## THE VOICE

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Barbara Lehtiniemi, Deanne Roney, Wanda Waterman, Xin Xu

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[www.voicemagazine.org](http://www.voicemagazine.org)

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