

FOCUS

LEARNING TO MAKE A WORLD OF DIFFERENCE
AT TRENT UNIVERSITY

TRENT

February 2008 Volume 7 Issue 4

Encouraging Excellence: *Inside the Classroom* with Two Trent Profs



"I like to think the student-professor connection is more than just this package we call a course."



Spoken by Trent University professor Ray Dart, these words demonstrate how the learning experience at Trent is distinct and special among post-secondary institutions in Canada and around the world.

Professors Ray Dart and Susan Wurtele of the Business Administration and Geography Departments, respectively, are two Trent professors dedicated to the success of their students. Striving to connect with Trent's diverse student body at both a professional

and personal level, these two professors inspire their students to not only engage with the material they learn in class, but also to take the next step and apply that knowledge to the world outside the University.

(More Inside! See page 2)

"I think learning is the most important and awesome opportunity people have." – Prof. Ray Dart

"Most faculty have a degree of flexibility in teaching styles here at Trent – you can take what's out there in your research areas and bring it into the classroom."

– Prof. Susan Wurtele

Talk about Teaching

Creating an Educated Citizenry

As alumni, Professors Dart and Wurtele have a unique understanding of the "quintessential" Trent student – a driven and curious individual, searching for his/her own identity and a way to translate learning to the wider world. It is this first-hand knowledge that both professors apply regularly in their classrooms as they welcome new groups of students each year.

"I don't think I'm a good teacher until I know who my students are," says Prof. Dart, who graduated from Trent with a degree in biology and philosophy in 1986 and joined the Business Administration Department as a professor over a decade later in 2000. "We are first and foremost people, not 'students' and 'professors'. For me, the opportunity to know each other as people is what matters most."

Prof. Dart has embraced this teaching philosophy because, as a Trent alumnus, he experienced first-hand the impact this personal and respectful approach can have on a student, especially on a student just starting their first year of university.

"To remember how much of an effect a good teacher had on my life inspires me to have important effects on my own students' development," he says. "It's important, as a professor, to remember how you were in university."

And for Professors Dart and Wurtele, it was their former Trent professors and their own university experiences that showed them how their education would play an important role in their future development and growth.

"An important component of what we do at a university is creating an educated citizenry," says Prof. Wurtele, who has been a member of the Geography Department at Trent since 1994. "I see university as a key time of transition for students; it's where they learn how they can use their education to get where they want to be in life."

In order to facilitate this transition and awakening among students, Prof. Wurtele agrees with her colleague Prof. Dart that establishing a mutually beneficial relationship between professor and student is key.

"An ideal relationship is one of mutual respect," she says. "As a professor, you have to respect the experience and knowledge a student already has. In turn, they will respect you as well."

The Human Side of Learning

As much as Professors Dart and Wurtele enjoy the opportunity to teach, influence and guide students through their university experience, they recognize that the same opportunities to make an impact are not necessarily possible at all post-secondary institutions. For both professors, their role as teacher is most rewarding because of the Trent environment, which places an emphasis on individual student learning and success.

"I jumped at the chance to come back to Trent," Prof. Wurtele says, recalling a year of teaching in the States where the "commercialization of the student body" was troubling to her.

"I love the students here. They are engaged and they're not shy about expecting you to really care about their learning."

Prof. Dart had similar reasons for returning to Trent, saying, "I came here because I thought Trent was the most idealistic spot in terms of its beliefs about university learning and it's why I am still here today."

Both professors agree, it is the human-side of learning that attracted them to Trent. "We've got tradition here," says Prof. Dart. "It's not just about content and information, it's about learning together, being people – there's such an important human side to it."

Breaking Out of the Standard Script

Within the Trent environment, Professors Dart and Wurtele have found a home. They have also found a place where they can truly make an impact, on the lives of their students and on the institution as a whole.

For Prof. Dart, the opportunity to make his mark came when he was first invited to join the Business Administration program at Trent. After joining the department, Prof. Dart played an integral role in designing the first-year business course. His goal was "to find a unique, modern and Trent-like way to start a Business Administration program" and he succeeded by taking a new approach to the introductory course, breaking out of the box and using the course to explore and discuss "the big, important, exciting issues that anyone in any organization is facing."

Aside from the content of the course, Prof. Dart also examined the different ways in which the topics were taught and studied. Avoiding what he calls "the cult of the first year textbook" and "the cult of the midterm," Prof. Dart emphasizes discussion, debate and critical thinking in his classes.

"Learning and the adventure of education is not just about being clear and informative," he says. "It's also about challenging and motivating – breaking out of the standard script."

Prof. Wurtele is also known for her unique, hands-on approaches to teaching. Several years ago she adopted an idea originally applied to the world of architecture and building design to ensure all buildings are accessible. Called Universal Instructional Design, this approach maintains that the onus is on the instructor to

"The key to teaching is to avoid creating structures that encourage passivity on the part of the student." – Prof. Susan Wurtele

create a classroom that is accessible for everyone, regardless of their different learning styles. Using this concept, Prof. Wurtele redesigned all of her courses to incorporate a wide variety of learning approaches, including visual learning elements and other less linear models.

"Learning can sometimes be very limited. I view my responsibility as a teacher to create a learning environment everyone can thrive in," she says.



Making Learning Meaningful

Looking for opportunities to make the most impact on their students, Professors Dart and Wurtele agree that small group seminars are a very effective option. Described by Prof. Dart as part of "our history and our tradition," seminars demonstrate "a commitment to learning on a personal level and show students that their voice is crucial to the learning experience."

Prof. Wurtele agrees with how important seminars are to the learning experience, saying, "You could get away without seminars in any program, but it would be an impoverished state if that were the case. Seminars offer a prime opportunity for getting students to think of the course material in terms of its greater relevance outside the University."

In order to encourage student participation and engagement, both Prof. Wurtele and Prof. Dart have implemented several innovative tactics in their respective seminars. Prof. Dart, for

example, uses relevant and thought provoking readings in several forms, including songs and poetry to get his students talking. Prof. Wurtele, on the other hand, takes a slightly more traditional approach, requiring students to hand in a reading summary prior to each seminar in order to take part in the discussion. Described by Prof. Wurtele as a student's "ticket to participation," the summaries are not graded but they are reviewed, requiring students to come prepared to participate.

Regardless of their tactics, both professors agree the key to a good seminar is for the instructor to guide discussion and let the students do most of the talking. "In a seminar, my role is something like a traffic cop or director, Prof. Dart describes. "I do less talking and more asking."

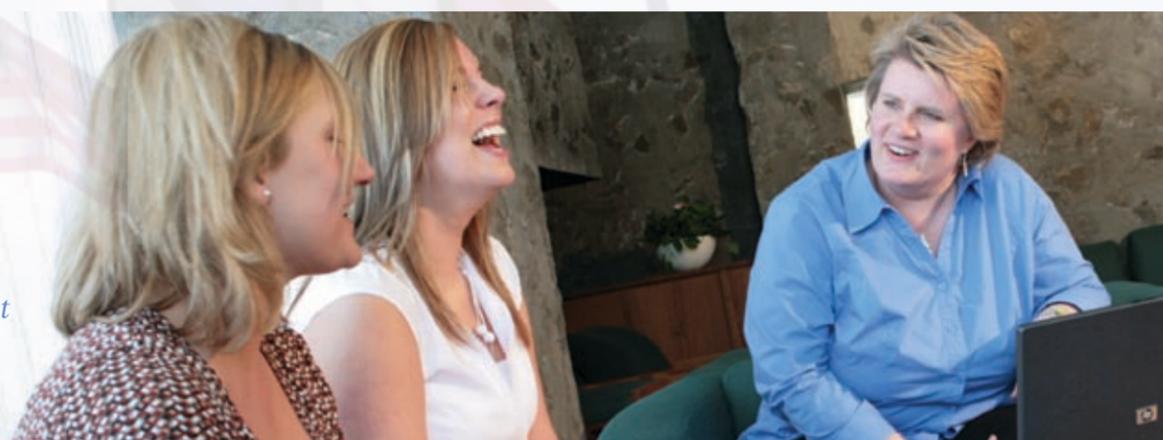
"It's quite a different skill to lead a successful seminar," Prof. Wurtele confirms. "You have to be a facilitator and really give the students the opportunity to delve into the topics and discuss. They will learn more if the discussion is meaningful to them."

Regardless of whether they are teaching in a seminar or a lecture, however, Professors Wurtele and Dart share the same objective – to help their students get the most out of their Trent education, promote thought-provoking discussion and establish some interesting relationships along the way. 



"I think that connecting with students as people – as striving learners, as people with important life experiences already... as people just like me – is the most important thing I try to remember."

– Prof. Ray Dart





The Ties that Bind

The Alumni-Student Mentoring Program

For many, making the leap from university to a career is fraught with uncertainty. Even for those who have an idea of intended direction or field of interest, what's discouraging is not knowing the extent of options available. Career counselling is a natural first step in better understanding some alternatives. Having a discussion, however, with a professional active in the field can be much more revealing.

That's why the Alumni-Student Mentorship Program is such a valuable option for students today. This online system allows Trent students to connect with alumni to learn about specific career choices. The system features active profiles of hundreds of alumni who, by signing up, have indicated their willingness to answer any questions that students may have.

Kristi Kerford, manager of the Career Centre, makes clear that this program is meant as a first source of information. "These people aren't job contacts or job leads. The board doesn't give away the place of employment." Rather, she says, "the system is set up as an interesting information tool for students."

Kathleen Easson of Alumni Affairs echoes these sentiments. "We also like to emphasize that it's not just about job experience. It's all about career path – effectively asking, 'how did you get to where you are now?'" In getting from A to B, "the program is meant to help students conceptualize that landscape," adds Ms. Kerford.



In operation for six years now, the Alumni-Student Mentorship Program system is searchable by industry, location and a number of other criteria. By locating and talking to alumni with similar interests, students gain invaluable direction and insight into possible career options.

Third-year student Valerie Sai Yiu Lam – who is currently on a year abroad studying in England – simply started by contacting graduates who studied or had similar interests.

"Generally, I was curious about how an undergraduate degree can be useful or relevant in life after graduation. I was taking some anthropology courses at the time, and was interested in hearing about what careers an anthro degree could lead to."

Career counselling is a natural first step

She adds, "I found the alumni who listed themselves on the directory were really approachable and friendly, and usually they're quite happy to answer your questions."

For Ms. Kerford, the system is a great complement to the services offered at the Trent Career Centre. "Students can forget how valuable academic learning is – how it translates into skill development. This is one of the bridges that can help connect them to the other side."



Meet a Trent Student

Honoured for Making an Impact

Curious, smart, dedicated and compassionate – third-year Trent student Elizabeth Grisdale is the embodiment of all of these characteristics. And as such, she was named one of the recipients of the prestigious Millennium Excellence In-Course Scholarship in 2007.

Valued at \$4,000 and renewable for one additional year, the award is in recognition of Ms. Grisdale's leadership qualities and contributions to a variety of communities as well as her high academic achievements.

When asked why she opted to apply for the esteemed award, Ms. Grisdale replies, "For me, the Millennium Scholarship represents what my life is all about. When I looked at the application, I thought 'that's me'."

Originally from Uxbridge, Ontario, this concurrent education student has been making an impact in her community since her early high school years. Starting out as a babysitter, taking care of other people's children, she made the transition to volunteering at such organizations as the Sunrise Pregnancy Centre, where she assisted with their Community Kitchen program for young mothers, and the not-for-profit organization Precious Minds, which supports families with children who have barriers to learning. Ms. Grisdale also



taught swimming at the Uxbridge pool and worked as a counselor for the Ontario and Manitoba Pioneer Camps.

As a university student, Ms. Grisdale has further contributed to her life's goal to help people, by using opportunities like her teaching placements and summer holidays to make a difference in the lives of others. In the summer of 2007, the psychology major and Indigenous studies minor applied her academic interests and love of teaching to a position with a school in Whitedog, a remote community in northern Ontario.

"That is one of the reasons I love teaching – it's a career that can take you anywhere and you learn about yourself along the way," she explains. "It is my goal to be a teacher without borders, to teach where there is a need and not necessarily in a conventional setting."

Looking to the future, Ms. Grisdale expects to return to northern Ontario to teach. She also hopes to one day teach in India. Wherever the future might take her Ms. Grisdale will always aim to live by her life's motto: "I want to change the world", she says with a smile.

The Millennium Excellence Award program recognizes, supports and encourages talented Canadians who make positive and significant contributions to the betterment of their communities, demonstrate a capacity for leadership and commit themselves to the pursuit of academic excellence and innovation. The national in-course awards are one category of scholarships awarded by the Canada Millennium Scholarship Foundation.

To find out more about interesting research taking place at Trent, pick up a copy of *Showcase – Trent University's premiere research publication*.



"The kind of collaborative research I've been able to do here has been invaluable.

I couldn't do this elsewhere." – Prof. Panagia

Meet the Innovators: Research Showcase

Beyond the Narrative



Surrounded by classic volumes on political theory while his glowing computer screen gently flashes random works of Renaissance art, Professor Davide Panagia's office seems to mirror his fascination with the way our political world is shaped by the images we absorb.

"The citizen now is a viewing subject," he explains. "Our interaction with the world is through images – we are more prone to exchange images than letters."

As a Canada Research Chair in Cultural Studies, Prof. Panagia's research involves analyzing the visual politics of contemporary media and the effects on modern democratic culture.

"Eighteenth Century ideals were created amidst an excess of words, with the explosion of pamphlet literature and the birth of the novel," explains Prof. Panagia. "Back then people tended to think that the skills of reading and writing were fundamental to political participation. And they were right. That context, however, has changed dramatically."

According to Prof. Panagia, the expectation of narrative is a burden, leading him to coin the term "narratocracy" to convey the cultural premise that ideas have to fit into a story to be understood. "We rely on recognized patterns of storytelling to make sense of the world, however this process involves editing, and causes us to underplay the pervasive role of visual culture in multicultural democracies," he says.

In today's complex pluralistic society, Prof. Panagia's research shows that we invest a great deal of energy in images thereby enmeshing visual culture with our expression of democratic citizenship. In an effort to uncover these "regimes of visibility" and how they affect our understanding of governance, he draws from other influences, including media, literature, aesthetics, communications, politics, cultural theory, philosophy, art history, religion, and the politics of culture.

Landing at Trent to pursue these ideas has proven to be highly advantageous to Prof. Panagia's endeavours. "The kind of collaborative research I've been able to do here has been invaluable. I couldn't do this elsewhere," he said. In particular, Prof. Panagia appreciates how his Trent colleagues have encouraged him to focus on the importance of cultural objects themselves, by questioning how one looks at them and engages with them. "Aesthetic theory teaches us to look at the processes of recognition, and those moments of sensation constitute who we are."

Prof. Panagia's five year term as a Canada Research Chair will come to an end in May 2009 when he plans to organize an international conference at Trent entitled "A Return to the Senses: Political Theory and the Sensorium." This conference will be the first of its kind and will bring in some of the world's leading thinkers to discuss the interconnectedness of political thinking, emotions and perceptions.

Prof. Panagia also sees this as a great opportunity for graduate students to participate in what he hopes will be a seminal event in the advancement of contemporary political thought. "I believe it's critical that we delve into the multiple layers of signification that sustain the appearance of images. For that, we have to go beyond the narrative."

Exploring the Diversity of Nursing

How One Trent Alum is Making a Difference in Vancouver's Lower Eastside

Investing in Trent

Trent Tops in Student Support

With the support of faculty, staff, alumni, friends and other donors, Trent University proudly leads the way among Canadian schools with the highest value of student bursaries and awards (as a percentage of its total budget) being offered to students. Each year, more than \$5 million in scholarships, bursaries, awards and prizes is made available to eligible Trent students. And each year, more and more student support opportunities are created. In fact, in the past year alone, 26 new bursaries and awards have been established, two of which epitomize the commitment of both the internal Trent community and the wider local community to the Trent educational experience.

CUPE Local 3908 Invests in Students

Through a generous donation of \$25,000, members of CUPE Local 3908, representing contract faculty and student academic workers at Trent, recently made a significant investment in the future of the institution by creating a new bursary for students in financial need. Matched by the provincial government's Ontario Trust for Student Support (OTSS), a \$50,000 endowed fund has been established and will grow in perpetuity.



"CUPE Local 3908 supports accessibility of post-secondary education," says Karen Sutherland, president of CUPE Local 3908. "The donation reflects both the health and strength of our Local, and our commitment to Trent and the communities it serves."

CUPE members have also donated an additional \$2,000 to ensure that students benefit immediately from the new bursary, with the first four scholarships, valued at \$500 each, being awarded in 2008. The bursary is available to graduate and undergraduate students who are also members of CUPE 3908.

Atom Hockey Helps Trent Students Win

To mark their 50th anniversary in 2008, the Peterborough Liftlock Atom Hockey Tournament chose to "do something special and long-lasting" when they donated part of their proceeds to establish a new student bursary at Trent. Taking advantage of the OTSS program, the tournament's donation of \$6,250 will be doubled, helping to create a \$12,500 endowed bursary available to students entering their first year at Trent from a local-area high school who have also shown a commitment to athletics.

"Everyone has a feeling of wanting to give back to a community that always supports us and this tournament," explains Wayne Bably, director for the tournament, which this year featured over 1,400 players between the ages of nine and ten from 88 teams across Ontario.



To ensure the impact of this new student bursary will be felt in the 50th year of the tournament, organizers donated an extra \$500 to give to the inaugural Atom Hockey bursary recipient in fall of 2008. Trent will use this new bursary to help recruit gifted athletes to the University's many varsity teams. 

When Fiona Macleod started as a student at Trent University, becoming a registered nurse was not in her plan. Three years later, however, when the Trent/Fleming School of Nursing opened to registration, Ms. Macleod made the leap, and in doing so, found her true calling.

"I started off in the biology program with the intent on focusing in cell biology and immunology. I hoped to eventually get into the medical field," she explains. "When the nursing program started up in my third year and offered a compressed program, I decided that the diversity of the profession was the perfect way to explore the medical field. Not only would I be able to apply my accrued biological knowledge, but the program would give me a career that would be transferable to anywhere in the world I decided to live or travel."

It's been nearly four years since Ms. Macleod graduated from Trent and her career in nursing has been everything she hoped for and more. Along with the majority of her classmates, Ms. Macleod began her career within a hospital setting, working for two and a half years between a bone marrow transplant/leukemia ward at Vancouver General Hospital and an HIV/AIDS ward at St. Paul's Hospital in British Columbia. Through this work, as well as a volunteer position with AIDS Vancouver doing community outreach and education, Ms. Macleod made the transition from the hospital into the community. Today, she works as a registered nurse in two research jobs, both within Vancouver's downtown eastside, one of North America's poorest and most addiction-afflicted neighborhoods.

In her position with the North American Opiate Medication Initiative (NAOMI study), Ms. Macleod is a staff nurse for a team of researchers who are studying the use of prescription heroin as an alternative to methadone maintenance therapy for stabilization of long-term heroin addicts. In her second job, she works on the Vancouver Injection Drug User Study (VIDUS), a longitudinal study of health, HIV/HCV status, lifestyle, and drug use habits of injection drug users in Vancouver and surrounding areas.

When asked what she enjoys most about her work, Ms. Macleod replies quickly: "I absolutely love the diversity of the

"I absolutely love the diversity of the profession. There are seemingly infinite areas of specialization, countless opportunities to network... The many unique areas of focus translate into a multitude of passionate and interesting people to work with." – Fiona Macleod

profession. There are seemingly infinite areas of specialization countless opportunities to network, and open access to continuing education to make any one of those areas a possibility for any nurse interested. The many unique areas of focus translate into a multitude of passionate and interesting people to work with."

As for advice for the future graduates of the Trent/Fleming nursing program, Ms. Macleod stresses the importance of exploring all possible areas of the demanding yet rewarding profession. "Keep an open mind and thoroughly explore each opportunity that comes your way...you never know where you may end up!" 

Leadership with iMPACT

Today, the idea of leadership is somewhat difficult to define. To some it speaks to a certain set of skills, to others an attitude. And most would agree, leadership is all about getting involved and taking action.

For those students who take an active interest in building their leadership skills, Trent offers the iMPACT program. This co-curricular initiative runs in parallel to the academic stream, giving students the opportunity to contribute their time and their minds to campus activities, community programs and even an annual project overseas.

Managing this certificate program is coordinator Jeffrey Cadence, whose enthusiasm and vision give iMPACT a strong presence. While new to the program, Mr. Cadence has spent a good part of his career working in Peterborough's non-profit community. Thanks to that connection, iMPACT students work directly with local organizations such as the Youth Emergency Shelter, the Peterborough AIDS Resource Network and the Learning Disability Association, among many others.

With iMPACT, participants contribute in a range of ways. It starts with attending workshops and retreats, assisting with fundraising efforts and committing at least 25 hours to community service. Progressively, students assume more leadership by designing activities while, further along, helping to direct the program itself and even determining where to go for the overseas trip.

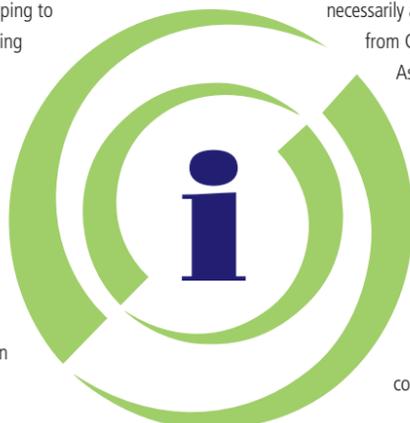
For third-year student Allie Kosela, the foremost benefits of getting involved with iMPACT are not about traveling overseas or having something to frame at the end of the program. It's meeting people and delving into a cross-section of campus and community activities. "I've just found that you can network really well with other students who are involved in other organizations within the school."

Ms. Kosela will be joining Mr. Cadence and nine other students on the upcoming trip to Honduras come mid-February. Partnering with the Peterborough agency Friends of Honduran Children, they'll be working with Sociedad Amigos de los Niños, an organization that has a number of facilities centred around orphanages and field hospitals.

The Trent group is going as a building brigade and will be constructing a chicken coop at a farm school for boys who are learning agriculture alongside academics. Sociedad supplies accommodation, interpreters and transportation – all at a fee – and the iMPACT group raises the necessary capital (\$5,000) to complete the project. That way, fundraising efforts here go towards purchasing the materials in advance so when the group arrives, the project is ready to start.

"What attracted me to Sociedad and Friends is that everything is built around building sustainability. It's not necessarily about getting a steady revenue stream from Canada to Honduras," says Mr. Cadence.

As one of the few participants who speaks Spanish, fourth-year student Lebogang Mothibatsela will be thrust into taking responsibility, but she's comfortable in the role and maintains perspective on what she's getting out of the experience. "Leadership is about putting people together to use their resources and their creativity to get something done; to achieve a common goal." 





The Transfer Trend

At one time the distinctions between a university and college education were clearly carved in stone. Increasingly, colleges and universities are finding common ground to cultivate; to share resources and play to the collective strengths that each institution offers. As that trend towards program recognition and collaboration gathers momentum, naturally there comes an increase in the number of students transferring from college to university.

To help accommodate this boost in numbers, the Ministry of Training, Colleges and Universities' (MTCU) Pathway initiative aims to ease the transfer process by ensuring a formal system is in place that properly assesses and recognizes those credits earned at another institution.

With this strategy Trent is actively pursuing individual program partnership arrangements with different colleges across the province. Currently, Trent has established 20 formal articulation agreements with different college programs, with another 20 under development.

Notes assistant to the associate dean Karen Maki, "We look at curricula on a course-by-course basis to see what they've covered – to see if there is an equivalent credit or a similar credit status. The more specific we can be the better it is for the student."

To date, the most popular programs at Trent for transfer students are in computer studies, business administration and environmental and resource studies. Also revealing is the demographic breakdown of new students at the university. Half are high school graduates, while of the other half, approximately one-third are from community college programs.

One of those students is Ben Walters, who from 1998-2001 completed diplomas in Ecosystem Management (Technician) and Parks and Forest Recreation at Fleming, then completed his B.Sc

at Trent and is now undertaking his Masters in the Watershed Ecosystems Graduate Program. Mr. Walters finds his prior experience is highly advantageous.

"I can recall numerous occasions when someone has said, 'You must have gone to Fleming,' because we arrive at Trent with a breadth of knowledge about sampling techniques, natural heritage identification skills, instrumentation and environmental issues."

That prior experience has proven invaluable in furthering his education. "Fleming taught me a lot about using different instruments and performing a number of environmental sampling techniques. Trent has allowed me to use those techniques and synthesized my knowledge of how and why they are used."

He adds, "I've been able to delve more specifically into issues and topics, I've improved my writing abilities in a scientific manner, and I've been able to work with and learn from professors that have some very specific disciplines. The combination of college and university was ideal for me." 



Trent Speaks



STUDENT PERSPECTIVE: Shauna Sunstrum

Tales from Studying Abroad in Mauritius

As the only student sent to Mauritius from Trent University, I knew it would mean stepping outside of my comfort zone and stepping into a new world of experience. Sitting in the middle of the Indian Ocean, sizing only two thousand square kilometers, this piece of paradise is literally off the map. The University of Mauritius is small, but full of friendly faces. The courses are interesting and shed light on perspectives I've never encountered before.

Outside of the classroom, there is so much to see. Mauritius is a very diverse island. When I chose to get lost in the markets of Port Louis (capital city), I felt as though I was in India. While attending Creole potlucks on the beach, I felt as though I was in Africa. I took every opportunity to submerge myself into the everyday life. Climbing the volcanic mountains, witnessing Hindu ceremonies and seeing local Reggae concerts are a few to name. I was even lucky enough to have lived with a Mauritian family, which meant I learned to speak a bit of their local language and cook a Mauritian dish or two!

Studying abroad has taught me about another side of the world, but more importantly, about myself. I am so much stronger because of it. Having the opportunity to study in Mauritius is something that I will always be thankful for.

Shauna Sunstrum is a third-year student currently spending a year abroad in Mauritius. She is studying history and is also a student of the Queen's-Trent Concurrent Education program.

FACULTY PERSPECTIVE: Prof. Carolyn Kay, History

Reflections on Teaching

Several weeks ago I gave a series of lectures on Nazism and the Holocaust to a first-year history class. I was nervous beforehand; I knew the material well, but wasn't sure what to expect from a large group of students in the Wenjack Theatre. As I stood there, looking out at the students, I was reminded of one of the aspects of teaching that I love most about Trent: the students who care about the ideas.

For me, teaching at Trent is a huge part of my job. I don't like the marking, to be honest, and I have days where I question whether I'm teaching the students to the best of my ability, but when I hold a seminar in my third or fourth-year classes, and the students discuss a book on World War One and can't stop talking about the ideas, the approach, the historian's theme, the facts that shocked them (there was a truce at Christmas in 1914??!) – and when some want to bring in artifacts from their grandfather's personal collection of war memorabilia – then, truly, I love my job.

Dr. Carolyn Kay has been teaching in the History Department at Trent University since 2000.

STUDENT

STAFF PERSPECTIVE:

Pauline Mills, Athletics *More than a Job After 43 Years*

Fresh out of high school and turning eighteen years old, I stepped through the doors of Rubidge Hall, what used to be Trent University, to begin my new job. That was September 1965 and, at the time, it never occurred to me that I would spend my whole working career at Trent.

I began as a "Girl Friday" with an office in the basement of Rubidge Hall which I shared with a large furnace. I was responsible for everything from looking after assignments and exams on the enormous photocopying machine and the hand-cranked Gestetner machine, to babysitting the frogs that the Biology Department kept in the lunch room refrigerator crisper. Today I have the privilege of working in the P.S.B. Wilson Building in the Athletics Department interacting with students, staff and community members.

My sojourn here has taken me from the basement of Rubidge Hall without any windows to a beautiful office with a wall of windows overlooking the Otonabee River. Who would have thought! For me, Trent is not just a place of employment it is a family. 

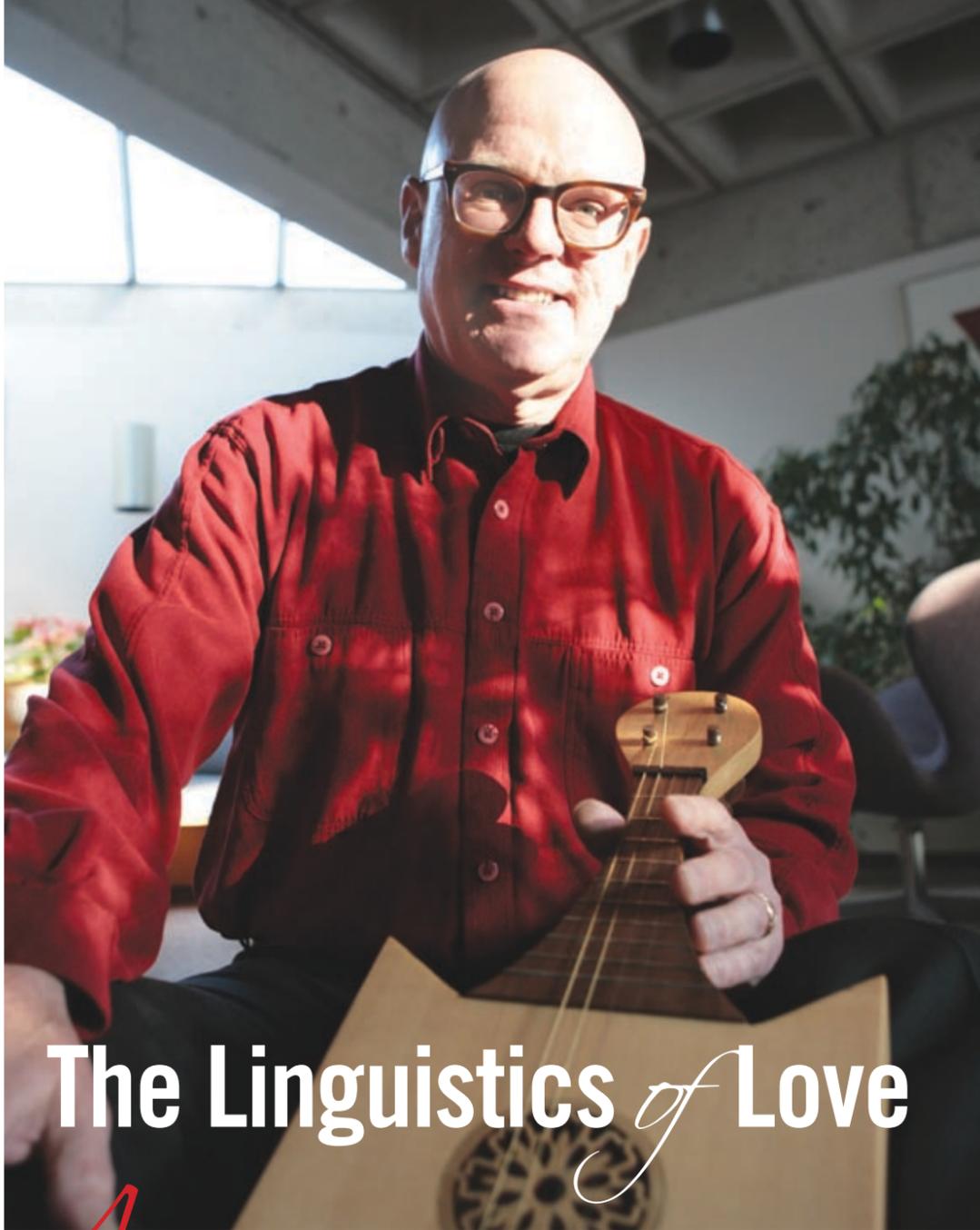
Recently retired after 43 years of employment, Pauline Mills is Trent's longest-serving employee



STAFF

FACULTY





The Linguistics of Love

Although he doesn't consider himself a hopeless romantic, Professor Roy Hagman does spend a great deal of time pondering the meaning of love. A linguistics professor and chair of the Modern Languages and Literatures department, Prof. Hagman has devoted himself to studying the evolution of the Western concept of "romantic love," which he describes as "a key component in the Western psyche and a major topic of its literature for the last eight hundred years."

It is the power of poetic devices to establish defining elements of culture that Prof. Hagman finds so captivating about this research. "Our quasi-mystical romantic love concept was something unknown to the ancients and is still incomprehensible to many other cultures," he says, adding, "yet today few people in the West would doubt the 'power of love' between the sexes."

Where does the modern notion of romantic love come from "It is widely believed to have originated in the 12th to 13th century song repertoire of the Provençal troubadours," says Prof. Hagman. The troubadours were renowned medieval composers and performers who flourished from 1100 to 1300 A.D., first in southern France and then expanded to Italy, Spain and neighbouring countries.



"Their primary literary invention was the *canço*, or love song, within whose verses they forged a new concept of romantic love, *amors*, by means of a variety of literary devices, the most important of which was metaphor," explains Prof. Hagman. Troubadours typically personified *amors* in their work, giving it the attributes of a being that could think, speak, move, and otherwise interact with human beings. "It behaved much the way a god did in antiquity, such as the god Cupid whose alternate name was 'Amor'," he notes.

By analyzing every instance *amors* was used in all known troubadour songs, Prof. Hagman was able to trace how use of the word changed over time in different semantic categories. He then correlated these transitions to major events of the period. Prof. Hagman observed that the troubadours' development of a new and aggressive and powerful love concept corresponded to the expansion of the Crusades movement during the middle of the 12th century. "It is perhaps no coincidence," speculated Prof. Hagman, "that the new 'love god' of the troubadours should be a warrior god, whose central function was to conquer and control its subjects."

Although the meanings associated with the "love-god" changed during the period of the troubadours, Prof. Hagman's tireless research shows how their songs firmly immortalized this concept, one that continues to permeate Western culture. 

Matter of Course

Exploring Indigenous Culture through Music

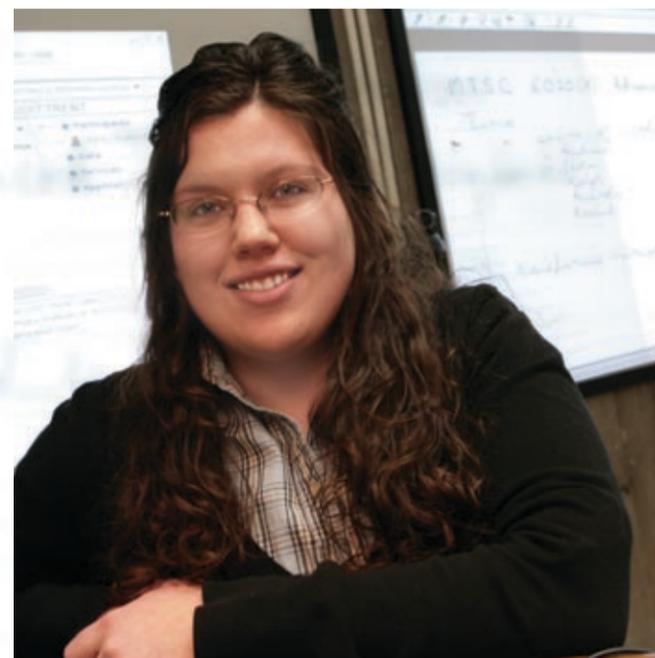
Indigenous Contemporary Music
Indigenous Studies 3957H
Instructor: Daystar/Professor Rosalie Jones

According to Professor Rosalie Jones (also known as Daystar), "music is an integral part of Indigenous culture." As such, the Indigenous Studies Department has created a brand new course in Indigenous Contemporary Music, being offered for the first time to Trent students this semester.

The new course explores the development of Indigenous contemporary music and its evolution from traditional music. Students enrolled in the course study song structure and the evolving practice of contemporary music. They also obtain foundational performance knowledge of Indigenous drumming and song practice.

Described as a "highly intensive workshop course," Indigenous Contemporary Music is the natural follow-up to a course in Indigenous Contemporary Dance and students are encouraged to take the two courses consecutively. Beyond studying the history of Indigenous music, the course also offers students opportunities to be creative and artistic.

Hand drum music, traditional Pow Wow music, Indigenous flute music and Métis fiddle music are just a few of the areas explored in this new course. Guest singers and musicians are also invited to the class to teach students first-hand about Indigenous music and performance. 



Self-described as a person who has "always been science-minded," Jayme Stabler was intrigued by the opportunities for exploration presented in the new Materials Science M.Sc. program.

The Next Step: Grad Studies at Trent

Access to Innovation

Jayme Stabler represents a number of firsts for Trent University. She is the first student to enrol in the Materials Science graduate program and, as such, she is also the first student to have access to the groundbreaking technology used to deliver courses in this new master's program, offered jointly by Trent and the University of Ontario Institute of Technology (UOIT).

Using AccessGrid, a collection of resources and technologies that enables large format audio and video-based collaboration between groups of people in different locations, Ms. Stabler is able to interact virtually with her professors and fellow students at UOIT in Oshawa. The advanced videoconferencing features including three large display screens and multiple simultaneous camera feeds at both sites, makes her feel like she is in the same room with them.

"It's not much different from being in a normal lecture," Ms. Stabler explains. "Everyone thinks it must take some getting used to but it doesn't."

According to Ms. Stabler, it is the interactive features of the technology that make the biggest impact in terms of creating a real classroom experience. Whether a professor is lecturing at

Trent or in Oshawa, she feels connected and engaged with the discussion.

When applying to grad school, the use of AccessGrid technology within the Trent-UOIT Materials Science program piqued Ms. Stabler's interest. Self-described as a person who has "always been science-minded," she was also intrigued by the opportunities for exploration presented in the new Materials Science M.Sc. program, in which students are tasked with investigating matter and materials across a broad range of scales, interactions and applications.

Since beginning the program in September, Ms. Stabler has not been disappointed with the program, citing how the courses to date have been both challenging and fulfilling. Looking ahead, she is eager to take more courses, experiment further with the AccessGrid technology, and start work on her research project, synthesizing and examining sol-gels materials for use as environmentally friendly corrosion protection coatings. These materials have a wide range of potential applications including as protective coatings on aircraft, bridges and even food cans. 



Spotlight on Athletics

The Quiet Heart and Talkative Soul of Trent Women's Rugby

A New Direction

With a new coaching staff in place, the women's varsity rugby program at Trent has undergone quite an evolution. By introducing a never quit ethic, Ms. Marcotte and Mr. Harris lay the foundation for the development of a hard working, devoted team made up of athletes inspired and determined to make their mark in this competitive sport.

Ms. Marcotte and Mr. Harris earned the devotion of their players by showing dogged loyalty themselves. It's something that doesn't go unnoticed. "When I see commitment from them, it gives me a sense of wanting to give back to my coaches, teammates and community," says varsity player Julie Brown. "They're willing to put the effort in, how could you not give everything you have every game, every practice."



"People have described us as ham and eggs," Trent University women's rugby coach Nancy Marcotte says of herself and her assistant coach, Craig Harris. "We play off each other very well, though sometimes we have to remind Craig that this isn't life... it's rugby." To which Mr. Harris would no doubt respond, "Yeah, it's rugby."

That's what 22 years of knowing each other will do. It's a dynamic that works, one that has infused the varsity rugby program at Trent with a great sense of leadership, enthusiasm and expectation.



"We're not the little team that could.
We're the little team that did."
– Craig Harris

The team couldn't have given back any better than the opening game of the 2007 season – a proper giant killing as the varsity squad took down the national champions from Guelph. More wins followed, and by season's end they'd found themselves winners of the OUA's Russell Division with a 4-1 record, posting victories against some powerhouse teams.

Looking Ahead to 2008

The close of the season brought with it individual accolades. Ms. Marcotte was named Russell Division coach of the year, Krissy Boyles the division's MVP, and a handful of players were named to the all-star squad.

And now there's confidence and momentum. Ever the recruiter, Mr. Harris sees the bigger picture and envisions a university known for athletic as well as academic excellence. "Winning begets winning, and good players want to join winning programs."

Nancy Marcotte remains characteristically mum on what she foresees in the coming year. But down the road? "I see a national championship hanging on the wall and I see kids wanting to come to Trent not only for our academic programs but also for the opportunity to play on our varsity teams." 

Athletics images: © Po-Tau Michael Fan

Ms. Marcotte took to the helm of the women's rugby team five years ago, bringing along Craig Harris as her assistant coach. As a man with a vocal passion for the sport, and someone who'd actually coached Ms. Marcotte on the Peterborough Pagans years prior, Mr. Harris was an obvious choice. And it is the combination of Mr. Harris' knowledge and Ms. Marcotte's quiet determination that has taken the Trent women's rugby team to the next level of competition.

For Bill Byrick, director of athletics at Trent, the coaching duo of Ms. Marcotte and Mr. Harris is representative of a perfect balance. "Nancy's empathetic yet tough as nails, which are elements of a great leader," he explains. "And Craig is highly communicative, a motivator, a storyteller, and great recruiter. Together, they are a coaching force to be reckoned with."

Performing for Change

BROWN

By Lebogang Maseno 'Seno' Mothibatsela

Brown is
The silk of skin cultured by the sun
Giving rise to the heat of existence
And soil for sustenance.

Brown is
The soothing taste of
Chocolate, milk and dark combined
Uniting boundaries of extremities
in a smooth, rich stream.

Brown echoes through the stem of nature
Upholding beauty, diversity and growth.
Her shades flow graciously through borders,
Religions, beliefs and ideals.

Brown is
The carrier of symbols
The bearer of strength
Neutral and omnipresent.

Brown is light and dark
Pure, dirty, clear or muddy.
Cheap and expensive,
Wealthy and lacking.

Brown
Brown is me, Me is brown
I am brown, and
I am proud.

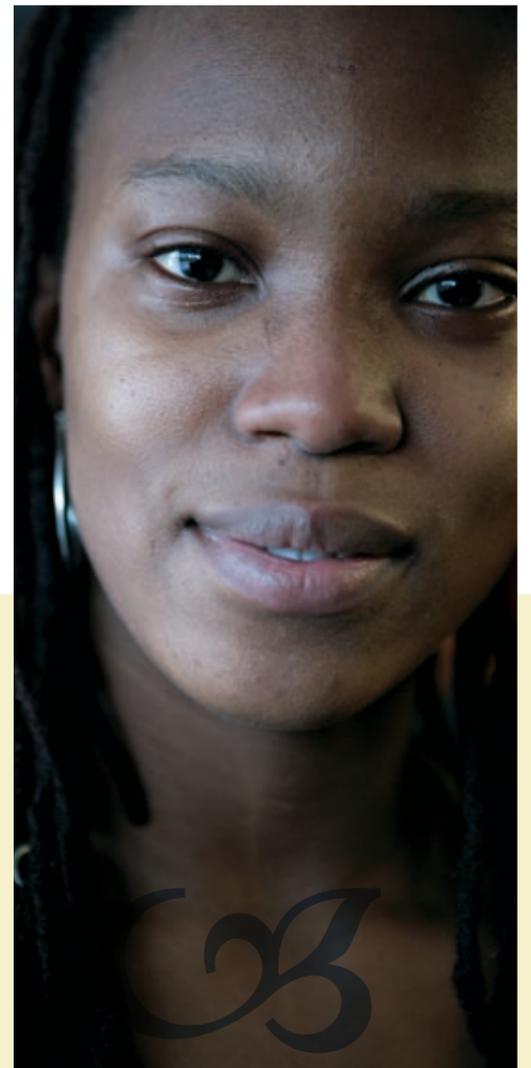
"It all starts with a line," Lebogang Mothibatsela says about writing poetry, one of her favourite pastimes. The fourth-year Trent international student from Botswana has been writing poetry for nearly ten years and estimates she has written close to 1,000 poems.

Exploring her creative nature through poetry started for Ms. Mothibatsela during her high school years in South Africa. She started recording her poetry in a journal in 1999 and performed her first poem in 2000 on a local radio station in Botswana. Even after writing hundreds of poems, however, Ms. Mothibatsela says "I never really considered myself a poet for the longest time." But here at Trent, she has come to embrace the title with much enthusiasm.

An international student in the final year of an honours degree in Business Administration and Hispanic Studies, Ms. Mothibatsela has taken advantage of every opportunity at Trent University. When she isn't busy studying or attending classes, she is either participating as an active member of several student groups and organizations including the Trent International Students Association (TISA) and the Trent African Caribbean Students Union (TACSU), competing as a key member of Trent's division-winning Varsity women's rugby team, or exploring her own creativity and identity through her poetry and performances.

Her diverse interests and dedication to such a wide variety of activities also make it clear that Ms. Mothibatsela enjoys a challenge – that she enjoys testing her limits and cutting her own path through life. For all of these reasons, she looks to poetry, and specifically the art of spoken word poetry, to express herself and her thoughts.

"Spoken Word poetry is about putting poetry to music but not necessarily with a harmony, melody or even instruments – it's about creating your own sound and finding your own style," Ms. Mothibatsela says, explaining that she uses poetry to express her thoughts about identity and also about politics, hot-button issues like HIV/AIDS and, of course, love. "The beauty of poetry is that you can hide so many key messages in language," she says.



Expressing those messages and thoughts to a wider audience is where performance can truly make an impact. As such, Ms. Mothibatsela has taken a great interest in the art of Spoken Word poetry, performing at a variety of events over the last several years, including cultural outreach performances at Trent and open mic nights in downtown Peterborough.

For Ms. Mothibatsela, poetry is all about "transforming people from beginning to end." And making an impact on the lives of others is something she strives for in every aspect of her life, not just in her poetry. On top of publishing her own book of poetry one day, she also hopes to make an impact on the world through a career working in HIV/AIDS and poverty awareness on a global level. 

Come to see Lebo Mothibatsela and other poets perform at *Doing It in Public: A Performance Poetry Symposium*, sponsored by Trent's Department of English Literature, February 29 to March 1, 2008
www.trentu.ca/english/DoingitinPublic.php

BROWN

Headlines and Highlights

Woman of Influence

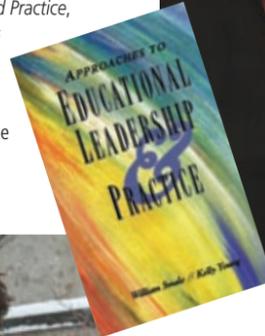
"I truly believe, no matter what your strengths or weaknesses are, if you are willing to work hard you can do anything you can imagine. When someone sees you working hard they are instantly motivated to work hard as well, whether it is in school, in the workplace, or on the field. I believe that leading by example is one of the strongest ways to influence people."

Julie Brown, third year Trent Business Administration student and star varsity rugby player, OUA Women of Influence Award winner 2008



Trent Profs Contribute to Groundbreaking New Book

Challenging contemporary practice in educational leadership and providing a basis for discussing the need to change how we train those people who lead and shape our schools is the underlying intent of *Approaches to Educational Leadership and Practice*, a groundbreaking new book featuring the work of several professors in Trent's School of Education and Professional Learning. Tatiana Gounko, Luigi Iannacci, Karleen Pendleton Jiménez, William Smale and Kelly Young all contributed to the book.



Research in Flight

"Holding a flying squirrel is really exciting – it's an animal a lot of people do not even realize we have right here in Peterborough because they come out at night. Trapping them is my favourite part of research because then I get to see them up close – they are adorable!"

Andrea Coombs, Masters Student, Watershed Ecosystems Graduate Program conducting research on the nesting habits of flying squirrels

Reexamining Human Origin

According to archaeologist and new Trent professor Dr. Eugène Morin, "Neanderthals experienced several episodes of population bottlenecks, yet succeeded in maintaining genetic ties with other neighbouring populations, including anatomically modern humans from Africa." His research findings, recently published in the Proceedings of National Academy of Sciences, a highly esteemed academic journal, demonstrate that the long-held view that 35,000 to 40,000 years ago Neanderthals died out and were replaced by migrant homo sapiens in western Europe is not as convincing as once thought.

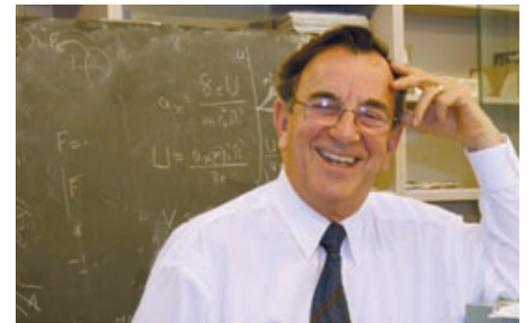


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Students Take the Plunge

Students involved in the iMPACT Leadership program at Trent hosted a Polar Plunge in January to help raise money for their upcoming trip to Honduras. Over \$900 was raised at the event. To learn more about the iMPACT program and the trip to Honduras, see page four.



Professor Emeritus Honoured

"It was a great surprise," said Professor Emeritus Ray March when he learned he is to receive a prestigious honorary degree from the Université de Provence (Aix-Marseilles 1) in recognition of his significant academic achievements to the technical development and chemical applications of mass spectrometry. Prof. March will travel to France in March to receive his honorary degree. 

Trent Wins Case Competition

Triumphant winners from "Trent Business," Jordan Foster, Daniel Pasian, Matthew Haire (team captain) and Zachary Grant, show off their \$5,000 prize for winning the third annual Ontario Certified Management Accountants (CMA) Case Competition. The day-long competition was held on January 26; twenty-eight teams from across Ontario competed.



Little Known Facts

Environmental Sciences Building Guarded by a Dragon

Walking toward the East Bank across the picturesque Faryon Bridge at Trent University, many people have looked up and wondered about the creature that emerges from the top of the Environmental Sciences Building (ESB) and overlooks the Otonabee River. According to building architect, Richard Henriquez, the creature is a mythical fire-breathing dragon, charged with protecting the entrance to the ESB.

As the home for environmental science programs at Trent, Mr. Henriquez built in several building features to address the ecological issues facing our planet. In designing the dragon, he hoped to demonstrate how there are not just scientific issues surrounding the environment, but also cultural and lifestyle issues which influence ecological crises. As such, the dragon is a reminder of how, as human beings, we should not only be concerned with our quest for scientific knowledge, but also knowledgeable about how our cultural background, mythology and beliefs have an impact on our environment. 



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Focus Trent is published by the Marketing and Communications Office at Trent University on a quarterly basis in September, November, February and May. To submit a story idea or to comment on this publication send an e-mail to focustrent@trentu.ca.

Focus Trent is also available online in an accessible format at www.trentu.ca/focustrent.

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