Grand opening for a grand centre
Gordon Oakes Red Bear Student Centre symbolizes reconciliation

Kris Foster

With a mix of culture, tradition and ceremony, including a performance by Juno award-winning artist Susan Aglukark, the U of S has paid tribute to the past, while opening the doors to the future.

On Feb. 3, dignitaries from around the province and across the country took part in the long-awaited grand opening of the Gordon Oakes Red Bear Student Centre.

The drumbeats of an honour song filled the meticulously designed curves of the centre’s central hall as hundreds in attendance watched a procession of speakers and special guests file in to start the program.

“The centre has been in progress for many, many years, close to two decades now,” said Peter Stoicheff, U of S president. “Lots of faculty, lots of students, lots of administrators, including my predecessor Peter MacKinnon, were instrumental in starting this.”

Designed by Douglas Cardinal, a renowned Métis and Blackfoot architect, the 1,884-square-metre Gordon Oakes Red Bear Student Centre is a “building that symbolizes reconciliation and I like to think that when you open the door and come into this building you are unlocking the door to reconciliation,” said Stoicheff.

“The U of S is proud to be a place of learning for over 2,200 Aboriginal students and an increasing number of Aboriginal faculty and staff. This student centre is a three-dimensional expression of the university’s aspirations to be home, however, to many more,” said the president.

U of S Chancellor Blaine Foster, a student in the U of S Indian Teacher Education Program in the ’80s, said “if we had a building like this on campus 20 years ago you would’ve had a lot fewer dropouts probably and you’d have a higher achievement level.”

“When we were young students coming here, we felt very much alien and very far from our homes and communities and cultures,” said Foster.

Housing the Aboriginal Students’ Centre, the Aboriginal Initiatives Office and the offices of the Indigenous Students’ Council and the Indigenous Graduate Student Council, the centre is a bridge between the communities and university. It’s a place where the students can come and mingle with other students, find mentors, find tutors. It’s also a place where non-native students can come learn about the culture. It’s a beautiful space. It is an important symbol of reconciliation for the province,” Foster said.

Among the speakers—which included Stoicheff, Foster and Cardinal—were MLA Paul Merriman, Treaty Commissioner George Lafond, Saskatoon Tribal Council Chief Felix Thomas, U of S Students’ Union President Jack Saddleback, Elder Larry Oakes, the son of the late Gordon Oakes, and National Chief of the Assembly of First Nations Perry Bellegarde.

“We’ve heard the calls to action from the Truth and Reconciliation Commission, 94 calls to action,” said Bellegarde, adding that through this building the U of S is “not only talking about it, but actually doing something about it.”

With a mix of culture, tradition and ceremony, including a performance by Juno award-winning artist Susan Aglukark, the U of S has paid tribute to the past, while opening the doors to the future.
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Health sciences aims to mix it up

With the appointment of Lisa Kalynchuk as the interim associate dean, interdisciplinary health research, the vision for health sciences at the University of Saskatchewan is becoming clearer.

As one of the last steps in the reorganization of the Council of Health Sciences Deans—which included the appointments of Dr. Preston Smith as vice-provost of health and Lois Berry as interim assistant vice-provost of health and will next see the recruitment of an associate dean of interprofessional education—Kalynchuk said this position’s goal is to “galvanize our strengths and figure out how we can do to facilitate more interdisciplinary research.”

Kalynchuk said that while “we have a full spectrum of health science colleges, we are not engaging in research activities that capitalize on collective strengths and capabilities in an effective way.”

To that end, Kalynchuk is embarking on a process to consult with deans, associate deans and researchers in each college to sketch out a “strategic plan that won’t interfere with college research but will provide institutional perspective.”

Bringing this group together, especially the associate deans of research, is a necessary first step “to share ideas and to see where we can go as a collective.”

“While Kalynchuk will focus on the collective, she stressed that this is not intended to limit college-specific activities that serve college-specific stakeholders. Rather, she hopes to see college researchers “branch out and see what possibilities exist to partner with colleagues in other colleges.”

It is a big job, she continued, requiring a mixed bag of tasks—everything from enhancing collaboration by building relationships between clinicians, researchers, health regions and health organizations, to developing policies on space and equipment and identifying metrics of success to guide decision making.

“We know we can achieve more as a collective than we can individually, that’s why this is a priority,” said Kalynchuk. “We need to show that our office brings extra value, it’s not just more administration.”

Kalynchuk said she will look at addressing issues around space, ways to share specialized equipment and where additional support may be needed. This will go a long way to “showing value and demonstrating benefits to researchers.”

Another important part of her job, she continued, will be addressing concerns that colleges have. “As we address more issues, there will be fewer problems and we can continue to build an environment of successful health research where everyone is doing more, from researchers to students.”

Naming to honour Indigenous cultures

HENRYTYE GLAZEBROOK

A new initiative at the University of Saskatchewan is aiming to indigenize its facilities and better reflect the diverse students, staff and faculty who come together on campus.

The U of S has announced it will rechristen Arts Court, a small turnarond nestled between the College of Law and the Arts and Science Building, as Elders Court.

“I firmly believe this emphasizes the importance of Indigenous Peoples,” said University Architect Colin Tennent, who is a member of the naming committee behind such decisions. “We are on Treaty 6 land. I think it’s a great respect, and this is observed.”

“It helps to identify the university as an institution that celebrates its Indigenous Peoples. I think this, along with facilities like the Gordon Oakes Red Bear Student Centre, makes the university a more welcoming and receptive place.”

Elders Court is the first step in a larger move toward altering the names of structures, roadsways and walking paths to better reflect the larger campus community.

Though the long-term goal is to better represent all cultures on campus, Tennent said for now a focus is being placed on doing more to make the university indicative of the diverse people who walk through its halls and grounds.

“We want to recognize all nations, but certainly recognize the need to be symbolic in our representation of Aboriginal Peoples,” he said, adding that there are many Indigenous Peoples represented here on campus.

The new name for Arts Court was chosen both as a way honouring leaders within the Aboriginal community and as a way of helping Elders’ frequent use by Elders coming to and from the U of S.

“Arts Courts has generally been a place where Elders who attend the university are dropped off or picked up. Certainly, as we continue to use the Gordon Oakes Red Bear Student Centre, there might be some changes to where Elders are dropped off—or anyone who attends that facility—but it’s an obvious and recognizable place to rename,” Tennent said.

Moving forward, Tennent said there are many opportunities to implement cultural representation on campus that are currently being looked at. While none have been officially decided on as of yet, he said there is an exciting variety currently on the table.

“We aim to create a balance in naming facilities, and to introduce other icons or symbols. We’re looking to introduce artifacts and artwork into, on and in front of buildings that reflect a range of cultures. Of course, the Aboriginal cultures on these lands are extremely important and will feature in what we do.”

New signage for Elder’s Court has been ordered, with installation expected in the near future.

Nominate a colleague for the President’s Service Award

The President’s Service Award is designed to recognize exceptional contributions by a non-academic staff member who is currently working at the University of Saskatchewan. Employee must be a current employee as of April 30 of the year nomination is considered.

Criteria for selection of the individual include evidence of the following:
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www.usask.ca/leadershipteam/president/presidents-award-and-fund.php

SELECTION CRITERIA

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All members of the University of Saskatchewan community are invited to nominate an employee for the President’s Service Award. Each nomination must include:
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4. exactly three signed letters of support. These letters may be: from internal supporters, for example, students, co-workers, supervisors; from external supporters as they relate to the work of the nominee at the university; or signed by one or more individuals.

The maximum length of the package, including the nomination form, must not exceed 12 pages.

Deadline March 1, 2016.
Panel provides refreshing discussion on renewable energy resources

HENRYTTE GLAZEBROOK

Students, staff and faculty filled the Diefenbaker Canada Centre on January 15, where they had been brought together through the U of S’s School of Environment and Sustainability (SENS) to get a glimpse of Saskatchewan’s future in renewable energy.

The panel discussion, organized by SENS PhD candidate Martin Boucher, featured six leaders from Saskatchewan’s energy development community and beyond debating what is next for the province.

“I originally started planning this event in September and was not sure if it was timely or not,” Boucher said, adding that government announcements on renewable energy and warming targets in the interim brought important subjects to the forefront of public conversation—and created topics that would become pivotal to the panel.

“In that short time, the provincial government announced an ambitious plan to create 50 per cent of Saskatchewan’s energy through renewableables by 2030 and the federal government, along with 192 other countries, agreed on a 1.5 degree warming target. I think these two events created momentum for this topic.”

Brett Dolter, a postdoctoral fellow with the University of Ottawa’s Institute of Environment who sat on the panel, emphasized carbon pricing, which would apply regulatory fees to carbon polluters on the amount of greenhouse gases they emit, as an equalizing measure when comparing energy development costs.

He looked to Alberta, where carbon pricing is planned at $50 per ton in 2018, as a possible model.

“As soon as you start to talk about carbon pricing, that becomes actually a cheaper pathway,” Dolter said. “That’s changed the economics of it, and actually might see that a thermal-based system might look more expensive than a renewable system with carbon pricing in place.”

While several of the panelists agreed that chasing the most cost-effective renewables would make for a decent first step, Ian Loughran, vice-president of projects and business development with First Nations Power Authority, mentioned wind power as a resource that is particularly appealing in Saskatchewan.

“We have great wind resources in the province. I think it goes without saying, and you can see it in the SaskPower plan on their website, the real first step is to hit wind,” Loughran said.

“Find those spots that are a good wind resource—that don’t fall over in a swamp. I think we need to develop good wind resource that don’t fall over in a swamp. I think that’s really a part of the low-hanging fruit.”

Other panelists included Mark Bigland-Pritchard, director of energy economics with the Ministry of the Economy of Saskatchewan, and Mike Balleour, director of energy economics for the Ministry of the Economy of Saskatchewan. Kevin Hudson, manager of metering and sustainable electricity with Saskatoon Light and Power, and Doug Opseth, director of supply planning and integration with SaskPower, also spoke on the panel.

The panelists were chosen both for their range of skills and their positions within the Saskatchewan community, said Boucher.

“My thought was to get representation from the government, both provincial and local utilities, environmental groups, academia and First Nations,” explained Boucher. “We were lucky to get a group of great panelists to agree to participate; that, I am sure, played a large role in drawing the crowd.”

With such a massive response from the U of S community, Boucher said that tentative plans are already underway to build upon the panel’s success.

“I am planning a larger event, most likely in the form of a one-day conference, focused on a broader discussion of opportunities and pathways for electricity generation in Saskatchewan.

Martin Boucher
Re-opening the case
Law students for legal advocacy

HENRYTYE GLAZEBROOK

Campus Legal Services (CLS) wants to ensure that all U of S students have access to legal counsel should they ever need it.

Andrew Campbell, one of three law students who organizes CLS, said students frequently land in a grey area between qualifying for legal aid and qualifying for other legal advocacy groups, such as Community Legal Assistance for Saskatoon Inner City (CLASSIC).

“There’s a gap in terms of the requirements and criteria you have to meet in order to either apply for legal aid or to apply for CLASSIC. Students often fall into that gap,” said Campbell, who along with Cameron Klein and Scott Hitchings is a co-director of CLS.

“Not many students necessarily meet that criteria. There are a lot of student legal needs that might not be met otherwise, and we want to be there to provide help,” Hitchings added.

CLS is a student-run legal advocacy group made up of 12 student volunteers and a faculty advisor, licensed law practitioner Kerr Vallance. The organization may appear to be a fresh face on campus, but it traces its roots more than 30 years through U of S history.

According to its records, CLS originally began sometime in the 1970s. The organization disbanded in 2009 — partly due to an advisory vacuum and partly due to the rise of CLASSIC, which began filling a similar role before specializing in helping those in Saskatoon’s inner city.

The CLS hopes to provide access to justice for all students, it also gives students in the College of Law a place to develop their skills outside the classroom.

“As law students, it’s important to get some hands-on experience. Campus Legal Services is the place that’s going to offer that,” Klein said.

As a student-run initiative, there are limits on the kinds of cases that CLS can take on. Residential tenancies, academic appeals and traffic violations, for example, are issues that will be handled by one of the group’s members, while criminal cases and other more pressing matters will be passed along to more experienced parties.

“We want to make sure we’re not overstepping and giving students something that’s outside the realm of our professional ability at this point,” Campbell explained.

Though CLS was approved by the University of Saskatchewan Students’ Union in the winter term of 2014, and has since secured an office in the Memorial Union Building, it has yet to open its doors to prospective clients. Instead, they have been working with the Law Society of Saskatchewan to make sure everything is in order to make CLS an institution at the U of S for years to come.

“We want this to lay a strong foundation for future students, and provide the kind of hands-on learning opportunities that we’re hoping to experience,” Campbell said, adding that they are confident the CLS will be accepting cases by term’s end at the latest.

“We want to leave something of great value to the next generation of law students,” Campbell said.

Blackstone Singers from Sweetgrass First Nation.

From Page 1

Bellegarde said that Gordon Oakes talked about how education is like a team of horses, pulling together and working in balance.

“One side, he’d tell students (to) carry on with math and science and university… Equally as important are your languages, and your ceremonies and your traditions and who you are and where you come from,” Bellegarde said. “So as Indigenous people who walk through those doors, when you put those three together you are strong.”

Echoing Bellegarde’s sentiments on the importance of education, Favel said, “The enemy of racism is knowledge and understanding, that leads to tolerance. What I would like to see taken away for non-Indigenous students is just an appreciation of how wonderful and beautiful our culture is… Gordon Oakes, who we’re naming it after, was a profound leader, he was a holy man, he was a political leader and just very much represented the best of our peoples, so it is appropriate that this building is named in his honour.”

“To me this is a great day for this campus and for Aboriginal students on this campus,” said Stoicheck. “It’s a sign of respect for them and it’s a sign of the university’s aspirations for them going forward, a sign of the university’s commitment to be the best place it can possibly be for Aboriginal students and their communities in the future.”

Inuk musician Agluksak closed the ceremony with a three-song performance, including O Stem, a song about family and togetherness.

Centre sign of respect

Blackstone Singers from Sweetgrass First Nation.

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Strong kids, strong bones
Physical activity key to skeletal health

Osteoporosis is a major public health concern later on in life, but preventing it or easing its severity comes much earlier—in the teens and early 20s. It is the only time skeletal bone can be increased, that is, while the body is still growing.

“During my PhD I studied recreational gymnastic participants and found that with one to two hours a week, children have better bone strength, especially at the forearm,” said Marta Erlandson, assistant professor in the College of Kinesiology. “This finding is a big advantage, because the upper limb is the most common site of fracture in childhood, with roughly 65 per cent of all fractures being at the wrist.”

The theory is if you can increase your peak bone mass—the amount of bone you have at the end of your growth period—you could reduce the risk of bone fragility and related fractures later in life.

Physical activity during the growing years has a beneficial impact on bone development with the most active children developing more bone compared to less active peers, but it is uncertain which type of exercise is most beneficial. While it has long been known that elite-level gymnasts have really good bone density, not everyone can participate 20 hours a week in sports.

“The type of exercise required to bring about the greatest benefits for bone development remains unknown,” Erlandson said. “Most physical activity intervention programs have focused on lower limbs, paying little attention to upper limb exercises.”

Backed by a Saskatchewan Health Research Foundation (SHRF) Establishment Grant, Erlandson is investigating the effect of a school-based physical activity intervention that challenges upper and lower limbs on bone development for both short- and long-term health benefits.

“Since we’ve shown that one to two hours of recreational level skills per week has a positive impact on bone health, we want to take that model into the school and work with teachers so they understand these gymnastic-type activities and how they can have a long-term impact on the bone health of these kids,” she said.

Erlandson is working in partnership with the Saskatoon Public School Board to conduct this study. Two schools in the city have been purposefully sampled to have similar demographics, programming and social supports and have confirmed interest. Children in Grades 6 through 8 at school 1 will receive an eight-month weight-bearing physical activity intervention, while those at school 2 will receive conventional physical education programming.

“I will measure the children’s bone density and structure before and after the intervention as well as one and two years later to see if these benefits are being maintained,” Erlandson said.

Randomization is being done by school so that one school receives the intervention and the other receives regular classes to minimize the potential that children receiving the intervention will influence children receiving the regular programming.

It is important to look at the younger ages, because this will provide the knowledge necessary to identify whether physical activity and diet can increase people’s bone health. Additionally, the research findings could point to whether specific exercises will prevent fractures or postpone the age at which people are starting to have deterioration of bone health later in life.

“We are looking at primary prevention in trying to decrease the burden on our health care system later in life,” Erlandson said. “But bone is unique and we really can’t do that in the 50s and 60s when the low bone mass shows up.”

This story originally appeared in Research for Health, published by the Saskatchewan Health Research Foundation.
Motorboat noise makes reef fish vulnerable to predators

Noise from motorboat traffic makes some fish more than two and a half times more likely to be eaten by predators, according to an international team of researchers including biologists from the University of Saskatchewan.

“Previous laboratory work has shown that noise can reduce foraging success with fish and crabs,” said Doug Chivers, U of S professor of biology. “This is the first study to show that real-world noise such as that from motorboats can have a direct consequence on fish survival.”

Chivers, along with Maud Ferrari with the Western College of Veterinary Medicine and colleagues from the United Kingdom and Australia, looked at the behavior of the ambon damselfish, a 10-centimetre, bright yellow denizen of Australia’s Great Barrier Reef, and its natural predator, a fish called the dusky dottyback.

The researchers simulated predator attacks both with tanked fish and at field sites on the reef. They found that when the sound of motorboats was around, the damselfish were six times less likely to startle from a simulated predator attack. They were also about 20 per cent slower in getting out of the way, allowing the simulated predator to get 30 per cent closer before they fled.

What this means for different species of fish and other aquatic wildlife will depend on the animals in question.

“The winners and losers in other predator-prey interactions will depend on various factors,” Ferrari said. “Also, different species may be more or less sensitive and tolerant to noise, and of course different sorts of water craft produce different noise levels.”

University of Exeter marine biologist Stephen Simpson led the work which is published in Nature Communications. He explained that unlike looming challenges of ocean acidification and climate change, noise is a problem well within the reach of humans to remedy. Marine quiet zones or buffer zones and steering activity away from known spawning sites, are just a couple of options.

“If you go to the Great Barrier Reef, there is a lot of noise from motorboats and diving equipment in some places,” Simpson said. “But unlike many pollutants, we have control over noise. We can choose when and where we make it, and with new technologies, we can make less noise.”

Visit usask.ca/ourvision before February 25!
Renowned Cree artist Allen Sapp died in December 2015, leaving behind a remarkable legacy of paintings. Allen Sapp’s collections can be found around the world—but one of the largest collections is right here on campus.

The Allen Sapp collection on the sixth floor of the Agriculture Building is a highlight of the College of Agriculture and Bioresources’ art collection. “Our art collection is a unique feature that highlights our broad, deep connection to this province,” said Dean Mary Buhr. “Our Allen Sapp collection, donated through the generosity and public spirit of Henry and Cheryl Kloppenburg, is of special interest because of the number and nature of the pieces.”

“Allen Sapp’s paintings resonate with people—especially prairie people—because they reflect a connection to the land and to the seasons,” said Gary Storey, professor emeritus, who manages the college’s art collection. “We have 23 of his paintings, mostly earlier works from the 1960s and 1970s.”

Born in 1928, Sapp grew up on the Red Pheasant Reserve south of North Battleford. His evocative paintings of life on the reserve during the Depression-era captured the public imagination from his first exhibition in 1968. By 1970, his works were showing in London and Los Angeles, and by 1975 he had been elected to the prestigious Royal Canadian Academy of Arts.

“Sapp painted what he knew and remembered—a life of simplicity,” Storey said. “What resonates even more are his titles: ‘Having rabbit for supper,’ ‘Got a prairie chicken,’ ‘Will be eating soon,’ ‘Stopping for a smoke’—they’re delightful.”

Storey shares how the college came to house such a collection of Sapp paintings. “It goes back to 1990, when the new Agriculture Building was opened. I was a professor in the Department of Agricultural Economics at the time, but I was also an artist of Agricultural Economics at the University of Saskatchewan artists, particularly new and emerging artists.”

When a sixth floor was added to the building in 2000, it opened a whole new venue for art. At the same time, Storey heard that the Kloppenburgs, well-known patrons of the arts, were interested in gifting some of their art to the university—with the proviso that it be displayed, not put in storage. “We had this wonderful new space on the sixth floor, so we invited the Kloppenburgs to come have a look. Henry was delighted and that led to the first round of donated paintings, which included seven Allen Sapps,” Storey explained.

The Kloppenburgs made further gifts in 2007 and 2012, including 55 pieces that make up the Collection of Inuit Sculpture on the second floor of the building and more than 50 paintings on the sixth floor, including 22 of the college’s 23 Allen Sapp paintings.

“One of the most important aspects of our collection is that almost all the works we’ve purchased or been gifted are on permanent display,” added Buhr, “and we sincerely enjoy showing the world that our unique blend of world-class art and agricultural science.”

Today, 26 years after chairing the first art committee, Storey continues to look after the collection, working closely with the dean’s office and staff at the university’s Kenderdine Art Gallery. “This collection is a passion for me, certainly, but everyone connected with the college—students, staff and faculty—are very proud of what we’ve got.”

Bev Fast is a Saskatoon-based freelance writer.

**Celebrating Allen Sapp**

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Closing a chapter
Williamson steps down after 10 years as library dean

After 10 years at the helm, Vicki Williamson is stepping down as the dean of the University Library. As the first dean, Williamson oversaw a period of immense change. As she prepared to head off on administrative leave, she sat down with news editor Kris Foster to talk about her time at the U of S.

- During your tenure, the University Library underwent significant changes. What stands out? Not only has the library changed, but the world that libraries live in has changed enormously. When you think about the way information is now published, how technology and how technology allows us to have almost instant access to information, that context has changed enormously.

- We’ve seen tremendous changes in our collections, facilities and services we provide. We have also experienced enormous change in organizational culture in terms of who we are as a library.

- If you think about collections over that 10-year period, we transitioned from a high dependence on print resources to the world of electronic information that needs reliable, credible, quality information.

- I think first and foremost, no one person could do this on their own. I’m proud that we have put a lot of effort and energy in creating a workplace culture that library employees, regardless of where they work, regard less which location they work, service they deliver, functional specialization they have, that they first and foremost identify with the University Library and the contributions we can make by operating as an integrated library system. We have invested heavily in employee learning and development. The concept of leadership from where you stand is now heavily embedded in our organizational culture.

- Our programs have featured transforming our workforce from the print to the electronic world so that everything is controllable and accessible. We have the knowledge and skills and competencies to function in that complex world. We’ve embraced technology to help us do our work smarter, easier and quicker. We’ve focused on reengineering some of our very complex library land processes and generally we’ve embraced change and recognize that we have to take a strategic view of who we are, and more importantly what we do and why we are critical and committed to making a difference at the U of S.

- Looking back, is there anything you would have done differently? After a decade there is pause and reflection, but I don’t think I would’ve done anything differently. I’ve always tried to take account of the evidence, and rely on my professional knowledge and expertise. I’ve tried to be innovative and took some risks. But more importantly, I always tried to bring the research activities of the university to enhancing the student experience having a real impact of the core mission of the university around teaching and learning and knowledge creation.

- I always tried to be innovative, that it is always helpful, and that it’s empowering for students to learn the value of being able to access information for themselves. That can help them make evidence-based choices about careers, disciplines and life. It is a powerful thing and it has kept me in the world of libraries for most of my career.

- I think about the services, there has been incredible change in that area. Library employees used to mediate services. So, if you wanted to borrow a book, the library had to be open, the book had to be on a shelf, you had to stand in line at the circulation desk and then have someone mediate the service for you. Now it is self-serve. That shift away from mediation to self-service has been huge.

- Everyone said that the world of electronic information would make libraries redundant. But our visitor numbers have grown immensely, particularly from the changes at Murray and the Veterinary Medicine libraries and the opening of the Leslie and Irene Dubé Health Sciences Library.

- Everyone saw this wave of change coming, but how did you brace and prepare for this massive adjustment? I think first and foremost, no one person could do this on their own. I’m proud that we have put a lot of effort and energy in creating a workplace culture that library employees, regardless of where they work, regard less which location they work, service they deliver, functional specialization they have, that they first and foremost identify with the University Library and the contributions we can make by operating as an integrated library system. We have invested heavily in employee learning and development. The concept of leadership from where you stand is now heavily embedded in our organizational culture.

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- Looking back, is there anything you would have done differently? After a decade there is pause and reflection, but I don’t think I would’ve done anything differently. I’ve always tried to take account of the evidence, and rely on my professional knowledge and expertise. I’ve tried to be innovative and took some risks. But more importantly, I always tried to bring the research activities of the university to enhancing the student experience having a real impact of the core mission of the university around teaching and learning and knowledge creation.

- People often say to me that the numbers are up at Murray because people are just coming for the Starbucks. But we know that, while they certainly do come for Starbucks, they come for other things too; they come for the sorts of new services that are available, the information and knowledge management expertise of our library faculty and staff. They come for our learning programs. We have seen over those 10 years the integration of student learning services. They come for the peer mentorship program and information literacy. They come for a variety of reasons but they still come to that physical space that used to be really about custodial services for print resources.

- Everyone saw this wave of change coming, but how did you brace and prepare for this massive adjustment? I think first and foremost, no one person could do this on their own. I’m proud that we have put a lot of effort and energy in creating a workplace culture that library employees, regardless of where they work, regardless which location they work, service they deliver, functional specialization they have, that they first and foremost identify with the University Library and the contributions we can make by operating as an integrated library system. We have invested heavily in employee learning and development. The concept of leadership from where you stand is now heavily embedded in our organizational culture.

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- You talked about how libraries influence teaching and research, but how do they enhance the student experience? When I first arrived here, a person told me a library couldn’t fundraise because it didn’t have graduates or alumni. It really shocked me and the response I made on that occasion, and continue to make, was that nobody graduates from the U of S without a library experience.

- I wanted to make sure that evidence-based is always innovative, that it is always helpful, and that it’s empowering for students to learn the value of being able to access information for themselves. That can help them make evidence-based choices about careers, disciplines and life. It is a powerful thing and it has kept me in the world of libraries for most of my career.
The development of small RNA molecules is a rapidly evolving field, with significant implications for our understanding of disease mechanisms and potential therapeutic applications.

**Seminars/Lectures**

- **February 12, 2016**
  - **In accordance with the board-approved Search and Review Procedures for Senior Administrators, a committee has been established to review the performance of Vice-Provost, Faculty Relations, Jim Germida.** The review committee invites members of the university community to provide feedback on Dr. Germida’s performance as Vice-Provost, Faculty Relations. Submissions can be made by letter or e-mail. Respondents are encouraged to use the framework of accountabilities (expectations) and competencies (skills) from the position profile to provide their feedback, although the review committee recognizes that not everyone can complete a submission on each area. The profile is available by contacting lori.auchstaetter@usask.ca. When making a submission by e-mail, respondents must include their name and affiliation in the body of the e-mail. Every e-mail submission will be acknowledged by return e-mail to confirm the authenticity of the author’s identity.
  
  All submissions received through this process will be considered by the review committee in raw form. However, letterhead and signature information will be removed to protect the confidentiality of the respondents when the feedback is shared with the review committee and the incumbent. If you wish to include your message to be fully confidential, please avoid including self-identifying information in the text of your submission.

  Please make your confidential submission by noon on February 24, 2016, to Lori Auchstaetter, review committee coordinator, Office of the Provost and Vice-President Academic (by e-mail: lori.auchstaetter@usask.ca, in hard copy: 208 Peter Mackinnon Building, or by fax: 966-4316).

- **One-Week French Immersion**
  - Feb. 22–27, all levels offered. Ideal for individuals who wish to fast-track their French language skills, 18 hours over 5 days, cost: $175 (Maltese), Saturday final lunch, transcript and progress report card included; GST exempt.

- **Community Arts**
  - Explore your creativity and develop skills in drawing, painting, sculpture, photography, glass, jewelry making, fiber, graphic design, art history and more. These courses help you gain confidence as you develop your portfolio. Courses are taught by professional artists. Take classes for general interest or work toward a certificate. For more information, visit usask.ca education/ breaking-the-silence.

- **The Great War Tour Film Series**
  - The U of G Great War Commemoration Committee presents The Great War Tour, a four-part documentary series by Norm Christie.
    - Feb. 16: Sacred Places
    - Feb. 23: The Very Pilgrimage
    - Feb. 4, at the Broadway Theatre. A Q&A will follow each screening. For prices visit broadwaytheatre.ca

- **Mental Health Training for Managers**
  - Feb. 22, 9 am–12 pm and April 6, 1–4 pm, Admtr C07, if you lead or supervise U of S employees, this three-hour Mental Health Training for Managers workshop will empower you to break down stigmas and create a mentally healthy workplace. Wellness Resources, a division of Human Resources, has partnered with Sun Life Financial to provide this free training for managers. This session will prepare you to identify and assist employees with mental health issues in the workplace comfortably, confidentially and in a consistent manner. The session is offered by Sun Life Financial and powered by SoSafe. To register, visit the Safety Resources training website: safetysresources.usask.ca/en/ training/index.php

- **Child Health Research Trainee Day**
  - March 24, 11 am–2:30 pm, Graduate Student Association Commons, Emmanuel and St. Chad, 1157 College Drive. Residents, graduate students, post-doctoral fellows, and undergraduate students at the U of S are invited to present their child health related research. Deadline for abstract submission/registration is Tuesday, March 2. Please contact Erin Presser Lousie, Department of Pediatrics Research Coordinator, at erin.geois@ usask.ca, for questions and the abstract submission form.

- **Easter break – Rainforest Ecology Camp for Kids**
  - March 28–April 1, Rainforest Ecology Camp runs Monday to Friday in room J108, Williams Building, 8–4 pm with on hour of before and after care. Daily field trips to hike the U of S campus, MVA trail, Wasaneker, Saskatoon Zoo, Pike Lake or Beaver Creek Conservation Area. Learn about the ecology of rainforests around the world: BC, Costa Rica, Amazon and Africa and their animals. Visits from socialized tiger salamanders, a garter snake and tree ross and non-releasable Big Ben Bat’s (also small). Fee: $295, before and after care: $140. Register online at cide.usask.ca/crocolgxx.htm.

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ON CAMPUS NEWS  February 12, 2016

Testing the market

LESLEY PORTER

The atrium of the agriculture building was a-buzz last Friday, Feb. 5, as a student-organized farmers’ market offered fresh, local food and handcrafts to the campus community.

Local growers and businesses, such as Good Spirit Bakery, Simpkins Farms and Uncle Mike’s Natural Products, among others, were on hand for the university’s first farmers’ market, which students in pharmacy and nutrition hope will not be the last.

The market, a pilot project to determine if the university can sustain a similar market on campus more regularly, is also the senior project of Kara Friesen and Nadine Nevland, both third-year students in the College of Pharmacy and Nutrition. They partnered with the Office of Sustainability to help get the event off the ground.

The duo initially encountered a few logistical challenges in trying to co-ordinate the market. However, it all worked out for them.

“It was a challenge to figure out who to talk to and (how) to get vendors” said Nevland. But, luck prevailed, and they ended up getting in touch with one of the organizers of the Saskatoon farmers’ market, who gave them contacts for several vendors who jumped at the opportunity to come to campus for the day.

“Lots of people wanted it to happen,” said Friesen. “Even though it was kind of pushed to the end—we only got vendors after Christmas, and the location we only confirmed a few weeks ago—everyone was so helpful!” Among those who came through was the U of S Horticulture Club, “who started growing microgreens for the market as soon as they could,” said Friesen.

“It felt like as soon as we asked the right people, and found the space for them, it happened,” she added. In turn, the campus community came out in spades to support the market, with many of the vendors running out of products early and having to leave or get more.

With the event over, Friesen and Nevland will now conduct a feasibility report to see if this type of market is sustainable on campus. The project, as part of the Living Lab program in the Office of Sustainability, is supported by Fisher Scientific.

Change in store for Williamson

From Page 9

I can continue being a strong ambassador of the university and I’m excited to help spread the word about Saskatchewan, Saskatoon and the university. What a well-kept secret we have in this institution; we are making an impact around the world and the world needs to hear that story.

So, what are your plans now? (laughing) Undecided. I’m embarking on change, I think there is always a time for a leader to leave, the team is ready, now is the right time. During my administrative leave I am doing some work on internationalization strategy. At the moment I’m focused on a big change; 10 years ago I was transformed from the southern hemisphere to the northern hemisphere. After 10 years I am returning to Australia—this time with dual Canadian and Australian citizenships. I have to reorient myself there and I am preparing to transition to a more mellow pace.

Closer to the end of my leave, I will start having conversations on how I can, as a faculty member, continue to make a contribution to the U of S … or not as the case may be.

It’s been a remarkable journey, fabulous learning opportunity that exceeded my expectations. I learned a lot and I am very grateful for all of the experiences and memories. I’ve found it to be a wonderful experience.
The University of Saskatchewan deals in knowledge; it’s in every lab, classroom, facility and office on campus. This year’s back page feature is searching for that specialized knowledge that creates beautiful results and helps make the U of S a wonderful place to work and study.

Share your knowledge at ocn@usask.ca

Some people, upon retiring, kick up their feet and let the days pass idly by. Donna Mitchell is not one of those people.

Not long after retiring in 2009 from a 30-year teaching career (of which 26 were spent in Saskatoon), Mitchell started teaching French with the Non-Credit Languages Unit in the College of Arts and Science (formerly as part of the Centre for Continuing and Distance Education). The opportunity to continue teaching part-time, conversational French to adult learners came to her through a friend, she explained, and she could not pass it up.

“I had taught with young adults and teenagers in the high school system, so it was a different group of people,” she said. “You don’t stop learning, so it was good for me as well.”

A College of Education alumna, Mitchell majored in French partly due to timing. The federal government was putting more focus and resources on expanding French language services in Canada. “I knew that if I wanted to get into teaching, it’d be good to do something that there would be a demand for,” she explained. “And at that time, that was it.”

Mitchell is impressed with the degree of responsibility in her students, something she believes is unique about adult learning. “The level of achievement is on their shoulders,” she said. “I don’t have to convince them why it’s good to have a second language. That focus or meaning makes their learning a little more expedient, because they have a reason why they want it.”

That experience is something Mitchell can relate to. After her second year of university, she took a gap year break, and moved to Paris to work and take additional language and grammar classes while immersing herself in the culture.

“I met many Europeans learning French as their third, fourth or even fifth language,” she said. “It was a real eye-opener. Some people, at the age of 19 or 20, were already on their fifth language. It gave me a sense of worldliness that I wanted to pass on.”

La connaissance est belle

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