

HEALTHY ON THE INSIDE

Daniel Chen and Qiaoqin Yang, both professors in the Department of Mechanical Engineering, are exploring some of the ways – including the use of nanotechnology and tissue engineering – they can improve human health from the inside out. Read the full story on Page 5.

DAVID STOBBE

Transforming the U of S

President talks about TransformUS reports, process

COLLEEN MACPHERSON

At the end of November, the task forces delegated with prioritizing all academic and support service programs at the University of Saskatchewan delivered their respective reports to President Ilene Busch-Vishniac. On Dec. 9, the TransformUS reports were made public. On Campus News Editor Colleen MacPherson sat down with the president in late December to talk about her reaction to the reports, the response so far and where the TransformUS process goes from here.

■ What was your initial response to the reports?

IBV: I was very pleased with them. I was as anxious as everyone on campus has been and I was worried that doing their work, the task forces might discover pockets of excellence and pockets of struggling programs so that it could look as if we would then have a bull's eye written on someone's back. Instead of that, they indicate that in any given unit, parts of it have been going reasonably well, sometimes great, and parts of it are going not so well, so the fact that the marks or grades

were distributed more or less evenly across campus was a very pleasant surprise.

■ Was there anything that surprised you?

IBV: There was little there that was terribly surprising. A number of the themes in the academic task force report I've been noting myself. A number of the themes in the support services report are perfectly understandable; you could see exactly where they were coming from. It is clear the task forces did a huge amount of work with the information that was

available to them. We now need to look at all of them (the recommendations) carefully, contextualize them in the broader view of the whole institution and then figure out exactly how to move forward with those recommendations and additional information at hand.

■ Do you think it was a challenge for the task forces to balance various units' ability to fill out the required template and provide the necessary information?

IBV: There will have been some variability because of that but certainly at least one of the reports noted that when they just didn't have enough information, they put that unit or program in quintile five. That means we have to look at things in quintile five very carefully. Are they there because people just didn't have enough information or because

maybe we don't need to keep doing this? We will take every recommendation very seriously but we also know that we now need to filter them through the lens of keeping

this institution running effectively and efficiently. So we will try to understand the context in which those recommendations

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President Ilene Busch-Vishniac

Reports end first phase of TransformUS

From Page 1

might have been made and if that context fully captures the broader view.

■ Was there anything you thought was missing from the reports?

IBV: There were things that were missing that we knew would be missing. The task forces looked at a fine level of granularity and they did a great job at precisely what we asked them to do. What they didn't do, because we didn't ask them to do it, was to necessarily consider things at a higher level but I was very pleased that they came forward with themes that they saw. For instance, in the support services report, they noted the need to make sure

that we had defined minimum levels of service that we would distribute evenly throughout the campus, and themes about support of graduate students. We didn't ask them to try to put the whole thing together and consider, for example, what the implications are here for change recommended over there, or what are the implications in arts and science, taking our biggest college, if we were to follow all of the recommendations.

■ So then considering all those implications is the next step?

IBV: That's right. It's what I describe as contextualizing on a larger scale.

■ How would you characterize the feedback you've received so far?

IBV: Since the publication of the reports, I have had very little feedback. It's been much quieter than we anticipated. I have seen some comments on social media, typically directed at a particular unit asking how did this end up there. I have, at the various parties and events I've gone to in the last couple of weeks, had people stop me and about the same number said they were pleasantly surprised as those who said they had problems with unit x or unit y.

■ Any speculation on why the response so far has been muted?

IBV: I think there are a number of things going on. First of all, the reports came out during final exams. We were torn originally about whether to do that but we thought asking people to wait until January would just prolong the anxiety. We talked to the students about it and the students requested that we just put it out once we had it. Second of all, the fact that there is a distribution of marks rather than a target put on any particular unit has a tendency to force people to actually think about it instead of reacting immediately. There's a huge amount of information in the reports and our

community is doing the appropriate thing—thinking about it before responding.

■ Could the quality of the reports have contributed in any way to the lack of immediate feedback?

IBV: I think that would have had a huge impact, both the fact that the task forces did a huge amount of work, that they did everything they could to avoid bias and that the process was very clean. There was no one involved above the level of department head so there was no one pushing for any kind of reaction.

■ What do you expect the next period of time, with town halls and other opportunities for people to comment, will be like?

IBV: What we expect is it will vary all over the map. I would expect people associated with units that didn't fare as well as they expected will react defensively and they will tell us why the data doesn't tell the whole story or what's wrong with the data. I'm sure there will be those who attack the entire process, which is also fine. I think what is important is for everyone to remember that the reports are recommendations. What I hope we get out of the listening phase is more information that helps us draw those reports together and understand the context of broader university goals.

■ From start to finish, TransformUS is a very long process. Do you have any concern about sustaining morale on campus?

IBV: We're now at the point where, a year ago, we were laying people off; we lost about 250 positions and we were in the middle of it this time last year. We now have TransformUS and continuing anxiety about jobs. It is very tough to sustain good morale on campus when we are in the process of eliminating positions. On the other hand, we have to live within our budget so we had exactly two options—across-the-board cuts which would also have resulted in job elimination or trying to be strategic. We opted to try to be strategic. It will undoubtedly have made the process longer but the outcomes will be better we hope both for the individuals employed here and the university as a whole.

■ Do you think there are any particular risks to the university's reputation by going through a process like this?

IBV: Everything we do has an impact on our reputation so the risk to our reputation with TransformUS is that we will be seen as being in worse financial

shape than we are. People will read this as "Oh my, they're clutching at straws, things must be really horrible." In fact, we have been treated much more generously by the provincial government than our peers and we are being deliberate, not to cope with a current deficit but to avoid one in the future. We are frankly in much better shape than many of our peers and we are taking action now to avoid problems in the future. That's a nuanced message that's very hard to get people to hear correctly and I think the actions we're taking now will be read by some incorrectly as a sign that we are in dire financial straits.

■ There is also consultation underway on the university new vision document. How do the vision and TransformUS tie together?

IBV: That was one of the reasons why things rolled out the way they did. We put the vision document out at the beginning of October in draft form. I have personally been in front of over 700 people now to talk about it and we also have lots of comments that came in writing. We knew TransformUS would sort of swamp our ability to have conversations internally so we're consulting externally now. I am very pleased that while there have been truly great suggestions, generally the vision document was very well received. So yes, there will be a new version released, probably some time in the spring so that we can get it to Senate in April, the board in March or May, and to Council in that time period too. But I think the changes will be small enough that having that draft will help us develop the implementation plan for TransformUS. They have to be linked because we can't be in the position of making changes that will move in directions that are different than where we're trying to go.

■ What is the most important message about TransformUS you would like to deliver to the university community?

IBV: What I would say is it's important that everyone understand that these reports are the end of the first phase, not the end of the process. Everyone should take a deep breath and understand that we're not taking any action just based on the reports. The consultation will be real, will be meaningful, and we will be looking at implications like if you change a program in college x, what will that mean in unit y. We will be looking at all of that and what people see coming out in the implementation plan will very much reflect comments that are made, cross implications and what we want to be as a university in the future. ■

President's Service Awards

The Office of the President is now accepting nominations for the 2014 President's Service Awards, a twice-annual recognition of the dedication and commitment of non-academic employees.

Presented at each of the university's two convocation ceremonies, the award includes \$1,000 and the choice of a specially-designed ring or pin.

For information or to obtain a nomination form, contact the Office of the President at 306-966-6613 or visit the president's website:

www.usask.ca/president

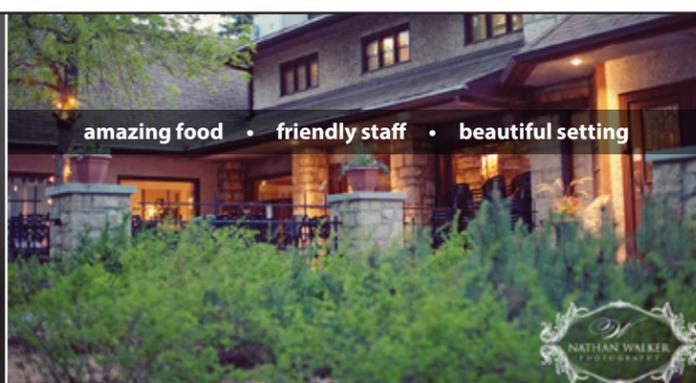


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Change in store for grad studies

Move away from college model, committee recommends

✍ KRIS FOSTER

The committee charged with reviewing the operations of the College of Graduate Studies and Research (CGSR) has recommended numerous changes to restructure graduate studies at the U of S.

The committee has reached a consensus and is ready for consultation with campus community and various governing bodies to begin, explained U of S President Ilene Busch-Vishniac, adding that the committee's interim report was developed in consultation with CGSR and the Graduate

Students' Association.

"The most surprising thing about the review is that, in spite of what seemed to be a strong consensus for change, we haven't yet changed," said Busch-Vishniac. "People have been complaining about this since I walked in the door. I have yet to hear someone defend our current model yet it took putting a group together to enact this change.

"We came to agreement pretty quickly that the model we have now seems to be a model that is anachronistic," continued

the president. "Most, if not all, of our peers have chosen to transition from a separate college to more of an administrative unit with a focus on advocacy of graduate students and facilitation of programs."

The report recommends moving to a more typical model as opposed to the current college structure, and determining what services should be centralized versus decentralized.

For graduate students, she said, the changes mean they "should feel that they are more at home in the graduate studies unit we end up with because that unit is really being tasked to focus on the needs that those students have."

Grad student supervisors, she continued, will see more authority given locally than in the past, and that may significantly speed up some processes, particularly in the student's home college or department.

Another significant change for supervisors will be how they are appointed.

"Under the current structure, when faculty are hired

they cannot supervise graduate students until approved by CGSR. We hire people and do a thorough review of their credentials and capabilities. Then they have to spend a significant amount of time doing another review before they are made part of the CGSR's faculty and therefore allowed to supervise graduate students. This has the effect of putting our terrific new faculty significantly behind their peers because they have to sit on their thumbs waiting for CGSR approval. They can't even write grant applications."

As for staff in CGSR, how the proposed changes will affect them is not yet clear.

"A lot of the functions they currently do in the college, like admissions, financial aid, committee assignments, setting up defenses and the like, are in fact administrative. It is likely that a significant number of those (functions) will remain. But what should be handled centrally (in a unit) versus locally (in the college or department) as well as what ought to be uniform and what ought to

be flexible are important discussions we need to have."

A review of CGSR was also part of TransformUS, the program prioritization process, and Busch-Vishniac said the committee's recommendations align quite well with the suggestions in the TransformUS reports.

Following the consultation process, which the president said has no particular timeline attached to it, a larger group will be formed to create more specific recommendations and determine the details to consider during implementation.

One aspect of the change Busch-Vishniac is clear about is the leader of the new unit.

"Even though every school I know in Canada has changed from a college to an administrative unit, every school I know in Canada still has a faculty member leading the unit," she said. "We're talking about how it should function as an administrative unit; we're not talking about going out and hiring someone without academic credentials." ■

Smith named medicine dean

Dr. Preston Smith, who is currently senior associate dean of education at Dalhousie University's Faculty of Medicine, will begin a five-year term July 1 as dean of the University of Saskatchewan's College of Medicine.

Smith's appointment was announced Dec. 17. In a U of S release, the incoming dean committed to "work collaboratively with the great faculty and staff to lead the college to be amongst the best medical schools in Canada. I see a huge opportunity in a college that is energized and poised for change and a university, community and province committed to seeing the College of Medicine succeed."

The new dean completed both his undergraduate and postgraduate medical education at Dalhousie University, and is a fellow in the College of Family Physicians of Canada. In 2010, he completed a master of education in curricular studies, with a focus on medical education.

Smith has extensive involvement in accreditation success, curricular reform, distributed medical education and new educational programs. He participated in the development of Dalhousie's new undergraduate medical education curriculum and worked on the team that developed the Research in Medicine course introduced in 2013. Another curricular initiative was the development of a program in critical thinking. He has led a number of research initiatives including launching a new research program supported through a \$15-million fundraising campaign.

A highly regarded teacher,



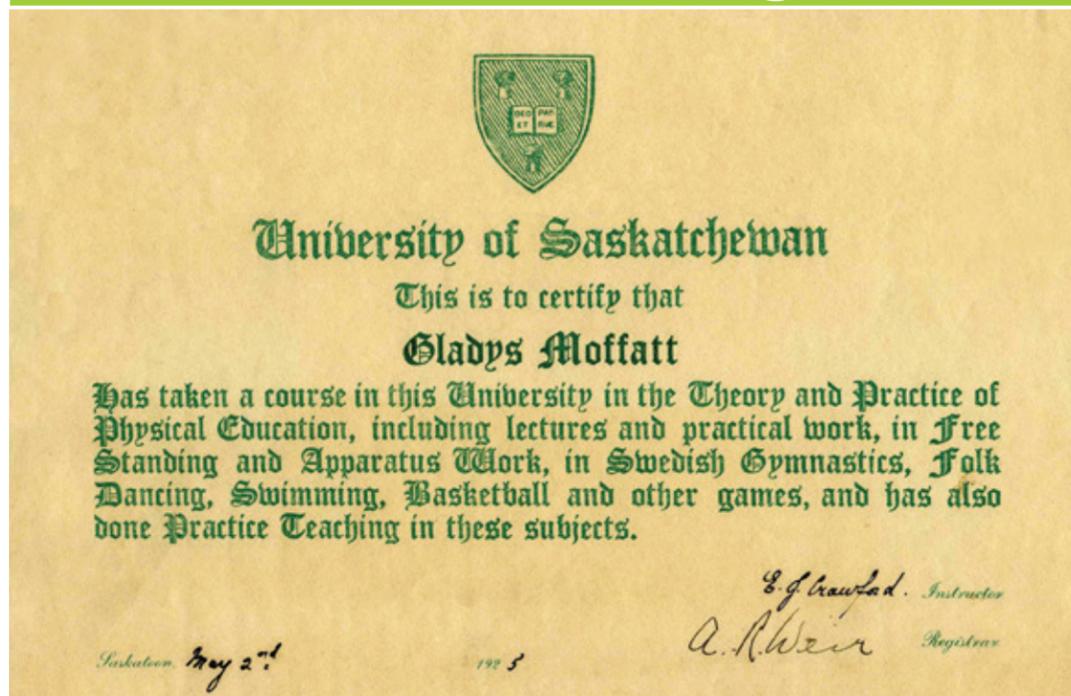
Smith

Smith has served as a lecturer and preceptor at both undergraduate and postgraduate levels, and held leadership roles in the family medicine residency program. He was also involved on provincial and national committees dealing with family medicine.

Smith's current position at Dalhousie encompasses a range of medical education portfolios including undergraduate, postgraduate and continuing professional development, as well as medical education, research and scholarship. Smith also has extensive experience in health-care administration, having served as chief of family medicine and chief of medical staff and vice-president, medicine for the South-East Regional Health Authority in Nova Scotia, where he was responsible for physician services and risk management. He is recognized for his strengths in developing relationships, collaboration, consensus building and change management, and has a lifelong interest in innovation and change. ■

FROM THE ARCHIVES

Certificate in training



✍ PATRICK HAYES, U OF S ARCHIVES

University of Saskatchewan, University Archives & Special Collections, W. Rutherford fonds MG 480.

In the 1920s, students were required to take two years of Physical Training in addition to their regular classes. There were three lectures and five practice periods per week. Below are the details as printed in the 1924/25 calendar.

"(a) Lectures on the general structure and functions of the human body with a view to an understanding of the uses of the various physical exercises and to a satisfactory preparation for the later teaching of the subject.

(b) Lectures on the theory of educational gymnastics.

(c) Practice teaching with written criticism; free standing and apparatus in Swedish gymnastics; folk dancing, practical work and class teaching;

coaching in basketball and other indoor games; teaching and supervision of swimming.

A certificate of proficiency will be granted to those who successfully pass the above course.

Facilities for Physical Training are provided by the university, and, as far as these facilities will permit, all students are required to take some form of physical exercise. Participation in sports, military drill and gymnastic exercises are approved forms."

The above image is a "certificate of proficiency" for Mary Gladys Moffatt of Regina. Dated May 2, 1925, she earned a BA the following year. The university employed two instructors – E.W. Griffiths for the men and Janet Crawford for the women. ■

NEW TO **US**

Jim Clifford

It was the mid-19th century, and in London, the heart of the mighty globe-spanning British Empire, the Industrial Revolution was in full swing. Factories poured out goods of all descriptions, from telegraph cables and iron ships to refined sugar, clothing and soap.

Historian Jim Clifford studies the impact those factories had not only on Greater London, but on environments around the globe.

"Where do the raw materials come from for the industry to expand exponentially from little shops where an individual would stir a pot of soap using tallow bought from butchers locally to these massive eight-acre factories that are producing hundreds of tons of soap per week?"

Clifford is using tools developed with colleagues in computational linguistics to mine more than 11-million pages of historical documents to trace the environmental consequences of industrialization. For example, entire tropical forests were cleared to make way for coconut and rubber plantations to feed demand for soap and bicycle tires.

A native of Surrey, B.C., Clifford completed his BA at Bishop's University in Lennoxville, Quebec before pursuing his MA at Wilfrid Laurier University in Waterloo. He finished his PhD at York University in Toronto before taking his current post at the U of S in July 2013.

Clifford credits both Saskatoon's booming economy – his partner started a new job with the city the same day he did – and the university itself for drawing him here.

"I'm really happy with the scale of the university; it's a bit smaller and the class sizes are great," he said. "The history department is really phenomenal as well. There are a lot of people I knew of before applying for the job, particularly in terms of the strengths in environmental history. They are well known in Canada and beyond." ■

NEW TO US highlights the work of new faculty members at the University of Saskatchewan. If you are new to campus, or know someone who is, please email ocn@usask.ca



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Station 20 West story unfolding every day

✍️ KATHY WALKER

Station 20 West is more than just bricks and mortar—it's a building with a story, and that story continues to unfold every day.

The story begins with a run-down corner of the city beside the railroad tracks at the intersection of 20th Street and Ave L. The spot was occupied by a pawnshop, bar, old warehouse, weeds and two guard dogs, according to one report. It likely would have remained unchanged had it not been for the raised voices from the neighbours and other city citizens who refused to give up on their goal of building something better for the community.

These same people grew in number, collaborated, and took action, and that corner got something better—Station 20 West.

Today, within its two storeys are a number of community-driven organizations and



📷 RACHEL MALENA, UPSTREAM

programs as well as a tight-knit group of volunteers, workers and visitors. The occupants of the building call themselves co-locators and include the CHEP Good Food Inc., Quint Development Corp., Good Food Junction Co-op, the Saskatoon Health Region's Mothers' Centre and Kids First, and the U of S Community Outreach and Engagement office.

One year after opening its doors, the building continues to define its present and promises to drive its future.

For one of the co-locators, Station 20 West serves as a jumping off point for collaboration, community participation and action in research and teaching.

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Academic calendar lacks fall break week

University Council got its first look at the academic calendar for 2014-15 when it met Dec. 19 but despite vocal lobbying by the U of S Students' Union (USSU), no fall break week is included.

The calendar, which was presented to Council for information only, includes a fall break day Friday, Oct. 10 prior to the Thanksgiving weekend but there was not enough time to resolve the various challenges of a full week off before having to release the calendar, said accompanying documents.

According to the Office of the Registrar, there is very little flexibility in dates of the fall term but two possibilities were presented: to schedule a shorter exam period prior to Christmas, which would mean holding exams on Sundays; or to take a different approach to orientation in September, meaning classes would start immediately after Labour Day rather than starting after two days of orientation. A combination of the two might also allow for a full fall break week.

It was pointed out the

registrar and the USSU will do a student survey to determine support for either of the possible approaches and the issue will be discussed with associate deans to explore other alternatives.

While the Academic Programs Committee of Council agreed to approve the 2014-15 calendar without a fall break, it committed to undertake an exploration of the issue with an eye to implementing such a break in 2015-16 "if the university community supports this change." ■

OCN Publishing Schedule

No.	Issue Date	Deadline Date
10	Jan. 24, 2014	Jan. 16, 2014
11	Feb. 7, 2014	Jan. 30, 2014
12	Feb. 28, 2014	Feb. 20, 2014
13	Mar. 14, 2014	Mar. 6, 2014

OCN ON CAMPUS NEWS

On Campus News is published 18 times per year by University of Saskatchewan Marketing and Communications. It is distributed to all U of S faculty, staff, graduate students and members of governing bodies, as well as to others in the university community, related organizations, some Saskatchewan government officials and news media.

Subscriptions are available for \$22 per year. Story and photo ideas are welcome. Advertising rates are available online or on request.

On Campus News aims to provide a forum for the sharing of timely news, information and opinions about events and issues of interest to the U of S community.

The views and opinions expressed by writers of letters to the editor and viewpoints do not necessarily reflect those of the U of S or *On Campus News*.

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Editorial Advisory Board: Patrick Hayes, Sharon Scott, David York, John Rigby, Sandra Ribeiro, Fiona Haynes, Steve Jimbo



ISSN: 1195-7654 PUBLICATIONS MAIL AGREEMENT NO. 40065156

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Engineering on a small scale

BEV FAST

Engineering that takes place on small scales could have huge implications for human health.

Daniel Chen and Qiaoqin Yang, both professors in the Department of Mechanical Engineering, are exploring very different research paths. Chen leads the Tissue Engineering Research Group; Yang is the Canada Research Chair in Nanoengineering Coating Technologies. Both are involved in research that could one day improve human health from the inside out.

Could biomaterial scaffolds heal spinal cord injury?

Chen established the Tissue Engineering Research Group (TERG) in 2007. It is a multi-disciplinary group that brings researchers from engineering and life sciences together in a quest to produce biomaterial “scaffolds” to help heal damaged

tissues or organs such as spinal cord injury.

“A scaffold is a three-dimensional structure with interconnected pore networks that supports cell growth in damaged areas,” Chen said. “We use the word scaffold, which is an engineering term, for a structure that helps patients build new tissues. Our research is looking for ways to build scaffolds from biodegradable, biocompatible materials that are also capable of incorporating living cells.”

The principle behind Chen’s research is that cells obtained from a patient’s tissue could be seeded onto a scaffold, growing into functional tissues or organs that could then be implanted at the site of an injury for healing. The implications for human health are profound. Biomaterial scaffolds could one day help the body self repair various kinds of damage.

“There are a lot of applications, but we are currently working on scaffolds for repair of peripheral nerve, articular joint cartilage (the tissue covering the ends of joint bones), spinal cord injury and damage caused by heart attack,” explained Chen. “We need to fabricate different scaffolds for different tissues and organs, so we are researching what kinds of materials are best for specific applications.”

Chen and his team fabricate the scaffolds in his Bio-Fabrication Lab using an advanced 3D

Bioplotter.

“We start with a biomaterial solution and build the 3D scaffold layer by layer. From a technical point of view, one of the most significant challenges is fabricating a scaffold with the vascular network necessary to transport nutrients and metabolic waste. This is very important.”

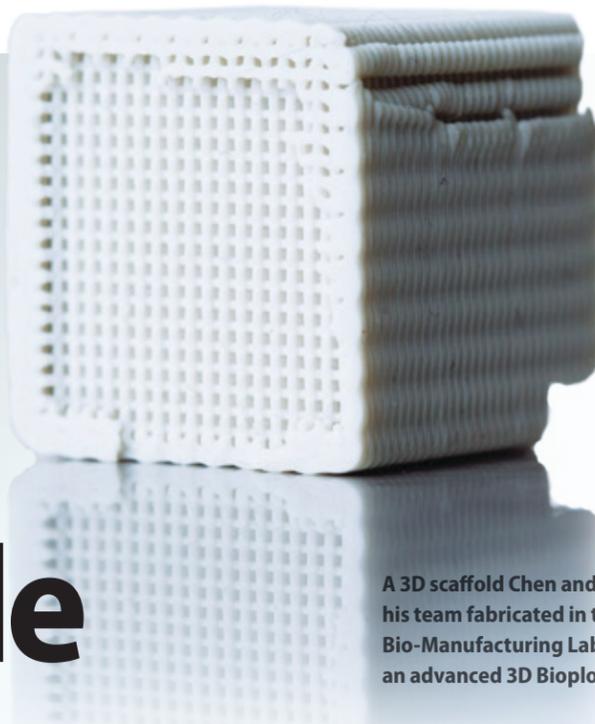
Another challenge is integrating the living cells into the bio-fabrication process so they retain their cellular properties and function. He relies on research collaborators in medicine and life sciences for the cells. Research to date is promising, with the scaffolds working well in models of peripheral nerve, spinal cord and heart attack damage.

Could nanocoatings lead to lifetime artificial joint replacements?

Using nanostructured coatings to improve the durability and performance of biomedical implants is just one area of Yang’s research program, but it is generating great interest in the health community.

Every year in Canada, more than 60,000 people undergo hip or knee-replacement surgery but here’s the rub: the average lifespan of an artificial joint is 15-20 years.

Component wear leads to device loosening, which limits joint lifespan, said Yang. “Artifi-



A 3D scaffold Chen and his team fabricated in the Bio-Manufacturing Lab using an advanced 3D Bioplotter.



Yang

cial hip and knee joints provide stability and carry body weight so they have to be strong and flexible. The biggest problems with metals are low wear resistance, high friction coefficient and limited corrosion resistance. These limit the life of artificial joints.”

But what if you could apply a nanocoating that would increase wear and corrosion resistance, while keeping friction low? The possibility intrigued Yang.

“When you know the surface of materials, you can develop nanocoatings that improve wear resistance and extend material lifespans.”

One thing to know about Yang’s research is its scale—in her world, things are measured in

nanometers (nm); one nanometer is a billionth of a meter. To put that into perspective, a human hair is about 60,000 to 80,000 nm

See CLS, Page 6



Chen

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Budget Training Sessions in January

Over the next two fiscal years (2014-15 and 2015-16), the university is moving towards a comprehensive, activity-driven resource allocation process that will link college/unit resources to strategic priorities. For the detailed budgeting process, this will mean changes in 2014-15 to start moving towards the new resource allocation process and away from the historical process whereby resource allocation was driven by college/unit expenses. Details of these changes and upcoming detailed budget training sessions have recently been communicated to college/unit financial/administrative officers.

The training sessions are for those people directly involved in the 2014-15 detailed budget process at the university, and will be held in January. Two types of sessions are available:

Beginner/Introduction Session – a two-hour session for those who haven’t attended budget training courses in the past or who are new to college/unit budgeting processes at the university. The first half of the session will provide an overview of university finances and salary and non-salary budgeting. The second part is a hands-on demonstration of the budget development module for non-salary budgeting. You are encouraged to bring budget data specific to your college/unit as there will be time to enter this data at the session.

Experienced/Update Session – a 1.5-hour session for people who have already been exposed to previous budgeting cycles at the university. Note that the session will not include a hands-on demonstration of the budget development module for non-salary budgeting.

All sessions will take place in Room 281, John Mitchell (Drama) Building, as follows:

Beginner/Introduction Session 10 am-12 pm, Fri., Jan. 17 2-4 pm, Wed., Jan. 22	Experienced/Update Session 2-3:30 pm, Wed., Jan. 15 2-3:30 pm, Tues., Jan. 21
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Register at: training.usask.ca (space is limited)
More information: unifisupport@usask.ca or 306-966-8783



Research expands view for students

From Page 4

Anthropology professor Natalia Khanenko-Friesen with St. Thomas More College has used the U of S engagement office to connect with local people and to teach undergraduate students. It is all part of her five-year research project titled Oral History of 20th Street: Many Faces of a City Core Neighbourhood.

"I knew that there was more to this street than there appeared

to be," said Khanenko-Friesen. "In this particular project, I want to generate a bigger perspective on urban landscapes."

Her project involves collecting the history of the Riversdale neighbourhood around 20th Street through interviews with local residents. She draws on undergraduate students from her third-year anthropology course to do the interviewing.

"I expect them to come with

some field work, but often times it's the first time they learn to go into the real world and talk to real people," said Khanenko-Friesen.

Courtney Black is one of these students. She is in her fifth year of university, majoring in both psychology and anthropology.

When Black signed up for Khanenko-Friesen's course, she thought she would be learning about oral history and storytelling from a historical perspective with a focus on creation stories. She did not imagine she would be learning how to collect 'living memory.'

"I expected PowerPoint slides of story origins and underlying meanings, not group projects and interviews," said Black. "I may not end up being an oral historian, but learning how to build rapport, put yourself out there, and ask good questions are new skills I can utilize."

The students' work is documented through audio and video, which then becomes part of the recorded oral history of 20th Street. A video on YouTube developed in collaboration with

local residents, students and production company Bamboo Shoots showcases some of the stories and living memories.

In the video, one long-time resident takes a walk down her street with a student interviewer, recalling "two babas" used to live on the street, both survivors of the same concentration camp. Two other residents talk of the more recent past and how they learned to stay "arms length from negativity," primarily through their love of music.

The neighbourhood history is not all that is documented; people in the video also talk about their hopes for the future, which sometimes involves conflicting visions.

The hidden aspect of engaging in this type of research is that student interviewers often learn a lot about themselves and their own lived memories, said Khanenko-Friesen; just as the corner underwent a transformation, she often sees positive change in her students.

"I ask them to write a short blurb every two weeks on what they have learned. As we move

out through the course, I modify requirements—has anything changed within yourself? Sincerely, a transformation takes place in many of them."

A naturally shy person, Black said the class has pushed her out of her comfort zone and positively affected the way she views herself and social situations. It has also changed her perspective of the Riversdale area.

"To me, 20th Street always conjured up negative images. I assumed it was just a dangerous area and that it was crazy for us to go down there and seek out interviews," she said. "As we learned about the interviews other classes have collected and about Station 20 West, I realized that it's a part of town that has a diverse community and is full of interesting people. Every neighbourhood has good and bad and Riversdale is judged just on the bad and the good is ignored." ■

Kathy Walker is manager of student programs and services in the International Centre for Northern Governance and Development

Do you have **feedback** on the recommendations in the reports of the **TransformUS** task forces? We're **listening**.

For more information and to provide feedback **online**, please visit transformus.usask.ca

Feedback closes January 31, 2014



UNIVERSITY OF SASKATCHEWAN

CLS key in scaffolds, nanocoatings

From Page 5

wide. When she applies a nanostructured coating to the surface of a material, each layer of coating is a few nanometres thick.

"The coating we have developed is a diamond-like

coating combined with nanoparticles," Yang explained. "It's very low friction with really high wear resistance and corrosion resistance. It could improve the lifetime of artificial joints up to 40 years, maybe longer."

The major challenge right now is getting the nanomaterial to adhere well to the metal so it will last. But challenge is what drives most research. "For me, the most exciting part is when we overcome a challenge," Yang said, "and we overcome them one by one."

Both Chen and Yang rely on the Canadian Light Source (CLS) synchrotron to advance their research. Chen and his group have developed new synchrotron biomedical imaging technologies to characterize scaffolds and tissue samples. Yang and

her team use the CLS to investigate nanostructured diamond-like films. "The nanostructure plays a key role—that is a major hurdle—and we need the CLS to know we've got the structure," said Yang.

It is hard to predict how soon tissue scaffolds and nanocoatings could become viable treatments; medical research is painstakingly slow. A process has to work consistently and predictably at every step, and researchers have to fully understand how and why it works before they can move on to the next step. Still, both Chen and Yang are hopeful they'll see their work evolve into viable treatments for improving human health from the inside out. ■

Bev Fast is a Saskatoon freelance writer.

lead & learn

Centre for Continuing & Distance Education
Business & Leadership Programs

UNIVERSITY OF SASKATCHEWAN



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Rachelle Brockman, Instructor
Managing Difficult Conversations

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Program	Dates	Instructor
Introduction to Logistics (Tuesdays, 13 weeks)	Jan. 14 to April 15	Fred Hofmann
Effective Board Governance	Jan. 29	Silvia Martini
Managing Difficult Conversations	Jan. 30	Rachelle Brockman
Introduction to Group Facilitation	Feb. 6 to 7	Randy Robinson
Essentials of Management Consulting	Feb. 6 to 8	Shilpa Stocker
International Certification for Mentoring — Level I	Feb. 13	Doug Lawrence
Business Writing & Grammar Workout	Feb. 26 to 27	Jesse Stothers
Developing Successful Partnerships	March 13	Chad Lins
Leadership for Managers & Supervisors	March 19 to 20	Laurie Ballantyne
Building an Effective Team	April 3	Toni Villers
Developing Your Presentation Skills	April 7 & 14	David Trottier
The 5 Choices to Extraordinary Productivity	April 8 to 9	Patricia Lambert
Leverage Your Understanding of Self and Others Using MBTI® Step II	April 24	Diane Knoll
Train the Trainer: A Short Course in Adult Learning	April 28 to 30	Donna Bruce
Leading Innovation, Inspiring Creativity in the Workplace	May 1	Bill & Susan Brooks
Technical Writing	June 24	Jesse Stothers

To register online go to ccde.usask.ca/learntolead or contact 966.5539.

Call for Nominations

for Awards for Distinction in Outreach and Engagement

The University of Saskatchewan recognizes distinction for outreach and engagement with two awards:

- University of Saskatchewan Award for Distinction in Community-Engaged Teaching and Scholarship
- University of Saskatchewan Award for Distinction in Outreach and Public Service

One award from each category is presented at Spring Convocation, and one award from each category is presented at Fall Convocation. Nominations may be made by students, faculty, staff, colleges, departments, alumni or communities-at-large.

The nomination deadline is February 28, 2014

For further information on the nomination process, please visit the faculty awards section of awards.usask.ca



UNIVERSITY OF SASKATCHEWAN

usask.ca

Coming Events

■ Conferences

Stroke Conference

The Saskatchewan Inteprofessional Stroke Conference takes place Jan. 25 from 7:15 am-4:30 pm at the Saskatoon Inn. The conference will include best practice guidelines and innovative strategies for stroke prevention and treatment. For more information, visit usask.ca/cme

Drug Therapy Conference

The 11th Annual Peter and Anna Zbeetnoff Memorial Drug Therapy Decision Making Conference takes place March 7-8 at the Saskatoon Inn. The conference will provide an evidence-based perspective on pharmacotherapeutic initiatives as well as provide forum for the discussion of a current social issues in medicine. For more information, visit usask.ca/cme

Archives Summit

The U of S Library will be a regional centre for live streaming of the Canadian Archives Summit entitled Towards a New Blueprint for Canada's Recorded Memory Jan. 17 from 8:30am-3 pm in G3, Murray Library. Archivists, librarians, researchers and other partners are invited to attend. A detailed program can be found on the website of the Association of Canadian Archivists at archivists.ca

■ Miscellany

Town Hall for Students

A town hall meeting will take place Jan. 15 from noon-1 pm in the Graduate Student Commons for consultation and feedback from students regarding the TransformUS reports. Information about the reports and an online feedback form can be found at transformus.usask.ca

Gala of Engineering Excellence

The College of Engineering is holding its annual C.J. MacKenzie Gala of Engineering Excellence Jan. 21 featuring alumnus Charles Till, whose career took him to the centre of international nuclear power research and development. Details are available at conferences.usask.ca/cjmackenzie

Education Career Fair 2014

Local, provincial and international organizations will be on hand Jan. 29 from 10 am-2 pm in the College of Education gym for the 2014 Education Career Fair. A list of exhibitors and registration is available on the Student Employment and Career Centre website.

Teaching Awards

Feb. 15 is the deadline for submitting nominations for the following awards for excellent teaching practice offered by the Gwenna Moss Centre, in co-operation with the Office of the Provost:

- The Provost's College Awards for Outstanding Teaching
 - The Provost's Awards for Excellence in Aboriginal Education
 - The Provost's Award for Excellence in International Teaching
 - The Provost's Award for Outstanding Innovation in Learning
 - Provost's Outstanding New Teacher Award
 - Provost's Outstanding Graduate Teaching Award (for Faculty)
 - Provost's Outstanding Graduate Student Teacher Award (for Graduate Students)
 - Sylvia Wallace Sessional Lecturer Award
- For more information on these or any awards managed by the Gwenna Moss Centre, visit usask.ca/gmcte/awards.

University Club Events

For information or reservations, call 306-966-7775

- University Club's Annual Open House in January and February; membership is not required to access services during this two-month period. Special offers related to membership are also available.
- Jan. 17, Winter Wine Bar and Jazz Evening featuring Skip Kutz and Friends, and beat poetry by Shelly Loeffler. Reservations required.

- Jan. 24, Italian Pasta Evening with a selection of Italian wine features.

■ Seminars/Lectures

Living Out Loud

• Jan. 16, 4:30 pm, Room 200 St. Thomas More College, The Classical, Medieval and Renaissance Studies colloquium series presents Living Out Loud: The Visionary Cross Project and the Public Humanities, a public lecture by Daniel O'Donnell of the University of Lethbridge.

Literature Matters

• Jan. 22, 7:30-9:30 pm, Social Hall, Grace-Westminster United Church, 505-10th St. East, Len Findlay, Dept. of English, presents Voices of the People: Robbie Burns and Hamish Henderson

Visiting Scholar

• Jan. 13, noon, Room 150 Law, the Silas E. Halyk, QC, Visiting Scholar in Advocacy Lecture will be delivered by The Honourable Robert Richards, Chief Justice of Saskatchewan

Philosophy Lecture

• Jan. 31, 2:30-4:30 pm, Room 3 Edwards School of Business, Marya Schechtman, University of Illinois at Chicago, will deliver a public lecture entitled Making It Through: Personal Survival, Empathy, and the Unity of Consciousness

JSGS Public Lecture Series

• Jan. 16, 10-noon, Canada Room, Diefenbaker Building, Tasha Felix, advisor, Aboriginal Liaison Program, Statistics Canada, and Susan Wallace, analyst, Social and Aboriginal Statistics Division, Statistics Canada, present A Wealth of New Data. Register on the JSGS website.

Philosophy Role Model Speaker Lecture

• Jan. 17, 3:30-5 pm, Room 12 Edwards School of Business, Ann Ward, Campion College, University of Regina, presents Autonomy and Moral Virtue in Aristotle's Ethics

Philosophy in the Community

Feb. 12, 7-9 pm, The Refinery, 609 Dufferin Ave., Alex Beldan, PhD candidate, University of Western Ontario, presents Reasons that Explain, Reasons that Justify

■ Courses/Workshops

Bone-Muscle Health

• Jan. 24, 8:30am - 4:30 pm, St. Andrew's College Lounge, Bone-Muscle Health Across the Lifespan: Translating Knowledge to Action will feature Dr. Geoff Johnston, graduate program research highlights and keynote speaker Joanie Sims-Gould, assistant professor in family practice at UBC and research associate, Centre for Hip Health and Mobility. Registration and further information on the Continuing Physical Therapy Education website www.usask.ca/cpte

Breast Cancer Rehabilitation Symposium

• Feb. 27-28, Travelodge Hotel, Continuing Physical Therapy Education will hold a Breast Cancer Rehabilitation Symposium to provide an evidence-based update on management of breast cancer, and promote interprofessional treatment of breast cancer and other cancers. For program details, visit the course calendar at www.usask.ca/cpte or email cpte.program@usask.ca

Centre for Continuing and Distance Education

For more information, visit www.ccde.usask.ca or call 306-966-5539

Business and Leadership Programs

- Introduction to Logistics, Jan. 14-April 15 (Tues evenings)
- Effective Board Governance, Jan. 29
- Managing Difficult Conversations, Jan. 30
- Introduction to Group Facilitation, Feb. 6-7
- Essentials of Management Consulting, Feb. 6-8
- International Certification for Mentoring, Level I, Feb. 13

- Business Writing & Grammar Workout, Feb. 26-27

Community Music Education

• Room available in Parenting with Music classes starting in January. For more information call 306-966-5625 or communitymusic.usask.ca

U of S Language Centre

- Multilingual conversational language classes, Jan. 14-March 25
- French levels 1 to 8: \$205 (GST exempt)
- Italian level 1 and 2: \$215.25 (GST included)
- Spanish levels 1 to 6: \$215.25 (GST included)
- Portuguese levels 1 and 2: \$215.25 (GST included)
- German level 1: \$215.25 (GST included)
- Japanese levels 1 to 3: \$215.25 (GST included)
- Japanese for the Traveller: \$236.25 (textbook and GST included)
- Cree level 1: \$225.75 (textbook and GST included)

Students who have not taken multilingual classes should call 306-966-4351 or email reception.uslc@usask.ca for a language assessment.

- The French Voyageur for Beginners Feb. 14-16, 20 hours over 2.5 days, cost \$275 (materials and GST included)
- Spanish Weekender for Real Beginners, Feb. 7-9, 20 hours over 2.5 days, cost \$288.75 (GST and materials included)
- Part-Time English Classes, winter term January-March
 - Pronunciation
 - Spoken English
 - Writing and Grammar
 - Graduate-Level Writing
 - Reading Skills
 - Listening and Notetaking Skills
 - Test Preparation Courses
 - English for the Workplace

USCAD/General Interest Courses

- Visual Art Survey I, Jan. 20 - April 21
- Advanced Printmaking and Traditional Image Making II, Jan. 23 - April 24
- 2D Design I, Jan. 23 - April 24

Drawing

- Drawing I (morning), Jan. 20 - April 21
- Drawing I (evening), Jan. 23 - April 24
- Drawing II (morning), Jan. 20 - April 21
- Life Drawing I, Jan. 22 - April 23
- Life Drawing II, Jan. 22 - April 23
- Advanced Drawing for Illustration III, Jan. 21 - April 22

Painting

- Painting I, Jan. 20 - April 21
- Painting II (morning), Jan. 21 - April 22
- Painting II (evening), Jan. 21 - April 22
- Painting /Mixed Media II, Jan. 22 - April 23
- Open Project Painting II/III, Jan. 21 - April 22
- Open Project Painting II/III, Jan. 23 - April 24
- Watercolour I, Jan. 23 - April 24
- Watercolour I/II, April 4-6/11-13

Sculpture

- 3D Design I (afternoon), Jan. 23 - April 24
- 3D Design I (evening), Jan. 22 - April 23
- Sculpture I (afternoon), Jan. 23 - April 24
- Sculpture I (evening), Jan. 22 - April 23
- Sculpture II, Jan. 22 - April 23
- Welding in Sculpture, Feb. 27, March 8,9,15,16

Photography/Digital Imagery

- Photography I (afternoon), Jan. 21 - April 22
- Photography I (evening), Jan. 22 - April 23
- B&W Photography I, Jan. 21 - April 22
- Portrait Photography, March 1, 2, 29, 30
- Digital Camera Basics, March 7,8,21,22
- Advanced Photography II, Jan. 22 - April 23
- Photoshop I, Jan. 22 - April 23
- Intro to Computer - Mac, Jan. 15, 16
- iBook Author, Jan. 18, 25 and Feb. 1
- Photoshop II, Jan. 23 - April 24

Glass

- Stained Glass: Focus on Foil work, April 25 - 27

- Glass Fusion I, March 1, 2
- Glass Fusion II, March 22, 23

Silversmithing:

- Basic Skills for Silver Jewelry, Feb. 21 - 23
- Advanced Silversmithing, April 4 - 6

Fiber Art and Collage

- Experimental Fiber Art and Design I, March 28-30/April 4-6
- Contemporary Collage with Collagraphy, Image Transfers and Photo Transparencies, Feb. 28-March 2/March 7-9

ICT Training Services

For information or to register, email us at training@usask.ca or visit training.usask.ca.

- Adobe Acrobat Pro Intro, Feb. 27 1:30-4:30 pm, \$75 students; \$85 staff and faculty; \$100 others
- Adobe Illustrator - Inter, March 4 and 6, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
- Adobe Illustrator - Intro, Feb. 18 and 20, 1:30-4:30 pm, \$125 students; \$150 staff and \$150 faculty; \$185 others
- Adobe InDesign - Inter, Feb. 11 and 13, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
- Adobe InDesign - Intro, Jan. 14 and 15 OR March 18 and 20, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
- Adobe Photoshop - Inter, Jan. 28 and 30 OR March 25 and 27, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
- Adobe Photoshop - Intro Course, March 11 and 13, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
- Adobe Photoshop - Photo Retouching I Course (Intro/Inter), Feb. 5, 1:30-4:30 pm, \$75 students; \$100 staff and faculty; \$125 others

- Apple - iOS Tips and Tricks (iPad, iPhone, iPod), Jan. 29, 2:30-4 pm, \$0 students, staff and faculty; \$75 others

- Apple - Make the Most of Your Mac OS - Inter, Feb. 6 OR Feb. 12, 2:30-4 pm, \$25 students; \$50 staff and faculty; \$75 others
 - BBLearn / U of S Course Tools - Instructor Workshop, Jan. 24, 1:30-4 pm, \$0 staff and faculty
 - MS Excel - Intro (very basic), Jan. 29 and Feb. 5, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
 - MS Outlook - Intro, Feb. 4 OR March 19, 1:30 pm-4 pm, \$0 students, staff and faculty; \$125 others
 - MS PowerPoint - Tips and Tricks, March 12, 2:30 pm-4 pm, \$0 students, staff and faculty; \$125 others
 - MS Word - Intro, March 3 and March 5, 1:30-4:30 pm, \$125 students; \$150 staff and faculty; \$185 others
 - Research Posters - MS PowerPoint, Feb. 25, 2:30-4 pm, \$0 students, staff and faculty; \$75 others
 - Wiki Intro, Feb. 19, 2:30-4 pm, \$0 students, staff and faculty
- Faculty Workshops: contact a training@usask.ca or 306-966-4866 for more information on workshops geared to faculty.
- IT4U - Tech Help for Students: <http://it4u.usask.ca> Enroll in many courses from off campus. Go to training.usask.ca for more information.

Edwards School of Business, Executive Education

- For information call 306-966-8686, email execed@edwards.usask.ca or visit edwards.usask.ca/execed
- Feb. 1 - 7, The Effective Executive Leadership Program - Waskesiu
 - Feb. 12 - May 24, The Masters Certificate in Project Management
 - March 20, Spring Forward: Grandey Leadership Luncheon
 - March 24 - 26, The Project Management Course
 - March 28, Edwards Seminar Series: Unpacking High Performance
 - April 2 - 4, What the Non-Financial Manager Needs to Know About Financial and Managerial Accounting - Regina
 - April 7 - 9, The Business Analyst's Course - Regina

- April 29 - May 1, Digital Marketing Program: Social Media & E-Marketing Certificate
- May 22 - 23, Process Mapping & Process Improvement Course - Regina
- May 26 - 27, Analyzing and Improving Office and Service Operations (Lean Office) Course
- May 28 - 29, Process Metrics, Management & Controls Course
- May 30 - June 6, The Effective Executive Leadership Program - Waskesiu

Gwenna Moss Courses

For details and to register for these courses offered by the Gwenna Moss Centre for Teaching Effectiveness, visit usask.ca/gmcte/events

- Jan. 21, Introduction to Learning Technologies TOOC with Heather Ross, GMCTE. This is the first open online course from the U of S. The course is designed for faculty, instructors or teachers who wish to learn more about effective uses of learning technologies like blogs, podcasts, social bookmarking and a host of other tools.
- Jan. 22, 12:05-12:50 pm, 8th Fire Screening - Indigenous in the City
- Jan. 24, noon-1 pm, Building Our Fire - Indigenous in the City, Conversation Circle
- Jan. 27, Community Engaged Learning Workshop with Kim West, GMCTE, and Lisa Ericsson, Station 20 West
- Jan. 29, 1-3 pm, How to Question Students Effectively About Suspected Academic Dishonesty and Where to Go From There with Susan Bens, GMCTE and Elana Geller, ULC
- Jan. 30, 9-noon, Culture and Place Indigenous Voices event with Sylvia McAdam Saysewahum

■ The Arts

Beethoven Cycle

The Amati Quartet will begin a six-concert Beethoven cycle Jan. 11 with performances of three string quartets at 2 pm and 7:30 pm in Third Avenue United Church. Tickets are available through the Persephone Theatre box office and more information is available at amatiquartet.usask.ca

St. Thomas More Gallery

A reception will be held Jan. 10 from 7-9 pm in the St. Thomas More Gallery for *Pressing Matters*, an exhibition of new works by Ink Slab Printmakers. The show continues until Feb. 28.

College Art Galleries

On view in the College Art Galleries until Dec. 21 is *David R. Harper: Entre le Chien et le Loup*, an exhibition that explores the form and idea of memorials using sculptural strategies that combine taxidermy with ceramics and embroidery.

Kenderdine Art Gallery

Opening Jan. 21 in the Kenderdine Art Gallery is *Rita Mckeough: The Lion's Share*, an immersive experience that includes a visual array of materials and the sounds of a lion eating, all within the space of a faux restaurant. The exhibition, curated by Josephine Mills, continues until April 26.

College Art Galleries

A group exhibition *Ecotopia* circulated by the Kitchener-Waterloo Art Gallery, explores environmental conservation, destruction and the cacophonous blend of architecture and decay in a technological age from the perspective of a number of artists. The show opens Jan. 24 and runs until May 7.

➤ SUBMIT
Coming Events

Next OCN: Friday, Jan. 24, 2014
Deadline: Thursday, Jan. 16, 2014

Email ocn@usask.ca

Room with a View

This year's back-page feature explores the view of campus from various office windows, and the people who enjoy them. Do you have an interesting view? Let us know at ocn@usask.ca



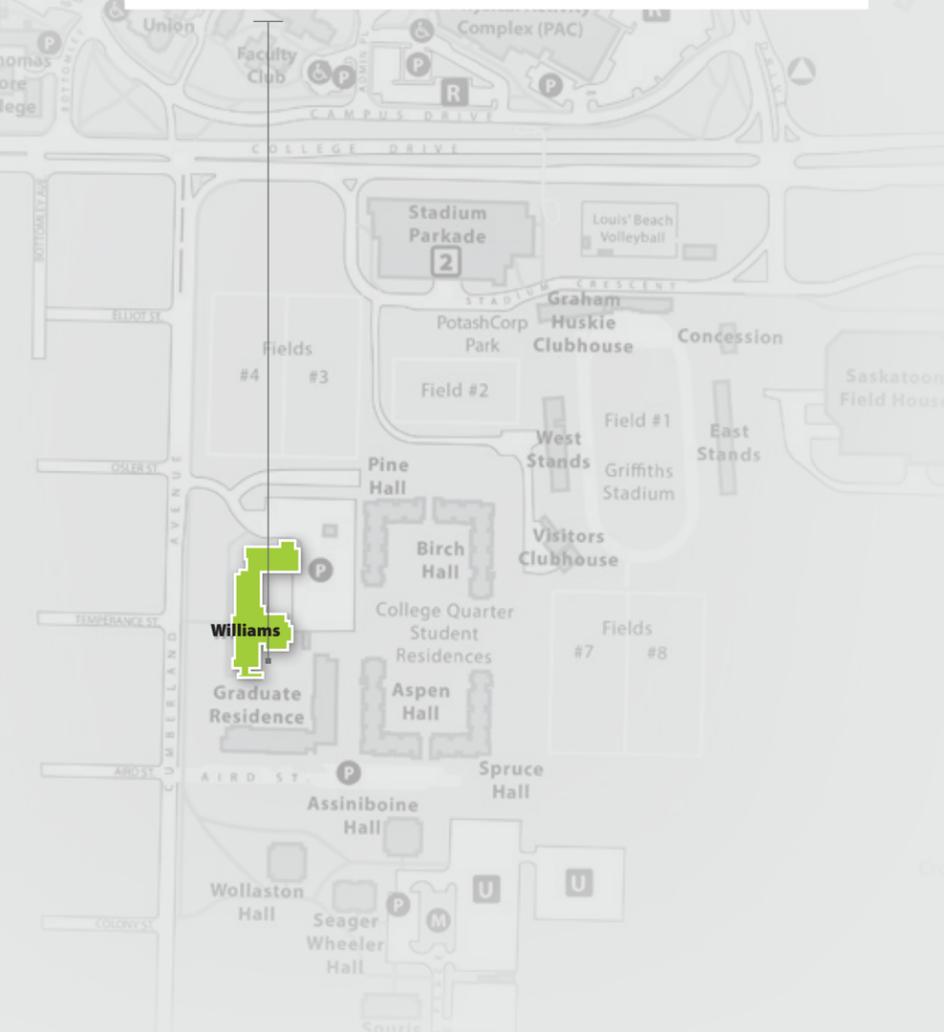
KRIS FOSTER

Small window, big view

Kim Fontaine has a very small window in her Williams Building office but it has offered her quite a range of views.

The original scene looking east from the fourth floor "was pretty quiet – a fence and field" but then began construction of new student residences, including Graduate House. For more than three years, it's been noisy and it's been dusty but Fontaine, a marketing and communications co-ordinator in the Centre for Continuing and Distance Education, has enjoyed watching progress on the projects "and the construction workers on hot summer days."

With completion of the residences, Fontaine is looking forward to being able to open her window and let in dust-free air when the weather warms up, and to keeping an eye on activities in College Quarter. Early this winter, she heard laughing and noticed two international students from residence, one of whom had fallen into a snow bank. "I think it was their first experience with snow but they were having fun with it. Frankly, I'd rather watch people than gophers."



Greg Scott