

PICTURE THIS

The winners were announced April 16 for the university's inaugural Images of Research competition and this one—Creating Own God(s) Beauty by Ranjan Datta, a graduate student in the School of Environment and Sustainability—took first place in the viewers' choice category. Nearly 90 images by U of S students, staff, faculty and alumni were submitted, highlighting their research, scholarly, or artistic work. See other winning photos on Page 11.



RANJAN DATTA

Teaching the teachers

College to offer 4-year direct admission option

COLLEEN MACPHERSON

There is just one more approval hurdle to go for a new College of Education admission option that would see students spending four years instead of two focused on learning to be teachers.

University of Saskatchewan Senate will vote April 25 on a request from the college to add a direct-admission option. For Dean Michelle Prytula, the change will be a major step in addressing a number of challenges in teacher training at the U of S, including competition from the direct-entry program offered at the University of Regina (U of R).

It is difficult for students to think of themselves as future teachers when they are required by the current sequential admission process to spend two years taking classes in another college before applying for the education program, she said. "Some have told me



Michelle Prytula, dean of the College of Education.

COLLEEN MACPHERSON

they'd rather go to a different university where they get to go directly into education. That's not an unusual statement from

students, or parents."

University Council approved the direct admission proposal April 16.

“ (Students) do take math and sciences in their first two years but there's no motivation to take more. If they know they're going to be teachers right off the bat, then we're removing those barriers to pursuing a specialty.

Michelle Prytula

The history of the current sequential education program dates back to 1997-98 when the college's budget was reduced. Prytula said according to documents from that time, the college considered a number of possibilities, "and doing away with direct entry was the option they chose." The result was a reduction in the number of seats in the college to 300 from 450, and the move to the sequential approach where students were admitted only after they had completed 60 credit units

of pre-education coursework in the College of Arts and Science. Once admitted to education, students then completed an additional 60 credit units of education classes.

In addition to the issue of competition with other education programs, Prytula said the sequential program also makes it difficult for students to select early on in their university career the courses they could take in order to immerse

See *Quota*, Page 2

Quota unchanged in education programs

From Page 1

themselves in their areas of specialization as, for example, a science or math teacher. “They do take math and sciences in their first two years but there’s no motivation to take more. If they know they’re going to be teachers right off the bat, then we’re removing those barriers to pursuing a specialty.”

There will be no change to the admission requirements with the new option, she added, “but I think students will feel more free to take electives that are education or subject specific.”

Prytula pointed out students will still be able to select the two-year sequential

program or the post-degree program; direct admission will simply be another option.

But even with an added admission option, the quota of seats will remain at 300. The dean said the Ministry of Education has indicated the education programs at Saskatchewan’s two universities “are in line with the provincial need for teachers.”

And then there is the issue of student and alumni affinity to the college. Prytula explained students spend two, four-month terms in the college before heading out to classrooms for their internships in term three. They return for a final term, “usually unhappy because they have to be in class again. We

don’t give them a chance to love us. We’ve set ourselves up to fail in terms of student engagement and alumni engagement.”

She added she looks to the four-year Indian Teacher Education Program (ITEP) for inspiration when it comes to engagement. “Our ITEP students are very proud alumni, and I think that’s an understatement.”

Should University Senate approve the direct admission option—and the dean has heard no negative comments about the proposal from any quarter yet—the change will come into effect next year. “I wish it could be this fall but I’ve already been told this is break-neck speed for 2016.” ■

New distinguished professors

Susan Whiting and Roger Pierson are the latest to join the ranks of Distinguished Professor at the University of Saskatchewan.

The Distinguished Professorship Program Established was set up to recognize outstanding achievement in research, scholarly or artistic work by both faculty and professors emeriti.

Whiting, a professor of nutrition and dietetics in the College of Pharmacy and Nutrition, works in the area of nutrition, health and well being, and is noted for her leadership in a number of professional organization. Pierson has earned



Whiting



Pierson

international recognition for his work in human ovarian follicular dynamics, reproductive technology and medical

imaging. He is a professor in the Department of Obstetrics, Gynecology and Reproduction in the College of Medicine. ■

Interested in integrating **sustainability** into your curriculum?

Greening the Curriculum, a professional development workshop hosted by the Office of Sustainability and the Gwenna Moss Centre for Teaching Effectiveness, aims to help faculty integrate sustainability into their curricula. U of S faculty can participate for free, but spots are limited, so pre-registration is required. The workshop will run May 4 – 5, leading into this year’s Sask. Regional Centre of Expertise on Education for Sustainability Annual Recognition Event being held on the U of S campus on May 6.

For registration details, visit usask.ca/gmcte/sustainability



FROM THE ARCHIVES

Old but favourite motif



PATRICK HAYES, UNIVERSITY LIBRARY, UNIVERSITY ARCHIVES AND SPECIAL COLLECTIONS

MG 516

The skull and sometimes crossed bones was a favorite motif for the School and later the College of Medicine. This issue’s image is a felt pennant, part of a larger collection of various college and university pennants. The skull motif was also used for ceramic mugs and ashtrays created by the

College of Engineering’s Department of Ceramics. These were often given as graduation gifts and mementos. Other colleges had their own identifying image including the legal eagle for the College of Law, a capital E for the Engineers and an antelope for the College of Agriculture. ■

Centre to play key role in Aboriginal student support

MEGHAN SIRED

The Gordon Oakes-Red Bear Student Centre is expected to open this fall and will play a central role in Aboriginal student support on campus according to Graeme Joseph, team lead of First Nations, Métis and Inuit student success at the University of Saskatchewan.

“The Gordon Oakes-Red Bear Student Centre is part of a large community of supports on campus for Aboriginal students,” said Joseph. “The centre will work in close collaboration with partners across campus to increase Aboriginal student enrolment, retention and graduation.”

By focusing the centre on the teachings of relationship, collaboration, co-operation, humility, reciprocity and sharing, Joseph said the building will be a safe and welcoming place that is respectful of the diversity of all Aboriginal people.

“The Gordon Oakes-Red Bear Student Centre facilitates the co-ordination of effective student services for First Nation, Inuit, and Métis students,” he said. “It will bring together the teachings, traditions and culture of First Nation and Métis Peoples of Saskatchewan.”

The building was designed by renowned Aboriginal architect Douglas Cardinal and is named after a man who made significant contributions to the people of Saskatchewan throughout his life as a Treaty Elder and a spiritual and community leader, said Joseph. He added the university has been working with the family to ensure his teachings are honored in the building.

Daryl Cherry, who works



The pillar supports for a window wall inside the Gordon Oakes-Red Bear Student Centre.

LIAM RICHARDS

in the major projects office of Facilities Management Division and is the building's project manager, expects the building to be on budget at \$17 million. Of that total, \$4.7 million was provided through private donations.

Windows are being installed, the stone finish is almost done, the inside is being dry-walled and painted, and electrical and mechanical

equipment are being prepared. Cherry said the wood from the elm trees that had to be removed to accommodate construction has been cut into planks and the “absolutely gorgeous grained wood” will be displayed inside the building.

Jack Saddleback, incoming president of the U of S Students' Union who is from the Samson Cree Nation in Maskwacis, Alberta, said he is looking

forward to the opening of the centre and the opportunity it creates to enhance the student experience through community building.

“The new Gordon Oakes-Red Bear Student Centre is important for Aboriginal students because it showcases that Aboriginal students are a part of this campus,” said Saddleback, who noted the centre is vital for the whole

campus community. “By having a centre, we are highlighting our campus community's diverse population and celebrating the rich history of the Saskatchewan region.”

A grand opening celebration will be organized in the fall. ■

Meghan Sired is communications co-ordinator in Student and Enrolment Services Division.

Seamless service for students

KRIS FOSTER

It is business as usual on the first floor of the Murray Library now that the University Learning Centre has been brought into the University Library's fold.

And that is exactly how it should be, explained Vicki Williamson, dean of the University Library, of moving University Learning Centre (ULC) services into the library's organizational structure.

“From our perspective, we really emphasized the goal to continue to offer seamless service with no disruption,” said Williamson, who co-led this change with Patti

McDougall, vice-provost of teaching and learning. “This is a natural evolution of the student learning programs of the ULC that have been located in the Murray Library since 2009.”

McDougall and Williamson, along with a working group of employees from the ULC and the library, have been planning this transition since last fall, and as of May 1, the nine ULC employees—working in areas including the Writing Help Centre, the Math and Stats Help Centre, Learning Communities and the Peer Assisted Learning Program—

will officially join the library's staff complement.

“Bringing these programs together with the larger cohort of library programs will offer lots of opportunity for growth,” explained Williamson, adding that while the past year has been about structuring, the upcoming year will focus on integrating the programs to realize potential opportunities and efficiencies.

But at the heart of this project, she said, are students.

“Students come to the library in huge numbers now, but it is no longer to check out



Williamson

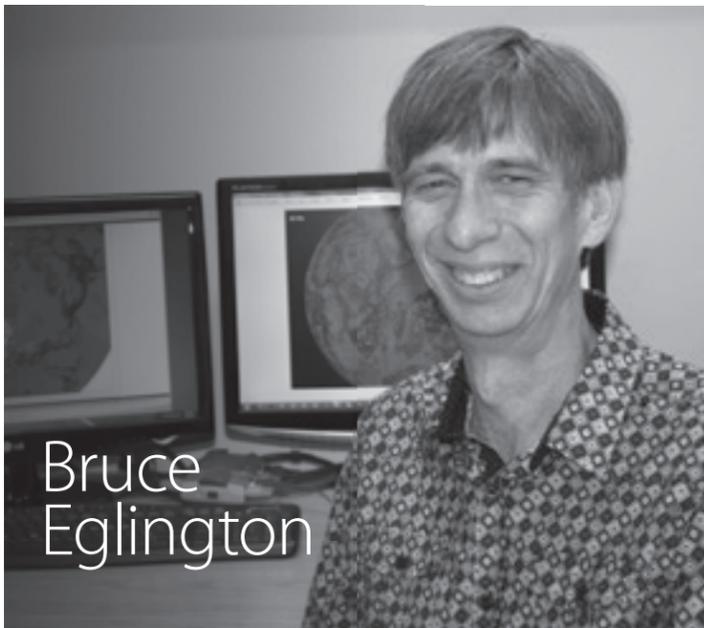
books. They come here for a variety of reasons as part of

their learning experience. That learning experience is changing and so must libraries. We need to focus on our libraries being learning hubs.”

The new unit within the University Library will be called Student Learning Services and will be led by librarian Jo Ann Murphy for the first year of implementation.

“The nice thing about this transition is that it was planned to coincide with a new academic year. Our main goal here is to continue to deliver and provide a positive student experience without interruption.” ■

NEW TO US



Bruce Eglington

Rocks have been part of Bruce Eglington's life since he was a boy growing up in South Africa.

"The primary school I was at had what they called a Rock Hunters Club, where groups of families went out to visit geological sites and mines and just nature-related sites as well," said Eglington, who was recently appointed as the Murray Pyke Chair in the Department of Geological Sciences. "In many cases, the trips were led by parents who were themselves geologists with mining companies. We could easily have up to a hundred families going out for the weekend, camping."

That early exposure piqued Eglington's interest in the "immense history behind what formed the Earth."

Eglington pursued geology at the University of KwaZulu-Natal in his family's home city of Durban, completing his PhD while enjoying the advantages of a subtropical coastal setting.

"I was also surfing—paddle surfing, it was—and doing that competitively."

In the 1990s, South African public funding dried up for Eglington's type of research but the Saskatchewan Isotope Laboratory at the U of S needed a manager. He applied and got the job, and together with his wife and daughter, moved to Canada in 2002. In July 2014, he was named Pyke chair.

Eglington has designed and developed two online, global database systems to process information needed for regional investigations of earth evolution and ore deposits. The systems not only support his own research and that of research students and collaborators, but also provide a resource for the international earth science community.

"Having all these data in one consistent format allows researchers to spend more time answering questions and less time wrestling data into a format that can be analyzed." Researchers from around the world can also contribute to a common data pool, then access that pool with their own specific questions.

"It takes literally a minute to download data for the world, with a geographic context, so we can start playing with it and see what was happening where and when," Eglington said. "It's the only one of its kind in the world. We drive that from here in Saskatoon now, having developed it ourselves."

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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Policy in place to guide smudging, pipe ceremonies

COLLEEN MACPHERSON

A new U of S policy will soon be in place to help facilitate Aboriginal ceremonies on campus while still providing protection from health hazards for all students, staff and faculty.

The smudging and pipe ceremony policy is designed to support traditions and ceremonies important to members of the campus community but also to ensure the university meets its legal obligations around health and safety, explained Colin Tennent, associate vice-president of facilities and university architect. Tennent and Joan Greyeyes, director of First Nations, Métis and Inuit relations, worked together to draft the policy that was presented to the Board of Governors in March for information and has been approved by the Office of the President.

The challenge, said Tennent, is finding "a reasonable balance. On one hand is the university's desire to accommodate ceremonies but there is also the reality that there are airborne contaminants that come from burning sweetgrass, tobacco or other medicinal and sacred plant materials."

The policy states that Indigenous traditions and ceremonies will be "protected, promoted and accommodated while ensuring acceptable air quality for occupants of adjacent spaces and places." Tennent pointed out the university is committed to following Health Canada guidelines and requirements, as well as the occupational health and safety regulations set out in the Saskatchewan Employment Act.

But an official policy is only part of the picture. Tennent said work is underway to identify rooms and buildings "where it is appropriate to undertake these ceremonies." A key consideration is ventilation, which may be as simple as "opening a window and introducing a fan but the provision of proper ventilation can be complex and expensive."

There is currently only one purpose-built room for Aboriginal ceremonies on campus—in the Native Law Centre. A second is under construction in the Gordon Oakes-Red Bear Student Centre.

"We've already started

to develop a sense of which buildings need these kinds of spaces and how to go about it," he said. "We're looking at buildings where the demand is greatest but we recognize we don't have limitless resources to devote to this."

With the policy approved, procedures will now be developed to guide those planning to hold smudges and pipe ceremonies "so this is really an interim period." Tennent said ceremony planners should contact Facilities Management Division for information and advice about appropriate locations "and we'll do our best to accommodate." ■

Kalra returned as Council chair

Dr. Jay Kalra has been returned by acclamation to a third two-year term as chair of University Council.

Kalra, a professor in the Department of Pathology and Laboratory Medicine, will begin his term on July 1. He was first elected to head the body in 2011 and prior to that chaired Council's Planning and Priorities Committee.

The University of Saskatchewan Act, 1995 outlines Council's responsibility for "overseeing and directing the university's academic affairs." The governing body meets 10 times per year and has 116 members including



Kalra

faculty members, senior administrators and student representatives. ■



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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.

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Editor: Colleen MacPherson

Writers: Kris Foster, Michael Robin, Lesley Porter

Designers: Brian Kachur, Pierre Wilkinson

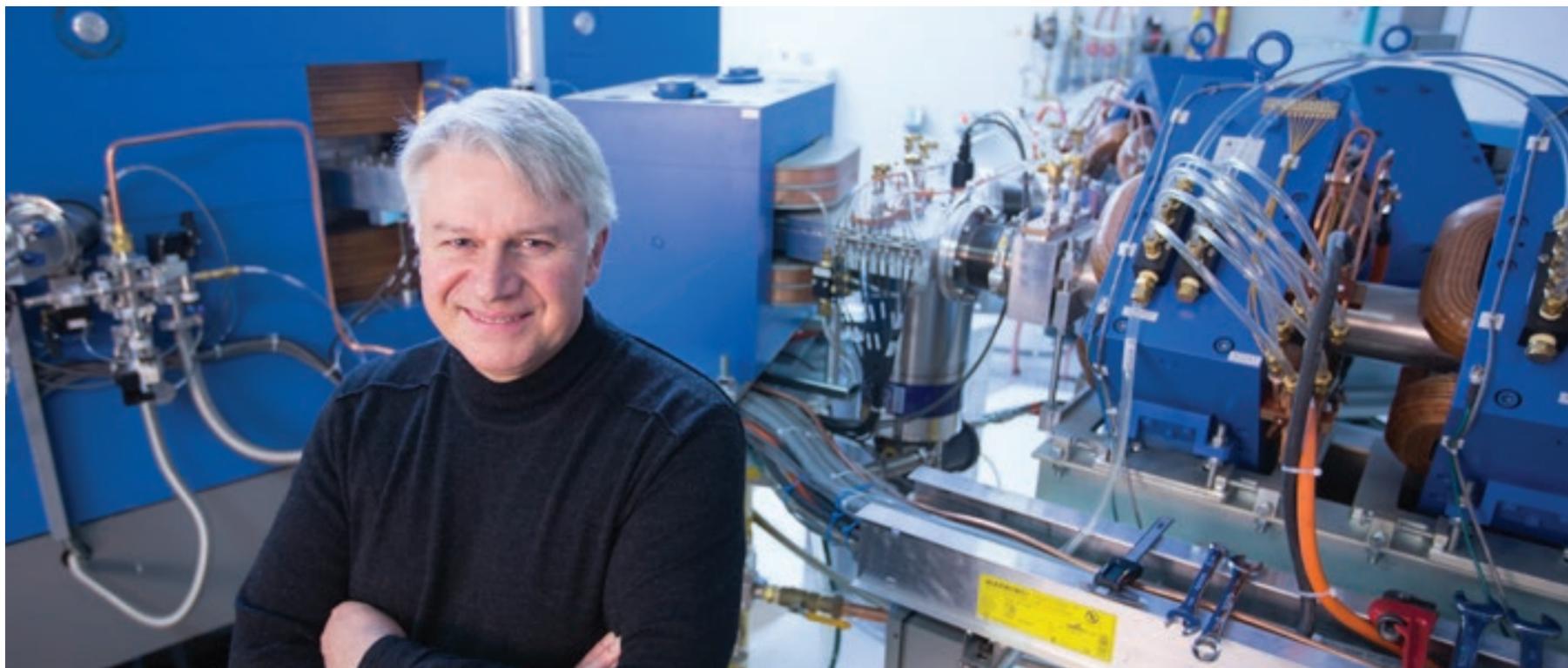
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UNIVERSITY OF SASKATCHEWAN
MARKETING AND COMMUNICATIONS
501-121 RESEARCH DRIVE SASKATOON, SK S7N 1K2
Email: communications@usask.ca



Neil Alexander, executive director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation.

DAVID STOBBE

Advocate for informed debate

Alexander sees nuclear opportunities in Sask.

MICHAEL ROBIN

For Neil Alexander, Saskatchewan is the land of opportunity for all things nuclear, whether it is in medicine, agriculture, advanced detection equipment or getting in on the first floor of small modular nuclear reactor (SMR) development.

"Saskatchewan is actually quite an attractive potential 'early mover' for SMR companies," said the executive director of the Sylvia Fedoruk Canadian Centre for Nuclear Innovation at the University of Saskatchewan. "We've got a bit of effort to put in to make a breakthrough in that field, but it's certainly something that could help create a more prosperous province."

At the centre, which he joined July 1, 2014, part of Alexander's mission is to lead efforts to create suitable infrastructure, and the professional and knowledge base should Saskatchewan decide to actively pursue nuclear opportunities.

"Our job isn't to promote the nuclear industry, it's to create the capability to have one, should the province decide it wants one," he said. "We provide information about it so good decisions can be made. It's quite important to

us for people to understand the distinction between providing information about something and promoting it."

To get accurate and up-to-date information, the Fedoruk Centre funds research on nuclear technologies and issues. One of its first projects was the Saskatchewan Nuclear Attitudes Study, whose results were released in May of last year. Alexander said one of the more intriguing findings from the study was that Saskatchewan people appear to be far less polarized and much more accepting of nuclear technologies than popular perception might indicate.

"What appears to have happened on previous occasions is that a very small number of people shouted very loudly and I would argue that's not democracy at work," he said. "To make good decisions we need future discussions to be rational, informed and fact-based rather than shouting matches where the prize goes to the loudest person no matter how poorly informed they are."

One of the challenges is to get people to think beyond nuclear power to other fields and

"To make good decisions we need future discussions to be rational, informed and fact-based rather than shouting matches where the prize goes to the loudest person no matter how poorly informed they are."

Neil Alexander

applications, of which there are many.

From sterilization of medical equipment to scanners that look through welds to jet engine turbine fans, nuclear technology helps keeps people safe, buildings standing and planes in the air, he explained.

"We couldn't safely run our modern society without the byproducts of the nuclear industry and applications of nuclear science. It is important that people realize these benefits as well as the contributions that the nuclear power industry makes to abating smog, avoiding acid rain, preventing the numerous deaths that take place as a result of the pollutants that

arise from fossil fuels."

Although Alexander emphasized it will be up to the province to decide how or if to pursue nuclear power generation, he made no secret of how he came to his own positive position on the subject.

"It's a way of thinking. I have a very questioning mind; I very rarely take anything I'm told as truth until I've found some evidence that confirms it."

Alexander grew up in several communities around England before heading to the University of Birmingham for his formal training in materials science. His first jobs were in first-world energy efficiency and renewable energies. He

joked that like a "true climate warrior," he does not own a car, commuting on foot, even in winter, to his office on campus. A bicycle leaning against his office wall awaits warmer days.

Before moving to Saskatoon, Alexander worked as part of a group working on solar, wind and other renewables including using garbage as fuel, both to generate energy and as a method of recycling.

"As part of that experience I realized we could do the best we could with efficiency and we could do the best we could with renewables, but there was still going to be a pretty large gap," he said. "The only way I could see filling it is with nuclear."

He conceded nuclear power has a bad image, but insists it is the "safest of the power generation industries" by a wide margin.

"Nuclear is about four times safer than wind power, about 11 times safer than solar, something like 35 times safer than hydro, and safer than gas and coal by orders of magnitude," he said. "And the question always comes

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Philip Loring on site in northern Canada.

SUBMITTED

Loring's work in the North subject of documentary

JAMES SHEWAGA

It may not be everyone's favourite travel destination, but for Philip Loring, expeditions to the Arctic have become his passion.

Loring, an assistant professor in the University of Saskatchewan's School of Environment and Sustainability, regularly makes the long trip north to chronicle the challenges facing Arctic villagers due to the effects of climate change.

"I am very passionate about this project," said Loring. "In particular, I'm hoping that we can do research that empowers local people to take control over how the future of the Arctic and their communities plays out. In the last hundred to hundred and fifty years, the North American Arctic has been rapidly remade under the influences of colonialism, globalization and natural resource extraction. Climate change is just the latest development in that trend, but one with unprecedented consequences for local peoples and cultures.

"With this work I want to raise awareness about this as a social issue, but I also want to produce information and ideas that local people can use to build the future they want."

Loring and his team's work is now featured in *Sea Ice Secure*, the first in a series of new short-format documentaries produced by Sustainable Futures North (SFN). The series showcases how rapid changes in climate, weather and development are affecting the daily lives of hunters, fishers and gatherers in rural Alaskan villages. The film recently earned an honourable mention in the 2015 Greenpeace short film contest that featured more than 500 climate change documentaries.

"The video series features local voices and experiences and shows how residents of the North, while vulnerable in many ways to climate change, are actively pursuing innovative solutions," said Loring. "Too much of the Arctic dialogue focuses on what climate change might mean for new business opportunities such as shipping and oil development. There's a real social justice implication to climate change that these videos highlight."

While climate change is a growing global issue, people in the Arctic are already on the

front lines dealing directly with its dramatic effects, as the sea ice—the lifeline of the North—retreats more every year. The coastal Alaskan communities featured in the film rely on the sea ice for transportation, food security and maintaining tradition ways of life now threatened by rapid climate change, he explained.

"Lives and livelihoods in the North are tightly connected to the natural world through, for example, subsistence hunting and fishing," said Loring. "Thus, while climate change does have implications for food security in urban areas of Canada and the United States, most people don't experience them in the same way. We see a small change in prices of food, but we have alternatives that people in the North don't. Unexpected or unprecedented variability in fish and game can be much more devastating to the health and household economies of local people (in the Arctic)."

Loring's project, funded by a grant from the US National Science Foundation's Arctic Science, Engineering and Education for Sustainability program, examines life in northern regions ranging from Baffin Island, Nunavut to coastal Alaska. The first documentary is primarily focused on the northwest Alaskan coastal communities of Deering, Kivalina, Kotzebue, Nome and Point Hope.

"We're talking to people about the biggest challenges they face for health, food, water and energy security, and trying to figure out how new natural resource development such as oil and gas impact these," said Loring, who created the series along with team member Craig Gerlach of the University of Calgary. "The project is driven by community needs and interests, and is very interdisciplinary, with a team that includes civil engineers, anthropologists, sociologists, sea ice geophysicists, climate scientists and educators."

Sea Ice Secure is viewable online at www.sustainablefuturesnorth.org. Three more films on such topics as food security and subsistence practices are in development. ■

James Shewaga is media relations specialist in University Communications.

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Donna Beneteau in her rock lab in the College of Engineering.

LESLEY PORTER

This class is a blast

LESLEY PORTER

Not a lot of U of S classes have “properties and theories of explosives” listed in the syllabus. In fact, the only one might be Donna Beneteau’s fourth-year geological engineering class on drilling, blasting and excavation.

Beneteau, a geological engineer with extensive experience in the private sector, learned about blasting on the job. She came to the U of S in 2011 to work as a research engineer in the rock mechanics lab, located in the basement of the Geology Building. Last year, she started teaching the drill, blast and excavate course to an eager classroom of would-be engineers.

The course is part of the mining option soon to be available for geological engineers (other mining options will be available in the chemical and mechanical engineering programs). During the course design phase, the College of Engineering consulted with industry stakeholders to determine their needs on the recruitment side. Beneteau recalled one such meeting held with representatives from Saskatchewan mining companies for input.

“I think there were eight or nine mining companies,” she said. “They sent their technical people. We met in a classroom and said, ‘So what do you want us to teach?’”

That input is evident in the title. The class was originally going to be just drilling and blasting, but given the role and mining methods of potash and uranium in the province, excavation was added to the course as well.

“I think industry’s the best teacher,” said Beneteau, adding

that besides the classroom and lab work component, the class also plays host to guest lecturers from the mining industry.

But the most exciting aspect of the course, hands down, is the daylong rock-blasting lab held near the end of the term. The class members travel to a rock quarry just outside of Saskatoon and are given demonstrations of various blasting methods and techniques covered in class.

“It’s one of those things you have to experience,” she said, “that you would never be able to explain in a classroom just by looking at pictures.”

Joining them is Leonard Banga, owner of Xtreme Mining and Demolition in Saskatoon who has more than 20 years’ experience blasting in Canadian potash, base metal and gold mines.

In the six-hour-long blasting lab, tubes of explosives are put into holes drilled in rocks. Besides just blowing things up, the students learn the proper safety techniques for handling explosive materials (such as emulsions and ammonium nitrate/fuel oil) and how to create time delays that are more effective at blasting larger rocks, a technique widely used in the mining industry.

They are taught to assess the type of rock they are blasting as well as its condition, because each reacts differently. Beneteau recalled a day in the field when Banga loaded a hole that had been drilled into one large piece of concrete (“about the size of a desk,” she said) with the intent to blast a small section of it. However, one minor explosion turned the entire block into a pile of gravel.

“Even a blaster has to learn environmental conditions,” she said. “The rock could be fractured or wet, and it affects how it goes off.”

She added that despite one unexpected misfire, the class has been a huge hit with students.

“At the end of the last field day, one of the students said as they were leaving, ‘That was my best day of school ever.’” ■

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The personality of teams

Football a living lab for Joe Schmidt

COLLEEN MACPHERSON



Joe Schmidt, an assistant professor of human resources and organizational behaviour in the Edwards School of Business, and a huge football fan.

“You want to hire people who are qualified to do the job but if they meet that threshold, then you can begin to look at how they will fit in with a team, what they bring to that team.”

Joe Schmidt

Joe Schmidt is a big fan of football, not just as a sport but as a living laboratory to help him understand how

personalities can affect outcomes both on the field and off.

“I’ve always played team sports, and I played football for the University of Calgary as an undergrad,” said Schmidt, an assistant professor of human resources and organizational behaviour in the Edwards School of Business. “I was interested initially in observing the players who were more naturally gifted than I was but didn’t work as hard as they could have. What happened is I got more playing time than they did simply by working harder.”

His curiosity piqued, Schmidt, who played full back, began looking how various personalities come together—or don’t—on a team. When it came time to do his PhD dissertation, he knew exactly where he would focus.

University football teams usually include about 80 players, he explained, “and each position has a unique culture of its own. Defensive backs and offensive linemen, for example, are different subgroups of the team. What I wanted to explore was

the personality characteristics of individual players in a subgroup and the traits of the subgroup itself, and how that can predict individual performance.”

To collect data, Schmidt enlisted six of the seven football teams in the Canadian Inter-university Sports’ western conference. He visited the teams during their training camps, did personality questionnaires with each player, and asked additional questions about group cohesion and norms. Half way through the season, the players were asked about the climate of their subgroup, and if it had changed.

“At the end of the season, the position coaches rated each players’ performance in games and practices,” said Schmidt. But what turned out to be more telling was the coaches’ reporting on what Schmidt termed organizational citizenship behaviours—things like helpfulness and altruism—and on counterproductive behaviours like being too competitive with fellow players.

Schmidt also tracked each team’s game statistics to see if group characteristics enhanced or detracted from on-field performance.

Some of his findings might have been predictable: “when groups have more consci-

entiousness—players who exhibit traits like being hard working, diligent, prudent and goal oriented—we found that those conscientious players performed even better. If I’m working hard and others in my group are working hard, that creates a supportive environment for everyone. We fully expected that.”

But on the other side of the field, Schmidt found that individual performance did not improve when there were too many extroverts in a subgroup.

“What we found was that highly extroverted players displayed the greatest number of counterproductive behaviours,” he said. “In a group, extroverts will be competing for air time or status or to be noticed, and as a result, they may actually be undermining each other.”

The implications of his research, which was published in the *Journal of Organizational Behaviour*, in the world of work point at the need to understand personality traits and how they affect a team, he said. For some traits, like conscientiousness, more can be better but for others, like extroversion, “you want to look for some diversity. You always need some talkers and some listeners.”

But Schmidt cautioned against making employment decisions based entirely on personality. “I shouldn’t imply we should take this too far. Personality assessments are valid, but not highly valid. They do predict behaviour but there are a lot of other things going on.

“You want to hire people who are qualified to do the job but if they meet that threshold, then you can begin to look at how they will fit in with a team, what they bring to that team.” ■

SHARING ACADEMIC PRACTICES FORTNIGHT

2015 marks the inaugural year for the Sharing Academic Practices Fortnight being offered by ICT, University Library, and the Gwenna Moss Centre for Teaching Effectiveness.

The event has been planned in partnership with Faculty members from across campus. This year, the event is comprised of two weeks of workshops, talks, celebrations, as well as dedicated time for Instructors to progress teaching and learning projects all centred around enhancing teaching practice.

April 27 to May 8

Register at:

usask.ca/gmcte/sharing-academic-practices

CELEBRATION of Teaching

The Gwenna Moss Centre annually hosts a Celebration of Teaching in recognition of the past academic year’s award winning teachers. The Provost’s College and Themed Teaching Awards will be presented during the formal program. U of S instructors and their guests are welcome to attend.

May 1 | 1:30 to 3pm

St. Thomas More Theatre
Reception will follow the formal program

usask.ca/gmcte/awards/celebration

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Looking for a great family home with 4 bedrooms on one floor. Check out this 1540 sq ft 2 story home in Eastview. Numerous upgrades: Kitchen, bathrooms, windows, hardwood and cork flooring, shingles in 2014. The main floor has spacious living/dining room, beautiful kitchen with pantry and movable island, 2 pc bath, laundry room. The second floor has 4 bedrooms & a 4 pc bath. Basement has large family room, bedroom, storage area. The south-facing backyard features a large deck, with large grass area. Single attached garage with direct entry. High efficient furnace, 50 gallon water heater.



830 Weldon Ave 329,900

Built in 1992 the pride of ownership is evident throughout this home, you will not be disappointed. Many upgrades throughout: kitchen & bathrooms. A spacious livingroom and the diningroom has glass patio doors to the deck. The familyroom features french doors and a gas fireplace. High efficiency furnace & water heater, Central air, new 50 year fiberglass shingles, triple glazed windows throughout and double detached garage.



More pictures and info www.susank.ca

Art and plants and big science

COLLEEN MACPHERSON

Somewhere out there is an art curator with a painting that is a bit of a mystery. The curator knows there are layers of paint on the canvas but cannot know what lies beneath. A portrait? A landscape? By the same artist, or another? A restoration, or a forgery? Unfortunately, to answer the questions using conventional techniques could damage the painting.

But this summer, curators and others interested in art, art history and cultural heritage have the opportunity to bring big science to bear of their mystery objects or questions. The Canadian Light Source (CLS) is once again opening its facility in July for one-week summer schools, giving researchers the chance to learn how synchrotron technology can be used to build knowledge, and solve mysteries, in their discipline. “If you’re interested in synchrotron science,” said Tracy Walker, “come and play.”

Walker, the CLS education and outreach co-ordinator, said the summer schools, which have run almost every year since 2006, include an introduction to the capabilities of the facility, hands-on beamline time and access to scientists to

help gather and interpret data.

“From a learning perspective, it’s very important to us to provide practical experience as well as the science behind the synchrotron,” said Walker. “The third component of the school experience is networking with the experts.”

This year, two schools will run concurrently—one for those studying the structure and molecular composition of plants and plant-related products, and one for people who want to further their research in the fields of art and cultural heritage. This could include studying ancient production methods, paints and dyes, learning how to identify forgeries, or studying nutrition, migration and toxicology in the field of anthropology.

Each school has a maximum

enrolment of 10 people who submit an application explaining their research. Spots are available for experts and researchers as well as students from Canadian universities.

The participants are what Walker termed novice users, people with no synchrotron

experience. “And those who are accepted are invited to bring their own sample,” Walker said, “an artifact, a fossil, a piece from a museum collection, a piece they’re trying to understand something about. The huge advantage here is that our techniques are non-destructive.”



Kathy Walker education and outreach co-ordinator at the CLS.

COLLEEN MACPHERSON

Returning to the painting example, Walker explained that instead of having to remove layers of paint to see what is underneath and thus destroy a piece of art, synchrotron technology can identify the chemical signature of various pigments, and then map the location of those signatures to reveal what is beneath the top layer.

Offering summer schools is “very much a facility commitment,” she continued. Time has been booked on six beamlines for the schools, including the new BioXAS (x-ray absorption spectroscopy), which is nearing completion. Staff will be working with school participants, as will scientists and current beamline users. International speakers will be giving presentations and there will be an excursion to Wauskewin.

“In addition to giving novice users a new toolkit they can use in their work, we are able to show what the beamlines are capable of and at the same time build a beamline community,” she said.

Detailed information about the July 20-25 summer schools is available on the Canadian Light Source website. ■



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Nominate a University of Saskatchewan alumnus for a 2015 Alumni Achievement Award.

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alumni.usask.ca/achieve

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Coming Events

■ Seminars/Lectures

Hosain Lecture

- April 30, 2 pm, Mayfair Library, Mel Hosain, professor emeritus of civil engineering, presents Serengeti National Park and Ngorongoro Crater

Happiness

- May 15, 7 pm, Broadway Theatre, world-renowned graphic designer Stefan Sagmeister, with a client list that includes the Rolling Stones, HBO, the American Institute of Graphic Arts, the Guggenheim Museum and Time Warner, presents a talk entitled Happiness. Included will be a sneak peek at his new documentary *The Happy Film*. Sponsored by the Edwards School of Business and presented as part of the Graphic Designers of Canada (GDC) Elevators Speaker Series. More information and tickets at picatic.com/gdcskn

■ Conferences

Highlights in Medicine Reunion Conference

The College of Medicine is holding its 30th annual Alumni Conference and Reunion June 24-27. The event includes 1.5 days of CME credited workshops, special keynote addresses about new trends in research and integrative medicine, a dean's welcome reception, a reunion banquet, tours of the university campus and more. The event honours all classes that graduated before 1957 and the honoured class years of 1960, 1965, 1970, 1975, 1980, 1985, 1990, 1995, 2000, 2005 and 2010. There will be special class activities.

Oncology Conference

The Continuing Medical Education Oncology Conference takes place April

24-25 at the Hilton Garden Inn. The goal of this event is to provide information and discussion about current cancer guidelines, treatments and controversies with a focus on cancer management, care and survivorship in the adult population. All health care professionals as well as residents and students are welcome to attend.

PSFaM Annual Meeting

The third annual Protein Structure, Function and Malfunction annual meeting takes place May 6-8 at the College of Medicine, U of S. Online registration and abstract submission is available at cmcf.lightsource.ca/psfam/registration

■ The Arts

Snelgrove Exhibition

Opening April 27 and continuing until a closing reception from 7-10 pm on May 1 is *Femineering*, an exhibition of work by Aralia Maxwell that looks back at the 1950s as "a golden era for women and the feminine arts."

Amati Concert

The Amati Quartet presents Celebrate Spring May 16 at 7:30 pm at Knox United Church. The concert includes Haydn's String Quartet in C major, Op. 20, No. 2, Mozart's String Quartet in B flat, K.458, 'The Hunt', and Debussy's String Quartet in G minor, Op. 10. Tickets are available from the Remai Arts Centre, 306-384-7727, or visit www.amatiquartet.usask.ca

1812 Exhibit

The Diefenbaker Canada Centre presents *1812 One War: Four Perspectives*, a travelling exhibition produced by the Canadian War Museum. The exhibition continues until June 21. Check the centre website for opening hours.

■ Courses/Workshops

Digitized

Digitized, a one-day event for high school students to promote innovation, career opportunities and higher studies in computer science, will take place on campus from 9:30 am-3 pm May 7 in Arts 143 and 146. Students will participate in various workshops that explore, for example, robotics, animation, digital media and video game creation. Students will also attend presentations by experts in the industry, with topics to include gaming, mobile, entrepreneurship, software development, cyber-security and bioinformatics. For information visit digitized.usask.ca

Food Environments

The Food Environments in Canada: Symposium and Workshop takes place May 22-23 at Station 20 West. The event begins with a free public talk at the Roxy Theatre by keynote speaker Dr. Steven Cummins, professor at the London School of Hygiene and Tropical Medicine, London, UK. The symposium continues May 22 and 23 at Station 20 West with other speakers from across Canada and a methodological workshop. Online registration is available at www.foodenvironments2015.ca. For more information contact Tracy Ridalls at 306-966-2237.

Writing Winning Grants

The second workshop in the Writing Winning Grants series takes place April 29 from 9-11 am in the Neatby-Timlin Theatre. Entitled Communicate Your Research Excellence for Maximum Impact: Using Structure, Language and Perspective to Write a Winning Research Grant, the event will feature presenter Martin Butler, principal consultant with Butler & Associates. The presentation is free. Contact grants.workshop@usask.ca

Sharing Academic Practices

Sharing Academic Practices Fortnight, offered by ICT, University Library, Distributed, Online and Certificate Programs (CCDE) and the Gwenna Moss Centre for Teaching Effectiveness, takes place April 27-May 8 with events on each day. All interested staff, instructors and graduate students are welcome to attend. For more information and to register, visit www.usask.ca/gmcte/sharing-academic-practices

Edwards School of Business, Executive Education

For information call 306-966-8686, email execed@edwards.usask.ca or visit edwards.usask.ca/execed

- May 11-13, Digital and Social Media Program: Strategy and Tactics
- May 14, Digital and Social Media for Senior Managers
- May 21-22, Operational Excellence Certificate: Process Mapping and Process Improvement
- May 25-26, Operational Excellence Certificate: Analyzing and Improving Office and Service Operations (Lean Office)
- May 29-June 5, The Effective Executive Leadership Program – Waskesiu
- June 3, Technical Writing
- June 15-17, The Project Management Course - Regina

Centre for Continuing and Distance Education

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

U of S Language Centre

Call 306-966-4351 for information and to register

Multilingual Conversational Language Classes June 7-Aug. 27:

- French levels 1 to 3: \$210 (GST exempt)
- Spanish levels 1 to 3: \$220.50 (GST included)
- Textbooks and workbooks are extra.

French Voyageur for Real Beginners

- Aug. 14-16; ideal for the traveller who has little or no French-speaking skill, 20 hours over 2.5 days, cost: \$280 (GST exempt) textbooks and workbooks are included.

One-Week Intensive French Immersion

- Aug. 17-22; for those who wish to quickly advance their language skills, 35 hours over 5.5 days; cost: \$550 (GST exempt) materials and final luncheon provided.

Four-Day Intensive Cree Immersion

- Aug. 17-21, for those who wish to quickly advance their language skills, 20 hours over 4 days; cost: \$400 (plus GST) course materials provided.

Nature and Ecology

- Summer Ecology Day Camp for Kids: visit ccde.usask.ca/eco/ecology-camps-kids for more information.

Gardening at the U of S

For more information see gardening. usask.ca or call 306-966-5539 to register.

- April 25, 9-noon, Herbs and Spices for the Prairie Gardener with author and CBC commentator Lyndon Penner, \$44.95 plus GST
- April 25, 1-4 pm, Time Traveller's Garden Series: Ancient China with author and CBC commentator Lyndon Penner, \$44.95 plus GST
- May 2 and 3, 9 am-4 pm, Garden Fundamentals with U of S Master Gardener Program co-ordinator Vanessa Young, \$110.95 plus GST
- May 9, 9 am-4 pm, Communications with U of S Master Gardener Program Co-ordinator Vanessa Young, \$67.95 plus GST
- May 10, 9-noon, Botanical Latin with U of S Master Gardener Program Co-ordinator Vanessa Young, \$44.95 plus GST

- May 10, 1-4 pm, Hypertufa Pots with Angie Skiba, U of S Master Gardener, \$55.95 plus GST (includes materials)

Community Arts, USCAD/AYAP

USCAD Art classes

- Visual Arts Survey I, May 28, June 5-7 and 12-14
- 2D Design I, May 22-24 and 29-31
- Drawing I, May 1-3 and 8-10
- Drawing II & III, May 22-24 and 29-31
- Drawing and Painting the Portrait - Mon/Wed May 4 to June 17
- Painting I, Tues./Thurs., May 6-June 16
- Expressive Strokes: Exploring Experimental Touch II, Mon./Wed., May 4-June 17
- Painting with High Flow Acrylics and Inks I, May 1-3 and 8-10
- Creative Digital Photography I, Mon./Wed., May 4-June 17
- Advanced Photography II, Tues./Thurs., May 5-June 16
- Photoshop III, Mon./Wed., May 4-June 17
- Pinhole Photography and Alternative Process I, June 20 and 21
- Off the Wall: Mixed Media Sculptural Wall Pieces, June 5-7 and 12-14

Community Music Education

Registration is open for spring classes for ages 0-36 months that begin in April, and for Music Around the World summer camps. Also offered is Music in Early Childhood, Suzuki Early Childhood and Parenting with Music programs. For more information call Nicole Wilton at 306-966-5625 or visit ccde.usask.ca/community-music

■ Miscellany

Engaged Scholar Day

The third annual Engaged Scholar Day takes place April 30 from 8:45 am-4 pm in the Agriculture Building. The event includes various sessions, a keynote address by Randy Stoecker of the University of Wisconsin and the launch of the Engaged Scholar Journal. For information contact andrew.dunlop@usask.ca

50th Anniversary

The U of S School of Physical Therapy celebrates its 50th anniversary Sept. 11-12 with a number of activities and events that celebrate education, professional scholarship and research. Register for events on the School of Physical Therapy website.

University Club

For information about upcoming events, visit usask.ca/uclub or call 306-966-7775

- April 30, a chili smorgasbord and live music with The House Band
- May 5, Cinco de Mayo lunch buffet
- May 10, Mother's Day Brunch

Celebration of Teaching

The annual Celebration of Teaching will be held May 1 at the St. Thomas Moore Theatre. The program starts at 1:30 pm and will include the presentation of the 2015 provost's teaching awards by Provost and Vice-President Academic Ernie Barber. A reception will follow. For more information, visit www.usask.ca/gmcte/awards/celebration

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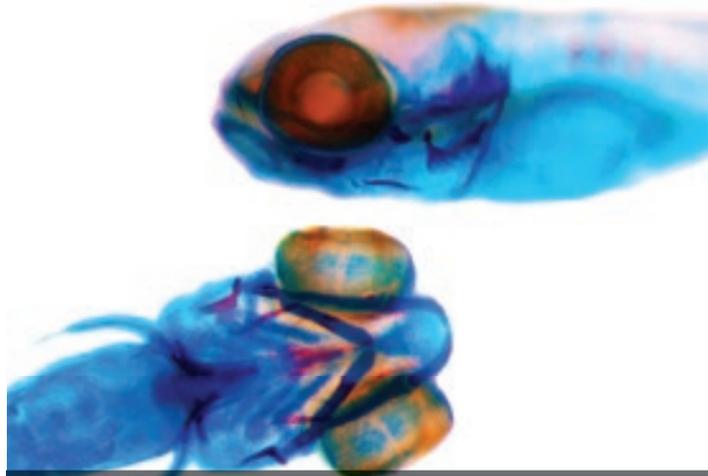
Coming Events

Next OCN: Friday, May 8
Deadline: Thursday, April 30

Email ocn@usask.ca

Research through a lens

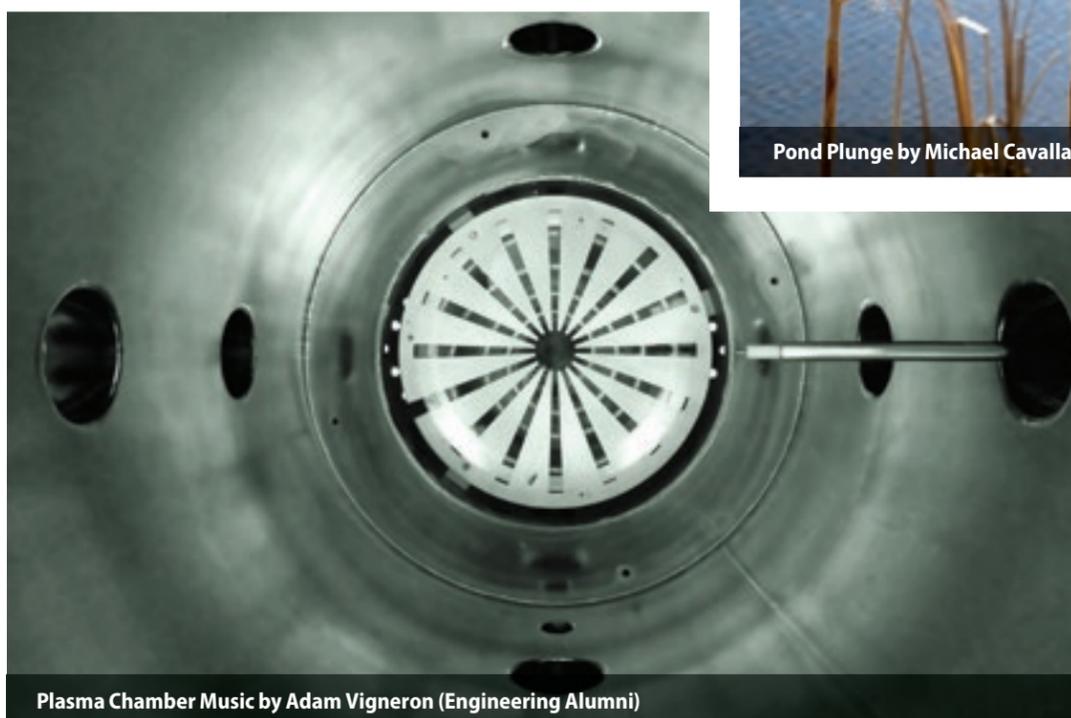
See all the winners and runners up in each Images of Research category at research.usask.ca/images-of-research.php



Red Fish, Blue Fish by Connor Brenna (Medicine Undergraduate Student)



Pond Plunge by Michael Cavallaro (School of Environment and Sustainability)



Plasma Chamber Music by Adam Vigneron (Engineering Alumni)

Nuclear power a small part of Fedoruk centre portfolio

From Page 5

back to ‘does that include the major accidents?’ and yes, it does.”

Alexander sees great opportunities for Saskatchewan if it jumps in as a “first adopter” in research about and manufacturing of SMRs. Stringent industry standards for manufacturing facilities demand an extremely high-quality supply chain and highly trained, specialized staff. This means significant investment flowing into the province and benefits for the country, for example, to supply power to remote Canadian communities.

For now, nuclear power is a small part of the Fedoruk Centre’s portfolio as a funding agency. Some projects are looking at advanced materials for use in nuclear reactors but more than half of the funding to date has been committed to nuclear medicine research such as improved imaging techniques and advanced diagnostic tools.

The balance has been invested in investigations of public opinion and environment, as well as fusion power and plasma research.

“We’re interested in encouraging pools of capability to develop, to give us a reasonable broad-based understanding of nuclear issues,” Alexander said.

Researchers are encouraged to leverage Fedoruk Centre resources by seeking matching money from industry and other funding agencies. “Commitments from industry give us confidence that the knowledge developed will be used for the good of mankind and the students that are trained will have skills that will make them attractive to employers,” Alexander said.

Another finding from the nuclear attitudes survey showed people felt they were not well enough informed on nuclear issues. The Fedoruk Centre is keen to address this both with its current communications efforts and with further research.

“What we’d like to find out is what information they feel they need to be well informed, and then work out how to make it available to them,” Alexander said.

He is making a start at sharing information by giving a presentation April 28 at Woods Ale House entitled Dihydrogen Monoxide, Bananas and the Role of Bad Science in Decision Making as part of the Tox on Tap series of public talks.

Another facet of Alexander’s work is focused on the U of S research community. He is holding meetings with scientists to discuss their work and explore possible applications for nuclear science.

“One of the areas we’re particularly excited about the potential for is agricultural research, specifically plant research. Because the university here is obviously a world leader in that field and we’ve got a world-leading capability in the cyclotron, we’re matching those two areas together.” ■

SPEAKING TO THE MEDIA EFFECTIVELY

MEDIA TRAINING 101

Does the idea of doing a media interview make you nervous? Would you like to do more effective interviews with reporters? Are you interested in talking to reporters about your research but worry about your message getting lost? Are you an administrator called upon to speak to reporters about your work? Anxious about the process?

This three hour media training session will help participants learn how to manage media requests from the moment a call comes in from a reporter or producer. Participants will also become acquainted with techniques that will make your interviews more effective, whether they are for TV, newspaper or radio.

The session includes practice interviews and playback analysis and will be led by Ivan Muzychka, associate vice-president communications, Advancement and Community Engagement, University of Saskatchewan.

Dates for these sessions have been arranged as follows:

Wed. May 6	1:00 pm - 4:30 pm
Fri. May 15	8:30 am - 12:00 pm
Wed. May 20	1:00 pm - 4:30 pm
Tues. May 26	8:30 am - 12:00 pm

Please register for one of these sessions by contacting Tina Murdock at tina.murdock@usask.ca or 306-966-1473.

discover US

This year's back-page feature explores the hidden treasures from University Library, University Archives and Special Collections, and the people who use them.

Private life of Gus

Art and archives merged when curator Leah Taylor combined collections from the Kenderdine Gallery and the University Archives and Special Collections in an exhibition this past summer. *Gus: the archive of Kenderdine* highlighted the repository of documents and ephemera from the family archive of Augustus F. L. Kenderdine, known to many as Gus. Looking beyond the canonical legacy of Kenderdine the painter, the exhibition offered a glimpse into the private life of Gus. The archive is comprised of materials that range from journals, correspondence, letters and photographs to travel souvenirs and pipes.



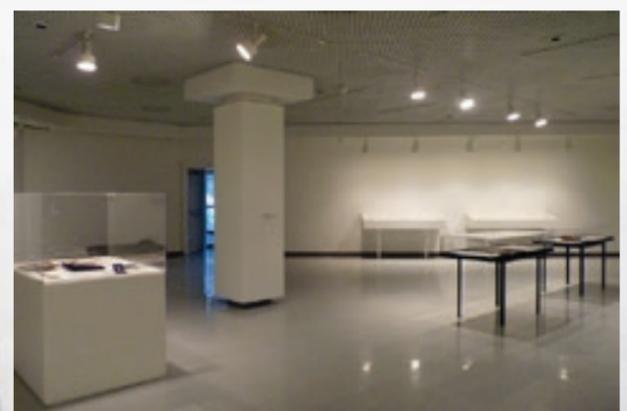
Taylor

The Kenderdine material found in University Archives and Special Collections reveals a particular history embedded within a social, political and cultural context, and Gus' positioning within that historical framework.

Taylor pointed to French theorist Michel Foucault's observation that "The archive cannot be described in its totality; and its presence is unavoidable. It emerges in fragments, regions and levels, more fully, no doubt, and with great sharpness, the greater the time that separates us from it." And she noted, "What has been excluded from the Kenderdine archive bears as much significance as what has been included. The gaps and traces allow us to question and consider the randomness of the archives logic; furthermore how these absences affect the way in which history has been written and recorded."



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GVS
KENDERDINE ART GALLERY
COLLEGE ART GALLERIES



Images from the *Gus: the archive of Kenderdine* exhibition.

