

THE COLLEGE OF

# arts & science

SUMMER 2011

**Gaming Courses  
Generating Buzz**

**Mona Holmlund  
Looks at Art on  
the Margins**

**Chemistry's  
GG Medalist  
Garrison Beye**

**2011 Teaching  
Awards**



College of  
Arts and Science

Alison Norlen, Associate Professor of Studio Art, received the 2011 Teaching Excellence Award for the Division of Humanities & Fine Arts. More on Page 4.  
(Photo: Dave Stobbe)

# *Con vocare:* A Calling Together

PETER STOICHEFF,  
DEAN AND PROFESSOR

This spring, I have been struck by and fascinated with the creative energy of the people of the College of Arts & Science.

At the 100th Spring Convocation ceremony, our graduates were recognized as among the very best and brightest of the University of Saskatchewan.

I extend my most sincere congratulations to our graduates. Now it's time for you and your parents and friends to be proud, and for those of us who teach and research and help lead the College to be grateful for all that you have achieved. You hold a very special place in the history of the College and the University.

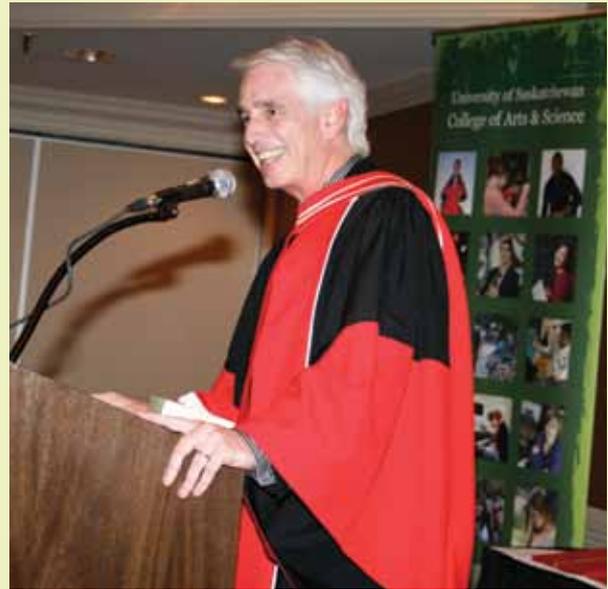
When I think of the College I think of the fact that:

- There's a 97% employment rate among our graduates
- The BA and BSc degrees repay the tuition investment thousands of times over
- Our faculty/student ratio is superior to our comparator institutions at 21:1

We know that our students have terrific opportunities to conduct research in the Arctic, in labs, on our rivers and lakes, to study abroad in Europe and beyond, and to study with some of the best scientists, humanities scholars, and artists in the country. We strive continually to improve and augment all that we do at the College-level; so too, we must apply this same goal at the individual level, for each of us comprises and creates this unique College.

The problems facing the world today—famine, poverty, race relations, water security, food security, global health—are not going to be solved by technology alone. Solutions are going to depend upon creative thinking, innovative, verbal literacy, numerical literacy, leadership skills, working together.

The Organization of Economic Cooperation and Development, that measures prosperity and quality of life in industrialized nations worldwide, says that what leaders of organizations, companies, NGOs, and governments need,



Above: Dean Stoicheff at Convocation Awards Banquet, May 2011.  
Opposite: Students, faculty, dignitaries, friends and family at Awards Banquet.

are short of, are those very skills – not the specific vocation-related skills—but creative and critical thinking.

Our award-winning students and faculty have those skills—and I like to think the College helped you acquire them. You are in the company of graduates such as writers Guy Vanderhaeghe, Sharon Butala, Lorna Crozier—Governor General's Award winners; Henry Taube who won the Nobel Prize for Chemistry; former Prime Minister John Diefenbaker; Gordon Thiessen, Governor General of the Bank of Canada; and photographer Courtney Milne.

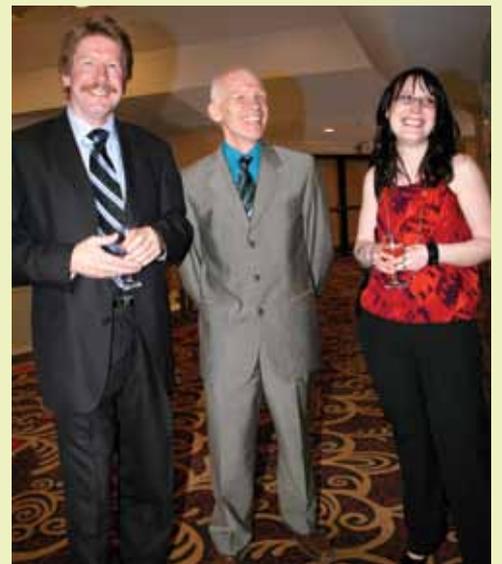
You are in the company of esteemed faculty who teach and have taught in the College of Arts & Science, such as Gerhardt Herzberg, Nobel Laureate in Chemistry; Patricia Monture, a leader in criminal justice transformation and equality for aboriginal people; and the artists Gus Kenderdine and Eli Bornstein.

The University of Saskatchewan has 13 Colleges and three Schools—and the College of Arts & Science makes up almost half of the total number of students, of faculty, of research and teaching activity.

We are unique in Canada, for ours is the only college in a medical doctoral university in the country to offer a combined education of fine arts, sciences, humanities, and social sciences within the same college.

The College of Arts & Science instills multi-faceted values in all of its immediate and surrounding communities. We are forward-looking, and we are positioned and poised to make significant contributions to the world—we are and will be great thinkers, activists, artists, teachers, politicians, community workers.

As new graduates take their place in the College's proud history and heritage, I encourage you to continue your involvement with the College, and be part of its future.



# 2011 College of Arts & Science Teaching Excellence Awards

BY BETSY ROSENWALD



Photo: Dave Stobbe

Alison Norlen,  
Associate  
Professor,  
Studio Art  
*Division of  
Humanities &  
Fine Arts*

Alison Norlen's  
fascination with the  
world of spectacle  
is reflected in her

art, research, teaching—and her office, which is strung with coloured lights and fishnet and features a live palm tree, beach umbrella, feathers, and a headdress of fruit no doubt worn by Carmen Miranda herself. “Spectacle’s” many forms of expression has led her to visit theme parks and carnivals, Day of the Dead candlelit vigils in Mexico, and samba schools in Rio de Janeiro.

Norlen received her BFA honors degree from the University of Manitoba, and an MFA from Yale University. She joined the Department of Art & Art History in 1999.

Her artwork has been exhibited across Canada and internationally and she is currently at work on a sculptural installation project consisting of a welded theme park pier based on the Victorian-era Brighton Pier, for a solo exhibition at the Mendel Art Gallery in 2013.

Norlen clearly relishes interacting with her students, both at the undergraduate and graduate level. “Teaching has a breadth of complexity and unpredictability,” she said. “I take my involvement with students seriously and relish the connectedness that permeates beyond the classroom and incorporates everyday, personal and shared experiences.”

She counsels new professors that “we are a team, we want our new colleagues to succeed, to be able to achieve their goals, to relish in their chosen research and unique areas of specialty, and that we respect their accomplishments; but most importantly we want to foster an environment conducive to teaching and personal and professional growth. All of these elements are not important, but necessary!”



Photo: Kirk Sibbald

Michel Gravel, Assistant Professor, Chemistry  
*Division of Science*

A glance at Michel Gravel’s research group website paints a picture of why this professor received teaching accolades from his students. The photos clearly show people who take genuine pleasure in their work and, from their list of publications and awards, excel at it as well.

“Every time a student tells me I made a positive difference in his or her understanding and interest in the topic is memorable,” said Gravel. “I enjoy teaching all levels of Organic Chemistry and watching my students’ progress throughout the semester.”

After earning his BSc in Chemistry at Université de Sherbrooke, followed by a PhD in Organic Chemistry from the University of Alberta in 2004, Gravel joined the Department of Chemistry in 2006. His research interests are focused on inventing and developing new chemical reactions to be used in the synthesis of natural products, pharmaceuticals or agrochemicals.

A relatively new professor himself, Gravel advises new colleagues not to be afraid to try new tools and techniques. “Everyone has their own teaching style and it may be different from that of your colleagues. Be prepared to teach any audience: large, small, majors, non-majors, undergraduates, graduates.”

And, he admonishes: “Practice in-class demonstrations beforehand. Even the simplest ones will likely fail if they have not been tested first.”

# Provost's Awards for Outstanding Teaching

BY KIRK SIBBALD



Ron Borowsky,  
Professor, Psychology  
*Social Sciences*

With extensive research, administrative and teaching demands, Ron Borowsky comes to work each day with a long and daunting “to-do” list. However, his first priority is always

students’ needs and inquiries, and he says the results of this approach have proved mutually beneficial.

“University students are invested in getting a good education, and their willingness to engage in discussions and ask challenging questions makes for an excellent learning environment for them and for me,” he said. “In trying to connect the material to what they already know, I find students often raise issues that I could have never come up with on my own.”

A cognitive neuroscientist whose research revolves around language and memory processes, Borowsky has held a faculty position in the Dept. of Psychology for the past 16 years. During this time, he has taught nearly a dozen different courses at both the undergraduate and graduate levels.

He is an esteemed graduate supervisor, and is consistently encouraging students to pursue academic careers. To his credit, all of the PhD/post doctoral students he has mentored have gone on to become professors at universities across North America.

Borowsky credits his undergraduate, graduate and post-doctoral supervisors for always maintaining an “open-door” policy while he was a student, and says their example has inspired him to adopt this model himself.

“My office is located in the middle of my lab, and my graduate students and I discuss our research and teaching on a daily, and often hourly, basis,” he said. “I believe that being available for, and giving priority to, your students is the most important part of the job.”

Mark Eramian,  
Associate  
Professor,  
Computer  
Science  
*Science*

Since joining the Department of Computer Science in 2003, Mark Eramian says his most important mentors

have not necessarily been fellow academics or senior university leaders, but instead the very students he has taught for the past eight years. Although he certainly learned from the examples set by his father—an award-winning professor as well—Eramian said the comments he receives on teaching evaluations have proved invaluable. He said rarely, if ever, has heeding students’ advice been a mistake. Eramian teaches upper-year and graduate courses in his research area of Image Processing and Analysis, as well as introductory courses on Data Structures and Algorithms.

The aspect of teaching Eramian said he finds most rewarding are those “Aha!” moments—when a student who was previously struggling with a certain concept suddenly “gets it,” or when their minds open to the wider consequences of a subtle point.

As for the any advice he would pass onto new university professors, he credits being willing and able to adapt as his key to a successful teaching career thus far: “Every class of students, even year-over-year in the same course, is a little bit different,” he said. “Be prepared to adapt your style to what works best.”

Eramian also serves as the Graduate Chair for the Department of Computer Science and is an Executive Member with the Division of Biomedical Engineering.



# Provost's Awards for Outstanding Teaching



Garry Gable, Associate Professor, Music  
*Humanities & Fine Arts*

A highly-accomplished vocalist and expert in all things related to both vocal and theatre performance, Garry Gable is never one to simply ride on the coattails of his innate talents and past successes. He is a proponent of lifelong learning, and says his inspiration to continue evolving as both a teacher and academic often comes from his students.

"Great teachers are better students," he says. "One of the most important things I have ever learned is that there is no end to what there is to be learned. Another is that I will never, ever be satisfied merely by what I know."

A professor in the Department of Music for the past 16 years, Gable also serves as the department's Director of Vocal Studies and Artistic Director of the Music Theatre Ensemble. He says he is both fascinated and inspired by the ways in which teachings are passed down through generations, and hopes to have instilled in his students the desire to one day share what they've learnt from him with others.

He lists his wife and fellow music instructor, Kathy Lorenz-Gable, as his mentor and the best teacher he has ever met. However, he says the countless students he's taught over the years aren't far behind: "They each teach me something about my topic, but also more about myself."

Photos on pages 5–7 courtesy of Jaymie Koroluk, Gwenna Moss Centre for Teaching Effectiveness.



Simonne Horwitz,  
Assistant Professor,  
History  
*Provost's Award for  
Outstanding New  
Teacher*

Having just completed her third year as a professor at the U of S, Simonne Horwitz has already left indelible impressions on students and colleagues throughout the College.

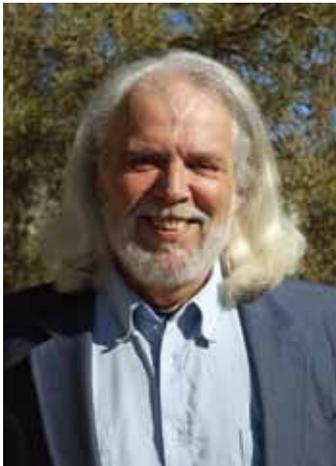
Although it can be difficult for new professors to not become overwhelmed by a sea of new faces, Horwitz ensures that she gets to know her students as individuals. She has quickly found that fostering one-on-one relationships encourages students to not only come to class, but also participate and make the classroom a more interactive space.

Raised in South Africa, Horwitz is passionate about the vibrant history of her home continent. African History has become one of her main teaching and research interests, and she strives to challenge the stereotypical perceptions of Africa as a poor, dysfunctional and diseased region.

"I am always so excited when students tell me that they discovered something new and different about the continent, which changes their outlook," she said.

To this end, she organized a study abroad course in 2010 that allowed her to take 10 students to South Africa for five weeks. While there, the students gained first-hand experience with local markets, government buildings, redistribution of land/land usage, and the racial segregation that still exists in the country.

Horwitz, who did her post-doc with U of S Professor Jim Miller in Native-Newcomer Relations, says she considers herself extremely fortunate to be a member of the Department of History: "Everyone... is so willing to share advice on research and teaching and is incredibly supportive."



James Mullens  
Assistant Professor,  
Religion & Culture  
*Provost's Award  
for Excellence in  
International Teaching*

A professor in the Department of Religion & Culture for the past 22 years, James Mullens has been a tireless promoter of Buddhist Studies and Asian awareness on

campus and in the community.

In many ways his home away from home, Mullens estimates he has spent 12 of the past 40 years studying, teaching and traveling in India, Southeast Asia, China and Japan.

Since arriving in Saskatoon, Mullens has promoted the university through his involvement in off-campus cultural groups and organizations. He is a past-president for the Saskatoon branch of UNAC, has been active with Multifaith Saskatoon, and built close connections to several Asian communities in the city. This involvement has allowed him to augment his courses by introducing students to local cultural groups and inviting their leaders to speak on campus.

Mullens has also led study programs abroad, having taken student groups to China in 2006 and India in both 2006 and 2010. He says these programs have provided him his most enduring memories.

"Just to see students light up and experience life-changing events, that's something really special," he said. "Those were amazing experiences for me and the students, something they will take with them through the rest of their lives."

Mullens officially retired from the U of S following the 2010/11 academic year, but says he plans to remain associated with study abroad programming on campus and, following a short hiatus, may resume modest teaching and research activities as well.

"Share your passions and be yourself," he said when asked what advice he would pass on to new professors. "Shape your approach so you're relevant and real and, just as importantly, make things understandable."

HONOURING OUR  
ALUMNI OF  
*Influence*  
COLLEGE OF ARTS & SCIENCE



# 2011

COLLEGE OF ARTS & SCIENCE

## *Alumni of Influence Awards Dinner*

HOSTED BY DEAN PETER STOICHEFF

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# An Interview with Garrison Beyé

BY BETSY ROSENWALD

Garrison Beyé, winner of the 2011 Governor General's Gold Medal, attributes his success to hard work and attention to detail. He could certainly add an avid curiosity and a relentless pursuit of challenges to that.

Beyé's research involved the synthesis and study of a series of natural products in Siphonariid mollusks. Not only did he develop efficient synthetic routes, but he also answered many questions pertaining to the origin and status of the structures as natural products. Beyé completed his PhD in Chemistry in 2010. His diligence and ingenuity earned him the Taube Medal from the Department of Chemistry, as well as the 2011 Research Thesis Award in Physical Sciences and the Harry Toop Memorial Prize in Scientific Writing.

***Why did you return to the U of S after several years of working in industry?***

I wanted to go to graduate school ever since taking my first Chemistry class here. I really liked that class and when I met Dale Ward (Professor, Chemistry) in 1994 I thought, "I could work for this guy."

***What made you think you could work with him?***

He was an interesting guy and the research he was doing was cool. He chooses hard subjects that present a challenge, and solving those challenges makes the work very interesting and rewarding. I contacted him in 2001 to say I was thinking about working with him and he told me what I could expect and what I needed to do next.

***What were those expectations?***

It's long hours and it's challenging. I'd been out of school for a number of years. I was going to have to relearn everything I'd forgotten because I wasn't working in Synthetic Chemistry.

***Was the topic you chose related to what Professor Ward was working on?***

He had a broader research theme. He had been working on developing a methodology to construct a family of molecules in a very concise and elegant manner. I came into the project at about the time that he had gotten over the initial hurdles. We worked together and built it out into a much larger, more complex system and took that and applied it to a series of natural products produced by mollusks found in many oceans of the world.



Photo: Betsy Rosenwald

***Can you describe your research on these natural products?***

The mollusks construct these chemical molecules for a reason. Unfortunately, science doesn't know what it is just yet. Several compounds look very similar but they are all constructed in a very different manner. It's like origami—you have a piece of paper and you fold it up into a crane. You unfold it and fold it up into a basket, then a giraffe and a dog. They are all inter-converting amongst each other through this piece of paper.

No one had ever isolated the piece of paper before, which is the thing that starts it all off. What I did was I made the common precursor (the piece of paper), which was painful.

***Why was it painful?***

It just took a long time. My whole research program was five years and I made that compound after four-and-a-half years. The initial stages were all working on the methodology and then, after I started working on that problem, it took a little over a year to get from start to finish.

***What was your typical day like?***

A typical day in the life of a synthetic chemist is you arrive in the morning with the results you've analyzed from the day before and the plan you've made up using those results. Then you execute that plan. That means distilling solvents, warming things from the refrigerator, organizing reagents. Then it's a matter of setting up the reactions you want to perform. You work up those reactions, which means removing the impurities and solvents, and then you sit down at the end of the day to figure out what you have. You develop a plan and come in the next day and do exactly the same thing. And you do this over and over and over and over again until you reach a conclusion.

***Is there a Eureka moment?***

There is and there isn't. The Eureka moment comes when you sit down and analyze the data. And it's not so much a Eureka. More than anything it's a matter of paying attention to what you have. I would say the reasons for my success were: a) I worked hard and b) I paid attention.

***How did you feel when you realized that you had isolated the common precursor?***

To be honest, with this common precursor, you wouldn't be able to look at it and go, "Oh, ok, that's it." It's very complicated. It's doing many things in solution and it isn't a defined thing... We took what we thought was the common precursor and we applied what we learned in previous model studies to see if it did what it wanted to do. And lo and behold, a natural product came out.

***So that's your Eureka moment.***

That's the Eureka moment! That was the defining moment in the research. Once I had that compound in hand, the rest of the research—getting all the compounds and figuring out how they were related to each other—took only two months.

***In the greater scheme of things, what kind of success is this?***

If you look at it on a macro scale, what this teaches is that it is really hard to define what natural products are because they interconvert. If a compound has the ability to change its form by unfolding and refolding, then it is hard to say this is a natural product and that's a natural product. The literature is full of people publishing, "look at all the natural products that we isolate." Well, they may not be. So care must really be taken in designating a molecule as a natural product.

***What can we expect from this discovery in terms of health and human potential?***

You would have to go back and isolate a ton of this compound to be able to test it in some biological process because the organism doesn't make that much of it. But now we've created and published a route to these molecules—products that possess demonstrated antibiotic, antitumor and anti-parasitic properties—and if someone is interested, they can make it up fairly readily and then test it.

***Where was the paper published?***

It was published in the *Journal of the American Chemical Society* through a peer-review process.

***How did the awards and research impact your career?***

I am the director of research and development for BioExx Specialty Proteins in Saskatoon. I am using my education and the thought process I developed here. Part and parcel of my training was problem solving. I've become very good at it and approach it at work the same way I approached chemical problems. What do I know about it? How do I get more information? How do I test it?

***What does the company you work for do?***

We're developing the first in the world facility for isolating canola protein from canola oil in order to sell it to the global food additive market. There aren't as many negatives to canola—many people are allergic to soy protein, for example—so we are developing canola as another plant-based protein. That has direct relevance to human food and health.

***How did your arts courses contribute to your education?***

Taking those classes makes you a more well-rounded person. I took English and I learned how to write better. Ultimately, I learned how to write very well because I received the Thesis Award and I received the Scientific Writing Award! I also took History, Political Science and other classes. The problem with scientists in general is that they are very poor writers and communicators. They don't receive enough formal education on how to write and present something in writing or orally. I think that's a shame. I see my younger colleagues struggling and it would be better if they had more well-rounded educations. But they're straight and narrow. If you take off the blinders and look around, you can actually learn quite a lot. I thought I had a really good education here at the U of S during my undergraduate degree. It's helped me a lot.

# Seeking New Perspectives on Saskatchewan's Visual Culture

BY BETSY ROSENWALD



Photo: Betsy Rosenwald

Saskatchewan native Mona Holmlund (Assistant Professor, Art History) is right at home with the subject of her research project, a SSHRC-funded book tentatively titled, *Art at the Margins: New Perspectives on the Cultural History of Visual Arts in Saskatchewan*. More than just an historical survey, it will feature conversations amongst artists and scholars who have helped shape the province's visual culture, and takes the form of everything from interviews to essays.

The project's impetus was Holmlund's return to Saskatchewan after an absence that included several years in Toronto, Montreal and in England, where she earned her Masters in Literature and the Visual Arts (University of Reading) and PhD in History (Cambridge University). She was surprised to discover that, aside from catalogue essays and a page or two on Emma Lake in Canadian art history surveys, very little has been written about Saskatchewan visual culture.

"There is no 'canon' of Saskatchewan art history that a lay reader or a student can pick up and read to get some sense of the place," she said. "Visual culture in Saskatchewan is a lot more interesting than it gets credit for."

Holmlund had originally intended to write a traditional survey but decided instead to explore the interesting pieces of art history that don't get told—such facts as the Saskatchewan Arts Board being the first of its kind in North

America and Saskatchewan artist, Edward Poitras, being the first Indigenous artist to represent Canada at the Venice Biennale. Another tidbit: under the leadership of artist Otto Rogers in the 1970s, the Saskatchewan Baha'i community became the fastest growing in the world.

*Art at the Margins* also refers to Saskatchewan as a place that is considered marginal by many, as well as to historically marginalized groups—Aboriginal artists, women artists out of the Emma Lake tradition that chose landscape painting over formalism, and folk artists who are outside the realm of traditional academia—that she plans to include in the book.

Holmlund's biggest hurdle at the start of the project was how to approach the Aboriginal content in a way that didn't treat it as "those chapters." In conversation with graduate student Kim Ennis, the two hit on the metaphor of the Cree medicine wheel.

"Each of the points on the wheel is a different perspective of the whole. It struck me that this project could be a conversation among the different subjects, instead of just the traditional sense of an editor categorizing things and grouping them together—here's the women's piece or the Indigenous piece."

From this grew a plan to form a Saskatchewan visual culture roundtable where invited participants will get together and talk about their particular research interest.

"They won't just be in some imaginary dialogue in the book but in an actual dialogue," she said.

Holmlund is now at the end of the first year of the project's three-year funding. Part of this first year included the series of six *Shifts* exhibitions, which examined how art has been taught at the U of S and included the participation of both Studio Art and Art History students. She is excited about including student perspectives, as well as those from established members of the visual arts community.

An alumna of the College, Holmlund graduated in 1989 with a double honours degree in English and Art History before finishing her education in England. She considers herself a visual cultural historian—examining the history of how people think about visual culture. She is the author of three previous books, the most recent on archives and public policy.

# Chiapas Highlights Cross-Continent Planning Similarities

BY KIRK SIBBALD



Professors Ryan Walker (far left) and Robert Patrick (fourth from right) with students in Chiapas, Mexico. (Photo submitted)

An academic partnership between the governments of Canada, Mexico and the United States wrapped up in February, with a unique field school in Chiapas, Mexico attended by several U of S students and faculty.

The U of S signed onto the Indigenous Planning Exchange (IPEX) in 2007, along with five other universities—Manitoba, New Mexico, Arizona State, Universidad Autónoma de Chiapas and Benemérita Universidad Autónoma de Puebla. In the five years since its inception, IPEX has facilitated numerous student/faculty exchanges and field schools designed to develop experts in the planning of healthy, sustainable and self-reliant Indigenous communities.

Now in its final year, the two-week IPEX field school in Chiapas was attended by nine Arts & Science students, along with Geography & Planning professors Bob Patrick and Ryan Walker, from Feb. 13 to 27. In total, about 65 students and professors from the six partner universities took part in the field school.

The course—Regional & Urban Planning 398.3 (Models of Indigenous Planning & Development)—consisted of preparatory readings prior to departure, group presentations,

daily journal entries and a final essay.

Patrick said that while trips to historic sites such as the Palenque Ruins and viewing the architecture in San Cristobal de las Casas were obvious field school highlights, witnessing the students' camaraderie was perhaps most memorable.

"The coming together of students from different universities and countries, and seeing how they began to realize there are many similar issues relating to Indigenous planning throughout the world, that was really rewarding," he said.

"About 40 per cent of the State of Chiapas population is Indigenous. Students really got to see that certain issues in Mexico mirror similar issues in Canada and the United States. These issues include Indigenous access to safe drinking water, land title rights, and housing."

Although the Chiapas Field School was intended to be the final major project facilitated through IPEX, Patrick said the program still has some money remaining and, therefore, could possibly support another student exchange program this coming fall.

# Gaming Courses, Industry Generating Buzz

BY KIRK SIBBALD



Photos above and opposite page: CMPT 306.3 students demonstrate the video games they developed during a showcase event in April. (Photos: Kirk Sibbald)

It's a multi-billion dollar industry that shows no signs of slowing down, and the job market has witnessed a corresponding boom in recent years.

So ever since the Department of Computer Science unveiled a slew new of courses in 2008 focused on video game design and development, they have been, naturally, in high demand.

One of these courses, CMPT 306.3: Game Mechanics, held a showcase of the games created by its students on April 8. Students from local elementary schools were invited to campus to play the games, and the event came as a welcome break for the Computer Science students before final exams commenced.

"It's great to have kids playing the games and actually enjoying them," said Nathan Cave, a member of the team that developed a game titled FUSE (Federation of United Space Exploration).

For the course, students are split into groups and tasked with creating a functional video game by semester's end. Evaluated on everything from the group's pitch and design to alpha prototype and peer review, the group video game project constitutes 44 per cent of a student's final grade. Assignments, a midterm and the final exam round out the course requirements.

Although Cave said the course itself is a definite challenge, the tangible end result is highly rewarding.

"I took five courses this semester and probably put more hours into this one course than the other four combined," he said with a laugh. "There are a lot of advanced algorithms and operating systems that you originally don't expect you'd



need to know for a game mechanics class. But actually seeing your code go to work, the final product definitely makes it all worthwhile."

And as rewarding as the end result is, it can potentially be just as lucrative. In 2009, former student Lee Vermeulen developed a video game, called *Capsized*, as a class project. After graduating in 2010, Vermeulen started a game development company in Saskatoon and recently unveiled a commercial version of *Capsized* that has received glowing accolades from video game reviewers worldwide.

Coulter Myers-Plue, another member of the student group that developed *FUSE*, said that because the game was developed using XNA code, it could be made available on Xbox Live for the Xbox 360 console. Although they haven't decided whether to further refine the game and make it commercially available, Cave said it's an avenue he would certainly like to explore.

"There aren't many courses at university that can directly lead to you making money because of it," said Cave. "So anytime you can turn a school project into capital, that's got to be considered a good thing."

Alex Yaholnitsky and Anne Fetsch were members of the team that developed a game called *Coke Bros.*, which is loosely based on the hit video game *Mario Bros.* but instead involves a battle between characters representing soda giants Coca-Cola and Pepsi.

Yaholnitsky says his group has also contemplated making their game commercially available, although he concedes they would obviously have to rename the game and rework its characters due to copyright issues.

"That's definitely something I would like to do at some point in the future," he said. "It would take quite a bit more work but the opportunity for it to pay off is hard to ignore."

The video game industry worldwide is booming, and, according to a recent article in the *Financial Post* (published May 30, 2011), Canada is a worldwide hotbed. The article says only Japan and the United States boast larger industries than Canada, which is home to 348 video game companies. These companies are projected to collectively contribute \$1.7 billion to Canada's economy in 2011, and the industry is poised for 17 per cent compound annual growth over the next two years.

For university students who are naturally focused on landing stable and lucrative careers after graduation, the video game industry is understandably enticing.

"It is definitely something I would like to look into," said Yaholnitsky when asked if he plans on pursuing jobs in the video game industry after graduation. "There is so much opportunity there and after you take a course like this you realize how much fun it can be too."

Fetsch, meanwhile, will go a different route, as she plans to enter the College of Education and become a Computer Science teacher. However, had it not been for the support she received upon taking an introductory course in Computer Science two years ago, she admits her goals could look considerably different today.

"I took a first-year Computer Science course and just loved it. So I changed my minor and here I am today," she said. "It's a great department and who knows, if I went (to another university) maybe the Computer Science professors wouldn't have been as good and I would have just taken the one course and moved on."

# Graduate Student Poster Symposium a Success

BY KIRK SIBBALD



Andrew Dunlop, winner of Best Poster in Humanities & Fine Arts



Banani Roy, winner of Best Poster in Science.  
(Photos courtesy Erika Dyck)

The annual Graduate Student Poster Symposium was held April 19 in the Natural Sciences Museum. This event, established in 2008, provides graduate students with an opportunity to showcase their work to a wide audience and gain pre-conference experience.

Coordinated by the Interdisciplinary Centre for Culture and Creativity (ICCC), a new pre-symposium information session was also held this year on how to make an

effective academic poster. This information session took place at the end of March.

There were a total of 61 entries for 2011, with 58 coming from students studying in Arts & Science departments. The award for greatest participation went to the Department of Biology, which had 18 submissions.

The complete list of individual winners was as follows:

## Best Poster–The Dean’s Award

Khalid Al Mustansir Billah (Computer Science) for “Static Detection of Pointer Introduced Memory Violations”

## Best Interdisciplinary Poster–The ICCC Award

Belen Garcia-Perez (Biology) for “Population Connectivity and Differential Decline of Barn Swallow (*Hirundo rustica*) in North America”

## Division of Social Science

First Place: April Lynn Lussier (Psychology) for “Increased Susceptibility to the Depressogenic Effects of Corticosterone in Hererozygous Reeler Mice”

Second Place: Natalie Ludlow (Geography) for “Historical Population Health: Spatiotemporal Mortality Patterns of Hamilton, Ontario, 1881 & 1911”

## Division of Humanities & Fine Arts

First Place: Andrew Dunlop (History) for “The Use of Aerial Photographs in Determining Historical Agricultural Land Use Change in the Trans-Boundary Northern Plains”

Second Place: Mathew Mossey (History) for “From Radon Gas to Radioisotopes: The Birth and Significance of the Saskatchewan Cancer Program”

## Division of Science

First Place: Banani Roy (Computer Science) for “DiscoTech: A Toolkit for Handling User Level Disconnection Problems in Synchronous Groupware”

Second Place: Janna Schurer (Vet Microbiology) for “Canine Parasites of Zoonotic Concern in Northern Indigenous Communities in Western Canada”



# Science Passions Sparked With Outreach Event

BY KIRK SIBBALD



Group discussion during final elimination round. (Photos: Kirk Sibbald)



Watching in suspense during egg drop experiment.

Nearly 100 children from Saskatoon and area schools recently assembled on campus to take part in a series of scientific competitions with an aim to be crowned the inaugural All Science Challenge champions.

This outreach event, facilitated by the national Let's Talk Science (LTS) head office and LTS student volunteers from the University of Saskatchewan, took place on May 4. For the competition, participants were split into groups and tasked with successfully completing various challenges, including Q&A sessions and hands-on design activities.

One of the challenges, for example, involved using various supplied materials to protect an egg from breaking when dropped from one, two and three metres. In addition to the All Science Challenge held on campus, another was also facilitated by U of S volunteers and held on May 6 at the Clearwater River Dene School in the northern community of La Loche.

Lydia Jackson, Director of Outreach for the Division of Science, said both events were highly successful and helped advance many of the College's objectives outlined in its last Integrated Plan.



Member of Second Place Team receives medal.

"The hard work of these U of S student volunteers resulted in a great day of science fun, culminating in a nail-biting elimination round," said Jackson. "The Let's Talk Science work with schools complements the Division of Science's own outreach work, and together we hope to be enthusing the next generation of scientists."

While the All Science Challenge was developed by the LTS national head office in 2004, this was the first time it was held in Saskatchewan. Sponsors for this event included Shaw Cablesystems, 3M, Honda Canada Foundation, Canada Foundation for Innovation and SaskEnergy. Peta Bonham-Smith, Vice-Dean for the Division of Science, served as the All Science Challenge's honorary president.

# The Dean's Distinguished Staff Award

BY KIRK SIBBALD



From left: Dean Peter Stoicheff, Joan Virgl, Blair Pisiso, Mary Jane Hanson, Janice Thompson, Blessing Madauko, Kenneth Thoms. (Photo: Kirk Sibbald)

Evenings, weekends and even holidays aren't off limits for Mary Jane Hanson, whose nominators for the 2011 Dean's Distinguished Staff Award (DDSA) say she always makes herself available and goes above and beyond the call of duty for the Department of Economics.

An employee with the U of S for nearly 30 years and clerical assistant in the College of Arts & Science since 2001, Mary Jane Hanson received the DDSA for 2011. In total, seven College staff members were nominated for the award, and the selection committee conceded the high calibre of all nominees made for a difficult decision.

Hanson previously worked as a clerical assistant in the U of S Extension Division from 1982 to 2001 and the Department of Music from 2001 to 2003 before joining the Department of Economics. In recommending her for the

DDSA, the selection committee noted that her extensive knowledge of administrative and financial procedures, as well as willingness to address all student and faculty inquiries, has helped augment the Department of Economics's campus-wide reputation for efficiency.

Although the Department of Economics was not immune to the recent U of S budget adjustments, Hanson has taken a lead role in helping the department reorganize and adapt. As one of her nominators wrote, "(The department is) surviving the budget adjustments through Mary Jane's understanding of our core needs."

A nominator also stated that Hanson is so dedicated to the department that "she is available evenings and weekends, even on her days off ... she sends me updated thoughts on what we might do next."

The DDSA recipient each year receives a certificate and \$1,000 cash prize. Other nominees for the award this year were: Janice Thompson, Computer Science; Joan Virgl, Biology; Dorothy Austen, College Office; Blair Pisiso, Political Studies; Kenneth Thoms, Chemistry; and Blessing Madauko, Communications, Development & Alumni Relations (CDAR).

# Psych Grad Students Win National Case Competition

SUBMITTED BY KAREN LAWSON

A team of U of S Applied Social Psychology graduate students won the national Program Evaluation Case Competition held on May 2, 2011. The competition was part of the national Canadian Evaluation Society annual conference.

The team included Carolyn Camman, Stephanie Gazzola, Jana Kotrcova, Jessica McCutcheon and Daniel Robertson, all students in the MA program in Applied Social Psychology. The team was coached by Professor Karen Lawson (Psychology).

The competition helps students build their skills in evaluating public policies and programs. Using real-life examples of public sector or community-based programs, the finalists analyze a program and develop a proposal for evaluating whether it is meeting its objectives.

In the first round, each team submits a written proposal (due within five hours of distribution of the case), which is then adjudicated by a panel of experts. This year the first round focused on evaluating the impacts of the Crystal Clear Peer-Based Harm Reduction Project on street youth in south Vancouver. Twenty-two teams from across Canada representing multiple disciplines competed in the first round.

The top three teams from the first round are invited to compete in the final round. In the final round, the U of S team competed against a team from Carleton (public administration) and a team from Memorial (nursing). The finalists were asked to develop an evaluation proposal for the

Language Nests Program implemented by the Government of the Northwest Territories. The objective of this program is to revitalize Aboriginal languages of the North by providing Aboriginal pre-school children with opportunities to learn their language.

At the end of the five hours, the three finalist teams present their proposal as part of the conference symposium before an audience and a panel of judges. Representatives from the Language Nests Program were in the audience and eager to question the finalists. In the end, the judges' decision was unanimous and glowing.

"The CES Case Competition was an amazing experience," said team member Stephanie Gazzola. "It was a great opportunity to learn about teamwork and research. We were so excited to win this year. It is a wonderful feeling to have your hard work acknowledged by a panel of expert judges and your colleagues."

Given the increasing emphasis on results and accountability in public policy and social programs, the Case Competition is an important contribution by the Canadian Evaluation Society to the broader community.

Students from the Applied Social Psychology graduate program have regularly participated in the Case Competition. Professor Pete Grant supervised the first team of competitors in 1999, and since that time the Applied Social Psychology team have made it to the final round five times and have won the national title twice (2004 and 2011).



## Jeanette Lynes Appointed Coordinator for MFA in Writing Program

Jeanette Lynes has accepted the position of Coordinator for the Masters of Fine Arts in Writing program at the Interdisciplinary Centre for Culture & Creativity (ICCC), effective July 1, 2011. Lynes holds a PhD in Canadian Literature from York University and a Master of Fine Arts in Creative Writing from the University of Southern Maine.

Prior to joining the U of S, Lynes was an Associate Professor of English at St. Francis Xavier University in Antigonish, NS and an editor of *The Antigonish Review*, one of Canada's oldest literary journals. She has been a visiting professor at Queen's University, Princeton University, University of Washington and University of Manitoba, and a writing instructor at writers' programs across Canada.

In 2005/06, Lynes spent a year in Saskatoon as Writer in Residence for the Saskatoon Public Library, a time she calls "transformative."

"Saskatchewan has been extremely important to me as a writer," she said. "I feel so fortunate to have the opportunity to return here, and to be part of this exciting new program. The University of Saskatchewan offers a vibrant, innovative and diverse environment for writing, research and collaborating with other scholars and artists."

Lynes' novel, *The Factory Voice* (Coteau Books, 2009) has been podcast on CBC Radio's *Between the Covers*. She has published articles on regionalism, Atlantic-Canadian literature and Canadian women writers. She has also edited three anthologies of poetry. She is at work on her sixth book of poetry and her second novel.

# Arts & Science Briefs



## Settee Collects Indigenous Stories of Struggle, Hope

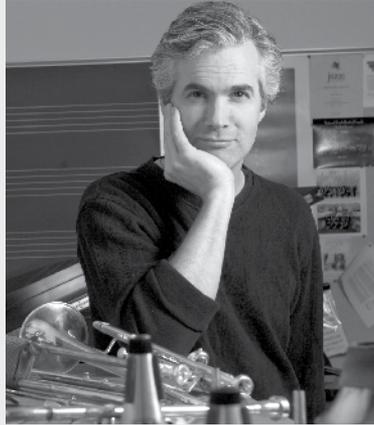
Pricilla Settee, an Associate Professor in the Department of Native Studies, released a new book in May that focuses on Aboriginal women's personal recollections of injustice, racism, genocide, sexism, awakening and hope.

The book, which is introduced by Settee and includes stories she collected, is titled *The Strength of Women*, or *Áhkamêyimowak*, a Cree word that embodies the strength within women to persevere, flourish and work for change.

The publisher, Coteau Books, describes this publication as follows:

"In this important new reference, Dr. Settee speaks to the theme of the relationships within Indigenous communities, and between Indigenous and non-Indigenous ones: both human relationships, and the bigger set of relationships that keeps some marginalized and others in positions of power."

For more information, visit [www.coteaubooks.com](http://www.coteaubooks.com).



## McNeill to be Recognized by Sask. Jazz Festival

A longtime Professor of Music and fixture in both local and national jazz communities, Dean McNeill will receive the Saskatchewan Jazz Festival's Special Recognition Award on June 26.

McNeill, who began pursuing music professionally in 1985, has served as Head of the Department of Music and directed many ensembles, retreats and other activities during his 13 years at the U of S. McNeill has also held many other directorships, including: Canadian Youth on Tour, Texas' Lone Star Film Awards, Alberta Honour Jazz Band, and Edmonton Jazz Society's Little Birds Big Band.

As a performer, Dean has shared the stage with such jazz greats as Kenny Wheeler, Rob McConnell, Ian McDougal, Bob Mintzer, Tom Banks, P.J. Perry, Denzal Sinclair and Hugh Frazer. He has released two CDs, respectively entitled *Prairie Fire* and *Mélange*, both receiving critical acclaim. McNeill currently teaches jazz and brass-related courses at the U of S.

## U of S student research team launches imaging system (from U of S Research Communications)

A team of students from the Department of Physics & Engineering Physics launched a prototype probe to the edge of space on April 5, 2011, the first step in studying the effects of pollution on the upper atmosphere.

"The experiment was a huge success," said Professor Adam Bourassa, who supervised the student team. "We reached an altitude of 30 kilometres, which is above the ozone layer and near the edge of space."

Environment Canada donated a high altitude balloon and technical help from their research site at Bratts Lake, south of Regina. The prototype flew to its maximum altitude before the balloon burst as planned, fell to earth and deployed a parachute for a safe landing near Stoughton, about 170 km from the launch site.

The three students on the team—Brenden Elash, Sarah Toderian, and Adam Vigneron—are in the final year of their Engineering Physics degrees, working with the Institute of Space and Atmospheric Studies at the U of S.

"The imagery we obtained from the camera includes some stunning shots of the atmosphere and geography of the south of the province," Bourassa said. "You can see the blackness of space, the blue layer of atmosphere below, and the curvature of the earth."

Photos from the mission are available at [usask.ca/research](http://usask.ca/research).



## Steer's Solor Photovoltaic Research Group Gets Funding

Western Economic Diversification announced \$3.1 million in funding for two scientific projects at the University of Saskatchewan.

One of these projects is led by the Solar Photovoltaic Research Group (SPRG) at U of S, headed by Ron Steer, professor of Chemistry. The SPRG will use these funds to purchase equipment to pursue the design, fabrication and testing of organic solar cells, improving the longevity and cost-effectiveness of existing technology and introducing new opportunities for photovoltaic power generation.

Steer says these funds will help U of S scientists lead development in this environmentally-friendly field. Photovoltaics is a method of generating electrical energy via solar radiation.

"The development of clean, alternative energy sources is the great challenge of this century. By using our knowledge of spectroscopy, electrochemistry and materials science that has been gathered through decades of fundamental scientific research, Sask. scientists are now in a position to become world leaders in developing this technology," said Steer.

The funding was announced at the U of S on May 25, 2011. Also receiving funding is the Canadian Lightsource Synchrotron, which will be constructing and commissioning the Brockhouse X-ray Diffraction and Scattering Sector (Brockhouse), a suite of three beamlines and ancillary facilities which will assist researchers in investigating the structure of materials at the nanometer scale.

## Digitized Dazzles Again

More than 300 high school students from Saskatoon and area attended this year's edition of Digitized, a one-day career conference hosted by the Department of Computer Science and supported by the Saskatoon Industry Education Council.

A number of different workshops were held throughout the day, focusing on topics such as Social Media, Android App Creation and iPhone App Design. The department was forced to cut off registration early this year, as the increasingly-popular event was full prior to the deadline.

This year's keynote speaker was Brennan Rusnell, a Department of Computer Science grad (BSc '06, MSc '09) who now works as a video game developer in Vancouver. Additional speakers throughout the day included Shane Giroux (from zu), Blair Kelsie (from VendAsta Technologies Inc.), Ralph Deters (professor in Dept. of Computer Science) and Brent Clark (from SED Systems).



## College Honours Outgoing Faculty

The second annual Arts & Science Faculty Retiree Farewell event was held April 28 at the Faculty Club. Hosted by Dean Peter Stoicheff, the following faculty were honoured with speeches by colleagues and given a framed photo featuring various U of S landmarks.

This year's retirees are:  
Andrzej Baranski (Chemistry)  
David Meyer (Archaeology & Anthropology)  
Alison Maingon (Archaeology & Anthropology)  
James Mullens (Religion & Culture)  
Robert Calder (English)  
Stephen Wade (Drama)

# College of Arts & Science Third Integrated Plan: Process

## GOALS:

To create a vision for the College's and its Divisions' next four years (2012–2016) that is:

- Compelling, forward-looking and ambitious;
- Alert to opportunities for making the College a "whole greater than the sum of its parts";
- Consistent with the needs of the many communities and stakeholders the College serves.

## DECEMBER–FEBRUARY

- Preliminary discussions among Dean's Executive members and in-coming Dean to determine general process outline;
- Meetings between in-coming Dean and Divisional Heads Committees to communicate the substance of those discussions and receive feedback.

## MARCH

- Dean and Dean's Executive visit all College departments and units to present 2012–2016 vision for the College, introduce parameters of IP3 process, and provide opportunity for responses by departments and units;
- Departments begin to discuss their responses to University's four focal areas for input and inclusion into Divisional IP3.

## APRIL

- Departments hold their own planning meetings to discuss the four focal areas of IP3, and any additional areas of focus, for potential inclusion into Divisional and College plans;
- Department Heads and Interdisciplinary Program Chairs Forum (includes Dean's Executive) meet for half-day College-level SWOT analysis
- Review of relevant institutional surveys for student feedback on SWOT categories.

## MAY

- Divisional Faculty Council meetings to discuss four focal areas, and any additional areas of focus;
- Full-day Dean's Executive session (including College IT and UGSO) to share results of Divisional Faculty Council planning meetings and student survey and identify initiatives and issues that cut across Divisions and units.

## JUNE

- Draft Divisional IP3 submissions;
- Meeting of Dean's Faculty Advisory Committee to distribute results to date and to receive feedback.

## JULY–AUGUST

- Draft IP3 College submission based on emerging Divisional drafts for completion by mid-August;
- Share substance of emerging College draft and Divisional drafts with leaders of other Colleges and units in the University prior to Deans' Council retreat in late August.

## SEPTEMBER–OCTOBER

- Solicit student feedback on IP3 developments to this point;
- Complete revisions to Divisional and College drafts;
- Present Divisional drafts to Divisional Faculty Councils for endorsement;
- Meeting of Dean's Faculty Advisory Committee for feedback on College draft;
- Present College draft to College Faculty Council for endorsement;
- Submit the four plans to the Provost's office.