

THE COLLEGE OF

arts & science

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Inside the SSRL

Part 2 of our 3-part series on the Social Sciences Research Laboratories

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2012 Teaching Awards

➤ Connections with Tremendous Purpose

BY PETER STOICHEFF, DEAN AND PROFESSOR



The College of Arts & Science has a rich history of excellence in research, scholarly and artistic work, and it takes seriously the importance of putting those researchers into the classroom in front of students. Our graduating students, like many before them, will go on to make useful contributions—and that’s partly because they were, in turn, exposed to professors who were passionate about their research and their teaching.

“Another ingredient to their success is that, as part of a college housing more disciplines than any other in the country, they were exposed to many different ways of thinking about a problem—not unlike attending a one-room schoolhouse...”

This year’s graduating students might not have known what their journey was going to look like, exactly, when they started in our college, but their passion for learning and for acquiring skills kept them at it.

I hope that another ingredient to their success is that, as part of a college housing more disciplines than any other in the country, they were exposed to many different ways of thinking about a problem—not unlike attending a one-room schoolhouse and internalizing the material the older students were studying.

I like to think that some of our students, having so many new areas of study available to them, found one that unexpectedly became their passion. That after reflecting upon leadership in a play by Shakespeare, this student might go on to become a valued leader in the community. Or she might become an astronomer after experiencing the beauty of a night sky in a studio art class. That a politician learned communication skills by reading the clear prose of the classics, not just from a communications course.

We are now developing ways to connect the many disciplines we teach and research—not to change

the core disciplines themselves but to bring them together in new combinations that increase the value of all that we already do. This is part of a college-wide project we call curriculum mapping. Bringing computer science students together with studio art students; asking students to ponder, from a number of different disciplinary perspectives, what counts as beauty (to a mathematician? an artist?) and what counts as creativity

(to a physicist, to a musician, to a political scientist?). What are the world’s most urgent issues, and how can groups of students in their final year, having been immersed in a discipline for three years, get around the same table with other students from other disciplines and bring what they’ve learned to help solve the issues?

We have now embarked on identifying what those skills are that are so coveted by employers and that drive employers to look for arts and science graduates—communication, critical thinking, global awareness, cultural competencies in many different groups (but particularly First Nations and Métis), creativity and community engagement. Now that we have identified those skills, we are examining all our programs to ensure that all arts and science students receive them, no matter whether they’re graduating with a degree in mathematics or a degree in drama.

To do all this, the college continues to benefit from all its members—its tremendous faculty, staff and students. To them, therefore, I say thank you, on behalf of all the alumni, members of the public and other stakeholders who hold this college in high regard.

Next Stop: Varsity Station

BY ROBYN RECHENMACHER



This past semester, the Advanced Urban Design class (Geog. 446), a fourth year core course for Regional and Urban Planning majors, became a space for planning students to test the urban design process. The instructor, Henry Lau of the City of Saskatoon's urban design office, gave us the task of redesigning the Place Riel transit hub. Plagued by traffic congestion and network conflicts between buses, cyclists and pedestrians, we wanted to transform the transit hub into a safe, sustainable, world-class transportation and community centre for Saskatoon.

So, how did we approach this daunting task? First and foremost, by transforming our class into a multidisciplinary consulting firm. Acting as a consulting firm, we undertook a design process that focused on four steps: a preliminary investigation of the transit hub, a community engagement and visioning event, a conceptual design competition and a design exhibition.

For our initial investigation of the current hub, our firm established four teams to investigate functionality through the lens of sustainability, core facilities, transportation and bicycle/pedestrian use.

The second step involved bringing our findings to the community and engaging them in an integrative design session. This involved a wide representation of people, including transportation engineers, city planners, students, activists and artists.

Using our preliminary research and our community's visions, we developed four design alternatives, which we presented to the public in a competitive design

showcase. The community chose the design that best represented their vision: The Varsity Station.

The Varsity Station creates a connection between College Quarter, Varsity View and the U of S

campus. Placed over College Drive, it incorporates the motorist, pedestrian, cyclist and transit user seamlessly by separating them onto three levels. We sunk College Drive below grade, allowing for an undisturbed flow of traffic. At grade, we created an environment in which pedestrians and cyclists move freely through indoor and outdoor environments with no physical barriers. Above grade, we developed an adaptable transit station for buses to efficiently pick up and drop off transit users.

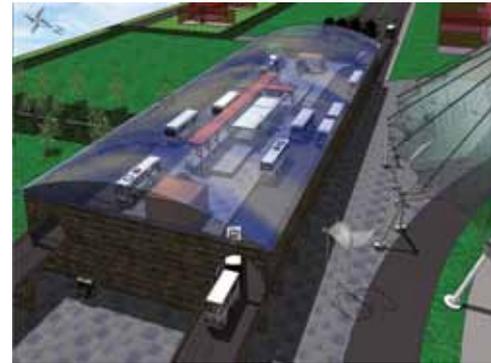
We presented the final design to the public using three tools: a design community blog, a Varsity Station mini-documentary and a public exhibition.

Our blog allowed members of the community to continuously engage with our consulting firm. Our mini-documentary highlighted our motivations, inspirations and final design. Finally, our public exhibition communicated our vision with a physical representation of the final design.

Ultimately, the most important thing we learned is that design is about process, community engagement and teamwork. We learned how to direct ourselves, collaborate with the public and create multimedia deliverables that showcased our work. It was the most engaging, inspiring and exciting class that I have taken in my university career, and proved to me that designing with the community and for the community will always be successful.

View the blog: <http://geog446.wordpress.com/>

View the mini-documentary: <http://tinyurl.com/7mmcm2n>



QRL Research Asks the Tough Questions

BY BETSY ROSENWALD



L to r: Graduate students (sociology) Megan McDowell and Matthew Argent, undergraduate summer student Rob Carey with Carolyn Brooks; Ulrich Teucher (photos: Betsy Rosenwald)

Scientists have developed sophisticated tools to measure everything from a cloud's angle in relation to the horizon to the electrical activity of the brain. But how do you put the experience of illness or fear of death into numbers?

Ulrich Teucher (associate professor, psychology) and Roanne Thomas-McLean (former associate professor, sociology) established the Qualitative Research Centre (QRC) with a \$60,000 grant from the Canada Foundation for Innovation (CFI) to search for answers to questions that challenge the traditional boundaries of academic disciplines. Recently renamed the Qualitative Research Lab (QRL), the facility features computerized analytical and telecommunications tools and specially designed interview rooms and equipment. Its purpose is to foster local and international collaboration in areas such as Aboriginal health, cancer, and human development and identity.

As one of the Social Sciences Research Laboratories (SSRL) the QRL is immersed in a larger framework of

social science research that allows the lab members to support one another by sharing space and equipment, as well as an assistant. More importantly, researchers can compare results, make contact with colleagues with similar or overlapping interests and bring together interdisciplinary research teams.

The QRL also provides a way for students to meet grad students in other disciplines. One of the central themes of the QRL is interdisciplinary health research so the students must have an interdisciplinary background.

Qualitative research, said Teucher, who is a co-director of the QRL with Carolyn Brooks (assistant professor, sociology), looks at topics that are not easily put into numbers. "It is difficult to put the important things in life into numbers. How do you put love into numbers? How

do we put concern for our lives in numbers? Qualitative research is a different type of research into a part of life that is not easily put into numbers.”

Teucher’s research interests follow several different strands, from how Indigenous peoples who have lost their language, culture, health and lands tell their stories, to how people with serious illnesses give voice to their experiences amidst great uncertainty.

“My research stands on two different legs but is connected by how we make sense of life in a crisis. At different times in our lives we make sense of crises differently.”

Teucher and his students are conducting research in his Narrative Research Lab that focuses on the language people use to describe illness, from epilepsy and schizophrenia to cancer. His particular interest is how one can give words to cancer. He originally trained and worked as a pediatric nurse in a children’s cancer ward in his native Germany. In his postdoctoral studies (at UBC in Vancouver), he examined how people structure language in times of crisis, and how these narratives contribute to identity.

“My father couldn’t talk about his cancer. He could only say, ‘I have nodes again.’ This motivated me to wonder about language and how people talk about cancer.”

Many of Teucher’s graduate students have experienced a family member or friend being unable to talk about a serious illness. Chad Hammond, who graduated with a double honours degree in psychology and philosophy in 2008, entered the Department of Psychology’s Culture and Human Development graduate program to continue his research on young adults’ oral and written narratives of illness and how these narratives are shaped by personal concerns, social interactions, and cultural assumptions about young adulthood and illness.

“What concerns me,” Hammond said, “is the personal, social, and cultural process of making sense of life and death in the midst of cancer. My interest in some of the more difficult questions of living come out of my philosophical background, as well as personal experiences with family members who have gradually died from chronic illness. Dr. Teucher has been a perfect match for me, with his experience in oncology as well as his (vast) interdisciplinary knowledge.

“Qualitative research,” said Hammond, “is an opportunity to get very rich and deeply personal information about what is at stake in people’s lives, which can sometimes be overwhelming without the assistance of a research space or team. The QRL has been essential to my program of study.”

Teucher’s QRL co-director Carolyn Brooks specializes in criminology and is currently undertaking research in three key areas: youthful offenders on reserve, youthful offenders in urban settings, and a project funded by SHRF (Saskatchewan Health Research Foundation) on intimate partner violence where violence has been inflicted on men by women.

The first project, funded by SSHRC (Social Science and Humanities Research Council), is a partnership with Battleford Agency Tribal Chief Council (BATIC)—Resilience to Offending: Listening to Youth on Reserve. Brooks and her team use methods that include both qualitative and quantitative surveys, focus groups, interviews, PhotoVoice and an collaboration with SCYAP (Saskatoon Community Youth Arts Programming) to study the youth experience on reserves. It involves reaching out to community educators, elders, justice and youth workers, police and the youth themselves to better understand the problems young people are experiencing.

The qualitative approach is both community-based and participatory, and is often the best way to explore the issues. “It allows for a free-flowing conversation and gives people the opportunity to tell their stories in their own words,” said Brooks. “Everything has to have meaning for individuals in the community and the community as a whole. It has to make an impact on the community.”

While the SSRL is still a new entity, Brooks and Teucher are both excited about the possibilities it presents for the QRL. “It offers the opportunity to bridge the divide between those more familiar with the quantitative or qualitative kinds of research. It allows us to work together, learn from each other and to create collaborations to more thoroughly explore possible ways of doing research,” said Brooks.

The QRL hosts the third Innovations of Qualitative Research conference in June, bringing together Canadian and international qualitative research scholars to explore innovations in the field of qualitative health research and methodologies.



photo: Nadya Kwandibens, Redworks Studios

Songs of Pride

BY BETSY ROSENWALD

“I always know who I am and where I come from,” a line from her song, *What’s Good*, resonates not only through Lindsay Knight’s music, but in everything she does.

Knight, a.k.a. hip hop artist Eekwol, has been writing and performing award-winning songs since 1998 that reflect a deeply felt pride in her First Nations roots. Her activist messages resonate with Aboriginal youth, putting her in high demand as a speaker and performer at youth conferences, schools and universities, most recently at Trent University’s Indigenous Women’s Symposium.

After earning a BA in Indigenous studies from the First Nations University of Canada in 2004, Knight completed a BA (honours) in native studies at the U of S in 2010. She is currently writing a thesis on Indigenous music as part of her graduate work in native studies.

Knight, with her brother/producer Mils, received the award for the Best Hip Hop/Rap Album (*Apprentice to the Mystery*) at the 2005 Canadian Aboriginal Music Awards. Currently at work on her fifth album, she believes that music is a life-long learning process and that moving beyond comfort zones and experimenting with different musicians is the key to artistic growth.

“I feel I’ve already lived many lives and the changes show in my lyrics and the way I compose my songs. There are so many talented producers out there right now, so I’m blessed with options for my next album—DJ Merk, A Tribe Called Red, OS12 and the list goes on.”

Knight has been featured in numerous publications across North America and the audience for her music continues to grow overseas, particularly in Japan and Germany.

Born in Winnipeg and originally from the Muskoday First Nation, Knight was always an urban dweller. She

grew up mainly in Saskatoon surrounded by Plains Cree/Saulteaux knowledge and culture. It is this culture that continues to fuel and inspire her life and work.

“I have always kept in contact with my community and the ceremonies within our culture. No matter where I am, no matter what I am doing, I always remember who I am and where I am from. And that always comes out in everything that I do.”

Knight was exposed to rap and hip-hop music at an early age, listening to artists such as Nas, Wu-Tang Clan and Tupac.

“I could relate immediately to the stories they were telling,” she said. “They were stories of struggle, stories of poverty, of trying to survive in a harsh environment. And they were also storytelling over a beat, which I found so cool. With my natural attraction to rhythm, rapping immediately hit me as something I wanted to do.”

Not surprisingly, writing and music have always come naturally to Knight. As a child, she was able to memorize the lyrics to songs and began writing stories and poetry in grade school.

The beauty and complexity of her lyrics, which touch on everything from colonialism and cultural loss to the ego and ambivalence involved in becoming a rap star are more reflective of her literary icons, such as Saskatchewan poet Louise Halfe, than her hip-hop influences.

In her song, *Look East*, she probes with compassion and grace the difficult paths of “the men in my life/ strong on the front line / sharp as knives / this is for

the guys that stay up late / worry about family and the future state. . . who do you turn to when it gets too much / taught not to talk about an ego like a crutch / silence keeps us buried / all the truth, the lies / armor so tough to hide the anger inside,” ending in Cree and English with an exhortation to “bring back the will and the reason to fight.”

Though she sounds fluent in *Look East*, Knight is not a native Cree speaker and is working hard to learn the language. Her paternal grandparents spoke Cree but never taught it to her father, thinking it was best to teach their children English to succeed in the world. Her husband—teacher, musician, and storyteller Randy Morin—spent the first five years of his life speaking only Cree, and only speaks Cree to their two-year old son. Through them she is learning the Cree language.

“There is a new generation of children coming up in urban settings who speak Cree and my son is one of them. By the time he is school age, the language will be embedded in everything.”

Although she acknowledges the rap and hip-hop music sometimes disseminates misogynist and materialistic messages, she has always latched onto artists and songs that advocate hope and a better future.

“Those (songs) are the ones that always resonated with me because that is what I learned growing up—that we need to work together to leave a better future for our next seven generations, and pay respect to our land and our history.”

Though it was not her intention, Knight’s music and its powerful message have made her a role model for many young people, especially Aboriginal youth.

“When I began writing lyrics, I just loved doing it. To talk about those issues and not be afraid of what people thought was liberating for me. I never set myself or my music out to be a role model.”

Knight was initially hesitant to accept public speaking invitations, convinced that she spoke better through her music. But once she relented, she actually surprised herself in her ability to relate to young people.

“Sometimes I talk to kids and don’t know if they are listening. Then I get these Facebook messages with their stories, sometimes so hard and so personal. Sometimes I have to direct them to a place where they can get the help they need. I have a list of programs sitting by my phone at home,” she said.

“It’s a role that I didn’t expect to have but I can’t turn away from. I have too much compassion because I understand that our pain is generational. There is this colonial history we have that is so powerful that explains the way things are today. If we can talk to young people earlier on, they can develop a foundation of pride, of belonging and identity.”

One of the messages Knight tries to get through to kids is that education is liberating and can open unexpected doors for them. It is a message she herself has taken to heart.

“I realized that in the music I was doing, there was a map of history—on this continent, on the prairies—of Indigenous music, a whole history behind it, and I wanted to learn more about it,” she said.

“I love academia, I love reading and researching. And I had heard really good things about the native studies department. The department is small, so it is a more personal setting where you get more one-on-one help. The relationship is really starting to grow strong right now between the department and the rest of the College of Arts & Science. It’s really cool, you see a lot of interesting initiatives and it feels good to be a part of it.”

Knight praises department faculty members Winona Wheeler (department head), Priscilla Settee and Rob Innes as important mentors who have encouraged her to pursue her academic research. Settee included an essay by Knight, *Let’s Move*, in her recent book, *The Strength of Women: Ahkamlyimowak*.

After she finishes her thesis, Knight hopes to teach and remain a part of the university community. With research and writing, speaking at conferences and being a mother to a young son, it’s hard to imagine how she finds the time to maintain a dynamic music career.

“My music and its messages will never be (mainstream) enough for me to make a living off of it,” she said. “But that’s OK. I’ll never sell out. I think it’s more important to be true to myself, my family and my ancestors and stand up for what I believe. Through my continuous honesty and commitment to ceremony, the rest always seems to just fall into place.”

Listen to Lindsay Knight (Eekwol):

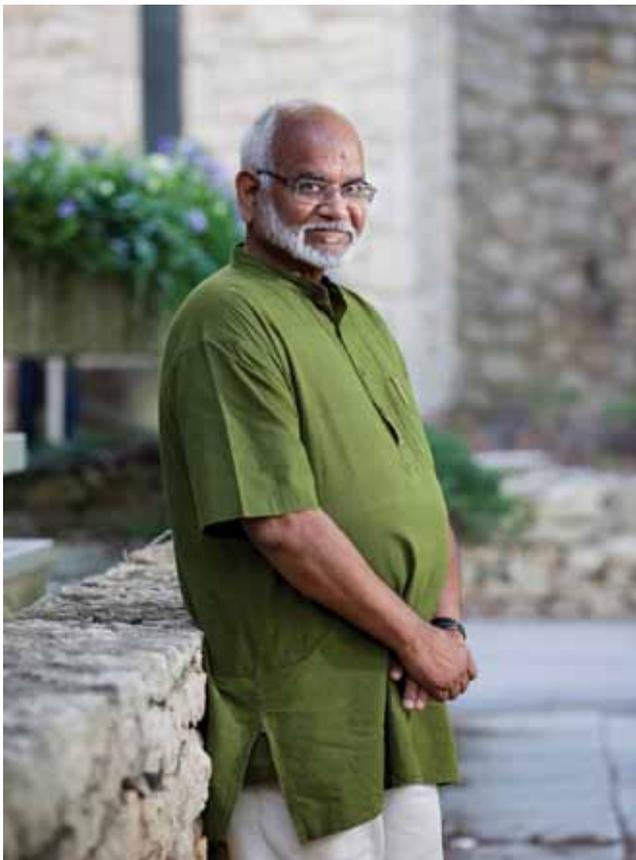
Too Sick <http://tinyurl.com/yhew9pn>

The Gauntlet <http://tinyurl.com/7ps3f4s>

The Village Then and Now

Satya Sharma's 50-year study of urbanization in India

BY KIRK SIBBALD



L to r: Satya Sharma (photo: Dave Stobbe); submitted photo

For the last 50 years, Professor Satya Sharma has been returning to the same rural community near Delhi, India to study the effects of urbanization.

The most telling signs of change: the village's population has increased 10 fold; almost every tree in the area has been cut down; farmers have become landlords; and what was once a laid-back, simple and friendly community has become an introverted "concrete jungle."

Sharma, a professor of anthropology in the Department of Religion and Culture, first visited BASTI—a village pseudonym Sharma uses for confidentiality purposes—in 1962 while doing fieldwork as part of his masters program at Delhi University. At that time, he was conducting research on kinship amongst



the dominant caste group of Jats in the village, and stayed there for six weeks.

He returned in 1968/69, again as a student but this time while working towards his PhD at Cornell University and with a wife and infant daughter in tow. Stationed in the village for an entire year, Sharma's study of the caste, kinship and political systems eventually led him to challenge it.

As a Brahman—the highest caste group in India—Sharma was expected to abide by certain regulations while living in the village. He wasn't allowed to fetch water from the village well, for example, or interact in any physical way with individuals who were considered lower caste. But because his wife was suffering physically from her recent pregnancy and he was there to study the entire village as opposed to a single caste group, he blatantly defied tradition.

"They would laugh me away from the well when I would get water...and even smoking hookah with (lower class) people, it raised a lot of eyebrows in the community," said Sharma. "Everyone justified my



Then and now: 1962–2012
a village in transition



behaviour by saying it was because I had lived in America for two years and they had brainwashed me.”

What started as research into the caste groups within BASTI, however, soon turned into a more longitudinal study on the effects of urbanization. As Sharma continued to visit the village over the next four decades, he began noticing some radical changes both within the village and amongst its residents.

“The interaction in the village community was face-to-face, a very intimate kind of lifestyle. Now, everything has changed dramatically,” he said, noting the village’s population has ballooned to 21,000 today compared to 2,000 in 1962.

While agriculture was once the main source of livelihood in BASTI, Sharma said an expansion of the Delhi International Airport meant all the farmers had their land purchased by the Airport Authority and Delhi Development Authority. With this money, most built massive homes and essentially became landlords, renting rooms to people who moved in from other states of India, such as flight attendants and business executives.

There was also a four-lane highway built perpendicular to the village entrance, and the outer edge of the BASTI is now lined with hotels. The village pond has become a parking lot, private schools have opened, and most trees in and outside the village have been removed to make room for airport runways and business development.

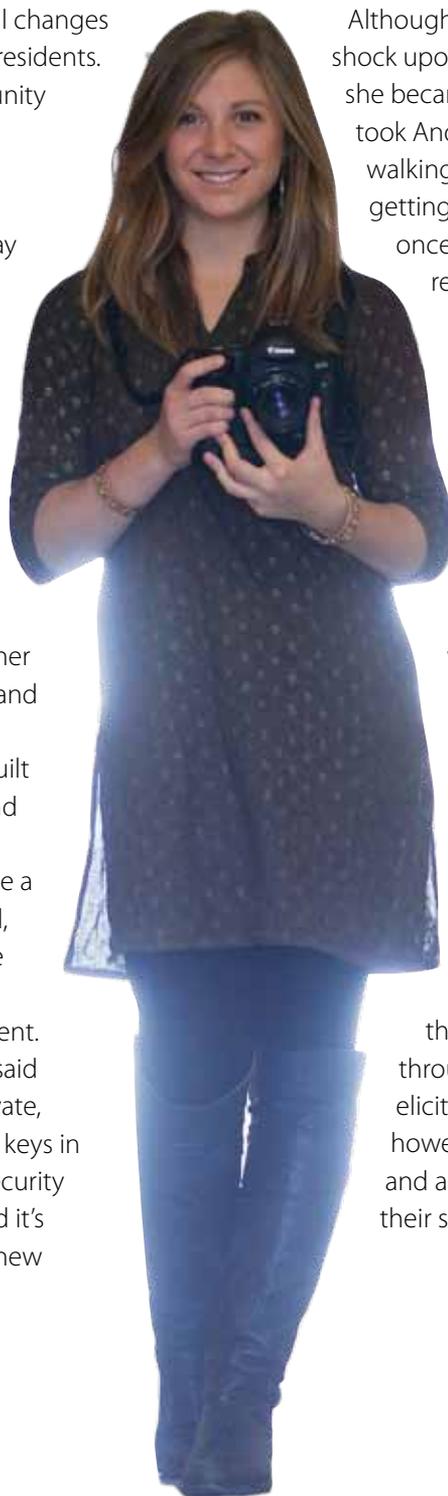
“It’s a concrete jungle now, basically,” said Sharma. “People have become more private, more secluded. There were no locks and keys in 1968; now people have doorbells and security systems. Everybody has a cell phone, and it’s a fast-moving culture now. The BASTI I knew doesn’t exist anymore.”

Sharma returned to the village in the summer of 2011 and was accompanied by Andrea Cessna, a fourth-year undergraduate student in anthropology. The two did research in BASTI for four months, with Sharma interviewing numerous residents and Cessna there to document their work via video and photographs.

Although Cessna experienced some culture shock upon first arriving in BASTI, Sharma said she became comfortable in short order. “It took Andrea about two to three weeks of walking around the village with me and getting used to her surroundings, but once she started meeting people she really came to enjoy it,” said Sharma, noting Cessna gave a colloquium presentation on her experience after returning to the university last fall.

Sharma is currently working on a book that documents his research in BASTI and, specifically, how time has transformed the village he first visited as a young graduate student five decades ago. The book, which he hopes to complete within two years, is tentatively titled, *The Village Then and Now: A Study of Globalization and Urbanization in India*.

Whose Hero?, an exhibition of Andrea Cessna’s photographs of India, will be on display at the Frances Morrison Library Gallery through June 21. Cessna’s portraits elicit the connection she established, however briefly, with the people of India and aim to bring awareness to part of their story and struggle living in poverty.



Above: Andrea Cessna (photo: Dave Stobbe); photos on previous page: black & white by Andrea Cessna; historic photos (in colour) submitted.

Brushes with Words

BY JEANETTE LYNES AND BETSY ROSENWALD

MFA in Writing students team up with artists at the Sherbrooke Community Centre for a unique project

What do painters and poets have to say to each other? If the recent *Brushes with Words* project is any indication, the answer is plenty. Last semester, students in the new MFA in Writing program gathered with artists who are long-term care residents at the Sherbrooke Community Centre to create a collaboration of words and images.

During monthly meetings in the art studio, they looked at paintings and contributed phrases and ideas about each work. The students used the ideas they generated together to craft poems. Painting titles such as *Alien Riding a Skidoo Under the Northern Lights* (by John Pattison) were also a source of inspiration.

Artwork is on display everywhere at Sherbrooke, created by residents who have blossomed under the encouragement of Jeff Nachtigall, the centre's artist-in-residence. Nachtigall believes in the inherent creativity within each of us.

During a recent meeting in the crowded, light-filled studio, an aide was on hand to position wheelchairs, beds on wheels and walkers amongst the tables and easels. A student pinned up a painting from the works of art piled up on a studio table and encouraged everyone to contribute their impressions. "What is happening in the painting?" she asked. "What does it remind you of?"

At first, artist/residents and students alike appeared subdued and distracted, but soon everyone began shouting out their ideas.

"Fish are trying to go up the river and some aren't making it," said Donald Royal.

"Deer face," said Larry Fitzpatrick, who used a poker attached to his head to type words into a VOX machine emitting a voice reminiscent of Stephen Hawking.

"Pretty amazing detail for someone who paints with his mouth," added Kathleen Robertson.



"Sherbrooke isn't an institution," said MFA student Andrea Ledding. "It's a home and a community, and that is in no small part because of the joy of artistic expression the residents have. Each resident has a story, is a story and shares that story—through words, through paintings and through their eyes."

Patricia Roe, Sherbrooke's head of communications and public relations, agrees that the creative arts should be an integral part of everyday life at Sherbrooke. "Artistic expression is so fundamental to health and well-being that we have an obligation to make it available through the health care system," she said.

Brushes with Words wrapped up with a gala featuring readings by writers from Sherbrooke, MFA students and several authors from the Saskatoon writing community.

Said MFA student Adam Hawboldt, "The Sherbrooke project has been a rewarding and eye-opening experience. The artists are terrific and have not only inspired me artistically, but also in life."

Where can you read the poems and view the paintings that inspired them? If all goes according to plan the paintings and poems should be on a city bus near you before this year is over. There will be a launch and unveiling this October at the City of Saskatoon bus barns with artists, writers and students in attendance.

Above: MFA students with Sherbrooke artist residents. (photo: Betsy Rosenwald)

Our Dream, Our Right, Our Future

BY KIRK SIBBALD

Never mind what centuries of science would have you believe: it turns out blood relations aren't a prerequisite for family after all.

This is one of the underlying themes of a report—*Our Dream, Our Right, Our Future*—produced by Marie Lovrod (assistant professor of English and womens' and gender studies) in partnership with the Saskatchewan Youth in Care and Custody Network (SYICCN).

Lovrod began working with the SYICCN over two years ago on the study, which examined the impacts of SYICCN's peer networking groups for participating youth. Youth belonging to the network are primarily from the foster care system or are young offenders from the justice system, and the networks are meant to provide them with a safe, healthy and inclusive space to participate in educational workshops, recreational activities and other positive peer-support initiatives.

The study was inspired by the Ideas to Ivory Tower (I2I) initiative, which was established by Peter Stoicheff—currently dean for the College of Arts & Science—when he served as the college's vice-dean for the Division of Humanities and Fine Arts. The I2I initiative was intended to bring the needs of potential municipal, provincial and community partners to the attention of faculty in order to promote community-university partnerships.

So when Lovrod joined a group of researchers meeting with officials from Saskatchewan's Children's Advocate Office, she had one simple question: "What do you need investigated?"

The advocate's office directed Lovrod to the SYICCN, which had been in existence for about a decade but had yet to formally assess its impact and programming. After meeting with its provincial director, Darlene Domshy, it became clear that the project would be a collaborative effort with SYICCN's clients and stakeholders.



Marie Lovrod (second from left); Darlene Domshy (far right)

"It was a relief to find a researcher who wasn't, you know, maybe your typical researcher," Domshy said with a laugh. "She fit with everyone right away, and it was really clear that Marie was interested in the work for more than simply a paper or project."

The study itself was longitudinal and engaged

nearly 100 people, ages 14 to 65, who had been associated with the youth networks in various capacities. Youth were involved in all aspects of the project design. After participants completed an initial survey and focus groups, age-appropriate research methods were developed for more detailed information gathering. Younger members were invited to document their experiences in the network by scrapbooking and using PhotoVoice. Most of the older survey participants—including social workers, foster parents and board members—shared their experiences via oral histories.

"We wanted to come up with creative (research) methods to engage young people along with the older participants," said Lovrod.

Once all the data and results were compiled, Domshy and Lovrod were elated to find that all study participants identified the network as a net benefit to them. In fact, many said the networks were one of the most effective interventions for youth who, without them, might have gone down drastically different paths.

One youth who participated in the study wrote, "Without foster care and the network, I wouldn't be here right now. I'd either be dead or in prison; I wouldn't be anywhere near as successful as I am right now."

A social worker who has worked with foster children involved in the SYICCN said, "This is easily the best part

of my job. It's just awful the things that go on sometimes in the lives of youth, and this helps keep me going. In the context of so many difficult child protection situations, the network is a productive, positive space."

Domshy identified the network consistently being mentioned as a safe haven for youth; "family" was another familiar, and related, refrain.

"A lot of our young people will refer to others in the network as brothers and sisters. It's really close knit," she said, adding that one female youth even referred to Lovrod as more like an "aunt" while she was presenting collaborative research results at an international conference on foster care in British Columbia.

"You develop those bonds with others in the network based on shared, common experiences," she added.

There are currently five active networks in the province, and Domshy said those groups come together fairly regularly for an array of activities, the most important of which is simply talking and connecting with others who face similar challenges.

"The networks give a voice (to youth) that they might not have otherwise," said Lovrod. "One of the things that really struck me was hearing young people talk about what a difference it made in their lives not to have anyone within the network making assumptions about them as someone in government care."

In addition to the networks, Lovrod said the study—*Our Dream, Our Right, Our Future*—is, in itself, another significant means through which SYICCN members can have their voices heard. The report will be shared with government agencies, academic audiences and other related organizations, such as the Saskatchewan Children's Advocate Office and Saskatchewan Foster Families Association.

"Young people had input all the way through, so the report really highlights their voices," said Lovrod. "A lot of people who participated in the study identified the networks as the site of their most effective long-term relationships. Brothers and sisters are not casually-used words for this group, and the report emphasizes that."

Arts Building to House Confucius Institute BY KIRK SIBBALD



Li Zong (photo courtesy of *On Campus News*)

The University of Saskatchewan is joining more than 350 other institutions worldwide in establishing a Confucius Institute (CI), a Chinese language and cultural centre that will provide courses to students and members of the general public.

The CI, which held its grand opening ceremony June 18, will be housed on the second floor of the Arts Building (renovations are currently taking place in what

was Arts 203 and 205). CIs are overseen by the Hanban, a non-profit organization affiliated with China's Ministry of Education, and all CIs abroad are assigned a partner educational institute from within China. The Beijing Institute of Technology (BIT) has signed on as the partner institution at the U of S, continuing a long history of collaborations between the two universities developed through student and faculty exchange programs.

"The Confucius Institute represents a major step forward for the University of Saskatchewan in its internationalization objectives, as well as outreach and engagement goals

outlined in our third integrated plan," said Li Zong, co-director of the CI at the U of S and professor of sociology. "The centre will help our students and the citizens of Saskatoon prepare to function in a rapidly-evolving global society."

In addition to the non-credit language and cultural courses the CI will offer at the U of S, a partnership was also established with the Saskatoon Public School Division (SPSD). Through this agreement, SPSPD students will visit the CI on campus and instructors will also visit SPSPD classrooms, reaching more than 20,000 local elementary and high school students.

The CI is also expected to serve as meeting place for the university's Chinese students, faculty and community groups within Saskatoon. Chinese students represent a vast majority of the international student population at the U of S. In the fall term of 2011, more than 700 Chinese students were enrolled at the U of S, comprising more than 50 per cent of our undergraduate international students and 20 per cent of our international graduate students.

There will be a tuition fee for courses offered through the CI, although costs have not yet been determined. The CI will begin offering language and cultural courses this coming September.

Publishing History

BY KIRK SIBBALD

Community outreach has been steadily on the rise at the University of Saskatchewan, and the words usually conjure images of professors and grad students conducting mutually-beneficial research with off-campus groups.

When it comes to the university's special advisor on outreach and engagement, however, one shouldn't be surprised he is actively pushing the envelope.

After 11 years as a professor in the Department of History, Keith Carlson said he had become frustrated with his teaching methods, so devised a unique assignment for his first-year undergraduate class in January 2011.

Instead of having students pick from a list of essay topics, Carlson tasked his students with finding a community-based topic to research and write an article about. Because Carlson also serves as vice-president of the Saskatchewan History and Folklore Society (SHFS), he was able to give students some extra incentive: the chance to have their article published in *Folklore* magazine.

"I wanted to teach differently. I wanted students to have an assignment that really got them engaged in research and the community in a meaningful way," said Carlson. "It was actually quite exciting for me, because it gave me a chance to mentor undergrads in a way that I am usually only able to do with grad students."

The SHFS was established in 1957 and *Folklore* has been published for the past 33 years. The mandate for both is "to gather, preserve and share the history and folklore of the area now known as Saskatchewan."

Some of Carlson's students wrote about a topic from their personal history—such as family struggles during the Second World War—while others researched landmarks or significant historical events linked to their hometowns—for example, the Shell Lake massacre and the Weyburn mental hospital.



Frances Reilly (photo: Kirk Sibbald)

While he had initially hoped at least one or two of the articles would be publishable, once the assignments started rolling in it became clear he had underestimated his undergrads. A

total of 13 essays made the cut, and the entire spring 2012 issue of *Folklore* was devoted to the students' stories.

"It really was a win-win-win situation," he said. "The assignment enabled me to do something different in the classroom, gave the

students an opportunity to do engaging research and get published, and it was a win for *Folklore* as well because they are always looking for new writers and younger readers."

Alex Deighton, one of the students whose article was published, grew up just blocks from the Broadway Bridge and satisfied his longstanding curiosity by researching its construction. The process involved combing through piles books and microfilm at both the provincial archives and public library.

The work was exhaustive, he said, but gratifying.

"The project itself was really different from your standard, first-year assignment," said Deighton. "A big reason I put so much time and effort into the project was because of the opportunity (to be published)."

In addition to this undergraduate research project, Carlson also partnered with *Folklore* to develop an innovative graduate fellowship opportunity. Come fall, a grad student will be acting as editor for the magazine thanks to a fellowship that is cost-shared between the Folklore Society (\$7,000 annually), the College of Arts & Science and the College of Graduate Studies & Research (\$8,000 annually combined).

Frances Reilly, a PhD candidate in history, received the inaugural two-year fellowship and, in addition to working on her dissertation, will be occupying the

editor's desk at *Folklore* beginning in September.

The position will require about 12 hours of work per week, and she plans to start including more content on "untapped histories in the province," such as the Chinese community and the historical experiences of women.

"In the history department we are generally trained to be professors or teachers but there are so many other opportunities within the discipline," said Reilly.

Finn Andersen, executive director of the SHFS, said these connections with the U of S have helped breathe new life into his organization. He also noted

that having Carlson sit on the SHFS's board of directors has significantly helped expand their objective to engage more young people in the organization and, in particular, the *Folklore* magazine.

"History is not static, our understanding of the past is ever changing and it is therefore extremely important that we seek new perspectives on the past. In order to get this new perspective we need to engage every generation in the study and interpretation of our past," said Andersen.

Math Mania Hits The North



Math Mania was alive and well in Northern Saskatchewan recently, with Arts & Science employees delivering hands-on, interactive math educational activities to students in First Nations schools at Little Red River, Montreal Lake and the Lac La Ronge Indian Band at Stanley Mission.

The initiative was held in conjunction with Federation of Saskatchewan Indian Nations (FSIN) Science Festivals— one-day events for Grade 7 to 12 students at First Nations schools across Saskatchewan. The Arts & Science convoy to Northern Saskatchewan took place May 7–10 and involved Raj Srinivasan, head of the Department of Mathematics and Statistics; Stavros Stavrou, a graduate student in the Department of Mathematics and Statistics; and Lana Elias, director of Science Outreach with the Division of Science, College of Arts & Science.

All three cited the trip as both eye-opening and valuable, both on personal and institutional levels.

"I didn't realize there was such a disconnect between these schools and the schools I attended just a few hours away while I was growing up," said Stavrou. "I think our visit was the first step in building a bridge between these communities and the University of Saskatchewan. We showed the students the necessity of receiving a higher education. It was rewarding to see how excited the students were to learn science and mathematics, and the teachers appreciated our support.

The trip was not just about educating these communities, it was about educating ourselves."

Elias noted that, come fall, the College of Arts & Science will be hosting on campus some of the same students they met during Math Mania. She said their partnership with FSIN on this project, and the connections made with students, teachers and elders in the communities they visited, were examples of ways the Division of Science is helping advance Aboriginal outreach and engagement objectives on campus.

Added Srinivasan: "I am totally convinced that events such as this are one of the ways to emphasize the importance science and math education to Aboriginal communities. The connections we made with the students, teachers and the community will hopefully pave the way to further future activities by the Division of Science."

2012 USSU Teaching Excellence Awards

Home to 21 departments and nearly half of all students at the U of S, faculty and instructors in the College of Arts & Science play a critical role in the current and future successes of not only our students, but also those from other colleges who—necessarily or by choice—take our courses. With so much riding on the teaching abilities of our faculty and instructors, the college takes a great deal of pride in their many accomplishments, including the annual teaching, research and other university-level awards they are honoured with annually. In addition to those who won Arts & Science Teaching Excellence Awards, our faculty and instructors won a majority of the U of S institutional awards for 2012, the recipients of which are outlined in the following pages. Congratulations to all our 2012 award winners!



Lorin Elias
Professor and Associate Head,
Department of Psychology

A U of S faculty member since 1998, Lorin Elias teaches and conducts research in the area of neuropsychology and cognitive neuroscience. About teaching on how the brain produces behaviour, Elias says, “I honestly think that the material is the most fascinating and personally relatable content that a student could possibly encounter. This bias of mine makes the job of teaching quite easy and fun, and it is a bias that I would hope every academic has for their own specialty.”



Karla Griffin
Instructor, Department of
Art & Art History

Karla Griffin tries to cultivate the classroom atmosphere that she appreciated as a student, “one that requires a deep engagement with challenging concepts and issues that foster creative and intellectual curiosity, and one in which all students feel that they can contribute to and be respected.” The visual arts, she says, “permeate almost all facets of society... I experience a great sense of pride when I hear my students say, ‘I like the way I now see the world.’”

Photo credits: Glorie Tebbutt, Xulin Guo, Kathleen James-Cavan (Kirk Sibbald); Priscilla Settee, Loleen Berdahl, Keith Carlson (Dave Stobbe); Ryan Walker (Karee Davidson). All other photos submitted.

2012 USSU Teaching Excellence Awards



George Keyworth

Assistant Professor, Department of Religion & Culture

George Keyworth received his PhD from UCLA with a focus in Chinese Buddhism and now lectures on Chinese religions. He is currently working on the topic of spells and Zen Buddhism (in China and Japan). His book manuscript, *Transmitting the Lamp of Learning in Zen Buddhism*, is under review with Oxford University Press. About his teaching method, Keyworth says, "Don't dumb anything down for undergraduate students. If it's interesting everyone will learn something."



Donald Story

Associate Professor and Vice-Chair, Department of Political Studies

Donald Story, who conducts research on multilevel governance and public policy, credits his experience as a teacher with making him a better leader at the community level, especially with regard to advising nonprofit organizations on governance change. Likewise, his community experience has helped him "to relax and interact more effectively with students in my classes." Story listens closely to what young people tell him about the world and their aspirations for the future. "I want to hear about and understand their world, as a teacher and as a human being, so that I can continue to make a helpful contribution in the communities in which I happily live and work."



Glorie Tebbutt

Sessional Instructor, Department of English

Glorie Tebbutt calls this award "magic" because it is from students. She credits her experience of being on a hot air balloon team with helping her to think about teaching. "On the balloon team, some wanted to ride in the chase vehicle on travelled roads. Others wanted to climb in and go where the wind took them. In a classroom, there are students who desire a lot of detailed organization to facilitate their learning. In that same classroom, there are students who just like to follow the ideas. Neither is preferable, but a successful class is one where students' comfort zones are challenged. And the beauty of the discipline of literature is that I can always learn from my students. We learn together."

Arts & Science Teaching Excellence Awards



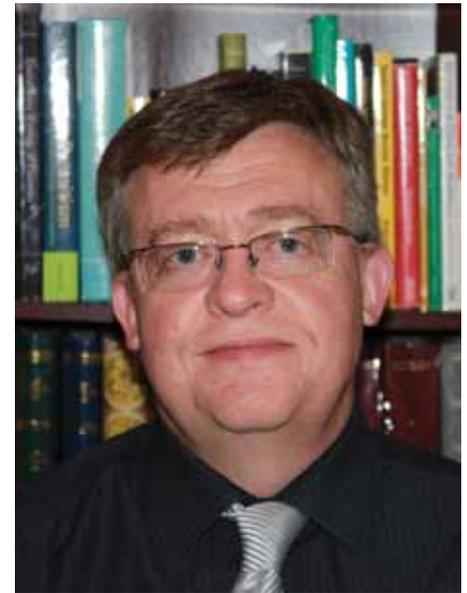
Julia Jamison
Humanities and Fine Arts

Julia Jamison is an assistant professor in the Department of Drama. Her teaching and research focus on voice for actors, acting, directing and musical theatre. She directed a successful, sold-out production of *Amadeus* during the 2011/12 Greystone Theatre season. She credits her “learn to do by doing” approach to teaching to her years in 4-H in rural Saskatchewan. “The nature of creating theatre lends itself to a collegial approach, which inspires committed engagement from the students. The delicate balance is to create a learning curve that motivates as well as rewards, in an environment that supports creative risk-taking while nurturing patience and compassion. While learning skills specific to the discipline, students are also learning to become good citizens.”



Xulin Guo
Social Sciences

A professor and graduate chair in the Department of Geography and Planning, Xulin Guo conducts research on remote sensing of the environment, especially the grassland ecosystem, wildlife habitat and climate change. She is on both the organization and scientific committees for the upcoming Grassland Remote Sensing International Conference to be held at the U of S June 27–29, 2012. Her role as a professor is to integrate academic knowledge, communicating information, professor-student relationship and personality. “Each plays a different and complementary role in teaching. I believe that enthusiasm, friendliness, ease of approach, and fairness are all equally important.”



Neil Chilton
Science

Neil Chilton, a professor of Biology, has been teaching at the U of S for 10 years. His research program examines fundamental questions and applied problems relating to the ecology, evolution, population genetics and systematics of metazoan parasites and the bacterial communities of ticks. He teaches BIOL 121.3 (Diversity of Life) and BIOL 436.3 (Animal Parasitology). Chilton is passionate about passing knowledge to others. “My approach to teaching has always been to present each lecture with enthusiasm, and to get students to think of a biological phenomenon in terms of how, when, where and why does it occur. I try to inspire and motivate as many undergraduate and graduate students to achieve their maximum potential during their learning experience.”

✚ Provost's Awards for Outstanding Teaching



Kathleen James-Cavan
Humanities and Fine Arts

An associate professor in the Department of English for 20 years, Kathleen James-Cavan is passionate about experiential learning. As such, she developed and now leads the department's career internship class (English 496) with community partners. She continues to publish research on Jane Austen's writing, with her main research now on the culture of disability represented in 18th-century British literature. "Teaching is the art of changing lives. Excellent teachers make themselves redundant by enabling their students to discover and develop their own interests, gifts, and capacities to become independent learners." She does this by making the classroom a safe, fully-accessible place where students can reflect and learn to think creatively for and about themselves.



Karen Lawson
Social Sciences

Karen Lawson, a professor in the Department of Psychology, conducts research on reproductive psychology and program evaluation, with a focus on the evaluation of health care services. She views teaching and learning as life-long and reciprocal processes. "Students and instructors are in a partnership in which the roles of teacher and learner become interchangeable. I am amazed at how much I learn from each group of students, and how each has their own way of approaching critical questions that allows me see the material from a new perspective. Creating an atmosphere of participatory learning encourages the students to take ownership of their own learning experience and to become active participants in the process."



Ian Burgess
Science

Ian Burgess, an associate professor of chemistry, joined the department in 2006. His research interests include electrochemistry and surface spectroscopy, and his research group is exploring electrochemistry at macroscale and nanoscale interfaces. "A successful teacher must have the ability to invoke a stimulating and interactive environment, even with large class sizes. My approach is to emphasize clarity and conciseness while attempting to convince students that there is a tremendous difference between attending a lecture and participating in a lecture."

✚ Provost's Awards



Priscilla Settee
Excellence in Aboriginal Teaching

An associate professor in the Department of Native Studies, Priscilla Settee is a leading advocate for Indigenous rights in Canada. Her research focuses on Indigenous food sovereignty, Indigenous women, and international Indigenous knowledge systems. Her first edited book, *The Strength of Women: Ahkameyimowak* was published in 2011. "Establishing a comfort zone for learning is the first step in teaching. When students feel comfortable, and valued, the learning process becomes a rich and vibrant one. In many of my classes, I have the students analyze information and tell me what they believe the materials are saying. They become active learners, participants and, in some cases, teachers of the information that they have."



Kalowatie Deonandan
Excellence in International Teaching

Kalowatie Deonandan is an associate professor in the Department of Political Studies, where she teaches Latin American politics, comparative politics of development and international relations. Her research focuses on the themes of democracy and development, and she currently working on the developmental implications of mining, and megaprojects for communities and states in Central America. Deonandan says she has embarked on many voyages of discovery with her students. "In studying overseas or learning about international issues, students are forced out of their known universe to explore that which they have deified or demonized. Finding neither, they are compelled to challenge their preconceptions, and this makes for an exciting learning process."



Loleen Berdahl
Outstanding New Teacher

Loleen Berdahl is an associate professor in the Department of Political Studies and project leader for the Survey and Group Analysis Laboratory (SGAL). Her research area is Canadian politics and public policy, with a special interest in subnational intergovernmental relations and Canadian regionalism. Berdahl teaches Canadian public policy, research methods and Canadian politics, which, she says, are constantly evolving subjects that have direct application to students' lives. "I strive to help students to think about these topics both critically and politically. Teaching students how to assess and critically evaluate public policy, political events, and social science research, helps them to build 'toolkits' that will enable them to be engaged and informed citizens, and aid them in their future careers."

Provost's Awards/Convocation Awards



Keith
Carlson
New
Researcher
Award

Keith Carlson is a professor of history, director of the Interdisciplinary Centre for Culture and Creativity (ICCC) and the university's special advisor on outreach and engagement. His research interests focus on the Salish people of British Columbia and Washington, as well as the Métis of northwest Saskatchewan. He considers community-based experiential learning fundamental to both his and his students' research. He continues to learn from Salish knowledge keepers and knowledge interpreters.



Amelia
Horsburgh
Outstanding
Graduate
Student Teacher
(for Graduate
Studies)

Amelia Horsburgh, a doctoral candidate and teacher scholar doctoral fellow, is an instructor for courses in both the Department of English and in women's and gender studies. Horsburgh believes that "by working together we enjoy a thoughtful journey and arrive at our destination in good humour, with new knowledge and skills."



John
Tse
Earned
Doctor of
Science

John Tse, professor of physics and engineering physics and Canada Research Chair in Materials Science, is a scientific leader in the application of sophisticated computational and experimental methods to determine the relation between structure and properties of complex solids. He was elected to the Royal Society of Canada in 2008.



Ryan
Walker
Distinction
in Outreach
and
Engagement

Ryan Walker, an associate professor in the Department of Geography and Planning, is engaged in research and teaching in the areas of city planning and urban design, urban geography and First Nations and Métis community planning. Walker says much of his work is driven by the rewards of linking scholarship with public debate, decision-making and implementation.



Wendy Wilson
Sylvia Wallace Sessional Lecturer

Wendy Wilson (sociology and women's and gender studies) has been a committed teacher for almost 20 years. She has a reputation for providing an exceptional learning experience for her students, combining tough analytical skill development with humour and sensitivity. Her colleagues and students appreciate the ways she has invested her energy into the continued success of the University of Saskatchewan.



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Arts & Science Briefs



Cunfer Receives Major SSHRC Project Grant

Geoff Cunfer (history) has been awarded one of two project grants totalling more than \$4.4 million from the Social Sciences and Humanities Research Council of Canada (SSHRC)—the largest SSHRC grants ever awarded to the U of S.

Cunfer leads a 6-year, \$3.3 million project exploring the transition from traditional to industrial farming over the past two centuries and the lessons it might hold for today's food producers.

Cunfer and his colleagues in the U.S., Europe and Latin America are working to understand the choices and trade-offs farmers have faced, how they've adjusted, and what this means for sustainability. With the world's population dependent on industrial farming for food, and two-thirds of the world's farmers poised to make the transition to industrial agriculture, knowledge is needed to underpin sound farm policies.



Wiebe granted Stuart and Mary Houston Professorship

Professor Karen Wiebe has been granted the Stuart and Mary Houston professorship in Ornithology in the Department of Biology.

Besides the honour of being named to the Professorship, the holder receives a research grant in the amount of \$22,000 annually, renewable for five years. Expenses are subject to the approval of the fund committee, or designate, and

include requirements related to the holder of the Professorship being an active scholar.

The holder of the Professorship is expected to be a prominent and active participant in research in ornithology and also recognizes the importance of, and contribute to, undergraduate and graduate teaching.

Wiebe studies the behaviours, reproduction and ecology of birds. Much of her work focusses on the factors that determine the reproductive success of individuals such as predation risk, food supply, and habitat/nest site selection. She is especially interested in incubation and hatching patterns, and sex roles during reproduction. The Stuart and Mary Houston Professorship was first held by Professor Gary Bortolotti, who passed away last July.



McNeill Trumpet Recording Nominated for WCMA Award

Music professor and department head Dean McNeill is a featured soloist on *O Music*, an album nominated for Classical Recording of the Year at the 2012 Western Canadian Music Awards (WCMAs).

McNeill is solo trumpeter on the piece *Kalla*—also nominated for a WCMA—Classical Composition of the Year. The piece was created specifically for McNeill by Alberta composer Allan Gilliland. The two are long-time friends who collaborated during the work's commission in 2009.

The nominations were announced on June 5, 2012. The winners will be announced at the gala awards show on Sunday, Sept. 30 in Regina.

The recording on *O Music* is performed by the New Edmonton Wind Sinfonia, conducted by Raymond Baril, and features soloists McNeill on trumpet and James Campbell on clarinet. It is available on CD distributed by the Canadian Music Centre.

Kalla was commissioned by the Canadian Band Association for the 2009 National Youth Band of Canada when McNeill was its professional guest artist.

For more info on this WCMA nomination please visit: <http://breakoutwest.ca/awards/>



Eric Neufeld (photo: *On Campus News*)

U of S Team Wins Award of Innovation for iUSask Mobile App

A team of College of Arts & Science computer scientists has been awarded the 2012 Award of Innovation for creating an iPhone application (app)—the first in Canada to offer university students broader, exceptionally secure access to confidential information such as grades.

Chad Jones and Eric Neufeld led the team of developers that created the iUSask app to enhance the student life experience and provide general university information. The project became the foundation of CollegeMobile (www.collegemobile.com), a company that creates both educational and business apps for smartphones and tablet computers. Founded in 2009, College-Mobile has grown rapidly to meet demand for mobile applications.

The Award of Innovation is co-sponsored by Innovation Place and the U of S Industry Liaison Office. It is open to all U of S employees and students, and selection criteria includes novelty and potential commercial impact.



Jennifer Poudrier (photo: submitted)

2012 YWCA Award Nominees

Congratulations to nominees from the College of Arts & Science for the 2012 YWCA Saskatoon Women of Distinction Award®. For the past 30 years, over 700 women in all walks of life have been recognized for their accomplishments and achievements as mentors, volunteers, activists, teachers, leaders and researchers. Nominees from the college include:

Arts, Culture & Heritage:

Kathleen Lohrenz-Gable
(Instructor, Music)

Education:

Loleen Berdahl (Associate Professor, Political Studies)

Science, Technology or Research:

Jennifer Poudrier (Associate Professor, Sociology)

Youth:

Amy Gryba (Student, Physics and Engineering Physics)

Also nominated from the U of S in the category of Leadership & Management is Heather Magotiaux, Vice-President of University Advancement.



Tony Kusalik (photo: Betsy Rosenwald)

Researchers Create Powerful Drug Development Tool

A U of S research team led by Tony Kusalik (computer science) and Scott Napper (biochemistry and VIDO-InterVac) have harnessed bioinformatics and molecular biology to create powerful software that promises to become a “must have” tool in drug development research labs.

The software is used to analyze kinases—a type of enzyme involved in virtually every cellular function, from energy use and reproduction to modifying gene expression. Licensing of the patented technology is currently underway, and a demonstration of its effectiveness recently appeared in the journal *Science Signalling*.

“This is a premiere example of what can be achieved through interdisciplinary and collaborative research,” says Kusalik, an expert in bioinformatics.

Napper says that other research groups have approached them to run their existing data sets through the new software. “It’s very brave of them—it may prove some of their earlier conclusions wrong.”

For more information:

<http://tinyurl.com/87842hx>

➤ The 2012 Dean's Distinguished Staff Award



L to r: Blair Pisio, Nadine Penner, Muriel Miller, Teri Olson, Barbara Reimer, Gloria Brandon, Lori Giles, Michelle Jarvin, Kristine Eggerston and Dean Peter Stoicheff. (photo: Kirk Sibbald)

Two staff members with decades worth of dedicated, behind-the-scenes service throughout the U of S and, most recently, within the College of Arts & Science, were honoured with the Dean's Distinguished Staff Award (DDSA) for 2012.

In total, 10 individuals were nominated for the DDSA and, for the first time, the award was expanded to include two recipients—Gloria Brandon (undergraduate student office) and Lori Giles (sociology).

Brandon, the college's director of student academic services, has worked her entire career at the University of Saskatchewan, first in the registrar's office and then the colleges of education and engineering before joining the College of Arts & Science in 1998. In addition to her front-line work with students, she has also held key administrative roles on many committees, displaying, as one nominator remarked, "...extremely high levels of professionalism—attention to detail, discretion, tact, and an encyclopedic knowledge of college procedures, practice and precedents."

Giles is a clerical assistant in the Department of Sociology and started working at the U of S in 1981 in the business office. She also worked in residence and the College of Education before coming to sociology in 1999. One of only two administrative staff members in sociology, Giles helps oversee the day-to-day functions of this large department in a consistently pleasant and efficient manner. One of her nominators noted, "(t)hrough her efforts and the networks she has fostered, her contributions have been remarkably effective in providing advice and assistance to students, as well as faculty, staff and members of the wider community."

The DDSA recipients each year receives a certificate and \$1,000 cash prize. Other nominees for the award this year were: Michelle Jarvin (native studies), Joan Virgl (biology), Muriel Miller (psychology), Teri Olson (communications, development & alumni relations), Kristine Eggerston, (music), Nadine Penner (history), Blair Pisio (political studies), Barbara Reimer (art & art history).