

Degrees

volume 24, no. 1 | spring/summer 2012

The University of Regina Magazine

Nevan Krogan's molecular universe

Alumnus looks to proteins as
the key to fighting HIV

University
of Regina





Two men and a young boy face an uncertain future after losing their home because of devastating floods that swept through many regions in Pakistan in July 2010. A significant number of the affected have still not been able to return to their homes. Photo taken near Nowshera, Pakistan.

Photo by Regan Shercliffe.

See more of Shercliffe's captivating photos in Focal Point on page 22 in this issue of *Degrees*.

As Bob Dylan sang in the 1960s, *The Times They Are a-Changin'*. This issue of *Degrees* is a lot about changing too. Change is natural, change is good and change is inevitable – except in a vending machine.

Take for instance, the story of alumnus Nevan Krogan, one of the world's leading systems biologists, whose research is changing the way we look at effective drug therapies to treat HIV as well as other pathogens.

We also have a story about University of Regina graduate student and teacher Sylvia Smith who has developed an innovative educational tool kit that is making its way into classrooms across Canada. As Smith notes, Project of Heart is an antiracism project in action and it's changing the way students learn about Indigenous traditions and helps them understand the history and injustice of the Indian residential school system.

We are also presenting the story of Candace Weimer, a graduate whose life changed when, in April 2005, she was diagnosed with myelofibrosis, a disease that can lead to a fatal form of leukemia. After stem cell replacement treatment and her recovery, Weimer is now helping to change others' lives. She's written a book about her medical ordeal and is sharing it and her experience with cancer patients and their caregivers to help them deal positively with their diagnoses.

There's also *The Digital Classroom*, a story that illustrates how the University is embracing technology to enhance the teaching and learning experience. Innovations like Twitter, Google Docs, Facebook, YouTube and blogging are fundamentally changing the way students interact with instructors and the way classes are delivered.

Those of us who are fortunate

enough to be telling stories of the people associated with the University of Regina are embracing technology, too. Recently, the University's online presence was boosted with the launch of a new homepage. It's part of a broader website renewal underway at the U of R. If you haven't seen the new homepage, visit www.uregina.ca. While you're there, you can read the latest selection of Feature Stories or check out Upcoming Events you may want to attend. There is also a direct link inviting visitors to Connect with Alumni.

Another popular online information tool is *YOURblog* (www2.uregina.ca/yourblog), the University's blog. *YOURblog* is a place where you can read, watch videos, and share ideas and experiences with other members of the University of Regina community. You can find a link to *YOURblog* on the U of R homepage, as well as a link to our Social Media Sites directory, which includes a listing of Alumni Social Media sites.

With the move to more online information, you'll also find *Degrees* posted on our website at: www.uregina.ca/external/communications/publications/degrees/index.html. **If you would prefer to view *Degrees* online rather than receive it in the mail, please contact us at URAlumni@uregina.ca, or call us at 306-585-4112 or toll-free at 877-779-4723 and we will remove you from the mailing list.**

Don't forget to send us your story ideas or just drop us a note and tell us what you've been up to lately. You'll find all our contact information on the facing page. We look forward to hearing from you and trust you will enjoy reading this issue of *Degrees*.

Greg Campbell
Editor

The Fafard sculpture and epitaph for Dr. Barber on the back cover of Vol. 23, No.2 is one of the best editorial/design touches I've seen in any magazine in a very long time. Well done.

Paul Welsh BA'86
Vancouver, B.C.

Editor's note: Welsh is the former editor of The Third Degree, the predecessor of Degrees.

I wanted to tell you that I thought the story in *Degrees* by Andrew Konoff really puts a bad light on Saskatchewan. The only place he really talks about is Uranium City, and he compares the rest of Saskatchewan to that city, which has been a ghost town for years. I just wanted to suggest to him that Saskatchewan is resilient enough to stick around for as long as any other province.

Thanks
Penny Tetz CLGAJ'82

Hi Penny,

Thanks for your note. It's great when we get feedback from our readers. It's really the best way we can gauge whether our stories are striking a chord with our readers. Obviously Andrew had a lot of experiences around the province last summer as the Saskatchewaner and I gave him complete freedom to write about whatever he wanted. He chose to write about Uranium City because it left the biggest impression on him – its rugged beauty and its unique history. Andrew says as much when he writes: "Uranium City is the most beautiful part of Saskatchewan I have seen."

The section that the story appeared in is called "360 Degrees" and, unlike other stories in the magazine, is a personal essay. The space is reserved for stories about the experiences and personal points of view of some of the people associated with the University of Regina.

For me, his essay is a bit of a cautionary tale that is very relevant given Saskatchewan's current economic reality. While I won't speak for him, I'm pretty sure that Andrew feels that having one of the best economies in the country is not a bad thing. I also think he feels that the Uranium City of 30 years ago is a most appropriate illustration about what can happen in a boom or bust economy. I am also sure he feels that the resiliency of the people of Saskatchewan that saw them through some of the tough times of the past will more than serve them well in the more favourable economic times in which we now find ourselves.

Thanks again for the note, Penny.

Best regards,
Greg Campbell
Editor, *Degrees*

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On the cover: A stylized graphical representation of HIV viral protein-human protein networks studied by U of R graduate Nevan Krogan. The larger nodes represent individual HIV viral proteins and the smaller nodes represent human proteins that were identified in Krogan's research as associating with the particular HIV protein with which they are linked by the lines. Illustration by Mike Shales.

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President's Note



I would like to take this opportunity to thank the University of Regina's Board of Governors for granting a five-year extension to my role as president and vice-chancellor. It is an honour to serve this University, and I look forward to my next term.

Looking back, it seems like only yesterday that I was introduced as the new University president. In fact, it was May 1, 2008, and I am proud of the progress we have made as a university over the past four years. We owe that success to the collective effort of our University community – dedicated colleagues who have developed and implemented a wide variety of initiatives that have advanced the University and strengthened our connections to the communities we serve.

Our focus on student recruitment and retention, the UR Guarantee, our pledge to sustainability, and our commitment to internationalization and indigenizing our campus – these are only a few of the things that have come to define our institution in recent years.

Most of those defining initiatives came out of our strategic planning process and the subsequent plan that was adopted by the Board in July 2009. The plan, entitled *mâmahowkamâtowin: Our Work, Our People, Our Communities*, will continue to guide our decision making through 2014 and beyond.

At its May meeting, the University Board of Governors ratified our comprehensive budget plan for 2012-2013. Our operating budget of \$177.7

million will advance the aims of our strategic plan by investing in the people and programs that make our University such a vital place in our province to learn, teach, work, and conduct research.

This balanced budget – our 18th consecutive one – continues the strong tradition of sound financial management at our University. To achieve a balanced operating budget, high priority expenditure increases were funded in key targeted areas such as scholarships and support for Aboriginal students. At the same time, most undergraduate tuition rates have increased by four per cent, and tuition rates for undergraduate Engineering and Applied Science, Business Administration and most graduate programs have increased by nine per cent. Even considering these increases, costs to University of Regina students remain among the lowest for English-language universities in Canada.

I am confident this new budget will ensure that the University continues to be one of the best comprehensive universities in Canada – an institution strongly committed to supporting teaching and research, and attracting and retaining students. Our dedicated faculty and staff ensure that the University remains an outstanding place for students to learn, a centre for innovative research and an organization connected to the communities we serve.

Our strategic plan outlines our commitment to strengthen our relationships with First Nations and Métis communities. Currently,

approximately 10 per cent of our first-year undergraduate student population is self-declared Aboriginal, and we are undertaking a number of new initiatives to support these students and ensure their continued success throughout their post-secondary education. New bursaries are being made available to Aboriginal students, for example, and an Aboriginal Advisory Circle is in place to examine ways to better meet student needs.

But a great deal more must be done to help realize the vast educational potential of Saskatchewan's Aboriginal youth. Because the University of Regina is a provincial university, it is important for us to have a presence in Saskatchewan communities. The University aims to work with community leaders to ensure we are serving the needs of our First Nations and Métis youth. To that end, this summer and fall I plan to travel to northern Saskatchewan to participate in meetings about First Nations education with Elders, First Nations administrators, and educators.

While the University will continue to connect in many ways with the communities of Saskatchewan, we also have an important initiative underway that will connect communities to the University campus. Building Knowledge – The College Avenue Campus Revitalization Project is the University's number one capital fundraising priority, and is raising funds for the renewal of our historic College Avenue campus. The project will realize a vision for serving the community for the next 100 years, and will continue to support the academic mission of the

University of Regina and fulfill key aspects of the University's strategic plan.

The project includes a full restoration of the College Building, the Conservatory of Performing Arts, and Darke Hall. Reflecting our desire to reach out to the community, the College Avenue campus will be known as the University of Regina Leadership and Outreach Centre (LOC). The LOC will provide a large-scale premier event and reception space in a modern, striking atrium that respects and enhances the heritage of the site by linking the Conservatory of Performing Arts and Darke Hall.

Darke Hall, which because of its superior acoustics is still used as a rehearsal space, will once again become a well-used, bustling performance centre that the entire community can enjoy. The hub of the LOC will be a new Executive Education Centre that will house the Centre for Continuing Education and the Johnson-Shoyama Graduate School of Public Policy, as well as provide state-of-the-art meeting and educational facilities for groups ranging from 20 to 300.

I invite you to learn more about the project or, better yet, get involved in this terrific initiative. You can find out more information by visiting our website at www.uregina.ca/campaign

On behalf of my family and the entire University of Regina family, thank you for your continued interest in your University, and enjoy your summer.

Vianne Timmons
 President and Vice-Chancellor

Left: Board member Daniel Kwochka.

Centre: Ken Rasmussen, associate director of the Johnson-Shoyama Graduate School of Public Policy.

Right: Harvey King, director of the Centre for Continuing Education.



Board and Senate news

The University of Regina Board of Governors has granted a five-year extension of term for **Vianne Timmons** in her role as president and vice-chancellor. Timmons's new term begins July 1. Among her many noteworthy accomplishments, Timmons has successfully launched the University's strategic plan for 2009–14, began an initiative to renew the College Avenue campus and developed an energetic approach to community engagement throughout the province. Also during her first term as president, Timmons has continued her own academic research program, which focusses on the areas of inclusive education and family literacy. This work has included the publication of three co-edited books on inclusive education.

The Board of Governors approved a **balanced budget** of \$177.7 million for 2012–13 at its May meeting. The budget reflects efficiencies, retains money to support research, provides more money for student scholarships and invests in supporting Aboriginal students. The base provincial grant for the University for 2012–13 increased by \$1.77 million (1.88 per cent).

Daniel Kwochka BA(Adv)'93 has been appointed to the Board of Governors for a three-year term effective December 21, 2011. Kwochka replaces **Susan Barber QC, BA'84**, who served

as a member of the Board from February 2005 to December 2011 and as Board chair from March 2009 to August 2011.

Haanim Nur, the newly elected president of the University of Regina Students' Union (URSU), began a one-year term as a member of the Board of Governors on May 1, 2012. Haanim replaces **Kent Peterson BAA'11** who served on the Board as president of URSU from May 2011 to April 2012.

Board chair **Paul McLellan BAdmin'81, MAdmin'09**, vice-chair **Lee Elliott BA'88, MAdmin'08** and member **Brenda Barootes BSc'84** have been renewed and will serve a second three-year term from December 2011 to December 2014.

The University will not hold a Senate election this year and therefore the following three candidates have been acclaimed and will begin three-year terms on July 1, 2012. **Janet Legault BEd'82, PGDEA'85, MEd'89** represents District 4 (Swift Current/Gravelbourg), **Lawrence J. Kreiser BA'69, CLGA'01** represents District 6 (Melville/Yorkton/Hudson Bay) and **Sameema Haque MBA'09** represents District 10 (Moose Jaw).

No nominations were received for District 5 (Maple Creek/Rosetown/Lloydminster) and in accordance with Senate bylaws **Meaghan Friedrick BEd'06** was appointed to represent the district for a one-year term.

Comings and goings

Andrew Gaudes has been appointed dean of the Faculty of Business Administration. Gaudes comes to the University after nine years at the University of New Brunswick in Fredericton, N.B., where he served most recently as the associate dean of international programs for the Faculty of Business Administration. Originally from Winnipeg, Gaudes earned his PhD in management from the I. H. Asper School of Business at the University of Manitoba (U of M), with a major in organization theory and minor in management information systems. He also holds undergraduate and graduate degrees from the Faculty of Architecture at the U of M. His research interests include the specialization strategies of organizations, virtual methods of collaboration, social media in health care management and innovation in entrepreneurial enterprise.

Ken Rasmussen's term as associate director of the Johnson-Shoyama Graduate School of Public Policy (JSGS) has been extended one year to June 30, 2013. The extension was granted following a review process that included consultation with faculty, staff, students and external partners. Rasmussen was recently named president of the Canadian Association of Programs in Public Administration. He will serve a two-year-term.

Harvey King, director of the Centre for Continuing Education, has been appointed to a second five-year term beginning July 2012. King, an economist with a PhD from the University of Western Ontario, serves as president of the Canadian Association for University Continuing Education.

Ian Hanna has joined the University as senior advisor in Government Relations. A graduate of the University of Manitoba and Carleton University, Hanna has had a long and distinguished career in journalism and government. He worked for CBC for close to 20 years and was the recipient of several broadcasting awards. Hanna comes to the University via secondment from the Office of the Premier of Saskatchewan where he served as chief of staff for Inter-Governmental Affairs. In his new role, Hanna will develop, manage and maintain relationships, and co-ordinate activities with all levels of government.

Leanne Posehn has been named director of development for External Relations. Posehn has 17 years of banking experience, including demonstrated success in client management. Her most recent position was as Regina BMO branch manager.

Briefly

In late April, University of Regina President Vianne Timmons signed **memorandums of understanding (MOU) with four Brazilian universities.**

The agreements will facilitate research and academic collaboration; exploration and development of scientific, academic, and technical activities; and other programs and projects that will help advance the academic mission of the respective institutions. While in Brazil, Timmons also announced a \$100,000 scholarship fund for 100 Brazilian students wishing to study at the University of Regina.

Earlier this year, **President Timmons** also signed an agreement of co-operation with a network of Indigenous universities in Mexico. The agreement will promote the mobility of Aboriginal students at the University of Regina and Indigenous students from Mexico to exchange their culture and traditions. The first group of five University of Regina students will travel to Mexico this summer, spending five weeks in Mexico with Indigenous communities while taking courses on diversity and Indigenous culture. The first cohort of Mexican students will also arrive in Regina this summer.

The University's **Faculty of Education** and the **Northern Teacher Education Program/Northern Professional Access College (NORTEP/NORPAC)** have announced a new partnership for the delivery of a second community-based master's program to start this summer in La Ronge, Sask. The new program will have three streams: Aboriginal languages, inclusive education, and math and sciences teaching. A cohort of 25 students will take courses together ending with a project in one of the three streams.

The University has partnered with North China Electric Power University (NCEPU) in Beijing to establish the **China-Canada Institute for Energy, Environment and Sustainability**

Research (China-Canada IEESR). Through the partnership, the two Universities will work together to establish joint research programs; faculty and student exchanges in the fields of energy, environment, climate change and social adaptation; and pollution reduction for power industries. NCEPU is the major university in the People's Republic of China for research and development in power production.

With support from the City of Yorkton, Communities of Tomorrow and Agmar International Marketing, Faculty of Engineering and Applied Science professor **Dena McMartin** has created a new, innovative and client-based, experiential learning class in environmental engineering and design. The class pairs the needs of Yorkton with the skill sets of undergraduate engineering students. In the project, three groups of students are looking for solutions to the environmental waste disposal challenges facing the City of Yorkton and investigating the earth-friendliness of recycling in Saskatchewan.

The **Lifelong Learning Centre's** 2012 Distinguished Canadian Award went to Tom Jackson. Jackson is an award-winning actor, musician and humanitarian. In 2010, Jackson received an honorary doctorate of fine arts from the University of Regina.

Fourth-year film student **Matt Yim's BFA'12 April Doesn't Hurt Here** was selected by the Toronto International Film Festival as one of 10 Canadian student films to screen at its Ninth Annual Student Showcase. The Showcase had two screenings in May, one in Toronto and one in Vancouver. Yim's film will be included on a compilation DVD of the top student films to be released later this year.

A joint initiative between the U of R's **Institut français, Department of Psychology and Centre for Continuing Education** and the Conseil des écoles fransaskoises (CÉF) has led to a new opportunity for French-speaking high school students. Grade 11 and 12 students of the CÉF will now have the opportunity to take university-level courses and acquire university credits while earning their high school diploma.

The Cypress Health Region, Great Plains College, SIAST and the University of Regina have signed a letter of intent aiming to bring the **Saskatchewan Collaborative Bachelor of Science in Nursing** program (SCBScN) to Swift Current students. The partners will provide support for theoretical and clinical nursing education in Swift Current, allowing students to complete the four-year program in that community. The University of Regina and SIAST signed an affiliation agreement in November 2010 to jointly offer the SCBScN, a direct-entry, baccalaureate nursing program.

SaskPower has provided \$3.5 million each to the University of Regina and the University of Saskatchewan to help meet Saskatchewan's growing need for power with a skilled workforce and innovative technology. The funding will support new faculty chairs to ensure that a strong foundation of academic and applied research is in place to position Saskatchewan as a leader in clean energy development, and will be directed to program areas that align with the company's future business needs. The University of Regina's funding will go toward advancing research in carbon capture and storage technology as SaskPower continues to build the Boundary Dam Integrated Carbon Capture and Storage Demonstration Project. The investment will

also provide opportunities for future engineering graduates to work in this emerging field at SaskPower.

Researchers at the University of Regina have received \$115,200 in funding from the Canada Foundation for Innovation (CFI) Leaders Opportunity Fund to study the effects of environmental toxins and \$100,803 from the Government of Saskatchewan to examine converting waste to energy and greenhouse gas mitigation technology.

A new campus garden project designed to promote and expand community engagement and sustainable development was recently unveiled. **Regina's Edible Campus** includes two existing campus gardens – the First Nations University Shared Garden and Le Potager – and adds a new garden plot: The Regina Public Interest Research Group (RPIRG) Green Patch, a 5,400-square-foot garden south of the Dr. John Archer Library. With the generous support of the President's Advisory Committee on Sustainability, landscape architectural plans for the new Green Patch were unveiled at a launch event. Regina's Edible Campus partners include the Wascana Centre Authority, University of Regina, Institut français, the First Nations University of Canada and Regina Public Interest Research Group.

Students from the University of Regina's **Paul J. Hill School of Business** finished first overall and won the School of the Year award at the JDC West Business Competition, edging out UBC and the University of Calgary. The seventh annual competition was held in January and hosted by the University of Alberta in Edmonton. A team of 48 students from the Paul J. Hill School of Business competed against students from 10 other universities across Western Canada.

A century of high notes



For one hundred years, the University of Regina's Conservatory of Performing Arts has been providing quality musical education to prepare students for careers in music or simply to lay a foundation for discovering the joy of music.

By Bill Armstrong

Photos by Don Hall, University of Regina Photography Department, and courtesy of University of Regina Archives and Special Collections.

A 1953 Conservatory staging of Mozart's *Così fan tutte* at Darke Hall on the College Avenue campus. Howard Leyton-Brown, who has been an instructor at the Conservatory for 60 years, conducted the orchestra for the production.

Tuesday is music day at the Conservatory for the Amberson family. It means a 45-minute drive from their grain farm north of Belle Plaine to the Conservatory of Performing Arts on College Avenue in Regina.

For Audrey Andrist BMus'84, weekly piano lessons at the Conservatory meant three years of long bus rides from Estevan and back, the foundation for her current performing, teaching and recording career. For Miles Newman and his daughter Katie, the Conservatory is integral to their professional and personal lives.

These examples eloquently illustrate how the Conservatory has enriched the lives of generations of students, not just in Regina, but also throughout southern Saskatchewan. In 2012, the Conservatory is celebrating a major milestone – its 100th anniversary – and if the experiences of the Amberson clan, Andrist and the Newmans are an indication of the future, the Conservatory's next century seems assured.

On Tuesdays, Jo Amberson BASc'95 brings her eight children to the Conservatory, with the lounge on the main floor of the College Building serving as home base. Over the course of the afternoon, five of the eight take their lessons on piano or various stringed instruments. Between lessons they assist as babysitters for Jimmy, age five; Teddy, age three; and newborn Elsy.

"My husband Rod (BASc'93) and I were only involved in music in little bits," Jo states, "but we wanted our children to play. When our oldest, Billy, was six, he chose to learn the violin, until he discovered the cello at an open house hosted by the Conservatory."



Left: Celebrated Canadian pianist Audrey Andrist. Right: The magnificent Ambersons (left to right): Tommy, age 12, piano and viola; Ruthy, age 7, violin; Raney, age 12, violin and piano; infant Elsly; mama Jo; Jimmy, age 5; Billy, age 14, cello; Teddy, age 3; Johnny, age 10, cello.

After meeting with the instructor, Barb Fitzpatrick, Billy was hooked on the cello. When his siblings reached age four or five they also began lessons on their chosen instruments, creating a quintet that has performed in seniors' homes and at church.

Since the Amberson kids are home schooled, their house is filled with music from morning to night as they jockey for playing time on the family piano, or seek a (relatively) quiet space to practise their string instruments.

Audrey Andrist has similar memories, with music being omnipresent in the family farmhouse near Estevan, and also a huge part of community life. Her father Lloyd was a fine jazz and big band drummer, and her mother still plays the organ.

"I'm one of four children," Andrist says, "and we all sang in the church and school choirs, and we all took piano lessons from the late Mary Murakami, a really excellent piano teacher in Estevan. Dad listened to jazz records in his free time, and Mom drove us to Regina to hear concerts, and we attended every concert that came to Estevan."

By the time Andrist was in Grade 10, Murakami realized her gifted student had outgrown her instruction. Andrist had taken note of a piano recital given by Conservatory instructor William Moore at a local music festival, and after being accepted as Moore's student, she began the weekly bus rides into Regina.

"I absolutely loved my lessons with Bill," Andrist says. "He was a phenomenal teacher, I believe one of the best piano teachers in all of Canada. I definitely would not be where I am today if I had not studied with him in high school and at the U of R," says Andrist. She completed her master's and doctoral degrees at New York's Julliard School, and now lives with her family in the Washington, DC, area. Andrist serves on the faculties of the University of Maryland-Baltimore County and the Washington Conservatory, and is regarded as a versatile and adventurous performer and recording artist.

Miles Newman is the Head of Winds and Brass at the Conservatory, and a sessional lecturer at the U of R. He recalls receiving a trumpet for his eleventh birthday, and being in the

school band in his hometown of Saskatoon from Grade 6 on. He completed a degree in music and education at the University of Saskatchewan, and then received his master's degree at Arizona State. After two years performing at the Banff Centre and playing with the Calgary Philharmonic, he and his wife – who is also a musician – moved to Regina.

"For the size of the community there is an amazing amount and variety of musical organizations active in Regina," Newman observes. "Besides the Regina Symphony Orchestra (RSO)," in which he plays, "there are musicians performing Celtic, jazz, rock, fiddle and Baroque music, plus groups like the Big Sky Brass and the True Jive Pluckers. There's also a great tradition here of players giving back to the community by teaching the next generation and preparing them for performance opportunities."

His daughter Katie was introduced to the cello and teacher Barb Fitzpatrick through the Conservatory's child-parent program at age four, and flourished to the point where she herself is now an instructor at the Conservatory, a coach for a group of youthful chamber group and a player in the RSO. Katie will continue her studies in music at McGill University this fall.

"Music means a lot of different things to me," she says, "including being a job that gives me opportunities to meet people doing the same things I do, but on top of that it's what I've chosen to do with my life. The great instructors and the performance opportunities at the Conservatory have everything to do with where I am today, which is one reason why I'm always hanging around the place."

Howard Leyton-Brown, the sprightly 93-year old still teaching in the Conservatory, has connections with the place that reach back to the Second World War, when he was a flying instructor based in Estevan. Between 1942 and 1944 he came to Regina several times to give recitals in local churches, and at Darke Hall, where he continues to teach in his studio today.

Following the war, the Australian-born Leyton-Brown continued his musical education and then joined the London



Left: Katie and Miles Newman – the father and daughter pair are both Conservatory instructors and play together with the Regina Symphony Orchestra. Right: Head of the Conservatory of Performing Arts, Sophie Bouffard.

Philharmonic Orchestra. He was recruited to become the head of the string department at the Conservatory in 1952, and became the director in 1955, a position he held until his retirement in 1986. With the strong support of Dr. William Riddell, the dean of Regina College, the Conservatory experienced ongoing growth during this period.

“Enrolments increased from about 500 to 1,200 during my term as director,” Leyton-Brown notes. “I was instrumental in the name change from the Conservatory of Music and Drama to Conservatory of Performing Arts, which reflects my hope that it will be able to add theatre and ballet programs in the future.”

Leyton-Brown and Riddell also played key roles in launching a degree program in music at what would become the University of Regina. The degree programs later became part of the Faculty of Fine Arts, while the Conservatory would concentrate primarily on private instruction and youth and adult programs. The Conservatory has flourished, Leyton-Brown contends, because from the beginning it has attracted young people with a range of interests, from those pursuing music as a career choice to others simply seeking to enrich their enjoyment of music. When instruction in piano, voice and strings began at Regina College in 1912, the program also included kindergarten instruction, where very young children would learn, “the vital principles of time, tune, rhythm . . . under the most pleasant circumstances,” according to a Conservatory brochure from that era.

In the early years of Regina College, teaching studios were located on the first floor of what is now known as the College Building, with recitals held in an assembly hall that has since been demolished. The Conservatory received a major boost when Frank Darke, a member of the College’s Board of Governors, provided more than \$100,000 to build the performing arts centre that bears his name. When Darke Hall opened in 1929, it became home for the Regina Symphony Orchestra and many other community musical organizations, and the city’s main performing arts venue for decades to come.

It also became home base for Conservatory activities.

The difficult circumstances of the depression years of the 1930s pushed Regina College and the University of Saskatchewan in Saskatoon to collaborate more closely with each other. The Conservatory seems to have benefited from this cooperation, with enrolment growing modestly from 316 in 1936 to 404 in 1939.

Under the leadership of Leyton-Brown, the Conservatory program had become so extensive by 1958 that detailed plans were prepared for a major extension to Darke Hall. During this period, however, the focus shifted to raise Regina College to full degree-granting status on a new campus, including construction of a proposed new Fine Arts building. The Conservatory did obtain some needed space with the completion of a smaller addition to the south end of Darke Hall in 1963. Studio spaces and a recital room were re-established in the College Building when many university programs moved to the new campus in 1966–67.

Since then, the Conservatory has continued to provide generations of students with access to art and culture for personal enrichment or as the foundation for further academic and performing opportunities.

Sophie Bouffard knew she was “part of something big” when she was appointed head of the Conservatory in summer 2011, having taught at the Conservatory and as a sessional lecturer at the U of R since 2002. To kick off the 100th anniversary celebrations, Bouffard organized a Centennial Concert Series throughout 2012 to showcase the Conservatory’s instructors, and reacquaint music lovers with Darke Hall’s excellent acoustics. Later this year, on November 15, the Conservatory will present its first Distinguished Alumni Award.

“With this program,” Bouffard explains, “we will recognize former students who have attained a high level of distinction and achievement in the arts through performance and/or teaching. This annual award will honour alumni whose accomplishments and contributions are of national or international significance.”



For 60 years, Howard Leyton-Brown has been teaching out of his studio located above Darke Hall. Here Leyton-Brown goes over some pointers with his student Stephanie Witham.

Looking beyond 2012, Bouffard has drafted a vision statement and begun developing a strategic plan for the Conservatory's future. Obviously, the music program is strong, she observes, so she aims to enhance programming in other performing arts, such as drama and dance. Watch for programs in vocal technique, mime, storytelling and improvisation in the fall of 2012, so that "students can take the stage and be heard," she advises. Bouffard also plans to provide more support for students preparing for exams and recitals, which includes providing free master classes, a significant cost for many students and their parents.

The U or R's College Avenue Campus Renewal Project, she believes, will also strengthen the Conservatory's programming and its links to the community, thanks to its convenient location close to downtown.

"There is so much history and heritage here," Bouffard remarks, sitting in her office in the historic College Building. "The Conservatory would be just one of the beneficiaries of the campus renewal, which is why the project is so exciting. I knew I was given the opportunity to be lead an institution that had a long and distinguished history and was vital to the arts in Regina and Saskatchewan." **D**

For updates on the Centennial Celebration, concert series and Distinguished Alumni Award check out the conservatory website at: www.uregina.ca/cce/conservatory.

Bill Armstrong is a Regina freelance writer and amateur photographer with a strong interest in Saskatchewan history.

A vision for serving the community for the next 100 years

The University of Regina has launched an ambitious plan to renew its historic College Avenue campus. Building Knowledge – The College Avenue Campus Renewal Project is the University's number one capital fund-raising priority and will raise funds for the revitalization of the historic College Avenue campus. The revitalized campus will become the Leadership and Outreach Centre and will house the Executive Education Centre, Centre for Continuing Education, Johnson-Shoyama Graduate School of Public Policy (JSGS) and Conservatory of Performing Arts.

The College Avenue campus is an important part of the University's outreach, says University of Regina President Vianne Timmons, but the historic buildings are not equipped to fully meet the needs of today's students.

"The University has developed a comprehensive plan to adapt the campus to meet today's instructional, learning and community needs, carefully integrating refurbished heritage spaces with new construction," Timmons says.

The head of the Conservatory of Performing Arts, Sophie Bouffard, welcomes the planned revitalization, particularly plans to make more

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and better use of Darke Hall, which was once the city's prime performing arts space and is still recognized for its superior acoustics for performing and recording.

"Building Knowledge – The College Avenue Campus Renewal Project is necessary to enhance and expand the Centre for Continued Education (CCE)," says Harvey King, director of the CCE.

"It is important that all students, no matter where they live, have access to post-secondary education and CCE can offer them this opportunity through an expansion of the Distance Learning Division.

Not only will the revitalized campus be the hub of the Distance Learning Division, it will be a place of teaching and learning for our community. Whether it is English as a second language, career and professional development or the Conservatory of Performing Arts, CCE provides education to our community," King adds.

Ken Rasmussen, the associate director of JSGS, sees the redevelopment as "an incubator of great ideas for the next generation of leaders in Saskatchewan. It will be a site for Canada-wide executive training and board development, professional graduate education in health management, international trade, public policy and public management, as well as hosting national conferences."

For more information visit our website at: www.uregina.ca/campaign.





The University of Regina, like all Canadian universities, has embraced technology like never before. The result? It's a very different place than it was even 10 years ago.

By Deborah Sproat

Photos by Don Hall, University of Regina Photography Department.

Though the traditional lecture is still the norm at the University of Regina, almost every aspect of teaching and learning has been impacted in some way by the proliferation of social media, online instruction and other new technologies, and some faculty members have seized the opportunities provided by technology to teach in new and exciting ways.

Doug Cripps of the Faculty of Kinesiology and Health Studies teaches Introduction to Recreation for People with Disabilities as an online course. The course attracts a diverse group of students from Kinesiology and Health Studies, Education and the certificate program in inclusive education. Some are on campus while their classmates live in other communities, other provinces or even other countries.

Lectures, assignments, tests and discussions all happen through UR Courses, the University's online learning management system. Online discussions often encourage the participation of those students who are reluctant to

speak up in a face-to-face format, Cripps says, and all students benefit from the opportunity to get to know each other that discussion provides. He often sees the experienced teachers in the certificate program begin to mentor the younger students, particularly those who are studying education.

"It's a great nurturing environment and something that wouldn't necessarily exist in a face-to-face course," he says. "Because this one is online and you get a diverse group of students, those types of relationships can occur."

But he also draws on some of the best opportunities face-to-face education affords by helping students organize practicums – volunteer time in their own communities – that provide real-life experience working with people with disabilities.

"The purpose of that is to help them understand the material a little bit more, and bridge that gap between the theory and the practice – the theory of disability and working with people with disabilities in a real-life environment," he says. This incorporation of real-world

experience into an online course is called "experiential e-learning" and is rarely found.

Cripps' students also do joint projects with students "imported" into the class from Queen's University in Kingston, Ont., where they are students in a similar course taught by Cripps' friend Kathy Jackson. Using the UR Courses platform, the students participate in joint discussion forums and work together on assignments that ask them to select a disabling condition, develop a fact sheet and then either design a new activity or modify an existing activity. The platform also provides an area where instructors can place lecture notes and assignments.

"It's a way to cross-pollinate the knowledge that my students have with what the Queen's students bring into the course," he says, and a good example of the learning opportunities the UR Courses platform affords.

"The online courses in the UR Courses platform allow real flexible learning environments – students can take courses when they want, when it fits their schedule. It allows them to engage

in the discussion and dialogue and assignments and work when they have time, rather than having to be in a fixed geographic location in a particular block of time. It seems more and more of our students are taking the online courses and that's something the technologies allow," Cripps says.

In the Faculty of Education, associate professor Alec Couros PhD'06 has gone one step further. He not only teaches the course EC&I 831 Social Media and Open Education online – he opens it to the world.

Via the Internet, Couros brings in guest speakers from all over the world. Non-credit participants can listen in, and participate in live discussions, comment via blog commenting or Twitter or, for those with more time, become a "network mentor" to students taking the course for credit.

Couros says when he started teaching the course back in 2007, he was one of the first instructors anywhere to do what he calls "open teaching." The idea has since evolved into the concept of massive open online courses or MOOCs, and institutions all over the world are setting up similar courses with open participation. Recently, for example, Harvard and MIT announced an open course platform called EDx that is expected to draw thousands of participants.

Couros teaches all his students to use social media, including Twitter, Facebook, YouTube and blogging, as tools vital to learning and communicating in the 21st century. Students will then adopt these tools, resources and thinking processes when they work with their own students in K-12 classrooms.

In his undergraduate class, ECMP 355

Computers in the Classroom, students work to develop personal learning networks by connecting to other individuals who help them learn, some nearby, some on the other side of the world.

In a recent section of this class, students were involved in The Learning Project, which required them to choose something they'd like to learn – from playing the guitar to making beaded moccasins – and to make their learning process visible online. This was the starting point for forming network connections with others who could provide resources or instruction. The students blogged about their learning

Increased use of technology at the U of R and other universities is both a response to the arrival at university of the "digital natives," students who have grown up using technology and expect environments that support their use of it, and a response to the perceived need to prepare students for a workplace where technology is ubiquitous.

experiences and those blogs were then available to help others learn.

"The whole idea is to use the Internet to learn, not just by downloading resources but by interacting with people," Couros says. "That's really the richer way of looking at the Internet these days."

Students in ECMP 355 also create a "professional electronic portfolio" or webpage that helps to kick-start a positive digital identity and can be used to share ideas and celebrate accomplishments. As well as providing students with a Web presence as they enter the job market, creating the portfolio helps students gain a deeper understanding of what to share on the Web, knowledge they can then pass on

to their students.

"It's the whole idea of making sure you are Googleable in a good way," he says. Most students maintain their portfolio after graduation and continue to improve it.

Similarly, students in the class do a summary of learning by creating a video; Couros shares these summaries and each semester some become "best examples" in classrooms around the world. He also shares comments or questions from student blog posts with the 18,000 followers he has on Twitter.

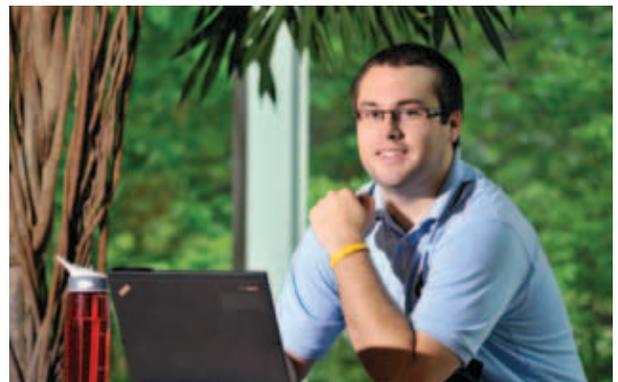
"If one of my students has blogged questions about classroom management, I will ask my network 'Does anyone have insight to share?' and my inquiry goes out to all these people," he says. "I'm connected to hundreds of principals and teachers and so on. You will get dozens of comments from teachers around the world who will share their practice and experience."

Kyle Webb BEd'12, who has just graduated, says ECMP 355 is where

he learned how to learn. Other classes always required memorization; ECMP 355 gave him the understanding and the tools to explore the Internet and learn on his own. Now, he says, "If I want to learn something, I just start doing it."

As Webb's interest and skills in using technology in education grew, his life took an unexpected turn – a search that began with a simple Tweet landed him a teaching internship at a school in St. Louis, Mo., considered one of the most technologically advanced high schools in the U.S. This fall, he heads back to that school as a math and science teacher.

He hopes to one day bring the knowledge he gains in St. Louis back to Saskatchewan, but there's little doubt the sharing will begin immediately, as



Opposite page: Douglas Cripps is one of the U of R's chief proponents for the use of technology to enhance teaching . Cripps is the director of the U of R's Centre for Teaching and Learning. Left: Faculty of Education associate professor Alec Couros. Right: Recent Faculty of Education graduate Kyle Webb.



In many ways, the Dr. John Archer Library has led the technology charge at the U of R. Pictured here are liaison librarians Gillian Nowlan (left) and Kate Cushon.

he and his classmates from the U of R continue to develop learning resources collaboratively, something they began in ECMP 355.

For Couros, a side effect of developing expertise in this area has been a lot of travel. People want to understand the whole idea of 21st-century literacy, he says, and he has invitations from around the world to talk about topics such as technology integration, networked learning, open courses and digital citizenship.

Increased use of technology at the U of R and other universities is both a response to the arrival at university of the “digital natives,” students who have grown up using technology and expect environments that support their use of it, and a response to the perceived need to prepare students for a workplace where technology is ubiquitous.

“We are seeing a student body that is looking for different ways of learning, more flexible learning environments,” Cripps says. “Certainly online courses allow that, flipped classrooms may allow that, students using technology to create assignments, to engage in discussion about assignments. That will again help them create the knowledge base, the attitudes, the understanding and the skill set to be more effective in the workforce.”

Exploring and greenhousing emerging technologies, then helping instructors who are interested to learn how to use them efficiently and effectively, is part of the mandate of the University’s Centre for Teaching and Learning (CTL), where Cripps is a faculty associate. The CTL has

recently moved to new quarters in the Dr. John Archer Library, facilitating what he calls “a very, very good collaborative working relationship” with the Library.

One of the CTL’s key roles is providing support for and updating UR Courses, which is based on Moodle software and was developed to help educators create online learning communities.

“It’s really the repository area where students can go to on a regular basis,” Cripps says. “And that’s one of the areas where, outside of class time, a significant amount of dialogue can occur. That’s one of the beauties of that particular learning management system that we use. The UR Courses platform allows a student to ask the question when they have the question, and allows faculty members to respond when they have time.”

The CTL is also involved in exploring systems that allow an instructor to capture a lecture and post it online, for use the next week or the next semester. For example, the Faculty of Nursing is using a system that makes it possible to record audio and video as well as integrate PowerPoint presentations, Prezi slides and other visual media.

Lecture capture opens the door to a concept called the “flipped classroom,” where students are asked to view the lecture online and do the readings before the class, then use the time in class for questions and discussion.

Technology has also prompted changes at the Dr. John Archer Library. To provide service to students with mobile devices, the Library has launched a mobile site that allows them to use their smartphones to search the

catalogue, check out databases and ask questions via chat or texts.

“A lot of students will go without library help or without library resources rather than come in a way that is inconvenient for them,” librarian Kate Cushon BA(Hons) ’02 says. “This way they have access to it in a way that is convenient and easy to use, and they are more likely to actually do it.”

The Library has also established accounts on Facebook, Twitter and Pinterest. Librarian Gillian Nowlan says the accounts were created as “a way to disseminate information and alert students to new resources,” but she’s found a lot of students use the sites to ask questions and it’s become “a nice way to interact with students . . . kind of what they are comfortable with, where they want to be.”

Recent renovations mean the Library is better equipped for new technologies. Facilities include a “technologically enabled” learning space with 84 laptops and large screens that can be used to broadcast displays from a central computer during Library or CTL teaching sessions. In addition, students can book one of four new media rooms where they can plug in their laptops and have their work or research appear on a big screen, making them ideal venues for groups of students working together on a project. The Library collection also reflects the popularity of new technologies – 73 per cent of spending now goes toward the purchase of electronic resources.

The list of new technologies that are proving useful in the university setting is long, with video assignments, real-time collaboration on assignments through Google Docs, electronic polling and use of the Turnitin platform as a tool instructors can use to help students work on writing just a few of the tools frequently mentioned.

An important role for the CTL, Cripps says, is to help instructors become more comfortable with using technology and ensure it’s used well. Though both Cripps and Couros support increased use of new technologies, both also emphasize the continuing value of face-to-face time and the opportunity that it affords to dig deeper. **D**

Deborah Sproat is a Regina freelance writer and editor.

Cindy MacKenzie BA'69, BEAD'72, BA(Hons)'86, MA'88 is an English instructor who has studied or taught at the University since the mid-60s. After receiving her first degrees in French, and spending a semester in Paris in the late '60s, she began teaching French at Regina high schools. Eight years later, she returned to the U of R to study English and would go on to earn two more degrees. She received her doctorate from the University of Colorado at Boulder in 1997.

Her interest and study of the 19th-century poet Emily Dickinson began in the mid-'80s and has resulted in a master's thesis and doctoral dissertation, as well as several articles, three books and numerous papers presented at conferences in the U.S., Europe and Japan. As a Board member of the Emily Dickinson International Society, she attends annual meetings and conferences all over the world and regularly at the poet's homestead in Amherst, Mass.

D When you first came to study at the U of R, it was one of the most radical campuses in Canada. What are some of the lasting effects of that time on you?

The social turbulence of the times was reflected in the liberal teaching methods that sought to revolutionize conventional thinking. The possibilities created by such experimentation promoted creativity and has had a lasting influence on my thinking and teaching.

D What is it about the written word that attracts you?

Language is like music in its infinite possibilities of expression – syntax, balance, sound, image – all converge to delight the eye and ear and to affect the heart.

D What faculty member had the greatest influence on your decision to study English literature?

Bill Howard remains one of the most memorable teachers. I'll never forget the joy of meeting in a small seminar room on a cold winter day for three hours of talking, listening to the poetry of Wordsworth and the ideas Bill shared with us.

D You spent some time as an au pair for a family in Paris in the early 1970s. What was the biggest eye-opener for a small town Prairie woman living in "the City of Lights"?

Sheer size and population – the Metro was a startling underground world, but so was the fact that, living near the Arc de Triomphe, I could stroll down the Champs-Élysées on a Sunday afternoon, visit the Louvre or attend a play at the Théâtre de la Comédie Française!

D What is the biggest difference you have seen within the institution in your time at the University of Regina?

There are many differences beginning with the size of the campus itself. So many

new buildings have been added and so many new faces inhabit them! In many respects, the buildings have become more institutional than earlier years when they held such a social significance.

D How is the student of 2012 different from the student of 20 years ago?

Students have become more pragmatic about their academic careers, it seems. Economic concerns have resulted in an unfortunate diminishment in the joy of intellectual pursuit for its own sake!

D What is the one characteristic you think continues to define Emily Dickinson?

The profound wisdom evoked by the mystery of the woman and the riddling of the poet.

D Describe the connection you have with her life when you visit her Amherst, Mass. home.

I visit the Homestead regularly because of the Dickinson Society meetings and I always feel the hush of silence that pervades the grounds – a silence that would have been much more evident in her time. I feel her spirit more in the grounds around the house carrying out her daily routine – gardening, baking bread, visiting her nieces and nephews, and writing poetry.

D What about her might the layperson find most surprising?

Her brilliant sense of humour and joy of living!



Un**l**ocking the molecules of disease

University of Regina alumnus
Nevan Krogan is studying proteins
in the quest to defeat HIV.

By **BD Miller**

Photos by Charles Barry and Trevor Hopkin,
University of Regina Photography Department.



One of the world's leading systems biologists, who has focussed on HIV research and is now studying a host of other pathogens, credits the University of Regina with providing him with his foundation in science.

Nevan Krogan BSc'97, MSc'99, who was born and raised in Regina, cut his teeth as a scientist in the classrooms and laboratories of the U of R, where he majored in biology and biochemistry under the supervision of Rod Kelln. Krogan earned a bachelor of science degree in 1997, followed by a master's degree two years later, before enrolling as a doctoral student at the University of Toronto. After receiving his PhD in medical genetics from the U of T in 2006, Krogan became a fellow at the University of California, San Francisco (UCSF), where he is currently an associate professor in the Department of Cellular and Molecular Pharmacology and an associate investigator at the J. David Gladstone Institutes.

For much of his time at UCSF, Krogan and his research team have focussed on identifying the different physical connections that form between HIV proteins and human proteins during the course of infection, as well as on how to possibly disrupt those connections with drug therapies. "We've identified several hundred of these connections, most of which had never been described before," Krogan says. "In theory, each one of them could represent a drug target because if the virus needs that connection and you interrupt it, that would be a therapeutic strategy to fight off HIV."

With more than 400 connections to choose from, Krogan says the next logical question is determining which one of them is the most appropriate target for the design of a new drug. "So we've started to go deeper into that, trying to identify which

protein connections we should focus on in terms of developing drug compounds to interrupt them." Krogan and his team have already identified and are following up on several connections that he feels have great potential in this regard. "The hard work now is to really study these and mechanistically understand why these connections are important for viral infectivity."

Many of these discoveries were published in December in back-to-back papers in the prestigious, peer-reviewed journal *Nature*. "I've published several papers in *Nature* throughout my career," Krogan says, "but never back-to-back in the same issue." In total, Krogan has co-authored over 120 publications with more than 25 of them in *Nature*, *Science*, and *Cell*—three of the leading scientific journals in the world. Much of the groundbreaking HIV research was made possible by \$30 million US in funding provided in two separate grants by the National Institutes of Health, which is the major government agency for medical research in the United States.

Krogan theorizes that future successful drug therapies for HIV will likely have to target the human protein in the connection because virus proteins typically mutate too quickly, becoming drug resistant. "In the past, the focus of drug design has been the viral proteins and enzymes," he says. "But recently there's been a shift toward drugs that target the hijacked human proteins because our genomes mutate very slowly compared to viral genomes."

The risk to targeting the human protein in a pathogenic connection is that the drug might disturb the protein's natural function in the human cell, causing side effects. "That human protein might be doing something for you to survive, and you don't want to interrupt that," Krogan says. "So you really want



Opposite page: University of Regina alumnus Nevan Krogan outside the lab that bears his name on the University of California, San Francisco campus. Above: Krogan and assistant researcher Jeff Johnson in Krogan's San Francisco lab. Many of the discoveries of Krogan's team research were published in two papers in December in the prestigious, peer-reviewed journal *Nature*.



Rod Kelln, dean of the Faculty of Graduate Studies and Research.

selectivity – to impair or interrupt the viral protein in the connection, but not in a way that is detrimental to the human protein’s normal function. That’s the challenge.” Part of the problem is that scientists still don’t know the function of most of the human proteins. “We think we know what some of the proteins are doing, but we probably only know a fraction of what they do,” Krogan says. “As with all drug treatments, the issue becomes is the disease better or worse than the drug’s side effects.”

Recently, Krogan and his team extended their research to several other viruses including influenza, hepatitis C, West Nile, dengue, and herpes – as well as to one bacterium: tuberculosis. The biggest question Krogan was hoping to answer by studying these other pathogens is whether they attack the same human proteins as HIV. “The answer for me has been very exciting,” he says. “The answer is yes. So even though these are all very different pathogens, ultimately it looks like they target the same key machinery in human cells during the course of infection.” This has huge implications when it comes to developing effective drug therapies, suggesting the possibility of a single “silver bullet” treatment that could one day be used to combat dozens of viruses and bacteria.

Krogan predicts that research into human-pathogen protein connections and how to inhibit them will eventually be extended even further – from viruses and bacteria to disease states such as cancer and schizophrenia. “In my opinion, cancer is similar to an infection in that a set of mutated proteins come about and they work together to wreak havoc on the human cell,” he explains. “Whether it’s a set of pathogenic proteins or a set of mutant proteins associated with a disease state, the connections are at the protein level and ultimately you should be able to design drugs to interrupt those connections. Right now we’re studying pathogenesis, but it can be and will be easily shifted to other disease states including cancer, asthma, schizophrenia and so on.”

As promising and exciting as his current research has proven to be, Krogan says it might not have been possible without the scientific training he received at the U of R. “Looking back on those years, that’s really where I got my foundation for how to think like a scientist,” he says. “I hit the ground running when I got to Toronto, and a big reason for that is I already had so much experience in the lab.”

Krogan cites the smaller class sizes in science at the U of R, compared to some of the larger universities, as contributing to

his development. “I remember my first year at the U of R, when I was 17, I had four different lab courses that I worked in. So I got a lot of experience very quickly. At some universities, you have to wait until the third or fourth year before you can get into the lab just because the classes are so big.”

Krogan says all of that lab work, combined with greater interaction with the science faculty at the U of R, provided him with a tremendous advantage when he arrived at the University of Toronto to work on his PhD. And he credits Kelln with being a major influence on his development as a scientist. “Rod was very passionate about his science. He was always terribly excited about the work. But he also made sure we had fun with it and he gave us the freedom to explore, rather than be restricted to one particular area or one particular problem.”

Kelln, who is currently the dean of Graduate Studies and Research at the U of R, still keeps in touch with Krogan and marvels at his former student’s growing list of achievements as a scientist and professor. “I’ve had the pleasure and privilege to work with a number of imaginative and dedicated graduate student scholars who have gone on to careers in academia, but Nevan is in a league of his own,” Kelln says. “I’m proud of them all, but Nevan’s professional career accomplishments are simply remarkable, surpassing the output and impacts of many scientists far more senior in their careers.”

Kelln was Krogan’s supervisor for both his honours’ thesis and master’s thesis and he fondly remembers his former student’s “contagious enthusiasm for research.” Kelln could tell early on that Krogan had the makings of a first-rate scientist. “As a student here, he grasped concepts quickly, could readily apply the knowledge, and he easily mastered new and technically difficult methods,” Kelln says. “Good judgment

was a core aspect of all his experimental work. He was a self-starter and demonstrated clear and original thinking throughout.”

Krogan, who was named the 2012 University of Regina Alumni Crowning

Achievement Award recipient for Professional Achievement, is just one of several members of his immediate family with U of R connections. His wife Kimberly Krogan (née McLay) earned a bachelor of science degree with a major in biochemistry in 1996 from the U of R, followed by one in chemistry in 1997 (they met as undergraduate students in the Faculty of Science, married in 2000, and have two children). In addition, all of Nevan’s four siblings hold at least one U of R degree, including his twin brother, Naden Krogan, a plant biologist working at the Salk Institute in San Diego, who earned bachelor’s and master’s degrees from the University of Regina as well as a PhD from the University of Toronto. Krogan’s sister, Lana Krogan-Stevely, earned a bachelor’s degree in English from the U of R, as well as a law degree from the University of Saskatchewan, and she is currently the acting director and legal consultant for the Saskatchewan Police College at the U of R.

Krogan says he and his wife and siblings are fine examples of the good things that can happen after receiving an education at the U of R. “There’s no limitations for students who go to the University of Regina, and I actually see a lot of advantages,” he says. “Students in the sciences can get a great foundation there, and go on and do whatever they want.”

Writer and playwright BD Miller is a two-time graduate of the U of R. His full-length musical drama Swept Off Our Feet: Boris Karloff and the Regina Cyclone will premiere in July at the Regina Performing Arts Centre as a production of Regina Summer Stage.

“As a student here, he grasped concepts quickly, could readily apply the knowledge, and he easily mastered new and technically difficult methods.”

The class of 2012

A former premier of Prince Edward Island; a dedicated patron of the arts, education, and corporate and public governance; and a best-selling author join the ranks of University of Regina honorary degree recipients.

Photos by CP Images and courtesy of Patrick Binns and Adrian Burns.



Left: Patrick Binns, consul general of Canada for New England. Right: Binns is greeted by speaker Shap Smith before speaking to the Vermont Legislature Thursday, Feb. 23, 2012, in Montpelier, Vt. (AP Photo/Toby Talbot)

Patrick G. Binns was born in Weyburn, Sask. and received his schooling in Radville, Weyburn and Lloydminster. He earned a BA in economics and political science and a master's degree in community development at the University of Alberta. He served as Canada's ambassador to Ireland from 2007 to 2010 and currently serves as consul general of Canada for New England.

His career began in northern Alberta as a community development officer. In 1972 he moved to Prince Edward Island where he worked for the Rural Development Council and as a member of P.E.I.'s public service until 1978. He has received the Queen's Anniversary Medal for outstanding public service, three times.

From 1978 to 1984, he served in P.E.I.'s provincial legislature and held several cabinet portfolios. From 1984 to 1988, he was the federal MP for Cardigan and served as a parliamentary secretary.

Binns entered the provincial Progressive Conservative party leadership race in 1996 and won a convincing first-ballot victory. He immediately set about organizing the party for an expected election. Going into the 1996 provincial election, the Conservatives held only a single seat in the provincial legislature. Under Binns' leadership, on November 18, 1996, the Conservative party won 18 out of 27 seats.

"P.E.I. is home, but Saskatchewan is where I am from. Mom died last summer but I know how proud she would be. Dad is in Lloydminster and I think he will tell his friends about this. My degree will be displayed with pride."

– Patrick G. Binns

Binns won a second mandate in 2000 when his party swept 26 of 27 seats, leaving a single opposition member in the legislature. In the provincial election of 2003, the Binns-led Conservatives won their third consecutive majority government and Binns became the first Conservative premier to accomplish the feat in over a century.

During his 11 years as premier, Binns established the P.E.I. Cancer Treatment Centre, founded and led Team Atlantic trade missions abroad and promoted the bio-science industry in the province.

He and his wife Carol maintain their farm property in Prince Edward Island. They have four children as well as four grandchildren.



Left: 2012 honorary degree recipient Adrian Burns. Right: Burns with Prime Minister Stephen Harper at the 2011 Christmas party at Rideau Hall. Below: Burns files a news report from Taiwan during her broadcasting days with CTV.

Adrian Burns has dedicated her career to Canadian broadcasting, the arts, education, corporate and public governance, and community involvement.

Born in Regina, she earned a degree in art history from the University of British Columbia and did graduate work in archaeology and art history at the British Academy in Rome, Italy. From 1969 to 1979 she taught art history at Calgary's Mount Royal College and in Calgary's continuing education program.

Burns served as business editor at CTV's Calgary's affiliate, CFCN, and also held positions in the broadcaster's news and public affairs department as anchor, writer and producer. Her work was recognized with three CANPRO awards, honouring excellence in Canada's private television broadcasting.

From 1988 to 1995, Burns served as a full-time commissioner of the Canadian Radio Television and Telecommunications Commission (CRTC), the regulator of all broadcasting and telecommunications in Canada. While with the CRTC, Burns helped shape the evolution of competition in the industry, including major reports on Radio FM policy, policy for religious broadcasting and ruled on key telecom rate and service decisions.

During the next six years, she was a full-time member of the Copyright Board of Canada. During that time, the Tribunal implemented a precedent-setting decision with respect to liability for intellectual property on the Internet. That decision has been lauded by the World Intellectual Property organization.

Formerly vice-chair of the Board of the National Arts Centre, she now serves as one of its trustees. She also formerly served as chair of Global Television's \$30 million Western Independent

Producers Fund. Burns is a member of the Executive and Corporate Governance and Nominating committees of Shaw Communications. A business owner of Regina-based Western Ltd., Burns serves on the boards of several business and community organizations including the Carthy Foundation of Calgary and is an ambassador for the RCMP Heritage Centre. She has also served on the boards of the Banff Centre National Campaign and the Ottawa Art Gallery, among others.

In 2001, she received the United Way of Ottawa's Community Builder Award. In 2005 she received the Saskatchewan Centennial Medal and also Saskatchewan's Distinguished Service Award which honours non-residents who have made a substantial contribution to the province.

Burns is married to Greg Kane, QC and has four children and four grandchildren.



“Being honoured by the University of Regina for my life’s achievements is the best thing that could ever have happened in my career. I am so grateful.”

– Adrian Burns



2012 honorary degree recipient Ross King.

“It’s a huge honour – the biggest I’ve ever had. It’s especially nice that it comes from my hometown, where I began my career. The U of R opened my eyes to the wider world, and I’ll always be indebted to it and its people for that.”

– Dr. Ross King BA’83, MA’86

Dr. Ross King grew up in North Portal, Sask. He earned a BA and MA in English through Luther College at the University of Regina before completing his doctoral work at York University. He spent several years as a post-doctoral research fellow at University College, London, England.

King is the best-selling author of five books on Italian, French and Canadian art and history. He has also published two historical novels, *Domino* and *Ex-Libris*, and edited a collection of Leonardo da Vinci’s fables, jokes and riddles. Translated into more than a dozen languages, his books have been nominated for a National Book Critics’ Circle Award, the Charles Taylor Prize and the National Award for Arts Writing. He has won both the Governor General’s Literary Award in Canada, for *The Judgment of Paris*, and the BookSense Non-Fiction Book of the Year in the United States for *Brunelleschi’s Dome*.

He has lectured widely in both Europe and North America,

including events at the Art Institute of Chicago, Smithsonian, Aspen Institute and Frick Collection. He has also given lectures and guided tours in Florence, Rome, Paris and Giverny.

His most recent book *Defiant Spirits: The Modernist Revolution of the Group of Seven*, traces the artistic development of Tom Thomson and the future members of the Group of Seven over a dozen years in Canadian history beginning in 1912. The book is rigorously researched and drawn from archival documents and letters. It details not only the lives of the members of the Group of Seven but also the political and social history of Canada during a time when art exhibitions were venues for debates about Canadian national identity and cultural worth. The book was nominated for the Writers’ Trust of Canada non-fiction prize in 2010.

King lives near Oxford, England, in the historic town of Woodstock, the site of Blenheim Palace, with his wife Melanie, also a writer and historian.



In 2010, King curated an exhibition of works by The Group of Seven at McMichael Canadian Art Collection in Kleinburg, Ont.



Regan Shercliffe BA(Hons)'94

completed his undergraduate degree at the University of Regina and his master's degree and doctorate in clinical psychology at Simon Fraser University. He is an associate professor of psychology at Luther College at the University of Regina. His research is in the areas of borderline personality disorder, post-traumatic stress disorder and cross-cultural mental health issues. He is also a member of a nationally funded research team examining sexual health in at-risk youth. Shercliffe has just returned from close to two years on assignment with the United Nations High Commissioner for Refugees in Pakistan, Afghanistan and Sri Lanka where he worked with national and international staff on issues related to mental health.



Opposite page: Young girl in an Afghan refugee camp near Charsadda, Pakistan.

Clockwise from top left:

This boy, photographed in January 2011, was one of those living in a block of unfinished government apartments after severe flooding forced them from their Afghan homes in 2010.

One of the guards protecting the UNHCR guesthouse in Kabul, Afghanistan. For the United Nations agencies, the guards are the first line of defence against attack. In April 2011, four of them lost their lives when the Taliban attacked a UN compound in Mazar-i-Sharif.

Smiling children in a Afghan refugee camp near Charsadda, Pakistan.

This child has never lived anywhere but in a refugee camp. Photo taken in an Afghan refugee camp near Charsadda, Pakistan.

A group of Afghan refugee children pose for the camera near Charsadda, Pakistan.

Spotlight on Stratford



When the curtain went up on this season's Stratford Shakespeare Festival, it revealed the rarest of sights – five graduates from the same university theatre program working the festival at the same time. These aren't graduates of the University of Toronto, UBC or McGill. No, the quintet are University of Regina alumni and whether on the stage or behind the scenes, each is delighted to be contributing to the success of one of the most popular theatre festivals in North America.

By Sue Bowness

Photos by Don Hall, University of Regina Photography Department, and courtesy of Globe Theatre and Stratford Shakespeare Festival.

An actor's life, it seems, is a series of ever-changing roles, moments spent stepping in and out of the spotlight. For actress Andrea Runge BFA'04, a recent career highlight was receiving the University's Department of Theatre 2012 Distinguished Alumni Award. "I was really fortunate and I appreciate the recognition a lot," says Runge, who was so busy in rehearsals at Stratford that she had to accept her award via Skype. After graduating from the University in 2004, Runge did an MFA at Penn State University, graduating in 2007. She then moved to Toronto, and got her start at Stratford when she read for the part of Cecily Cardew in *The Importance of Being Earnest*. This year she plays Minnie Fay in Thornton Wilder's *The Matchmaker* and Ursula in Shakespeare's *Much Ado About Nothing*. She's now in her fourth season and clearly thrilled. "Stratford is a great place to work: it's a terrific job, and you're surrounded by great artists. I consider myself very lucky to be here," says Runge.

Alden Adair BFA'08 is another actor to have landed at Stratford. Graduating in 2008, he and his girlfriend (now fiancée, actress and University grad Treanna Keating BFA'00) decided to move to Toronto. From there he followed the hallowed actor career path of auditioning for parts while doing other jobs (the words "call centre" were mentioned) to support himself. His

favourite recent parts include Bard in *The Hobbit*, a role he describes as a "nerd fantasy," Mr. Collins in a production of *Pride and Prejudice* (both at The Grand Theatre in London, Ont.) and Sergeant McPhee, a Canadian paratrooper in a 2010 docudrama called *Storming Juno*. He also played a terrorist on the hit TV series *Flashpoint*, along with other small roles in Canadian television.

After his agent set him up with an audition at Stratford, Adair became one of 12 actors to join the festival's Birmingham Conservatory for Classical Theatre this past season. Intended to hone actors' skills, the conservatory program runs from September through February and includes a contract for the season at Stratford. This summer, Adair is playing Jupiter in Shakespeare's *Cymbeline*, an understudy in *The Matchmaker*, and a role in Sophocles' *Elektra*.

University of Regina grads lurk behind the scenes as well. The most seasoned is Janine Pearson BA'83, BMus'83, BAHC'87 who arrived at Stratford in 1990 and is in her 23rd season with the Festival. Starting out as assistant voice and text coach, she's now head of voice and coaching. Over a nine-month season, she and her team facilitate approximately 3,200 individual and small-group tutorials on subjects from voice production to dialect to speech to movement.

Pearson started out at the U of R in the music program doing piano and

then voice before moving into theatre. After graduating, she studied music and language at the Humboldt-Institut in Ratzenried, Germany. Returning home to Saskatchewan, Pearson taught music and acted. She was then encouraged by mentors at the music and theatre department to go to the Central School of Speech and Drama in London, England where she met and studied with Patsy Rodenburg, whom Pearson identifies as probably the most eminent voice teacher in the English-speaking world. Indeed Pearson, who has also taught at the National Theatre School and Ryerson University in Toronto, notes that it was Rodenberg's recommendation that got her the job at Stratford.

While patterns are already emerging among the career trajectories of these interconnected U of R grads-turned-Stratford-co-workers, Heather Hill BFA'93 and Janine Pearson are probably the pair whose careers have had the most overlap and connection. For starters, Pearson taught Hill in a voice class during her stint at Regina and helped her to realize her passion for theatre. "She was inspiring. That's when the penny dropped for me," says Hill.

After graduating in 1993, Hill worked as an actor in Regina and then followed her same path to the Central School of Speech and Drama in 2001. "It was daunting at first to move from Regina to London, England, with two children under age five, but it was wonderful



Opposite page: U of R grad Andrea Runge, on stage in this year's Stratford Shakespeare Festival's production of Thornton Wilder's *The Matchmaker*. Left: Runge and fellow U of R alumnus David Leyshon BFA'98 appearing in the Globe Theatre's production of *The 39 Steps* staged early this year. Runge is the recipient of the Department of Theatre's Distinguished Alumni Award. Right: The Stratford stage has been graced over the years by the likes of Alec Guinness and Christopher Plummer. In this 1954 production Don Harron (left) as Tranio and William Shatner as Lucentio star in *The Taming of the Shrew*. (Photo: Peter Smith)



U of R Department of Theatre graduates (left to right): Janine Pearson, Heather Hill and Kenilee Kehler.

“Stratford is a great place to work: it’s a terrific job, and you’re surrounded by great artists. I consider myself very lucky to be here.”

to study in that city in that particular program,” says Hill. After returning to Ontario, again a University of Regina connection came in handy as former Regina instructor Andy Houston enlisted Hill to give voice workshops at the University of Waterloo where she now teaches.

In the meantime, Hill had kept up with Pearson. “I’d always been in touch with Janine,” says Hill. “She’s quite a lovely person, and she’s always been generous about including me. A couple of years ago I called and asked if I could shadow Janine. She was in previews and warm-ups, so I could see how the voice person worked in a large program.” Pearson invited her to apply for the professional development program at the festival, and Hill was hired for two years, which wrap up this summer. In her first season, she worked with Pearson on coaching *The Grapes of Wrath* (based on the novel by John Steinbeck) and Lerner and Loewe’s musical *Camelot*, and then this season on *The Matchmaker* and *Cymbeline*.

Kenilee Kehler BED’07, BFA’09 is another U of R theatre grad behind the scenes at Stratford this summer. Originally pursuing an education degree, Kehler credits her mentor Bill Hales with inspiring her theatre trajectory. “He kept drawing me back in, and once I was finished my education degree I went back into theatre,” says Kehler. After completing her theatre degree in

2009, Kehler worked as a technical and lighting director for the New Dance Horizons dance company in Regina, a stage manager for Dancing Sky Theatre in Meacham, Sask., and at Regina’s Globe Theatre. She also taught a stage management class at the U of R for her mentor.

Kehler’s connection with Stratford came when she was hired at the Globe as an apprentice stage manager for a touring show from Stratford called *Shakespeare’s Will* by Vern Thiessen. After working with that team, stage manager Marylu Moyer suggested that Kehler interview for a position, and she successfully landed a spot as production assistant to the stage managers. “It’s fabulous because I get to work with six people in an office who have decades of experience – and I get to be a fly on the wall,” says Kehler. After her contract ends in early August she’s slated to return to Regina for more contracts with the Globe and Dancing Sky Theatre. She has her fingers crossed to be back at Stratford next year.

Beyond the University, these theatre professionals have learned to pursue lifelong learning as well as take on mentoring roles themselves. While Kehler soaks up knowledge informally at the production office, Adair is refining his skills through the more formal conservatory program. He laughs as he recalls the enthusiasm of the team when he revealed he was unfamiliar

with scansion. “I said I didn’t know what they were talking about and people got excited because they don’t always get to teach things like scansion.” He’s also intrigued by his first opportunity to be an understudy. “That’s a challenge, a very big new thing for me. You get one or two blocking rehearsals and a run of it, and you’re expected to be ready to go at a moment’s notice,” says Adair.

The ultimate mentor, Pearson both oversees a team of coaches and works on her own track of shows. Unlike the actors whose talents are on display every night, the work done by Pearson and Hill gives the shows their polish and refinement. This season, for instance, they are working with the actors of *The Matchmaker* to make the dialogue more neutral, less “Canadian” by flattening out their sound. This constant practice also helps actors to finesse their craft. “Directors come and go, but the thing that you are privileged to witness as a coach is the development of the acting company,” says Pearson.

Yet, in spite of the constant training and development, the Stratford Shakespeare Festival is no mere instructional academy but rather an internationally acclaimed festival that employs over 1,000 people with an annual budget of just under \$60 million. Started in 1953, the Festival began with a mandate to produce mostly the Bard’s work but has evolved to include a range of classical and contemporary theatre. Shakespeare is still a strong focus, and today the festival features a “who’s who” of the theatre world. Stratford’s season runs from April to November, and this year’s shows include Shakespeare’s

Cymbeline and *Much Ado About Nothing*, along with Thornton Wilder's *The Matchmaker*, Sophocles' *Elektra*, the musical *42nd Street*, and others.

As one of Canada's most renowned theatre festivals, Stratford is the type of place that theatre aspirants spend their student days dreaming about. And yet by all accounts the focus is more on doing than daydreaming in the U of R theatre department. Besides acting, movement and technical classes, students work on an annual program of shows, where they take on roles from acting to stage management.

Grads are pretty quick to respond when asked about their favourite shows as students. Runge remembers playing the Marquise de Merteuil in Christopher Hampton's *Dangerous Liaisons*. Adair remembers his role as Algernon Moncrieff in *The Importance of Being Ernest*, a show that Kehler also remembers for her role as stage manager. Hill recalls playing Helena in Shakespeare's *A Midsummer's Night's Dream*. While most students recall their fourth-year show as a highlight, Pearson remembers her first: Howard Richardson and William Berney's *Dark of the Moon*, directed by Gabe Prendergast. "I'll never forget that," says Pearson. "In that moment I realized what it was to be on stage, the potential and power to tell a story. Every actor talks about that moment, and that was the moment for me."

The grads also remember their mentors. Kehler says she speaks with her mentor Bill Hales on a regular basis. "He was always available in his office at the end of the hall," says Kehler. "You could go in and chat about anything. Even after when I was working with Dancing Sky Theatre, I constantly went to Bill for career advice."

Pearson calls the department "amazing" and remembers the influence particularly of Robert Armstrong, who taught her voice and acting along with voice teacher Philip May, yet she also rhymes off the names of many other professors, including technical instructor Gabe Prendergast, theatre historians David Savran and Michael Scholar, set designer George Fathers, costume designer Denise Ketcheson, as well as Gerald Lenton-Young and Jake Roberts. Hill remembers being very



Department of Theatre faculty members Wes Pearce (left) and Kelly Handerek.

fond of Gerald Lenton-Young and Kelly Handerek. Runge recalls the overall friendliness of the atmosphere. "I was pretty close with all the profs," she says. "They always had their office door open; they had a good variety of insights for me."

Beyond their professors, the classes and equipment also stood out to these actors. Adair remembers his favourite was a movement class with Shaun Phillips. "It was really great to do a lot

of ballet and mask work," says Adair. "I learned to use my body in a way that was demanding, and it's always nice to get out of your head." For Adair, who had discovered the theatre as a high-school student at the very theatre-oriented Sheldon-Williams Collegiate in Regina, the university offered an opportunity to explore both academic and practical aspects of the theatre. "It got your head working in a different way, taking classes on Shakespeare and also doing directing and writing," says Adair. Ever the stage manager, Kehler praises the department's technical facilities. "The theatres I got to learn in were state of the art, including a full fly house with 300 lighting dimmers," says Kehler. "I don't

As one of Canada's most renowned theatre festivals, Stratford is the type of place that theatre aspirants spend their student days dreaming about.

know many theatre programs in the country as technically advanced.”

Of course, their profs also remember these students with great fondness. Professor Kelly Handerek has been at the U of R for 20 years teaching mostly acting and voice. His own voice is buoyant as he recalls the trajectories of each of the U of R alumni, starting with Adair’s and Kehler’s acting and stage managing in *The Importance of Being Earnest*.

“It was great to see how both of them came up to the challenge of a very dense and difficult Oscar Wilde play, and see how each of them succeeded in marvellous ways – Alden with a sense of panache in his acting that embraced Wilde’s intent for *Algermon* to be roguish but fun-loving. And the joy of having a stage manager as intelligent as Kenilee in the room – she loved the play with a wonderful intellectual curiosity about the work,” says Handerek.

He also recalls Hill’s role as *Antigone*, calling her “marvellous about being a shape-shifter.” He describes helping Runge prepare for her grad-school audition and recalls her “burning desire” to do well. “It is a joy to work with people who have a passion that is fire,” says Handerek in describing her. He says being around these students inspires him to keep trying new things in his own career – he just finished a sabbatical

in England, and this summer he’ll direct his first opera.

Wes D. Pearce BA(Adv)’88, BFA’92 is another longstanding faculty member in the theatre department. He did his BFA at the University of Regina, graduating with Heather Hill. Since joining the department faculty in 1997, he’s seen many other students pass through his design classes, although less so now that he is in a more administrative role as associate dean. He recalls in particular seeing Runge at various points in her career, first as an intern at the Globe Theatre where he was doing design work, and then at Stratford where he saw her in Shakespeare’s *As You Like It*. “To be there on opening night when she played *Rosalind*, it was an amazing moment to watch her journey,” says Pearce.

Beyond their shared U of R connections, the tie to the Prairies more generally is also strong for these actors. “I still consider Saskatchewan home,” says Pearson, in spite of her many years at Stratford. “If I could do what I do at home I would do there in a minute. It’s hard to do the thing you’re supposed to be doing and not do it at home.”

Runge agrees. “It was moving away from Saskatchewan that taught me what it was to be from Saskatchewan, that old thing about having to leave home to appreciate it. The fun thing is that when you run into someone here you’re

bound to figure out five mutual friends.” Pearson echoes Runge’s experience of finding a sense of community with expat prairie dwellers. “You recognize your tribe very easily,” she says.

So what’s in the future for these grads? It seems that the U of R has also taught them to embrace living in the theatrical present. “It’s hard to look too far ahead in the future, things have to come up in the present so I don’t know where I’ll be later,” says Runge. Adair echoes her attitude of waiting to see where his experiences take him. “I don’t think I’ve had a plan and that has worked for me,” says Adair. “When I say I have to accomplish A, B and C, I never get there, so I now just move forward and be persistent. It’s hard to know where you are in your career – right now everything’s open, so where I go will depend on the experiences I have.” For the summer at least, it seems that all of them are happy right where they are, in a small town in rural Ontario that just happens to be host to one of the most prestigious theatre festivals in the world. **D**

Sue Bowness is a dedicated writer and editor with over 10 years of experience. Her articles have appeared in publications such as The Globe and Mail, University Affairs, Profit, Chatelaine, Homemakers, Publisher’s Weekly, and many others.



Left: Members of the company in *Kiss Me, Kate* at Stratford’s Festival Theatre. (Photo: Erin Samuelli, courtesy of Stratford Shakespeare Festival.)
Right: This summer, U of R alumnus Alden Adair is playing Jupiter in Shakespeare’s *Cymbeline*, an understudy in *The Matchmaker*, and a role in Sophocles’ *Elektra*. Adair is seen here in a still from Globe Theatre’s 2009 *The Alice Nocturne* (Photo by Cam Koroluk, courtesy of Globe Theatre.)



Sylvia Smith, 2011 Governor General's History Award for Excellence in Teaching recipient.
Photo: Ottawa Citizen Group Inc. Photographer/Pat McGrath/Ottawa Citizen. Reprinted by permission.

Project of heart

U of R graduate student Sylvia Smith pours her heart into a project designed to engage students in a deeper exploration of Indigenous traditions in Canada and the history of Indian residential schools.

By M E Powell BFA'80, BAJ&C'88, MA'01

Photos by Don Hall, University of Regina Photography Department. Additional photos by Pat McGrath/Ottawa Citizen and courtesy of the Office of the Secretary to the Governor General.

It's a long way from a farm in Allen, Sask., to Ottawa and the 2011 Governor General's History Award for Excellence in Teaching. But that's exactly the path that University of Regina Faculty of Education graduate student Sylvia Smith's life has taken.

It's also the culmination of a surprising personal journey for Smith, one that leads across the world and proves that a teacher really can be an agent of change in her life, in her work and in the world around her.

Smith won the award for her innovative Project of Heart, an educational tool kit designed to engage students in a deeper exploration of Indigenous traditions in Canada and help

students understand the history of Indian residential schools.

Indigenous concepts of education and literacy are fully integrated into the curriculum. Elders from First Nation, Métis and Inuit communities regularly participate in classroom presentations and discussions. Students lead many of the projects, demonstrating their learning through videos and multimedia presentations. One project in particular involves students decorating small wooden tiles that represent the thousands of young lives lost due to the effects of the Indian residential schools system.

A key objective of the program is to encourage "ownership" of this historic injustice by enacting gestures of reconciliation

for the past. Project of Heart continues to be shared with elementary, secondary and post-secondary schools in regions throughout Canada. It was showcased at the Truth and Reconciliation Commission's first national event, held in Winnipeg in June 2010.

"It's an antiracism project in action," Smith explains. "It's opened up a whole new way for teachers to be working with their students and making a difference."

One of seven children raised on a farm in the Saskatoon area, Smith calls her background "privileged."

"Why do some of us have so much just by virtue of our birth? Somehow a lot of others have nothing. I think I had to do a lot of grappling with that, as a privileged person, trying to find out how you do something about that without being either patronizing or appropriative or sort of fakey. How do you help without it being charity?"

As a high school student, Smith says she was "a jock" interested in running and other sports. She still holds Saskatoon East school district records set in 1972 and 1973 for the 800 m and 1,500 m middle distance runs.

Smith earned her bachelor of science in physical education at the University of Saskatchewan in 1979 and went on to work for the Department of Social Services and Department of Education in Whitehorse, Yukon.

"I didn't have a context to put it in, but I got to see a lot of really terrible social and economic conditions that Aboriginal people were living in," she says of her time in the North.

From 1982 to 1986, she studied martial arts and taught English and self-defense in India, Greece and Japan. In Japan she earned a black belt that led her to develop a self-defence program for women.

After returning to Canada and settling with her partner in Ottawa, she taught a women's self-defence program for two years. Wanting more job security, she moved to Fredericton, N.B., for a year to pursue a bachelor's of education in physical education and biology at the University of New Brunswick.

Returning to Ottawa again in 1990, her self-defence course and her feminist outlook landed her a job with the Elizabeth Wyn Wood Alternate High School, where she has taught for 22 years. The school provides individualized programs for students who, for a variety of reasons, have fallen through the cracks.

Smith began to teach history there because another teacher retired, and that, she says, led to her taking classes in history and Indigenous studies at the University of Ottawa.

"I'm just one of these lifelong learners," she laughs.

In 2007, Smith enrolled in the University of Regina's part-time master's program in education. She still considers Saskatchewan home and looked forward to visiting family with her partner and two children while continuing to benefit from the intellectual stimulation of her studies.

She also wanted to study with Marc Spooner, a member of the University of Regina's Faculty of Education who came to Regina from Ottawa in 2006. Smith knew Spooner socially, and

sat in on a few of his classes at the University of Ottawa.

Spooner believes theory should have a practical component. For example, his own studies in homelessness led to the creation of the *City of Regina Survival Guide and Map* during his first year in Regina, and now there are over 10,000 in circulation.

Smith was also still teaching, and she recalls one Grade 10 student being "so saddened" by research into residential schools.

"It's not very often that you get kids that are so engaged in something that can be as dry as history."

That led Smith to develop Project of Heart proposals during her graduate classes.

"Why do some of us have so much just by virtue of our birth? Somehow a lot of others have nothing. I think I had to do a lot of grappling with that, as a privileged person, trying to find out how you do something about that without being either patronizing or appropriative or sort of fakey. How do you help without it being charity?"

Christina Johns, a faculty member at the U of R's Saskatchewan Urban Native Teacher Education Program (SUNTEP), recalls Smith presenting the project proposal during a graduate class in the summer of 2007. It stuck with her, and she contacted Smith because she thought the project would be a good fit in her educational esthetics classes at SUNTEP.

Johns presented the project in

her class and gave drop-in presentations to some 60 students in all courses from first- to fourth-year.

Last year, Johns presented Project of Heart again, and some of the interns and pre-interns began to use the kits in their classrooms.

"Students are hit hard by it emotionally because it is such a big part of our Indigenous history," says Johns. "Project of Heart is hands-on, so you can really see what's going on, not only with the art and tiles but you can kind of feel, with the students that are involved, it's very close to their hearts."

"It's close for me as well," says Johns whose mother and aunts went to a residential school and have also participated in the project. "Lots of our students have experiences like that, so they'll go home and they'll talk to their parents and grandparents about their experiences."

Her education students developed lesson plans based on further research, including creative aspects such as poetry. "For themselves, it's a healing process, because they are impacted through the generations of what had happened through residential schools," Johns says. "As for teaching, it's an inspiration to go forward and teach the truth about that part of Canadian history."

Johns has presented workshops with Smith and the two have kept up their friendship over the years by e-mail and, when possible, over coffee. "Even though she's not an Aboriginal person she really fights for and believes in Aboriginal issues. I am in awe of what kind of teacher she is," Johns says.

"She's just so down-to-earth. I think that's what I love about her. She's so passionate about this project and about Indigenous studies and Indigenous issues. It's truly inspiring."

When Smith was looking for a master's thesis topic, she had already developed Project of Heart. Still a classroom teacher during the school year, she was able to implement the project in her high school history class.



Left: His Excellency the Right Honourable David Johnston, Governor General of Canada, congratulates Sylvia Smith at a December 2011 ceremony honouring the Governor General's History Awards recipients at Rideau Hall in Ottawa. Centre: Christina Johns, a faculty member at the U of R's Saskatchewan Urban Native Teacher Education Program (SUNTEP). Right: Faculty of Education associate professor Marc Spooner.

The Durham District School Board of Ontario – located close Ottawa, where Smith continues to live and teach during most of the year – had also taken on the project “with real gusto,” Smith says. It was Spooner who suggested she combine the two.

“Project of Heart is an action project that she did, and now she’s doing the MA thesis on participant perceptions of using the project,” he explains.

Spooner is pleased to see the success of Project of Heart with schools and teachers across the country. “I think it’s the perfect blend of theory and action.”

He also wasn’t surprised to learn Smith had won the Governor General’s award for teaching. Her strengths as a teacher include her ability to convey complex ideas in a way that’s non-threatening, to welcome everyone to learn and share new ideas, and to lead by example.

“Professors say that we always learn from students, which is true,” he adds. “In her case, I’ve learned as much or more as she’s learned from me. She’s taught me so much about First Nations issues in Canada and Indigenous education. She’s very passionate about that, and it comes through.”

Interviewing other teachers for her master’s research has been eye-opening for Smith. “Most of the teachers said what was left at the end of this, when they finished the project, was a real sense of hope,” she says.

“The kids could think of – and this is where they actually led the teacher – they could think of piles of ways that they could take action on a current issue that affects Aboriginal people today.”

For example, as well as painting the art tiles that will make up a wall at the Canadian Museum of Human Rights in Winnipeg, they also created YouTube videos and got other students involved in projects such as writing letters to the government.

“Our classrooms are really diverse places. It has to connect with them. This is a way to make them connect because they get to see themselves as part of a whole group of people.”

Smith’s work has also moved outside the school system, into yoga classes, book clubs, retired teacher groups and even

to the Durham School Board office where staff had a chance to participate. The oldest participant is 92, Smith says.

“I’m just so pleased because we didn’t have any funding for this. And I think that’s another reason that it’s made such an impact, it’s been word of mouth that has driven it.”

The project offers a new kind of pedagogy that Smith believes teachers will welcome.

“I think it heralds a new way to teach and a new way to start thinking and perceiving, one that uses the heart and uses the spirit,” Smith adds. “Our students are crying not just for information, but for a way to deliver that information that speaks to the emotional part of them.”

As the project grows too big for one person, Smith is glad to see schools and learner groups across the country make it their own. With Project of Heart listed on the National Day of Healing and Recognition website, a second phase has begun. Smith is also glad to see resources being made available in French and English.

“It’s growing because people are finding that it’s answering a need that isn’t being met in other areas,” Smith adds. “Teachers are tired of being police officers,” she says. “They want to work with their kids, and they like to see themselves in partnership with something that’s bigger than they are.”

How does someone top the Governor General’s award? Smith plans to continue raising awareness and making transformative change through reconciliation gestures, she says, and she expects to announce her newest project soon.

“I know she has many ideas about new projects,” Spooner says. “With the opening of doors that the Governor General’s award gives someone, it adds a lot of respect and legitimacy to what a person says. With that, she’ll turn that into another – or several other – great projects.” **D**

*ME Powell (Mendenhall) is a Regina-based writer with work published or broadcast in regional, national, and international media. Her fiction and poetry can be found in literary magazines, and Scholastic Canada published her book *Dragonflies Are Amazing*. (www.mepowell.com)*

Candace Weimer will tell you she was “blessed” with a cancer diagnosis seven years ago. Now, after surviving a stem cell transplant, recovering and writing a book, she spends a good deal of her time inspiring others to positively react to the challenges and opportunities that are served up on life’s platters.

**By Candace Weimer,
CA’98, CPR’03, ACETC’10**

Photos by Dani K. Johnson and courtesy of Candace Weimer.

Living on borrowed time



I am a cancer survivor, and I am living on borrowed time.

In April, 2005, just before my 38th birthday, I was diagnosed with myelofibrosis. Myelofibrosis is a disorder in which fibrous scar tissue replaces bone marrow and it's a condition that can lead to a fatal form of leukemia. The disease was literally sucking the lifeblood out of me – my bone marrow was dry, baby. I was given two years to live if I did not receive the lifesaving procedure of a stem cell transplant, or bone marrow transplant, as most people commonly refer to it.

As a single mother of a 14-year-old boy, I found myself shocked as I tried to digest the diagnosis that morning. The warm Saskatchewan sunshine graced my face as I left the doctor's office and random thoughts blasted through my mind as I tried to make sense of the news.

"I'm a fitness instructor – we don't get sick!"

"I eat veggies – pretty often!"

"What now?"

"Who will do my job if I am not here?"

"How could my body have failed me like this?"

"Other people get cancer, not me!"

"Who will look after my son if I don't make it?"

Obviously, my diagnosis came as a shock to me. Up until then, I felt that my life was exactly where it was supposed to be. Yes, I had noticed being tired at the end of each day, but with the energy I was burning to parent, work and obtain a

higher education, who wouldn't be tired?

I can admit now that I had many physical signs that I was getting sick – all of which I ignored. My body and mind were screaming at me to stop working such long hours, take more happy breaks and breathe deeply. Even if I did pay attention to my body for a smidgeon of time – who has time to go to the doctor?

I needed proof that someone actually made it through transplant and lived to talk about it.

Over the next six months, I continued to work and play hard even as I saw the signs of my deteriorating health: my skin turned from pink to grey, my eyes sunk deeper into my head, my legs turned into the legs of a chicken, my abdomen swelled from an enlarged spleen and my short- and long-term memory was fading.

I chose to ignore the fact that my life train of energy of was becoming derailed.

To help me cope with the stresses of day-to-day life, chill-out and decompress, I took a few minutes each evening, before I collapsed into a deep sleep, to download my thoughts into a personal journal. The written journal provided me with an emotional outlet. I guess you could say that the journal served as a "stand in" for a companion or spouse that would have listened to a recap of my long days. My journal symbolized

the end of my day and allowed me to put my accomplishments, challenges and frustrations onto the empty white pages.

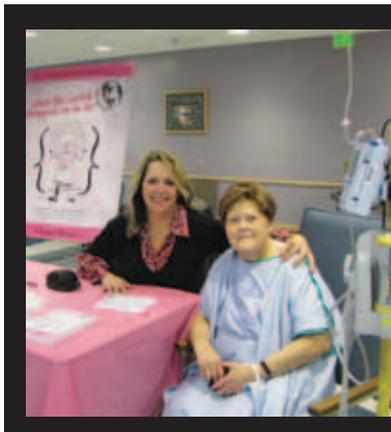
Although I was unaware of it at the time, the journal entries, which began four months before my diagnosis, were trying to tell me something – that I was becoming sick. During that time, my body felt as if it were a Mrs. Potato Head game – where random body parts were pulled off and reinserted into the wrong holes. So began the fight for my life.

I was sick and, according to my doctor, if I did not receive a match for a bone marrow transplant, I would be dead before my son graduated from high school.

After diagnosis, I waited for the chromosome testing to be completed on my brother and sister. There was a 25 per cent chance of a successful match. I waited for the International Bone Marrow Registries to complete their search for a stem cell match. And, all the while, I was kept alive on blood donations – the unconditional and life-saving gift of blood. My bone marrow was inefficient and without the 60 units of blood I received over six months, I would not have been able to make it to transplant – even if a match was found.

When the news finally arrived that my brother was a match I sobbed uncontrollably with relief and happiness – the first glimmer of hope since being diagnosed.

I continually sought out information to help me better understand my disease



Left: Weimer gives of her time delivering a message of hope to cancer patients and their caregivers during trying times. Centre: One of Weimer's illustrations from her book, *When the World Dropped in on Me*. Right: The bag of Weimer's brother's stem cells that were infused into her about 10 minutes after the photo was taken.



Weimer says she now sings and dances, anytime, anywhere, and works toward a future that's healthy and wholesome.

and how patients were affected by transplant. I needed proof that someone actually made it through transplant and lived to talk about it. I found there were few books on the cancer centre's shelves that offered me success stories that were associated with the deadly disease leukemia.

I was searching for hope because I was very aware of the fact that only 4 in 10 transplant patients survive. But I could only find books that told me that I might as well start packing my bags for the well-lit trip upstairs. I read many words about the horror of illness, the uncertainty of our own mortality, and new treatments that may or may not cure me – all from which I drew little inspiration.

Shortly after these un-inspirational reads, I decided that what was needed was a book on the cancer centre bookshelves that would “pay forward” the knowledge that I had acquired on my journey with the “c” word (cancer).

When the World Dropped in on Me contains personal journal entries that reflect the cancer treatment, the anxious wait for a stem cell match, chemotherapy conditioning, transplant, healing, complications and my recovery. The book is a compilation of hand-

drawn illustrations, photos, survivor and caregiver tips along with descriptions of how I overcame my diagnosis and treatments.

It's a funny, real, honest and simple read for cancer patients and their caregivers when they find themselves in unbelievable times. The little pink book is extremely personal and written to give cancer survivors and their caregivers a chuckle as they reflect on the bizarre cancer adventure. Simply, I hope that my words and drawings help provide cancer patients and their caregivers the strength to work through another day – good or bad.

And, most importantly, my wish through my writing this book is to give cancer patients and their caregivers HOPE even if their future is unknown. Let's face it – everyone's future is unknown, isn't it?

Truly, I have been given a second chance at life as a result of my world dropping in on me. I am humbled by having seen the dark and brilliant experiences provided by our wonderful life. I now fully realize that throughout our lifetime we will all face crises and triumphs. Hopefully, with the support of friends and family by our side, we can continue to overcome the challenges

that life sometimes throws at us.

This challenging and life-threatening experience has forced me to focus my attention on the simple, exquisite and meaningful things in my life. I believe I have gained much more than I have lost as a result of my cancer journey. There is no doubt that I have become a different person. I choose to believe that my dark times are behind me and my future is brightly shining ahead of me. I realize that my time is NOW.

I have become more gentle with myself, others and Mother Earth. I now allow myself to take afternoon naps and not feel guilty, leave vacuuming for another day and not to worry about the small urgencies that I imposed on myself in the past. I sing and dance, anytime, anywhere. I play and dream and I work toward a future that's healthy and wholesome. I encourage others to do the same. After all, we are all living on borrowed time. **D**

Born and raised in Balgonie, Sask., Weimer is a spokesperson for local and national organizations and speaks about surviving unbelievable times after a cancer diagnosis.

Books can be ordered online at candaceweimer.ca.



Alumni Association President's Message

As this is my last message to you as president of your Alumni Association, I suppose it's not unexpected that I take this chance to reflect on the past year. Whether it's the end of a term, the end of a semester or the end of a university career marked by convocation, milestones like these can be like mileage markers for our life's journey – telling us how far we've come, but also how far we have left to travel.

Of course, every ending is also a new beginning. The space in between often causes a mix of emotions – nervous excitement, some sadness over what's just ended and eager anticipation of what's to come next. For some of you, that nervous excitement would have been felt very keenly recently as you walked across the stage at spring convocation to accept your University of Regina degree.

That feeling may be a recent or distant memory for you. But if you close your eyes for just a moment, can you remember how you felt on your convocation day? The feeling of achievement you felt for obtaining your degree – the pride of having friends and family in attendance – the melancholy of leaving your university life behind – the excitement of moving into

(or back to) the “real world.” I'll bet it's not hard for you to remember what those emotions felt like.

As I prepare to “pass the gavel” over to our new president, I also reflect over the past year mostly with pride (tinged by a bit of sadness that it's about to end). I'm proud of the ways that we were able to reach out and engage you, our valued alumni. Naturally the highlight was our first Alumni Homecoming event last fall, when hundreds of alumni from near and far, young and old, returned to both campuses to reconnect with and relive their time at our university. The weekend's festivities were highlighted by a sold-out Alumni Crowning Achievement Awards banquet on campus at the Terrace Building. Throughout the year we had many other well-attended alumni gatherings in Regina (such as our popular Slam Dunk of an Evening with Cougars basketball in January), as well as in other alumni “hotspots” such as Saskatoon, Calgary, Victoria and Ottawa.

I'm also proud to say your Alumni Association has invested a lot of time and energy into behind-the-scenes work that we hope will lay the foundation for even greater benefits for you in the future. We recently

completed a strategic planning process (facilitated by alumnus Victor Thomas BAdmin'o8) that frames all our decision-making into two basic questions – does the activity or decision enhance alumni engagement and does it add value for our alumni? We want to become Canada's top alumni association, which aligns with the University's own strategic objective to be one of Canada's top comprehensive universities.

On June 27, 2012, the new Board of Directors of the Alumni Association will be elected at our annual general meeting at the College Avenue campus in Regina. I encourage you all to attend and to consider letting your name stand for a director position on the Association Board. Being a director is a wonderful way to stay engaged with other alumni and to ensure the alumni voice is heard within the University family.

During the past year, personal and professional opportunities prompted my wife and me to move from Regina to Saskatoon. I'd like to thank our Board members, particularly our executive, for their support and flexibility in helping me carry on my duties as president from a distance. From holding meetings via conference call to standing in for me at various University and community

functions, my Board team really stepped up to the plate to make the transition as seamless as possible.

It's been a little bit sad for me to leave the city and the University that I know so well, but at the same time it's been exciting to meet fellow alumni in Saskatoon and talk about plans to engage with other alumni in the area. Throughout the past year, one fact has been abundantly clear to me – our alumni are some of the best, brightest and most engaging people I've ever met. The quality of our alumni is second-to-none and is comparable to any of the top educational institutions in the world.

Finally, I hope as president that I've contributed, in some small way, to the building of traditions like Homecoming and the Alumni Crowning Achievement awards that future alumni will enjoy and take part in for years and generations to come. It's been a pleasure and an honour to serve you.

I wish you every success on your life's journey – and I hope that, every once in a while, you will close your eyes and recall with fondness how your time at the University of Regina got you to where you are today.

Richard Kies
President

1970–79

Gordon Kerfoot BEd'75 continues to stay connected to the University by participating in the U of R Wind Ensemble, Concert Band and the newly formed Clarinet Choir.

Veronica (Ronnie) Wassill BSW'75, one of the first graduating members of the University's bachelor of social work program, is now enjoying retirement in Hawaii. Prior to her retirement, Wassill worked in health care for 35 years. She also has a master's in social work from the University of Toronto.

Carmen Dybwad BA'77, BAHC'78, MA'86 received the award for Science, Technology and Environment at the 2012 YWCA's Regina Women of Distinction awards. Dybwad received the award for her work with carbon capture.

Elaine Caswell BEd'79, PGDEP'99, MEd'02 received the award for Education and Mentorship at the 2012 YWCA's Regina Women of Distinction awards. Caswell is currently an executive director with the Ministry of Education. She works to provide an alternate program for children who are unable to learn in traditional ways.

1980–1989

Bruce Mader BAdmin'81 and his wife Dianne will be celebrating their 40th anniversary on June 17, 2012. Mader retired from Saskatchewan Finance in 2007 and the same year Dianne retired from the University of Regina where she worked as the co-ordinator of the Disability Resource Office.

Colin Beveridge BSc'87, BEd'92, MEd'05 writes that he recently

finished six wonderful years of teaching in Tanzania at the International School Moshi. He highly recommends the experience to all new teachers because of the wealth of cultural and global education gained.

Thelma Poirier BEd'88 won the Poetry Award honouring Anne Szumigalski for her book *Rock Street Blues* at the 2011 Saskatchewan Book Awards.

1990–1999

Janice Wotherspoon BSW'91 is working with case managers from the Ministry of Social Services to create programs for at-risk families and individuals so that they can better move forward in their lives.

Colonel Ross Fetterly MAdmin'92 was appointed as comptroller chief of military personnel at National

Defence Headquarters in June 2011. In May 2012 he will be graduating from Royal Military College with a PhD (war studies). His fields of study were defence economics, defence policy and defence cost analysis. His dissertation was entitled *Arming Canada: Defence Procurement for the 21st Century*.

Margaret Bessai BA'93 is a Regina-based visual artist working in the media of drawing, conversation and writing. She is known locally for her 20-year project documenting the snowmen of Regina. Community, collaboration and family are important to her work and her life. Bessai was also the planning chair for the 2012 Cathedral Village Arts Festival.

Richard Kies BAdmin'93, CPR'03 relocated to Saskatoon in November 2011 to take on the role of Saskatoon lead and provincial development manager for the Canadian Red Cross.

UPCOMING ALUMNI EVENTS

Alumni Annual General Meeting and Reception

Date: Wednesday, June 27 at 5:30 p.m.

Location: College Building Room 106 on College Avenue Campus
Free public parking is available behind the building and at the parking meters. Please preregister for this free event at: www.uregina.ca/alumni/e-ae.htm.

National Capital Region (NCR) Branch Roughriders Game

The National Capital Region Regina Alumni Branch will be gathering with friends and other fans to watch the Riders season opener. Everyone is welcome.

Date: Friday, June 29 at 7 p.m.

Location: The Rideau Curling Club, 715 Cooper Street near downtown Ottawa. Limited parking in the Rideau Curling Club Lot; street parking. The facility is not wheelchair accessible. Admission is free. Food and refreshments will be available for purchase. For more information, contact Joanne at nrcalumni@uregina.ca.

Alumni Crowning Achievement Awards

The Alumni Crowning Achievement Awards dinner will be held on Thursday, September 27 at The Terrace, 10 Research Drive in Regina. Tickets will be available in August for \$75/person or \$600 for a table of eight. For more information contact Alumni Relations at URalumni@uregina.ca or 1-877-779-4723.

Edmonton Branch event

Edmonton-based Riders fans, mark Saturday, October 13 on your calendar! Alumni and friends will meet at Hudson's Canadian Tap House for lunch and refreshments before cheering on the Riders at 2 p.m. at Commonwealth Stadium. Stay tuned for details.

Stay connected with the University of Regina and we will send you news and info about what is happening. Update your info at www.uregina.ca/alumni/uyi for a chance to win great prizes.

Let us know if you would like more information or to help organize an alumni event in your location. Contact us at uralumni@uregina.ca.

The University of Regina Alumni Association

is accepting applications for the URAA Board of Directors 2012-2013.

- Are you interested in serving the University of Regina through alumni participation?
- Are you looking for an opportunity to add value to alumni membership?
- Are you interested in giving back with your professional expertise and committing volunteer hours to the URAA?

Please respond by June 22 with a resume and letter of how you might serve and contribute to the alumni community. There are three director positions available on the Board. Voting will take place at the annual general meeting in Regina on June 27, 2012.

contact: URalumni@uregina.ca



ALUMNI

CROWNING ACHIEVEMENT AWARDS
UNIVERSITY OF REGINA

SAVE THE DATE

The 2012 Alumni Crowning Achievement Awards dinner is Thursday, September 27!

The Terrace, 10 Research Drive,
Regina, Saskatchewan
Reception at 5:30 p.m. Dinner at 6:30 p.m.
Semi-formal attire
Tickets will be available in August.

For more information please contact the Alumni Relations Office at URAlumni@uregina.ca or 1-877-779-4723.

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...and we'll keep you informed about all good things happening at the University of Regina and with the Alumni Association!

Enter to win

www.uregina.ca/alumni/contest.htm

University
of Regina

Prizes will be drawn throughout the year in September 2012, February and June 2013



Enjoy time with alumni and friends.

Alumni Association AGM

Date: Wednesday, June 27, 2012

Time: 5:30 p.m.

Room CB 106

College Avenue Campus

Appetizers and beverages provided.

Reception hosted by U of R Alumni Association.

Please pre-register on-line: www.uregina.ca/alumni/e-ae.htm

Contact Alumni Relations:

Toll free: 1-877-779-4723 • URAlumni@uregina.ca

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2. A short-haul flight is a return flight with origin and destination within the same province having a departure date during low season of Jan. 8-Feb. 28; Apr. 1-May 31; Sept. 16-Dec. 15. All Rewards offered are subject to the Terms and Conditions of the AIR MILES Reward Program, are subject to change and may be withdrawn without notice. Some restrictions apply. To redeem for Travel Rewards, you must have accumulated sufficient AIR MILES reward miles in your Dream Balance. Collectors must pay taxes, fuel surcharges and other applicable charges and fees on air travel Rewards. Travel Rewards may be subject to a minimum advance booking and availability from participating Suppliers. For complete details, see current Program Terms and Conditions available at airmiles.ca or call the AIR MILES Customer Care Centre at 1-888-AIR MILES (in Toronto 416-226-5171).
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