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Alumni magazine



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In the heart of UCalgary's campus is the new Taylor Institute for Teaching and Learning. Made possible by a \$40-million donation from Don and Ruth Taylor, its central themes focus on collaboration and transparency, reflected in all of the building's learning spaces.

## Features

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### A Curious Mind

Some say research is formalized curiosity. Join us as we step inside the the labs of five student and post-doctoral researchers to discover what powers their relentless curiosity.

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### A Campus Transformation

UCalgary is not only about to salute its 50-year history throughout 2016-17, but it is about to embark on a transformative journey on and off campus. Join Maureen, our time-travelling student of the ages . . .

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### Agents of Transformation

Meet five extraordinary individuals who were not only awakened by their experiences at university — but emerged transformed, ready to disrupt, energize and change their communities and the world.

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**ON THE COVER**  
Illustration by Calgary-based artist, Travis Sengaus who included the Arch, the Prairie Chicken and other icons in the cover design.



# More from Alumni

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# UCalgary Alumni magazine

UCalgary Alumni magazine is published twice a year by the University of Calgary's Alumni Association.

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Views expressed in this magazine do not reflect official positions of the University of Calgary or the University of Calgary Alumni Association.

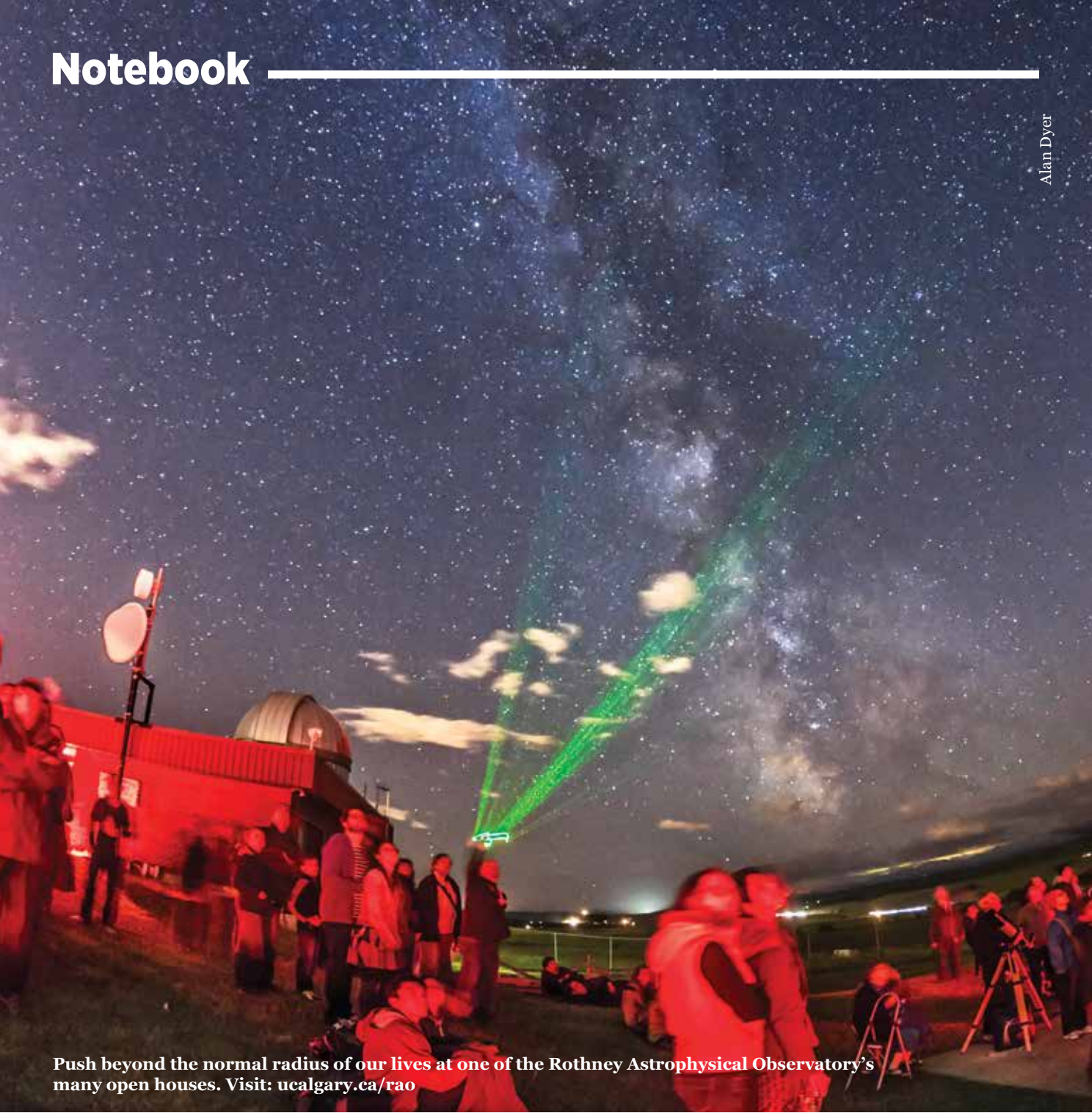
**Online address changes:**  
[alumni.ucalgary.ca/updateinfo](http://alumni.ucalgary.ca/updateinfo)

Publications Mail Sales Agreement  
#42717541

UCalgary Magazine is printed on Nature Web 10 Matte.



# Notebook



Alan Dyer

Push beyond the normal radius of our lives at one of the Rothney Astrophysical Observatory's many open houses. Visit: [ucalgary.ca/rao](http://ucalgary.ca/rao)

## Why it's Important to Keep Your Eyes on the Stars

On the eve of celebrating its 50th anniversary, the University of Calgary is taking stock of its history and the ambitious dreams that has fuelled its dynamic growth. The scrappy little city of 350,000 in 1966 has grown into one of the nation's most enterprising and intellectual hubs, currently home to 1.3 million proud Calgarians.

Like our city, UCalgary has been transformed from a dusty, hopeful start-up into a smart, contemporary contender. In this edition, devoted to transformations, you'll find stories on new, innovative learning spaces where classes and research spaces will focus on higher-order discussions as well as real-world applications.

Other articles include snapshots of student research projects, profiles on five individuals whose on-campus experiences sparked personal transformations, and much more. Let the following pages be a guide to the unknown and allow them to inspire you to follow UCalgary's motto — "*Mo Shuile Togam Suas*." I will lift up my eyes!  
— Deb Cummings **U**



President's Message

# Transforming our Future



There is a palpable feeling of excitement in the air on campus. As we prepare to celebrate our 50th anniversary in April, the University of Calgary family is coming together to unite our history with our future potential.

From our precursor state as the University of Alberta at Calgary, to full-fledged autonomy on April 29, 1966, to the present — the road to 50 is rich with stories of transformation, innovation and the vibrant spirit that defines the University of Calgary.

As UCalgary alumni, we welcome your story of how your time on campus helped shape the person you are today. Testament to that is a living document of the shared evolution of our students and our university at [ucalgarycelebrates.ca](http://ucalgarycelebrates.ca) — and I encourage you to share your story.

The university's 50th anniversary milestone isn't about a single point in time — throughout 2016-17 we will celebrate 50 years of being an integral part of this city — it's about shining a spotlight on how this institution has evolved in tandem with our city; how the shape and spirit of the university reflects the DNA of Calgary and the needs of its people; how thousands of students find their passion and unleash their potential here; how the innovation and discovery that happens here directly impacts society, close to home and further afield; and how the steadfast support of the community allows us to achieve our objectives — to be better than we were yesterday, while remaining true to our roots as a bold, innovative, ambitious institution as we look toward the future.

Since 2011, we have ramped up our journey towards excellence with the *Eyes High* strategic plan to become a top five research institution. This multi-faceted approach prioritized learning inside and outside the classroom, research excellence and community engagement. As a guiding strategy,

*Eyes High* also energized and focused the university community on our foundational commitments as a hub for teaching and research innovation, and we will continue this momentum.

To commemorate both the 50th anniversary and the culmination of *Eyes High*, we would like to welcome you back to campus. Come cheer on the Dinos, stay at the Hotel Alma, view the Nickle Galleries' exhibits, see a play at the University Theatre or take a coffee break at the Taylor Family Digital Library. Join us in celebrating how far we have come in 50 years, celebrating our successes, our challenges, and our opportunities to shine!

There are a host of events and exhibits in the coming weeks and months: our inaugural Alumni Weekend, the opening of the new Taylor Institute for Teaching and Learning, the completion of the new Canadian Natural Resources Limited Engineering Complex, the University District ground breaking, the Then and Now campus transformation displays, Lecture of Lifetime, DoorsOpen YYC and so much more. We will be creating many opportunities on and off campus to share the teaching, learning and research underway at the university and to provide a space to engage our community in a dialogue about our future.

I encourage you to get involved as we set the stage for our next 50 years. Let's celebrate all that we have achieved to date. Let's celebrate our ambition for tomorrow. Let's celebrate our collective spirit to work together to achieve all that we aspire to be — to be Canada's most entrepreneurial university in the country's most enterprising city. Let's celebrate, together.

*Elizabeth Cannon*

Elizabeth Cannon, BSc'84, MSc'87, PhD'91, President

# Feelin' Groovy: Campus Fashion Through the Ages

From Mod mini-skirts and go-go boots to ponchos, bell-bottoms and long hair for guys — the fashion choices at the University of Calgary in the late '60s and '70s were as colourful and ever-evolving as the world around them.

by Deb Cummings

Cultural transformation was an irresistible force during the university's early days. Campuses around the Western World were being redefined by the sexual revolution, women's and gay liberation and rock and roll. At UCalgary, we were witnessing the birth of Bermuda Shorts Day, the painting of the rock, and other traditions we continue to hold dear.

This page's sartorial self-expression suggest these fashions weren't just flower-powered dresses, pants and hairdos. They are reflective of a time and a place, man. And it was out of sight.

For more archival shots of UCalgary, visit: [ucalgarycelebrates.ca/snapshots](http://ucalgarycelebrates.ca/snapshots)





# 50for50

by Angela Tulio

## Fifty Years of Art

The Nickle Galleries is celebrating five decades of art instruction, mentoring and art-making that has been instrumental in shaping Calgary's art community. Marking this milestone will be an exhibition at the Nickle Galleries showcasing the achievements of UCalgary's studio art program — including the works of instructors, students and off-campus artists. Independent curator, Mary-Beth Laviolette, will oversee the selection of artwork that best illustrates the stories of the gallery's past and present. Notable alumni from across faculties will select one favourite work of art in the exhibition, and contribute their thoughts on the piece, and memories of the department. **The exhibit runs Sept. 23-Dec. 10.**



In celebration of the University of Calgary's 50th anniversary, Alumni is sharing 50 ways to connect, engage and be inspired. From art gallery hours to inciting fires of debate, here's a handful of programs and events that might just change the way we look at and think about our world. For an extensive calendar, visit: [ucalgary.ca/alumni/50for50](http://ucalgary.ca/alumni/50for50)

## Think Big

The size and scope, alone, of the 2016 Congress of the Humanities and Social Sciences, is mind-melding: 70 associations, 2,000 events, 5,400 presentations and more than 8,000 attendees are what you'll find at next month's seven-day conference. Held in Calgary from May 28 to June 3, 2016 — some of the nation's



sharpest minds, from scholars and academics to researchers and policy-makers, will share findings, refine ideas and build partnerships that will help shape the Canada of tomorrow. UCalgary, in partnership with the Federation for the Humanities and Social Sciences, has created a rich roster of lectures that includes free, daily events open to the public such as the *Big Thinking* lecture series and the Interdisciplinary symposia. Happening daily over the lunch hour, some of this year's *Big Thinking* speakers include journalist Chantal Hébert and The Right Honourable Beverley McLachlin. The Interdisciplinary symposia series allows UCalgary to showcase six presentations of novel interdisciplinary research activities being conducted on issues of national and global importance in the social sciences and humanities. Amongst this year's highlights will be a spirited dialogue with writer Margaret Atwood, hosted by the Faculty of Nursing. **Visit: [www.congress2016.ca](http://www.congress2016.ca)**

## Designs on You

*Design Matters* is a thought-provoking lecture series that explores design in our contemporary culture. Hosted by the Faculty of Environmental Design, these monthly lectures run from Sept. to April, and feature stimulating speakers who explore and debate issues in architecture, urban design, product design and landscape ecology. **Visit: [evds.ucalgary.ca](http://evds.ucalgary.ca)**



## Dean's Public Talks

Engage with doctor-scientists at the Cumming School of Medicine's *Dean's Talks*. This TED-style public lecture is held biannually, in the fall and spring, and touches on everything from the impact of cannabis to treating breast cancer with precision medicine and wearable technology. In the upcoming session this fall, *Creating the Future of Health*, learn about precision medicine — and how research affects daily lives through better healthcare.

## CNRL Engineering Complex Opening

The Canadian Natural Resources Limited Engineering Complex will open in fall 2016, a major milestone to celebrate the university's 50th anniversary. Following the official expansion opening, renovations will continue on the existing Engineering Complex, with a completion target of 2017. The expansion has contemporary classrooms equipped with the latest learning technologies and state-of-the-art labs for hands-on innovative experiences. Students will benefit from team and club offices for competition and community work, a career centre for professional training throughout their education and space to host student events and think tanks. New dry and wet labs will expand research capacity across all disciplines and increase graduate student spaces.



## One Day Lecture Series

The *One Day @UCalgary* program was developed to bring academics and the Calgary community together. The diverse range of courses are held on Saturdays at UCalgary's main campus, Sept. to May, 9 a.m. to 4 p.m., \$75 per course. **Visit: [conted.ucalgary.ca/oneday](http://conted.ucalgary.ca/oneday)**

## Condensed Learning

*Haskayne Hour* bridges the gap between the relevance of rigorous academic research and real-world business problems. Held multiple times during the fall and spring, these informative conversations are focused on delivering and discussing new research and its application to industry in a short timeframe. *Haskayne Hour* leaves attendees with meaningful, new knowledge and better business practices. Everything you need to know — in just one hour. **Visit: [haskayne.ucalgary.ca/research/haskayne-hour](http://haskayne.ucalgary.ca/research/haskayne-hour)**



## Dino Dash

Lace up your sneakers and join the Dino Dash, a 5K and 10K road race on Sept. 10, 2016. Funds go to scholarships and competition opportunities, producing world-class athletes such as Jessica Zelinka, BA'07, one of the best heptathletes and hurdlers in the world. **Visit: [www.dinodash.ca](http://www.dinodash.ca)**



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# A Curious Mind

The power of an open mind, or curiosity, is often what sparks innovative research and discovery. Here, we poke into the labs of five UCalgary student and post-doctoral researchers who are at different stages of their careers. Curious yet? *by Doug Ferguson*

Curiosity killed the cat. But, when NASA’s scientists were looking for a word to name their Mars rover — currently exploring the planet to see if it could ever have supported life — they chose *Curiosity*. There’s a difference between everyday notions about being curious and the formal pursuit of knowledge practised by researchers. As an experiment, let’s look at five of the University of Calgary’s rising stars as they show how a line of questioning led to their research. Perhaps you’ll learn a bit about the sense of purpose, imagination and wonder that powers “curiosity” at the university.

## I wonder if...

Research into how people actually move when they run could potentially prevent injuries and change the multi-billion-dollar global industry behind athletic footwear, questions Stefan Hoerzer.

The PhD student at the Faculty of Kinesiology is using a new way of studying the interaction of the human body with running shoes that goes beyond categories such as foot size. Hoerzer is seeing if people fall into “functional groups” based on things such as their style of running or biomechanics, potentially resulting in

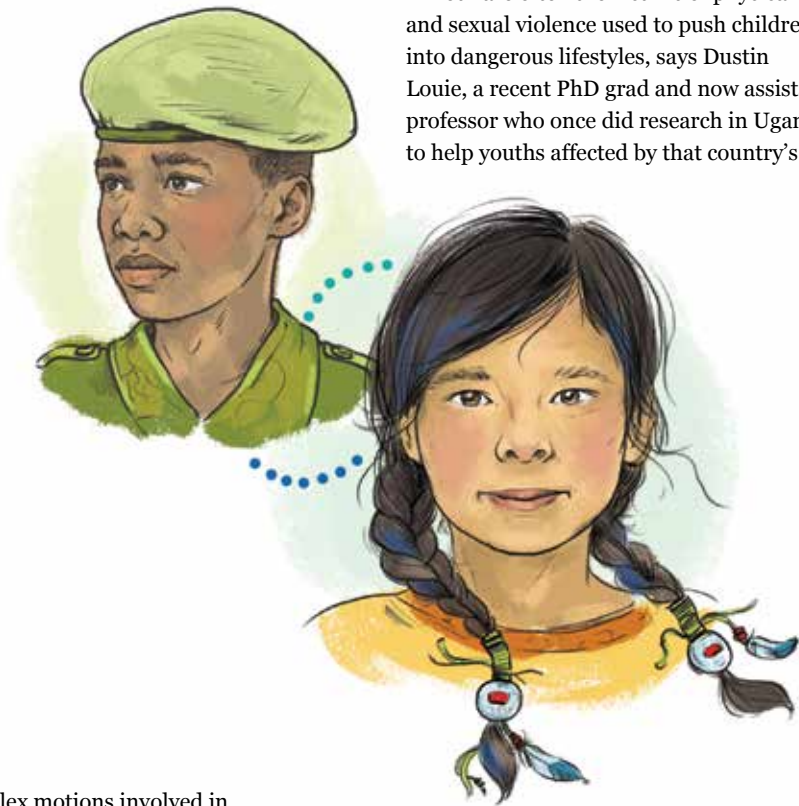


PhD student Stefan Hoerzer uses a 3D motion capture system where reflective markers were attached to each test subject.



more comfortable shoes that minimize the risk of injuries and improve performance. “It’s a tricky question to answer, but that also makes it quite exciting to study,” says Hoerzer, 30, who left Austria to join UCalgary’s Human Performance Laboratory because of its world-class research into biomechanics. Solving the problem requires not only expertise in everything from biology to physics, but also computer programs and techniques used in artificial intelligence to find common patterns

within the complex motions involved in running, he says. Data was obtained using a 3D motion-capture system in which reflective markers were attached to each test subject as they ran. Shoe comfort was assessed using different insoles. “If people wear comfortable footwear, it has been shown they will get less injured and they will perform better,” says Hoerzer, adding that, of the more than 10 million Canadians who likely run recreationally, roughly half get injured each year. In a recent study, Hoerzer helped prove that people who use running shoes can be divided into functional groups based on motion and comfort. Combined with emerging technologies such as 3D printing that permit greater customization, functional groups could potentially revolutionize how shoes of all kinds are designed and made. “I wouldn’t be surprised if, in five years, we can buy shoes that are 3D-printed.”



## I wonder why...

There are similarities between child soldiers in Africa and aboriginal girls forced into the sex trade in Canada, questions a Werklund School of Education researcher. Both are often the victims of physical and sexual violence used to push children into dangerous lifestyles, says Dustin Louie, a recent PhD grad and now assistant professor who once did research in Uganda to help youths affected by that country’s

civil war. He says Canadians live in a “society that preys on indigenous girls and women,” adding such girls are recruited as young as age 10. Louie plans to study why this is a particular problem in the Calgary area, researching the nature and size of the problem. “What I want to understand is what are the life experiences that create vulnerability, so I can understand how we can target education for the girls who are the most vulnerable,” says the 34-year-old. “The second part is to understand the way that recruitment happens, so who is recruiting them and how it is happening?” As a first step, Louie studied the lessons learned in Prince Albert, Sask., where the

Youth Alliance Against Gangs program and the Won Ska Cultural Public School used indigenous-based education to help aboriginal children. Such efforts involved everyone from elders to former sex trade workers, empowering the aboriginal community to use its own experiences and cultural wisdom to save children, says Louie. As an indigenous man himself, it is vital that academics do not impose research or programs on aboriginal people in the Calgary area. “We need to work together with the elders, community leaders and parents, and then try to design a program that can be responsive to some of the needs of the indigenous girls,” he says.



## I wonder how...

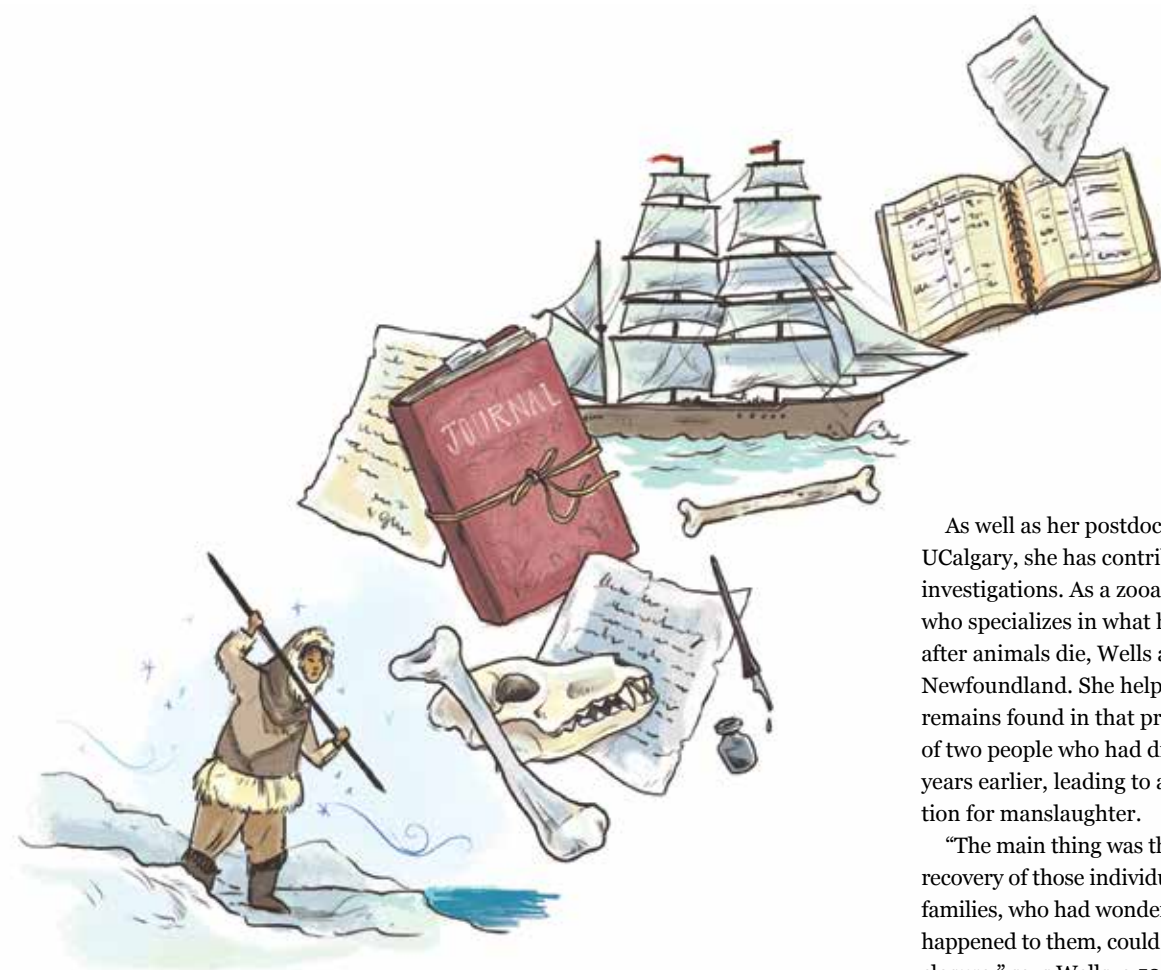
Parasites are making Canadian cows sick and causing millions of dollars of losses to farmers every year, says a PhD student in the Faculty of Veterinary Medicine. Russell Avramenko says about half of all life forms on Earth are likely parasites, but only a fraction are known to science. “Essentially, everything that lives has a parasite that could infect it,” he says. “Even parasites have parasites.” While scientists broadly know which parasites infect livestock in Canada, the situation on different farms and the effectiveness of different control measures aren’t clear, says Avramenko. “All these particular parasites look extremely similar and so we need better diagnostic tests to identify them.” As a child, his sense of curiosity led him to grow toe fungus in a petri dish in his room (“I don’t think my mom was too pleased,” he recalls). Today, the 26-year-old is studying parasites for his PhD



Known as the barber’s pole worm, a certain parasite has a special beauty to Russell Avramenko, a PhD student.

thesis. “I would say they sometimes look really pretty.” For his thesis, he is focusing on nematodes – tiny, worm-like animals that infect the gastro-intestinal tracts of cattle, sheep and bison, causing weight loss and sometimes death. Avramenko has created a test that will look for molecular markers of nematode DNA in livestock manure, potentially speeding up identification of a problem that costs Canadian cattle producers up to \$400 million per year. “Right now, we are not yet pitching this as a routine diagnostic tool for the rancher,” says Avramenko, who is also a member of the NSERC-CREATE Host-Parasites Interaction (HPI) Group. “It’s still focused as a tool for researchers to identify the major parasites in cattle and determine which ones are having the biggest production impact and which ones are developing resistance to the drugs we use to control them.”





*I wonder when...*



Patricia Wells, a postdoctoral scholar is searching archives for climate information.

People need to prepare for climate change, muses a crime-busting archaeologist searching the past to help scientists predict the future.

For an area of the Arctic stretching from the Beaufort to the Labrador seas, Patricia Wells is searching archives for climate information in records dating back to the 17th century. She is examining everything from the diaries of the region’s explorers and the log books of whaling ships to the journals of fur trading posts.

“You can add this documentary research as a layer of data on top of the climate information that scientists are also recording,” says Wells, PhD, a postdoctoral scholar at the Arctic Institute of North America at UCalgary. “They tell a very interesting story that can offer insights today, because, by looking at the climate in the past, we will have a better understanding of what kinds of climate circumstances we may have to face in the future, and how to best devise a plan that allows us to live successfully on the planet, frankly.”

As well as her postdoctoral research at UCalgary, she has contributed to forensic investigations. As a zooarchaeology expert who specializes in what happens to bones after animals die, Wells assisted police in Newfoundland. She helped determine that remains found in that province were those of two people who had disappeared 13 years earlier, leading to a suspect’s conviction for manslaughter.

“The main thing was the successful recovery of those individuals so that their families, who had wondered what had happened to them, could be brought some closure,” says Wells, a 52-year-old who joined the Arctic Institute of North America under the *Eyes High* postdoctoral program.

But her career has largely focused on excavating archaeological sites over 17 field seasons, helping conduct the slow, painstaking work of uncovering subtle clues about people who lived long ago. “You are sometimes looking at groups of people who revisited a location over and over again for hundreds of years,” she says.

Wells is particularly curious about the Dorset culture, a group of people who disappeared from the Arctic about 1,000 years ago despite surviving one of the harshest regions on Earth for about 2,000 years. Evidence suggests they left no descendants and they were unrelated to the Inuit in the region.

“I am working in collaboration with paleo-environmental researchers to understand what was going on in the environment at the time the Dorset disappeared,” says Wells. “What goes on in the Arctic is going to affect everywhere else on the planet, so, despite its long distance from most of us and our lives, it’s really going to affect us in the future.”



*I wonder where...*

One of the best spots on Earth to study “space weather” is a place that’s almost like another planet, ponders Lukas Vollmerhaus.

A third-year student at the Schulich School of Engineering, Vollmerhaus went to the Canadian Arctic near the Magnetic North Pole, keeping an eye out for polar bears as he helped construct the UCalgary’s Resolute Bay Incoherent Scatter Radar (RISR-C) array.

RISR-C is part of a system to study space weather — the interaction of charged particles streaming from the Sun, or solar wind, with space near the Earth, as well as the planet’s magnetosphere and its upper atmosphere. Information gained by scientists could potentially allow things such as more accurate GPS devices, he says. Currently serving his internship with the university’s Auroral Imaging Group, he says: “Every day is different because you are working in labs or research, so it means you are constantly exposed to new knowledge, interests and challenges, whereas in industry, you often get stuck doing the same thing.”

As part of the group, the 22-year-old



Undergrad engineering student, Lukas Voll, works on an Arctic space-weather monitoring network in Resolute Bay.

spent part of last summer in Resolute Bay, Nunavut. “It’s mostly gravel up there,” Vollmerhaus says. “It’s almost an alien landscape.”

He helped the team complete the installation of nearly 4,000 radar antennae units that form the array as part of final tweaks to the instrument. “I found it very interesting because it’s about space,” says Vollmerhaus, who is also the captain of a team of Schulich students building a vehicle for the Baja SAE, an off-road race organized by the Society of Automotive Engineers. “I enjoy competition of any type.” **U**



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GETTING THE BIG PICTURE

# Professor Ron Glasberg's Office

by Mike Fisher

Walk into Associate Professor Ron Glasberg's (Communication, Media and Film) office on main campus and you enter a precarious world.

Books seem to sprout from white rows of shelves. Chockablock items atop one another are set to topple. A mask peers from the wall, an elfin sculpture gives you the side-eye and a swirling painting balanced on high, asks, "Are you dead or alive?" Amidst the encroaching clutter, Glasberg sits, Yoda-like, in his blue office chair, smiling.

"I've been in this new space for about two years," says Glasberg, a popular, award-winning teacher who this year will mark his 26th teaching at the university. He gestures to the books. "I got rid of a huge number that were sitting in the hallway. There was a pile outside my old office but that finally got shovelled away."

He's taught Minister of Veteran Affairs Kent Hehr. He's taught Calgary Mayor Naheed Nenshi. He's taught his students for years to try and think for themselves.

"My goal is to get the big picture," he says. His teachings centre on the four big themes in his students' lives: life and death, freedom and slavery, wisdom and folly, and good and evil. "Students are not interested only in jobs. They want to be educated. They want to find their way around the world of ideas. They want to get that big picture view."

So we sent a photographer to Glasberg's office to, well, try and get that big picture.

[1] Bookworm

"I buy books, everywhere I can. I just keep acquiring them. I'm always looking for something about the big picture. Hard to pick a favourite, but I do like *The God Problem* by Howard Bloom. He looks at how different axioms have evolved over the scope of the human history. No, I do not have a book on how to unclutter my office."



[2] Award

"I have a teaching excellence award called The President's Circle. I received it in 2001. It's a fancy one. I like it because it reflects that the university wanted to emphasize that teaching is appreciated."

[3] Sculpture

"This 2 ft.-tall sculpture came courtesy of the University of Calgary Senate in 2009. It was based on the Lecture of a Lifetime concept. I am posed with my hands out and it looks like I'm in the middle of the lecture. I have this fantasy that when

[5] Bobble-Head Einstein

"People have stopped me in the street and said I look like Albert Einstein. Though actually, my hair is thinning out, it's going fast. For some, Einstein represents wisdom. The student who gave this to me was trying to express the fact that, for him, at this point in his life, I was a figure of wisdom for him."

[6] Grandfather Painting

"After my parents died, I found this old painting in their house. It belonged to my grandfather. It shows a monk overlooking the Bay of Naples. It's a memory from my boyhood in Toronto and it connects me to my roots. I try and relate students to their own history, connect them to their own heritage."

[7] The Microphone

"I did an audio series with a student called Conversations with the Captain. It's a six-year conversation with my student, Marco Barile (find it at [ucalgary.ca/conversationswiththecaptain](http://ucalgary.ca/conversationswiththecaptain)) about, well, life. It was meaningful for me because it reflects what a teacher and student should be doing, having good conversations."

[8] The Mask

"A student carved the mask for me from a chunk of wood. It reflected what she got out of the course. It was an expression of her inner self at the time, which is ironic, because usually a mask hides. But this is what a classroom is about; students should be their real selves in class. Students should open themselves up."

[9] The Cardboard Swastika Armband

"I sometimes put it on when I am teaching about Hitler. It's a prop. The students and I engage in a kind of theatrical performance. Hitler is in the room speaking to them, haranguing them perhaps. I am trying to change the rigid structures that stand between students and knowledge."

[10] Wife and Daughter Picture

"My wife is Toby Eines, a lawyer with the City of Calgary. My daughter is Emily, now in Quest University in Squamish, B.C. What's it like teaching my daughter? [Pause] Impossible." [Laughs]. U

I leave my office it comes to life and does my marking for me. My lecture is on YouTube (it's TEDxYYC, Dr. Ron Glasberg, Learning for Liberty)."

[4] Student Painting:

"When I was in high school a math teacher helped me by putting books on my desk that would twig my growth as a person. That's how I got started. So I tell students how one person can make an incredible difference with just one small gesture. This painting is an expression of appreciation from student to teacher."



# Innovative Clinics Make a Difference

From an online screening process to a one-access-point system, recovery rates are faster

by Barb Livingstone

Calgary firefighter Todd Kusler is passionate about back-country skiing, so the 43-year-old was not about to let a tangle with a buried log last November — that severely hyper-extended his left leg and ripped up his knee — slow him down.

Thanks to fast intervention at the University of Calgary’s Sport Medicine Centre’s Acute Knee Injury Clinic, Kusler was back on the job, and back on the slopes, less than two months after his accident.

The success of the knee clinic — open six half-days a week to the general public — has led to the development of two more specialized clinics, also located in the university’s Department of Kinesiology.

With the support of private donor funding, the Acute Sports Concussion Clinic launched last fall, and another space that targets rotator cuff injuries opened earlier this year.

Dr. Nick Mohtadi, MD’81, an orthopedic surgeon and director of the Sport Medicine Centre, says the original drive behind the now-six-year-old knee clinic was to deliver innovative, efficient specialist care at one access point and for less money than the regular healthcare process. And the early intervention supplied by the clinic’s sports medicine specialists, says Mohtadi, has meant fewer unnecessary tests and surgeries for patients.

A huge time-saver is the fact a patient does not need a doctor’s referral to be admitted to the knee clinic. Rather, they fill out an online injury assessment/diagnostic form. Knee injuries (the clinic does not treat on-the-job or vehicular-accident-related injuries) must have occurred within the last six weeks.

If a patient meets screening criteria, an initial assessment is made and an appointment is set up at the clinic (within five working days).



Accrued patient data shows an 80-per cent-accurate initial diagnosis through the online screening process for problems like anterior cruciate ligament tears.

Mohtadi says the knee clinic has been overwhelmingly popular since opening to the public in 2010. Despite a budget for 1,800 new patients each year (primarily

**The original drive behind the now-six-year-old knee clinic was to deliver innovative, efficient specialist care at one access point and for less money than the regular healthcare process.**

covered by Alberta Health Care), it saw 2,300 in 2015. That amounts to about 4,500 to 5,000 patient visits (based on two visits per patient) annually.

He estimates there are between 25,000 to 75,000 knee injuries in Alberta each year.

Kusler is one of those who was helped in 2015 by the Sports Medicine Centre’s community outreach program. His accident occurred as his ski tip hooked a log buried in a shallow snow pack. His ski binding never released and Kusler was sent lurching forward. In excruciating pain, he was able to grab a tree nearby and push back onto the snow.

He started to head back on one ski, crawled across a barely frozen creek and, with the help of friends, made it home. Despite his apparent injury, Kusler had no intention of going to hospital to, he says, “wait hours to see an emergency doctor.”

A fellow firefighter told him about the Acute Knee Injury Clinic and Kusler went online to fill out the questionnaire. Within a few hours, he received an email asking for more information. The next day — “It was unbelievably fast,” Kusler notes — he had an appointment at the clinic.

“I got really lucky,” says Kusler. “They said I was millimetres away from blowing up my entire leg. [At the clinic,] it was one-stop shopping, between the doctor who



Patient care at the Acute Knee Injury Clinic.

was a specialist and the X-rays that were done right there. In under an hour, I had the results, and was able to start physiotherapy immediately.”

The firefighter is now a passionate advocate for the clinic and has resumed back-country skiing with friends and downhill skiing with his three kids.

“[The injury] was painful, I’m not going to lie. But, I am so grateful to be back in action,” he says.

**For more information on the Acute Knee Injury Clinic or the online patient form, visit: [sportmed.ucalgary.ca/akic](http://sportmed.ucalgary.ca/akic), or call the clinic at 403.220.4687.**

## Acute Sports Concussion Clinic

After the success of the knee clinic, the new Acute Sports Concussion Clinic, says Mohtadi, was a logical next step given

the Sport Medicine Centre’s leadership in research and its focus on sharing its expertise with the community.

Dr. Katie MacGregor is the lead sports medicine physician at the clinic that opened last fall. Partially funded by a private donor, it is the first physician-run clinic of its type in the city that treats injured athletes. A recent university study showed, on average, the concussion risk for youth is about one concussion per every 5,000 practices and games.

### How does someone access the clinic?

The concussion clinic is open two half-days a week (Tuesdays and Thursdays). There are two non-physician athletic therapists who do concussion assessment and management, as well as a sports medicine doctor and a researcher. Like the Acute Knee Injury Clinic, there is online screening and assessment. The clinic tries to see patients within 72 hours of being accessed.

### Who goes to the clinic?

About 30 new patients per month, mostly between the ages of 13 and 60, with the majority falling somewhere between 13 and 25. Hockey, soccer and football are the top sports that cause concussions in Calgary. Most patients are seen two to five times, which ensures a follow-up.

### What does the clinic offer?

Early diagnosis and appropriate management. Typically, that means a short time of

rest, and then a managed return to activity. Rather than stalling recovery by spending time with various doctors and referral forms, they can come directly to the clinic.

### Clinic results?

For patients, there is less time away from work or school, the diagnosis and treatment is streamlined and health delivery is more efficient, with fewer costs.

## Rotator Cuff Clinic

The newest clinic opened earlier this year and is also partially funded by a private donor. It will follow a different model than the knee and concussion clinics (where Calgarians can directly sign up online), as patients must be referred for rotator cuff treatment by a physician.

Mohtadi estimates more than 10,000 Calgarians per year suffer from shoulder pain due to rotator cuff injuries.

The rotator cuff is a group of muscles and tendons covering the top of the upper arm bone that support shoulder and joint function and movement. Injuries may be due to inflammation or a tear in the muscle or tendon.

Part of the clinic’s outreach program includes a physician consultant line for referring doctors.

**For more information about the specialty clinics at the Sport Medicine Centre, visit: [sportmed.ucalgary.ca](http://sportmed.ucalgary.ca)**

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Like most generations, Generations X and Y have been defined by the dates they were born, and by certain seminal cultural influences — namely wars and technology. But does any of this really matter? If you're uncertain, consider this: The spending power of millennials is estimated to be US\$170 billion per year, according to comScore. These sheer numbers make Gen Yers the fastest-growing demographic in the marketplace. What does this mean for our future workplaces? Meet two people in the know . . .

**Tracy Harrington, BComm,'92, MEd'15, a work and learning expert, Newfield certified coach, CHRP candidate.**

**What unique values does Gen X bring to the workplace?**

My generation wants to have both a strong work life and a strong home life, and we value time away from work. We also like to use technology as a tool to make processes more efficient and will question the way things are done. Change has been a constant in our lives and, as a result, we are adaptable and may question why other people resist change.

**Do generations communicate differently?**

Due to technology, it is now much easier to communicate globally and yet it's harder to get to know those around us. Being present is such an important part of listening and this is missing from so many of today's conversations, when electronic devices are constantly creating interruptions.

**What benefits do different generations bring to the workplace?**

Traditionalists bring knowledge and experience, [while] Boomers are known to work long hours [and] be democratic and friendly. Gen Xers [offer] productivity, efficiency and flexibility. Gen Y [is] collaborative, educated and brings great diversity to the workplace.

**When do generational differences disappear in the workplace?**

When people gain an understanding of each other's perspectives. Inter-generational training that highlights the strengths that each group can bring to the workplace and progressive two-way mentorship programs are two ways that can help bridge the gaps.

**Why is this such a big deal?**

The number of millennials entering the workforce is so large that, rather than being assimilated into the corporate culture, they are quickly changing it. Additionally, a

looming skills shortage has given Gen Y the ability to make unprecedented demands from companies and this has created resentment among older workers who have worked hard for their rewards. The danger with this is that, without learning from the experience of older workers, avoidable mistakes can be made.

**What would your ideal workplace look like?**

It would be a combination of private and public space with the flexibility to work at home sometimes, or out in the field. I see a need for some personal space for belongings, private space for meetings and communal space for collaboration. Ideally, it would be designed with ergonomics in mind and include features such as standing workspaces, an area for exercise and a cafeteria for coffee meetings.

**With access to so much technology, some say there is too much group think going on, and not enough original thought. Comments?**

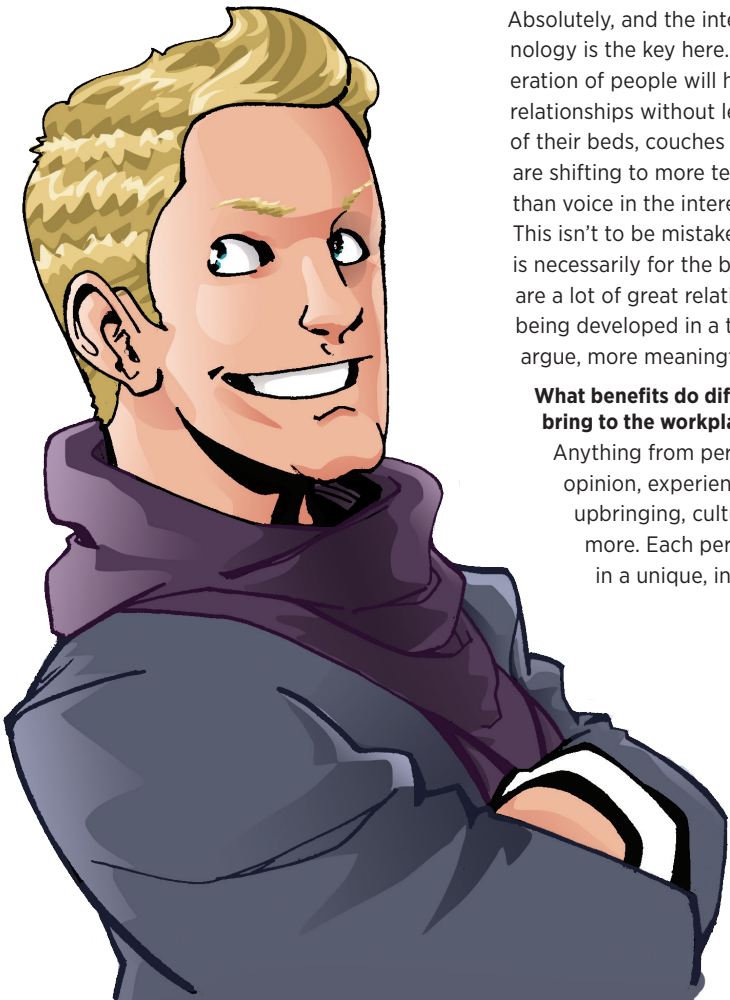
Critical-thinking skills and reflection have been replaced with a need for speed in our deadline-driven society. Creativity can come from the discomfort of sitting in the unknown without distractions and I fear that Gen Y has had very little experience with downtime. It is much easier to go online and find an answer than to work through a problem on your own.

“  
**GENERATIONAL DIVERSITY IS SIMILAR TO CULTURAL AND GENDER ISSUES.**

“  
**DIFFERENT GENERATIONS ARE SPEAKING DIFFERENT TECHNOLOGICAL LANGUAGES.**



Illustrations by Travis Sengaus



**Eric Termuende, BComm'14, is co-founder and director of Gen Y Inc. Recognized as a Top 100 Global Emerging Innovator under 35, Termuende works with organizations across the country and looks to help attract talent based on fit.**

**What unique values does Gen Y bring to the workplace?**

When it comes to the workplace, we value and lean on the integration of technology more than previous generations. We view diversified networks and skills more (this comes from the demand of schools and jobs that require extracurricular and volunteer experience), and we “work to live,” not “live to work.”

**Do generations communicate differently?**

Absolutely, and the integration of technology is the key here. The next generation of people will have full virtual relationships without leaving the comfort of their beds, couches or homes. Trends are shifting to more text communication than voice in the interest of efficiency. This isn't to be mistaken as a shift that is necessarily for the better. I think there are a lot of great relationships that aren't being developed in a traditional (and, I'd argue, more meaningful) way.

**What benefits do different generations bring to the workplace?**

Anything from perspective to opinion, experience, lifestyle, class, upbringing, culture and so much more. Each person sees the world in a unique, individual way.

**When do generational differences disappear in the workplace?**

When relationships are strong enough to have open communication and allow people to be comfortable with *who* they are, *what* they can contribute and *what* they are capable of in the workplace. The onus is on human resources to build the right team to ensure this is possible, with the support from a visionary leader that prioritizes the employees and sees them as the key to organizational success.

**Why is this such a big deal?**

Because different generations are speaking different technological languages. It is hard for someone who has spent their whole life learning one technology to try and learn a new one, only to have some junior, who was born with it, be so much better at it.

**What would your ideal physical work place look like?**

If I could float between different spaces designed for the work I'm doing, I'd be happy. My current work environment allows me to be at home part of the day, in clients' offices part of the day, and in the office (which is a very open concept) other parts of the day.

**With easy access to so much technology, some say there is too much group think going on with Gen Yers — and not enough original thought. Comments?**

Everything from education to the workplace is trending towards group work, as exemplified by recent news coming out of UCalgary and a “team examination,” which I think is fascinating. I don't think there can be too much collaboration because if one person thinks they may have the best answer, it's up to the rest of the team to challenge them to be the best they can be. We all have a critical role to play in teams. **U**



Dr. Simon Bryant MD’91

Last year, Canmore physician and intrepid nomad, Dr. Simon Bryant, MD’91, spent six months aboard the *M.Y. Phoenix* with Medics San Frontières (a.k.a. Doctors without Borders). Part of a 24-person crew, they provided medical assistance to more than 250 migrants who were attempting to cross the Mediterranean, from Libya to Europe. His second job aboard the *Phoenix* was to share stories with more than 500 media outlets that came aboard during Bryant’s shift at sea. For these efforts, and more, Bryant was awarded the 2015 Alumni Achievement Award.

**After averaging A+ in your BSc degree at Concordia, you could have taken Medicine anywhere — why UCalgary?** At 28, I felt like a young man in a hurry and so the three-year program here appealed to me. As did its systems-based approach. **Where else, besides a ship in the Mediterranean, have you practised medicine?** Ten years in Calgary and all over rural Alberta, for about 20. I’ve also worked as a duty doctor at heli-ski lodges, on cruise ships in Antarctica, in Rankin Inlet — it’s been a great career. A humanizing career. My motivations to practise medicine are mixed; some are altruistic, others — selfish. But it’s certainly a profession that keeps on giving back. **Who are your heroes?** My heroes change. I have iconic heroes like Gandhi and Shackleton, but then I have rolling heroes like a character I met on the *Phoenix* who had broken his leg, was disfigured and couldn’t walk well. Yet he always had this thumbs-up, big-smile attitude — definitely a hero. **Biggest regrets?** I could always be a better listener and I could always be less opinionated. And I am still learning to be more empathetic ... it’s hard learning at times. **Physicians witness death more than most of us — how would you like to die?** First off, I would like *not* to die. But I suppose one of my life’s ambitions is to pass away without regrets. To die, in good time — without causing distress to anyone. I would also like to die in such a way that I could come back every 50 years and then every 200 years and then every 500 years. I am very fascinated to see where we’re



going as a species, and our resilience. **Do you have a favourite quote or motto you live by?** I like Walt Whitman’s ... “Do I contradict myself? Very well, then I contradict myself, I am large, I contain multitudes.” [From *Song of Myself*, written in 1855.] **Advice to new students?** Don’t expect people to come knocking on your door. Go out and get it. I have created so many opportunities for myself because I have gone seeking them. My first job as a teenager was a bike mechanic. I asked for a chance to prove myself and three days later I was sitting on the sidewalk, making a wheel. When I worked for Canada World Youth, I didn’t have the required university degree but I had “the equivalent,” so I applied and got the job. When I decided I wanted to work on a ship in Antarctica, I went on the Internet and wrote a cover letter to all the different cruise companies that were doing that. Don’t be afraid to stick your neck out. **Favourite books?** *The Better Angels of Our Nature* by Steven Pinker. *And Then There Was Light* by Dirkje Van Der Horst-Beetsma. And, of course, *The Wind and the Willows* by Kenneth Grahame. **Guilty pleasures?** I certainly like good food and good wine, but I don’t feel any guilt about that. Not at all. If I had to settle on one cuisine for the rest of my life it would be Japanese. **You are 57 now — are you thinking about retiring?** No, but I do find myself thinking about what I will leave behind — what is worthwhile or meaningful? I am not sure what that looks like yet, but I am searching for that. MSF certainly gave me that for six months. — *Deb Cummings* **U**

Step Up to Your Alma Mater



**Y**our alumni association is focused on partnering with the University of Calgary on our shared vision of increased alumni engagement. At the heart of this vision is the belief that there are reciprocal benefits for both alumni and the university. This belief has recently been affirmed and reinforced. I have had the opportunity to meet with several deans over the past few months. The deans are keen to connect with graduates from their respective faculties and share an inspirational perspective on how alumni can play a greater role in university life. They see alumni:

1. participating in university programming and events,
2. enhancing student learning experiences, and
3. connecting the university with the community.

Both at the institutional and faculty levels, alumni have been recognized as important to the success of UCalgary. No doubt, you have noticed the increased effort by the university to invite you to participate in university life. Through attending talks and events on campus, reading about the exciting research and work underway at UCalgary, or taking in our increasing body of podcasts, etc., alumni are able to engage with thought leaders about opportunities and issues that are important to both our own interests and those of society at large. For those of you who haven’t ventured back to campus in a while, think about attending alumni weekend, April 30-May 1, to celebrate your degree and the university’s growth since you were a student. Or, stay current with all the university has to offer by signing up for UToday at [www.ucalgary.ca/utoday](http://www.ucalgary.ca/utoday). We have heard from many alumni how much they enjoy serving as guest speakers, mentors and in other volunteer roles on campus. Whether sharing professional insights through one of our alumni programs, talking to a class or helping future alumni think through their career aspirations, alumni are making a meaningful difference to the student learning experience. Let us know if you would like to be more involved by emailing us at [alumni@ucalgary.ca](mailto:alumni@ucalgary.ca). Similarly, alumni are helping the university connect with the community through taking on volunteer roles on faculty advisory councils, the senate or the alumni board. Other alumni have offered up their homes or places of business to host university events both in Calgary and in other cities. Leaders amongst our alumni are also finding ways to connect university initiatives with organizations tackling similar challenges throughout our community — through research or partnerships. The University of Calgary is a great story that continues to be written. Whether it’s a return to the “classroom,” catching up online, or taking an active role volunteering with the university there is a great opportunity for alumni and the university to grow together. I look forward to celebrating our Alma Mater’s 50th with you at Alumni Weekend.

**Vern Kimball**  
*President of UCalgary’s Alumni Association*

The Journey to the 50th



**A**s we prepare to enter the university’s 50th year, and to deliver the most robust alumni program yet, I thought I’d take a few moments to look back at the journey over the past few years. Building on one of many commitments it outlined in the *Eyes High* strategic vision, UCalgary undertook in 2012 a large overhaul of its alumni program. It conducted a large-scale study of its alumni, as well as major benchmarking against other alumni shops across North America. It outlined a game plan in a three-year *Alumni Strategy* and set about a deliberate course to develop the stage for 2016. In alumni communications, we’ve seen the revamp of *UCalgary Alumni Magazine* into an award-winning publication focused on finding the intriguing stories within our alumni community, sharing the best and brightest of the people at the university and keeping you up to speed on happenings at the university, while offering it all in a new creative, more playful package. We’re in the second season of the *Peer Review* podcast — our weekly series featuring in-depth conversations with interesting alumni from throughout the community — and we’ve heard from many of you that it’s become a staple of your staying in touch. This year, we’ve launched our digital video series and the weekly *Alumni Bulletin* — all with the intent of offering a more diverse suite of options for you to access the alumni and UCalgary story. On the program front, *Learn, Laugh, Lead*, is now in its second year and is determined to reach recent graduates with a mix of professional and personal-enrichment options. Under *Idea Exchange*, we’ve moved in a major way into regional programming with a focus on reaching alumni concentrated in eight centres across North America and Asia, as well as supporting a core group of alumni volunteer leaders in each. The Alumni Association’s marquee recognition program, *Arch Awards*, underwent a significant facelift, we’ve focused on identifying and increasing access for alumni to the countless lectures and panels across campus and we’ve launched our digital program this year with online networking sessions. All this while maintaining the core programming, such as *Skate with Santa* and *Grad Day*, that many have come to love. It’s been an incredible journey, and there are many in the alumni and university population who I’ve had the pleasure of experiencing their support and hard work over the last four years. Thank you. We’re ready. Alumni Weekend on April 30 and May 1 will launch an outstanding 50th year, with our *50 in 50* program series (stay tuned) at its core. Be sure to take it in.

**Mark C. Sollis**  
*Associate Vice-President, Alumni*





# A Campus TRANSFORMATION

by VALERIE BERENYI • Illustrations by TRAVIS SENGUS

Wouldn't it be fun to take a student from 1966 and flash-forward them to the UCalgary campus in 2016? Hold tight, daddy-o, as we do that very thing.

A freshman hops off a green-and-white electric trolley bus at the University of Calgary stop. It's a windy 1966 day and dust blows in from a nearby building site. Eyes watering, the student — let's call her Maureen — hustles to return a stack of books to the library before her biology class starts in the Science B building. Campus teems with more than 4,000 students.

Maureen was up late the night before, cheering on the Dinos, and the tap of chalk on a blackboard helps her focus on the professor at the front of the class. She takes notes on her yellow foolscap pad and thinks of lunch.

In the cafeteria — too expensive for most students, who'd protested over the prices a year earlier — Maureen forks over a dime for coffee, tucks into the Velveeta cheese sandwich she packed from home and reads about Bermuda Shorts Day in *The Gauntlet*.

Tonight, she'll type up an essay on her dad's whizzy new Selectric and ponder her future. Maybe a degree from the new social work program? Physical Education? Either costs \$300 per session.

The Dinos, *The Gauntlet* and campus construction — some things never change, but, if our fictitious freshman were to time-travel to UCalgary for its 50th anniversary (that officially kicks off on April 29, 2016), she'd be gobsmacked at the transformation on campus.







## The Earliest Days

Two decades before Maureen and her mod compatriots arrived on the scene, the university started humbly in 1946 as a branch of the University of Alberta, located on the Provincial Institute of Technology and Art (now SAIT) campus. In 1960, the University of Alberta, Calgary, moved to its present location in the northwest with two brand-new buildings, Arts and Science A. Nearby, McMahon Stadium opened.

Alan Arthur doesn't have to imagine what campus life was like in the early 1960s. He was there, an undergrad in history, stirring things up as *The Gauntlet's* editor by suggesting the university's teams should all be called "dinosaurs."

Now 74, Arthur (BA'62, UAC) describes the new campus on the city's edge as "a blasted plain, with two small buildings in the middle of the prairies. The wind was incredible." At the time, the nearby residential community of St. Andrews Heights was still under construction and, "whenever you opened your mouth outside, you got grit in your teeth," he says.

Getting there by bus could be an ordeal, says Arthur, so he often caught a ride with fellow student Maurice Yacowar (BA'62, UAC), now a professor emeritus in the Department of English. Sometimes, Yacowar's car, a 1952 Morris, couldn't make it up the 14th Street hill, so he'd drive up backwards in reverse. Arthur remembers poking his head through the sunroof, navigating by flashlight.

That same playfulness inspired Arthur to launch Bermuda Shorts Day on the last day of classes, April 1, 1960, by writing on a chalkboard: "Wear shorts tomorrow." The first BSD, now a legendary four-day event involving 10,000 students, featured a huge marbles tournament.

"Bermuda Shorts Day was very lighthearted," says Arthur, a born-and-raised Calgarian. "The weather was decent that day — no snowstorms — and it was a much more innocent celebration."

The student body was pretty conservative in the early '60s, says Arthur, *Gauntlet* editor from 1961 to 1962 (Yacowar was its founding editor). "Most of us weren't very political at all. There was a kind of an unthinking anti-communism because of the [1962 Cuban] missile crisis."

That changed rapidly and, by 1963, students began a drive for autonomy from the University of Alberta.

"Calgary was a dramatically smaller city in 1960s, but it was the biggest city in Canada without its own university," says Arthur, a history prof who took early retirement from Brock University in 2001 and now lives in South Carolina. "There was a sense of something new and that we needed to be independent."

In 1966, the Vietnam War was underway, John Lennon declared the Beatles were more popular than Jesus and the University of Calgary finally achieved full autonomy.

## Be Gone, Wooden Card Catalogues

The library has always been the heart of UCalgary, and it represents one of the biggest transformations on campus in half a century. Students flocked to it in 1966, and they flock to it now.

If our pal, Maureen, wasn't above a little rabble-rousing, she might have joined the 1966 Stay and Study Sit-In. The Students' Union lobbied to have the Library Block open on Sundays and stay open until midnight on weeknights. When nothing happened, 700 students staged an after-hours sit-in. Library administrators served doughnuts and Coke to the protesters, who got their wishes a year later.

Dizzying changes began in the early 1970s, around the time MacKimmie Library opened. Over the decades, paper card catalogues were digitized. Computer terminals replaced wooden card catalogues, only to be shoved aside by laptops. Digital copying of printed books, documents, journals and images skyrocketed. Enter the World Wide Web and, *boom*, everything was accessible anytime, from anywhere.

Librarians figured the apocalypse was nigh, but that never happened, says Tom Hickerson, vice-provost (Libraries and Cultural Resources). In 1999, UCalgary launched an Information Commons on the second floor of MacKimmie, open 24 hours most days, bristling with computers and staffed by service-oriented, technologically savvy librarians. It was one of the first Canadian universities to embrace this new vision.

"By 2001, students came rushing back into libraries to get access to technology and broader hours," says Hickerson, adding that part of that stampede was due to noisy dorms and safety concerns that saw many buildings on campus closed in the evenings.

"And, because of the way the spaces were organized in the Information Commons, you could look across the room and see all your friends," Hickerson says. "We very quickly became a different place — an intellectual, technological and social space."

When Hickerson came to UCalgary from Cornell University nine years ago, the library was nearing the end of its lifespan. "The collection at MacKimmie was driving users out of the building," he says. Books piled up on aisles at end of stacks, the old carrels didn't allow students to work collaboratively and plug-ins were scarce.

The Taylor Family Digital Library, one of the most technology-rich educational facilities in North America, replaced MacKimmie in 2011. It has 260 kilometres of data cabling, rooms where students can video-record themselves and polish their presentation skills, a digital commons, a 3-D printer, more than 5,000 electrical outlets and much more. About 600,000 books are kept in the stacks, tracked and shelved using radio-frequency identification; the remaining 60 per cent of the entire collection — 2 to 3 million items, including things like drawings and manuscripts — is stored in a high-density storage library off campus. It's serviced by forklifts.





Some lamented the changes to the library, especially the off-campus storage. Not Jack MacIntosh, a philosophy professor who joined UCalgary in 1966 and continues to teach 50 years later. (Why? “You can’t not do philosophy,” he says. “Everyone does it: they ask what is right, what is wrong, what is true and what is false. The greatest thing is to do it professionally.”)

As a researcher, MacIntosh loves having access — right at his fingertips — to the electronic forms of first-edition books and manuscripts dating to the 16th century and up to now. “That’s a tremendous research tool. It makes life so much easier,” he says.

Increasingly, the library itself is becoming a lab for faculty and graduate researchers. Take the TFDL’s Visualization Studio, a state-of-the-art digital facility with a high-resolution display wall and surround sound. The display’s 34.5 million pixels gives researchers overviews they could not see with an ordinary desktop monitor or projector. Astronomers can analyze deep-space telescopic images. Biologists can examine sub-cellular details. One PhD student pored over a digitized Arthurian-era manuscript, discovered seven tiny hands drawn in the marginalia and wrote a paper about it.

The TFDL is “wildly successful” with students, says Hickerson. “We opened with 1,700 user seats and immediately added another 200 seats,” he says. “It’s right-sized in that it meets the needs of our users 95 per cent of the time. But, during study week and finals, people cannot find a place to sit.”



Ewan Nicholson

THE TAYLOR INSTITUTE IS DESIGNED TO PROVIDE A SPECTACULAR LANDMARK FOR TEACHING AND LEARNING, HIGHLIGHTED WITH THE ENERGY-EFFICIENT GLOW OF ITS SPINE.

Aside from the books and a single remaining wooden card catalogue devoted to works by playwrights, Maureen would scarcely recognize the place. She might find the open spaces designed for collaboration a bit alien.

## Make Room For Working Together

Picture the self-contained classroom of Maureen’s day: chairs, desks and tables are bolted in place; students face the teacher at front, passively receiving information, then work independently before handing in their individual papers (on paper).

Today, students mostly work in groups, using laptops, tablets or other mobile devices to take notes, draw or otherwise capture information and ideas that are then shared, says Jennifer Lock, associate professor and associate dean (Teaching & Learning) at the Werklund School of Education.

Ever-changing technology supports collaboration. For example, a group project can be worked on simultaneously in a Google document, without the need to gather in one space. Technology also is changing teaching.

“As instructors, we access information anytime, anywhere. We use video clips and we put information online for sharing,” says Lock. “If an instructor is mapping out an idea on a whiteboard, it can be captured, saved, shared out and built upon. It’s changing up how we work and it enhances student learning.

“The notion of learning goes beyond what students received during their time on campus.”

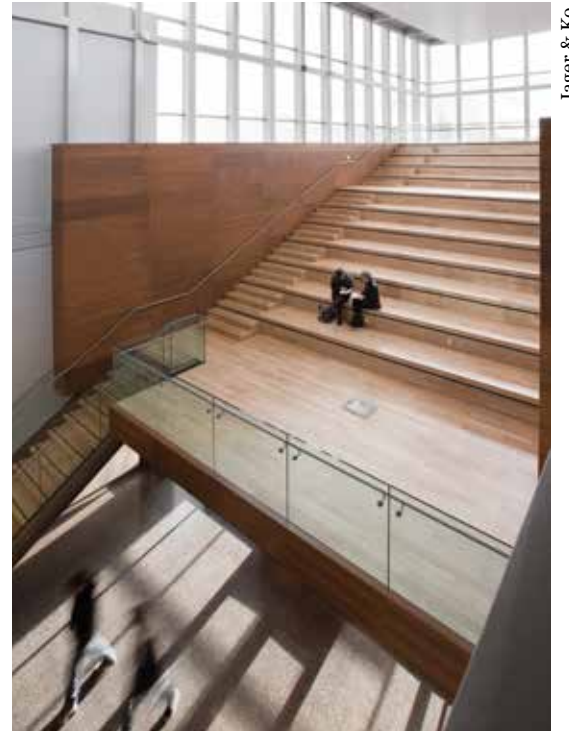
Forget the typewritten or handwritten papers (on paper) of yesteryear. Students in MacIntosh’s philosophy classes submit PDFs or Word files. “I type in my comments on the electronic submission right at the point where they’re required, so the student learns and gets better,” he says.

But even that is evolving as students have more creative opportunities to “represent their knowledge in different ways,” says Lock. They can draw or perform a presentation or create a video. “When you see and listen to a video of someone giving a testimony, it’s different from reading a text document. It’s a richer experience.”

The changes in teaching and learning cause “constant tension,” says Sharon Friesen, vice-dean in the Werklund School of Education, because people working in teams need flexible spaces, not just for their bodies, but for their activities.

“University has not kept up with the changes from a physical-plant point of view,” says Friesen, adding she’d like to see old classrooms “guttled.”





Jager &amp; Ko.

THE TAYLOR INSTITUTE PROVIDES CONTEMPORARY INFORMAL LEARNING SPACES FOR THE ENTIRE UNIVERSITY COMMUNITY, INCLUDING THIS AIRY ATRIUM.

She eagerly anticipates the April opening of the new Taylor Institute for Teaching and Learning, an airy two-storey space that has transformed the former home of the Nickle Arts Museum.

The Taylor Institute is meant to be an incubator for developing teaching and learning across disciplines and beyond campus. It is unique, says Lynn Taylor, vice-provost (Teaching and Learning). “There’s not another facility that we can find that was purpose-built and dedicated to improving the student learning experience and the teachers’ teaching experience,” she says.

Two huge banks of teaching space on the main floor can be divided into smaller spaces using partition walls that pull down from the ceiling. “Maybe you want your students to choreograph a dance,” says Taylor. “You push all of the furniture back, the tables all flip up, the chairs nest and, in about three minutes, you’d have a dance studio.”

Teaching stations can be positioned around the room: at the front, the side or the middle, depending on what the teacher wants. The furniture — tables, chairs, whiteboards — is flexible and can be configured in all sorts of ways and require only the lightest touch to move. Put it together; pull it apart.

Beyond storage, little is fixed in place. Despite the building’s “amazing IT backbone,” there are no AV apparatuses nailed to the walls or ugly cords snaking everywhere. They’re hidden in boxes in the floor, so that technologies can be moved around.

How does all of this flexibility help with student learning? Imagine a brief lecture, followed by small groups actively working together.

“There are times when the most learning-centred thing you can do is give students a really good short lecture on a concept that took people in your field decades to develop. You wouldn’t expect

students to figure out that on their own,” explains Taylor.

Now picture those students being able to quickly and easily move from the lecture into collaborative groups that can spread out, comfortably configure the space to their needs and seamlessly use the technology. Flexibility is key.

“Learning the concept is one thing, but, if you can figure out when and how it works and have the experience of applying it, then the concept is learned more deeply,” says Taylor.

If today’s classroom looks almost unrecognizable to a student of 1966, the near future would make even some of today’s students’ heads spin as technology will only accelerate the changes in teaching and learning.

More than ever, Friesen says, UCalgary must cater to an increasingly diverse student population, and access to online communication and learning is insatiable. Currently, her faculty has between 800 and 900 graduates working online. Twenty undergrads are working online and many more want to do so.

“At the same time, we need to serve rural and remote populations,” she says. “Many have the aptitude, but not the money or the physical means, and moving from rural to an urban setting is ferociously expensive.”

Friesen says higher education will increasingly become accessible online — so long as quality can be maintained. “People will still come to campus for a course or two. Social Work does that already. We do that,” she says. “But most faculties do not have online courses, so access isn’t yet sufficient.”

Lock takes it several steps further. She believes the campus of the near future won’t be bound by time, physical space or geography. “People who want to study with people of expertise will come together from around the world in a virtual online space,” she says. **U**

# Agents of Transformation



**T**hink of this issue as a voyage. In the previous article, you witnessed the sea change that’s rippling across the University of Calgary’s 50-year-old campus, while previous stories bumped you up against current issues and debates, all of which are changing the way the world learns. Creating possibilities for self-discovery and academic excellence, while building an entrepreneurial culture, has always been at the heart of our mission here at UCalgary where we see ourselves as catalysts that trigger big reactions. Or transformations. The following profiles are about five extraordinary people who were not only awakened by their experiences at university but emerged transformed — ready to disrupt, energize and, ultimately, change their communities and the world.

Photographs by James Mason



# Kent Hehr

## Plans Shattered, Plans Recast

by Ellis Choe

“It was a very scary feeling,” admits Kent Hehr, federal Minister of Veteran Affairs, BA’96, LLB’01, recalling his first day of classes at UCalgary in 1992. He had just left the hospital three months prior. He could no longer walk, he couldn’t hold a pencil and he was a rookie wheelchair user.

But there was something he feared more.

“It wasn’t so much my disability,” says Hehr. “It was about how the world viewed me. I wasn’t ready to see that.”

On October 3, 1991, then-21-year-old Hehr and his friend were in his car at a stop sign when words were exchanged with two men in another vehicle. The other driver pulled out a gun and shot Hehr, leaving him a C5 quadriplegic — paralyzed from the chest down, with limited use of his arms and hands.

Before he was shot, Hehr was an outgoing, promising junior hockey player for the Mount Royal Cougars. He enjoyed a part-time job at Safeway and had plans to become a physical education teacher.

“When I went back to school, I didn’t have any of those things,” says Hehr. “I lost my sense of self and didn’t know how I was going to adapt. But the U of C gave me an opportunity to find that identity again, that ability to be Kent again.”

But never, ever, did he dream that he’d be sharing his life with Canadians from the perch of a federal cabinet ministry in Ottawa; or by making history last October as one of the first two federal Liberals to win a seat in Calgary in 47 years; or by defying the odds by winning two elections in a row as Alberta Liberal MLA for Calgary Buffalo, serving from 2008 to 2015. Or, for that matter, graduating with a law degree and landing a position with Fraser Milner Casgrain and being named Grad of the Decade by UCalgary in 2005.

Hehr’s first year back at school began tentatively with two courses — made possible with overwhelming support from his tight-knit family, notably his younger sister, Kristie Smith, BA’96, LLB’99. She registered in the same courses so she could accompany her brother and take notes.

“Kristie had to pick up a lot of the pieces to help me out,” he says. “It’s very true that disability doesn’t only affect the individual, it

affects the entire family as well.”

His parents, Richard and Judy, both former teachers, decided to move the family into a new wheelchair-friendly house after Hehr’s nine-month hospital stay was over. His grandparents drove in from Lethbridge every week to help out for the first five years. His cousin also moved in and helped with driving, to and from school, as well as also helping take notes for Hehr.

“It was hard on the family,” says Smith, Senior Legal Counsel at TransCanada Pipelines Ltd. “Kent needed a lot of help and support, but we all did what we had to.”

That network of support included professors and peers, who recall it didn’t take long for the gregarious Hehr to make his mark, both socially and academically.

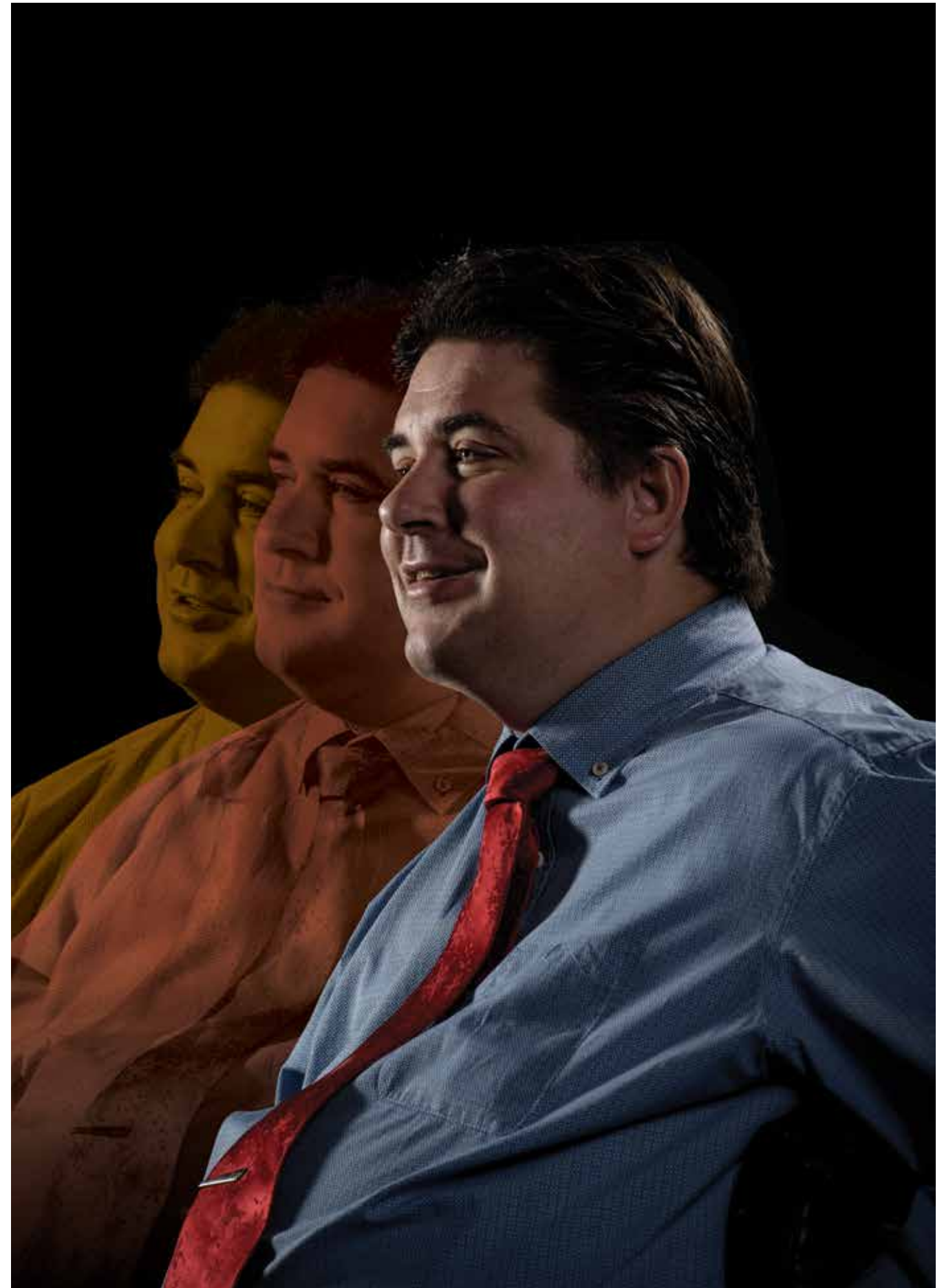
He took on the role of Alberta representative for the National Educational Association of Disabled Students (NEADS) and eventually became its president. In 1997, when the United Nations awarded Canada for its progress on the rights and needs of the disabled, then-Prime Minister Jean Chretien invited Hehr to join him in New York to accept the Franklin Delano Roosevelt International Disability Award.

Hehr’s former Canadian Studies professor, David Taras, says it’s hard not to be affected by someone so determined and willing to overcome any barrier.

“He was extraordinary,” says Taras. “He was so positive and so curious about ideas. It was like a wave moving through the class — emanating from Kent Hehr. I remember him as having great respect for others. Enormous respect. That’s a hallmark of his political career, the way he touches others and respects others and has the ability to listen.”

And he couldn’t be happier. In fact, Hehr says, he is “100-per cent happy.”

“I am a better human being as a result of what happened on October 3, 1991. I do not believe I’d be living as enriching a life as I am right now if this didn’t happen to me. I don’t believe I would have learned as much and I don’t believe I’d be contributing as much.”





# Sandra Manyfeathers

## Reshaping Her Future

by Mike Fisher

**A**s she answers her phone, Sandra Manyfeathers clamours to be heard over a cacophony of happy children's voices. "I'm still teaching," she says. "Can you call me back?" Manyfeathers is at Nickle School in Calgary's south-east, working as a substitute teacher, leading two Grade 9 humanities classes. The 32 students are seated at wooden-topped metal desks, arranged in neat rows in the second-floor classroom. There is a window close to the teacher's desk. Manyfeathers has no time to look out it, nor does she want to. She loves being here.

"I promised them if they worked hard, and they have, that they could have the last five minutes to just chill, and they're just really excited," explains Manyfeathers, before ending the call.

When Manyfeathers sat as a young girl inside a classroom at St. Mary's Indian Residential School on the Blood Indian Reserve, the scene was starkly different.

"We were told in the residential school that we were weak, that we were never going to make it in life," Manyfeathers, BEd'15, recalls later when she has time for a proper interview. "When this happens every day, when you are psychologically and physically and emotionally and spiritually abused, you tend to believe it."

Manyfeathers has transformed herself from the frightened, but determined student in the residential school system to a proud Blackfoot woman who has become a success in the broader educational community. There was no *aha!* moment, no revelatory event or turning point. Her step-by-step journey has been, in part, an overcoming of every obstacle thrust in her way from the time she was a little girl in a grim classroom on a reserve.

She aims to turn her own transformation into a gift for her students.

"I started as someone who didn't believe in herself — because, in residential school, I was told again and again that I could never be successful — to become a person who can perform at a high capacity," Manyfeathers says, aiming to become a policy analyst. "Now I can help students transform themselves into excellent achievers."

"My mother was a model of success for me, studying hard to become a registered nurse and social worker in her own community. I would like to be that person for my students."

The Truth and Reconciliation Commission's report on the history of residential schools resulted in 94 calls to action to try and address

the damage inflicted upon some 150,000 aboriginal, Metis and Inuit students. Among the many calls, the commission has urged the government to address the backlog of First Nations students seeking university education.

Manyfeathers has found her journey, from the residential school through university to employment as a teacher in Calgary, enormously challenging. She's made an effort throughout the years to remain firmly and proudly rooted in Blackfoot culture, which is substantially different than what most people consider mainstream.

"In getting a post-secondary education, it wasn't just the language that I have had to change, it's the way I think, the way I need to explain myself so that others [who are not First Nations] can understand me," says Manyfeathers. "The Blackfoot language has a different structure than the English language, in that [it] is a relational language. Although I predominately communicate with others in English, my ways of knowing stem from the Blackfoot worldview."

Hired as a cultural instructor to teach Blackfoot language and culture for the Calgary Board of Education in 2009, Manyfeathers is now making the transition from instructor to her first love, being a teacher who can help students — especially the ones seen as difficult or outsiders — shine.

"When I can help a student to see the gift that they have inside themselves, I get excited for them; it can bring me to tears," she says. "If there is a student who turns their chair to face the wall, away from others, thinking badly of themselves, seeing no place for themselves, this is the student I want to help."

Manyfeathers did, in fact, reach out to a student in one of her classes who had turned away from the class, facing the wall, branding himself a loser. It was as if she was back in that classroom in the residential school, comforting a classmate. She explained gently to him that he was using powerful, negative self-talk to hurt and restrict himself. If he could start by changing this language, he could begin to heal himself.

"A student facing social hardships is going to have trouble adapting to the school norm," she says. "The school system, with all of its regulations, is troubling for these students. It's these students that I feel need extra support. Eventually, I want to advocate on behalf of First Nations people so that others understand us in a way that works for everyone."





# Janice Manchul

## Signing at School

by Erin Carpenter

**J**anice Manchul has a firm handshake and a steady eye. Her hands and eyes are a means of social interaction, but, for years now, they've been much more — they're how she communicates with her clients, many of whom are hearing-impaired.

Manchul has arrived at a sociology class on campus to provide sign-language interpreting for Chris Daeninck, a third-year student. After introducing herself to the professor, Manchul stands at the front of the small auditorium within Daeninck's line of sight.

While the professor discusses how new media has transformed culture, Manchul translates the lecture for Daeninck using American Sign Language. Her hands dip, her fingers fly; her eyes lock on Daeninck's. Her expressions are emphatic; she shifts from foot to foot. Daeninck watches her intently behind his laptop computer. Another interpreter takes notes to ensure Manchul captures the content and context of the lecture. It's an intense process, loaded with nuanced information.

"In our profession, we are doing what I call processing," Manchul explains. "Processing means that I have to be attending to the message, as well as attending to the environment. I have to say, 'Here is the message, here is the instruction, here is the lecture, here is a moment of learning. How do I seamlessly try to mediate so that the students have the opportunity to interpret on their own terms what is being led by instruction, just like everyone else in the classroom?'"

Manchul began her interpreting career 23 years ago, due to her unusual background.

"My mother and father are deaf, my mother is deaf-blind, so I grew up in a household of deafness where my first language was visual language," she says.

Friends encouraged Manchul, as a hearing person, to become a sign language interpreter — something she initially resisted.

"My attitude originally was, 'I don't want to become an interpreter; deaf people can get an education without an interpreter — my mom and dad get along fine. Neighbours talk to them, my mom knows

how to write, my dad knows how to write, they're both educated; why would I want to be an interpreter?'" she says.

Manchul's friends persisted until she finally enrolled in an interpreter-training program in Edmonton. There, a class on deaf culture, led by a deaf instructor, transformed her.

"I understood more about myself and that's what tweaked me to go, 'You know, I have something to offer,' because interpreters are like a third culture," she says. "They're not deaf, they're not hearing, but they understand how to navigate between the two worlds. Well, who better to do that [than someone] who has the innate ability, because I was born into those two worlds to navigate, so why not use my relationships toward the role or to a professional practice?"

Manchul, along with two other people, owns Freelance Interpreters Consolidated, subcontracting to 40 other sign language interpreters, most of whom are Alberta-based. Most of their clients are post-secondary institutions that have deaf students such as Daeninck.

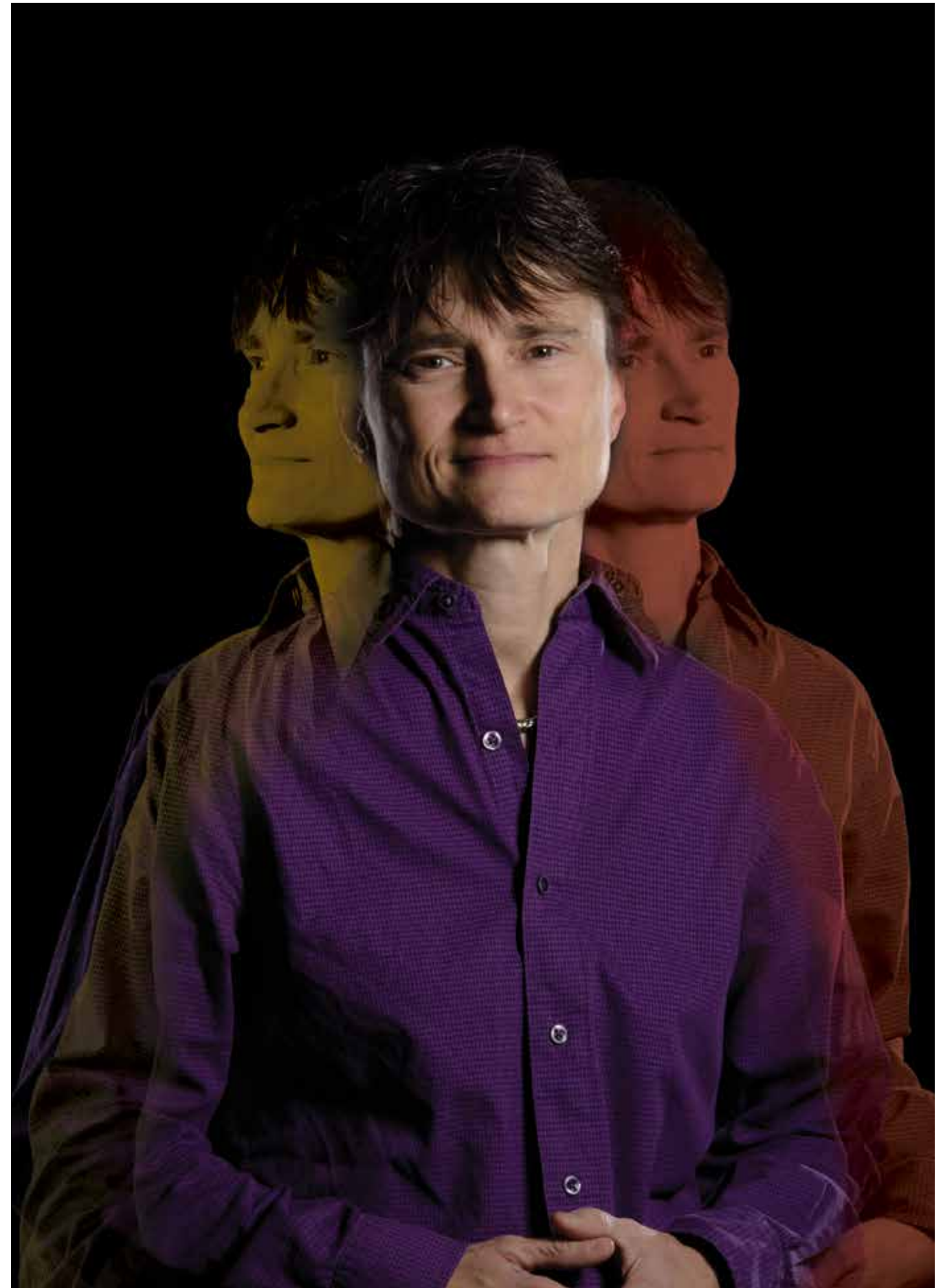
"It's been great having interpretive services on site," Daeninck says, using sign language interpreted by Manchul. "I can understand what the professor is talking about in my native language, in my own language, and then, in turn, the professor understands me, even though I'm using a different language than they are."

Daeninck says the availability of interpretive services has transformed his university experience beyond the classroom.

"I feel like I am a citizen of the U of C campus, absolutely," he says. "I feel really comfortable."

Manchul herself was UCalgary student, reaching her third year of Community Rehabilitation and Disability Studies before commitments in her personal and professional life took over. She says her work has left its mark on her, too.

"It actually has changed me," she says. "Meeting people, understanding worldviews not only from my perspective, but understanding worldview in terms of how I impact and what [I impact]. That, for me, encourages more mindfulness, and that makes me a better person — not only in my work, but also in relationships I have outside."





# Jeremiah Niyonzima

Refugee Student Aims to Heal Others

by Mike Fisher

Jeremiah Niyonzima struggles to put the big bucket on his head. It's filled with the water his family needs for the day. Others jostle at the water pump, shouting and arguing. He threads through them, toward the mud brick hut where his family waits.

He's eight years old, living in a refugee camp.

For the next 13 years, dodging along makeshift streets and pathways, cutting past mud brick huts and tents, Niyonzima goes to fetch water. His family fled war-torn Rwanda when he was two years old. He has grown up inside refugee camps in Africa for most of his life.

Two years ago, he caught a break and came from the Dzaleka Refugee Camp in Malawi, in southeastern Africa, to the University of Calgary. Today, he's a second-year nursing student, his eyes set on becoming a physician.

He's transforming his hardscrabble life in a refugee camp into a purposeful mission aimed at helping others.

"My mom has health problems, so life is harder for her," says Niyonzima, 23. "If I become a doctor, I can help my mom. I can help other people who are sick or have poor health.

"In Africa, I saw how people struggle with life. How they need help in a hospital, how they need someone to help them recover. For me, being a nurse or a doctor is a way to help people. It has been a passion for me, even when I was younger."

His mother and father, as well as three of his four siblings, are still in the refugee camp in Malawi. Niyonzima sends them money when he can — his mother raises chickens on a small scale to supplement the little food they get from the World Food Organization — and he keeps in touch using email, phone and even Facebook; there is a small Internet café in the camp.

Niyonzima plans to apply for Canadian citizenship after living in Canada for four years. Then, as a Canadian citizen, he plans to sponsor his family.

"I will not be financially equipped to sponsor them to come, which means that I will have to look for sponsors who can help to reunite me and my family," he says.

The University of Calgary Students' Union has had a partnership with the World University Service of Canada (WUSC) for some 30 years, helping to bring refugees to study at the university.

Niyonzima came to UCalgary through this program. The university pays tuition, textbook costs, admission fees and accommodations for first-year refugee students. More than 300 students applied to WUSC when he was at the camp and they picked 20 based upon academic and language qualifications.

"In the camp, education is not taken seriously, because no one has hope of going further with school once they finish the primary school," he says. "So students just go to school to pass the day.

"I did my primary education in the refugee camp for eight years and was lucky enough that I got good grades and received the government sponsorship to do my high school outside the camp for four years."

Niyonzima's transformation from refugee camp to life at the University of Calgary has been almost seamless.

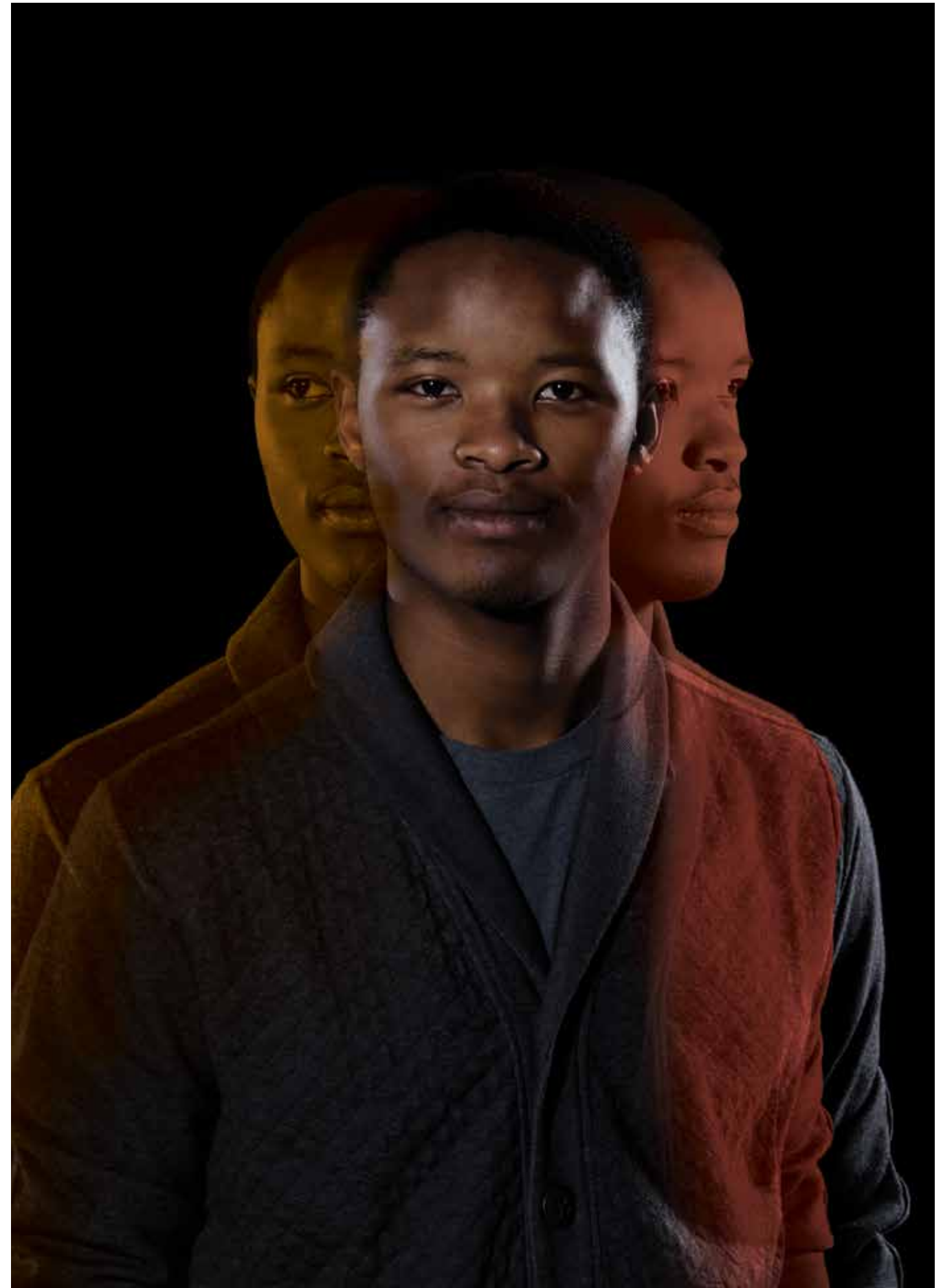
Sarah Pousette, the Students' Union vice-president (operations and finance), says: "I'm inspired that, despite everything Jeremiah has been through, he wants to contribute to improving the well-being of the human race. He's a great reminder of why a program like this is so important and the value that students from other countries bring to our campus."

Ruth Swart, his instructor in the Faculty of Nursing, says he has fit into the academic program remarkably well.

"Jeremiah is helpful and respectful," she says. "He's personable and friendly. He has worked hard in his classes and he has made great efforts to do his best. He gets along really well with his peers, functioning well as part of the team."

Now he's living with two other students in a comfortable house. In the mornings, getting water is simple. He just turns on the tap.

"I'm still learning how to adjust," says Niyonzima. "I speak five languages, so that has not been a problem here. But learning to adapt to the weather, which is always changing, it seems — that has taken effort."





# Teri Bryant

## Trailblazing Trans Issues

by Deb Cummings

For most of us, “male” and “female” are our cultural signposts. They’re an organizing principle that makes our crazy little world somewhat tidier, leaving us with neat parameters, constructed to give us comfort.

And then there are people whose lives confuse and disturb that rigid little construct — people like Teri Bryant.

For more than 40 years, now-retired Haskayne business professor Teri Jane Bryant (originally known as professor Terry Ursacki) lived with an identity that didn’t fit.

Although Bryant is now comfortable as a woman, there were decades when she didn’t feel right with the gender box she was required to check when self-identifying.

“Medically, I am now a post-operative male-to-female transsexual,” she quips, “but, if we are being honest here — I went from being an unsuccessful man to being a successful woman.”

This is her story.

Born genetically male in London, Ont., Bryant was the first child in a family that shuffled around small-town Ontario so frequently, Bryant remembers attending nine schools in nine years. By the age of 10, Bryant had no friends and plenty of secrets. The only outlet for an irresistible drive to be a woman was to dress up in her mother’s clothes when the house was empty. Her sense of isolation was accentuated by non-stop bullying that lasted until high school.

Bryant, however, was bright (she knows five languages) and, by grade thirteen, had saved enough money toiling at a supermarket to leave small-town Ontario behind. In quick succession, she completed undergrad studies at Laurentian University, a semester in the Soviet Union, an MBA, a traineeship in Japan, four years in banking and a PhD at UBC, before coming to Calgary in 1990 to teach international business in the Haskayne School of Business.

All these academic accomplishments in the skin of a man — a man so driven to be a woman, Bryant actually cross-dressed while her university roommate slept. And this was in a residence run by Jesuits.

However, it was still almost another decade before Terry would become Teri in 1999, ending decades of gender dysphoria. By then, Bryant had become a popular business prof, and had begun to venture outside, dressed as a woman. These secret expeditions involved carefully avoiding human contact, until in 1993 she discovered a transgender club in Calgary called Illusions.

“Going public, even just a little, made me a much more open person,” concedes Bryant. “After a few glamorous drag performances, I disclosed to my dean that I was cross-dressing.”

Twirling her red pony tail around a finger, Bryant says, almost coquettishly: “Who else can say that they were simultaneously Area Chair of the Policy and Environment Group and Empress V of the Illusions Social Club?”

Joining the trans community gave Bryant the knowledge and confidence to plan her transition. She signed up for psychological counselling on transgender issues, started electrolysis and voice therapy, and scheduled cosmetic surgery. After completing the required year living full-time as a woman, she had two surgeries in the US in 2000 and 2001 to complete her transition. She covered the \$100,000 tab by mortgaging and then selling her dream home.

“I will always remember returning to university that fall as a woman,” says Bryant, concerned about students who knew her as a man.

“I remember this one student who looked at me a little quizzically, as though I was speaking Martian while everyone else was acting normal,” she grins, cuddling her cat, Wallace. “Of course, you’d wonder what wormhole you had just stepped through? But the student sent me an email after class and said you know, ‘I was confused, but now I understand and support you.’”

After those agonizing decades of psychological distress over Bryant’s biological sex, was the transition that easy?

A self-confessed control freak, Bryant admits to having been very, very prepared. Before her first workday as a woman, she sat down with every faculty and staff member and explained what was going on. She also met with the university’s sexual harassment coordinator, who helped devise a handout for her students.

“I was pretty matter of fact,” Bryant recalls. “I told my students I had made a change in my life and if they had questions they could refer to the services in the handout, and then I think I said, ‘Let’s get on with the class.’”

Two years after that, Bryant married and now tries to give back to the trans community by speaking to various interested groups, from church congregations to healthcare professionals, helping ensure that genderqueer kids growing up today aren’t marginalized the way she was. **U**





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## Pay It Forward

# Gift-Giving Comes Full Circle

Former Encana CEO meets the philanthropist who gave him his first break

by Mike Fisher

**G**wyn Morgan is hunched over a table where he pays for room and board, pen in hand. He's pushed his textbooks off to the side so he can concentrate on writing a letter. He wants to get it right. Money has been scarce since he moved to Calgary from his family's farm near Carstairs so that he could attend university.

The Robert B. Paugh Memorial Bursary in Engineering he just received to continue his university studies will eventually transform his life — and help influence Canada's economy, as well as alter Calgary's skyline.

"At present, I'm finding second-year engineering both interesting and challenging, but without some form of financial assistance, I am afraid that I could not continue," he writes in early February 1965. "I hope to be a chemical engineer and you have brought me closer to my goal."

Morgan's handwritten letter to the woman who established the bursary is a pivot on which 50 years of University of Calgary philanthropy turns.

### Honouring 50 Years of Philanthropy

Margaret Clarke is the longest-standing donor supporting UCalgary students, and is the woman to whom Morgan penned his thank you. She established the bursary in 1964 to honour her late husband, Robert.

Every year, two students at Schulich School of Engineering benefit from Clarke's support — an undergraduate bursary and a graduate student scholarship, each worth \$1,000. During 50-plus years, Clarke has helped more than 100 students continue their studies.

She enjoys receiving the thank-you letters, which often give her a glimpse into the students' lives. As UCalgary has grown over the years, so has the range of recipients, with a notable increase in women and international applicants.

What started as a simple gesture to honour her husband with a gift to needy students has lifted some of the country's best and brightest over financial hurdles.

"When I started this, I had no idea the impact [the bursaries] would have," says Clarke, now 82. When she began to offer financial assistance to students, she was newly widowed, with three children. "I wanted there to be something so that Robert would be remembered."

Morgan was the very first undergraduate recipient, receiving a much-needed \$500 (equivalent to about \$3,700 today).

After graduating university with a mechanical engineering degree, Morgan would go on to build Encana Corp. — Canada's largest energy company, with a stock market value of \$60 billion when he



Gwyn Morgan (left) reads the letter of thanks he sent to Margaret Clarke more than 50 years ago.

stepped down as CEO at the end of 2005. And the Bow building (at 237.4 metres tall), a.k.a Encana's headquarters, would become the tallest skyscraper in Canada outside of Toronto.

### Marking a University Crossroads

When Morgan received the bursary, he stood at a crossroads in Canadian university history, as the University of Alberta campus in Calgary was poised to become the University of Calgary in 1966.

"It was during my second year that students started to hold Autonomy for UAC rallies," he says. "The following year, Calgary had its own university and now here it is celebrating its 50th anniversary."

Beyond Clarke's financial contributions to students in need, her family has contributed to UCalgary's long history of graduating engineers. Her son, David, graduated from engineering in 1980 and her grandson, Erik, graduated from Schulich in 2010.

### Paying it Forward

In an elegant twist of fate, Morgan has gone on to pay forward the help that he received from Clarke.

He has established his own bursary for second-year engineering students with his wife, Patricia Trottier. The \$25,000 "Be an Engineer" Bursary, awarded through the Gwyn Morgan and Patricia Trottier Foundation, will be dispersed as a \$5,000 award for the first time to a student in the fall of this year.

"The bursary I received as a student has helped bring things full circle," Morgan says. "Soon, Pat and I will have our own pile of letters from Engineering students who will have received our bursaries." **U**





Completed in the fall of 1965, and modelled after a similar building on the University of Alberta campus, the lower level of this mystery location has morphed from office space to a hub that accommodated the needs of international athletes who participated in the 1988 Calgary Winter Olympics. After the Games, the lower space was reorganized to better serve UCalgary students, providing different services, some of which are still offered today.

One of the most popular services housed in this building is essential to all members of the UCalgary campus community. It is through this office that staff, students, faculty and alumni can gain access to active living services, obtain library privileges and have security access granted to certain campus spaces. To speed up the process of obtaining these privileges, new community members can submit their information and identification photo online, and pick up their credentials at a later date. And, yes, selfies are allowed.

Just down the hall from the identification office, you can find those responsible for making campus feel like home for thousands of visitors every year. Serving scholars anywhere from age 17 to their mid-50s, this department manages living quarters and common spaces of all sizes and styles. Assuring students have clean, safe, well-maintained inclusive spaces to live in, this office also encourages its tenants to foster strong connections amongst each other by providing academic and social activities geared towards enhancing their post-secondary experience.


As the building's physical space has evolved to accommodate conferences, town hall meetings, weddings and the needs of more

students, so has its main kitchen's food offerings. Alongside classic staples like pizza, hamburgers and french fries, food menus are constantly being updated every four weeks to please the palates of the diverse student body. Whether a patron is an international visitor, vegetarian, vegan, gluten-intolerant or someone who requires organic or halal options, patrons can request food options and express their service-related opinions through an online platform that is guaranteed to garner a response within 48 hours. With all these healthy options, the Freshman 15 may become a thing of the past.

Not only is the food provider cognizant of the needs of its patrons, they are also conscious of their environmental footprint. When possible, food is sourced from provincial farms and grown in an onsite urban cultivator that produces micro greens and herbs. To further reduce environmental impact, recycling bins are easily accessible, unused organic matter from the kitchen is composted and to-go food is served in compostable clamshells. There is also a possibility of community garden space being integrated into some of the building's exterior green space in the next few years.

When you head off to obtain your Unicond with a wedge of locally farmed, gluten-free berry cheesecake in your hands, where, *exactly*, are you? — Kelsy Norman **U**

**How to Play**  
Identify the cryptic location where the photograph was taken and you could win a \$70 gift certificate to the University of Calgary Bookstore. Visit: [ucalgarymag.ca/wherearewe](http://ucalgarymag.ca/wherearewe)




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