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Spring 2015

VIEW

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VIEW

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DEAR VIEWER

There are many things to say about a university. Universities have a long history of enabling people to address the challenges and opportunities in society. There are stories about great discoveries that are making a difference in people's lives, about how technology is changing the way information is disseminated, or about how athletics and entrepreneurship are shaping tomorrow's leaders. These and other stories are exciting and certainly justify the headlines they attract.

At the same time, along with all of these eye-catching stories and headlines, there is the foundation of what universities do that ultimately enables everything else. It is the foundation of teaching and learning. In this issue of VIEW, we go back to these roots, and explore how they are shaping the future of the University of Windsor and the lives of our students before and after they graduate.

In this edition, there are, of course, snapshots of some of the research and scholarship happening on campus, including a story about recent UWindsor additions to the Royal Society of Canada. But much of what you will read is a glimpse into the heart and soul of teaching and learning. It is a truism that any organization is about its people, and it is with great pride that we can showcase some of the people who are continually reinforcing our foundation.

When Faculty of Law Prof. Jasminka Kalajdzic describes the experience of seeing students immersed in the material and asking hard questions as being "intoxicating," and Kinesiology Prof. Kevin Milne says that his whole approach to teaching is to make sure his students do not feel like "a number," you start to get a sense of how strong the dedication to teaching and learning is at the University of Windsor.

Our university's commitment to teaching has been its royal jelly throughout its history. It is the great concoction that binds all disciplines together in the common goal of improving lives.

For VIEWers who are alumni, I hope that these—and other stories in this issue—make you wish, if even for a moment, that you could do it all over again.



Dr. Alan Wildeman

A handwritten signature in dark ink that reads "Alan".

ALAN WILDEMAN

President and Vice-Chancellor



Krysia Bussiere

Designing Woman

As an architect, Krysia Bussiere BA '12 doesn't want to just build buildings. She wants to help build a community.

"Architects can affect change on both a social and a physical level," the UWindsor grad says of her work at the Detroit, Mich., architectural firm, Hamilton Anderson.

Bussiere doesn't shy away from a challenge. When told by Dr. Veronika Mogyorodý that the University's new Visual Arts and the Built Environment program (VABE) would be "difficult and demanding," she was intrigued. In fall 2009, she enrolled as part of its first class.

VABE is a collaboration of the University of Windsor's School of Creative Arts and the University of Detroit Mercy's (UDM) School of Architecture. It combines the study of art and architecture to give students a breadth of knowledge and experience in both disciplines.

For Bussiere, VABE combined very "loose" things like the visual arts with very technical things. "It was really fun," she says. "Like solving a puzzle. I love thinking about how people move through space, or how architecture or cities can be influenced by and influence culture. It's thinking on so many different levels."

The VABE program focuses on art in the first two years. If a student's primary interest is in visual arts, they can complete third and fourth year at the University of Windsor and graduate with a Bachelor of Fine Arts in Visual Arts and the Built Environment.

If they are interested in pursuing architecture and qualify, in third year they can apply to the architectural program at UDM.

For Bussiere, the goal was always architecture. "I wanted to study architecture, but I also wanted to learn the fundamentals of drawing and sculpture." She spent most of first year learning to draw in various mediums, as well as some painting and sculpture, which is helpful because architects need to be able to convey their design ideas visually.

"The visual arts classes taught me how to control my hand for modelling and drawing," she says. "By second year, we were all so confident in our skills that we could model creatively and quickly in such great volume."

Bussiere spent her third-, and fourth-year co-op placements with Toronto-based B+H, one of Canada's largest architectural firms. "I learned more and more about the architectural process. I learned about 'construction documents' and how they zero in on finer details as a project progresses. Over time, I was given more and more responsibility."

Through B+H, Bussiere worked on higher education buildings and on the Markham Pan Am Centre erected for the 2015 Pan/Parapan American Games in Markham, Ont.

She earned a Bachelor of Arts in 2012 from UWindsor, part of VABE's first graduating class. The alumna was accepted to the University of Detroit Mercy School of Architecture, and went on to earn her Bachelor of Science in 2013 and Master's in Architecture in 2014.

Bussiere joined Hamilton Anderson, a Detroit firm that handles a wide variety of projects that include architecture, landscape architecture, urban design, and interior design.

She initially began as an intern, but is now full time. "While you're in school, you hear about firms from your professors and get in your mind where you'd like to work based on what they do and the people who work there."

"Working with Hamilton Anderson appealed to me because they have a great studio environment and take on large-scale projects—but also smaller-scale projects—in the city of Detroit."

Detroit, freshly sprung from its term as the largest city in US history to declare bankruptcy, is working hard to transform itself. Part of this includes attracting investors and tenants to its once-bustling downtown. Hamilton Anderson is one of the firms helping to shape its new face in an effort to reverse the exodus of businesses to the suburbs.

What Bussiere loves about her work is the range of projects she works on. "You're constantly learning and it's interesting."

She also enjoys "the constant dialogue between you and the client and you and the contractor so that the work being done matches the needs, expectations and standards."

The architecture of both Windsor and Detroit fascinates the grad. "I grew up in the area and want to learn more about its architectural background."

Of particular interest to her is Detroit, perceived by many to be on the cusp of a long-hoped-for renaissance. During her UDM studies, projects frequently involved local sites in the Motor City.

"I think it's rare for an architectural program to focus on the community aspect, and the need to create projects that benefit the community," she says.

"You came away from it with this sense that you have to be responsible with what you're designing. We muse about the kinds of changes we can create as designers, architects, landscape architects and how we can tangibly change, because that's what we've learned." ■



Adriana Baggio

Moved to Make a Difference

Giving back is a common theme in the very busy life of Adriana Baggio, fourth-year movement studies student in the UWindsor Faculty of Human Kinetics. “The multiple positions I’ve held all give back in some way, shape or form.”

For example, she values giving back to the community as she did on an international level when she travelled to Nicaragua as part of the entrepreneurial initiative organization, Students Offering Support (SOS). She volunteered to go to Nicaragua in August 2012 as a second-year student and the president of the Windsor SOS chapter. She spent two weeks with about a dozen other students to distribute supplies and help fund and sustain various educational projects in the community.

“Being able to experience that culture has been invaluable,” says Baggio. “We got to live the way the community members live. We all stayed in a room. We all slept next to each other on the floor. We had rice and beans twice a day. We had to put our water through a water filter. We had to take a shower with a bucket of water.”

But the greatest hardship was saying goodbye.

“You just get so connected to the community, and they are just so grateful,” says Baggio. “You’re not only giving them the money to send more students to school. It’s not about the material things you can give someone—it’s about using whatever you can give to show your appreciation.”

She says it was a very eye-opening experience that made her appreciate many of the simple and little things in life. “Some of the kids have never seen a picture of themselves, which is—I think—something that really hit home.”

Baggio has found many ways to contribute during her four years at the University. She is president of the Human Kinetics Society, and is part of the Faculty of Human Kinetics mentorship program, KinOne. It is designed to help and guide first-year kinesiology students throughout their academic year.

“We’re family in the HK building,” she says. “We’re also a little bit off-campus and that just contributes to the family atmosphere. We foster that sense of community and helping others.”

“I AM EXTREMELY
PASSIONATE ABOUT
GIVING BACK.”
ADRIANA BAGGIO

“Adriana is an exceptional student, leader and advocate of our program,” says Dr. Dave Andrews, kinesiology department head. “Her positive energy and enthusiasm for enhancing the student experience in the Faculty of Human Kinetics and at the University of Windsor is unwavering and, seemingly, unlimited.”

Baggio is also the student representative for the HK faculty at the Ontario Universities Fair held in Toronto each September, attended by thousands of prospective students, and helps with HK’s participation in the University’s fall and spring academic open houses.

“Several current students are in our program because they met Adriana in Toronto and were so impressed that they decided to give Windsor a serious look,” says Wayne Marino, former associate dean of the faculty.

After graduation, Baggio intends to pursue a degree in naturopathic medicine.

“My main goal is naturopathic medicine, but it has a long road to universal acceptance as a health care field and as a profession for naturopathic doctors.”

Naturopathic medicine is a complementary alternative medicine that blends modern scientific knowledge with traditional and natural forms of medicine. She says that diet and exercise can provide an excellent non-pharmacological approach to chronic diseases, but that it still warrants further academic research.

“I’ve learned throughout my four years that research is a huge component of our faculty,” she says. “You don’t necessarily think of research when you’re coming into university, but you find out how important it is to your studying.”

Baggio hopes to utilize what she learns to make a difference. “I am extremely passionate about giving back. And whether that’s on a global level like Nicaragua or giving back to my faculty, I will always put a thousand per cent into everything that I do.” ■

Darko Milenkovic is a second-year student in the University of Windsor Digital Journalism program. He has also written for The Lance student newspaper.



Dr. Robin Gras

PREDICTING THE UNPREDICTABLE

What if you could predict when an epileptic person was going to suffer his or her next seizure?

UWindsor computer science professor Dr. Robin Gras has developed software that can do just that.

Gras' work has proven that some complex chaotic systems are no longer unpredictable. One example of a complex system is the brain. Another is the stock market. Essentially, these are things in which countless small interactions contribute to a final outcome.

"The most common image is that of the butterfly effect," says Gras. "The small change in a complex system can have dramatic consequences a long time later, on a very large scale."

Nature is full of complex systems that are made up of seemingly random events. Until now, that chaos has left us bewildered when trying to predict the future of these systems, says Gras. But now, he and his graduate student, Abbas Golestani, have developed software that's capable of accurately forecasting the future of chaotic systems.

Gras is an associate professor in the School of Computer Science and Canada Research Chair in Learning and Simulation for Theoretical Biology. He and Golestani used data and their software, GenericPred, to successfully predict the future of financial markets, climate change and epileptic seizures.

They published their findings in the October 2014 edition of the journal, *Scientific Reports*. "Other existing methods cannot predict trends. Their predictions diverge very fast. Now, someone can effectively predict over a long period of time."

The financial industry is a particularly complex system that varies drastically from day to day and is impacted by many individuals. Gras says it would be incredible if we could be warned that an economic meltdown was imminent.

Gras and Golestani plugged in two years of stock prices from the Dow Jones Industrial Average into their model and were able to forecast the next six months.

Gras and Golestani have applied the software to climate change prediction. They have forecasted the next 30 years of climate change based on 100 years of previous data.

The findings were not positive for the environment. Gras plans to continue the research to try forecasting the future of earthquakes as well as such medical issues as heart attacks and Parkinson's.

The team has even made a medical breakthrough. They were able to predict if someone with epilepsy would have a seizure in the next 17 minutes.

"Up until now, the best prediction was a few minutes ahead and had an accuracy of 60 to 70 per cent," Gras said. "We got 17 minutes with 100 per cent accuracy for 21 different patients."

The research team used electroencephalography (EEG) readings of patients, which measures the brain's electrical activity along the scalp. A half-hour of EEG readings plugged into the software was enough data to give someone with epilepsy a 17-minute heads-up that he or she was going to have a seizure.

The medical breakthrough findings have attracted media attention across Canada. Gras' discovery was written up in *The Windsor Star*, *Ottawa Citizen*, *Vancouver Sun* and Radio-Canada's national French language broadcast and CBC Windsor's Windsor Morning have interviewed him. He was also featured on CTV's flagship morning television show, Canada AM.

A special monitoring device would be required to send data to the team's GenericPred software installed on a patient's cellphone. Gras and Golestani have patented the software and hope to provide the patent to a company that would design such a device.

If a device is developed, it would give a person the chance to prepare for a seizure. "It would read your EEG values, ring and say, 'You will have trouble in 17 minutes. Stop your car. Go to a safe place. Phone someone to help you.'" ■

CAMPUS NEWS

DOWNTOWN CAMPUS UPDATE

The University of Windsor has unveiled the design of another element in its new downtown campus.

The Board of Governors approved construction of the building on the site of the former Tunnel Bar-B-Q property in late November as part of the University's overall Capital Transformation Plan.



The structure, in addition to the adjacent Windsor Armouries building, will be home to the School for Creative Arts (SOCA), comprised of the film, music and visual arts programs.

The downtown campus will also feature the move of the School of Social Work and the Centre for Executive and Professional Education into the renovated site of the former *Windsor Star* building.

The School of Creative Arts was created through a merger of the School of Music, the School of Visual Arts and the film production program. The new facilities will provide an exciting creative complex for its students, and enable the school to envision new interdisciplinary programs that build upon the merger.

"There is great benefit in stronger ties between universities and urban centres, particularly for education and outreach in the arts, humanities, and social sciences," says UWindsor President Alan Wildeman. "The downtown projects integrate important historic landmarks into 21st-century learning, outreach and creative hubs for our students, faculty and staff."

The new building, designed by CS&P Architects Inc., will be a 22,335-square-foot, single-storey structure. It will house learning studios and editing suites for media and film studies, workshops for metal and woodworking, digital fabrication labs and a printmaking studio.

Construction is slated for completion in August 2016.

The downtown campus initiative will eventually include the transformation of the former Greyhound bus depot and nearby Chatham Street Parkette.

Full details of the University of Windsor's Capital Transformation Plan can be found at [**www.uwindsor.ca/transformation**](http://www.uwindsor.ca/transformation)

JOYCE FOUNDATION DONATES \$10 MILLION

Ron Joyce, chair of the Joyce Foundation, has announced a \$10-million gift in support of students at the University of Windsor. The gift, unveiled September 25, will enable the creation of the Ed Lumley Bursary, in recognition of Chancellor Lumley's commitment to the University and the Windsor-Essex community.

The bursary will provide a maximum of \$8,000 a year throughout four years of study to students from Windsor-Essex who, because of financial hardship, might not otherwise be able to attend university. A number of awards will be offered annually, making the bursary the most significant student support endowment in UWindsor history.

President Alan Wildeman said that the donation is an extraordinary gift in support of students. "We are deeply grateful to Ron Joyce and his foundation, and are indebted to Chancellor Lumley for never forgetting his roots in Windsor-Essex and his belief in the power of education. I also thank the faculty and staff who, with our chancellor, helped design the Ed Lumley Bursary to ensure that it identifies students in high schools who have financial need and a desire to go to university, and that it includes mentoring support."

A large portion of the University's new Innovation Centre—which will feature space dedicated to support student entrepreneurs—will be named The Joyce Entrepreneurship Centre.

The Joyce Foundation is a private, family foundation created by the celebrated Canadian entrepreneur whose philosophy reflects his deep-rooted sense of responsibility to give back to community.

"The Joyce Foundation is dedicated to supporting the social, economic and emotional well-being of children and youth by empowering them to develop into healthy, confident, independent contributors to Canadian society," said Joyce at the September event.



UWindsor Chancellor Ed Lumley (left) and Ron Joyce.

"I am pleased to name this bursary in honour of Ed Lumley, a man who not only had a distinguished career in the private sector, but who also devoted a great deal of his life to public service in Canada."

Lumley added that, "We want to identify students who have the potential to excel not only academically but in the arts, athletics, student government, and through community service. We know these students have the potential to impact society in a positive way and this is a chance for them to focus on their studies and activities and worry less about finances."

ST. CLAIR AND UWINDSOR ESTABLISH CO-OPERATIVE DEVELOPMENT COMMITTEE

The University of Windsor and St. Clair College have formed a Co-operative Development Committee to strengthen the post-secondary educational opportunities in Windsor, Essex and Kent Counties.

The committee will combine the strengths and best practices of both institutions to achieve new pathways for students, articulation agreements, operating processes and the collaboration of services in the new downtown Windsor campus footprint.

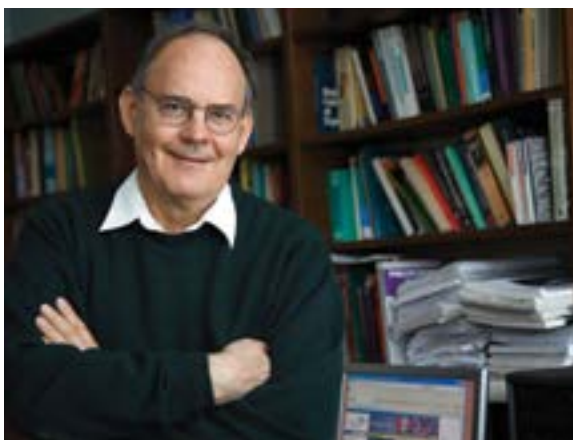
The committee includes administration from both the university and college. Suggestions are welcomed regarding possible initiatives and opportunities that may benefit both institutions.

UWindsor's then-acting provost, Dr. Robert Orr, noted that, "This co-operative initiative will have an ongoing impact to the post-secondary educational experience for existing University of Windsor and St. Clair College students and future recruitment efforts."

ROYAL RECOGNITION

The prestigious Royal Society of Canada has recognized the work of three University of Windsor professors, including Law professor William Conklin on whom it bestowed its highest honour.

Conklin received the highest honour in Canadian academia when he was named a Fellow of the Royal Society of Canada this past November.



Dr. William Conklin

Dr. Conklin's academic achievements include original, internationally recognized contributions to jurisprudence, Canadian constitutional and international law, legal philosophy and legal education.

Biology professor **Lisa Porter** and music professor **Sally Bick** were also honoured by the Royal Society as Members of the College of New Scholars, Artists and Scientists. This award recognizes an emerging generation of academics for achievement and intellectual leadership.

Dr. Bick explores music through the lens of politics, capturing the political undercurrents challenging assumptions about music, musical meaning and the role and status of the modernist art composer.

Dr. Porter is a leader in characterizing novel aspects of cell growth control and has discovered unique



Dr. Sally Bick

mechanisms linking development, maintenance regeneration and human disease. She is a strong advocate of relating research to the public and has initiated a unique movement to build transnational research opportunities between Southwestern Ontario and Michigan.

The society is Canada's national academy and exists to promote Canadian research and scholarly accomplishment, to recognize academic and artistic excellence and to advise governments, non-governmental organizations and Canadians on matters of public interest. Fellows are elected by their peers in recognition of outstanding scholarly, scientific and artistic accomplishments and are considered to be at the pinnacle of achievement in their discipline.



Dr. Lisa Porter

"Royal Society fellowship and recognition as an emerging scholar are extraordinarily high honours for those pursuing academic endeavours," said K.W. Michael Siu, UWindsor vice-president, research and innovation. "The research contributions of Drs. Conklin, Porter and Bick and their academic colleagues are an important part of helping the University of Windsor reach its research goals of meeting the challenges of viable, healthy and safe communities, healthy Great Lakes, sustainable industry and understanding borders."

NEW BOARD CHAIR NAMED

Sheila MacKinnon, partner at Shibley Righton LLP, has been appointed to a two-year term as chair of the University of Windsor Board of Governors. She previously served as first vice-chair.

MacKinnon's civil litigation practice focuses on education and public law and labour and employment matters.

She has a particular interest in corporation and school board governance. She has developed and delivered workshops and provided legal advice on parliamentary procedure, conflict of interest and *Trustee Code of Conduct and Enforcement*. She has advised on the development and amendment of corporate and school board by-laws and governing policies. She developed and presented webcasts for the Ontario Public School Boards Association on governance and parliamentary procedure.

She has volunteered on a number of community and professional boards of directors, including Canadian Association for the Practical Study of Law in Education; the Toronto Educational Opportunity Fund; the Crime Concern of Metropolitan Toronto; and the Essex Business Improvement Association.

MacKinnon is past chair of the Board of United Communities Credit Union (now Libro Credit Union).



Sheila MacKinnon, chair of the University of Windsor Board of Governors.

FELLOWSHIP PROGRAM TO FOSTER INTERDISCIPLINARY COLLABORATION AROUND ENTREPRENEURSHIP

A new program of the Entrepreneurship Practice and Innovation Centre (EPICentre) aims at harnessing creative energies to transform campuses, communities, and disciplines.

The EPICentre Entrepreneurship Faculty Fellows Program will offer a one-year, renewable appointment and fund students supervised by faculty members in their own disciplines to drive projects that reflect the interface between their own academic areas and entrepreneurship.

“What’s exciting about this is that it will help faculty and students across campus own the idea of entrepreneurship,” says business professor Francine Schlosser, the centre’s director of research and innovation. “It has to do with their own livelihoods and their creativity.”

Engineering professor Jill Urbanic says the fellowship program will aid her efforts to turn ideas into marketable products.



“We really are trying to teach our students professional life skills,” she says. “The fact that the University is investing in this—providing support and infrastructure—is proof of that.”

The program is open to all full-time UWindsor faculty members, with up to 10 new fellows accepted each year. Learn more at www.epicentreuwindsor.ca



BY JENNIFER AMMOSCATO, SARA ELLIOTT AND KEVIN JOHNSON

THE POWER TO INSPIRE

Teaching and Learning at UWindsor

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

– William Arthur Ward

The best teachers have an indefinable *something* that stands out in their students’ memories long after graduation.

It could be how they can make the abstract understandable. A passion that pervades each class. Perhaps even a sense of humour. Whatever it is, the connection it creates is key to providing a truly valuable learning experience—one that helps prepare a student for his or her own future and, hopefully, reinforces a lifelong love of learning. What follows are profiles of several University of Windsor professors and instructional staff who make such an impact.

They may vary in their approach, but all share a common love of teaching and the goal of passing on their knowledge for the betterment not only of their students—but also of the world around us.

KATHY PFAFF, NURSING

Sometimes taking a class with Kathy Pfaff can be pretty sweet.

The nursing professor once distributed cookies to students in her research methods course to help them understand key concepts in sampling.

“I brought in ones with varying characteristics. Some of the cookies had chocolate chips, some were plain; there were home-baked versus store-bought,” she recalls. “They really went to town figuring out their favourites.”

While it was a fun activity, she says the students learned a lesson. “To get an accurate sample, you would want as many different kinds as possible. You can’t just rely on the convenience of what I happened to have in my cupboard at home.”

Dr. Pfaff BScN ’88, MSc ’08 says she tries to provide her students with practical examples so they better understand class material.

“I try to make it fun and use humour to keep their interest during lectures and even exams,” she says, citing a mid-term that interspersed cartoons with the questions. At the end, the students were asked whether the injection of humour helped them focus on their work.

“I thought it would be an easy mark for them,” she says.

A sessional instructor since 2001 who took up a full-time, tenure track appointment in 2013, Pfaff says that she enjoys teaching both undergraduates and graduate students.

“In the first year, the students are like sponges. They are so excited and want to excel,” she says.

Because nurses often return to school to upgrade their education after years of professional practice, Pfaff sometimes ends up working with students who have as much experience as she does.

“I learn from them just as they learn from me. I have teaching and clinical expertise, but the graduate students come to me with clinical expertise that generates excellent discussion for analysis.”

Building relationships—with students, colleagues, patients, community partners, within and across organizations—drives Pfaff’s scholarly interests as well as her approach to nursing.

“I pursue research relating to inter-professional collaboration in health-care settings,” she says. “The research evidence tells us that the more that different disciplines engage, the higher the quality of care and patient safety and the better our workforce retention.”

She is currently conducting a project with the Hospice of Windsor and Essex County, exploring how to promote inter-professional palliative care in the long-term care sector.

“We want to know what factors predict inter-professional collaboration,” says Pfaff. “The ultimate goal is to develop a program we could deliver across our region.”

She is also part of a team partnering with Windsor Regional Hospital to evaluate its new program to reduce fatigue among caregivers in its cancer centre.

“This is important work,” she says. “Our population is aging and rates of chronic illnesses are increasing. Giving people the tools to cope with the pressures of caring is essential.”

Opposite: Nursing professor Kathy Pfaff.

DR. KEVIN MILNE, KINESIOLOGY

Honesty is the best policy when it comes to teaching, says kinesiology professor Kevin Milne.

Milne, who joined the Faculty of Human Kinetics in 2008, says giving his students continued honest feedback on their effort—good and bad—strengthens his students' connection with the class.

"I think they respect that. I think in classes, especially larger ones, there can be a disconnect between the students and their prof. If I tell them how I think they're doing, though, it creates interaction."

Kinesiology—the study of the human body—has always fascinated Milne. "I was always interested in how the body works and what keeps us alive."

As a student-athlete, he says that he liked looking at how the stress of exercise impacts the body.

It was while still in university that Milne discovered he had a knack for teaching. "When I was teaching assistant, I found that I liked being in front of people and trying to make them understand something from a different angle. And I got positive feedback."

He decided to teach at the university level because "students choose to be there. To my research detriment, I spend a lot of time on the teaching aspect. I like my lectures to be current and engaging. I know what type of classes kept my interest while I was in university."

Milne's lectures use animation and images to make them more interactive. "The bigger the class, the more difficult it is to achieve this. So I spend a lot of time bringing up a problem, asking questions and getting the class to work together to work up a response."

He says that he doesn't alter his teaching approach at the graduate level. "I differ in respect to how I grade, but I don't treat them



differently. These are young adults. I treat them the same."

Milne was a 2012 recipient of the Ontario Undergraduate Student Alliance (OUSA) Teaching Award, which recognizes educators who excel at unlocking the potential of Ontario's young people. In that same year, he was named the University of Windsor Undergraduates Student Alliance Teacher of the Year.

He was named the Faculty of Human Kinetics "Professor of the Year" for 2012-13, and 2013-14.

A small sample of comments from the "Rate Your Professor" website notes Milne's enthusiasm in the classroom. "Best prof at the U of W. Wants you to understand material, not just memorize it. Has a clear passion for what he teaches."

For Milne, the reward comes in having made a positive impact. "Every year, we get our student evaluations of our teaching, but the highlight is that for the awards, students took the time to write about the effect I had on them. I'm happy to have made that change in at least one individual."

The close-knit environment in the Faculty of Human Kinetics is a motivator. "When I was a student here, I was taught by great professors who are now my colleagues. I always enjoyed the fact that I didn't feel like a number. When I teach, that's how I want my students to feel.

"They aren't student numbers. They're students."

DR. JEFF DEFOE, MECHANICAL ENGINEERING



Dr. Jeff Defoe BSc '05, MAsc '07 knew by the time he was 17 he wanted to study airplanes and that academia was the best venue for him.

"Before I started undergrad, I knew I wanted to do a PhD. Being a professor sounded like the best job ever."

The faculty member in mechanical engineering says what he likes best "is the combination of research and teaching. I briefly thought about

going into industrial research, but realized I would greatly miss the interaction with students."

Defoe started teaching in the university's new aerospace engineering program in February 2014. He uses unique teaching methods. Instead of lecturing during class time, he pre-records his lectures and uploads them onto the web. Students are expected to watch them before class. "I try to maximize the face-to-face with students. The way I present forces them to be actively engaged."

This teaching style frees up class time for Defoe to go over problems with the students and assess who may be falling behind. "I try to dynamically respond to what the students are able to get, and what they're struggling with. That seems to have led to a high level of engagement in the classroom."

Defoe says that he appreciates his relationship with his graduate students. "You're mentoring people who are acquiring skills in technical writing and critical thinking, as well as ways of thinking about technical problems the way you do. You're trying to instill some of what you acquired into someone else, so they can carry it forward into the world and hopefully do good things with it."

Much of his research is focused on improving the efficiency of aircraft propulsion. He says everything's integrated in modern airplane design so even small improvements make a big difference. This means airlines are willing to pay up front for efficiency that will save them significant fuel costs over the life of an aircraft.

He also works on aircraft noise reduction. "Aircraft noise is a big problem because people who live near airports don't like it. From an economic perspective, it has a big impact because a lot of airports have curfews on flights or limited capacities of flights they can allow in and out, because of noise regulations."



ANNA FARIAS, SCHULICH SCHOOL OF MEDICINE & DENTISTRY

Each year, in the first lab of their Gross Anatomy class, students in the Windsor program of the Schulich School of Medicine & Dentistry pay their respects to those who have donated their bodies in the name of learning.

It's something very important to Anna Farias, an anatomy learning specialist who teaches the lab where Year 1, 2 and 4 medical students learn the intricacies of the human body.

"I understand the students are entering a difficult learning environment, so I welcome my students with a positive up-beat attitude," she says. "We acknowledge that it is a privilege to have access to a cadaveric lab. This would not have been possible without the altruism of the donors who contribute to the education of the medical professionals, who in turn, serve generations to come."

Farias says that learning extends beyond being a medical expert. In addition, her students learn such competencies as professionalism—maintaining a respectful demeanour, confidentiality, and reverence. They also learn to be collaborative and learn from each other.

The Windsor program has state-of-the-art facilities, including virtual labs and classrooms with the capacity to engage in video conferencing of lectures between Windsor and the med school's

campus in London. UWindsor nursing and biology students can also use the lab for teaching purposes.

One innovation of which Farias is very proud is the use of senior students to help teach those just starting out. "The peer-to-peer learning is a very effective component of our program," she says. "I think having the fourth-year students here is brilliant, because that's the point at which they have a more holistic understanding of the human body."

It is part of her overall approach to learning, which encompasses a range of teaching methods. "I really care that they learn something for every lab, and I appreciate what they bring in as well."

"The enthusiasm goes both ways. The interaction with the students, the time spent with them. The intricacies of the human body continue to astound me—my job is absolutely fascinating."

It's a fascination that developed over time. Farias originally set out to specialize in microbiology, but soon found she had an aptitude for dissection.

"The dean of my alma mater told me that if I continued in anatomy, he could promise me a job as soon as I finished," she recalls. "Once I got into the field, I really enjoyed it. I haven't regretted it since."



SUSAN HOLLOWAY, EDUCATION

Susan Holloway didn't recognize her passion for teaching until she reached university.

"At times I wanted to be a skydiver, a photo journalist for *National Geographic* and a lawyer," recalls the professor in the Faculty of Education. "And, when I was five, I wanted to be a kangaroo."

Holloway, who joined the university in 2007, discovered her love of teaching while earning her PhD in English during which time she taught classes.

She decided she wanted to combine her love of English and education and applied for tenure-track jobs in both. "When I got the position at UWindsor, I felt it was the best move possible for me."

Holloway teaches English methodology, a course in literacy at the masters' level, and Society, Culture and Language.

"Language to me is a form of power. It's important that people of diverse ethnic and linguistic backgrounds have access to equitable opportunities and that their language skills don't marginalize them. This begins in the classroom.

"Today, most teachers work with students of many backgrounds and languages. Even those with English as a first language could end up employed in a very culturally diverse world."

The course is part of a new concentration that Holloway helped develop at the master's level with a focus on those teachers who work with a language in addition to English.

Another new project, "Language across the Curriculum," looks at literacy across all disciplines and offers an authentic, hands-on learning experience to her education students.

Students in her class are required to create a pedagogical resource in their teachable area. For example, a physics student might create a YouTube video that uses tennis balls to illustrate velocity.

"We would then post it to the web and make it 'open access'—available to educators around the world," explains Holloway. The page would include a lesson plan and an explanation of the theory behind the practice.

"This can be part of a database that grows and is useful for years to come."

Holloway promotes critical thinking to her students. For example, her English Methodology class includes formal parliamentary debates. The student chooses the topic—but she chooses which side they'll be on.

"The topics are what affects English teachers. The question of using such traditional books as Shakespeare instead of modern ones. Censorship. Should teachers gear certain books towards boys?

"I really try to get them to always think about the real world and how theory relates to it."

Holloway prides herself on getting to know her students. She learns each student's name, takes a photo and asks about a favourite hobby or sport—even whether the student works shifts that could conflict with the class schedule.

"I think the one thing that defines me as a teacher is that I always try to make a personal connection with my students."



Physics professor Steve Rehse, at right.

STEVE REHSE, PHYSICS

From the moment that Steve Rehse took his first high school physics class, he knew he'd found his calling. Teaching physics at a university is the perfect fit.

"I love science. I love the research and I love interacting with the students. I don't like grinding alone in a lab by myself."

Rehse says he strives to bring context and relevance to lessons. He says that can get lost when teaching physics, especially in the upper-level classes.

"All science—by definition—is burrowing down deep," he says. "But then, when you burrow really deep into a subject, you're in the bottom of a hole and you can't see anything. You need to poke your head up once in a while and ask 'Where am I?' and 'Where is this hole relative to everything else?' I've always really tried to do that when I'm teaching."

Rehse compares training young scientists to that of an apprenticeship: if you want to learn the craft, you have to work alongside an expert in the field. It's about the hours spent in the lab and not just about reading and attending class.

Since joining the UWindsor Department of Physics in 2011, Rehse has earned a reputation as an enthusiastic teacher. He won the Roger Thibert Teaching Excellence Award in 2013, which recognizes and honours faculty who develop a positive, learning-centred environment in the Faculty of Science.

UWindsor gained a world expert in bio-medical physics in Rehse. He uses Laser-Induced Breakdown Spectroscopy (LIBS) to identify pathogenic bacteria. LIBS allows the physicist to shoot a laser at a collection of bacteria and—in under a minute—determine if it's the type of bacteria that could produce a disease.

This speedy technique could eventually be useful on-site, when a suspected bio-pathogen such as anthrax is found in a public space. It's a threat that can shut down a business while scientists in biohazard suits collect the sample and analyze it in a lab.

Another possible LIBS application would be to quickly identify the bacterium affecting a person, to aid in targeted and more effective treatment.

Rehse's physics prowess has resulted in three appearances on the Discovery Channel's science-themed show, the *Daily Planet*.

JASMINKA KALAJDZIC, LAW

The challenge for any teacher is to hold a student's attention. The easy availability of social media has made that infinitely harder, says UWindsor Law professor Jasminka Kalajdzic.

"It's increasingly difficult to capture the students' attention and sustain it. Many of them will be on social media, email or shopping online during any given class."

So, Kalajdzic decided that "if you can't beat 'em, join 'em." She began to incorporate such visuals as movie clips to illustrate a particular question of law. "I wove a 12-hour documentary about a U.S. murder trial into the course of the term."

She says that the film clips help break up the pace. "It's much harder for them to shop online when there's a documentary clip playing at the front of the room."

"I've told my students that surfing the net and using social media in class are quite a distraction—not only for them but for their neighbours and the teacher, as well. I can tell when they've tuned out."

Kalajdzic has even included a link in the course syllabus to a study that confirms students who multitask on their laptops during class perform more poorly than those who pay attention. "They have significantly lower test scores and the marks of those around them suffer as well."

The law professor joined UWindsor full-time in 2009 after three years spent as a sessional and 10 years practising law with Sutts, Strosberg in Windsor, Ont. Previous to that, she was with a Bay Street firm.

In 2006, Professor Reem Bahdi, a friend from law school who also teaches at Windsor Law, had invited Kalajdzic to guest lecture, which led her to become a sessional. Once she did, "I was hooked. I enjoyed the process of preparing what I was going to say. It forced me to think about law more deeply. I enjoyed the luxury of being able to think outside the box. To consider bigger legal questions and policy ramifications."

"Interacting with students opens your eyes to different points of view. They question received wisdoms and it made me a better lawyer."

Windsor Law students selected Kalajdzic for a teaching and mentorship award in 2007. "I tried to create a space where people felt comfortable discussing sometimes controversial issues."

Her research has involved surveying some of Canada's top, class-action lawyers to learn about how such cases are selected, how settlements are reached and how lawyers are compensated. Her other areas of research focus are access to justice and legal ethics.



In addition to teaching and research, Kalajdzic has served as the articles editor for the *Windsor Yearbook of Access to Justice*, the faculty's refereed law journal. In July 2014, she was appointed to her second, three-year term as a member of the Law Foundation of Ontario's Class Proceedings Committee, and in 2013, to the Law Commission of Ontario's Advisory Group for its Class Actions Project.

But what stands out for Kalajdzic is "when I see that students are immersed in the material and are asking hard questions. That is intoxicating. I love to see students who are engaged and want to learn. To push back. That makes me a better teacher."



EKSA KILFOYLE, ODETTE SCHOOL OF BUSINESS

When working with developmentally challenged children proved too emotionally draining, Eksa Kilfoyle sought relief in the more analytical profession of accounting. Now the UWindsor business professor finds the greatest satisfaction in combining the human factor with number-crunching.

Dr. Kilfoyle entered university planning a career in medicine, but says the emphasis on hard sciences didn't jibe with her interest in helping people, so she changed majors to earn an undergraduate degree in psychology. She wasn't prepared for the rigours of that type of work.

"I felt too emotionally attached to my clients and couldn't cope," she says. "I pursued graduate studies in accounting because that field seemed like the opposite."

At first, she enjoyed thinking that accounting was "all about the numbers." But Kilfoyle's perspective shifted the more she learned about the field. "When you deal with people in any circumstances, psychology comes into it," she says. "I have found the human element is more important."

Her research on the implementation of international accounting standards is illustrative. She focuses on how cost-accounting measures are applied in developing countries.

"You think it would be simple to draw up a single standard, but how institutions define cost and profit depends on their goals," she says. "The local individual idiosyncrasies affect the standards."

Kilfoyle says that the moment there is room for interpretation, one must consider the factors that go into judgment. That is why she likes to take a case-based approach to educating her students.

"You need to put the theory into context to understand accounting. I am a huge advocate of case analysis."

Analyzing real-world examples highlights the importance of applying simple theoretical concepts to complex situations, she says. The process begins when students are undergraduates and gets more intense as they tackle graduate study.

"It isn't different in terms of doing two different things. It is more of a continuum," says Kilfoyle. "I introduce concepts at the intro level and at the higher level, I expect that to be mastered as a skill. I start from day one asking them to take complex cases and apply what I have taught them."

That method is challenging, but produces results—in herself as well as her students. "I like being able to think conceptually and to play with ideas, but the best part of my job here is seeing that 'Aha!' effect in my students," she says. "I try to teach them a thought process rather than to become an expert in accounting."

While Kilfoyle admits her exams are tough, she says students appreciate learning to grapple with business as it is practised. She recalls a student who told her after completing a course: "You coach us like a mother and test us like a drill sergeant."

"He meant it as a compliment," she says with a laugh.

ROBERT NELSON, HISTORY

Teaching is a performance in many ways, says history professor Robert Nelson, who still looks back fondly on his days in high school drama class. “It’s draining in the way that drama used to be draining,” he says. “So you’re tired at the end of a performance, but it’s really fun.”

Nelson, who joined the university in 2005, found career inspiration in his Grade 12 history teacher. “I liked history the way boys do from playing WWII-based board games and Dungeons and Dragons. But my interest really took off when I had an incredible Grade 12 history teacher.”

Although his father was an elementary school principal, Nelson hadn’t applied the idea of teaching to himself until after he’d earned his BA and MA and was on track for his PhD. “Teaching was a serious occupation but I loved drama and performance.”

Once he decided that he wanted to teach at the university level, however, Nelson soon came to the happy conclusion that teaching was simply another form of performance for a paid audience.

“In 2005, I found myself in front of 200 students and I used my drama background to show my enthusiasm for the subject and really connect with them.”

His approach to graduate-level teaching is markedly different. “I don’t get to ‘ham it up’,” he says. “It’s eight people around a seminar table. That’s been the much harder evolution in my teaching. I had to learn how to ask questions that invite more than a straight answer. One that made them think more deeply.”

“At that level, you have to let the students take over. The ultimate goal is to disappear from the room. They talk to each other and not back and forth to me.”

Nelson is the recipient of several teaching awards. The accolades of current and former students and colleagues earned him the 2014 Alumni Association Award for Distinguished Contributions to University Teaching.

“His welcoming and enthusiastic demeanour sets him apart from his colleagues,” wrote one nominator. “If to be truly an extraordinary teacher you must have something special, something personal, something a wee bit extra, then Dr. Nelson eminently qualifies.”

In November 2014, he was among honourees at the UWindsor Celebration of Teaching Excellence, hosted by the Office of the Provost and the Centre for Teaching and Learning.

Nelson’s research, begun while a doctoral student at the University of Cambridge, focuses on Modern European cultural history, German history, The First World War, and colonialism.



He was cited as an “emerging scholar” at the University’s Celebration of Excellence in Research, Scholarship and Creative Activity Awards in March 2014—along with wife Kim Nelson, a UWindsor documentary filmmaker and professor in the School of Creative Arts.

A well-known “foodie,” Nelson devours *Saveur*, a gourmet food, wine and travel magazine. He has cooked more than 1,000 of its recipes. “Food has so much to do with culture and history, so cooking a recipe from a country like Senegal, for instance, can really enhance your understanding of a place, even if you’ve never been there.”

It’s this enthusiasm that defines Nelson’s approach to teaching. “I think it’s incredibly important for my students to understand their history and why the world is the way it is today. It will help make good citizens of them.”



DAVE JOHNSTON, LEDDY LIBRARY

Dave Johnston believes that research skills are key to having the best academic experience.

That's why his teaching methods go beyond the classroom and straight to the virtual book stacks of the Leddy Library.

The librarian joined Information Services in 2012 as a scholarly communications co-ordinator. He is also the Leddy liaison to the philosophy and psychology departments.

Johnston engages students by remembering what he found useful when he was in school. In addition to the traditional lecture style of teaching, he gives students the opportunity to participate and learn for themselves. He breaks the students into groups and challenges them to figure out who will access information and how.

"It allows them to think through the process and stumble across the fact that there are a lot of dimensions involved in finding information."

Johnston says that he wants students to realize there's more to finding information than they may initially suspect. "As you move along further into the academic process, it's important that you're actually finding all the information you need, and finding relevant and high-quality information."

His passion also lies in making university research available on open-access websites where it is easily accessible and free of charge.

In November 2012, he led the setup and launch of Scholarship at UWindsor, a website that hosts scholarly and creative work written by UWindsor faculty, staff and students. It allows authors to obtain detailed information about who accesses their work from around the world, in real time. Johnston says the business model is changing from publishing in subscription journals to open-access websites.

"So instead of having theses and dissertations sitting on a dusty shelf in the basement of the library or in your department library, putting them online shows that there's a great deal of interest and a great deal of access."

Johnston says one of the benefits of librarianship is in the flexibility of the day-to-day workflow. "I have research projects and, if I get tired of those, I can change gears and look to more practical projects related to how we provide services in the library."

The amount of variety is incredible, he says. "There's also a lot of opportunity to learn and develop skills that you may not have in another context." ▣



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GRAND CHALLENGES AND ASPIRATIONS

The University of Windsor has recast its strategic research priorities into four Grand Challenges: Healthy Great Lakes; Viable, Healthy and Safe Communities; Sustainable Industry; and Understanding Borders. These Grand Challenges are based on our geographical location and our historic research strengths. They collectively define us and tell the external world our aspirations and goals. No other Canadian university can tackle these challenges simultaneously today.

UWINDSOR RESEARCH

www.uwindsor.ca/research

From the Grand Challenges, we aspire to be leaders in the following areas...



Healthy Great Lakes

- Advance and communicate fundamental knowledge of Great Lakes science;
- Develop technologies that improve water quality and biota health;
- Contribute to a culture that values and prioritizes activities that enhance the health of the Great Lakes;
- Understand and help develop the policies and regulations to safeguard the Great Lakes;
- Mitigate and adapt to the effects of natural and societal impact to the Great Lakes and lead remediation efforts in the Great Lakes region and beyond; and
- Train highly qualified personnel who will become next-generation scholars and leaders.



Viable, Healthy and Safe Communities

- Explore and understand the social, economic and health conditions that will lead to viable, healthy and safe communities;
- Advance knowledge about the lives of designated groups and diverse people, including First Nations, women, ethnic and sexual minorities, the disabled, recent immigrants and others, not only of problems, but also of strengths and resiliencies to maximize the health of people and the vibrancy of communities;
- Advance the humanities, arts, social and natural sciences, technologies and engineering that will enhance the viability, health, livability and safety of communities;
- Build synergy from various stakeholders and sectors that will enhance the above goals; and
- Train highly qualified personnel who will become next-generation social and technological entrepreneurs, scholars and leaders.



Sustainable Industry

- Collaborate with multi-sector industrial stakeholders to help build sustainable industries;
- Mobilize knowledge and technologies to collaborating industry partners;
- Accommodate and facilitate the collaboration with participating industrial partners who prefer locating their innovation units at the University to develop next-generation ideas and products;
- Provide business, legal and technical advice to industries on a collaborative basis; and
- Train highly qualified personnel who will become next-generation industrial entrepreneurs, leaders, scientists and engineers.



Understanding Borders

- Understand all issues, including logistical, economical, societal, human, cultural, political, legal and trade, associated with borders and border crossing;
- Understand and support the development of policies, regulations and best practices that will facilitate border crossing;
- Develop the science, technology and engineering that will facilitate safe and secure border crossings, including that of knowledge, goods, certifications, regulations and people;
- Train highly qualified personnel who will become next-generation scholars and leaders; and
- Understand and support bi-national co-ordination of environmental and emergency management in border regions.



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ESTABLISHING A SCHOLARSHIP AT THE UNIVERSITY OF WINDSOR



George Pantelimon BAsc '13, M.A.Sc Candidate, Electrical and Computer Engineering, was the recipient of the Bristow Family Scholarship established by Wayne and Purita Bristow in 2007. George's research involves designing technology that will place wind sensors on flying drones, sending live information to wind farms to optimize the efficiency of their turbines, by changing the direction and angle they face. Scholarship support at all levels provides essential aid to our students. A gift of any size can make a significant impact on a student's education

For more information on establishing or contributing to a scholarship, contact Fedela Falkner at ffalkner@uwindsor.ca or 519-253-3000 Ext. 4141



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ALUMNI NEWS

Visit www.uwindsor.ca/alumni

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MESSAGE FROM THE PRESIDENT UNIVERSITY OF WINDSOR ALUMNI ASSOCIATION



I am proud to be the new board president and look forward to the many exciting things to come for the association and our university.

One of the things I have recently noticed is the energy that you can feel on campus these days. Walking on the newly closed Sunset Ave., you can feel the pride that students, faculty, staff and volunteers experience as they witness the tremendous transformation our campus is undergoing. The campus not only looks different, it *feels* different. The positive enthusiasm for change is palpable.

The Alumni Association is proud to play a major role in the campus transformation with our recently announced \$750,000 donation to the University's capital campaign. Our gift will support the creation of a 21st-century campus that is people-centred and intertwined with our community.

From the downtown campus locations to the Welcome Centre, the soon-to-be new home of the Alumni Affairs and Donor Communications office, these changes are creating a culture of excellence at UWindsor.

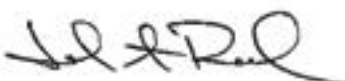
As we partner with the university on the campus transformation, we also continue to reach out to our graduates across the country and the world. Last year, our alumni office proudly hosted events in Ottawa, Calgary, Toronto, Stratford and even Hong Kong.

This year, we will continue this outreach and I, personally, look forward to meeting many of you at these alumni events.

You will note from the board list to the left that we have seven new board members: Ken Alexander; P.J. Dupuis; Shae Kavanaugh; Mark Lefebvre; Melissa Lyons; Celso Oliveira and Jake Rondot. I am also happy to welcome two new members to our executive: Jean Wright as vice-president and Anna Godo as treasurer.

We sadly said goodbye to four members who have completed their terms: Sue Williams; Don Bruner; Sarah Renaud and Elaine Whitmore.

We have a strong, energetic board and we are excited to embark on a variety of initiatives to foster UWindsor pride and reach out to our great alumni.



JOHN RENAUD BCOMM '01
President, Alumni Association

UPDATE YOUR INFO

The Alumni Affairs and Donor Communications office wants to be sure you receive important information about the University of Windsor's upcoming alumni events and current projects. To communicate with you in a timely and efficient manner, we need to have your most updated email address and contact information.

We are holding several alumni events in the coming year and we invite alumni to these gatherings through an email invitation. We also send out Alumni eNews, our electronic newsletter, each month.

Be sure to update your information. You can do this easily online at www.uwindsor.ca/alumni. Just click on "Update Your Information" on the upper, left hand side.

Thank you!

CLASS OF 61



Classmates from the Engineering Class of '61 gathered Oct. 1 and 2 at The Glen Erin Inn, Mississauga, for their annual reunion. The group meets up every five years to reminisce about their time at UWindsor. L to R: Carl St. Pierre, Ed O'Neil, Claudio Burnett, Rick Gazzola, Bill Wilson, Walt Sigmund, Bob Shery, Garry Potter, Lloyd Kubis and Gene Stutz.

ALUMNI AGM – NOV. 20, 2014



At the Alumni Association's Annual General Meeting Nov. 20, it presented a number of UWindsor alumni with Odyssey Awards and Awards of Merit (above).

ALUMNI AGM – NOV. 20, 2014



Pictured above are (L to R): Justice Harry Momotiuk, Frank Ewasyshyn BAS '74, MAS '76, MBA '89, Carolyn Ewasyshyn, Michael Chachula BComm '08, Dolores Chachula, Irene Momotiuk, Mary Ewasyshyn BSc '77, PhD '83, Robert (Bob) Chachula.

ALUMNI AGM - NOV. 20, 2014



Alumni Award of Merit winner and CBC Broadcaster Anna Maria Tremonti BA '78, LLD '01 poses with her father, Tullio.

ALUMNI WEEKEND, OCT. 4-5, 2014



UWindsor students enjoy the Alumni BBQ held at the Lancer Football game on Saturday, October 4.



Alumni Board of Directors Past President Mike Bates BHK '95, MBA '04 and board member Tamara Lopez BA '04 at the Alumni BBQ.



A UWindsor student shows his school spirit on Alumni Weekend at the Lancer Football Game held October 4.

ALUMNI AGM - NOV. 20, 2014



Alumni award winners pictured above are: Anna Maria Tremonti BA '78, LLD '01 (Award of Merit); Donald Gelinis (accepting on behalf of son Chris Gelinis BComm '07, Odyssey Award); Vincent Georgie MBA '04 (Odyssey Award); Vanessa Shields BA '02 (Odyssey Award); Navin Ramaswaran BA '03 (Odyssey Award) and Frank Ewasyshyn (Award of Merit).

OTTAWA ALUMNI RECEPTION - OCTOBER 30, 2014



Robert Bertschi LLB '83, Karen Momotiuk LLB '96, Justice Robert Beaudoin LLB '79), Alan Clausi LLB '00.



The Honourable Robert Nicholson LLB '77 speaks at the Ottawa Alumni event.



Stanford Cummings JD '14, Erica Lindberg JD '14, and Eli Udell LLB '06.

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MARCH 2015

- 24 AUBURN HILLS, MI**
DETROIT PISTONS VS THE TORONTO RAPTORS AT THE PALACE OF AUBURN HILLS
Enjoy the company of UWindsor alumni in the private Club 300 area. Ticket includes transportation from Windsor to the Palace, food and beverage in the comfortable private suite area while enjoying a bird's-eye view of the game. 4 pm coach departs Windsor. Reception at 6 pm. Game time is 7:30.

APRIL 2015

- 27 CHATHAM, ON**
UWINDSOR DAY AT UNION GAS
The Bradley Centre - Chatham

MAY 2015

- 7 BURLINGTON/HAMILTON, ON**
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JUNE 2015

- 2 STRATFORD, ON**
STRATFORD FESTIVAL PERFORMANCE OF CAROUSEL
Ticket includes a pre-show reception and the performance of Carousel featuring BFA graduate Alexis Gordon making her Stratford debut as Julie Jordan. 6 pm reception followed by the show at 8 pm.

AUGUST 2015

- 10 WINDSOR, ON**
WINDSOR ALUMNI & FRIENDS GOLF TOURNAMENT
AMBASSADOR GOLF CLUB
Tickets and/or pre-registration required for most events.
For information or assistance contact Katherine Simon at 519-971-3618 or visit www.uwindsor.ca/alumni or email alumni@uwindsor.ca to learn more.

REUNIONS IN THE WORKS

AUGUST 2015

- 7-8 TECUMSEH AND HURON**
HALL REUNION
Windsor, ON
For more information contact: Dick Laurie by email: 28bagpiper@gmail.com or Mike Polychuk by email: polychuk@mnsi.net

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**Dates and venues subject to change*

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1950s

Alfredo Gatti BA '59, 50 years practice at law, Gatti Law Professional Corporation, Windsor, Ont.

Anthony Mariotti BA '59, 50 years practice at law, Windsor, Ont.

Paul Borrelli BA '70, BEd '75, MBA '82, councillor, Ward 10, Windsor, Ont.

Fabio De Menech BA '75, MEd '76, career consultant, Career Streams, Windsor, Ont.

Mark Fathers BComm '76, VP, corporate services, CFO, Windsor Regional Hospital, Windsor, Ont.

Bernarda Camello Doctor MEd '84, CRS '99, Caring Canadian Award '13, Windsor, Ont.

Ronald LeClair BA '86, CPA '99, trustee, Greater Essex County District School Board, LaSalle, Ont.

Biagio Marra BA '88, BA '99, councillor, Ward 8, City of Windsor, Windsor, Ont.

Peter Neufeld LLB '93, BA '96, CAO, The Corporation of the Municipality of Leamington, Leamington, Ont.

Catherine Rivard BFA '98, CD, *Where I Am*, Nov. '14.

Elaine Saunders Boothman BA '91, BA '92, BComm '94, president, Stirling Financial Solutions, Hamilton, Ont.

Lee Ann Slate BA '93, continuing connection co-ordinator, Canadian Mental Health Association, Calgary, Alta.

Cecil Ying BA '90, VP, Transon Group, West Jawa, Indonesia.

1960s

Frederick Alexander BA '62, trustee, Wards 5 & 8, Windsor-Essex Catholic District School Board (WECDSB), Oct. 27, '14, Windsor, Ont.

Prad Chaudhuri MAsc '67, published *Medical Malady: Survival in a Minefield of Medical Mistakes*, Nov. '14, Toronto, Ont.

Anthony Cusinato BA '67, 50 years practice at law, retired Justice, Superior Court of Justice, Essex County, counsel, Kirwin Partners LLP, Windsor, Ont.

Jean Echlin BScN '68, a major award established in her name in the field of advances in palliative care, the deVerber Institute for Bioethics & Social Research, July 4, '14, Toronto, Ont.

Ed Lumley BComm '61, University of Windsor chancellor, Order of Canada, June 30, '14.

Marilyn Mason BA '79, MA '80, vice principal, enrolment services and strategic partnerships, King's University College at Western University, London, Ont.

Bernardo Mastromattei BA '74, MEd '76, trustee, Wards 3 & 4, WECDSB, Windsor, Ont.

Hilary Payne MAsc '71, MA '75, councillor, Ward 9, City of Windsor, Windsor, Ont.

Brian Rivait BA '77, BEd '78, MEd '89, principal, continuing education, WECDSB, Windsor, Ont.

Gale Simko Hatfield MA '77, trustee, Wards 5, 6, 7 & 8, WECDSB, Windsor, Ont.

Fulvio Valentinis LLB '74, trustee, Wards 1 & 10, WECDSB, Windsor, Ont.

Douglas Ross MBA '87, managing director, Square Peg International Ltd., Betchworth, Surrey, England, UK.

Nancy Siew BSW '86, citizenship judge, Governor General in Council Canada, Oakville, Ont.

Anne Toth BSW '80, MSW '84, private practice, Dr. Anne Toth, RSW, Sarnia, Ont.

1990s

Laurie Clement BA '91, BEd '93, Global Classroom Lead Teacher Award, Aug. '14, Windsor, Ont.

Andrew Dilkens BComm '96, JD '11, mayor, City of Windsor, Windsor, Ont.

Paul Gagliardi BComm '92, national business manager, BuyWise Consulting Inc., London, Ont.

Melanie Gardin BPA '97, LLB '00, Volunteer of the Year, Ontario Brain Injury Association, June '14, Windsor, Ont.

Richard Holigrocki MA '90, PhD '96, dean, Graduate School of Psychology, California Lutheran University, Thousand Oaks, Calif.

Rebecca Lawrence BFA '98, dance instructor and director of acting, Freedom Studios the Creative Arts Centre, Hamilton, Ont.

2000s

Steven Bull BComm '05, associate producer, host, PowerBoat Television, Barrie, Ont.

Jules Champoux BMA '00, sales manager, Desjardins Financial Security Independent Network, Tecumseh, Ont.

Fabio Costante BComm '07, MBA '08, JD '13, trustee, Wards 2 & 9, WECDSB, Windsor, Ont.

Mohsin Diwan BComm '09, HR specialist, Emirates Airline, Karachi, Sindh, Pakistan.

Fred Francis MA '06, BEd '09, councillor, Ward 1, City of Windsor, Windsor, Ont.

Siddhim Gupta BComm '03, Sr. manager, strategy, TELUS Communications, Toronto, Ont.

Nathan Hall MHK '05, associate professor, Faculties of Kinesiology and Education, University of Winnipeg, Winnipeg, Man.

Brian Houston BComm '02, councillor, Ward 3, Town of Tecumseh, Tecumseh, Ont.

1980s

Michael Akpata BA '89, councillor, Town of LaSalle, LaSalle, Ont.

Jeffrey Astle BASc '85, president, Intellectual Property Institute of Canada, Ottawa, Ont., '13 '14 and Intellectual Property Counsel, Pratt & Whitney Canada Corp., Longueuil, Que.

Joseph Bachetti BA '88, BEd '93, deputy mayor, Town of Tecumseh, Tecumseh, Ont.

1970s

Thomas Bain BA '75, BEd '77, mayor, Town of Lakeshore, Lakeshore, Ont.

Joseph Bisnaire BA '73, trustee, CSCP, City of Windsor, Wards 6 & 7, Windsor, Ont.

Sarah Mate BA '05, communications specialist, Strathcona County, Sherwood Park, Alta.

Darren Neely BComm '08, marketing manager, Bentall Kennedy, Toronto, Ont., 2014 Maple Leaf Silver Award, Canadian Shopping Centre Global Awards, ICSC Awards, New York, N.Y.

Kelli Nicholson BA '02, constable, Niagara Regional Police, St. Catharines, Ont.

Jim Ouyang MBA '05, business analyst, DTV, El Segundo, Calif.

Giuseppe Palazzolo BASc '08, controls engineer, Ford Motor Company, Livonia, Mich.

Neil Palesh BComm '09, CPA program leader, Government of Alberta, Edmonton, Alta.

Sarah Roach BA '07, accounting manager, Threadless, Chicago, Ill.

Arjun Sawhney BBS '08, founder & CEO, Travelincs, Mississauga, Ont.

Robert Shuttleworth BA '09, special constable, Saskatoon Police Service, Saskatoon, Sask.

Clinton Smit BComm '07, documentation and training specialist, Valiant, Windsor, Ont.

Andre Sutrisno BSc '07, NMR spectroscopist, University of Illinois at Urbana Champaign, Urbana, Ill.

Andrew Ward BScN '04, district executive director, Victorian Order of Nurses, Erie St. Clair, Windsor, Ont.

Steve Wilder BA '06, LLB '09, councillor, Ward 1, Town of Lakeshore, Lakeshore, Ont.

Anna Hayes BA '10, teacher, North Vancouver School District, North Vancouver, B.C.

Catherine Joyce BA '12, health, safety & environmental adviser, Trobridge Engineering, Nanaimo, B.C.

Michael Malles BComm '12, labour relations representative, General Presidents' Maintenance Committee, Kitchener, Ont.

Frank Mancina BA '11, account executive, MRA Experiential Tours & Equipment, Madison Heights, Mich.

Brendan McCarthy BA '11, Sr. HR generalist, Athena Automation, Vaughan, Ont.

Ian Neubauer BASc '13, powertrain development engineer, Ford Motor Company, Dearborn, Mich.

Kyle O'Reilly BA '13, Top 20 Under 40, Metalworking Production & Purchasing Magazine, Mississauga, Ont., sales and marketing manager, VKS Visual Knowledge Share, Chateauguay, Que.

David Polewski BA '13, graphic designer, office administrative assistant, Eagle Press & Equipment Co. Ltd., Oldcastle, Ont.

Daniel Pullo BA '13, head, call centre operations, Fiat Chrysler Automobiles, Center Line, Mich.

Susie Redekop BSW '14, Athena Award, November '14, Windsor, Ont.

Jagdeep Sidhu MEN '10, engineering technologist, City of Saskatoon, Saskatoon, Sask.

Kaitlin Tremblay BA '10, editor, gamemaker, *Lights Out, Please*, Oct. '14, Toronto, Ont.

Weddings

Roberto Andreacchi JD '10, and **Diana Russo** JD '10, July 19, '14, Toronto, Ont.

Births

Jeffrey Broderick BHK '10, and **Julie (Brisette)**, a son, Easton Jeffrey, Nov. 12, '14, Windsor, Ont.

Frederick Gerra LLB '08, and **Kelly Henriques** LLB '08, a son, Adrien John, Oct. 20, '14, Toronto, Ont.

In Memoriam

Adele Alexander BA '47, Aug. 31, '14, Royal Oak, Mich.

David Allin BEd '75, Jan. 4, '13, Chatham, Ont.

Marjorie Allison DPN '65, Aug. 11, '14, Windsor, Ont.

Stanislaw Andrukoni BA '73, BEd '75, Oct. 23, '14, Windsor, Ont.

Mary Antaya BA '68, Nov. 29, '14, Chatham, Ont.

Olimpia Aversa BA '87, Nov. 11, '14, Windsor, Ont.

Cecile Bastien BA '65, Aug. 2, '14, London, Ont.

Robert Bellaire BSc '65, July 17, '14, Windsor, Ont.

Nahom Berhane BA '05, Sept. 27, '14, Toronto, Ont.

James Biros BFA '73, Sept. 19, '14, Toronto, Ont.

Richard Bondy BA '52, Nov. 17, '14, Windsor, Ont.

Elaine Bontront BA '64, Nov. 2, '14, McGregor, Ont.

Geraldine Boone BA '41, March 7, '14, Parry Sound, Ont.

Jerome Brown Nov. 7, '14, professor emeritus, Philosophy, University of Windsor, Windsor, Ont.

Natalie Chambers-Hilts MSW '09, Aug. 7, '14, Brantford, Ont.

Maurice Closs LLD '89, Sept. 10, '14, Windsor, Ont.

Charles Connor BA '62, May 26, '14, Hamilton, Ont.

Purdy Crawford LLD '09, Aug. 12, '14, Toronto, Ont.

Luis DaPonte BComm '88, March 16, '14, Alworth, Ga.

John Daye BA '84, BEd '85, June 4, '14, Sarnia, Ont.

Marie de Grosbois BA '41, Sept. 4, '14, Barrie, Ont.

Mario Di Salle BA '58, Jan. 28, '14, Sudbury, Ont.

Nigel Dick BA '88, BA '91, MA '94, Dec. 2, '14, White Rock, B.C.

Leslie Dickirson BA '66, BA '83, Sept. 30, '14, Windsor, Ont.

John Dunn BA '50, Aug. 23, '14, Mississauga, Ont.

Paul Fazio BASc '63, MASc '64, PhD '68, Sept. 28, '14, Pointe Claire, Que.

Marguerite Fisher BA '80, BEd '81, MED '86, Aug. 18, '14, Windsor, Ont.

Ruth Fournie Sept. 26, '14, retired secretary, Arts, Humanities & Social Sciences, University of Windsor, Hagersville, Ont.

Fred Goddard BA '59, Aug. 7, '14, Toronto, Ont.

Beth Golden BScN '83, Oct. 8, '14, Bloomfield Hills, Mich.

Christine Gomes BA '79, Oct. 16, '14, Ottawa, Ont.

Robert Grieves CBA '70, Sept. 24, '14, Merlin, Ont.

Helen Hall BA '99, June 2, '13, Petrolia, Ont.

Jeanne Harding DNA '62, BScN '68, Nov. 25, '14, Chatham, Ont.

David Hill BComm '83, Nov. 5, '14, Newmarket, Ont.

Carol Holm BA '77, BA '88, July 7, '14, Winnipeg, Man.

Wendy Hunter BScN '69, March 28, '14, Toronto, Ont.

Bradley Huxtable LLB '74, April 8, '14, Toronto, Ont.

David Joffe BA '72, Sept. 20, '14, Mississauga, Ont.

James Kanasy BSc '56, BA '67, Nov. 30, '14, Guelph, Ont.

2010s

MArif Ahmed MEN '11, RF tester, TELUS Corporation, Toronto, Ont.

Amanda Culver BARSC '11, BEd '12, teacher, Saskatoon Public School District, Saskatoon, Sask.

Anirudh Dobariya BComm '10, sales associate, Sleep Country Canada, Regina, Sask.

Breen Keenan BComm '61,
Aug. 19, '14, Sudbury, Ont.

Helmut Keil BAsc '67, MAsc '68,
PhD '74, Nov. 11, '14, Oakville, Ont.

Witold Kierkus Nov. 14, '14, former
professor, Engineering, University
of Windsor, LaSalle, Ont.

Robert Knowlton BSc '55,
Aug. 19, '14, Toronto, Ont.

William Kohlman BA '49,
July 28, '14, Jasper, Calif.

John LaGaipa Nov. 10, '14, former
professor, Psychology, University
of Windsor, Windsor, Ont.

Roderick MacDonald July 21, '14,
former professor, Faculty
of Law, University of Windsor,
Westmount, Que.

Ian McArthur BA '08, BEd '13,
Oct. 7, '14, Windsor, Ont.

Robert McKerrow BA '93,
Sept. 29, '14, Oakville, Ont.

Theodore McLean BA '76,
Aug. 11, '14, Windsor, Ont.

Barbara Merritt BA '94, Aug. 3, '14,
Chatham, Ont.

Thomas Mills BA '78, Nov. 7, '14,
Windsor, Ont.

Steven Monaghan BA '72, BA '73,
July 21, '14, Windsor, Ont.

John Parr MAsc '65, Aug. 22, '14,
Windsor, Ont.

Terry Perry BComm '74,
Oct. 14, '14, Windsor, Ont.

Michael Pidruchny BA '63,
Aug. 9, '14, Windsor, Ont.

Marianne Ramia BScN '80,
Dec. 31, '14, Kitchener, Ont.

Vida Routley BA '96, BScN '01,
CNP '09, Oct. 21, '14, Windsor, Ont.

Daniel Ruszczak BA '02, BEd '06,
Dec. 8, '14, Windsor, Ont.

Fred Sheldon LLB '77, Sept. 6, '14,
Toronto, Ont.

Barbara Spence BA '73, Dec. 2, '14,
Windsor, Ont.

Eve Stacey BA '78, BScN '78,
Feb. 23, '14, Chatham, Ont.

Louis Stark BA '50, Aug. 12, '14,
Royal Oak, Mich.

Sydney Strom BA '88, BA '89,
BEd '90, MA '90, July 14, '14,
Windsor, Ont.

Wayne Sweet BA '68, Aug. 14, '14,
Windsor, Ont.

Geza Szamosi Oct. 24, '14, former
professor, Physics, University of
Windsor, Toronto, Ont.

Marie Tizzard BA '51, Aug. 12, '14,
Leamington, Ont.

Henry Toews BSc '61, MSc '66,
PhD '75, June 27, '14, Essex, Ont.

Alice Vachon BA '55, July 26, '14,
Windsor, Ont.

Julie Van Dongen BA '98, Oct. 2, '14,
Windsor, Ont.

Priscilla Voakes BA '08, BEd '09,
Aug. 24, '14, Essex, Ont.

Mary White BA '60, Aug. 6, '13,
London, Ont.

Irene Wigle BA '62, MA '73,
Feb. 8, '14, Tillsonburg, Ont.

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LANCER NEWS

Get the latest on the Lancers by visiting www.GoLancers.ca

By Elisa Mitton BComm '05



THREE LANCERS NAMED TO 2015 TEAM CANADA WOMEN'S HOCKEY TEAM



Bree Polci (left) and Jenny MacKnight.

Three Windsor Lancers represented Canada at the 2015 Winter Universiade in Grenada, Spain, as members of the women's hockey team.

Fifth-year forwards Jenny MacKnight and Bree Polci represented the Blue & Gold on the ice this past February, while Lancer head coach Jim Hunter worked the bench as an assistant coach for the Canadian squad.

The 27th biennial Games ran from Feb. 4-14, with the women's hockey final on Feb. 13.

MacKnight captured the OUA scoring title in 2013-14 with 40 points (15 goals, 25 assists) and was named the Windsor Lancers female athlete of the year last season.

This season, by the holiday break, the Environmental Studies Major led the Lancers with 13 points (6 goals, 7 assists) in 14 games played.

Polci finished second in team scoring in 2013-14 with 21 points (12 goals, 20 assists), and is also having a strong season on the ice for the Lancers this year while completing her history degree.

The Lancers have qualified for the playoffs for the past four seasons under Hunter's leadership, who said he was very grateful for the opportunity to work with the Canadian team.

"This was a tremendous opportunity not only for me but our athletes and the University as well," said Hunter. "I had a great time working with the best women's hockey players across the CIS, and helping to get the University of Windsor name out in the hockey community across the world." ▣

SOUTH POLE JOURNEY A LIFE-CHANGER

Jay Ruzesky MA '89

A hundred years separate Jay Ruzesky MA '89 from his ancestor Roald Amundsen, famed Norwegian explorer and the first person to set foot on the South Pole.

But the two shared a transcendent love affair with Antarctica's vast remoteness, which lies at the heart of Ruzesky's 2013 book, *In Antarctica: An Amundsen Pilgrimage*.

Ruzesky, a poet and English and creative writing professor at Vancouver Island University, is related to the famed explorer through his great-grandfather, who was Amundsen's cousin.

In 2011, the centennial year of Amundsen's South Pole conquest, Ruzesky took a hiatus from his everyday life—and countless modern conveniences—to make a personal quest to the pole, accompanied by his brother Scott.

The pair's adventures, illustrated in juxtaposition with Amundsen's own account of his struggle to reach the pole, make *In Antarctica* a fascinating story that highlights the beautiful and perilous danger that still exists in a part of the world very few people will ever see.

The book takes readers back to the 1911 journey, as Amundsen and the crew of the Fram stock provisions at supply stations established along their polar route. Meticulous planning ensured that only those supplies absolutely needed were packed—the cost of any unnecessary weight being a potentially fatal mistake. More than half the sled dogs brought were factored in as food for the return journey. There was no room for sentimentality as the crew battled temperatures that could reach -56C—and the continual threat of rival explorer Robert Falcon Scott beating them to the South Pole.

Meanwhile, 100 years later, Ruzesky stretched his legs on board the Polar Pioneer, and made his way through the Drake Passage with a belly full of soup and bread. This followed a modern epic struggle with lost luggage at Ushuaia Airport (left behind in Buenos Aires because the

plane was too heavy). He recounts his delight that everything could be found at half a dozen shops in Ushuaia, Argentina—one of the most remote cities in the world.

In spite of these oddball brushes with commercialism, Ruzesky describes a life-changing journey that took him to a stark and amazing world of what he terms a “vast expanse of nothingness.”

Along the way, he chases a humpback whale while in a kayak, has a close call with a gigantic ice floe topped by a leopard seal, and survives a dunk into -2C degree water.

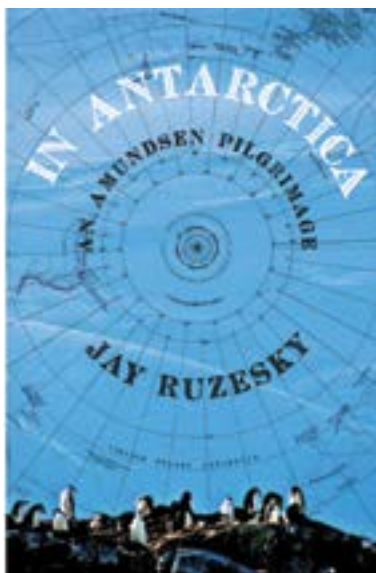
He gives a touching description of the many penguins he encounters: “Most of the penguins I come close to are, if anything, curious about humans. In our interactions with people, we are used to seeing others protect themselves. We hide our vulnerabilities, take our time revealing ourselves to one another, protect our secrets...

I think we respond to penguins the way we do at

least partly because they take so little care to protect themselves from us. They practise the art of being in ways we admire.”

Like the penguins he observed, Ruzesky used his trip to Antarctica to practise the art of being in a way that may inspire the reader to take an epic journey of their own. ▀

In Antarctica: An Amundsen Pilgrimage, 2011, published by Nightwood Editions. Available on Amazon.ca and Amazon.com





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*No purchase is required. There is one (1) prize to be won. The winner may choose between an amount of \$60,000 CAD to build a dream kitchen of his/her choosing or \$60,000 CAD cash. The winner will be responsible for choosing a supplier and for coordinating all of the required work. The contest is organized by Security National Insurance Company and Primm Insurance Company and is open to members, employees and other eligible persons who reside in Canada and belong to an employer, professional or alumni group which has entered into an agreement with the organizers and is entitled to receive group rates from the organizers. The contest ends on October 31, 2014. The draw will be held on November 21, 2014. A skill-testing question is required. Odds of winning depend on the number of eligible entries received. The complete contest rules are available at melochemonnex.com/contest.

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