



LAR

Life after retirement

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President's New Year's Message



**Dr. Om Prakash
MALIK**

President

Retirees Association

Professor Emeritus & Faculty
of Graduate Studies (EIMPS)

University of Calgary

To members of the Retirees Association: It is my pleasure to wish you all the best for a happy 2023. The former Emeriti Association passed a motion at its 2022 AGM and changed to become a more inclusive Retirees Association. I invite all retirees from the University to become active members of the University of Calgary Retirees Association (UCRA). The UCRA meets monthly during the academic year and provides programmes of interest to those with a connection to the University of Calgary. In having a more inclusive association, we anticipate that programmes will evolve and diversify to be of interest to our wider audience.

We look forward to welcoming new members, not only from the Emeriti but also from this broader group and take advantage of the new UCRA interesting presentations. I wish you a wonderful year and look forward to seeing you soon.

Thank you to all those who have renewed their UCRA (formerly Emeriti) memberships for 2022-2023.

The modest fees allow the Association to maintain activities and programmes, including the publication of Life After Retirement. If you have not yet renewed, or are unsure of your membership status, please contact us at Retirees@ucalgary.ca.



The Many Faces of Love by The Mostly Broadway Trio

To the delight of over 70 people from the Emeriti Association, the Anglican Church and other friends, The Mostly Broadway Trio presented performance, The Many Faces of Love. It was their fifth performance for the group, but their first live performance since February 2020. They were as excited to be with the EA as we were to have them join us as we began a new Fall season.

The Trio comprises the following persons: **Kathryne Perri Edwards**, Soprano and former University Associate, Werklund School of Education; **Richard Heyman**, Baritone and Professor Emeritus, Werklund School of Education; and **Malcolm Edwards**, Pianist and Professor Emeritus, School of Creative and Performing Arts.

Through solos and duets, they described and sang about love as expressed in musicals. Many were from musicals written by Gershwin and Rogers and Hammerstein from the 40s, 50s and 60s

The stage was set when Katheryn began with "I Enjoy Being a Girl" (*Flower Drum Song*): "I'm a girl, and by me that's only great!"

I am proud that silhouette is curvy ... From there the Trio proceeded to *Camelot*: "If Ever I Would Leave You, if ever I would leave you – it wouldn't be in summer. Seeing you in summer – I never would go ..."

Moving along, they proceeded into mid adult love and the challenges that can occur with significant differences in backgrounds. They selected music from *South Pacific*: "This Nearly was Mine, One dream in my heart, One love to be livin' for, One love to be livin' for, This nearly was mine". Humor was added with "To Keep my Love Alive" from *A Connecticut Yankee*, in which the singer describes "bumping off" 15 husbands to avoid being unfaithful to any of them. "I've been married, and married, and often I've sighed, I'm never a bridesmaid, I'm always a bride. I never divorced them — I hadn't the heart—Yet remember these sweet words: 'Til death do us part' ..."

One can't always see love. My Ship was written for (but not performed in) *Lady in the Dark*. "Love doesn't always come to us. My ship has sails that are made of silk, The decks are trimmed with gold... But the pearls and such They won't mean

(continued on page 2)

The Many Faces of Love by The Mostly Broadway Trio

(continued from p. 1.)

much if there's missing just one thing.... If the ship, I sing doesn't also bring my own true love to me." Sometimes, love isn't obvious as described in "Someone's Been Sending Me Flowers" from *Me and Juliet*. It begins: "Someone's been sending me flowers, Oh what a sweet thing to do, every new day brings another bouquet, but I just don't know who to say thank you to". It ends on a humerus note with, "Somebody madly adores me, I know not whom to suspect, since I cannot afford to be madly adored, I do wish you'd stop sending flowers, collect."

Fiddler on the Roof provided the final look at love and life. "Sunrise, Sunset takes us back in time through the seasons and years with Is this the little

girl I carried, Is this the little boy at play. I don't remember growing older, When did they?"

Love was questioned in Do You Love Me?

Tevye: "Then you love me?"

Golde: I suppose I do.

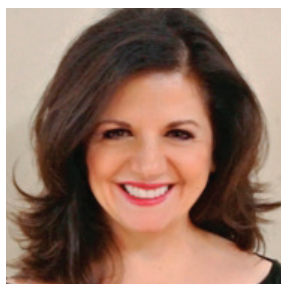
Tevye: And I suppose I love you too.

(Both); It doesn't change a thing. But even so. After

twenty-five years. It's nice to know."

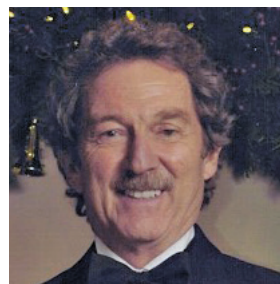
The performance concluded with *If I Were A Rich Man*. Hopefully we will have an encore next year.

Summary of the presentation on 14 September 2022 and photo of St. Steven's Anglican Church courtesy of Jocelyn Lockyer.



**Ms. Katheryne
PERRI EDWARDS**

Soprano



**Dr. Richard
HEYMAN**

Baritone



**Dr. Malcom
EDWARDS**

Pianist

Vision and Goals for Provost's Office



**Dr. Penny
WERTHNER**

Interim Provost and
Vice-President Academic
University of Calgary

The Provost's Office is a large portfolio. In addition to having 14 Deans report to her, Dr. Werthner also must deal with ten Vice-Provosts and three Deputy Provosts. The Office provides leadership, oversight, and direction across several areas, including the budget strategy, long term academic and institutional planning, academic operations, and student experience. As the University developed new strategies for indigenous engagement, equity, diversity, inclusion and accessibility, mental health, global engagement and sustainability, these portfolios have also been organized and lead out of the Provost's Office. The Provost also assumes responsibility for scholarly pursuits, teaching, learning, and transdisciplinary education.

Dr. Werthner described three key areas for her focus during her year as Interim Provost and Vice-President Academic: a new strategic

plan, changes in the budgeting process, and a review of the Office of the Provost structure.

After ten years (2012-2022), the Eyes High strategy will be sunset and celebrated. A new vision and strategy will be developed for the University. Through consultation with both the University community and external stakeholders, a new strategic plan will identify a shared vision for how the University will move forward over the next five to seven years. While the strategic visioning process is still in its early stages, one of the Provost's roles in the process is to ensure that a clear academic vision is articulated in the strategy. The timeline is relatively short with the pre-consultation phase on the approach and process to end in early November 2022, followed by consultation phase through April and the final synthesis and approval during May and June.

Developing and approving budgets for the next fiscal year is complex, particularly when there are provincial, national, and international transitions underway and much uncertainty. Nonetheless, the process for developing the 2023-24 budget has been adjusted to add a month

of community consultation early in the process. Throughout October, the campus community will be consulted through GFC discussions, a campus-wide survey, and discussions with student leaders. In November, all units will develop budgets based on planning parameters that have been identified. In December and January, the Vice-Presidents will review the unit budgets to create consolidated budgets and capital plans.

While a new Provost is being recruited, the Interim Provost is supported by Deputy Provosts Mary-Jo Romaniuk, Bill Rosehart and Sandra Davidson. Together this group is reviewing the structure of the Provost's Office to ensure alignment with strategic priorities and leading engagement and a culture shift across the portfolio.

During the question-and-answer period, Dr. Werthner was asked what the Emeriti Association could do to support students. She identified food security, accommodation, and scholarships as areas of critical need for students. Retirees wanting to help might support: University of Calgary Students' Greatest Needs fund or the Students' Union Campus Food Bank.



**Razieh
ALBA**

Ph.D. Student
Werklund School of Education
University of Calgary

Creating Space for Indigenous Storytelling: Two-Eyed Seeing in Post-Secondary Art Education

The aim of my qualitative research study is to explore the use of Two-Eyed Seeing in university art classrooms, which provides students a way to view the world through both Indigenous and Western Ways of Knowing. The research questions guiding this study are:

- 1) How can a non-Indigenous educator best teach Indigenous worldviews in culturally appropriate and respectful ways?
- 2) How can a non-Indigenous educator successfully collaborate with local Indigenous Elders, artists, and community members to create a curriculum that is inclusive and meets the needs

of Indigenous communities?

- 3) What are the student experiences within a balanced Indigenous/Western curriculum design?

The qualitative study will use Storytelling as methodology. Participants will include the student participants, as well as the curriculum collaborators and guest speakers (Indigenous Elders, community members, and local Indigenous artists). The data collection process will also include autobiographical narratives to explore the role of the Western educator and any insights or challenges that occur throughout the course of the research study. The research process itself will begin with establishing relationships with local Indigenous community members, as well as the collaborative efforts of designing a course curriculum based on the process of Two-Eyed Seeing. Participant experiences will be shared through narrative storytelling in interviews, group discussions, and visual artistic narratives as the course progresses. Themes will be identified from the collected narratives to answer the research questions.

In this early stage in the research process, I have just completed the background research into establishing the research study, selecting my methodology, and am about to embark on the first stage of the research process. There has been significant interest in this area of work, particularly given the desire to include the voices of Indigenous worldviews in authentic and respectful ways within the university classroom setting. At this time, I have concluded that there is both a deep personal interest as well as a larger social interest in this research study. Storytelling as a methodology will provide qualitative insights into the lived experiences of participants throughout each phase of this research study. I believe that Two-Eyed Seeing and creating a dedicated, collaborative space for Indigenous worldviews in the university art classroom can provide students with a greater understanding of sustainability practices, a focus on Place, communities, and the land we live on, while encouraging students to see the world in new ways through their artistic creation process.

Dry reforming of Methane: A means to reduce carbon emissions



**Ruth
ALLI**

Ph.D. Candidate
Department of Chemical and
Petroleum Engineering
University of Calgary

Converting the two main greenhouse gases (GHGs) CO₂ and CH₄ into valuable products is considered an essential way to eliminate the negative impacts of global warming. Dry reforming of methane (DRM) offers a viable route for the efficient utilization of these two potent GHGs to produce syngas (CO and H₂) as a valuable fuel and chemical feedstock. The use of nickel-based catalysts has been widely reported in literature owing to their outstanding features such as the high activity, low production cost, and thermal

stability. However, Nickel-based catalysts suffer from rapid deactivation due to the tendency for carbon deposition. Significant efforts were made to address this challenging issue particularly focusing on the influence of catalyst design and synthesis methods, pre-treatment conditions, supports, and the organic linker utilized. This project aims to address the long-term stability of the catalyst, carbon formation, and catalyst activity on MOF-derived Ni-based catalysts for hydrogen production from DRM. To achieve better catalysis performance, stability, and eliminate negative effects of coke formation, the use of MOFs as sacrificial templates with different metal combining strategies and organic linkers will be employed to obtain a highly dispersed nanostructured catalyst. For the first phase of the thesis work, bimetallic Ni-Ce-BTC MOF was synthesized via facile solvothermal method and passed through different thermal

treatment conditions under N₂ or H₂ or CO₂ atmosphere for the removal of the organic template. Also, further catalyst thermal pre-treatment under CO₂ environment was performed on the catalysts. The most favorable catalyst was achieved from a single step thermal treatment under nitrogen, presenting CO₂ and CH₄ conversion of 83% and 70% respectively and H₂/CO ratio of 0.98 after 24 h on stream with no decline in activity. A stability test of 120 h on stream further showed no catalyst deactivation or decline in catalyst activity. The high stability and performance of the catalyst was as a result of a high surface area of 245 m²/g and dispersion, nanoscopic crystallite size of < 3 nm, high structural morphology of the catalyst, and strong metal-support interaction. Results have been able to prove the efficacy of a new facile technique to synthesize highly stable nanostructured catalysts for dry reforming.

Examining the quality of English Language Arts Performance Assessment Tasks for developing students' Academic Language Proficiency



**Ali
ABIDI**

Ph.D. Candidate
Educational Research (Learning
Science)
University of Calgary

Introduction: According to Wiggins (1989), authentic assessment can help foster students' deep understanding, higher-order thinking, and complex problem solving through the performance of exemplary tasks. In academic language, authentic tasks provide students with the opportunity to apply their language skills in real-world contexts. Thus, of particular importance, is the capacity of performance assessment tasks to replicate real-world challenges and performance standards for promoting students' learning and mastery of academic language.

This study investigates the quality of English Language Arts (ELA) performance assessment tasks (PATs) to develop elementary (Grade 1-6) students' academic language proficiency (ALP) with specific focus on: the quality of the tasks for classroom use; how much of academic

language-related curricular learning outcomes are met in the tasks, and how the tasks likely contribute or hinder students' development of ALP.

Methods: This study conducts an artefact analysis by examining and evaluating the authentic intellectual quality of PATs designed by an assessment agency in Canada and coding for evidence of these criteria based on their descriptions and indicators. For this study, a portfolio of 27 PATs from each level of elementary grades (1-6) are collected as main source of data from an assessment agency as artefacts.

Data analysis consisted of descriptive statistical analysis of the 27 PATs. This analysis included constructing tables of quantiles and means, methods of dispersion such as variance and cross-tabulations. A table of means by subgroup (i.e., AIQ criteria, sub-criteria, grades, tasks) showed important differences across subgroups. The PATs were quantitatively analyzed keeping in mind the design principles and features of language authentic assessment using Koh's (2011) six

criteria for authentic intellectual quality (AIQ). The six AIQ criteria are: depth of knowledge, knowledge criticism, knowledge manipulation, sustained writing, clarity and organization, and making connections to the real-world beyond the classroom.

Results: The result indicated that most of the assessment tasks at all grade levels were found to fall within the lower scores range on all six AIQ criteria. The curricular alignment of outcomes and corresponding performance assessment tasks was satisfactory.

Conclusion: There is a crucial need to improve the intellectual quality of teachers' assessment by enhancing assessment literacy through continuous professional learning programs.

Discussion: The study found that the low quality of PATs is consistent with the findings of Koh and Luke (2009). This is due to teachers' lack of adequate assessment literacy as pointed out by Ogan-Bekiroglu and Suzuk (2014) and Volante and Fazio (2007).

Exploring the impact of psychologically traumatic births



**Julia
IMANOFF**

Ph.D. Candidate
Faculty of Nursing
University of Calgary

Introduction: There is a broad spectrum of mental health conditions in the perinatal period. They are referred to as perinatal mood disorders and include depressive or anxiety disorders. Perinatal Post-Traumatic Stress Disorder (P-PTSD) is an anxiety disorder that has emerged as a health concern. It can potentially disrupt women's transition into parenthood, mental health and

well-being, relationships with their infants, and relationships with others. Prevalence rates of P-PTSD vary widely from zero to 43% due to the shifting definition and diagnostic criteria and practitioners' interpretations of those criteria. Given the significance of perinatal mood disorders on the individual, family, and child health and well-being, exploring the highly subjective and contextual experience of psychological birth trauma is essential.

Methods: Throughout this qualitative study, I aim to explore how we might understand women's experiences of psychologically traumatic births using an interpretive approach based on Hans-Georg Gadamer's

philosophical hermeneutics. There is a methodological fit between the topic and a hermeneutic approach due to the subjectivity of the experience of birth trauma, the complex nature of postpartum relationships, and the historical and social context of how birth trauma is currently understood. Participants were recruited from across Canada via social media platforms. Data was generated through participant journals and interviews with ten women who self-report experiencing psychologically traumatic births. A rigorous analysis will be performed by adhering to the philosophical principles presented in Gadamerian hermeneutics.

(continued on page 5)

Exploring the impact of psychologically traumatic births

(continued from Page 4)

Results: In the findings, I aim to put into words the traumatizing nature of birth experiences that may influence how health care providers support women who have experienced birth trauma by expanding their understanding of the complex and highly subjective nature of women's birth experiences. After completing 8 of the 10 interviews to date, the following initial interpretations of women who experienced a lack of support, communication, and information: left to labour alone, being kept in the dark, facing death, the lasting effects of trauma.

Conclusion: The experience of psychological birth trauma has detrimental effects on women, their relationships, and their transition into motherhood. There is still much we do not know about how women experience birth as traumatic. It is a crucial concept to understand because of its implications for each woman who experiences it.

Discussion: There is an opportunity to influence women's experiences if we, as health care providers, better understood the implications of our actions, language, and care as nurses during the critical moments of birth.



My love affair with fear: How fear enabled me to become who I was created to be



**Brad
KILB**

Senior Instructor Emeritus
of Kinesiology
University of Calgary

In his memoir the author writes about “the best 46 years of my life”, while serving students at the University of Calgary as an educator, ‘Dino’ coach, and adventure guide, sharing his adventures, as well as his misfortunes. A master storyteller, he reveals emotions, adrenaline highs, and insights while learning to utilize that gut-wrenching feeling of fear to his advantage by stepping into scenarios with fear as his partner. He considers fear as the greatest tool for personal discovery and growth, leading to the discovery of personal identity.

His life has been spared during death-defying moments, his body ravaged by disease, his family broken by divorce, his resilience tested with the loss of two young sons. As difficult as these moments have been, his prime emotion is gratitude.

With regard to his various adventures and misadventures, Brad Kilb concludes that these were valuable “lessons”: “I’ve been richly blessed with such a meaningful life -- not an easy one, not a perfect one. But one with perfect moments emerging from victories & failures. Lessons learned from facing challenges head on, coming out stronger on the other side of the storm.”

Kilb reveals such dangerous and unexpected moments as a “Teaching Excellence” of the Hall of Fame Inductee: surfing down a mountain on the toe of an avalanche; saving drowning students on white-water rivers; swimming with a shark in the Red Sea, following an international tournament with the ‘Dinos’; escaping the rage of the Sicilian Mafia, while coaching on sabbatical in Italy; threatened with being deported from Poland, by a hyperactive Soviet agent, unless our

‘Dino’ volleyball team won the match, and chasing my unhitched canoe trailer following a class on Glenmore Lake.

The author follows two simple rules regarding fear: (1) “I don’t want to eliminate fear from my life -- it’s omnipresent”. (2) “Managing my fear enables me to be more alive -- to live a fuller and richer life.”

The author’s qualitative research has enabled him to explain in his book how to use practical, courageous strategies for “dancing with fear”. He lives with his wife Bonnie MacRae-Kilb in Calgary, and is a recipient of The Order of the University of Calgary and an inductee to the ‘Dinos’ Hall of Fame.

Brad Kilb, *My love affair with fear: How fear enabled me to become who I was created to be* (Altona, MB; Friesen Press, 2022), 282 pp.



The Friesen Press Bookstore

www.bradkilb.com

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UNIVERSITY OF CALGARY RETIREES ASSOCIATION

CHRISTMAS LUNCHEON

14 DECEMBER 2022

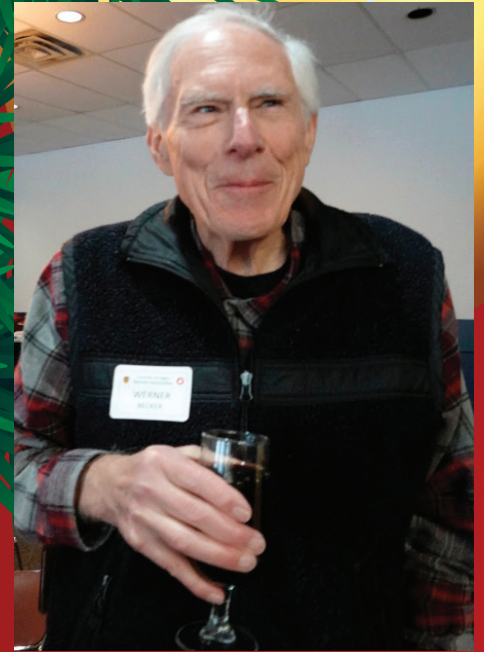
BLUE ROOM, UNIVERSITY DINING CENTRE



Andrew Pernal, Glen Campbell
(in the background)



Ron Davies



Werner Becker



Keith Nicholson, Carol Dixon, Ernest Enns



Robert and Tamara Seiler



Sue Chivers, Margaret Peyto, Beth Davies



Patricia and Bill Perks, Nancy Townsend



Elaine McKiel, Gary Krivy



Arvi Rauk



Jennifer Buchanan



Tom and Marianne Flanagan

Photos courtesy of Ken and Barb Stevenson, and Carole-Lynne Le Navenec.



January – June 2023

Monthly Activities and Presentations

JANUARY 11: TOPIC: Web Telescope- What are we now able to see? What are our conclusions? **SPEAKER: Dr. Phill Langill**, Associate Professor (Teaching); Director of Rothney Astrophysical Observatory, Department of Physics and Astronomy, University of Calgary. See: Telescopic images of universe stun Calgary scientists, CTV News.

FEBRUARY 8: New Considerations for using wearable technology; is your smartwatch actually smart? **SPEAKER: Dr. Reed Ferber**, Professor, Director of Running Injury Clinic and TRAC Faculty of Kinesiology, University of Calgary.

MARCH 8: TOPIC: Changing Cities through (1) transportation technology to improve street safety, **SPEAKER: Dr. Alexandre de Barros**, Professor, Department of Civil Engineering, Schulich School of Engineering, University of Calgary. (2) walkable city design for sidewalks and streets, **SPEAKER: Dr. Gavin McCormick**, Associate Professor, Community Health Services, Cumming School of Medicine, and Adjunct Associate Professor, Architecture, Planning and Landscape, and Faculty of Kinesiology, University of Calgary.

APRIL 12: TOPIC: The Big Choice: Alberta's 2023 Election. **SPEAKER: Dr. Lisa Young**, Professor, Political Science and Director, Masters of Public Policy.

MAY 10: TOPIC: Robots. **SPEAKER: Dr. Alejandro Ramirez-Serano**, Professor, Department of Mechanical and Manufacturing Engineering; Founder and Director of UVS Robotarium Laboratory and Member of Calgary Aerospace Network (UCAN), University of Calgary.

JUNE 14: Come together again at the President's Luncheon, in the Carriage House Inn, 9030 Macleod Trail South, at 11:30 A. M. Enjoy your choice of three salads, two entrees, and three desserts for \$47.50.



Executive Committee 2022 / 2023

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If any members have additional ideas about how to enhance the role of our Association, please don't hesitate to contact us.

THE RETIREES ASSOCIATION OF THE UNIVERSITY OF CALGARY

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