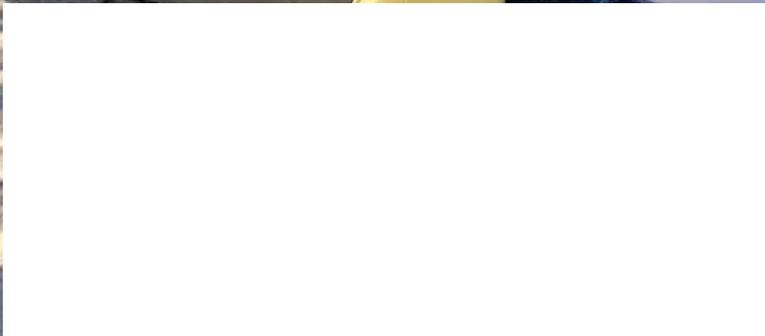

KING'S HERALD

A MAGAZINE FOR ALUMNI AND FRIENDS OF KING'S UNIVERSITY COLLEGE
AT WESTERN UNIVERSITY CANADA

SPRING 2021



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We welcome your letters, suggestions, or comments about the Association and the University. Opinions expressed in the *King's Herald* do not necessarily reflect those of the editor or the University's administration. Contact the Editor or Alumni and Development at:

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Cover Image: Nistha Chakraborty '21 shows her love for King's. Photo by King's Communications & Media Relations.

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PRESIDENT'S CORNER



@KUCAumni

The past year's yesterdays, today's, and tomorrows have often felt like one and the same. At times, the days have simultaneously stood still and sped by in the blink of an eye. Despite how it's felt, time has passed. For our newest members of the King's alumni community, this past year has seen you rise to challenges and embrace the many opportunities of living and learning in a very different world. On behalf of the King's Alumni Board of Directors, I would like to acknowledge and welcome the truly remarkable Class of 2021 to the King's alumni community. Congratulations on your achievements!

In a year where much of our time has been spent at home, the word "homecoming" hits a little differently than in previous years. This year, this celebratory word carries a stronger sense of warmth, belonging and community. Even in today's predominantly virtual world, King's remains a place to be and a place to become and remains a second home for so many of us. No matter where

home is for you, know that King's annual Homecoming celebrations are well underway. Watch your inbox for details about how you can celebrate with King's this September.

If you are not currently receiving emails from King's, I hope you will stay connected by updating your contact information with the Alumni and Development office. You can complete the online address update form at www.kings.uwo.ca/alumni or email alumni@kings.uwo.ca. You can also use that form or email address to submit your milestones for the next issue of the King's Herald. And of course, don't forget to follow @KUCAumni on social media!

I look forward to seeing you at an event soon, either virtually or in person once we are permitted to gather together again.

Stay safe, take care, and be well.

Jennifer Ayers '08
President,
King's University College
Alumni Association

Carry on King's

A year ago, as King's was adjusting to operating largely as a virtual campus, I wrote my first COVID-related Principal's Message for the *King's Herald*. It was a time of great uncertainty, but I was, and still am, encouraged by the resiliency and cooperation of our community as we adapted to our new "normal".

Throughout the past year, I have regularly provided updates and messages to the community via email, video, and social media. During those first few messages, I often went to my comfort zone for support in dealing with the pandemic. I poured through my collection of books by philosophers and writers looking for their inspiring words of wisdom to help give me perspective and peace. I feel it is important that we mark one year since we ended in-person classes and many in-person services in order to stay safe and help stop the spread of the virus.

This poem is still as relevant to me today as it was a year ago:

“stay strong through your pain
 grow flowers from it
 you have helped me
 grow flowers out of mine so
 bloom beautifully
 dangerously
 loudly
 bloom softly
 however you need
 just bloom”

(Rupi Kaur, Milk and Honey, 2014)

Like many, King's has turned to social media for some entertainment and comic relief. In January, the trend of performing sea shantys on TikTok took the world by storm. Sea shantys are intended to lift spirits while doing hard work, so with help from the King's Communications team, I gladly hopped onboard and performed a King's version of the sea shanty “Row, Me Bully Boys, Row” down by the Thames River. To our delight, the video received more attention



than expected, including a nod from Canadian musician Alan Doyle, former lead singer of folk-rock band Great Big Sea. If you haven't watched the video, it is available on all King's social media platforms, and it may bring a smile to your face.

I have hope that we will return to campus this fall. Plans are underway to make this happen. However, much can change between now and September. The rollout of the vaccines and the continued efforts by all of us to wear masks, remain physically distant, wash our hands – these simple acts – are needed now more than ever. I know I am tired and – frankly – fed up with the pandemic, and I expect that you are, too. Having said that, we cannot stop now if we wish to be together again in-person. I appreciate each and every one of you for your dedication, commitment, and sheer grit. I am blessed to be part of the King's community.

As the situation is constantly evolving, I encourage you to visit the King's website for the latest information about the College's response to COVID-19: www.kings.uwo.ca/covid-19/.

While we continue to work our way through this reality, know that all of us are doing everything we can to take care of King's. Please continue to take care of yourself and your loved ones.

Sincerely,

Dave Malloy
 Principal

Awards for Excellence in Teaching

Selected annually by a committee of students, faculty, and staff who review nominations from the King's community, King's is pleased to announce the 2021 Awards for Excellence in Teaching recipients.



Dr. John Grant, Associate Professor of Political Science, is the recipient of the Full-Time Faculty Award. Dr. Grant has taught at King's since 2014. On receiving this award, he says, "My colleagues and I in Political Science have devoted ourselves to building a program full of active learning. Students will always be the lifeblood of the College, and I'm honoured to have my work with them recognized in this way."



Dr. Nigel Joseph, Lecturer in the Department of English, French, and Writing, is the Part-Time Faculty Award recipient. Dr. Joseph has worked at King's since 2005. "This award was the culmination of many years of very satisfying pedagogical encounters with the friendly, enthusiastic, and highly intelligent students I was lucky enough to teach. To receive the award in the year of the pandemic was an added source of satisfaction," he says.

"Drs. Grant and Joseph bring tremendous gifts to their classrooms. They are devoted to inspiring and supporting their students to grow intellectually," says Dr. Laura Melnyk Gribble, Associate Academic Dean.

In addition to the Excellence in Teaching Awards, Drs. Grant and Joseph will be invited to present lectures to the King's community in conjunction with the annual Student Awards Ceremony. The lectures are tentatively scheduled to be held in-person at the Joanne and Peter Kenny Theatre in the Darryl J. King Student Life Centre at King's on Monday, November 22, 2021.

The Christopher Perrin Beatty Lecture for full-time faculty was established by the Beatty family to honour the memory of their son Christopher Beatty, a 2007 alumnus who passed away in 2008 at the age of 23.

Campus Ministry



After 20 years of service as Director of Campus Ministry at King's, Father Michael Bechard '91 will be assigned to Sts. George and John the Divine in London, ON, as of July 5, 2021. During his time with King's Campus Ministry, Father Michael has celebrated hundreds of baptisms, weddings, and funerals, and he has also provided support to countless students, alumni, faculty, staff, and members of Christ the King University Parish. In October 2020, Father Michael was named to the 4th Annual London North Centre Honour Roll in recognition for his work as an interfaith relations ambassador, Indigenous rights and reconciliation advocate, and outgoing pastor of Christ the King University Parish.

King's is in the process of hiring a new Director of Campus Ministry and anticipates the role to be filled by July 1, 2021.

Student athletes give back

Curtis Fortune, first-year Childhood and Social Institutions student and fullback on the Western Mustangs football team, helped collect 57,196 socks for 519Pursuit, a non-profit organization that runs an annual sock drive to support homeless individuals in the London area. With help from the Western Mustangs football team and the London Junior Mustangs organization, donated socks were made into care packages and distributed to local community services and shelters.

As a varsity athlete, Curtis feels that it is important to give back to the community. "Without our community, game days would not be the same. Their constant love and support are a significant factor in our program's success. In our community, many individuals need help, and as someone who is in a position to assist others, I feel that it is our responsibility to do so. It is crucial everyone feels they are loved and cared for in our community."



Through the sock drive, Curtis and his teammates engaged in conversations that allowed them to learn more about the homeless in London. He says his teammates "did a fantastic job of spreading awareness on the issue of homelessness, having those tough conversations, and, most importantly, gathering donations. Without the teamwork, I do not think we would have the success we did."

King's experts in the news

Links to media sources are available on the “In the News” section of the King’s website. Visit www.kings.uwo.ca/about-kings/media-and-communications/in-the-news/ for these and many other links to King’s experts in the news.



Dr. Julius-Kei Kato, Associate Professor of Religious Studies, was featured in a *London Free Press* article discussing faith and how it can give us hope during the pandemic.



Dr. Don Kerr, Professor of Sociology, was featured in a *London Free Press* article that examines how the population growth of the London area has been slowed due to COVID-19’s effect on immigration.



Dr. Jeff Preston, Assistant Professor of Disability Studies, was a guest on CBC’s “White Coat Black Art with Dr. Brian Goldman” where he discussed concerns about new changes to Canada’s medical assistance in dying laws and how they might hurt some of the people they are intended to help.



Father Michael Bechard, Director of King’s Campus Ministry, appeared on CTV News to discuss the significance of Pope Francis’s historic first-ever Papal visit to Iraq.



Dr. Derek Silva, Assistant Professor of Sociology, has co-written articles for *Time Magazine* and *The Guardian*, on topics related to college sports and athletes in the time of COVID-19.



Dr. Laura Beres, Associate Professor with the School of Social Work, discussed how religious services have transformed from traditional public gatherings to providing services online in a *Toronto Star* article about the controversy over whether churches should be deemed essential.



Dr. Stephanie Bangarth, Associate Professor in History, was one of five guests on the CBC Ideas podcast where the topic of discussion was “the forever protest: why the perpetual fight for change is not futile”.



Dr. Allyson Larkin, Associate Professor of Social Justice and Peace Studies, talked with Rebecca Zandbergen on *CBC’s London Morning* about how she uses her expertise to handle partisan politics and political divide in her family.



Dr. Darcy Harris, Associate Professor of Thanatology, was featured on CBC Radio’s “Cross Country Checkup” discussing how Canadians are grieving “the loss of living our lives”, in addition to death and illness, during the COVID-19 pandemic.



Dr. Patrick Ryan, Associate Professor of in the Department of Interdisciplinary Programs, appeared on *CBC’s London Morning* with Rebecca Zandbergen to discuss his perspectives on the U.S. election as a specialist in American political history and an American living in London.



Dr. Vincent Geloso, Professor of Economics in the School of Management, Economics, and Mathematics, discusses the possible effects of the Rogers Communications Inc.’s proposed deal to buy Shaw Communications Inc with *The Canadian Press*.



Dr. Rachel Birnbaum, Professor of Childhood and Social Institutions and the School of Social Work, co-wrote an article for *The Lawyer’s Daily* that analyzes how COVID-19 lockdowns affect the family justice system, cases and decisions, and the children and families it serves.

Social Work: Field placement during a pandemic

Social Work students gain valuable experience through placements with London Health Sciences Centre

Hospitals around the world have faced significant challenges due to the pandemic. From simple tasks like patient meal delivery to more complex tasks such as neurosurgical interventions, almost every aspect of patient care has been touched by COVID-19. Social Workers have quickly adapted to increased safety and security changes in order to continue supporting and advocating for their patients. With limits on visitors to hospitals, Social Workers have found ways to retool their existing resources and programs to provide services to outpatients, inpatients, and their families, whether by phone, e-mail, virtually, and, when possible, in person.

Prior to the start of the pandemic, many King's Social Work students were in placements at LHSC. "When the pandemic hit we had to adapt," recalls Bill Dixon '07, MSW, RSW, Clinical Practice Specialist - Social Work at LHSC. "We were fortunate that some students were able to remain in their placements and interact virtually with their field instructors." This has provided students with unique opportunities to learn how to effectively use new tools and strategies for updating family on a patient's care, discuss goals of care, and end-of-life plans, as needed.

Field placements are a valuable learning component of a Social Work degree as they provide students with practical experience outside of the classroom. The pandemic has allowed students to experience the adaptability and dedication of those who are working in the field of Social Work. As of January 2021, LHSC continued to have students participate in placements. "We have been able to adjust our placements quickly when some of the areas at LHSC were in outbreak with increased work isolation," says Bill. "King's continues to be a great support to us during the pandemic. We have been working closely with the School of Social Work to ensure that student placements continue and that students are provided with great learning opportunities." Bill added that King's has also been engaging with LHSC about increasing their research portfolio during the pandemic.



Offering advice to future social workers, as well as those who are currently serving their communities, Bill says, "At the heart of who we are as Social Workers is the professional care and support we give to our clients and patients that positively impacts their lives. This must be the foundation that guides Social Work practice whether there is a pandemic or not." He also reminds Social Workers to take care of themselves by engaging with their own support network. "Social Work is incredibly rewarding but also particularly challenging. We must attend to our own emotional and mental self-care so that we can provide high quality patient/client-centered care every single day. As we look to the future, we don't know what is in store for us, but Social Workers will continue to be resilient and adaptable to our ever-changing landscape."

Do you have an idea for a project or program that could involve social work students?

In addition to providing counselling support, students are able to conduct research, develop programs, prepare resources and evaluate services. If you would like to explore your idea further, please contact: MaryKay.Arundel@kings.uwo.ca.



Yesterday, Today, Tomorrow

A professor's perspective on teaching at King's

Trevor Hunter '92 has been a professor with the King's School of Management, Economics, and Mathematics (School of MEM) for 19 years. Specializing in the areas of Corporate and Non-profit Governance and Boards, Strategic Management, and International Business, Trevor shares his King's experience from his time as a student, to becoming a professor, and now teaching during a global pandemic. He also offers advice for student success and tips for those considering a career as a professor.

Yesterday

How would you describe your in-class experience compared to King's students today?

I am going to sound like a grumpy old man here, but today's students would be quite shocked if they experienced university the way I did when I was a student. Computers that you could take to class did not exist at King's, let alone PowerPoint. Technology has come a long way!

What was your experience like when you first started teaching at King's?

The very first course I taught at King's was the very first course I took at King's (Business 1220E), and I taught it in the same room where I took it – that felt strange. The experience teaching was very different for obvious reasons: being in front of the class rather than sitting in class is very different.

It was interesting seeing “behind the curtain” so to speak as I learned more about how the institution runs. It was an eye-opener to say the least. SO. MANY. COMMITTEES. Who knew?

A couple of years after I started at King's, I took on an administrative role within our department which meant I got to do a lot of program and course development along with student counselling. As a professor, I was prepared for the teaching and the research component of the job, but I had no idea how much time would be spent on administrative tasks.

Why did you decided to become a professor?

The first inkling I had that I thought being a professor would be interesting was in my third year at King's. I would go and speak with Dr. David Flynn in his office quite frequently. When I knew him, David had this wonderfully comfortable leather recliner in his office in Silverwood House (now Dante Lenardon Hall) and he would always have the students sit in the recliner to make them more comfortable. We would chat about so many things, and I thought “wow, how cool must it be to get paid to just ‘talk’ about all these interesting ideas.” How naïve I was to think that was all he did.

Later, when I was in the second year of my MBA and had no job offers, I remember trying to think of what I wanted out of my life while sitting in one of Dr. David Conklin's Global Environment of Business classes. David is the most intelligent person I have ever met. He introduced me to concepts and ways of looking at the world I didn't even know existed. I remember thinking “This guy is changing the way I think. He's changing my life. That must be a great feeling to have that kind of influence on someone's life. If I could have one tenth of the effect on people that David is having on me, I would feel I was successful. I wonder what job I could do that would give me that feeling?” and BOOM, the closest thing I have ever had to an epiphany occurred when my life's direction literally was standing in front of me. I ended up doing research with David for two years, entered the Ivey PhD program in 1999 and then started here. I will never forget that moment.

How would you describe your teaching style?

That is a tough question, likely better answered by my students. The best way to describe my teaching style is “honesty.” Early on in my career I realized that you can try all the tricks in the world to get students to listen, attend class and learn, but they won't work if the students don't see value in what you are teaching so I try to add value to their lives. I push them hard because I care deeply about their success. I often say that I don't give out grades, but rather, I reflect reality. I have high expectations of my students because the work-world has expectations of them that are even higher. I would be lying to them if I didn't push them. My students learn concepts that are applicable in the real world. We discuss theory for sure, but we then focus on how the theory works in practice. I try to bring in real-world examples and stories from my research and my work with numerous organizations over the years to demonstrate that what I am teaching them is actually used out there.

I also try to teach more than just the course content. I try to teach students to find ways in which they can add value (to their employer, their clients, their friends and family, and their communities) and to always be professional. I think these lessons are more important than the content and will serve them well in their business careers.

Today

How has the pandemic changed how you teach and connect with your students?

This is really, really important to note: the pandemic has NOT changed how I teach. I am the same person, the same professor, still honestly teaching with lectures and cases in the class or over Zoom.

This year I taught all my courses live in real-time with no videos for students to watch later. I provided access to my lecture slides as I normally do, but for all intents and purposes, my courses were much like they were when I was in the classroom. Although I was not in the same room as my students, we were still co-creating knowledge, learning course content, and applying this knowledge in real world situations to real world problems.

The pandemic has been a horrific tragedy on so many levels, but at the same time this has been the most enjoyable teaching experience I have had in years. I feel a stronger connection with my students because we are able to connect more often at different times throughout the week. Students seem more comfortable talking when they are in their own environment rather than my office, and I think they are more willing and better able to discuss topics more deeply.

I had the good fortune of being one of the few people who taught a lot last summer when King's was learning how to go online. The Information and Technology Services (ITS) folks who were part of the Moving to Online Project (MOP) team, led by the amazing David Thuss '05, were simply wonderful and helpful as I figured out the technology and how I could present the kind of course I wanted. I was always sort of a technophobe but last summer I engaged a new part of my brain to learn the tech, and an old part of my brain as I learned how to teach online. It was fun learning all this stuff, and then to see the work come to fruition with great results from the students – it was very satisfying.

How have these changes positively impacted your ability to teach?

The technology allows me to be more available for my students because they don't have to come to my office. We can have a 5 minute or hour long Zoom chat, depending on what they need, and there aren't 10 people waiting outside my door making me think "I have to get on to the next one." I think this makes me more in tune with the students' learning needs. I love teaching to a group, but I really love small group or individual learning where we can directly tackle issues. Zoom makes that so much more convenient and easier to do.

How have these changes challenged your ability to teach?

They really haven't. I love it!

From your perspective, how are students benefiting from or struggling with the changes?

There is a lot of talk about how online classes don't "work" for students. I am sure that there are a few people who have personal characteristics that make it less easy to learn online, but you have to find a way to make it work because guess what: It ain't going away.

Students who have been able to adapt to online teaching have really set themselves up for future success because they were able to overcome adversity. I think they should be very proud of themselves and remember this accomplishment as they move on through life.

University is not supposed to be easy. Students are supposed to be exposed to new things and new ways of learning it. Learning to learn online is no different than learning to learn in a class of 100 people when you have never done it before. This is just one in what will be a long line of challenges in your personal and professional career.

Tomorrow

Post-pandemic, what would you like your teaching experience to be like?

I intend to keep using the technology in my classes. The School of MEM has spent a great deal of effort developing our online teaching. While we will likely get back into the classroom as soon as it is safe, I am hopeful that we will be able to use what we have learned to expand our scope and reach. The world is now truly our classroom, and we can offer high-quality online learning to students around the world who may not be able to come to King's.

From both program development and experiential learning perspectives, if we are able, the technology allows us to offer new courses and new experiences for our students. For example, by teaching over Zoom, this past year, I was able to invite the CEO of a large firm to speak to my Corporate Governance class. It is unlikely that he would have been able to do so in person. The students were able to learn and interact with someone who has a lot of experience in a way that was not possible before.

Do you have any advice to help students succeed?

My advice for student success is this: study what you love. If you are working towards a degree because you think it is the best way to get a job, but you hate it – run from that program as fast as you can and start studying what you love.

Also, you have to earn your degree, which means that you do the work, develop the skills, learn to be a professional (hold yourself accountable, balance multiple demands, accept and respect deadlines, work on the side, gain leadership skills from clubs or other activities etc.) so you have the characteristics of someone employers want on their team.

Do you have advice for anyone who is considering becoming a professor?

If you want to be a professor you must have an inquisitive mind, you must be able to come up with innovative research questions and methods, and you must love doing it.

*content has been edited for space

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From One Track to Another

By Kellie McCarney, Communications Intern

Sara Villani, BA '19 (Psychology and Thanatology) has turned her love of track and field into a passion for the sport of bobsleigh and is training as a member of the Canadian Senior Bobsleigh Team for the 2022 Winter Olympic Games.

Although bobsleigh is now her sport of choice, Sara had a successful athletic career as a track and field athlete during her time at King's. She completed a double major in Psychology and Thanatology from 2014 - 2019, and she credits her time as a Western Mustang student-athlete during that time for helping her develop time management skills and the ability to ask for help from professors or coaches when needed.

"In doing thanatology, I was able to take a lot of online classes, which helped me learn how to be self-disciplined and make sure I used my time effectively. Also, my professors were very open and approachable. That helped me gain confidence about asking for help," says Sara about her time at King's. Those skills helped her develop confidence that she continues to use in her daily life.

While competing with the London Western Track and Field Club, Sara won the 2015 junior National Championship in heptathlon and qualified to represent Canada at the 2015 Junior Pan Am Games in Edmonton. After suffering an ankle injury while competing, Sara persevered through the injury as well as some uncertainty about the future of her athletic career. She switched gears and ultimately decided to focus on track and field athletic throwing sports. She was propelled to the podium once again, coming in 2nd in shot-put at the 2019 U Sports Championship.

As an athlete with a flexible mindset, Sara first considered making the change from track and field to bobsleigh in 2018, when she attended a sporting event known for recruiting Olympic talent. She won multiple events, and was recruited for bobsleigh. From this experience Sara discovered a passion for the sport, and was named to the Canadian National Bobsleigh Developmental team in 2019. Since then, she has gone on to be named to the senior bobsleigh team and is now working toward the ultimate goal of winning gold at the 2022 Olympic games.

A major challenge that Sara and many other Canadian athletes training for the Olympics faced this past year was balancing an intense training schedule with COVID-19 lockdowns and restrictions.

Additionally, during 2020, the national bobsleigh program split its time between valuable training time at the world-leading Whistler B.C. Sliding Centre and working on their starts in at WinSport, Calgary's Winter Sport Institute.

"For the first half, Team Canada did not participate in any competitions, which was a little bit sad but obviously understandable given the situation," reflects Sara.

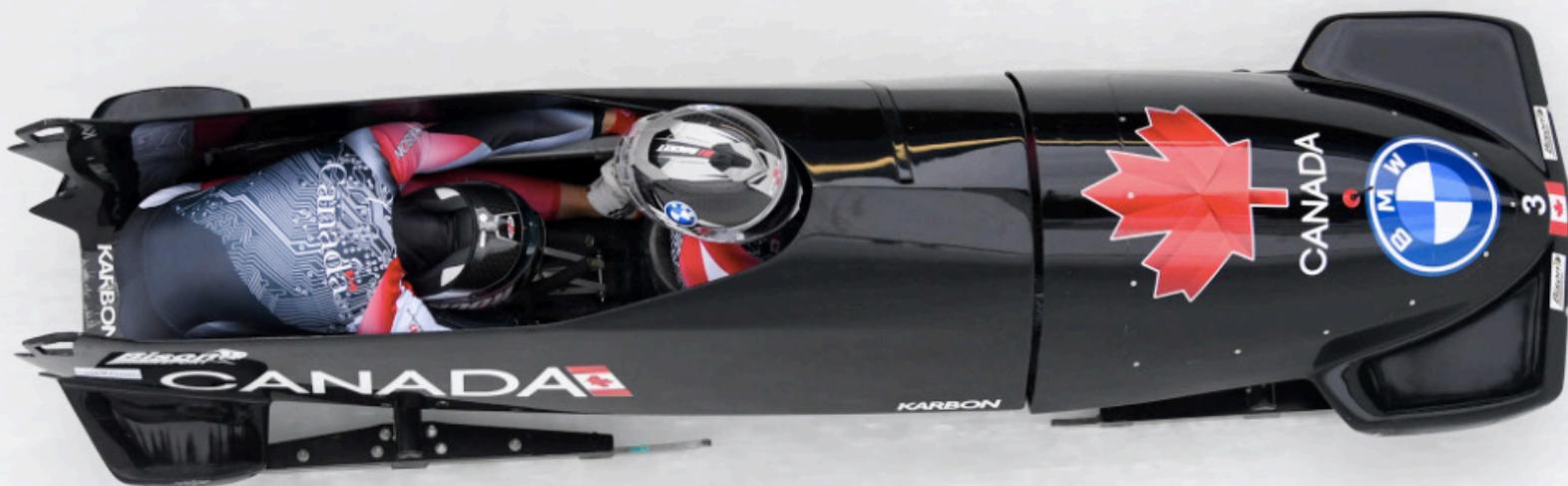
In January, the Canadian team rejoined the World Cup circuit in Germany, living and competing in a bubble. Sara placed 5th at her first World Cup competition in bobsleigh, piloted by Christine de Bruin.

"I felt extremely safe in the bubble. We were all tested twice a week, and all we would do is go to the grocery store and to the bobsleigh track. I felt very safe because it was very well managed, and I think the athletes did a great job of abiding by the rules," says Sara.

After returning home to Canada in February, Sara prepared to resume training following a 2-week mandatory quarantine.

"I feel excited for the offseason, and I feel very motivated to train," says Sara. "I think that with the new confidence that I've built this past year I just feel excited for prepping and training."

She continues her training with her eyes locked on the goal of competing in the 2022 Winter Olympic Games.





Alumna exemplifies what social worker can achieve

Written by: John Milner

Siham Elkassem, BSW '15, MSW '16, may no longer be a King's student (she is currently completing her PhD studies at Memorial University in Newfoundland), but she still maintains strong ties to her community here. In addition to being the alumni representative on the King's/Brescia Joint Principals' Anti-Racism Working Group, Siham has just completed a community project and publication with Dr. Rick Csiernik, Professor in King's School of Social Work.

The research project, with the support of an Ontario Association of Social Workers (OASW) Research Grant, has resulted in the publication of an article, "Gatekeeper Perspectives of Substance Misuse Among a Muslim Community in Southwestern Ontario, Canada" in the *Journal of Social Work Practice in the Addictions*.

The study examined the perspectives of "gatekeepers" (trusted faith and community leaders and professionals) on substance use and misuse within a Muslim community in Southwestern Ontario. Three major themes were identified in the study: the impact of Islam on responses to psychoactive substance use and misuse, the role of family and community, and challenges Muslims face in seeking help for substance misuse.

Having seen difficult situations and deaths in her community directly related to substance use and misuse, Siham believes the issue is both important and timely. "Racialized people in Canada, many of whom are in Muslim communities in London, may not have the resources within substance use and abuse programs that consider the contexts of racial injustice and oppression coupled with mental health difficulties and coping with substance," she says.

Active within London's Muslim community for over 20 years, Siham was thankful to have established connections with other helping professionals who are "really passionate about this work from within the Muslim community, and of course they were eager to share," she says.

Siham was also thankful for the support she received from the King's community, in reference to the faculty and staff of the School of Social Work who have made her feel a part of the King's family even after graduation. She points to Dr. Csiernik, a mentor throughout her BSW and MSW education and a committee member for the PhD she is currently pursuing.

"Dr. Csiernik made me feel like I could be a successful academic. He has taught me so much throughout the years and is an example of what excellent teaching and mentorship can produce. Rick always welcomed my critical analysis of social work theory within the classroom and within our writings together," she says.

Dr. Laura Beres, Associate Professor of the School of Social Work, was also an important mentor. "She has guided me throughout my academic work and always encouraged me to lend my voice and critical analysis within the social work profession," says Siham.

Dr. Csiernik says he may have started as a mentor to Siham, but he regards her as a peer. She served as the principal investigator on this project. "Siham is not only an excellent direct practitioner, she is also an excellent beginning researcher. She is conceptualizing important questions that I would never ask because my lived reality is so different from hers, and she is taking the lead in implementing changes based on the findings," he explains. He says they work well together on their research endeavours because they know an evidence-informed approach is a strong way to create permanent positive change.

"Working with her is a daily demonstration that everyone's voice is important, worth hearing, and can produce a positive impact on the community," says Dr. Csiernik.

Dr. Csiernik says Siham exemplifies what students can achieve by fully engaging in the learning opportunities the School of Social Work provides. "What we want our Social Work students to be is curious, committed to social justice, committed to making the community healthier and more equitable. The other aspect that the School promotes is one of collegiality for once our students graduate, they join the same professional association and professional College to which the faculty belong."

"This work is a testament to the ongoing support and tutelage of excellent scholars/mentors within an institution that continues to maintain connections to their students even after they graduate," says Siham.

As part of their project, Siham and Dr. Csiernik hired two King's students from the Muslim community as research assistants: Amira Elkassem, a fourth year Social Justice and Peace Studies and Psychology student, and Saleami Halbouni '19, BA Criminology and Sociology. The students' assistance not only allowed for a smoother process, but it also enabled Muslim youth to engage in research about their own community.



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HOMECOMING 2021

Mark Your Calendar: September 23-26

Whether we come together in person or online, don't miss this annual opportunity to reconnect with friends, faculty, and your alma mater.

Stay tuned for details!

www.kings.uwo.ca/homecoming

Grad years ending in 1 or 6 are celebrating their anniversaries!

2021 King's University College Alumni Awards

CALL FOR NOMINATIONS DEADLINE: JUNE 11

Nominate outstanding King's graduates for the Alumni Award of Distinction and Young Alumni Award

Visit www.kings.uwo.ca/alumni for more information and nomination form

RECOGNIZING
Outstanding achievements
Professional accomplishments
Community service
Inspiration to others





Celebration of Graduates

June 16, 2021 7:00 - 8:00 p.m.

Join us for a livestream celebration of the Class of 2021. This virtual event will feature an address from the class valedictorian as well as Last Lecture remarks from Dr. Trevor Hunter, School of MEM, who was selected for this presentation by members of the graduating class.

View online at www.kings.uwo.convocation or at www.facebook.com/kingsatwestern



Worship with Christ the King University Parish

In-person Mass is being offered as we are able, according to COVID-19 restrictions. Advanced registration is required for those who plan on attending in-person Mass through this link: www.kings-mass.eventbrite.com. Mass is also livestreamed to

the Campus Ministry Facebook page and YouTube channel on Sundays at 11am. For the latest information about the status of in-person Mass, please visit www.kings.uwo.ca/campus-ministry.



King's Golf Classic

Save the date: September 13, 2021

Enjoy a round of golf at the exclusive Highland Golf and Country Club in support of King's students. Sponsorship opportunities are available.

To register or for more information, visit www.kings.uwo.ca/golf-classic/.

Stay Tuned!

Other alumni events are in the works. Sign up to receive alumni emails so that you don't miss out! www.kings.uwo.ca/alumni/stay-informed/

Registration is requested for King's alumni events. For more information about upcoming events, please visit www.kings.uwo.ca/alumni or contact the Alumni and Development Office at alumni@kings.uwo.ca or 1-800-265-4406 x4564.



STUDENT AWARDS CELEBRATION & CHRISTOPHER PERRIN BEATTY LECTURE

The Student Awards Celebration recognized the accomplishments of some of our finest students, as well as the generosity of those who support student awards at King's. Fourth-year student Mari Pullman spoke on behalf of award recipients, expressing gratitude and acknowledging the uniqueness of the academic year.

Dr. Graham Broad, Associate Professor of History, and Dr. Vidya Natarajan, Writing Program Coordinator, presented the Christopher Perrin Beatty Lecture in Recognition of King's Outstanding Teaching Faculty. A recording of the event is available at www.kings.uwo.ca/alumni/events-and-chapters/student-awards-ceremony.



PRINCIPAL'S ROUNDTABLE

Dr. David Malloy hosted a virtual lunch-hour roundtable discussion on February 25, where he shared an update on how the College is responding to COVID-19, provided information about what lies ahead for King's, and answered insightful questions from event attendees. One benefit of our virtual environment is that alumni from across Canada were able to join us for this event.



"STEP INTO CHRISTMAS" DONATION DRIVE-THRU

A special thank you to those who contributed to our Christmas Shoebox drive in support of King's Campus Ministry's annual program for St. Joseph's Hospitality Centre. Gifts of new, unwrapped essential items were collected in a safe, contactless drive-thru format. The donations were later packaged and wrapped for the most vulnerable in our community.



HOW'S YOUR MENTAL HEALTH

A virtual Lecture presented by Wade Sorochan. Wade Sorochan, national award-winning speaker, author, and mental health advocate, presented an online lecture on January 29, to keep the conversation going after Bell Let's Talk Day. During his insightful talk, Wade shared important mental health information and spoke openly about his own mental health struggles. Visit wadesorochan.com to download free mental health resources, including "A Parents Guide to Smartphone and Social Media Addiction."

A NOTE FROM THE EXECUTIVE DIRECTOR



It has now been over one year since our lives were impacted by the COVID-19 pandemic. The past year has brought both challenges and opportunities for innovation in nearly every sector, and the post-secondary environment is no exception.

As terrible as the pandemic has been, it has also provided the opportunity to bring new perspectives and ways of doing things, which will mean positive changes to our alumni programming going forward. Alumni who had not previously been able to participate due to distance were able to attend the King's Golf Classic and Homecoming last fall through the magic of technology. We were able to re-think chapter events, bringing in a speaker for Bell Let's Talk, making this mental health awareness program available to all alumni. If you have suggestions or comments regarding events you attended this past year, we would love to hear from you.

As depicted in the pages of this issue, we are pleased to share announcements regarding a renovation of the first floor of the Cardinal Carter Library and a new Reflection Circle. We look forward to celebrating the opening of these new spaces in person when it is safe to do so. These projects also provide the opportunity to reflect on the history of King's and our future.

We hope you will join us at the King's Golf Classic (September 13) and Homecoming (September 23 - 26) - details on pages 18 and 19.

In the meantime, we wish you a healthy and prosperous spring and summer and look forward to seeing you in person or virtually in the months ahead.

Jana Gordon, MA, CFRE
Executive Director,
Alumni and Development

Foundation Updates

Librarian's legacy supports the future of the Cardinal Carter Library



Elizabeth Russell's estate makes forward-thinking gift to ensure accessibility, improve study space, and enhance technology for King's Library users.

Elizabeth Russell's career as King's Librarian was bookended by the construction of the Lester A. Wemple library in 1970 and by the building of the G. Emmett Cardinal Carter Library in 1993. A renaissance person, Ms. Russell was deeply committed to building the library collection and services at the College. Now, posthumously, Ms. Russell will impact the library experience for current and future patrons by ensuring accessibility for all, enhanced technology, and improved study space. In recognition of a generous donation from her estate, the first floor of the Library will be named the "Elizabeth Russell Achievement Centre."

Starting her career at King's as a cataloguer, Ms. Russell, as she was affectionately known by her staff, transitioned to the role of Assistant to the Chief Librarian before becoming Chief Librarian in 1986. Throughout her 23-year career, she earned the respect and trust of colleagues and administrators through her advocacy for the Library as

the central place in the academic life of the College, and through her efforts to ensure that resources were collected and made available in an environment conducive to study and research.

An integral member of the Library Project Working Committee, Ms. Russell helped lead the efforts for a new, self-contained library that would meet the changing needs and anticipated future demands upon the library. Dubbed "the library of tomorrow" by local media when it formally opened on September 29, 1995, the Cardinal Carter Library provided access to the latest information technology and offered many state-of-the-art features. Today, the Library remains a vital and valued space within the King's community.

"Elizabeth dedicated more than two decades of her career to King's, and she was committed to the Library as the heart of the College," says Ms. Eileen Fallows, speaking on behalf of Elizabeth Russell's estate. "This donation

honours her vision for the Cardinal Carter Library, and her legacy will benefit students for years to come.”

A redesign and renovation to the main floor of the Library will bring study space into the 21st century with improved access to technology and more community-based places to learn, collaborate, and research. Ms. Russell’s donation will allow for enhancements that will establish the Library as an accessible, inclusive, and inspiring environment for learning, creativity, and student success activities.

Dr. David Malloy, Principal, expressed his gratitude for Ms. Russell’s service to King’s during her career and her legacy contribution to the future of the library. “Ms. Russell has demonstrated through this generous gift her continuous belief in being a responsible guardian of education. Little did she know the future needs of our students and the technological supports that would be necessary to further their education. However, she entrusted to us her belief in King’s and that we would be good stewards. I am so grateful for her leadership and honoured to see her positive impact on the community will continue.”

Not only was Ms. Russell a leader within the King’s community, but also she was recognized as a leader within the library profession. Following her retirement from King’s in 1993, she was nominated for, and honoured with, the Academic Librarianship Award from the Ontario Confederation of University Faculty Associations (OCUFA). This prestigious award recognizes outstanding teaching and academic librarians in Ontario universities and is the highest honour of excellence for retired librarians.

Along with acknowledging her dedication, intellect, and willingness to serve others, OCUFA recognized some of Ms. Russell’s specific contributions to the King’s Library including the introduction of appropriate technology for access to the collection, organizational changes to cope with rapid growth in the number of library users, and ensuring availability of material resources necessary to meet the needs of an expanding curriculum.

“I am very fortunate to be following in the footsteps of our former Chief Librarian, Elizabeth Russell,” says current Director of Libraries, Adrienne Co-Dyre. “She was wholly dedicated to King’s and to the Library as the centre of the intellectual community. Like Ms. Russell, King’s is committed to ensuring that our students are successful, and part of that is providing them with the support and information they need to pursue their academic goals.

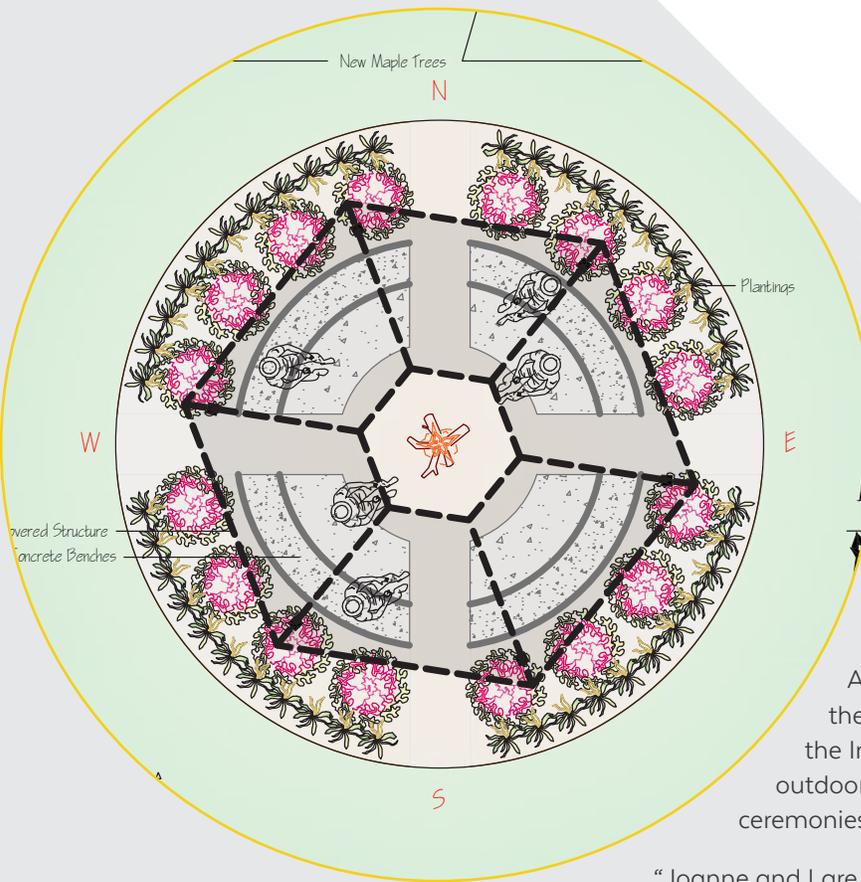
Through her work, Ms. Russell brought new, modern technologies and library spaces to the King’s community. This gift continues that effort by supporting the needs of a current and evolving community, and will allow King’s to offer the infrastructure and resources for tomorrow’s students and researchers.”

“Ms. Russell was dedicated to building a community of practice that recognized the Library as a beacon for scholars and students alike to find a welcoming space to nurture their research and learning,” says Linda Whidden, Associate Librarian and Head: Technical and Information Resources, who worked under Ms. Russell’s leadership. “How fitting it is that her estate is donating to the library at a time of great uncertainty by remodeling our library and preparing for the new way of delivering library services.”

Following her retirement from King’s in 1993, Ms. Russell enjoyed many fulfilling years in British Columbia. She passed away in 2013. While today’s students did not have the pleasure of knowing Ms. Russell, they certainly value the Cardinal Carter Library and the impact she has had on its current and future development. “For many students, the Library is the heart of campus. It is where students go to study, to conduct research, and to connect with each other,” says Ben Kitching, 2020-21 President, King’s University College Students’ Council. “I am so grateful that Ms. Russell and her estate would like to honour the great contributions that the library has made to our campus in the past and will revitalize the library so that it will continue to be a special place for our students in the future.”

“EDUCATION IS MORE THAN THE DELIVERY OF INFORMATION THROUGH LECTURES. IT MUST ALSO INVOLVE ENCOURAGING STUDENTS TO LEARN THE TRUTH, THE BEAUTY, AND THE POTENTIAL IN ALL PEOPLE. A FUNDAMENTAL PART OF THAT PROCESS IS TO READ, TO MEDITATE, AND TO SPECULATE. A LIBRARY IS KEY TO SUCH AN EDUCATION.”

**- G. EMMETT CARDINAL CARTER
1992 UNVEILING OF THE LIBRARY PLANS**



Reflection Circle on the King's Green

Thanks to a generous donation to the Imagine the Future campaign from Joanne and Peter Kenny, long-time supporters of King's, a Reflection Circle will be established on the King's Green, the land at Huron and Waterloo Streets that was acquired from the Diocese of London in 2018.

The Reflection Circle will be an inclusive outdoor space for private reflection or group gatherings. Accessible to people of all faiths and backgrounds, the Reflection Circle will also support the needs of the Indigenous community at King's by providing an outdoor location for sacred gatherings, such as smudging ceremonies.

"Joanne and I are delighted to support King's students as they further their education both in and outside of the classroom. Supporting Indigenous students is of particular importance to us. We are pleased to contribute to a space that will honour the heritage of the land while encouraging thoughtful gatherings and conversations for the King's community," says Peter Kenny.

Designed in consultation with King's students and a number of stakeholder groups, the Reflection Circle is planned to be a simple, circular structure with covered seating and an earthen fire pit at its centre, which will allow people to develop a relationship with the Circle over time. Its simple design will give the King's community the opportunity to define how to use this space.

More information about how the King's community can access the space will be available once the structure is complete.

SUPPORTING INDIGENOUS STUDENTS



The King's mission is to create an inclusive and empowering space for all students.

Help enhance our support of Indigenous students who may face significant financial challenges and complexities related to Band funding and OSAP ineligibility by making a gift today.

Your support of the Indigenous Student Award will help recognize the personal and academic achievements of Indigenous students, and it will be matched dollar-for-dollar by King's.

➔ To make a gift today visit www.kings.uwo.ca/give



Investing in the health and well-being of King's students

The health and well-being of the King's community has remained a priority throughout the pandemic. With the shift to virtual learning and emphasis on social distancing, the College identified a need for new methods of delivering mental health services to King's students. Thanks to generous funding from the Miggsie Lawson Fund through the Lawson Foundation, London Community Foundation/Community Foundations of Canada, and Bell Let's Talk Funding, the College is now providing these valuable virtual supports and services:

Togetherall Mental Health Platform

The Togetherall Mental Health Platform is a virtual care option that provides students with 24/7 access to support. King's is the first university in Ontario and second in Canada to integrate this platform into its broader suite of mental health supports.

Zoom Health

King's has purchased a site license for Zoom Health that allows students to connect virtually with a health care provider in a confidential and private manner.

Additional Direct Counselling Services

This grant has allowed Student Affairs to invest in one additional day per week of counselling, which can provide service to approximately 100 students over a four-month period.

The Government of Canada's Emergency Community Support Fund, Community Foundations of Canada, and the London Community Foundation have invested in services in Student Affairs allowing them to be more responsive to the needs of Black, Indigenous and Persons of Colour (BIPOC) in our community.

Their grant will fund a BIPOC Support Program that will offer specialized outreach to the BIPOC community at King's and support those students who have been impacted by challenges related to the COVID-19 pandemic. An outreach worker will consult with groups on campus, host individual and group meetings, and advise on future programming and activities. This worker will also liaise with Indigenous Services at Western and in the London community, and develop ongoing strategies to support members of the BIPOC community at King's.

Bell Let's Talk awarded more than \$3 million in funding across Canada to support activities aligned with the voluntary National Standard of Canada for Mental Health and Well-Being for Post-Secondary Students. King's is proud to be one of 123 postsecondary institutions to receive this grant to advance wellness and mental health on campus.



Milestones

Share your milestones (job, marriage, birth announcements, etc.) in the next issue of the *King's Herald* by emailing your news to alumni@kings.uwo.ca or by completing the online form at kings.uwo.ca/alumni/address-update. Photos are welcome, space permitting.



Joseph Rapai '75 has started a Cycling Without Age chapter in Bayfield, ON. Cycling Without Age is a free program that

brings together seniors and volunteers for a wonderful outdoor activity. For more information about the program, and to find Chapter locations around the world, visit www.cyclingwithoutage.org.

Gerald Thibeault '78 retired from the City of Windsor in 2018.



Trevor Bieber '07 was appointed Research Facilitator in support of faculty research at King's effective March 1, 2021.



Barshan Quadry '12 and **Meaghan Parry '11** welcomed future King's alumna Maya Marie Parry Quadry to their family on July 23, 2020.



Michelle Baldwin, associate alumna, was named a YMCA Women of Excellence 2021 Honouree in the Business & Professions

category, in recognition of achievements in a business or profession in the public, private, or non-profit sector. Michelle served as Executive Director of Pillar Nonprofit Network from 2006-2021, and was at the forefront of developing and growing the Pillar Community Innovation Awards, which has become

the largest community storytelling awards celebration in Canada. She led the charge in creating a shared space for social innovation called Innovation Works, bringing together individuals, organizations, academic partners, and entrepreneurs in London. Michelle was also instrumental in the founding of VERGE Capital, a social finance intermediary that has catalyzed \$3.5 million, investing in 20 social enterprises and affordable housing initiatives. She is Senior Advisor, Transformation with Community Foundations of Canada and a Royal Society of Arts Fellow.

In Memoriam

We extend our condolences to the family and friends of:

Donald Kenny '58, who passed away on March 28, 2021.

Vince Agro '62, who passed away on September 4, 2020.

Ian McLean '65, who passed away on July 24, 2020.

Mary Brennan '71, who passed away on January 1, 2021.

Arthur Postma '72, who passed away on July 3, 2020.

Linda Hallinan '76, who passed away on October 13, 2020.

Leonard Huber '77, who passed away on February 11, 2021.

Lisa Seymour '84, who passed away on March 26, 2021.

Peter Reilly '85, who passed away on January 30, 2021.

Teresa Drabick '92, who passed away on December 26, 2020.

Laurie Brown '00, who passed away on March 18, 2021.

Sarah Jones '08, who passed away on January 6, 2021.

Erin Zubick '16, who passed away on March 14, 2021.

Grace Koutsogiannopoulos '20, who passed away on February 15, 2021.

Joseph Lella, Professor Emeritus and retired Academic Dean, who passed away on October 28, 2020



1959



1965



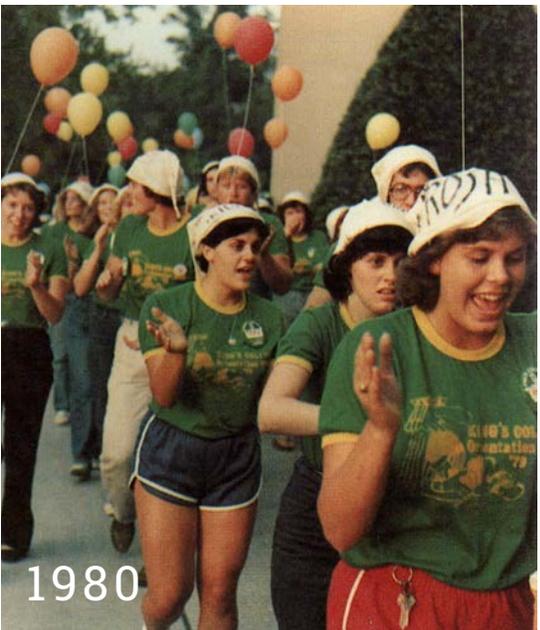
1969

YESTERDAY

A look back at King's Orientation Week from decades past.



1973



1980



1974



1984

"Someone say lunch?"



1990



1990



1959



1991



1993



1999



1954



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