Bringing the World Home
Jesuit Immersion Program
Innovation Lives Here: Open Textbooks Project
Alumni Recognized for Contributions to Community
Justin Messner and Jennifer Arends welcomed their second child, Fiona Marie Arends Messner. Big brother Malcolm is enjoying his new role of Helper Extraordinaire. Both Justin and Jennifer are graduates of the University of Regina and have both written for Campion’s Brag.

Campion’s Brag
Volume 22 Fall/Winter 2016

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Campion College is turning 100 in 2017
And we want you to join in the celebrations!
To keep up to date on all 100th Anniversary events:
Sign up for the Campion College e-newsletter:
www.campioncollege.ca/alumni,
Join us on Facebook:
www.facebook.com/CampionCollege,
or follow us on Twitter: @CampionUR.

Join us Thursday, December 1, 2016
for a come and go social starting at 3 p.m. in the
Campion College Student Commons to kick off the
yearlong anniversary celebrations!

The 100th anniversary celebrations will run throughout
2017, including a 100th Anniversary Homecoming
weekend October 4-8, 2017.
A Path Forward: Connecting Our Communities

This past year, the Campion Board of Regents completed work on a new three-year strategic plan for the college. A Path Forward: Connecting our Communities builds on the work of previous planning documents and the strengths of our institution to position Campion as a leading Jesuit university college.

Firmly grounded in our Jesuit mission and values, the plan envisions a college that is diverse, accessible, and a welcoming space for all. It looks to building a stronger relationship with our Indigenous population and establishing an environment that encourages learning and growth through shared dialogue.

The plan acknowledges the college’s 100-year history of forming people for others through its commitment to academic excellence in the liberal arts and sciences, and programs that encourage the development of global leaders who are making a difference in their local, national, and international communities.

Finally, we will achieve our goals through a plan that promotes openness, transparency, financial stability, and environmental sustainability. Among the plan’s key initiatives are greater connections with our global Jesuit networks, exploring opportunities for alumni/student mentorship, enhancing support systems that promote student success, engaging in dialogues and celebrations that are inclusive of our diverse student population, seeking opportunities to involve and be involved in Indigenous-based culture and activities, and creating a supportive research environment for Campion faculty members.

Friends and alumni are an important part of the Campion College community and play an integral role in our success. A Path Forward: Connecting our Communities looks to draw on the strength of our partnerships and connections with our alumni and stakeholders. I thank all those who provided valued input to the planning process and helped to guide our path forward. We are excited to be moving in a direction that continues to build on the strength of our collective communities as we begin the next century of educating our future leaders.

**Building Enhancement Project Update**

Construction on the Building Enhancement Project to improve accessibility throughout the college building is nearing completion.

“At the end of October, the project was 90% complete. The main floor corridor is now open and the new elevator is operational,” says Ken Yanko, Director of Facilities and Operations, Campion College.

Roadwork outside the entryway is in progress and expected to be completed in November, at which time the new north entrance to the college will open.

A decision was made last summer to expand the new entryway to allow for the creation of an underground pedestrian corridor connecting Campion College and K'Bik Tower. This joint initiative further enhances accessibility on campus while providing an additional service support tunnel and improvements for a safer working environment for university maintenance personnel. The expansion of the new entryway required the addition of a wheelchair lift. Campion College is grateful to the Saskatchewan Knights of Columbus councils of the Regina chapter that helped to make this addition possible with funds to support the purchase of the lift. The underground pedestrian corridor and extended entryway area are expected to be open in February 2017.

Work over the summer months to the second floor and Campion College Library are complete. The Campion College Library is a beautifully transformed space with the addition of new carpeting throughout and creation of a more open and inviting area. Since the start of classes, students are enjoying the renovated area and finding their customary quiet study spaces within the Campion Library.

The project is partially funded by the generous support of our annual campaign donors, and with funding received from the Ministry of Advanced Education Preventative Maintenance and Renewal Fund. Friends and alumni can help the college reach its fundraising goal through the Building for our Future or the 100 for 100 campaigns. Cumulative donations over $5,000 are recognized on the donor wall at the entrance of the college, while pledges of $1,000 from alumni to the 100 for 100 campaign are recognized on a special plaque in the Alumni Hall of Honour.
**SPRING 2016 CONVOCATION**

Congratulations to the seventy-nine Campion College students who were among the graduates at the University of Regina’s 42nd annual Spring Convocation.

Three Campion graduates—Kristen Gray, Shina Hom, and Zachary Horvath—were presented student awards for their high academic achievement and deep commitment to their community at the UofR ceremony on June 2.

Kristen Gray received the Faculty of Science Dean’s Medal, Shina Hom received the W.A. Riddell Award in Media, Art, and Performance, and Zachary Horvath received the University Prize in Science.

At the Campion College ceremony, honours were bestowed on Alexander Cameron and Zachary Horvath, recipients of the Award of Merit and the Reverend Gerald F. Lahey, S.J. Prize, respectively. The Campion College Award of Merit is a distinction given to a graduating Campion student who has consistently manifested a spirit of working generously for the good of the College, or an exemplary spirit of extraordinary spiritual courage, and the Reverend Gerald F. Lahey, S.J. Prize is awarded to the year’s most outstanding Campion College graduate.

The St. Edmund Campion Medal was presented to Fr. Frank Obrigewitsch, SJ, at the Campion College convocation ceremony. This distinction is given to individuals whose life and activities have exemplified in an outstanding way the service of faith and the promotion of justice—ideals championed by St. Edmund Campion and embedded in the Jesuit philosophy of education at Campion College.

**CAMPION CONTROVERSIES LECTURE EXPLORES BUILDING INDIGENOUS RELATIONS**

The Campion Controversies Lecture series welcomed Fr. Patrick Twohy, SJ, and Dr. Christine Roberts from Seattle to deliver a talk entitled "Building a Future Together with Indigenous Peoples: Widening the Circle of Friendship."

Many community members attended the event, which was hosted by Campion College Campus Ministry and the Jesuit Vocations Committee.

Following an introduction by Dr. John Meehan, SJ, Campion College president, and a prayer delivered by Noel Starblanket, life speaker at the University of Regina Aboriginal Student Centre, Dr. Roberts and Fr. Twohy shared their life experiences. They each highlighted the importance of building understanding.
Fr. Twohy is a Jesuit priest who, for the past 42 years, has worked with Indigenous peoples of the Pacific Northwest. He has written two books: Finding a Way Home: Indian and Catholic Spiritual Paths of the Plateau Tribes and Beginnings: A Meditation on Coast Salish Lifeways. His greatest joy is being with the Salish Peoples, and learning and practicing the Coast Salish Lifeways. He experiences a oneness of the heart of the Coast Salish Lifeways with the heart of Jesus’ Lifeway.

Dr. Roberts (Gros Ventre/Assiniboine) is an associate professor of English at Seattle University and an enrolled member of the Fort Belknap Indian Community. Her areas of expertise include early through 19th-century American literature, Native American literatures, ecofeminism, and community-based research. At Seattle University, she focuses her efforts on raising campus awareness about Indigenous rights and building networks of support for Native American, First Nations, Alaskan Native, and Indigenous students and youth.

CAMPION WELCOMES NEW CLASSICS PROFESSOR

Campion College welcomes Dr. Gillian Ramsey to its faculty complement. Dr. Ramsey joins the Department of Classics as assistant professor. Dr. Ramsey received her Bachelor of Arts from the University of Regina, Master’s from the University of Victoria, and Doctorate from the University of Exeter. Her areas of research are Hellenistic culture and history, women’s history, and the Seleucid empire. Among her most recent publications are Hellenistic Women and the Law: Agency, Identity and Community (Women in Antiquity: Real Women from Across the Ancient World, Stephanie L. Budin and Jean M. Turfa, eds. London: Routledge, 726-738. 2016) and Seleukid Land and Native Populations: Laodike II and the Competition for Power in Asia Minor and Babylonia (Seleukeia: Studies in Seleucid History, Archaeology and Numismatics in Honor of Getzel M. Cohen, Roland Oetjen, Francis X. Ryan, eds. Beiträge zur Altertumskunde. Berlin: de Gruyter, 2016).
His studies are equally diverse. After Campion, he attended universities in six countries, earning graduate degrees in journalism, social anthropology and a global Masters of Business Administration (MBA).

Now, after 20 years abroad building a global perspective, the Regina native has returned home.

“My wife Chiaki and I were living and raising our children in London,” he said. “All of our holidays meant trips to Japan and Regina, but we decided we didn’t want third culture kids—born in the UK but with an okaasan (Japanese mom) and a Canadian dad. We wanted them to have a place to call home.”

This decision also allowed him more time with his family and less time in airports. After considering their options, the family returned to Canada in 2015 to let nine-year-old Alexi and five-year-old Tomi settle in Regina.

For Savage, finding a job that capitalized on his skills, experiences and interests was difficult at first. Eventually, he became Vice-President of Marketing for DirectWest, a subsidiary of SaskTel and the provider of Mysask411. Here, Savage spied a great chance to share his penchant for looking at things from a new perspective.

“I’m here to be a little provocative,” he claimed. “When people ask me why they should use Mysask411 when there is Google, I reply that Google looks at the earth from space, which makes Saskatchewan seem small. But it’s not small for the people here. It’s important. It’s their world. And then I ask them, ‘What does life after Google look like?’”

His ability to inject new perspectives into common problems is a thread that weaves his life experiences.
together. “Sharing ideas and solutions was always something I wanted to do,” he explained. “I’ve led very diverse groups of people in over 60 countries. And I’m a failed management consultant by choice. I like investigating, pitching ideas, and telling colourful, data-rich stories, but I revel in the results – what works, doesn’t work, and what’s next.”

Savage credits former Campion College professor Dr. George Marshall with helping him realize his global potential. “We always had colourful debates,” recalled Savage. “Like many students, I had no clue what I wanted. Dr. Marshall understood and encouraged me to get my BA and to only return to school when I knew what I wanted.”

Savage obviously took that advice seriously. His education includes: a Master’s in social anthropology from SOAS University of London (UK), a postgraduate diploma from the London School of Journalism (UK), and an MBA from Durham University (UK) and Sun Yat Sen University (China) alongside professional qualifications. He also attended Kanazawa University (Japan) to study modern Japanese literature and started a PhD in identity studies at Goldsmiths, University of London (UK) that was shelved to focus on his career. And his studies continue. He is now completing a microinsurance program at the Frankfurt School of Management (Germany) and a diploma at the Wharton School at the University of Pennsylvania (USA).

He completed most of this education while working a variety of jobs as he built his own unique career expertise, partly by planning and partly by capitalizing on chance when it arose.

“My degree was an amazing ticket to seeing the world,” he said. “Back then, a liberal arts degree didn’t see traditional companies banging on your door to give you a job.”

In time, Savage became fluent in Japanese and, after teaching English and French, he took the Japanese civil service exam and worked as a public servant—leading international relations and market research, interpreting and translating, editing a magazine (English, French and Japanese) and helping found the Kanazawa Film Commission to promote the city, known as Little Kyoto, as a new hub for filmmaking in East Asia.

But further studies beckoned him away from Japan. Savage then moved to London (UK) to study before spending several years conducting research and strategy for global companies, travelling and working across Europe, the Middle East, Africa and Asia. In 2007, he became corporate anthropologist for Meiji Yasuda Life, one of Japan’s largest insurance companies, advising decision-makers on global trends and proposing opportunities in Europe, South America and Asia.

Before returning to Canada in 2015, Savage was head of research for The
Asian Banker, based in Singapore, and led teams across Asia while speaking at events and consulting for clients as far afield as Australia, China, Egypt, India, Kenya, Nigeria and the Middle East. However, the role and its commitments meant he was away from family more often than not.

“If I was lucky, I’d leave home at 6 a.m., fly to Malaysia, work all day and be back to Singapore by 11 p.m. But it usually meant three or four days away each week. So I never saw my family, outside Skype, and that’s awful. My life was travel,” he admits. It was then that his family chose to return to Regina.

Despite his vast international experiences, Savage sees Regina as no different than other places around the world. “It’s not slower. It’s not about size. People have the same concerns everywhere,” he explained. “They care about family, they complain about taxes, they worry about standards of living.” In fact, he finds that his boys’ classrooms in Regina are more culturally diverse than many other places he has seen. “I know this, and other things, mean our kids will get a great education, a great upbringing.”

As he settles into life in Regina, his verve for new ventures continues. Whether acting as “chief narrator” and mentor for local boutique marketing company Ayden Creative or founding and leading, with partner Dr. Paul Sinclair, a business intelligence network called Tsubasa linking Japanese and Saskatchewan businesses, Savage thinks non-stop. “Tsubasa means wings in Japanese,” he explained, “because I believe that information gives you wings.”

According to his long-time friend George Marshall, Savage will be a great addition to Regina. “Colin is a fascinating guy and he always has been,” said Marshall, a son of Savage’s Campion College professor. “He was also great with language. He is one of those guys who can immerse himself in a culture and learn the language so quickly.”

Marshall added that, even when Savage was working in the Rockies during university, he spent time with the tourists instead of Canadians. So, it was no surprise when Savage sought opportunities overseas.

According to Marshall, Savage will find success in Canada because of his willingness and determination to try new things. “When he decides he’s going to do something, he goes and does it,” said Marshall. “He’s overcome adversity, but always had the ability to shake it off and move forward. I’ve always admired that about him.”

For now, Savage is thrilled about learning to become a leader in Saskatchewan business and culture. “I have a fantastic opportunity,” he said. “I love working with businesses eager for new opportunities because I know my fresh perspective and broad experience can support them to be better than they have imagined.”
Senator Denise Batters (BA ’91)

A lifelong resident of Saskatchewan, Senator Denise Batters holds a Bachelor of Arts degree from Campion College at the University of Regina, and a Bachelor of Laws degree from the University of Saskatchewan. She was admitted to the Saskatchewan Bar in 1995 and was in private practice in Estevan and then Regina until 2007. Senator Batters was appointed Queen’s Counsel in 2008. From November 2007 until June 2012, she was the Chief of Staff to Saskatchewan’s Minister of Justice, Don Morgan. Following that position, she became the Executive Director of Regulatory Affairs at the Crown Investments Corporation.

Appointed to the Senate in January 2013, Senator Batters took the opportunity for leadership in service of others. As a member of the Canadian Senate, she works hard to ensure that Canadian laws are fair and just, and takes into account the needs of marginalized groups, such as those suffering from mental illness.

Beyond her profession, Senator Batters is a passionate spokesperson for mental health awareness and suicide prevention, and raises her voice to bring awareness to this cause whenever possible. She organizes an annual charity golf tournament, raising $160,000 in honour of her late husband, Dave Batters, who fought anxiety and depression. Her fundraising efforts support the production and broadcast of a television commercial to raise awareness of depression and suicide. In recognition of her work in this area, Senator Batters received the 2015 Champion of Mental Health—in the Parliamentarian category—from The Canadian Alliance on Mental Illness and Mental Health.
Dr. Katherine Owens (BA Hons ’98)

Dr. Katherine Owens truly exhibits the Jesuit value of Men and Women for Others in her personal life and professional career. Dr. Owens provides the highest-quality care to her patients, shares her knowledge and expertise to aid in the educational development of future clinical psychologists, and gives of her time and talents to those in need.

Dr. Owens holds BA Hons (Campion College), MA, and PhD degrees in clinical psychology from the University of Regina. She is a senior psychologist and the director of clinical psychology training with the Regina Qu’Appelle Health Region, chief psychologist at the Mental Health Clinic, and provides assessment and treatment through her private practice at CBI Physical Rehabilitation. As well, Dr. Owens serves as an adjunct professor for the University of Regina and clinical lecturer at the University of Saskatchewan. Dr. Owens is the clinical supervisor for many students and colleagues within both public and private practice. She is the author of the award winning book Overcoming Health Anxiety, a cognitive behaviourally based book for individuals who are anxious about their health.

Alongside her professional career, Dr. Owens finds time to give of her time and talents to local and international communities. Her volunteer efforts include working with the Regina Food Bank, the United Nations Safer Cities project in Tanzania, Gruppo per le Relazioni Transcultural (GRT) on an inpatient unit in Somalia, and assisting victims of the 2010 earthquake in Haiti. Dr. Owens was the only psychologist in Somalia at the time, and the first psychologist to the Canadian-based, volunteer organization Humanity First, which provides assistance to regions in the world where humanity struggles for the basic necessities of life.
Students from Dr. Blair Stonechild's course on the history of residential schools depart, some chatting with each other while others solemnly take in their surroundings. All are here to learn of what almost became a forgotten part of our past. Among the students are five Jesuit scholastics, or Jesuits in training.

Here, bordered by a white fence, are the unmarked graves of children who died while attending the Regina Indian Industrial School. Now privately owned land, the plot recently received designation as a heritage site, but for many years few knew of its existence. Some estimate that up to 40 children were laid to rest in this cemetery. Yet only two—the children of the school’s first principal—bear markers.

The small group of students gather in a circle for a smudge ceremony before walking the perimeter of the site. Dr. Stonechild tells the group what is known about the former residential school, the children who attended, and the burial grounds. His course is offered by First Nations University of Canada in response to the Truth and Reconciliation Commission (TRC) Calls to Action, and the need to educate Canadians on this dark part of our shared history. It is one of two courses the Jesuit scholastics participated in as part of their Indigenous immersion experience.

The immersion program is a pilot project of the Jesuits in English Canada. During the two-month period, the Jesuit scholastics take courses in Indigenous studies and the history of residential schools, and participate in local Indigenous cultural and ceremonial activities. As well, a weekly speaker series engages them with local organizations and leaders.

The program is the idea of retired Campion College film professor Fr. John Matheson, SJ, and came to fruition through the organizational efforts of Dr. John Meehan, SJ, president of Campion College. Drawing on existing partnerships, the program was designed in consultation with the Regina Indian Residential School. It is one of several such programs designed for Jesuit scholastics to deepen their understanding of Indigenous history and culture.
with Noel Starblanket, life speaker at the University of Regina Aboriginal Student Centre, and Dr. Stonechild, professor of Indigenous Studies at First Nations University of Canada.

“The immersion program is a very important first step toward reconciliation”, says Dr. Meehan. “How can you be reconciled with someone if you don’t know them? The program is structured around the two courses, which are important to build understanding before being immersed into the cultural setting.”

Even though four of the five Jesuits participating in the pilot project grew up in Canada, all expressed a limited knowledge and understanding of Indigenous spirituality and culture prior to starting the immersion program. While some gained experience through their involvement in other Jesuit missions across Canada—including the Mother Teresa Middle School in Regina, the Martyrs’ Shrine in Midland, Ontario, and Jesuit parishes in Thunder Bay and Toronto—no other program they encountered provides the depth of learning as does this immersion project.

“This was a huge history lesson. Learning about what I didn’t know about colonization, and how its effects are still present today. It opened my eyes to injustices to minority groups in general and what can be lost in the process; what injury can be done when you take away someone’s culture,” remarks Brook Stacey, who joined the Jesuits three years ago after completing a degree at Dalhousie University in Halifax.

Raj Vijayakumar, who is originally from Montreal, adds that the learning experience provides a broader perspective regarding the effects of colonization on a global scale, and the marginalization of minority groups.

The Society of Jesus recognizes the role it played in the government’s plans for assimilation, having run a residential school, and is cognizant of the very important role it plays in moving toward reconciliation. Article #60 of the TRC Calls to Action asks for the education of all clergy and staff who work in Aboriginal communities on “the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in the system.” The immersion program intends to be a first step toward responding to this call to action, and is one of many initiatives taken by the Jesuits in response to the TRC Calls to Action and moving toward reconciliation.

While the Jesuit scholastics understand the importance of programs such as this one, they admit to feeling a bit of trepidation at the start.

The First Nations University of Canada pow-wow, one of the many events which the Jesuit scholastics attended.
“Given the history, I would be wary of inviting clergy in training. However, everyone has been incredibly welcoming, beyond expectation,” says Erik Sorensen, SJ, who is from Red Deer, Alberta, and in his fourth year of formation.

Dr. Stonechild attributes the openness and generosity to the spiritual traditions of Indigenous Peoples. “Between humans, it is to share our spirituality because we believe the Creator wants us to understand. Even historically you will find the openness of Indigenous people, the problem often is a lack of reciprocation.”

The immersion experience is an intensive two months of learning about Indigenous spirituality, culture, and traditions, as well as our shared histories. While at times overwhelming, all agree that the experience is a crucial part of their training.

“This experience offers me a certain sensitivity and awareness of some of the most important issues in our country today. Going forward for myself, I have always had a strong interest in working in social justice areas. Understanding the First Nations’ situation, the history, and ongoing injustice that exists here in our own backyard [is very important]. I think before we can be authentic players on the global level, we have to have a just society of our own,” says Sorensen.

Feeling privileged to be part of this pilot project, the scholastics will hold on to the lessons learned and knowledge gained for the duration of their formation. And they offer their support to the continuation of an immersion experience such as this one for future Jesuit scholastics.

“I hope to see [the program] continue as it gives a lot of background to First Nations traditions,” says Vijayakumar. For Sorensen, who desires to put his engineering background to work on sustainable energy and infrastructure projects on reserves in Canada, his hope is that the immersion project is just the beginning of a new dialogue.

“Moving forward from this program...my hope is this isn't the end but the beginning of my own personal encounters with First Nations peoples. It is a very good first step that needs to happen, but it can't become 'we checked that box. We checked Call to Action number 60'. Yes, this is starting to address it but this needs to only be the beginning.”
For Dr. Robert Petry, being effective in the classroom isn’t just about what he teaches—it’s also about how. Much like his scholarly colleagues in disciplines such as visual arts and film, Petry’s medium profoundly affects his message. The Campion College mathematics and statistics instructor has developed “open” textbooks that are changing the way his students—and others at the University of Regina and beyond—access knowledge.

Developing open textbooks is one way instructors free themselves and their students from the typical limitations of textbook contents, publishing cycles, and copyright restrictions. Put simply, instructors develop open textbooks so that their contents can be tailored to specific classes and audiences, shared freely with other content developers, and potentially offered at a lower cost to students.

Open textbooks find their origins in the world of open source computer programming, which is also known as the “free software” movement. The concept of free software was pioneered by American thinker and activist Richard Stallman, whose approach to software development has revolutionized ideas around personal liberty and the flow of ideas in the information age. For Stallman, software freedom hinges on the principle that users and developers must experience the following four freedoms:

- To run the program as you wish, for any purpose.
- To study how the program works, and change it so it does your computing as you wish.
- To redistribute copies so you can help your neighbour.
- To distribute copies of your modified versions to others. By doing this, you can give the whole community a chance to benefit from your changes.

For many, the word “free” implies “gratis” or “without cost” rather than “without controls,” so Stallman uses the phrase “free as in speech, not free as in beer” to highlight the difference. Developers, in Stallman’s view, should always aim to create software that is “free as in speech.”

Of course, the notions of liberty and openness that underpin the free software movement run contrary to our modern conventions of ownership and copyright. Petry, in explaining the breadth of Stallman’s significance, notes, “Stallman’s insight was to note that rather than removing one’s copyright to the material, one could use copyright law to free the material. Most people use copyright to restrict and profit from their work. However,
there is nothing in the law that says you need to do this.” What emerged from Stallman’s work, Petry explains, is the concept of “copyleft,” or a “share and share alike” mentality towards created material.

***

It is this idea of sharing, of knowledge flowing freely between instructors and students, that fuels Petry’s open textbook projects.

“As instructors, departments, and institutions whose motivation is not based on profit, we are interested in the creation, use, and sharing of public knowledge,” he explains. Petry has developed “free” textbooks for his courses, and the endeavour has had a few important impacts upon his academic colleagues as well as his students. The first of these is the collaboration that the development of open textbooks has promoted on campus.

When Petry first arrived on campus, he connected with established Luther College mathematics professor Fotini Labropulu, and together they produced a coursebook for their sections of first-year Calculus. Petry notes that Labropulu shared her course material with him, which enabled him to do a better job teaching the course. He, in turn, spent the time he saved converting the material into an electronic format that improved both of their courses.

Petry explains, “open licensing makes useful collaboration between instructors possible because everyone knows they will be able to take the project and any of their contributions with them.” Such partnership is “particularly useful to graduate students and post-doctoral fellows, who may want to contribute to a work while they are at the university, but still want to use and develop it when they leave.”

There is, of course, another aspect of open textbooks that is of keen interest, particularly to students in a world of rising education costs, can something that is “free as in speech” also be “free as in beer”? Petry would argue that lower textbook costs is one potential benefit of open textbooks. Lowering student costs by using open textbooks can happen in a couple of ways. Petry explains that in a world where software is free and textbooks are open, prices tend to drop accordingly because no one has a monopoly on distribution.

“So, for instance,” says Petry, “there is nothing stopping me from putting my open textbook up for sale for $200. However you, Amazon, or a student, could legally take my textbook PDF and print it at cost, in keeping with the license. In time, the marketplace would take care of lowering the price of my work.”

As many former and current students know, instructors often adopt new editions of textbooks on a near-annual basis, entering a cycle that is both wasteful and very costly for students. Open textbooks can be updated quickly and inexpensively. Petry notes that his textbook can be printed in-house for under $30. And for students who just can’t afford the $30, the textbook is available electronically at no cost. Instructors know all their students have equal access to the course material regardless of personal economics, and students know “they will be able to access improved versions of the book in the future and, if desired, use the material themselves in a free manner wherever they end up.”

The idea of open course materials has caught the attention of both the U of R Press and the provincial government. The latter has funded an Open Textbook Publishing Program, administered by the U of R Press, to support the development of open
textbooks and reduce the cost of classroom materials for students. Petry, in partnership with his Luther College colleagues Larbropulu and Iqbal Husain, has applied to the program for funding to both extend current and develop new textbooks. While open textbooks have the potential to create many positive changes within the classroom and beyond, they do not come without significant challenges. The textbooks' very openness can expose their writers to new and sometimes uncomfortable criticism.

“I think, in some ways, an open way of working is challenging, not simply because it may stop you from becoming fabulously rich, but because it opens you up to scrutiny. With software, people get to examine the source code you wrote, so it has to be good. Similarly, if I share a textbook, people are seeing what I use in my classroom.”

But Petry is quick to acknowledge the good that can come of being under the magnifying glass. “Scrutiny encourages one to strive for technical excellence. If the criticism is taken seriously, it leads to the improvement of the work.” Petry seems to understand intuitively that disruption is a necessary precursor to innovation and progress.

***

Petry has a favourite saying, one that lies at the root of why he chooses to work at a college that is part of a public institution of learning. “Everything worth knowing is worth sharing,” he says.

This concept of sharing, for Petry, finds its roots not only in all the major world religions, but also in scientific enterprise itself. “The idea of sharing is what moved us from a mentality of hoarding ideas behind walls in guilds to the scientific revolution. A good scientist, almost by definition, cannot be stingy with sharing his ideas.”

Petry’s interest in free software and open textbooks finds itself, then, at the intersection of the ideals of religion and science. And for Petry, it is at these sorts of intersections—religion and science, knowledge and freedom—that true innovation is born.

Dr. Robert Petry has been an instructor of math and statistics at Campion College since 2011. He holds degrees in physics (University of Saskatchewan, University of Regina) and mathematics (University of Calgary), as well as a diploma and post-graduate degree in theology (Oxford). Petry’s open source resources are available at http://amberlin.asuscomm.com/. For more information on the University of Regina’s Open Textbook Publishing Program, visit http://www.uregina.ca/open-access/open-textbooks/index.html.
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Would you prefer to receive Campion information via email?

Sign up for the e-newsletter at www.campioncollege.ca/alumni

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**UPCOMING EVENTS:**

**100th Anniversary Kick-off Social**

Thursday, December 1, 2016

3:00 - 5:00 p.m. - Campion College, Student Commons

All Campion College alumni and friends are invited to join students, faculty, and staff as we kick off our 100th anniversary celebrations. The event is free and parking is available in designated areas. For more information, contact Chelsea Low at 306-359-1215.

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Derek Stoffel (BA ’94, BA in Journalism ’96) received the University of Regina Crowning Achievement Award for professional achievement. The award was presented at a special dinner on Thursday, October 6, 2016.

Shauna Koester (nee Hebert, BA Hons ’05) and Andrew Koester are proud to announce the arrival of their son Jacob Owen Koester on July 7, 2016. Proud grandparents Cecile Hebert (nee Kuntz, BA ’73) and Greg Hebert (HS ’70, BA ’73) are enjoying time spent with their first grandchild.

Mike Burton (BA ’08) and Mariam Georgis were married at a ceremony in Toronto on October 8, 2016. Mike is director of Parliamentary Affairs for the Minister of Infrastructure and Communities in Ottawa.

Darcy Dumount (BA ’15) is currently studying law at the University of Saskatchewan, where he is serving on the Small Urban and Rural Committee, which focuses on promoting practicing law in smaller communities and rural areas. As well, Darcy holds the position of College of Law representative on the University of Saskatchewan Students’ Union (USSU) and the College of Law Students’ Association.
Campion College Gala Dinner with Guest Speaker Chris Lowney
Thursday, December 1, 2016
5:30 p.m. - Hotel Saskatchewan, 2125 Victoria Avenue, Regina
Tickets $75, and can be purchased online at campioncollege.ca/events

Forward Together Lecture
Thursday, March 16, 2017
Guest speaker Fr. Greg Boyle, SJ, founder of Homeboy Industries, the largest gang intervention program in the world

Nash Memorial Lecture
Tuesday, March 21, 2017
Guest speaker Dr. Arlette Zinck, associate professor of English, King’s University College, and teacher to Omar Khadr

Campion turns 100 in 2017 and we want you to be part of the celebration!

A year of celebrations kicks off December 1, 2016 with a come and go social starting at 3 p.m. in the Campion College student commons.

And mark your calendars now for Campion’s 100th Anniversary Homecoming Weekend, October 4 - 8, 2017.

Don’t miss out! Sign up for the e-newsletter at www.campioncollege.ca, like us on Facebook, or follow @CampionUR on Twitter. And watch the Campion website (www.campioncollege.ca) for information and updates on 100th anniversary events throughout 2017.

We look forward to seeing you in Regina for the reunion festivities in October 2017!
“Campion College is a Jesuit Catholic community of learning, federated with the University of Regina. It provides a liberal arts education dedicated to the development of the whole person—intellectually, spiritually, socially—for service within society.” Mission Statement, Campion College, University of Regina