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Like any milestone, anniversaries tend to encourage reflection. During New College’s 50th anniversary, which we celebrated in 2012, we had the opportunity to reflect on our past. It became clear that change and progress have been a constant at this College.

Indeed, the College continues to evolve. Beginning this year, we will implement architectural changes that promise to breathe new life into the New College campus. Thanks to the generosity of our students and New College alumnus Richard Rooney (New ’77), a plaza will be built on Willcocks Street, providing a new space for students to gather. This revitalized outdoor space will anchor the New College campus and connect our buildings in a way that reflects and enhances the connections our students are making at the College every day. You will find all of the details of this landmark transformation on the next page.

Change comes in many forms. And just as we look to our upcoming architectural enhancements with excitement, we face a bittersweet personnel change. After 40 years of stellar service to the University of Toronto, including 22 years as our Registrar and Assistant Principal, Sally Walker will retire in May 2014.

Thanks to Sally’s strong, ethical and professional leadership, she is not only a highly appreciated and valued colleague, but also a pillar of New College. Sally is known for her sincerity, honesty and deep commitment to the College and our students. I am sure many of you would agree that Sally has played a significant role in our lives at New College. As a community, we will have many opportunities to honour Sally in the near future, including the alumni and friends Spring Reunion on May 29 (of which you will find full details on the back cover of this issue).

In this issue of Re:New, we focus on another pillar of New College: our passion for the community. Through these pages, you will see how our students, alumni and faculty contribute to the communities in which they live, work and learn – as well as communities far from home. Through giving their time to community organizations near and far; through lives and careers spent in service to others; and through educating our students and dedicating themselves to scholarship, our students, alumni and faculty truly embody community engagement.

As you explore this issue, I hope it enriches your connection to the New College alumni community – a flourishing community of 23,000 which grows larger and stronger each year.

Professor Yves Roberge
Principal, New College
The New College Student Council (NCSC) and New College alumnus and strong supporter Richard Rooney (New '77) have donated a combined $800,000 to build a plaza that will enhance the streetscape on Willcocks Street, bring attention to the New College campus and increase the functionality of our existing space.

In 2013, following a vote by New College students, the NCSC pledged $150,000 towards the Plaza. Rooney, inspired by the students' philanthropy and leadership, generously gifted the remaining $650,000 needed to fund the project.

The Plaza's design envisions a prominent entryway to draw attention to the New College quadrangle and the College itself. It also includes bicycle racks, landscaping, large benches and a footpath to enhance pedestrian traffic flow between our entrances on Huron and Wilcocks Streets.

"For years, I've defended New College's unusual design. It is not your usual stone-and-arches building, but I really like it," Rooney says. "How validating it was when an architect friend of mine called New College a perfect example of a distinctive period of modern architecture. The new Plaza will provide a beautiful and functional space that will welcome students and visitors and provide a meeting place, while complementing that iconic architecture."

Rooney, President and CIO of Burgundy Asset Management Ltd., is a long-time supporter of the University of Toronto. He is the Chair of the New College campaign cabinet, for which he received an Arbor Award. He currently supports New College’s New One: Learning Without Borders program for first-year students and Principal’s Innovation Fund, and previously supported the Brian Euler gymnasium in the 45 Willcocks Street residence building.

"Thanks to the generosity of Richard and our students, the stage is set for the College’s future," says Principal Yves Roberge. "In the coming years, the Plaza will foster an even stronger sense of community at New College."
One of our greatest privileges as a College is being able to provide students, faculty and the broader community with opportunities to learn and talk about issues that matter most to them.
It’s safe to say that on any given day, New College is in the midst of planning an event. From special lectures to film screenings, there is never a shortage of interesting, informative events here.

Thanks to our hardworking students and faculty members, we also play host to a number of conferences for which we open our doors to the broader community. Of our many events, these conferences have become our signature.

While our conferences touch on topics as varied as our academic programs, they are all founded on a common purpose: to give New College students, faculty and, most importantly, the community beyond our campus, the opportunity to engage with issues that interest and affect them. To paraphrase Nietzsche said, “when you gaze into the abyss, the abyss gazes into the face, to share perspectives.”

How does Mind Matters benefit and engage the community beyond New College?

Many academic conferences are by specialists and for specialists, and opportunities for the public to interact with the speakers are limited. Our interdisciplinary mandate makes sure the presentations reach out to other disciplines, and are understandable to the layperson. Mind Matters has always worked to make itself open not only to undergraduates, but to the interested public, giving them a chance to ask questions and mingle with the speakers. We believe real advances in thinking occur when people have a chance to meet, face to face, to share perspectives.

How does Mind Matters impact students?

In addition to providing students with new perspectives on cutting-edge subject matters they are passionate about, Mind Matters also serves as a window into the practicality of studying Buddhist and Jungian theories. Students who attend can gain valuable insight into the clinical and research possibilities that await them after graduation. The conference also gives students an opportunity to interact with and be inspired by the doctors, researchers, professors and scholars who come to speak.

What was the theme of this year’s conference?

The past three Mind Matters have seen the conference grow year over year as we tackled provocative themes that resonated with students across many disciplines. This year’s theme was The Dark Side, and revolved around the perils that confront those who attempt inner work on themselves, whether through meditation or psychodynamic investigation. We all know the path to wisdom is “know thyself”, but far less often discussed are the shadows we can encounter when we begin these self-explorations.

This year’s Mind Matters was devoted to exploring these depths, and examining the fact that, as Nietzsche said, “when you gaze into the abyss, the abyss gazes also into you.”

In what ways does Mind Matters contribute to the New College and U of T community?

We would like Mind Matters to contribute to the University of Toronto’s reputation and become a shining example of its excellence. We hope Mind Matters becomes one of the many reasons for top scholars and researchers to visit and speak at the university, with the hopes of contributing to the evolution and improvement of the scope and quality of the education offered here.
intended to feature only undergraduate students, but a lot of graduate students expressed interest in getting involved. As a result, we have always had a graduate student on the planning committee.

**How does Diaspora Voices benefit and engage the community beyond New College?**

MN: The conference creates another means by which members of the public are able to come into New College and feel comfortable here. They can engage in conversations about what we do and see what students learn. It fosters the College’s close connection to the community. We try to make it clear to members of the community that this is their university. We are a public institution.

Almost everyone in the audience is from the local community, and many people come back every year. We try to make it as accessible as possible; the space is always wheelchair-accessible and we offer free childcare.

Our community panel, called Beyond the Classroom, is a highlight of the conference. It is composed of students, alumni and community members from a variety of organizations and backgrounds – people who demonstrate the incredible things you can do with knowledge of the Caribbean beyond an academic career.

**How has Diaspora Voices evolved over the years?**

Melanie Newton: Although it started as a conference just for Caribbean Studies students, we have had students presenting from other Ontario and Quebec universities. It grew into something that has clearly filled a bigger need across the community. Diaspora Voices was also initially intended to feature only undergraduate students, but a lot of graduate students expressed interest in getting involved. As a result, we have always had a graduate student on the planning committee.

**What has New College’s support of Diaspora Voices meant to students?**

Olivia Waterman, fourth-year Caribbean Studies student: New College’s support shows its commitment to fostering the development of all its programs, even the smaller ones, like Caribbean Studies. This support really demonstrates the sense of community at New College and showcases the College’s inclusive spirit.

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**Decolonizing Our Minds**

*Dub poet D’bi Young performs at the 2014 Decolonizing Our Minds conference.*

Decolonizing Our Minds (DOM) is an annual conference organized by the Equity Studies Student Union (ESSU). Now in its sixth year, DOM connects students with community organizations and examines how oppression affects marginalized people. We spoke to Yadesha Satheaswaran, ESSU President and a fourth-year Equity Studies, Anthropology and History student, to learn more.

**What is the goal of Decolonizing Our Minds?**

Jacqueline Allain, third-year History, Sociology and Caribbean Studies student: Our goal for Diaspora Voices is to create a platform for people of diverse ages, educational backgrounds and life experiences to showcase their work.

Kristen Young, fourth-year Caribbean Studies student: Diaspora Voices creates a space for ideas about the Caribbean and its diaspora to flourish in the heart of Toronto.

**How has Diaspora Voices evolved over the years?**

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conference like?

The idea behind DOM is to provide a forum for students to identify and interrogate the ways in which different marginalized groups practice resistance. This year’s theme was Identities, Collectivities and Imagined Communities. It featured speeches, a community discussion panel and several performances – spoken word, a capella, dub poetry and Aboriginal hoop dancing.

How does DOM benefit and engage the community beyond New College?

DOM is not just an event for U of T students; we try to reach as wide an audience as possible. We approach faculty, staff, community members and community organizations. And we try to be as accessible as possible by providing meals, child-minding services and American Sign Language interpreting services throughout the day.

DOM provides community organizations a space to collaborate with each other. It also gives them a chance to reach and provide resources for students who may be interested in them.

In what ways does DOM benefit the New College and U of T community?

I think there is often a bit of reluctance to talk about equity issues because it puts us in the uncomfortable position of having to acknowledge our own complicity in certain forms of oppression. But it’s also very necessary, especially with the diverse student body we have at New College and U of T, because oppression shapes the way in which students experience their education.

We try to shape the conference so students who are not necessarily in Equity Studies still find the information accessible. It is not burdened with academic language, so it remains relevant to the everyday individual, and I think that’s why it’s so important. Maybe there are students in other academic programs who don’t have a space to talk or hear about issues like this, but it directly applies to them. With DOM, we hope to reach these students and provide them with a safe space on campus to talk about equity issues.

These interviews have been edited and condensed.

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Community Space:
William Doo Auditorium

With such a thriving community, New College needed a community space. Fortunately, thanks to a generous $250,000 donation from New College ’68 alumnus William (Wai-Hoi) Doo, we were able to create one in our newest building, which was constructed in 2003.

Located at the corner of Spadina in our 45 Willcocks Street building, the William Doo Auditorium has become the main hub for student, academic and community events at New College. It is occupied on a near-daily basis by faculty, student groups and community partners, providing a venue for high school outreach, summer program activities and orientation week events.

During New College’s 50th anniversary celebrations in 2012, the Doo, as it is commonly known, was a mainstay. It hosted the anniversary’s launch event, featuring all the surviving principals of New College, and the successful relaunch of the Jacob Bronowski Memorial Lecture series, featuring New College ’79 alumnus Jaymie Matthews.

The auditorium also allowed for the reactivation of New Faces, New College’s drama club, which had been dormant for several years due to a lack of space in which to stage a play.

Thanks to Mr. Doo’s generosity, New College is a space for living, learning and working – as a community – under one roof.
Mindfulness may be in the midst of a renaissance, but it’s an ancient tradition with staying power – and an important part of the New College academic community.

Mindfulness – which means focusing on the present moment – is anchored in Buddhist teaching; its origins can be traced back to 500BC.

"Mindfulness was the Buddha’s method for understanding how the mind works," says Professor Tony Toneatto, New College’s Buddhism, Psychology and Mental Health (BPMH) Program Director. "Buddhist mindfulness emphasizes understanding how your mind creates suffering and how it can also liberate you from suffering."

At New College, two programs offer opportunities for students to learn about and practice mindfulness. The BPMH program focuses on the connection of mindfulness to Buddhism, psychology and mental well-being. And for over five years, the Human Biology program, which is housed at New College, has offered a course which explores mindfulness from a medical perspective.

“I don’t think you can teach integrated medicine without mindfulness,” says Dr. Alistair Dias, the instructor of Complementary and Alternative Medicine (soon to be re-named Complementary and Integrative Medicine). “When you practice mindfulness, you are putting your mind in the position to allow your body to heal. If you get the mind right, the body will follow.”

Students in Dias’ course are introduced to mindfulness in the course’s first class. In the second class, they undertake a brief mindfulness meditation session with Dr. Timothy Cook, a physician and former co-instructor of the course. During the
Mindfulness is more than sitting quietly with one’s eyes closed, as pictured left. The goal is to incorporate mindfulness techniques into daily life. But Professor Tony Toneatto says closing one’s eyes during meditation can help induce a sense of calm and focus.

session, Cook monitors variations in students’ heart rates to measure the real-time effect of mindfulness on their stress levels.

"Mindfulness is a practice for maintaining a healthy mind and lifestyle, both of which are particularly important for students," says Dias.

In an effort to expose the broader U of T community to the benefits of mindfulness, Dias championed a student-led conference on integrated medicine in late 2012 which featured an interactive mindfulness workshop. Dr. Dias tentatively plans to host the conference’s second iteration in fall 2014.

Dr. Ana Bodnar, a clinical psychologist and lecturer in the BPMH program, teaches a course called Buddhism and Psychotherapy which focuses on the integration of mindfulness, Buddhist approaches and Western psychology. While largely theoretical, the course incorporates 15 minutes of mindfulness practice into each class. Throughout the course, students experience a variety of practices, both formal (dedicated meditation sessions) and informal (learning to apply mindfulness techniques to their daily activities). An ideal mindfulness practice incorporates both forms.

“It’s not that people should be very mindful for 15 minutes on a cushion and then rush about mindlessly,” says Bodnar. “It’s about trying to bring mindfulness into daily life.”

In a typical formal mindfulness meditation session, you sit quietly and observe your breath’s natural rhythm.

“By bringing your attention to the breath, you interrupt whatever else you’re thinking about,” says Toneatto. “Interrupting that thought process – your worries, your fears – gives you momentary relief.”

When your attention inevitably drifts, re-focus on your breath. This cycle will repeat several times throughout a session, and with continued practice, your ability to remain calm and focused, even in stressful situations, should improve.

According to Dias, that’s because mindfulness increases activity in the pre-frontal cortex, the part of the brain which regulates impulse control, personality expression and social behaviour.

A strengthened pre-frontal cortex reduces impulsive behaviour, leading to more balanced decision-making. Bodnar says that is one of the hallmark benefits of mindfulness.

“Mindfulness helps to create a pause, so people can react to their environment less automatically and respond rather than react,” says Bodnar. “Many people find that mindfulness practices can help them to be more focused and calm.”

The results are not merely anecdotal; there is an increasing body of scientific evidence to support them. Research from the University of Massachusetts Medical School and the Centre for Addiction and Mental Health in Toronto has shown that mindfulness can improve, respectively, the quality of life of people living with chronic pain, as well as reduce the risk of relapse for people with a history of clinical depression. If the research is correct, it seems mindfulness can be beneficial for almost everyone.

“There is increasing evidence that it will almost always help people, at least somewhat, and with very little practice,” says Toneatto, who also teaches a course on Buddhism and the Science of Mindfulness Meditation. “If you practice even 10 to 15 minutes a day – you don’t even have to do 15 minutes in a row – you will begin to feel benefits from mindfulness meditation in a matter of weeks.”

While mindfulness is not for everyone, its benefits can be striking. In addition to fostering a sense of calm and focus, it teaches those who practice it how to cope with anxiety, which can be particularly beneficial for students.

“Mindfulness is not only about feeling positive emotions. It is also about learning how to befriend challenging emotions. It teaches us to accept that we have difficult and easy situations, as well as positive and negative emotions, in our lives,” says Bodnar. “If people are working with anxiety, they can learn to ride the anxiety through rather than being overwhelmed by it.”

Thanks to the BPMH and Human Biology programs, the New College community has plenty of opportunities to learn about, practice and reap the rewards of mindfulness.
Closing a Chapter: Sally Walker on Life at New College

Writer/Photographer
Kaitlin Klaas
ally Walker was supposed to be a teacher. Twice she applied to teacher’s college, twice she was accepted, twice she paid the deposit – and fortunately for us at New College, twice she changed her mind.

“At the last minute, I always thought I was too young to go into teaching. So, I never went,” Walker says. Walker, New College’s Assistant Principal and long-time Registrar, is sitting in her office at the corner of Huron and Willecocks, recalling a 40-year career with the University of Toronto that is set to finish at the end of the spring 2014 semester.

Walker first came to the university to earn a Masters degree in English in the early 1970s. She began working for the Secretarial Services division (now known as UTemp) as she completed her degree. Through her work, she gained a bird's-eye view of many areas of the university before joining the Faculty of Medicine, where she held several roles. She joined New College’s registrar’s office in 1977, was appointed Registrar in 1992 and the rest is history. It was Walker’s love of New College that stopped her from pursuing teacher’s college a third time, a decision she has never regretted.

“Working in a college is so multifaceted,” Walker says. “If you’re the kind of person who likes to get involved in different things, it really suits you. And each year, you have a whole new pile of students coming in from different parts of the world. I don’t think I’ve ever been bored here.”

During her years with New College, Walker has seen tremendous change, not the least of which has been technological. She recalls the days when the registrar’s office had a single computer which required advance booking to use. And for many years, students registered for courses by bringing hard-copy forms to the registrar’s office. Now, students can register for courses from the comfort of their homes – or mobile phones.

“We’ve gone from being the gatekeepers of information to being more able to help students with their academic and life plans,” Walker says. “We’re still called the registrar, which gives an idea of a record keeping function, but really, our main function is student advising. And we continue to evolve in that area.”

Enrollment – an important consideration for any registrar – has increased dramatically, from under 2,000 students enrolled when Walker joined New College to nearly 5,000 now. The demographic make-up of the student body has also changed, with more international students than ever before (thanks in large part to programs such as the International Foundation Program) and 52% of students reporting English as their second language.

“New College is regarded as a place where diversity is flourishing. You can sit in an office like this and people will come from all over the world,” Walker says, motioning to the gifts students have brought her, among them seven sands from the United Arab Emirates and wooden carvings from Ghana. They serve as evidence of the impact Walker has made on students – and vice versa.

“Working with students and helping them with their journeys I just find endlessly interesting, fascinating and fun,” she says. “I’ll miss being able to solve students’ problems. You can’t solve every problem, but when you solve a financial or academic problem, that’s very satisfying.”

Over the years, Walker has helped resolve countless problems for students in over 24,000 one-on-one counselling appointments. When we asked alumni to share their memories and best wishes, the response was overwhelming.

“[When I needed help, Sally was there, without judgment or disdain,” recalls Miriam Mirza (New ’03). “Her door was always open, her smile was always genuine and her patience was infinite...patient, kind and helpful as she was, I always knew I could go to her office and find some solace and encouragement to keep going.”

Throughout Walker’s career, New College has continuously evolved. And, doubtlessly, it will continue to do so – a fact of which she is keenly aware.

“I’ll miss being on the inside seeing what happens next,” Walker says, “Because New College is a bit like a novel, really, isn’t it? You never know what will happen next.”

If New College is a novel, few characters have made more of an impact than Sally Walker.

Please consider joining us for An Appointment With Your Registrar: A Celebration of the Distinguished Career of Sally Walker, New College’s Spring Reunion event for alumni and friends, at 6:00 p.m. on May 29, 2014. For full details, please see the back cover of this magazine.
COMMUNITY-ENGAGED LEARNING:

LESSONS FROM BEY
Y O N D

T H E C L A S S-ROOM

W R I T E R
Kaitlin Klaas

P H O T O G R A P H E R
Nadia Molinari
Of the many truisms about New College, there is one for which we are, arguably, best known: we believe in making a difference.

And while we are known for academic programs that explore issues of equity, culture and race through an interdisciplinary perspective, our focus on building a better future does not begin and end in the classroom. New College supports a number of programs that give students the chance to take the knowledge they have acquired in class and develop it in off-campus contexts.

Over the next few pages, you will see first-hand accounts from students (and one new alumna) who have participated in New College’s local and international community-engaged learning opportunities.

Whether they travelled a great distance or stayed within city limits, you may notice a theme emerge: each contributor sought to explore their academic interests in a real-world setting, and each contributor was amazed by how much they learned – about their own abilities, the world around them and how they might contribute to it – by stepping outside of the classroom.

Often, when we send students out into the community, they bring the community back to New College. One student volunteered for Jumblies, a local community theatre group, through our Community Engaged Learning program, a full-year credit course which pairs a seminar component with weekly hands-on work at community organizations. Jumblies, in turn, held an arts workshop for students in New One, New College’s first-year foundation program. Another student worked with a top Indigenous scholar in Belize, Dr. Filiberto Penados, who has since spoken at a New College conference and U of T’s First Nations House’s Aboriginal Education Week. Two students who travelled to Namibia to work with women impacted by AIDS and HIV shared with other New College students the women’s stories and their own experiences.

“In recent years, New College has expanded its curricular and co-curricular offerings, connecting students to community and civic engagement both locally and internationally,” says New College Vice-Principal June Larkin. “We recognize the importance of experiential learning through community involvement as an opportunity for students to reflect on the relevance of their classroom learning and to grapple with social and ethical questions in the more complex contexts they encounter. Our overall goal is for students to graduate with a sense of the responsibilities of engaged citizenship.”
Community-Engaged Learning: Community Engaged Learning Program

Jessica Shane

I was really excited when I heard about the Community Engaged Learning program because I was eager to apply course material outside the classroom, as well as explore a potential career path. Toronto is such a dynamic city, but it’s easy to get caught up in the University of Toronto campus bubble. I was glad to find an opportunity to expand into the city.

As a double major in Visual Studies and Women and Gender Studies, I am always looking for places where art and social justice intersect. When I found out about Jumblies, I found a place where this connection was central. Jumblies is a theatre company that works to create art in unexpected places. It “expands where art happens, who gets to be part of it, what forms it takes and which stories it tells” and “place[s] participants at the core of [its] projects”.

In the fall of 2013, I found myself working towards the creation of a community puppetry workshop and play in East Scarborough with a Jumblies offshoot called the Community Arts Guild. It was amazing to be involved with such a diverse group of people with so many skills and stories to share. This particular project was the third part of a triptych of projects revolving around the theme of “lost and found”. The play revolved around a story told by a Tamil senior citizen about losing and finding his son on a train in Sri Lanka. The setting of the train was intentionally ambiguous, and references to other forms of transport more familiar to various participants (such as a Toronto Transit Commission vehicle) were made, creating greater opportunity for participants to make personal connections to the narrative.

Through my participation with Jumblies, I have had the opportunity to reflect on the importance of stories. I have begun to think about the voices that are not often heard in the traditional and often elitist art world, and what is made possible when they are, for both creators and audiences. Jumblies’ story-based productions work to bridge the gap between the server and the served by creating collaborative art-making spaces that are accessible and responsive to the community involved.

Next semester, I’ll be helping at Jumblies’ new space downtown, which I know will present a new set of challenges and learning possibilities. I am looking forward to learning more about the organizational side of workshops and productions, because I imagine these skills will be useful for future professional endeavours.

The Community Engaged Learning program is a class that is challenging, personal and adaptable in a way that my other classes are not. My experience has promoted valuable self-reflection and honed my leadership and interpersonal skills. I’m really grateful to have access to this program.

Jessica Shane is a third-year student who is pursuing a double major in Women and Gender Studies and Visual Studies.
Community-Engaged Learning:
Namibia Internship Program

Siqi Xue
I still remember the crisp morning in May 2013 when I first stepped off the long-distance bus at the Windhoek station, wondering how my experience in Namibia would unfold. Little did I know that I was about to embark on the most transformational journey of my life.

I was a fresh graduate with double majors in Global Health and Microbiology. With biomedical research experience on HIV, and having worked in a funding organization for health innovations in developing countries, I was curious to discover how knowledge could be translated into action through grassroots movements.

The Namibia Internship Program at New College offered me the opportunity to work at the Namibia Women’s Health Network (NWHN), a community-based organization that empowers HIV-positive women to become advocates of their own rights through knowledge transfer and leadership development. Over the 10 weeks, I immersed myself in delivering medical vocabulary lessons to women with little education, assisting with the expansion of the Elimination of Mother-to-Child Transmission program, organizing workshops on sexual health and financial literacy, and conducting outreach trips to informal settlements. One of my proudest accomplishments from the program was the co-authorship of a nationally broadcasted press release, which focused on the forced sterilization of HIV-positive women in state-funded hospitals and the deprivation of the women’s reproductive rights.

The internship has not only provided me with first-hand exposure to the scale and intricacy of social issues in under-resourced settings, but also further confirmed my desire to pursue a career in global health, as there remains much more to be understood and solved.

Siqi Xue is a 2013 alumna of the Human Biology program. She earned a double major in Global Health and Microbiology, and is currently a University of Toronto medical student. She also serves as co-director of the U of T International Health Program’s Global Health Engage student committee, which seeks to promote action within the global health sphere through education, fundraising and community outreach. She continues to work for the Namibia Women’s Health Network remotely.

Stacy Attah-Poku
In summer 2013, I embarked on a remarkable journey that would end up being one of the most memorable experiences of my life. After spending nearly three months working and living in Namibia, I can truly say this experience has helped bring into perspective the kind of work I would like to continue to do in my future, specifically in social advocacy and community development.

I was placed with the Namibia Women’s Health Network (NWHN) alongside Siqi. One of the highlights of my internship with NWHN was participating in community-outreach initiatives. These initiatives provide a platform for disadvantaged women to talk about the discrimination and inequality they face within the community and from healthcare professionals as a result of their health status. These women shared their experiences of adversity, and through this I witnessed the power of people coming together as a community to voice their concerns and to speak out against government inaction and human rights abuses. Without such encouragement and support from NWHN, these women would continue to be silenced, their stories lost without any hope for equality or justice.

Working for NWHN has shown me that meaningful social change is only achieved when we take the time to listen and allow those we are helping to play an active role in the decision-making process, which is a lesson I will take with me in my future work.
Community-Engaged Learning

New College Alumni & Friends
Magazine

Community Engagement Edition

Exchange Program in partnership with the Institute for Sustainable International Studies, Belize

Mark Chatarpal

I grew up in an Indigenous space in Guyana. When I was younger, I saw the detrimental effects of genetically-modified seeds being introduced into my community. So when I heard about the Belize internship opportunity through the Caribbean Studies program, I was curious to know how this same issue was impacting Belize and its Maya people. If I wanted to learn about the reality of sustainable development and living, I felt the best people to learn from would be Indigenous groups.

These people have been surviving under oppression for hundreds of years and have come up with many ways to survive. This interest, coupled with my work experience as a small-scale freelance developer in Guyana and Brazil, was why I was selected to be a part of the team of 10 students.

We travelled to Belize in May 2013, and it was an amazing experience. The environment is similar to Guyana, so I felt comfortable. We travelled extensively around Belize, learning from top political activists, Maya scholars, Indigenous healers and Garifuna youth leaders – people in Indigenous spaces who were inventing creative ways to develop their communities and create alternative means of sustainable development without relying on heavy funding.

One of my favourite memories from the trip was the time we spent at a Garifuna school. The teachers had reinvented the alphabet to reflect the Garifuna culture. Instead of “a is for apple”, they replaced “apple” with a local Belizean food. Instead of nursery rhymes, they would create their own poems and use the tempo of a drum to teach the children.

It was a different approach to education that didn’t require shifting out of their cultural norms.

This triggered my interest in the intersection between food security and pedagogy. In Belize, I was able to continuously think of ways to encourage local food consumption. During the day we would travel, meet farmers, and so on, and in the evening I would ask questions of Dr. Filiberto Penados, the facilitator. When you have the privilege of travelling with such a great thinker, you can’t help but ask questions. In fact, Dr. Penados felt my questions related to his own research, so he invited me to return to Belize to help him with his research, which I did in July 2013 thanks to a grant from New College.

The experience exceeded my expectations. Dr. Penados took the time to make sure we were immersed in the realities of the issues. To be in that space and see the level of interest of people around us was really stimulating. It’s a different level of engagement with learning. We absorbed so much more than a one-dimensional lesson from a book.

My time in Belize solidified my commitment to Caribbean food sovereignty and security. It gave me the scope and capacity to apply the concept of food security in a space where I was surrounded by top area scholars and people who were open to explaining intricate issues that are not always discussed in a classroom.

Mark Chatarpal is a fourth-year Caribbean Studies student. In December 2013, he returned from Ghana, where he conducted an independent research project focused on the intersection between food security and pedagogy. While in Ghana, he was an active member of the country’s anti-GM O movement. In 2014, he will travel to Belize for a third time to co-present, along with Dr. Filiberto Penados, their research at the Belize Archaeology and Anthropology Symposium. We captured Mark’s story over the phone while he was in Ghana.

Stacy Attah-Poku is a fifth-year student who is earning a double major in Equity Studies and Criminology with a minor in African Studies. She is currently the treasurer of the African Studies Course Union. After graduation, she hopes to work in the non-profit sector with a focus on social inequality and healthcare access before pursuing graduate studies in a similar field.

The passion and dedication demonstrated by NWHN and the community within Windhoek was truly inspiring, and since coming back home, I have been fortunate enough to share their stories as well as my own experience with the U of T community through class presentations.

Ultimately, I am grateful I was given this opportunity and encourage other students to take advantage of opportunities such as this internship, whether international or local, because it was a truly rewarding experience that I will carry with me for the rest of my life.

Mark Chatarpal, right, discusses organic methods of protecting cacao and corn crops from pests with two Maya elders from Laguna, Belize.

Photography Courtesy of Mark Chatarpal

International Studies, Belize

I saw the detrimental effects of genetically-modified seeds being introduced into my community. I grew up in an Indigenous space with the Institute for Sustainable Exchange Program in partnership with the Institute for Sustainable International Studies, Belize.

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Community-Engaged Alumni

We’re proud to feature three alumni who have dedicated their careers to bettering the communities in which they live and work.

Community-Engaged Alumni: The Research Executive
Karen Buckenham (New ’85)
Research Director, Centre for Community Justice and Development, KwaZulu-Natal, South Africa

In a varied career, Karen Buckenham’s interest in social justice has been a constant.

Buckenham moved to South Africa in 1989 to volunteer for African Enterprise, a Christian non-profit organization. She was there to research and write, but her path changed around the time of Nelson Mandela’s release from prison in 1990. The end of apartheid meant South Africa would hold its first universal elections.

“There had been low-intensity conflict in KwaZulu-Natal for years, fuelled by a network of security operatives,” she recalls. “As the election neared, the violence escalated. I was part of a small group of people working in solidarity with Imbali township residents. We enabled a white presence in volatile situations, which provided some protection, and documented what was going on.”

In 1993, Buckenham joined what is now the Pietermaritzburg Agency for Community Social

Community-Engaged Alumni: The Health Care Leader
Joseph Mapa (New ’73)
President and CEO, Mount Sinai Hospital, Toronto

From Joseph Mapa’s first days at Mount Sinai Hospital in 1977, it was a great fit. Mapa found the work to be a perfect balance between his ambition and skills.

“I believe to be truly satisfied in your professional career, you need to find the right combination of what interests you and what you excel at,” he says. “I feel very fortunate that at Mount Sinai, I found endless opportunities to hone my leadership and change management skills, coupled with my intuition for social behaviour and strategy.”

Those traits have served him well in a health care system that has seen tremendous change over the last 37 years, particularly with the growing imperative for an efficient and robust health care system. For Mapa and the hospital he leads, this is an exciting challenge. Mount Sinai, as much renowned for its research and teaching as for its patient care, has never been content to settle for the status quo.

Founded as a small maternity hospital, Mount Sinai has grown into an internationally-recognized acute care hospital with a variety of clinical strengths, including obstetrics, gynecology and neonatology; chronic disease management; specialized cancer care; and emergency medicine. It is also home to one of the world’s top research programs, the Lunenfeld-Tanenbaum Research Institute.

“Teaching hospitals are the engines for creating and sharing knowledge, educating future health care workers and innovating through new models of care. That’s how they make a difference,” Mapa says. “This mandate motivates Mount Sinai Hospital to be the best in its class.”

Sharing knowledge is a notion Mapa takes to heart. He attributes much of his success to the mentorship he received from former Mount Sinai President and CEO Gerald Turner, and spends much of his time mentoring and educating young people, notably as the newly-appointed Executive-in-Residence at the York University Schulich School of Business’s Health Industry Management Program and through New College’s student-alumni mentorship program. The pursuit of excellence motivates him at work, as well. After nearly four decades with Mount Sinai, Mapa calls himself a life-long learner.

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Photography
Courtesy Mount Sinai Hospital (left)
Courtesy Karen Buckenham (right)
Action (PACSA), which documented and raised awareness of human-rights abuses and helped those affected by violence. She helped South Africans prepare for the elections in 1994, and later, as gender programme coordinator, created a program to deal with violence against women. She researched, wrote, ran workshops and explained the links between violence, patriarchy and the spread of HIV. When PACSA’s founder/director died suddenly in 1999, she became the director.

With Buckenham at its helm, PACSA worked with KwaZulu-Natal communities on gender and economic justice, HIV and AIDS, conflict resolution and democracy. She left PACSA in 2003 to pursue a “slower pace” and doctoral studies in theology, creativity, ethics and gender at the University of KwaZulu-Natal.

In 2013, three years after completing her PhD, she became research director of the Centre for Community Justice and Development (CCJD), a non-profit organization which supports 15 community-based advice offices through fundraising, training, research and more. Staffed by paralegals from the communities they serve, the advice offices provide access to justice and negotiate with service providers. Under Buckenham’s direction, CCJD is researching its model as a best-practice standard for the community-advice-office sector in South Africa; the abuse of senior citizens and the role of community-based paralegals in its prevention; and racial boundaries in a creative way,” Buckenham says. “I think that open and enquiring way of looking outward at the world is essential in providing fertile ground from which to grow.”

“When I lived at New College, I met people from all over the world and became aware of its unique programs, which push boundaries in a creative way,” Buckenham says. “I think that open and enquiring way of looking outward at the world is essential in providing fertile ground from which to grow.”

After graduation, Bearor returned to OG to lead two East African programs each summer.

“OG’s stance is not to go to a community with a project in mind,” Bearor says. “Instead, we work with local organizations that have year-round programming and help out where we can based on the community’s needs.”

When Bearor sought additional non-profit work, she found an organization with a similar view – Jifundishe, a non-governmental organization (NGO) which provides educational opportunities to rural villagers in Tanzania. As a programs intern, Bearor helps develop program reports that are translatable and shareable with other organizations. She also shadows the executive director to learn the ins and outs of running a grassroots NGO.

Bearor, who was the New College Student Council (NCSC) president from 2011-2012, says her education and council experience impact her work today.

“I’m from a small town in Maine, so coming to U of T and meeting people from different places and perspectives has prepared me for what I’m doing now,” Bearor says. “And I learned so much through NCSC, particularly how to manage and work with a wide range of people with different interests and goals.”

What’s next for this young alumna? Next year, Bearor plans to begin graduate studies in non-profit and public management. Afterwards, she intends to return to East Africa to work in non-profit management in the education advocacy sector.

“I enjoy working with passionate people,” Bearor says. “I’ve been able to meet young people who are working to effect change in their own community, and I find that really motivating.”

Read about other featured alumni at www.newcollege.utoronto.ca/notable-new-alumni

Photography
Amanda Hyliger (top)
Meg Bearor (bottom)
Giving Back

Thanks to the support of our alumni and friends, New College is nearing our $7 million goal as part of Boundless: The Campaign for the University of Toronto. Your donations make an immeasurable impact on the New College community, enhancing every aspect of College life. They support students through scholarships and bursaries; new and improved spaces to learn, connect and live; and enhanced academic and community outreach programs. Because of your generosity, New College students enjoy an unmatched, comprehensive educational experience. New College is deeply grateful to all of its donors.

New College would like to thank the following benefactors who have contributed to the campaign, impacting our students, faculty and academic community:

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“The skills I’ve developed here will make me a better doctor someday. None of this would be possible without the support of donors.”

Temitope Olanbiwonnu
BSc in Pharmacology and Health & Disease, 2014

Join the Boundless campaign for New College by including a gift to U of T in your will. Creating a bequest is a powerful way to support the limitless potential of future doctors like Temitope.

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Giving Back

Our annual donor listing recognizes the generosity of donors who have made new gifts or pledges to New College of $100 or more between January 1, 2013 and December 31, 2013.

Every effort has been made to ensure that all donor names are listed correctly. Please contact us at 416 978 0310 if there are any errors or omissions so that we can update our records accordingly.

Boundless
New College would like to thank the following benefactors, who have contributed to Boundless in benefit of the College at the level of $25,000 or more, for their remarkable generosity. Thank you for investing in the boundless potential of the New College community.

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Going Places

Have you moved lately? Changed phone numbers? Gotten married or received a promotion and want to share the good news?

We love hearing great news and hope you'll tell us all about it!

Please email us at alumni.newcollege@utoronto.ca to keep us in the loop.

Paul Bercovici (New ‘80) was named Principal of Marks Paneth & Shron LLP, an accounting firm headquartered in New York, NY (January 2013)

Jeremy S. Brett (New ’92), Senior Geophysical Consultant with MPH Consulting Limited, was appointed to the advisory board of Zadar Ventures Ltd (May 2013)

Karen Buckenham (New ’85) was named Research Director of the Centre for Community Justice and Development in KwaZulu-Natal, South Africa (April 2013)

Jo Mira Clodman (New ’75) was appointed Vice President, Investor Relations of Alamos Gold, Inc., a Canadian-based gold producer (December 2012)

Elizabeth Gearing (New ’84) was named Vice President, Legal of Delta Hotels and Resorts (June 2013)

Jeremy Grushcow (New ’95) was named Vice President, Legal and Strategy of Antibe Therapeutics Inc., a Toronto-based pharmaceutical company (October 2013)

Robert Herjavec (New ’84) released his second book, the best-selling *The Will to Win: Leading, Competing, Succeeding* (October 2013)

Gu Kalina Huang (New ’99) was named Assistant Vice President Finance, Jameson Bank (December 2013)

Sheldon Inwentash (New ’78), Founder, Chairman and CEO of Pinetree Capital Ltd., was appointed to the advisory board of LX Ventures Inc., a publicly-traded incubator that launches, integrates and acquires early-stage high-growth technology companies (April 2013)

Leanne Lewis (New ’81) was named Chairperson of the Canadian Centre on Substance Abuse (February 2013)

Sharon Ludlow (New ’89), President & CEO, Swiss Re Canada, received the Canada’s Most Powerful Women: Top 100 Award from the Women’s Executive Network (December 2013)

Xenia Morin (New ’85) was named Associate Dean of the School of Environmental and Biological Sciences at Rutgers, The State University of New Jersey (March 2011)

John Ng (New ’97) was appointed President and CEO of JNE Consulting Ltd., a multi-disciplinary professional engineering firm (April 2013)

Jacqueline Phillips (New ’78) was appointed P.M. Warren Visiting Professor at the University of Bristol’s Institute of Greece, Rome and the Classical Tradition (2013/2014)

Andrew Preston (New ’96) received the 2013 Charles Taylor Prize for his book *Freedom from Fear: American Security and Insecurity in the World*. He also delivered the Creighton Lecture for U of T’s Department of History in 2014

Ed Sonshine (New ’67), Founder and Chief Executive Officer of RioCan Real Estate Investment Trust, was named Canada’s Outstanding CEO of the Year by Bennett Jones (October 2013)

Joan Sproul (New ’79) Executive Vice-President, Corporate & Chief Financial Officer, Mount Sinai Hospital, received the Canada’s Most Powerful Women: Top 100 Award from the Women’s Executive Network (December 2013)

Colin Swift (New ’80) was appointed Business Development Officer – Industry Partnerships in the Innovations and Partnerships Office at the University of Toronto (November 2012)

Ellen Whelan (New ’91) was appointed as Principal of Eckler Ltd., a consulting and actuarial firm with offices across Canada and the Caribbean (May 2013)

Luc Vanneste (New ’75) retired from his position as Executive Vice-President, Enterprise Effectiveness at Scotiabank (October 2013)

New College Staff Updates

Sara Brown was appointed Assistant Registrar in April 2012

Jill Charnaw-Burger was appointed Assistant Director, Student Life and Leadership in March 2014

Kerri Huffman (pictured above) was appointed Assistant Principal and Registrar in April 2014

Katlin Klaas was appointed Communications Officer in September 2013

Dr. June Larkin, Equity Studies Program Director, will complete her second and final term as New College Vice-Principal on June 30, 2014

Troy Mallari (New ’11) was appointed Student Services Assistant in March 2013

Luis Medeiros, Senior Residence Steward, Front Desk, retired in March 2014

Nancy Prior was appointed Academic Advisor in August 2013

Emily Reed, Asst. Director, Student Life and Leadership, has accepted a position at U of T Mississauga

Karen Spence was appointed Operations Manager (November 2012)

Sally Walker, Assistant Principal and Registrar, retires in May 2014
How do you take a dark basement and transform it into ideal classroom space?

That was the mighty challenge New College posed to Van Elslander Carter Architects Inc. in 2011. We tasked them with transforming a section of the Wetmore Hall basement which formerly housed a computer lab and staff offices into an airy, colourful classroom space fit for New College’s bright students and instructors.

The architecture firm faced a number of challenges. First and foremost was New College’s distinctive robust design.

“It takes a lot of attention to make a project that fits with New College,” says Terence Van Elslander, one of the firm’s founding architects. “You have to create a space that matches the intensity and sophistication of its original design.”

As with any basement, creating a light-filled space was crucial. Van Elslander capitalized on the natural light provided by the basement’s high, square windows by constructing the classrooms with plenty of glass. To minimize distractions, much of the glass was coated in translucent, colourful film, infusing a sense of liveliness into the space.

Another consideration was the basement’s atypical structural design. The columns made laying out the classrooms with space to accommodate enough students a real challenge – but, happily, necessitated designing the classrooms in a novel way.

“Fortunately, we weren’t able to just make a straight corridor, which would be the most efficient, but perfunctory, solution,” Van Elslander says. “Each classroom has a different shape and many of them have glass on two or three sides.”

The expanded corridor outside of the classrooms, now furnished with curvy couches, serves as a gathering space for students. And with the inclusion of a blackboard, faculty can use the corridor as a space for more focused instruction for students who require it.

With plenty of glass, colour and natural light, Wetmore Hall’s basement is a far cry from the dark, drywall-covered space it used to be.
Principal Yves Roberge
cordially invites you to

Spring Reunion: An Appointment With Your Registrar

a celebration of the distinguished career of

Sally Walker

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