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“In today’s world, our identities are defined by multiple affinities and connections, and our daily experience is permeated by both local and global relationships. We as a university must think ever more strategically about how to leverage and strengthen our international partnerships and reach.”

Those were the words of University of Toronto President Meric Gertler as he took office in the fall of 2013.

President Gertler’s focus on internationalization – part of a broader strategy that also includes re-imagining undergraduate education, fostering entrepreneurship and embracing the University’s city-building role – is welcome news to us. That is because at New College, internationalization is a proud tradition.

From our Caribbean Studies and African Studies programs to our international initiatives – such as the Belize experiential-learning program you can read about on the opposite page – the College is abundant with opportunities for students to engage with the world beyond our borders.

Often, when we think of internationalization, these are the sort of outbound activities that come to mind – students learning about the world; students studying abroad. And, indeed, our area studies programs and relationships with international partners are part of the foundation of our community.

But internationalization is also happening right here at New College. Forty-two percent of New College students are international students. Our student body comprises a diverse community of over 4,700 people from 96 countries – and that is, in large part, what makes New College so special.

In this spirit, we welcome international students in need of additional English-language learning opportunities through our International Foundation Program and host economically disadvantaged but high-achieving students from sub-Saharan Africa through the MasterCard Foundation Scholars Program. As a result, New College is a microcosm of the world; a tight-knit global community at the corner of Huron and Willcocks streets.

Why focus on internationalization? Over 50 years after Marshall McLuhan conceived of the global village, it remains important for our students to graduate with the knowledge they need to be global citizens. For proof, you need look no further than page 18, where you will find profiles of alumni who live and work abroad.

As you read this issue, I hope it becomes clear that New College students, faculty, alumni and friends are making a positive impact all over the world.

Professor Yves Roberge
Principal, New College
For several years, New College has provided students the opportunity to travel to Belize to learn hands-on about indigeneity, health and food sustainability – but without stable funding, the program’s future was uncertain. Now, thanks to a generous gift by Toronto-based lawyer E. Anthony Ross, Principal at the E. Anthony Ross Professional Corporation, the program will carry on – and students will continue to benefit.

The E. Anthony Ross Fund for Community Engagement in Belize at New College will defray the program’s travel costs, ensuring students can participate in the program without financial burden.

During this experiential-learning opportunity, which is offered in partnership with the Center for Engaged Learning Abroad, Belize, 10 upper-year students in Aboriginal Studies, Caribbean Studies, Equity Studies and the Human Biology program spend a week in Belize working with Indigenous and other communities, visiting farms and community organizations and attending talks. Upon their return, students share their experiences with the U of T community, broadening the program’s impact.

"Coming from the Caribbean, I recognize there is still a hangover of massive exploitation, not only for Aboriginal people, but generally for people in the area," says Ross. "I could see myself in those very circumstances but for the fact that my father happened to become a developer-contractor, and I was able to get past the economic barriers which deprive a lot of people of access to opportunity. [Establishing this fund] is a little something I could do to give back."

Program participants have said it offers “a different level of engagement with learning”.

“My time in Belize 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,” said Mark Chatarpal (Caribbean Studies ’14).

Dr. June Larkin, Equity Studies program director and the Belize program’s faculty advisor, has seen first-hand how the program benefits students.

"Students return to the College with new perspectives on food and indigeneity issues," says Dr. Larkin. "Mr. Ross’ gift will provide the support needed to ensure our students continue to have access to this rich learning experience."

Ross hopes his gift will empower students to help others and reduce economic barriers for Aboriginal communities in Belize.

“It’s up to students to take it, make something useful of it, and be in a position to give back in the future,” says Ross. "I hope my support gives them a capacity to be free to think, free to dream and free to advance their own causes, whatever they may be."
The rapid growth of Africa’s small cities is leaving many citizens without access to basic services. This semester, Professor Dickson Eyoh is exploring the scope of the problem – and searching for meaningful solutions.

Yet in these same cities, you will also find a small class of privileged people living in circumstances no different from what you might find in any major city in a more economically-developed country: people living in modern high-rise apartments and houses on tree-lined streets; people shopping in upscale malls; people with ready access to global popular culture. These contradictory images underscore the challenges of rapid urbanization.

Africa remains the least-urbanized populated continent – but it is also experiencing the fastest rate of urbanization in the world. The dramatic pace has overwhelmed the state’s capacity to provide basic services, including transportation, sanitation, education and access to employment – and this is felt most acutely by the citizens of slums, also known as informal communities.

This semester, I have undertaken a research project to identify solutions African cities can use to deal with this tremendous growth and create liveable cities.

**African Urbanization After Colonialism: A Brief History Lesson**

Between the 1960s and 1980s, as colonialism ended, urban population growth accelerated across Africa.

African economies stagnated in the early 1970s and continued to decline over the next three decades despite reform programs meant to place them on more positive trajectories. By the early 1980s, most states could not pay for basic services, salaries or public investments. Citizens increasingly had to rely on informal networks to secure housing and other services.

Abysmal economic conditions – according to World Bank estimates, Africa’s average GDP per capita shrunk by $11 USD between 1990 and 2003 – did not moderate urbanization rates, which continued at an annual average of 5 percent through 2000. De-regulation policies meant to open economies to international competition further weakened domestic firms that could not compete with cheap imports. Established and small-scale entrepreneurs alike foundered.

Facing declining wages, urban poor and middle classes turned to informal-sector work (self-employment) en masse, accounting for 90 percent of all new jobs and 61 percent of urban employment between 1990 and 2003.

**Small Cities in Crisis**

Most research in African urban studies, as well as the work of international development organizations, is focused on primary cities, the major cities that dominate a nation’s economy.

But while primary cities’ population growth is astounding – between the 1960s and 1980s, their populations grew at an annual average of nine to 11 percent – some of the most significant growth can be found in Africa’s secondary cities. These are the continent’s smaller cities, where the challenges of urbanization are more severe due to a comparative lack of municipal resources.

My research this semester focuses on these small cities. If one travels across the continent, what becomes clear is a pattern of enormous growth in small cities. Over the last few years alone, the range and number of buildings I have witnessed being built in small cities in Cameroon, like the ones I grew up in, are incredible. This growth is overwhelming the cities’ infrastructure.

**In Search of Meaningful Solutions**

This semester, I am surveying the issues faced by people living in small African cities in general, and in Cameroon in particular.

I will travel to Cameroon to talk to citizens, urban administrators, mayors, councillors and government officials of all levels to uncover more information about the obstacles facing small cities. I will conduct the bulk of my research in Limbé and Kumba (populations 84,223 and 144,268, respectively).

My research will explore a number of open-ended questions. To name a few: What is driving this rapid urbanization? What are the consequences of this growth? How do and should administrators, activists, urban planners and citizens respond? How do the problems of small cities mirror and differ from those of major cities? And how can we involve citizens in city planning?

At the project’s completion, I hope to offer empirical evidence to support solutions administrators, activists and urban planners can implement to help address these issues.

Rapid urbanization, with all of its consequences, is a long-standing phenomenon that won’t be solved overnight. But by studying the issue as it impacts smaller cities and offering practical solutions grounded in empirical evidence, we may yet see Africa’s small cities develop the capacity to provide their citizens the services they deserve.

Each year, adventurous New College students experience living and learning in a new country through U of T’s international exchange program (40 students participated this year alone). Gillian MacDonald (New ’13), a social-cultural anthropology and Equity Studies alumna, enjoyed her exchange experience at the University of Copenhagen so much she has since returned there to complete a master’s degree in applied cultural analysis. We asked MacDonald how her exchange affected her outlook on life at U of T – and her future.
What was it like to immerse yourself in Denmark’s culture and language?

There were a lot of differences from North American culture to explore. But because everyone speaks English, it was quite easy to get around and I could immerse myself slowly. Like getting into a pool, I could dip my toes into Danish culture first, and then jump in after a while. There were only one or two times I felt overwhelmed. As an exchange student, you have a support network of other exchange students around you that makes the transition not as difficult.

Did you travel to other countries while you were abroad?

After I was done school, I spent two solid months travelling. For two weeks, I volunteered at an orchard outside of Stockholm in exchange for room and board. I couchsurfed and stayed with friends and family in Iceland, Poland, Hungary, Austria, Slovakia and Scotland. Then my mom, aunt and uncle flew in from Canada. We did a genealogy trip to Brussels, Bruges and Prague, and I showed them around Copenhagen.

Did your experiences abroad affect how you approached your life at U of T?

Danes have a very relaxed, laid-back culture. So I tried to take a little bit of that with me to U of T. I did well at U of T, but it’s a stressful school and there’s a lot of work to do. That definitely took a toll on me in my first two years there. Coming back from my exchange I realized I can take time for myself. Being on exchange also showed me the benefits of being friendly, outgoing and spontaneous.

After graduate school, what’s next for you?

Getting a job. I’d like to stay in Scandinavia, but because I’m in a place in my life where I don’t need to be anywhere in particular, I’m not going to close my doors. Because of my exchange, I’m not scared to move anywhere anymore.
Preparing to Launch

International Edition

How a New College Program Has Given Over 600 Students — and Counting — the Academic and English-Language Foundation They Need to Thrive at U of T.

U of T is known for attracting the best and brightest students from all over the world — but what happens when these students don’t quite meet English fluency requirements?

For New College students Christian Garcia and Yuwen (Constance) Jiang and alumnus Yuechuan Chi, the right solution was New College’s International Foundation Program (IFP).
Preparing to Launch
New College Alumni & Friends Magazine
International Edition

Jiang originally hails from Xinhui, a city in China’s Guangdong province. Having attended Chinese-language schools throughout her life, Jiang says her lack of exposure to Western-style education left her feeling unprepared to study abroad.

“I had no experience with learning from an English-speaking teacher or studying English-language academic materials,” says Jiang, who is now a first-year student in the Rotman Commerce program. “The IFP gave me an idea of what U of T lectures are like, what U of T itself is like and what the Canadian education world is like.”

Since 2009, the International Foundation Program has helped students brush up on their English-language skills and prepare for the academic rigours of the University of Toronto in a small-class environment.

Over the course of the fall and winter terms, students take discipline-specific courses to enrich their understanding of their chosen field and English courses to boost their oral and written English-language skills and their comfort with the University’s academic style.

Chi, a graduate of the IFP and 2014 New College alumnus who is now pursuing a master’s degree at Oxford University, says the program’s small-class setting was key to his academic survival.

“After I completed the IFP, the first classroom I walked into was Convocation Hall. It had about 1,200 students sitting there,” says Chi. “If that was my first-ever
Preparing to Launch New College Alumni & Friends Magazine

International Edition

university class, I would have been lost. But at IFP, the first class I walked in was about 15 students. We got to know each other really well and the small-class size really helped me start to gain confidence and develop critical thinking skills.”

Admission to the 24-week program includes conditional acceptance to the University’s Faculties of Arts & Science, Applied Science & Engineering, Music or Architecture, Landscape & Design. After successfully completing the IFP, students begin full-time undergraduate studies in their chosen faculty – with one full credit already completed.

First-year student Garcia, a native of Latacunga, Ecuador, who hopes to specialize in computer science, says his participation in the IFP gave him an invaluable head start.

“When I began my first year, I already knew what resources were available, how to seek help, how to take good notes and how to approach my assignments,” says Garcia.

The IFP aims to address the numerous challenges international students face when studying abroad. According to the IFP’s Academic Director Bruce Russell, the greatest issues tend to be reading comprehension and written expression, language comprehension during lectures.
and challenges communicating with students, faculty and staff. International students need competence with academic language to complete course requirements, but also with everyday language and cultural conventions to successfully reach their academic goals.

Garcia credits the program with easing his transition to life in Canada – both culturally and academically.

“It took me some time to get accustomed to the environment, to the cultural differences, to the weather – especially the weather,” says Garcia. “But the IFP helped me survive the transition. Our instructors became role models and they really knew how to answer my questions and concerns.”

Beyond academics, the program also instills a sense of community – important for any university student, but even more critical for those studying far from home. “It’s really nice to see familiar faces around campus,” says Garcia. “It feels good because we are going through the same problems and we are striving together.”

Nearly a year after completing the International Foundation Program, Garcia and Jiang say they continue to benefit from the knowledge they gained from the program. In addition to their academic success, they are both busy with extra-curricular activities such as peer mentorship programs.

And Chi’s experience shows the program’s benefits have the potential to last well beyond the undergraduate years. “A lot of the time, people are afraid of asking tough questions,” says Chi, whose master’s research focuses on tumour hypoxia (cancerous tumours with low levels of oxygen, which often make them resistant to treatment). “But in the IFP and at the University of Toronto, students were encouraged to ask questions and challenge professors in an academic way. As a graduate student, I’m really benefiting from that training.”

After a tremendously successful start, the International Foundation Program has expanded. A graduate-studies version of the program was launched in 2012, and in 2014, a condensed, summer-only version of the program was launched for students whose English-language skills fall just shy of U of T’s English fluency requirements.
A GROUNDBREAKING SCHOLARSHIP IS EMPOWERING SUB-SAHARAN AFRICA’S BEST AND BRIGHTEST TO STUDY AT NEW COLLEGE — AND FLOURISH IN COMMUNITIES BACK HOME.

Growing up in the coastal city of Takoradi in southern Ghana, her dreams of one day becoming a university professor were strongly encouraged by teachers impressed by her drive.

But without money, encouragement simply wasn’t enough. Bart-Plange’s father had five other children to support, and couldn’t afford to further her education after high school.

Fortunately, Bart-Plange discovered a brand new initiative that could help her do just that. The MasterCard Foundation Scholars Program has given her the education she had once thought was beyond reach. Now in her second year at New College, she is studying international relations and political science, with a minor in African Studies.

It’s a gift she plans on paying forward after graduation, which she hopes will eventually include a doctorate.

“I want to inspire other students to think about great things, about what they can also do with their talents,” she says, smiling warmly.
The MasterCard Foundation has committed $500 million over ten years to provide disadvantaged students, primarily from sub-Saharan Africa, the opportunity to study at universities around the world. Bart-Plange is a member of the first cohort, and one of 23 such Scholars currently studying at U of T.

In addition to covering tuition and books, MasterCard also supports Bart-Plange’s living expenses, and helps her source internship, volunteer and social activities. Calling it “the greatest thing that ever happened to me,” she is ever-mindful that her education can’t be taken for granted. Her diligence is proof of this: already a recipient of multiple academic awards, she served, until recently, as secretary on the Foundation Scholars council, and social convenor on her residence floor.

With 60% of its citizens under the age of 25, sub-Saharan Africa is rich with the potential and promise of youth. Unfortunately, fewer than 7% are ever educated beyond high school. Within that small group, far fewer than half are female.

Which is why brilliant students like Sylvia Mwangi are true trailblazers. Like Bart-Plange, Mwangi is also a MasterCard Foundation Scholar. She was raised in the mountainous central highlands of Kenya, and developed a passion for science and math early on. Now in residence at New College, she’s in the second year of a program in industrial engineering.

Mwangi first heard of the MasterCard Foundation Scholars Program while interning at a bank in Nairobi, and also considered studying law or pharmacy. But as a result of studying in Toronto, she is newly motivated by the prospect of working in health care or the relatively new area of oil and gas exploration back home.

“I’m not just interested in mining, but in community development,” she says. “How do we make sure we give back? We must always remember that the resources belong to the people, and that they should see benefits, too.”

Giving back is a theme that recurs in conversation with the two students. A key program requirement is that they will spend the summer after their third year interning in their home countries. After graduation, their ultimate plan is to return to where they came.

This is no small point, as sub-Saharan Africa suffers from a “brain drain”: for example, even though few people living there can take advantage of medical training, in many African countries, the majority of locally-trained doctors ultimately take their skills elsewhere – instead of staying home where they are often badly needed.

So Bart-Plange knows she can make a difference where she started, and always has those who can’t take advantage of scholarship opportunities in her thoughts.

“What I hope to do for them,” she says, “is to found an organization where they can use skills like sewing and beadmaking, then perhaps set up an online shop where they could sell their products to international markets.”

And she has already embarked on that teaching career. Upon completion of her first year at U of T, she returned to gain experience teaching social studies at a junior-high school in Ghana. “It was a very deprived school, with over 200 students and only one teacher,” she says ruefully. “So I helped out.”

Vanessa Grace Bart-Plange (pictured left), a MasterCard Foundation Scholar and second-year international relations, political science and African Studies student, wants to inspire other students to make the most of their talents.
This situation reflects both the good and bad news emanating from countries like Ghana and Kenya. On the one hand, government funding and newly booming economies have resulted in greater school enrollment at early levels (the MasterCard Foundation also funds secondary education). But lacking teachers, school buildings, transportation and money for school fees, there is a limit to how far education can currently go for most students. This is especially true for girls, who are often forced to give up school in favour of domestic responsibilities.

So it is up to the brightest of these students to create change. Because Canada has a well-established mining industry, Mwangi knows that many in the burgeoning resource sector in Kenya can profit from the lessons she will bring back from her coursework and internships. In a way, teaching her means teaching many other Africans as well.

“Canada has the resources, and we students have the skills,” she says. “This program gives a perfect opportunity to match the two. I really look forward to going home and sharing what I’ve learned.”

MasterCard Foundation Scholars are also offered counselling and mentorship, to help them adjust to the culture and climate shock of their home away from home. Though they’d never travelled from their infinitely warmer homelands before, neither student has had much trouble fitting in.

Both gregarious, kind and funny, they’ve adjusted easily to their “home away from home” (while admitting they could certainly do without the cold of winter). On top of studying and volunteering, Mwangi has tried her hand at martial arts and leadership opportunities through the Rotoract Club. For her part, Bart-Plange also writes poems and short stories.

They have found Canada to be safe and friendly, and appreciate the range of viewpoints on offer in a diverse city like Toronto. This is something Mwangi has absorbed through the frequent group work in her engineering classes, something she’d never done in Kenya: “That was a whole new concept for me,” she says.

Bart-Plange’s African Studies minor and international relations major have allowed her to see issues such as foreign aid through a different lens than she would have had at home.

“I loved the way my professor, who’s South African, was able to present things from both the European and African perspectives,” she says. “We’ve also covered similar material in my political science courses, too, but in a different way. That balance has been perfect.”

Bart-Plange and Mwangi have already learned a great deal in Canada – but Canada has much to learn from them, too. Their courageous journey is a powerful reminder that North Americans should never be complacent, bored or cynical about the rewards of education. And that even a young person is capable of taking on the biggest challenges.

“I cannot change Africa on my own, but I can start that change,” Bart-Plange told viewers in a recent television appearance. Across the continent in Kenya, Mwangi will be helping her.

“Big things are going to happen in Africa,” she says. “There’s so much energy there, and so much to do.”
Notable New Alumni

From Hong Kong to Ghana, you’ll find alumni thriving all over the world. We are proud to feature three alumni who have found rewarding lives and careers abroad.

Ryan Pyle (New ‘01):
Anthropologist with a Camera

Many students dream about making a career of their passions. For New College alumnus Ryan Pyle, this dream has become a reality.

Pyle is an adventurer, photographer, journalist and Guinness World Record-holder best known for his epic motorcycle journeys around China and India with his brother Colin. The two brothers documented these journeys for their television series Tough Rides: China and Tough Rides: India. (A third series, Extreme Treks: Sacred Mountains, captured Pyle’s adventures in remote Chinese mountain communities.) Pyle’s entrepreneurial spirit and hard work have allowed him to thrive since he graduated with a political science specialist degree from the University of Toronto.

Before creating these documentary series, Pyle lived and worked in China as an award-winning photojournalist for international publications including Time, Fortune and The New York Times. Despite his success as a photojournalist, Pyle decided to pursue a career in documentary production. He created Tough Rides: China to expose a more complete image of China, providing an expansive representation of regions he felt were largely ignored by media outlets in favour of stories on “the economy, pollution and exposing sweatshops”.

“The best way I thought to do that was to ride a motorcycle all around the country and show people the deserts, the grasslands, the nomad families, massive mega-cities, mountain base camps, everything China has to offer,” he says. “When I talk to people about Tough Rides: China, the number one feedback I get is, ‘I had no idea China looked like that.’ That is exactly what we were going for.”
Pyle’s interest in China, which he calls his muse for photography and storytelling, came about by mere chance. As an undergraduate student, he enrolled in an introductory class in Chinese history and politics – primarily because it fit into his schedule. This random choice would turn out to greatly impact the course of his life.

“That class introduced me to a whole way of life in China, a history that I had had no exposure to until that point,” Pyle says.

In the remaining years of his undergraduate degree, Pyle continued taking classes related to China, and from then on knew that he had to visit. Staying true to his vision, Pyle travelled to China following his graduation for a three-month trip, later relocating to Shanghai to establish a life and career there.

Pyle’s story is proof that a career can be made out of a passion – and ambition helps.

“I’ve learned that the more you try to do and the bigger bites you take out of life, no matter what it is you do with your life, the bigger the reward and the better your confidence will be,” he says.

Another adventure is underway for Pyle; he began production on his next series, Tough Rides: Brazil in March. It is the latest move in a career that has taken Pyle far beyond the borders of his home country – and that suits him just fine.

“I think the more you see, the more you know yourself,” Pyle says. “Every time I see a new part of the world, I get a better understanding of who I am and how I fit into the bigger picture.”

Arielle Vetro with files from Whitney Wiebe

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**Fighting Ebola in West Africa**

**Q&A with Stefanie Carmichael**
(African Studies ’04 & SMC ’04)
Public Information Officer, United Nations Mission for Ebola Emergency Response

The Ebola epidemic may no longer be front-page news in North America, but the threat persists in West Africa, where new cases are still being confirmed each week. As the crisis continues, many people are trying to help out however they can, including Stefanie Carmichael, an African Studies alumnus now working for the United Nations.

Carmichael left a communications position at UN headquarters in New York to return to Ghana, where she’s working with an Ebola response team. We interviewed her by email about her role.

**What is your role in Ghana?**
I work as a public information officer with the United Nations Mission for Ebola Emergency Response (UNMEER). We are a small team that helps get the word out about what all of the Ebola Response partners – the UN and others – are doing to stop the outbreak. We try to both help raise awareness about the situation, and also keep up the momentum and public support for all of our partners, so they have the resources they need to keep up the fight.

**How long will you be in Ghana?**
UNMEER was created due to the urgent need for fast action, but we don’t plan on being here long. As soon as the outbreak is under control, all of us at UNMEER will pack up and go. That’s not to say the work will be over – there is going to be a long recovery process after everything these countries have been through – but the emergency needs will have been met.

**Why did you go to Ghana to fight Ebola?**
I had been living abroad for almost eight years – in Rwanda, Congo, Thailand, Libya and Liberia – and thought it would be nice to be closer to my family in Toronto again, so I accepted a short-term position in New York last summer. But when I was called to join the Ebola response, I couldn’t say no, especially as I used to work for the UN Mission in Liberia. The issue and the people it was affecting were very close to my heart. My family and my team in New York understood that I had to go.

**Did U of T help prepare you for your current career?**
In my second year, I was living on campus with some students from Tanzania. They kept telling me such amazing stories about their country that over Christmas break I decided to go visit. I was 19 and
my parents thought I was nuts – I think they even called the RCMP when they didn’t hear from me for the first few days – but it was the best experience. When I came back, I couldn’t wait to finish my studies and get back overseas.

I added a major in African Studies to my program, started volunteering with NGOs all over the place, even started studying Swahili at New College, and never looked back. Yes, I caught the bug and love working overseas – you meet so many amazing people from all over the world. And every day is something new – you don’t get stuck in any kind of routine. Nothing beats it. I really do owe my career to the diversity of U of T and those international students I used to live with.

How has your African Studies education made an impact on your career?

I have to say, [African Studies Program Director] Dickson Eyoh was one of the best professors I ever had. Everything he taught me, and the way he taught us to think, will always stay with me. Studying Swahili for two years has also come in handy in the most random of places that I never would’ve imagined. The African Studies program at New College completely reaffirmed my decision to start up the career that I have. And unlike other programs, it really felt like a family, which was nice.

Where will you go next?

I don’t know where I’ll go next! I know I want to stay with the UN – it’s in my blood now, and I love what it stands for. But I gave up my job in New York to come here, so I don’t have anything to go back to. We’ll see where the world takes me.

Terry Lavender with files from Kaitlin Klaas

Michelle Poon (New ‘05)
Associate Director, U of T Asia-Pacific Advancement Office

They say you can’t go home again, and in some ways that is true. But what if you never left? For every alum who finds a fulfilling career beyond the borders of campus, it seems you will also find an alum who has flourished right here at the University of Toronto.

Among this sizeable population of alumni-cum-staff is Michelle Poon. Unlike most of her colleagues, Poon works some 12,500 kilometres away in the University’s Hong Kong-based Asia-Pacific Advancement Office.

Poon’s role, alongside two colleagues and a team of dedicated alumni volunteers, is to coordinate all fundraising, event planning and alumni engagement activities across the Asia-Pacific region, as well as administer the University’s Hong Kong Scholarship.

“Getting to meet alumni across Asia and hear how their U of T experience has shaped their lives is so rewarding,” says Poon. “I’ve heard so many inspirational stories – some about family, friendship and love, and some about how small experiences at U of T suddenly took an alum on an unexpected and successful career path.”

As so often happens, Poon’s career isn’t what she had imagined as an undergraduate student; she earned an Honours B.Sc. in environmental management and psychology and had no aspirations to work in fundraising or alumni engagement, but instead hoped to work as a teacher or counsellor.

She learned the ropes of higher-education administration as a U of T admissions counsellor, but found she missed her family in her hometown of Hong Kong. She decided to move back to Hong Kong in 2008 with no job lined up – but fortunately, the uncertainty was short-lived.

“Within a week of arriving in Hong Kong, I was offered a three-month temp job at the U of T Asia-Pacific Advancement Office to work on their Asia-Pacific Graduation Ceremony,” Poon recalls. “As people would say, the rest is history.”

Poon says in many ways, the connections and memories she made at New College – she lived in Wilson Hall for over three years, served on Johnson House’s committee and joined a variety of clubs during her time at the University – prepared her for her current role.

“I loved U of T and my time there, and met some of my best friends there,” she says. “I could never imagine doing this type of work without believing in and loving the institution I work for.”

From presidential alumni receptions to the Asia-Pacific convocation, and from faculty seminars to alumni association events, Poon’s portfolio of events keeps her in constant contact with her fellow alumni. She says it has made an enormous impact on her life.

“I’ve always kept in touch with friends from my residence days at New College, but being able to connect with the larger alumni community in Hong Kong has given me a sense of pride and belonging,” she says. “Even after seven years, whenever I walk into a room of U of T alumni, I’m always reminded how great U of T is. I get extremely nostalgic even after all these years and all these events.”...
New College by the Numbers

A statistical look at New College’s globe-trotting community

23,826 alumni
Found in 34 countries around the world*

23,826 alumni for whom we have current addresses.

**not including International Foundation Program or incoming exchange students.

82%
A whopping 82% of alumni still live in the Greater Toronto Area

93%
live in Canada

3%
live in USA

2%
live in Hong Kong

2%
live in Other

North America & Caribbean 16,609
Asia 621
Europe 63
Africa 14
Australia and New Zealand 10

Alumni

Students

Citizenship of current New College students

4,705**
Students enrolled from 96 countries

**not including International Foundation Program or incoming exchange students.

New College students are Canadian citizens

58%
6%
23%
4%
9%
1%
South Korean citizens
Other (from Afghanistan to Zimbabwe)
Chinese citizens
Other:
American, Taiwanese, Indian, Hong Kong, Pakistani, Turkish, Bangladeshi, Russian, Nigerian citizens (totaling 9%)

*geographic statistics are based on the 17,317 alumni for whom we have current addresses.
Giving Back

Thanks to the support of our alumni and friends, New College is closer than ever to our $7 million goal as part of Boundless: The Campaign for the University of Toronto.

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 and December 31, 2014.*

New College would like to thank the following benefactors who contributed to the Boundless campaign in 2014, impacting our students, faculty and academic community:

$25,000+
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E. Anthony Ross

$10,000 - $24,999
Robert Bruce

$1,000 - $9,999
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Jeffrey Newman
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University Lodge 496 Awards Fund
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Students’ Union
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*continued on page 25
“A gift to higher education is an enduring contribution. Your bequest will give future New College students the precious opportunity to fulfill their potential and become the people they are meant to be.”

Samuel Killackey
BSc in Pathobiology, 2015

Join the Boundless campaign for New College by including a gift in your will. Your bequest is a powerful way to support the limitless potential of future clinical researchers like Sam Killackey.

To find out more, contact
michelle.osborne@utoronto.ca
416-978-3846
or give.utoronto.ca
Yes! I will support New College

Ways to give:
Complete the form below and send your donation to: Office of Advancement, 300 Huron Street, Toronto, Ontario, M5S 3J6 using the attached envelope.

Contact Alison Liddell by phone 416-978-0310 or email: alison.liddell@utoronto.ca

Donate online at donate.utoronto.ca/new

The Presidents’ Circle: Individuals giving annual combined donations totalling $1,827 or more become members of this U of T recognition program with many exciting benefits.

Name: ____________________________
Address: ____________________________________________
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☐ Are you a grad? If so, what year: ____________________________
☐ I would prefer that my name not be included in listings of donors

Here is my donation of ☐ $250 ☐ $500 ☐ $1,000 ☐ Other: ____________________________

☐ Visa ☐ Mastercard ☐ Amex
Card Number: ____________________________ Exp: ____________/
Name on card: ____________________________ Signature: ____________________________

☐ Cheque, which is enclosed (payable to the University of Toronto)

Please designate my gift as follows:
$________________________ to support student financial aid and scholarships (0560002309)
$________________________ to support the improvement of student space at New College (0560013808)
$________________________ to the E. Anthony Ross Fund for Community Engagement in Belize (0560014334)

BOUNDLESS

Thank you for your generous support!

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** A receipt for income tax purposes will be issued for all donations.

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Your donations make a tremendous difference to the entire New College community. 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 unparalleled educational experience. New College is deeply grateful to all of its donors.

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

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**Gifts-In-Kind**
Ian Lancashire
F. Michah Rynor

*Payments toward previously-recognized gifts are not included in this list.*
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.

**New College Staff and Faculty Updates**

- **Robert Herjavec** (New '84) joined the cast of *ABC’s Dancing With the Stars*

- **Sandra McEwan** (New '83) retired after a 30-year career as a teacher for the Durham District School Board (June 2014)

- **Paul Nazareth** (New ’99) was named Vice President, Community Engagement of Canada Helps (August 2014)

- **Marin Pavlic** (New ’03), his wife, Maja, and son, Adrian, welcomed a new baby boy, Luka (September 2014)

- **Dr. Manveen Puri** (New ’09) married Nymisha Sridhara (May 2014)

- **Ceta Ramkhalawansingh** (New ’77) was appointed interim city councillor of Toronto’s Ward 20 (Trinity-Spadina) (July to November 2014)

- **Lesley Riedstra** (New ’95) was appointed Director, Mass Affluent Platform Strategy at CIBC (August 2014)

- **Ali Rizvi** (New ‘10), co-founder of Flarian Inc., received the Top 30 Under 30 Future Leaders in Manufacturing Award from the Society of Manufacturing Engineers (July 2014)

- **Dr. Marveen Puri** (New ’09) and Nymisha Sridhara (pictured left)

- **David Scrymgeour** (New ’79), founder and owner of Green Standards Ltd., was appointed Executive-in-Residence at the University of Toronto’s Rotman Commerce program (March 2014)

- **Richard Tse** (New ’91), Analyst, Institutional Equity Research at Cormark Securities Inc., received Brendan Wood International’s TopGun designation (August 2014)

- **Chris Woodford** (New ’06) married Sarah Woodford (August 2014)

- **Dr. Manveen Puri** (New ’09) and Nymisha Sridhara (pictured right)

- **Photography**
  - Courtesy Dr. Manveen Puri
  - Courtesy Chris Woodford

- **Photography**
  - Courtesy Dr. Manveen Puri
  - Courtesy Chris Woodford

- **Professors**

  - **Dr. Ramon (Arturo) Victoriano-Martinez**
    was appointed Acting Director, Caribbean Studies, during Professor Melanie Newton’s leave (2014-2015)

  - **Professor Rinaldo Walcott** was appointed Acting Director, Women & Gender Studies Institute, effective July 1, 2014

- **Dr. Anne McGuire** was appointed to the rank of Lecturer in Equity Studies effective July 1, 2014

- **Angela Santos** was appointed Assistant Coordinator, International Programs effective February 2015

- **Vince Tropepe**,

  - **Human Biology Director**, has been appointed Chair of the Department of Cell & Systems Biology effective July 1, 2015

- **Cori Hanson**, Student Services Assistant, has accepted a position at U of T’s Faculty of Applied Science & Engineering

- **Kate Johnson** was appointed Acting Librarian during Librarian Jeff Newman’s leave (January to June 2015)

- **Deborah Knott**, Writing Centre Director, was appointed Vice-Principal effective July 1, 2014

- **Alison Liddell** (New ’88) was appointed Acting Director, Equity Studies, during Dr. June Larkin’s leave (January to June 2015)

- **Cori Hanson**,

  - **Student Services Assistant**, has accepted a position at U of T’s Faculty of Applied Science & Engineering

- **Kate Johnson** was appointed Acting Librarian during Librarian Jeff Newman’s leave (January to June 2015)
The office of the International Foundation Program (IFP), New College’s English-language-learning program, is nearly unrecognizable compared to its pre-renovation design.

Led by architect Terence Van Elslander of Van Elslander + Associates Architects Inc., this project was just one piece of a larger, multi-stage renovation brought about by the 2011 transformation of the Wetmore Hall basement, the original location of the IFP office.

The basement renovation necessitated moving the IFP office into a room on the main level of Wetmore Hall, which at the time was the New College Student Council (NCSC) headquarters. As a result, the NCSC relocated to a new office in the College’s 45 Willcocks Street building.

Transforming the space to suit the IFP’s needs presented Van Elslander with a series of challenges, the first being converting the room’s unique design, with its collection of small nooks, into a more open-concept space.

“It was a challenging and difficult-to-use space,” says Van Elslander. “It’s on two levels and is not easily accessible.”

Adding to the list of obstacles, the office’s mechanical system had to be separated from the neighboring dining hall for fire-safety purposes. The office also necessitated the introduction of an acoustic barrier, reception area, conference room and private offices. The challenge was amplified by having to design around the natural curve of Wetmore Hall and its interspersed columns.

“New College has fantastic modern buildings and the New College community respects that heritage,” Van Elslander says. “The changes that have been made to the building all attempt to reach the same design level as the original building and to modernize things.”

The new IFP office is now in an ideal location, with ample natural light and a picturesque view of the quadrangle.

“Now they have a space that’s full of light, high ceilings and great views that work well for the collaborative work they do,” says Van Elslander. “They can bring their students into a space they can be proud of.”