

TRENT

SPECIAL 50TH
ANNIVERSARY EDITION

FALL 2014 45.3 PUBLISHED BY THE TRENT UNIVERSITY ALUMNI ASSOCIATION



THE FUTURE OF THE
UNIVERSITY
.....
50 WAYS BACK TO TRENT
.....
CELEBRATING 50 YEARS
OF PHILANTHROPY

DR. LEO GROARKE
TRENT'S EIGHTH PRESIDENT &
VICE-CHANCELLOR

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TRENT is published three times a year in June, September and February by the Trent University Alumni Association. Unsigned comments reflect the opinion of the editor only.

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ON THE COVER: Dr. Leo Groarke. Photo: Wayne Eardley

Some Things *Never* Change

DONALD FRASER '91



Queasy, head-drooping, nursing a large tea, I closed one eye to mitigate the sharp pain in my frontal lobe. The speaker seated at the front of the Wenjack theatre swam into focus.

"Ugh..." I muttered to myself. "This was one heck of a lot easier in first year."

I straightened up, shook off the cobwebs, and tuned back into the discussion on stage. It had been 20 years since I had been to a morning lecture in Wenjack. Some things, it seems, never change.

Such was my flashback Trent University 50th Anniversary Kick-Off Weekend. So much of it reminded me of my undergraduate years in the early 1990s. And from the conversations I had, I was hardly alone in this feeling.

There was the "Ideas That Change the World" symposium that brought together notable alumni guests and faculty. Like any good Trent class, the best part wasn't necessarily the talks given by the speakers (though the ones I saw were all stellar), but more the discourse and discussion introduced by audience members. It was like fiive decades of tutorial thrown into a blender until good and frothy.



My favourite moment was during one symposium panel when a speaker brought up the infamous "Trent Eight" protests. Excitable chatter burbled forth from the audience and almost swamped the lecturer. Nothing whips a Trent crowd into a frenzy quite like a protest.

Later in that symposium, Professor Stephen Hill commended the crowd for sticking around for the question and answer period.

"I mean, the beer garden opened a half-hour ago," he cracked.

As afternoon turned into evening, the University that learned together, partied together. Trent alumni packed the floor section of the Memorial Centre to groove to Blue Rodeo. And I mean groove. It didn't take long before bodies

flooded the stage front for a good old-fashioned dance-fest. I'm willing to bet that a few of those dancers hadn't rushed a stage in at least a couple of decades.

Midnight found me reveling with an original 1964 alumnus and a third-year student at the concert after-party. Despite the age differences, our notions of Trent were all pretty similar.



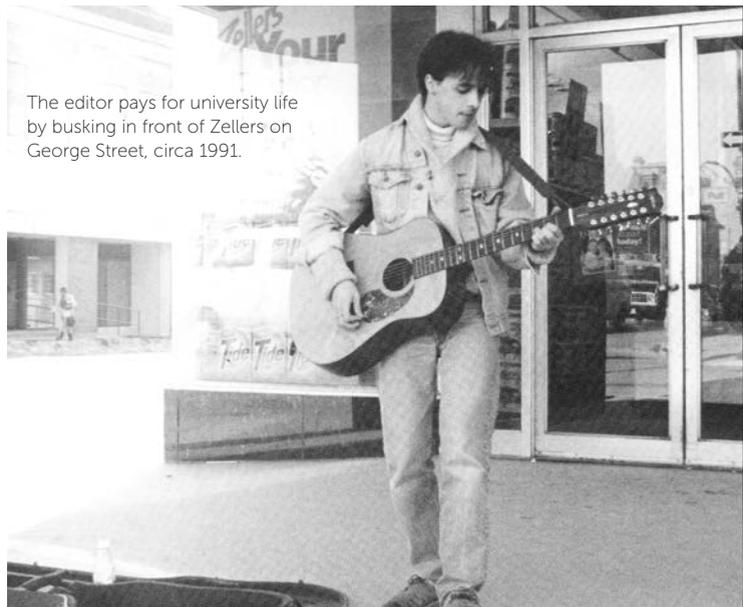
David Bateman (l) and Odracir Rodriguez at the Peter Robinson Reunion, August 9, 2014.

Other party attendees reported on the feeling of belongingness that they had experienced throughout the weekend—particularly at the Trill and Peter Robinson College reunions and the Trent International Program dinner. They too felt that the years had melted away. They too felt at home.

A lot can happen in 50 years. More than I can fathom, really, as I've not yet hit my own semi-centennial. But as much as the world—and Trent University—have changed, the

more that tradition becomes that much more obvious. Yes, the world changes—but the ties that bind us often remain exactly the same.

Happy Birthday, Trent. I can't wait for your next big party. Next time, however, I'm stocking up on Advil.



The editor pays for university life by busking in front of Zellers on George Street, circa 1991.

Drop us a line today at trentmagazine@trentu.ca

TODAY AND THE FUTURE: A REFLECTION UPON TRENT'S 50TH ANNIVERSARY



On September 22, 2014, I was formally installed as Trent University's eighth president and vice-chancellor. For me, it was an opportunity to reflect on my good fortune in joining the Trent community on the occasion of this milestone moment in our history.

Trent's 50th anniversary year provides all of us—alumni, community supporters, students, faculty, and staff—with an exciting opportunity to both celebrate our collective accomplishments and build a foundation for the next 50 years of success. I am delighted that two of the people who will play a central role in our celebrations are Trent's founding president, Professor Tom Symons, and our chancellor, Dr. Don Tapscott. Both of them are featured in this edition of *Trent Magazine*.

Our anniversary will underscore Trent's reputation as a leading Canadian university offering an impressive range of academically rigorous programs and all the benefits of high-quality research and exemplary teaching within a personal, close-knit community. Trent's longstanding strengths in traditional and interdisciplinary arts and sciences programs are well known. I expect our reputation to grow as we gain recognition for our expanding professional programs and the opportunities we make available through online and continuing education.

Even as we celebrate, we must recognize that these are challenging times

for education. The budget of every university is built on undergraduate enrollment, but the number of 17- to 19-year-olds is in decline. The result has been an increase in competition for students, not only between universities, but between universities and colleges, and between our universities and others outside the province that see Ontario students as the solution to their own enrollment challenges.

We live in an age that is questioning the teaching model that has been the foundation of university education for hundreds of years: the lecture. Debates about its role have been fuelled by the rise of "open" and "hybrid" models of learning which exploit the internet and other modes of digital communication, which have emerged from the fringes and entered the mainstream.

At the heart of education
at Trent University
is a vision to provide students
with general knowledge
and the ability to understand
things from a broader perspective.

Despite these challenges, and to some extent because of them, I consider myself extraordinarily fortunate to have the opportunity to serve as Trent's eighth president. In the words of psychologist Viktor Frankl, the good life is not the easy, comfortable life, but a life that revolves around the struggle to achieve something worthwhile. This makes the life of a university president a good one at a time when universities are called upon to champion some core ideals that are worth defending.

At the heart of education at Trent University is a vision to provide students with general knowledge and the ability to understand things from a broader perspective. The latter encompasses

the ability to think critically, to assess evidence and data, to communicate well in writing and speaking (and increasingly, visually), to understand, respond to, and create different points of view. These are the key ingredients of a university education.

As alumni, the role you play in the Trent family is a vital one. I hope to have the opportunity to meet many of you on campus and at the many special events taking place during our anniversary year. I have already enjoyed our interactions during our remarkable Alumni Reunion Weekend in August. It is our hope that these celebrations and reminiscences will strengthen the bond you share with your alma mater.

Your ongoing involvement with and support of the University help us to carry on Trent's legacy, which is built upon a willingness to challenge the way we think about important topics, with resounding effects for our immediate communities and around the world. In the coming years I know that Trent's legacy will incorporate a special role in addressing environmental issues and ensuring that Canada moves forward in a way that ensures a productive future for Indigenous peoples, two areas in which Trent has already established a national and international reputation.

Thank you for joining us as lifelong members of the Trent University community.

Leo Groarke, Ph.D.
President & Vice-Chancellor
leogroarke@trentu.ca



University opening parade.

Photo: Nick Yunge-Bateman. Source: Trent University Archives.



Well, it began with a flourish. The Alumni and Friends Reunion Weekend was a

huge success and an exciting kickoff for the rest of our 50th anniversary celebrations. Thanks to the university Steering Committee (led by Julie Davis), the Alumni Office for an unbelievable amount of planning, and to **D'Arcy Jenish '71** for producing an excellent anniversary book. And this 50th anniversary issue is an outstanding reflection on where we started and where we are today.

I encourage you to come to the Community Day celebrations on October 18. This is the reincarnation of the opening of Trent in October 1964. Alumni will march by decade. If you still have your gown, bring it and wear it. I will. And then look forward to Convocation 2015, with alumni honour guards for each of the sessions.

This is a time to be proud of our university, to reflect and to think about the future. It has already started: there are a lot of new faces at Trent—a new President and Vice-Chancellor, a new Chair of the Board of Governors, a new Director of Colleges and four new college heads. And further down

the road, Trent will have a new Vice-President Academic and Provost.

In October, there will be eight new faces on an Alumni Council that will now represent both international and indigenous alumni, crossing both decades and colleges, and with members across Canada and in the United States ... and soon, outside North America.

We face some real challenges: how to include as many alumni as possible as mentors of students, and of fellow alumni; build and rebuild a network of alumni chapters around the world; establish relationships with students—stronger and more diverse than ever; be visible on campus and visible ambassadors wherever we live.

In previous columns, I have encouraged alumni to get involved again, and you have. Now, we need to become more involved. We need to lend our support to a new direction



Douglas Vaisey '64 at Peter Robinson Reunion August 9, 2014.

for the college system. We need to support Trent's new President and Vice-Chancellor as he sets the pace for the next 50 years.

I sat at the reunion of Peter Robinson College this August and listened to alumni from every decade speak with passion and heart about their college and their university, the sustained basic values that were and are the essence of Trent. The physical look of the university has changed but the underlying spirit of the place is intact.

At the same time, Google the lyrics to the Barbra Streisand song "The Way We Were." The way we were is changing, evolving, challenged to be relevant in response to a very different environment. What do we need to do—what do we want to do—so that, in 50 years, new alumni will talk about their experience at Trent with the same reverberating tones we heard on panels, at reunions, in general conversation?

Trent today has a new pioneering challenge. As its graduates, we need to be pioneers too. Let's not let the inspired dynamism of the first 50 years lapse into sedentary complacency. My request of you: We weren't taught to be settlers. We were taught to pioneer. Let's continue to do that.

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THE FUTURE OF THE UNIVERSITY

On the 50th Anniversary Kick-off Weekend, *TRENT Magazine* managing editor, Donald Fraser, sat down with University President, Leo Groarke and Chancellor, Don Tapscott to moderate a conversation on the future of the University. This is a short snippet of that conversation. To watch the full interview, please visit www.trentu.ca/alumni.



With a growing emphasis on “professional” programs and applied sciences, what will be the value of a liberal arts education in the coming decades?



Leo Groarke (LG):

Let me start by adding a couple of qualifications. First, I think of the liberal arts as the liberal arts and sciences, and that the sciences are a key component. Second, I think there are different ways to teach the liberal arts and sciences—and I would not be sympathetic to all the ways they have been taught. However, if the liberal arts and sciences are taught in the best possible way—in a way that emphasizes critical thinking—they will never go out of date and there will always be a place for them. From my point of view it is because they teach essential skills that are at the core of learning, teaching, and being successful. While they may seem like simple skills and are often perceived as simple skills, this is a mistake. How to communicate well with other people, how to assess data and understand it, how to understand scientific research,

how to create an argument—these are the skills that are the foundation of all education. Whatever changes happen in the world—and to the material that we want to teach—those skills will still be key components of a good education.



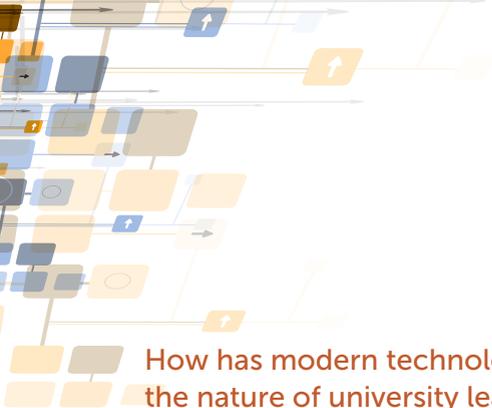
Don Tapscott (DT):

Well, I agree with that. It gets to the question: What is the purpose of an education? And many people say that the purpose of a higher education is to equip people with the skills they need to meet the demands of labour markets. And, for sure, we want young people coming out into the workforce that have the capabilities that are required by businesses and governments and other organizations. But I think that we need a lot more than that. First, we need citizens. But also, even within labour markets, increasingly, the skills that you have

today will be irrelevant tomorrow. Every student that comes into the workforce will have to reinvent their knowledge base multiple times throughout their lives. So it is not just what you know, but your capacity to think. To think critically. To put things into context. To understand the interrelationship between things. To collaborate. To execute projects. To solve problems. These are the skills needed in a knowledge economy—and for lifelong learning. By all means, we need people with strong professional development in all of our professions. For many, that will all start in year one of an applied university program—nursing is a good example. But I would encourage anyone developing their profession in a higher education to also take some liberal arts and sciences. There is a big emphasis these days on STEM (science, technology, engineering, and math). I think we should be adding an A and making it STEAM.

Continued on the next page.

“We don’t need kids whose heads are stuffed with facts. We need kids that have capacity and capability. The technology can help us with that in a very simple way.” —Don Tapscott



How has modern technology—both in the classroom and outside the classroom—changed the nature of university learning? What new changes do you see on the horizon?

DT: Personally, I think we are in the very early days of a fundamental change to the nature of pedagogy. And that the digital revolution will change education and higher education in a way that is no less revolutionary than the introduction of the printing press. But, to me, the focus should not be on the technology. The focus should be on the model of pedagogy. The way that education—from K to 12 and through university—has worked for many years is by focusing on teachers teaching. Teachers transmitting knowledge and information to students, who, through practice and repetition, were able to build cognitive structures so they could recall it when tested. But this is not what we require. We don't need kids whose heads are stuffed with facts. We need kids that have capacity and capability. The technology can help us with that in a very simple way. To me, wherever there is a right or wrong answer—wherever there is mastery—almost in all cases, the best way to learn that is an interactive computer-based software program. Self-paced, where you test yourself, focused on you as an individual learner.

That, then, frees up the professor or teacher from being a broadcaster of information to doing what only humans can do—which is to motivate students, to work with them, to challenge them, to get them to think differently, to enable them to collaborate, to execute projects. Practising a computer-based mastery of right or wrong answers—which doesn't happen in the classroom—frees up students to have an emphasis on what happens in the classroom. In the case of Trent, small-group discussion and conducting projects. That is where the really important learning will occur.

We're in the beginning of understanding this... There are going to be tough choices for every learner, where they face decisions of what they should try to remember from their own practice or from class. Perhaps there will be the need to remember some fundamental dates—such as Confederation or the War of 1812. But, kids entering first year today, when they graduate, will be able to do inquiries in real time through Google Glass or some other technology. Instead of just

stuffing a head full of facts, kids will want to develop their own random access capabilities.

LG: I think of the learning environment in terms of what some people call different communication cultures. There are societies where the communication culture has been oral. Or might have been oral mixed with books. I think it is true that the printing press changed everything. There was an ascendancy of the printed word—a print communication culture. Then there is broadcasting—a whole other culture, described by Marshall McLuhan. And I certainly agree that we are in the midst of a digital revolution. It fundamentally changes things. I would say that this is a move from an old paradigm to a new one. As is often the case, we have not managed that shift as well as we might. We have to accept it as a new paradigm—though some of the skills will remain the same. We need to ask ourselves, what is it about this new paradigm that requires us to change the way we teach? One example: when you move from the print communication culture to the digital one, the latter is far more visual. The ease with which we can now produce and transmit images is remarkable and should not be taken for granted. When you see medieval manuscripts, you see images in a very few books—usually rarified, special kinds of books. If we compare that to now, we have a whole new world of visual literacy. We must ask ourselves how we should make this a part of the education system. We have a long way to go. And it is something to take seriously.



View full interview at trentu.ca/alumni



PARTICIPANTS IN TRENT'S IDEAS THAT CHANGE THE WORLD SYMPOSIUM SPEAK OUT

One of the most exciting events of Trent's 50th anniversary kick-off weekend was the Ideas That Change The World Symposium. Members of Trent's community, including faculty, alumni, and administrators, took part in the symposium's various panels to analyze such issues as sustainability and the environment, life and health, education, Indigenous peoples in Canada, and critical cultural inquiry.

Many of these discussions pointed out ways in which society can help to resolve these issues, and what members of Trent's community in particular can do to lead the way. Here are comments from five different symposium participants about what challenges we face in the future, and what we as members of the Trent community can do to meet those challenges.

The responses have been lightly edited for clarity and length.

The Ideas That Change the World symposium was a resounding success—sparking discourse and debate amongst six decades of Trent alumni. Banner left: Keynote speaker Chancellor Don Tapscott '66; banner centre: Dan Longboat and Suresh Narine; below: Aimee Blyth, Stephen Hill, and Bob Page.



Stephen Hill



Prof. Hill teaches in the Environmental and Resource Science/ Studies Program. His research focuses on renewable energy policy in Canada. He took part in the panel on sustainability: the environment, politics, and law.

What does Trent University mean to you?

It's not just what it means to me, but what it means to the entire Trent community. It's a great place to spend my day, because I can interact with students who are engaging; they're lateral thinkers, they're creative, [and] they're willing to try new things, to experiment with new things. It's a

privilege and honour to be here. I was lucky that I landed here.

Considering your participation in the panel on politics and public policy in relationship to the environment, how do you view the contrast between public policy/law and citizens' expectations when it comes to environmental sustainability?

The public has great expectations around environmental protection, but it's much more complex than it might seem at first.... Part of the challenge for the public is to understand the power dynamic at play in these decisions. We're a country that exports all sorts of natural resources.... Layering that are all of the jurisdictional issues surrounding First Nations communities and international laws. We have great expectations, but it's very challenging

for all our institutions—whether it's civil society, government, and so on, to meet them. It's not just to identify our environmental problems and solutions, but also how to put in place the institutions to put us forward.

How do you see Trent shaping the future of public policy in the area of sustainability?

I think that Trent has a special role because we have this unique experience with interdisciplinary research and teaching. We also have a university that's grounded in the community and in the region, so it has a sense of place. And we have a university that is able to be critical. The culture here is one of critical inquiry. That may not always be at

Continued on the next page.



every other institution.... A lot of these environmental challenges don't have a "one size fits all" solution. The people at Trent are more sensitive to that kind of idea.

Maryam Monsef '03

Ms. Monsef is originally from Afghanistan and has lived in Peterborough for 18 years. She took part in the panel on poverty and inequality and recently announced her decision to run for mayor of Peterborough.



What does Trent mean for you?

Trent was the place where I entered as a somewhat lost youth. I didn't have an understanding of what I was capable of or what my purpose in life would be. What Trent offered me during my time there was great mentorship from faculty and staff, [and] many opportunities to engage in critical dialogue with my peers who came from all over the world. I think it also helped shape several projects I've continued to be a part of to this day. Trent helped me to explore my abilities and define my place in Peterborough—and I would say, in the world.

Considering your participation in the panel on poverty and inequality, how do you feel that the recent events of the Great Recession have affected our conversation about those issues?

I think as a society we're becoming more aware of what's happening around the world, but also recognizing our own place in it. Canadians, post-recession, have felt what poverty in Canada is like. I think that at the end of the day, we're not that different from those who experience it in other parts of the world—maybe not to as large an

extreme, but the effects are similar. I think that the information age has given us greater knowledge of what's happening in our own community in our backyard. What gives me hope about the complex challenges that we face is [our] youth, to be honest with you: young people who are well-informed, connected, committed, and passionate about making a difference in the world. Their involvement in decision-making and policy and action is where my hope is. I myself have felt more and more mobilized to become part of that political sphere because I see myself in it, because I see hope. I see so many people moving things forward, and if you're as fortunate as I am to learn from really great leaders, that's even more reason to be empowered and to be that change.

How do you feel that Trent will shape the future of discussion surrounding poverty and inequality?

I took part in the different sessions that were part of the symposium. Those conversations allowed me to experience Trent through the eyes of those who were part of the Trent community decades before I was. How are we going to be part of that change? I think we already are. Our faculty and their renowned research are indicative of that. I think Trent itself is fostering a certain sense of community and the kind of environment where people

are encouraged to have courageous conversations. Conversations like that are the first step towards change, towards informing yourself. Trent does that really well—I think opportunities where current and previous students get together will further enhance our ability to find solutions to the broken world we face today. In the middle of that panel, I was thinking to myself, "Oh my goodness, I'm sitting next to [people like] Gerard Kennedy, Chet Singh." The closer we get to fostering that dialogue, the closer we get to making a world of difference.

My experience at the 50th anniversary was in light of the Peter Robinson reunion party, made up mostly of activists and advocates and change-makers who had been involved with Peter Robinson or Sadleir House. Hearing their Trent stories and getting to know the kinds of marks they left was awe-inspiring. It means change can happen with ordinary people like you and me. I also went to the Ron Thom exhibit, and that reminded me of the importance of place in nurturing change agents—how important the architecture and ambiance of an institution can be to creating an environment where people are empowered and connected.

Banner photo: Tom Miller, Rod Phillips, Kate Norlock on the Life & Health panel.



Deb Debruijn, Chet Singh, Gerard Kennedy, Maryam Monsef discuss poverty and inequality.

WE LIKE IT WHEN
OUR PROFS AND STUDENTS
DON'T SEE EYE TO EYE

SEARCH ENG
BETWEEN YOUR



Kathryn Norlock

Dr. Norlock teaches and writes on ethics, feminist philosophy, environmental philosophy, and sociopolitical issues. She is the Kenneth



Mark Drain Chair in Ethics. Dr. Norlock took part in panels on both public discourse and families.

What does Trent mean to you?

To me, Trent University is all about keeping our enduring values in full view and challenging ourselves to reflect on them with each other, honestly and rigorously. I was drawn to work here by the students' and the faculty's demonstrable engagement with core issues, bringing their personal values to bear on their studies and the relevance of their studies to concrete issues. The students here genuinely seem to care about the connections between the different parts of life.

The Business Administration majors want to take ethics classes, the Philosophy majors want to take social science classes, and the majors in Modern Languages and Literatures take classes in Indigenous Studies and Mathematics. They value the connections. It's pretty fantastic to work with students and coworkers who do not buy into the message that we should just have narrow interests, that we should fear the economy and do what we're told to have a job and buy the newest gadget. It's a radically whole-hearted place, and the students who choose to come here are already on board with challenging the way they have been told to think.

Considering your participation in the panel on public discourse, how do you feel that the advent of social media has changed our conception or practice of ethics?

Our conception of ethics is remarkably consistent over the course of thousands of years, and the advent of social media hasn't changed it that much. My students come to class staring into their phones and tablets, then switch to reading Aristotle and Confucius and marvel that many of their most basic concepts and worries are shared by ancient scholars.

Our practices, however, have changed a lot, some for the better, some worse. It is easier for us to challenge the ethical rules laid down by authorities. Social media makes it easier to find each other and to collectively assert that we differ. I'm glad that someone who feels alone or is told she is not normal enough can find communities online. I'm glad that an ordinary citizen could capture video of an unjust arrest or a politician's outrageous statement and make it go viral. But it is worse for everyone that social media is so ever-present, and it is so easy to forget to think about using it wisely and critically. The result is the environmental awfulness of disposable gadgets, the social and political exploitation involved in their production, and the massive loss of privacy regarding personal information

as we're data-mined by both public and private entities. As Chancellor Don Tapscott observed at the recent Convocation ceremonies, "the world is becoming less private, less just, less equitable." That's because of our ethical practices. We can change our practices, and we should.

How do you feel that Trent University will shape the future of discussion surrounding social media and ethics?

Great question! We have a new chancellor and a new president, and both are public intellectuals who have spoken and written about public discourse, social media, and our responsibilities to argue excellently, to learn, and to share information. We have a joint journalism program with Loyalist College, which has developed strengths in microjournalism in small communities. And Trent is a leader in environmental studies, Canadian studies, and Indigenous studies, where, as department Chair, David Newhouse, says, "success in our terms is helping others to live good lives." So I think Trent is exceptionally well-placed to remind users of social media of their power to effect ethical practices and attention to what matters. *Continued on the next page.*

Banner photo: Stephen Stohn, Mary Elizabeth Luka, Spencer J. Harrison, Christopher Ward, Caroline Langgill, Ian Tamblin exchange ideas on "Performing, Visual & Media Arts."



John Stubbs, Bonnie Patterson, Joan Sangster and Paul Davidson share their thoughts on the Future of the University.



Shirley Williams

Prof. Williams is a member of the Bird Clan of the Ojibwa and Odawa First Nations. She is also an elder and a professor emerita of Indigenous studies. She took part in the panel on Indigenous peoples in Canada and socio-cultural development.



What does Trent mean to you?

Trent meant a home to me; in 1969 I was taking courses to finish high school and had a dream about a building like a residential school building, but it had lots of windows behind where I was standing. In the front there was a bridge over, and across was a river and a building with an orange roof. In the dream, I was standing—I could not move, and I was crying to try to get across. In the dream, I looked up and there was a moon in the sky; it spoke to me and said, “Shirley, this is your home!” When I woke up, I was crying, and always wondered what that dream was about. I found out when I came as an adult student.... When orientation came, we had to wait on top of Bata Library, and I suddenly realized that I was there and my dream came into reality—I was here before, and thus it became my home. [First I was] a student, then I became a language teacher for Native Studies, and I am still here but retired.

Considering your participation in the panel on socio-cultural development in Indigenous communities in Canada, what actions could Canada’s government take right now to help rebuild the traditions of various Indigenous groups?

Residential schools where I went prevented us from learning and using our language and culture. We got punished for using our languages or practices, and even to talk about it. The greatest thing that Canada can do to help restore our languages and cultures is to put systems in place for us to make language resources and to have teacher programs—to recognize that Aboriginal languages were here before English and French and that these languages should [also become] official languages in Canada.

How do you feel that Trent will shape the future of discussion surrounding restoring Indigenous traditions in Canada?

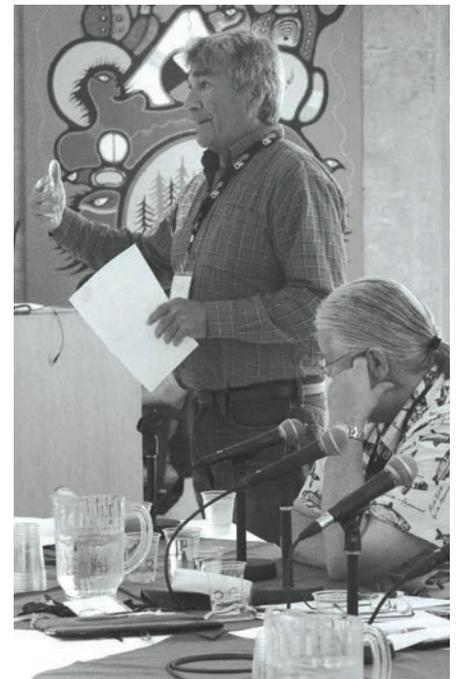
Indigenous Studies has had a difficult time at the university level to have Indigenous knowledge be recognized and accepted.

A lot of people still do not know the history of native people in Canada, and I think this is where [both] Trent’s Indigenous Studies and [the] University itself come in to restore Indigenous traditions to many people and students—to re-educate them.

Many of our own students—Indigenous and from the “Sixties Scoop” that were adopted—have come to relearn their language, culture, and history.

We have an elders’ conference where elders come in to teach which is not written in books but [remembered] orally to people that want to hear stories and traditions for that weekend, which is unique by itself.

Banner photo: David Morrison, Geoffrey O’Brian, Lucie Edwards, James Orbinski, and Dalal Al-Waheidi on “Canada’s Role in the World.”



Critical Cultural Inquiry
Education
Life and Health
Indigenous Peoples in Canada
Sustainability and Environment

Above: Russ Diabo listens as former Chief of Temagami First Nation Gary Potts ignites the audience during presentations on Politics & Policy, part of the “Indigenous People’s in Canada” theme.



Paul Wilson

Mr. Wilson is the former Director of Athletics and Recreation at Trent, and currently acts as an Alumni Relations Ambassador. He moderated the panel on the value of a liberal arts education.



What does Trent mean to you?

Trent means everything to me, frankly, having been there for 36 years and seen it develop over those years and attract some marvellous students who I have had the privilege of being associated with. It has been my life for 40 years. I arrived in 1966 [two years after the University's founding] and I've been retired for 12 years.

Considering your participation in the panel on the value of a liberal arts education, what do you think can be done to reverse the idea that a liberal arts education holds less value? What sort of cultural change needs to happen?

All four panelists have done incredibly well in their chosen fields, and they all took liberal arts. Their argument was that you should take what you're interested in at the undergraduate level. Liberal arts are so important for a civilized, cultural, and dynamic society. It seems to me that what has to happen is that people who have done well—as

these four panelists have—continue to speak out and publicize the value of a liberal arts education.

I think the other thing with a liberal arts education is that it enables you to communicate with the spoken and written word, to analyze and comprehend discussions and arguments with others. What is happening with the world is that people aren't able to communicate. It seems to me that ability is more important than ever in today's world.

How do you feel that Trent University will contribute to that cultural change?

To me, Trent has to continue to focus on undergraduate liberal arts and publicize it as often as it can the advantages and benefits of this.

I would suggest that Trent use its alumni. They are the key, it seems to me. They must publicize and speak out on what they've accomplished and how liberal arts helped them accomplish their goals. They have been through the experience and they know what Trent has done for them.

The other aspect of Trent—and I talk to a lot of alumni—is that very, very few are dissatisfied with their education at Trent. By far the biggest majority say to me what a wonderful experience it was. For example, I was talking to someone the other day who went to Trent because he wasn't accepted

somewhere else, but said that it "was the most fortunate thing that ever happened to him."

The job market now for young graduates is so challenging that this ability to communicate and to analyze seems to me to be more important. Business leaders, they say that—they say "that's what we're looking for."

Banner photo: Paul Wilson, Jennifer Dettman, Maureen Loweth, Don Tapscott and Justin Chiu defend the "Value of a Liberal Arts Education."



Wenjack Theatre had a full crowd for the opening of the Ideas That Change the World Symposium.



Stephen Katz, Sally Chivers and Robert Kiley share their thoughts on "Aging in the 21st Century."

50 WAYS

to Stay Connected to Trent University



Lee Hays '91
Director, Alumni Affairs
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Right: Ideas That Change the World organizers Dennis Carter-Edwards, Lee Hays, Denis Desjardins, John Butcher, Maile Loweth-Reeves and Judy Sanders (not shown)

Recently I had the privilege, along with wonderful staff and dedicated volunteers, of coordinating the Alumni & Friends Reunion Weekend, the kick-off to a year of 50th anniversary events. The conversations and energy throughout the weekend left me inspired and energized, and exceptionally positive about what the future holds for Trent. The Ideas That Change the World Symposium and launch of the 50th anniversary book, *Trent University: Celebrating 50 Years of Excellence* by **D'Arcy Jenish**, were just two of the reunion highlights that demonstrated the impact our university has had on students and communities both near and far. One alumnus shared that his mind was "properly disturbed" after listening to some of the speakers during the Symposium. And another alumna stated she felt "injected with the spirit of Trent" by the end of the reunion. (You can review the photos and commemorative program online at www.trentu.ca/fifty.)



The special and intimate nature of Trent first experienced as a student is cultivated throughout a graduate's lifetime. Alumni and friends enjoy continuing to fuel the spirit of Trent through engaging dialogue, critical thinking, and making positive contributions in their communities. I hope this special year will provide many alumni, faculty, staff, and friends with the chance to feel an emotional and intellectual charge and to be reminded of the importance of universities like Trent to the ongoing betterment of our communities.



In recognition of the 50th anniversary we have compiled a list of 50 Ways to Stay Connected to Trent University. Which ones have meaning for you?

1. Add your photo to #trentuworld photo map at trentu.ca/alumni
2. Apply to join Trent's Board of Governors
3. Attend a chapter event near you
4. Attend a FREE public lecture or participate in a webinar
5. Be a guest speaker for a special event or in the classroom
6. Be a Trent champion
7. Become a chapter leader in your area
8. Bring your company to one of the annual Trent Career Fairs
9. Build your network with other Trent grads
10. Come back to campus for a tour – Peterborough and Oshawa
11. Connect with other alumni through the Alumni Online Directory
12. Continue your alumni borrowing privileges at Bata Library
13. Display your Trent University Alumni decal in your car window
14. Encourage your children to apply for the Children of Alumni Scholarship



14. Emily Horne



- 15. Explore everything Trent University has to offer at www.trentu.ca
- 16. Follow @trentalumni on Twitter
- 17. Follow Trent_Alumni on Instagram

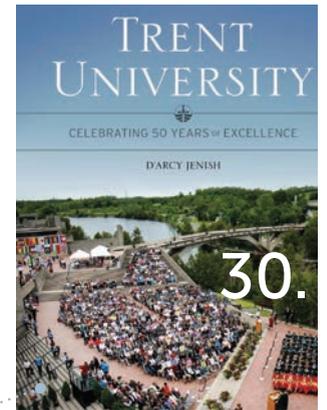
10% discount!

- 18. Get a 10% discount on your Trent Athletics Centre membership
- 19. Hire a Trent graduate
- 20. Hold your wedding or other special event at Trent
- 21. Join in Homecoming and Head of the Trent celebrations
- 22. Join the Trent University Alumni Association LinkedIn group
- 23. Like the Trent University Alumni Association Facebook page
- 24. Make a donation to an area of Trent that matters to you
- 25. Make use of the Trent MBNA Mastercard
- 26. Mentor a student to transition to the workforce or graduate school
- 27. Nominate a graduate for an Alumni Award
- 28. Nominate yourself or another alum for Alumni Council
- 29. Provide your input on an advisory committee
- 30. Purchase the Trent 50th anniversary book *Trent University: Celebrating 50 Years of Excellence* by D'Arcy Jenish
- 31. Pursue career opportunities at Trent University

@trentu.ca

- 32. Reactivate your @trentu.ca email address and keep it for life
- 33. Recruit volunteers from Trent for your community event
- 34. Refer a student

- 35. Register to take further degrees courses
- 36. Send one of your favourite professors a thank you through the Alumni Affairs office
- 37. Send your kids to one of Trent's Academic Camps or Summer Sports Camp
- 38. Share your Alumni Accomplishment with *TRENT Magazine*
- 39. Share your feedback and ideas in surveys
- 40. Sign up for group home and auto insurance with TDIMM
- 41. Sit on a mock interview panel to assist students preparing for job interviews
- 42. Submit a Sunshine Sketch to *TRENT Magazine*
- 43. Subscribe to the free *TRENT Magazine*
- 44. Take a Continuing Education course
- 45. Take advantage of group discounts on life, health and dental insurance programs
- 46. Update your contact information through MyCommunity
- 47. Use your 25% discount on merchandise at the Trent Bookstore
- 48. Visit the website trentu.ca/alumni
- 49. Volunteer at Open House or Convocation
- 50. Wear your Trent alumni merchandise, now available through trentalumnistore.ca



For more information on any of the above ideas please visit www.trentu.ca/alumni or reach the Alumni Office at 1-800-267-5774

Trent Introduces New Academic Programs for 2014-2015:

The educational opportunities offered at Trent contribute to students' success after they graduate. 88% of Trent students are employed within six months of graduation, increasing to 92% after two years. New reports from the Council of Ontario Universities show that a university experience geared toward developing critical thinking abilities supports civic engagement, with graduates more likely to vote, start a business, donate, and volunteer. The following new programs will expand the opportunities for Trent students to start building their futures.



companies organize and lead people. The postgraduate certificate is designed to provide professional development that will prepare graduates for career success, especially for students focused on a future of employment in one of Ontario's most highly-developed economic centres.

- The **BACHELOR OF SOCIAL WORK** program will prepare graduates with the knowledge and skills for meaningful professional practice in a wide range of social work contexts. Through



an interdisciplinary curriculum grounded in social justice, human rights and cultural awareness, students will develop a strong foundation of clinical knowledge, critical thinking skills, and social responsibility.

- The **POSTGRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT** begins this fall at Trent University Durham-Oshawa Campus. The program provides a university-level focus on human resource skills and encourages students to understand and question the evolving nature of how

- Trent is collaborating with the University of Ontario Institute of Technology to deliver a comprehensive new **BACHELOR PROGRAM IN KINESIOLOGY**, the scientific study of human movement with a focus on prevention of injury and chronic disease. Students will gain the knowledge and skills needed to become a kinesiology practitioner, able to prescribe individualized exercise programs to improve or maintain the health, functional capacity and well-being of a range of healthy and clinical populations.

- The new **B.SC. IN WATER SCIENCES** program addresses contemporary water and aquatic challenges from multiple perspectives, and respond to the demand for professionals who can integrate science and policy in understanding and providing solutions for clean water, food, energy, recreation, climate regulation and waste assimilation.



*Pending Ministry approval

Ever Had a Bug Named After You?

When Trevor Burt, a Trent University alum, discovered a new species of fly, he decided to name it after Dr. David Beresford, a Trent biology professor, who helped shape his career. "Dr. Beresford was very influential in my training as an entomologist during my undergraduate degree, guiding my thesis work and several reading courses," Mr. Burt said. After receiving his B.Sc. in Biology in 2012, Mr. Burt joined the Entomology M.A. program at Carleton University and is now conducting research at the Canadian National Collection of Insects, Arachnids and Nematodes. The discovery of the new species, *Stylogaster beresfordi*, was published in *The Canadian Entomologist* in July.



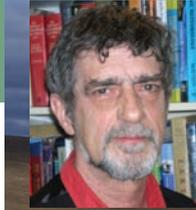
Students Help Psychology Professor Uncover the Secrets of Numbers and Language

Dr. Nancie Im-Bolter, associate professor of Psychology at Trent University Oshawa, is leading a new research project aimed at discovering how young children develop learning pathways between language and numeracy, after receiving a \$400,000 Insight Grant from the Social Sciences and Humanities Research Council of Canada. With assistance from graduate and undergraduate students, Prof. Im-Bolter and co-investigators Dr. Brenda Smith-Chant and Dr. Cathy Bruce will study how children develop these critical skills, with the goal of improving educational assessments and interventions for children at risk for learning difficulties.



What's the Real Story About How Humans and Neanderthals Co-existed?

Anthropologist Eugène Morin has challenged the long-held view that modern humans replaced the Neanderthals as a species. In a study he co-authored in prestigious journal *Nature*, Prof. Morin provides strong evidence for the co-existence of Neanderthals and modern humans long enough that the two groups would have engaged in complex cultural and genetic interactions, as recently as 39,000 years ago. The new research has important implications, including support for the hypothesis that Neanderthals contributed, although minimally, to the emergence of modern humans.



Trent Geographer Shines Light on Human Cause of Climate Change

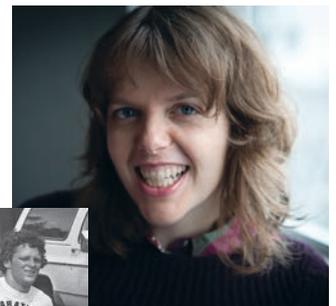
Recent findings by Trent geography professor Graham Cogley have further discredited the idea that humans should only share a small portion of the blame for climate change. As part of an international team of scientists, Prof. Cogley co-authored a study published in *Science* containing unambiguous evidence that shows human activities are having an increased impact on losses to glacier mass, a key symptom of climate change. "Our finding is an independent nail in the coffin of the belief that climatic change is not mostly our fault," Prof. Cogley said. The team reports that almost two-thirds of the global glacier mass loss between 1991 and 2010 was attributable to human activity, a substantial increase from our influence between 1851 and 2010.

Nursing Researchers Explore Causes and Impact of HPV Vaccine Confusion

Dr. Michele McIntosh and nursing student Sarah Dykeman aim to decipher the phenomenon of confusion around the HPV vaccine and HIV/AIDS in teenage girls. Studies show that 15% of teen girls believe incorrectly that the human papillomavirus leads to AIDS, and as many as 21% of girls surveyed believe the Gardasil vaccine protects them from HIV and other sexually transmitted diseases. Prof. McIntosh is conducting a study to examine this dangerous information gap, incorporating research from Ms. Dykeman about the influences and information sources involved in young women's decision-making process regarding the HPV vaccine.

A Canadian Symbol of Hope: The Meaning of Terry Fox's Legacy

Dr. Jenny Ellison is re-conceptualizing the way we remember Terry Fox, one of Canada's most iconic heroes. Prof. Ellison, who recently joined Trent's Canadian Studies Department, is researching Terry Fox's impact on national identity as part of her work on physical fitness and body image in contemporary Canadian culture. She suggests that Fox's popularity and inspirational qualities were complex, going beyond his public and humanizing struggle with cancer and examining his role in Canadian nationalism in the early 1980s, when the country grappled with separatist movements. Prof. Ellison argues that the Marathon of Hope and Terry Fox himself were symbols of hope in a dark period of Canada's history.



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