

TRENT

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Anita Erskine '99

13 REMEMBERING
T.H.B. SYMONS

23 THE MATHEMATICS
OF COVID-19

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Trent University Alumni Association
Alumni House, Champlain College
Trent University
Peterborough, Ontario, K9L 0G2
705.748.1573 or 1.800.267.5774, Fax: 705.748.1785
Email: alumni@trentu.ca

trentu.ca/alumni

EDITOR • MANAGING EDITOR

Donald Fraser '91

COPY EDITOR

Megan Ward

DESIGN

Beeline Design & Communications

CONTRIBUTORS

Jess Grover '02, Donald Fraser '91, Melissa Moroney
Paul Rellinger, Kathryn Verhulst-Rogers

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Marilyn Burns '00, Donald Fraser '91, Lee Hays '91
Melissa Moroney, Ian Proudfoot '73,
Kathryn Verhulst-Rogers

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Maracle Press, Oshawa

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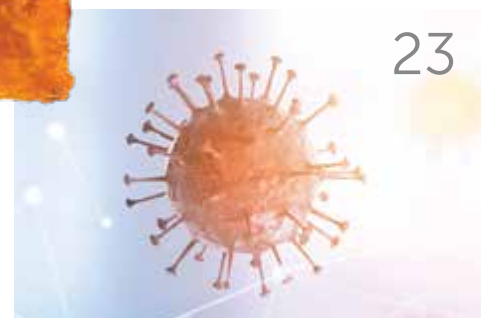


Spencer J. Harrison: *Fervent Hesitation*



@trentalumni

On the cover: **Anita Erskine '99**



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In the early days of the pandemic, it seemed like musicians everywhere were optimistically playing gigs from their living rooms; treating the lockdown as an experiment in finding new ways to interact with audiences. Weekend evenings became wonderful “at home” nights with musicians streaming gloriously informal shows that offered unique glimpses into their personal lives.

Heck, even my six-year-old got in on the action. After interacting with some of our favourite artists—and giddily getting shoutouts back in return—Clara decided that we should play a concert too.

“People need cheering up, Daddy,” she explained. And, while she was mostly talking about her own lonely kid-in-isolation self, she was absolutely right. People did (and do) need cheering up.

So, I grabbed my guitar, Clara wiggled into a favourite purple princess gown, and we proceeded to make our way through the *Frozen* and *Frozen II* songbooks. For those few moments, we were happier than Olaf in summer (I apologize to anyone without daughters if you don’t get the reference). And, you know what? In those early pandemic days, I bet the professional musicians felt pretty good too. Intimate and interactive, their online concerts were stopgaps until they could start performing and touring again.

Fast forward to June 2021 and those home concerts are now few and far-between. Unlike six-year-old princesses, professional artists realized that they couldn’t really survive on warm (online) hugs alone.

Artists and performers have been hit. Hard. Many have had to turn to other sources of income to supplement their livelihoods; other have had to give up their professions entirely. It’s going to take years for the arts/culture sector to climb back from the pandemic economic reality.

In this edition of *TRENT Magazine*, we talked to several alumni artists about how COVID has affected both them and the cultural sector in which they work. While, yes, some of the pandemic innovation that fuelled these artists will help shape the arts going forward, what is really needed is audiences. And those are still somewhere way in the future.

Read more about the impact of COVID on the arts on page 31.

* * *

EDITOR’S NOTES

PLAYING TO AN EMPTY ROOM: COVID AND THE ARTS ALSO: REMEMBERING T.H.B. SYMONS

I was deeply saddened to hear of the passing of T.H.B. Symons, CC, OOnt, FRSC; but also blessed to have had the opportunity to know him over the past decades.

A companion of the Order of Canada, fellow of the Royal Society of Canada, Order of Ontario member, and Queen Elizabeth II Diamond Jubilee Medal honouree (among many other honours), T.H.B. was truly a great Canadian and wonderful human being. He was also someone who gave deeply of himself and his time. An admired educator, passionate volunteer, and inspirational leader, he will be missed by the Trent, Peterborough, Canadian, and global communities.



No stranger to the world stage, Prof. Symons was one of Peterborough’s most noteworthy residents and remained a fixture of community leadership in Peterborough and at Trent. He was also someone with an incredibly welcoming nature, sly sense of humour, and uncommonly deep intellect.

I shall miss the opportunities to hear his countless stories.

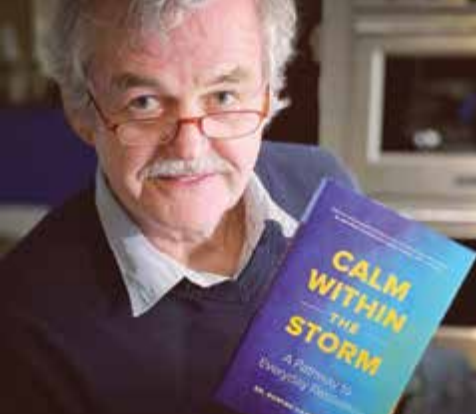
Cheers, Tom. And thank you.

Our memorial to Professor Symons, including a link to a special video series celebrating his life, begins on page 13.

Donald Fraser ‘91
donaldgfraser@trentu.ca



trenttalks.podbean.com



A MESSAGE FROM THE PRESIDENT

WE CAN STILL BE OKAY... AND OTHER ANTHEMS

Tony Storey '71, who many of you will know, told me that he "had a drive-thru vaccination in Lindsay" and "returned older but Pfizer."

"Have you had yours?" "Do you have an appointment scheduled?" "Is it Pfizer, Moderna or Astra Zeneca?"

It is remarks like these which have replaced the traditional "How are you?" these days.

In the year of COVID, the vaccine seems our most promising path to immunity for ourselves and "the herd" that we belong to.

While we wait, Trent alumni can contribute insight and analysis. The COVID-19 disease modelling research of the renowned mathematician and Trent alumna **Dr. Jane Heffernan '96** is an example.

When it comes to pandemics, or other hardships, I recommend **Dr. Robyne Hanley-Dafoe's '00** new book on resiliency as both timely and noteworthy. *Calm Within the Storm: A Pathway to Everyday Resiliency* is bold in its assertion that we can still "be okay."

Alumna **Anita Erskine '99** typifies this spirit in her cross-continental Ghana-to-Trent-and-back success story. The idea of resilience would be a worthy anthem for our 2021 graduates, who have persevered through uncertain times, learned to learn almost entirely online and found ways to connect with their profs and fellow students safely in person, virtually and remotely. If you are one of these 2,130 undergrads 245 Masters and Ph.D. students, I can tell you that you and the world will benefit from what you learned during this difficult time.

As the University shifts to the fall term, and a return to in-person learning at Trent's Peterborough and Durham campuses, we are preparing to welcome students who completed their final year high school through similar adversity. They will enter an institution that is better equipped than it ever was to provide inspiring teaching, supportive student services, social and collegiate events in a myriad of ways that will serve our new and returning students no matter what they face.

Among the difficult times of late was the passing of our founding president, T.H.B. Symons, on the first of January

this year. Tom was an elder statesman in every sense of the word and kept Trent close with a deep interest in ongoing developments. I will always be grateful to Tom, as I arrived at the University's 50th anniversary, for his insights into the University's origins and history. These were often shared over "tea" with his wife Christine at Marchbanks, which on many occasions turned to sharing stories over scotch. Tom

never failed to use his influence across the country and around the world to advance the University's interests.

As I write this, it is the season of reflection, remembrance—and, I know Tom would insist on it—celebration and of graduation. In addition to convocation, we celebrated the successful completion of the Campaign for the Trent Durham campus expansion, led by co-chair **Doug Kirk '70** and honorary chair Katie Taylor. Notably, Doug's generous gifts made it possible to establish Kirk Hall and helped the campaign over the top by matching

the contributions of many donors.

This spring we also held our annual Heart of the Trent event, a tribute to our outstanding employees; the Celebration of Faculty Excellence; and for the first time this spring, the inaugural Trent Day to recognize the April 3, 1963 signing of the Trent University Act, the day that Trent was officially granted the ability to confer degrees. Fifty-eight years later, the Trent community came together virtually to share pictures, stories and wonderful memories, and joined forces to raise over \$165,000 in just a 24-hour period.

During such a challenging year for so many, your support for our community and your contributions to Trent Day continues to highlight the incredible network of Trent alumni who enthusiastically support our students in achieving their dreams.

Thank you! Be strong and be safe. I look forward to seeing you in person when the conditions of the pandemic allow.

Leo Groarke

Dr. Leo Groarke, Ph.D.,
President & Vice-Chancellor



President Leo Groarke with founding president Tom Symons at Traill College dinner in 2016.



WHAT'S NEW *at Trent University*



Celebrated Historian Awarded Vanier Professorship

This July, Dr. Robert Wright, will begin his five-year term as Vanier professor, a prestigious role awarded to a faculty member who has made significant contribution to the study of Canada, adding another impressive accolade to his accomplishments as a historian, bestselling author, screenwriter and professor at Trent University Durham GTA.

"I have been around Trent my entire adult life, so I know something about the mystique that attaches to this distinction," notes Professor Wright.

As the fourth academic to hold the prestigious role, Prof. Wright is being celebrated for his significant contributions to the study of Canada. Previous recipients include Dr. William L. Morton, Dr. Joan Sangster, and Trent's founding president, Professor Thomas H.B. Symons.



New Medical Pathway Offers Unique Undergraduate Hospital Clerkships

A new partnership with the University of Medicine and Health Sciences (UMHS) is creating pathways for graduates of Trent's Medical Professional Stream (MPS) to take the next steps towards a career in medicine.

Beginning in their third year of study, up to three MPS students will have the opportunity to be selected to enter clinical clerkships in hospitals in Maine. Graduates can also go on to benefit from UMHS's exceptional reputation for successful residency placements.

"We're proud to partner with an international medical school that will offer our students a clearer path to realizing their dreams," said Dr. Holger Hintelmann, dean of Arts and Science, Science at Trent University.

New Master's in Change Management Develops Future-Ready Management Professionals

Trent Durham will equip the next generation of change leaders for success with the launch of a new 16-month Master of Management in Strategic Change Management degree—the first of its kind in Canada.

The new degree builds on Trent's popular Master of Management (M.Mgt.) program and offers practical skills-building opportunities including a hands-on summer work integrated learning placement.

"Our aim is to cultivate leaders who will not only manage their organizations' day-to-day operations, but also prepare and lead their organizations' responses to external shocks, including recessions and pandemics," notes Dr. Bruce Cater, program director and professor of Economics at Trent.

Creation of New Long Term Care Home on Campus

Trent University and peopleCare Communities are collaborating to improve the lives of local seniors, advance research on aging, and enhance student learning through the creation of a new not-for-profit long-term care (LTC) home located on the University's Symons Campus.

The new home will be built and operated by peopleCare on land leased from the University. Trent and peopleCare will collaborate on programming, experiential learning and research that will benefit seniors, and the long-term care sector, for years to come.

Find out more about our vision for a University-Integrated Seniors Village at trentu.ca/seniorsvillage.



Joining Forces to Improve Early Detection of COVID

The need to innovate and make timely decisions has been pivotal throughout the pandemic. A new partnership between Trent University and Peterborough Public Health has been looking to our wastewater to identify, manage and, ultimately prevent potential COVID-19 outbreaks within the local community.

"We are establishing protocols and relationships with other academic institutions and national bodies, including other universities and the National Microbiology Laboratory, enabling enhanced pathogen surveillance to provide additional layers of information to inform Public Health," explains Dr. Christopher Kyle, Trent University Forensic Science professor.

HONOURING THE HEART OF TRENT

Applauding Exceptional Employees: 2021 Eminent Service Awards

Four outstanding Trent employees were honoured with the 2021 Eminent Service Award.

This year's recipients include:

- **Dr. Jackie Muldoon**, who served in many capacities in her 40+ years at Trent, including: senior tutor, head of Business Administration, the first dean of the Trent School of Education and, most recently, provost and vice-president Academic
- Alumni Engagement & Services coordinator, **Sue Robinson**, who also worked for a number of years in Athletics
- Archivist **Jodi Aoki**
- Academic Advisor, the late **Christy Carlson**

Dr. Michael Khan, provost and vice-president, Academic at Trent, notes that each recipient "enriched our campuses and our community with their expertise, professionalism, hard work and tireless dedication to student well-being and the success of the University."

Celebrating Outstanding Educators: 2020/21 Teaching Awards

Dedication, engagement and creativity are key traits for those working in education (especially over the past year). With those traits in mind, Trent celebrated educators with the 2020/21 Awards of Excellence in Teaching. "When our instructors were asked to pivot to mainly remote and online learning this year, they did so with an incredible amount of ingenuity, dedication, and generosity," said Dr. Joel Baetz, director of the Centre for Teaching & Learning at Trent.

The 2021 recipients are:

- **Shannon Accettone** (Chemistry and Forensics): Symons Award for Excellence in Teaching
- **Aaron Slepikov** and **Rayf Shiell** (Physics and Astronomy): Award for Educational Leadership and Innovation
- **Brent Bellamy** (Cultural Studies and English Literature): Award for Excellence in Online Teaching
- **Mike Perry** (School for the Study of Canada): CUPE 3908-1 Award for Excellence in Teaching
- **Emma Pirie** (Indigenous Environmental Studies & Science): Award for Excellence in Teaching Assistance



SPOTLIGHT ON RESEARCH

As home to many of the world's leading researchers, Trent University has countless stories to tell when it comes to research success. Through our outstanding researchers, world-class facilities and prestigious schools of study, Trent is a place where ideas and creativity connect and intersect with industry, non-profits, communities and real-world solutions. Read more about some of the top faculty, student and alumni researchers who are making headlines.

FACULTY

FACULTY RESEARCH SPOTLIGHT What to do When Stress Grips Your Vices

Does pandemic stress have you overindulging on sweets? According to Trent Psychology professor and neuroscientist Dr. Neil Fournier, sugary overindulgence and other vices appear to have increased since the onset of the pandemic.

"Data shows higher rates of consuming alcohol, bingeing on TV shows, eating sugary foods, online shopping—those

have been fueled and increased a lot due to the pandemic," Professor Fournier explains.

There is good news though! If you're looking to create better, more healthy habits, Prof. Fournier says you can create them in the same way as those indulgent vices—through repetition.



STUDENT RESEARCH SPOTLIGHT

Fishing for Answers

STUDENT

For Sandra Klemet-N'Guessan, growing up in Côte d'Ivoire and Tunisia meant always being close to water. "I would just look out and wonder about this beautiful, wide water," she says. "What was going on in there? What's happening beneath the surface?"

Those questions ultimately led Ms. Klemet-N'Guessan to Trent University, where she is currently pursuing a Ph.D. in the Environmental and Life Sciences (ENLS) graduate program. Since 2018, she has been a member of the Xenopoulos Aquatic Ecology Lab at Trent, working under renowned aquatic scientist Dr. Maggie Xenopoulos on research that aims to understand the indirect effects of human activity on freshwater ecosystems.

#TRENTURESEARCH HIGHLIGHTS

Bold research making a difference in the world. That's the Trent University way. Read on for a sampling of the latest Trent research news featured at trentu.ca/news.

ALUMNI RESEARCH SPOTLIGHT

From Undergrad Science Enthusiast to NRC Canada Research Officer



Dr. Kelly LeBlanc's career path in inorganic chemical metrology was undeniably inspired by her experiences as a Trent student. The Trent Ph.D. graduate is now a research officer at the National Research Council Canada in the Inorganic Chemical Metrology group where her work focuses on the production of Certified Reference Materials (CRMs).



"It's been an interesting journey to go from a student who used CRMs as part of my analysis protocol to a researcher on the team who develops these materials, and to learn about all of the processes involved in ensuring their quality," she says.

Co-founder of Trent Centre for Aging & Society Honoured with 2020/21 Distinguished Research Award



Dr. Sally Chivers, professor of English and Gender & Women's Studies, renowned across the globe for her outstanding contributions to research in disability

and critical aging studies, has been honoured with Trent University's 2020/21 Distinguished Research Award.



Two New Canada Research Chairs at Trent University to Advance the Study of Social Justice and the Environment

How do we get to the root of Canada's youth homelessness problem? Or begin to imagine a post-carbon future? Two new Canada research chairs (CRC) at Trent University—Dr. Anne Pasek, CRC in Media, Culture and the Environment, and Dr. Naomi Nichols, CRC in Community-Partnered Social Justice—will seek answers to these fundamental contemporary questions.

Evaluating the Protection of Rights for Youth with Intellectual and Developmental Disabilities in the Justice System

Dr. Christine Goodwin-De Faria, professor in Child & Youth Studies at Trent University Durham GTA, is working to ensure that the rights of young people with intellectual and developmental disabilities are protected when involved in the justice system through her new pilot project, Evaluating Legal Protections for Justice-Involved Youth with Disabilities.



Psychology Research Emphasizes the Need for Supports for LGBTQ+ Youth Amidst the Pandemic

A sense of social disconnect has been more heavily impacting LGBTQ+ youth compared to other groups amidst the COVID-19 pandemic, according to a recent report coordinated by M.Sc. Psychology student Bre O'Handley in collaboration with Dr. Karen Blair, professor of Psychology, and the Social Relations, Attitudes and Diversity Lab at Trent.



A YEAR THAT CHALLENGED

the way we think



1st university to open residence spaces as temporary housing for frontline healthcare workers

Educational resources

created for families to support their children's virtual learning

Thousands of pieces of PPE

donated to Peterborough Regional Health Centre



From pivoting to multi-access learning and mobilizing knowledge in new digital mediums to creating community and supporting student success, this year certainly challenged the way we think at Trent.

Answering the call, Trent took up the challenge, and found opportunity, as we came together to:

SUPPORT OUR COMMUNITY



140 litres of ethanol

donated to Peterborough's Black's Distillery to support hand sanitizer production

600 lbs of food

and cleaning supplies donated to Kawartha Food Share



Alleviated pressure

on community medical services by providing treatment and support for student through Trent Student Health Services



"Together, we rose to the challenge this very different year has presented," says Dr. Leo Groarke, president and vice-chancellor of Trent University. "As we look ahead to a more auspicious future, thank you to our students, faculty, staff and community for your resilience, compassion and commitment."



LEAD INNOVATIVE RESEARCH

Trent researchers led the way with research on wastewater surveillance, vaccine hesitancy and COVID's impact on elderly, LGBTQ+ and racialized groups

INVEST IN OUR STUDENTS



\$675,000 in emergency funding provided to 1,200 students through the #TrentUCares campaign

Tipi treks, virtual game nights, wellness walks, scavenger hunts and alpaca visits helped us prioritize connection through our **collegiate communities**



MOBILIZE KNOWLEDGE

Launched Trent Talks, an open, free, online learning series, which offered reliable and thought-provoking information about the pandemic and beyond —**16 episodes** streamed over **35,000 times**



Adapted to **new ways of learning** to create interactive online and safe in-person experiences

500 computers given to students in need through Trent's Remote Learning Initiative



As we plan for a return to in-person learning for fall 2021, visit the Trent Forward website for updates.

trentu.ca/trentforward



SPREADING YOUR WINGS

The President of the Trent University Alumni Association Offers a Special Message to Graduates, and a Fond Farewell to Her Presidency

The only thing predictable in life is change. With convocation upon us again, another cohort of Trent students become Trent alumni—and the entire family of Trent alumni has the chance to reflect back on everything that has happened since their own convocation.

When I convoked, in June of 2007, it was in a torrent of hail, on a campus without power. Certainly not the afternoon I had anticipated. The years since certainly haven't gone the way I imagined on that day either. They've been immeasurably better.

When I became president of the Trent University Alumni Association in 2015, it was after seven years of volunteering with Trent. I have often said that my time at Trent changed my life, but the time I've spent as a volunteer with the University has also left an incredible impact on my life. Trent remains the first place that ever felt like home to me, and it always will.

Now, six years later, after tremendous change in the TUAA, at Trent, and around the world, my time as president is coming to a close. What I have learned over those years is that the only predictable thing is change; and that finding the potential within those changes—even when change comes with considerable challenge—is the best way to start adventures you never dreamed were possible.

And now, like the graduates of Trent University, I'm off to new adventures—equal parts grateful, terrified and excited. I, too, am ready to start a new chapter in my relationship with our amazing alma mater. I don't know what comes next, but I know I

will have Trent in my heart always, and that Trent will have my back.

I have to thank all of the tremendous people who have supported me in my time as TUAA president. To the staff of the Alumni Engagement & Services office, especially **Lee Hays '91** and Joanne Sokolowski, thank you supporting me through every twist and turn of the last decade. To the chancellors, Board of Governors and administration of Trent University, especially **Stephen Stohn '66**, **Don Tapscott '66**, Leo Groarke, Julie Davis, **Armand La Barge '95**, **Stephen Kylie '72**, **Garry Cubitt '67**, **Lucie Edwards '73**, and **Sue Graham Parker '73**, who have shown unprecedented support for Trent's alumni family in their work, thank you for always modelling strong and compassionate leadership. To my past presidents, especially **Bob Taylor-Vaisey '66**, **Adam Guzkowski '95**, and **John Butcher '67**, thank you for always being a sounding board for me and always taking my calls—no matter how many or how frantic. To the staff of Trent University, who have continued to seek our alumni engagement and welcome alumni

voices to the table, thank you for deepening alumni relationships with us. To all the students of Trent University, thank you for inspiring me to push for a better world every single day.

And, most importantly, thank you to the alumni of Trent University. Thank you to those who have volunteered alongside me, including **Sebastian Cosgrove '06**, **Maile Loweth Reeves '79**, **Athena Flak '99**, **Steve Robertson '93**, **Karen McQuade Smith '06**, **Danen Oberon '07**, **Tom Miller '82**, and all those who have served on committees and projects throughout the association and university—thank you for being some of the best colleagues I could ever have asked for. Your passion and dedication to the Trent community inspires me every day.

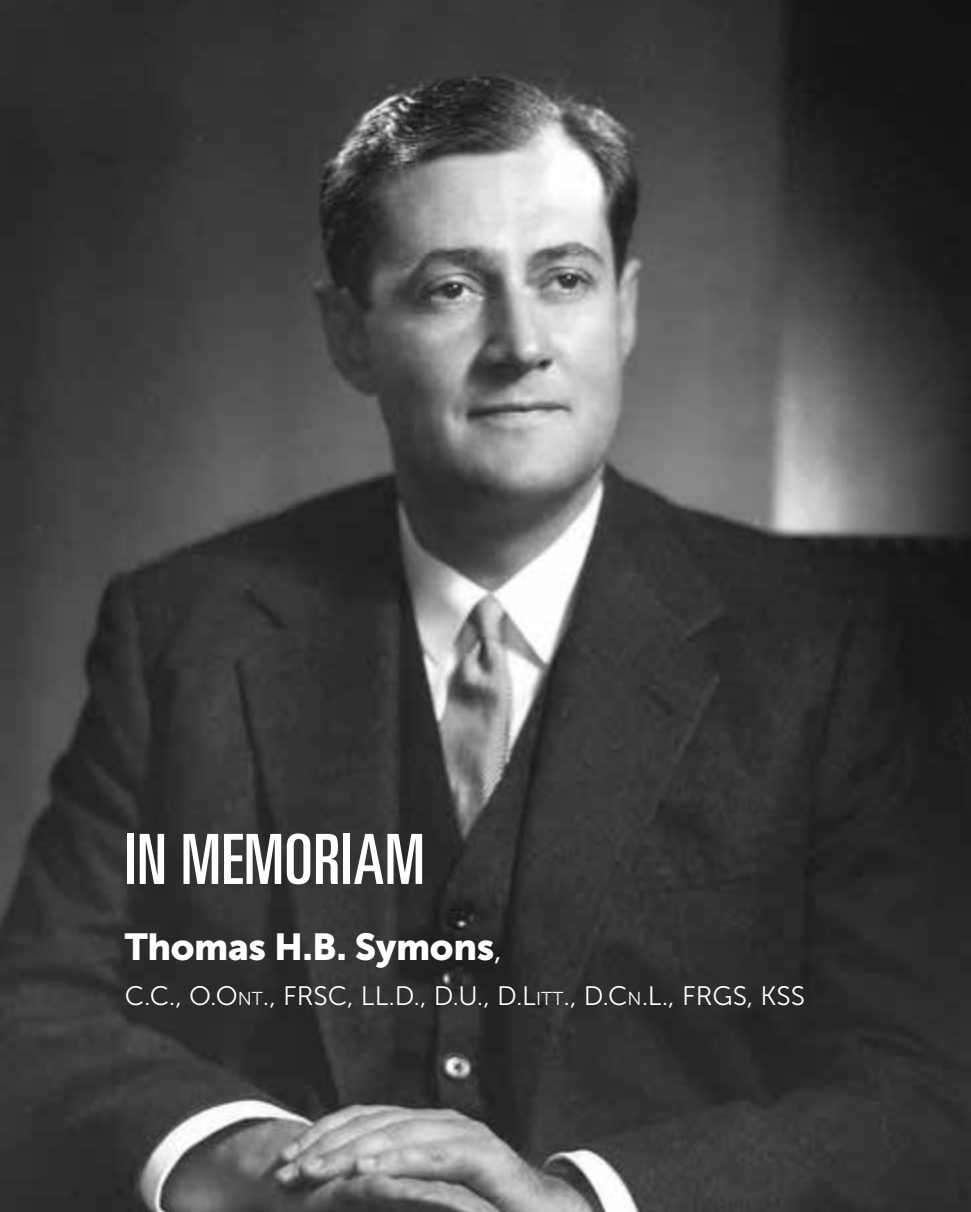
To the Trent alumni family, thank you for trusting me. Being your president has been one of the greatest joys and most transformative experiences of my life.

Flying feels a lot like falling when you first jump, but sometimes you just have to leap and spread your wings.

And now I leap.

Jess Grover '02





IN MEMORIAM

Thomas H.B. Symons,

C.C., O.Ont., FRSC, LL.D., D.U., D.Litt., D.Cn.L., FRGS, KSS

DR. MICHAEL EAMON, Principal, Catharine Parr Traill College

Thomas H.B. Symons was a man who embodied the motto of the university that he founded. The words *nunc cognosco ex parte* (now I know in part) framed his life, but also a wider, compelling pedagogy that underscored the importance of self-improvement, humility, and social justice through higher education. His curiosity for the world around him was only surpassed by his compassion for others. He particularly enjoyed conversations with young scholars and took great interest both in their studies and their post-university careers. His own career took him across Canada and around the world, but he has always considered Peterborough home. From Marchbanks, his beloved

residence formerly owned by Robertson Davies, Professor Symons created a base of operations while raising three successful children with Christine, his wife of 57 years.

Professor Symons was born in Toronto in 1929 to First World War flying ace Harry Lutz Symons and Dorothy Bull, daughter of the financier and historian William Perkins Bull. Educated at the University of Toronto Schools and the University of Toronto, he later attended Oriel College, Oxford. Professor Symons returned to the University of Toronto where he was a tutor in History at Trinity College and later dean of Devonshire House, an all-male residence that he reinvigorated in the collegiate style. During these

years he also taught both ancient and Canadian history demonstrating his characteristically eclectic mind and breadth of knowledge. His experiences at the University of Toronto were especially germane in forming his philosophies on education, scholarship, and student engagement which would guide him throughout his life.

In 1961, Professor Symons was approached by a committee of Peterborough citizens who asked the industrious and well-liked scholar to create a university for the city. He accepted the daunting challenge and became the founding president of what would be Trent University. His vision for Trent as a fully-formed, collegiate university brought the institution to life and has sustained it for over 55 years. While many dubbed Trent “Oxford on the Otonabee,” Professor Symons would later remark that it was England’s Durham University that provided much of the inspiration for the new university’s federation of small, interdisciplinary colleges within a larger degree-granting university. Professor Symons saw institutions of higher education, including his beloved University of Toronto, as becoming akin to “an impersonal factory” where an “academic elephantiasis” of unchecked growth was diminishing the educational experience. Today, Trent’s dynamic and evolving college system reinforces the vision Professor Symons had of a place where everyone would know everyone else and all members of the community would intermingle and interact.

Professor Symons also dreamed of a place where Canadian Studies could become a significant and creditable avenue of scholarship—a place to study all things Canadian—from History and Art to Science and the Environment to Canada’s peoples and cultures. It was under Professor Symons that Trent



Prof. Symons celebrates convocation.
Photo courtesy of Trent University/
Trent University Library and Archives.

University created the first Indigenous Studies program in the country, soon followed by the Canadian Studies program and the groundbreaking *Journal of Canadian Studies*. This model would inspire several other programs at the University such as Cultural Studies and International Development Studies. His vision of higher education through interdisciplinary learning in the liberal arts and sciences has become one of the defining attributes of Trent University.

Professor Symons served as Trent University's president and vice-chancellor for 11 years until 1972. In 1979, Professor Symons was given the title of Vanier Professor. Upon Professor Symons' retirement in 1994, he was made Vanier Professor Emeritus and the Nassau Mills campus of the University was officially renamed in his honour for his years of dedication and tireless work. After "retirement," Professor Symons remained an active member in the University community as the honorary president of the Alumni Association and of the Trent Legacy Society. He also continued as a member of the Board of

the Frost Centre for Canadian Studies and Indigenous Studies and gave guest lectures in various programs from History to Chemistry.

Within the community of the City of Peterborough, Professor Symons has been a prominent figure. He served as a member of the Board of Directors for the Peterborough Red Cross and Community Fund as well as a founding member of the Otonabee Region Conservation Foundation and the Greater Peterborough Economic Council, and member of the Mayor's Committee on Peterborough's Economic Prospects. He also was a founding committee member of the Canadian Canoe Museum, honorary president of the Peterborough Historical Society, and a member of the Board of Governors of Sir Sandford Fleming College. In addition to this, Professor Symons was appointed the honorary parade marshall for Canada Day in 1999. His contributions were further recognized by the City of Peterborough in 2001 when he was presented the Civic Award. In 2004, Mayor Sylvia Sutherland presented Professor Symons with a key to the city. From 2005 to 2010, Professor Symons was chairman

of the Peterborough Lakefield Police Services Board.

Professor Symons was also a respected voice in business. The thoughtful and even-handed approach that he exhibited as a university administrator led to invitations to participate on the Boards of various corporations. This included Celanese Canada Inc., where he was chair of the Social Responsibility Committee, and Gilbey Canada Inc. (UDV Canada Inc. and later Diageo) where he was a director. Professor Symons particularly cherished his relationship with Thomas J. Bata, whose assistance was instrumental during the early days of Trent University. Professor Symons was proud of the role he later played as chairman of the Board for Compass Ltd. (Bata Shoe Organization). He was also a founding Board member of the Bata Shoe Museum in Toronto.

Professor Symons was awarded the province of Ontario's highest honour, the Order of Ontario, in 2002. This award recognized his contribution to the province thorough the mediation of French language disputes in Sturgeon Falls, 1971, and in Cornwall in 1973.



Prof. Symons addresses students protesting to keep him on as president of Trent University, and to not take a prominent role in Ottawa. Nearly half the university marched to urge Prof. Symons to stay.
Photo courtesy of Trent University/Trent University Library and Archives.



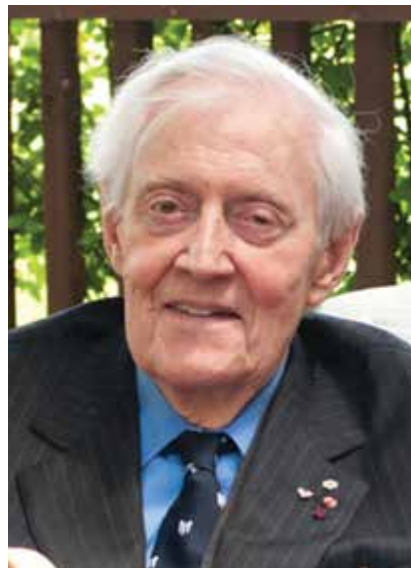
Prof. Symons gives a speech in his role as chairman of the Association of Commonwealth Universities and chairman of the International Board and vice-president of the International Council of United World Colleges. Photo courtesy of Trent University/Trent University Library and Archives.

From the funds he received for his work in Sturgeon Falls, he set up the annual Symons Award for Excellence in Teaching which continues to honour the best instructors at Trent University. As Ontario's commissioner of human rights from 1975 to 1978, he spearheaded major revisions to the province's Code notably in the area of civil rights for homosexuals. Additionally, Professor Symons was involved in the Board of Governors of the Ontario Medical Foundation, the Ontario Arts Council, the Advisory Committee for Heritage Ontario, the Architectural Conservancy of Ontario and was a founding member of Heritage Canada, to list a few of his activities. He served as the chair of the Ontario Heritage Trust from 2010 until 2017.

The fact that Professor Symons held a deep love for Canada is no surprise to anyone who knew him. Indeed, the breadth of his commitment to almost every facet of Canadian life is remarkable. From 1968 to 1975 he served as the chairman of the Policy Advisory Committee for the Rt. Hon. Robert Stanfield, leader of the opposition and sometimes known as "the best prime minister Canada never had." From 1972 to 1975, he famously led a national Commission on Canadian Studies. Its published findings entitled *To Know Ourselves*, or the eponymous Symons Report, inspired a generation of scholars, policy makers and citizens dedicated to the study of Canada. In 1976, his efforts led to his investment as a member of the Order of Canada (later promoted to companion) and his election as a fellow of the Royal Society of Canada (1977). He has served as chairman on numerous federal committees and institutions including of the National Commission on Canadian Studies, the National Library Advisory Board, the Historic Sites and Monuments Board of Canada,

the Canadian Educational Standards Institute, the National Statistics Council of Canada, the Canada Council, and the Social Sciences and Humanities Research Council of Canada.

Additionally, an annual lecture entitled "The Symons Lecture on the State of Canadian Confederation" and medal was created in his honour at the Confederation Centre of the Arts on Prince Edward Island. In 2016, Professor Symons received the Gabrielle Léger Medal from the National Trust for Canada in recognition of his lifetime contribution and leadership in heritage conservation in Canada.



Internationally, Professor Symons distinguished himself through his work as chairman of the Association of Commonwealth Universities and chairman of the International Board and vice-president of the International Council of United World Colleges. Professor Symons was awarded the Distinguished Service to Education Award of the Council for the Advancement and Support of Education in 1982. He was the first Canadian to ever receive this award

whose council represents 2,300 universities and colleges in the United States, Canada, Europe and South America. Additionally, Professor Symons received an honorary degree from the University of Colombo in Sri Lanka as well as was elected a trustee and an honorary fellow by Oriel College, Oxford University and a visiting scholar and fellow by Cambridge University. He is the recipient of 13 honorary degrees from universities and colleges across Canada and the recipient of the both the Queen Elizabeth II Golden and Diamond Jubilee medals. In 2016, he was honoured with the Founders Award for Excellence in International Education from the Canadian Bureau for International Education (CBIE). Many do not realize that in addition to the creation of Trent University, Professor Symons was instrumental in the founding of Fleming College and over a dozen other colleges and universities around the world. His particular efforts in the creation Peterborough's Sacred Heart College resulted in a knighthood from the Vatican in the Order of Saint Sylvester in 2012.

Professor Thomas H.B. Symons possessed an unparalleled passion for scholarship, his community, and his country. His vision for the nation was one where all Canadians could know themselves through an appreciation of their past and through a mutual understanding of their shared present. In doing so, it was his sincerest wish that Canadians would find both the inspiration and hope required to face the future together. On his personal journey to humbly know more, he has touched the lives of countless people. Thanks to the legacy of Professor Thomas H.B. Symons we all are a little better, know a little more of our country; and today, are all, in part, diminished.



TRENT UNIVERSITY RELEASES VIDEO MEMORIAL TO FOUNDING UNIVERSITY PRESIDENT T.H.B. SYMONS

Video Includes Tributes and Stories from University, Peterborough, and National Luminaries

Trent University and Trent University Alumni Engagement & Services have released a video tribute to founding University president Professor Thomas H.B. Symons, C.C., O.Ont., FRSC, LL.D., D.U., D.Litt., D.Cn.L., FRGS, KSS, featuring stories and memories from friends, family, and colleagues.

Professor Symons was an honoured Canadian and Peterborough resident, recognized with Queen Elizabeth II Golden and Diamond Jubilee medals, 13 honorary degrees from universities and colleges across Canada, the City of Peterborough

Civic Award and Key to the City, and appointments to the Order of Ontario, the Order of Canada and the Royal Society of Canada.

The video contains recollections of Professor Symons from Peterborough, Trent University, and Canadian luminaries, including: The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario; former Privy Council member Tom McMillan; former Peterborough mayor **Sylvia Sutherland '68**; T.H.B. Symons biographer Ralph Heintzman; founding Trent University staff

and faculty; alumni; current Trent University president, Leo Groarke; and many others.

Special thanks goes to Trent University Library & Archives for photo support, former CBC/680 News personality **Jack Roe '73** for providing narration, Catharine Parr Traill Principal Michael Eamon for source material and filmmaker Michael Hurcomb for editing.

You can stream the video from the T.H.B. Symons memorial page: trentu.ca/professorsymons

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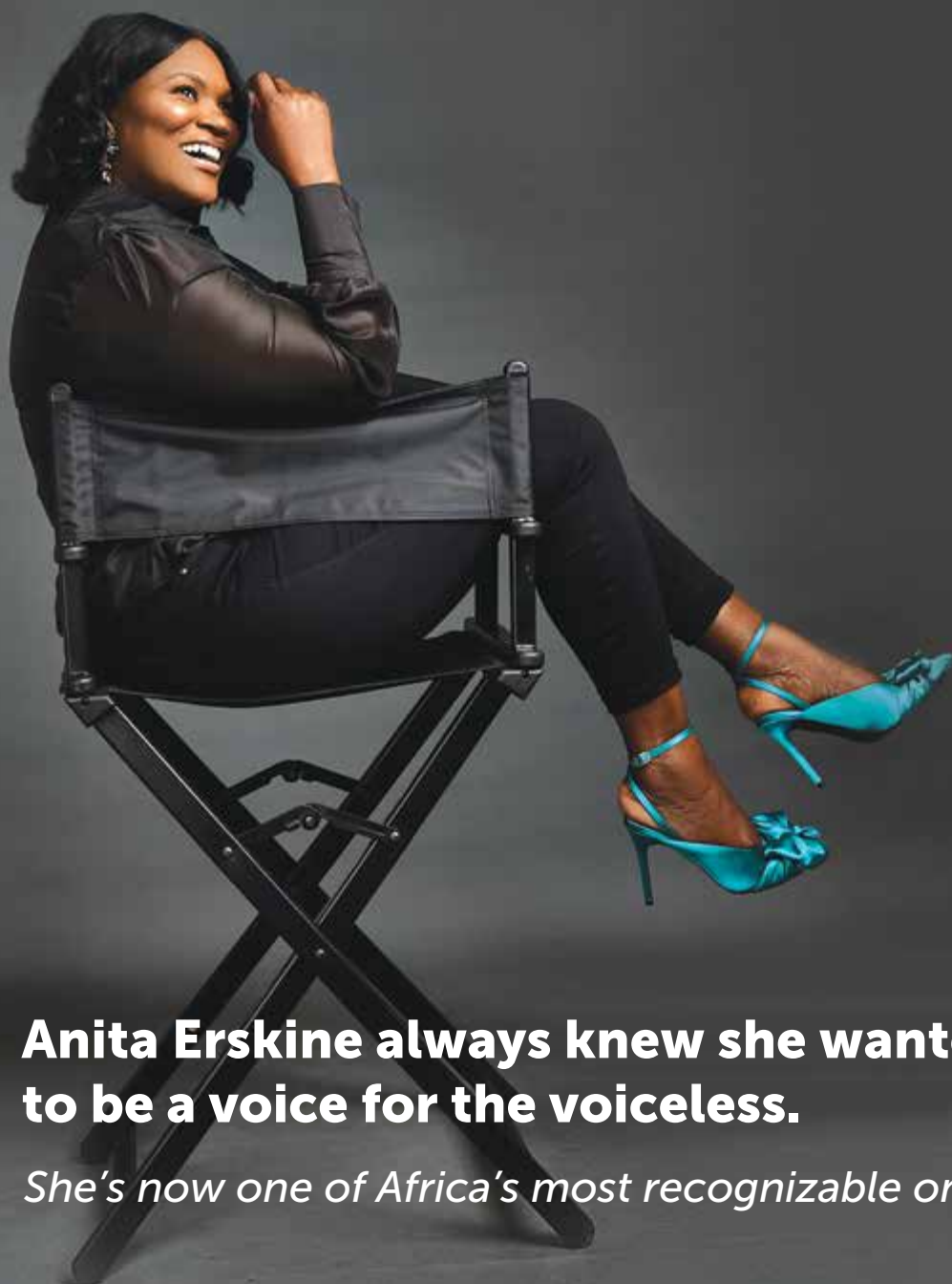
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TRENT VOICES
preview



Anita Erskine always knew she wanted to be a voice for the voiceless.

She's now one of Africa's most recognizable ones.

Anita Erskine '99 is one of the Top 100 Most Influential Women in Africa, one of the Top 100 Most Inspirational Women in Ghana, and one of the most inspirational Ghanaian public figures. She's also a Trent University alumna. Wearing a host of hats, Ms. Erskine is a strategic communications specialist, broadcast journalist, television producer and host. This diversity has cemented her reputation as one of the most versatile communication professionals from West Africa.

In 2020, Ms. Erskine joined the Africa Netpreneur Prize Initiative as both host and advisor. She's also lent her voice and personality to numerous social impact projects due to her unwavering belief in the United Nations Sustainable Development Goals' mantra of not leaving anyone behind. Ms. Erskine was born in Jerusalem and grew up in Ghana. She joined *TRENT Magazine* for an interview from Ghana.

This interview has been edited for length and clarity. For the full video, please visit trentu.ca/alumni.

TRENT Magazine (TM): What drew a young Ghanaian woman to a small university in Peterborough, Ontario?

Anita Erskine (AE): You know, failure has a powerful way of setting us on the path that the universe wants us to follow. In 1997, I knew that I wanted to pursue my education in broadcasting, in journalism, that sort of thing. I had to take a two-year break after high school, but I got into a fabulous internship program with a local TV station called



Metro TV. Now, because Metro was really powerful at the time, and had great internet, I had the opportunity to research, research, research. But I talk about failure because the first three universities I applied for, I will not mention them, didn't accept me because I didn't have the best high school grades. And then I happened on Trent University. Not to say Trent accepted me even though I didn't have good high school grades, but Trent asked a question about who I wanted to be. This was the first time a university had asked me a question about who and what I wanted to be. And I answered the question in my application, and it turned my life around. Even in that moment, when I didn't know if I would be accepted or not, I knew that this university had something to offer.

TM: Coming from Ghana, you must have seen the University, and the community that houses it, through very different eyes than most students. Describe your perceptions of Trent, and your Trent experience.

AE: Trent taught me more about Africa than I had learnt about Africa when I lived on the continent. When I walked into the Trent International office, I saw and met people from Kenya, from Tanzania, from Zimbabwe, from South Africa, from Egypt, from Morocco. It was just so beautifully colourful. Two or three days after getting to Trent, I walked into that office and saw people who were just like me, on a very similar path—a path of "lonely discovery" —where you're discovering yourself, but you're also on your own. And forging powerful alliances. I was blown away by the beautiful Africans, from a plethora of countries, that I came to know. Today, many of them are my good friends. I was given the experience of their culture, through food, through music, through conversation. And this was all happening on this very interesting Trent campus. I didn't know much about Kenya. I learned about Kenya from Trent. I didn't know much about the southern part of Africa, because when you say South Africa, you think of one country. I discovered that the southern

part of Africa is all these wonderful smaller, smaller countries.

I don't even think that I saw Trent as a place that had a majority of Caucasian students. I didn't see that because [for me] it just became a wonderful community of different people. Even people from Canada were themselves so diverse, from Europeans to Americans, I could go on, and on, and on. And I was so blown away by this melting pot of cultures and traditions. I felt like, "Ah! This is why I'm here!" You cannot go global if you don't understand people, their cultures, their languages and their characteristics. This is what Trent gave to me.

TM: You are now one of the 100 Most Influential Women in Africa, a renowned television producer, host, journalist and social and political advocate. There are a lot of steps in between being a Trent cultural studies grad and a household name across the continent. What were some of the early roles that got you started?

AE: I applied for an internship with Canada's first urban, 100% Black-owned radio station, Flow 93.5, owned by Milestone Radio, with Denham Jolly as the CEO.

Flow was a place where I had to unlearn all of the things that I thought I wanted to be, and learn all of the things that I needed to be. At Flow, I learned how to be a voice for the voiceless. I learned how to prioritize my dreams and ambitions. I learned how to not be so worried, and to not be overly conscious of my Blackness. At the same time, I learned how to be proud of who I was, a 100% African global citizen in the making, who would use her voice to teach people about, not just the African people, but about the power of resilience. I learned all of this at Flow as a young intern, because the whole institution, Milestone Radio, was built on the opportunity to be a first—just as Milestone was the first to be 100% Black-owned. And not just to grab onto that position, but to also use that position to inspire many more

cultures, many more people, to be first at whatever it is they were doing. Radio, as we're doing it now, has the power of educating. Radio goes miles, and miles, and miles. It has a power of reaching people in corners of the earth that sometimes, under normal circumstances, wouldn't know us, wouldn't hear us. And that would be my first gig.

I walked into this radio station as a person of colour—as an African person of colour wanting to break through the North American market. Today, when I look back at it, I think: “Girl, what were you thinking? You were only 20, 21? Like, please. I mean, join the line.” But at the time, I was, like, “Yo! I’m here from Peterborough! Peterborough has taught me how to be pan-African, man! I’m going to use this radio station and tell the entire world about Africa.” I learned a lot about myself all over again, because there were challenges. It was a new space. Toronto was very different from Peterborough—a big, big city.

TM: Looking back at some of the television programming that you’ve been part of, *Sheroes of Our Time*, *Making of a Mogul*, *Pamper Your Mum*—and your work with Anita Erskine Media and with other organizations—there’s this pattern of trying to showcase, empower and advocate for girls and women. Where does that passion come from?

AE: That passion comes from having only a Plan A. In my life I’ve always said, “I will never be a teacher. I will never be a doctor. I will never be a nurse. I will never be a lawyer. I will only ever be this person that you’re speaking to right now. I will only ever be this person that the world is beginning to discover right now. I’ll only ever be this person that people will listen to, and hope that her authenticity and her originality can inspire.” And I remember having my first child in 2008. Before that, I had started on my career path and was really happy. I had split my life between Toronto and Accra. I was six months in Toronto, or maybe eight months in Toronto, and four months

in Accra, discovering Ghana all over again. In 2008, I had to pause because I was pregnant with my daughter. I didn’t know what to do, because I had been, from the age of 14, on this tangent of wanting to break through. At 20, I knew. I was in Toronto and knew what I wanted to do. At 24, I was still in Toronto. I was getting to where I wanted to be. Then, in 2008, I came to Ghana, fell pregnant with my daughter, and realized that, for the first time, I was not in control of what my body was doing. And I didn’t know how I would be accepted. I had these TV shows, including one major TV show at the time, on Pan-African TV. But I didn’t know, as a woman, how I would be accepted, because the norm was to hide in your pregnancy. Not necessarily hide, literally, but to take it easy. But I didn’t want to take it easy, because regardless of how I felt physically, or emotionally, or mentally, I knew there was work to be done.

The difficulties in that time of my life, having my daughter, then having my son, then having to figure out my cross-continental or my pan-continental life, taught me that, if I was going through this, then surely other women were going through it too. If I felt that the company, where I was working at the time, was spitting me out because I just couldn’t keep up with the eight hours—and I definitely couldn’t keep up with the overtime—then a lot of women were going through the same thing. I felt that, even during maternity leave, so many opportunities were literally flying above my head, like a helicopter. I could see them, I could feel them, I could hear them, but I just didn’t have the encouragement to approach them because I was a mother, and the expectations were that I needed that time off. It was so frustrating. I just



The Stem Woman Project

"You cannot go global if you don't understand people, their cultures, their languages and their characteristics."

kept feeling that, at every single turn, there was a very important lesson that I was learning about being a woman; a very important lesson the world was teaching me about not being able to embrace the nature of being a woman. It was very annoying, very frustrating, and very dehumanizing. I remember coming back from maternity leave after I had my son, and saying to myself: "Never, ever, will I let something that is supposed to be celebrated and embraced make me feel like half the human being that the good Lord has created me to be." And I asked: "So, Anita, what are you going to do? Are you just going to lament? Are you going to be angry at this? Are you going to be mentioning this at every interview about how some opportunity was taken away from you? Or are you going to use your wisdom—tap into that wisdom—and turn your platforms into educational platforms?" And that's where it began.

From *Making of a Mogul*, which celebrates the real hustle of entrepreneurs on the continent (which is my story); to *Pamper Your Mum*, which reaches out to women in marginalized parts of the continent to encourage them out of the situation they find themselves in (which is my

story); to *Sheroes of Our Time*, about women who have finally been able to figure out that powerfully dotted line that needs to be beautifully stitched together to take them to their ultimate destinations (which is my story), I realized that I was going to use every single one of my platforms, every single one of them, to celebrate one aspect of women. Girls' education comes into play because I realized that, without the power of education, our girls have no idea how extraordinary they are. Which is why, even though I celebrate women, and I create shows that celebrate women, and I'm sure that I use my voice to celebrate and encourage women, there's also the importance for me to talk about our girls. Because our girls are us in a few years. We must ensure that they become, not just like us, but even better than us.

It's also important because there are so many areas on this wonderful continent where girls do not have access to education. So that's the other side of my focus: to ensure that we understand. I help the world understand how imperative it is for girls to be encouraged to live their dreams through education.

TM: What does sustainable development in Ghana mean to you? And what do you think it means for the country that houses you?

AE: Sustainable development is a very crucial conversation for us, because, beyond being this very promising continent, we are also a hugely globally-accepted emerging market. Let's just take a couple of goals, for example; we're spoiled for choice, as there are 17 goals [in the United Nations Sustainable Development Goals]. My focus is goal number four, quality education, and goal number five, gender equality. These are not just goals for Ghana, or goals for West Africa. They are goals for the world. And goals for the world also mean that, as we are on this side of the world, this emerging market, we're able to tap into what the world deems an absolute necessity. We're able to tap into what the world deems an urgency. And it goes beyond just being able to say, "Hey, you know what?

We've got programs and projects that are inspired by the sustainable goals." It goes into reaching out to the Americas, reaching out to Europe, reaching out to Asia to ask about the common issues that we all have, the common issues that our women are facing. How can we help each other to help our women advance? How can we help each other to ensure that our governments prioritize education, but also prioritize education for girls? It means that we are able to fight a global battle that also helps us to advance ourselves. It also means that beyond fighting the global battle, or beyond being able to tap into what the world is setting as a goal, that we are also able to learn. We are also able to borrow ideas. We're also able to lean into developed countries and how they've done what we want to try to do. We can learn from each other.





TM: How does Trent continue to inform and to guide you as you do your work, a continent away?

AE: In Cultural Studies, we learned the art of opening our minds. In 1999, Professor Sean Kane—I remember that class like it was yesterday—walked into the auditorium and said: “Just open your mind. Just open your mind! Unlearn all the learned!” And I said, “Who is this fine man speaking great things into my ear?” At Trent, the individual classes taught me about focus. That’s where I want to take it from, because, you see, it’s not all in isolation. It’s all really, very much stitched together.

Trent is a big fabric of very, very different experiences for me, all stitched together. It’s a beautiful quilt. In terms of my classes, I had professors who allowed us to speak the truth about our fears. They didn’t necessarily single out the Africans, but they were really conscious that, for some of us, this whole Trent and Peterborough experience was really new. And they were so eager to help us feel at home by allowing us to kind of mold the place into what we saw as ideal for us. And I remember Prof. Sean Kane. He said, “Listen. Tell the story of Africa with pride.” So, all my assignments were about one particular African experience or another; and you would see his eyes beam whenever I had to submit an essay. He would read it and it felt like I was taking him on a whole different experience. I was taking him travelling. How and what that did for me? It sowed pride. It enhanced the pride. It highlighted the pride. And it made me feel that, under no circumstance, must I feel ashamed to

come from a part of the world that many feel is underdeveloped.

What Trent also taught me was that, if I wanted to be great, I needed to stand up and stand out. You can never be great by folding your arms, acknowledging something with a nod, and then shrugging your shoulders and saying: “Well that’s not my problem. That’s someone else’s problem.” Trent taught me the power of speaking up, regardless of what it was.

At Trent, I remember walking into the Bata Library—this was in my first semester—and just looking at this big library; and one of the librarians, or one of the students working in the library, walking up to me and saying, “So, what are you trying to discover today?” And you know what? I remember all of this because, today, when I walk into a big place, and it feels huge, I hear such voices. “Anita, what do you want to discover today?” When I’m given an opportunity, very much like what you’re giving me today, to talk about who I am, who I’ve become, I think about Prof. Kane telling me that, “You don’t have to try to tell anybody else’s story. Tell yours. Tell yours. It will make sense, and it

will teach somebody about who you are.”

Before I came to Trent, I knew I wanted to be something great. But, for four years at Trent, I learned that it’s not just about knowing that you want to do something great, it’s about working towards it. It’s about getting people to listen. It’s about nurturing your dreams, not just as words, but as a reality, as something for people to believe in. It’s about being so proud of who you are, and where you’re coming from, that you can stand in front of a class of 20, 30, 40 people and take them on a mental journey of who you are, where you come from, what you eat, and where you’re going. I’m covered by this quilt wherever I go. And it doesn’t matter about what point in my life I am at, what I’m doing, which country I’m in: there’s this very important third skin. I call it the Trent skin. The third skin that is all around me; that I use, not just to cover myself, and protect myself, but when I stand up, stand straight, be bold, and tell the world: “This is what I believe in. And I do hope that what I believe in also helps you believe in what you believe.” That’s what Trent did for me.



Anita Erskine with President Akuffo Addo and Graca Machel

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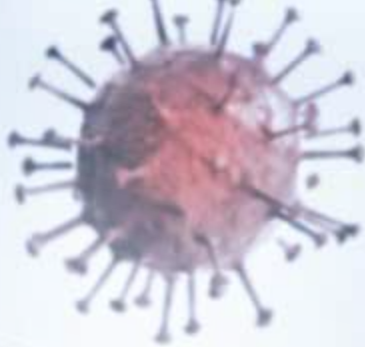
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VARIANTS, VACCINATIONS & THE MATH BEHIND TRACKING COVID-19

*An Interview with Dr. Jane Heffernan '96,
Director with the Centre for Disease
Modelling at York University*



For alumna **Dr. Jane Heffernan**, the COVID-19 pandemic—where we've been, where we are now, and where we're going—is a numbers game. As one of Canada's leading mathematicians, and a director with the Centre for Disease Modelling at York University, Dr. Heffernan's highly-regarded research focuses on the spread and persistence of infectious diseases. But, not unlike the work of research colleagues across Canada and around the world, her focus over the last year or more has been dedicated almost exclusively to the impact of COVID-19 and the spreading pandemic.

With Ontario in the midst of a third wave of COVID, our intensive care units operating under considerable strain, and vaccines continuing to be rolled out across the province, we reached out to Dr. Heffernan for her thoughts on both the pandemic and the process of vaccinating Ontarians.

This interview has been edited for length and clarity. For the full video, please visit trentu.ca/alumni.

TRENT Magazine (TM): We are recording this on April 23. Ontario is in the middle of a third wave of COVID. The intensive care units, in a lot of cases, have been pushed past the brink. At the same time, we're seeing vaccines starting to make their way into arms across the province. How would you gauge the situation in Ontario?

Jane Heffernan (JH): The current situation is a serious situation, no matter where you are—given the availability of hospital beds, and the need for hospital beds, anywhere in the province. One of my roles is trying to forecast hospital demand, and even trying to project (amidst the daily change in vaccination rate, as well as in severity of infections by age) what this demand will look like. And I can say that, in my results, the social distancing behaviour, and the lockdown measures and adherence to these, will drastically change the outcome.

TM: The COVID modelling that laypeople generally see involves the spread of COVID throughout the population, usually around case counts. What are some of the things that you look at?

JH: I work on the modelling of the cells in the body, and in modelling at the population level—so, looking at case counts and hospitalization rates and death rates. I also look at the between-host considerations, where if someone is infectious and they're not social distancing, how many new people they can infect. This is the R number, or reproduction number, that you read about, and is really individualized. What I mostly do is track how the pathogen, in-host or at the population level, is propagating over time.



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You can really think of that in terms of a change in slope. There are different rates of growth, including exponential growth. There are steep positive slopes and shallow positive slopes. What we really want to do is to bring a positive slope to a zero slope, so that we get that cap on top of a hill, and then bring that down to a negative slope. Preferably a steep negative slope, but even a shallow one will at least show us that the disease is going away. I then interpret these slopes in terms of healthcare demand (i.e., needed hospital beds), and quantify the effects of public health mitigation measures.

When you start to get a negative slope over time, then you have a reproduction number that's less than one. This reproduction number is a measure of how one individual is transmitting the infection. If one individual transmits the infection to, on average, more than one individual, then the disease will increase in the population. If they only transmit it to one other person, then it stays constant. If they, on average, transmit it to less than one other person (for example, I don't transmit it, but someone else transmits it to one person), that's less than one, and it will then die out. In the body, I try to determine these slopes—how the pathogen and the cells interact—too, to determine how someone will generate immunity against the pathogen, and quantify how much immunity they will get, whether it's antibodies or different types of memory cells in the body.

We also do this for vaccination and different types of vaccines: modelling how effective they are in generating immunity, or how much immunity you will get in terms of antibody and memory cells. We then try to translate that to susceptibility.

As well, we're looking at these new breakthrough infections that we're hearing so much about in the news.

TM: More and more, we're hearing about variants. How do these affect the modelling for COVID-19 spread?

JH: At the community level, the original strain of SARS-CoV-2, or COVID-19, had a reproduction number of between two and five. Typically, we use a number between two and three when we're looking at the propagation of the original strain. These new variants of concern have a multiple of that of 1.5. So, if the reproduction number was two, it's now three; and we must consider this new reproduction number to figure out what level of immunity the population needs to reach in order to be sufficiently protected, so that the disease will die out naturally. This is called herd immunity.

The rule of thumb that we typically use to determine a herd immunity threshold is one minus one over the reproduction number ($1-1/R_0$). So, if we're using a reproduction number of three, then $2/3$, or 66%, of the population needs to have long-lasting or lifelong immunity to protect the population.

Estimates for the original strain are between two and five for the reproduction number. Then, if you think of the variants of concern being 1.5 times that, you've got estimates of three to eight. Even if you look at one minus one over eight, that's a large fraction of the population. This means that we really need individuals to go out and get vaccinated to have this infection go away—but that's also for lifelong immunity.

Considering that it's a coronavirus, though—and we know that, for other coronaviruses, such as the common cold coronavirus, immunity can wane over time—what we really need is more people than one minus one over the reproduction number to go and get some immunity through vaccination. That way we can assure that, even with waning

66% *of the population needs to have long-lasting or lifelong immunity to protect the population*

immunity, we can protect the population, or protect the most vulnerable to this infection, who might not be able to get vaccinated themselves.

That's something that must be considered when we're looking at in-host immunity with these variants of concern. We know that these variants of concern have a higher viral load—which means that individuals are more likely to experience a severe infection. The higher the viral load, the more severe the infection.

We have to consider how transmissible individuals are with these higher viral loads. That's why you might see that a lockdown, or mitigation measures considering variants of concern, can be stricter, and certainly more heavily enforced, than previous lockdowns. Because these variants of concern are more transmissible, and they have more severe infection, we're really trying to make sure that the hospitals aren't going to be overburdened.

TM: When it comes to mitigation, we have vaccines rolling out, which seems like a long-term solution. How do other mitigation strategies (masks, hygiene, lockdowns) fit into the puzzle when it comes to fighting the pandemic successfully?

JH: Because there are still some unknowns, and because you need to try to account for the individual choices and behaviours of the population—whether they're going to relax their behaviour or be more adherent—we don't really have a nice, defined puzzle, but a difficult one. So, we consider all of these different types of mitigation strategies. One of the easier ones is to keep track of vaccinated individuals in a model, and then determine how effective a vaccine is. That includes vaccination within different age groups, or a distribution over different age groups, as we know the vaccine has been delivered in stages. We also have an idea of the effectiveness of each vaccine, so we can keep track of who has what vaccine, and how the average level of immunity looks in the population due to vaccines.

But one thing that is hard to consider when modelling infectious diseases is individual behaviour, and so we try to quantify (or the government, or survey companies have tried to quantify) vaccine hesitancy, i.e., if the vaccine is available, how likely someone is to go get it. There's this game that individuals play in looking at the risk of

infection versus the risk of side effects from the vaccine, and that goes into a whole different area in mathematical modelling: game theory. We can incorporate game theory into our mathematical models so that, as we're tracking the epidemic, we can try to switch on and off these types of decisions in the population. The same goes for non-pharmaceutical mitigations, like wearing masks and social distancing behaviours.

We also know that uptake in positive behaviour just naturally wanes over time unless people are reminded—with a new media campaign, for example—to bring their behaviour back up. Or, if there starts to be a big increase in infections, then people will adapt these behaviours again. There is also a lot of modelling looking at how often messaging should change, and how often we should be putting out different types of messaging to the population to try to ensure that we have an optimal adherence rate to the social distancing and mask-wearing components of the mitigation behaviour. And that can change, depending on what the vaccine uptake looks like.

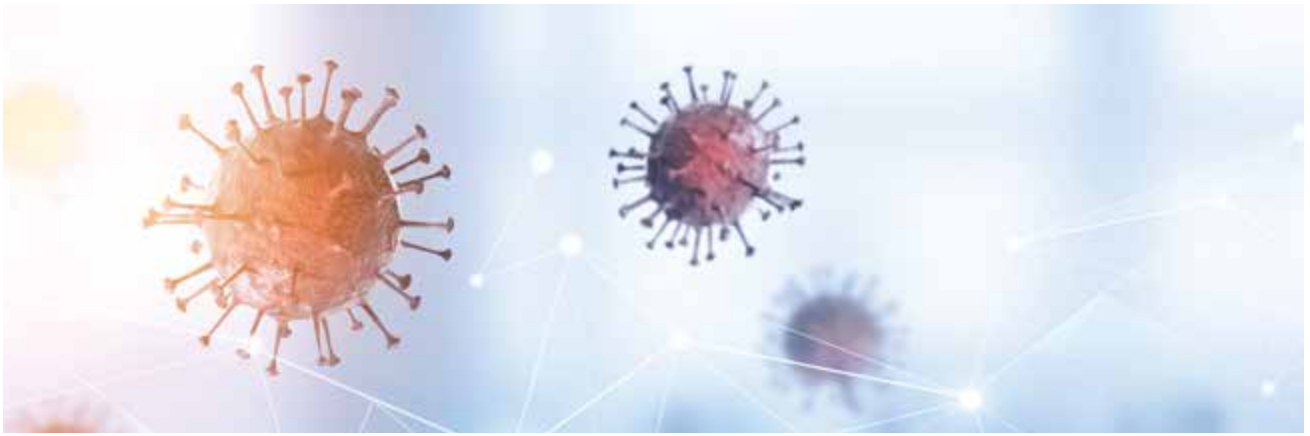
Vaccine hesitancy can change with all of this too; because, as the infection numbers go down, people who are vaccine-hesitant may be less likely to change their mind. So, there are a lot of variables that we need to consider in all of these mathematical models where we're trying to project what might happen in the next couple of weeks, versus the next month, versus going into the summer and into the fall.

We can try to make all of these projections. But if a mathematical model has a big wave forecast for the fall, and that model turns out to be wrong, it is not necessarily that the model was terribly faulty. It could be that the modelling results were used to inform the population to increase adherence to mitigating behaviours, and maybe helping to convince some vaccine-hesitant individuals to go get the vaccine. So the model will be wrong, which is a good thing.

TM: There are personal behavioural choices, but there are also a lot of people who are in situations where they have to work. What does mathematical modelling tell us about personal choices versus the decisions that are made at the business and government levels?

JH: We certainly see that there's now a difference in decision making, at the government level too, in terms of what's open and what's not. A year ago, the mitigation strategies (and the lockdown) were different compared





to now, even though we have these variants of concern, as well as a higher level of infection in the population. Governments have to make choices. They weigh the safety of their population and ensure that the hospital resources are there to treat all the people who need it. But also, in terms of looking at safety of economy and safety of individual economics, they try to ensure that people have some livelihood so that they can be safe in their homes, with their families, affording food, rent, and things like that. I talked about game theory before, where we weigh these costs of vaccination versus getting infected. The government has another game in game theory that they have to consider: weighing the costs of the provincial economy, versus things happening in rural and more densely populated areas, versus the health sector, versus the environment. I'm not going to say whether I think any governments have made the right choices. With all of these different variables at play, the decision making is hard.

TM: What needs to be done, both in the short and long term, to keep Ontarians and Canadians safe?

JH: I consider safe to mean assuring that the people who need healthcare will get the healthcare that they need. I also mean preventing new infections from happening. And these are linked: new infections and people needing healthcare or a hospital bed because they're infected. The first thing that we need to consider for safety is optimizing behaviour—really keeping that social distancing behaviour and mask wearing up, even if you're vaccinated (because we know that vaccinated individuals can have breakthrough infections that have a high probability of asymptomatic disease). We need to make sure that our behaviour is optimized so that there are facilities and resources available for those needing to see a doctor or requiring ICU beds.

Going out and getting vaccinated will really help individuals be safe. You're making a choice to get vaccinated to protect yourself, but you're also making a choice to protect all of your contacts. Safety has to do with, optimally, your decision making.

TM: As a professor yourself, and as someone who wraps their head around the educational process and the relationships that go into a good education, tell us about the relationships that you had with faculty at Trent University.

JH: I was able to have closer interactions with my professors than I might have if I were an undergrad at another university. Even in my first-year calculus class, our professor gave us his home phone number. If we had any questions, we could just give him a call.

The offices for the math faculty were located in my college at the time, Lady Eaton. I knew that I could walk over there at any time to knock on a door and ask for advice on something.

I did a joint degree with math and computer science, and also took some physics. I was also in the Trent-Queen's concurrent education program. I had professors in my subject areas that were not just knowledgeable, but noticeably interested in their subject area in terms of how they produced the material, and how they then described it and interacted with students in finding results. You didn't feel nervous going to talk to your professor at Trent.

And I had some amazing professors: David Poole in the Math department, and Kenzu Abdella, Stefan Bilaniuk, and Bing Zhou. In Physics I had Professors (Alan) Slavin and (Ronald) Johnson. In Computer Science I had Dr. (James) Jury, Bart Domzy, and Richard Hurley, and in Education, I had Deborah Berrill. I remember my professors every day that I teach, code or do math. And I remember, going back to my first and second year, all the professors and how they helped shape my thinking processes as well as the tools that I use now.

I took a fourth-year mathematical modelling course with Kenzu Abdella, and that's the course that changed my life. It's where I realized: "Oh, I can use mathematics to do something in health; and if I become a professor, I get to teach too." I was going to become a math teacher, and that course just changed my life. It's why I have a Ph.D. and I am a professor today.



Calm Within the Storm: A Pathway to Everyday Resiliency

An Excerpt from the New Book by Dr. Robyne Hanley-Dafoe '00

Trent University alumna and professor **Dr. Robyne Hanley-Dafoe's** newest book, *Calm Within the Storm: A Pathway to Everyday Resiliency*, couldn't have come at a better time. Focusing on how to overcome adversity through self-acceptance and self-alignment, it contains themes and messages that are sure to resonate in these difficult pandemic times.

As a sought-after public speaker and lecturer specializing in resiliency, Dr. Hanley-Dafoe delves into navigating stress and change,

leadership and personal wellness. Described as transformational, engaging and thought-provoking, her keynotes provide practical strategies grounded in global research and case studies that help foster resiliency within others and ourselves.

In *Calm Within the Storm*, she builds on this sustainable model for everyday resiliency, identifying the obstacles that derail us and keep us from moving on in our lives. The message is both simple and achievable: that the ultimate goal of everyday

resiliency is to foster a deep and personal sense of being "okay."

Dr. Hanley-Dafoe is an instructor and faculty advisor in the Trent University School of Education, an instructor in Psychology, and a senior educational developer in the Centre for Teaching and Learning. She was named the 2018 recipient of the Award for Educational Leadership and Innovation as well as the 2015 Award for Excellence in Teaching.

Calm Within the Storm is available at bookstores everywhere.

Excerpt from *Calm Within the Storm*

"You are going to be okay." That is the most common statement made by first responders when they come upon someone in distress or at the scene of an accident. Hearing those words can de-escalate someone from panic and fear, and even subdue pain. Why is it that being okay in most other circumstances is not good enough? Yet in life or death moments, the words, "You're okay" or "they are going to be okay" are a lifeline?

"Okay" is absolutely everything. It is all that truly matters. Okay and being okay are at the heart of true resiliency.

This book is an invitation to reframe how we think about resiliency. Often associated with concepts like persistence, mental toughness, or grit, resiliency is portrayed as a battle cry to summon Herculean strength. This forceful understanding and practice of resiliency is not attainable or sustainable for many of us. Life is hard, and it continues to be hard, but bearing down and pushing through the pain is not the only way to navigate the bumps, bruises, setbacks, and heartache. White-knuckling pain is not the only option.



Flash Adams

Resiliency to me means doing the next right thing. It is taking that precarious step in the direction you want to go, despite what the world says about you or how hard it might be.

Unlike the current resiliency landscape that yells at us that we are not doing it right, or we just have to get over it, this book introduces a new theory of resiliency—what I call every-day resiliency. My theory of resiliency is based on years of experience working with people all around the globe. I never intended to create a new theory. My intention was to support people through their life's journey. To welcome people where they were and help them map a course for where they could go. To help people see who they could become, and live a life that reflected their truest self. I think Ram Dass said it best when he wrote, "When all is said and done, we're all just walking each other home."

The ultimate goal of everyday resiliency is to foster a deep and personal sense of being okay, no matter what. I want you to discover that what you already have in your head and heart makes you capable of meeting any obstacle and rising to any challenge. With this steadfast self-awareness, you will live with the conviction that you are okay, and you will be okay. Rather than being at the top of your game or perfect all the time, you'll realize that being okay is truly enough.

I have spent the last two decades instructing and learning alongside people from all walks of life. I have worked with them from early infancy to elderhood as they navigated trials, tribulations, challenges, and setbacks.

Personally, I have spent time in the shadows of society as well. I have

Flash Adams



had my own mental health challenges, learning blocks, disordered eating behaviours, pain, abuse, loss, grief, and worst of all, the stigma that comes with those labels. As a psychology and education instructor, I have spent most of my career studying, teaching, and applying what we know about psychology as a means of helping people out of the shadows of pain through the practices of resiliency while personally trying to find my own way out, too. During this parallel journey, what I came upon was truly unique. I saw patterns, themes, and tendencies that forged a deeper understanding of what resiliency truly is. I experienced first-hand that resiliency theories, in general, needed a reckoning. So, here it is.

Resiliency is not reserved only for the mentally tough, the strong, or the fearless. Each person has the capacity for resiliency. It is not something you have or do not have. It is not something you are born with. When a person lives an examined life, they come upon this knowledge. When they know where to look, a person can see just how truly equipped they are to deal with all of life's pains.

Resiliency is there, inside us, and needs to be recognized. The most common reflection I hear from people who have survived life's cruellest and

hardest moments is, "I never knew I could survive this." But they did. And you will, too.

I think of my approach as everyday resiliency because the small decisions we make each day set up our ability to do the extraordinary: the big hurts, losses, setbacks, and traumas. I believe that anyone can be extraordinary when they already experience everyday resiliency in their interactions with the world. Everyday resiliency becomes a tool that aligns with our primal drive to feel safe and secure.

Our physical, emotional, and mental health are being taxed and tested every single day. There is an extraordinary need to build, foster, and practice resiliency so we can navigate the most basic parts of our lives. Yet, we live in a social ecosystem that has adopted the belief that, at any given moment, doing any given thing, we are supposed to be better, faster, smarter, richer, stronger—everything "er." There is an underlying pressure to be doing it better, or that we should be better. The feeling persists that there is a right way to do life, and if it is hard, then it is because we are doing it wrong. We are broken.

Morality is somehow interwoven with performance, accomplishments, and success—when we fail, we are "bad." Comparison and judgement run rampant. We're all compelled to live our best lives, but we receive constant messaging that we are not.

Or perhaps you are carrying around an old story that has you stuck. I have worked with organizational leaders, in the largest companies in the world, who have shared with me stories of shame, not being enough, feeling like an imposter, and not knowing how they ended up sitting at these tables or how they are responsible for such massive decisions. I have worked with high-performance

***"The hardest fight is within your own mind,
body and soul."***

athletes who from the outside seem to have perfected resiliency, dedication, and toughness, and who have also reached the top echelon of their sports, but when alone share they feel undeserving, unsatisfied, or even not good enough. It seems like we are plagued with feelings of not being good enough or okay, and we cannot seem to strike that balance of truly being okay in our lives.

For some of us, this elusive state of not being okay may come from the outside world, through constant chaos, change, and pressure. And for some of us, the chaos comes from within: me versus myself. The personal war, in my opinion, is the most dangerous to our capacity for resiliency. It is easier to fight an enemy you can see, like a difficult boss, a challenging experience, or a health crisis. The hardest fight is within your own mind, body, and soul. When parts of you and how you see the world are your own worst enemy, part of you must fall for the other part to rise.

FROM BASELINE TO RISING

Before we jump into the research and practices for engaging in these internal and external battles for navigating resiliency, I want to share a bit more about me, the person behind this work. Yes, I am a scholar in psychology and education who has worked in the academy, or higher education, but not in the traditional sense. I am not sitting in the ivory tower pontificating about what we know about resiliency from the world of academia. I am an outsider because I learned this topic from the ground up as I walked through the ashes of my former self.

My learning happened outside of textbooks. Today I still feel as though I have more in common with the angsty teenager and those who also walked

through the shadows than I do with professors. My career brought me to the academy, but I am only stopping by. I have worked in a university for nearly 14 years, but my non-linear route to getting here will always keep me as an outsider. And I am totally okay with that. My goal in school was never to be a professor and stay there—my deepest desire was to get there, break down the walls for others to follow, and then go back to the trenches and do the real "heart" work. I never just want to write or teach about resiliency; I want to help carry the load by making research and lessons accessible to those who need them most.



Rebekah Littlejohn

I am not just a researcher and educator. I am a person who has walked many paths. I have stumbled. I define my success by how many times I kept going despite the stumbles, pain, and hurt. My days are filled with opportunities, privileges, and a deep sense of purpose and meaning. I never in my wildest dreams imagined that this life would be available to me. I feel loved; I can love; I am enough. My head, heart, and values are finally aligned. I am surrounded by family: a

loving and supportive husband, Jeff; three children, Hunter, Ava Lesley, and Jaxson, with whom I am completely and totally in love; two playful puppies, Luna and Apollo; and even three wee rescue cats. We all share this bright and joy-filled life together. Our own little clan. Dear friendships and meaningful opportunities to be of service to others fill my days. I never dared to imagine what 41-year-old Robyne's life would look like because for most of my adolescence I was told I would not see 18 years old.

Often when I work with people, they say things like, "It's easy for you to research resiliency because you are healthy, strong, and have everything together." From the outside, people make judgements about me fairly quickly. But that's before they realize they are seeing a work in progress that has spanned most of my adult life. So, my reply usually goes something like, "Just because I am carrying it well, doesn't mean it is not heavy."

People have tried to use my past against me. I tried to distance myself from my teenage years because they held so much embarrassment, shame, guilt, and hurt. As a former grade 11 high school dropout, I put ten years of university education, including a doctoral degree, between who I was then and who I am now. Interestingly, running away from who I was motivated me to achieve some ambitious goals, but when I met those goals, I did not feel fulfilled. I found fulfillment only when I realized I had been enough all along.

Once I realized that I did not need to prove anything to anyone, especially not to the people who told me I was not enough or that I was broken, my life started to change. Once I started to see and believe in my own worth, those who did not see and believe the



same became irrelevant. Those voices and the power I let others hold over me evaporated. I took back the pen from stigma and past-shaming and started writing my own story.

Everyone possesses varying degrees of capacity for resiliency. I don't believe that resiliency is only a mindset; instead, it is our deep self-efficacy or confidence in our abilities. Resiliency is not simply bouncing back; it is also the steadfast belief that we can and will navigate the hard parts of our lives, no matter what. This book gives you a map to do just that.

THE EVERYDAY RESILIENCY ROAD MAP

Part I presents some of my personal story and struggle with resiliency. It is my origin story, so to speak. It answers why I study resiliency and how I got into this line of work. It is important for me to share with you that I am not your traditional expert. I am a person who has walked, stumbled, got back up, and tried to make the next right decision. I still have work to do too. I have made mistakes. I have regrets. And I also have learning, knowledge, understanding, and insight. I might even be tiptoeing close to wisdom in a few wee areas. One of the most amazing insights I can share with you is that both extremes of these experiences can coexist. My setbacks do not preclude my validity as a scholar, just as your mistakes do not define you. No one should be judged by their mistakes, weaknesses, or struggles.

It is fascinating how people tend to hold us in the chapter of our lives that they happened to walk in on, or that included them. The reality is that we are all a constellation of experiences—some good, some not so good—that make up who we are. So, I made the decision to get raw

and real in some of my early chapters. These stories are crucial to how I understand resiliency and to my work as a practitioner. Alongside my story, I will also present a lay of the land about resiliency in broad strokes. I will touch on how resiliency studies started, and how we consider and use resiliency today.

Part II examines the common barriers to a resilient approach to living. I start with the problems that create the barriers: Why does life feel so hard? Why does life hurt? Why do so many of us seem to live in a constant state of strife and chaos? We seek peace, yet are drawn into drama. I will present the three most common variables that tend to get in the way of everyday resiliency, for people all around the world. No one is immune to difficulty and pain, but there is a means to address these underlying tendencies that derail us and keep us stuck.

In Part III, I get to the heart of resiliency. What do resilient people do differently? Where do they draw their strength and focus? Research shows that there are five interconnected pillars that are universal across

cultures and backgrounds: Belonging, Perspective, Acceptance, Hope, and Humour. These pillars form a person's capacity for resilient behaviours. I will introduce my model of resiliency through these five interconnected pillars, which establish our baseline for coping with life's challenges.

Part IV introduces you to my Resiliency Trajectory Model by showing you resiliency in action. It invites you to follow a series of paths that others have walked before you, which can serve as a guide as you strive for alignment within your whole self. I conclude this part of the book with a chapter devoted to self-esteem and self-worth. Although not a direct external barrier like the three discussed in Part II, self-esteem left unexamined can become an internal barrier that will impact your capacity to be resilient.

Embedded within each chapter are stories, research, and practical strategies woven together to produce wise practices. These wise practices are those teachable moments, those learn-by-trying experiences, that help you develop, expand, and strengthen your foundation of everyday resiliency.

Bell Let's Talk

Creating Positive Change and Supporting Canada's Mental Health

Mental health is an integral component of overall health and we know in this very different year, connections and staying connected with others is more important than ever.

The Bell Let's Talk Post-Secondary Fund has provided \$25,000 to help improve access to mental health care, supports, and services for Trent University students.

Learn more about how you can support your mental health by reaching out and connecting with your peers, your College and our campus communities by visiting trentu.ca/wellness/mental-health





COVID-19 AND THE ARTS

Creating a new normal

4th Line Theatre's production of Alex Poch-Goldin's *The Right Road to Pontypool*, directed by Kim Blackwell. Photo: Wayne Eardley, Brookside Studio.

While the COVID-19 pandemic continues to dramatically change the ways we interact with others, those who make a living in the arts have faced some particularly tough challenges.

Musicians live for the connections they make with their audiences. That's no different for theatre and visual artists, who are missing that instant feedback and the gratification that comes with it. Their work is created to be seen and heard; to be experienced and embraced; to be equal parts entertaining and thought-provoking. When that's taken away, there's a void that's difficult, if not impossible, to fill. We reached out to Trent alumni artists to gather their thoughts on how the pandemic has impacted them, professionally and personally, and how they see their post-pandemic world playing out.

KIM BLACKWELL '89

Kim Blackwell is the managing artistic director of 4th Line Theatre, at the Winslow Farm (near Millbrook, Ontario). Marking her 27th summer season with 4th Line in 2021, Ms. Blackwell has directed 24 outdoor-staged productions, including 12 world premieres.

When it's not the wholly entertaining summer home of outdoor theatre, the sprawling Winslow Farm near Millbrook, Ontario is, well, a farm. A pretty farm, for sure, but a farm just the same.

Such was the case in the summer of 2020 as Winslow Farm was eerily quiet. The 4th Line Theatre was yet another casualty of COVID pandemic restrictions. With the first production of the 2021 season, *The Great Shadow*, postponed until 2022, and a decision pending on *Wishful Seeing*, scheduled for August, Ms. Blackwell



admits the past year "has been a real test of my mental health."

"This pandemic and the unknown length of it—the unknown everything of it—has really tested the control freak in me," she notes. "There's a lot of comfort in being able to predict and know generally what's going to be happening.

"It's a bit like being an unmoored ship. What we usually tie ourselves to, that relationship between the art on stage and the audience and that incredible live experience ... is gone.

Creating a new normal

It's hard to know what we really do. The prospect of not knowing when we might be able to do theatre again, in any kind of normal way is debilitating." And then there's the financial cost of the lost 2020 summer season. Ms. Blackwell says about \$500,000 in potential earned revenue was "just gone ... wiped out." With the help of government assistance, administrative staff were kept on, but all theatre-affiliated artists and production people were out of work.

Despite the hardship endured, Ms. Blackwell says 4th Line will survive and thrive once more, albeit with some modifications.

"Theatre has been around for 5,000 years in the form we do it now," she says. "It's gone through pandemics and wars and complete world devastations, and it keeps coming back in basically the same way the Greeks did it. I could keep audiences safe and distanced tomorrow if that was allowed. What's harder for me is wrapping my brain around how to ensure the acting company is safe when they ultimately, at some point, have to take their masks off and stand relatively close to each other."

Ms. Blackwell envisions smaller acting companies being one possible post-COVID consequence.

"We're so known for big casts that are a mix of professionals and community actors. That's what makes this place so bloody special, along with the beautiful farm. The Canada Council for the Arts is really pushing a digital strategy. Does that mean, at some point, filming shows and making them available digitally for people to watch? That's all fine and good, but at the heart of it, theatre is about that coming-together experience; a group of people sharing a communal experience. You can't replicate that digitally.

"Getting people back here when we can, and telling amazing stories, that's what I'm focused on. This is a

long game in terms of what will be needed to bring the arts community back. The switch was turned off on March 13, 2020, and all theatres closed. The opening will be slower, and there's going to have to be support for a long time."

ANDREW MORRISON '04 (The Jerry Cans)

The Jerry Cans—Andrew Morrison (guitar/vocals), Gina Burgess (violin), Brendan Doherty (bass), Avery Keenainak (accordion/vocals) and Steve Rigby (drums)—combine traditional Inuit throat singing with a folk and country rock sound. With four albums to date, the band garnered national attention in 2018 via a pair of Juno Award nominations for Breakthrough Artist of the Year and Contemporary Roots Album of the Year for Inuusiq.

Not unlike many Canadian musical acts, The Jerry Cans had a full itinerary planned for 2020, including treks to Japan and Germany, as well as a summer cross-Canada tour. But when the COVID pandemic arose in March, those plans changed drastically.

"Frustrating, disappointing ... those words don't encompass how we felt," reflects Mr. Morrison. "Music and art is a career. It's what we do and what we are good at. It gives us self-pride, but it's also something that's really important for our mental health. When we feel shitty, or when we feel great, we make music. We make art. When that rug was pulled out from under us, it was very hard.

"We're very much into audience participation. Dancing and screaming and singing and laughing with audiences is huge. I miss that so dearly. We were talking with people all over the world about this little place called Nunavut. We were sharing music, but we were also sharing stories to help shape what people understood about a place that's often understood in a negative light or not understood at all.

"We're lucky. There was no COVID here (in Nunavut) until recently. We played one show. We stopped and the crowd sang with us. We hadn't done that in so long we forgot that people knew it (the song). I almost cried. There was this powerful connection."

That connection, says Mr. Morrison, is absent from the virtual live events that many bands have pivoted to.



The Jerry Cans. Photo courtesy of The Jerry Cans.

For that reason, The Jerry Cans have avoided going down that path. As Mr. Morrison notes: "It doesn't fill the void. It's awkward and weird. I applaud everybody doing it, because I love musicians singing their songs and expressing themselves. I think it's one of the most beautiful human things possible, but we never got the same buzz. We also live in Nunavut and the Internet here isn't great. That's another barrier. So, we're just taking time to reflect and deepen other aspects of our lives."

To say Mr. Morrison is worried about what's ahead for the live music industry, post-COVID, would be an understatement; an opinion rooted in his belief that "things will never be the same again."

"I'm afraid that artists will get ripped off more ... I've already seen that in the offers we're getting," he says. "I'm nervous that all the work artists have done to increase wages and fees and protect themselves is going to go down the drain because COVID will give promoters, managers, labels, everybody, an excuse to pay artists less. Managers and labels are losing money right now as well, and they'll use COVID as an excuse to recoup some of their losses."

Time will tell if Mr. Morrison's prediction of tough times ahead will play out, but whatever the live music landscape looks like moving forward, he says he's excited at the prospect of getting back to doing what he knows so well and loves so completely.

"I was always the one who, if we had a crappy sound check, would be swearing. I would give anything in the world right now to have a crappy sound check."



Dr. Spencer J. Harrison.
Photo courtesy of Dr. Spencer J. Harrison.

SPENCER J. HARRISON '97

Dr. Spencer J. Harrison is an artist, activist and educator who has practiced professionally for more than 30 years. He has a master's degree in Canadian Heritage and Development Studies from Trent and, in 2014, through the Ontario Institute for Studies in Education (OISE), became the first Ph.D. student to complete his dissertation exclusively through artwork. An instructor with the Department of Drawing and Painting at OCAD University, his work is featured in public and private collections, including the Trent University Art Collection.

Admitting to being "someone who tends to creatively overwork," Mr. Harrison says these pandemic times haven't created any new opportunities for him.

"I'm constantly painting, emotionally, where I am in the world," he says. "I don't want to make work that just talks about how difficult it is to be where we are right now. I'm a person that approaches the world as a positive place to be. I want to ensure this work is really different from the last work that I showed. I think people will come to it and see it as being different; but I think they'll see it as incredibly positive."

"This work" is the 70 or so paintings "in play" in his Toronto

warehouse studio space. It's what has kept him busy during the pandemic, along with teaching OCADU drawing and painting courses online, as opposed to in person.

"As an educator, teaching online means you're going to work with different parameters, different materials, and you're going to be able to achieve different outcomes," says Dr. Harrison. "As a teacher, I don't think of myself as the expert at the front of the room. I think of myself as someone who is going to facilitate helping people become more deeply involved in what they're doing, and learn more about themselves, and make work that matters to them. There were some aspects that were lost when we weren't face-to-face, but there were other things that happened only because the course was taught online."

As for his art, which he says brings in two-thirds of his income, with teaching covering the rest, Dr. Harrison saw two exhibitions of his work put on hold in 2020. He says he hasn't focused on the resulting lack of engagement with those who would typically view his work and provide their thoughts and feedback.

"If I wanted to concentrate on that, it would be really problematic. I have six friends that I send images of my work to as it's moving along, so I still get engagement."

That said, he admits, "an exhibition usually sends you back to your studio feeling, 'Did I do enough? Was the work strong enough? Did people really get it?' There's kind of a fall that happens, right after the show opens; and then there's the momentum of the work being seen, being appreciated, and the conversations I've had about it."

COVID lockdowns, says Dr. Harrison, have made working in a studio setting complicated. For example, his primary studio, in a

Creating a new normal

Toronto high school where he has been artist-in-residence for 15 years, is not an option. His studio is now in a near-empty warehouse and hasn't been ideal at times.

"I get in my vehicle, I drive to the studio, I paint; I get in my vehicle and I go home. I come in contact with no one, and yet it has been very clear, at times, during lockdowns, that we weren't allowed to be in studio spaces."

Art, however, continues. No matter what.

"I do a fair bit of drawing at home. It's never going to go into an exhibition. I'm just doing it for myself to keep honing my skills." Another pursuit that Mr. Harrison has found time for during the latest Ontario lockdown, is writing.

Looking ahead to a post-COVID world, he's sure he'll emerge creatively intact, despite the challenges the past year and a bit have presented.

"I've been doing this for a lot of years, and there have always been a challenges," he says. "I don't think I've lost the sense of how beautiful the world is around me. I hope that people come to my work and it does something to them emotionally. I'm trying to constantly remind people of beauty and happiness and putting energy towards those positive things."

MATTHEW LAMERS '09, MATTHEW MORGAN '10 AND MATTHEW RAPPOLT '11 (I, The Mountain)

Formed in 2011 by the three Matthews while attending Trent, I, the Mountain knew they had something special when, representing Otonabee College at the 2013 Intercollegiate Battle of the Bands, they finished second. The band's debut EP Land & Sea and its follow-up Two Birds drew critical acclaim. Their unique alt folk-pop sound is heard clearly in The Boat, their 2019 single, co-written and



I, The Mountain. Photo courtesy of Bryan Reid/I, the Mountain.

produced by Peterborough-based James McKenty.

Most touring bands live for the rush of performing in front of a live audience. I, The Mountain is no exception, even if COVID has dashed hopes of returning to a club or festival stage anytime soon.

"We miss that more than anything, because that's the thing we pride ourselves on: the interaction with the crowd, and making it a communal event. When it comes to our audiences, it's as much their show as it is ours," says Mr. Lamers.

But again, not unlike musicians across Canada, the band has been forced to "rethink what it means to be a band in the COVID era."

"We miss playing live shows so much, but, in other ways, it did force us to look at other options," notes Mr. Rappolt. "We did an amazing virtual tour last year, where we toured in

different parts of Canada and even in the United States. For example, we connected with our good friend George Woodhouse in Halifax for a virtual show."

Still, performing virtually has presented the expected challenges.

"On our virtual tour, we'd get audience feedback; but there's a 7-to-10-second delay between when you do your thing and when you hear back," says Mr. Morgan.

"When you see that feedback, it's like, 'OK, that's not for right now ... it's for a little bit ago.' It still helped us learn what works and what doesn't work. It's just not as immediate."

Like his band mates, Mr. Morgan "very much hopes to jump back into the (live) performance scene."

"Touring will definitely come back, but I think there will always be that contingency plan. The good thing is that all of us will have gone through this once. If something were to

happen again, the shift to digital would be easier."

Mr. Lamers concurs, noting how I, The Mountain presents its music to audiences may very well change significantly moving forward.

"We've asked ourselves, when live music returns, why we wouldn't also have a live stream of our concerts, so anyone can join," he says. "We still want to tour, and have those select communities that we play to, but the pandemic has really shifted our perspective when it comes to social media. We've had so much time to hone our skills and refine things. We've learned new skills and definitely made huge strides in other places. We don't have to book a tour or spend time putting all these shows together. We can write a grant or write more music."

As debilitating as the pandemic has been in terms of the band's typically busy live performance schedule, Mr. Rappolt says there is a silver lining.

"As much as there have been real challenges, and it's definitely changed the music industry forever, there have been some new opportunities for fans to connect with musicians and for musicians to connect with their fans," he says. "You see musicians who are monetizing that as well. Some revenue streams have opened up that maybe didn't exist before. We're definitely missing the live interaction, but hopefully we'll be able to recover that part of it while also maintaining this new community, this new connection, that we have with our fans, and make it the best of both worlds."

Mr. Lamers adds that, when concert performances do return, "there's going to be such uncertainty. Who's vaccinated? Do people have to be vaccinated to go to this concert? Or people in general thinking: 'You know what ... I'm not ready to step back into that realm yet.' I can see it being a lot cheaper for

musicians to just hop online. For us, it definitely wouldn't be as fulfilling; but, monetarily, I can see how some might stick to a more stream-heavy approach."

MADDIE LONGO '10 AND KIKI LONGO '11 (Maddie & Kiki's Grill Studio)

Oshawa born and raised sisters Maddie and Kiki Longo have made a huge name for themselves in the cultural sector as Canada's favourite female grill masters. Since debuting on cable TV as The Foraging Sisters, the siblings have appeared on a number of nationally-televised food programs, have a weekly show on YouTube and have opened Maddie & Kiki's Grill Studio to instruct students on the finer points of BBQ grilling.



Maddie and Kiki Longo.
Photo courtesy of Maddie and Kiki Longo.

The pandemic shift to online interactions wasn't as hard for Maddie and Kiki as it was for many others. After all, virtual instruction is comfortable territory for the duo. Still, it impacted how they operate.

"Pre-pandemic, we had all kinds of live events planned," says Maddie. "Just as with the rest of the world, everything got cancelled. We were supposed to go on a cross-Canada tour. Now our work is being done predominantly online. We actually

really love it because we don't have to lug barbecues with us all over the place. We just do it right from our backyard."

Kiki notes their grill studio space is now being used as "a pretty decked-out grill zone to shoot our YouTube episodes. Since we're doing more online, we're connecting more with parts of the barbecue community from around the world. When we were doing local shows, you wouldn't get people from, say, Germany or Australia. It's a different connection now."

Not hurting matters for Kiki and Maddie is the fact that online presentations have always played a huge role in their instructional approach.

"We just really, really try our best to not think that we're talking to a screen ... that we're actually talking to our friends out there," says Maddie. "If you think of it like that, it feels like you're actually hanging out."

"A lot of people have tried to regroup and do things differently. In a lot of ways, we're sometimes finding things we did in the past were harder. Now, it's easier. We can connect with people like this more often."

Still, despite the smooth transition to going exclusively virtual, Kiki notes there were plans in the works that have been put on hold due to ongoing COVID restrictions.

"We had a long-term plan for what we wanted to accomplish, what we wanted to do, where we saw our career heading and it completely took a right turn," she says.

"If anything," continues Maddie, "the pandemic has taught us that none of us should be looking that far into the future. We don't go past three months. We're trying to live in the moment more, and enjoy what's happening right now, because who the heck knows what's going to happen in the future?"



Two Easy Steps to Rekindle Your Connection to Lady Eaton College

Did you know there are over 8,000 Trent alumni affiliated with Lady Eaton College (LEC)? Our LEC alumni are making big strides and giving back, wherever it is they call home today. You can stay in touch with this extraordinary community in two easy steps. Step one: subscribe to their new e-newsletter, **The Drumline: Alumni Edition**. Published two to three times a year, the newsletter includes pertinent updates from your beloved college, as well as stories and achievements from fellow alum. Step two: join their **alumni Facebook group**! They have members spanning across the decades and disciplines. Join today to connect with fellow alum, hear from the College, and reminisce over old photos and videos of life at LEC and Trent University.



Visit trentu.ca/colleges/lady-eaton-college/alumni to reconnect with LEC.

A Bold Campus Vision for a Regenerative Future

On February 5, the Board of Governors approved the Trent Lands and Nature Areas Plan. The Plan articulates a vision for the Symons campus that is rooted in community and a deep understanding of the land. It guides the University towards a future of caring for and stewarding the campus through a robust and connected University Green Network that includes Trent's Nature Areas, valuable green spaces, and the linkages between them. It integrates the latest thinking on regenerative landscapes, built form, and agriculture, fostering nature-inclusive spaces across the campus. It instills Anishnaabeg principles, Indigenous spaces, and placemaking techniques, developed in collaboration with the Michi Saagiig First Nations. It promotes opportunities for students and community to engage in hands on learning and discovery, and innovation and research that will contribute to post-pandemic economic recovery and the fight to combat climate change.

The role of the Trent Lands & Nature Areas Plan is to articulate a clear vision and framework that upholds the University's mission as a learning institution, steward of the natural environment, and community anchor. The Plan is a critical first step in the campus planning process, highlighting the big picture with a holistic view of the campus, informing future site-specific initiatives and building towards a coordinated and aligned vision across the various interests of the campus and its communities.

A new approach to development that highlights and prioritizes the natural environment allows Trent's rich natural heritage assets to be preserved, protected and enhanced, and allows for much-needed campus and community infrastructure and amenities to be built. The Plan was created through primary and secondary environmental study from both western science and Indigenous Traditional Knowledge, a campus-wide archaeological survey, and extensive campus and community input, creating a guiding framework for the future of the Symons Campus.

SOME HIGHLIGHTS:

Protecting our natural environment: The Plan introduces a University Green Network: A connected natural system that covers 60% of the Trent Lands, and includes areas for habitat preservation and creation, corridors to facilitate wildlife movement, productive landscapes, and diverse green spaces that support learning on the land, hands-on research, and opportunities to interact with nature.

Promotes on-campus food production: Through regenerative farming at the Trent Farm, and across the campus in smaller garden plots and plantings.

Addressing today's biggest challenges: From housing and employment to climate change and food security, the Trent Lands and Nature Areas Plan ambitiously tackles big challenges faced on campus, in our local communities, and across the globe.

Advances reconciliation: Features new spaces for Indigenous teachings, ceremony, and placemaking that showcases Indigenous Traditional Knowledge including a traditional teaching lodge, roundhouse, and medicine garden.

Increases Trent's impact as an anchor institution: Addresses important social, economic and recreational needs of our community in shared spaces and collaborative projects such as a University-integrated seniors' village, anchored by the newly-announced long-term care home. Stay involved with this project: trentu.ca/seniorsvillage.



trentu.ca/trentlandsplan



THE CAMPAIGN FOR TRENT DURHAM GTA



**\$5.6M
RAISED**



"The success of our Campaign for Trent Durham is a sign of resilience, dedication

and hope in this uncertain time, and a nod to the bright future of students, graduates and the Region of Durham. We thank the Trent family and all of the generous individuals who have invested in our students' success and this community's future."

DR. SCOTT HENDERSON '88

Dean and head,
Trent University Durham GTA

SUCCESSFUL CAMPAIGN FOR TRENT DURHAM GTA EXPANSION

Almost two years ago, we came together with a dream and a vision to grow the Trent Durham campus and invest further in the student experience. This vision is now a reality with the creation of a new residence and state-of-the-art academic building.

As a community, we came together to build something remarkable that represented determination and resilience. From our leadership to individuals across the local and Trent communities, including business leaders and community members and Trent Durham staff and faculty, everyone rallied to ensure that the Trent Durham campus expansion came to life.



"My Trent education equipped me with the skills that have helped make my career a success. In today's challenging world, it's more important than ever that we invest in the next generation."

DOUG KIRK '70



Key campaign highlights

- Strong partnerships and collaboration between local government and community partners were key to the success of the Campaign. The City of Oshawa supported the expansion through a donation of 1.8 acres of land, while the Region of Durham gifted \$1.42 million.
- **Doug Kirk '70** launched the Campaign with a \$500,000 gift and helped close the Campaign by matching all donations up to \$100,000. His challenge inspired others to double their impact, which resulted in over \$220,000 of support to complete the campus expansion.
- Honorary campaign chair **Dr. Katie Taylor '16 (Hon)**, one of Canada's most influential and powerful citizens, and the first woman to chair the board of a major Canadian bank, also played a lead role in the Campaign. Dr. Taylor invested in the bright future of the Region and its students with a \$150,000 gift.
- The Durham community rallied to support students through experiential learning opportunities and Durham-specific student scholarships and bursaries. The Herman Kassinger Foundation committed \$50,000 to support experiential learning opportunities. The McLean Foundation bolstered bursaries for Trent Durham GTA Students in financial need with a \$25,000 gift, while local business leaders, Edmond and Sylvia Vanhaverbeke, invested \$135,500 to support the campus expansion and increase student support.
- The Trent University Faculty Association (TUFA) supported the Together; We're Trent Durham Faculty & Staff Campaign with a \$25,000 matching gift to help support the new residence and academic building, sending a powerful message about how committed Trent faculty, librarians, and TUFA are to the Durham campus expansion and the Region.
- Board of Governors member **Garry Cubitt '67** and wife **Vicki Cubitt '69** created a bursary in Social Work, and Trent University's Board of Governors chair **Armand La Barge '95** and Denise La Barge established the Policing & Community Well-Being Bursary, both specifically for Trent Durham GTA students.

Thank you Trent Family

We couldn't have done it without you.

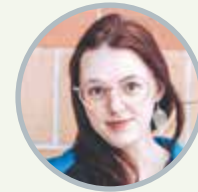


"The modern and beautiful new building on campus is a shining symbol of optimism

towards the future of our students—among them, our future social workers, who will care for our most vulnerable; our future police officers, who will care for our community; and our future journalists, who will report with integrity. Throughout this challenging time in global history, we thank donors for believing in students and investing in their future success."

SHERRY BOOTH '98

Associate vice-president, Alumni and Philanthropy



"Trent is a place where students are given the tools to challenge the status quo. Trent

focuses on making the world a better place for more people, while meeting students where they are."

RAYNA PORTER

President, Trent Durham Student Association (TDSA)

Looking forward, we will continue to strengthen and grow support for students through scholarships and bursaries and enhanced career-boosting experiences.

To learn more about what's next, visit trentu.ca/giveTrentDurham.



Legacy Society



AMY WAS AFRAID TO LEAVE HER FULL-TIME JOB

A GIFT FROM THE ESTATE OF FERN RAHMEL HELPED START HER START ANEW

Legacy giving made it possible.

Amy Stockwell '12 was working full time as a community case manager. Her kids were small and as a newly-single mom, she relied on the steady employment that case management brought. Amy yearned to learn more and to do more, but she was scared to leave full time employment to pursue her dreams.

A third year Psychology student at Trent Durham when she was awarded the Fern A. Rahmel Trent University Durham Bursary, Amy parlayed the funds into a certificate in life coaching. Starting a side business gave her the means to support her family and to play hockey, something Amy says keeps her grounded.

Established in 2010 through an estate gift, Fern Rahmel's bursary supports women in their third or fourth year of study at the Trent Durham campus. Now living the life she once dreamed of, Amy fondly recalls, "Yes, there were many tears along the way, especially when I was writing papers at 4:00 a.m. or when I received the news that I passed Stats! It was such a remarkable time in my life that shaped me and showed me that I can do anything I put my mind to. Thank you Trent and Fern Rahmel!"

Leave a bequest or a gift of life insurance to Trent University and enable students like Amy to fulfill their dreams and pursue their passions.

Learn more at trentu.ca/legacy
or by contacting Donna Doherty
donnadoherty@trentu.ca or
(705) 748-1011 x7208





LARI LANGFORD'S LIFE INSPIRED BY THE BATA LIBRARY

A love of libraries—specifically the Bata Library at Trent—has been the lodestar of **Lari Langford's** '70 professional life. Her recent gift to the Bata Library—along with numerous other donations to Trent for the past 35 years and counting—reflects that truth. Among other acts of giving and volunteering, she supported the library's extensive renovation project, established the J.S. Langford Bursary in her father's memory, and has been a valued volunteer and Board of Governors member.

"It's true to say that my career is not only based on my education at Trent, but also my employment at the Bata Library," says Langford who currently is head of user services at the University of Toronto Libraries, where she has worked for nearly 40 years.

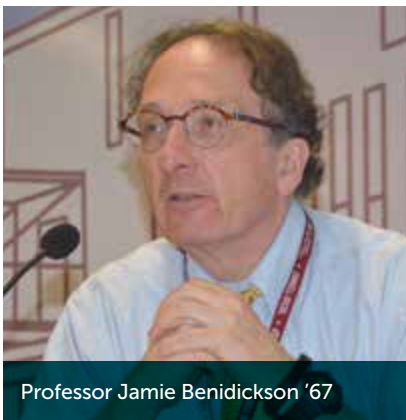
Her first experience of Trent was visiting the campus with her father after graduating high

school in Ottawa. She knew then that Trent would be a good fit for her post-secondary education. It was—so much so that after graduating (in English) she wasn't ready to move on. "I wanted to stay at Trent!" she recalls.

Stay she did, working as a don at Otonabee College (helping to establish the student-in-residence don), and at the Bata Library. Her decision to go to library school was a direct result of her positive experience as a staff member at the Bata, which ultimately set her on her professional path.

"I was appointed to my first job at the University of Toronto because of my experience at the Bata Library. I loved working in the Bata Library, and I hope many more generations of Trent students will benefit from its renewal and restoration."

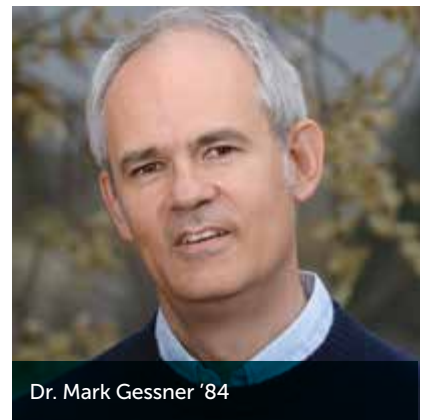
To learn more about how you can make an impact on student lives at Trent University, please **visit trentu.ca/Give**.



Professor Jamie Benidickson '67



Dr. Peter Ross '81



Dr. Mark Gessner '84

DISTINGUISHED ALUMNI AWARD BESTOWED UPON THREE AQUATIC SCIENCE, EDUCATION AND POLICY LEADERS

Earth Day presentation held in conjunction with Ideas That Changed The World panel discussion

The Trent University Alumni Association celebrated Earth Day—and Trent's newest Distinguished Alumni Award recipients—at a special Ideas That Change the World panel discussion held virtually on April 22. Among those who paid homage to **Professor Jamie Benidickson '67, Dr. Peter S. Ross '81 and Dr. Mark Gessner '84** was Trent biology professor Dr. Maggie Xenopoulos, who read citations for each, praising their "ingenuity, dedication, leadership and exceptional accomplishments," before leading the related Ideas That Change the World panel discussion.

"From the perspective of developing an interest in environmental matters and affairs, there was a lot going on at Trent when I was a student," reflected Prof. Benidickson, an environmental law and public policy expert who teaches at the University of Ottawa Faculty of Law. He added that his Trent professors "were inspiring because they were doing interesting, challenging and important things. Each of them engaged with students and gave us a leg up."

Prof. Benidickson is a celebrated author and director of the International Union for Conservation of Nature's Academy of Environmental Law. He has been actively involved in the public policy process through his work with a number of royal commissions

and inquiries, including the Royal Commission on Economic Union and Development Prospects for Canada and the Walkerton Inquiry. His ongoing research projects centre on governance regimens for watersheds, biodiversity and sustainable development in Canada, a social history of the Lake of the Woods, and the regulation of beer and breweries.

For his part, Dr. Gessner, a freshwater and ecosystem scientist, noted that, in his homeland of Germany, the dynamic between students and their professors is much different than what he experienced at Trent where, he says, a number of his instructors, including Professor Emeritus Dave Lasenby, played an active role in his education.

"It's really not an exaggeration to say that they really influenced my entire career," he noted.

Dr. Gessner works with the department of Experimental Limnology at the Leibniz-Institute of Freshwater Ecology and Inland Fisheries, where he carries out research on aquatic ecosystems and biodiversity. His current projects focus on light pollution and carbon dynamics in urban surface waters.

Meanwhile, Dr. Ross, an international authority on ocean pollution, described his four years at Trent as "formative."

"We were looking for mentors, we were looking for leaders, we were looking for teachers, we were looking for friends ... in all of those categories, Trent was profoundly important to me," he said.

Dr. Ross has published over 160 scientific articles and book chapters on the fate and effects of a variety of contaminants in the Pacific, Arctic and Atlantic Oceans. He is currently an adjunct professor at UBC Department of Earth, Ocean and Atmospheric Sciences, and at the UVic School for Environmental Studies. Between 2014 and 2020, he served as the vice-president of Research at Ocean Wise, and founding director of the Ocean Pollution Research Program.

The Trent University Alumni Association receives nominations each year for alumni who have had outstanding success and are role models for others. The Distinguished Alumni Award recognizes alumni who, through their vision, commitment, creativity and leadership, have achieved great prominence and recognition in their respective fields or beyond.

For more information on the Trent University Alumni Awards, please visit: mycommunity.trentu.ca/alumniawards

Congratulations grads!



IN MEMORIAM

Mary N. Bezaire '64
Judi Brocklehurst, staff
Christy Carlson, staff
Jeremiah Coughlan, hon. alumnus
Catherine Fooks '79
Eleanor R. Gee '80
Albert M. Julian '74
Karen M. Kinsman '75
Harold I. Kloosterman '78
Brett M. Leblanc '15
Anthony Lieb '73
Susan D. Liffiton '73
David C. Lipsit '84

Eric A. Lugtigheid '66
Jim B. McGee '67
Gerald I. McGillis '84
Stanley C. Metcalf, retiree
Ron A. Reid '66
Barry W. Robertson '72
Richard H. Sadleir, hon. alumnus
Barbara L. Scattergood '74
Peter F. Shepherd '75
Thomas H.B. Symons, founding president
Vilailuk (Vipa) Tiranutti '91
Maxwell W. Ward, hon. alumnus





LOOKING BACK <<<

TRENT Magazine has reached out to alumni artists and performers for their pandemic experiences and thoughts on the post-COVID arts/culture sector. Please see page 31 for our coverage.

Painting: Joyful Heart, from the new show "Unexpected Beginnings" by **Dr. Spencer J. Harrison '97**. The Trent University Alumni Association will be presenting a digital showing of "Unexpected Beginnings" from August 24–September 6, 2021. Visit trentu.ca/alumni for details.

