

# The Next Chapter Begins

Why the  
university is  
taking on a new  
name and new  
commitments to  
community

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Samson Abioye, Chemical Engineering  
PhD student and Vanier Scholar



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WINTER 2022



Elder Joanne Dallaire holds her medicine pouch.

## The Next Chapter Begins

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## ALEX JACOBS-BLUM

Lower Cayuga of Six Nations/  
German, Photography in  
cover feature (p.14)

Alex Jacobs-Blum is a photo-based artist and curator living in Ohron:wakon (Hamilton, Ont.). Alex's practice centres Indigeneity, reclamation, resilience and intergenerational love and healing while challenging colonial structures.



## RHIANNON RUSSELL

Journalism '13  
Writer, Profile of Andrew  
Young (p.36)

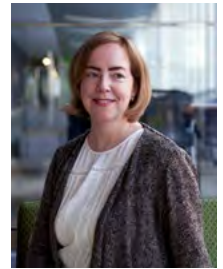
Rhiannon Russell is a freelance journalist from Hamilton, Ont., now based in Whitehorse. She writes about the environment, business and life in the north for publications including Up Here, The Narwhal, Maclean's and The Walrus.



## MARK WITTEN

Writer, Research feature (p.28)

Mark is a Toronto-based health and science writer. He writes regularly for Reader's Digest and his work has appeared in The Walrus, Toronto Life and Today's Parent. He has received many accolades including National Magazine Awards and prizes from the Science Writers and Communicators of Canada.



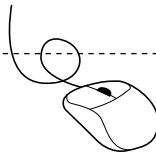
## LETTER FROM THE EDITOR

When I think back to my days as a journalism student at this university, back when it was a polytechnical institute, I remember being proud. And now, years later, I know that a new name will not diminish the quality of my education, experiences and memories. In fact, the university deciding to do the right thing makes me prouder than ever. Let's all be part of the journey of reconciliation, find more ways to face the truth of our country's past and do whatever we can to make it right.

—Colleen Mellor  
Journalism '86

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# Boldly blazing a new path

By **Mohamed Lachemi**

President and Vice-Chancellor

➔ I HAVE BEEN thinking about the students who came through the doors of Ryerson when it first opened in 1948. Choosing to study at a new institution with a decidedly different approach to education was a bold decision.

At that time, the name associated with the new school gave it instant familiarity and credibility—Egerton Ryerson was a well-known historical figure in post-Second World War Toronto.

Over the course of time, however, we have come to recognize that the legacy of Egerton Ryerson has increasingly been a source of pain and frustration for many members of our community. To be clear, Egerton Ryerson was not subject to anything like a trial in the course of considering a name change. The decision is based on the symbolism of the name's connection to our country's colonial past and all that has entailed for Indigenous Peoples, as outlined throughout this edition of the magazine.

It is time to find a name that better reflects the university's strengths, values and aspirations. We will make that change understanding that we are building on a strong foundation, established over decades in large part by the success of alumni like you. The renaming, which will be guided by our core values of equity, inclusion and community engagement, is the latest example of one of the great characteristics of our university—a willingness to be innovative, to be bold, and to adapt and change with the times.


## Change brings opportunity

We have before us an exciting challenge to select a name that will represent the successful university we all know, a name that will come to be recognized around the

world as the home of strong and innovative programs and curriculum, exceptional student experiences, excellent research and outstanding partnerships, all located in the heart of a truly global city.

Given the ingenuity and strength of our community, I look forward with great optimism to our collective future. Our new name will reinforce our mission and vision of providing exceptional education for our students, and will enhance our reputation and the value of our degrees—of your degree.

Most importantly, it will be a name that we can embrace with pride and a sense of belonging to this wonderful community.

The Ryerson name will always be part of our history; the renaming of our university is not an exercise to erase the past, particularly given that our academic reputation and innovative approach continue to be held in high esteem. For all of us with connections to Ryerson, the memories we share and the experiences that helped shape who we are remain cherished and unchanged. 

“Our new name will reinforce our mission of providing exceptional education to our students.”





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# gould street

/ DECONSTRUCTING DRAKE AND THE WEEKND / LEADERSHIP APPOINTMENTS / MED SCHOOL UPDATE /



The School of Urban and Regional Planning transformed parking spaces on Bond Street into a mini-park for an afternoon.

## CITY-BUILDING

### When parking lot turns into park A transformation by urban planning students shows how city spaces can be reenvisioned

PHOTOGRAPH BY ALYSSA K. FAORO

STUDENTS FROM THE School of Urban and Regional Planning transformed parking spaces on Bond Street into a mini park for the community to use, with a bike tune-up station, seating areas and a mini farmers' market.

The project was organized in recognition of Park(ing) Day, a global initiative to bring attention to how cities are designed and built, and done →



in partnership with Urban Minds, a Toronto-based non-profit with a mission to create meaningful ways for youth to shape equitable and sustainable cities.

Students came up with a wide range of ideas and many of them centred around the need for more seating, public art, greenery, cycling facilities and providing food to bring people together.

“Park(ing) Day is a chance for us to demonstrate solutions and show how we can be creative with spaces,” said urban planning professor Zhixi Zhuang.

The afternoon-long activation was also a chance to show how Bond Street, where the school’s office is located, can be transformed into a more pedestrian-friendly space that showcases faculty and students’ work within the school.

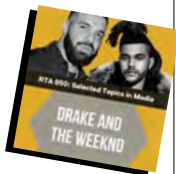
“Cities are for people, not for cars,” Zhuang said. “In this prime location, downtown in front of the school, we could have a space for people to socialize, to rest or even simply just enjoy this environment.”

—Jessica Leach

MUSIC

## Deconstructing Drake and The Weeknd

The new Professional Music BFA at The Creative School that launched last fall gained a lot of media attention with the introduction of an elective course on ‘Deconstructing Drake & The Weeknd’ for the winter 2022 term. Enthusiasm for the class surged as news of the new course went viral. Students enrolled in this seminal course



will have the opportunity to explore hip-hop, R&B and pop culture through two of the most popular and internationally bestselling artists, Toronto-born Drake and The Weeknd. The class will examine the conditions that led to their meteoric rise as a way of understanding their monumental impact on the entertainment industry. It will also focus on issues of representation related to the Canadian music scene. Students can expect to learn the entrepreneurial side of these musical artists (think Drake’s OVO line or his role as the global ambassador for

the Toronto Raptors), while also dissecting their lyrics with a literary eye.

SCHOOL OF MEDICINE

## It takes a community

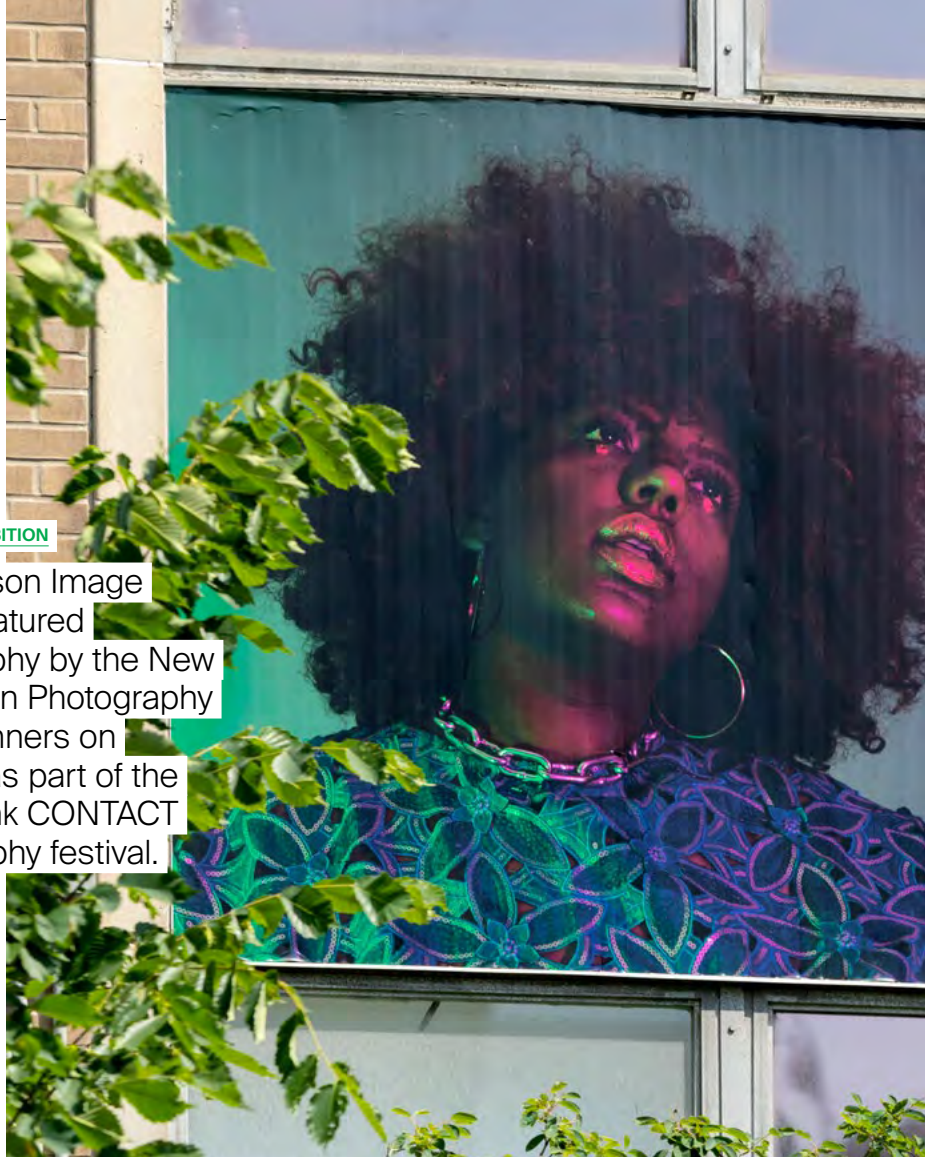
Ryerson is taking a unique approach to develop a proposal for a School of Medicine in Brampton. From the beginning, community engagement has been the guiding principle for how the school will come to life.

“Community engagement is a distinguishing feature of our proposal,” said President



OUTDOOR EXHIBITION

The Ryerson Image Centre featured photography by the New Generation Photography Award winners on campus as part of the Scotiabank CONTACT Photography festival.



DID YOU KNOW...

There’s a podcast about the university! Check out our second season of **The Forefront** at [ryerson.ca/alumni/podcasts/the-forefront](http://ryerson.ca/alumni/podcasts/the-forefront)



LEADERSHIP

## University announces new appointments



**SAEED ZOLFAGHARI** appointed vice-president, administration and operations

Saeed Zolfaghari takes on the role in January 2022. In 2020-2021, he was interim provost and vice-president, academic, serving as the university's chief academic officer and chief operating officer at a time marked by the challenges of the pandemic. Prior to his time as interim provost, Zolfaghari served as vice-provost, faculty affairs for six years, where his responsibilities included setting strategic direction for appointments of faculty and contract lecturers and overseeing programs that foster faculty development and renewal. He joined Ryerson in 1999 as a tenure-track assistant professor with the Department of Mechanical and Industrial Engineering and is a fellow at the Engineering Institute of Canada.



**STEVEN LISS** reappointed vice-president, research and innovation

The vice-president since 2017, Steven Liss has led unprecedented growth and reputational positioning of the scholarly, research and creative activity. Under his leadership, annual research and contract revenues have grown substantially: 63 per cent in 2018-19 and a projected 31 per cent for 2019-20. This has included significant increases in funding from all three Canadian funding agencies (NSERC, SSHRC and CIHR) and international funding. In the most recent survey, Ryerson ranked second for corporate research income growth and fourth for cross-sectoral collaboration among comprehensive universities. Liss begins a new five-year term in March 2022.



**KIARAS GHARABAGHI** appointed dean, Faculty of Community Services (FCS)

Kiaras Gharabaghi, the new dean of FCS, joined Ryerson in 2006 and became the director of the School of Child and Youth Care in 2014 where he oversaw major projects such as the development of more graduate and undergraduate student placement opportunities, partnerships with Ryerson International to enable students to study abroad, and the school's graduate program. Previously, Gharabaghi served as the FCS academic lead for social innovation, and the John C. Eaton chair of social innovation and entrepreneurship. He launched the FCS Community Transformation Café, an event series offering space for dialogue on transformation and social justice.

Mohamed Lachemi. "It's not common for institutions to involve their community members at this level, but we want to be extremely collaborative."

Last fall, Lachemi conducted community consultations with Brampton city councillors to hear from residents what they would like to see from a School of Medicine in their city.

In addition to town halls and an online survey, the university reached out to thousands of people in Peel Region through numerous channels such as social service organizations, provincial and national health associations, →

health care professionals, business leaders and unions.

The feedback will help the university build a proposal for a Ryerson School of Medicine that trains future physicians to meet modern health-care needs.

In addition to the consultation process, President Lachemi established a senior medical advisory committee to provide clinical and organizational expertise for the medical school and health sciences initiatives, and recommendations on research areas and curriculum development.—*Jessica Leach*

#### CULTURE

## From Here to Eternity

Open from January 26 to April 2 at the Ryerson Image Centre, this exhibition offers a complex and layered view of artist Sunil Gupta's unique transcontinental photographic vision. *From Here to Eternity* brings together a comprehensive selection of works from the innovative career of this pioneering community artist. From his participation in New York's radical gay liberation movement in the 1970s to his more recent campaigning in India, Gupta has inspired generations of photographers, artist/activists and advocates for LGBTQ+ rights.

#### GIVING

## Creating change for Indigenous students

How does society begin to address the under-representation of Indigenous Peoples in the workplace? Or the lack of Indigenous role

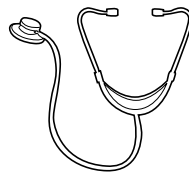


↑ A new exhibition at the Ryerson Image Centre, *From Here to Eternity*, features a comprehensive selection of works by pioneering community artist Sunil Gupta. Above, *Untitled #22*, from Christopher Street, NY, 1976.

models at the highest levels of decision-making? And the employment and wage gap many Indigenous people experience?

One step is to ensure access to post-secondary education and the tools to succeed once there. The Johnson Scholarship Foundation, a private U.S.-based philanthropic foundation, partnered with Ryerson's Office of Aboriginal Initiatives, and Aboriginal Student Services to create a \$300,000 matching grant over three years to enhance scholarships and programs for the university's Indigenous students. The grant and all money raised will fund an Indigenous Student Excellence program.

The Indigenous Student Excellence program builds on the work of Aboriginal Student Services, integrating



#### DID YOU KNOW...

We're planning a medical school. Find out more at [ryerson.ca/school-of-medicine.ca](http://ryerson.ca/school-of-medicine.ca)

mentoring, career counselling, cultural learning and social belonging to enhance academic success.

"Given it is a multi-year agreement, the program provides true benefits to support Indigenous success and graduation retention," says Samantha Mandamin, Aboriginal academic support advisor with Aboriginal Student Services. "It also supports our team's holistic approach to supporting all Indigenous students, especially those who struggle to find their way in an environment very different from their home communities."

Employment and Social Development Canada research shows Indigenous Peoples are less likely to finish high school or post-secondary studies than the



non-Indigenous population in Canada. When Inuit, Métis and First Nations people complete a post-secondary degree, their employment rate increases to 80 per cent. This is 19 per cent higher than Indigenous people who don't have a degree.

"Ryerson's project for the Indigenous Student Excellence program aligns with our goals of supporting education for Indigenous Peoples as a long-term investment in Indigenous communities," said Robert Krause, CEO of the Johnson Scholarship Foundation.

—Mary Teresa Bitti

*Ryerson University is raising scholarship funds to support post-secondary education of Indigenous students. Readers who would like to support these initiatives can find out more at [ryerson.ca/giving](http://ryerson.ca/giving).*



The Creative School's rebranding was the result of two years of research and community engagement.

CREATIVITY

## Introducing The Creative School

On August 16, the Faculty of Communication and Design became The Creative School. Creativity matters—it is at the heart of innovation, driving insights and learning, and expanding what is possible. It is projected to be a highly

sought-after skill by global future skills and employment reports. As a global educational powerhouse empowering the next generation of creative leaders in media, communication, design and the cultural industries, The Creative School will continue to provide students with the knowledge and skills to thrive in the rapidly changing, globalized 21st century.

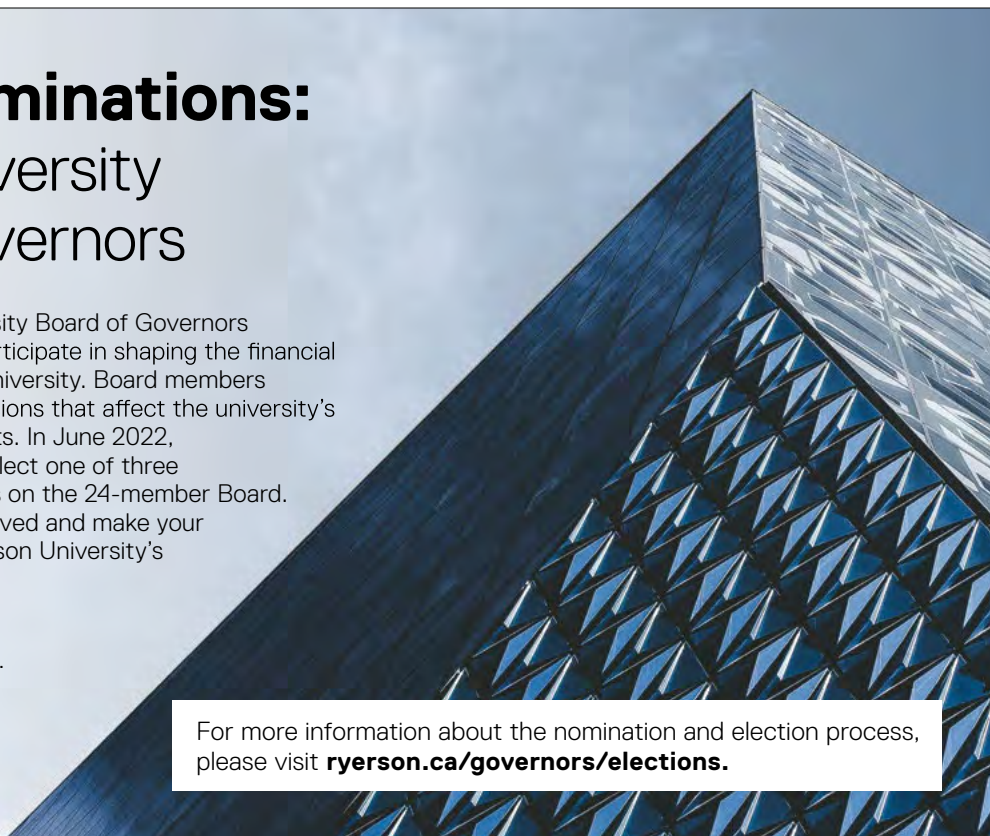
# Call for nominations: Ryerson University Board of Governors

Serving on the Ryerson University Board of Governors is an exciting opportunity to participate in shaping the financial and strategic priorities of the university. Board members are asked to contribute to decisions that affect the university's current and future achievements. In June 2022, Ryerson University alumni will elect one of three alumni-member representatives on the 24-member Board. Now is your chance to get involved and make your voice heard to help shape Ryerson University's strategic direction.

The nomination period opens February 7 and closes on February 16, 2022 at 12 p.m. (EST).

**Ryerson  
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For more information about the nomination and election process, please visit [ryerson.ca/governors/elections](http://ryerson.ca/governors/elections).





## GRAPHIC DETAILS

# Art installation honours Dish With One Spoon Territory

Steel ring designed by Indigenous architecture firm celebrates land university was built on

➔ LAST SEPTEMBER, the university unveiled a large-scale public artwork honouring the Dish With One Spoon Territory, the land on which the campus is built. Designed by Matthew Hickey and Jacqueline Daniel of Two Row Architect and manufactured by Mariani Metal Fabricators, the three-metre tall steel sculpture, colloquially known as the “Ring,” was installed on the east side of the Gould Street and Nelson Mandela Walk intersection. The new sculpture is the end result of a multi-year project that emerged from the thoughtful and ongoing work of the university’s Truth and Reconciliation Strategic Working Group in close collaboration with members of the university’s Indigenous communities.

“The university’s commitment to Truth and Reconciliation was apparent in their willingness to engage in a meaningful process of listening and learning with our Indigenous community, which provided vital guidance to the creation of this important work,” said Hickey. “We are very proud to have this public artwork placed on campus within Tkaronto [Toronto] as a reflection of the university’s understanding of the land on which we all stand.”

“In our traditional Indigenous teachings, everything is about intent and the right relationship with our world, so as we continue to navigate the challenges of the past year, I am grateful that we were able to bring this meaningful vision to life,” says Joanne Okimawinew Dallaire, elder (Ke Shay Hayo) and senior advisor, Indigenous Relations and Reconciliation, and co-chair of the Truth and Reconciliation Strategic Working Group.

The installation of the Ring on campus is one example of how the university is implementing recommendations from its 2018 Truth and Reconciliation Report, which includes the practice of acknowledging the traditional territory and presence of Indigenous Peoples on this land. Support for the Ring was made possible by the university and the Lindy Green Family Charitable Foundation. —Emily Graham



1

The Ring is made of Corten weathering steel, a material that is less processed and more likely to change with its environmental conditions. Its exterior has been left untreated deliberately, to allow the weathering process to continue.

2

The Ring is oriented with the cardinal directions (north, south, east and west) so that the pathway through its opening faces east, representing creation and new beginnings; and west, representing knowledge and wisdom.



3

First Nations communities have long referred to the Seven Grandparent teachings as a guide for their cultural foundation, human conduct and survival.

5

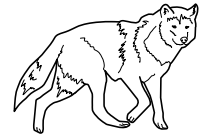
Two Row Architect is an Indigenous-owned and operated firm located on the Six Nations of the Grand River reserve. The firm is focused on guiding the realignment of mainstream ways of thinking to incorporate and value Indigenous ways of knowing, being, design and architecture.

4

The Ring's graphics, made by small perforations, represent the Seven Grandparent teachings and their animal symbols: Humility, Courage, Honesty, Wisdom, Truth, Respect and Love.

### 7 GRANDFATHER TEACHINGS

Each animal symbol etched on the ring represents a teaching.



**Wolf—Humility**



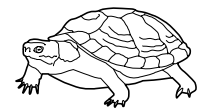
**Bear—Courage**



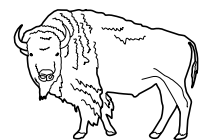
**Raven—Honesty**



**Beaver—Wisdom**



**Turtle—Truth**



**Buffalo—Respect**



**Eagle—Love**



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**More topics are in development  
for 2022 – stay tuned!**

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# BOLD TOPICS MEET BOLDER CONVERSATIONS

Listen in as our panel of experts harness the power of charitable giving in pursuit of building a more equitable and inclusive Canada.



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Chin-Loy Chang



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Janice Fukakusa



Jennifer Pritzker



Joseph Yu Kai Wong



Kris Archie



Mark Bonham



Michael "Pinball"  
Clemons



Mitch Frazer



Mohamad Fakh



Nabeela Ixtabalan



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# Understanding the past to shape an inclusive future.

*As the university seeks a new name, the co-chairs of the Standing Strong Task Force unpack recommendations for the next chapter*

BY SURBHI BIR

PHOTOGRAPHS BY ALEX JACOBS-BLUM

Warning: The following features mention racism and colonial violence.



Joanne Dallaire  
smudging to cleanse  
and purify mind,  
body and spirit.





# THE

**MANDATE OF** the Standing Strong (Mash Koh Wee Kah Pooh Win) Task Force is summed up in the title of its report: “Acknowledging the past, learning from the present and looking to the future.”

This strong message from the task force is intended to guide the community through the next chapter of the university, as it finds a new name and fulfils the other recommendations in the report to reduce and eventually eliminate the structural sources of persistent inequalities.

The task force developed principles that guide commemoration at the university and provide context around the history and legacy of Egerton Ryerson. Thousands of community members participated in the process through an online survey, community conversations, emails, social media, open letters and media publications. The extensive historical research conducted by the task force in 2021 was augmented by these community perspectives to form the 22 recommendations outlined in the report.<sup>1</sup>

In a conversation after the report was

<sup>1</sup>  
[Read the full report and recommendations at ryerson.ca/standing-strong-task-force/](https://ryerson.ca/standing-strong-task-force/)

released last August, the co-chairs of the task force, Joanne Dallaire and Catherine Ellis, unpack these recommendations. They reveal how the report stems from a deep learning and unlearning of the past, highlighting the importance of keeping history alive as the university builds a more inclusive future informed by current reckonings with racial injustices and systemic inequities.

Joanne Dallaire is the university’s Elder (Ke Shay Hayo), senior advisor, Indigenous Relations and Reconciliation, and a member of the university’s Board of Governors. Catherine Ellis is a professor in the Department of History where she recently completed a term as chair.

## Why is it important that the university change its name?

**JOANNE DALLAIRE:** This has certainly been a question on people’s minds for a long while, and it was just time. There was a great deal of discussion and concern over the loss of the university’s history, but our goal is to spread greater awareness about the past and it got to the point where keeping the name was going to be harmful to our future.

We are known to be a university that’s very much in the know and in the now, so this decision was also greatly impacted by the current situation in the community-at-large, with all the painful things happening in the Indigenous community. We didn’t take this decision lightly, but it definitely needed to happen.

A common concern that we addressed on the task force was that we’re not trying to erase the history of Ryerson University. We’re adding to its history, its entrepreneurial spirit and its reputation for being modern and in touch with the reality of the present climate and culture. This name change says that we’re progressive, we question what we’ve been taught and we move into the truth. The name is antiquated now and, importantly, it doesn’t convey a sense of pride for members of our community. Hopefully, our alumni will feel that the university still represents the same values it had when they came to it.

**CATHERINE ELLIS:** This recommendation wasn’t a short-term response to current events, but it certainly is part of a global movement that is challenging the commemoration of colonial figures. When the Ryerson Institute of Technology was founded in 1948, it was the first institution of its kind in Canada. At that time, the Ryerson name provided credibility and created many opportunities over the decades. However, that is no longer the case.



Catherine Ellis



Through our research and community engagement, we learned that the Ryerson name is now causing a lot of harm. It is negatively affecting community members—students, staff, faculty and others—and it has been doing so for a long time. So, it's no longer appropriate to commemorate the legacy of Egerton Ryerson through the university's name when it no longer aligns with the university's values. Renaming the university helps us "walk the talk" of our values.<sup>2</sup>

**2**  
Recommendation #4: The university rename the institution in a process that engages with community members and university stakeholders.

Furthermore, as a career-focused university, we pride ourselves on offering experiential opportunities for our students through our community partnerships, and those partnerships were being jeopardized by keeping the name. Individuals and organizations no longer want to be associated with an institution named after a colonial figure.

We recommended that the university cease commemorating Egerton Ryerson through naming, but we did not recommend that we cease to learn about or value our history. In fact, a number of our recommendations relate to education and increasing the community's understanding and knowledge of Egerton Ryerson's work and legacy, and the history of the university itself.<sup>3</sup>

**3**  
Recommendations #7 to 10 address the university's responsibility to educate by sharing materials to recognize the legacy of Egerton Ryerson and the rich history of the university, developing a plan to ensure all academic programs contain learning opportunities about Indigenous history, and requiring all faculty and staff to complete a training about Indigenous history and the Indian Residential School System.

### How does the report handle the idea of education about residential schools and Egerton Ryerson?

**JOANNE DALLAIRE:** Community members need to do some of their own research and, at the very least, read the report. Reconciliation is for non-Indigenous people to educate themselves. There's continuing pressure on Indigenous People to tell others what to do about reconciliation, but we don't have all the answers.

The Truth and Reconciliation Commission's report came out in 2015, the Truth and Reconciliation at Ryerson report came out in 2018<sup>4</sup> and now we have this new report in 2021. There are many resources available for people to educate themselves and look for answers, because you're either part of the solution or part of the problem. The true purpose of reconciliation is to first of all reconcile within ourselves.

**CATHERINE ELLIS:** As our recommendations show, we certainly want to make educational resources more readily available to the community. But it's important to remember that there are so many resources already out there. The gap is one of sincere belief in reconciliation, an understanding of why reconciliation is necessary and the power of action by non-Indigenous people.

I hope one of the things the task force's report has done is bring these points home. Many people think that reconciliation is not something that they are directly affected by or involved in. Our report shows that we are directly affected, our actions

can reduce harm and we can build a much stronger and inclusive community. It's not a choice anymore. It's something we have to do to have a university that serves our community, reduces harm and acts on its values.<sup>5</sup>

### Three of the recommendations address advancing both Indigenous and Black scholarship. Why was it important to include scholarships for Black students too?

**CATHERINE ELLIS:** It's important because the legislation that Egerton Ryerson drafted and implemented over 30 years, as superintendent of education, enabled the creation and perpetuation of separate schools and segregation for Black students.

Contrary to some suggestions and rationales given at the time, there is evidence that this was not what Black families wanted. Most importantly, the consequences of segregated education for Black students in Ontario are still with us. They are a contributing factor to the inequities in academic achievement, outcomes and participation in higher education that we see between Black students and those from other groups.

It's important that we recognize the ongoing harm and take action at the institutional level by including scholarships for Black students as well as Indigenous students, and eventually expand them to include other People of Colour.<sup>6</sup>

**JOANNE DALLAIRE:** The image we have of Egerton Ryerson that has guided his commemoration up to now is largely based on the idea that he advocated and implemented a free universal public school system that was open to all students, and this was very progressive at the time. But there is tension between what he said he wanted and what his actions, the legislation and reports he drafted, provided for. What these actually provided for was an education system that contained multiple types of schooling for different types of children identified by race and gender.<sup>7</sup> This is contrary to the way the university operates now—we strongly promote women in STEM and create pathways to education for students from all backgrounds.

### How were Indigenous voices and practices incorporated as the task force arrived at these recommendations?

**JOANNE DALLAIRE:** Throughout the work of the task force, we were trusted to carry out our mandate from an Indigenous point of view. It can take a lot for people to understand the difference between a colonial construct and an Indigenous paradigm for doing things, but it worked very successfully for us.

An important aspect of Indigenous events is the ceremonies—we started and ended each meeting with a prayer. This brought a

**5**  
The report recognizes that the university's identity can no longer be disentangled from separate schools, segregation, the genocide of Indigenous Peoples and cultural erasure. With a new name, the university can boldly move forward.

**6**  
Recommendations #11 to 13 urge the university to further explore the feasibility of academic units for Indigenous studies and Black studies, strengthen efforts to recruit, retain and promote faculty and staff who self-identify as Indigenous and/or Black and establish additional sustainable funding programs for Indigenous and Black students.

**7**  
The task force report includes historical research that outlines reports by Egerton Ryerson on separate schools based on race, religion and gender.

**4**  
Read the report at [ryerson.ca/equity/programs-reports/truth-reconciliation-ryerson/community-consultation-summary-report-2018/](http://ryerson.ca/equity/programs-reports/truth-reconciliation-ryerson/community-consultation-summary-report-2018/)



seriousness into our conversations and allowed people to say anything they wanted, putting everyone on the same page. We would check in to see how people were feeling, which is very different. If we had met in person, there would be a feather, rock or talking stick that would be passed around so that when you're holding it, it's your time to talk. When you're finished, you pass it on. We incorporated this practice even though we met virtually.

We really learned to listen and remind ourselves that we have to come to a place of reconciling the differences, understanding that disagreements aren't a problem and getting comfortable with discourse.

**CATHERINE ELLIS:** We were committed to reaching consensus on the recommendations through the process of listening and understanding others' perspectives: not judging, not being critical, but asking questions.

An added difference from other university groups was the way in which we received community input. Everyone's input was equal, and everyone who contributed did so on their own terms and we gave them many different ways to contribute. We also anonymized everything. We were as inclusive as possible in the ways we got input from the community.<sup>8</sup>

**How do you understand decolonization and why is it important in academic institutions?**

**CATHERINE ELLIS:** Our universities and our whole education system were founded on educational models that originated in Europe. They reflected the world views, the ways of knowing and the values of predominantly white, Christian Europeans. It's those same values and ways of understanding the world that underpinned colonialism. They are key to explaining how we came to be this type of society and country, the kinds of land, ownership and power structures that we have here in Canada.

The education system itself, as Murray Sinclair<sup>9</sup> has observed, contains white supremacy within it. It also contains tremendous systemic inequalities, racism, sexism and discrimination. The harmful impacts of colonialism are now very clear, and it's vital that we transform our universities to try to reduce and eventually eliminate the structural sources of persistent inequalities.

We have to recognize that education is a very important part of creating and reproducing inequalities—the education system is integral to how we got where we are. It's also integral in making sustained, genuine change

in relationships between people, and creating a more inclusive and equitable society. That is why I think it's so important that we engage in decolonization at our own university and the education system more broadly.

**JOANNE DALLAIRE:** There is some sensitivity to the university's role in decolonization because firstly, the university is sitting on Indigenous land and over a couple of rivers. There are all kinds of connections between the university and the land that it's on. That is also why the Ring art installation has been placed on campus as part of the efforts of the Truth and Reconciliation Strategic Working Group to recognize the land ownership.<sup>10</sup>

The public education system we currently work under was developed when they needed people who could work in factories during the Industrial Revolution. This is why we have classrooms that promote singular movement—stand up, sit down, go to the hall, stay to the right side. The education system was designed to mould students to fit the culture and needs of the time. It's clear that our education system has been politicized and contaminated. It's not about educating students, it's about preparing them to serve the world, just like in residential schools.

The legacy of colonialism is not just solving one or two things.<sup>11</sup> We have to unpack our whole system and I believe that the silver lining of this pandemic is that people are finally recognizing what is wrong with the systems. This report tears apart the education system that we've been working under and offers 22 recommendations for how it can be done differently.

*To read the full report and recommendations, please visit [ryerson.ca/next-chapter](http://ryerson.ca/next-chapter).*

<sup>8</sup> More than 11,000 people participated, with 22,860 individual responses to survey questions. 195+ participants attended virtual presentations and viewed YouTube videos. 18+ community conversations with 250+ participants, and 250+ sent written submissions.

<sup>9</sup> Murray Sinclair (Mizanay Gheezhik) served as chairman of the Indian Residential Schools Truth and Reconciliation Commission from 2009 to 2015.

<sup>10</sup> In September 2021, the university unveiled a large-scale public artwork to honour the Dish With One Spoon Territory, the land on which the university is built. See story on page 10.

<sup>11</sup> The report states that a name change alone will not erase the systemic barriers ... that Indigenous and Black community members face within the institution. The university must also actively address the legacy ... through financial, education and cultural initiatives.



# Key dates in the relationship of the university and Egerton Ryerson\*



PHOTOGRAPHS BY RYERSON STATUE/WIKIMEDIA COMMONS; (1948) COURTESY OF RYERSON LIBRARY / UNIVERSITY ARCHIVES; (2010) CLIFTON LI; (2018) RED WORKS PHOTOGRAPHY; JUNE 6, 2021) LAURA PROCTOR

**1889**  
Before the university is established, the statue of Egerton Ryerson is erected on what was the site of the provincial Education Department in recognition of his contributions to the development of public education.

**1948**  
Ryerson Institute of Technology is founded. The name "Ryerson" is chosen as it is well known and creates instant credibility for the brand new institution.



**1961**  
The school adopts a ram as the mascot and names it Eggy, after Egerton Ryerson.

**2010**  
The Report of the Taskforce on

Anti-Racism at Ryerson recommends that the university's Aboriginal Education Council investigate the role played by Egerton Ryerson in the design of the Indian Residential School System and recommend actions regarding its implications for the university.



**2010**  
In keeping with the recommendations of the Taskforce on Anti-Racism, a statement on Egerton Ryerson, the Residential School System and Truth and Reconciliation is posted to the university website. It was co-developed by the Aboriginal Education Council, which held a healing ceremony acknowledging the role of Egerton

Ryerson in residential school structure and curriculum.

**2010 to present**  
Students, faculty, staff and community activists research and raise awareness about the ongoing trauma and pain caused by the commemoration of colonial figures, including Egerton Ryerson. Many contact the university, write letters and develop petitions about the statue and the university's name.

**2012**  
Social Justice Week hosts an event "Re-Imagining Ryerson's Equity Agenda," during which students, faculty and staff discuss equity issues, including potentially renaming the university.

**2016**  
The university begins developing a plaque to contextualize the statue of Egerton Ryerson.

**Jan. 2018**  
The university releases the Truth and Reconciliation at Ryerson University report and unveils a plaque to be installed next to the statue to acknowledge Egerton Ryerson's connection to the development of the residential school system.

**June 2018**  
The plaque is installed next to



the statue.

**July 2020**  
In the wake of renewed calls for the removal of names, statues and other forms of commemoration tied to figures from Canada's colonial history, including those with a connection to the residential school system, protesters splash paint on the statue of Egerton Ryerson, along with two other statues in Toronto. A banner placed around the base of the statue reads: "Tear down monuments that represent slavery, colonialism and violence."

**Sept. 2, 2020**  
University president Mohamed Lachemi announces a task force to recommend actions about the statue and other elements of Egerton Ryerson's legacy.

**March 2021**  
A broad consultation process about Egerton Ryerson is launched by the presidential task

force, now named the Standing Strong (Mash Koh Wee Kah Pooh Win) Task Force.

**May 11, 2021**  
A group of Indigenous students at the university issues an open letter inviting community members to stand in solidarity by replacing "Ryerson" with an "X" to "remove Ryerson's name and this symbol of cultural genocide and intergenerational trauma."

**May 28, 2021**  
Following the confirmation of unmarked graves of Indigenous children on the site of the former Kamloops Indian Residential School, a memorial is established at the base of the statue of Egerton Ryerson. Hundreds of pairs of children's shoes and culturally significant items are left to honour the children.

**June 6, 2021**  
More than 1,000 people join the Bring Our Children Home march to honour the the children, walking from Queen's Park to Gould Street to gather for a peaceful demonstration. Following the conclusion of the event, a small group of people pull down the statue of Egerton Ryerson.



**June 7, 2021**  
The university releases a statement by President Lachemi that the statue will not be restored or replaced and the work of the task force will continue.

**Aug. 25, 2021**  
The Standing Strong Task Force delivers its report, outlining ways the university can address the legacy of Egerton Ryerson, noting his connections to colonialism and racially segregated and separate schooling.

**Aug. 26, 2021**  
The university's Board of Governors accepts all 22 of the task force's recommendations, including the renaming of the university.

**Sept. 12, 2021**  
President Lachemi announces the creation of an advisory committee on renaming the university, with a decision expected by the end of the 2021-22 academic year.

**Nov. 2021**  
The University Renaming Advisory Committee begins engagement with students, faculty, staff and alumni to inform the selection of a new name.

*\*This is a simplified timeline*

# The decision to rename the university fosters hope for the future

*Two students talk renaming, reconciliation  
and education*

BY DEBORAH SMYTH

PHOTOGRAPHS BY ALEX JACOBS-BLUM



Jeremie Caribou leads narrative walking tours on campus to build understanding about Indigenous culture.





# Jeremie Caribou

*Mature student, Public Administration and Governance program in partnership with First Nations Technical Institute (2022)*  
Library Indigenous Initiatives Liaison Lead

**RELIEVED IS HOW** Jeremie Caribou describes his reaction to the August 2021 Standing Strong Task Force recommendations.

“I was leaving it up to the community to honour the democratic process and the community didn’t let me down,” said Caribou, who is of Cree and Mohawk descent. Despite being adopted, raised and influenced by his Cree grandparents, who were residential school survivors, he didn’t learn about residential schools until he was an adult.

“Using [Egerton] Ryerson’s name and honouring him with a statue is just putting genocide and anti-Indigenous racism on a pedestal,” said Caribou, who is thankful that the decision was made to change the name of the university. “Even today, First Nations people often feel like strangers within our own landscapes, tolerated as guests. I’ve met people in the GTA who have never met an Indigenous person before.”

Caribou has frequently faced discrimination and racism in daily life, from being denied education and emergency medical health services to being followed in stores because of his race. He’s even experienced discrimination when volunteering for organizations involved in social justice, where there’s been a lack of understanding of Indigenous culture.

To help change this, Caribou has been leading Indigenous-narrative walking tours of the university campus through his social venture Outdoor ReconciliACTION since 2018. The tours are intended to facilitate

greater understanding about Indigenous culture and “the often untold history of the unique First Nations and Crown relationship,” he said. “Participants always say they’ve never learned so much about Indigenous culture and treaties and that they wish they knew more.”

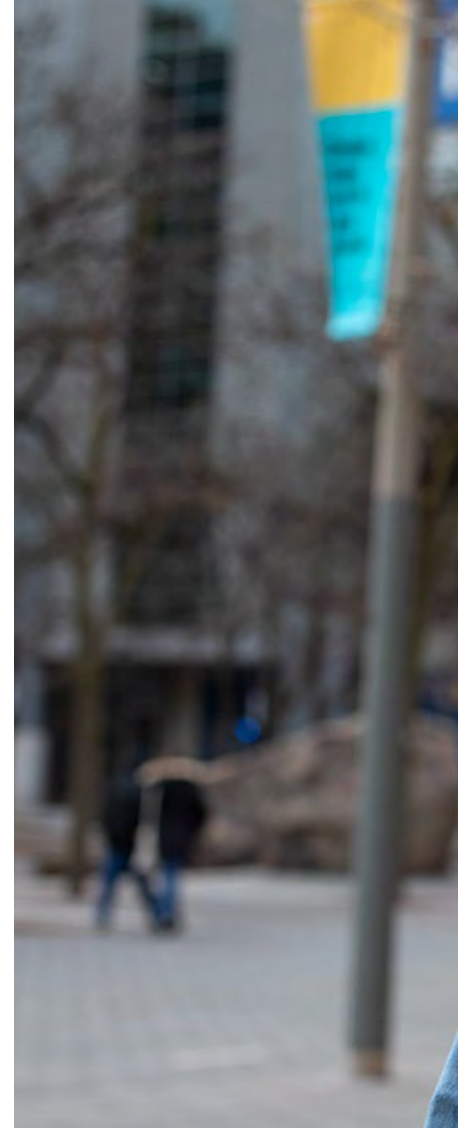
Caribou is encouraged that the task force expressed “respectful collaboration” and “responsibility to educate” among the recommendations, along with a commitment to make Indigenous curriculum content mandatory at the university.

“Nation-to-nation relationships have been formulated through hundreds of years,” he said. “So I’m happy the task force expressed that we should revitalize that practice and involve various stakeholders. Because there’s more than one side to a story.”

Education is a top priority for Caribou, who decided to return to school after working 20 years in the trades. In those roles, he experienced discrimination and racism regularly. “I want to make change and have a social impact,” he explained.

He feels that updating the university curriculum to integrate Indigenous knowledges and include the innovations of Indigenous Peoples will be a big step forward for the institution.

“It’s important to raise awareness of these contributions to the common good of society—such as treaty making, agricultural practices, and others—and weave them into the actual curriculum.”



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It’s important to raise awareness of these contributions to the common good of society and weave them into the curriculum.





It is our responsibility  
to honour our  
Treaties and educate  
ourselves so that  
Indigenous People  
don't have to bear the  
brunt of that.

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opportunity to engage with and educate the public. "There were a number of people who were asking a lot of questions about residential schools and how children had died at them," Scott recalled. "It was very shocking to me that they didn't even know about that."

The Standing Strong (Mash Koh Wee Kah Pooh Win) Task Force released its report in August and the university committed to release an action plan by January 31, 2022, for fulfilling the recommendations. Scott was excited to see that renaming the university was among them.

"We give a lot of power to the people who decide to name things or who decide who doesn't get named. For

example, while at residential schools, children were renamed with a Christian or English name. This act attempted to place Indigenous Peoples in a subjugated role. It took away power to identify with one's culture, one's community, one's family. So I think the renaming process is really important," said Scott.

"I think the recommendations are great, but at the end of the day, they really are just recommendations," said Scott. "We need to see a real change and better communication and education, not only within the university community, but the broader community as well."

Scott sees an important role that non-Indigenous supporters like her can play in building nation-to-nation relationships. "Settlers are important in this discussion as well, and it is our responsibility to honour our Treaties and educate ourselves so that Indigenous Peoples don't have to bear the brunt of that."

## Brea Scott

*Bachelor of Arts and Contemporary Studies: Anthropology (2022)*  
*Certificate in Indigenous Knowledges and Experiences at The Chang School of Continuing Education (2022)*

"I'M LOOKING TO decolonize my mind and help publicly educate others," says Brea Scott of their motivation in pursuing a certificate in Indigenous Knowledges and Experiences at The Chang School, while simultaneously completing an undergraduate degree.

The more Scott learned about Indigenous rights issues, the more they wanted to become involved in the WRECKonciliation movement, an Indigenous and student-led organization advocating to change the name of the university.

Scott first got involved helping to host a sit-in and shoe memorial at the Egerton Ryerson statue last spring. The memorial was created with hundreds of pairs of children's shoes that were left in grief and recognition of the 215 children whose unmarked graves were located at Kamloops Residential School. Scott and other students, university staff and faculty volunteers took the

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# How everyone can participate in truth and reconciliation

*Standing in solidarity with residential school  
survivors and their families is a critical path forward*

BY MICHELLE GRADY

PHOTOGRAPHS BY ALEX JACOBS-BLUM



An Indigenous  
medicine bag,  
part of the First  
Nations culture.



# IN

**THE WAKE OF** the May 27, 2021 confirmation of the remains of 215 children buried at a former B.C. residential school and the confirmations that followed, Amy Desjarlais (Waabishka Kakaki Zhaawshko Shkeezhgokwe) and her co-members of the Rebirthed Teachings (Kiwenitawi-kiwin Kiskino-hamatewina) Working Group wanted to take action.

Rebirthed Teachings is a group of Indigenous and non-Indigenous colleagues on campus who have come together to foster truth, understanding and respect between Indigenous and non-Indigenous peoples, and to foster understanding about our shared history.

Desjarlais, who is Ojibway/Potowotomi from Wasauksing First Nation, anticipated that horrific stories about the residential school experience of Indigenous families would continue to come to light, making it imperative to look at our country's violent past and walk a path of action together. To help, the group created a resource guide that shares educational materials and calls to action with the university community and beyond.

As a Knowledge Keeper and aunty, Desjarlais has been facilitating cultural workshops and drum circles for some time, but when the news broke about the children, she knew it was time settlers (non-Indigenous people) learned and challenged past misteachings too. "Right after the announcement in May, I was watching the communities' reactions via social media. I know through the work that we're doing with Rebirthed Teachings that participants have this response to the KAIROS Blanket Exercise like they need to do something," says Desjarlais. The blanket exercise, developed by the Aboriginal Rights Coalition in partnership with Indigenous elders and teachers, is an interactive way of learning the history most Canadians haven't been taught.

"With that in mind, as I saw peers and colleagues in the community offer different actions and responses, I reached out to Jeffrey McNeil-Seymour, professor in the School of Social Work, because he had suggested a couple of different actions and because he's from the impacted community, Tk'emlúps te Secwépemc. I thought it was important to touch base with him, and make sure there was collaboration and that I was supporting his work."

Together, McNeil-Seymour and Desjarlais, along with her collaborators within Rebirthed Teachings, came

up with the list of educational and activist resources to share with the community. Along with links to past work of Rebirthed Teachings including an aftercare toolkit, the resource guide features educational materials from Yellowhead Institute, as well as other educational institutions, links to the Truth and Reconciliation Commission of Canada's report, many documentaries and lectures to engage with and several calls to action.

"I recognize that for some people, they see these atrocities as history, and therefore disconnected from themselves and their lives," says Rachel Barreca, university staff and settler member of the Rebirthed Teachings Working Group. "I've seen it said that 'this happened hundreds of years ago, and you can't blame me for that.' But the colonial project is ongoing, and it continues to impact all of us in this country."

Education is important for this reason, says Barreca, and because we have entered into treaties that must be honoured. "It's important for us to educate ourselves as settlers about Indigenous Peoples' histories, cultures and ways of knowing because we are guests on the lands of Indigenous Peoples of Turtle Island. And in many instances, we are people who are connected to the treaties that tell us how to take care of one another and the land."

The systems in Canada that ensure people know nothing about Indigenous Peoples are still in place. Dismantling that is really difficult, because it's so thoroughly embedded.

### **'You can't separate history from the current moment'**

For Curtis Maloley, university staff and a settler member of the Rebirthed Teachings Working Group, the work has to move into a deeper space of knowing than just reading the 94 calls to action that came from the Truth and Reconciliation Commission's report. "I know many folks that have looked at the calls to action but have never looked at the report. I think it's crucial for us, if we want to try to understand the experiences of Indigenous Peoples in Canada, that we read the report to understand why the calls to action were necessary."

For her master's thesis, Desjarlais wrote *Emptying the Cup: Healing Fragmented Identity*, which explores an Anishinawbekwe perspective on historical trauma and culturally appropriate consultation; it was published by the Centre for World Indigenous Studies' Fourth World Journal. "It included a guide for non-Indigenous folks to consult with Indigenous Peoples and to frame it as a relationship, and that's where this work started."

An approach to education and challenging misinformation we've been taught that starts with relationship building is essential to Desjarlais. "We approached the resource guide the same way that we did the KAIROS Blanket Exercise because, unlike the experience that Indigenous folks have had in learning western practices that was very traumatizing, it's important for me as a leader to make things as gentle and kind as possible.







The KAIROS blanket exercise teaches the history of Indigenous Peoples that many Canadians haven't learned.

And to make sure that people come to learning at their own pace, but give them some signposts and support on their path.”

“There’s no question about the impact of the residential school system on survivors,” says Maloley. “I think as Canadians we have a responsibility to try to understand the truth of history and why those impacts were so detrimental. You can’t separate history from the current moment, because the current moment is predicated on that history and we need to do our best to understand how the assumptions that led to the residential school system are still with us, and still have significant impacts for Indigenous Peoples all over the country.”

It’s really important that settlers take up the responsibility to self-educate so as not to put the weight of education back onto Indigenous communities, says Desjarlais. “The resource guide puts the onus back on the individual to do the work first, and then to come back to engage. Once that work is done, we invite them to continue in the community learning circles.”

Desjarlais also stresses that reading is only half the battle. “You can’t learn everything just by reading and watching documentaries or lectures. It’s important that you establish actual friendships and relationships with Indigenous People within our organizations. Reciprocation is important: you’re putting in effort, you’re not just taking from the community and not just taking from Indigenous folks.”

Barreca echoes Desjarlais’ sentiments. “Reciprocity is so important in this work. When we do the work of educating ourselves, we want to be sure we’re not just extracting knowledge from Indigenous Peoples, which is a real colonial way of being, but that we are in a reciprocal relationship and we are supporting in ways that feel relevant for Indigenous Peoples.

### With knowledge comes responsibility

Fear has always impeded the relationship-building between Indigenous and non-Indigenous people, says Desjarlais, and she hopes this resource guide does something to challenge any fear that surfaces in those that venture to learn from it. “There’s all sorts of fear: fear of the unknown, of what’s different, of growing as a human being. I think it’s important that we challenge fear when it shows up because fear has no place in love. And that’s what relationships are based on is love—caring for one another as human beings.”

Monica McKay, director of Aboriginal Initiatives within the Office of the Vice-President, Equity and Community Inclusion, who established the Ryerson Aboriginal Student Services (RASS) and the Aboriginal Student Centre, says that harmful knowledge systems still exist across the country, and work toward unlearning is essential.

“The systems in Canada that ensure people know nothing about Indigenous Peoples are still in place. Dismantling that is really difficult, because it’s so thoroughly embedded,” she says. “So I echo Amy’s thoughts on the fear of the unknown, and the fear of letting go. I think of Maya Angelou, saying, ‘When you don’t know, you don’t know. But when you begin to know, it’s your responsibility to do better.’ Seeking knowledge is not something to be entered into lightly because with it comes responsibility.”

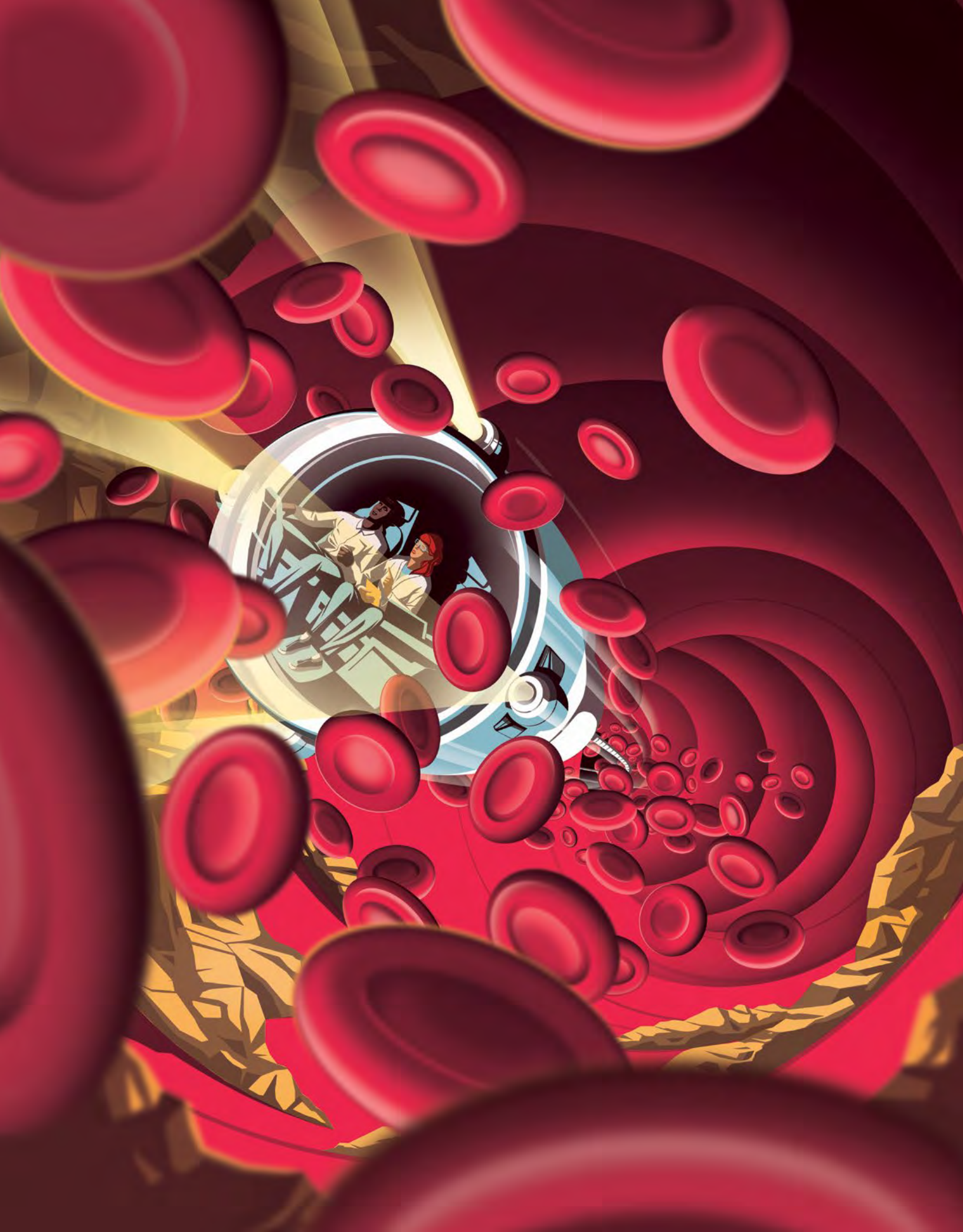
The work has to move beyond books, says McKay, into engaging with learning and unlearning in experiential ways that call us into relationship with others. “When I’m asked to provide a Traditional Opening in a good way, I often end my thanksgiving with: be mindful of your words, actions, decisions and behaviour and their impact on those around you. I hope that those are things that people begin to think about and incorporate in their whole lives, because that’s where transformation and change happen.”

## Learn and unlearn

Some of the resources Desjarlais and the Rebirthed Teachings Working Group have put together:

- ▶ Read the Truth and Reconciliation Commission’s reports, including the executive summary and the 94 calls to action at [nctr.ca/records/reports](https://nctr.ca/records/reports)
- ▶ Take the University of Alberta’s free online course at [course.ualberta.ca/learn/indigenous-canada](https://course.ualberta.ca/learn/indigenous-canada)
- ▶ Read the resources compiled by the On Canada Project at [oncanadaproject.ca/settlerstakeaction](https://oncanadaproject.ca/settlerstakeaction)
- ▶ Learn about and support Tk’emlúps te Secwépemc at [tkemlups.ca](https://tkemlups.ca)
- ▶ Register for the Certificate in Indigenous Knowledges and Experiences through The Chang School at [ryerson.ca/ce/indigenousknowledges](https://ryerson.ca/ce/indigenousknowledges)
- ▶ Read *Calls to Action Accountability: A 2020 Status Update on Reconciliation* by Yellowhead Institute researchers by visiting [yellowheadinstitute.org/trcl](https://yellowheadinstitute.org/trcl)







# Zeroing in on a deadly disease

Innovative cardiovascular devices using 3D visualization will lead to better outcomes for patients

BY MARK WITTEN

Illustration by **STEPHAN SCHMITZ**

**B**iomedical engineer Ali Tavallaei is designing and developing advanced image-guided devices to enable cardiovascular specialists to perform vascular procedures, such as angioplasty and abdominal aneurysm repair with even greater precision and higher success rates.

“Cardiovascular disease is the leading cause of death globally. More than 10 million catheter-based procedures are performed annually to diagnose and treat cardiovascular diseases, but up to 30 per cent of these interventions fail or have to go for repeats,” says Tavallaei, a Canada Research Chair in Systems and Devices for Cardiovascular Interventions, professor in the Department of Electrical, Computer and Biomedical Engineering at Ryerson University, and visiting scientist at Sunnybrook Research Institute.

Tavallaei launched Magellan Biomedical Inc., along with Sunnybrook Health Sciences Centre vascular surgeon Dr. Andrew Dueck and cardiovascular research scientist Graham Wright, to develop and commercialize inventions and technologies that would enhance image-guided therapy and improve patient outcomes. “In biomedical engineering, when you’re developing

new technology, you need to think about how your technology will transfer to the clinic. It’s essential to have a multidisciplinary approach and get the perspectives of clinicians and industry partners from the outset,” explains Tavallaei.

His innovative Cath-Pilot system is designed to overcome two key limitations of existing cardiovascular catheter and guidewire systems, the main tools used in minimally invasive vascular procedures. Current catheter and guidewire devices use 2D X-ray projection imaging for visualization and don’t allow the cardiologist to accurately and reliably control the tip position of the catheter during the procedure.

His patented invention is an advanced steering, tracking and navigation system that addresses these challenges by providing 3D visualization of the device relative to the anatomy, and direct catheter control. “The system allows the user to achieve better steering, pushability, tracking and navigation of the catheter or guidewires for procedures such as coronary or peripheral angioplasty to open a blocked artery, aneurysm repair, or cardiac ablation [destroy abnormal tissue with an electrode] to correct heart rhythm problems,” he says.

## A new generation of catheters

Tavallaei’s research team of 10 undergraduate, graduate and postdoctoral students have benefited from hands-on learning with industry collaborators to develop a full working prototype of the CathPilot and a prototype of Cath-Eye, an ultrasound imaging catheter that provides superior forward-looking rather than side-looking imaging to help guide vascular procedures. “We know the CathPilot technology works from preliminary testing. We’re optimizing the design and the next step is to take this to pre-clinical and then human studies. Our first clinical application will be for peripheral arterial angioplasty. Four million peripheral revascularization procedures are performed globally each year and the goal is to help reduce failure rates and procedure times,” he says.

In developing and commercializing these innovative cardiovascular devices, Tavallaei is drawing on the entrepreneurial experience and the success of his first company, Vital Biomedical Technologies. “We developed and globally distributed devices that help to improve the quality of MRI-focused ultrasound therapy and MRI-guided radiotherapy to institutions such as Stanford University, Oxford University and New York’s Memorial Sloan Kettering Cancer Center,” he says.

As a boy growing up in Iran, he loved math, geometry, and mechanical tinkering. “The best way to apply my skill set was biomedical engineering and to help in the clinical space. Now, I’m hoping my research at Ryerson can lead to a new generation of catheters that will have improved quality in steering and navigation, which will allow cardiovascular procedures to be more effective, reduce failure rates and lead to better outcomes for patients. What’s most exciting for me is that the potential applications are endless,” he says. **RU**

“The goal is to help reduce failure rates and procedure times.”

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# alumni diary

/ STAYING MINDFUL / NAOMI KLEIN ON CLIMATE JUSTICE / MEET A VACCINE HUNTER /



**VOLUNTEER SPOTLIGHT**

**Links that last**

Neel Lee Chauhan (Business Management '98) feels “super connected” to Ryerson University, although he hasn't lived in Canada since graduating. Now the vice-president of product management—issuer solutions at Fiserv, a financial services technology provider, he's based in New York.

Despite the distance, he keeps in touch with other alumni, students and faculty. “I was fortunate to have been mentored by experienced alumni, so after graduating, I started doing the same,” he says.

In 2020, he joined the Ted Rogers School of Management advisory council where Chauhan offers an external perspective, advises on key decisions like curriculum changes, and supports the student community.

Fitting volunteering into a busy life takes discipline, and Chauhan dedicates time each week to attend meetings, work on follow-ups or engage with students. It's time well spent.

“When you volunteer, you learn from the new generation of business leaders, and that helps you keep up with the latest trends. You also meet interesting people. Most importantly, you have an opportunity to contribute to the university's legacy.”  
—Sue Horner



**NOTEWORTHY**

## Behind the scenes

The university hosted its first fully virtual Alumni Week last fall. The event included a presentation by President Mohamed Lachemi and Assistant Vice-President, Engagement Krishan Mehta (above) and a celebration of the Alumni Achievement Award recipients.

PHOTOGRAPHS BY HALA EVENTS



## How you can make a difference this year

You may not have realized it during your student days, but it's very likely that alumni support helped make your life as a student better. Alumni give back in many different ways: advocacy, donations, co-op jobs for students and even mentoring. If giving back is a priority for you this year, here are five opportunities suitable for any skill set and schedule:

- › Share your university experience with a prospective student.
- › Coach a student through the Tri-Mentoring Program.
- › Represent your fellow alumni on the Board of Governors or Senate.
- › Volunteer to be a guest speaker in your program, school or faculty.
- › Hire a student through Magnet or the university's Career and Co-op Centre.

For more ways to volunteer and get involved, visit [ryerson.ca/alumni](http://ryerson.ca/alumni).

# A guide to living intentionally

## Here are three steps to a more mindful 2022

A new year is a great time to get realigned and set your intentions. Life can get busy, and we can find ourselves putting our core values, sense of purpose and biggest dreams on hold.



**Adrienne Enns**, Radio and Television Arts '96  
Author of *Intentional Days* and host of *The Intention Sessions* podcast.  
Her company, *May You Know Joy Inc.*, is focused on inspiring intentional living.



# A call for post-pandemic renewal rooted in justice

Author Naomi Klein advocates for a new approach to overlapping crises that takes precedence over economic growth



Klein says climate action must be rooted in Indigenous ways of knowing and accountable to science.

→ TO FULLY AND ETHICALLY recover from the COVID-19 pandemic, Canada must radically reimagine its society to prioritize climate justice over economic growth. That was the urgent message social activist and bestselling author Naomi Klein shared during Alumni Week last fall.

In her talk, Klein illuminated the anti-planet logic of the capitalist system and its growth-before-everything imperative. When the stakes are this high, she said, we cannot rely on the private sector to take bold action on climate. To rebuild an equitable and sustainable society, what's needed is a non-market, commons-based approach that is co-created by and serves all.

"We are in a period of overlapping and intersecting crises, with roots in an extractive, rapacious worldview—extractive of people, labour and the planet. We need climate action that simultaneously addresses

the crises of social and economic injustice that cleave our nation and our world," said Klein, the author of eight critically acclaimed books on disaster capitalism, shock politics and globalization.

"The responses must be rooted in the demands of Indigenous rights movements for land back, in demands for Black liberation and migrant rights' movements, for disinvestment in policing surveillance, incarceration, accompanied by massive investments in good schools that celebrate diversity of identities, investments in green social housing, investments in union jobs, in the care economy and public transit and community-controlled renewable energy."

The one-hour event featured a screening of Klein's October 2020 animated film, *A Message from the Future II: The Years of Repair*, which imagines a future where the lessons of the COVID-19 pandemic and global uprisings against racism propel us to build a better society.

"There is a greater role for our post-secondary institutions as we chart a path to a climate action rooted in justice, grounded in Indigenous ways of knowing and accountable to the best science," said Klein to the university community. "As scholars, as students, as experts in your respective fields, we need you to be part of this conversation." — Sharon Aschaiek



## Leaving Students a Second Chance

Martha and Rick are giving students another chance to pursue their dreams. You can too.

"Education is a core value in our lives," says Martha Lee-Blickstead, retired director of the Community Services program at The Chang School. "So in our estate plan, my husband Rick and I made sure we could take care of our family and leave a legacy for students getting a second chance at post-secondary education."

"Ryerson is a great place for someone looking to improve their future and follow their dreams," Martha adds. "This is just a small gesture toward making that happen."

**Give the gift of learning through planned giving. Contact us to find out more.**

Mira Claxton, Director of Development, Planned Giving | University Advancement  
416-979-5000 ext. 553793, [mira.claxton@ryerson.ca](mailto:mira.claxton@ryerson.ca)  
[ryerson.ca/plannedgiving](https://ryerson.ca/plannedgiving)

Ryerson  
University

## PROFILES

# Stronger together: Black social workers in Alberta join forces

Neisau Ramcharan is part of a group that aims to address the health and well-being of Black communities

BY WENDY GLAUSER

→ WORKING AS A social worker in Edmonton, Neisau Ramcharan (master's of Social Work '09) became curious about the experiences of colleagues. "As I understood the systemic barriers and issues for social workers in the field, such as institutional culture and bureaucratic roadblocks, I also became concerned about the conditions in which Black social workers were working, their pay, opportunities for advancement and leadership," Ramcharan explains. "I wanted to know what could be done to address the issues they identified."

In 2020, Ramcharan and three co-founders formed the Alberta Association of Black Social Workers (AABSW). "It was officially formed to bring together social workers of African descent," she said. One of the other co-founders, Dayirai Kapfunde, is also a graduate of Ryerson's master's program in 2009.

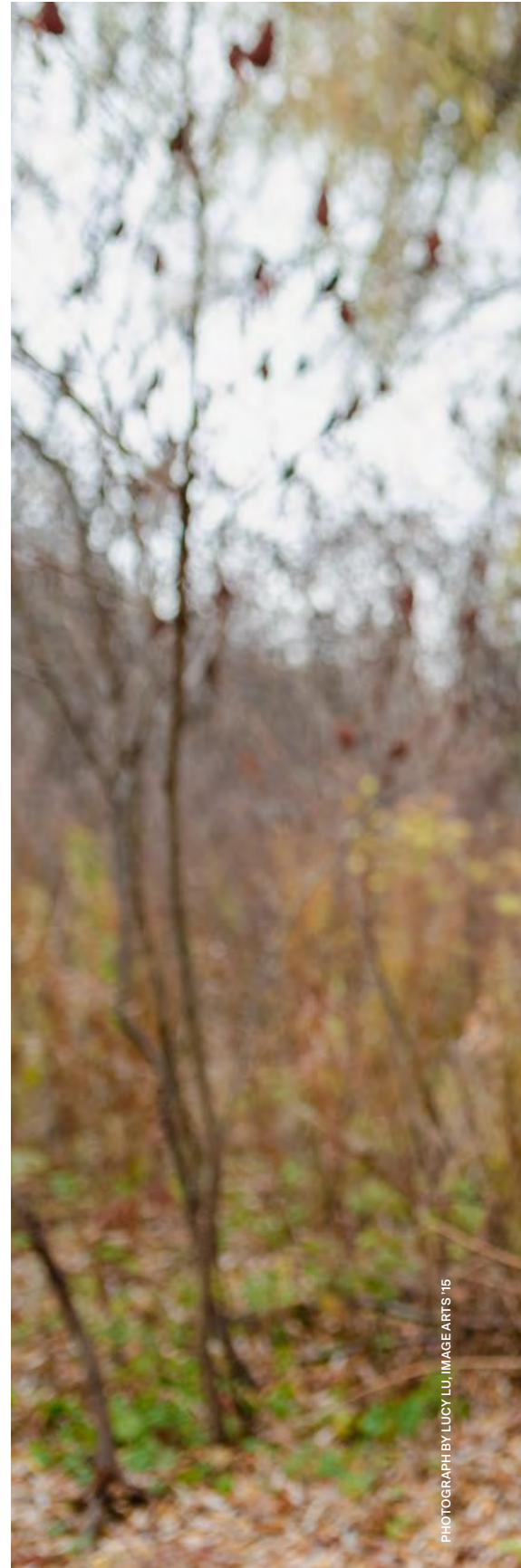
"It became clear that coming together and investing in ourselves as a collective was necessary to be able to eventually address

the health and well-being needs of Black communities," Ramcharan said.

Today, more than 100 Black social workers in the association connect online to discuss how to provide culturally relevant services to Black Canadians, network and support each other. "There is a general understanding that we exist in systems that have room for change, and need to change."

Part of Ryerson's first cohort of the master of social work program, Ramcharan says she learned about community organizing at Ryerson "from professors like Notisha Massaquoi, Delores Mullings, Purnima George, Cyndy Baskin and Ben Carniol."

Today, as owner of Marigold Counselling & Consulting Inc., Ramcharan provides counselling and therapy services in Ontario, Alberta, British Columbia and Northwest Territories. Two years ago, she became an adjunct professor in field education with the University of Calgary's Faculty of Social Work. "It's been exciting to carve out my own path and demonstrate my capacities." 🗣️



PHOTOGRAPH BY LUCY LU, IMAGE ARTS '15



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Neisau Ramcharan's work supports Black social workers and communities.





## PROFILES

# Connecting community

Andrew Young found a better way to help Canadians book their vaccines

BY RHIANNON RUSSELL



Andrew Young's Vaccine Hunters has been invaluable to Canadians.

➔ IN EARLY MARCH 2021, Andrew Young (Business Technology Management '11) was trying to book vaccine appointments for his parents. A web developer at Ryerson University, he wrote some scripts that would check local hospital websites and notify him when they had available doses. "I sent a very proud email to my dad when I got his booking," Young says.

Once he'd looked after his parents, he decided to share the notifications he was getting. He created the Vaccine Hunters Canada Twitter account, a website and a Discord chat server. When different age groups became eligible, he'd post updates.

From there, Vaccine Hunters Canada skyrocketed. By mid-April, its social media accounts—including Facebook, TikTok,

Snapchat and Instagram—had over 427,000 followers. Other people had reached out to Young, wanting to help him. He worked with a team of 104 volunteers across the country to circulate vaccine information.

"Vaccine Hunters Canada was able to essentially connect the entire country, despite the different rollout strategies in each province," Young says. "Assuming each of our followers helped at least three people book vaccines, we can say we've helped at least 1.2 million people. But we've had some people tell us they helped over 100 people in their community because of our posts, so it's hard to really know the exact number."

At the end of August, as Canada's vaccination rate plateaued, Young and his team stopped posting on social media.

But the Vaccine Hunters Canada website lives on, featuring a tool called Find Your Immunization, through which people can enter their postal code and get a list of places where they can get their vaccine.

"We've been in touch with the World Health Organization and UNICEF to share our source code with other countries," Young says. Vaccine Hunters Canada has also partnered with the University Health Network's social medicine program to try to expand the Find Your Immunization tool to include other resources, like social housing and mental-health support.

"This whole experience has been so enriching—working with strangers toward a common purpose," says Young. "It really made the entire country feel closer." 🇨🇦



Shireen Ahmed's heart is in sport—on and off the field.



PROFILES

## Changing the game

Sports journalist Shireen Ahmed is passionate about stories supporting gender, racial equity

BY LINDSEY CRAIG

➔ SHIREEN AHMED IS fighting for an equal playing field in sport. She's doing so not from the pitch itself—but from the sidelines.

Ahmed, 44, is a Muslim woman and sports journalist, and in a sea of predominantly white men in her field, it's far more than her race and gender that sets the Hijab-wearing mother of four apart. The writer, TEDx speaker, award-winning activist—and new RTA Media Production grad '21 and School of Journalism instructor—has been giving a voice to marginalized members of the sports community.

From advocating for equal pay for female athletes to supporting Norwegian handball players in their fight against wearing bikini bottoms (“Muslim women have been shouting about this for years,” she points out), to fighting against discrimination of racialized groups, the Nova Scotia native has been standing up to tell the stories that, for far too long, haven't been told.

Praising sport as one of the most powerful tools of change, Ahmed says, “Some of the most impactful conversations about racial injustice and gender inequality have been through the medium of sport.”

It was in 1998 while playing varsity soccer that Ahmed first realized her passion for sport.

But when she told her coach she had decided to begin wearing a headscarf, she was eliminated from the team. “Not because there was a rule that said you couldn't, but there wasn't a rule that said you could. And therein was the problem,” she said. It wasn't long after that her advocacy work in sport began. And telling stories became her most powerful tool.

From TSN to The Guardian, Sports Illustrated and espnW, to Huffington Post, Vice Sports, The Globe and Mail, CBC and many more, Ahmed's voice is being heard more and more. And not just in the news. In September 2021, Ahmed returned to the classroom—this time, to teach. “I don't think there's a better journalism school or sports media department in the country,” she said. “The uncomfortable conversations that are happening here, that need to happen—I don't think others (schools) are having them yet.”

Already, Ahmed is making an impact—calling for 50 per cent of the syllabus to feature BIPOC writers.

“It's not about getting my voice heard. My mission is larger. I want many people to be heard and I refuse to believe there's not enough room at the table,” she said. 🗣️

# Class Notes

UPDATES FROM ALUMNI ON PERSONAL & PROFESSIONAL MILESTONES

## 1950s

### Frank Best

Electrical '55

“We are a Ryerson family! My daughter and granddaughter also have degrees from Ryerson. For the first 28 years of my career, I worked for two major electrical manufacturers and travelled across Canada, marketing motor control equipment to various industries. Later in my career, I taught electrical technology at Georgian College in Barrie. My thanks to Ryerson for its cooperation in the development of the course in digital systems. After retiring in 1996, I returned to Georgian as acting dean of technology. The most exciting thing I did in my personal life was to obtain a private pilot’s license.”



### Donald Campbell

Fashion '51

“After two years at the Title Dress Company in Toronto, I spent my career in London, England. I established my own business in 1973 and opened two ready-to-wear shops in Chelsea and



Knightsbridge, for which I designed and produced annual collections. My best-known client was Princess Diana, who came to me shortly before her marriage to Prince Charles in 1981. May of my clothes featured in their earliest official engagements, including their honeymoon and first overseas trips to Australia, New Zealand and Canada. I retired in 2009 and closed both shops. Now at 88, I continue to enjoy a full life in London.”

### William (Bill) Wingfelder

Electrical Technology '53

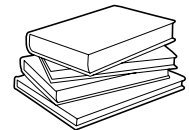
Bill is enjoying his 92nd year living in Honey Harbour, Ont., after a long and successful career with Canadian General Electric.

## 1960s

### Bruce Foden

Electrical Technology '60

A certified engineering technologist, Bruce retired in 1993 after 27 years at Ontario



**DID YOU KNOW...**

The Ryerson Library invites you to submit images to the COVID-19 digital archive. Visit [library.ryerson.ca](http://library.ryerson.ca).



**Alumni  
Spotlight**



Hydro, five years teaching at Algonquin College and a year at Northern Electric. He served in several executive roles with the Ontario Association of Certified Engineering Technicians and Technologists and was involved in national standards and accreditation programs for the technology profession. He keeps busy playing the guitar and the ukulele and has been married for 60 years to Gayle; they live with two cats in Parksville, B.C.

← **Michael Chung, Urban Planning (MA) '14, and Jacob Notten, Industrial and Mechanical Engineering '15, who met as students at Ryerson, were married on Toronto Island last summer.**

**Maureen Kennedy**

Fashion '62  
A group of Fashion and Home Economics grads from 1962 have met 40 times over the past number of years to celebrate their graduation. "In 2021 we all decided to meet in person," writes Maureen Kennedy. "Ten grads met in person and five met on Zoom on both evenings at the hostess suite in the hotel." Alumni Relations provided branded ball caps that were the highlight of the gathering. At the event were: Anna Arnold, Food Administration; Home Economics grads Susanne Artichuk, Carole Brunton, Sirkka Cooper, Ruth Dover, Joan Foss, Marion Martin, Norma Munro, Marjorie Paradine, Joyce Ross, Lois Whitfield, and Fashion grads Dianne Mellow, Mary Merrill and Norma Wells.

**Mel Lee**

Business '66  
"After a rewarding 30-year career in computer sales/sales management with NCR Canada/AT&T, followed by several years in business development at Northrop Grumman, it was time to retire. NCR conventions took me to Hong Kong, Rome, Monte

Carlo, Zurich, London, Paris, Rio, Nice, Australia, Hawaii, Mexico and New Zealand many times. I'm very proud of my children with Pat Campbell, Administrative Studies '66, who both attended Harvard University. Our son is an infectious diseases specialist and an associate professor of internal medicine at McGill University, and our daughter is a clinical scientist and associate professor of infectious diseases at the University of Toronto."

**Barbara Mckenzie**

Home Economics '60  
Barbara and fellow grads Grace Burk, Joan Copeland, Anne Graydon, Ann Hay, Gail Hunter, Barbara Kingswood, Isabel MacDonald, Wanda Olszewski, Sue Sibulash, Helen Shewchuk and Jean Umbach met last fall for a reunion luncheon.

**Vince Weeks**

Aeronautical Technology '69  
"After Ryerson, I ventured to England with my wife and obtained a master of science in aerodynamics at Cranfield University. I worked at Dofasco for three years, after which I completed a bachelor of education at the University of Toronto. Following that, I had a rewarding career teaching physics in Halton for 28 years. I spent many weekends camping and hiking with my students. Among the field trips was a student exchange with an Inuit community on Hudson's Bay and two field trips to Nepal to build schools. During my early retirement, I built a sailboat and spent



12 winters on it in the Bahamas with my wife. We also bought a hobby farm when our children were little and we now enjoy a wonderful life there."

**1970s**

**Judy Cook**

Theatre Performance '75  
"I have just self-published my second book *The Children's Moon*. My first book, *When Dinosaurs Go Dancing*, is available at the Ryerson Bookstore." Visit [judycCook.ca](http://judycCook.ca).

**Robert Durette**

Environmental Health '78  
"I worked in various positions at Health Canada in Quebec, British Columbia, Alberta and finally Ottawa, where I retired after 32 years. 'La vie est belle' in Ottawa: life is awesome and healthy. I'm doing lots of volunteering in the arts."

**Mel McDonald**

Public Health '74  
"After graduation, I left Scarborough to work as a health inspector in Fort Macleod, Alberta. I intended to stay a year or two; I'm still here! My wife, born and raised in southern Alberta, started working the same day as a dental hygienist. After five years in public health, I worked at Alberta Consumer Affairs for 15 years, based out of Lethbridge. My third and final career was in printing/publishing, from which I retired last January after more than a quarter-century. We have two children and two grandkids who live nearby. We enjoy the less hectic pace of the beautiful prairies and Rocky Mountains."

**Jerry Ohlhoff**

Retail Management '76  
Jerry has retired after 40 years in IT and project management.

## 1980s

**Steve Athey**

RTA School of Media '81  
Steve has retired after 35 years working as a TV technician at CBC Toronto.

**Marisa (Crespi) Rank**

Office and Administrative Studies '88  
“I recently retired after teaching for 30 years with the Grand Erie District School Board. I served as the department head of business and family studies during the last seven years of my career. I taught a range of courses including computer studies, entrepreneurship, short-hand and international business, for which my years at Ryerson prepared me very well. It was an honour and a privilege to work with teens, other Ryerson alumni and local businesses in my community. Retirement has me tending to my garden, working on home projects and, eventually, travelling.”

**Paul Del Motte**

Theatre Performance '86  
“I’ve just finished my 35th year at Mount Allison University. Currently the production manager for the Mother-Fancy Theatre and the drama studies program, I’m still doing theatre—which has always been my passion. I’m also vice-president for CITT/ICTS, a national organization supporting technicians and managers



←  
Marisa (Crespi) Rank's husband had retirement signs and balloons placed on the lawn for her first official day of retirement.

in live entertainment. Now, I’m enjoying life in Sackville with my wife, Jennie, and our young daughter Megan.”

**Bruce Dienes**

Journalism '83  
Bruce has been teaching online at Mount Saint Vincent University while developing a four-stage process to engage people in the cultural shift, and consulting with non-profits and small businesses.

**Wendy Joseph**

Administration and Information Management '89  
“I started an event planning and catering business in January 2020 called Food Creatives Catering Services. We do weddings, all types of events and meeting planning, as well as catering, culinary walking tours and dinner theatre packages. I also continue to volunteer for several charities, giving back to the community.”



**DID YOU KNOW...**

You could volunteer as a career mentor with Ryerson's Tri-Mentoring program. Email [tmentor@ryerson.ca](mailto:tmentor@ryerson.ca).

**Bill Lukasewych**

Mechanical Engineering '88  
Bill is a senior partner at Frontier Technology Services.

**Wayne Ng**

Social Work '88  
“My second novel, *Letters From Johnny*, was published by Guernica Editions in April. Though fictionalized, the novel captures the zeitgeist of the 1970s in Toronto and has many biographical aspects drawn from my own childhood memories and the eclectic downtown Toronto neighbourhood. I have been practising social work since graduation; my career intersects with my writing through the development of authentic and believable characters.”  
Visit [waynengwrites.com](http://waynengwrites.com).



**Peter Reiter**

Chemical Engineering Technology '83  
A retired high school vice-principal, Peter completed the University of Toronto (OISE) Doctor of Education program in 2019.

**Tracey Thorpe Krejcir**

Early Childhood Education '82  
“My late husband Paul Krejcir was a Ryerson Civil



Engineering '80 graduate. Along with Paul's company, Anchor Shoring, our family donates a \$1,000 engineering award each year in his name. It has been my pleasure to be a Ryerson alumna and annual donor, as I have very fond memories of this great university."

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## 1990s

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### Silverio Baena

Certificate in Architectural Technology '93  
"After graduating, I went to British Columbia and worked as a structural steel detailer before moving to Arizona in 2000 to work as a structural steel draftsman. I came back to B.C. in 2007 and continued to work in the same field. While in Arizona, I frequently travelled to Mexico and met my future wife in Mexico City. We married in 2019 and are now living happily in Surrey, B.C."

### Andrea Harry Bibbs

RTA School of Media '99  
"I started my career at WarnerMedia (formerly Turner Broadcasting) as a summer intern while I was at Ryerson. I was offered a full-time role in 2000 and have been here since. In March 2021, I started a new role as vice-president, studio operations marketing for WarnerMedia ad sales. Prior to this, I served as the senior director of diversity, equity and inclusion strategy for the company's news and sports division. I live just outside of Atlanta, with my husband Trey and two children, Bailey and Braeden. Although I've lived in the

U.S. for the past 20 years, I'm still very committed to helping young Canadian journalists. I currently serve as a board advisor to the Canadian Association of Black Journalists, of which I was a student member while at Ryerson."

### Michelle Leone Huisman

Image Arts '96  
Michelle is a fine art photographer, mother of two, entrepreneur and community advocate. After graduation, she travelled to Nepal, Laos, Thailand and throughout Europe, which shaped her artistic vision. She worked as a set decorator and interior decorator. Since 2009, she has worked as a freelance photographer and recently toured her photographic exhibition, *An Unexpected Collection*, featuring photos of wooden spoons broken during the banging of pots for the nightly cheer for first responders during the pandemic. Visit [michellehuisman.com](http://michellehuisman.com) or [@miche.lleleone](https://www.instagram.com/miche.lleleone) on Instagram.



←  
Sita Singh-Rodriguez, with husband, Pedro, is enjoying living in New York City.

### Mary Martin

Social Work '92  
"I recently retired from the Ontario Public Service. I was a social work manager at a correctional centre where I worked for 20 years. I am looking forward to spending time with my grandchildren, Aiden and Isla, and with other family and friends. Post COVID-19, travel will definitely be in the plans."

### Sita Singh-Rodriguez

Social Work '92  
"After graduation, I worked for 14 years in a leading financial company, Goodman & Company Investment Counsel. I moved to New York in 2008 to marry the love of my life, Pedro. I now work in Manhattan at a private school as the after-school club coordinator. I am lucky to work with staff and engage with students from around the world. Living in New York is a dream come true as there is so much culture, art and entertainment. I love to travel and have visited Italy, Spain, Portugal, England, Vienna,

France, Barbados and Curacao. Once the pandemic is over, I look forward to resuming my travel adventures and also visiting my hometown and family in Toronto."

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## 2000s

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### Marsha Brown

Social Work '09  
The vice-president of the Jean Augustine Centre for Young Women's Empowerment, Marsha received one of the highest honours in Jamaica last year, the Award of the Badge of Honour for Meritorious Service for philanthropy for Jamaicans in Canada and on the island.



### Mary Grace Betsayda-Petrie

Master's in Immigration and Settlement '08  
"Since Ryerson, I completed my bachelor of education at York University and travelled to London, England, to teach English for a few months—I ended up staying more than a decade. Currently a secondary English literature and English specialist in London, I am embarking on my next adventure to teach in Glasgow, Scotland."

### Cyrus Cooper

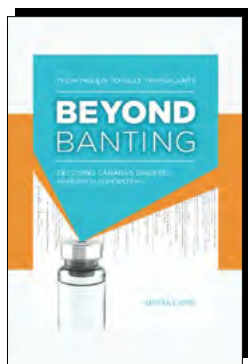
Hospitality and Tourism Management '09  
Cyrus recently completed his MBA at the Ted Rogers School of Management, class of 2021.



### Scott Dunn

Management and Enterprise Development '06  
"I have worked in a variety

of roles in the global supply chain, including 10 years as a team leader at Celestica in Don Mills, and nearly six years as a senior analyst in wireless supply chain at Rogers Communications.”



**Krista Lamb**

Journalism '00

“My first book, *Beyond Banting: From Insulin to Islet Cells, Decoding Canada's Diabetes Research Superstars*, was published in March 2021 by Rock's Mills Press. The book looks at the contribution Canadian researchers have made to the field of diabetes research in the 100 years since the discovery of insulin.”

**Jeff L. Lieberman**

Radio and Television Arts '00

“I'm currently finishing my third documentary film, *Bella!*, about feminist, activist and congresswoman Bella Abzug, featuring Nancy Pelosi, Hillary Clinton, Barbra Streisand, Shirley MacLaine, Lily Tomlin, Phil Donahue, Marlo Thomas and more.”

Visit [bella1970.com](http://bella1970.com).

**Cathy Schlender**

Certificate in Public Relations '02

“I've had a rewarding career in corporate communications,

mostly with large, well-known organizations where I have executed strategic communications programs.”

## 2010s

**Anne-Marie Blakelock**

Social Work '13

“After graduation, I worked for the Children's Aid Society for six years in different roles. In 2018, I completed my master's of social work at the University of Toronto and then started working at Northumberland Hills Hospital in Cobourg as a mental health therapist.”

**Michael Chung**

Urban Planning (MA) '14

**Jacob Notten**

Industrial and Mechanical Engineering '15

Ryerson grads Michael Chung and Jacob Notten first met at the pool on campus in 2014. Chung was doing laps, and Notten was a lifeguard. One day, when some of Chung's things went missing from his locker in the changeroom, Notten stepped in to help. Eventually, they went on a first date—and this past summer, the duo tied the knot in a tiny ceremony on Toronto Island with their very nearest and dearest. Saying their vows in front of the Toronto skyline was “magical,” Chung said.

**Erika Dupuis**

Social Work '18

Erika was selected as a youth delegate to the 2021 G7, as well as the youth delegate to the Commission on Narcotic Drugs with the United Nations Office on Drugs and Crime.

**Adam Kenneth Jenkins**

RTA School of Media '18

“I am currently working for Mediapro Canada's OneSoccer network as a play-by-play announcer, studio host and sideline reporter.”

**Dawn Lim**

Certificate in Photographic Studies '18

Dawn is an emergency doctor at the University Health Network who photographed and wrote about her experiences in the COVID-19 pandemic. Her photograph on the cover of Maclean's magazine was awarded the NMA Gold Grand Prix for best magazine cover.

**Del Mahabadi**

Biology '11

Del is the founder and chief executive director of Waveland, a non-profit music organization, and was named among the finalists for the Margo Bindhardt and Rita Davies Cultural Leadership Award by the Toronto Arts Foundation.

**Louis W. Ng**

Computer Science '12

“After graduation, I worked at a company that stemmed from the Ryerson Digital Media Zone for eight years and then moved onto a year of self-discovery when I finally had the time and energy to enjoy all the sports I really like: skateboarding, longboarding, snowboarding,

freeboarding, motocross, stand-up paddle boarding, motorcycle and car track days. I'm now using my technical expertise on a project that will hopefully encourage more people to try out and experience all the fun things in the world that have given me so much enjoyment.”

**Tyfanny Ross**

Social Work '10

Tyfanny is the co-founder and CEO of Accessible Professionals Inc., a one-stop-shop of health, education and legal professionals providing reliable and trustworthy information and solutions to the everyday concerns of mothers. “If you are interested in joining our community and collaborating with professionals around the globe, please visit [www.apcares.ca](http://www.apcares.ca). I also invite you to follow us on Instagram or Facebook @accessibleprofessionals.”

**Michael Warencia**

Criminology '16

Michael has published a collection of poetry and short stories, *Cities of the Plain: Poems and Stories from Modern Toronto*, that explores themes of downtown and student life, the central Canadian wilderness, crime and more. “The tone is a bit on the dark side, but that's not inappropriate for the times.”

### CORRECTIONS

In the Summer 2021 issue, Greg Robinson, Journalism '85, was mistakenly identified as Greg Richardson. Kyle Edward Wilson, Image Arts '07, is married to Stephanie Laura (Gray) Wilson, Journalism '05.



## In memoriam



↑  
Phyllis Anne Grigg, a Library Tech grad, passed away in April 2021.

### Yasuhiko Abe

Architecture '62  
Yasuhiko passed away peacefully on December 5, 2020. He was predeceased by his wife Kyoko. Yasuhiko was an architect by trade and always loved working with his hands, tending to flower gardens at the family home, growing tomatoes and fruit trees, and cultivating his bonsai.

### Derek Boles

RTA School of Media '74  
Derek passed away on February 23, 2021, at age 71. A Rho Alpha Kappa fraternity brother, he was also a contributing editor at

the Eyeopener campus paper. After graduating, he joined the York Region District School Board where he taught English and film history for 30 years. An avid historian and railway buff, in 2001 he became chief historian for the Toronto Railway Historical Association and was also co-manager of the Toronto Railway Museum. In 2009, he wrote and published a book titled *Toronto's Railway Heritage*.

### Harold Bradshaw

Business Management '80  
Harold passed away peacefully on April 28, 2021, at age 68, after battling complications

from a brain aneurysm for several years. After graduation, Harold first worked in accounting. In 1998, he became a real estate agent with Royal LePage, where he worked successfully until 2015. He is survived by his wife of 45 years, Sharon, their three children and their granddaughter.

### Phyllis Anne Grigg

Certificate in Library Tech '83  
Phyllis passed on April 25, 2021, at age 94.

### John Timothy Pritchard

Journalism '61  
John passed away on September 20, 2020, at age 81 in Stratford, Ont. A family man, keen hockey player, hobby farmer, handyman and mixer of excellent martinis, he is survived by his wife, Vicki, two daughters, four grandchildren and one great granddaughter. Tim was born in Toronto in 1939 and though most of his early years were spent in Winnipeg and later Calgary, his happiest and most memorable days were spent at Otterburn, a farm near St. Marys, Ont., which became home upon his retirement from the Globe and Mail in the late 1990s.

### Donald Chester Shaw

Formerly of the Faculty of Business Administration  
Donald died on November 27, 2020, at age 92, surrounded by his family. Born in Mimico, Ont., he graduated as a chemical engineer from the University of Toronto in 1951 and later earned his MBA at the University of Western Ontario in 1958. Don began his professional career at DuPont. After a decade, he

made the move to teaching, joining the Faculty of Business at Ryerson, where he had a long and happy career. Don's constant companion was his wife, Ursula. They were married in Rothenburg ob der Tauber, Germany, in 1962, and embarked on a three-year honeymoon through Europe, the Middle East, Africa and Asia.

### Anthony (Tony) Wilkinson

Former Dean of Community Services, Vice-President of Academic Affairs and Acting President  
Tony died on Jan. 9, 2021, in South Delta, B.C. He immigrated from England to Canada in 1957, settling in Toronto where he completed a master's degree at the University of Toronto. Specializing in urban geography, he joined Ryerson, quickly rising from lecturer to department chairman, then dean, vice-president, academic affairs, and acting president. In 1981, he was appointed the first president of Kwantlen College in greater Vancouver. In 1987, he was named president of Lambton College in Sarnia, Ont., and remained there until his retirement in 1995. "He was instrumental in bringing bachelor's degrees to Ryerson. I remember going on the subway with my dad to work in the '60s where he would drop me off at the daycare. I later attended Ryerson and graduated with my nursing degree," writes Amanda Wilkinson, president of Canadian Travel Nurses & Canadian Nurse Recruiters.  
—Christine Julien Sullivan, Journalism '97

REMEMBER WHEN?

# Creating a home away from home

Aurelie and Raymond Wycik were fondly called Mama and Papa by Ryerson students

Aurelie (at left) and Raymond Wycik ("Mama and Papa Wycik") ran the Ryerson tuck shop for 25 years and were like family to students who knew them.

→ TWO YEARS AFTER the founding of the Ryerson Institute of Technology in 1948, Aurelie and Raymond Wycik started running the tuck shop commonly known as the Ram's Corral. Their warmth and affection made the tuck shop feel like home for thousands of students and they quickly became popular in the community as Mama and Papa Wycik.

According to university archives, Mama and Papa Wycik were both post-Second World War refugees from Estonia. Mama came to Ryerson hoping to take English language courses, but instead took up a job at the tuck shop in the old Students' Union building on Church Street. Along with Papa, she ran the tuck shop for the next 25 years, even when it was moved in 1960 to a newly renovated building that is today known as Oakham House. Mama and Papa lived in an apartment on the second floor of the building and ran the men's residence

hall as well as the cafeteria and tuck shop.

A group of students honoured the couple with a lasting tribute in 1970 by naming their residence Neill-Wycik College. In October 1975, Mama and Papa were inducted into the university's 25-year-club with a grand reception that felt more like a family gathering to those who attended. Members of the university community who got to know the couple over the decades attended to show their love and gratitude to them for taking care of students, faculty and staff over the years and always being a source of support.

Today, Mama and Papa Wycik are remembered fondly as a vital part of the university's history and values. Their legacy continues to be a reminder of the family that students, faculty and staff create during their time on campus and the community values that help so many find a home away from home.—Surbhi Bir



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