AGENDA:

1. Minutes of the Meeting of October 19, 2011 (attached)

2. Business Arising from Minutes

3. Report of the Principal – Y. Roberge


5. Revision of New College Constitution and Bylaws

6. Residence Admissions Strategy – S. Wilmot

7. Report from College Officers
   i) Registrar’s Office – Enrolment Update (attached)
   ii) Development Office – C. Richards

8. Report from Student Councils/Unions
   i) NCSC
   ii) NCRC
   iii) Program/Course Unions

9. Other Business

10. Adjournment
NEW COLLEGE COUNCIL

Minutes of the meeting of Wednesday, October 19, 2011
2:10 p.m., Room 2053, New College


Regrets: D. Eyoh, A. Guerson, J. Larkin, H. Si, T. Toneatto, J. Tsang, A. Wasike

Notes of the Meeting of September 19, 2011

S. Walker mentioned that the text under “Report of the Registrar” should be deleted and the document presented at the meeting attached.

On a motion by D. Knott, seconded by P. Russell, the notes of the meeting of September 19, 2011 were accepted as amended. CARRIED

Business Arising from the Minutes

There was no business arising from the minutes.

Report from Standing Committees

- Academic Affairs
  - First Year Program: Y. Roberge distributed copies of the program proposal for New One that was approved by the Academic Affairs Committee (attached). The proposal includes the program and course descriptions that will be included in the 2012-2013 Arts & Science Calendar. D. Knott thanked members of the committee that worked on developing the program description. The goal was to develop four courses that have an entry point in our everyday lives. The application process for the program is still in progress. A process that is as non-elitest as possible will be developed. Students will not be asked to talk about grades or prior commitment to community activism or extracurricular activities. Instead, applicants will be asked to develop a personal profile, which includes 3-4 paragraphs and 2-3 questions. The aim is to find students who are interested in asking questions, are “creative flexible”, have a sense of adventure, will take risks, are self-motivating and collaborative – essentially, the students who would benefit most from and enjoy these courses. Potential questions for the application include “What is the most important social justice question today?”; “Why are you interested in this
Discussion followed. A. Trotz asked if students will be applying to the program or for particular courses and if asking students to write a short, one-page essay would be sufficient, such as “What about this program, as opposed to other College One programs, appeals to you?” This would give students the opportunity to answer from any perspective they want. K. Morgan expressed concern that multiple questions can mean a lot of work for the selection committee. Also, using comfort level with creative pedagogy as a criterion for entry to the program rather than a measure of success at the end of the program may give an advantage to students coming from alternative schools. While all recent Ontario high school graduates have community involvement experience, mature students and non-Ontario students may not have this. Finally, should there be exclusions for students enrolled in 199Y courses or other College One programs? D. Knott replied that the need for further exclusions would be examined at the end of the first year. P. Russell suggested that students be encouraged to not take more than one first-year small group experience (College One program, 199Y, etc.) A. Trotz suggested that this information, as well as information on how to petition the New One courses for program credit, should be included in the program information brochure. Y. Roberge said that it was hoped that a variety of backgrounds, strengths and weaknesses would be represented in each of the courses, and it was thought that having 2-3 questions rather than an essay would allow the selection committee to build a more varied class. K. Morgan asked if two sections of each course would be a possibility if the demand is high. D. Knott replied that this was not feasible from a budget perspective. L. Freedman commented that essays can be daunting/discouraging, and students are more likely to get outside help with essays than with multiple short questions. This would likely increase the number of second language applicants. Y. Roberge commented that the admission process is an evolving project. K. Morgan suggested that the description of the “Travelling Words” course should be modified so that the second sentence reads “…the politics of indigenous, minority and global languages…” P. Cox asked if there was a strategy to dissuade casual/passive applicants – while removing the work of an application essay removes barriers, it also makes it easier for students to apply without serious intent. D. Knott indicated that they would discuss these issues further with the committee. K. Morgan asked how it would be determined which course the student is admitted into. D. Knott said that students would be asked to rank their preferences on the application. K. Morgan asked if there would be a College space that is allocated to the students in this program (residence, etc.) D. Knott replied that this program will not be connected to residence life. K. Morgan suggested that a student space (or similar) would be useful, as one of the aims is to build community.

Plan to Discontinue the Paradigms and Archetypes Minor Program: Y. Roberge explained that there were two steps to this process. The first was a very extensive consultation process with current students and instructors. The Quality Assurance document was submitted to the Dean’s Office, who will forward it to the Provost for approval. It will be presented at the Curriculum Committee meeting for formalization. The second step of this process was planning the continuation of the Jungian courses, which remain very popular. This involved consultation with the donors who support these courses. D. Knott described the consultation process and the various ways of
continuing these courses that were explored, including incorporating them into the Buddhism, Psychology and Mental Health Program. Ultimately, it was decided to offer these courses as a suite of Jungian courses listed under “Interdisciplinary Courses” in the Calendar and not linked to any program. A draft of the calendar entry was distributed (attached).

Report of the Principal

Y. Roberge reported the following:

- **New College Council Constitution and Bylaws**
  The Council’s constitution and bylaws need revisions. S. Walker, A. Wasike and Y. Roberge are currently examining the documents closely. The revised documents will be submitted to Governing Council after approval by New College Council.

O. Almasi asked about the timeline for this process. Y. Roberge replied that the document will go to Governing Council in February, so this will be discussed at New College Council before the holidays in December.

- **Workload Policy**
  The Faculty of Arts & Science workload committee will be meeting with UTFA on Monday to discuss the policy, and then final revisions will be made. This will be a simple, general document that will apply to academic staff and librarians (UTFA members) only.

O. Almasi asked what prompted this. Y. Roberge indicated that the development of a workload policy is part of the most recent UTFA agreement with the University.

- **Convocation**
  New College November convocation will be November 6th at 6:00 p.m. All members of the College are encouraged to attend and support our students. A few members of the College will be receiving their PhDs in November as well (Anne McGuire, Alexandra Guerson, Stanley Doyle-Wood, Sara Carpenter). If members are interested in participating, please contact the Principal’s Office.

- **50th Anniversary Launch Event**
  The Launch of the 50th Anniversary celebrations will be on October 27th. So far, there have been approximately 180 RSVPs to attend. There will be a reception with remarks from the Principal, followed by a panel with the past Principals of the College, moderated by S. Walker. The 50th anniversary word mark and website will be unveiled at this event.

- **Prizes and Awards**
  Prizes and awards are one way that the College and its members can be promoted, from academics to managers, administrators to custodial staff. Nomination packages can be a lot of work, however, so it might be useful to hire someone to do the “legwork”. This will be discussed at a future meeting of Council.

Report of the Director of Business Services

R. Vander Kraats reported the following:

- **Wetmore Classroom Project**
  The cost of this project is $1.66 million. It has been approved by the Accommodations and Facilities manager and so we are moving from planning to implementation. 7 new classrooms will be built in the basement of Wetmore Hall, 5 of which will have a capacity of
25 or greater. The tender will close mid-November, and it is expected that we will be able to
get a good quote, as it is a quieter time of the year for construction companies. Demolition
will begin December 22. Adjacent basement classrooms will be blocked from 4:00 p.m. –
10:00 p.m. throughout the winter/spring. The project should finish mid-June. All classrooms
will be equipped with the OSM Teaching Station Junior. These classrooms will belong to the
College, not to OSM. The area being renovated receives a lot of natural light from the quad,
so that will be taken advantage of and there will be a lot of glass used in the renovation.

• Rejuvenation of the Quad
The College is having preliminary discussions with the architect regarding this. The plan is
to make the southeast corner of the quad the “gateway” to the College. There still isn’t a
sense of what the cost of this will be. More information will be shared with Council in the
new year.

Report from Student Councils/Unions

• NCSC
J. Fowler reported the following:
♦ Discounted Wonderland tickets are being offered by NCSC and they are selling quite
well. Tickets are $20 for New College students and $30 for guests.
♦ A club night is being planned for October 27th at City Night Club. NCSC has partnered
with Phys Ed and a number of the other Colleges for this event.

C. Kim reported the following:
♦ The NCC/NCSC dinner will be held on October 28th. If you plan to attend, please RSVP
as soon as possible.
♦ An NCSC UTSU member dropped out, so a new representative will need to be elected to
UTSU. Due to UTSU’s constitution, this is proving to be complicated, as the member
dropped out after the fall elections.
♦ NCSC grant applications are being accepted.

• NCRC
A. Jung and A. Narisada reported the following:
♦ A Constitution Committee has been formed to discuss the NCRC constitution.
♦ A number of Halloween events are being planned, including movie screenings, “Dress
Your Don” and a pumpkin carving showcase.

Other Business

P. Cox informed Council that he represents New College at the University’s Communication
Committee. U of T wants to promote “stories” – any newsworthy events (interesting research,
events, etc.) can be pitched to him for promotion on our internal networks and/or Arts & Science
networks.

K. Morgan asked how the library was doing with respect to the new media commons and
renovations. J. Newman replied that the library is very busy. They have gone from 18 computer
terminals to 40 terminals. 20 of them are reserved for New College students and the other 20 are
open to everyone. There are line-ups for the group study rooms.
J. Guindon reported that a few students are being taken to a national level leadership conference in Calgary with the support of NCSC and the Principal’s Office. Y. Roberge mentioned that NCSC’s level of support for this initiative is impressive and thanks were expressed for this.

F. Zhang announced that the College’s holiday party will be on December 12th from 3:30 – 6:30 p.m. at the Faculty Club. The next Principal’s Lunch will be November 11. Y. Roberge mentioned that concerted effort was made to include all of the College graduate students (Senior Doctoral Fellows, Math Aid Centre tutors, Teaching Assistants, etc.) at the November lunch.

L. Manicom announced that her Community Engagement course will be presenting a panel of community activists in November and asked that the event be promoted.

D. Knott congratulated S. Doyle-Wood, a long-term TA and instructor in Equity Studies, for successfully defending his thesis.

Y. Roberge reminded Council that the 10th Annual Racism and National Consciousness Conference will be held on Saturday, October 29th. All are welcome.

Adjournment

The meeting adjourned at 3:35 p.m. on a motion by S. Walker, seconded by K. Morgan.
New One: Learning Without Borders

Calendar Program Description

Food, talk, texting, home – these taken-for-granted elements of our daily lives consist of strands of connection to other places, people, and communities, locally, nationally, and internationally. *Learning Without Borders* grapples with these often invisible connections that we depend upon, asking what it means to be a citizen linked in myriad ways to others across the globe.

Inspired by the social advocacy focus of New College’s academic programs, *Learning Without Borders* offers four interrelated and interdisciplinary courses that address, in different ways, this core question: given the interconnectedness of our lives, how do we imagine and build socially just global citizenship today? Through the lenses of food, language, digital media and community, and learning across disciplinary borders, New One courses explore how we might build a more equitable and just society.

Selecting one of the theme-based courses, students will work in a small seminar of twenty five students. There will be opportunities to join together with students from the other three courses for plenary lectures, performances, and workshops, to address common issues, engage different disciplinary approaches, and experience a variety of ways of learning. Each seminar group will meet weekly for two hours; in addition, plenary events, field trips and workshops will be scheduled regularly throughout the year using a two-hour time slot reserved for all New One courses. Representatives from New College’s community partner organisations and its senior students will be invited to share their insights and wisdom in the smaller and larger learning settings.

All New One courses will provide students with opportunities to develop research, writing and oral communication abilities. Individual and group projects will encourage innovative and creative forms of inquiry, learning, and presentation of knowledge. In an annual end-of-year plenary event students will be able to share their work.

New One is a full credit course. An application is required. All first-year students in the Faculty of Arts and Science on the St. George campus are eligible for admission. Students participating in other College One programs are excluded from New One. For more information about the application process and criteria of selection go to http://www.newcollege.utoronto.ca/programs/NewOne.htm.
New One Course Descriptions

**Digital Technology: Promise and Perils**

How does digital technology shape how we live, think, see and imagine? What can it contribute to projects for social change? How are our lives affected by increased opportunities for surveillance and regulation? From the perspectives of science, media arts, psychology, and ethics, topics may include new media and social activism; access to and control over knowledge; digitizing healthcare; and biometrics.

Breadth Requirement: (1) Creative and Cultural Representations; (3) Society and its Institutions

**Recreating Place: Displaced Communities and the Creative Arts**

How do displaced and marginalized people and communities re-locate and re-make themselves in Toronto? How is Toronto transformed in the process? Students will investigate the role of the creative arts in building the cultural landscape of this diverse city. Topics may include the literature of immigration and exile; First Nations’ narrative art; cultural re-creations of the Caribbean, Africa, East and South Asia; artistic expression and disability; and LGBTQ cultural production.

Breadth Requirement: (1) Creative and Cultural Representations; (3) Society and its Institutions

**Food Matters**

How do we produce and ensure access to nutritious and environmentally sustainable food? Can we achieve ethical food production and global food security? What is the relationship among food science, local food movements, and global food systems? Science and social advocacy perspectives will be brought together to address these questions and other related topics such as the role of biotechnology, animal rights, and health and wellness.

Breadth Requirement: (3) Society and its Institutions; (4) Living Things and their Environment

**Travelling Words: Language and Diversity**

How does language connect and divide people, places, and communities? Defining language broadly, topics may include language norms and policy; the politics of minority, indigenous and global languages (such as English); translation, labeling, and meaning; academic and technical vs. everyday languages; disability and diverse ways of communicating. Students will have opportunities to draw on their own multi-literacies and multi-lingual experiences.

Breadth Requirement: (1) Creative and Cultural Representations; (3) Society and its Institutions
INTERDISCIPLINARY COURSES IN JUNGIAN THEORY  (note new calendar sub-heading)

NEW302Y1  Carl Jung: Analytical Psychology as Interpretive Practice [48L, 24S]

Impact of Jung’s analytical psychology, critical methodology and interpretative practice on issues in religion, anthropology, art and literature, popular culture, gender studies and postmodernist critique. Theoretical studies include traditional Jungian and contemporary post-Jungian texts together with feminist and non-Jungian sources. (omit: anti-Jungian)

Prerequisite: Four FCEs, at least one of which should be in the humanities
Distribution Requirement Status: This is a Humanities course
Breadth Requirement: Creative and Cultural Representations (1) + Thought, Belief and Behaviour (2)

NEW303H1  Hypotheses of the Unconscious[12L, 12S]

Current discussions of the unconscious, starting with Freud’s and Jung’s hypotheses, especially Jung’s collective unconscious; critical examination through retrospective analysis of the evolution and development of the concept in works from philosophy, psychology, poetry, ethnology, science and popular culture that anticipated, influenced or were influenced by the work of Freud and Jung, post-Freudians and post-Jungians.

Prerequisite: Four FCEs, at least one of which should be in the humanities
Recommended Preparation: NEW302Y1
Distribution Requirement Status: This is a Humanities course
Breadth Requirement: Thought, Belief and Behaviour (2)

NEW402Y1  Advanced Special Topics in Jungian Theory[48S]

Topics vary from year to year, depending on the interests of students and instructors.

Prerequisite: Permission of instructor
Distribution Requirement Status: This is a Humanities course
Breadth Requirement: None

NEW403H1  Advanced Special Topics in Jungian Theory [24S]

Topics vary from year to year depending on the interests of students and instructors.

Prerequisite: Permission of instructor
Distribution Requirement Status: This is a Humanities course
Breadth Requirement: None

NEW404H1 --- Omit from calendar
New College – Registrar’s Office
Report to New College Council – December 8, 2011

Enrolment: November 1/11 statistics (November 1/10 figures in parentheses)

- Arts and Science: 4,706 (4,594)
- Professional Faculties: 310 (349)
  Total: 5,016 (4,943)

Bursary/grant Applications

Students at New College have access to bursaries/grants from two principal sources:

i) the UTAPS program (part of the financial aid guarantee) in which the University provides top up grant assistance to students whose assessed need under the OSAP* program is greater than the maximum loan possible;
* approximately 40% of New College students have OSAP loans

ii) general bursary funds which are allocated to New College from Admissions and Awards, and funds from private donors.

Awards made from September – November 2011

- UTAPS: $123,169
- General bursary funds/other funds: approximately 300 students have applied for grant assistance. Of these, thus far, 221 students have been awarded a total of approximately $481,357 (average ~$2,178).
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