New College Council

Meeting of Thursday, October 29, 2015, 12:10 p.m. – 2:00 p.m., Room 2007D, Wilson Hall

AGENDA:

1. Minutes of the Meeting of September 30, 2015 (attached)

2. Business Arising from the Minutes

3. Report from Standing Committees
   i) Academic Affairs
      Calendar Changes (attached) – Y. Roberge
      Community Engaged Learning Review (attached) – L. Manicom

4. Report of the Principal – Y. Roberge


6. Report from the Registrar’s Office – K. Huffman

7. Report from the Office of Residence and Student Life – S. Wilmot

8. Report from the Advancement Office – A. Liddell

9. Report from Student Councils
   i) NCSC
   ii) NCRC
   iii) Course Unions

10. Other Business

11. Adjournment
NEW COLLEGE COUNCIL

Minutes of the meeting of Wednesday, September 30, 2015
12:10 p.m., Wilson Hall, room 2007D, New College


Regrets: T. Antonopoulos, J. Curnow, D. Eyoh, H. Si

Agenda

L. Stahlbrand asked that “World Food Day” be added to the agenda under “Other Business”. S. Hansen asked that “U of T Magazine” also be added under “Other Business”.

On a motion by S. Wilmot, seconded by Y. Roberge, the agenda was approved as amended. CARRIED

Minutes of the Meeting of May 6, 2015

O. Almasi asked if the retreat regarding international partnerships mentioned on page 2 had happened yet. A. Trotz and J. Larkin commented that it was delayed due to the strike. O. Almasi asked if there was a scholar/artist/activist in residence, as mentioned on page two of the minutes. Y. Roberge said that there isn’t, and the minutes refer to the fact that discussions regarding how to move forward with this are ongoing.

On a motion by B. Russell, seconded by Y. Roberge, the minutes of the meeting of May 6, 2015 were accepted as recorded. CARRIED

Business Arising from the Minutes

Y. Roberge reported the following:

● Equity Studies Review
The draft report has been submitted to the Faculty of Arts and Science. They will respond with comments, and the document will be edited. The site visit by the external reviewers is expected in January.
Report of the Striking Committee

K. Huffman explained that the Striking Committee proposes members for election to New College Council and populates the Council’s various standing committees. The Committee was thanked for their work. The Striking Committee’s report was distributed (updated version attached), and K. Huffman reported the following:

- **Election of New Members**
  - The Striking Committee has recommended the following individuals from the teaching staff for membership for 2015/16 & 2016/17: Alexandra Guerson, Irene Marques, Liz Newberry, Lori Stahlbrand and Sarah Trimble. All have agreed to let their names stand.
  - From the student population, there are 10 members, both *ex-officio* and elected. *Ex-officio* members include Zach Bist (President, NCSC), one NCSC Vice-President and two NCRC Presidents. Elected/appointed members from NCSC include Michael Ansell (VP Admin), Nicholas Grant (VP Finance), Smriti Sasikumar (VP Student Services), Gaity Hashimi, Caina Zhang, Anusheh Hasan, and Hyungjin Jeong. The two NCRC Presidents will be elected during the fall elections.
  - The USW representative is Siri Hansen.
  - The CUPE representative is Anastasios (Tom) Antonopoulos.
  - The don representative is Dirk Rodricks.
  - The TA representative is Joe Curnow.
  - The Course Union representatives are TBA. Reps from ESSU, ASCU, CARSSU, BPSU, HBSU and WGSSU are being sought.
  - The Alumni representatives are Colin Swift and 3 additional representatives to be named later.

*On a motion by K. Huffman, seconded by B. Russell, the nominations for New College Council were accepted. CARRIED*

- **Formation of Committees**
  - **Priority, Planning and Budget Committee**
    To be elected: Four members from Council. The nominees are Deborah Knott, Hong Si, Colin Swift, and an NCRC representative to be named later.
  - **Academic Affairs Committee**
    To be elected: five members from Council. The nominees are Alexandra Guerson, Irene Marques, Liz Newbery, Smriti Sasikumar and Lori Stahlbrand.
  - **Building Committee**
    To be elected: one member of the teaching staff, two students, one residence don and one of the head stewards. Oswald Almasi (teaching), Dirk Rodricks (don) and Dennis Prithipaul (steward) have been nominated, with the two student members TBA. To be co-opted: Hong Si, Meaghan Skinner, Karen Spence, Carol Yao and Ron Wilson.
  - **Members Committee**
    To be elected: two members of the academic staff, one student, one administrative
staff member, one honorary member, one alumna/us. Nominations for this committee will be announced at a later date.

♦ Library Committee
To be elected: four members of Council. The nominees are Alexandra Guerson, Linzi Manicom, Liz Newbery and one representative of NCSC.

♦ New Student Service Committee (NEWSS)
To be elected: six NCSC representatives, including the President (Zach Bist) and 3 NCSC exec. The remaining nominees are Vivesh Patel (Orientation Co-ordinator), Brandon Pedro (Orientation Co-ordinator), the NCSC Commuter Representative and two NCRC members TBA. Jill Charnaw-Burger, Meaghan Skinner and Lily Kwiatkowski (IFP) are to be co-opted.

On a motion by K. Huffman, seconded by B. Russell, the nomination for New College Council’s standing committees were accepted. CARRIED

• Election of Chair
The Striking Committee is recommending Jeff Newman, New College Librarian, for Chair of Council again this year.

On a motion by K. Huffman, seconded by A. Guerson, the nomination of J. Newman for Chair of New College Council was accepted. CARRIED

Jeff Newman then took the Chair and welcomed the new members and asked that everyone introduce themselves.

Report from Standing Committees

• Building Committee
R. Vander Kraats reported the following:
The Building Committee held a special meeting in August to discuss and make recommendations regarding the Plaza Project design. Two design alternatives were discussed, and the final selection incorporated elements of both presented designs. An open house was held to present the recommended design to the College community.

Four additional groups are involved in the design project:

1) New College Community – design was well received.
2) Neighbourhood Association/Community Liaison Group – this group does not like the new design; they feel there is not enough green space. The Vice President of Operations wants to fast-track the Willcocks Commons project and New College should coordinate with that project.
3) Design Review Committee (DRC) – the design was extremely well received.
4) City of Toronto – need enough time to obtain all of the necessary permits.
We hope to start construction in May 2016, with a goal to complete the project by September 2016. We need to get quotes with enough flexibility built into them to allow us to coordinate with the Willcocks Commons project.

A. Guerson asked the design would be sent back to the Community Liaison Group. R. Vander Kraats said it would, to talk about coordination with the Willcocks Commons project. It will also have to go back to the Design Review Committee. O. Almasi asked if the delay is affecting the cost of the project. R. Vander Kraats explained that there is an inflation index of 3-4%, plus the new design has a budget of $1.3-1.4 million as opposed to the previous design’s budget of $800,000.

Report from the Principal

Y. Roberge welcomed everyone to a new academic year and reported the following:

- **Welcome to New Members of the College**
  Melanie Woodin was welcomed as the new Director of Human Biology, and Siri Hansen was welcomed as the new Communications Officer. This year’s Senior Doctoral Fellows were also welcomed: Kaelyn Kaoma (African Studies), Sean Smith (Buddhism, Psychology and Mental Health), Karen Yaworski (Caribbean Studies), Kevin Edmonds (Caribbean Studies), Joe Curnow (Equity Studies) and Chris Harwood (IFP).

- **Start of Year**
  There is a significant enrolment increase this year. As an example, during Orientation, there was an event held at Convocation Hall. 920 first-year New College students were in attendance. This increase presents certain challenges, including the impact on the New College Library, Writing Centre and Registrar’s Office.

- **Foreign Workers**
  The definition of a “worker” has been changed and will affect visiting professors (including those on sabbatical), contractors and post-doctoral fellows. Please see the attached document – “Keeping U of T Open to the World” for further details.

- **Threats to WGSI**
  Threats were made to WGSI and Sociology teaching staff and courses. As a result, measures have been taken to increase security, including locking the WGSI administrative corridor and providing a security presence in courses as requested. There has been no update yet from Central Administration. We need to discuss how long these measures are kept in place.

  A. Trotz asked about the possibility of a portable “panic button” that could be left at the Front Desk. R. Vander Kraats advised that assistance buttons are being installed in various areas of the College. Y. Roberge said the College needs to make plans for emergency situations.

- **Alumni Speaker Series**
  The first Alumni Speaker Series is being planned. There will be a talk given by notable New College alumni in each of October, November and December.
• **College Review Committee**
  The report of the College Review Committee has been finalized. Twelve recommendations were made. The Principal's Advisory Group is proposing a retreat in January/February 2016 to discuss these recommendations.

**Report from the Chief Administrative Officer**

R. Vander Kraats reported the following:

- **Construction/Major Maintenance**
  The fourth floor of Wilson Hall was renovated over the summer, and year seven of the roof project has been completed. Next summer will be the final year of the roof project, which will free up a significant amount of funds ($400,000 - $500,000/year) for other residence projects in the following years. A new electronic lock system is being phased in. 45 Willcocks and Wilson hall have the new electronic locks installed; Wetmore will be completed in the upcoming years. Improvements have been made to the Dining Hall, including the floor and the addition of a pizza oven, noodle station and TVs.

- **Accessibility Improvements**
  Two major public bathrooms at the College have been made universally accessible, with a third in progress (expected completion Spring 2016). The front desk in Wilson Hall will be made accessible through the installation of a lift. The lift will take some space from the Commuter’s Lounge. This installation will make both elevators accessible from the front desk. The WGSI bathroom has been made accessible as well. Finally, the ramps at the 20 and 30 Willcocks entrances will be eliminated with the Plaza Project.

- **IT**
  Major upgrades have been made to the student computing facility, including access via UTORid and the installation of Office 365, which includes cloud access. Wireless printing and an electronic payment system for printing are being worked on. A subcommittee has been formed to talk about what needs to be done with the computing lab.

- **Finances**
  The College’s finances are sound. Between the summer hostel business and the summer youth programs, the College had a record summer.

- **William Doo Auditorium**
  The senior administration is dedicated to solving the “$400,000 funding problem” at 45 Willcocks St. The Provost has agreed on the methodology and dollar amount; Arts & Science has agreed on the methodology, but is reviewing the amount. An update should be available at the next meeting of NCC. Y. Roberge was thanked for intervening with the senior administration regarding this problem.

**Report from the Library**

J. Newman distributed material (attached) and reported the following:

- K. Johnson finished her appointment following J. Newman’s return from sabbatical.
- M. Elayyan has been hired as the Outreach/Instructional Librarian.
• The “gate count” of individuals entering the library through the main doors increased slightly last year over the previous year, while circulation dropped significantly after remaining fairly constant for a number of years. It is thought that the decrease in circulation is due to the labour disruption during the 2015 winter term.

• We want to increase the use of the library for events such as book launches and colloquia. WGSI will be holding a colloquium in the library on October 25th, and the library was used for a graphic novel collection launch.

• Over 1,000 items for 20 courses were scanned for online course readers.

J. Charnaw-Burger commented that students enjoyed attending events in the library during Orientation.

Report of the Registrar

K. Huffman distributed material (attached) and reported the following:

• Staffing Announcements
  A new Student Services Advisor, Catriona Carnovale, has been hired in the Registrar’s Office. A learning strategist, Eugenia Tsao, will be available on Monday and Thursday afternoons. Advisors refer students to the strategist for help with note-taking techniques, study skills, different learning styles and specialized time-management skills for commuter students. She specializes in technology-based approaches to learning.

• Fall Campus Day will be October 17

• Enrolment
  Enrolment numbers have increase substantially this year. New College has 450 more students enrolled this year than last, with the bulk of the increase in first year. Overall, there are 8,000 first-year students in the Faculty of Arts & Science. Ontario admits are up slightly, and out of province and international admits are up dramatically. New College in particular has realized a very large increase in the percentage of international enrolment. The overall FAS percentage of international student enrolment is 21%, with 27% of first-year students being international. At New College, the numbers are 35% and 45%, respectively. Additionally, there is an increase in students who did not progress to Year 2. This is attributed to the labour disruption during the Winter 2015 term, as students could withdraw from courses after final marks were posted. This has led to an increased demand in first-year math, economics and science courses. Additional sections have been added to accommodate the demand. The Registrar’s Office has seen the email volume increase dramatically. Last year, there were over 6,000 individual appointments, and the number is expected to increase this year.

• New Award Records
  Five new award records require the approval of New College Council. The award names are listed below; further details about the awards are attached:
  1. Building Canadian Leaders: Glenn H. Carter Scholarship in Rotman Commerce
  2. David Clandfield Scholarship in Scholarly Activism
  3. Viola Lobodowsky Scholarship in Science
4. Sally Walker Scholarship  
5. Streadwick Award in Caribbean Studies

*K. Huffman moved, seconded by O. Almasi, that the award records be accepted.*  CARRIED

Report from the Office of Residence and Student Life

S. Wilmot reported the following:

- **Orientation**
  Participants were asked to complete an online survey. This was the first year the new “Orientation Project Charter” was in place. This new model for orientation is more collaborative, and has been recognized by other Colleges. One of the highlights of this year’s Orientation was the event at Convocation Hall. Over 1,000 students attended (920 students registered for Orientation) this event that featured inspirational speeches. The cost of registration for Orientation was reduced to $100/person (formerly $140/person).

- **The Wilderness Outdoor Orientation Program (WOOP)**, where a group of students travelled to Hart House Farm and Algonquin Park for intensive outdoor training, was very successful again this year.

  Y. Roberge asked about the ultimate capacity for WOOP. S. Wilmot said that other universities (Brock & McMaster) have up to 200 participants, but he believes the ideal capacity is around 40. The program is scalable.

- **Residence**
  All three New College residences are full (see attached). In order to accommodate the increased numbers of FAS and IFP students, the number of APSE students accepted for residence was decreased. There are a significant number New College students being housed in the Chestnut Residence, Victoria College and Loretto for the first time in years. Instead of move-in day, there is now a move-in week due to the higher number of pre-orientation activities. Nearly 400 students were already in residence by the time the official move-in day arrived. There are 21 residence dons and five commuter dons.

- **Active @ New** is a new program that encourages physical activity. Running, volleyball and squash programs are planned. Faculty and staff are encouraged to participate.

- **You Beyond New**
  This is the second year for this leadership conference. Last year, there were 65-70 participants, and it is hoped that this year’s attendance matches or exceeds that number. The keynote speaker has been secured. His name is Eytan Millstone, and he is a spoken-word artist and comedian. The event is scheduled for October 23, 2015 in the William Doo Auditorium.

Report from Student Councils

- **NCSC**
  M. Ansel reported the following:
The updated audit statement has been sent to the Provost’s Office. NCSC is looking at the possibility of bridge funding pending the results of the audit.

The results of the fall election will be announced by Friday.

Dates for Future Meetings

K. Huffman proposed the following dates for NCC meetings:

- October 29, 2015
- December 4, 2015
- January 26, 2016
- March 10, 2016
- May 4, 2016

The proposed time for all meetings is 12:00 p.m. – 2:00 p.m.

Other Business

- **World Food Days**
  L. Stahlbrand reminded NCC that October 14-16 will bring 2½ days of World Food Days events. The theme this year is Food and Canada’s Future and will consider issues surrounding food equity and indigeneity. There will be an all-candidates debate on food. The annual “Home is Where the Spoon Is” free lunch will be held on October 16, 2015. Additionally, Hart House and various student groups interested in food issues will meet for the first time as the University Food Policy Council.

- **U of T Magazine**
  S. Hansen reported that the U of T Magazine is doing a story on U of T traditions. If anyone has any New College traditions to submit, please do so.

- **Events**
  S. Hansen requested that organizers let her know of any upcoming events so they can be published on the New College website.

Adjournment

The meeting adjourned at 2:30 p.m. on a motion by K. Huffman, seconded by S. Wilmot.
Striking Committee – Nominations for 2015/16 NCC

Worksheet – Summer 2015


MEMBERSHIP OF COUNCIL

Ex Officio members:

- President (or designate)
- Vice-President and Provost (or designate)
- Principal
- Vice-Principal
- Assistant Principal & Registrar
- Director of Residence and Student Life (a.k.a. Dean of Students)
- Director of Business Services
- Associate Director, Advancement
- Alumni Development Officer
- Director of Summer and International Programs
- Librarian
- Director of the Writing Centre
- One Associate Registrar
- Director of each academic program
- Director of WGSI
- Director of Human Biology
- President of NCSC
- One Vice-President, NCSC (VP Admin)
- Two Presidents, NCRC

- 6 elected members of the teaching staff (2 year terms)
  - serving the second of a 2 year term: Oswald Alamsi

- to be elected for 2015/16, 2016/17: (5 members of teaching staff):
  Liz Newberry
  Sarah Trimble
  Alexandra Guerson
  Irene Marques
  Lori Stahlbrand
6 Student Reps:  
Gaity Hashimi (elected)  
Carina Zhang (elected)  
Anusheh Hasan (elected)  
Hyungjin Jeong (elected)  
Nicholas Grant (VP Finance)  
Smriti Sasikumar (VP Student Services)  

Course Union Reps  
- hbsu.UTORONTO@gmail.com  
- ut.bpsu@gmail.com  
- asc.union@gmail.com  
- students.carssu@gmail.com  
- uoft.essu@gmail.com  
- wgssu.UTORONTO@gmail.com  

Dons Rep  
Dirk Roderick  

TA/WC Instructors Rep  
Joe Curnow  

4 Alumni Reps  
Colin Swift  

USWA Rep  
Siri Hansen  

CUPE Rep  
Anastasios (Tom) Antonopoulos  

Chair of Council  

Nomination: Jeff Newman
STANDING COMMITTEES OF COUNCIL:

ACADEMIC AFFAIRS COMMITTEE

*Ex Officio:* Yves Roberge (Principal), Kerri Huffman (Asst. Principal & Registrar), Dickson Eyoh (African Studies), Melanie Newton (Caribbean Studies), June Larkin (Equity Studies), Alissa Trotz (WGSI), Melanie Woodin (Human Biology), Deborah Knott (VP & Writing Centre), Tony Toneatto (BP&MH), Bruce Russell (IFP), Jeff Newman (Librarian)

*To be elected:* 5 members of Council

| Nominations: | NCSC VP Student Services, Lori Stahlbrand, Alexandra Guerson, Irene Marques, Liz Newberry |

BUILDING COMMITTEE

*Ex Officio:* Yves Roberge (Principal), Ron Vander Kraats (Director of Business Services), Simon Wilmot (Director, Residence and Student Life), Ted Kent (Property Manager)

*To be elected:* - 1 member of teaching staff
  - 2 students
  - 1 residence don
  - 1 of head stewards

<table>
<thead>
<tr>
<th>Nominations:</th>
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<tbody>
<tr>
<td>1 teaching staff: Oswald Alamsi</td>
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<tr>
<td>2 Students: 1 NCSC/ 1NCRC</td>
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<tr>
<td>1 residence Don: Dirk Rodericks</td>
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<td>1 head steward: Dennis Prithipaul</td>
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*Co-opt: Hong Si, Karen Spence, Carol Yao, Meaghan Skinner, Ron Wilson*
LIBRARY COMMITTEE

Ex Officio: Jeff Newman (Librarian), Yves Roberge (Principal)

To be elected: four members of Council

Nominations:
NCSC Rep
Alexandra Guerson
Liz Newberry
Linzi Manicom

MEMBERS COMMITTEE

Ex Officio: Yves Roberge (Principal), Alison Liddell (ADA)

To be elected: 2 members of the teaching staff, 1 student, 1 administrative staff member, 1 honorary member, 1 alumna/us

Nominations: ____________ (NCSC)
______________ (admin)
______________ (teaching)
______________ (teaching)
______________ (hon. Member)
______________ (NCAA)

NEW STUDENT SERVICE

Ex officio: Yves Roberge (Principal), Kerri Huffman (Registrar), Paul Russell (Associate Registrar), Simon Wilmot (Director of Residence and Student Life), Jeff Newman (Librarian), Deborah Knott (Director, WC), Brenda Registe (ADO).

Nominations: 4 NCSC Reps (including President, Orientation Co-ordinators, Commuter Rep)  
2 NCRC Reps

Co-opted:  
Jill Charnaw-Burger
Meaghan Skinner
Lily Kwiatkowski (IFP)
PRIORITY, PLANNING AND BUDGET COMMITTEE

*Ex Officio:* Yves Roberge (Principal), Zach Bist (President, NCSC), Kerri Huffman (Asst. Principal & Registrar), Ron Vander Kraats (Director of Business Services), Simon Wilmot (Director, Residence and Student Life), Jeff Newman (Librarian), Melanie Woodin (Director, Human Biology), Alissa Trotz (representative, WGSI), Alison Liddell (ADO)

*To be elected:* 4 members of Council

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<th>Nominations:</th>
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<tbody>
<tr>
<td>Hong Si</td>
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<tr>
<td>Deborah Knott</td>
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<tr>
<td>Alumni Rep (Colin Swift)</td>
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<tr>
<td>NCRC rep</td>
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KEEPING U OF T OPEN TO THE WORLD
How to facilitate work and study permits for specific categories of foreign nationals

WORK PERMIT REQUIRED, LABOUR MARKET IMPACT ASSESSMENT REQUIRED

FACULTY
Any foreign national appointed to a full-time continuing faculty position, except American or Mexican citizens

STAFF, & RESEARCH ASSOCIATES
Any foreign national appointed as a Research Associate or Senior Research Associate, except American or Mexican citizens
Any foreign national appointed to a full-time continuing staff position, except American or Mexican citizens

VICE-PROVOST, FACULTY & ACADEMIC LIFE
Contact faculty.immigration@utoronto.ca

INTEGRATED HR (iHR)
Contact hr.immigration@utoronto.ca

WORK PERMIT REQUIRED, LABOUR MARKET IMPACT ASSESSMENT EXEMPT

FACULTY, VISITING PROFESSORS, & GUEST LECTURERS
American or Mexican citizen appointed to a full-time continuing faculty position
Senior faculty appointed to a full-time continuing faculty position under the Ontario Immigrant Nominee Program
Visiting professor (term of less than 2 years) who holds a permanent faculty position at another institution
Guest lecturer of more than 5 days and less than one academic term
Direct research award recipient, including Canada Research Chairs - Faculty
Self-funded research - Faculty

STAFF AND RESEARCH ASSOCIATES
Postdoctoral fellow (CUPE 3902, Unit 5) funded by internal monies
Postdoctoral fellow (independant academic trainees) funded by external monies
American or Mexican citizen appointed as a Research Associate or Senior Research Associate
Direct research award recipient - Research Associates and Postdoctoral fellows
Self-funded research - Research Associates and Postdoctoral fellows
American or Mexican citizen appointed to a full-time continuing staff position

VICE-PROVOST, FACULTY & ACADEMIC LIFE
Contact faculty.immigration@utoronto.ca

INTEGRATED HR (iHR)
Contact hr.immigration@utoronto.ca

VISITING GRADUATE STUDENTS
Direct research award recipient - Graduate Students
Self-funded research - Graduate Students
Non-IVGS graduate student from another institution completing a placement at U of T

VISITING UNDERGRADUATE STUDENTS
Direct research award recipient - Undergraduate Students
Self-funded research - Undergraduate Students
Undergraduate student from another institution completing a placement at U of T

POSTGRADUATE MEDICAL EDUCATION TRAINEES
Medical graduates completing residency or fellowship training at U of T

SCHOOL OF GRADUATE STUDIES
Contact donna.macmillan@utoronto.ca

VICE-PROVOST, STUDENTS
Contact placements@utoronto.ca

FACULTY OF MEDICINE
Contact john.kerr@utoronto.ca

In this document, yellow bars indicate slower immigration facilitation and green bars indicate faster immigration facilitation.
VISITOR - NO WORK PERMIT REQUIRED

**FACULTY, VISITING PROFESSORS, & GUEST SPEAKERS**

- Foreign faculty serving as external examiners or academic program reviewers
- Guest speaker of less than 5 days
- External examiner on a thesis

**VISITING SCIENTISTS**

- Visiting scientists from external organizations who visit U of T labs for collaboration or training

**CONTACT**

- **VICE-PROVOST, FACULTY & ACADEMIC LIFE**
  - Contact faculty.immigration@utoronto.ca
- **INNOVATIONS & PARTNERSHIPS OFFICE**
  - Contact innovations.partnerships@utoronto.ca

STUDY PERMIT REQUIRED

**GRADUATE STUDENTS**

- Full-time international graduate students completing a U of T degree program.
- Study permits allow unlimited work on-campus or off-campus work of up to 20 hours / week

**UNDERGRADUATE STUDENTS**

- Full-time international undergraduate students completing a U of T degree program.
- Study permit allow unlimited work on-campus or off-campus work of up to 20 hours / week

**INTERNATIONAL VISITING GRADUATE STUDENTS**

- International visiting graduate students (IVGS) registered at another institution and attending U of T full-time for credit towards their home degree.
- Study permits allow unlimited work on-campus or off-campus work of up to 20 hours / week

**CONTACT**

- **CAMPUS SPECIFIC INTERNATIONAL STUDENT CENTRE**
- **SCHOOL OF GRADUATE STUDIES**
  - Contact don.macmillan@utoronto.ca

Note: the specific categories in this document may still require a visa to enter Canada. Any visas must be obtained separately | September 2015
Library Report to College Council

Submitted by Jeff Newman 2015–09–30

Library Use

Gate Count

Ivey Library Gate Count Totals, September – September

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Gate Count Total</th>
<th>% change</th>
</tr>
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<tbody>
<tr>
<td>2013–2014</td>
<td>108,914</td>
<td></td>
</tr>
<tr>
<td>2014–2015</td>
<td>111,047</td>
<td>+1.96%</td>
</tr>
</tbody>
</table>

Note: Gate count data collection began in 2013.

Circulation Trends

Ivey Library Circulation statistics 2010–2015

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Checkouts</th>
<th>Renewals</th>
<th>Course Reserve</th>
<th>Total</th>
<th>%change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010–2011</td>
<td>4598</td>
<td>4065</td>
<td>1387</td>
<td>10,050</td>
<td>0%</td>
</tr>
<tr>
<td>2011–2012</td>
<td>4096</td>
<td>4513</td>
<td>1301</td>
<td>9910</td>
<td>-1%</td>
</tr>
<tr>
<td>2012–2013</td>
<td>4136</td>
<td>4392</td>
<td>1450</td>
<td>9978</td>
<td>+1%</td>
</tr>
<tr>
<td>2013–2014</td>
<td>3921</td>
<td>4210</td>
<td>1946</td>
<td>10,077</td>
<td>+1%</td>
</tr>
<tr>
<td>2014–2015</td>
<td>3261</td>
<td>3660</td>
<td>2059</td>
<td>9,010</td>
<td>-11%[1]</td>
</tr>
</tbody>
</table>
1. 2014–2015: Strike during Winter 2015 academic semester may account for substantial decline in circulation. ↩
New College Council

Report from the Registrar’s Office – Sept. 21, 2015

Enrolments:

Number of New College (FAS) students: 5,372  (Total FAS: 28,476)

Note: Sept. 2014: 4,920 (Total FAS: 27,263)

- New Admits: 1551  (1209 in 2014) includes 215 IFP (169 IFP 2014)
- Returning: 3821  (3711)
- Year 1: 1802  (1444)
- Year 2: 1259  (1235)
- Year 3: 1083  (1018)
- Year 4: 1188  (1166)
- Unknown: 40  (57)
- Full-time: 4944  (4396)  (60%+ FCEs)
- Part-time: 428  (524)  (<60% FCEs)
- Female: 2906  (54%)  (2697)
- Male: 2465  (46%)  (2223)
- English – first language: 2508  (48%)  (2414 - 49%)
- Other Language: 2804  (52%)  (2506 - 51%)
- Canadian Citizen: 2832  (53%)  (2746 - 56%)
- Permanent Resident: 717  (13%)  (588 - 14%)
- Visa/Other: 1823  (34%)  (1474 - 30%)
  - Faculty average: Visa Students (25% overall)

09/21/15/KH
# Newly Established Awards

**Building Canadian Leaders: Glenn H. Carter Scholarship in Rotman Commerce**
- **Type:** Endowed Award
- **Annual Income:** $2,000+ (approx.)
- **Conditions:** To be awarded on the basis of merit to a full-time, domestic student with strong leadership potential at New College in the Rotman Commerce Program.

**David Clandfield Scholarship in Scholarly Activism**
- **Type:** Endowed Award
- **Annual Income:** $1,000 (approx.)
- **Conditions:** To be awarded an Equity Studies major entering 4th year based on Academic achievement and social justice activism.

**Viola Lobodowsky Scholarship in Science**
- **Type:** Endowed Award
- **Annual Income:** $2,000 (approx.)
- **Conditions:** To be awarded to one or more New College students studying science based on academic merit.

**Sally Walker Scholarship**
- **Type:** Endowed Award
- **Annual Income:** $700 (approx.)
- **Conditions:** To be awarded to a New College student entering their graduating year of an HBA basis based on academic merit.

**Streadwick Award in Caribbean Studies**
- **Type:** Endowed Award
- **Annual Income:** $1000 (approx.)
- **Conditions:** To be awarded to students in the Caribbean Studies Program. Preference to students in the major or specialist.
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* Actual % based on full capacity of 880

### 2015 Projected

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* Actual % based on full capacity of 880
PROPOSED 2016-2017 CALENDAR CHANGES

AFRICAN STUDIES

New Course

NEW459H1 – Advanced Special Topics in African Studies
*Description*: An upper level course. Topics of study vary from year to year.

Core Course Deletions

NEW359H1 – Humanitarianism Industry and Africa
NEW452H1 – Negotiating Peace in Africa

*Rationale*: Lower than expected enrolments; being deleted as part of curriculum revision with aim to increase number of Humanities offerings

BUDDHISM, PSYCHOLOGY AND MENTAL HEALTH

New Courses

NEW338H1 – Cultivating Consciousness
*Description*: Mindfulness meditation is a systematic investigation of subjective experience. Classic and modern descriptions of mindfulness and the recent scientific literature are surveyed. Students explore a number of meditative techniques such as concentration and insight meditation and are required to maintain an ongoing meditation practice during the course.

NEW337H1 – Special Topics in Buddhism, Psychology and Mental Health
*Description*: Topics vary from year to year.

NEW430H1 – Jungian Psychology and Tantric Buddhism
*Description*: Carl Jung wrote extensively on the benefits of Buddhism to personal development and transformation. This course explores the unique contribution of Jungian psychology to an understanding of Tantric Buddhism with an emphasis on the role of archetypal psychology and identification as a mediator of spiritual change.

CARIBBEAN STUDIES

New Courses

NEW220H1 – Comparative Caribbean Literature I – Canonical Readings*
*Description*: An introduction to the rich and multi-linguistic literary traditions of the Caribbean and its diaspora, focusing on canonical texts of Caribbean literature. Texts not originally written in English are read in translation
NEW221H1 – Comparative Caribbean Literature II – Contemporary Readings*
*Description: Focuses on recent literary production, written in the last decade, from the Caribbean, insular and continental, and its diaspora. Texts not originally written in English are read in translation. While NEW220H1 is an excellent companion course, NEW221H1 can be taken independently.

NEW315H1 – Caribbean Foodways Across History, Culture and Diaspora
*Description: Examines the historical roots of regional Caribbean food from the colonial period to the present day, and then moves to study Caribbean food in the global and Caribbean-Canadian diasporas, in the literary imagination, as a marker of personal, group and national identity, and as cultural expression.

NEW316H1 – Caribbean Religions
*Description: Explores the complex and dynamic practices, philosophies and political and cultural contexts of Caribbean religions. Topics may include the profound impact – in both the Caribbean and its diasporas – of Caribbean Christianities, Hinduism and Islam as well as Afro-Creole religions such as vodou, Rastafari and Santeria.

NEW317H1 – Caribbean Women Writers**
*Description: A critical feminist reading of selected works of fiction, poetry and essays by Caribbean women writers. The aim is to appraise the development of this literature, situate texts within the key social and political debates which have influenced the region’s literary output, as well as to consider the implications of the environments within which these writers function.

*NEW220H1 and NEW221H1 are replacing an existing Y course (NEW222Y1 – Comparative Caribbean Literature)
**Revival of WGS330H1

Core Course Deletion

NEW320H1 – The Historical Geography of the Caribbean

*Rationale: Lower than expected enrolments; some material covered in other courses. NEW320H1 will be replaced with a course of Caribbean foodways, which provides students an opportunity to critically examine this crucial element of material culture and everyday life linking the Caribbean region and its diaspora.

NEW222Y1 – Comparative Caribbean Literature

*Rationale: being replaced by NEW220H1 and NEW221H1

EQUITY STUDIES

New Courses

NEW340H1 – Special Topics in Equity Studies
*Description: An advanced level seminar course. Topics of study vary from year to year.
NEW443H1 – Advanced Special Topics in Equity Studies
*Description:* An advanced level seminar course. Topics of study vary from year to year.

NEW469Y1 – Major Research Project in Equity Studies
*Description:* Supervised research project undertaken in the final year of study. Students attend a seminar to present their on-going research and to discuss the research process. Final projects will be presented in a public student research symposium. Not eligible for CR/NCR option.

JNS450H1 – Sexuality and Disability*
*Description:* An interdisciplinary and intersectional approach to the study of disability and sexuality. Students will engage with historical, mainstream and critical discourses and explore complex issues and representations pertaining to disability, sexuality, sexual practices, and desire. Draws from a range of writings and cultural texts in queer, crip, and sexuality studies.

*Offered jointly with Sexual Diversity Studies

**COMMUNITY ENGAGED LEARNING**

**New Courses**

NEW497Y1 – Independent Community Engaged Research
*Description:* An integrative-learning opportunity for students to develop research skills in relation to their area of study in collaboration with, and addressing needs of, community partners in the social mission sector. Along with individual placements, students review interdisciplinary research methodology and engage in peer- and reflective-learning in a seminar. Not eligible for CR/NCR option.

NEW498H1 – Independent Community Engaged Research
*Description:* An integrative-learning opportunity for students to develop research skills in relation to their area of study in collaboration with, and addressing needs of, community partners in the social mission sector. Along with individual placements, students review interdisciplinary research methodology and engage in peer- and reflective-learning in a seminar. Not eligible for CR/NCR option.

**INTERDISCIPLINARY COURSES**

**New Courses**

NEW371H0 – International Field Course
*Description:* Provides opportunities for students to engage in an international experiential learning program related to their academic areas of study. The course involves seminars, group exercises, site visits and a final project. Some sessions will be held in Toronto prior to and following the trip. Not eligible for CR/NCR option

CCR199Y1 – We Are What We Eat: The Example of French Cuisine
*Description:* The study of French cuisine reveals a culture rich in controversy and conflicting narratives. Contested origins, course intrigues, sensual delights, revolutions, colonialism and
slavery, controversial farm practices, European regulation. We will learn various research, writing and presentation techniques to explore what is left of this reputation in an era of globalization.

PARADIGMS & ARCHETYPES

Program Closure

The Paradigms & Archetypes Program was closed to new admissions effective April 1, 2012, following extensive consultation with students and teaching staff. The retirement of two faculty members made a significant negative impact on the ability to continue to offer the full Minor Program. Students enrolled in the Program at the time of the closure were contacted and the majority of students have now completed the Minor. There are currently 6 students still enrolled, with 4-5 projected to complete the Program this year. The closure was approved by the Faculty of Arts & Science in February 2012, but remained in the Calendar for the benefit of the students still enrolled in the Program. The effective closure date was June 2015.

Course Deletions

NEW209Y1 – Stories: Constructs of Knowledge
NEW301Y1 – Analogy and Its Rituals
NEW304Y1 – Dilemmas
NEW306H1 – Rabindranath Tagore: Paradigms of Culture
NEW308H1 – Satyajit Ray: Paradigms of Vision

Rationale: Paradigms & Archetypes Program closed.
New College, University of Toronto


Report to Academic Affairs Committee, October 19, 2015.*

*This report builds on an initial submission in November 2014, integrating discussion and decisions made by the Academic Affairs meeting on April 13, 2015, and updating with developments since that time.

Introduction

The Community Engaged Learning Program (CEL; formerly Service Learning Program) at New College promotes and supports the development of the scholarship, pedagogy and practice of community engaged learning. While its activities are primarily internal to the college, the program has collaborated closely over the past several years with the Centre for Community Partnerships (CCP) and the Human Biology Program (HMB), becoming a hub for the development of this “high-impact educational practice” (Kuh, 2008) in the Faculty of Arts and Science. While the Centre for Community Partnerships serves all faculties across the three campuses at U of T, the New College CEL program might be seen as addressing a particular niche – students who are interested in pursuing career pathways that involve social purpose or public work, social innovation, commitment to equity and social justice, community service and/or organizing. The cross-appointment of the Coordinator with the FAS STEP program since January 2014 has led to further collaborations and pedagogical exchanges with units exploring internships and service learning.

The mission of the CEL – socially engaged learning with social purpose and justice-oriented community partners - are priorities for New College. This commitment is manifest in several ways:

- in the college’s programs (in particular Equity Studies) which are in so many ways oriented toward social justice, ethical responsibility and citizenly engagement;
- in the development, particularly in recent years, of specific course offerings that support community engaged scholarship and practice;
- in the numerous social justice co-curricular activities that the college sponsors;
- in the cohort of activist students who are attracted to the college and its programs;
- in the conception, curriculum, and pedagogy of New One; and
- in the fact that New College has a dedicated CEL Program and Coordinator position.

Rationale for the review

There were several reasons for initiating a review of the program in 2014:

i. An application to the Faculty of Arts and Science was due for renewed support for the coordinator’s position.

ii. Student demand for the specific kinds of experiential learning opportunities being offered in the College, and in NEW495 particularly, exceeded current capacity. Beyond the numbers, the success of the program was evidenced in verbal and written communications by program alumni indicating appreciation of the profound, integrative learning experience and reporting that their having completed the CEL course was an acknowledged factor in their successful applications to graduate school and/or their being hired in specific jobs.

iii. There was - and is - unrealized potential for further developing CEL in the college. Faculty in Caribbean Studies, African Studies and the disability stream in Equity Studies have indicated an interest in exploring options, but until recently these programs were overstretched by program review commitments or precarious appointments.
iv. There was – and is- also clear potential to build the number of community partners. In the past couple of years offers of placements for students could not be taken up by the CEL program because of the limits of the number of students in placements that could be manage effectively by a single coordinator. After several years of rehearsing CEL and developing the identity of NEW495, it was timely to consider the scaling up of the program and providing for its sustainability.

v. After several years of rehearsing CEL and developing the identity of NEW495, it was timely to consider the scaling up of the program and providing for its sustainability.

The review of the CEL was timely in a broader context as well.

vi. There has been increasing emphasis on experiential learning, service learning and internships at U of T more generally. Reflecting global trends in higher education, this focus is encapsulated in: U of T’s Strategic Mandate Agreement to increase experiential or work-integrated learning opportunities for students; President Gertler’s exhortation to “leverage location” as a U of T priority; and the Faculty of Arts and Sciences’ support for internship opportunities to realize its STEP Forward program objectives.

vii. The community (social mission or nonprofit) sector, our collaborators in community engaged learning, has been undergoing significant changes in recent years, enabled by the spread of social media and digital platforms along with a re-shaping of funding for the sector. There is a re-fashioning of the work under the umbrella term of “social innovation”, an emphasis on social entrepreneurship and collaborating for social impact, and an emphasis on youth engagement, arts, and leadership. These changes potentially generate interest amongst a broader range of students from across disciplines for the kind of CEL experience that New College offers.

viii. New College’s long tradition of community-partnering events was recently reinforced and extended by the success of the November 2014 STEP Forward-funded conference, Working for Change: Exploring Possibilities in the Non-Profit World. This event, co-organized by representatives from CEL, Equity Studies, and the Career Centre, confirmed the size and enthusiasm of the constituency of students interested in work opportunities and careers in the nonprofit sector. It also showed wide support for this kind of networking and mentoring venture amongst representatives from community partners, many of them New College and U of T alumni, who participated in the conference as panelists and resource people.

A similar event, Working for Mental Health, organized by the Coordinator of CEL, brought together service learning students from Buddhist Psychology and Human Biology courses to meet with community organizations working in the field of mental health. Providing students an opportunity to find out more about potential volunteering and work opportunities, it also demonstrated the interest in experiential learning opportunities that integrated academic knowledge with hands-on practice and the potential to grow more partnerships in this area.

In sum, this was a productive moment in which to review the CEL program - to consider how to move forward in developing the program in ways that take into account the shifting context of university-community relationships as well as the particular identity and strengths of New College.

Review Process:

An ad hoc committee, comprising the Principal, Vice-Principal, interested faculty members and a TA who had taught service learning, worked with the Coordinator of the Community Engaged Learning Program to conceive and flesh out the implication of different potential models for development. The Committee reported back to Academic Affairs in April 2015, where a productive discussion extended some of the proposed ideas put before the meeting. The review process has thus far yielded the following:
Key areas of program development over the period of review.

A. Course development

- **A successful proposal to STEP Forward for support for CEL development.**
  
  We received funding for TA hours for assistance in NEW495Y and training in CEL pedagogy. Dirk Rodricks, a don at New College with experience in service learning pedagogy and student development, is currently in this position. This teaching support has allowed for the expansion of numbers in that course.

- **A flexible “streaming” of NEW495Y participants to manage the higher enrollment.**
  
  This ad hoc and intermittent arrangement that breaks the now larger full class into smaller meeting groups, retaining opportunities for intense small-group peer-learning while allowing students to address themes held in common across similar placements. When the class meets together as a whole, students can learn about a broad range of community partner profiles and modes of work.

  The streams - or learning groups - emerge from the current placements and will differ from year to year. This year, with 24 students in the seminar, there are 3 identified sub-groups - Advocacy, Research and Communication; Arts and Social Justice; and Community Organization – that will meet separately each term and also, on other occasions, mix with other students to share experiences. (In previous years, the areas of engagement of placements produced a focus, in the seminar, on Disability and African studies).

  There is potential to (re)develop these focal points within the placements (and thus for students) through collaboration with Directors of the New College academic programs.

- **A proposal for an Independent Community Engaged Research seminar, NEW497Y and NEW498H.**
  
  This credit course offering, recently endorsed by New College Academic Affairs Committee, responds to students’ request for research experience in a community setting. It also responds to the fact that some community partners’ assign significant research projects to our placement students; this new course will in future accommodate those students who are focusing on research (as opposed to frontline, community or organizing work), and deliver more targeted curriculum and research support for these students.

  This idea for this course emerged from discussions at Academic Affairs about a stream in NEW495 that was more like a conventional “internship” to reflect and encourage placements where students would do a significant amount of research for the community partners. The STEP committee who reviewed last year’s proposal also recommended exploring the development of placements that would engage students in “research projects conducted in collaboration with or in service to community organizations”.

  NEW497/8 is distinct from independent research projects currently falling under Independent Studies. It will involve research that is undertaken in a community placement (even if potentially it might be a relatively autonomous social enterprise initiative); it will address social issues identified by the community partner; and the project will be developed in consultation and collaboration with the community and CEL supervisor. In addition, students will study interdisciplinary community-based and arts-based research methodology in a seminar that accompanies their placement, as in NEW495, with the same pedagogical approach (critical reflection, exploration of social implications of research and knowledge). The curriculum has yet to be fleshed out and its teaching has resource implications to be managed.
• **Proposal for STEP support to develop the new course and expertise.**

Currently underway is the development of another STEP proposal to fund a Research Assistant to investigate the pedagogy of community-based research as well as the methodology of social innovation and entrepreneurship, approaches which are keenly sought after by our students and many community partners. Under the supervision of the CEL coordinator, this RA may co-develop curriculum for NEW497/8. The proposal also provides for community partners’ input into designing an appropriate syllabus for the seminar that will accompany and support the “in situ” training and practice in research methodology for the students in NEW497/8. Faculty will be invited to contribute to the development of this course too, so that different disciplinary approaches are represented.

**B. Development of program profile**

• **Mandate to improve the CEL website.**

This came out of suggestions made at the AA meeting for the development of a clear “story” for New College’s CEL program that might involve featuring different community partners along with the students, students interviewing the partners, and some more social media presence. A start was made on this with the production of a YouTube video of the 2015 CEL symposium where students testify to the different kind of learning they achieved through CEL.

Further steps have staffing implications – further involvement of the Communications Office or deployment of media-savvy work-study students. There is an opportunity to post some of the excellent blogs that students are assigned to write each term as a way potentially to extend the conversations beyond the borders of the seminar.

**C. CEL collaborations with other units and programs.**

• **Collaboration with the Centre for Community Partnerships.**

This relationship, which was formally integrated into the CEL Coordinator’s position for a couple of years when it was established, has continued to be mutually supportive and productive. The Coordinator was invited to be a member of the recently instituted CCP Faculty Advisory Committee, and the CCP has a representative, this year, on the organizing team for the Working for Change Conference.

• **Collaboration with the Human Biology Program.**

The CEL program’s collaboration with Human Biology will potentially be extended through partnering in project proposals currently being developed. These provide an opportunity to develop reflective teaching and learning practice in the field of Life Sciences that is so important to many New College students.

• **Involvement in Steering Committees that are organizing students’ colloquia and conferences connecting students to work possibilities in the nonprofit and social mission sector.**

As mentioned above, the CEL coordinator has been involved in organizing the Working for Change which has received STEP funding for another two years. The 2014 conference event attracted high levels of participation amongst students from NEW495 and it is anticipated that this will be the case again this year, for the conference complements their seminar experience. The WFC conference has also provided ways of involving current community partners and making new connections.

With support from TAs and student course unions, the Coordinator was also centrally involved in organizing the Working for Mental Health Forum, funded for two years by STEP. There is significant potential for developing partnerships in the mental wellness field that might address the interests of BPMH.
• **Sharing pedagogy.**

With the promise of extending experiential learning opportunities at the university, it makes senses to disseminate the pedagogy being developed in CEL. It was suggested at the last Academic Affairs committee meeting that templates for engaged and experiential learning activities and assignments be made available to college faculty. A new assignment in New One, “Learning Beyond the Classroom”, is one example of the contribution of CEL pedagogy.

**D. Partnership development**

• **Current community partners.**

Please refer to Appendix B for discussion of community partners at the outset of the review.

This year we have several new partners: SKETCH community arts, Arts for Children and Youth (recently renamed VIBE), Hart Hart Change Room Project, Workers’ Action Centre, Bloor Street Culture Corridor. Some previous placements are not filled this year. Some partners took on more students than previously.

• **Student Placement Agreements (SPA).**

An unanticipated development in the past year was the requirement from the University that formal placement agreements be negotiated with community partners. There has been much confusion over the reach of this requirement and a slow issuing of requisite templates. A template agreement is now in place that is appropriate for our use in CEL that covers 3 years and is signed by the Principal of the college. The managing of these SPAs has added considerably to the work of the CEL coordinator and to a lesser extent, our community partners. The agreements do however protect all parties and clarify safety and liability issues; they also help to formalize and consolidate our partnerships.

**E. Program Coordination**

The percentage of FTE position assigned to the CEL coordinator role has been increased from 35% at the beginning of 2014, to 45% in October 2014, to 50% from July 2015. This acknowledges and makes possible the expansion of the program. The addition of a TA in NEW495Y has made possible the expansion of student numbers in that labour-intensive course.

Large events such as the students’ conferences involve significant time on the part of the faculty involved. It is hoped that the College will be able to provide support for event organizing in the future.

**Conclusion**

As suggested at the beginning of this report, this has been a propitious context in which to review the CEL Program and consider how New College might strengthen its specific and unique contribution to community engaged learning, to further build synergy with its academic and co-curricular programming, to develop community partnerships in ways that attend to the principles of reciprocity and collaboration, and to renew, refine and articulate its specific pedagogical approach. Briefly stated, New College’s CEL emphasizes the integration of academic knowledge with experiential learning and knowledge produced in community settings as well as the critical exploration of the social justice implications, contributions and limitations of academic and community knowledge. It promotes the development of reflective practice as a life-long learning strategy and provides opportunities for the questioning of assumptions, identification of values of beliefs, and space for the exploration of work-life pathways. Through its signature offering, NEW495, and now its new community-based research course, NEW497, the CEL program provides for students an independent and interdisciplinary capstone learning experience.

**Note:** The three appendices below were produced for the initiation of the program’s review.
Appendix A. The Coordinator’s Role.

The responsibilities of the CEL Coordinator have included the following:

- working with faculty members in the college to introduce and help integrate community engaged learning components in college courses (NEW232-Buddhism and Mental Health, NEW342-Food Security, as ongoing service learning courses; and last year, NEW280-Intermediate Swahili).
- generating interest amongst students in community engaged learning opportunities (for example, by organizing panels of senior students engaged in service learning to talk to students in the New One program);
- providing instruction in reflective learning for students and TAs in service learning courses;
- teaching NEW495Y, the Independent Community Engaged Learning capstone seminar (see more below);
- maintaining existing - and cultivating new partnerships with community organizations and campus-based initiatives who host student interns (see more below);
- in collaboration with HMB and the CCP, organizing an annual end-of-year Students’ Service Learning Symposium, to showcase students’ academic, personal-professional, and social sector learning. (Participation in this event is optional for students in all courses other than NEW495 where presentations are mandatory and assessed toward students’ final grades. It attracts student presenters from across the Faculty. This symposium is also an opportunity to advertise the program and recruit applicants for placements in the following year).
- participating in the orientation sessions and reflective practice instruction of students in the Namibia and Belize programs in which New College is a key partner.

In addition to these college-based activities, the CEL coordinator has been a key figure in developing the pedagogy of community engaged learning in the Faculty of Arts and Science and the wider campus, by:

- participating in and collaborating with the CCP in faculty development events, including the annual Institute for Service Learning Faculty;
- being centrally involved in designing and delivering training for teaching assistants in service learning courses. (This training program was initiated as a two-year CRIF-funded project in 2011, co-sponsored by SMC, HMB and New; most recently, in Fall 2014, it took place as a STEP-Forward initiative, submitted by HMB and New and expanded to include TAs from Pharmacology and SMC in addition to the New College and HMB TAs).
- consulting with and mentoring colleagues on developing reflective assignments for new CEL courses in response to individual faculty members’ direct requests or referred by CCP or FAS;
- in her capacity as part of the STEP-Forward team, consulting with coordinators of international programs (Summer Abroad, ICM, CIE) to support the development of reflection in experiential learning and in this way extend the impact of the scholarship and experience developed in the New College CEL;
- attending meetings of the Ontario Network for Community Service Learning;
- contributing a small workshop to our Belize partner’s International Institute on Service Learning in San Ignacio, 2013, and participating in the annual institute of the Centre for Engaged Democracy in Massachusetts for three years (2010-12).
Appendix B: The Development of Community-based Opportunities and Partnerships.

* See new partnerships listed on page 5.

Partner organizations that host NEW495Y students include community centres, popular theatre groups, advocacy and activist groups, social services, and campus-based community outreach and social justice initiatives. The number of specific placement opportunities has risen steadily over the years since the inception of the program in 2009. The substantial commitment of student participation—100-150 hours spread over 7 months—is attractive to partners who are consequently able to assign students tasks that carry more responsibility and challenge, enabling more substantive learning and professional development in the job. Students often continue to volunteer with their placement into the summer months, and in a few instances have secured ongoing paid positions with their organizations or go back, on a volunteer basis, to train the next year’s interns.

The majority of the hosting community partners have been working with the College for a few years, allowing relationships to consolidate and become more reciprocal. Most of these initial placements were referred to CEL by Program directors. For example, Equity Studies coordinated relationships with Big Brother-Big Sisters, Empower, the Griffin Centre, and Gendering Adolescent Aids Project, its Disability Studies stream connected with CommonGround Co-op’s Coffee Shed, Keys to the Studio, and Project Re:Vision. African Studies did the same for Journalists for Human Rights and AfricaFiles, and Caribbean Studies for Collective of Black Artists. Several of our current partnerships were initiated by New College program alumni who identified appropriate learning opportunities in their current places of work (for example, BluMatter, the Warden Woods Community Centre, and the FCJ Refugee Centre). And Student Life and other colleagues on campus have offered placements in their various units (for example, English Testing Canada, Bystander Intervention against Personal Violence (formerly Green Dot) at Health and Wellness, and Hart House’s Community Kitchen, Conscious Activism Film Series, and Pan-American Social Justice Project). In the past couple of years the CEL Coordinator has received unsolicited requests from previously unknown community organizations interested in providing placements for students, suggesting that word-of-mouth advertising of the program by former students is taking place.

The relationships with our community partners have been further cultivated through activities organized for students in New One. For example, the New One students each year visit the Regent Park School of Music where a NEW495Y student has been placed in the past two years. Jumblies Theatre, which is also hosting a NEW495 student for the second year, is scheduled to do a workshop on Narrative Knowledge with the New One students in January 2015, repeating this event from 2014. There is a NEW495 student at BluMatter, where HMB students collaborate on a project, and where NEW232 (Buddhism and Mental Health) students have been offered placements. Foodshare, an organization that hosts students from NEW342 (Food Security), and the Coffee Shed that hosts Disability Studies students, are contracted to cater New One events. New College buys a table at the annual Black History Month brunch, hosted by the Ontario Black History Society where students have been placed since 2009.

This model of organic development of partnerships is one that is favoured by the CEL program in providing more continuity – both over time and with former students - and allowing for more reciprocity in community-university relationships. There are many potential opportunities for suitable student placements that currently remain unfilled or unexplored because of the currently limited capacity on our side to provide the requisite and critically important academic support for the placements.
Appendix C: Community Engaged Learning Opportunities.

* See information about new community engaged course offering, NEW497, on page 2.

NEW495Y the Independent Community Engaged Learning seminar

Students spend an average of 6-8 hours per week in placements that range in type from volunteering in frontline social services for disadvantaged populations to more conventional internships that include significant research components and writing in non-academic genres. Students going into their 3rd or 4th years compete for these positions which are advertised in late summer. Suitable applicants are interviewed by the host organization and CEL coordinator working together.

While initially most students in the course came from New College programs, notably Equity and African Studies, the seminar now attracts students from a wide range of disciplines and programs across the Faculty, creating an intimate, interdisciplinary learning environment. Unlike conventional service learning courses that have a shared course content clearly related to the placement experience, students in NEW495 are themselves required to connect to and integrate their prior learning and academic knowledge bases with their placement experience. They may even choose to apply for placements that are outside their main field of study. This flexibility in the disciplinary content and learning objectives of the seminar, while challenging to facilitate and teach, is a unique feature and strength of the program. It allows students not only to see the disciplinary influences on questions of relevance and knowledge production, but also to explore new zones of application of their university learning and diversify their resumes.

Students identify their own academic and personal-professional learning goals at the outset of the course. There are also two common curricular objectives pursued by all seminar participants together: a review of key issues in community engagement and social justice practice (via readings and class discussions of issues emerging from the placements) and the development of skills in critical reflective practice as a life-long learning strategy. Students’ learning is prompted, supported and assessed through formative feedback on individually completed reflection assignments (journals, reflection papers, blogs) and collective reflection (classroom discussion and learning group presentations). This customized form of teaching and learning requires ongoing research for appropriate academic resources to support students’ learning and a certain creativity and flexibility in pedagogical approach. The bi-monthly seminar meetings in NEW495 have become increasingly important as occasions for peer learning and collective reflection, where students’ prior knowledge and experience is intentionally invoked to enrich discussion, examine and challenge assumptions.

The number of applicants for NEW495 positions and for service learning in other New College programs (e.g. NEW232 and NEW342) has been rising each year as more students become aware of these credit-bearing opportunities and as student demand for experiential learning opportunities in the social justice, social innovation, and non-profit fields continues to rise, more generally. In the 2014-15 academic year, there were approximately 75 applications for what were initially 15 positions offered in NEW495 and a similar number in 2015; the class limit was raised to 19 placements to accommodate as many students as possible in 2015 and to 24 students in 2015-16. Many highly qualified applicants have to be turned away. Requests for information about and entry into the program are received throughout the year.