2021 (April)
SENIOR COLLEGE
at the University of Toronto

Self-Study
II—Appendices of Background Materials

(excerpted from submission to Provostial Review, April 2021)
Appendix 3d
Monthly Book Club Selections

2019

Yuval Noah Harari, *Sapiens: A Brief History of Humankind*
Bill McKibben, *Falter: Has the Human Game Begun to Play Itself Out?*
Miriam Toews, *A Complicated Kindness*

2020

Thomas Piketty, *Capital in the Twenty-First Century*
John Suchet, *Beethoven: The Man Revealed*
Peter Russell, *Canada’s Odyssey: A Country Based on Incomplete Conquests*
Richard Harris, *Rigor Mortis: How Sloppy Science Creates Worthless Cures, Crushes Hope, and Wastes Billions*
Esi Edugyan, *Washington Black*
Margaret Atwood, *The Testaments*
Marcia Bjornerud, *Timefulness*
Kyle Harper, *The Fate of Rome*
Lawrence Hill, *The Book of Negroes*
Erik Larson, *The Splendid and the Vile*
S. Levitsky and D. Ziblatt, *How Democracies Die*
David Reich, *Who We Are and How We Got Here: Ancient DNA and the New Science of the Human Past*

2021

Olga Tokarczuk, *Drive Your Plow over the Bones of the Dead*
Annette Gordon-Reed and Peter Onuf, *Most Blessed of Patriarchs: Thomas Jefferson and the Empire of the Imagination*
Elyn Saks, *The Centre Cannot Hold: My Journey through Madness*
Thomas King, *Green Grass, Running Water*
Edward Glaeser, *The Triumph of the City*
Bernardine Evaristo, *Girl, Woman, Other*
Northrop Frye, *The Educated Imagination*
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<th>Research project</th>
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<td>Norwich</td>
<td>Kenneth</td>
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Appendix 3k
University in the Community

History and mission:
The initial 1918 partnership was between the University of Toronto (U of T) and the Workers Educational Association of Canada (WEA). UitC itself was established by the WEA in 2003 and continues that early association, building upon an initial gesture of reciprocal respect between the University and adult learners living in the many diverse neighbourhoods that surround U of T's three campuses.

The WEA administers and co-ordinates courses, student services, and fundraising. Innis College provides classroom space and technical support to courses, while Senior College assists in program development, the recruitment (and volunteering) of instructors, and details of course operations, as well as fundraising to support both transportation costs for students otherwise not able to participate and also occasional other initiatives.

In addition to the assistance provided by Senior College, since June 2011 the support of successive Principals of Innis College has allowed UitC to hold its classes at the College. UitC is grateful for the expert technical support at Innis College and the invaluable provision of classroom space on the campus. Its location on the subway line greatly reduces students’ travel time, since many live in the city’s outer boroughs. More importantly, inviting the community to the campus brings people together, not just those from within the University but also those for whom the University has been removed from their day-to-day lives. UitC strives to create a democratic meeting space where, for example, students can enrich their lives by academic knowledge, meet city officials to discuss policy with those who elected them, and decision-makers can meet those whose lives will be changed by their decisions. At UitC, all are welcome to participate in open, informed conversations about the city and the world.

Enrolment from 2016 to 2019 was limited by the size of our Innis College classroom. A waiting list was kept, but we were unable to accommodate many who were eager to join the program. Enrolment averages had increased from the first thirteen years by 50%, while new student intake averages increased by almost 200%. During that period, enrolment reached 34, with seven new students per term.
Because of COVID, the 2020-21 course took place using ZOOM. Enrolment in the 2020-21 virtual course was approximately 20-24 students who had access to the internet and attended classes regularly during the Fall and Winter terms.

From UtC’s beginning in 2003 to its most recent classroom enrolment in 2019, more than 320 students have taken 73 courses, for which WEA has records for 69 courses. With estimates for the missing courses, enrolment would increase by an average of four new students per course for a total of 336 students.

Recent programming:

2018-19: Human Rights and the City

The Fall term focused specifically on human rights policies in the city of Toronto. The Winter term broadened its scope to consider urban human rights practice in a global context. Classes were held weekly on Wednesday evenings at Innis College, in “smart” Room 312, 6:30–8:30 pm, from September 26 to November 28 and from January 30 to April 3.

Speakers and Topics 2018-19


Louis March, founder and director of the Zero Gun Violence Movement. “The right to safety.”


Shawn Micallef, author, journalist, co-founder of “Spacing Magazine,” U of T instructor, and city advocate. “Who has the right to thrive in Toronto?”

Screening and discussion of “Citizen Jane,” a film about urban activist Jane Jacobs.

Alexandra Flynn, professor, U of T’s City Studies Program. “After Bill 5/31: context of and potential for community councils.”

Bianca Wylie, founder, Tech Reset Canada; senior fellow, Centre for International Governance Innovation; lead, public sector technology policy at
Dgen. “Toronto’s Quayside/Alphabet project: What happens when a tech company owns a neighbourhood?” (on the right to privacy).

Shelagh McCartney, professor, School of Urban and Regional Planning, Ryerson University. Director, Together Lab; founder, Plus City Lab. “First Nations housing in Ontario: A model of community involvement” (on the right to affordable housing).

Student panel: Allan Row on housing; Consuelo Rubio on migrant workers in southwest Ontario; Sharon McPherson on accessibility; Hee Sun Koh on personal creative writing; Luis de Estores on making public transit work; Severino Centritto on the history of the Hispanic community in Toronto.


Hui (Jane) Wang, documentary filmmaker. Screening of Ms. Wang’s film “Last Harvest” (2015) on forced relocation and China’s South to North Water Diversion Project (on the right to stay in place).

Cynthia Wilkey, human rights lawyer, co-chair, West Donlands Committee. “Citizen-led initiatives for a city that belongs to everyone.”

Kristyn Wong-Tam, Toronto city councillor. “The right to safe and affordable housing: Steps forward.”

Kofi Hope, senior policy adviser, Wellesley Institute, Bousfield Sistinguished Cisitor, School of Urban Planning, U of T. “Global city for whom?” (on urban growth and inequality).

Shauna Brail, professor, Urban Studies and the School of Cities, U of T. “The Right to the City movement in context.” Also: “A review of the priorities of U of T’s School of Cities.”

Student presentations: Osman Ozsoy on Istanbul, a city at a crossroads; Athlin Kerr on recent changes to Ontario’s social safety net.

Extra-curricular Activities

January 24, Innis College: Screening of Dr. Anne Innis Dagg’s film, “The Woman Who Loves Giraffes.” Joanne Mackay-Bennett moderated a panel following the screening. (Dr. Innis Dagg had been a guest speaker at UitC in November, 2017.)
March 14, Great Hall, Hart House: Sarah Jama, 2019 Hancock Lecturer.
“Moving towards a disability justice revolution.”

April 10, Bloor Street United Church: End-of-term supper and party.

April 11, Senior College Symposium, Faculty Club, U of T. “Feeling and
thinking: how do they interact?” Eight students attended the all-day
symposium as guests. This was the third year that students participated in
the annual event.

May 10, Class excursion to High Park for sakura and lunch.

2019-20: The Public Good: Who Is the Public and What Is the Good?

The Fall 2019 program attempted to address these questions by encouraging
the active participation of students in dialogue with a number of academics
and advocates who presented their points of view. Excursions relevant to the
term topic were included. Classes were held weekly in room 312 at Innis
College 6:30–8:30 pm, from October 2 to November 27 and from January 29
to March 11. The last three classes were cancelled as a result of public health
restrictions which came into effect for U of T on March 13.

Students began the term by asking: Is the public good, a hallmark of liberal
democracies, under threat from private interests? If it is, what can we do to
rescue it? UitC decided to focus first on how other cultures imagined the idea
of the public good, long before it was ever called by that name.

Speakers and Topics: 2019-20

Naulaq LeDrew, Inuit Elder and Knowledge Keeper, Toronto Inuit
Association. “Common good as practice in traditional Inuit culture.”

Cynthia Wesley-Esquimaux, Indigenous Chair on Truth and Reconciliation,
Lakehead University. “First Nations lessons: seeking long-term solutions in a
short-term political world.”

Jayce Chiblow, Indigenous Environmental Justice Program, York University.
“Indigenous climate action as public good.”

U of T’s School of Cities panel at North York Public Library. “Where we
gather: public space vs. private space.”

Ken Greenberg, urban planner, architect, author. “Imagining a human-
centred approach to technology in the city.”
Samira Kanji, U of T student. “Public good and Islamic culture: social justice.”


Dara McLeod, executive director, War Child Canada. “In the field: on-the-ground support.”

International Festival of Authors, Harbourfront Centre. Authors Rosalind Hampton, “Black resistance and an elite university,” and Eternity Maris, “they said it was going to be fun.” “Black Lives Matter on Campus.”

Muneeb Nasir, Executive Director, Cordoba Centre for Civic Engagement and Leadership. “Beyond labels: common good as a multicultural and multi-faith project.”

Bryan Nelson, professor, Political Science, Humber Institute of Technology and Advanced Learning. “The idea of the common good in Western liberal democracies.”

Rebecca Kingston, professor, Political Science, U of T. “Jean Jacques Rousseau’s ‘general will’ and ‘particular will’.”

Student panel on the future of the public good.

Ronald Beiner, professor, Political Science, U of T. “An argument for secularism as a common good.”

Classes on March 18 and 25, and April 1 cancelled due to public health restrictions.

Extra-curricular activities:

U of T Art Museum. Guided tour of “Qaggiq: Gathering Place.”

Beverley McLachlin, former chief justice, Supreme Court of Canada. “Accessing Justice.” Eglinton-St. George’s Church.


Bloor Street United Church: End-of-term party.
Hancock Lecture, Hart House, U of T. “How we create social change.” (Postponed--COVID-19)

Film screening. Town Hall, Innis College, U of T. (Cancelled COVID-19)

Symposium on Law and Disorder, Osgoode Hall Law School, York University. (Cancelled)

Senior College Symposium, U of T. “Ethical Challenges of the 21st Century.” (Postponed until November 30 on ZOOM: open to the public)

Summer 2020: April 29 – September 16

Joanne Mackay-Bennett met informally with UitC students on ZOOM every two weeks. This allowed students to become familiar with ZOOM, to connect informally with each other and, in so doing, to help allay the physical, social, emotional challenges of life during the lockdown.

2020-21: Lessons Learned in a Lockdown

Speakers and Topics: 2020-21

Fall 2020: September 30 – December 3

Wednesdays: *4:00 – 6:00 pm on Zoom. *Change of time


Channon Oyeniran, doctoral candidate, Queen’s University. “The history of Black protest in Canada.”

Channon Oyenrian, doctoral candidate, Queen’s University, and Ngozi Paul, actor, writer, executive producer, “Da Kink in My Hair.” “Black artists respond to Black Lives Matter.”

Peter Russell, Political Science, U of T. “The US election results/non-results.”


Dr. John David Stewart, “SARS CoV-2: epidemiology, virology, and prevention.”

Ben Earle, general manager, UBI Works. “Is it time to talk about Universal Basic Income?”

Lisa Pfau, principal, CEO, and Senior Coach, Pfau Academic Writing. Writing workshop: “Reflective writing.”

Peter MacLeod, founder and principal, MASS LBP. “Tools for strengthening democracy: citizen assemblies.”

Evelyn Forget, professor, Department of Community Health Sciences, University of Manitoba. “Canada’s forgotten Universal Basic Income experiment in Dauphin, Manitoba 1974-1979: 40+ years later.”

Seong-gee Um, researcher, Wellesley Institute. Update on Seong-gee’s report: “Strategies to support ethno-cultural and linguistic diversity for seniors.”

Teajai Travis. Writing workshop: “Writing your story.”

Katy Fulfer, Philosophy, University of Waterloo. “People are reading Hannah Arendt again: why?”


To be confirmed by March 19: a four-week philosophy course taught in the spring by Daniel Munro and Zachary Weinstein, graduate students, Department of Philosophy, U of T. The topic chosen by UitC students from a suggested shortlist is “The Ethics of Emotion.” This course marks the first time UitC has offered a Spring session.

Winter term writing project: Students are working on compiling a written or video document (short essay or interview) about themselves or a fellow student. Writing due at the end of the Winter term. Students’ writing will appear in print and/or be posted on the new website for UitC (online by Summer 2021): www.universityinthecommunity.ca
Senior College, University of Toronto
Presents the Art Show:
Helen Lenskyj’s Memories of Australia

Date & Time of the Art Show Opening with a Short Presentation by the Artist & Light Refreshments: Wednesday, October 24, 2018, 2:00-3:30pm
Link to register: [http://seniorcollege.utoronto.ca/event/artshowhlenskyj/](http://seniorcollege.utoronto.ca/event/artshowhlenskyj/)
The event is Free. All are welcome, but we do require registration.

Location 256 McCaul Street, Room 412.

The art show continues until December 7, 2018 Monday to Friday, 10:00am-11:30am and 1:30-3:00pm. It is recommended that you make an appointment by calling (416) 978-7553.

About the Artist

Helen Jefferson Lenskyj was born in Sydney, Australia and moved to Toronto in 1966. She completed her BA, MA, and Ph.D. at the University of Toronto between 1972 and 1983. Her teaching career at the Ontario Institute for Studies in Education began in 1986; she began a tenure track appointment in 1990 and became a full professor in 1996. In 2006, when she began to plan for her 2007 retirement, she resumed her interest in painting and took classes in water colour and acrylic, as well as doing a number of paintings during her annual holidays in Australia. The current collection represents paintings of Australia, mostly based on photographs that she completed in the last four years at Avenue Road Arts School, with instructor Pete Smith.
Senior College, University of Toronto
Presents the WW1 Exhibit.
Curator: John Kennedy

John Kennedy will be presenting and conducting a short discussion of the exhibit on Wednesday, January 16, 2019 at 11:30am-12:30pm in the Senior College Committee Room at 256 McCaul Street, room 412.

To attend the discussion please register at http://seniorcollege.utoronto.ca/event/ww1-exhibit-senior-college-discussion-is-on-january-16-2019-1130am-1230pm-by-the-curator-john-m-kennedy/.

Location 256 McCaul Street, Room 412.

The exhibit is already mounted, so it can be viewed prior to the discussion date. The exhibit continues until January 23, 2019, Monday to Friday, 10:00am-11:30am and 1:30-3:00pm. It is recommended that you make an appointment by calling (416) 978-7553.

About the Exhibit

Ephemera from Mlle. Jeanne Compondou
Montreux and Toronto
Teacher, Branksome Hall

The ephemera were collected by Mlle. Compondou and stored in a metal shipping trunk that accompanied her on her voyage from Le Havre to New York, and on to Toronto. Some of the material is arranged in sets, some is grouped in the trunk.

1. Picture Postcard Sets
2. Individual Picture Postcards
3. Picture Postcard Albums
4. Letter
5. Leaflets and Pages
6. Journals

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Senior College, University of Toronto
Presents the Art Show
Professor Karan Singh’s Labyrinths

Date & Time of the Art Show Opening with a Short Presentation by the Artist & Light Refreshments: Monday, April 29, 2019, 2:00-3:30pm.

Link to register: https://seniorcollege.utoronto.ca/event/karan-singhs-labyrinths/
The event is Free. All are welcome, but we do require registration.

Location 256 McCaul Street, Room 412.

The art show continues until May 17, 2019, Monday to Friday, 10:00am-11:30am and 1:30-3:00pm.

About the Show

Labyrinths cradle millennia of legend and lore in their twisted articulations and often considered mankind’s first creation born purely of human imagination.

The organic labyrinths of this exhibition are created with curves evolving under these forces of nature, guided by a mix of images, music and words but above all, an artistic hand.

To see the catalogue: https://seniorcollege.utoronto.ca/catalogue-karan-singhs-labyrinths/
Senior College, University of Toronto
Presents the Art Show
Lidia Brandes' Landscapes

Date & Time of the Art Show Opening with a Short Presentation by the Artist & Light Refreshments: Thursday, November 7, 2019, 2:00-3:30pm.

The event is Free. All are welcome, but we do require registration.

Link to register: https://seniorcollege.utoronto.ca/event/art-show-lidia-brandes

Location: 256 McCaul Street, Room 412.

The art show continues until December 11, 2019. Monday to Friday, 10:00am-11:30am and 1:30-3:00pm.

Sponsored by Senior College

About the Artist & the Show

I was introduced to photography early in my life by my father. Familiar with the camera from my early childhood, I continue to record family events, anniversaries and vacations. In my retirement, photography become more of a serious hobby and is very complementary to my love of travel. I enjoy nature, mountains, coastal lines and dramatic landscapes. Photography allows me to capture this special moment of beauty I experience during my journeys, and also enables me to share my experiences with friends who did not come on this adventures with me.

The landscape images shared in this small collection of photos are chosen from my photography workshops trips I attended in last 5 years.

Lidia Brandes born in Warsaw, Poland. Emigrated to Canada in 1970.

Completed HBsc. in physics at Waterloo University in 1974.

She is an External Fellow at Senior College.

(see the registration page for more information).

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Senior College, University of Toronto
Presents the Art Show
Dr. Andrew Baines‘ “Life Journey”

Location: 256 McCaul Street, Room 412.

Monday to Friday, 10:00am-11:30am and 1:30-3:00pm.

About the Artist & the Show

Andrew Baines was born in Toronto and received his MD (1959) and PhD at the University of Toronto. Post docs occurred in North Carolina and Paris. Subsequently he was principal of New College, chair of the department of clinical biochemistry, Biochemist in Chief at UHN and finally Vice Dean in the Faculty of Medicine, all the while involved in teaching and research. Since retirement in 2001, he has until recently been James and Anne Nethercote Professor for the Augusta Stowe Gullen Vic One stream at Victoria College.

He began painting in oil when he was 12. Later he turned to watercolour and most of his paintings have been done while travelling. The preponderance of scenes from Iran reflect his six-week sojourn there with the Bakhtiar family in the early 60s.
Art Show Opening with a Short Presentation by the Artist, Helen Lenskyj

Thursday, September 17, 2020, 2:00-4:00pm

The event is Free. All are welcome, but we do require registration by Monday, September 14, 2020.

Please register at: https://forms.office.com/Pages/ResponsePage.aspx?id=JsKqeAMvTUuQN7RtVsVSERO-DHaj3xRAulk2q6EEM7NUME44Mk4wU0IREFJWRJWSVRLKbGOUhEMi4u

The catalogue can be found at https://seniorcollege.utoronto.ca/12520-2/
Strategic Plan for Senior College Centre

November 2018

Introduction

This is a plan for 2018 through to 2023 for the Senior College Centre, the branch of Senior College that provides services and organizes activities for all College members. The mandate of the Strategic Plan Committee appointed by the Centre’s Board of Management extends only to the services and activities of the Centre. Members of the Committee are Derek Allen, Harold Atwood, Patricia Bellamy, Peter Russell (Chair) and Kent Weaver.

In establishing the Strategic Plan Committee, the Board of Management is carrying out its responsibility under the College’s constitution to “Develop the strategic direction and plan for the Centre...” The Board considered it important to do this strategic planning following the merging of the Academic Retiree Centre (now the Senior College Centre) with Senior College, and the decision to make membership in Senior College automatic for all University of Toronto retired faculty and librarians. Since only a small fraction of retirees opt to pay the fee required to become a Fellow of the College and participate actively in the College’s academic program, it is the non-academic services and activities provided by the Centre that will likely be of most interest to the many Members of Senior College who are not Fellows.

The purposes of the Centre are basically threefold: (i) to provide services of interest to academic retirees at the University of Toronto, (ii) to strengthen and maintain connections between the Centre and the University’s academic retiree community, and (iii) to make the College’s scholarly resources available to groups in the community outside the University.

The Plan

Aims and Resources

1) Senior College Centre should continue and improve its existing services and activities, and to the extent that resources permit, introduce some new services and activities. A priority over the next few years should be making all retired faculty and librarians aware of the Centre and increasing their participation in its activities.
2) The plan outlined below can be carried out with the College’s existing salaried staff (i.e. one full-time administrator) and an increase in volunteer support. A principal source of volunteer support will be committees of the Board of Management. Up to now the Board of Management has confined its role to giving policy direction to the Centre. A policy of the Centre, going forward, is that committees established by the Board will be given responsibility for carrying out some of the Centre’s activities. These committees may include members of Senior College who are not members of the Board.

3) The consultation phase in developing this plan indicated how important it is for the Board of Management to keep in touch with the retiree community it is designed to serve. One of the University’s leading science scholars said that until the consultation he had never heard of the Senior College Centre and urged a strengthening of the Centre’s links with the University. One concrete suggestion was that the Centre assist the Dean of Graduate Studies by reviving RALUT’s practice of maintaining a roster of retirees who maintain an active full membership in the School of Graduate Studies, and who are willing to chair PhD orals. Another suggestion was that the Centre provide information about possible tax benefits for retirees in donating books and papers to the University. The Board of Management should consider these suggestions and keep itself open to other suggestions about making the Centre relevant and useful for retired faculty and librarians on all three campuses.

II Maintaining and Enhancing Existing Services and Activities

A. The Centre’s Premises

1) The Centre’s physical space will remain, for the time being, suite 412 at 256 McCaul Street. It will continue to be open and accessible to members of the College, 9am to 4pm, five days a week. During those hours the College’s Administrator and/or volunteers will be at the Centre to answer phone calls and welcome visitors.

2) The policy for use of the committee room is that it is used only by College and Board committees, unless a group with some relation to College interests applies to use it. Such applications will be submitted to the Chair and Co-chair of the Board of Management.

3) The main users of the Centre’s lounge space are the officers of the College and College members attending committee meetings, academic program events, or involved in organizing College business. The Executive Room (former RALUT office) will continue to provide a place for College officers to work.

4) The original plan for the Centre was that it would be a place where retirees would drop in and socialize. That is a prime function served by university retiree centres at other academic institutions. The location at 256 McCaul has meant that the Centre does not serve as a drop-in
centre. In the consultation phase of developing this plan, one retiree made it clear that a location south of College is just not on her campus. Many, many other retirees have voted with their feet not to visit the Centre. The Board of Management should remain on the lookout for a different on-campus location on the St. George campus for the Centre, which would remain contingent on approvals from the University, based on competing demands for space on the St. George campus.

5) To increase the attractiveness of the Centre as a place for academic retirees to drop in, a more sustained effort will be made to have publications written by College members in retirement on shelves in the lounge, and to have information about the College and seniors’ services available in the lounge. The Board of Management will establish a House Committee to assist the Administrator in getting members to donate books and copies of other publications, in collecting informative publications on such subjects as senior housing and health issues, and advising the Board on the needs and best use of the Centre’s premises.

6) The Centre’s lounge and committee meeting room will continue to be used to exhibit retiree art, including painting, photography and ceramics. The Centre’s policy is to include art by retiree family members. A reception is usually held when a new show opens. The Centre’s policy is not to have exhibited art sold at the Centre but to have information available about how works can be purchased. The Board will appoint an Art Committee to reach out to retiree artists and assist the Administrator in mounting shows and organizing receptions.

B. Speakers Bureau

1) The Speakers Bureau has been and should continue to be the Centre’s main outreach program. However, responsibility for maintaining and growing the Speakers Bureau should be shared with the College’s Communications consortium. The policy of making the learning and speaking ability of many of the University of Toronto’s senior scholars available, without charge, to groups in the community should continue.

2) Data collected by the Centre’s Administrator for the last four years show variable use of this service which the Centre offers the community. The number of requests for speakers has varied annually from 16 to 61. The most recent records show a low point in requests. This likely reflects the fact that it is five years since the Centre’s Administrator has had time to reach out to groups in the community who might be interested in having a speaker. Also the College has not endeavoured to recruit Fellows to be Bureau speakers, nor sought new speakers from the retiree community.

3) The Speakers Bureau should be strengthened and more closely connected to the College’s academic program. This is not only because the Fellows of the College are a good source of speakers, but some of the people whom the Fellows invite to give talks at Senior College events
might be valuable additions to the Centre’s Speakers Bureau. It should be a policy of the Centre to recruit speakers for the Bureau from these “outside” speakers at Senior College events.

4) The Centre Administrator and volunteers she has trained will continue to answer email and telephone requests for speakers, and put speakers in touch with the group that wants to invite them to speak. However, the tasks of reaching out to new potential user groups and recruiting new members of the Bureau should be carried out by College members who volunteer for this work. In effect, these volunteers will become additional members of the College’s Communications Consortium. These volunteers with the support of the Administrator should report to the Board at least once a year on the use of the Bureau and any feedback received from its users.

C. Health Education

1) The Centre has organized and hosted a few events offering practical training and advice on health issues relevant to seniors. Twice, a registered CPR/defibrillator instructor was engaged to give a morning class. A leading gerontologist from the Faculty of Medicine gave a talk at the Centre to new retirees on senior health issues. These events were well attended and appreciated by Senior College. No events of this kind have been offered by the Centre since all academic retirees automatically became College members.

2) The Centre’s health education activities should continue and be increased. CPR and defibrillator instruction needs to be renewed at least every two years. There are many other health issues on which the Centre could enlist health professionals to give valuable advice and instruction. The Board should establish a Seniors Health Committee to assist it in making health education a significant part of the Senior College Centre’s program.

D. The Centre as a Source of Advice on Retirement and Retiree Perspectives at U of T

From time to time, the Centre’s Board of Management has been asked for advice or has proactively offered advice to the University on policies relating to retirement and retirees. The University’s retirees, unlike its alumnae, faculty, staff and students, are not treated as an estate of the university and have no representation on the Governing Council of the University. The Board of Management of Senior College is well positioned to be a vehicle for communicating retiree perspectives and interests to the University. Even though the Centre’s mandate does not include retired staff, its Board’s advice might help the University in considering how its ever-growing retiree community, including its retired staff, can be a valuable human resource and how its treatment of its retirees can enhance its public image and reputation as a progressive employer.

III New Activities and Programs
A. Senior College “Ambassadors”

1) It should be a policy of Senior College Centre to identify College Members/Fellows who are willing to serve as Senior College “ambassadors” to their respective University of Toronto units (e.g. departments, faculties, centres, colleges, the University libraries) to inform those who have retired or are considering retirement about Senior College – its activities and structure (i.e. the Member/Fellow distinction). Each “ambassador” would encourage her or his retiree colleagues to give permission to have notices of College activities and its news bulletins emailed to them.

2) Designating “ambassadors” is a key step that needs to be taken to give more reality to the decision of the University and College to make membership in the College automatic for retired faculty and librarians. There are still hundreds of College members who have not yet heard of Senior College – despite many attempts to communicate this information to them. Personal conversations with friends and colleagues might significantly increase the likelihood that all academic retirees become aware of the College and what it offers through its academic programs and the Centre.

3) This new activity can begin by having the College Principal invite a few Fellows with close connections to their units to perform the “ambassador” role. These “ambassadors” can report back on their experience as “ambassadors” so that the Board can determine how this activity is working out, and, if the results are fairly positive, encourage other Fellows to become “ambassadors”.

B. Technology Workshops

Senior College members are likely to have more time in retirement to make use of social media and the internet – email, Facebook, Twitter, blogging etc. It is also clear that there are serious risks involved in using these new technologies (e.g. hacking attacks). The Centre will invite Members and Fellows to participate in workshop sessions led by experts at the U of T and/or knowledgeable members of Senior College. The workshops will be organized by a Committee of the Board with the University of Toronto able to provide facilitators for these workshops, which are frequently held at the University.

C. Retiree Housing

1) RALUT, the retiree organization that led to the establishment of Senior College, actively pursued the possibility of a development on or near the University campus having housing suitable for University retirees. A survey of its members that indicated over 200 of its members were interested in this possibility sparked RALUT’s interest. Several Canadian universities and a good many in the United States have included housing especially designed and affordable for
their retirees on or near their campuses. Some of these projects include long-term care and are associated with their medical faculty’s gerontology research.

2) Presently there are no University development proposals in which such retiree housing might be included. But it should be a policy of the Board of Management of Senior College Centre to be alert to this possibility as a component of future developments. The Vice-Provost who co-chairs the Board is in the best position to do this.

**IV Funding the Centre**

Implementing a strategic plan requires reasonable clarity about funding – not in precise terms of dollars and cents, but in terms of sources of funds and allocation of responsibilities. While there have been some official statements about funding the Centre, and some correspondence, these do not come close to constituting a funding plan for the Centre.

In a Letter of Understanding attached to the 2005 Memorandum of Agreement between the University and the University of Toronto Faculty Association that discussed the end of mandatory retirement, the University expressed its commitment to develop and administer “in collaboration with retirees” the continuing academic and professional interests of retired faculty and librarians. The letter spelled out in some detail retiree entitlements to shared office space, support for research funding and the establishment of retiree centres on all three campuses. This commitment was qualified by stating that the extent of this support “would depend on available funding.”

In May 2008, the Planning & Budget Committee of Governing Council received for information the Report of the Senior Scholars Centre Project Planning Committee (headed by then Vice-Provost Edith Hillan and Elizabeth Sisson, Vice-President for Campus and Facilities Planning). It allocated $415,000 for the cost of renovations to the designated St. George campus Centre space at 256 McCaul Street, plus $36,000 per annum from the University’s budget “in total occupancy costs.” This occupancy cost effectively represents the total amount that the University could realize were it to rent the space to a faculty or academic unit, or to an entity external to the University. This occupancy cost has since risen to $47,000 per annum (as of 2018).

When the Centre opened in the fall of 2009, a practice developed whereby the University through the Vice-Provost’s office paid for the Centre’s material needs — space and its maintenance, supplies, and office equipment — while the Fellows of Senior College (founded in June, 2009) paid for expenses incurred in carrying on the College’s academic programs. The Fellows also undertook to reimburse the University for a portion of the Centre Administrator’s salary that was devoted to supporting the College’s academic activities; in 2015, $1,000 was
budgeted for this reimbursement. But as the College’s program rapidly expanded, it became clear that, at most, Fellows fees could pay for only a small part of the work the Administrator did to support Senior College.

While the College did in certain years provide reimbursement in the range of $1,000 to the University for the Administrator’s salary, the University otherwise paid the full cost of the Centre Administrator’s salary, with the Administrator role being filled as a half-time 50% FTE role from June 2009 through to September 2013, and then fluctuating from 50-60% from 2013-15. In 2015, then Principal Peter Russell approached UTFA to request additional funding that would enable Senior College to increase the Administrator role to a full-time, 100% position. UTFA agreed to this request for one year, and in September 2015, UTFA began to provide top-up funding to increase the role to 100% (UTFA thus providing funds equivalent to 40% of the Administrator’s salary, and the University continuing to provide 60% of the Administrator’s salary.) This top-up funding from UTFA continued for three years, with UTFA ceasing this additional funding in September 2018.

In February 2016, Vice-Provost Sioban Nelson wrote to Senior College Principal Peter Russell advising him that her office would pay for the removal of carrels from suite 412, the remodelling of the carrel room, which included the purchase of new tables and chairs, and signage changes indicating that the Academic Retiree Centre had become the Senior College Centre. The Vice-Provost’s letter stated that “there are no further provisions for Provost’s Office funding of Senior College or the Senior College Centre.” She stated that her office would pay 60% of the Administrators’ salary through to September 2019, and added that “the Provost’s Office will not expect that Senior College provide any sort of contribution towards the defraying of the Administrator’s salary.”

On April 25, 2018, the University and UTFA reached a Memorandum of Agreement which included a provision regarding the Senior College Administrator’s salary. As a result of that Agreement, in September 2018, the Provost’s Office informed the Senior College Principal that the University would continue to provide funding for the Administrator role at 100% through to June 30, 2020.

Building on past practice, funding the Senior College Centre should be based on two sources of revenue: Senior College fund-raising (towards supporting the programs developed for the Senior College Centre), and University funding through the Vice-Provost’s Office (for maintenance, furnishings, equipment and supplies for the Centre).

Senior College should add the Senior College Centre to its fund-raising priorities. Although the Fellows of the College constitute only a small portion of the retiree community who will use the services provided by the Centre, they benefit from the services and should have the option of
contributing to the maintenance and improvement of the Centre as well as to the College’s academic programs. If the Centre’s Board of Management identifies an improvement in the Centre that it would like to have funded in part or entirely by fund-raising it should ask the College’s fund-raising committee (that works with the Division of Advancement) to take this on.

But the main ongoing responsibility for maintaining and operating the Centre should remain with the University through the Vice-Provost’s office. Beyond maintenance and operational costs, if and when the Centre’s Board of Management approves new Centre services or activities that require funding or in-kind support, the Board should work with the Provost’s office to see if the additional funding or in-kind services are available. Both the University and Senior College agree that each benefits from this mutually advantageous relationship, and that each entity contributes to the other.

V Conclusion

1) This strategic plan for the Senior College Centre calls for a strengthening of the Centre’s existing programs and the addition of two new programs, Senior College “ambassadors” and Technology Workshops, aimed at increasing the value of the Centre for the constituency of retirees it is designed to serve. A measure of success in achieving this goal will be a significant increase in the number of College members (Members and Fellows) who are connected to the College at least by email. At present that number is just under 400. The total membership since all retired faculty and librarians have become members is estimated to be at least five times that number. A reasonable goal to aim for over the next three years is to double the number of members who are in touch with the College, which will be measured by the number of individual retiree email addresses that are included in the College’s list-serv. In this regard, the College will increase its outreach to The University of Toronto Scarborough and The University of Toronto Mississauga with the aim of enhancing the awareness of the College and its activities of retirees from these constituencies. Initial steps in this direction have already been taken with UTSC, including an invitation to Fellows to attend a pub night at UTSC and a visit by Fellows to a talk in the Great Exploration series. Officials at UTSC are interested in the options for retirees available at Senior College. It is anticipated that increased interaction of the College with UTSC and UTM will result in enhanced participation and connection of members from these campuses with the College.

2) Enhancing existing programs and adding two new programs cannot be done all at once. It will be important for the Board to establish a schedule for these changes and priorities among them. Additional outreach activities for the Centre, such as additional refugee sponsorship beyond what is already underway, and interfacing with compatible organizations such as the
Royal Canadian Institute, have been suggested. But the Board should be wary of the danger of overloading the Centre and its limited resources, and monitor carefully how well the Centre is doing with respect to meeting its agreed upon priorities. It will be particularly important to see how effective the Board can be in establishing and recruiting members to the committees that are envisaged as doing most of the work in implementing the changes called for in the Plan.
## Summary of Expenditures

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*Appendix 6e. U of T Year-End Financial Statements (College and SC Centre)*

*Senior College (cfc 105063 & 105884)*

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*printed on: 4/26/2021*
Appendix 8
Legacy Program

Fuel the Future
With a legacy gift to the Senior College!

Legacy gifts take into account your needs, those of your family and other charitable causes. While your current donations usually come from your cash on hand, planned or legacy gifts are made from your accumulated assets and are distributed through your estate.
Many of us have a Will as part of our estate plan where we have provided for those who have helped give our life meaning, but few people have included a charitable gift in their Wills. We would like to suggest that you consider creating a legacy gift directed to the Senior College.
A legacy gift can enhance the work of Senior College by contributing to the lives of College Fellows, the University and the wider community.
As you may already be well aware, there are some significant tax benefits to making legacy gifts, which will lower the taxes payable by your estate.
The most common ways to leave a legacy gift are:

- **A bequest in your Will** where a clause specifies a percentage of the residue of your estate or a cash amount, such as, “To pay to the Governing Council of the University of Toronto, ——% of the residue of my estate [or the sum of $——]. It is my wish that the funds be used by Senior College for its general purposes”. Or you may designate that the funds be directed for a specific College activity.
- Naming the University of Toronto-Senior College as beneficiary of a **life insurance policy**.
- Naming the University of Toronto-Senior College as beneficiary of your **Registered Retirement Funds**.

- **A gift of listed securities** can be made during your lifetime or through your estate.

Some other ideas include:
- A Senior College Fellow has directed in his Will that his literary assets (i.e. royalties and other earnings from his publications) be given to Senior College.
- Medical inventions, either devices or products and patent royalties can also become Legacy gifts in a similar fashion.
Legacy Gifts to Senior College

Thank you for considering a legacy gift to U of T's Senior College! You will be contributing to the maintenance, growth and enrichment of Senior College's interdisciplinary academic and social programs for many years to come. Now is your opportunity, make a long-term difference!
Contact: Janet Paterson at Senior College: janet.paterson@utoronto.ca or Michelle Osborne at Gift Planning: michelle.osborne@utoronto.ca

* For more information on creating your Legacy gift to the Senior College, visit the University of Toronto’s Gift Planning website at: uoft.me/giftplanning
Appendix 9a
Founding Fellows’ Statements on the Role the College Has Had in their Retired Lives

• “Thinking over the past decade of Senior College and previous to that, so many meetings at RALUT, my major thought is how unbelievably Senior College has exceeded any expectations we might have had at its beginning. In short, the diversity of its members, their indefatigable commitment to the College, its accomplishments and the wide range of activities have demonstrated admirable intellectual energy, creative imagination and useful initiatives (support for Syrian refugees being one). I am sure there is not one issue globally, politically, historically, or at a lesser level, discipline-based, that has not been addressed and discussed in some College forum. Furthermore, the College has reached out to students and to the community outside the University. The range and depth of College initiatives has been outstanding. For this to continue and to grow, support for the College must continue and preferably be expanded. From my point of view, I hope the College will succeed to further its mission in the future as well as enlarge the membership considerably.”

Cornelia J. Baines MD, MSc, FACE
Professor Emerita
Dalla Lana Faculty of Public Health

• “Ten years and counting! In making an investment, the investor hopes for at least a modest return and is pleased if yields are better than expected. As a founding Fellow, I am a delighted investor in Senior College. The rewards I have realized in the College’s first ten years have far exceeded my initial expectations. It is among the best investments I have ever made! Senior College offers a rich array of academic programs – weekly lectures, colloquia with lists of readings, book club, and an annual symposium. I have been able to regularly access most or parts of all offerings. I have been stimulated, challenged, provoked, entertained, and enlightened and I look forward with anticipation to each week’s events. Although the possibility of social benefits was not among my reasons for joining, the opportunities provided for personal interactions with both long-standing and new acquaintances have been a pleasant bonus. I owe a deep vote of gratitude to the founding Principal, Professor Peter Russell, and those founding Fellows who assisted him in making Senior College a reality. Thank you, also, to colleagues who step up to the plate and continue to make everything happen. After thirty years as a faculty member and administrator, my participation in Senior College in retirement helps me continue to feel meaningfully engaged in the University. Good wishes to all for the next ten years and counting!”

Mary Jane Ashley
Professor Emerita
Dalla Lana School of Public Health
In considering the importance of Senior College in my life, three things stand out:

1. **Intellectual stimulation**—the lectures, colloquia, book reviews and site visits have all been interesting and have stimulated new thoughts and perspectives. The discussions and questions raised by Fellows at these events demonstrate a rich background of knowledge and are highly valuable.

2. **Friendship**—over the years, I have made several close friends, as we have worked on various projects. These collegial relationships have added a great deal to the quality of my life, both emotionally and intellectually. I am grateful to the College for the opportunity to make new friends at this later stage of my life.

3. **A widening perspective**—when we are engaged full time in teaching and research in our respective fields of study, it is difficult to see the world in a broad perspective. We tend to view things through the prism of our own academic silos. But when we meet our colleagues at Senior College, we have the opportunity to learn informally from them, and to understand things from a variety of points of view. This is an unusual opportunity to enhance one’s worldview by talking with a series of experts in their field. In this era when cultural pluralism is under threat, I consider it very worthwhile to be presented with a range of perspectives.”

__Merrijoy Kelner__

*Professor Emerita*

*Dalla Lana School of Public Health*

Some ten years ago, shortly before RALUT gave birth to Senior College, I had a conversation over lunch with Peter Russell who encouraged me to be involved in that new venture. He reassured me that I might contribute and play some role, and I became one of the founding Fellows. During the past ten years, I have been impressed and inspired by the pivotal leadership of Peter Russell, Harold Atwood and now Michael Hutcheon in steering the College to widening its scope of activities, its outreach and its intellectual influence, with the commitment and enthusiasm of leaders and members of the various committees and programs. Over the years I became a member of various committees: first, the Membership and Recruitment Committee (as it then was), chairing it for a while, then the Program Committee (it is my pleasure to continue as a member) and the Colloquium Committee (of which I was interim Chair for a term); also co-chairing the Excursion Subcommittee for a while. I have been quite active in our informal refugee support group (which, under the name of Scholars Giving Sanctuary, was mostly the brainchild of our late colleague Joe Whitney). That group kept up its work and pressure, overcame considerable bureaucratic obstacles and sponsored a Pakistani refugee family; as well, interested individual Fellows and their families have continued to help refugees in various ways. I was the recipient of two research grants from the College which helped finance my research, first, of reforming the G7 and G20 and, then, of the role of information technology in the functioning of these two informal institutions of global
governance. The reform piece became a chapter in the second edition of my book *The G20: Evolution, Interrelationship, Documentation*. The more recent venture into technology has been submitted to a journal for publication. The College's relationship with the University of Toronto has been cemented and is embodied in our Constitution. The relationship has proved to be mutually beneficial in a variety of ways. Being a Fellow of Senior College has been a most rewarding experience. Intellectual stimulation and collegiality have been constants. More recently, we met successfully the new challenge of finding an appropriate technological response to COVID-19. May the College continue to flourish!"

**Peter Hajnal**
Emeritus Librarian

- “Senior College is not a social club for retired U of T academics, it contributes to the University of Toronto's primary missions in scholarship and education in a very special way. As such it plays a key role in fostering my post-retirement scholarly interests. I was privileged to be a member of the faculty of the Institute for Aerospace Studies from 1965 to 2003, but a major limitation was that, being remote from the St. George campus, I was not easily able to pursue academic interests outside my engineering discipline. In my later years I participated in the administration of UTFA as a Councillor and member of the association's executive. On reflection I think I was largely motivated for the opportunities it provided for learning from academics in other disciplines. Also, at one stage I seriously contemplated enrolling as a mature student in a B. A. programme focusing on literature and history. But Senior College very effectively provides the opportunity to explore my academic interests through its lecture series, it's annual symposium, and the colloquia series.”

**Phil Sullivan**
Professor Emeritus
Institute for Aerospace Studies

- “As a founding member I have felt very committed to Senior College since its foundation and I am glad to be of some help in furthering its continuation. It is indeed surprising to realize that it is only ten years since the founding of Senior College. It has grown and developed so much in those years and in ways that I certainly did not anticipate. For me the most useful feature of ‘college life’ has been the Wednesday lectures. They foster the main benefit of being part of a university community - the sharing of knowledge in both formal ways and informally through social interaction - and they have been especially valuable to those of us who now no longer work on the campus. The lectures, no matter what the subject and the conversation and the collegiality they engender, provide a vehicle for contact and interaction with colleagues that is lost when one no longer works on the campus. Unfortunately, I have not been able to participate in the surprising number of new activities that have now grown up around the idea of the College - such as research and seminars - largely because of
the difficulties of the commute and parking but they are very appealing and the prospect that Zoom might make some of these activities accessible is very exciting. The pandemic has driven some interesting innovations that are particularly relevant to the less mobile population. I think that the continued contact and conversation and sense of community that the College engenders is perhaps its most important feature and this is what I, when the College was being founded, was hoping for. Peter Russell is to be congratulated on having had this vision and the initiative to carry it through so successfully.”

Robert Painter
Professor Emeritus Biochemistry

- “Senior College has created a community of alert, active and interesting people—it has been a weekly highlight. In the days when we could meet really rather than virtually, lunch guaranteed good conversation and often new learning. The talks range widely, over the arts, sciences and social sciences, and they almost always prove stimulating, as does the discussion afterwards. Organized outings have been fascinating, and the one tour that I went on, to Haida Gwaii, organized by Joe Whitney, was a rewarding introduction to a people and a land that I knew almost nothing about. I am very grateful to those who created Senior College, with Peter Russell as the prime mover.

Trevor Levere
University Professor Emeritus
IHPST
Victoria College

- “Many of the Senior College members continue to be active researchers even after their retirement (e.g., publications, applying for research grants, graduate student supervision, editorship of scholarly journals, etc.) Senior College also holds weekly lectures on a wide range of topics, delivered by established scholars, from U of T as well as from outside. The topics cover a wide range: literature, science, technology, history, political philosophy, and so on. It enriches our membership by exposing them to fields outside their narrow specialty of their previous scholarship. But just as importantly, it provides a forum for the active scholars within U of T (and outside) to interact with our members. In their normal teaching and research roles within the University, these scholars would be too busy in their respective specialties to be able to spend much time in areas unrelated to their own. So, we believe that our talks provide a valuable means to enrich our members as well as the invited speakers, both from within the University and outside. The annual Symposium covers specific topics of current socio-political or historical issues of concern to the society at large. It provides a forum for eminent academics from within U of T (and from outside) as well as non-academics to deliberate on some pressing issues that confront our society. Through our publicized activities, Senior College has also been able to enrol some retired faculty from nearby
universities to our group. Through such activities, the members (some of whom are already benefactors in terms of their financial donations to the University) view themselves as Ambassadors-at-Large for the University. At the same time, the members also appreciate the facilities provided to the Senior College by the University for its continuing association as a formal entity of the University. In that connection, you might like to know that I served as the Technical Director in a TV Documentary relating to the 1812 Explosion at Fort York by Lake Ontario. I designed and conducted the experiments (along with one of my grad students) to simulate the explosives magazine accident, to study the effect of shock pressure, missiles, and the resulting fire in a scaled-down magazine. (The victorious American General was killed in that magazine explosion, and I suspect that the storage magazine was set off deliberately by the British). As for my personal thoughts on the College, I treat it almost like a surrogate, as if I never left the University, (I was retired 15 years ago). So, any diminution of the College program (or loss of members--two of them passed away very recently) concerns me a great deal. That is why I find Peter Russell's continuing involvement and scholarship inspirational."

Bibhu Mohanty, Ph.D., P.Eng.
Professor Emeritus
Department of Civil and Mineral Engineering
Lassonde Institute of Mining

- “In the Spring of 2009, I participated in the meeting at Massey College that led to the founding of Senior College. I was attracted to the idea of a multi-disciplinary organization that would provide the opportunity for learning and discussing a wide range of topics. This would contrast with the pre-retirement situation which constrains many faculty members to concentration on their chosen disciplines. Senior College has succeeded in engaging retirees in fields of knowledge outside their own, and thus expanding their viewpoints and their appreciation of broader perspectives. This is a valuable form of continuing education. The several programs that have evolved in Senior College, including support for completing research and reports, provide a stimulus for continuation of active scholarship for retirees interested in maintaining their creative activities. With time, I became more involved with the management of the programs, and felt that they should be maintained and expanded. This led me to assume the Principal’s position for three years (2017-2020). The contributions of Senior College scholars to the University and the broader community have been numerous and have taken various forms, financial as well as social. The retired faculty’s contributions to Senior College, to other organizations and advisory panels, and to continuing research and scholarship are voluntary and do not involve payments to retired scholars from the University. Contributions to scholarship are reported annually in the Senior Scholars Annual. Members such as Peter Russell, John Dirks, Peter Lewis and others continue to have major impacts within and outside
the University. Mladen Vranic, who died recently, received many of his awards for diabetes research, including Order of Canada and Order of Ontario, while he was officially retired. Thus, retired faculty contribute to the University’s reputation (national and international) and to its financial support in various ways. They support a number of University projects and initiatives. Scholarships have been set up within the University in recognition of the contributions of Joe Whitney (Geography) and Peter Russell (Innis College). Other examples include the Jonathan Dostrovsky Award in Neuroscience, and the Atwood lecture and colloquium in the Department of Ecology and Evolutionary Biology. In general, most retired faculty who are Fellows of Senior College have positive feelings about the University, and promote it through their networks of associates and in the broader community.”

Harold Atwood  
Professor Emeritus Physiology

- “One of the great satisfactions of the academic life was that I enjoyed what I did: I enjoyed the intellectual interaction of being part of a community and I enjoyed participating in the life of a great university. When I retired, I had no desire to relax in a retirement community or to stop doing many of the things that gave me great satisfaction. I did continue to do some graduate teaching both at Toronto and at York. I actually took on one of my best graduate students the year after I retired, but as I became marginal within my department, Senior College came to provide the intellectual community I craved, and it also provided a continuing attachment to the University of Toronto. It differed from my pre-retirement years in that I was interacting with people from a wide variety of fields and learning different things. It did not replace the satisfaction of work within my own field, but complemented it. I still remain active. I am involved in two editing projects, take part in conferences, and produce scholarly work. I have slowed somewhat, but at 86, I still find life very fulfilling. Senior College is a large part of that. I would have remained productive without Senior College, but Senior College puts me into a community of scholars. Finally, though I am not sure that the University sees us as an asset, I think that most of us are still contributing to university life and can probably contribute even more than we do.”

Martin Klein  
Professor Emeritus History

- “I’m happy to write something brief about my experience of the beginning of Senior College, and its subsequent effects. As I recall, Senior College developed in part from an initiative I took very early in the life of its predecessor, RALUT. That organization began chiefly as a protest against the university’s pension policy, and was lead by Peter Russell, to his very great credit. But after we got going, I realized that RALUT was doing nothing for another goal of many U of T pensioners, which was to continue their academic work in some appropriate form. So we instituted a Senior
Scholars Committee, which met regularly and addressed itself to a number of issues raised by members, with two chief aims. The first was to ensure complete library access for retirees who needed it. This was by no means a guaranteed right at the universities we studied across Canada and in the US, and we believed it should be available at U of T to all retirees. Thanks to the good work of Joan Winearls and other librarian members of RALUT, we achieved this, and it remains in force today. The second goal was to set up a way of reporting what retirees were doing academically -- books and papers published, conferences organized, public service, awards and honours -- to the administration and the University at large. So, within a year or so we issued the first collection, which to our delight caused some surprise in Simcoe Hall. The publication continues yearly to this day in one form or another. Finally, a new development arising out of a session we had with all our medical and scientific members. Led by John Dirks, we began to hold a yearly symposium, at first on a very small scale but eventually growing into the major project it is today. It was at this point that John and Peter began to think seriously about the possibility of a Senior College, and after a year or so of work and cogitating, the college was established. Ken Rea was an enormous help at this time. His work in helping the RALUT executive to start CURAC, a national association of university retirees, had provided us with rich knowledge of what was going on at other universities, and helped serve as groundwork for Senior College. After ten years, what are the results? As I look back, I am amazed and delighted by the success of Senior College under its first two principals, Peter Russell and Harold Atwood, in providing for its members the stunning range of opportunities it offers today: a regular schedule of well-attended academic presentations, a regular smaller colloquium, frequent shorter talks, a major yearly symposium, special trips to places of cultural interest, the chance to work with volunteers from University in the Community, and contacts with academic retiree groups all across the country through connections first made via RALUT. At Senior College there is always something worth attending. Interestingly, this busy schedule has been much expanded by the current COVID pandemic, which has led to a flood of activities on line, open to all members. It's an incredible record of activity, and one the university should be very proud of. I always assume everyone knows all this, but of course that isn't so. My role was to have thought of academic needs when others were (rightly) worried about pensions, and to have chaired the Senior Scholars Committee for a number of years so that those needs could be advanced. Peter was so disappointed in me when I rejected succeeding him as chair of RALUT. But I simply couldn't bear the thought of being the head of anything -- I am just too focused on my own work. And I am more an idea person than a publicly visible leader. Ken Rea is like that too. But to fill you in a bit more fully about the origins of Senior College, after a few years RALUT became aware that the scientists were moping a bit because when they retired and lost
their labs (and many of their professional contacts), it was a painful experience for them. So, I thought we ought to have a meeting with as many of them as we could bring together, and one morning we did -- there must have been about 50 people there. The discussion was extremely wide-ranging and helpful. John Dirks was very thoughtful afterward, and then at a small committee meeting we had at Massey a few days later he raised the idea of a proper college that he and Peter had apparently been mulling over. It was discussed with a few others, with a view to setting up an organizing committee. And the rest is history.”

*Germaine Warkentin*

*Professor Emeritus English*
Recognized as one of Canada's Top 100 Employers (2021), Canada's Top Family-Friendly Employers (2020) and Greater Toronto's Top Employers (2021):

By Richard Yerema and Kristina Leung, Mediacorp Canada Inc. staff editors (Nov 12, 2020)

Here are some of the reasons why University of Toronto was selected as one of Canada's Top 100 Employers (2021), Canada's Top Family-Friendly Employers (2020) and Greater Toronto's Top Employers (2021):

- As part of U of T's ongoing commitment to diversity and inclusion, the organization hosted its inaugural race, equity, and action speaker series to provide members of the community opportunities to engage in critical dialogue on racial equity, diversity, and inclusion within institutional culture.
- U of T supports families with generous maternity and parental leave top-up payments (available to mothers, fathers and adoptive parents) and provides workshops, discussion groups and access to a wide range of resources through a dedicated Family Care Office -- additionally, the organization has multiple child care options on campus and all three campuses offer a variety of family-friendly spaces, including designated areas for breastfeeding and pumping, baby change stations and a new family study room at Robarts Library.
- U of T encourages employees to save for the future with generous contributions to a defined benefit pension plan and offers health benefits coverage that extend to retirees (with no age limit and 75 per cent premium coverage) -- additionally, the organization maintains a Senior College Centre to provide retired academics and librarians with space to meet and discuss topics of shared interest.