

2020-2021 Faculty Fellow Biographies

**Corinne Beauquis, Assistant Professor, Department of Language Studies, UTSC;
Special Advisor, Experiential Education, UTSC**

Proposed CEL/CER course: French in the School System (FREB11)

Corinne Beauquis is pursuing work on migrant literature, with a focus on contemporary literatures from Haiti and Québec. Over the last few years, she has been investigating the Scholarship of Teaching and Learning at the university level with special interests in Experiential Education, French as a Second-Language, and Digital Pedagogies. Corinne teaches a variety of courses in French, including language practice, Francophone literature and culture, Community-Engaged Learning, French in the school system. Her strong interest in the Scholarship of Teaching and Learning focused her attention on experiential education, which she had practiced informally for years in various courses, albeit on a small scale. In 2017-2018, she received an award from the Career-Ready Fund to create a pilot project in community-engagement in the Francophone community (FREC10), inspired from an existing course offered in English at UTSC. However, because the needs of the French students and the Francophone partners were different from their Anglophone counterparts, the course developed its own identity. In 2018-2019, she received two grants from the Experiential Education Fund: one to better define the identity, objectives and partnerships of the French community-engaged course (FREC10) and the other to offer an introduction to French Pedagogy with an experiential education component (FREB11). In May 2020, the Scholars-in-Residence award she received allowed her research team to create student preparation modules for experiential education in French. Corinne wishes to deepen her knowledge of experiential education within a community of practice, in order to improve her own course design. This fellowship will help her introduce an online experiential education component into her French Pedagogy course (FREB11) and continue the development of student preparation modules.

Gabriel Eidelman, Assistant Professor, Teaching Stream, Institute for Management and Innovation, UTM; Director, Urban Policy Lab, Munk School of Global Affairs and Public Policy

Proposed CEL/CER course: Urban Politics (MUI1050) and Local and Regional Government (MUI1060)

Gabriel Eidelman teaches urban policy and governance in the Master of Urban Innovation (MUI) and Master of Public Policy (MPP) programs. His experience with CEL includes co-designing and delivering a graduate course on community-led policy making in collaboration with Evergreen Canada, as well co-designing a course assignment in partnership with United Way Greater Toronto. Gabriel plans to use the fellowship to inform the design of two core courses in the MUI program, Urban Politics (MUI1050) and Local and Regional Government (MUI1060). Both courses are intended to increase students' understanding of how Canadian cities are governed, with a particular focus on urban politics and policymaking here in Toronto, Mississauga, and the surrounding region. Taking advantage of the fact that the two courses will be offered in consecutive semesters, to the same cohort of first-year MUI students, Gabriel hopes to develop a seamless CEL experience across both courses where, for example, students could build a deeper relationship with a community partner through a variety of projects undertaken over eight, rather than four, months.

Aditi Mehta, Assistant Professor, Teaching Stream, Urban Studies, UTSG

Proposed CEL/CER Course: Youth, Art, and Engagement in Cities (INI430)
(<https://www.uoftxrpfocus.com/>)

Aditi Mehta earned her PhD in Urban Studies and Planning at the Massachusetts Institute of Technology (MIT) in 2018. At MIT, she co-designed and co-published about the Institute's first course inside prison and conducted various participatory action research (PAR) projects as SAGE/Marilyn Jacobs Gittell Activist PhD Scholar with the MIT Community Innovators Lab. Her research explores how city residents use technology and new media tools to influence community and economic development in their neighborhoods, either through meaningful public participation with local officials or via activism by organizing amongst themselves. She has anchored this interest in a variety of contexts including: 1) Toronto's Regent Park, a rapidly gentrifying and predominantly Muslim neighbourhood where a local non-profit is teaching youth residents how to produce media about their lived experience; 2) post-Katrina New Orleans and post-Sandy New York City, where residents used tech tools to combat harmful, dominant post-disaster narratives; and 3) prisons where access to new technology and information is limited. Aditi often combines her research and teaching by designing courses that allow her to collect data about particular phenomena, collaborate with community partners for the purposes of social change, and reflect on these processes of democratic knowledge production. As a Community-Engaged Teaching

Faculty Fellow, she looks forward to connecting with and learning from other like-minded professors.

Judith Taylor, Associate Professor, Sociology, Women and Gender Studies Institute, UTSG

Proposed CEL/CER course: Community Engagement (WGS 470)

Judith Taylor's research and writing covers social movement dynamics and methods, NGOs, feminist studies, popular culture and friendship. Since 2002 she has taught a practicum for fourth year students called Community Engagement, in which students employ the case study method. Students work with, research, and write about an organization and a key dilemma in its history that necessitated thoughtful review, decision-making, and change. This year students will be conducting research for groups and organizations of their choosing in collaboration with participants and executive directors, for the purposes of supporting existing goals and initiatives.

Lynn Tucker, Associate Professor, Teaching Stream, Department of Arts, Culture and Media, Music and Culture program, UTSC

Proposed CEL/CER course: Music Facilitation and Learning (VPMB02H3)

Lynn Tucker teaches in the Music and Culture Program and has also served in multiple administrative capacities with focus on curriculum, communications and recruitment, and experiential learning. Lynn has proudly conducted the UTSC Concert Band since 2004, and teaches courses in community music, elementary musicianship, and small ensembles. Additionally, with the support of a Healthy Campus Grant, she founded and facilitates This Uke's for U-TSC, a weekly ukulele session open to all members of the campus community. Engaging people in lifelong music-making is at the forefront of her work with teaching and research interests in community music, facilitation, avocational music-making, and leadership. Lynn is President of the Ontario Band Association, Co-Editor of the Canadian Winds/Vents Canadiens, professional journal of the Canadian Band Association, and serves on the board of the Coalition for Music Education in Canada. Lynn's dedication to fostering accessible music-making opportunities for students regardless of career path was recognized with a Canadian Music Educators' Association Excellence in Leadership Award. In 2016, Lynn introduced a new critical area of focus to the Music and Culture program – Community Music – including three courses with CEL components. The fellowship program will provide her the opportunity to prepare a new course added to that suite of offerings and will support her effort to carefully craft a series of experiential community-based assignments, reaffirm already-established community networks, and open pathways to additional partnerships. Lynn is

grateful for the opportunity to consider and review her initial conception of the course through a series of workshops and conversations with colleagues who are also invested in community engaged learning, toward its initial delivery in the 2021-22 academic year.

Weiguo Zhang, Associate Professor, Sociology UTM; Asian Institute, Munk School of Global Affairs and Public Policy; Institute for Life Course and Aging

Proposed CEL/CER course: Ageing and Society (SOC334)

Weiguo Zhang received his Ph.D. in Development Studies at the Institute of Social Studies, The Hague, The Netherlands, in 1998. Before joining in the Department of Sociology, he worked as a lecturer and social scientist at the Post-Graduate Diploma Program in Population and Sustainable Development, sponsored by the United Nations Population Fund, at the University of Botswana. His recent research investigates the effects of the intersection of gender, ethnicity, and migration status on intra-group dynamics and aging experiences of Chinese Canadians. He is currently undertaking a CIHR sponsored collaborative research project on social responses to COVID-19 in Chinese communities in Canada. Weiguo applied for the CEL Fellowship to develop an existing sociology course SOC334 Ageing and Society. He would like to introduce new learning activities, including students directly interacting with seniors both inside and outside the classroom whenever possible. If COVID-19 continues and prohibits in-person contacts in 2021, he plans to have virtual interactions with community seniors, including formal discussion and informal chat during and beyond lecture hours.