



UNIVERSITY COLLEGE

UNIVERSITY OF TORONTO
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College Council

Friday, November 20, 2020 1:30-3:30pm

Zoom

Present:

Markus Stock	Emily Gilbert	Siobhan O'Flynn	Paul Hamel
Ryan Woolfrey	Naeem Ordóñez	Yvonne MacNeil	Margaret Fulford
Naomi Handley	Jerry Plotnick	Liam Bryant	John Marshall
Yang Xu	Jane Wolff	Sarah Wakefield	Djanet Sears
Michael Cobb	Isabelle Cochelin	Pia Kleber	Sylvia Bashevkin
Rick Salutin	Maricar Velasco	Emily Kakouris	Shuo Yang
Anica Butters	Joshua Bienstock	Juliana Melino	Pranay Prem
Vaish Vijayan	Jeannie Yoo	Rafique Van Uum	Julija Pesic

Regrets:

Erika Bailey	Seika Boye	Brenda Cossman	Barbara Fischer
Emma Laker	Rebecca Lee	Alex Lévesque	Ruth Masuka
Muskan Nagra	Keren Rice	Dana Seidler	Tamara Trojanowska
John Vervaeke	Jason Wong		

Officers:

David Klausner	Melissa Szopa		
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Guests:

Myrto Grigoroglou	Smaro Kamboureli	Vanessa Laufer	Lori MacIntyre
Julia Rodriguez	Emily Sands	Joseph Wong	

Quorum (1/3 of College Council Voting Members) – Met.

WELCOME

1. College Council Zoom Protocol

(By: University College Council Secretary, Melissa Szopa)

- Please ensure microphone remains muted unless speaking
- ‘Raise hand’ function for seconding motions, and signaling comment or question
- Motions voted upon by using ‘yes’ and ‘no’ buttons, with ‘go slower’ as abstention
- Chat comments monitored by the Secretary

2. Motion to approve minutes of the meeting held on October 2, 2020

Motion called by Markus Stock

Motion seconded by Michael Cobb

Motion approved unanimously

3. Motion to approve committee membership for 2020-21

I. Appointments Committee

Vice-Principal (ex-officio)	Emily Gilbert
Registrar (ex-officio)	Ryan Woolfrey
1 Program Director	John Vervaeke
4 Teaching Staff	Walid Saleh
	Tania Li
	Giancarla Periti
	Cynthia Goh
2 undergraduate students (Appointed by UC Lit)	Aniket Kali
	Suleekha Hirsi

Motion called by Emily Gilbert

Motion seconded by Sylvia Bashevkin

Motion approved unanimously

4. REPORTS

I. Update from the Principal, Markus Stock

Mental Health

- Acknowledgement of recent suicide of New College student Keshav Mayya
- On behalf of University College, deepest condolences extended to family, loved ones, and surrounding community
- UC is committed to supporting mental health of our students
 - Working to bolster mental health resources at the College level and beyond
 - Following recommendations of University-wide mental health task force to link services effectively
- COVID-19 has changed the ways we interact with each other

- Encouraged to check in with loved ones and community members
 - Support for each other is important and has not gone unnoticed
- Resources:
 - Canada Suicide Prevention Service Phone: 1-833-456-4566
 - Navi: Mental Health Wayfinder
<https://www.viceprovoststudents.utoronto.ca/navi/>
- Mental health is ongoing topic
 - Centralized tri-campus mental health website being developed for U of T
 - For clearer and simpler access to mental health resources
 - Emphasis should shift from assessing students' needs to concretely helping students in distress
 - Mental health website for the planning process
 - <https://www.provost.utoronto.ca/planning-policy/student-mental-health/>
 - Dashboard includes plans and achievements to date
 - U of T working to create interlinkages with services beyond the university, such as CAMH to be considered
 - U of T encouraging students to take advantage of My Student Support Portal (SSP)
 - Text and chat helpline service offering free and confidential counselling on a 24/7 basis
 - Available to all students on all three campuses
 - <https://studentlife.utoronto.ca/service/myssp/>

Transgender Day of Remembrance (TDOR)

- Today we honour the memory of transgender people whose lives were lost in acts of anti-transgender violence
- We remember those who we have lost and commit ourselves to fighting in the present day for a world free of transphobia, hate, and violence

COVID-19 Pandemic

- Thank you to everyone for hard work through these challenging times
- COVID-19 infection rates are rising
- U of T following public health guidelines
- Four COVID-19 cases were linked by Toronto Public Health to an informal close contact athletic activity that took place on back campus
 - The activity was not an official U of T event
 - None of the affected were UC students

UC Response to the Truth and Reconciliation Commission (TRC)

- Reminder that UC Response to the Truth and Reconciliation Commission (TRC) was ratified at November 2019 Council meeting
- In contact with Parks Canada to revise the University College National Historic Site plaques (both English and French) to include role of Indigenous land, and its concentration through clergy lands, in financing of University College building
 - Parks Canada unable to provide clear timeline as there is a long backlog
 - Currently on wait list for this amendment

Land Acknowledgement

- We must always remember and acknowledge the land that we work on: For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently,

the Mississaugas of the Credit River. We are grateful to work on this land, and we are grateful to work with and for our Indigenous colleagues and students

Letter from the President – January 2021

- Classes to start one week later than planned on Jan. 11
 - To allow for students and instructors to have longer break
- University to reopen on Jan. 4 as planned
 - Staff members will receive three mental health days to use
- Encouraged to schedule as few meetings as possible during week of Jan. 4
- University is closed Dec. 23 – Jan. 3 for holiday break
- Questions regarding length of term, timing of reading week, and exam period will be answered in subsequent communications
- Thank you to everyone for patience and hard work, longer break is much deserved
 - Students, faculty, instructors, front-line staff, those working from home, those who care for children or sick, or elderly; those who struggle with isolation

Budget

- In process of modelling and remodeling budget
- UC residences at one third occupancy, but costs remain the same
- Forecasts show that even with most optimistic outlooks, we are at substantial deficit for ancillary operations
 - Currently evaluating what this means for overall fiscal health at UC
- UC student enrolment remains strong

Convocation

- Broadcast online, tomorrow, Nov. 21, 2020 at 12:00pm noon
- UC has sent congratulatory messages to all graduating students
- Faculty of Arts & Science plans group viewing
 - <https://www.utoronto.ca/convocation>

New Committees

- UC Sustainability Committee
 - Co-chaired by UC Principal and UC Lit Sustainability Commissioner Sophia Fan
 - First meeting Nov. 12
 - Conversation about both placing more emphasis on value of concept of sustainability at UC, and concrete ways to implement at UC
- UC International Student Experience Committee
 - Revival of old committee
 - Students asked to restart this committee
 - First meeting Dec. 7
- UC First Year Experience Committee
 - To discuss onboarding and orientation experiences
 - To discuss curricular, co-curricular and extra-curricular opportunities
 - First meeting Nov. 24

UC Advancement Priorities

- Delayed start due to COVID-19 pandemic
- Looking to focus on student experience
 - ‘Commuter’ student and in-residence students to be emphasized equally
- Drafted priorities currently in flux

- Conversations with members of UC community to begin January 2021

UC Revitalization Project

- Renovations are completed
 - Unfortunately, cannot yet invite community to new building due to COVID-19
- Delayed renovations of UC Quad to begin Spring 2021
 - Delays due to COVID-19, not change of plans that were made in consultation with committee brought together by previous UC Principal Donald Ainslie

II. Update from the President of the Lit, Liam Bryant

Updates

- Changes in UC Lit membership
 - UC Lit supports changes for the well-being of students
 - Elections currently being held
- Increased student engagement
 - 50 separate individuals in attendance at last general meeting
- Working on creating policy changes and updating documents
 - Updating documents for contemporary context
 - Equity in division of labour
 - Following provincial guidelines as status as not-for-profit
- Working towards increasing accountability and transparency of UC Lit
 - Providing town halls to allow for more dialogue opportunities for students
- Digitized records keeping
 - Calendar services, minutes services
- Cleaning out ancillary and executive offices
 - Found historical and informative documents:
 - Ex. tickets from Fireball 1886, deed granting UC Lit the Junior Common Room (JCR)

III. Update from the Chief Administrative Officer, Yvonne MacNeil

COVID-19 Updates

- COVID-19 protocols in Food Services and Residences continue
 - Sanitization of Food Services spaces takes place three times daily
 - All surfaces in servery wiped with sanitizer every hour
 - Residence hallways and high touch areas such as elevators, door handles, mailboxes etc. sanitized three times daily
 - Electrostatic spray sanitizers used
 - Same as used by central caretaking services for sanitization of U of T buildings
 - Reviewed all protocols again with EHS and are in full compliance

Staff Updates

- Some staff have returned to work on a gradual basis while others remain working remotely
- Faculty and staff are reminded to use UCheck self-assessment each time they enter the building

UC Revitalization Project

- Revitalization project is now complete
- Library completely moved to new space

- One book collection to be moved to Principal's office when new shelving completed
- Preparing to have the photocopy/mailroom (UC 158) readied for move in
 - Small carpentry needed for mailboxes
 - Scheduling of photocopier move and reinstallation into new space to be done by Ricoh
 - Once this move is completed, we will notify faculty and staff on how to receive fob and access mail, copier etc.
- Principal's Office and Main Office (UC 173) prepared for occupancy
 - Furniture for UC 173 has been installed
 - Staff preparing to move back, clearing out files that can be stored or shredded
 - Hoping to move in by early January
- Furniture and other items in storage at OISE building
 - Will prepare to move back once we have access to OISE and have moved other furniture out to create space for items in storage
 - SCR/Alumni Lounge
- New faculty appointments moving into their spaces
- Equipment for the Owlery Café installed
 - With exception of espresso machine, to keep in storage until closer to opening
- Key fobs
 - Preparing and testing all the security key fobs
 - Ordering key fobs for all staff and faculty with appropriate access
 - Key fob access will be needed for: Senior Common Room, Cadario Conference Centre, photocopy room, exterior access to the building at Croft and from UC Quad, Library, and Success Centre
 - Key fobs to be distributed once coded
 - Susan now able to complete coding at desk
- Working on signage, including donor signage
 - Tender has been awarded
 - Attended several meetings regarding design and installation
 - Meeting weekly to ensure that donor signage moves along quickly

UC Quad Project

- Quad project has gone to tender, and we will review proposals
- Closed the back gates to Quad, but can still access from building when open
 - No way to close off completely, but very few people in building so not seeing much activity
 - Closed back gates to ensure that public does not use area as park space
 - Access to unlocking gate can be provided through CAO's office if expecting a large delivery, or need to use gate entrance
 - Accessible access through Croft entrance
 - Deliveries using that route, except for Art Museum

Landmark Project

- Landmark project still scheduled to continue
- Attending regular meetings with Landmark Risk and Communications Committee from central
 - Will keep Council up to date as project continues

Financials

- Submitted 2020-2021 forecast to FAS

- Will complete second forecast in January for year-end April 2021
- Operating budget also relies on transfers from ancillary, endowment trusts, and discretionary funds to balance
 - May be reduction in payouts for these funds in April 2021, but do not know at this time what that impact might be, and how it could affect year-end for 2020-21 and/or our budget process for 2021-22

Ancillaries

- Submitted ancillary budget for 2021-22 and will have review of this budget next week
 - Ancillaries have been permitted to carry forward a negative balance with plan for future recoveries
- Budgeted with 2021-22 and 2022-23 to be at 33% occupancy; with return to full occupancy in 2023-24
 - We will then see recovery in reserves and bottom line
- Deferred any capital projects that were previously budgeted until at least 2024-25 budget years
 - Luckily, completed urgent Sir Dan's Renovation and roof repairs over past three years
- Under this scenario, could have possible negative impact of up to \$3M per year, which will deplete existing reserves until 2023-24, when we would begin to recover

Food Services

- Submitted ancillary budget 2021-22
 - Anticipated 33% occupancy across three residences, therefore 33% in food plan income
 - Scenario assumes total loss of both cash sales from Café and all catering sales
 - Budget also assumes these numbers 2021-22 and 2022-23; returning to full meal plans and catering and cash sales in 2023-24
- Under this scenario, we could have possible negative impact of up to \$1M per year, which will deplete existing reserves until 2023-24, when we would begin to recover
- These are probably worst-case scenario numbers that were assumed in August of 2020
- Now moving forward with full 2021-22 five-year budget process due for submission in November for review by Financial Services and Service Ancillary Review Group (SARG)
- Hopefully, figures will look better after fall semester and into next year

Question:

Could you please repeat what we should fill out before coming to campus?

Response:

You must fill out UCheck and can do this online. Email was circulated, will recirculate this email. Log in with UTORid, answer five questions, and you get either a red or green status. Report goes to home department. If red status, do not enter any U of T building.

<https://www.utoronto.ca/utogether2020/ucheck>

Question:

Where will the photocopy room be located?

Response:

It will be in room UC 158.

IV. Update from the Registrar, Ryan Woolfrey

Staffing Update

- Last year, UC received funding from Provost's Office to support and enhance student experience
 - UC worked to develop a new role for an Academic Advisor in Registrar's Office to help increase overall advising capacity and availability to UC students
 - Term position has been funded for next two years
- Recently completed recruitment process, and Angela Santos joined our team in the Registrar's Office last week
 - Angela comes to us from University of Toronto Mississauga (UTM), where she served as an Academic Advisor for the past year
 - Angela also has previous experience in a variety of roles at New College, Woodsworth College, and in Rotman Commerce
 - We are excited to welcome her to the UC community

Graduation Updates

- 151 UC students will be graduating via virtual convocation ceremony taking place tomorrow, Nov. 21, 12:00pm
 - 79 in sciences
 - 64 in arts
 - 8 in commerce
- UC Advancement Office sending congratulatory mailing to each November graduate to recognize their significant achievements

Advising Updates

- All staff in the Registrar's Office attended and participated in second annual Arts & Science Academic Advising Conference on Nov. 10
- This year, advising conference focused on principles of equity, diversity, and inclusion
 - Specific attention paid to anti-racist approaches in advising and advising of students in an online context
- Advisors at the Registrar's Office continue to see students for one-on-one scheduled appointments
 - Seeing significant demand for advising and support as end of term approaches
- Main issues for students at this time of year involve assistance with securing term work extensions, withdrawal from courses, and proactive academic planning for upcoming term
- Last month, Arts & Science announced extensions to both late withdrawal and Credit/No Credit deadlines because of increased pressures on students this year
 - Regular rules remain in effect for both options, but students now have option of viewing their final grades in Jan. before making decisions by extended deadline of Jan. 15
- This year, Arts & Science provided UC with additional allocation of need-based grant funding for students to help provide additional financial support
- Financial aid advising and grant assessment continues for UC students through our Financial Aid & Awards Advisor
 - Committed to providing financial support to any residence students in financial need who are not able to travel home and require accommodation during winter break

Award Updates

- For Council's information, annual list of award expenditures for the 2019-20 fiscal year was circulated in advance

For approval: Proposed new scholarship award; description was circulated with UC College Council agenda (**Appendix 1**)

MOTION: Be it resolved that University College Council approve the Indigenous Academic Excellence Award, which has been approved by the 2020-21 UC Scholarship Committee.

Moved by Ryan Woolfrey

Seconded by Djanet Sears

Motion approved unanimously

V. Update from the Director of Advancement, Naomi Handley

Updates

- UC Alumni of Influence (AOI) Gala postponed due to COVID-19
 - AOI Gala would have taken place on Nov. 18
 - Award recipients announced this week through UC digital engagement channels
 - All living AOI recipients received "AOI in a box"
 - Included wine glass and cheese board to celebrate this great accomplishment safely at home
- W.J. Alexander lecture will be held on Nov. 24
 - Registration closes morning of Mon. Nov. 23
- Fall Convocation promotions go live this Saturday on digital engagement channels
 - All UC graduates will receive a plantable congratulations card and fully recyclable UC branded journal
- Next edition of UC magazine will be sent electronically
 - To be distributed through digital engagement channels early Dec.
- Each year UC is assigned an alumni engagement goal
 - Strive to engage alumni who have not previously engaged with U of T or UC through events and volunteer opportunities
 - As of Nov. 2020, met 78% of our goal and are on track to reach goal in Jan.
 - Will be first year to meet this stretch goal
 - Achieved in new virtual environment
- Donor recognition signage for UC Revitalization Project approved internally by College and has been sent to VP, Advancement for review and approval
- Advancement team currently working on video for UC Revitalization
 - Will be debuted at virtual event for lead donors to the project
 - Afterwards, to be widely distributed to UC community
 - Script for video currently in development
 - UC student will lead tour of revitalized spaces in video
- Green paper being drafted for UC Priorities unnamed bi-centennial fundraising campaign
 - Submitted first draft to DUA today, Nov. 20
 - In Jan. UC to finalize financial target and alumni engagement goals for campaign

VI. Update from the Dean of Students, Naeem Ordóñez

Updates

- Winter Break housing plan

- Some students cannot travel home, must leave late, and/or return early and require housing over winter break
- Plan for students to have residence space over winter break
- All divisions collectively will have students stay on residence at Campus One
 - Includes meal plan, staff, and student programming
- Plan manages student needs and ability of U of T to provide isolation services
 - Space, health services, and COVID-19 task force
- Communication sent to students yesterday, Nov. 19; asked to identify selves if this service is required
- Working to provide financial assistance to students needing help with costs associated with staying in residence over winter break

Programming

- Members of Student Life staff attended second annual Arts & Science Academic Advising Conference on Nov. 10
- Support and engagement programs for students:
 - Make Fridays Matter series ongoing
 - Coffee with the Profs, for first year students, Nov. 19
 - Attendance not as high as anticipated
 - Thank you to faculty members who participated
 - Thank you to UAA Commission of the UC Lit for partnering
 - Working to adjust and host this event for upper year students next semester
 - UC Daily
 - Episode 2 of Season 2 released today, filmed in the library
 - Updates from Community Coordinators (off-campus Dons) providing support from 'commuter' students
 - Episodes available via ucstudentlife Instagram account: <https://www.instagram.com/ucstudentlife/>
 - Episodes available on UC website: <https://www.uc.utoronto.ca/students-current-students-virtual-activities-uc-daily>
 - Working on creating virtual programming for winter semester, focusing on topics of equity and leadership

VII. Update from the Vice-Principal, Emily Gilbert

Updates

- All three UC programs running smoothly online
 - Thank you to Program Directors
 - Canadian Studies – Siobhan O’Flynn
 - Cognitive Science – John Vervaeke
 - Health Studies – Paul Hamel
 - Thank you to all instructors
 - Thank you to all students
- UC One Plenary
 - Extremely engaged group
 - Many first-year students have not yet had the opportunity to visit campus
 - Students from around the globe, differing time zones
 - Embracing online learning
 - Posters to be presented live on Zoom
- Hiring instructors for courses for next term

- New course on Indigenous Health in Canada
 - Sponsored by Health Studies, supported by Canadian Studies
 - No pre-requisite, available to any student

For approval: Proposed new course; descriptions were circulated with UC College Council agenda (**Appendix 2**)

- CDN385H1 – Re-Imaging Canada: Creative Visions of Our Past, Present, and Futures
 - To be taught by Dr. Siobhan O’Flynn, Director, Canadian Studies
 - Future-oriented focus
 - Follows core-course on nationalism which is focused on critically interrogating historical narratives of Canada that have come into present day
 - Follows a second-year course focused on literatures in Canada, but more interdisciplinary in approach
- HST305H1 – Health, Gender, Ethnicity and Race
 - To be taught by Dr. Leanne De Souza-Kenney
 - Focusing on issues that students have been asking to be more foregrounded in course curriculum
- HST306H1 – Health, Nutrition and Food Security
 - To be taught by Dr. Leanne De Souza-Kenney
 - Fills gap in curriculum and speaks to area of Dr. De Souza-Kenney’s expertise
- All courses have been approved by Curriculum Committee, Registrar, Program Directors, three teaching faculty and some students

MOTION: Be it resolved that University College Council approves the new course in Canadian Studies and the two new courses in Health Studies, as recommended by the UC Curriculum Committee.

- CDN385H1 – Re-Imaging Canada: Creative Visions of Our Past, Present, and Futures
- HST305H1 – Health, Gender, Ethnicity and Race
- HST306H1 – Health, Nutrition and Food Security

Moved by Emily Gilbert
 Seconded by Smaro Kamboureli
 Motion approved unanimously

Discussion regarding Message from the President, U of T, and message from the Dean, Faculty of Arts & Science, regarding Winter Break 2020-21

- U of T reopens Jan. 4, classes start one week later, Jan. 11
- Change in class start date does not change reopening date or operations in residences
 - Residence reopens at same time as U of T reopens, Jan. 4
- Sessional dates to be communicated as soon as available
- UC Lit collected survey response from UC students regarding experience during Fall 2020 semester
 - Survey results to be circulated to UC Faculty

5. Presentation on U of T Global and the International Office

Prof. Joseph Wong, Interim Vice President, International
 Roz and Ralph Halbert Professor of Innovation, Munk School of Global Affairs & Public Policy
 Professor, Department of Political Science and
Vanessa Laufer, Director of International Relations

(Presentation attached – Appendix 3)

- Markus introduces Professor Joseph Wong and Vanessa Laufer
 - Reached out to ask about global education, and ways in which we can support these initiatives and our students in becoming global leaders
 - COVID-19 created new dimension to consider in global education

Professor Joseph Wong

- Office of the Vice-President, International (OVPI) structured around the University's core institutional priorities
 - Reinventing and infusing innovation into undergraduate learning experience
 - Ensuring diverse and equitable learning experience
 - Taking advantage of, or reflecting multicultural environment of the Greater Toronto Area (GTA)
- OVPI questioning how it can be more globally inclusive, how to build partnerships with underserved and underrepresented regions
- One of OVPI targets is to grow number of undergraduate students who participate in an international experience by graduation
- Core mandate is to deepen commitment to international students
 - In Spring 2020, during beginning of COVID-19 pandemic, CIE and OVPI ensured international students were being taken care of, received resources, and/or assistance getting home
- New COVID-19 challenge
 - Students to have safe corridor and arrival in Toronto, and at U of T
 - U of T worked with IRCC and Public Health authority to create quarantine plan for international students
- Critical to engage students in co-curricular activities
 - Created COVID-19 student engagement award
 - Divisions helped raise almost \$500,000 that allowed funding of 155 projects, over 500 students from every division, across all three campuses participated
- Opportunities currently in development
 - Concept of global classroom
 - Using ways to leverage technologies to connect U of T classrooms with classrooms around world
 - Potential for participating in co-creating courses, parts of courses, or modules, with faculty members in other parts of world
 - CIE working with Centre for Teaching Support & Innovation (CTSI) spearheaded global classrooms
 - Link with toolkit to support global classrooms:
<https://learningabroad.utoronto.ca/gc-home/>
- International Student Experience Fund (ISEF)
 - Aim to create creative curricular and co-curricular ways, to set up international students for success
 - Over last two years, funded 19 projects
- U of T Global Citizens (CCR)
 - Suite of co-curricular activities
 - Cumulative critical reflection – opportunity to reflect on what the experiences means for 'global citizenship'
- U of T Global Scholar Certificate

- Certificate option at U of T, courses curated through global lens across range of disciplines
 - Pan-university, divisionally owned
- Global Leaders
 - Freestanding Minor
 - Cohort based
 - Pan-university, tri-campus, interdisciplinary, interdivisional
 - Core, sequenced global leader courses (2.0 FCE)
 - Augmented by divisional electives (1.0-2.0 FCE)
 - Divisions to identify number of elective courses
 - Sequence of courses co-owned and co-delivered across all three campuses
 - Allows for flexibility and fluidity to allow students to choose own path
 - Envision Global Leaders Academy
 - Students can intermingle as cohort
 - Opportunities to interact with faculty and staff

Question:

On the topic of developing more partnerships with underrepresented regions of the world, including in the classroom: It seems U of T already has many partners. Which areas have we not yet reached, or not been successful in reaching?

Answer:

Two ways in which partnerships are being constructed. 1. Individual faculty member collaborating with colleagues at other institutions with support from CIE. 2. Institutional partnerships. For example, recent calls with colleagues at University of Melbourne. Interested in designing global Indigenous studies classroom. In terms of regions we have not reached, thinking of institutions in Latin America and in Sub-Saharan Africa. OVPI working on proposal with eight university partners in Sub-Saharan Africa. Different style of partnership building in different parts of the world.

Question:

How would global education initiatives affect college programs? College programs tend to be more under resourced in faculty and administrative staff, and how might colleges participate in these kinds of initiatives? Second, in expanding these kinds of programs to Latin America and Sub-Saharan Africa - it is surprising in the under resourced way these academic programs at U of T are running. We are not funding students to study these regions, and yet we are advocating these forms of participation.

Answer:

We need to continue to strengthen our own internal capacity, interest, and commitment to really participate in these kinds of international partnership. In the proposal that is being drafted, core aim is to have transformative impact on operations at U of T. Ensuring we have increased commitment to developing programs, hiring faculty compliment, having research critical mass to fully carry global education initiative out. One reason this is included in the proposal is to hold ourselves to account. OVPI will work to showcase areas which we can strengthen.

6. Other Business

Reminder: Upcoming Events

W.J. Alexander Lecture in English Literature

Dr. Michael Witmore, The Folger Shakespeare Library: “A Conversation with Folger Director Michael Witmore on the Future of Research Libraries and the Humanities”

Tuesday, Nov. 24, 2020, 6:00pm – Zoom

Please check our website for event details and registration:

<https://www.uc.utoronto.ca/alexander2020>

S.J. Stubbs Lecture in English Literature

Prof. Colm Tóibín, Irene and Sidney B. Silverman Professor of the Humanities, Columbia University

Thursday, March 11, 2021, 4:30pm – Zoom

Please check back on our website for event details and registration:

<https://www.uc.utoronto.ca/about-uc-connect-us-events>

7. Adjournment

Council adjourned at 3:28pm.

Appendix 1

UC Scholarship Committee

New Award for University College Council Approval

November 2020

The following new award has been reviewed and approved by the 2020-21 UC Scholarship Committee and is now being presented to College Council for final approval.

Indigenous Academic Excellence Award

In-course award based on academic merit for an Indigenous UC student, with a preference for a student who has completed courses in a law-related undergraduate program.

Appendix 2

Faculty of Arts & Science

New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)					
CDN	385H1	Re-Imagining Canada: Creative Visions of Our Past, Present, and Futures	Re-Imagining Canada					
Previous Course Code (<i>reweighted or renumbered courses</i>)								
Division		Associated with (Division)ⁱⁱ						
Arts & Science								
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)						
Canadian Studies Program		University College						
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)						
0.5								
Calendar Description (<i>50-100 words</i>)								
Artists and writers are re-imagining Canada, exploring alternate pasts, presents, and futures, often critiquing systemic inequities by positing “what ifs” of resistance and renewal, while reclaiming agency, voice, and power for those who are disadvantaged in society. This course will examine these re-imaginings across various media such as fiction, poetry, graphic novels, films, multimedia installations, performance art, paintings, virtual reality works, and video games. Examples will be drawn from a wide variety of genres such as speculative fiction, Afrofuturism, Indigenous arctic horror, trans, queer, Indigenous and Indigiqueer perspectives.								
URL		https://www.uc.utoronto.ca/canadian-studies						
Prerequisites		none						
Corequisites		none						
Exclusions		none						
Recommended Preparation		CDN267H1 (formerly UNI267H1), CDN268H1 (formerly UNI268H1)						
Breadth Requirementsⁱⁱⁱ		Distribution Requirements						
Creative and Cultural Representations		Humanities						
Total Instructional Hours (<i>usually multiples of 12</i>)	Lecture	#	Practical	#	Tutorial	#	Seminar	#
								24
Available for CR/NCR status^{iv}		Yes (default)						
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning		None	
	Communication		Extensively		Social and Ethical Responsibility		Notably	
	Information Literacy		Slightly					
Experiential Learning (none, notably or extensively)	Research	None			Other	None		
	Nature of “Other” Experiential Learning^v							
Proposal Questions – General (<i>Complete all fields in this section</i>)								
Topics Covered								
Canadian identity, race and representation, speculative fiction, visual and media arts								
Methods of Assessment								
Essays, participation, group work, tests and/or exams								
Rationale and Academic Relevance								

(Cover sheet can be removed and retained for reference.)

The proposed course will build on CDN267H1 Canadian Nationalisms, examining how artists have created alternate visions of Canada's past, present and futures. This course will be a new third year offering of interest to students in UC programs including: Asian Canadian Studies, Chinese Canadian Studies, and as an interdisciplinary course can support multiple cross-connections with other units for those doing combinations of specialist, major, and minor degrees			
Overlap of course content with current courses offered by other departments/programs			
ANT195H1 Speculative Fiction and Social Reality; ENG237H1 Science Fiction; ENG239H1 Fantasy and Horror; NEW353H1 Possible Worlds: Arabic Speculative Fiction			
Consultation Undertaken^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
ANT, ENG, NEW			
Resources Required			
None			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
Anthropology, Art, Book and Media Studies, Caribbean Studies, Centre for Drama, Theatre & Performance Studies, Contemporary Asian Studies, Cinema Studies, Diaspora and Transnational Studies, English, Equity Studies, History, Indigenous Studies, Political Science, Sexual Diversity Studies, Urban Studies, Women and Gender Studies			
Estimated Enrolment	30	Instructor <i>(Do not leave blank)</i>	Siobhan O'Flynn

ⁱ E.g., "120H1" or "320Y1" or "295Y0" – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: "courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis." (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science

New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)						
HST	306H1	Health, Nutrition and Food Security	Health, Nutrition and Food Security						
Previous Course Code (<i>reweighted or renumbered courses</i>)									
Division			Associated with (Division)ⁱⁱ						
Arts & Science									
Unit (<i>for joint courses, list both sponsoring units</i>)			Associated with (Unit)						
			University College						
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)							
0.5									
Calendar Description (<i>50-100 words</i>)									
This course examines the antecedents (for example: social structure, environments, human development and behaviour) that underlie nutrition-mediated aspects to human health and disease. This will include review and analysis of seminal, primary, and current research as well as contemporary issues surrounding nutritional literacy and deficits, food insecurity and access, as these relate to morbidity and pre-mature mortality. The course will also examine existing public health practices for health promotion and access, and population-level disease prevention and interventions.									
URL		https://www.uc.utoronto.ca/health-studies							
Prerequisites		HST250H1 or STA220H1 or equivalent							
Corequisites		none							
Exclusions		none							
Recommended Preparation		HST209H1							
Breadth Requirementsⁱⁱⁱ					Distribution Requirements				
BR=3 (Society and Its Institutions)					SOC SCI				
Total Instructional Hours (<i>usually multiples of 12</i>)			Lecture	24	Pract	#	Tutorial	#	Seminar #
Available for CR/NCR status^{iv}			Yes (default)						
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning			Notably	
	Communication		Extensively		Social and Ethical Responsibility			Notably	
	Information Literacy		Extensively						
Experiential Learning (none, notably or extensively)	Research	Choose			Other	Choose			
	Nature of "Other" Experiential Learning^v		notably						
Proposal Questions – General (<i>Complete all fields in this section</i>)									
Topics Covered									
<ol style="list-style-type: none"> Identify developmental and biological responses and consequences to population-level food insecurity and lack of nutritional literacy Examine the social and structural attributes of environments that impede or facilitate food security and nutritional literacy Analyze public and global, population-level research on nutrition and food access and compare/contrast their possible developmental, structural and environmental origins 									

4. Understand and articulate the social constructs that support or impede access to nutrition for marginalized and vulnerable populations in North America			
Methods of Assessment			
Assessments will follow a scaffolded format comprising an abstract, a protocol, a roundtable debate of topics that are polarizing in current health equity debates, followed by peer feedback on debate content and performance. The final version of the protocol will be revised to incorporate new learning and peer feedback. The experiential learning component will be designed so that students engage with members of the community, reflect on the community issues that they raise which are related to the course topics, and propose possible solutions.			
Rationale and Academic Relevance			
This course is created for the new faculty hire jointly held with HMB and University College in the Health Studies program. It will also fill a gap in the Health Studies curriculum in that there are no other courses on nutrition and illness.			
Overlap of course content with current courses offered by other departments/programs			
<p>There is no overlap with other course offerings.</p> <p>This course relates well to:</p> <p>GGR329H1 The Global Food System https://fas.calendar.utoronto.ca/course/ggr329h1 and</p> <p>GGR107H1 Environment, Food and People https://fas.calendar.utoronto.ca/course/ggr107h1</p> <p>This course has a strong public health focus and is rooted in biological (developmental) and social determinants of health as they relate to nutritional insufficiencies, deficits and food insecurity. Some courses in the Department of Nutritional Sciences touch on similar concepts, but not significantly.</p>			
Consultation Undertaken^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
Consulted with Human Biology Program (HMB); no sign-off required.			
Resources Required			
There are no resource requirements for the teaching of this course.			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
HIS, HMB: Global Health, GGR, SOC			
Estimated Enrolment	30	Instructor <i>(Do not leave blank)</i>	Leanne De Souza-Kenney

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

ⁱⁱ Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

ⁱⁱⁱ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

^{iv} All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

^v Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Faculty of Arts & Science

New Course Development Form

Designator	Number ⁱ	Title	Abbrev. Title (Max 30 Characters)							
HST	305H1	Perspectives in Health, Gender, Ethnicity and Race	Health, Gender, Ethnicity and Race							
Previous Course Code (<i>reweighted or renumbered courses</i>)										
Division		Associated with (Division)ⁱⁱ								
Arts & Science										
Unit (<i>for joint courses, list both sponsoring units</i>)		Associated with (Unit)								
		University College								
Fixed Credit Value (<i>0.5 or 1.0</i>)		Jointly Offered with Course(s)								
0.5										
Calendar Description (<i>50-100 words</i>)										
This course will examine historical and contemporary health disparities with respect to gender, ethnicity, and race. Other intersectional issues such as Colonialism, class, sexuality, and the urban/rural divide will also be considered as they to social determinants of health. Attention will be focused on examples of disparities that perpetuate and exacerbate current epidemiological challenges for underrepresented populations in Canada and globally.										
URL		https://www.uc.utoronto.ca/health-studies								
Prerequisites		HST250H1 or STA220H1 or equivalent								
Corequisites		none								
Exclusions		none								
Recommended Preparation		HST209H1								
Breadth Requirementsⁱⁱⁱ				Distribution Requirements						
BR=3 (Society and Its Institutions)				SOC SCI						
Total Instructional Hours (<i>usually multiples of 12</i>)			Lecture	24	Pract	#	Tutorial	#	Seminar	#
Available for CR/NCR status^{iv}			Yes (default)							
Competency Levels (none, slightly, notably or extensively)	Critical and Creative Thinking		Extensively		Quantitative Reasoning			Notably		
	Communication		Extensively		Social and Ethical Responsibility			Notably		
	Information Literacy		Extensively							
Experiential Learning (none, notably or extensively)	Research	Choose			Other	Choose				
	Nature of "Other" Experiential Learning^v		notably							
Proposal Questions – General (<i>Complete all fields in this section</i>)										
Topics Covered										
Structural issues in health promotion and the landscape of epidemiology of disease in vulnerable, racialized and Indigenous populations both locally and globally, referring to historical examples and present-day scientific evidence.										
Methods of Assessment										
Assessments will follow a scaffolded format comprising an abstract, a protocol, a roundtable debate of topics that are polarizing in current health equity debates, followed by peer feedback on debate content and performance. The final version of the protocol will be revised to incorporate new learning and peer feedback. The experiential learning component will be designed so that students engage with members of the community, reflect on the community issues that they raise which are related to the course topics, and propose possible solutions.										

Rationale and Academic Relevance			
This course is created for the new faculty hire jointly held with Human Biology and University College in the Health Studies program. It also addresses student interest in having courses in Health Studies that more explicitly address issues to do with ethnicity and race.			
Overlap of course content with current courses offered by other departments/programs			
There is no overlap of course content with current courses offered by other departments/programs.			
Consultation Undertaken^{vi} <i>(Do not leave blank – indicate date of sign-off from external unit, or none required.)</i>			
Consulted with Human Biology Program (HMB); no sign-off required.			
Resources Required			
There are no resource requirements for the teaching of this course.			
Resources - Budget	Academic unit will provide these resources from existing budget.		
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
HIS, HMB: Global Health, SOC			
Estimated Enrolment	30	Instructor <i>(Do not leave blank)</i>	Leanne De Souza-Kenney

ⁱ E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

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^{vi} If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).

Appendix 3



UNIVERSITY OF
TORONTO

GLOBAL EDUCATION @ U OF T

University College Council
November 20, 2020

Prof. Joe Wong, VP International
Office of the VP International
global.utoronto.ca

OFFICE OF THE VICE-PRESIDENT, INTERNATIONAL (OVPI)

Internationalization is a priority & part of U of T's overall academic mission.

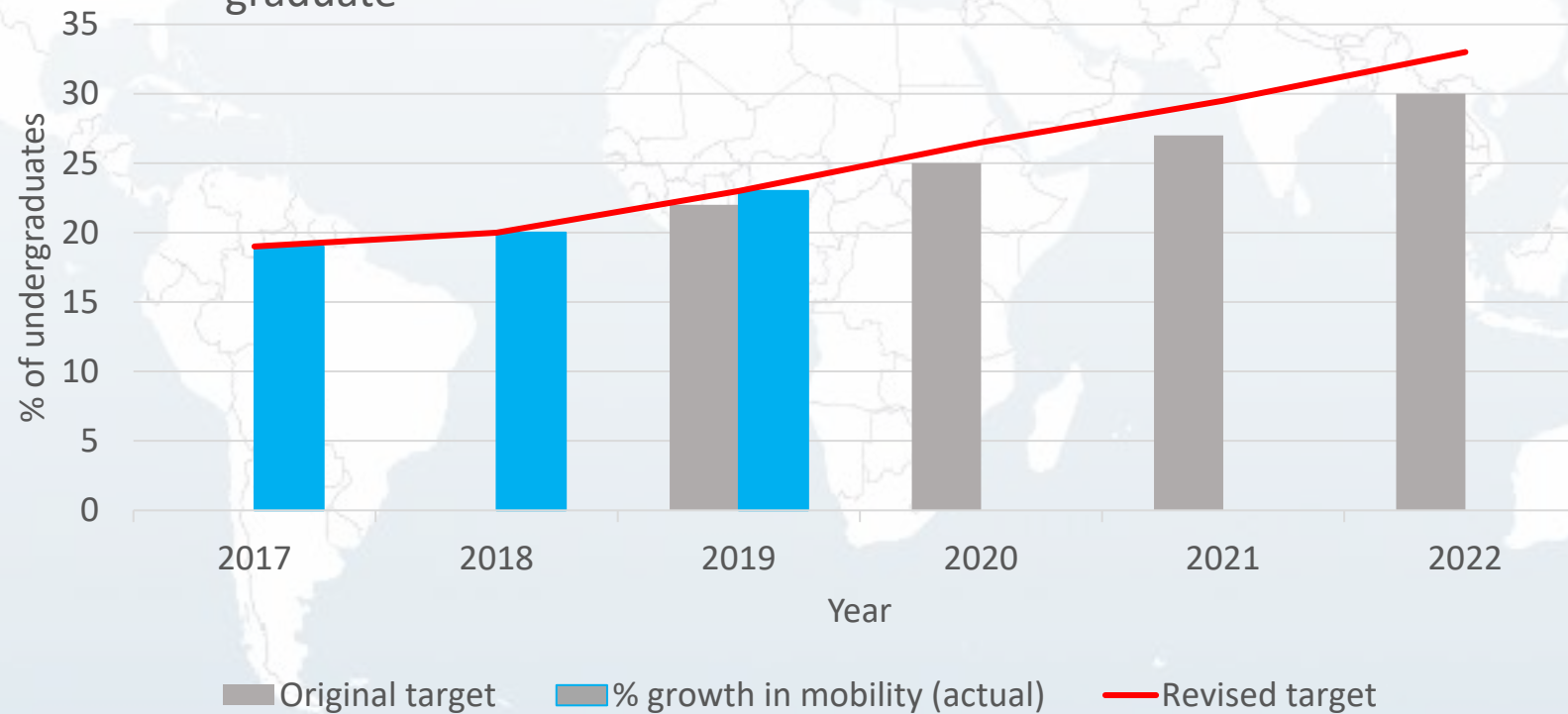
OVPI provides leadership on international initiatives:

- develops and maintains key international partnerships
- engages with institutions in regions, countries and cities of strategic priority
- leverages international opportunities for research, scholarship and mobility
- enhances opportunities for faculty and students, and encourages students to become global citizens

COVID IMPACTS: LEARNING ABROAD

PROGRESS BEFORE MARCH 2020

Percentage increase in the number of undergraduate students who participate in an international experience by the time they graduate



INTERNATIONAL STUDENTS

Supporting our international students and increasing our yield of competitive applicants from around the globe a priority, despite the pandemic

Since the spring, support for our international students has included:

- assisting them in staying or returning home from learning abroad placement in March
- Support with border crossings, student permits
- On campus welcome and support/co-curricular engagement

UofT News

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'I just felt normal again': With U of T's help, international students return to campus



Trinity and senior Trinity College students Piya Sial (left) and Anaswar Riggamal (right) compressed their respective two-week quarantines – one floor apart – after returning to Toronto from India for the fall semester (photo by Johnny Guatto)

After touching down in Toronto after a 14-hour flight from New Delhi, University of Toronto student Piya Sial was pleased to discover that nearly every detail – from a safe place to quarantine to daily check-ups by health and wellness staff – was taken care of by her university.

In fact, U of T's support of Sial, a student at Trinity College, began even before she returned to Canada for her fourth and final year of study in mathematical statistics and computer science. Staff helped her formulate a quarantine plan and guided her through the re-entry process. At the arrivals hall at Pearson International Airport, she was greeted by a university representative who escorted her to a shuttle that took her to a downtown hotel, where she would see out her 14-day quarantine.

After checking in, Sial received a welcome package with snacks, detergent, fabric face masks, a digital thermometer and other supplies. During her stay, she received meals at her door and a daily check-up call from university health and wellness staff.

"It was amazing," she told *U of T News*. "I don't think they could have done anything more."

September 21, 2020

By Geoffrey Vendeville

From the Series
Global Lens,
Our Community

Tagged with
UTogether,
Faculty of Arts & Science,
Global, Joseph Wong,
Trinity College

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SAFE AND SECURE CORRIDOR

As international students come to Toronto, supporting through:

- airport pickup + quarantine facilities
- daily temperature/health check-in
- food delivery
- activities to connect them with peers

- Over 1000 students supported to date
- With borders now open to new international students, we are working with registrars to ascertain # of students who will be coming to Canada in coming 1-2 months
- Permit delays remain a challenge
- Gathering data on how best to support all students and sharing best practices

- **HOW ARE YOUR INTERNATIONAL STUDENTS DOING?**

SUPPORTING OUR STUDENTS: COVID-19 STUDENT ENGAGEMENT AWARD

- Supported student-led, team-based summer projects that contribute to the COVID-19 response in a globally engaged way
- Multiple divisions + OVPI provided \$489,000 to 155 projects
- Over 500 students from every division participated

Uof T News

FOLLOW U OF T NEWS [t](#) [f](#) [i](#)

Students from U of T Engineering among those working to solve COVID-19 challenges around the world



Uof T News

FOLLOW U OF T NEWS [t](#) [f](#) [i](#)

U of T graduate students explore COVID-19's impact on exercise among people living with cancer



GLOBAL CLASSROOMS

Opportunity to continue to provide students with global experience in the classroom, in the online environment, partnering with others

We have developed resources including workshops and a website with toolkit

<https://learningabroad.utoronto.ca/gc-home/>

U of T is committed to student access to global learning through curricular and co-curricular experiences. Students now have expanded course, research and professional experiences available through learning abroad. The University has increased needs-based funding to reduce barriers and increase access. On campus students can participate in the Global Citizen co-curricular project and complete a Global Scholar concentration within their program. The next step in global learning is the Global Classrooms approach.

Global Classrooms (GC) offer an accessible way to internationalize teaching and learning experiences by combining cross-cultural collaborations with technology. Additionally, they enable faculty and instructors to work closely with peers abroad. GCs benefit students and organizations in participating regions by offering a cost-effective complement to student mobility, as well as creating pathways to international exchange and study abroad. The goal is to leverage existing technology and strengths within the GC collaboration. The nomenclature of “Global Classroom” is intentionally open to allow for variations and approaches that are discipline, regional, and challenge specific.



GLOBAL CLASSROOMS

“True learning, from my perspective, is the process which results in the broadening of one’s perspective, allowing one to see the world (and its many issues) in a more open-minded, understanding, and informed light. I find a lot more fulfilment in learning how to think and analyze than I do learning specific concepts. That is why I am so appreciative of the global classroom; I was forced to confront my own biases and question why I view issues the way I do.”

(1st year student, reflection, global classroom)

INTERNATIONAL STUDENT EXPERIENCE FUND (ISEF)

- Ensuring appropriate support in place for our international students, to set them up for success – through CIE as well as support across our three campuses
- 2018 launch by Provost's Office and Office of the Vice-President, International
- 19 funded projects; 2020-21 is the 3rd and final round
- Open to faculty and staff with continuing appointments
- Fund for curricular and co-curricular innovation (not a research fund)—U of T students are target beneficiaries
- Recommended that curricular proposals include a co-curricular collaborator

INTERNATIONAL STUDENT EXPERIENCE FUND (ISEF)

- Funds for curricular and co-curricular initiatives that contribute to a learning environment consistent with U of T's global mission and profile by:
 - ✓ Enhancing the experience of international students
 - ✓ Fostering intercultural engagement and understanding
 - ✓ Internationalizing student experience on and off campus
- Seed Grants (\$5,000 - \$15,000) + Impact Grants (\$15,000 - \$100,000)
- COVID-19 has underscored practical preconditions for content delivery—particularly for students in different times zones, with varying degrees of access

U of T GLOBAL CITIZENS (CCR)

Get a global perspective, locally.

- Three CCR competencies
- Three experiences
- **Co-Curricular Record (CCR) Engagement:** Students complete 3 distinct opportunities where they develop competency in 3 above areas + cumulative reflection.
- **Cumulative Critical Reflection: 1-on-1 check ins, online module, workshop** on unpacking the complexity of “global citizen,” and reflecting on their CCR engagement their understanding of “global citizenship”.
- Originally launched *as a pilot* with Global Scholar: Fall 2020
- **UPDATE: September 2021 Relaunch** that simplifies requirements; consistent across the University, cumulative reflection.
 - Interested in promoting GC to your students *at the relaunch*?
 - PLEASE CONTACT: Tara Etherington at tara.etherington@utoronto.ca

U of T GLOBAL SCHOLAR CERTIFICATE

- Designated Global Scholar courses are curated through a global lens across a range of disciplines
- Pan-university but divisionally owned
- Launched in Fall 2019: FAS, UTSC, FASE, KPE, UTM, DLSPH
- Updates 2020: Rotman Commerce, Daniels Architecture, Pharmacy, new FAS (IR)
- In discussion: OISE, Information, Law
- Welcome participation of more divisions

THE WORLD NEEDS GLOBAL LEADERS

Business as usual is not an option to meet the world's challenges.

Global leaders are needed today, more than ever.



VISION STATEMENT

The University of Toronto nurtures the development of principled and inclusive global leaders through interdisciplinary curricular and experiential co-curricular opportunities that reflect students' goals and unique experiences, and emphasize sustained, empathetic engagement in Toronto and beyond.



PRINCIPLES

- Equitable, diverse, inclusive leadership
- Local and global engagement
- Leverages peer learning
- Sustained and flexible engagement (*not a “one-off”*)
- Cultural fluencies



GLOBAL LEADERS FREESTANDING MINOR

- Cohort based (diverse)
- Interdisciplinary; interdivisional
- Pan-university, truly tri-campus (3.0 – 4.0 FCE)
- Core, sequenced global leaders courses (2.0 FCE)
- Augmented by divisional electives (1.0 – 2.0 FCE)
- High impact courses
- Undergraduate students apply in yr 1 to start in yr 2

PILOT COHORT OF 100 WITH POTENTIAL TO SCALE

LEARNING OUTCOMES & CORE COURSE DESIGN (2.0 FCE)

COURSE	LEARNING OUTCOMES	COURSE DELIVERY
GLB201H1 (0.5 FCE) UTM (TBC)	Global Leadership: Past, Present, Futures Explore & interrogate globalization, current global issues, & understandings of leadership across space & time	Onboarding retreat (prior to/early in Fall term) Self-reflection activities Primarily online (sync/async) course delivery with monthly in-person meetings (with embedded social activities to build cohort connections, commitment and engagement)
GLB301H1 (0.5 FCE) UTSC (TBC)	Global Leadership: Relationality, Reciprocity, Collaboration Translate positive social change across global contexts, disciplines, & via diverse mediums Practice cultural/linguistic humility, communication & collaboration	Community engagement - Global <u>focused</u> (community partner may be local or global) Group-based activities w/ reflection on group process) Primarily online (sync/async) course delivery with multidisciplinary seminars 1-2 in-person events recommended
GLB 401Y1 (1.0 FCE) ST G (TBC) CAPSTONE	Global Leadership: Capstone Project Demonstrate collaborative global leadership Group based projects with tri-campus faculty advisors	Interdisciplinary capstone projects --- Globally <u>partnered</u> (community engaged learning, organization partnered project, research & innovation) Engagement of tri-campus¹⁷ faculty advisors

DIVISIONAL ELECTIVES (1.0 – 2.0 FCE)



GLOBAL CONTENT

*Global issues, topics,
perspectives, competency
development*



GLOBAL CLASSROOM

*Course-based
connections with
students/scholars abroad*



GLOBAL EXPERIENCE

*Study abroad, international
research experience, global
internship, (global can be
local in select cases) etc.*

Global Leaders Longer Term ...



OFFICE OF THE VICE-PRESIDENT, INTERNATIONAL (OVPI)

FIRESIDE CHAT SERIES:

Nov. 26, 2020: *Global Classrooms*

Dec. 17, 2020: *Academic Partnerships*

Jan. 28, 2021: *Corporate Partnerships*

Feb. 25, 2021: *The U of T Blue Door*





THANK YOU!
QUESTIONS?

global.utoronto.ca
[@global_uoft](https://twitter.com/global_uoft)