



# UNIVERSITY COLLEGE

UNIVERSITY OF TORONTO  
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## College Council      Friday, November 15<sup>th</sup>, 2019, 1:30pm – 3:30pm      Room 314

### Present:

Donald Ainslie	Julia Rodriguez	Keren Rice	Danielle King (COG)
John Marshall	Maureen Smith	Aanya Bahl	Nelson Wiseman
Ryan Woolfrey	Michelle Atkin	Danielle Stella	Cameron Crookston
Melinda Scott	Smaro Kamboureli	Sylvia Bashevkin	Jennifer Jenkins
Yvonne MacNeil	Jerry Plotnick	Sadie Livingstone (DON)	Isabelle Cochelin
Margaret Fulford	Varun Lodaya	Noah Petrie	

### Regrets:

Emily Kakouris	Barbara Fischer	Carolyn MacLeod	Naomi Handley
Jim John	Steven Zhu	Ho K. Sung	Elizabeth Legge
Rick Salutin	Dana Seitler	Pia Kleber	Emily Gilbert
Brenda Cossman	Ruth Masuka	Justin To	Sean Mills
Tamara Trojanowska	Thomas Pender	Walid Saleh	Nikki Cesare
Maureen Huang	Muskan Nagra	Sarah Wakefield	Nabil Fancy (CAD)

### Officers:

David Klausner	Zehra Ladak		
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### Guests:

Lori McIntyre	Brett Lavoie	Emily Sands (Naomi Handley's Designate)	Maureen Smith (Barbara Fischer's Designate)
Dean Melanie Woodin	Steve Baily	Emily Ling	Meena Rambali

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

## WELCOME

### 1. Motion to approve minutes of the meeting held on October 18, 2019

Motion called by Melinda Scott  
Motion seconded by Noah Petrie  
Motion Approved unanimously

### 2. REPORTS

#### I. Update from the Principal, Donald Ainslie

##### (Presentation attached – Appendix 1)

- The Principal Designate, Markus Stock, sends his regrets due to travel but is looking forward to starting his new role in January 2020
- The Alumni event held on November 13, 2019 was well attended and successful

##### *University College*

- The searches for new directors of Cognitive Science and Health Studies are ongoing; Donald hopes to wrap this up by end of his term as Principal
- John Marshall is finishing his term as Vice-Principal at end of June 2020; Donald and Markus are working on finalizing the membership of a search committee that will start its work in January
- In the summer, UC made a successful submission to the Provost's "Student Spaces Enhancement Funds"
  - Some of the accessibility upgrades of the Quad will now be funded by the Provost (\$300,000); work on finalizing the design and cost is ongoing

##### *Revitalization Updates*

- Revitalization & UC Quad (*slides attached*)
  - Contractors should complete the work by end of January, with the move into the spaces occurring in the winter term
  - A poetry wall will be inserted as part of the Croft Chapter House renovation, displaying a line of poetry by Anne Michaels translated into more than 135 languages currently spoken in Toronto
  - Soft opening in the spring; official opening in the fall

##### *Writing Committee*

**MOTION:** To approve changing the name of the 'Creative Writing Committee' to 'Writing Awards Committee'

- Motion had been distributed suitably ahead of time as per constitution

Motion called by Donald Ainslie  
Motion seconded by Sylvia Bashevkin  
Motion Approved unanimously

- **MOTION: to approve Writing Awards Committee membership for 2019 - 20**

<b>Director, Writing Centre</b>	<b>Jerry Plotnick</b>
<b>College Librarian</b>	<b>Margaret Fulford</b>
4/6 Teaching Staff	Michael Wayne
	Rick Salutin
	Jenny Purtle
	Maureen Fitzgerald
2 undergraduate students (Appointed by UC Lit)	Miranda Desbiens
	Chole Gorman

Motion called by Jerry Plotnick  
 Motion seconded by Isabelle Cochelin  
 Motion Approved unanimously

### ***Arts and Science***

- The new Director of the Munk School is Michael Sabia (former CEO of the Quebec pension fund Caisse de dépôt et placement du Québec (CDPQ))
  - In UofT news it was mentioned that there may be a process to explore whether the Munk School would become a separate faculty
    - Recall that before merging with Munk, SPPG was going to be moving into the Laidlaw wing in the space the UC library is vacating (along with the third floor); after the merger, Munk has a moral right to the space, though UC has repeatedly expressed the need for the users of the Laidlaw wing to be more than tenants
    - Donald has reiterated to the Dean's office that there must be meaningful discussion on Munk's use of the UC space in light of its possible separation from A&S

### ***University Issues***

- In the summer, a memo was issued about the University launching a review of the College system; in January work will start with these working groups:
  - I) Academic Planning and Academic Change
  - II) Student Experience,
  - III) Recruitment, Admission, and Enrolment Planning
  - IV) Residences
  - V) Resources
  - Each working group is chaired by a Vice-Provost/Vice President; Steering committee overseeing the process
- **Update from Prof. John Marshall**  
**(Presentation attached – Appendix 2)**

**MOTION:** To approve the following curriculum changes for Cognitive Science and Canadian Studies which have been reviewed by the Curriculum Committee Members:

- A change of Cognitive Science to a limited enrolment program
  - The Cognitive of Science program is changing to a limited enrolment program because of increase of enrolment this year
  - Limitation of programs is causing a lot of stress to students
- Retire CDN240H "Italian Canadian Studies" and replace with CDN250H "Italian Canadian Settlement" under Social Sciences and CDN350H "Italian Canadian

Culture and Identity” under Humanities (courses rotated annually, no increase in resourcing)

Motion called by John Marshall  
Motion seconded by Sylvia Bashevkin  
Motion Approved unanimously

▪ **MOTION: to approve Appointments Committee Membership for 2019 – 20**

<b>Vice-Principal</b>	<b>John Marshall</b>
<b>Registrar</b>	<b>Ryan Woolfrey</b>
1 Program Director	Emily Gilbert
4 Teaching Staff	Jarrett Welsh
	VK Preston
	Jesook Song
	Philip Sohm
2 undergraduate students (Appointed by UC Lit)	Ruth Masuka
	Danielle Stella

Motion called by John Marshall  
Motion seconded by Ryan Woolfrey  
Motion Approved unanimously

**3. University College Committee Responding to Canada’s Truth and Reconciliation Commission (UC TRC)**

**(UC TRC Report attached – Appendix 3)**

- 2018 College Committee constituted a committee to respond to Canada’s Truth and Reconciliation Commission based on reports made nationally in 2015
- Committee composed of faculty members, administrators, staff members and three students and met 3 times last year to discuss the report

**MOTION:** The Council endorses the TRC Report and the actions called for within this report should be reviewed by a biennial report to College Council until Council sets up other process to continue the work

Motion called by John Marshall  
Motion seconded by Yvonne MacNeil  
Motion Approved unanimously

**II. Update from the Lit, Danielle Stella**

- Danielle thanks the committee for inviting the group to the Alumni event; it was a great opportunity for networking
- The online store was used to sell tickets for an event; it was a test run and worked well, also has a delivery option; the online options will now be used for future events
- Council retreat is on with ongoing training exercises
- Winter applications are out and hiring process will start soon
- The Peer Mentorship Program, applications for the mentees are out
- A pilot project called Initiative for Mental Peace and Security (IMPS) has been launched - A Mental Health Mentorship Program has for 1<sup>st</sup> and 2<sup>nd</sup> year students
- Event called “Current” will be in January based on a Lecture; forms will be sent out; anyone who wants a topic to be included or a colleague to speak; please complete and submit a form

### **III. Update from the Chief Administrative Officer, Yvonne MacNeil**

#### ***Updates***

- This month Zehra Ladak took on a new role as Academic HR Officer in Faculty of Arts & Science, Meena Rambali to take on Assistant to the Principal role until end of term
- Cecille Sioulis is returning to work week of Nov 18<sup>th</sup>, 2019
- The ancillary budget report was prepared; a meeting with the CFO will be held in the coming weeks; budget should be approved in January
- Successful summer business with residence and food
- Food services budget received; the budget included funds for 2020 new café and staffing; meeting will be set up for hiring staff
- The new café, the 'Owlery', will be a public café which should help with cash flow

### **IV. Update from the Registrar, Ryan Woolfrey**

#### ***Staffing Updates***

- Linda Nauman, Associate Registrar, First Year & Financial Advising, started her new role at Rotman Commerce on October 8<sup>th</sup>, 2019
- Nancy Prior will be replacing Linda Nauman as Associate Registrar, First Year Experience, on November 17<sup>th</sup>, 2019
- Jennifer Kirk, UC's On Location Accessibility Advisor, is on a temporary leave this term; Reggie Oey from Accessibility Services joined the UC team as Jennifer's temporary replacement in early October

#### ***Graduation Updates***

- 137 UC students graduated at the Convocation Ceremony on the morning of November 4<sup>th</sup>, 2019: 68 Honours Bachelor of Science, 57 Honours Bachelor of Arts, and 12 Bachelor of Commerce; a reception for graduates and families was held in UC Union
- In June 2020, UC Convocation ceremony will be split into two because of increase of the graduating group

#### ***Advising Updates***

- On October 21<sup>st</sup>, Front Line and Academic Advisors from the Registrar's Office attended the *Ontario Academic Advising Professionals* (OAAP) conference at the University of Toronto Mississauga
- Associate Registrar, Mily Van attended the 2019 National Academic Advising Association conference in Louisville, Kentucky from October 19-23<sup>rd</sup>, 2019
- All staff in the Registrar's Office attended and participated in the inaugural Arts & Science Academic Advising Conference on November 6<sup>th</sup>, 2019
- Advisors at the Registrar's Office continue to see students for one-on-one scheduled appointments as well as weekly drop-in advising times
- Drop-in advising hours continue to be increasingly popular; advisors have seen over 425 students on a one-one-one drop-in basis since September in addition to over 200 scheduled appointments; for the last two weeks leading up to the end of term, the Registrar's Office is holding full day drop-in advising hours
- Main issues for students at this time of the year involve late withdrawal from courses, assistance with securing term work extensions, and petitions for deferred exams
- Financial Aid Advisor is available to help with UofT grant assistance; there has been a cut in OSAP for students; if you know anyone in need of financial help, please direct them to contact the Registrar office

**V. Update from UC Advancement, Naomi Handley (Absent)**  
**Report read by Emily Sands**

*Updates*

- The 8<sup>th</sup> annual Alumni of Influence Gala was held on Wednesday, November 13<sup>th</sup>, 2019
- Winners expressed gratitude for the opportunity to reengage with the College and to celebrate with student attendees; guests were from the US, one recipient's family travelled all the way from Switzerland to accept the award
- Thanks to Principal Ainslie for his support of the Gala for the past 8 years, also thanks to Markus Stock for hosting Wednesday evening and being so welcoming to the UC alumni community
- Coming up is the UC Alumni Salon Series featuring Ivan Semeniuk, Wind Down (the recognition for UC Book volunteers), Alumni Book Club with Margaret Fulford and the UC Holiday Party
- Fundraising is focused on the recognition of donors to the UC Revitalization project, especially signage of named spaces and the building and conference centre opening; update on the project will be sent to Donors beginning of December
- Thanks to all students who stepped forward to share your stories as part of the annual donor impact report which will be sent to Donors early 2020
- The Spring Direct Mail campaign is being planned; it will focus on how to cultivate Global fluency in students
- A big thank you to Naomi's team, past and present, for their efforts and hard work in creating seamless and top-notch events

**VI. Update from the Dean of Students, Melinda Scott**

*Updates*

- It was a busy term with events and activities both in the residences and for commuter students
- The third Student-Faculty Dinner will be held next week; thanks to all faculty members who attended past dinners (without you, the dinners would not have been possible)
- With the exam season coming up, the Residence Dons and the Community Coordinators in the CSC will be offering exam care kits, as well as de-stressing events, and study skills sessions; the dining hall will be opened for late night studying and the residences will begin 24 hour quiet hours
- Students who need to remain on residence during the winter break can apply at the residence office; students who do not apply will need to leave residence 24 hours after last exam
- Applications for Don and Coco position for 2019-2020 will be available before end of term; hiring process will begin in January
- The process will start soon to collect students' feedback on their residence experience through the annual residence survey; the survey will open shortly
- Residence and Food Budgets for 2019-2020 is being prepared; the proposed budget will be presented to the Residence Council early next term and will then be presented at the SARG meeting in February and will be presented to residence council in January
- Melinda is participating on the University's mental health task force; the Task Force released a document summarizing the key themes that were identified through the consultation process with students, staff, and faculty that took place earlier in the term. Everyone is encouraged to review this document and to provide any feedback through the online form or at one of the pop-up feedback stations that will be open on campus. The draft themes and the dates for the pop up stations are available at <https://www.provost.utoronto.ca/committees/task-force-on-student-mental-health/>

#### **4. UTAC and the Art Museum, Donald Ainslie**

##### ***Background Information***

- In has been five years since the two galleries were federated and began operating as the Art Museum
- The Art Museum is going through a strategic planning process following on an external review

##### **Update from UTAC, Barbara Fischer (Absent)**

##### **Report read by Maureen Smith**

##### ***Annual Review***

- Since the federation of the Art Museum in 2014, it is time to determine what needs to be done to grow and move forward
- Over the past years, exhibitions continue to demonstrate the capacity to produce critically acclaimed exhibitions that significantly raised the public profile of cultural programming at the University of Toronto
- One exhibition, Kent Monkman's Shame and Prejudice, continues to draw crowds; the event was visited by 65,000 Montrealers; this exhibition will end October 2020
- Increased curricular engagement, last year approximately 400 students participated in class tours and visits
- Looking at ways to get the academic community and the public to the Art Museum is a challenge; a new name and award-winning brand was developed; the location is difficult for community/public to find, e.g., lack of visibility
- Core funding from the university and arts council funding from three levels of government but it is time to develop a program to support exhibition programming and the capital project necessary to meet the challenges of two sites
- The university's Landmark Project offers an opportunity for the two sites to be linked more clearly
- A focus group with students was held November 4<sup>th</sup>, 2019, 25 students attended, including Sabrina Weinstein from the UC Lit and Arielle Zhevko, Chair of the Hart House Art Committee; also 15 Faculty of Engineering students; together the students offered a view into how the Art Museum is seen or not seen on campus
- An e-survey was developed to invite community participation, via e-blasts and social media; invitation will be sent to the UC community; looking forward to feedback from the UC committee

#### **5. Transforming UC Classrooms by Steve Bailey & Emily Ling**

##### **(Presentation attached – Appendix 4)**

- Using the human-centered design approach, a project started in 2016 to modernize and create a better experience in the classrooms for instructors and well as students
- Instructional space, direct engagement, and "lived" experience is important in a university, both for instructors and students
- This year an Advisory Group was formed for this project because it needs to be driven around the strategic needs of the divisions/departments of the university
- The input from students, stakeholders, facilities & services and partnership with CTSI is also important for this project
- 5,138 seats have been impacted
- Key themes for the experiences people will go through using the human-centered design approach will be: connections: i.e., physical, virtual, inter-personal connections; and recognizing that emotional stakes are central
- Accessibility and inclusivity are central tenants encompassing the above themes
- Design principles were developed
- An email was sent out to get feedback; the feedback received focused on:

- What do people want to improve: lighting, furniture, technology, and fabric repair
- Positive attribute: Outdoor usage – use natural lights (lights and naturals are important features within a classroom), air conditioning, and new furniture
- A main piece to have will be a foundation piece for technology
- UC strives to highlight its heritage; the heritage analyses developed in conjunction with the UC Revitalization will be used to guide the renovations

## **6. Presentation by Dean Melanie Woodin**

- Donald introduced the new Dean of Faculty of Arts & Science, Melanie Woodin, who started the role this Summer
- Dean Woodin attended the UC Alumni of Influence Awards: she was impressed with the entire program
- Currently involved in a very extensive academic planning exercise
- The Faculty was reviewed to see what was done in the last five years and to determine what improvements are needed; the review also helped to identify challenges and opportunities
- In preparing the next academic plan for A&S, there will be a series of consultations involving online surveys, formal submissions from academic departments and student associations, and focus groups
- Identified five strategic priorities where significant advancement can be made:
  - Proposing the development of a Bachelor of Arts & Science
  - Looking to improve student experience both inside and outside of the classroom
  - Pushing boundaries of research success
  - Promoting diversity and accessibility
    - Revising internal hiring processes at the Faculty, in order to increase the diversity of Faculty members to reflect student population
  - Focus on building local and international partnerships with the community
- Additional operational priority:
  - Expanding and improving Faculty capital and infrastructure
- Integrating strategic priorities with four commitments:
  - Calls to action for Truth and Reconciliation Community
  - Sustainability in all facets of operations, inclusion in curriculum
  - Mental health and well-being of students, and of staff and faculty
  - All students to have opportunities for international learning

## **7. Other Business/Upcoming Events**

- Stubbs Lecture - Prof. Paige Dubois, Nov 21<sup>st</sup>, 2019 4:30-7:00pm at UC140/240
- UC Holiday Party, Dec 4<sup>th</sup>, 2019 3:30-5:30pm at UC Union
- Hanukkah Party, Dec 9<sup>th</sup>, 2019 4:00-6:00pm at Jackman Humanities Building

## **8. Adjournment**

Motion called by Isabelle Cochelin  
 Motion seconded by Michelle Atkin  
 Motion Approved unanimously



## Appendix 1



## Principal's Update



## Revitalization Update



## Croft Chapter House



## Croft Chapter House



## Croft Chapter House



## Art Museum at the University of Toronto



- **2011-12: UTAC (University of Toronto Art Centre) Institutional Structures Review**
  - Closer collaboration with Museum Studies
  - Establishment of budget as a campus-wide cost
  - Call for increased synergies and efficiencies with the Justina M. Barnicke Gallery at Hart House
- **2013**
  - Decision to have an academic as director of UTAC to ensure tighter connection with UofT's academic mission
  - Barbara Fischer, Director and Chief Curator at JMB, and Senior Lecturer in the Daniels Faculty of Architecture, Landscape, and Design, also becomes Interim Director at UTAC



- **2013-14: Tower Road Galleries Operational Models Ad Hoc Committee**
  - Explored models for UTAC and JMB cooperation
  - Endorsed "federation" – continued independence but with a unified staff and programming
  - Recommendation accepted by Provost in December
- **2016**
  - Public launch of federation as the Art Museum at the University of Toronto in January
- **2017**
  - Kent Monkman's *Shame and Prejudice* opens to international acclaim
  - Launches UofT's year of events marking Canada's sesquicentennial



## 2019: External Review

- Jan Allen, Director, Agnes Etherington Art Centre and Assistant Professor, Cultural Studies, Queen's University
- Scott Watson, Director, Morris and Helen Belkin Gallery and Professor, Department of Art History, Visual Art & Theory, University of British Columbia
- Detailed self-study
- Two-day visit in February, 2019



## External Review: Recommendations

1. Embrace and support the potential of the Art Museum by: streamlining, integrating and clarifying governance to support the capacity of the Art Museum while retaining its distinct accountabilities.
2. Develop the capacity of the federated Art Museum to work successfully with the university's fundraising team.
3. Forge a fresh consensus around the role and use of the collections.



## External Review: Recommendations

4. Leverage AMUT collections and expertise to provide important strategic service to the university by creating and supporting two new positions: a Curator of Academic Engagement and a Curator of Outdoor Art
5. Develop near and long term plans to enhance the physical facility.

Awaiting an official Provostial response, though overall positive feedback.





Melanie Woodin, Professor of Cell and Systems Biology

Dean of Arts and Science



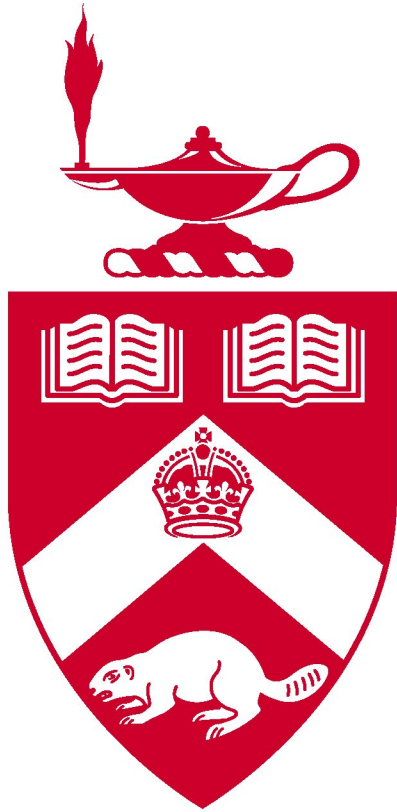
## Appendix 2

## Curriculum Motion

1. That the council approve the changes that Curriculum committee recommends for the January curriculum cycle. These are

(A) a change of Cognitive Science to a limited enrolment program; and

(B) retire CDN240H “Italian Canadian Studies” and replace with CDN250H “Italian Canadian Settlement” and CDN350H “Italian Canadian Culture and Identity.”



# University College Committee Responding to Canada's Truth and Reconciliation Commission

University College Council, 15 November 2019

# Participants

- Shannon Simpson, Director First Nations House
- Alana Johns, Emerita Anthropology
- John Marshall, UC Vice Principal
- Alisa Christian, UC Student
- Lama Karim, UC Student
- Ziigwen Mixemong, UC Student
- First Nations House Student Advisory Group





# Recommendations

## For the Principal of the College

UT#4: Identifying and naming appropriate spaces using Indigenous languages.

#1 We recommend that the that the Principal of University College open dialogue with Heritage Canada to revise the signage at the front of the College to include narration of the role of Indigenous land, and its concentration through clergy lands, in the financing of the University College building.

We further recommend signage or other recognition in the new hallway from the elevator to the main second floor space of the role of Indigenous peoples on the lands and in the life of University College.

For all of these actions, appropriate languages should be Mohawk and Anishinaabemowin when and if Indigenous languages are appropriate to the signage in question. Consultation with Elders and/or traditional teachers should be part of these processes.

## For the Principal of the College

UT#5: Renovation and new construction on campus taking smudging into consideration in the design process.

#2 We recommend that efforts be made to ensure the possibility of smudging in, if possible, the Clarke Reading Room and the Cadario Conference Centre at Croft Chapter House. In the longer term, this should be part of planning for any renovations to the UC Union building.

## For the Registrar of the College

FAS#6 and FAS#7:

Supporting Indi-genous students in staffing, training, awareness of services, with community resources and support networks.

#3 We recommend that the office of the registrar make a special effort to provide summer financial support for Indigenous students. They often need to complete program obligations outside the regular Fall/Winter cycle and the committee judged that summer support could make a meaningful and supportive intervention into their course of study. This may involve examination of the terms of individual endowments for student to support to learn if their resources could be directed in this manner.

We further recommend, for reasons similar to those given above, that the registrar make a similar effort to provide support for Indigenous students undertaking part-time study.

We also recommend that the office of the registrar explore the terms of its scholarships to see if there are others that could prioritise support for Indigenous students.

**For the Dean of  
Students**

**FAS#7: new academic  
supports for Indigenous  
students**

#4 We recommend that the Dean of Students support the development of residence contexts that are supportive to Indigenous students. This may be a contiguous “neighbourhood” within UC for Indigenous students who seek this, or it may be an endeavour undertaken more extensively by co-operation of colleges on the St. George Campus. The more general roommate matching procedure may be the place to undertake this. Consultation with First Nations House is advisable for this procedure.

## For the Dean of Students

UT#5: Renovation and new construction on campus taking smudging into consideration in the design process.

#5 Given that space on campus for individual smudging is scarce, the committee recommends that the Dean of Students continue exploration of whether the former Sir Dan's Porter's Office could be converted into a smudging space for Indigenous students. It may also be bookable for appropriately sized gatherings that would start with smudging.

## For the Director of Health Studies

FAS#11: Review curriculum concerning Indigenous peoples and  
FAS#16 Provide land based learning opportunities with Indigenous experts.

#6 Our recommendation is mainly an expression of support for the endeavour and the structure of HST309H1 “Special Topics in Health Studies II: Indigenous Health and Healing in the Six Nations.” We recommend to the college that it offer administrative, advancement, and logistical support to this endeavour. We further recommend developing co-operation with Indigenous Studies inasmuch as the resources of Indigenous Studies and the program structure of Health Studies make this possible.

## For the Director of Canadian Studies

FAS#11: Review  
curriculum concerning  
Indigenous peoples and  
FAS#16 Provide land  
based learning  
opportunities with  
Indigenous experts.

#7 Recognizing that the relation of Canadian Studies to Indigenous Studies needs to enact the nation-to-nation model of relationship that should govern Canada's relation to First Nations, we recommend continued development of joint curriculum, joint courses, joint events, joint speakers, and perhaps in the medium to long term, joint faculty with Indigenous Studies. The requirement of a course in Indigenous Studies for a Canadian studies program should also be considered. These endeavours depend on recognition of the capacity of both units.



## For the Director of Cognitive Science

FAS#11: Review  
curriculum concerning  
Indigenous peoples and  
FAS#16 Provide land  
based learning  
opportunities with  
Indigenous experts.

#8 Recognizing the particular challenges for  
Cognitive Science on this topic we affirm the  
attention to diverse modes of cognition and we urge  
the program to consider ways in which it can  
address the diverse “ways of knowing” implied by  
various language systems and culturally specific  
regimes of knowledge.

## For the Vice-Principal as co-ordinator of UC One

FAS#11: Review  
curriculum concerning  
Indigenous peoples and  
FAS#16 Provide land  
based learning  
opportunities with  
Indigenous experts.

#9 The Committee recommends continued  
inclusion of Indigenous speakers in the plenary  
meetings and other instruction of UC One courses,  
as well as Indigenous literature among the readings.

## Other Issues

#10 As the Art Museum at the University of Toronto, which includes the U of T Art Centre at UC, increases its focus on Indigenous art, we want to encourage co-operation with UC programs, especially Canadian Studies and UC One.

## Other Issues

#11 In order to realize many of the actions called for in the reports of the University, the faculty of Arts and Science, and this report, we call upon the Director of Advancement for University College, in consultation with the Principal, to include these responses within the advancement priorities of her office.

## Other Issues

#12 The actions called for within this report should be reviewed by a biennial report to college council until council sets up other processes to continue the work.



**Discussion?**

## Appendix 3

## **University College Committee Responding to Canada's Truth and Reconciliation Commission, 6 November 2019**

### **Introduction**

In 2018 University College (UC) Council authorized a committee that would examine the recommendations of [\*Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada \(2015\)\*](#), [\*Answering the Call - Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada \(2017\)\*](#), and [\*The Report of the Decanal Working Group on Indigenous Teaching and Learning \(2018\)\*](#) in order to make recommendations for action at University College that would participate in the national project of Truth and Reconciliation. The committee consisted of students (Alisa Christian, Lama Karim, Ziigwen Mixemong), staff (Shannon Simpson, Director of First Nations House, and formerly seconded to the UC Registrar's Office), faculty (Alana Johns, former Director of Indigenous Studies, Professor Emeritus), and administrators (John Marshall, Vice Principal and Associate Professor, Department for the Study of Religion). The committee met three times in order: first, to digest the reports of the Truth and Reconciliation Commission (TRC), and the University of Toronto's (U of T), and the Faculty of Arts & Science's (FAS) responses, and to describe input needed from units in University College; second, to consider input from UC units and formulate draft recommendations; and third, to evaluate and shape a preliminary version of this report. Weather, commitments, and other logistical challenges made in person participation less than total in some instances, but electronic communication served as a back up. The report was also presented for student feedback to the Indigenous Student Advisory group at First Nations House on 18 October 2019. Their input was valuable to the report and has been incorporated.

The committee recognizes and affirms that the process of Truth and Reconciliation is a long term project. It may take generations. It will certainly take will, focus,



resources, and understanding. Our aim is to build a foundation for University College to make the process of Truth and Reconciliation basic to our operations, to provide suggestions for improvement of our current processes and delivery of services, and to promote the telling of truth about the interactions between University College and the Indigenous peoples of Turtle Island.

### **Current Practice at University College**

Our first meeting on 26 November 2018 reviewed the reports of the TRC, the University of Toronto, and the Faculty of Arts and Science. On the basis of the recommendations of those reports, the committee sent queries to the UC registrarial services, student services, directors of UC programs, the Principal of the College, and the acting Director of Advancement, making inquiries about the ways in which those areas of UC already serve the goals of truth and reconciliation. Our thinking was that recommendations need to be based on a knowledge of what is going on already and where needs lie.

The committee's second meeting, 28 January 2019, reviewed that input and discussed draft recommendations which were in turn transformed into a preliminary report.

Unfortunately, due to unforeseen circumstances, the third meeting did not go ahead as scheduled. Instead, consultation took place over email.

There is a long project in the pursuit of *truth* that was beyond the capacity of the one-year committee. The truth of the University of Toronto's and University College's relations to Indigenous land and Indigenous people needs to be told. This includes the history of the campus lands, the history and process of clergy lands that the Crown acquired by various means and which funded the construction of the University College main building, and also the early history of Indigenous students

at the College and the U of T. This is a larger task than the capacities of University College can address, but the college needs to participate in the an effort by the University of Toronto to address these questions of truth that are necessary to any genuine reconciliation.

What follows is a summary of the input from the various divisions of University College.

- *Health Studies*

The Health Studies program has introduced INS 200H1 “Introduction to Indigenous Truth and Resilience” as an alternative to PHL 281H1 “Bioethics.” Students must take one of these two courses in order to fulfill a major or specialist in Health Studies. The Health Studies program has offered and is working to continue offering HST 309H1 “Special Topics in Health Studies II: Indigenous Health and Healing in the Six Nations,” which has a significant field experience component where most of the teaching is by Indigenous Elders and community members. INS 205H, 340Y, and 250H are also listed as suitable to be counted towards a Health Studies major or specialist program.

- *Canadian Studies*

Canadian Studies courses frequently include focus on Indigenous issues and make use of materials by Indigenous authors and concerning Canada’s Indigenous people (CDN 230H, 267H, 268H, 367H, 396H). The program’s experiential learning course (435Y “Active Citizenship in a Canadian Context”) has included placements in Indigenous organizations. CDN 340H: “The History of Canadian-US Relations”, CDN 365H: “The Canadian Arctic”, and JUG 320H: “The Canadian Wilderness” offer considerable focus on Indigenous issues. In the January 2020 school term, Canadian Studies is offering two first year foundation seminars that include significant focus on Indigenous issues: CDN 198H “Canada, Colonialism and Settler Relations” and CDN 197H “Inventing Canada”.

- *Cognitive Science*

The Cognitive Science program, being less socially and/or regionally located than other UC programs has less focus on course content concerning Indigenous peoples, though COG 260H Data, Computation, and the Mind offers significant attention to the specificity of numeral systems in Indigenous cultures in Amazonian regions.

- *UC One*

UC One consists of four streams and the plenary activities of the streams acting together. In plenary terms, several speakers have addressed questions of Indigeneity, namely Chief Carolyn King of the Mississaugas of the New Credit First Nation, and Donna Michelle St. Bernard (former director of Native Earth Performing Arts, Canada's oldest professional Indigenous theatre company).

Individual courses such as UNI 103 "Gradients of Health in the Urban Mosaic" treat Indigenous health services in Toronto directly. The topics treated by UNI 102 "Performing the City" vary in relation to the theatre offerings in the city in a given term but have included plays treating First Nations peoples.

- *The UC Registrar's Office*

Advisors in the Registrar's Office work closely and collaboratively with the team at First Nations House (FNH) in supporting Indigenous students. Advisors liaise regularly with the team at FNH to connect Indigenous students at UC with culturally specific supports and resources available to them on campus. Financial Aid Advisors in the Registrar's Office also work one-on-one and have extensive experience assisting Indigenous students with issues pertaining to institutional financial support and Band Support Funding. The Registrar's Office now administers a new scholarship that prioritizes students who identify as Black or Indigenous and continues to prioritize the needs of all underrepresented groups,

including Indigenous students.

- *The Office of the Dean of Students*

The Office of the Dean of Students has been attentive to professional development for staff to ensure that they are equipped to support Indigenous students and make appropriate referrals to existing services and programs. Specific student programming is usually opportunity driven; student tours of the “I Continue to Shape” and Kent Monkman exhibits at the Art Museum, Orange Shirt Day programming, and a walking tour of the Indigenous histories of the St. George Campus are recent examples. The Office of the Dean of Students has also been an active sponsor of pow wows on the St. George Campus.

- *Conclusion*

This narrative of what is going on is not meant to be celebratory or exculpatory, but to set a context for the recommendations that follow. It is clear that work is underway, and that work must be continued and extended. The committee hopes our work can help develop UC’s participation in the endeavour of truth and reconciliation.

## **Calls to Action from the TRC, the University of Toronto, and the Faculty of Arts and Science**

In addition to the units treated in the previous section, the committee also sought input on specific questions from the Principal of University College, Prof. Donald Ainslie, from the Director of the Centre for Indigenous Studies, Prof. Susan Hill, from its former director, Prof. Keren Rice, and from the Acting Director of Advancement at UC, Larry Davies. Their input, combined with that of the units above contribute to the recommendations that follow. The recommendations below are organized in relation to specific calls to action from the TRC, the University of Toronto, and the Faculty of Arts and Sciences. While the committee supports those

reports in their entirety, we focus on those areas of action that fall within the scope of action available to the College. We preface our recommendations with the appropriate calls to action from the three reports cited above. We abbreviate them as TRC, UT, and A&S with accompanying call numbers.

The meetings of the committee, in addition to making the recommendations below, also included thanks and affirmation of work underway, as well as consideration of types of support from the Faculty of Arts and Science, and from the University as a whole, that are necessary to further the project of truth and reconciliation. Our recommendations are made in coordination with this recognition, thanks, and advocacy.

- *For the Principal of University College*

With regard to UT#4 (Short-Term Call to Action: The University should launch a process to identify and name appropriate spaces on the three campuses using Indigenous languages.)

#1 We recommend that the Principal of University College open dialogue with Heritage Canada to revise the signage at the front of the College to include narration of the role of Indigenous lands, and its concentration through clergy lands, in the financing of the University College building.

We further recommend signage or other recognition in the new hallway from the elevator to the main second floor space of the role of Indigenous peoples on the lands and in the life of University College.

For all of these actions, appropriate languages should be Mohawk and Anishinaabemowin when and if Indigenous languages are appropriate to the signage in question. Consultation with Elders and/or traditional teachers should be part of these processes.

With regard to UT#5 (Call to Action: All renovation and new construction on campus should take smudging into consideration in the design process.)

#2 We recommend that efforts be made to ensure the possibility of smudging in, if possible, the Clarke Reading Room and the Cadario Conference Centre at Croft Chapter House. In the longer term, this should be part of planning for any renovations to the UC Union building.

- *For the Registrar of University College*

In regard to FAS#6 (Ensure college and faculty/registrarial offices are equipped to meet the diverse needs of Indigenous students by hiring Indigenous registrarial staff, providing ongoing staff training, developing awareness of on-campus services and by developing relationships with community resources and support networks to which students can be referred) and FAS#7 (For the start of the 2018-2019 academic year, put in place new academic supports for Indigenous students enrolled in the Faculty, regardless of program, such as a First Year Learning Community and a Mentorship program.)

#3 We recommend that the Office of the Registrar make a special effort to provide summer financial support for Indigenous students. They often need to complete program obligations outside the regular Fall/Winter cycle and the committee judged that summer support could make a meaningful and supportive intervention into their course of study. This may involve examination of the terms of individual endowments for student to support to learn if their resources could be directed in this manner.

We further recommend, for reasons similar to those given above, that the Registrar make a similar effort to provide support for Indigenous students undertaking part-time study.

We also recommend that the Office of the Registrar explore the terms of its scholarships to see if there are others that could prioritise support for Indigenous students.

- *For the Dean of Students at University College*

In regard to FAS#7: (For the start of the 2018-2019 academic year, put in place new academic supports for Indigenous students enrolled in the Faculty, regardless of program, such as a First Year Learning Community and a Mentorship program.)

#4 We recommend that the Dean of Students support the development of residence contexts that are supportive to Indigenous students. This may be a contiguous “neighbourhood” within UC for Indigenous students who seek this, or it may be an endeavour undertaken more extensively by cooperation of colleges on the St. George Campus. The more general roommate matching procedure may be the place to undertake this. Consultation with First Nations House is advisable for this procedure.

With regard to UT#5 (Call to Action: All renovation and new construction on campus should take smudging into consideration in the design process.)

#5 Given that space on campus for individual smudging is scarce, the committee recommends that the Dean of Students continue exploration of whether the former Sir Dan’s Porter’s Office could be converted into a smudging space for Indigenous students. It may also be bookable for appropriately sized gatherings that would start with smudging.

- *For the Director of the Health Studies Program*

In regard to FAS#11 (Ask faculty within all Arts & Science units to review their curriculum and learning materials with the goal of ensuring that course content concerning Indigenous peoples reflects best practices and contemporary scholarship), and FAS#16 (Provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts. Land-based pedagogies include the study of the complex and sophisticated relationships with citified Indigenous territories, including Tkaronto.)

#6 Our recommendation is mainly an expression of support for the endeavour and

the structure of HST 309H1 “Special Topics in Health Studies II: Indigenous Health and Healing in the Six Nations.” We recommend to the College that it offer administrative, advancement, and logistical support to this endeavour. We further recommend developing cooperation with Indigenous Studies inasmuch as the resources of Indigenous Studies and the program structure of Health Studies make this possible.

- *For the Director of the Canadian Studies Program*

In regard to FAS#11 (Ask faculty within all Arts & Science units to review their curriculum and learning materials with the goal of ensuring that course content concerning Indigenous peoples reflects best practices and contemporary scholarship), and FAS#16 (Provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts. Land-based pedagogies include the study of the complex and sophisticated relationships with citified Indigenous territories, including Tkaronto.)

#7 Recognizing that the relation of Canadian Studies to Indigenous Studies needs to enact the nation-to-nation model of relationship that should govern Canada’s relation to First Nations, we recommend continued development of joint curriculum, joint courses, joint events, joint speakers, and perhaps in the medium- to long-term, joint faculty with Indigenous Studies. The requirement of a course in Indigenous Studies for the Canadian Studies Program should also be considered.

These endeavours depend on recognition of the capacity of both units. Discussions with Keren Rice affirmed the value of absolute independence of the two units even as genuine cooperation is eminently desirable.

- *For the Director of the Cognitive Science Program*

In regard to FAS#11 (Ask faculty within all Arts & Science units to review their curriculum and learning materials with the goal of ensuring that course content concerning Indigenous peoples reflects best practices and contemporary scholarship), and FAS#16 (Provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts. Land-based pedagogies include the



study of the complex and sophisticated relationships with citified Indigenous territories, including Tkaronto.)

#8 Recognizing the particular challenges for Cognitive Science on this topic we affirm the attention to diverse modes of cognition and we urge the program to consider ways in which it can address the diverse ways of knowing implied by various language systems and culturally specific regimes of knowledge.

- *For the Vice-Principal of University College, as co-ordinator of UC One*

In regard to FAS#11 (Ask faculty within all Arts & Science units to review their curriculum and learning materials with the goal of ensuring that course content concerning Indigenous peoples reflects best practices and contemporary scholarship), and FAS#16 (Provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts. Land-based pedagogies include the study of the complex and sophisticated relationships with citified Indigenous territories, including Tkaronto.)

#9 The Committee recommends continued inclusion of Indigenous speakers in the plenary meetings and other instruction of UC One courses, as well as Indigenous literature among the readings.

- *Other issues*

A few other issues arose that did not quite match the data the committee gathered but concerning which we wish to encourage interaction with.

#10 As the Art Museum at the University of Toronto, which includes the U of T Art Centre at UC, increases its focus on Indigenous art, we want to encourage cooperation with UC programs, especially Canadian Studies and UC One.

The FAS call to Action #1 concerning the establishment of an Indigenous College offers starting points for action that include an annual Orientation Week pow wow. Whether or not an actual pow wow is feasible for that time, the College should cooperate with and support the UC Lit in participating in any FAS wide Indigenous themed event during orientation.

#11 In order to realize many of the actions called for in the reports of the University of Toronto, the Faculty of Arts and Science, and this report, we call upon the Director of Advancement for University College, in consultation with the Principal, to include these responses within the advancement priorities of their office.

## **Conclusion**

The operation of this committee and of those who have contributed to it represent an early step in a process that will be ongoing. The committee wishes to thank all those involved for their care and commitment to truth and reconciliation. Our final recommendation is thus:

#12 The actions called for within this report should be reviewed by a biennial report to College Council until council sets up other processes to continue the work.

## Appendix 4

# Transforming the Instructional Landscape

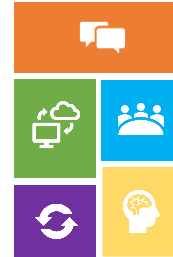
## November 15 University College Council Meeting

### Project Overview

ACE Academic and Campus Events innovationhub Transforming the Instructional Landscape CTSI UNIVERSITY OF TORONTO

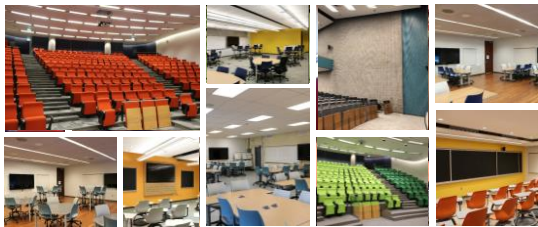
## AGENDA

What is TIL  
Project Overview  
Design Principles  
Project Timeline  
Consultation and Heritage



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## WHERE WE ARE



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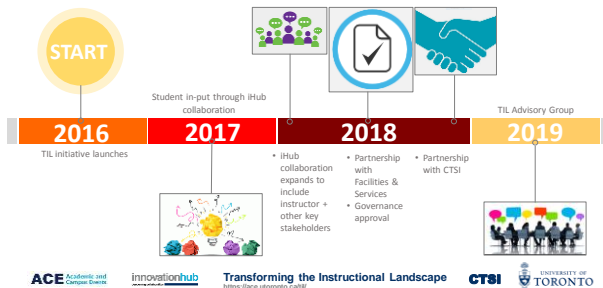
## PROJECT OVERVIEW

With quality teaching as one of the University's core missions, *instructional space plays a crucial role* in fulfilling this aim. As a steward of these important facilities, Academic + Campus Events (ACE) is committed to developing accessible, innovative, and effective purpose-built classrooms that support the needs of all stakeholders.

*Direct engagement* with students and instructors is a fundamental component of this project, and is driving this initiative's roll out. *Feedback will inform the design process*, and ensure the project directly responds to user needs across Campus. Partnered with the Innovation Hub, employing Design Thinking Principles, we seek to redesign classrooms *with* rather than *for* our user groups. In this way, this project will not only support the needs in the classroom, but the broader Campus community as a whole through intelligent and responsive design practices.

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## TIMELINE

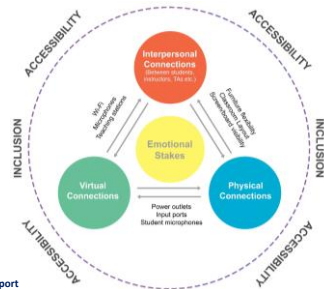


## PROGRESS TO DATE



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## KEY THEMES



source: uoft.me/TILReport

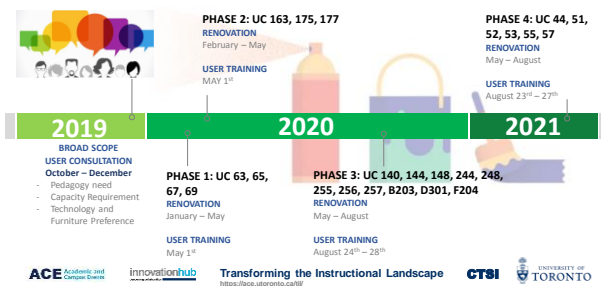
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## DESIGN PRINCIPLES



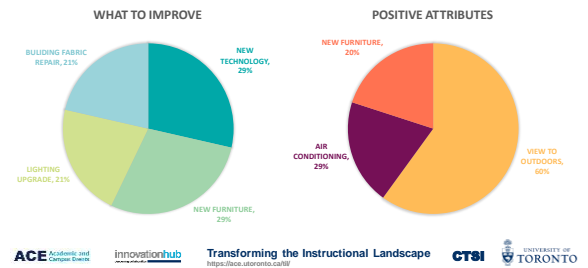
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## PROPOSED SCHEDULE



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## ENGAGEMENT: Email Consultation Finding



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## EXTENDING TECHNOLOGY



"As the student and faculty demographics continue to change and evolve, **new technology** and emerging teaching pedagogies are also shifting the instructional landscape. The University must respond by providing a greater range of options within our teaching inventory."

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## HERITAGE CONSIDERATION (North and East Corridors)

ERA Heritage Impact Report  
THA Strategic Planning Analysis



"The goal is to highlight the heritage features in the classrooms so that, in their learning experiences student can recognize the College's distinctive place in the history of Canadian higher-education even while using the latest electronic innovations." THA

*Acknowledging the History while Embracing the Future*

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**QUESTIONS, COMMENTS, FEEDBACK?**

PLEASE VISIT US AT:

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**THANK YOU!**

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