



# UNIVERSITY COLLEGE

UNIVERSITY OF TORONTO  
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## College Council

**Friday, March 12, 2021 1:30-3:30pm**

**Zoom**

### Present:

Markus Stock	Emily Gilbert	Siobhan O'Flynn	Paul Hamel
Ryan Woolfrey	Naeem Ordóñez	Yvonne MacNeil	Gabrielle Fournier
Naomi Handley	Jerry Plotnick	Liam Bryant	Erika Bailey
John Marshall	Yang Xu	Jane Wolff	Djanet Sears
Michael Cobb	Pia Kleber	Sylvia Bashevkin	Rick Salutin
Maricar Velasco	Lori MacIntyre	Shuo Yang	Anica Butters
Joshua Bienstock	Juliana Melino	Rafique Van Uum	Julija Pesic

### Regrets:

John Vervaeke	Tamara Trojanowska	Dana Seidler	Barbara Fischer
Ruth Masuka	Emma Laker	Sarah Wakefield	Seika Boye
Isabelle Cochelin	Keren Rice	Brenda Cossman	Rebecca Lee
Alex Lévesque	Muskan Nagra	Pranay Prem	Vaish Vijayan
Jeannie Yoo	Jason Wong		

### Officers:

David Klausner	Melissa Szopa		
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### Guests:

Patrick Keilty	Elizabeth Legge	Jordan MacQuarrie	Yvonne Palkowski
David Palmer	Julia Rodriguez	Emily Sands	Maureen Smith
Michael Widener			

***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 January 29, 2021**

Motion called by Ryan Woolfrey

Motion seconded by Siobhan O’Flynn

Motion approved unanimously

**3. REPORTS**

**I. Update from the Registrar, Ryan Woolfrey**

***Staffing Updates***

- Claire Skinner, Financial Aid & Awards Advisor, starting parental leave on March 15 – today is her last day in office until return in Sept. 2022
- Kathleen Martin has recently joined our office on an 18-month contract covering duration of Claire’s leave
  - Kathleen comes to us from Faculty Registrar’s Office in Arts & Science, where she oversees departmental, faculty, and decanal research award administration
- Accessibility Services adding new part-time On Location Accessibility Advisor to help address needs of UC students – Michael Mercer joined sUccess Commons team at UC earlier this month

***National Scholars Reception – March 1***

- National Scholarship Finalist event was slightly different this year
  - Instead of usual reception in Bissell House, a virtual drop-in session was held on March 1
- One National Scholarship finalist has chosen UC as their college this year
- Our finalist had a chance to connect one-on-one with one of our current National Scholars in this virtual session

***Program Enrolment***

- Academic Advising & Registrar’s Office (AARO) ran several group advising sessions and informational workshops for first year students about choosing and enrolling in programs of study
  - Facilitated by an academic advisor and hosted virtually on MS Teams
  - Additional program enrolment programming was provided by our office to first year students in Morrison Residence and to students in University College First Year Learning Community
- Program Exploration Days in Arts & Science took place on Feb. 23, 24, and 25
- AARO participated in Discover Your Program session on Discord hosted by the Office of the Dean of Students on evening of Feb. 25

### ***Summer Course Enrolment***

- Summer enrolment began on March 1, as did first round of program enrolment
- Nearly all courses will be offered online this summer, with exception of a handful of small laboratory and practical courses that cannot be run online

### ***End of Term Advising***

- As end of term approaches, team in AARO is preparing for a significant increase in demand for one-on-one support and advising similar to Dec. and Jan. time period
- Administrative deadlines, including deadlines for late withdrawal without academic penalty and Credit/No Credit, have been extended by Arts & Science (A&S) to May 7 to allow students to view their final grades before making these end of term decisions

### ***Fall 2021 Admissions***

- Completed third of six rounds in 2021 admissions cycle
- As of today, have admitted approximately 75% of new student population, with majority of remaining students to be admitted next week
- Projected to admit 1,154 students: about 65% domestic, 35% international – approximately 18.5% of total A&S population

### ***Scholarships Update***

- Admission scholarship offers have gone out to newly admitted students for first three admission rounds
  - Have already made over 228 scholarship offers to students, totaling \$300,000, with more offers to come in remaining admission rounds
- Applications for 2021 Leadership Awards closed on UC website at end of Feb.
  - Scholarship Committee will be meeting next week to adjudicate applications and make award decisions
- Graduating Year Award applications have opened on UC website, and will soon be advertised to June graduands and Nov. 2020 graduates, and are due on May 1
  - Scholarship Committee will be meeting during month of May to select recipients for Graduating Year Awards

**For approval:** Three new awards, descriptions of which were circulated with College Council agenda (**Appendix 1**):

**MOTION:** Be it resolved that University College Council approve the following new scholarships that have been reviewed and approved by the UC Scholarship Committee:

- Mary Elson Scholarship
- Bing and Jane Lee Leadership Award at University College
- University College Award in Asian Art History

Moved by Ryan Woolfrey  
Seconded by Michael Cobb  
Motion approved unanimously

## **II. Update from the Principal, Markus Stock** (Presentation attached – Appendix 2)

### ***COVID-19 Updates***

- Acknowledge the one-year anniversary of the COVID-19 pandemic declaration

- Thank you to students, staff, and faculty for hard work throughout year

### ***Fall Planning 2021***

- Recent updates in letter from U of T President and notes from Provost regarding planning for Fall 2021
- Hope and optimism that most courses, student services, and co-curricular activities will be in-person Fall 2021
- Many details being discussed
  - Large classes
  - Large events/gatherings
  - International students' ability to attend in-person
    - Depending on vaccine rollouts
    - Quarantine parameters
    - Student Visas etc.
- Close consultation among Deans of Students and Vice-Provost Students' office regarding residence and room occupancy protections
  - Especially regarding residences with shared washrooms
- Looking at possible third wave in April with new COVID-19 variants

### ***Budget***

- University is in positive financial shape overall despite uncertainties surrounding COVID-19 pandemic
  - Resources continue to be directed towards addressing ongoing challenges as a result of COVID-19 pandemic
- Enrolment remains robust
  - Undergraduate cohort larger than years before
  - Largest international cohort ever
  - Testament to what Colleges have been working on to avoid summer melt
  - Enrolment-related revenues will likely have increased
- Total operating budget for U of T is \$3.12B
  - 4.4% higher than previous year
  - Largest revenue source is tuition and fees
  - Largest expenditure group is faculty and staff compensation
- Balance of funding between tuition and provincial operating grants continues to shift
  - 21% of operating budget coming from provincial government
    - Down from 22% previous year
  - Trend of increasing international tuition revenue
- Ancillary services suffering significant adverse budgetary consequences
  - Felt at college level due to reduced number of students on campus
  - Will likely require deficit spending over next several years
- Student aid expenditures increased slightly
  - Commitment to providing financial aid to students from University
  - Significantly higher than what is required by Ontario's student access guarantee
  - Significantly higher, 58%, than what peers in Ontario are offering students
  - Student aid budget for 2021-22 will increase to \$291M
- Direct entry undergraduate divisions (i.e. A&S) have committed to significant investment in merit-based scholarships for international students
  - Parts of the revenue generated by international students to be paid out to international student scholarship funding
- Student experience remains a budget priority

- Expanded mental health services
- Increased opportunities for experiential and work-integrated learning
- Research experiences for undergraduate students
- Physical and IT infrastructure
- Improving service delivery in areas of academic advising and student success
  - Most pertinent to College

### ***UC Quad Renovations***

- Renovations made possible through major gift by Ed and Frances Clark
  - Gift was recently increased by donors, we are very grateful
- Renovation plans
  - To improve accessibility of Quad, including ramp
  - Needed repairs to walls
  - General update for electrical and A/V outlets
  - New seating on north side of Quad
  - Aim is to retain character of Quad
- Some trees close to wall will have to be taken out; removal approved by City, trees are not doing well
  - New trees will be planted
- To be renamed Clark Quadrangle
- Renovations to start in April 2021
  - Hoping that major construction is completed by Sept. 2021
  - Work will continue until late fall/early winter

### ***UC Campaign Priorities***

(Document attached – see Appendix 3)

- Designed to help formulate UC's campaign priorities and objectives
- Priorities, themes, and initiatives will evolve over course of campaign
- Discussed values, alignment with institutional themes
- How UC fits into bigger picture
  - Identifying synergies within A&S themes and U of T priorities
- Should inspire student, faculty, staff, and alumni
- Consulted with many groups virtually
  - UC Lit Core Executive
  - UC Program Directors
  - Senior Management Team
  - Principal's Advisory Committee
  - Faculty members through Senior Common Room
  - UC Executive Committee
  - UC Sustainability Committee
  - Student Focus Group
  - Art Museum at the University of Toronto (AMUT), Centre for Sexual Diversity Studies (SDS)
    - Ongoing conversations between AMUT and SDS
    - Develop own priorities, but collaborate often
- UC Priorities Document Themes
  - Supporting Academic Success and a Caring Community
  - Equity, Diversity, & Inclusivity
  - Indigenous Education
  - Sustainability & Climate Change

- UC Priorities
  - Student Support
    - Scholarships and Awards
    - UC Student Experience Initiative
  - Programs
    - Support for academic programs, such as Chair in Black Canadian Studies, Chair in Food Systems and Health Studies
  - Enhancing College Spaces
    - In alignment with themes and initiatives
- For any further questions or comments about the UC Priorities document, please email Melissa Szopa at [uc.principal@utoronto.ca](mailto:uc.principal@utoronto.ca)

**Question:**

Regarding fall planning, are there any conversations on the last possible date to notify students and faculty to what extent we can expect an in-person Fall 2021 semester?

**Response:**

*The University has committed to an in-person Fall 2021. The details are not yet finalized. For example, how larger courses will operate. Another major concern is if social distancing measures will still need to be in place. It is hard to tell at this time. There is optimism that an in-person experience will happen in the fall as per communication from the institution (i.e. letter from the President). However, there are many variables. There will be ongoing evaluation by the University.*

### **III. Update from the President of the Lit, Liam Bryant**

**Updates**

- UC Lit is hitting its stride regarding community engagement
- Half of new cohort for upcoming council has been hired
  - Second half of council to be hired next week
  - Completely new council on March 21
- Providing employment opportunities for students
  - Part of larger strategy on behalf of UC Lit
  - To engage better with UC students by providing employment opportunities
- Creating internal awards for volunteerism and leadership
  - Robust and transparent awards and bursaries committee
- Equity and student support goals are centering around direct financial supports for students during COVID-19 pandemic and into the future
  - Includes adding eight new positions on UC Lit council
  - Increasing pay of positions
    - \$500-\$1000 depending on position
    - Expected time commitment for position
  - Developed stricter ethics code for contracts
- Annual General Meeting in March
  - Later than usual this year due to difficulties obtaining auditing documents
  - Working on constitutional changes to create more accessible and transparent process for elections
  - Changing positions for more equitable division of labour and more contemporary conception of labour
- Welcome to incoming UC Lit President, Juliana Melino
  - Currently on UC College Council as student representative

***Incoming President of the Lit, Juliana Melino***

- Looking forward to new role
- Priorities as President of UC Lit
  - Accountability of UC Lit
  - Outreach to students, encouraging participation, especially during COVID-19 pandemic
  - To get students excited and interested in what the UC Lit can offer to student experience

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

##### ***COVID-19 Updates***

- COVID-19 protocols in Food Services and Residences continue
  - New protocols with masking, goggles, and face shields
    - Implementing with staff working in food services and residence
- Only staff working on-site are essential
  - Staff who are not required to physically come to office are working remotely
  - Faculty and staff reminded to use UCHECK self-assessment each time they enter building
    - <https://www.utoronto.ca/utogether/uccheck>

##### ***Staffing Update***

- Cecille Sioulis, Program Coordinator at UC for the last eight years, will be moving to new position at Scarborough Campus
  - Graciously agreed to continue to pick up emails until we have replacement

##### ***UC Revitalization Project***

- Revitalization project is complete
- Working on signage
  - Asking for as much lead time as possible to allow Advancement team to coordinate filming of donor signage installation
- Some moves and cleaning to complete
  - Currently limited staff allowed on site, delaying move

##### ***UC Quad Project***

- Met with construction company, Aldershot
- Met with two principal on site supervisors
- Will be sending out map shortly to show where hoarding will go up, how to enter and exit buildings, and where to send deliveries etc.
- Project expected to run from April – Nov. 2021

##### ***Landmark Project***

- Sir Dan's Quad renovation
- Hoarding will go up shortly
- Hope to have construction finished by end of June 2021

##### ***Financials***

(Charts attached – Appendix 4)

- Total Budget 2021-22
  - Total Funding – \$4,431,416 (100%)
  - Faculty of Arts & Science (FAS) Budget – \$3,411,565 (77%)
  - Other Funding Sources – \$1,019,851 (23%)
- Total Other Funding 2021-22
  - Total Other Funding – \$1,019,851 (100%)
  - Ancillary Overhead Recoveries – \$431,658 (42%)
  - UC Discretionary – \$393,439 (39%)
  - Program Spec Trusts – \$163,300 (16%)
  - U of T Depts Support – \$31,454 (3%)
- Expenses 2021-22
  - Total Expenses – \$4,431,416 (100%)
  - Admin Salaries – \$1,814,200 (41%)
  - Academic Salaries – \$910,610 (21%)
  - Sessional Lecturers – \$304,789 (7%)
  - Teaching Assistants – \$87,030 (2%)
  - Benefits – \$615,398 (14%)
  - Scholarship Funding – \$120,000 (3%)
  - Operating Expenses – \$579,389 (13%)
- Academic salaries expenses have gone up, positive development
  - New academic appointments brought on to UC programs
  - Receive budget transfers for these positions
- Scholarship funding normally subsidized by One Time Only (OTO) transfer received from ancillaries each year
  - Unable to budget this transfer this year
    - Due to COVID-19 pandemic, ancillaries have negative balance this year
  - Chose to keep Scholarship expense item at \$120,000 for 2021-22
    - Hoping to make this by the end of the year
  - Given numbers budgeted for expenses and discretionary funds, should be able to balance budget without reducing scholarship funding that would have otherwise come from ancillary subsidization
- Operating expenses is down about \$80,000 from last year
  - Due to everyone reducing budget where possible
- Year end, not in as bad as shape as anticipated
  - Do not have to deplete as much discretionary funds as originally anticipated
- Ancillary services
  - \$1.2M deficit in food
  - \$3M deficit in residence
- Start budget process in fall for 2022-23
  - Dependent on Fall 2021 semester and if there are many students on campus
- Close off for 2020-21 budget year almost complete
  - Budget in better state than anticipated with COVID-19 pandemic



**V. Update from the Dean of Students, Naeem Ordóñez**

***Residence Operations***

- Preparing to enter transition of Fall/Winter into Summer operations
- Applications open for occupancy in summer residence
- Applications open for students wishing to return for Fall/Winter 2021/2022
- Student life staff providing programming focused on supporting students through final assessment transition

***Staffing Updates***

- Ariel Saffer-Spiro joins us as Coordinator, Student Community Development
  - New role
  - Will prioritize working with commuter student population
  - To support programming around areas of wellness and student support
- Nida Uz-Zaman joins us as Student Life Coordinator
  - Will coordinate mentorship and student transition programs
  - To support student leadership initiatives

***Student Staff Hiring***

- Residence Dons and Community Coordinator hiring process has taken place
  - Confirmations anticipated back by mid- to late-March
- Orientation, Summer Programming, and Transition Programming planning
  - Early stages of planning
  - Discussing pieces around messaging from President
    - i.e. what academic experience is going to look like for students in Fall and Winter semesters
  - Working to ensure supports in place to set up students for success

***Student Leader Recognition***

- UC Merit Award nomination period has closed
  - Recognize graduating student leaders for contributions to college and university community
  - Virtual recognition program for award recipients taking place Thurs. March 18

**MOTION:** Be it resolved Council recognizes the 2020-21 UC Lit members for their hard-work and service to the college and our communities. Be it further resolved this motion be entered into the minutes of College Council.

Motion called by Naeem Ordóñez

Motion seconded by Jane Wolff

Motion Approved unanimously

**VI. 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 course instructors and students
- Starting to plan for Fall 2021 after President’s announcement that classes will be in-person
  - Starting conversations on what Fall 2021 semester will look like
  - Meetings coming up at A&S for undergraduate leaders
  - Trying to finalize and confirm what Fall 2021 semester will look like as soon as possible; trying to avoid uncertainty and last-minute changes

### ***Barker Fairley Distinguished Visitor***

- Barker Fairley Distinguished Visitor 2020-21 was Carrienne Leung
  - Accomplished fiction writer
  - Spoke to students in UC One and other courses
  - Working with students one-on-one
- Barker Fairley Distinguished Visitor 2021-22 is Donna-Michelle St. Bernard
  - Emcee, playwright, and agitator
  - Prolific wordslinger, working for change through the arts as a playwright, director, and performer
  - Two-time nominee for Governor General’s Award for English-language drama for *Gas Girls* (2011) and for *A Man A Fish* (2016)
  - Other notable works include: *Cake*, *Sound of the Beast*, *Salome’s Clothes*, *Give It Up*, *The Smell of Horses* and *The First Stone*
  - Leads 54-ology project, which looks at each country of Africa through a different performance piece
  - Currently Artistic Director at New Harlem Productions
  - Has been a speaker in UC One courses in recent years, somewhat familiar with UC students

### ***Equity Committee***

- Working on forming UC Equity Committee
  - Aligns with UC priorities
- Opportunity to bring students, staff, and faculty together
  - Create statement around equity, diversity, and inclusion at UC
  - Taking stock of what is already being done at UC
    - Looking at what more can be done, and what can be done better
  - Have students, faculty, and staff lined up
    - Looking for a few more people to join

### ***Black Canadian Studies Certificate***

- Created out of student demand and interest to have more courses that center Blackness and address anti-Black racism, particularly from Canadian context
- In response to number of new hires at St. George campus
  - St. George campus based certificate
  - All certificates are campus specific
- Current initiatives at different universities to create similar types of programs
- Requirements for certificate:
  - Total: 2.5 FCE from curated selection of courses
  - One core course (1.0 FCE) – HIS265Y: Black Canadian History

- One third year course (0.5 FCE) from selection of four 3<sup>rd</sup>-year sources in Canadian Studies, Equity Studies, the English Department, or Women and Gender Studies
- Additional (1.0 FCE) from a list of approx. 40 courses across 20 units across FAS
- Black Canadian Studies Certificate has gone through extensive consultation
  - Siobhan O'Flynn, Director, Canadian Studies Program
  - Markus Stock, Principal, University College
  - Djanet Sears, Assistant Professor, Centre for Drama, Theatre & Performance Studies
  - Funké Aladejebi, Assistant Professor, Department of History
  - Colleagues across all three campuses who teach or research in Black Canadian Studies or Black Studies
- Being reviewed by FAS
  - Received feedback, technical adjustments to be made
- Reviewed and approved by UC Curriculum Committee
- All units where required courses are held are on board with courses being listed as part of certificate
  - English Department, Equity Studies, History Department or Women and Gender Studies
- Contacted all programs where elective courses are held, and all are on board and aware of this program and initiative

**For approval:** New certificate, Black Canadian Studies Certificate, description of which were circulated with College Council agenda (**Appendix 5**):

**MOTION:** Be it resolved that University College Council approve the following new certificate:

- Black Canadian Studies Certificate

Motion called by Michael Cobb

Motion seconded by Djanet Sears

Motion Approved unanimously

## **VII. Update from the Director of Advancement, Naomi Handley**

### ***Events***

- Barker Fairley Visitor event, Playing with Time: Dystopic Presents and Speculative Futures
  - Took place on Thurs. Feb. 25
  - Recording available on University College Alumni Youtube channel until end of March 2021
    - <https://www.youtube.com/watch?v=E5PIdBWGU4A>
- Stubbs lecture, Prof. Colm Toibin on “James Joyce’s Dublin: The City Made and Unmade”
  - Took place yesterday, Thurs. March 11
  - 271 people in attendance
  - Recording available on University College Alumni Youtube channel until end of March 2021
    - <https://www.youtube.com/watch?v=8UF113aUGoY>
- UC Salon Talk, Dr. Cindi Morshead (BSc 1986 UC) on “Neural Stem Cells to Repair the Injured Brain”

- Thurs. March 25
  - Over 100 registrations
- Alumni Reunion 2021 – Fireside Chat with Hart Hanson (1981 UC) and Tim Southam (1984 UC)
  - Thurs. May 27

### ***Alumni Relations***

- As of March 8, UC has reached 109% of newly engaged alumni target
  - 154 newly engaged alumni joined in one of UC's virtual offerings
  - 49 alumni volunteered with UC this year

### ***UC Magazine***

- New digital layout on UC website
  - Debuted for upcoming Spring 2021 issue
- Spring 2021 issue in digital and print formats
- To arrive in mail during week of May 10
- Issue features UC students including cover article “Love Letters to the Black Community” showcasing students’ work from Dr. Audrey Hudson’s course Black Canadian Studies

### ***UC Alumni of Influence Awards***

- Nominations for 2021 UC Alumni of Influence Awards now open
  - <http://uc.utoronto.ca/aoi>
  - Nominations close April 30
  - Will receive an email regarding nomination process in the coming month

### ***Staffing Updates***

- Maheesha Ramessar, Special Events Supervisor, starting parental leave at end of April
- Megan Fedorchuk joining team in Advancement Office on March 15
  - Serving as Events Supervisor while Maheesha on parental leave
  - Some overlap for cross-training
  - Megan joins us from Events Team from Division of University Advancement
- External search underway for vacant position in Alumni Relations

### ***Fundraising***

- As of Feb. 26, UC achieved 126% of annual fundraising target
- Most recently, closed gift from UC alum Shanley Lee
  - For new scholarship that will cover full cost of tuition for one UC student
- Recent negotiations with existing donor to support course on Indigenous health in Health Studies Program
- Mel Watkins Prize fundraising appeal will come out at end of March/start of April
  - Received first \$10,000 gift towards this initiative
- In process of closing Boundless campaign
  - Video tour of revitalized spaces at UC in development
  - Videographer contracted
  - President’s Office confirmed that President Gertler will participate in welcoming message at beginning of video
  - To be filmed after donor recognition signage has been installed and spaces have been cleaned
- Currently in new campaign (currently unnamed)

- Consulted with many groups (See Appendix 3, UC Divisional Campaign Priorities document)
- Consulting with Principal's Advisory Committee
  - On UC priorities document
  - Financial target is \$65M
- Ongoing discussions with lead donors from Boundless campaign on UC Priorities and financial targets
- Recap of Boundless campaign at UC
  - Fundraising goal
    - Began with \$40M goal
    - Three years before campaign closed, goal expanded to \$45M
    - Surpassed expansion goal, raised just over \$50M
  - 4879 unique donors
  - Investments
    - \$7.5M invested in revitalization of UC spaces
    - \$2.5M invested in student financial support
    - Created post-doc fellowship in SDS
    - Created academic Chair in Chinese Canadian Studies
  - Fundraising track record
    - Pre-2011 UC raising \$1M per year, on average
    - 2011 – end of Boundless campaign, raising \$5M per year, on average
    - Highest fundraising year was \$9M
  - Factors that contributed to success
    - Appeal of Capital project, UC Revitalization, iconic building
    - Tremendous alumni engagement
    - Passionate and committed leadership
    - Students support
    - Faculty support, pool of experts on impact of gifts on various programs

**Question:** Regarding Black Canadian Studies certificate; agreed that this is an important moment. Want to highlight one aspect of document (Appendix 5) – section 3, page 4. Note that it has been made clear that there is demand for a self-standing program in Black Studies at U of T. Is there any way that UC Council can form a committee, investigate, and establish a plan to look at forming a Black Studies program? There is concern that opportunities that will close. A program in Black Studies would promote important kinds of scholarship and promote hiring great scholars. It would contribute to interdisciplinary study. As noted in document, program looks at past and present, but also looks at roots – Black Canadian Studies certificate is a first step and wondering how to take second step.

**Answer:** *Agreed, Black Canadian Studies Certificate is opportunity for building momentum to create Black Studies program. UC would be one area of support but would have to work with other programs; particularly African Studies, Caribbean Studies, and other units that would be interested. Will have to discuss best mechanisms for creating program. Building a program has larger budgetary and other implications that a certificate does not, which is why we started with certificate. Black Studies program is a bigger project that would require substantial buy-in from FAS. There is tri-campus interest in program and its capacities, particularly at graduate level. This is a longer-term project. Will connect to discuss how to leverage this moment.*

*Black Canadian Studies certificate still needs to complete FAS curriculum approval process. Hopeful that it will be approved. At that time, to use that opportunity to move discussions further.*

*Black Canadian Studies certificate underlines UC's commitment of partnering in conversation with other parts of St. George campus and beyond. This is a significant moment, but also because it is a continuation of important programmatic conversation in institution.*

*If gather enough interest, intention of Chair in Black Canadian Studies would be to hire someone to take on a leadership role in Black Canadian Studies as per appointment, but also to developing Black Studies on campus and working with other units. That would be how we build towards a bigger project.*

Members of UC Council expressed congratulations on Black Canadian Studies certificate. Members also express strong support in keeping momentum moving forward towards building Black Studies program.

#### **4. Presentation on U of T's Campaign Priorities**

##### **David Palmer**

Vice President, Advancement, University of Toronto

- Naomi introduces David Palmer

##### **David Palmer**

(Presentation attached – Appendix 6)

- Bicentennial campaign planning and progress
  - Current campaign informal working title: 'bicentennial campaign'
  - Timeline includes bicentennial anniversary of U of T
- Data gathered from group of public universities in US and Canada
  - U of T is part of group called Advancement Leadership Forum
    - Includes 8 American and 8 Canadian universities
- Share data to understand trends in giving and success factors
  - Average history of donor giving prior to first 7-figure gift
    - Typically give over 20-30 increasing gifts over course of 20 years
    - Direct correlation between engagement with the institution and giving behaviour
  - Motivations behind major gift donors
    - To create positive change at scale
    - Driven by missions that they are passionately involved in
    - Confidence in leadership, vision, track record, ability of institution
  - Motivations behind major gift donors to give again
    - Deep engagement with cause and its people
    - Multiple touchpoints and stakeholders
- Campaign overview
  - Goal of \$3.5-\$4.0B from 2019-2029
  - \$350-\$400M annually
  - Expand outreach to engage 225,000 uniquely engaged alumni through 1M instances of engagement over course of campaign
  - Potential impacts of COVID-19 pandemic
    - Research shows that consecutive campaigning produces highest compound annual growth rates in higher education philanthropy
    - Built momentum and support; sustain and build over time
    - Alumni engagement rates higher than ever
    - On par with previous years for giving, little impact on giving
- Impact of campaigns on giving
  - Creates license to engage in conversations about financial support for priorities
- Impact of alumni engagement on giving

- Average giving grows exponentially with number of engagement activities
- Public campaign launch currently planned for late Nov. or early Dec. 2021
- All fundraising done in service to approved academic priorities
- Campaign core narrative
  - Research and teaching excellence
  - U of T as caring community
  - Accessibility as enduring value
  - President's three priorities
- Emerging cross-cutting University-wide themes (selection)
  - Student mental health and wellness
  - Accessibility
  - Caring, supportive community
  - Indigenous, Black faculty/student education and research initiatives
  - Sustainability and climate change
  - Equity, Diversity, Inclusivity
- Role of academic leadership in advancement
  - Highest success in advancement when academic leaders put forward transformative agendas for change and innovation
- Partnership model of advancement
  - Academic leads working in close collaboration with advancement teams is hallmark of most successful solicitations and advancement programs

**Question:** What can we take away into the next campaign to ensure it is successful, especially in the absence of having the opportunity to revitalize iconic and impactful spaces?

**Answer:** *Building projects can often be a unilateral focus of fundraising. Once completed, these foci are often pivoted strongly to student involvement. Building projects come and go; but they are vitally important. Facilities that are created are gathering spaces and idea generation spaces. Spaces are fundamentally at the heart of student experience. However, student support is an evergreen need. Big ideas cultivate big philanthropy; these do not need to be capital projects.*

## 5. Other Business

- Last College Council of academic year
  - Thank you for everyone who participated on Council this year
  - Thank you to John Marshall for serving as UC representative on FAS Council
  - Thank you to Paul Hamel for serving as interim Director, Health Studies

## 6. Adjournment

Council adjourned at 3:30pm.

## **Appendix 1**



## UC Scholarship Committee

### New Awards for University College Council Approval

March 2021

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

#### **Mary Elson Scholarship**

To be awarded to University College students who demonstrate financial need and are in good academic standing. Preference for Black and Indigenous students.

#### **Bing and Jane Lee Leadership Award at University College**

Students will be considered based on outstanding leadership contribution to the University College and the University of Toronto community. Preference will be given to students with both peer mentoring experience and high academic achievement. Financial need may also be considered.

#### **University College Award in Asian Art History**

To be awarded to one or two UC students entering their third or fourth year of study in Fine Art History. Students will be considered based on academic achievement. Preference will be given to students who have completed courses in Asian art history.

## **Appendix 2**

# College Council

March 12, 2021

# Fall 2021 Planning

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- Safe return to campus
- With mass vaccination in Canada, there is optimism that most courses, student services, and co-curricular activities will be able to proceed in person in Fall 2021
- Evaluation regarding safe UC residence occupancy numbers for the Fall (roughly 1/3 during 2020/21) and consultation with other Colleges and Office of the Vice-Provost, Students are ongoing
- **UTogether: A Roadmap for the University of Toronto**  
<https://www.utoronto.ca/utogether>
- **UCheck** <https://www.utoronto.ca/utogether/ucheck>

# Budget Updates – Impacts of COVID-19

## Impacts of COVID-19 on the University Budget



The university was able to deliver the vast majority of programs in alternate formats



Fall 2020 incoming undergraduate class was 0.2% larger than in Fall 2019



Fall 2020 international cohort was the largest in UofT's history



### UNPLANNED EXPENDITURES



- emergency supports for students
- increased health and safety measures
- IT tools for online teaching and remote work

### COST SAVINGS



- significant reduction in travel costs
- occupancy savings due to lower on campus activity
- salary restraint agreements with employee groups

### INNOVATION & OPPORTUNITY

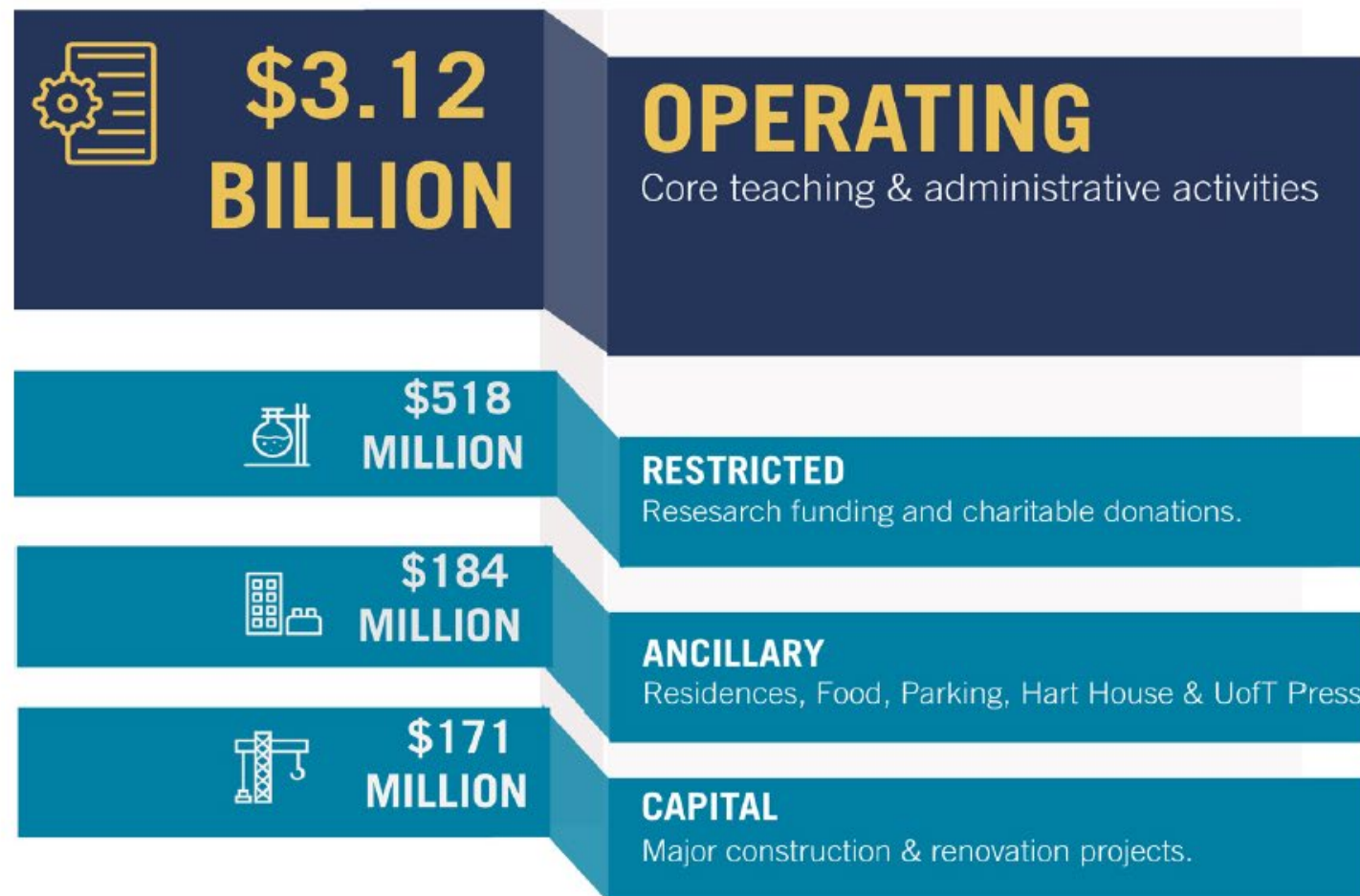


- online courses, tools, and teaching innovations
- IT platforms for the future of administrative work
- new opportunities for research and partnerships

# Budget Updates – U of T Budget Report 2021-22

## The Budget

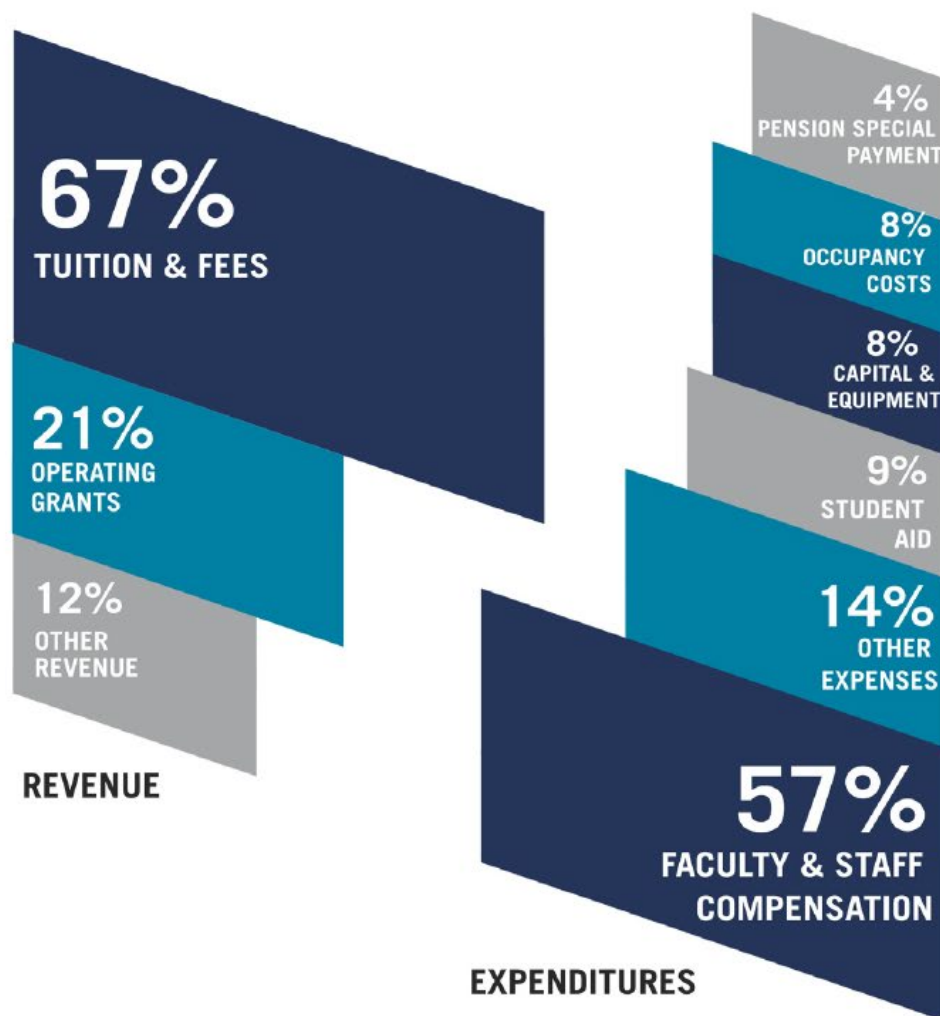
The Four Fund Groups of the University



# Budget Updates – U of T Budget Report 2021-22

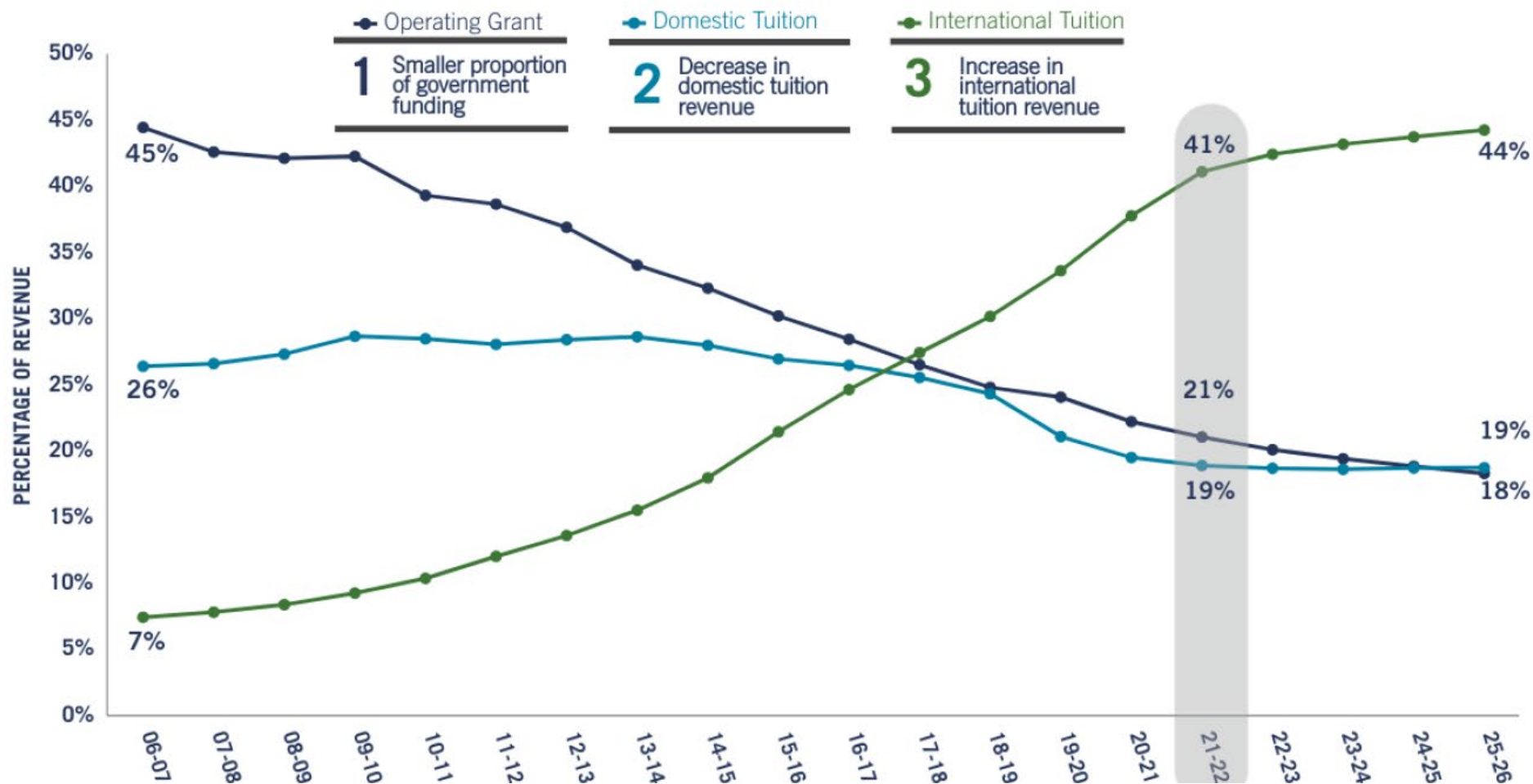
## Balanced Budget

2021-22  
\$3.12 Billion



# Budget Updates – Change in Sources of Revenue

## CHANGE IN SOURCES OF REVENUE





# Budget Updates – Ancillary Services & COVID-19

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## IMPACTS OF COVID-19: ANCILLARY SERVICES



Ancillary Services are crucial to university life on campus for staff, students & faculty.



Decrease in on-campus activity led to reduced revenues for campus services.



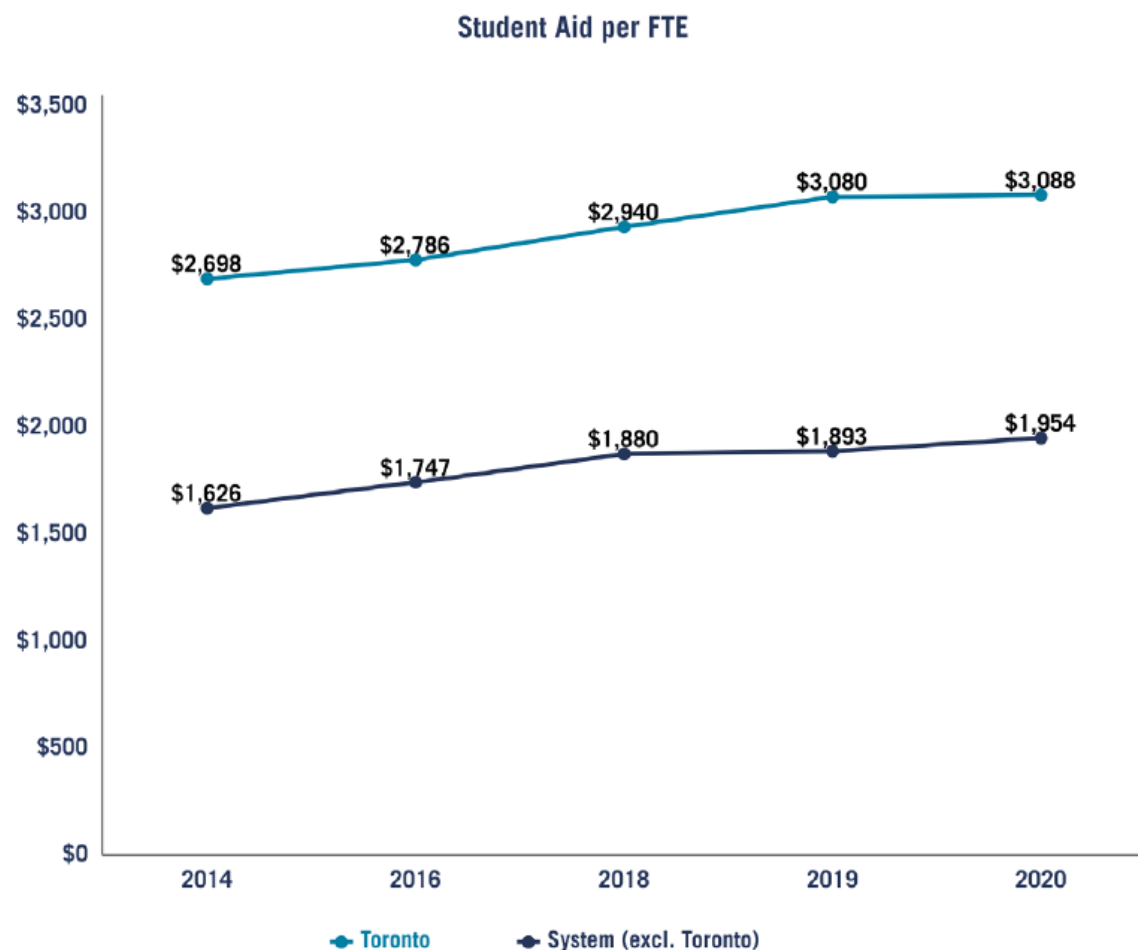
Despite cost containment measures, financial losses were unavoidable.



Ancillary services are normally self-sustaining, but may need financial support until fully recovered.

# Budget Updates – Student Aid Expenditures

## Student Aid Expenditures



**\$291  
MILLION**

Financial Aid Budget  
2021-22

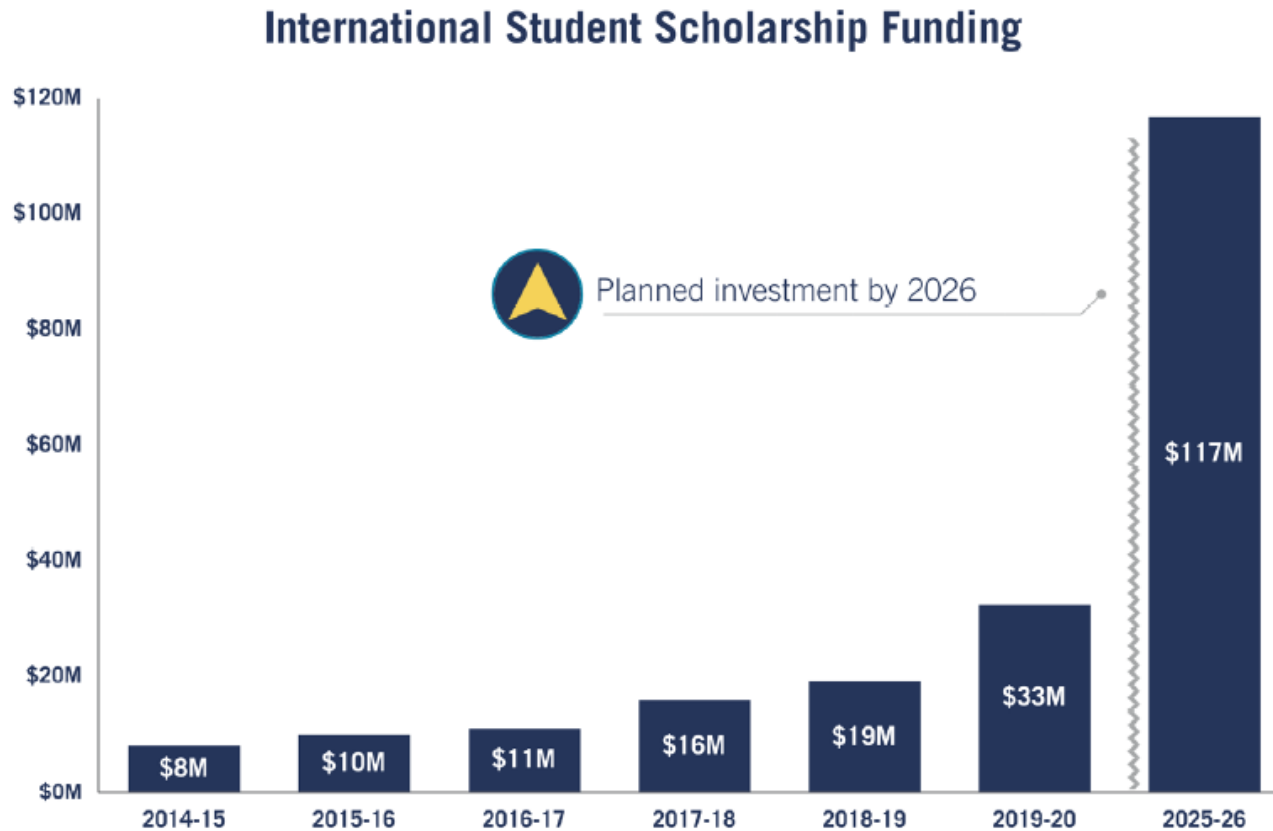
### UofT's COMMITMENT TO FINANCIAL AID REMAINS

“ No student offered admission to a program at the University of Toronto should be unable to enter or complete the program due to lack of financial means. ”

University of Toronto  
Policy on Student  
Financial Support  
(1998)

# Budget Updates – International Student Scholarship Funding

## International Student Scholarship Funding



**+\$84  
MILLION**

Total increase in scholarships  
funded from re-investment of  
international fee revenue.

# Budget Updates – Budget Priorities

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## BUDGET PRIORITY: STUDENTS

### MENTAL HEALTH



Mental health service redesign, expanded counselling options, mental health literacy and education, research focus on youth mental health. Successful advocacy for Provincial funding to increase mental health services for post-secondary students.

### ENRICHING LEARNING



Experiential learning, work-integrated learning, and research experiences; academic advising and student success initiatives; support for outbound global experiences; financial framework for inter-divisional teaching.

### BUILT ENVIRONMENT



Renewal of classroom infrastructure, improvements to IT infrastructure to facilitate remote and on-campus learning, upgrading facilities for AODA compliance, and creating non-academic and co-curricular spaces for student use.

### STUDENT SUPPORTS



Investments in undergraduate financial aid and graduate student funding packages; innovation in online student service delivery; expanding access to academic advising; focus on retention and student academic success.

# UC Quad

## Project update

- Renovation made possible through a major gift by Ed and Frances Clark
- Gift was recently increased by the donors
- Accessibility; repairs to walls; new electrical and A/V outlets
- New seating on north side
- To be renamed Clark Quadrangle
- Renovation starts in April, major work done by September, remaining work into the late fall / early winter



# UC Campaign Priorities

## Overview of values and themes

### Values:

1. Academic excellence
2. Community
3. Caring
4. Equity, Diversity, Inclusivity

### Alignment with Institutional Themes:

1. Supporting Academic Success
2. Supporting a Caring Community for Students
3. Equity, Diversity, & Inclusion
4. Indigenous Education
5. Sustainability and Climate Change



# UC Campaign Priorities – Setting the Stage

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- Designed to help formulate UC's campaign priorities and objectives
- Priorities, themes, and initiatives will evolve over course of campaign
- Should be aligned with UC values and respond to current needs and aspirations of the College
  - Synergies with Faculty of Arts and Science academic plan and aligned with emerging U of T developing advancement themes (student experience, Indigenous education, sustainability)
  - Synergies with President's three priorities (re-inventing undergraduate education, strengthening international partnerships, leveraging our urban location)
- Should inspire students, staff, and faculty

# UC Campaign Priorities – Consultations 2020/21

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- UC Lit Core Executive
  - UC Program Directors
  - Senior Management Team
  - Principal's Advisory Committee
  - Faculty members through Senior Common Room
  - UC Executive Committee
  - UC Sustainability Committee
  - Student Focus Group
- 
- Art Museum at the University of Toronto, Centre for Sexual Diversity Studies



# **UC Campaign Priorities – Consultations 2020/21**

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**What we heard in the consultations...**

## UC Theme – Supporting Academic Success and a Caring Community

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The foundation of the College's work and its fundamental priority **is the support of academic excellence** in all of our students. UC provides a supportive, smaller-scale environment for students to thrive intellectually and emotionally within the context of a large and research-intensive public university, and of an energetic and diverse metropolitan area.

It is crucial to build **a community for all of our students**, including those who live on campus, those who are on campus for only hours at a time, and those who are mostly remote.

# UC Theme – Equity, Diversity, & Inclusivity

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**Equity, diversity, and inclusivity are UC's core values.** In all that we do, UC will help ensure our students develop an appreciation for how these values can inform approaches to complex societal issues. In particular, we can focus on celebrating and supporting the growing diversity of our student body.

# UC Theme – Indigenous Education

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UC should put increasing **emphasis on the promotion of Indigenous education and cultures**, both in the context of the TRC Calls to Action and our own values of diversity and inclusivity. We will partner with Indigenous colleagues and knowledge holders, to increase financial support opportunities for Indigenous students and augment curricula related to Indigenous histories, cultures, and ways of knowing.

# UC Theme – Sustainability & Climate Change

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With a **renewed focus on sustainability and climate change**, UC will align itself with yet another institutional priority. Making sustainability a campaign priority for UC will model behaviour and values for and in our students and demonstrate UC's commitment to doing our part to ensure that our planet remains habitable. We will seek to enhance sustainability-related scholarships, provide endowed funds for sustainability-related student projects, and work to make our spaces more environmentally friendly.

# UC Priorities

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for Bi-Centennial Campaign

## **Student Support**

- Scholarships and Awards
- UC Student Experience Initiative

## **Programs**

- Support for academic programs, such as Chair in Black Canadian Studies, Chair in Food Systems and Health Studies

## **Enhancing College Spaces**

- in alignment with themes and initiatives

# UC Priorities

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- **Questions? Remarks? Concerns?**

# UC Priorities

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- **Questions? Remarks? Concerns?**
- **Circulated document continues to be open for discussion**
  - **Feel free to email your comments to [uc.principal@utoronto.ca](mailto:uc.principal@utoronto.ca)**



## **Appendix 3**

# University College CAMPAIGN PRIORITIES

## Second Draft Document (February 2021) for Discussion at UC College Council (12 March 2021)

This document on UC advancement priorities is designed to help formulate UC's fundraising campaign priorities and objectives. It is the result of a number of consultations within UC (see appendix 1), from which it has considerably benefitted. The Division of University Advancement requires each division to submit such a priorities document to inform the development of the overall University of Toronto campaign themes and case narratives. UC's priorities will continue to evolve over the campaign. Accordingly, this is neither an exhaustive list nor is it meant to paint a full picture of the College's academic priorities. The advancement priorities formulated in this document are aligned with UC values and respond to current needs and aspirations of the College, and inspire the whole UC community, including our alumni and donors. At the same time, these priorities also align with the Faculty of Arts and Science academic plan and with emerging U of T advancement themes (such as student experience, Indigenous education, or sustainability) as well as the President's three priorities (re-inventing undergraduate education, strengthening international partnerships, and leveraging our urban location). Lastly, it should be noted that the dollar amounts accompanying the initiatives are very preliminary at this point and may change as much as any priority or initiative may change over time. After consultation in College Council, the plan will be presented to Governing Council for approval. But the process will not end there. Rather, we aim for a continuous conversation among UC students, staff, faculty, and alumni, as our collective vision for UC evolves. Please share your feedback with us at any time by sending an email to [uc.principal@utoronto.ca](mailto:uc.principal@utoronto.ca).

## CAMPAIGN PRIORITIES

### UNIVERSITY COLLEGE

**Principal: Markus Stock**

**Advancement Lead: Naomi Handley**

### Divisional Profile

University College fosters a uniquely personal student experience at one of the world's foremost research institutions. Guided by our values of equity, diversity, and inclusion, students are treated as individuals and encouraged to be themselves in both their academic journeys and personal lives. Our campus culture has resulted in a strong and connected network of influential alumni, many of whom provide guidance and encouragement to current students through various means, including mentorship programs. University College truly strives to reflect and celebrate

the diversity of our urban Toronto surroundings, and we are proud to have so many current and former students acting as agents of positive change in Canada and around the world.

## **I. REPUTATIONAL DATA**

### **Key Data**

5,177 undergraduate students  
86 faculty  
34 administrative staff members  
56 ancillary staff members  
41,934 alumni (31,002 contactable)

### **Rankings**

N/A

### **Areas of Excellence and Differentiation**

Established on principles of inclusion and diversity, University College (UC) was the University of Toronto's founding non-denominational college. We believe that equity and access for all form the pillars of UC's post-secondary experience, in which we strive to nurture our students' academic and personal growth within a closely knit and supportive community. Home to more than 5,100 undergraduate students from a wide range of cultural backgrounds, our tradition of welcoming all students has made our architecturally iconic spaces lively incubators of discovery, debate, and diversity. This diversity also extends to our base of more than 40,000 alumni, many of whom have distinguished themselves within virtually every field of human endeavour and remain closely connected to their UC academic roots.

Located at the heart of the University of Toronto's St. George Campus, UC offers students a uniquely intimate learning environment within Canada's largest city and post-secondary institution. We also respectfully acknowledge that UC is located on the traditional territories of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. We are grateful for the opportunity to work and live on this land and have made increasing efforts to reflect the Indigenous histories in our identity and academic offerings. As an example, we have made Indigenous education one of our main campaign priorities.

For faculty members associated with UC, the college provides an academic and intellectual community beyond their disciplinary appointments. UC is home to a number of specialized academic programs, such as the Mark S. Bonham Centre for Sexual Diversity Studies, and faculty members are actively encouraged to explore interdisciplinary themes within their courses. By encouraging diversity, inclusion, and interdisciplinary thinking, UC fosters a unique post-secondary environment that is simultaneously progressive and empowering.

## **II. STRATEGIC INSIGHTS**

### **Strategic Drivers**

UC's main strategic driver for this campaign is innovating undergraduate education, which aligns with one of the University of Toronto's strategic priorities. It will be critical to be relentlessly innovative in our efforts to establish UC as a place of belonging and caring for students. The context of remote learning during the COVID-19 pandemic has thrown this need into even higher relief. A wide variety of support services must be made available and easily accessible for students during their entire time at UC – from orientation all the way through their upper years and career planning stages. This is particularly relevant for our many off-campus/commuter students who often are not as closely connected to our physical campus and will be a focal group in our efforts to innovate the undergraduate student experience.

To attract and retain an excellent and diverse student body, we must also ensure that students from all backgrounds can access the economic and educational resources required to focus on their undergraduate studies. In an increasingly competitive post-secondary marketplace, enhancing access to financial assistance as well as our student support and advising can help set us apart – we must have a sound financial footing from which to continue UC's history of inclusivity and innovation.

### **Challenges**

UC has witnessed a dramatic increase in our student population over the past decade. While this is a positive development, it has been challenging to expand our resources at a corresponding rate. As a result, we sometimes struggle to meet student needs in areas such as advising and support services. Similarly, the significant increase of international students and the college's active recruitment of a diverse student body means that we must quickly evolve to serve our complex student demographic more effectively. As an example, many of our student awards have a financial-need criterion and are not available to international students.

UC also faces the challenge of helping students navigate their many responsibilities in healthy and sustainable ways. In an increasingly competitive job market in which employers are looking for well-rounded individuals, many undergraduate UC students are actively preparing for graduate studies while involving themselves in extra-curricular activities and working jobs to make ends meet.

Likewise, the post-secondary market itself is increasingly competitive, and UC faces a challenge in distinguishing itself from other colleges in our efforts to attract and retain diverse and high-performing students. We must clearly define and communicate our objective to create an environment that is second to none when it comes to supporting and welcoming all students, regardless of their background, culture, sexual orientation, gender identity, or any other factors. This will particularly help UC distinguish itself from other colleges, both at the University of Toronto and elsewhere.

As the COVID-19 pandemic dramatically changed post-secondary learning environments, one of UC's main challenges has been to maintain its closely knit and collegial atmosphere with most courses moving online and all other on-campus activities significantly reduced. This has been particularly challenging for our many students who live off campus and are physically isolated from their peers, support staff, and instructors. As such, the mental health of students, which has been a prime consideration for us long before the pandemic, has now become an even more pronounced focus, and we are continually brainstorming programs, services, and other interventions that will help students manage stress levels and succeed academically while building an affinity for UC. The best of these interventions will remain programmatic for us, even in a post-vaccine world.

### **Values**

Academic excellence

Community

Caring

Equity, Diversity, Inclusivity

## **III. CAMPAIGN RATIONALE**

UC has identified five main themes related to our overarching campaign priorities. For ease of reference, these themes will be outlined in the sections below.

### **Supporting Academic Success as the Foundation of Our Campaign Themes**

The foundation of the College's work and its fundamental priority is the support of academic excellence in all of our students. The themes and campaign priorities listed below are intimately related to this foundational premise. UC provides a supportive, smaller-scale environment for students to thrive intellectually and emotionally within the context of a large and research-intensive public university, and of an energetic and diverse metropolitan area. It is our conviction that by providing a smaller-scale community within these larger contexts, UC lays the foundation for our students' academic success.

### **Supporting a Caring Community for Students**

Our student population – both in size and in diversity – has changed dramatically over the last two decades, and it is critical that we focus on providing high-quality student services and supports to meet our students' evolving needs. A first-rate, intimate, and personalized student experience remains central to the role of our College.

More than ever, students are in need of support to thrive in today's post-secondary environments. The pandemic has only highlighted what we have been convinced of all along: It is crucial to build a community for *all* of our students, including those who live on campus, those who are on campus for only hours at a time, and those who are mostly remote. The COVID-19 pandemic,

disrupting many traditional support avenues at UC, has also become an experiment in innovating community building. Programmatic innovation is especially needed for enhancing the undergraduate student experience of commuter/off-campus students who are not only physically disconnected from UC spaces at this time but have always been slightly less connected to the College. Now is the time to explore new ways to engage them.

From a student aid perspective, it is also critical for UC to increase the number of awards and scholarships that are equally accessible to students from all backgrounds and walks of life. Academic excellence manifests in a range of ways, and we plan to expand the number and scope of merit-based awards, bursaries, and scholarships to reflect our broadly talented student body. As our college grows, it is becoming increasingly diverse, and with the cost of post-secondary education continuing to rise, it is important for UC to provide equitable access to financial assistance opportunities.

### **Equity, Diversity, & Inclusion (EDI)**

By embedding our values of equity, diversity, and inclusion in all that we do, UC will help ensure our students develop an appreciation for how these values should inform their own approaches to complex societal issues. In particular, we can focus on celebrating the growing diversity of our student body. By incorporating anti-racist and anti-colonial approaches into our advising, programming, teaching, and communications, we can establish our College as an academic community that puts its principles into practice every day.

Incorporating the values of equity and inclusion will also invariably lead to both personal academic achievements and the flourishing of students, as well as enhance UC's institutional outcomes in graduating outstanding classes. Developing and cultivating further student programming and opportunities undergirded by the values of equity and inclusivity will also have the potential for UC to stand out in the global community of higher education, and possibly even catapulting UC's reputation to the forefront of institutions pushing boundaries in EDI.

One specific way we hope to address this priority is by creating a Chair in Black Canadian Studies. With the Black Lives Matter movement sweeping the globe, we are living in the midst of an historic moment that has shone much-needed light on the inequities and persecution faced by Black individuals. Sadly, the many Black communities close to us in Toronto, Ontario, and across Canada have not been immune to this oppression, and these communities require recognition and space in academia to redress historic inequities. We envision a Chair in Black Canadian Studies demonstrating UC's commitment to Black scholarship and attracting a wide range of high-performing students and faculty from diverse backgrounds.

### **Indigenous Education**

We must also place an increasing emphasis on the promotion of Indigenous education and culture, both in the context of the Calls to Action formulated by Canada's Truth and Reconciliation Commission, as well as our own institutional values of inclusion and diversity. To

achieve this, UC will develop thoughtful and innovative means of both attracting and retaining Indigenous students, faculty, and staff. Partnering with Indigenous colleagues and knowledge holders, we will also work to increase financial support opportunities for Indigenous students and augment curricula related to Indigenous histories, cultures, and ways of knowing. Our approach to these must be thoughtful, collaborative, measured, and mindful that Canadian higher education itself has been born out of colonial structures and remains entangled in neo-colonial processes. Ultimately, our goal is to equip our students with a critical lens, support them in disrupting such neo-colonial entanglements and in becoming agents of positive change. This priority will require ongoing and transparent conversations.

## **Sustainability and Climate Change**

With our renewed focus on sustainability and climate change, UC aligns itself with yet another institutional priority. Making sustainability a campaign priority for UC will model behaviour and values for and in our students and demonstrate UC's commitment to doing our part to ensure that our planet remains habitable. We will seek to enhance sustainability-related scholarships, provide endowed funds for sustainability-related student projects, and work to make our spaces more environmentally friendly. Combined, this will serve as tangible proof that UC's commitment to sustainability goes beyond mere lip service, and that we provide contemporary and innovative responses to long-standing issues. Such responsiveness to the ongoing climate crisis also interlinks with our focus on Indigenous education, whose epistemologies help us understand the relationship between people and environments in new and better ways.

In addition, UC will champion the concept of sustainability citizenship, which would further our objective to create a culture of inclusivity and caring for all members of our community. Sustainability citizenship supports behavioural changes - teaching students, staff, and faculty to be mindful of their impact on the environment and their own health. At its core, by promoting sustainability citizenship, we would be encouraging the UC community to understand synergies between physical health, economic equity, well-being, mental health, and environmental responsibility on both micro and macro scales. Balancing overall well-being of the self and the community, in turn, creates space for students to thrive and engage more fully with their academic careers.

In addition, we must evaluate the built environment the College is responsible for. Maximizing energy efficiency and reducing carbon emissions is important for UC to achieve active sustainability citizenship. UC will leverage historic preservation of buildings as an intrinsically sustainable choice; thus, retrofitting Whitney Hall with energy efficient upgrades will go hand in hand with revitalizing student community spaces and innovating student programming.

## **IV. CAMPAIGN PRIORITIES**

### **Student Support      \$27.5 million**

- Scholarships and Awards (a particular emphasis will be laid on supporting the continuing diversity of the UC student body) \$5M
- UC SteAm: A specific scholarship fund for students combining Arts/Humanities with STEM projects/degrees \$1M
- Fellowships for UC Students in Interdisciplinary Student Mental Health: For interdisciplinary undergraduate research or research creation projects with a Student Mental Health component (in conjunction with the Institutional Strategic Initiative in Youth and Student Mental Health; for 5 undergraduate fellowships annually of \$5,000) \$0.5M

### **UC Student Experience Initiative – UC Horizons:**

- UC Creative Collaboratory (Arts and Culture) \$7M
- UC Student Community Horizons (“Commuter” Student Centre 2.0) \$5M
- UC Global Horizons (meaningful international engagement) \$2M
- UC Indigenous Horizons (Indigenous Place; Indigenous Support; Indigenous Programming; will require partnering with Indigenous knowledge holders) \$2.5M
- UC Sustainability Horizons: Endowed Sustainability Fund for Programming etc. \$2M
- UC Living Learning Centre (Whitney) expendable for programming/staffing in addition to capital project \$2M
- UC Future/Expanding Horizons Fund (in conjunction with the Endowed UC Visitorship for Public Humanities and Social Sciences): Fund for students/faculty groups to develop big ideas for tomorrow \$0.5M

- **Priority ranking: A**

### **Research and Programs: \$20 million**

Named Endowed UC Visitorship for Public Humanities and Social Sciences \$1M

UC Academic Programs:

- Chair, Black Canadian Studies \$5M
- Chair, Food Systems and Health Studies \$5M
- Postdoc, Human and Artificial Intelligence \$1M

Bonham Centre for Sexual Diversity Studies:

- Queer and Trans Research Lab (Institutional Strategic Initiative) \$4M
- Endowed Professorship \$4M

- **Priority ranking: A**



## Capital & Infrastructure \$11.1M

- Whitney Hall – Capital \$8M
- Library, named space (and study room) \$3.1M

- **Priority ranking: A**

## Summary

Campaign Priorities	Total
Student Support	\$27.5M
Research & Programs	\$20M
Capital & Infrastructure	\$11.1M
<b>Total</b>	<b>\$58.6M</b>

## Art Museum at University of Toronto

The Art Museum at the University of Toronto is a significant partner of UC. Art Museum spaces could be utilized effectively as a cultural hub for art and student experience. The relationships between the Art Museum, Bonham Centre for Sexual Diversity Studies (SDS), and Centre for Drama and Theatre Performance Studies (CDTPS) could be strengthened by partnering on art acquisitions and programs (exhibitions, workshops, performances) with artists, curators, and other creatives-in-residence that identify as BIPOC/LGBTQ2S+.. Reimagining the Art Museum's presence and wayfinding creates opportunities to enhance spaces where students gather and engage with the visual arts through an interdisciplinary lens. In addition, to further advance academic excellence and assist students' future career trajectories, the Art Museum is interested in creating an apprenticeship program in the areas of curatorship, exhibition installation, and collections for students and recent graduates. The impacts of acquiring practical skills in these areas are highly impactful in students pursuing this avenue in the arts.

- Art Museum curatorial apprenticeship program
- Collaborations with SDS and CSTPS (creatives-in-residence program, art acquisition, visiting artists and curators) for wide-ranging programs, including performances, especially highlighting work relating to African diaspora and Indigenous work, etc.)
- Art Museum north-east entrance, performance spaces, lab and experiential learning spaces (naming opportunities)

## **Institutional Strategic Initiatives**

### **The Queer and Trans Research Lab at the Bonham Centre for Sexual Diversity Studies**

**Proposal:** The establishment of an interdisciplinary laboratory called The Queer and Trans Research Lab based at the Bonham Centre for Sexual Diversity Studies, University of Toronto. The purpose of this lab would be to conduct innovative research in the fields of sexual diversity and contribute to ongoing LGBTQ2S+ initiatives. It is our objective to help sustain the activists, artists, educators, and intellectuals involved in this work and to provide a space for them to meet, work, create, and organize. The Bonham Centre is well-positioned to lead this initiative as a result of its strengths as an interdisciplinary space with a full suite of educational programs and participating faculty from the Faculty of Information, The Faculty of Law, the Faculty of Social Work, as well as the departments of History, Anthropology, Women and Gender Studies, Political Science, English, Cinema Studies, Sociology, Psychology, and more.

**Aims and Goals:** The Queer and Trans Research Lab will be committed to:

- 1) Building on and expanding the already considerable strengths in interdisciplinary scholarship and pedagogy at SDS by giving structure and institutional space to meet, share scholarship and pedagogical practices, and organize events.
- 2) Attracting scholars, artists, and LGBTQ2S+ social justice leaders from across the country and around the world to conduct their work at the Bonham Centre and share it with our community.
- 3) Providing a space for scholars, students, artists, and social justice leaders to work collectively on their projects with the vital support needed to undertake them and building the necessary infrastructure for this work to successfully evolve and circulate globally.
- 4) Providing its members with the opportunity to study a complex issue in Sexual Diversity and to imagine new approaches or scholarship that will improve the lives of people in their, and our, communities.
- 5) Encouraging mutual learning between scholars, activists, artists, and students that creates new models of scholarship and engagement.

#### **Description:**

The Queer and Trans Research Lab, in its initial stages, will consist of 1) The Martha L.A. McCain Postdoctoral Fellow (already established at SDS); 2) an Artist-in-Residence (already in process with plans to unroll a pilot project in fall 2021); 3) an Activist-in-Residence; 4) multiple (paid) SDS undergraduate and graduate student interns; 5) A Faculty Fellow; 6) Key faculty collaborators at SDS.

- The Postdoctoral Fellowship supports scholars from any disciplinary field pursuing research in lesbian, gay, bisexual, transgender, two-spirit, and queer studies. Fellows teach one class for the Sexual Diversity Studies undergraduate program that highlights their work and, at some point during the period of their award, deliver at least one public lecture.
- The Artist Residency will provide financial, research, and other material support for artists working in any medium (photography, sculpture, media arts, theatre, writing, etc.), whose work centres on LGBTQ2S+ lives, communities, histories, and cultures and

expressly concentrates on the role art plays in expanding how we think about and teach sexual diversity. The residency will culminate in an exhibition, reading, or performance of the resident's work-in-progress.

- The Activist Residency will provide financial, research, and other material support to visionary LGBTQ2S+ activists and community leaders to establish creative links with students, teachers, and researchers in fields relevant to their work. This will aim to strengthen the relationship between theory and practice and deepen understandings within the university of the community relevance of their work. The residency will culminate in an event that showcases the Activist Resident's reflections on future activist priorities.
- The Faculty Fellowship will provide a 12-month course release for a University of Toronto faculty member working on any aspect of sexual diversity studies at any rank, discipline, and campus. They will participate in all Queer and Trans Research Lab activities, have the much-needed opportunity to carry on their own research agenda, and collaborate with others in the Queer and Trans Research Lab cohort on the development of networked research, curricular, and pedagogical practices.
- The Student Internships will consist of 2-3 undergraduate and 2-3 graduate students in the SDS program. Interns will act as research assistants to the members of the lab and participate in the planning of all events of the Queer and Trans Research Lab, including an end-of-the year event imagined by the members of the lab. Each aspect of the internship will involve training in various skills acquisition, including research practices, social justice collaborations, large event organization, community outreach initiatives, and database development and management.
- In addition to conducting their own work, we expect members of the lab to be available to students for informal conversations through office hours, brown-bag lunches, and general presence on campus. Other activities the Queer and Trans Research Lab may undertake are as follows:
  - Interactive workshops
  - Reading/discussion groups
  - Classroom visits
  - Community meetings
  - Skills and training sessions for students

**Benefits:** We believe this collaboration will help strengthen the infrastructure of LGBTQ social transformation and human rights by providing researchers, educators, community leaders, artists, and activists with the time and space to do the difficult work of challenging our communities. Simultaneously, the engagement of Queer and Trans Research Lab members will develop and strengthen the Bonham Centre's capabilities in and commitment towards LGBTQ2S+ education. The benefit to our students in their learning experience, the expansion of their networks, and hands-on research and skills acquisition will be immeasurable.

## **V. CAMPAIGN THEMES**

UC's themes predominantly align with these evolving institutional campaign themes at U of T:

- Caring, supportive community in which students thrive
- Equity, inclusivity, and accessibility
- Indigenous education and research
- Sustainability and climate change

DRAFT

# **Appendix 1**

## **1.1 UC Priorities Consultation Schedule**

<b>Date</b>	<b>Group</b>
Fri. July 17, 2020	<b>Health Studies Program Leadership</b> <ul style="list-style-type: none"> <li>• Paul Hamel, interim Director, Health Studies Program</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Markus Stock, UC Principal</li> <li>• Michael Widener, incoming Director, Health Studies Program</li> </ul>
Fri. Aug. 21, 2020	<b>Canadian Studies Program Leadership</b> <ul style="list-style-type: none"> <li>• Emily Gilbert, UC Vice-Principal, outgoing Director, Canadian Studies Program</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Siobhan O’Flynn, Director, Canadian Studies Program</li> <li>• Markus Stock, UC Principal</li> </ul>
Fri. Aug. 28, 2020	<b>Cognitive Science Program Leadership</b> <ul style="list-style-type: none"> <li>• Naomi Handley, Director of Advancement</li> <li>• Markus Stock, UC Principal</li> <li>• John Vervaeke, Director, Cognitive Science Program</li> </ul>
Wed. Sept. 30, 2020	<b>Principal’s Advisory Committee (UC Alumni)</b> <ul style="list-style-type: none"> <li>• Laleh Bighash</li> <li>• Gail Dexter Lord</li> <li>• Gary Goldberg</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Samin Khan</li> <li>• David Leith</li> <li>• Florence Narine</li> <li>• Tashi Rabgey</li> <li>• Emily Sands, Donor Relations Officer</li> <li>• Markus Stock, UC Principal</li> <li>• Kayla Song</li> <li>• Susan Ursel</li> <li>• Michael White</li> </ul>
Fri. Jan. 8, 2021	<b>UC Senior Management Team</b> <ul style="list-style-type: none"> <li>• Gabrielle Fournier, UC Librarian</li> <li>• Emily Gilbert, UC Vice-Principal</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Yvonne MacNeil, UC CAO</li> <li>• Naeem Ordonez, UC Dean of Students</li> <li>• Markus Stock, UC Principal</li> <li>• Ryan Woolfrey, UC Registrar</li> </ul>

Thurs. Jan. 14, 2021	<b>UC Literary and Athletic Society Core Executive</b> <ul style="list-style-type: none"> <li>• Liam Bryant, UC Lit President</li> <li>• Ruth Masuka, UC Lit Vice-President</li> <li>• Markus Stock, UC Principal</li> </ul>
Fri. Jan. 15, 2021	<b>UC Executive Committee</b> <ul style="list-style-type: none"> <li>• Erika Bailey, UCAA President</li> <li>• Sylvia Bashevkin, Faculty</li> <li>• Liam Bryant, UC Lit President</li> <li>• Emily Gilbert, UC Vice-Principal</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Yvonne MacNeil, UC CAO</li> <li>• John Marshall, Faculty</li> <li>• Naeem Ordonez, UC Dean of Students</li> <li>• Markus Stock, UC Principal</li> <li>• Ryan Woolfrey, UC Registrar</li> </ul>
Mon. Jan. 18, 2021	<b>UC Faculty through Senior Common Room meeting</b> <ul style="list-style-type: none"> <li>• Gabrielle Fournier, UC Librarian</li> <li>• Emily Gilbert, UC Vice-Principal</li> <li>• Myrto Grigoroglou, Faculty</li> <li>• Shira Lurie, Faculty</li> <li>• Jerry Plotnick, Director, UC Writing Centre</li> <li>• James Reilly, Faculty</li> <li>• Rick Salutin, Faculty</li> <li>• Alison Smith, Faculty</li> <li>• Markus Stock, UC Principal</li> <li>• Michael Widener, incoming Director, Health Studies Program</li> </ul>
Wed. Jan. 20, 2021	<b>Principal's Advisory Committee (UC Alumni)</b> <ul style="list-style-type: none"> <li>• Gail Dexter Lord</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Samin Khan</li> <li>• David Leith</li> <li>• Florence Narine</li> <li>• Tashi Rabgey</li> <li>• Emily Sands, Donor Relations Officer</li> <li>• Markus Stock, UC Principal</li> <li>• Kayla Song</li> <li>• Susan Ursel</li> <li>• Michael White</li> </ul>
Fri. Jan. 22, 2021	<b>UC Sustainability Committee (<i>informal discussion on sustainability priorities</i>)</b> <ul style="list-style-type: none"> <li>• Liam Bryant, UC Lit President</li> <li>• Sarah Chen, Student</li> <li>• Sophia Fan, UC Lit Sustainability Commissioner</li> </ul>

	<ul style="list-style-type: none"> <li>• Kimiya Karbasy, Residence Life Coordinator</li> <li>• Aniket Kali, Student</li> <li>• Lisa Lomax, UC Facilities and Services</li> <li>• Kiana Ravanasa, Student</li> <li>• Markus Stock, UC Principal</li> <li>• Lauren Xu, Student</li> </ul>
Wed. Jan. 27, 2021	<b>Art Museum at the University of Toronto</b> <ul style="list-style-type: none"> <li>• Barbara Fischer, Executive Director, Art Museum</li> <li>• Naomi Handley, Director of Advancement</li> <li>• Maureen Smith, Business Coordinator</li> <li>• Markus Stock, UC Principal</li> </ul>
Wed. March 10, 2021	<b>UC Student focus group</b> <ul style="list-style-type: none"> <li>• Attendance to be documented on March 10</li> </ul>

## 1.2 UC Campaign Priorities Survey

- Filled out by:
  - Principal's Advisory Committee
  - Senior Management Team

## UNIVERSITY COLLEGE CAMPAIGN PRIORITIES SURVEY

The Principal's Advisory Committee will act as powerful advocates and ambassadors for University College, as well as for the University and the broader campaign. They will be charged with helping to define and lead the campaign for University College, as part of the larger University campaign.

We've designed this survey to help formulate campaign priorities and objectives. Please fill out the form as best you can. Feel free to use bullet points. Please do not hesitate to contact Naomi Handley, UC Director of Advancement if you have any questions.

## UNIVERSITY COLLEGE NARRATIVE

1. Please describe why University College exists, what it does, who it serves, what value it brings.
2. Please list five values that define University College and its community.
3. What do you feel are the most pressing challenges facing University College?
  - a. Regarding current students
  - b. Regarding University College as an institution

## CAMPAIGN THEMES

Through broad consultation, University College is exploring several potential organizing themes for its new campaign.

Among the University's three priorities:

- Leveraging our location,
- Strengthening international partnerships, and
- Rethinking undergraduate education,

the College's programmatic emphasis is on innovation in undergraduate education and on the institution's location.

Plus, several emerging themes specific to University College (examples included):

- **Caring, supportive community in which students thrive**
  - *Example – expanded mentorship programs*
  - *Example – expanded spaces and programming for commuter students, both in-person and online*
  - *Example – Spaces and programming for co-curricular art engagement and collaborative creative activities for all UC students to help alleviate anxiety and promote wellness\**
  - *Example – Living/learning kitchen/community spaces in residences*
- **Equity, inclusivity and accessibility**
  - *Example - Scholarships for underrepresented communities*
  - *Example – Chair in Black Canadian Studies*
  - *Example – Dedicated residence space for Indigenous students\*\**
- **Arts and Culture**
  - *Example - Contributing to student wellness through art engagement or collaborations, including the study and practice of Indigenous art\**
- **Indigenous education**
  - *Example – Hiring an Indigenous Curriculum Specialist to implement Indigenous content requirements and to incorporate Indigenous learning into all programs\*\**
  - *Example – Create a designated Indigenous gathering space\*\**
- **Sustainability**
  - *Example - Retrofit University College residence buildings (namely Sir Daniel Wilson and Whitney) to be more energy efficient*
  - *Example - Creating an endowed 'Sustainability Fund' for grants for student projects, proposals, and research relating to sustainability*
- **Public health**
  - *Example – Chair in Food Security*

*\* this example would require consultation and may include collaboration with the University of Toronto Art Museum and the UC Writing Centre*

*\*\* this example would require consultation and collaboration with U of T First Nations House and other Indigenous expertise holders at U of T*

1. Looking at these potential themes, please rank all the priorities as either A, B or C.



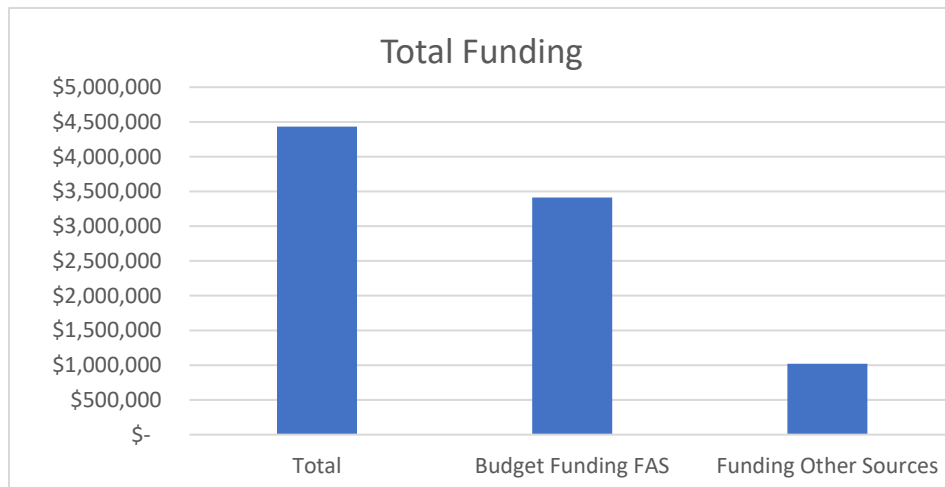
- A = Highest possible priority for University College (critical to fulfilling the College's mission)
- B = Important priority for University College (urgent, strengthens our mission)
- C = Important need (not urgent, but enhances our mission)

2. **If applicable, please list any other major theme not captured above:**

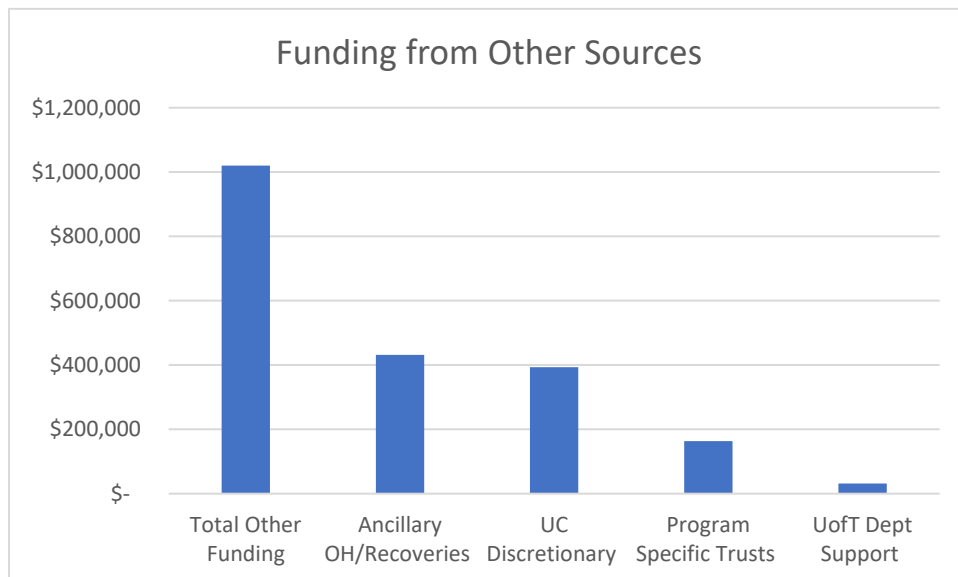
3. Please chose the top 2 emerging themes that you prioritized as **A (Highest possible priority for University College)** and provide a rationale for these priorities. Why now? How will it transform University College? What impact will it have on society? What global issues and challenges will it address?

Please feel free to use bullet points here. The text does not need to be polished; think of it as a thought-starter.

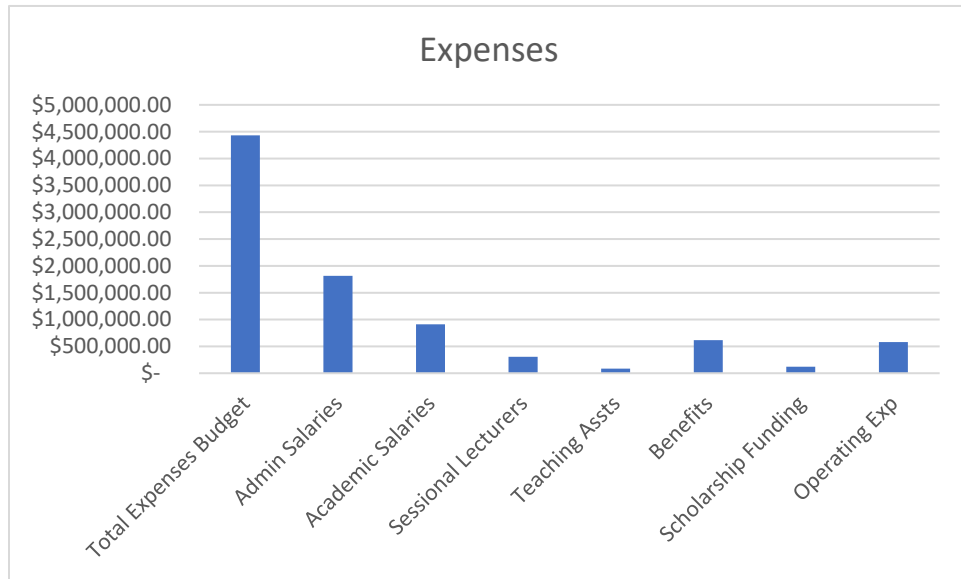
## **Appendix 4**



Total Funding	\$4,431,416	100%
FAS Budget	\$3,411,565	77%
Other Funding Sources	\$1,019,851	23%



Total Other Funding	\$1,019,851	100%
Anc. O/H Recoveries	\$431,658	42%
UC Discretionary	\$393,439	39%
Program Spec Trusts	\$163,300	16%
UofT Depts Support	\$31,454	3%



Total Expenses	\$4,431,416	100%
Admin Salaries	\$1,814,200	41%
Academic Salaries	\$910,610	21%
Sessional Lecturers	\$304,789	7%
Teaching Assistants	\$87,030	2%
Benefits	\$615,398	14%
Scholarship Funding	\$120,000	3%
Operating Expenses	\$579,389	13%

## **Appendix 5**

# University of Toronto

## Proposal to Create a Certificate in Conjunction With an Undergraduate Program

Certificates offered in conjunction with an undergraduate program are for-credit undergraduate certificates governed by the [Policy for Certificates \(For-Credit and Not-For-Credit\)](#).

Creation and closure of these certificates follow the protocols for minor modifications; are reviewed with the relevant undergraduate program; and are reported to the Provost through the Office of the Vice-Dean, Academic Programs. Successful completion of the certificate is recorded on the academic transcript. Students must be enrolled in a specific undergraduate program. ***Please consult with VPAP on the certificate's name ahead of governance.***

This template should be used to bring forward all proposals for new undergraduate, for-credit, certificates that will be offered in conjunction with an existing undergraduate degree program. The creation of the certificate follows a minor modification process and is reported to the VPAP office after approval.

<b>Proposed certificate name:</b> E.g., Certificate in Human Resources Management (Faculty of Arts & Science)	<b>Certificate in Black Canadian Studies</b>
<b>Undergraduate degree(s) the certificate will be offered in conjunction with:</b>	Any Faculty of Arts & Science program
<b>Graduate unit:</b>	None
<b>Faculty/academic division:</b>	Faculty of Arts and Science
<b>Dean's office contact:</b>	Randy Boyagoda, Vice-Dean Undergraduate ( <a href="mailto:vice dean undergraduate@artsci.utoronto.ca">vice dean undergraduate@artsci.utoronto.ca</a> )  And Martha Harris, Associate Director, Curriculum & Governance ( <a href="mailto:martha.harris@utoronto.ca">martha.harris@utoronto.ca</a> )
<b>Version date:</b> (Please change as you edit this proposal.)	March 8, 2021

# 1 Summary

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- Please provide a brief summary of the certificate, including:
  - academic rationale for certificate
  - impetus for its development (including interest and demand)
  - how the certificate fits with unit/division's academic plans
  - any important or distinctive elements

The Certificate in Black Canadian Studies will provide students with an opportunity to study and research the social construction of race in Canada, with a focus on Black Canada and Black Canadians, past and present. This will include attending to structural and systemic discrimination in areas including politics, judicial systems, and the arts, as well as to consider counter-narratives and forms of resistance and empowerment enacted by Black Canadian communities. This certificate also offers a specialization that considers the historical roots and contemporary implications of anti-Black racism, as well as movements that are building towards social equity, and future imaginings. While this certificate addresses local and national contexts, it also situates diasporic and transnational frameworks for understanding Blackness in Canada. As a result, the certificate also examines a comparative approach to meaning-making and belonging in solidarity with other forms of racism and oppression.

The courses that will count towards the Black Canadian Studies Certificate are drawn from the Social Sciences and Humanities, but can complement any degree or discipline, and the certificate will be open to any student in FAS.

The Black Canadian Studies Certificate requires students to take 2.5 FCE from a curated selection of courses. All students will be required to take one foundational course worth 1 FCE: HST265Y: Black Canadian History (which is a new course to be introduced in 2021-2022). Students are also required to take at least 0.5 FCE from a selection of four 3rd-year courses in Canadian Studies, Equity Studies, the English Department, or Women and Gender Studies (list B). Two of these courses have no or limited pre-requisites: CDN335: Black Canadian Studies (none) and WGS390H: Land-ing: Indigenous and Black Futurist Spaces (prereq is 4 FCE). The two other courses have prerequisites, which students will need to take in advance: CSE347H: Critical Race and Anti-Racism Studies (Dei) and ENG356Y: African Canadian Literature (Clarke).

Students are required to take an additional 1.0 FCE, either drawing from the above courses in list B, or another 40-or-so courses from more than 20 units across FAS (see the C list below). Students can also nominate a course not on this list, as long as they can verify that the course deals with Black Canada or Black Canadians to a significant extent (about 35%)—eg a First Year Foundations or Special Topics course.

The mix of optional courses either focus squarely on Black Canadian Studies, or address Black Canadian Studies from a comparative and/or transnational or diasporic

perspective. This broader positioning is crucial to understanding national formations, but also for troubling the borders of the state. Here, we situate Canada as part of the Black Atlantic to include diverse conversations of race, belonging and identity formation across the diaspora. Across their courses, students will address local and global perspectives as they better understand social and political institutions, including law, government, and education, while also understanding how social identities are formed and shaped. Drawing from courses that address race and racism across multiple sites and perspectives will encourage students to recognize continuities and discontinuities across Canada and in other contexts.

## 2 Effective Date

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September, 2021
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## 3 Academic Rationale

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- What are the academic reasons for the certificate, and how does it fit with the unit/division's academic plans?

The Black Canadian Studies Certificate responds to an urgent curricular need in the context of the University's and A&S's recent attempts to address anti-Black racism within the institution, and to foster inclusion, diversity and equity. These initiatives have ranged across hiring and retention, student access, and data collection, but they also necessarily require attention to teaching, learning and curricula. The Certificate is an opportunity to augment the University's initiatives by highlighting the courses that are already on offer that address Black Canadian Studies on St George campus, and thus demonstrating one aspect of the University's commitment to addressing anti-Black racism. The Certificate is an opportunity to consolidate the research and teaching that faculty have been doing on campus for decades on Black Canadian Studies, but also a recognition of the many new appointments of Black faculty and others who work in this field, and an opportunity to amplify their knowledge and expertise.

Black Canadian Studies is now recognized as an important field of research, as exemplified by the founding of the Black Canadian Studies Association in 2014. The University of Toronto, which has one of the largest undergraduate programs in Canadian Studies in the world, and a deep concentration of research expertise on Canada, should take the lead in promoting this field. We are at an opportune moment, as the growing number of Chairs and programs at Canadian universities



underscore. At Dalhousie University there is the James R Johnston Chair in Black Canadian Studies, and a certificate in Black Canadian Studies has been inaugurated at York University. Similar initiatives are underway at Concordia and UBC. (See the article in University Affairs, “The growing field of Black Canadian Studies” August 7, 2019: <https://www.universityaffairs.ca/news/news-article/the-growing-field-of-black-canadian-studies/>). We see this certificate as an important way to address important student and public demands about curriculum that speaks to Black history and life in Canada.

At the inaugural National Dialogues and Action for Inclusive Higher Education hosted by UTSC in October, 2020, Professor Malinda Smith, Vice-Provost of Equity, Diversity and Inclusion at the University of Calgary, “called on universities to support Black Canadian studies programs” <https://thestrand.ca/black-faculty-identify-roots-of-and-potential-solutions-to-institutional-racism-at-uoft/>.

The creation of a Black Canadian Studies Certificate is also an opportunity to speak back to Canadian Studies as a field. Canadian Studies as a field, while expanding its focus on race and identity in Canada, has largely ignored conversations of Blackness as part of the Canadian narrative. Canadian Studies, and University College where it is housed, will be the administrative home for the Black Canadian Studies Certificate. Since 2015, the Canadian Studies program has offered one course on Black Canadian Studies (CDN335). The program has also sought to diversify its curriculum offerings by introducing courses on Jewish Canadian Studies, Italian Canadian Studies, and Chinese and Asian Canadian Studies (including a relatively new Minor in Asian Canadian Studies), while students in Canadian Studies are also encouraged to take courses offered through the Indigenous Studies program. Rather than building an additive framework, these courses question the very premise of “Canadian” in Canadian Studies. These courses, together and in conversation with one another, address the multivariate forms of structural and systemic racism, by attending to issues of identity, power, inequity and social justice. They examine racialized and marginalized groups in their cultural, social, economic and political contexts—past and present, but also with an eye to the future—and in relation to one another, while also attending to other markers of social difference (such as ethnicity, nationality, class, gender, sexuality, and ability). It thus makes sense for the Black Canadian Studies Certificate to be housed in the Canadian Studies program at University College as the field and discipline continue to evolve.

Through the consultation process for developing this proposal for a Black Canadian Studies Certificate it has been made clear that there is demand for a self-standing program in Black Studies at UofT, one that would have meaningful tri-campus resonance. We see the creation of the Black Canadian Studies Certificate as one small step towards this bigger project. This certificate, then, considers ways in which collaboration and supports for a Black Studies program can create institutional change and be adopted university-wide. It is further hoped that the Black Canadian Studies

Certificate builds more connections between Canadian Studies and other area studies programs, particularly African, Caribbean and Latin American Studies—which are currently some of the most under-resourced programs in FAS.

## 4 Need and Demand

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- Provide a brief description of the projected interest in and demand for the proposed certificate.
- Provide details regarding the anticipated yearly in-take.

The creation of the Black Canadian Studies Certificate responds to student criticism about the paucity of attention to Blackness in their courses, and the concomitant demand for more courses where Blackness is centered. There is also strong interest in ensuring that such courses speak to the particularities of the Canadian context, as is conveyed by this recent article in the *Varsity*: <https://thevarsity.ca/2020/01/12/we-unearth-the-unheard-histories-of-black-canadians-cdn335-returns-to-u-of-t/>.

The Certificate will provide visibility for the many courses that are *already* on offer in the Faculty of Arts and Science that address Black Canadian Studies to a significant degree, which includes courses in units whose FCEs have seen a decrease in recent years, such as HIS and ENG, which the Certificate might help to counteract. If the creation of the Certificate prompts the development of more courses on Black Canadian Studies then that will be of added value.

The Black Canadian Studies Certificate will ensure that Black students are able to find courses that speak to their own histories and experiences, while non-racialized or differently-racialized students will have the opportunity to learn from these critical perspectives. Black students have demanded more courses at UofT that reflect the demographics of our students and of the Greater Toronto Area, which is not only the country's most diverse region, but also boasts the highest population of Black Canadians.

The Certificate will provide a pathway for students to take courses on Black Canadian Studies and a framework for them to build on their expertise, in complement with their major, minor or specialist programs of study. It also provides additional support to students interested in learning from Black faculty members and provides additional mentorship networks, especially for students considering graduate studies.

We expect that take-up of the Black Canadian Certificate will be small in its first years, but will gain momentum. This is our experience with CDN335: Black Canadian Studies

which had small enrolments (under 10 students) in its first few years, but now is at maximum capacity (30 students) in both the Fall and Summer terms. This was also the case with the Minor in Asian Canadian Studies introduced a few years ago in the Canadian Studies program: it started with just 2 students, and now has over 20, while courses in Asian Canadian Studies regularly have waiting lists. We have found that outreach among students is critical, and we will encourage faculty and departments to publicize the Black Canadian Studies Certificate widely, while we will also rely on students to spread the word through student organizations and more informally.

## 5 Admission Requirements

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- Provide the admission requirements for the certificate.

There are no admission requirements. The Black Canadian Studies Certificate is open to all students in the Faculty of Arts and Science.

## 6 Program Requirements

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- This certificate will consist of a coherent sequence of for-credit undergraduate courses related to an identified topic or theme that may complement the degree program.
- Describe the academic requirements of the certificate and mechanism for the assessment of student performance.
- Clarify the certificate program length.
- Is this certificate linked to a particular undergraduate program or degree? Please explain the relationship.

\* The new designators for college courses have been used  
\* When the course was offered in 2020-21, the names of course instructors have been included  
\* New courses to be introduced in 2021-2022 have been identified (NEW)

### **(2.5 FCE)**

#### **A. Required Course (1.0 FCE)**

- HST265Y: Black Canadian History (Aladejebi) (NEW)

#### **B. At least 0.5 FCE required from the following:**

- CDN335H: Black Canadian Studies (Hudson)

- CSE347H: Critical Race and Anti-Racism Studies (Dei)
- ENG356Y: African Canadian Literature (Clarke)
- WGS390H: Land-ing: Indigenous and Black Futurist Spaces (Recollet)

**C. An additional 1.0 FCE, either from the list of courses in B above, or from any of the following:**

AFR150Y: Introduction to African Studies (Levin)  
AFR353H: International Relations of Africa (Ahmed)

CAR120Y: Introduction to Caribbean Studies (Newton)  
CAR315H: Caribbean Foodways Across History, Culture and Diaspora  
CAR316H: Caribbean Religions (Garcia-Dominguez)  
CAR428H: Caribbean Migrations and Diasporas  
CAR429H: Caribbean Diaspora in Canada

CIN337H1: Black Cinemas (Cramer) (NEW)

CRI210H: Criminal Justice (Valentine)  
CRI322H: Inequality and Criminal Justice (Owusu-Bempa)  
CRI383H: Immigration, Ethnicity and Crime (Taylor)

CSE240H: Introduction to Critical Equity and Solidarity Studies (Doyle-Wood)  
CSE340H: Abolition in the Global Context: Theorizing Uprisings and Youth Activism against Policing and Prisons (NEW)  
CSE341H: Theorizing Settler Colonialism, Capitalism and Race (Desai)  
CSE344H: Body Matters: Oppression, Solidarity and Justice (Erickson)  
CSE344Y: Body Matters: Oppression, Solidarity and Justice  
CSE447H: Race, Ethnicity and Educational Praxis

DRM463H: Black Playwrights: Resistance, Resilience and Transformation (Sears) (NEW)

DTS200Y: Introduction to Diaspora and Transnational Studies (O'Neill)

GGR456H1: Entanglements of Power: Race, Sexuality and the City

HIS106Y: The African Diaspora in the Americas, 1492-1804  
HIS312H: Immigration to Canada (Aladejebi and Bertram)  
HIS391Y1: Black Freedom in the Atlantic World  
HIS429H: Canada and Empire in the Twentieth Century  
HIS446H1: Gender and Slavery in the Atlantic World

JQR360H: The Canadian Census: Populations, Migrations and Demographics

POL381H: Privilege and Race in Global Perspective (Walton)

POL410H: Race (Jung)

POL467H: The Politics of Immigration and Multiculturalism in Canada

SDS382H: Intro to Queer of Colour Critique (Minai)

SOC210H: Sociology of Race and Ethnicity (Shams)

SOC311H: Immigration and Race Relations in Canada

SOC347H: Immigration and Race Relations in Canada

SOC367H: Race, Class and Gender (Taylor)

SOC484H: Children of Immigrants

URB339H: Divided City / United City

WGS442H1: Toxic Worlds, Decolonial Futures (Recollet)

WGS450H1: Modernity, Freedom, Citizenship: Gender and the Black Diaspora

WGS463H: Black Diasporic Feminist Intellectual Traditions (Walcott)

WGS480H: Challenging Coloniality: Caribbean Sexualities in Transnational Perspectives

WGS481H1: Gender, Sexuality and Black Liberation from Black Power to #BlackLivesMatter

Students will have the option to nominate an elective course (max 1 FCE) from a course that is not included in this list, as long as it can be verified that there is a significant concentration on Black Canadian Studies in the course (about 35%).

Where applicable, students may also count up to 0.5 FCE from courses at UTM and UTSc towards the Black Canadian Studies certificate, in accordance with the regulations of the Faculty of Arts and Science and those at UTM and UTSc.

## 7 Consultation

- Outline any consultation undertaken with the Dean and chair/director of the relevant academic units and relevant programs.

**\*To be completed\***

## 8 Resources

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- Describe any resource requirements including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
- Indicate if the certificate will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the certificate (e.g., Memorandum of Understanding, Memorandum of Agreement, etc). Please consult with the Provost's office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) regarding any implications to existing or new agreements.

The Black Canadian Studies Certificate will draw upon existing courses already on offer in the Faculty of Arts and Science. The Black Canadian Studies Certificate will be administered at University College, with existing administrative assistance from the Canadian Studies program. Thus, there will be no new resource requirements for this proposal. This proposal does not affect any existing agreements with other institutions, or the creation of new agreements.

## 9 Oversight and Accountability: Review

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- Category 2 certificates are subject to periodic reviews with the relevant undergraduate program. Please provide details. This will be tracked by the VPAP office.

The Black Canadian Studies Certificate will be reviewed annually for the first five years to gauge student interest and demand. To do so, we will collect data and solicit student interviews. The list of relevant courses will be monitored annually, especially in light of new appointments to UTSG.

## 10 Process Steps and Approvals

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The pathway is summarized in the table below.

Steps	Approvals
Development/consultation within unit	
	Unit-level approval as appropriate
	Faculty/divisional council as appropriate
Submission to Provost's office for information	

Reported to the Provost and included in annual report to AP&P	
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## Appendix A: Proposed Learning Outcomes

Certificates offered in conjunction with an undergraduate program will have a subset of complementary learning outcomes in relation to the program. Divisions are responsible for developing the outcomes and expectations for certificates in the context of divisional norms. Please outline in the table below how the design, structure, requirements and delivery of the certificate support the certificate learning outcomes and expectations.

<b>Certificate Expectations</b>	<b>Certificate Learning Outcomes</b>	<b>How the Design/Structure Supports the Certificate Expectations</b>
1. Depth and Breadth of Knowledge • •	<ul style="list-style-type: none"> <li>Depth and breadth of knowledge is understood in [CERTIFICATE] as...</li> <li>This is reflected in students who are able to:</li> </ul>	<ul style="list-style-type: none"> <li>The design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</li> </ul>
•	•	•
•	•	•
•	•	•

## **Appendix 6**



# Bicentennial campaign planning and progress

Prepared for University College Council  
March 12, 2021

David Palmer, VP Advancement





# WHAT CHARACTERIZES \$1 MILLION+ GIFT DONORS?





# Typical first time 7-figure alumni donor

- Average number of gifts prior to first 7-figure gift: 30+ gifts
- Average number of years between first gift and first 7-figure gift: 21.9 years (13.6 at UofT)
- Number of years giving before first 7-figure gift: 15.9 years (9.1 at U of T)
- Median first gift of later 7-figure gift donor: \$100 (\$250 at U of T)
- Average age at time of first 7-figure gift: 55 to 74 years (66.1 at U of T)
- Direct correlation between engagement with the institution and giving behavior

(ALF DATA,  
AMONG CA/US PUBLICS)

INDIVIDUAL - AFFILIATED *003611-A*

NAME  
BLOOMBERG - Mr. Michael R.

MARRIED ☐ DIVORCED ☐ WIDOWER ☐ SINGLE ☒

DATE OF BIRTH \_\_\_\_\_ RELIGION \_\_\_\_\_

TITLE \_\_\_\_\_

BUSINESS \_\_\_\_\_

ADDRESS \_\_\_\_\_

NATURE OF BUSINESS  
Investments

HOME ADDRESS \_\_\_\_\_

ADDRESS \_\_\_\_\_

ADDRESS \_\_\_\_\_

OTHER ADDRESS \_\_\_\_\_

FRIENDS OF LIBRARY ☐ MAGAZINE ☐ RECEPTION ☐ ☐ ☐ ☐

JOHNS HOPKINS HISTORY AND CONTACTS  
arts 60- (Feb)62, eng (Feb)62 (June)64 RES

OTHER EDUCATIONAL HISTORY AND CONTACTS \_\_\_\_\_

OFFICERSHIPS AND DIRECTORSHIPS \_\_\_\_\_

WEALTH \_\_\_\_\_



DATES	AMOUNT OF GIFT	U H F	Type U for gift to University    H - to Hospital    F - to Fund		
			SCHOOL	DEPARTMENT	RESTRICTIONS—TYPE COMPLETE DETAILS—US
1964	5 00	U			Roll Call
1965	5 00	U			" "
1966	5 00	U			" "
1967	10 00	U			" "
1968	25 00	U			" "
9/69	25 00	U			" "
10/70	50 00	U			" "

Michael R. Bloomberg  
Engineering  
Johns Hopkins University class of 1964

# What motivates major gift / principal gift donors?

- Seized with a challenge, the desire for positive change
- Belief in mission, vision and excellence of institution
- Confidence in leadership, vision, track record, ability to deliver
- Belief in the institution's role as the natural and necessary vehicle to address the donor's chosen cause with meaningful impact
- Exposure to exemplar donors
- Gift plan that tangibly advances desired change in area of focussed strength
- Gift plan that tangibly advances excellence, capacity, and leadership

# What motivates large gift donors to give again?

- Deep engagement with the cause and its people
- Personal engagement with the institution, with its key stakeholders, and its critical challenges
- Understands institution's strategic response to its most pressing challenges
- Deep resonance between donor's personal story, donor's passionate cause, and institution's proposed academic initiative
- Understanding of how the gift can materially advance that cause
- Multiple touchpoints and stakeholders
- The experience of extraordinary stewardship

# Ed and Frances Clark

- Long family history
- Both BA UC 1969 grads, with multiple family alumni
- University of Toronto Professor S.D. Clark, founding Director of Sociology Department
- S.D. Clark Chair in Sociology
- University College - Fletcher-Clark Scholarships in Science and Economics
- University College - OSOTF-Fletcher-Clark Scholarships
- Clark Reading Room
- Subsequent gift to renovations to Quad, matching student commitment
- Recent gifts to Advanced Materials, DCS EDI Fellowship, Dalla Lana
- Started with \$100 gift to U.C. Annual Fund



# Campaign overview



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TORONTO

INSULIN  
100



# Campaign vision and parameters

## BOUNDLESS GOALS

Raise \$2 billion

## CURRENT STATUS

**\$2.641 billion raised**, substantially beyond goal

## CURRENT CHALLENGE

**Achieve goals of raising \$3.5 billion to \$4.0 billion** from 2019-2029, including bicentennial

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Double annual fundraising results to **\$200 million per year**

Last 5 consecutive years **averaged \$273 million**; \$100 million gift in 2019, \$250 million gift in 2020

Chart a path to raising **\$350 million to \$400 million** annually on a sustainable basis

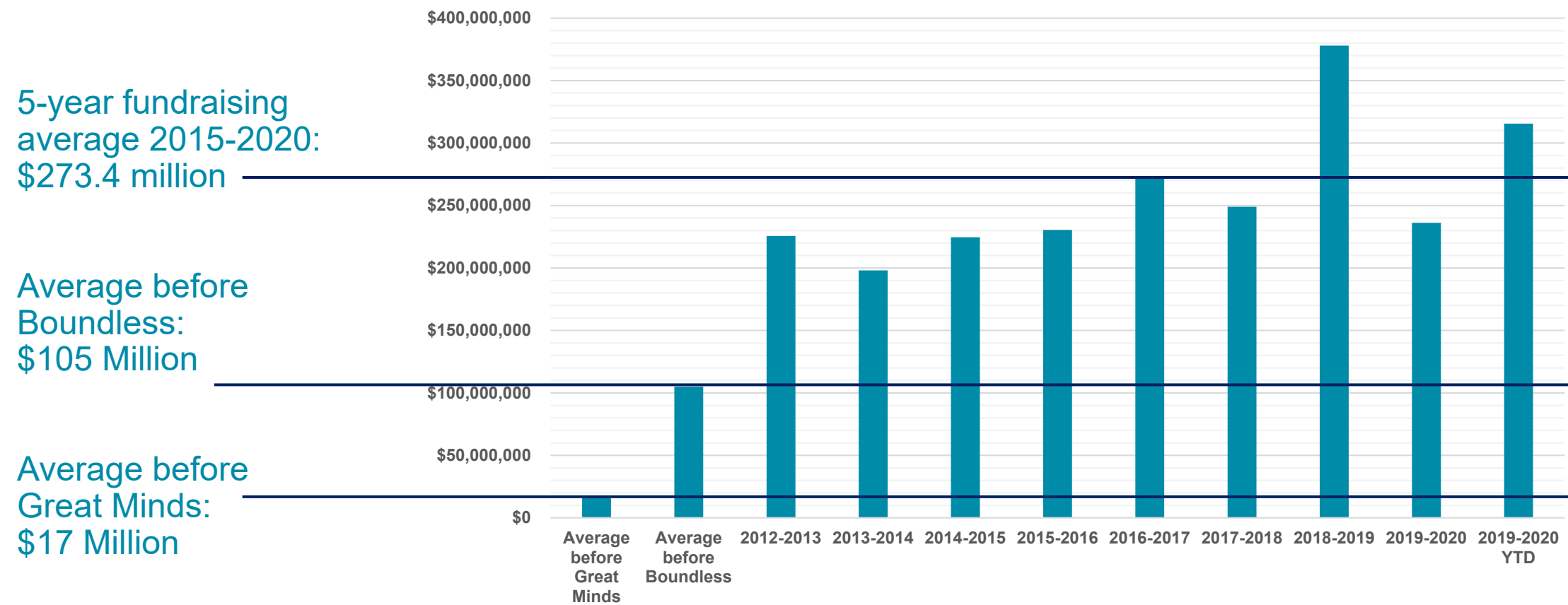
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Significantly increase the number of **meaningfully engaged alumni** on an annual basis

**Tripled alumni engagement during Boundless; set record levels** for alumni engagement and participation

Expand outreach to **engage 225,000 unique alumni through 1 million instances of engagement** over the course of the campaign

# Campaign driven growth



# Campaign progress

January 1, 2019 to March 5, 2021

**Alumni engaged to date**

**79,618**  
Unique alumni

**285,896**  
Instances, non-unique

**Funds raised to date**

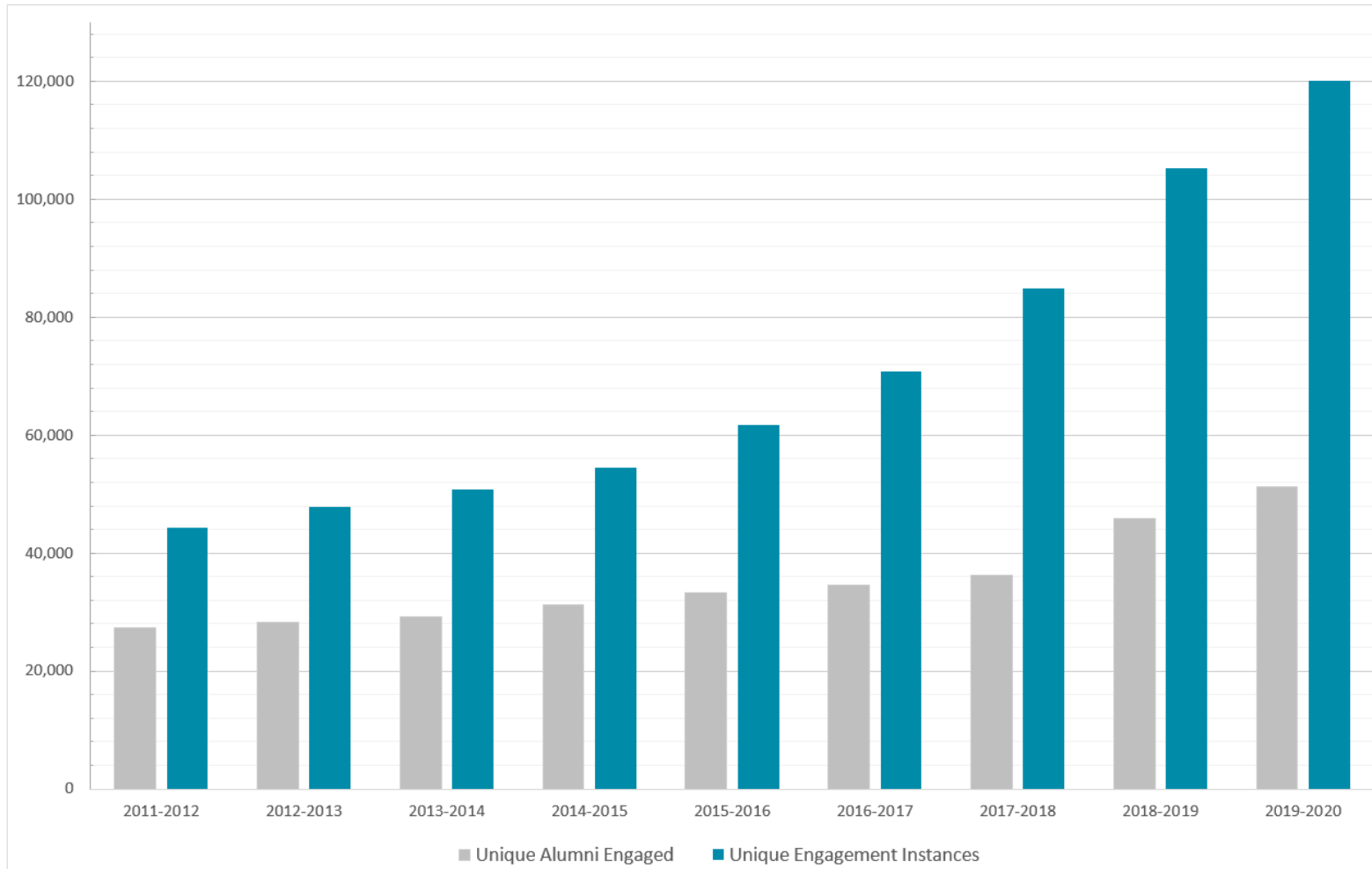
**\$845,887,419**

**Solicitations in progress**

**\$488,454,790**

# Campaign driven alumni engagement growth

Total Engaged and Engagement Instances FY2012 to FY2020



# Alumni engagement ROI

## FY2016 to FY2020 Alumni Annual Giving Average Gift Sizes by Engagement Level

Engagement Level	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Average	Increase
Donor only - no additional activity	\$312	\$350	\$409	\$420	\$470	\$392	-
1 additional activity	\$875	\$845	\$936	\$915	\$809	\$876	2x
2 additional activities	\$1,807	\$1,664	\$1,474	\$1,764	\$1,370	\$1,616	4x
3 to 4 additional activities	\$2,321	\$2,704	\$2,691	\$3,335	\$2,526	\$2,716	7x

*For the purpose of this analysis Annual and Leadership Annual Giving gift have been capped at \$25,000*

**CONSISTENTLY** - the average gift size is significantly higher among alumni who are engaged both monetarily and non-monetarily

**PAUL CADARIO**  
**CADARIO CONFERENCE CENTRE**  
**AT CROFT CHAPTER HOUSE**



# Campaign launch timetable

- Timing: launch in late November / early December
- Target: minimum \$1 billion in hand
- Considerations:
  - Momentum: perceived and real
  - Validating pace-setting lead gifts
  - Growth observed across giving and engagement programs
  - Confidence building institutional and volunteer leadership in place
  - Institutional readiness with vision, case, infrastructure, brand, resources
  - Divisional readiness with defined priorities, narratives, talent, pace-setting gifts, and volunteer leadership

# Immediate priorities for the new campaign

- Sustain and grow momentum into the University's 3<sup>rd</sup> century
- Frame new campaign themes, academic priorities, and major divisional funding aspirations through extensive consultations with principals, deans, and academic leaders
- Encourage academic leaders to bring forward marquee initiatives
- Work with ISIs and marquee initiatives as major platforms for new campaign
- Secure pace-setting, validating gifts to sustain, grow momentum
- Keep donors and volunteers engaged
- Establish both a campaign alumni engagement goal and a revenue goal
- Recruit, retain, develop outstanding advancement talent



# Campaign planning and consultation framework



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# University policies / Provost's guidelines for advancement

- Robust set of Provost's Guidelines and University Policies over 25+ years
  - Gift acceptance
  - Appointment/selection processes
  - Naming
  - Fund management (whether capital, expendable, or endowment)
  - Advisory bodies
  - Advancement Compensation Policy
- All fundraising done in service to approved academic priorities
  - Fundraising priorities surface from academic planning
  - Fundraising priorities approved by Provost and Vice-President Advancement, at formal request of Principal/Dean
  - Gift proposals and gift agreements similarly vetted and approved through Provost and VP ADV channels
  - Ensures compliance, academic autonomy, excellence; mitigates against risk

# Academic plans and priorities

**1 DIVISIONAL ACADEMIC PLANNING:**  
led by Dean/Principal, involving  
departmental chairs, vice-chairs, directors,  
and other faculty



**2 ACADEMIC FUNDING PRIORITIES:**  
catalogue of needs for faculty support,  
student support, and other individual  
priorities



**3 PROVOSTIAL APPROVAL:**  
submission to Provost's office for review  
and approval



**4 VP ADVANCEMENT and PROVOSTIAL APPROVAL:**  
submission of divisional funding priorities to  
both offices for review and approval; then  
items 5, 6, 7 can be developed and  
approved by Provost and VP Adv as  
indicated in guidelines



**DIVISIONAL/PROJECT-BASED  
CASE FOR SUPPORT:** vision,  
special divisional themes, specific  
needs, relevance, urgency and  
impact

**5**



**PROPOSALS:** development of  
specific proposals, for individual  
approved priorities

**6**



**GIFT AGREEMENTS:** development  
of individual gift agreements for  
approved priorities

**7**



# Campaign planning and consultation framework

## Inputs

- Divisional academic plans and strategic plans
- Multiple rounds of consultations with individual Principals and Deans
- Regular consultations with advancement leaders
- Meetings of P&D Advancement Advisory Group
- Meetings of Pre-Campaign Steering Committee
- Analysis of past, present, and projected data on giving, alumni and donor base
- Analysis of peer-reviewed benchmarking data through GG+A ALF network

# Campaign planning and consultation framework

## Outputs

- Campaign core narrative for case for support
- Campaign growth trajectories by divisions and by program
- Divisional white papers on case, funding priorities, marquee initiatives
- Academic framework capturing campaign's broad themes and major priorities
- Matrix of marquee funding priorities, including ISIs
- Governance documents for fall, cycle 1

# Campaign core narrative



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# Feedback on core campaign narrative to date

- Impact of pandemic and launching a campaign in the context of recovery
- Research and teaching excellence—depth and breadth
- U of T as an engaged, caring, inclusive community
- Accessibility as an enduring value
- Three Priorities
- Key focus areas emerging from discussions
- Key institutional strategic initiatives featured in the campaign

# Three Priorities resonates broadly

## **Leverage our urban location more fully, for the mutual benefit of University and City**

- Key theme post-pandemic, particularly as importance of community and local connection deepens
- Location will take on more importance in a world with more restrictions on travel and less mobility
- U of T's role in COVID-19 response and recovery globally, nationally and locally will deepen U of T's position as a city-building institution

## **Strengthen and deepen key international partnerships by means of a well-defined strategic focus**

- Notwithstanding reductions in mobility, connection with the wider world, and the excellence it enables remains critical to our community and our commitment to academic excellence

## **Re-imagine and reinvent undergraduate education**

- Deepening commitment to a nurturing community balancing a culture of excellence and achievement
- Inverted classroom, digital delivery, other teaching and technological innovations that may open new pathways and opportunities not previously considered



# Emerging cross-cutting University-wide themes (selection)

- Accessibility
- Caring, supportive community in which every member may thrive
- Cities
- Critical Digital Humanities
- Data science, big data, analytics, and A.I.
- Entrepreneurship and Innovation
- Equity, Diversity, Inclusivity
- Global Health, Human Health, Public Health
- Indigenous, Black faculty / student education and research initiatives
- Pandemic and post-pandemic impacts
- Student Mental Health and Wellness
- Sustainability and climate change, clean energy

# Role of the academic leader in advancement



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# Role of academic leadership in advancement

- Academic leads define priorities, outline vision, assert relevance and differentiation, ascribe meaning
- Highest success in advancement when academic leaders put forward transformative agendas for change and innovation—visions that convey and extend our capacity for leadership and impact
- Academic leads help clarify and communicate where institution is seeking to build further excellence, leadership, and capacity
- Facilitate consensus on highest academic program priorities, strategy
- Facilitate big idea development that advances core academic strengths and potential
- Advancement leads help identify opportunity, qualify potential, facilitate trusted relationships of caring and involvement, and seek to understand the natural alignments between approved academic priorities and donor sense of mission and cause
- Academic leads and advancement leads partner in how best to tell compelling stories

# Partnership model of advancement

- Academic leads working in close collaboration with advancement teams is a hallmark of most successful solicitations and advancement programs
- Single channel relationships rarely achieve optimal results
- Partnership thrives when both advancement and academic leads are committed to a long-term relationship-building model of engagement
- In a partnership model of funding, academic leads work closely with advancement partners in ways that focus and align priorities and mission with opportunities
- Academic leads often:
  - Participate directly with advancement partner in cultivation, solicitation, and stewardship of major gift donors
  - Strategize with advancement partner on key messages and alignments with donor's sense of cause and mission
  - Participate with advancement partner in discussions on meeting strategies, goals, presentation materials, and timely follow up



RECENT NEWS

IN THE MEDIA

EVENTS

LAWSON CENTRE BRIEF

## Trinity College Receives \$10 Million Landmark Gift to Launch Integrated Sustainability Initiative

Oct 18, 2019



[Trinity College](#) at the University of Toronto has received \$10 million to support an ambitious initiative designed to integrate sustainability across the College, from an innovative new building to research and classroom opportunities to the creation of food. The donation comes from U of T alumni **Brian and Joannah Lawson**, and is the largest single donation in Trinity College's 168-year history.

Ms. Lawson, a nutrition consultant who focuses on prevention of chronic disease through nutritional change at organization and community levels, and Mr. Lawson, Managing Partner and Chief Financial Officer of Brookfield Asset Management, are committed to supporting food systems that promote physical and mental health and are environmentally sustainable.

"There is growing science showing a strong connection between nutrition and physical as well as mental health," said Ms. Lawson. "Nutrient-empty foods also take a heavy toll on the planet. Supporting Trinity students, who go on to be thought-leaders and decision-makers in their chosen fields, with a healthy living environment and an understanding of sustainability practices will have a positive impact on this and future generations."

The Lawsons have also donated generously to U of T's [Joannah & Brian Lawson Centre for Child Nutrition](#), which supports research, education and policy to improve nutrition in children, families and communities in Canada and globally.

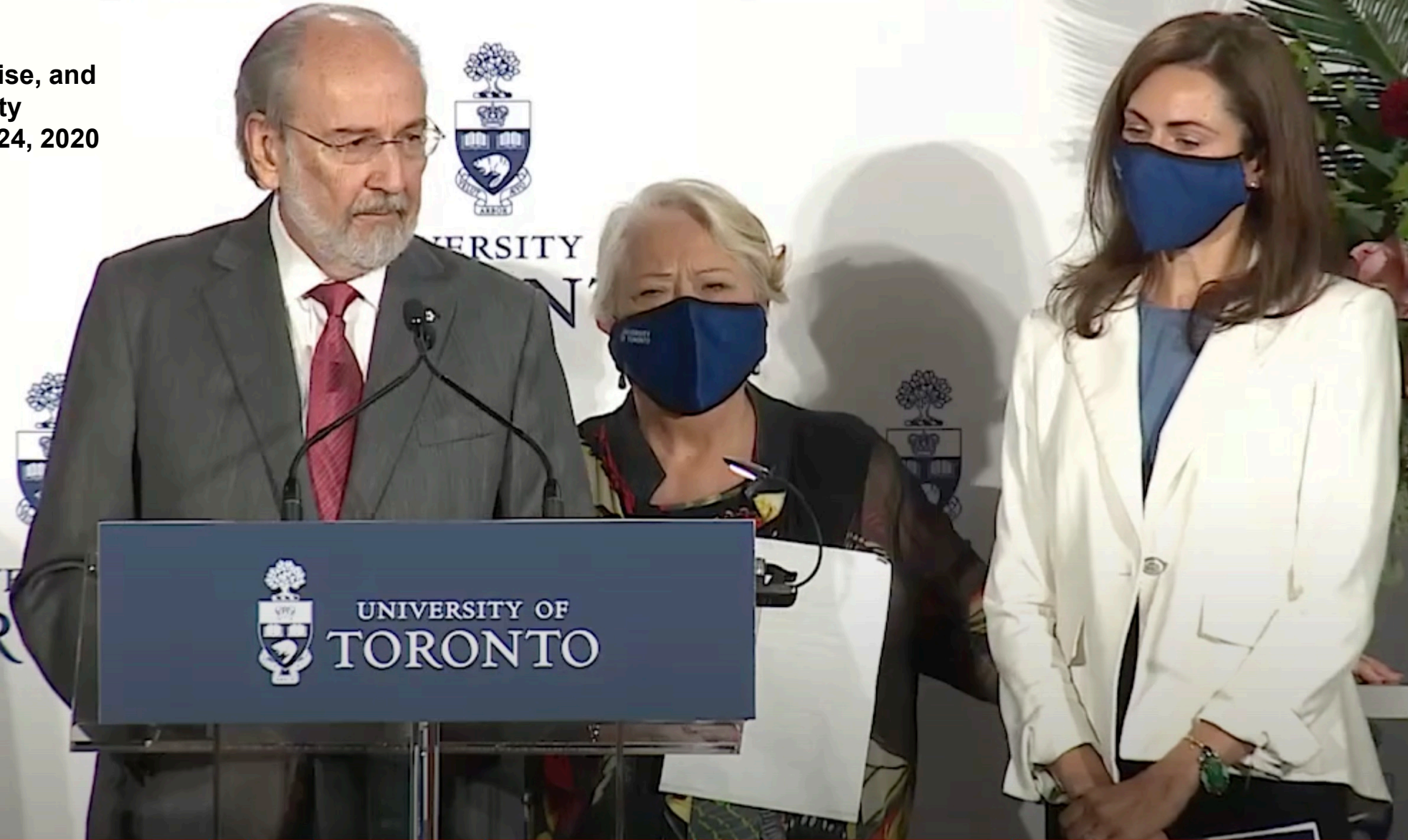
When Trinity College, with its long history of being a green leader on campus, realized it had to add new space to its historic campus, it saw a once-in-a-generation opportunity. Over the past decade, faculty, students, staff and alumni have come together to support innovative sustainability projects including a rooftop garden at St.



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James, Louise, and  
Leah Temerty  
September 24, 2020



**Thank you!**



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