



UNIVERSITY COLLEGE

UNIVERSITY OF TORONTO
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College Council

Friday, November 19, 2021 1:30-3:30pm

Zoom

Present:

Markus Stock	Emily Gilbert	Siobhan O'Flynn	Michael Widener
Ryan Woolfrey	Naeem Ordóñez	Yvonne MacNeil	Margaret Fulford
Naomi Handley	Jerry Plotnick	Youssef Metwally	Emerson Hachinski
John Marshall	Sarah Wakefield	Djanet Sears	Michael Cobb
Elizabeth Legge	Scott Rayter	Paul Hamel	Suzanne Stevenson
Naveen Minai	Antje Budde	Maricar Velasco	Fazeela Amiri
Jad El Ghali	Kiana Ravanasa	Neha Sultana	Mrinmayee Sengupta
Ryan Borochoviz	Sue Ropchan		

Regrets:

John Vervaeke	Nikki Cesare Schotzko	Dana Seidler	Barbara Fischer
Juliana Melino	Dayna Waltman	Yang Xu	Walid Saleh
Seika Boye	Julia Rodriguez	Ayush Kumar	Hannah Fleisch
Shreyansi Gandhi	Asma Jaseem	Muskan Nagra	Nayli Mohamad Zaki

Officers:

David Klausner	Melissa Szopa		
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Guests:

Hannah Anderson	Nikoli Attai	Megan Fedorchuk	Gabrielle Fournier
Myrto Grigoroglou	Daphna Heller	Lori McIntyre	Colleen Osborn
Emily Sands			

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

WELCOME

1. College Council Zoom Protocol

(By: University College Council Secretary, Melissa Szopa)

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

2. Motion to approve minutes of the meeting held on October 1, 2021

Motion called by Ryan Woolfrey

Motion seconded by John Marshall

Motion approved unanimously

3. Motion to approve committee membership for 2021-22

I. Scholarship Committee

Registrar (ex-officio)	Ryan Woolfrey
Dean of Students (ex-officio)	Naeem Ordonez
Financial Aid & Awards Advisor (Non Voting)	Lise Watson
Assistant Dean, Student Life (ex-officio)	Aaron Tsang
5 Teaching Staff	Joe Repka
	Christina Kramer
	James Reilly
	Jason Sonnenschein
	Patrick Keilty
3 undergraduate students (Appointed by UC Lit)	Youssef Metwally
	Basma Saeed
	Hannah Fleisch

Motion called by Ryan Woolfrey

Motion seconded by Suzanne Stevenson

Motion approved unanimously

4. REPORTS

I. Update from the Principal, Markus Stock

(Presentation attached – Appendix 1)

Land Acknowledgement

- I would like to start by acknowledging the land on which University College stands. We operate on the traditional lands of Huron-Wendat, Haudenosaunee, and Anishinaabe people. We appreciate our privilege of having partnerships with our Indigenous colleagues, students, and staff in this institution.
- I encourage those on this call to please reflect on the Indigenous presence and histories of the land from where you are viewing today’s University College Council

UC's Response to the Truth and Reconciliation Commission Follow-Up Report

- Later today, we will talk about Indigenous initiatives at the College, following up on UC Response to the TRC report (2019) from two years ago
 - Grateful for John Marshall's leadership on original report
 - We will hear the report and have a conversation around what the College has done and what it intends to do in the future to live up to UC's commitment to Indigenous partnerships, and understanding our history, our present, and especially our role in helping to forge futures

COVID-19 and End of Term

- Immensely grateful to faculty members, staff members, and especially to students who made this term possible
 - Students have been champions in this unusual situation
- Luckily, unlike other parts of the world, Ontario has not seen dramatic spikes in COVID-19 cases
 - Able to have term which continues to have considerable in-person components
- Thankful for good spirits found all over the College
 - Particularly grateful for collective will and determination to keep everyone safe

Convocation

- Fall convocation took place yesterday, Thurs. Nov. 18
 - Virtual convocation
- Met UC convocation ambassador, Khaled Elemam
 - Spoke about his student experience at University in a way that summed up most important parts
 - International student from Egypt, came to U of T on a Pearson scholarship
 - Included in cutting-edge research in the lab
 - <https://www.artsci.utoronto.ca/news/meet-khaled-elemam-grad-who-developed-exciting-new-search-engine-proteins>
 - Most importantly, found community and friends at UC through residence council and other means
 - Great summary on what UC stands for: students being a part of cutting-edge research institution, but also being able to feel at home surrounded by a caring community and positive experiences

Mental Health Supports and Resources

- Many additional stressors on the horizon
 - Winter starting; shorter days, and cold weather
 - End of term, exams
 - Holidays can be stressful for people
- Please check in on your own mental health, and check in on others
- Resources available at the University
 - For students:
 - MY SSP (My Student Support Program)
<https://studentlife.utoronto.ca/service/myssp/>
 - UC's Advising and Support Services
<https://www.uc.utoronto.ca/students-current-students-advising-support-services>

- 24/7 Counselling Services available to all U of T Students
<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- For faculty & staff:
 - Employee and Family Assistance Program
<https://people.utoronto.ca/employees/efap/>

Transgender Awareness Week and Transgender Day of Remembrance (TDOR)

- This week is Transgender Awareness Week and tomorrow, Nov. 20, is the annual Transgender Day of Remembrance which honours the memory of transgender people who lost their lives in acts of anti-transgender violence
 - We remember those who have lost their lives or have been victims of such violence and commit ourselves to fight for a world free of transphobia, hate, and violence

UC Library

- Open to students, faculty, and staff with UCheck green screen
 - Library staff is wonderful with reminding people about safety measures in place, including UCheck green screen in a friendly manner
- Limited capacity for seating, slowly increasing
- Masks are mandatory
- Heartened to see UC Library open and operational for its intended use by students

UC Clark Quadrangle

- Major renovations made possible thanks to Ed and Frances Clark
- Renovations progressing nicely
 - Furniture has been added
 - Planting has been completed
 - Remains true to original shape, no major design changes
- Will be fully accessible after renovations
 - Two ramps fully completed
 - Third ramp in process of being completed
- Projected to be completed this winter

Faculty Search in Progress

- Richard Charles Lee Chair in Chinese Canadian Studies
 - External and international search
 - At the rank of Assistant, Associate, or Full Professor
- Search last year did not result in a hire
- Key position in Canadian Studies Program and for the College
- Please circulate advertisement to your networks
- Job advertisement closes on Jan. 11, 2022

Ongoing Committees

- UC Sustainability Committee
 - Consists of students and administrative staff members
 - Next meeting in late Nov. will include presentation on retail services at UTM
- UC International Student Committee
 - Forum for international students to bring questions, ideas, and concerns to senior management at the College

- If any international students are interested in joining, please email Melissa at uc.principal@utoronto.ca

Virtual Events

- Have had several very successful virtual events in last few weeks
- F.E.L. Priestley Memorial Lectures by Prof. Lorraine Daston
 - Strong attendance online
- Panel Launch Event for launch of the Black Canadian Studies Certificate at UC
 - Strong attendance online
- Upcoming virtual events
 - Please see item 6 Other Business (page 19) for details

II. Follow-Up Report on University College's Response to the Truth and Reconciliation Commission Calls to Action

Gabrielle Fournier, UC Indigenous Initiatives Advisor

(UC Response to the TRC Report (2019) and Follow-Up Report (2021) attached - Appendices 2 & 3)

- Markus introduces Gabrielle Fournier

Gabrielle Fournier, UC Indigenous Initiatives Advisor

- Focusing on highlights in 2021 report: *Follow-Up Report on UC Response to the TRC* (UC Response to the TRC Follow-Up Report (2021))
 - Report was circulated with College Council agenda for review
- Background information on how this report came about
 - In November 2019, report entitled *UC Committee Responding to Canada's Truth and Reconciliation Commission* (UC Response to the TRC (2019)) was ratified at College Council
 - Authored by committee at UC whose purpose was to examine Calls to Action from:
 - Government of Canada, Executive Summary: *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (2015)
 - University of Toronto: *Answering the Call Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada* (2017)
 - Faculty of Arts and Science, U of T: *Decanal Working Group on Indigenous Teaching and Learning* (2018)
 - In response to above three documents, UC Response to the TRC (2019) outlines 12 recommendations that offer suggestions for how UC community can participate in reconciliation at College level
 - Final recommendation of UC Response to the TRC (2019) proposes that "the actions called for within this report should be reviewed by a biennial report to College Council"
 - UC Response to the TRC Follow-Up Report (2021) was prepared in response to this recommendation
 - Means of reflecting on what has been completed so far, and considering what future work needs to be done
 - Thanks to committee who authored UC Response to the TRC (2019)
 - Thanks to various units and groups who are named in, and assisted with preparation of UC Response to the TRC Follow-Up Report (2021)

- UC Response to the TRC Follow-Up Report (2021) is divided sections based on the different UC units and groups
 - In the interest of time, will not go through full report, but will provide information on highlights of report based on identified general themes:
 - Review and creation of signage
 - Creation of smudging space
 - Scholarships and provision of student financial assistance
 - Development of student programming
 - UC programs and courses
 - Additional and ongoing initiatives
- Review and creation of signage
 - Corresponds with recommendation #1 of UC Response to the TRC (2019), addressed to Office of the Principal
 - Described on pages 1-2 (UC Response to the TRC Follow-Up Report (2021))
 - Focuses on signage
 - Calls for UC Principal to contact Historic Sites and Monuments Board of Canada (HSMBC) to request inscriptions on two plaques outside main UC Building be updated to include acknowledgement of Indigenous peoples and land, to include Indigenous history
 - UC Principal has completed this task, and HSMBC acknowledged need for review of this signage, but were unable to provide precise timeline due to complexities associated with historic research involved on their end
 - UC Principal commits to follow up regularly with HSMBC to check in on status of signage review
 - UC will consider whether additional exterior signage would be beneficial
 - Calls for creation of signage within main UC building that acknowledge presence of Indigenous peoples and communities within “the lands and in the life of UC”
 - UC is in process of striking a committee whose purpose would be to determine how this recommendation should be implemented and to advise UC Principal on next steps
- Creation of smudging space
 - Corresponds with recommendations #2 and #5 of UC Response to the TRC (2019), addressed to Office of the Principal and Office of the Dean of Students
 - Described on page 2 (UC Response to the TRC Follow-Up Report (2021))
 - During planning for renovations of UC building, creation of smudging space was considered, specifically in Clark Reading Room and Paul Cadario Conference Centre at Croft Chapter House, however, it was determined to be unfeasible due to age and infrastructure of building
 - Possibility of creating smudging space will be considered during planning process for future renovations to UC building and UC Union building
 - UC Response to the TRC (2019) asks that former Sir Dan’s Porter’s Office be considered as feasible smudging space for student use
 - Due to drawbacks such as lack of accessibility and limited size, UC has decided not to follow this recommendation and to look for alternative locations where student smudging space can be created
- Scholarships and provision of student financial assistance

- Corresponds with recommendation #3 and #11 of UC Response to the TRC (2019), addressed to Academic Advising and Registrar's Office (AARO) and Office of Advancement
- Described on pages 2-3, and Appendix A (UC Response to the TRC Follow-Up Report (2021))
- As of Summer 2021, AARO staff have started to engage in outreach to support Indigenous identifying students registered during summer term
- AARO and Office of Advancement have worked together to establish new scholarships and amend terms of pre-existing scholarship to prioritize Indigenous students, and in some cases both Indigenous and Black students
 - Awards listed on Appendix A (page 8) in UC Response to the TRC Follow-Up Report (2021) (Appendix 3)
 - Currently four awards approved and three in progress
- Fundraising staff at Office of Advancement have been trained to communicate to potential donors that Indigenous students are included in needs and priorities
- Development of student programming
 - Corresponds with recommendation #4 of UC Response to the TRC (2019), addressed to Office of the Dean of Students
 - Described on page 3 (UC Response to the TRC Follow-Up Report (2021))
 - Recommendation focuses mainly on physical space within UC
 - Restrictions caused by COVID-19 pandemic were identified as major challenges in implementing recommendations in 2020-21 academic year
 - Considering feasibility for mentorship program and/or Living Learning Community (LLC) for Indigenous students at UC
 - Additional initiatives that may need to be developed in consultation with First Nations House will also be considered
- UC programs and courses
 - Corresponds with recommendations #6-10 of UC Response to the TRC (2019), addressing all UC programs (Canadian Studies, Cognitive Science, Health Studies, and UC One: Engaging Toronto)
 - Described on pages 3-5 (UC Response to the TRC Follow-Up Report (2021))
 - Due to time constraints, will not discuss these initiatives at Council
 - Overview of initiatives in which UC programs and courses are engaged available in UC Response to the TRC Follow-Up Report (2021) (Appendix 3)
- Additional and ongoing initiatives
 - Not originally included in UC Response to the TRC (2019)
 - Described on pages 6-7 (UC Response to the TRC Follow-Up Report (2021))
 - Indigenous Initiatives at UC Library
 - Cultural competency training for UC staff and faculty
 - Need to conduct research to better understand history of UC's relationship to Indigenous peoples and land
 - Particularly when College was established, and UC building was constructed

Question: Is there an initiative that you find most important? Is there something that you would like to see more of or highlighted? Do you see anything missing?

Answer (UC Indigenous Advisor): *Of course, all of the initiatives are important, but after consulting with various groups and units at UC, one priority that I noticed emerge was the need to implement actions that have direct and tangible benefits for Indigenous students. Such as continuing work that has*

been done to create scholarships and providing financial assistance, developing meaningful programming for students, and creating student spaces that are welcoming and inclusive, which involves the creation of smudging space.

Comment: In terms of comment, I want to say how thankful I am that this work is continuing with such care and long-term vision. I read the report and am heartened by the work that everyone has been doing. I wanted to say thank you.

Comment: I would like to highlight that the original report really got us thinking about what our current practices are. UC alumni have been helpful in formulating goals and moving in tangible steps. Special thanks to the AARO and Office of Advancement for thinking about ways in which reference to Indigenous students can be written more clearly into existing and new scholarships. Grateful that UC alumni think that this is a priority too.

Question: Is it known who the first Indigenous alumnus of UC was, and are they honoured in any way?

Answer (Council Member): *We think there was a Métis student at UC in the middle of the 19th century, mentioned in a UC article a few years ago. This information is current best guess, but not certain. Many questions about status and identity rise when we look for this information. We have some data, but unable to answer clearly without reviewing.*

Follow-up answer (UC Librarian):

Link to UC history in pictures 1850s and 60s:

<https://www.uc.utoronto.ca/students-current-students-uc-library-uc-history-pictures-uc-history-pictures-1850s-1860s>

On this page: James Ross (UC 1857), and brief biography: a teacher, public servant, journalist, and lawyer from the Red River Settlement. His mother was a member of the Syilx Okanagan First Nation; his father was a fur trader and politician from Scotland. (Photo: Archives of Manitoba.)

Question: Could the topic of smudging space be unpacked a little bit? The age of the UC building was noted as an impediment, but are there any conversations or suggestions around how to retrofit spaces so that the addition of smudging spaces can be a priority?

Answer (UC CAO): *The UC building is historic, and to create smudging spaces and appropriate retrofits for smudging is complex.*

Recently, in the new Paul Cadario Conference Centre at Croft Chapter House, UC ran a program which included a group that participated in wet smudging and it was quite successful..

Follow-up answer (UC Principal): *UC continues to talk to other units and people on St. George campus to see what is going on in vicinity of UC regarding smudging space but also regarding other Indigenous initiatives. This conversation must include Centre for Indigenous Studies, First Nations House, and other groups on St. George campus. Consultations will be ongoing.*

For outdoor spaces, the Landmark Project includes the creation of an Indigenous garden between Hart House and UC building. Continue to participate in conversations with units in our vicinity to present the best possible solutions.

Comment: Lending support for the creation of a space for dry, smoke smudging to take place at UC. It is very important not only as a statement, but as an actual space where a certain practice can be done.

Question: Thank you for work on the UC Response to TRC Follow-Up Report (2021). Where can people find a repository of all this information? One challenge and barrier identified by students and student groups is accessing these reports and follow up conversations, discussions, and other records. What might be the best way to move forward to make sure that these important discussion pieces are accessible for entire UC community in a fashion that is meaningful, and positions Indigenous initiatives front and center as a UC priority.

Answer (UC Indigenous Initiatives Advisor): *Access is vital for the community to continue to have conversations on this topic. The documents need to be made available in a way that is accessible.*

Follow-Up Answer (Council Secretary): *There has been discussion on creating a webpage on the UC website where documents would be available. This would include the original UC Response to TRC Report (2019), as well as the UC Response to TRC Follow-Up Report (2021). The content of this webpage first requires consultation. For the time being, the reports can be found on the UC website Governance page: <https://www.uc.utoronto.ca/about-uc-our-story-our-governance> along with College Council minutes that have been ratified by Council.*

A news item will be populated to the front page of UC website after College Council today to draw attention to newly ratified UC Response to TRC Follow-Up Report (2021) and will also include the UC Response to TRC Report (2019) for reference.

III. Update from the Vice-President of the Lit, Youssef Metwally *on behalf of President of the Lit, Juliana Melino*

Updates

- Junior Common Room (JCR) is now open as a study and social space for students
 - Open for almost one month
 - Space has been used consistently
 - Students have been extremely cooperative regarding UCheck screening, contact tracing, and capacity restrictions
- Spirit Wear sales restarted last week
 - Limited sales to online-only with pickup by appointment at JCR
 - <https://uclit.square.site>
 - Wonderful to see excitement surrounding this, especially for first and second year students who have been eagerly waiting for sales to open back up
- Currently holding information sessions for last election period of school year
 - Hopeful to fill last few positions
- Diabolos' Coffee Bar has tentative plans to reopen in new year
 - Limited to takeout drinks only
- Contacts:
 - President of UC Lit Juliana is available at president@uclit.ca
 - Vice-President of UC Lit Youssef is available at vp@uclit.ca

IV. Update from the Chief Administrative Officer, Yvonne MacNeil **COVID-19 Updates**

- COVID-19 protocols in place for staff
 - Food Services and Residence staff working under current protocols
- Changes as of yesterday regarding designation of 'teaching spaces', 'study spaces', and 'meeting spaces'
 - Changes to which types of activities in a room are considered 'teaching'
 - Previously, distancing guidelines only removed in classroom spaces

- New: if activity in space is instructional in nature, the capacity of room can be higher
 - New: classification for professional event space (i.e. Paul Cadario Conference Centre at Croft Chapter House) capacities can be higher
- Updates to be added to U of T central website today
- Will review and inform relevant groups if there are any new protocols or removal of current protocols in this update
- Hosting approximately 600 students in residence with food services fully open
 - Happy to report approximately 450-500+ meal tickets in dining hall daily
 - Not including traffic at Café Reznikoff
 - Students cooperative with distancing and other COVID-19 measures
 - Following all protocols for COVID-19 service and have approvals from Environmental Health and Safety for operations
- Reminder to faculty and staff to fill out UCheck self-assessment upon entering any building on campus

Staffing Updates

- New employee in UC main office, Samantha Hayden
 - Joined on casual appointment
 - Assisting with various tasks such as office moves and fielding general inquiries
 - Taking on reception duties to allow Susan to assist with financial processing, forecasting, and budget-related tasks

UC Building

- Moved main office staff back to UC 173
- Outstanding furniture and supplies in H-Wing, to be moved and sorted
- Outstanding furniture to be moved out of storage at the Ontario Institute for Studies in Education (OISE) building back to UC building
 - Some moves on hold until new UC Clark Quad ramp is usable
 - Due to larger items being difficult to move via narrow ramp by Croft Chapter House
- Mailroom and photocopier have been moved into UC 158
 - Connectivity and network issues with printers to be resolved as soon as possible
- Wi-fi has been improved in several areas of UC building
- New Owlery Café will not be opening until return from holiday break
 - Owlery Café is considered a retail outlet
 - Open to the public
 - Two entry ways
 - Retail outlet designation for café encompasses different set of protocols that includes vaccination checking, would require increased staffing
 - Considering installation of café equipment in new year
 - To reevaluate in new year on whether it is feasible to open
- Clark Reading Room being used on limited basis for scheduled student events run by Student Life team
 - May be able to open more study space to students in Clark Reading Room
 - Upon review of today's updates in Gradual Return to Work document

UC Clark Quadrangle

- UC Clark Quad project moving along well
- Concrete for two ramps has been poured

- Currently working on third ramp from Laidlaw laneway into quad
- Planting has been completed
- Some furniture has arrived and more scheduled to follow

Landmark Project

- Landmark Project moving along around UC
 - Sir Daniel Wilson Quad portion is completed
 - Paving up to Hoskins Road is completed
 - Currently encircled by work on Soldiers Tower Road and Hart House Circle

Financials

- Beginning process for Ancillary Budget submission for November for 2022-23
- Will be completing financial reconciliation of budgets to actuals in December as forecast to Faculty of Arts & Science is complete
- To follow up in new year as winter semester teaching and TAs are added into the system
- In January, will be reaching out to start budget meetings for UC Operational budget for 2022-23

Question: Have additional bike racks for bicycle parking been added into the plans of Landmark Project? If only available at north side of the building, will be underutilized due to low traffic in that area.

Answer: *New bike racks have been added to northwest and southwest sides of Sir Daniel Wilson Quad. New bike racks have also recently been added to UC residence buildings, so this may free up spots in Sir Daniel Wilson Quad. No plans for bike racks to be added into UC Clark Quad. Bicycle parking still available in laneway between alumni house and Sir Daniel Wilson residence building.*

Question: Has there been discussion about picnic tables in the UC Clark Quad? Really popular amongst students, and often go to other Colleges such as Innis to access picnic tables.

Answer: *Yes, three long tables with bench seating similar to picnic benches will be installed on south side of UC Clark Quad, on either side of new elevator. Plans for installation in December. Currently, tables and chairs have been added and are available for seating.*

Comment: We are always eager to hear comments and suggestions from students. If students have any further ideas, comments or concerns once UC Clark Quad is available for use, do not hesitate to reach out.

V. Update from the Registrar, Ryan Woolfrey

Operational & Staffing Updates

- AARO has been open to in-person front line advising since Sept. 27
 - Continue to offer one-on-one advising virtually to all students
- Kathleen Martin, who has been filling in as UC's Financial Aid & Awards Advisor during Claire Skinner's parental leave, recently accepted new role as Associate Director of Undergraduate Awards at Faculty of Arts & Science
 - Lise Watson has stepped into role of UC's Financial Aid & Awards Advisor until Claire's return next year
 - Lise comes to UC with over 10 years of experience in financial aid administration and advising at OISE
- In partnership with Accessibility Services, UC will soon be welcoming new On Location Accessibility Advisor to support growing population of students who require academic accommodations and supports

- Expect to have staff in place early in new year

Graduation Updates

- Fall 2021 convocation took place yesterday, Nov. 18
- 156 UC students graduated via virtual convocation ceremony
 - 73 in sciences
 - 67 in arts
 - 16 in commerce
- UC Office of Advancement will be sending congratulatory mailing to each of UC's Nov. graduates to recognize their significant achievements

Advising Updates

- All staff in AARO attended and participated in third annual Arts & Science Academic Advising Conference on Nov. 11
 - This year's advising conference focused on intersections of advising and mental health support
- Advisors in AARO continue to see students virtually for one-on-one scheduled appointments
 - Seeing significant demand for advising and support as end of term approaches
 - Primary issues at this time of year include helping students secure term work extensions, navigating withdrawal from courses, helping with issues regarding final examinations and assessments, and proactive planning for upcoming academic term
- In collaboration with our On Location Career Educator, the AARO's Academic Advisor, Upper Year & Transition, Eduardo Padilla, has started offering workshops for students who are looking for information and advice on applying to graduate and professional programs
- Financial aid advising and U of T grant assessment continues for UC students through our Financial Aid & Awards Advisor, Lise Watson

Award Updates

- UC in process of nominating students for John H. Moss Scholarship
 - Awarded to student who is intending to pursue graduate studies, and who demonstrates excellent academic achievement and outstanding leadership in their community
- For Council's information, circulated annual list of award expenditures for the 2020-21 fiscal year with College Council agenda (Appendix 4)

MOTION: Be it resolved that University College Council approve the following new scholarship that has been approved by the 2020-21 Scholarship Committee (Appendix 5):

- Janet Tupper Underwood Award

Motion called by Ryan Woolfrey

Motion seconded by Michael Widener

Motion approved unanimously

VI. Update from the Director of Advancement, Naomi Handley

Events

- Panel event for Launch of New Certificate in Black Canadian Studies at UC on Nov. 15
 - 82 attendees

- Recording of panel event will be available on UC Alumni YouTube channel shortly
- Please watch for notice in UC Announcements sent weekly on Fridays

Fall Graduation

- In lieu of convocation, all UC graduates received postcards and stamps to stay in touch with classmates and alma mater
- The UC Lit, as well as Makoose, an Indigenous artist, designed postcards

Alumni Relations

- Fall 2021 edition of UC Magazine will be published online next week on Nov. 25
 - Includes article on Clement-Coutts family, who have 5 generations of UC grads in their family
 - Also includes article introducing new certificate in Black Canadian Studies written by Dane Swan, a Black immigrant writer from Toronto
 - 2021 UC Alumni of Influence recipients will be unveiled in Fall 2021 edition of UC Magazine
 - Will also be unveiled on uc_alumni social media channels and UC website

Staffing Updates

- Searches underway for:
 - Vacant Communications Officer position
 - Major Gift Officer for new campaign

Fundraising

- At half year mark of fiscal year, UC has raised 67% of annual fundraising goal of \$3.4M
 - UC received \$500,000 gift from Ed and Fran Clark to create an award to support Black and Indigenous Students pursuing their studies in Science or Economics
- U of T will launch new campaign virtually on Dec. 13 at 1:00pm
 - U of T has yet to unveil total goal for new campaign at launch
 - Confirmed fundraising goal for UC will be \$65M
- The UC Lit and UC Office of Advancement will be collaborating on fundraising for new award to support BIPOC identifying students at UC

VII. Update from the Dean of Students, Naeem Ordóñez

Residence Operations

- Communication recently sent to UC residence students about winter break and early arrival for winter term
 - UC residence students who are unable to travel home or have no alternative place to stay are welcome and able to request to stay in residence over winter break
 - Limited services will be available over winter break
- Currently assessing requests from students asking to return to residence before Jan. 9
 - Residences are scheduled to reopen fully on Jan. 9
 - Students with earlier flights back to Canada or who need to return earlier for other reasons can submit early arrival request
 - Office of the Dean of Students is processing these requests
 - Decisions to be communicated by Dec. 1
- Planning for residence occupancy in 2022-23 academic year
 - Evolving COVID-19 pandemic situation

- Budgetary implications to residence and meal plan fees to be communicated after ancillary budgets are completed through SARG process via CAO's Office

Staffing Updates

- Nida Uz-Zaman accepted full-time offer for Student Life Coordinator position
 - Excited to have Nida continue to provide programming and supports for UC students
- Clayon Levy started as Residence Operations Coordinator on Nov. 15
 - UC alumnus, excited to have him back in new role
- Kimiya Karbasy, Residence Life Coordinator, left UC last week to pursue exciting opportunity at Innis College
 - Will be missed, but glad that she can continue to support U of T students
 - Recruitment for new Residence Life Coordinator underway

U of T Student Leadership Awards

- Today, Nov. 19, is deadline for application to U of T Student Leadership Awards
 - Formerly known as Cressy Awards
- UC has allotment of seven nominees to put forward
- Student Life Office reviewing nomination packages that have been received
 - Determinations will be made and communicated to UC Office of Advancement
 - UC nominees will be made public in late Feb. 2022

UC Residence Council (UCRC)

- UCRC leading Sustainability Week in residences next week
 - Programs and activities planned for students in residence

Student Spaces

- Clark Reading Room
 - Trying to find opportunities to provide more spaces for students to utilize in between classes
 - Starting next week, Clark Reading Room will be open on Tuesdays from 12:00-6:00pm for students to access
 - Limitations on capacity and requirement for staff oversight remain
 - Ongoing challenges around increasing opportunities and access to spaces for students
 - Hopeful that recent Health and Safety Guideline updates will allow for an increase of some capacity limitations and lifting of some restrictions so that UC can offer more spaces for students
 - Clark Reading Room has been used for Student Life programming successfully
 - Get to Know You series geared towards second year students who missed out on in-person first year experience, intended to assist in building sense of UC community in meaningful ways
 - Make Fridays Matter series
 - Number of upcoming events organized by Residence Dons and Community Coordinators

Events

- Continuing to host events in partnership with UC Lit

VIII. Update from the Vice-Principal, Emily Gilbert

Updates

- Thanks again to Program Directors, faculty, students, and staff
 - Term has gone relatively smoothly under ongoing COVID-19 pandemic circumstances thanks to everyone's hard work and dedication
- Well needed break last week for Reading Week
- Waiting for announcements on further information about plans for winter term
 - Associate Chairs and Directors meeting being held in two weeks where more information may be shared about winter term

Equity, Diversity, Inclusion, and Accessibility Committee

- Chaired by UC Vice-Principal
- Created in Winter term 2020-21
 - Last met October 2021
 - To meet again soon
 - Many ideas were generated
 - Following up on several suggestions, progress currently happening behind the scenes
- Workshop on Land Acknowledgements for UC staff took place this past summer
 - Lead by John Crutch, Indigenous Training Coordinator at U of T
 - Hope to do more professional development in this area in coming months
- Hoping to organize events geared to students, faculty, and staff
 - Reached out to Anti-Racism and Cultural Diversity Office (ARCDO) who offer workshops
 - Waiting to hear back
 - Also looking at other options, drawing on off-campus resources if needed
- Work Study student
 - Researching information about equity, diversity, inclusion, and accessibility programs and policies at U of T and other universities
 - Working to compile resources
 - Hope to make compilation of resources more publicly available in near future
- Always looking for more members
 - If any students, staff, or faculty interested in joining, contact Emily at emily.gilbert@utoronto.ca

UC Writing Centre

- Operating online
- Since Fall term began have had 379 online appointments, seeing 211 students
- Delivering tailored workshops in UC program courses on request

Programs

- UC One: Engaging Toronto
 - Second plenary class recently took place
 - Guest presentation by Donna-Michelle St. Bernard, UC's Barker Fairley Distinguished Visitor 2021-22
 - Lively presentation, speaking to students about experiences and had successful class discussions
 - Students working on end-of-term poster workshops

- Final poster projects to be displayed in instructional spaces
 - Likely will not be available to wider UC community as in previous years due to ongoing COVID-19 pandemic restrictions
- Canadian Studies Program
 - Launch event for Black Canadian Studies Certificate took place on Nov. 15
 - Thank you to Prof. Siobhan O’Flynn, Director of Canadian Studies Program and Naomi Handley, Director of UC Advancement Office, and team for organizing this event
 - Thank you to moderator, Dr. Audrey Hudson, who has been teaching UC’s CDN335 Black Canadian Studies course for last number of years
 - Thank you to panelists:
 - Professor Funké Aladejebi, Department of History
 - Professor Seika Boye, Centre for Drama and Theatre Performance Studies (CDTPS)
 - Professor Lance T. McCready, Ontario Institute for Studies in Education (OISE), affiliated with Mark S. Bonham Centre for Sexual Diversity Studies
 - Well attended, over 80 people
 - Took place virtually over Zoom
 - Strongly encourage to watch video once available
 - Successful event, thoughtful and incisive conversation, great launch for new certificate
- Cognitive Science Program
 - Meeting next week to discuss some possible curriculum ideas
 - Welcome opportunity to consult with faculty connected to program along with partnering units: Computer Science, Linguistics, Philosophy, and Psychology
 - Great to revive Advisory Committee to discuss future of Cognitive Science Program
- Health Studies Program
 - Health Studies Student Union (HSSU) created monthly newsletter
 - Available via UC website
 - New mentorship program
 - Senior students mentoring junior students to help navigate program

MOTION: Be it resolved that University College Council approve the minor program changes being proposed by Canadian Studies (and the Asian Canadian Studies minor) and Health Studies, as recommended by the UC Curriculum Committee (Appendix 6):

- Canadian Studies (CDN): Minor, Major, and Specialist in Canadian Studies
- Canadian Studies (CDN): Minor in Asian Canadian Studies
- Health Studies (HST): Major and Specialist

Summary of proposed changes: housekeeping changes to reflect new courses that have been created last year being built into curriculum requirements; some courses no longer offered, removing these and adding substitutions; addition of more statistics courses for Health Studies Program for more options for statistics requirement; and changes to reflect structural course changes (i.e. full year to half year)

Motion called by Emily Gilbert

Motion seconded by Michael Widener

Motion approved unanimously

5. Presentation on the Queer and Trans Research Lab (QTRL)

Dr. Nikoli Attai, Program Coordinator & Research Associate

Queer and Trans Research Lab, Mark S. Bonham Centre for Sexual Diversity Studies (SDS)

- Markus introduces Dr. Nikoli Attai

Dr. Nikoli Attai

(Presentation attached – Appendix 7)

- QTRL established 2021
 - Working with first cohort
- Research is collaborative and interdisciplinary across creative, activist, and scholarly research practices
- Aim to bring innovative approaches to social and political issues affecting 2SLGBTIQ+ communities
 - Special focus on Black, Indigenous, and people of colours' lives and communities
 - Providing interactive space for scholars, students, artists, and social justice leaders
 - Welcoming to persons from across the country, and around the world
 - Current cohort is from Toronto community, but vision to create international network
 - Creating new research and study networks, both within U of T and outside the institution in communities
 - Many QTRL members are deeply engaged in community work in Toronto and outside of Canada
- 2021-22 Cohort
 - Administration
 - Dr. Nikoli Attai – QTRL Program Coordinator, and Research Associate
 - Prof. Dana Seitler – Director, SDS
 - Martha LA McCain Postdoctoral Fellow
 - Dr. Elif Sari
 - Current work is on queer refugee experiences
 - Martha LA McCain Faculty Fellows
 - Prof. Andrea Allen, Department of Anthropology and Centre for Diaspora and Transnational Studies
 - Research focuses on race, sexuality, gender, violence, and religion in Brazil and the African Diaspora, especially Afro-Brazilian lesbian women marginalization
 - Prof. Jordache Ellapen, Women and Gender Studies and Department of Historical Studies, UTM
 - Research focuses on queer studies and race in South Africa
 - Artist-in-Residence
 - Teiya Kahasara
 - Performance entitled *Little Mis(s)gender* in winter term
 - Examines restrictive norms that the opera industry imposes on performers' voice and body types
 - Community Leader in Residence
 - Abdi Osman
 - Work focuses on Black gay experiences in Toronto

- Working on documentary on Black gay life in Toronto; thinking about HIV/AIDS, COVID-19 pandemic and aftermath and how these events effect Black gay lives in the city
 - Assembling life histories, and creating an archive of these experiences as part of project
 - Tatiana Ferguson
 - Black trans community activist in Toronto
 - Exploring how discrimination and anti-Black racism affect queer and trans youth, especially regarding mental health and access to space
 - Current work examining dating and how the pandemic and anti-Black racism effects Black trans women in Toronto
- Research Assistants
 - Chelle Carter
 - Monica Lizardo
 - Jade Nelson
 - Riya Joshi
 - Ian Tian: liujia
 - Chido Muchemwa
 - Madi Garces
 - Elliott Tilleczeck
- 2021-22 Projects
 - Monthly Share and Tells
 - One lab member presents, and collaborates with group via discussion
 - Job Hunt Workshops
 - Providing graduate students advice on how to navigate academic job hunt
 - Postdoctoral Fellow Lecture
 - To take place during winter term
 - QTCast
 - Podcast by Elliott Tilleczeck, Research Assistant
 - Monthly episodes
 - QTRL Fest
 - End of academic year, showcasing work that has been done
 - Dragging Toronto
 - Visiting drag performances across the city
 - Collaborative project, to think on what queer drag scene in Toronto can teach us about negotiating topics like race, identity, politics, etc.
- Future plans
 - Actively searching for more funding streams and partnerships within U of T, but also outside of the institution and internationally
 - Looking to expand programs, activities, and collaborations
- Contact
 - Email: qtrl.sds@utoronto.ca
 - Website: www.sds.utoronto.ca/queer-and-trans-research-lab

Comment: Excited for energetic new initiative at University College. Very proud of partnership, and QTRL lifts SDS to a new level. Hope and believe that SDS and UC will benefit from this energy.

Question: Can you tell us a bit more about how students were recruited for lab, and how they are integrated into your work or the work of the lab?

Answer: *Most students were affiliated with SDS community; were students or previous research assistants. Students provide support to lab members, working collaboratively. Lab members also provide support and mentorship for research assistants, especially graduate students as they go through Masters and PhD processes. Lab member projects have also been informing graduate work, and other work at U of T or in Toronto.*

6. Other Business

Question: For clarity, will there be a holiday party at UC this year?

Answer: *No holiday party for UC due to size of unit and health and safety measures. Other areas of college are hosting holiday parties for smaller units, or 'first come first serve' style for larger units, but this style is not ideal. UC has been thinking about community building activities, as this is one of the challenges of the ongoing COVID-19 pandemic. Looking forward to when gathering will be safe again.*

Upcoming Virtual Events

- **R. K. Teetzel Lecture in Architecture**
Prof. Łukasz Stanek, Professor, Manchester Architecture Research Group, School of Environment, Education & Development, University of Manchester
When Accra was like Tashkent: Architectural Comparison in the Cold War
Thurs. Jan. 13, 2022, 4:30pm – Zoom
- **N. Graham Lecture in Science**
Prof. Elissa Newport, Professor of Neurology and Director of the Center for Brain Plasticity and Recovery, Georgetown University
Developmental Plasticity and Language Learning
Tues. Feb. 1, 2022, 4:30pm – Zoom
- **S.J. Stubbs Lecture in Classic Literature**
Prof. Phiroze Vasunia, Professor, Greek and Latin, University College London
Beyond Greek and Latin: The Literatures of the Roman Empire
Wed. March 9, 2022, 4:30pm – Zoom
- **W. J. Alexander Lecture in English Literature**
Prof. Colin Burrow, Professor of English and Comparative Literature; Senior Research Fellow, All Souls College
Title: TBA
Wed. March 30, 2022, details TBA

7. Adjournment

Council adjourned at 3:15pm.

Appendix 1

College Council

November 19, 2021

Mental Health Supports and Resources

For students:

MY SSP (My Student Support Program)

<https://studentlife.utoronto.ca/service/myssp/>

UC's Advising and Support Services

<https://www.uc.utoronto.ca/students-current-students-advising-support-services>

24/7 Counselling Services available to all U of T Students

<https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>

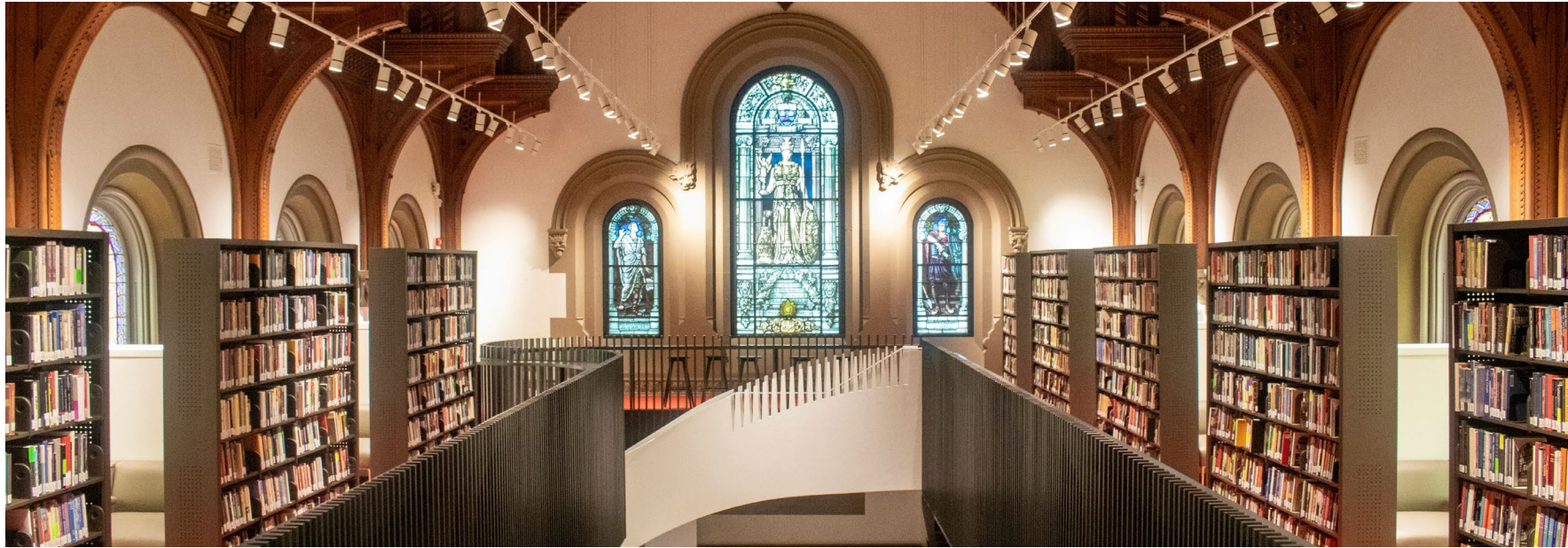
For faculty & staff:

Employee and Family Assistance Program

<https://people.utoronto.ca/employees/efap/>

UC Library

- Open to UC students, faculty, and staff with green UCheck screening
- Limited capacity



UC's Clark Quadrangle

- Renovation made possible through a major gift by Ed and Frances Clark
- Projected to be completed by end of calendar year



Faculty Search in Progress

- **Richard Charles Lee Chair in Chinese Canadian Studies**

Ongoing Committees

- **UC Sustainability Committee**
- **UC International Student Committee**

Upcoming Events

- **R. K. Teetzel Lecture in Architecture**
Prof. Łukasz Stanek, Professor, Manchester Architecture Research Group, School of Environment, Education & Development, University of Manchester
When Accra was like Tashkent: Architectural Comparison in the Cold War
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Title: TBA
Wed. March 30, 2022, details TBA

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

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

Appendix 2

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

Introduction

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

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

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

Current Practice at University College

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

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

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

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

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

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

- *Health Studies*

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

- *Canadian Studies*

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

- *Cognitive Science*

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

- *UC One*

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

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

- *The UC Registrar's Office*

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

including Indigenous students.

- *The Office of the Dean of Students*

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

- *Conclusion*

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

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

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

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

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

- *For the Principal of University College*

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

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

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

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

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

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

- *For the Registrar of University College*

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

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

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

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

- *For the Dean of Students at University College*

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

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

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

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

- *For the Director of the Health Studies Program*

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

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

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

- *For the Director of the Canadian Studies Program*

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

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

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

- *For the Director of the Cognitive Science Program*

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

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

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

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

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

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

- *Other issues*

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

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

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

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

Conclusion

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

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

Appendix 3

Follow-Up Report on University College's Response to the Truth and Reconciliation Commission Calls to Action (November 2021)

Introduction and Purpose

This report provides an update on the status of the initiatives called for in ["University College Committee Responding to Canada's Truth and Reconciliation Commission, 6 November 2019,"](#) referred to in this report as the "UC Response to the TRC" (2019). Throughout this report, University College is abbreviated to UC. This report was prepared by UC's Indigenous Initiatives Advisor in consultation with the different UC units and groups identified in the 2019 "UC Response to the TRC."

Office of the Principal

In response to recommendation #1 of "UC Response to the TRC" (2019), in 2020, the Principal of UC contacted the Historic Sites and Monuments Board of Canada (HSMBC) and requested that the inscriptions on the two HSMBC plaques at the front of the main UC building be revised to include Indigenous acknowledgement and history. HSMBC has acknowledged the need for a review of the signage and agreed to do so, but was unable to provide a specific timeline. The Principal will follow up with HSMBC regularly to check the status of the signage review. UC will consider additional exterior signage to include information that is related to Indigenous communities and currently omitted from the HSMBC signage.

This recommendation also calls for the creation of signage within the main UC building that acknowledges the presence of Indigenous peoples and communities "on the lands and in the life of University College" ("UC Response to the TRC," 2019, p. 6). UC is in the process of striking a committee to determine what next steps should be taken with respect to the creation and installation of indoor or exterior signage and to advise the Principal of UC accordingly.

Recommendation #2 of “UC Response to the TRC” (2019) addresses the creation of smudging space at UC. During the planning stage of the renovations to the Clark Reading Room and the Paul Cadario Conference Centre in Croft Chapter House, the creation of smudging space was considered; however, it was determined to be unfeasible due to the age and infrastructure of the main UC building. The possibility of creating smudging space will be considered as part of planning for any upcoming renovations to the UC Building and the UC Union.

The 2019 “UC Response to the TRC” also asked to consider transforming the former Sir Dan’s Porter’s Office “into a smudging space for Indigenous students” (recommendation #5, p. 8). While this space would add visibility due to its central location, it has drawbacks that led UC not to follow this recommendation: the room is not accessible and is too small for gatherings. The Office of the Dean of Students is exploring alternative locations at UC where it may be feasible to create smudging space for students.

Academic Advising and Registrar’s Office, formerly the Office of the Registrar

In response to recommendation #3 of “UC Response to the TRC” (2019), the Office of the Registrar, renamed in 2021 to the Academic Advising and Registrar’s Office (AARO), has worked to establish new scholarships and amend the terms of pre-existing scholarships to prioritize Indigenous students and, in some cases, both Indigenous and Black students (please see Appendix A for a list of these awards). The AARO has worked with the Office of Advancement to express to donors that there is a priority for supporting both Indigenous and Black students.

As of Summer 2021, the AARO has also started to offer financial outreach and support to Indigenous students for the Summer term. Registrarial staff have taken a proactive approach in reaching out to Indigenous students registered in the Summer session with an offer to review their financial situation and the various supports available to them and, if appropriate, provide summer financial assistance through need-based awards and scholarships.

Indigenous students who are completing part-time studies are included in the Fall/Winter grant assessment process for part-time students.

Next steps for the AARO include: (1) continuing to focus on financial initiatives and funding opportunities that can benefit students; and (2) meeting with the Office of the Dean of Students to discuss the process and feasibility of establishing a UC mentorship program for Indigenous students, keeping in mind that First-Year Learning Communities and many other mentorship programs are administered by the Faculty of Arts of Science.

Office of the Dean of Students

As per recommendations #4 and #5, the Office of the Dean of Students supports the development of programming that creates a welcoming and supportive environment for Indigenous students both in residences and in other College spaces. Because these recommendations pertain mainly to physical space and student residence, the COVID-19 pandemic has been identified as a factor that challenged the implementation of these recommendations during the 2020-21 academic year.

Initiatives that are currently being explored are the feasibility of establishing a UC mentorship program for Indigenous students and/or the development of an Indigenous Living Learning Community at UC. Additional initiatives and meaningful programming that are developed in consultation with First Nations House (such as orientation week activities) will also be considered.

University College Programs and Courses

Recommendations #6 to #10 (“UC Response to the TRC,” 2019, pp. 8–10) pertain to the academic programs and courses at UC.

Due to funding and feasibility challenges, HST309H1 (“Special Topics in Health Studies II: Indigenous Health and Healing in the Six Nations”) is no longer offered. In Winter 2021, a new special topics course was offered: HST309H1, “Special Topics in Health Studies II: Indigenous Health in Canada.” Select Indigenous Studies courses continue to be eligible to be counted towards the Health

Studies major or specialist programs, and students of the Health Studies Program are encouraged to consider taking these courses. They include INS200H1 (“Introduction to Indigenous Truth and Resilience”), INS205H1 (“Indigenous Worldviews, Spiritual and Healing Traditions”), INS340Y1 (“Indigenous Health Science”), and INS350H1 (“Indigenous Health Systems”).

Taking courses in Indigenous Studies is recommended to students in the Canadian Studies Program. The possibility of making a course in Indigenous Studies a required course for the Canadian Studies Program is under consideration. The Director of the Canadian Studies Program has reached out to the Centre for Indigenous Studies to discuss the potential for collaboration.

Within its own courses, the program has worked to include more Indigenous content, consulting with the Indigenous Teaching & Learning liaison in the Faculty of Arts and Science. The core courses in Canadian Studies – CDN267H1 (“Canadian Nationalisms”), CDN268H1 (“Canada and Globalization”), CDN367H1 (“Canadian Pluralism”), and CDN368H1 (“Canada's Borders”) – regularly incorporate Indigenous perspectives and feature materials on Indigenous topics and by Indigenous authors. A new course has been created, CDN385H1 (“Re-Imagining Canada: Creative Visions of Our Past, Present, and Futures”), which centers Indigenous cultural representations (e.g., fiction, films, visual and performance art) in its consideration of more equitable futures. Other courses worth noting that emphasize Indigenous topics include CDN197H1 (“Inventing Canada”), CDN198H1 (“Canada, Colonialism and Settler Relations”), CDN340H1 (“The History of Canadian-US Relations”) and CDN435Y1 (“Active Citizenship in a Canadian Context”), which has included experiential learning opportunities with Indigenous organizations.

The Canadian Studies Program also organizes, with assistance from the Office of Advancement, events highlighting Indigenous speakers and contributors, such as the February 2021 Barker Fairley panel event *Playing with Time* (presented by the Canadian Studies Program), which featured writers who self-

identify as women belonging to the BIPOC community, including Cherie Dimaline, author of *The Marrow Thieves*.

In the Cognitive Science Program, COG260H1 (“Data, Computation, and the Mind”) continues to include course content on the specificity of numeral systems in Indigenous cultures in Amazonian regions. In the upcoming months, the program will look at other ways to address the aims and objectives of the 2019 “UC Response to the TRC” report.

“UC Response to the TRC” (2019) references [“The Report of the Decanal Working Group on Indigenous Teaching and Learning”](#) (2018) Call to Action #16:

“Provide opportunities for students to experience land-based pedagogies so that they can learn within Indigenous worldviews on the land, with Indigenous knowledge experts. Land-based pedagogies include the study of the complex and sophisticated relationships with citified Indigenous territories, including Tkaronto.” (p. 27)

In response to this Call to Action, the inclusion of land-based pedagogies is being researched and considered, especially with respect to the UC One: Engaging Toronto (UC One) program which includes a significant experiential learning component. The four courses within the UC One program have also sought to include more Indigenous content, including: in course readings; Indigenous speakers often being invited to speak in courses and/or in UC One plenaries; and field trips in the city that have attended to Indigenous issues.

Office of Advancement

In response to recommendation #11 of “UC Response to the TRC” (2019), the Office of Advancement has included Indigenous initiatives among its development priorities, and “Indigenous Education” has been identified as one of four themes of the UC campaign priorities. To realize this priority, fundraising staff have been trained to emphasize that Indigenous students are included in needs and priorities when communicating with potential donors. Funding received so far has supported

several scholarships for Indigenous students (please see Appendix A for a list of these awards).

In addition to development and fundraising activities, the Office of Advancement has organized communications initiatives focused on Indigenous topics, engaging Indigenous writers and artists for content creation when possible. The Office of Advancement has also organized events featuring Indigenous speakers, including the March 2020 UC Alumni Salon Series event, *Community Engaged Learning: The Importance of the Indigenous Curriculum in all Ontario Classrooms*.

University College Library

Although the UC Library was not included in “UC Response to the TRC” (2019), there are ways in which the UC Library has participated in and can continue to engage in Indigenous initiatives. As part of collection development activities, the UC Library actively acquires books by Indigenous authors, including fiction and non-fiction titles. The UC Library is committed to continuing with this practice. Starting in the Fall of 2021, the UC Library has opted to purchase books from Indigenous booksellers when possible. The UC Library has also engaged in outreach activities to promote books in the UC Library collection by Indigenous authors and about Indigenous topics. The UC Library will continue to participate in outreach through a variety of means, including the use of the UC Library’s Twitter account, the curation of book displays within the UC Library, and the continued use of signage in the UC Library to highlight books on Indigenous topics.

Summary and Ongoing Initiatives

The recommendations outlined in the 2019 “UC Response to the TRC” provide a foundation for continuing and future initiatives. Additional initiatives that are ongoing include:

- In July 2021, UC organized, in partnership with the Office of Indigenous Initiatives, “Reflecting on Land Acknowledgements,” a cultural competency

training workshop presented by the Office of Indigenous Initiatives for UC staff. UC commits to organizing future workshops on cultural competency training and strongly encourages UC staff and faculty to participate in this training.

- UC acknowledges that additional research is required to better understand the history of UC's relationship to Indigenous peoples and land, particularly at the time when UC was established and the main UC building was constructed. To address this need, a Postdoctoral Fellow has been conducting research on this topic; however, challenges caused by the COVID-19 pandemic have delayed the research process. Work on this initiative is ongoing.

This report acknowledges that reconciliation is an ongoing process that requires respect, thoughtfulness, dedication, and action. It is recommended that a follow-up report outlining the status of the initiatives described in this report and any additional actions that have been taken be presented to UC Council in two years.

Appendix A: New and Amended Scholarships (that give preference to Indigenous Students)

New Scholarships:

1. [Arriba Travel Award for Cognitive Science](#)
2. [Indigenous Academic Excellence Award](#)
3. [Mary Elson Scholarship](#)
4. Fletcher-Clark Scholarships in Science and Economics (*Note: this scholarship is currently going through governance for approval, with the first award expected in 2022*)
5. Marjorie Reynolds Scholarship (*Note: this scholarship is currently going through governance for approval, with the first award expected in 2022*)
6. Elizabeth Ennis Award for Indigenous Students (*Note: draft agreement; in progress and pending approval*)

Amended Scholarship:

7. [Scott Mullin Bursary in Sexual Diversity Studies](#)

Appendix 4

Fund	Fund Name	Expendable Disbursements
307893	AINSLIE, D LDRSH AWD	7,986.00
300317	ALLEN, G BUR	500.00
300225	ALLEN-MCKELLAR MEML	112.00
300227	ANDERSON BASTEDO	400.00
300226	BALMER, J SCHP	117.00
300304	BEVERLY, A&A SCHP	11,000.00
300304	BEVERLY, A&A SCHP	5,000.00
300228	BROWN, G SCHP	113.00
300289	BROWN, H TRVL FSHP	2,244.00
300229	BURTON, C L SCHP	9,171.00
402210	BURTON, C L TRST-HUMA	22,041.00
304190	CALLENDER, VICTOR	1,112.00
300230	CAMERON PRZ	122.00
472477	CDN STUDIES AWD GLBL	1,000.00
409900	CDN STUDIES AWD JEW-	2,000.00
300231	CHANT, C A SCHP	306.00
307530	CINI & LEFFLER AWRDS	1,000.00
301491	COATSWORTH A MEML	2,611.00
300232	CODY, F L SCHP	700.00
300233	CODY, M SCHPS-UC	1,662.00
300234	COHEN, A ADMN SCHP	854.00
300235	COHEN, A SCHP ENGL	616.00
300236	COHEN, J MEML SCHP	854.00
301373	COOPERSTOCK MEML SCH	3,000.00
304892	COUTTS, K B SCH FUND	3,512.00
302450	CRICHTON J & A MEM'L	450.00
306804	CROCKETT, W M AWARD	2,950.00
300238	DALY, R O SCHP	349.00
304017	DANIEL/BLAKE SCHP FD	1,363.00
306912	David Rayside Schps	3,000.00
300239	DAVIDSON, E M FND	1,500.00
300240	DAVIDSON, F PRZS	2,000.00
300240	DAVIDSON, F PRZS	2,000.00
300276	DAVIS, WM & K SCHP	743.00
306472	DEARDEN, M & E SCHPS	2,159.00
300250	DICKSON, DR J A & C P	49,733.00
303288	DUNLOP, W.J. AWARD	480.00
300292	EISEN, D&H SCHP	4,824.00
300292	EISEN, D&H SCHP	4,926.23
303872	ELMSLIE, CHRISTINE FW	2,118.00
303872	ELMSLIE, CHRISTINE FW	2,161.36
308224	ELSON, M SCHP	2,200.00
304095	EMPEROR I.S APOLLONI	1,000.00
300242	EPSTEIN, N FDN	7,950.00
300242	EPSTEIN, N FDN	16,000.00
300309	FERGUSON, GH SCHP FD	236.00

300309	FERGUSON, GH SCHP FD	242.70
300249	FERGUSON, H SCHP	234,000.00
300308	FLETCHER, GA SCHP	714.00
300315	FRASER, GR SCHP/BUR	42,000.00
300243	FRIEDLANDER, F SCHPS	2,049.00
306004	FRISBY, W&H MEMORIAL	774.00
303289	FRISBY, W.G. AWARD	480.00
300307	GALOIS FUND	5,013.00
300244	GAMMA PHI BETA SCHP	427.00
300246	GIBSON, M C SCHP	214.00
300245	GIBSON, SIR J SCHP	500.00
303942	GOLDRING, W RESIDENCE	2,307.00
302252	GRADITUDE '97 AWD-UC	19.90
300299	GRAHAM, ND SCHP	900.00
300302	GRANATSTEIN, SJ SCHP	590.00
300247	GRASSETT MEML SCHP	1,011.00
306085	GREENSTEIN, M MEM STU	1,000.00
306085	GREENSTEIN, M MEM STU	1,000.00
304592	GUILD, C SCHOLARSHIP	1,200.00
304592	GUILD, C SCHOLARSHIP	1,245.00
300248	HARRIS, J SCHPS	7,200.00
402232	HENDRIE, M J MEML BUR	675.00
402232	HENDRIE, M J MEML BUR	900.00
402216	HERMANT, S ADMN SCHP	2,000.00
300252	JEANNERET, LT K G SCH	259.00
304184	KAPLAN, ROBERT P. SCHP	2,000.00
300295	KORMAN, MK MEM SCHP	2,473.00
300295	KORMAN, MK MEM SCHP	2,524.88
306711	KRUH, ERIC SCHOLARSHP	3,722.93
306711	KRUH, ERIC SCHOLARSHP	3,869.62
300254	LAWLER, G MEML SCHP	369.00
402219	LEONARD, R W SCHPS	10,840.00
402219	LEONARD, R W SCHPS	2,250.00
300297	LEONARD, RW EST	9,660.00
305749	LERANBAUM, M MEMORIAL	17,200.00
303950	LEYERLE, JOHN, PLUM FD	4,609.00
305357	LGBTOUT SCHP-SEXUAL	1,000.00
470310	LGBTQ STUDENTS SCHP	1,600.00
300296	LOWRY, B PZ ENG LIT	354.00
301756	Lucas, Lucy Mem'l Awd	302.00
402220	LYLE MEDAL	1,000.00
402221	MACDONALD, J SCHP	187.00
303520	MACGILLIVRAY, PROF	5,245.00
303520	MACGILLIVRAY, PROF	5,445.29
300258	MACLACHLAN SISTERS	4,500.00
300259	MACMURCHY, A SCHPS	18,000.00
302699	MAIN NANCY E.A. SCHP	6,718.33

300314	MARINELLI, PV MEM SC	1,508.00
300320	MARSHALL, A BUR	450.00
300320	MARSHALL, A BUR	450.00
306305	MCANDREW FAMILY SCH	37,000.00
300261	MCCAUL SCHP	287.00
305376	MCCOMBIE,AM SCHPS OR	8,400.00
300262	MCDONALD, E SCHPS	2,230.00
300263	MCLARTY SCHP	1,159.00
300264	MCLEAN,J S ADMN SCHP	60,000.00
300266	MCWHORTER SCHP FND	376.00
402234	MEEK,PROF&MRS T J BU	10,600.00
406701	MICHELL SCHP-BURS	3,228.43
300267	MILLARD FOUNDATION	2,463.00
300268	MILNER, W S SCHP	1,731.00
307702	MINNEMA,B ADVOCACY	9,000.00
307403	MIRVISH,ANNE AWARDS	3,000.00
300269	MOSS SCHP	266.00
300283	MOSSMAN, T SCHP	14,000.00
300321	MOWBRAY, W BUR	300.00
300301	MUIR, SL SCHP/BUR	700.00
307672	MULLIN,S BURSARY SDS	1,000.00
300271	MULOCK, W PZ UC	107.00
300270	MUSTARD, WP SCHP	424.00
300318	NEELAM, G K MEMORIAL	524.00
300272	NEELANDS, FM PZ	80.00
303369	OSOTF-ART MUSEUM AT	3,000.00
303369	OSOTF-ART MUSEUM AT	3,000.00
303612	OSOTF-FLETCHER-CLARK	17,000.00
302337	OSOTF-FORGUSON LYND	6,000.00
302161	OSOTF-FORSTER DON	12,000.00
302161	OSOTF-FORSTER DON	14,719.00
302109	OSOTF-GALOIS FUND	6,150.00
302347	OSOTF-GRAD 9T7-U.C.	350.00
302347	OSOTF-GRAD 9T7-U.C.	530.10
302382	OSOTF-HILTZ HILDA AW	1,700.00
304953	OSOTFII-ART MUSEUM	3,000.00
305524	OSOTFII-CAMPBELL,D&V	350.00
305032	OSOTFII-DADSON,P&D	3,990.37
305598	OSOTFII-LGBTOUT SCHP	1,000.00
304888	OSOTFII-O'HAGAN WAND	1,500.00
304948	OSOTFII-PERRON,P SCH	5,200.00
304954	OSOTFII-SEXUA DIV SC	1,093.29
305039	OSOTFII-TAIWAN ENTRE	1,040.00
305557	OSOTFII-UC LIT&ATH S	25.75
302231	OSOTF-LUSCOMBE BURSY	7,000.00
302718	OSOTF-MAIN NANCY SHP	3,831.89
301788	OSOTF-MCLEAN J.S SCP	15,000.00

302424	OSOTF-MOSSMAN T SCHP	26,000.00
302020	OSOTF-NEELAM G K SCH	1,667.00
302542	OSOTF-RAE AWARD	5,265.00
302542	OSOTF-RAE AWARD	5,391.70
302238	OSOTF-SOUTHAM SCHP	19,450.00
304427	OSOTF-TYP GRADUATE	62,262.90
301865	OSOTF-UC ALUMNI SCHP	41,950.00
302987	OSOTF-WARNE,I.C.FWSH	76.25
306487	OTSS-BENNETT, DR. C	1,000.00
306172	OTSS-CAMPBELL,D&V SC	9,650.00
305926	OTSS-CDN STUD INTERD	1,500.00
306611	OTSS-COOPERSTOCK,R	1,000.00
306686	OTSS-COWAN,W & S SCH	6,573.00
305761	OTSS-DADSON,P&D	2,009.63
303611	OTSS-FLETCHER-CLARK	14,800.00
306490	OTSS-FUKAKUSA, L J	2,000.00
306463	OTSS-HALLAM J UC'52	9,000.00
305973	OTSS-LGBTOUT SCHP	1,000.00
306542	OTSS-MAIN, NANCY E A	2,160.88
306600	OTSS-MALINS SCHP	3,000.00
305768	OTSS-O'HAGAN,W SCHLP	1,500.00
305923	OTSS-PERRON,P SCHLP	2,000.00
306638	OTSS-PRIDE & REM SCH	2,000.00
306676	OTSS-PRODANOU,M BURS	2,000.00
305924	OTSS-SEXUA DIVER STU	406.71
305791	OTSS-TAI ENTR SOC TA	700.00
306599	OTSS-TED MOSSMAN SCH	11,000.00
306451	OTSS-THOMSON DOUGLAS	3,000.00
305733	OTSS-UC LIT&ATH SOC	8,500.00
305733	OTSS-UC LIT&ATH SOC	8,674.25
304338	PERRON,P&J RES. SCHP	6,150.00
305680	PLAYFAIR,D STU LDRSH	25,350.00
305680	PLAYFAIR,D STU LDRSH	22,950.00
300273	PRATT, DFP SCHP	1,405.00
304270	PULLAN,EARLE &VIVIAN	466.00
302505	RAE AWARD	1,185.00
302505	RAE AWARD	1,208.30
303871	RAINBOW TRIANGLE ALU	500.00
306167	ROBERTSON,R SCHLP	937.00
300274	ROSENFELD, L AWD	500.00
300275	ROSSIN, J SCHP	107.00
402226	RUSSELL, T A SCHPS	881.00
306374	RYCKMAN, OLIVE PRIZE	183.00
306746	SAVLOV,L (UC'37) SCH	27,140.00
300277	SCHWARTZ, LN PZ	74.00
300278	SCOTT-THOMAS MEM SCH	1,728.64
306017	SHEARD,GF SCH	1,934.00

306017	SHEARD,GF SCH	1,973.51
402228	SHEPARD, A SCHPS	2,708.00
402228	SHEPARD, A SCHPS	5,000.00
300279	SHIMZU, K&H SCHP	1,671.00
300305	SINDEN, MJ SCHP	1,024.00
300322	SMITH, SL BUR	600.00
472675	SOBEL,J&E SCHP	5,000.00
300281	ST MARGARET'S COLL A	351.00
300281	ST MARGARET'S COLL A	359.39
300282	STEWART, HW SCHP	4,160.00
300282	STEWART, HW SCHP	4,246.79
300313	STUBBS, SJ FSHP	15,246.00
307371	TAIWAN ENTRP SOCIETY	260.00
300310	TARTICK, M&A SCHP	597.00
300284	TAYLOR, WR MEM FUND	1,134.00
402230	TEETZEL, R K SCHPS	3,700.00
307968	TEPPERMAN,L PRIZE	747.00
307968	TEPPERMAN,L PRIZE	916.22
300285	TRACY SCHP	334.00
303918	TRANSITIONAL YEAR PR	57.86
300316	TURNBULL,ML SCHP/BUR	4,388.00
300316	TURNBULL,ML SCHP/BUR	4,481.33
402235	UC ALMN SCHP & BURS	34,846.00
402235	UC ALMN SCHP & BURS	500.00
306654	UC LIT WORLD UNIVER-	3,000.00
305619	UC STUDENT LIFE BURS	1,250.00
305619	UC STUDENT LIFE BURS	1,400.00
300286	VANDER SMISSEN SCHP	363.00
300286	VANDER SMISSEN SCHP	370.64
300287	WALLACE, M SCHP	9,000.00
302986	WARNE,ISABEL C. FWSH	2,850.00
302986	WARNE,ISABEL C. FWSH	2,898.75
300288	WICKETT, M SCHP	274.00
471765	WILSON,L&E MEMRL BUR	7,000.00
300290	WINTERCORBYN, EA AWD	1,004.00
300291	WOODHOUSE, ASP SCHPS	10,500.00
300291	WOODHOUSE, ASP SCHPS	5,000.00
305527	WOODS,FRANK BURSAR	1,600.00
300293	WOODSIDE, M&E PZ HIS	2,004.00
300294	ZWAIGENBAUM, J SCHP	310.00

Appendix 5

2020-21 UC Scholarship Committee

New Award for University College Council Approval

November 2021

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

Janet Tupper Underwood Award

To be granted to undergraduate students at University College on the basis of financial need.

Appendix 6

UC COUNCIL, November 19, 2021

Proposed curriculum changes, prepared by Emily Gilbert, Vice-Principal, University College

MOTION: Be it resolved that University College Council approves the minor program changes being proposed by Canadian Studies (and the Asian Canadian Studies minor) and Health Studies, as recommended by the UC Curriculum Committee

The proposed changes are fairly straightforward, and mostly consist of housekeeping: adding new course, removing courses that no longer exist, and/or adding clarification to program requirements. The changes are summarized as follows:

CANADIAN STUDIES (CDN):

Minor, Major and Specialist in Canadian Studies

- Changes reflect the addition of a new course to the program, CDN386 (added 2020-2021), which has been included in courses that can count towards program requirements
- Courses from other units have been added/deleted based on changes in those units
- For the Major: a change has been made regarding what 4th year courses can count towards the degree requirements

Minor in Asian Canadian Studies

- Changes have been made to reflect that CDN230H is no longer offered; a new course has been added to count towards program requirements: CDN325/CDN225 Asian Canadian Space and Place
- Changes have been added to the additional program requirements, sorting the course into three lists (3, 4 & 5) and adding a few extra courses; to reflect these changes, the description of the minor has been revised slightly

HEATH STUDIES (HST):

Major and Specialist

- Changes reflect the addition of two new courses to the program, HST305H and HST306H (added 2020-2021), which are now being added to the courses that students may take towards the completion of their degree requirements.
- The list of statistics courses that can be counted towards program requirements has been expanded
- POL101Y not longer exists and has been substituted with POL101H

Faculty of Arts & Science

Minor Program Modification Form

Use this form to develop a proposal for a Minor Modification to Program including:

- Creating a new Minor program, where there is an existing Specialist or Major program
- Closing a Minor program
- Creating or closing a Focus
- Changing a Program Type (e.g. Type 1, 2, 2L, 3) – this includes introducing or changing restrictions on enrolment in the program
- Changing Enrolment or Admission requirements
- Changing the total FCEs or required courses in program requirements

Minor program modification proposals will normally be submitted directly on CM, however this form can be used to draft a proposal that can be easily circulated in review and consultation with academic units, the Office of the Dean, or the Office of the Faculty Registrar.

Timeline

Program modifications require consultation and review with the Dean's Office before proceeding to Governance approval. Units are encouraged to begin the consultation process as early as possible, as the Dean's Office can assist with proposal development and ensure needed consultation is undertaken. Proposal submission on CM can be completed following full Dean's Office review and sign-off.

Process/Approval Path

1. Proposal Development	2. Final Review	3. Life Sciences Planning Committee	4. Curriculum Committee Meetings	5. Faculty of Arts & Science Council
<ul style="list-style-type: none"> • Summer/Fall 2017 • Consultation with related Units, Office of the Dean, VPAP • Proposal revisions 	<ul style="list-style-type: none"> • Dean's Office sign-off • Submission on CM as "Major Modification", select "Significant Changes to Existing Program" or "New Component" 	<ul style="list-style-type: none"> • If life science-related • For assessment and feedback • January 2017 	<ul style="list-style-type: none"> • For Final Approval • May go to multiple committees 	<ul style="list-style-type: none"> • For information • Reported to VPAP for information

Checklist Before Submitting

Specialists	<input type="checkbox"/> Is the number of required courses at least 10 and not more than 14? If the number of required courses is above 14 (maximum 16) has the justification been provided? <input type="checkbox"/> Does the program have at least 4 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 1 FCE at the 400-level among these 4 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
Majors	<input type="checkbox"/> Is the number of required courses at least 6 and not more than 8? <input type="checkbox"/> Does the program have at least 2 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 0.5 FCE at the 400-level among these 2 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

Submission on CM:

- After Dean's Office sign-off, By **December 1, 2017**
- Consult Curriculum & Governance for assistance with CM submission
- Relevant documents (such as letters or supporting documentation) can be attached to CM submission if needed.

Faculty of Arts & Science

Minor Modification to Program Form

Program Title		POSt Code	
Canadian Studies Minor		ASMIN0728	
Division		Associated with (Division)	
Arts & Science			
Unit		Associated with (Unit)	
University College			
Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i>			
Current Calendar Copy			

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca.

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. CDN267H1/ CDN268H1

2. CDN367H1/ CDN368H1

3. 1.0 credit from the

list: UNI101H1/ UNI101Y1/ CDN202H1/ CDN205H1/ CDN221H1/ CDN230H1/ CDN267H1/ CDN268H1/ CDN280H1 / CDN305H1/ CDN307H1/ SDS355H1/ CDN367H1/ CDN368H1/ CDN380H1/ CDN390H1/ CDN405H1/ CDN420Y1/ CDN425H1/ CDN430Y1/ CDN435Y1/ DRM268H1/ HST211H1/ JUG320H1/ JSU325H1/ SOC218H1/ UNI220Y1/ UNI320Y1

4. Students will take another 2.0 credits in courses offered by the Canadian Studies Program, or the long list of courses approved by the Canadian Studies program (a full list of approved Canadian Studies courses can be found on the website at www.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Students are responsible for checking co- and prerequisites for all courses.

Proposed Calendar Copy

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.uc.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. CDN267H1/ CDN268H1

2. CDN367H1/ CDN368H1

3. 1.0 credit from the list: UNI101H1/ UNI101Y1/ CDN202H1/ CDN205H1/ CDN221H1/ CDN230H1/ CDN267H1/ CDN268H1/ CDN280H1/ CDN305H1/ CDN307H1/ SDS355H1/ CDN367H1/ CDN368H1/ CDN380H1/ **CDN385H1** / CDN390H1/ CDN405H1/ CDN420Y1/ CDN425H1/ CDN430Y1/ CDN435Y1/ DRM268H1/ HST211H1/ JUG320H1/ JSU325H1/ SOC218H1/ UNI220Y1/ UNI320Y1

4. Students will take another 2.0 credits in courses offered by the Canadian Studies Program, or the long list of courses approved by the Canadian Studies program (a full list of approved Canadian Studies courses can be found on the website at www.uc.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Proposal Questions - General

Brief Description of the Proposed Changes *(Provide a brief summary.)*

The change is being made because a new course, CDN385H, was created last year (2020-21), which has been added to the course requirements.

Details of the Proposed Changes *(Changes to program description, requirements, and program learning outcomes.)*

Group 3 courses: Inclusion of approved new course, CDN385H1.

Rationale *(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)*

Inclusion of approved new course, CDN385H1, among the selection of required courses.

Impact *(Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)*

Students have more options towards the completion of their program.

Consultation *(Describe consultation that has already been done with students, faculty, and other units.)*

The proposed changes have also been approved by the University College Curriculum Committee, and University College Council [PENDING].

Diversity *(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)*

Resource Implications *(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.)*

N/A

Arts & Science - Divisional Data: *For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).*

Academic Context *(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)*

Learning Outcomes *(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)*

Depth of Knowledge <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>	
Competencies: <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>	
Critical and Creative Thinking	
Communication	
Information Literacy	
Quantitative Reasoning	
Social and Ethical Responsibility	
Integrative, Inquiry-based Activity	
UTQAP Process	
Steps	Approvals

Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Faculty of Arts & Science

Minor Program Modification Form

Use this form to develop a proposal for a Minor Modification to Program including:

- Creating a new Minor program, where there is an existing Specialist or Major program
- Closing a Minor program
- Creating or closing a Focus
- Changing a Program Type (e.g. Type 1, 2, 2L, 3) – this includes introducing or changing restrictions on enrolment in the program
- Changing Enrolment or Admission requirements
- Changing the total FCEs or required courses in program requirements

Minor program modification proposals will normally be submitted directly on CM, however this form can be used to draft a proposal that can be easily circulated in review and consultation with academic units, the Office of the Dean, or the Office of the Faculty Registrar.

Timeline

Program modifications require consultation and review with the Dean's Office before proceeding to Governance approval. Units are encouraged to begin the consultation process as early as possible, as the Dean's Office can assist with proposal development and ensure needed consultation is undertaken. Proposal submission on CM can be completed following full Dean's Office review and sign-off.

Process/Approval Path

1. Proposal Development	2. Final Review	3. Life Sciences Planning Committee	4. Curriculum Committee Meetings	5. Faculty of Arts & Science Council
<ul style="list-style-type: none"> • Summer/Fall 2017 • Consultation with related Units, Office of the Dean, VPAP • Proposal revisions 	<ul style="list-style-type: none"> • Dean's Office sign-off • Submission on CM as "Major Modification", select "Significant Changes to Existing Program" or "New Component" 	<ul style="list-style-type: none"> • If life science-related • For assessment and feedback • January 2017 	<ul style="list-style-type: none"> • For Final Approval • May go to multiple committees 	<ul style="list-style-type: none"> • For information • Reported to VPAP for information

Checklist Before Submitting

Specialists	<input type="checkbox"/> Is the number of required courses at least 10 and not more than 14? If the number of required courses is above 14 (maximum 16) has the justification been provided? <input type="checkbox"/> Does the program have at least 4 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 1 FCE at the 400-level among these 4 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
Majors	<input type="checkbox"/> Is the number of required courses at least 6 and not more than 8? <input type="checkbox"/> Does the program have at least 2 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 0.5 FCE at the 400-level among these 2 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

Submission on CM:

- After Dean's Office sign-off, By **December 1, 2017**
- Consult Curriculum & Governance for assistance with CM submission
- Relevant documents (such as letters or supporting documentation) can be attached to CM submission if needed.

Faculty of Arts & Science

Minor Modification to Program Form

Program Title		POSt Code	
Canadian Studies Major		ASMAJ0728	
Division		Associated with (Division)	
Arts & Science			
Unit		Associated with (Unit)	
University College			
Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i>			
Current Calendar Copy			

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca.

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(7.0 credits in Canadian Studies approved courses with 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. ([CDN267H1](#), [CDN268H1](#)), 1.0 credit from the following: [FAS248H1](#)/ [DRM268H1](#)/ [ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FRE210H1](#)/ [GGR240H1](#)/ [GGR246H1](#)/ [HIS262H1](#)/ [HIS264H1](#)/ [INS201H1](#)/ [INS210H1](#)/ [INS220H1](#)/ [INS231H1](#)/ [LIN201H1](#)/ [POL214Y1](#)/ [POL224Y1](#)/ [SLA238H1](#)/ [SOC218H1](#)/ [SOC220H1](#)/ [TRN235H1](#)

2. ([CDN367H1](#) and [CDN368H1](#))

3. 0.5 credit from the following: [CDN307H1](#)/ [CDN335H1](#)/ [CDN380H1](#)/ [CDN390H1](#)/ [JSU325H1](#)

4. [CDN405H1](#) or another fourth-year Canadian Studies course approved by the Program Director.

5. Students will take another 3.0 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: www.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Proposed Calendar Copy

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.uc.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(7.0 credits in Canadian Studies approved courses with 2.0 credits at the 300+ level, of which a 0.5 credit must be at the 400-level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. ([CDN267H1](#), [CDN268H1](#)), 1.0 credit from the following: [DRM268H1](#)/ [ENG215H1](#)/ [ENG252H1](#)/ [ENG254H1](#)/ [FOR200H1](#)/ [FAH268H1](#)/ [FRE210H1](#)/ [GGR240H1](#)/ [GGR246H1](#)/ [HIS262H1](#)/ [HIS264H1](#)/ [INS201H1](#)/ [INS210H1](#)/ [INS220H1](#)/ [INS231H1](#)/ [LIN201H1](#)/ [POL214Y1](#)/ [POL224Y1](#)/ [SLA238H1](#)/ [SOC218H1](#)/ [SOC220H1](#)/ [TRN235H1](#)

2. ([CDN367H1](#) and [CDN368H1](#))

3. 0.5 credit from the following: [CDN307H1](#)/ [CDN335H1](#)/ [CDN380H1](#)/ [CDN385H1](#) / [CDN390H1](#)/ [JSU325H1](#)

4. [CDN405H1](#) / [CDN406H1](#) or another fourth-year course approved by the Program Director.

5. Students will take another 3.0 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: www.uc.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Students are responsible for checking co- and prerequisites for all courses.

Proposal Questions - General

Brief Description of the Proposed Changes *(Provide a brief summary.)*

The change is being made because a new course, CDN385H, was created last year (2020-21), which is now being added to the lists of courses students can take to complete their course requirements.

In addition, the following line has been added to the description of completion requirements:
Students are responsible for checking co- and prerequisites for all courses.

Details of the Proposed Changes (*Changes to program description, requirements, and program learning outcomes.*)

Group 3 courses: Inclusion of approved new course, CDN385H1.

Group 4 courses: CDN406H has been added to the list, and the language regarding other fourth-year course options has been revised.

In addition, the following line has been included to the description of completion requirements:
Students are responsible for checking co- and prerequisites for all courses.

Rationale (*Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.*)

The changes are twofold. 1) To include a new course among the requirements. 2) To provide students with additional options towards their fourth year requirements.

Impact (*Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.*)

Students have more options towards the completion of their program.

Consultation (*Describe consultation that has already been done with students, faculty, and other units.*)

The proposed changes have also been approved by the University College Curriculum Committee, and University College Council [PENDING].

Diversity (*How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.*)

Resource Implications (*Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.*)

N/A

Arts & Science - Divisional Data: *For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).*

Academic Context *(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)*

Learning Outcomes *(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)*

Depth of Knowledge *(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)*

Competencies: *For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.*

Critical and Creative Thinking

Communication

Information Literacy

Quantitative Reasoning

Social and Ethical Responsibility

Integrative, Inquiry-based Activity	
UTQAP Process	
Steps	Approvals
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Faculty of Arts & Science

Minor Program Modification Form

Use this form to develop a proposal for a Minor Modification to Program including:

- Creating a new Minor program, where there is an existing Specialist or Major program
- Closing a Minor program
- Creating or closing a Focus
- Changing a Program Type (e.g. Type 1, 2, 2L, 3) – this includes introducing or changing restrictions on enrolment in the program
- Changing Enrolment or Admission requirements
- Changing the total FCEs or required courses in program requirements

Minor program modification proposals will normally be submitted directly on CM, however this form can be used to draft a proposal that can be easily circulated in review and consultation with academic units, the Office of the Dean, or the Office of the Faculty Registrar.

Timeline

Program modifications require consultation and review with the Dean's Office before proceeding to Governance approval. Units are encouraged to begin the consultation process as early as possible, as the Dean's Office can assist with proposal development and ensure needed consultation is undertaken. Proposal submission on CM can be completed following full Dean's Office review and sign-off.

Process/Approval Path

1. Proposal Development	2. Final Review	3. Life Sciences Planning Committee	4. Curriculum Committee Meetings	5. Faculty of Arts & Science Council
<ul style="list-style-type: none"> • Summer/Fall 2017 • Consultation with related Units, Office of the Dean, VPAP • Proposal revisions 	<ul style="list-style-type: none"> • Dean's Office sign-off • Submission on CM as "Major Modification", select "Significant Changes to Existing Program" or "New Component" 	<ul style="list-style-type: none"> • If life science-related • For assessment and feedback • January 2017 	<ul style="list-style-type: none"> • For Final Approval • May go to multiple committees 	<ul style="list-style-type: none"> • For information • Reported to VPAP for information

Checklist Before Submitting

Specialists	<input type="checkbox"/> Is the number of required courses at least 10 and not more than 14? If the number of required courses is above 14 (maximum 16) has the justification been provided? <input type="checkbox"/> Does the program have at least 4 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 1 FCE at the 400-level among these 4 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
Majors	<input type="checkbox"/> Is the number of required courses at least 6 and not more than 8? <input type="checkbox"/> Does the program have at least 2 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 0.5 FCE at the 400-level among these 2 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

Submission on CM:

- After Dean's Office sign-off, By **December 1, 2017**
- Consult Curriculum & Governance for assistance with CM submission
- Relevant documents (such as letters or supporting documentation) can be attached to CM submission if needed.

Faculty of Arts & Science

Minor Modification to Program Form

Program Title		POSt Code	
Canadian Studies Specialist		ASSPE0728	
Division		Associated with (Division)	
Arts & Science			
Unit		Associated with (Unit)	
University College			
Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i>			
Current Calendar Copy			

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.uc.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(11.0 credits in Canadian Studies approved courses with 4.0 credits at the 300+ level, of which a 1.0 credit must be at the 400-level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. (CDN267H1, CDN268H1), 1.0 credit from the following: FAH248H1 / DRM268H1/ ENG215H1/ ENG252H1/ ENG254H1/ FOR200H1/ FRE210H1/ GGR240H1/ GGR246H1/ HIS262H1/ HIS264H1/ INS201H1/ INS210H1/ INS220H1/ INS231H1/ LIN201H1/ POL214Y1/ POL224Y1/ SLA238H1/ SOC218H1/ SOC220H1/ TRN235H1
2. ([CDN367H1](#) and [CDN368H1](#))
3. 0.5 credit from the following: CDN307H1/ CDN335H1/ CDN380H1/ CDN390H1/ JSU325H1
4. CDN420Y1/ CDN435Y1 or another fourth-year Canadian Studies course approved by the Program Director.
5. Students will take another 6.5 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: www.uc.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Proposed Calendar Copy

Description

Canadian Studies courses offer opportunities to study contemporary Canada in an interdisciplinary manner to explore cultural, social, economic, and political developments in this complex and diverse country. Students are encouraged to consider additional courses in Indigenous Studies in completing the Program requirements.

Please note that not all courses are offered on an annual basis. A list of approved Canadian Studies courses may be found at www.uc.utoronto.ca/canadianstudies/. Other courses that are in the current academic Calendar that include significant Canadian content may be considered for approval by the Canadian Studies Program Director. Consult the Canadian Studies Program Office, UC173, University College, 416-946-4025. Email: uc.academicsservices@utoronto.ca.

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(11.0 credits in Canadian Studies approved courses with 4.0 credits at the 300+ level, of which a 1.0 credit must be at the 400-level)

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1. (CDN267H1, CDN268H1), 1.0 credit from the following: FAH248H1 / DRM268H1/ ENG215H1/ ENG252H1/ ENG254H1/ FOR200H1/ FRE210H1/ GGR240H1/ GGR246H1/ HIS262H1/ HIS264H1/ INS201H1/ INS210H1/ INS220H1/ INS231H1/ LIN201H1/ POL214Y1/ POL224Y1/ SLA238H1/ SOC218H1/ SOC220H1/ TRN235H1

2. ([CDN367H1](#) and [CDN368H1](#))

3. 0.5 credit from the following: CDN307H1/ CDN335H1/ CDN380H1/ [CDN385H1](#) / CDN390H1/ JSU325H1

4. [1.0 credit from the following: CDN420Y1 / CDN435Y1 / CDN405H1 / CDN406H1 and/or another fourth-year course approved by the Program Director.](#)

5. Students will take another 6.5 credits offered by the Canadian Studies Program, or in the list of courses approved by the Canadian Studies Program (see: www.uc.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Proposal Questions - General

Brief Description of the Proposed Changes *(Provide a brief summary.)*

The change is being made because a new course, CDN385H, was created last year (2020-21), which has been added to the course requirements. The courses that students can take at the 400-level have also been increased.

Details of the Proposed Changes (*Changes to program description, requirements, and program learning outcomes.*)

Group 3 courses: Inclusion of approved new course, CDN385H1.

Group 4 courses: CDN405H and CDN406H have been added, which can be counted towards the fourth-year requirements along with another fourth-year half-course, if approved by the Program Director.

Rationale (*Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.*)

The changes are twofold. 1) To include a new course among the requirements. 2) To provide students with additional options towards their fourth year requirements.

Impact (*Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.*)

Students have more options towards the completion of their program.

Consultation (*Describe consultation that has already been done with students, faculty, and other units.*)

The proposed changes have also been approved by the University College Curriculum Committee, and University College Council [PENDING].

Diversity (*How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.*)

Resource Implications (*Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.*)

N/A

Arts & Science - Divisional Data: For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).

Academic Context (*Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.*)

Learning Outcomes <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)</i>
Depth of Knowledge <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
Competencies: <i>For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.</i>
Critical and Creative Thinking
Communication
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Integrative, Inquiry-based Activity

UTQAP Process	
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Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Faculty of Arts & Science

Minor Program Modification Form

Use this form to develop a proposal for a Minor Modification to Program including:

- Creating a new Minor program, where there is an existing Specialist or Major program
- Closing a Minor program
- Creating or closing a Focus
- Changing a Program Type (e.g. Type 1, 2, 2L, 3) – this includes introducing or changing restrictions on enrolment in the program
- Changing Enrolment or Admission requirements
- Changing the total FCEs or required courses in program requirements

Minor program modification proposals will normally be submitted directly on CM, however this form can be used to draft a proposal that can be easily circulated in review and consultation with academic units, the Office of the Dean, or the Office of the Faculty Registrar.

Timeline

Program modifications require consultation and review with the Dean's Office before proceeding to Governance approval. Units are encouraged to begin the consultation process as early as possible, as the Dean's Office can assist with proposal development and ensure needed consultation is undertaken. Proposal submission on CM can be completed following full Dean's Office review and sign-off.

Process/Approval Path

1. Proposal Development	2. Final Review	3. Life Sciences Planning Committee	4. Curriculum Committee Meetings	5. Faculty of Arts & Science Council
<ul style="list-style-type: none"> • Summer/Fall 2017 • Consultation with related Units, Office of the Dean, VPAP • Proposal revisions 	<ul style="list-style-type: none"> • Dean's Office sign-off • Submission on CM as "Major Modification", select "Significant Changes to Existing Program" or "New Component" 	<ul style="list-style-type: none"> • If life science-related • For assessment and feedback • January 2017 	<ul style="list-style-type: none"> • For Final Approval • May go to multiple committees 	<ul style="list-style-type: none"> • For information • Reported to VPAP for information

Checklist Before Submitting

Specialists	<input type="checkbox"/> Is the number of required courses at least 10 and not more than 14? If the number of required courses is above 14 (maximum 16) has the justification been provided? <input type="checkbox"/> Does the program have at least 4 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 1 FCE at the 400-level among these 4 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
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All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

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Faculty of Arts & Science
Minor Modification to Program Form

Program Title		POSt Code
Minor in Asian Canadian Studies		ASMIN2728
Division	Associated with (Division)	
Arts & Science		
Unit	Associated with (Unit)	
University College		
<p style="text-align: center;">Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i></p>		
Current Calendar Copy		

Description

The Minor in Asian Canadian Studies focuses on community-engaged learning that explores how to understand the historical, social, cultural, economic, and political forces that affect people of Asian heritage in Canada. Our interdisciplinary courses connect students with local communities, and every course provides opportunities for students to pursue a choice of research interests. Together we critically investigate and add to knowledge about Asian Canadians.

The category "Asian Canadian" is widely understood to refer to people in Canada of East Asian, South Asian, Southeast Asian, and West Asian ancestry.

Students take two required 0.5 credit core courses in Asian Canadian Studies; select from an array of courses in Asian Canadian Studies; and take additional courses related to the larger contexts of Asian Canadian Studies. The Minor in Asian Canadian Studies is easily combined with other disciplines, such as Anthropology, Art, Economics, English, Geography, History, Political Science and Sociology, as well as with interdisciplinary studies such as Contemporary Asian Studies, Diaspora and Transnational Studies, Equity Studies, East Asian Studies, South Asian Studies, and Near Eastern Studies.

Students will be encouraged to take full advantage of the opportunities available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students and its annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits, and is open to students pursuing a Minor in Asian Canadian Studies. Students also can participate in Asian Canadian Studies student events and in the tri-campus Asian Canadian Studies Research network. The Research network brings together professors and students to discuss current research related to Asian Canadian Studies, Asian diasporas, and global Asian migrations. Students in the minor are also invited to participate in the Asian Institute's Asian Pathways Research Lab that offers research opportunities in Toronto.

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable)*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level).

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

Subsequent year requirements:

Required courses (1.0 credit):

1. [CDN230H1](#) Asian Canadian History
2. [CDN307H1](#) Asian Cultures in Canada

Additionally, 3.0 credits from courses in requirements 3 & 4, with at least 1.0 credit in each category.

3. Asian Canadians and Asian Diasporas in Canada:

[CAS413H1](#); [CAS450H1](#); [CDN230H1](#); [CDN307H1](#); [CDN390H1](#); [CDN395H1](#); [CDN225H1](#); [CDN367H1](#); [CDN420Y1](#); [EAS315H1](#); [ENG268H1](#); [ENG368H1](#); [ENG369H1](#); [SOC218H1](#); [ANT477H1](#); [SAS114H1](#).

4. Contexts of Asian Canadian Studies:

Canadian Studies program courses:

CDN202H1; CDN205H1; CDN218H1; CDN221H1; CDN267H1; CDN268H1; CDN280H1; CDN305H1; CDN335H1; CDN355H1; CDN367H1; CDN368H1; CDN380H1; CDN405H1; CDN406H1; CDN420Y1; CDN425H1; CDN435Y1

Other courses:

INS201Y1; INS261H1; INS301Y1; INS302H1; INS350H1; INS351Y1; INS352H1; INS353H1; INS360Y1; INS403H1; INS407H1; ABS401H; JFP450H1; POL308H1; ANT204H1; ANT315H1; ANT322H1; ANT365H1; ANT412H1; CAS201H1; CAS202H1; CAS413H; CIN332Y1; CIN370H1; CSC300H1; DRM230Y1; DRM268H1; DTS200Y1; EAS105H1; EAS210Y1, EAS211Y1, EAS212H1, EAS219H1; EAS220Y1, EAS221H1, EAS300Y1, EAS310Y1, EAS320Y1, EAS401H1, EAS402H1, EAS410Y1, EAS460H1, EAS461H1, EAS474H1; ECO321H1; ECO322H1; ENG215H1; ENG252Y1; ENG350H1; ENG352H1; ENG353H1; ENG354Y1; ENG55H1; ENG357H1; ENG359H1; ENG424H1; ENG425H1; ENG428H1; FAH248H1; FAH262H1; FAH345H1; FAH367H1; FAH457H1; FAH458H1; FAH482H1; FAH485H1; FAH486H1; FAH495H1; FIN320H1; FRE210H1; FRE314H1; FRE379H1; FEE410H1; FRE410H1; GGR124H1; GGR246H1; GGR320H1; GGR357H1; HIS262H1; HIS264H1; HIS283Y1; HIS307H1; HIS311Y1; HIS312H1; HIS313H1, HIS314H1, HIS318H1; HIS350H1; HIS363H1; HIS365H1; HIS366H1; HIS402H1; HIS405Y1; HIS410H1; HIS429H1; HIS420H1; HIS462H1; HIS464H1; HIS466H1; HIS469H1, HIS472H1; HUN355H1; INI308H1; INI337H1; INI385H1; INI387H1; INI437Y1; ITA233H1; ITA334H1; ITA493H1; JFP450H1; JGI346H1; JPA354H1; JPU315H1; JQR360H1; LIN201H1; LIN458H1; MUS306H1; NEW240Y1; NEW346H1; NEW429H1; NMC278H1; NMC315H1, NML110Y1, NML210Y1, NML360Y1, NML370Y1, NML470Y1, POL214Y1; POL224H1; POL306H1; POL308H1; POL312Y1; POL314H1; POL316Y1; POL334H1; POL336H1; POL344Y1; POL349H1; POL356H1; POL382H1; POL425Y1; POL439H1; POL462H1; POL463H1; POL467H1; POL473H1; POL474H1; POL490H1; POL490Y1; POL491H1; POL491Y1; PRT234H1; PPG301H1; RLG261H1, RLG262H1, RLG308H1; RLG426H1; SMC291H1; SMC315H1; SMC320H1; SMC366H1; SMC376H1; SMC377H1; SMC385H1; SMC413H1; SMC416H1; SMC428H1; SMC466H1; SLA238H1; SOC220H1; SOC253H5; SOC311H1; SOC336H1; SOC383H1; TRN160Y1; TRN235H1; TRN419Y1; UNI101H1/ UNI101Y1; UNI102H1/ UNI106H1/

Proposed Calendar Copy

Description Minor in Asian Canadian Studies

The Minor in Asian Canadian Studies focuses on community-engaged learning that explores how to understand the historical, social, cultural, economic, and political forces that affect people of Asian heritage in Canada. Our interdisciplinary courses connect students with local communities, and every course provides opportunities for students to pursue a choice of research interests. Together we critically investigate and add to knowledge about Asian Canadians.

The category "Asian Canadian" is widely understood to refer to people in Canada of East Asian, South Asian, Southeast Asian, and West Asian ancestry.

Students take two required 0.5 credit core courses in Asian Canadian Studies; select from an array of courses that focus on Asian Canadians and Asian Diasporas in Canada; select additional courses that provide a broader context for understanding Asian Canadian Studies; and select from a third list of courses that deal more broadly with the study of Canada. The Minor in Asian Canadian Studies is easily combined with other disciplines, such as Anthropology, Art, Economics, English, Geography, History, Political Science and Sociology, as well as with interdisciplinary studies such as Contemporary Asian Studies, Diaspora and Transnational Studies, Equity Studies, East Asian Studies, South Asian Studies, and Near Eastern Studies.

Students will be encouraged to take full advantage of the opportunities available through the Canadian Studies Program, including its journal, *ImagiNATIONS*, produced by and for undergraduate students and its annual undergraduate student conference. The Canadian Studies Student Union is a focal point for social as well as academic pursuits, and is open to students pursuing a Minor in Asian Canadian Studies. Students also can participate in Asian Canadian Studies student events and in the tri-campus Asian Canadian Studies Research network. The Research network brings together professors and students to discuss current research related to Asian Canadian Studies, Asian diasporas, and global Asian migrations. Students in the minor are also invited to participate in the Asian Institute's Asian Pathways Research Lab that offers research opportunities in Toronto.

Admission Requirements *(if applicable)*

Enrolment Requirements *(if applicable):*

This is an open enrolment program. A student who has completed 4.0 credits may enrol in the program.

Completion Requirements

(4.0 credits, including 1.0 credit at the 300+ level).

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

Subsequent year requirements:

Required courses (1.0 credit):

1. CDN307H1 Asian Cultures in Canada

2. [CDN325H1](#) / [CDN225H1](#) Asian Canadian Space & Place

Additionally, 1.0 credit each from Requirements 3 & 4.

3. Asian Canadians and Asian Diasporas in Canada:

CAS413H1; CAS450H1; CDN305H1; CDN307H1; CDN390H1; CDN395H1; [CDN420Y1](#); EAS315H1; ENG268H1; ENG368H1; ENG369H1; [CDN230H1](#) / [HIS266H1](#); SOC218H1; ANT477H1; SAS114H1; and [WGS376H1](#); [WGS369H1](#); [WGS482H1](#).

4. Contexts of Asian Canadian Studies:

CDN202H1; CDN205H1; CDN218H1; CDN221H1; CDN267H1; CDN268H1; CDN280H1; CDN305H1; CDN335H1; CDN355H1; [CDN367H1](#); CDN368H1; CDN380H1; [CDN385H1](#); CDN405H1; CDN406H1; [CDN420Y1](#); CDN425H1; CDN435Y1.

Additionally 1.0 credit from requirement 5.

5 The remaining 1.0 credit can include any courses not previously taken from the lists above, or any of the following:
[blue are updated course codes from the FAS 2021-2022 Calendar]

INS201Y1; INS261H1; INS301Y1; INS302H1; INS350H1; INS351Y1; INS352H1; INS353H1; INS360Y1; INS403H1; INS407H1; ABS401H; JFP450H1; ANT204H1; ANT315H1; ANT322H1; ANT365H1; ANT412H1; CAS201H1; CAS202H1; CAS413H; CIN332Y1; CIN370H1; CSC300H1; DRM230Y1; DRM268H1; DTS200Y1; EAS105H1; EAS210Y1; EAS211Y1; EAS212H1; EAS219H1; EAS220Y1; EAS221H1; EAS300Y1; EAS310Y1; EAS320Y1; EAS401H1; EAS402H1; EAS410Y1; EAS460H1; EAS461H1; EAS474H1; ECO321H1; ECO322H1; ENG215H1; ENG252Y1; ENG350H1; ENG352H1; ENG353H1; ENG354Y1; ENG357H1; ENG359H1; ENG424H1; ENG425H1; ENG428H1; FAH248H1; FAH262H1; FAH345H1; FAH367H1; FAH457H1; FAH458H1; FAH482H1; FAH485H1; FAH486H1; FAH495H1; FIN320H1; FRE210H1; FRE314H1; FRE379H1; FEE410H1; FRE410H1; GGR124H1; GGR246H1; GGR320H1; GGR357H1; HIS262H1; HIS264H1; HIS283Y1; HIS307H1; HIS311Y1; HIS312H1; HIS313H1; HIS314H1; HIS318H1; HIS350H1; HIS363H1; HIS365H1; HIS366H1; HIS402H1; HIS405Y1; HIS410H1; HIS429H1; HIS420H1; HIS462H1; HIS464H1; HIS466H1; HIS469H1; HIS472H1; [INI308H1/ WRR308H1](#); [INI337H1/ URB337H1](#); [INI385H1 / CIN370H1](#); [INI387H1 / CIN389H1](#); INI437Y1/ URB437Y1; ITA233H1; ITA334H1; ITA493H1; JFP450H1; JGI346H1/ JGU346H1; ITA233H1; ITA334H1; ITA493H1; JFP450H1; [JGI346H1/ JGU346H1](#); JQR360H1; LIN201H1; LIN458H1; MUS306H1; NEW240Y1; [NEW346H1/ CSE346H1](#); [NEW429H1/ CAR429H1](#); NMC278H1; NMC315H1; NML110Y1, NML210Y1, NML360Y1, NML370Y1, [NML470Y1](#); POL214Y1; POL224H1; POL306H1; POL308H1; POL312Y1; POL314H1; POL316Y1; POL334H1; POL336H1; POL344Y1; POL349H1; POL356H1; POL382H1; POL425Y1; POL439H1; POL462H1; POL463H1; POL467H1; POL473H1; POL474H1; POL490H1; POL490Y1; POL491H1; POL491Y1; PRT234H1; PPG301H1; RLG261H1, RLG262H1, RLG308H1; RLG426H1; SLA238H1 SMC291H1; SMC315H1; SMC320H1; SMC366H1; [SMC376H1/ CLT376H1](#); [SMC377H1/ CLT377H1](#); [SMC385H1](#); [SMC413H1/ CLT413H1](#); [SMC416H1/ CLT416H1](#); [SMC428H1](#); [SMC466H1](#); SOC220H1; SOC253H5; SOC311H1; SOC336H1; SOC383H1; TRN160Y1; TRN235H1; TRN419Y1; UNI101H1/ UNI101Y1; UNI102H1/ UNI106H1/ UNI102Y1; UNI103H1/ UNI103Y1; UNI104H1/ UNI104Y1; VIC119H1; VIC351H1; WGS380H1; SOC220H1; SOC311H1; SOC336H1; SOC383H1; TRN160Y1; TRN235H1; TRN419Y1; UNI101H1/ UNI101Y1; UNI102H1/ UNI106H1/ UNI102Y1; UNI103H1/ UNI103Y1; UNI104H1/ UNI104Y1; VIC119H1; WGS380H1.

Proposal Questions - General

Brief Description of the Proposed Changes (*Provide a brief summary.*)

The proposed changes are being made to reflect changes in course offerings within Canadian Studies, and to ensure that students in the Asian Canadian Studies minor can draw more substantially on courses offered through the Canadian Studies program, as well as ensure breadth of subject matter.

Details of the Proposed Changes (*Changes to program description, requirements, and program learning outcomes.*)

- 1) Previously, CDN230H1 Asian Canadian History was a required course for the minor; it is no longer offered. It is being replaced with CDN325H1 / CDN225H1 Asian Canadian Space & Place
- 2) The list of additional course requirements has been revised. Previously, students chose a suite of courses from Lists 3 and 4. Now, there are three Lists of courses (3, 4 & 5) to ensure students engage with a breadth of courses on or related to Asian Canadian Studies. These lists have also been updated to reflect changes in courses in other units (additions and deletions).
- 3) The Description of the Asian Canadian Studies Minor has been slightly revised to reflect the above changes.

Rationale (*Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.*)

Change to Required Courses: CDN325H1 was added as a second 0.5 FCE required the Asian Canadian Studies Minor, replacing CDN230H1 which is no longer offered.

The slight changes to the remaining 3 Lists follows from the reorganization of courses that can be counted towards the Minor and how they are categorized. The new categories ensure better breadth of knowledge by delineating the following themes: 3. Asian Canadians and Asian Diasporas in Canada and 4. Contexts of Asian Canadians, with 1 credit then drawn from 5. Other courses, which provide a broader context.

Impact (*Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.*)

Course requirements for the Asian Canadian Studies Minor will be more grounded in courses offered by the Canadian Studies program, which will ensure that students are better able to complete their degree requirements. The list of courses that can be drawn from other units is large, to offer students optimum flexibility.

Consultation (*Describe consultation that has already been done with students, faculty, and other units.*)

Consultation with Professor Judith Taylor, WGS, as to addition of **WGS376H1**, **WGS369H1**, **WGS482H1**, as courses counting towards the ACS Minor.

Consultation with Professor Nakanyike Musisi, HIS, confirming the inclusion of HIS266H1 in Group 3

The proposed changes have also been approved by the University College Curriculum Committee, and University College Council [**PENDING**].

Diversity (*How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.*)

Diversity is a core component of the ACS Minor, in supporting students who wish to research and study in a field that is itself highly diverse. Further, the updated course requirement organization foregrounds more clearly the possibilities of inter-ethnic and intersectional research and degree paths.

Resource Implications *(Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.)*

N/A

Arts & Science - Divisional Data: *For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).*

Academic Context *(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)*

Provide clearer framework for course requirements for students, and supporting degree and program interdisciplinarity.

Learning Outcomes *(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)*

Unchanged.

Depth of Knowledge *(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)*

Unchanged.

Competencies: *For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.*

Critical and Creative Thinking

Unchanged.

Communication

Unchanged.

Information Literacy

Unchanged.	
Quantitative Reasoning	
Unchanged.	
Social and Ethical Responsibility	
Unchanged.	
Integrative, Inquiry-based Activity	
Unchanged.	
UTQAP Process	
Steps	Approvals
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Faculty of Arts & Science

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Checklist Before Submitting

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Majors	<input type="checkbox"/> Is the number of required courses at least 6 and not more than 8? <input type="checkbox"/> Does the program have at least 2 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 0.5 FCE at the 400-level among these 2 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

Submission on CM:

- After Dean's Office sign-off, By **December 1, 2017**
- Consult Curriculum & Governance for assistance with CM submission
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Faculty of Arts & Science
Minor Modification to Program Form

Program Title		POSt Code
Health Studies Major		ASMAJ2085
Division	Associated with (Division)	
Arts & Science		
Unit	Associated with (Unit)	
University College		
<p style="text-align: center;">Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i></p>		
Current Calendar Copy		

The Health Studies Program explores how health around the world is shaped by the circumstances in which people are born, grow up, live, work, and age, and how these in turn connect to a wider set of environmental, social, cultural, economic, and political forces. Understanding health requires knowledge from a range of disciplines and sectors: Health Studies offers a stimulating interdisciplinary environment that challenges students to think about health – both locally and globally – in new ways.

Enrolment Requirements:

This is a limited enrolment program. Note there are different options depending on whether a student has completed between 4.0 and 8.5 credits, or 9.0 or more credits.

Variable Minimum Grade Average

A minimum grade average in required courses is needed for entry, and this minimum changes each year depending on available spaces and the number of applicants. The following courses must be completed:

For students who have completed between 4.0 and 8.5 credits:

- 1.0 credit from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades.

To ensure that students admitted to the program will be successful, applicants with a grade average lower than 70% in required courses will not usually be considered for admission. Please note that obtaining this minimum grade average does not guarantee admission to the program.

For students who have completed 9.0 credits or more:

- 70% in 1.5 credits from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ HST209H1/ HST211H1/ HST250H1/ PCL102H1/ PHL100Y1/ PHL101Y1/ PHS100H1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades

To ensure that students admitted to the program will be successful, applicants with a grade average lower than 70% in required courses will not usually be considered for admission. Please note that obtaining this minimum grade average does not guarantee admission to the program.

Completion Requirements:

(8.0 credits, including 1.5 credits at the 400-level.)

1. 1.0 credit from the following courses: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1
2. HST209H1, HST211H1, and HST250H1
3. PHL281H1/ INS200H1
4. STA220H1 or equivalent

5. 0.5 credit from the following courses: ANT208H1/ HMB202H1/ HMB203H1/ INS205H1/ JSU237H1/ NFS284H1/ PCL201H1/ PCL218H1/ SOC204H1/ SOC243H1/ STA221H1/ TRN235H1/ TRN236H1
6. HST310H1
7. HST373H1/ HMB342H1
8. 1.0 credit from the following courses: HST307H1/ HST308H1/ HST309H1/ HST330H1/ HST350H1/ ANA300Y1/ ANT345H1/ ANT348H1/ ANT358H1/ EEB324H1/ GGR340H1/ HPS319H1/ HPS370H1/ HPS371H1/ HMB303H1/ HMB323H1/ INS340Y1/ INS350H1/ JNH350H1/ PHL380H1/ PHL381H1/ PHL383H1/ PHS300H1/ SOC309H1/ SOC316H1/ SOC363H1/ SOC364H1/ WGS367H1
9. 1.5 credits from the following courses: HST400Y1/ HST405H1/ HST407H1/ HST409H1/ HST410H1/ HST411H1/ HST440H1/ HST451Y1/ HST464H1/ HST480H1 or another 400-level course approved by Director.
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Enrolment Requirements:

This is a limited enrolment program. Note there are different options depending on whether a student has completed between 4.0 and 8.5 credits, or 9.0 or more credits.

Variable Minimum Grade Average

A minimum grade average in required courses is needed for entry, and this minimum changes each year depending on available spaces and the number of applicants. The following courses must be completed:

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- 1.0 credit from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101H1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades.

To ensure that students admitted to the program will be successful, applicants with a grade average lower than 70% in required courses will not usually be considered for admission. Please note that obtaining this minimum grade average does not guarantee admission to the program.

For students who have completed 9.0 credits or more:

- 70% in 1.5 credits from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ HST209H1/ HST211H1/ HST250H1/ PCL102H1/ PHL100Y1/ PHL101Y1/ PHS100H1/ POL101H1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades

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Completion Requirements:

(8.0 credits, including 1.5 credits at the 400-level.)

1. 1.0 credit from the following courses: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101H1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1
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3. PHL281H1/ INS200H1

4. STA220H1 / ECO220Y1/ ECO227Y1/ GGR270H1/ PSY201H1/ SOC300Y1/ STA261H1/ STA238H1/ STA248H1/ STA288H1/ EEB225H1/ STAB22H3/ STAB57H3/ STA215H5/ STA220H5/ ECO220Y5/ ECO227Y5/ STA258H5/ STA260H

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6. HST310H1

7. HST373H1/ HMB342H1

8. 1.0 credit from the following courses: HST305H1/ HST306H1/ HST307H1/ HST308H1/ HST309H1/ HST330H1/ HST350H1/ ANA300Y1/ ANT345H1/ ANT348H1/ ANT358H1/ EEB324H1/ GGR340H1/ HPS319H1/ HPS370H1/ HPS371H1/ HMB303H1/ HMB323H1/ INS340Y1/ INS350H1/ JNH350H1/ PHL380H1/ PHL381H1/ PHL383H1/ PHS300H1/ SOC309H1/ SOC316H1/ SOC363H1/ SOC364H1/ WGS367H1

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Note: Effective Fall 2021, courses associated with New College's Critical Studies in Equity and Solidarity program will have the new "CSE" designator.

Proposal Questions - General

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The changes are being made to reflect updates to curricular offerings in Health Studies and other units.

Details of the Proposed Changes (*Changes to program description, requirements, and program learning outcomes.*)

1. POL101Y is no longer offered. It has been changed to POL101H.
2. HST305H and HST306H have been added to the program offerings (approved 2020-2021) and are now included among the list of courses in item 9 of the course requirements.
3. Requirement # 4: Students in Health Studies are required to take a course in statistics. Previously only STA220H was listed—now STA220H and all of its exclusions are listed, to make it more clear to students what courses they may take towards the completion of this part of their degree requirements

Rationale (*Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.*)

The changes are to reflect changes in course offerings in Health Studies and other units.

Impact (*Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.*)

More clarity for students in the programs.

Consultation (*Describe consultation that has already been done with students, faculty, and other units.*)

The proposed changes have also been approved by the University College Curriculum Committee, and University College Council [PENDING].

Diversity (*How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.*)

Resource Implications (*Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.*)

N/A

Arts & Science - Divisional Data: *For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).*

Academic Context *(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)*

Learning Outcomes *(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)*

Depth of Knowledge *(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)*

Competencies: *For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.*

Critical and Creative Thinking

Communication

Information Literacy

Quantitative Reasoning

Social and Ethical Responsibility

Integrative, Inquiry-based Activity

UTQAP Process	
Steps	Approvals
Development/consultation within unit	
Consultation with Dean's office (and VPAP)	
	Unit-level approval as appropriate
	Dean's Office Sign-off
	Undergraduate Curriculum Committee
Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Faculty of Arts & Science

Minor Program Modification Form

Use this form to develop a proposal for a Minor Modification to Program including:

- Creating a new Minor program, where there is an existing Specialist or Major program
- Closing a Minor program
- Creating or closing a Focus
- Changing a Program Type (e.g. Type 1, 2, 2L, 3) – this includes introducing or changing restrictions on enrolment in the program
- Changing Enrolment or Admission requirements
- Changing the total FCEs or required courses in program requirements

Minor program modification proposals will normally be submitted directly on CM, however this form can be used to draft a proposal that can be easily circulated in review and consultation with academic units, the Office of the Dean, or the Office of the Faculty Registrar.

Timeline

Program modifications require consultation and review with the Dean's Office before proceeding to Governance approval. Units are encouraged to begin the consultation process as early as possible, as the Dean's Office can assist with proposal development and ensure needed consultation is undertaken. Proposal submission on CM can be completed following full Dean's Office review and sign-off.

Process/Approval Path

1. Proposal Development	2. Final Review	3. Life Sciences Planning Committee	4. Curriculum Committee Meetings	5. Faculty of Arts & Science Council
<ul style="list-style-type: none"> • Summer/Fall 2017 • Consultation with related Units, Office of the Dean, VPAP • Proposal revisions 	<ul style="list-style-type: none"> • Dean's Office sign-off • Submission on CM as "Major Modification", select "Significant Changes to Existing Program" or "New Component" 	<ul style="list-style-type: none"> • If life science-related • For assessment and feedback • January 2017 	<ul style="list-style-type: none"> • For Final Approval • May go to multiple committees 	<ul style="list-style-type: none"> • For information • Reported to VPAP for information

Checklist Before Submitting

Specialists	<input type="checkbox"/> Is the number of required courses at least 10 and not more than 14? If the number of required courses is above 14 (maximum 16) has the justification been provided? <input type="checkbox"/> Does the program have at least 4 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 1 FCE at the 400-level among these 4 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
Majors	<input type="checkbox"/> Is the number of required courses at least 6 and not more than 8? <input type="checkbox"/> Does the program have at least 2 FCEs required at the 300+-level? <input type="checkbox"/> Is there at least 0.5 FCE at the 400-level among these 2 FCEs? <input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students?
All Proposals	<input type="checkbox"/> Which courses (maximum 3 FCEs) are required of first year students? <input type="checkbox"/> Does your description of the Learning Outcomes indicate how the outcomes are accomplished in each year? <input type="checkbox"/> Which courses achieve the Depth of Knowledge in the program? <input type="checkbox"/> Will each of the five Competencies be satisfied? If a Competency cannot be satisfied within your course offerings, have you included courses from other units that students can use to fulfil that Competency? <input type="checkbox"/> Is there an Integrative, Inquiry-based Activity within the program? <input type="checkbox"/> If courses from other units are part of your program, have you included a letter from the head of the unit stating that students in your program will be included amongst those with priority enrolment access (in cases where there are enrolment controls)? <input type="checkbox"/> Have you completely described the resource implications and how the resources will be made available (section 7)?

Submission on CM:

- After Dean's Office sign-off, By **December 1, 2017**
- Consult Curriculum & Governance for assistance with CM submission
- Relevant documents (such as letters or supporting documentation) can be attached to CM submission if needed.

Faculty of Arts & Science
Minor Modification to Program Form

Program Title		POSt Code
Health Studies Major		ASMAJ2085
Division	Associated with (Division)	
Arts & Science		
Unit	Associated with (Unit)	
University College		
<p style="text-align: center;">Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i></p>		
Current Calendar Copy		

The Health Studies Program explores how health around the world is shaped by the circumstances in which people are born, grow up, live, work, and age, and how these in turn connect to a wider set of environmental, social, cultural, economic, and political forces. Understanding health requires knowledge from a range of disciplines and sectors: Health Studies offers a stimulating interdisciplinary environment that challenges students to think about health – both locally and globally – in new ways.

Enrolment Requirements:

This is a limited enrolment program. Note there are different options depending on whether a student has completed between 4.0 and 8.5 credits, or 9.0 or more credits.

Variable Minimum Grade Average

A minimum grade average in required courses is normally needed for entry, and this minimum changes each year depending on available spaces and the number of applicants. The following courses must be completed:

For students who have completed between 4.0 and 8.5 credits:

• 1.0 credits from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades.

To ensure that students admitted to the program will be successful, applicants with a grade average lower than 77% in required courses will not be considered for admission. Please note that obtaining this minimum grade average does not guarantee admission to the program.

For students who have completed 9.0 credits or more:

• 77% in 1.5 credits from: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ HST209H1/ HST211H1/ HST250H1/ PCL102H1/ PHL100Y1/ PHL101Y1/ PHS100H1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1. If more than 1.5 credits have been completed, the minimum grade average will be based on the higher course grades

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Completion Requirements:

(12.0 credits, including 2.0 credits at the 400-level.)

1. 1.0 credit from the following courses: ANT100Y1/ BIO130H1/ GGR107H1/ HPS100H1/ HPS110H1/ HPS120H1/ PCL102H1/ PHS100H1/ PHL100Y1/ PHL101Y1/ POL101Y1/ PSY100H1/ SOC100H1/ TRN135Y1/ UNI103H1/ UNI103Y1/ WGS160Y1
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7. HST373H1/ HMB342H1
8. HST350H1
9. 2.0 credits from the following courses: HST307H1/ HST308H1/ HST309H1/ HST330H1/ HST350H1/ HST350Y1/ ANA300Y1/ ANT345H1/ ANT348H1/ ANT358H1/ EEB324H1/ GGR340H1/ HPS319H1/ HPS370H1/ HPS371H1/ HMB303H1/ HMB323H1/ INS340Y1/ INS350H1/ JNH350H1/ PHL380H1/ PHL381H1/ PHL383H1/ PHS300H1/ SOC309H1/ SOC316H1/ SOC363H1/ SOC364H1/ WGS367H1
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11. 1.0 credit of the following courses: HST405H1/ HST407H1/ HST409H1/ HST410H1/ HST411H1/ HST440H1/ HST451Y1/ HST464H1/ HST480H1 or another 400-level course approved by Director.
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Rationale *(Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit's priorities, recent reviews or institutional planning, or alignment with other programs.)*

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Faculty of Arts & Science Council – for information	
Reported to Provost's office and included in annual report to AP&P	

Appendix 7



The Queer and Trans Research Lab

Mark S. Bonham Centre for
Sexual Diversity Studies

Who We Are

Established in 2021

Collaborative and Interdisciplinary
methods

Across creative, activist, and
scholarly research practices

Innovative approaches and
solutions for LGBTIQ2S+ challenges

QTRL Vision

1

Providing an interactive, creative space for scholars, students, artists, and social justice leaders

2

Welcoming scholars, artists, and 2SLGBTQ+ social justice leaders from across the country and around the world

3

Creating new research and study networks

Nikoli Attai
Program Coordinator



Our 2021- 2022 Cohort

Dana Seitler
SDS Director





Jordache Ellepen
Martha LA McCain Faculty Fellow



Elif Sari
Martha LA McCain Postdoctoral Fellow



Andrea Allen
Martha LA McCain Faculty Fellow

Our 2021-2022 Cohort



Abdi Osman
Community Leader in Residence



Teiya Kahasara
Artist in Residence



Tatiana Ferguson
Community Leader in Residence

Our 2021-2022 Cohort

Our Research Assistants

(Top Left to Bottom Right)

Chelle Carter

Monica Lizardo

Jade Nelson

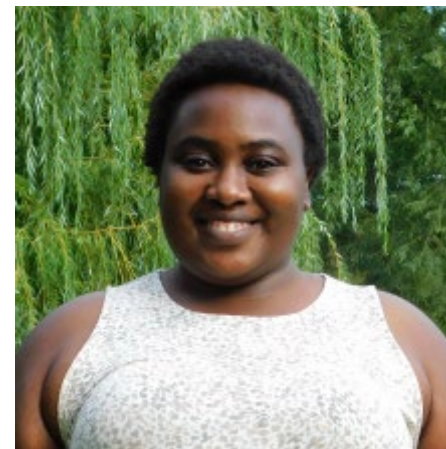
Riya Joshi

Ian Tian: liujia

Chido Muchemwa

Madi Garces

Elliott Tilleczek



2021-2022 Projects

Monthly Share
and Tells

Lynch Lecture
with Keguro
Macharia

Job Hunt
Workshops

Postdoctoral
Fellow Lecture

QTCast

Dragging
Toronto

QTRL Fest

Future Plans

Funding, Support and
Partnerships

Expand programs and
activities

Expand Collaborations

How to Find Us:

The QTRL Lab – UC185

SDS Main Office – 251 SDS Conference Room – 253

Emails: qtrl.sds@utoronto.ca

nikoli.attai@utoronto.ca

dana.seitler@utoronto.ca

Website: <https://sds.utoronto.ca/queer-and-trans-research-lab/>

<https://sds.utoronto.ca/qtcast/>

On All The Socials