



UNIVERSITY COLLEGE

UNIVERSITY OF TORONTO
15 KING'S COLLEGE CIRCLE
TORONTO, ON, M5S 3H7
www.uc.utoronto.ca

Office of the Principal
uc.principal@utoronto.ca

Tel. 416-978-7516
Fax. 416-978-8854

College Council | Friday, November 15, 2024 | 1:30-3:30pm | Hybrid: PCCC & Zoom Present:

Sali Tagliamonte	Emily Gilbert	Stacey Upton	Ary Kwun
Naeem Ordóñez	Dirk Bernhardt-Walther	Guliano Panizza*	Katelyn Nguyen
Yvonne MacNeil	Colleen Dockstader	Yamini Coomar	James Szabo
Adam Hess	Siobhan O'Flynn	Jared Boland	Hillary Sunberg
Ryan Woolfrey	Seika Boye	Jane Wolff	Cynthia Goh
Gabrielle Fournier	Kristina Cò-Doàn	Sania Ahmad	

Regrets:

Smaro Kamboureli	Paul Hamel	Tiffany Kwong*	Kartikey Jain
Simon Lewsen	Suzanne Stevenson	Behram Hathi	Cody Stipelman
Barbara Fischer	George Elliott Clarke	John Marshall	Divi Gupta
Walid Saleh	Sebastian Sobecki	Dominic Le	Philip Sohm
Michael Cobb	Leanne de Souza	Kathleen Gallagher	Dana Seitler

Officers:

Christina Kramer	Abigayhil Aponte		
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Guests:

Bonnie Huang	Maria Papaconstantinou	Larissa Lai	Selen Bayram
Nia Morrison	Sarah Head	Joseph Heath	Arabelle Arcaina



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

1. COLLEGE COUNCIL ZOOM/VOTING PROTOCOL

(By: Acting Principal, Sali Tagliamonte)

If joining virtually via Zoom:

- 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

If joining in person:

- Speak into microphone so those joining via Zoom can hear reports and questions

2. MOTION: To approve minutes of the meeting held on September 27, 2024

Motion called by Sali Tagliamonte

Motion seconded by Naeem Ordóñez

Minute correction requested by Jared Boland: Name of UC Lit's Finance

Commissionaire listed in Sept 27, 2024 minutes reads Selen Bayram and should read Behram Hathi.

Motion passes

3. REPORTS

I. Update from Acting Principal, Sali Tagliamonte

Welcome and Land Acknowledgement

Let us acknowledge that for thousands of years this place has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today,



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this meeting place is still the home to many indigenous people from across North and Central America, a region of our earth called Turtle Island.

Let us take a moment to express gratitude toward the Indigenous people who have and will continue to steward this land.

Seasonal Reflections

- I encourage you to pay attention to the natural world, particularly the prominent position of Jupiter and Mars in the night sky.
- Take a walk around campus and encounter the significance of 13 columns supporting the central pavilion which symbolize 13 lunar cycles.
- Find connections between the lunar cycles and Indigenous traditions (visible moon phases: supermoon, full moon and “Beaver Moon”).
- The onset of winter calls for longer nights providing ideal time for academic introspection and focused work.

Report

- Extensive engagement with various stakeholders across the university including:
 - Regular meetings with Dean of Arts and other principals.
 - Participation in high-level leadership meetings, including President of University.
 - Chairing recent Principals and Deans meeting.
- Critical importance of cybersecurity: Ensure your computers are always secured properly.
- Attended key engagement events including:
 - “Influential Voices” event featuring Former Supreme Court Justice Rosie Abella.



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- Faculty Lunches organized by Dean of Students Office.
- Fall Convocation, including installation of new Wesley Hall Chancellor.
- Priestley Lectures in the History of Ideas, featuring Caribbean history and Bob Marley music.
- BMO Event celebrating renowned playwright and novelist Roland Schimmelpfennig.
- Search for new Head Librarian has started and applications are due by November 27th, 2024.
- Search for new UC Fellow in Early American History will be chaired by Professor and Vice-Principal Emily Gilbert.

II. Update from UC Lit President, Kristina Cỗ-Đoàn

- UC Lit passes their fall budget and had first meeting with new year representatives, finance commissioner and deputies who did an excellent job in gathering cheques and balances required for the budget meeting,
- UC Lit council members had crucial discussions on how to balance student finances to ensure funds are responsibly spent.
- Introductory events were hosted by the Commissions, UC Ancillaries and other UC recognized clubs.
- Students enjoyed matcha and learnt about what the Equity Commission can do for them in “Equitea Party”.
- Off-Campus Commission developed Commuter Buddy Group, a personalized matching program for commuter students in collaboration with Innis and Trinity college. They also held a karaoke social.
- University & Academic Affairs commission held a tie-dye t-shirt event.



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- Survey on UC merch was released by Spirits & Social Commission and council attendees are encouraged to participate in the survey.
- Spirits & Social Commission is also collaborating with the Sustainability Commissioner in organization of students' clothing swap.
- Athletics Commission has been running fall intramurals initiative collaborating with St. Michael's college and is arranging for winter intramurals. They also held a spike ball tournament in collaboration with Innis, Victoria and New College.
- Mental Wellness Commission and Lit's Vice President Divi Gupta, are working on putting together a mental health resource document (one stop accessibility guide for students). Mental Health Commission will host mug painting event to help students distress before final exams.
- Communications and Outreach Commissioner recently increased engagement on social media by organizing successful council member Instagram takeovers.
- Upcoming events include changes to the constitution to include organized structure procedure to handle conflict and behavioral management which were not in place earlier.
- AGM set for December 1st, 2024, will incentivize students to attend meetings with giving out gift cards.
- UC Lit is working with U of T's Sexual Education Centre to order menstrual products for JCR washrooms.
- Upcoming Graduation photos to be taken by Lassman Studios in UC 240. Special thanks to Yulia Belavina for her assistance in room booking.
- A Holiday Social where students can participate in room decorations and share hot cocoa will also be taking place at JCR.



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III. Update from Chief Administrative Officer, Yvonne McNeil

Human Resources

- New team member Kerise O'Neil-Cole joins CAO's office as Administrative and Financial Assistant. Kerise comes from U of T Parking and Transportation department and UHN and sits at UC 173.

Construction

- Delay of Laidlaw Project with estimated completion in June 2025

UC Book Sale

- Successful Book Sale took place at Clark Reading Room and front lobby spaces generating \$47,806 for the UC Booksale Bursary fund that supports UC students.
- Special thanks to Deborah Tam and Book Sale Team for their efforts in organizing and running the event yearly.

Financials

- Ancillary Residence and Food budgets will be submitted to Service Ancillary Advisory Group to be approved by Business Board.
- Favorable budgets for Residence Operations and Food services are anticipated for 2025-2026
- Food income was increased due to successful summer business in which use of internal catering services in UC spaces/events increased catering sales. Actual budgets will be reported at the next council meeting after its submission and approval.
- FAS operating budget process for 2025-2026 to begin next January.



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IV. Update from Advancement Director, Adam Hess

Donors and Developments

- Neelin Family Memorial Leadership Award was created to support predominantly Black and Indigenous UC Students, with several other awards currently in the works to support UC Students.
- Advancement Team will participate in upcoming A&S Leadership Donor Event to take place at Hart House in November. Special thanks to Kristina, Sali and other UC staff members who will also be participating.
- Divisional Impact Report which includes highlights on UC success stories is being finalized and will be shared with significant UC Donors.

Alumni Relations

- Advancement Team actively participated in Fall Convocation.
- Influential Voices Lecture Series hosted retired UC Alumna Rosie Abella on October 1st, 2024 and was followed by screening of her film “Without Precedent” in Clark Reading Room.
- Attended 50th graduation anniversary breakfast at King Edward Hotel earlier in November with 13,1974 UC Graduates and 200 fellow graduates who were present at celebration.
- UC Career Mentorship Connections Reception scheduled for November 25th, 2024 and UC Book Sale Volunteer Appreciation “Wine Down” Event is scheduled for November 27th, 2024.



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Human Resources and Volunteer Developments

- New team member Sarah Head joins Advancement office as Alumni Relations Officer. Sarah comes from U of T's Faculty of Music and previously worked in the nonprofit sector.
- Ben Wood also joins Advancement office as Donor Relations Officer. Ben previously worked as a Development officer at U of T's School of Continuing Studies.
- Principals Advisory Committee (PAC) successfully met in weeks prior. Focus on re-engaging with UC supporters and identifying individuals to act as UC alumni ambassadors were the main takeaways.

V. Update from UC Registrar, Ryan Woolfrey

Staffing

- Tammy Forlippa returned to Front Line Advisor role after a leave of absence.

Graduation

- Fall Convocation on October 28th, 2024 went well with 157 UC students graduating and a new Chancellor's installation. Special thanks to Advancement Team who organized reception for graduating students at Clark Reading Room.
- Students completing degree requirements by end of April 2025 can submit graduation requests for Spring Convocation until end of January.

Advising and Operational

- AARO Staff and advisors along with advisors from other academic units and colleges attended Arts and Science Development Day Conference on October 30, 2024.



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- AARO organized PD session for advisors focused on high-risk case management and support coordination for hospitalized students, in collaboration with Student Crisis Response and Academic Progress (SCRAP) team.
- Daily one-on-one virtual/in person advising and drop-in advising sessions continue to be offered to students twice a week. Assistance with academic consideration, final exams and assessments' issues and proactive academic planning are some of the main issues in discussion.
- December exam schedule has been released with no Sunday exams and November 21, 2024 being final day of exam period.
- Faculty of Art and Science's student deadline to report exam conflicts and register for final exam accommodations through Accommodated Testing Services is November 15, 2024.

Recruitment, Admissions and Enrolment

- For September 2024, University College registered 1,402 newly admitted students (60% Domestic and 40% International) who represent 18.5% of the Arts & Science's new student population total.
- For the 2024-25 Fall/Winter Session, University College registered a total of 5,787 students who fall within the following classifications:
 - Domestic/International
 - 3,856 (67%) Domestic [Canadian Citizen/Permanent Resident]
 - 1,931 (33%) International [Study Permit/Other Visa]
 - Year of Study
 - 1,464 Year 1
 - 1,450 Year 2



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- 1,356 Year 3
- 1,487 Year 4
- 30 Non-Degree
- Attendance Status
 - 5,295 Full-Time
 - 492 Part-Time
- AARO and Office of the Dean of Students represented UC at Fall Campus Day, providing information booths and college/residence tours to over 1,300 prospective students and their families on November 4, 2024.
- Special thanks to Naeem and Dean of Student's team for their assistance with UC Tours.
- Academic programs were also available for visits in Hart House and Medical Sciences Building, contributing to highest attendance seen in past years.

Financial Aid and Awards

- Financial Aid Advising and U of T Grant Assessments are currently underway for UC students. The John H. Moss Scholarship shortlisting process is also in progress for students demonstrating academic excellence and community leadership.
- Over \$1.93M in scholarships and awards were distributed to more than 1,270 students in the 2023-24 fiscal year including nearly \$50,000 specifically funded for Black and Indigenous students.
- Complete list of award expenditures for the 2023-2024 fiscal year will be provided at Council's next meeting.



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MOTION: *Be it resolved that University College Council approve the 2024-25 Scholarship Committee membership:*

2024-25 Scholarship Committee Membership

Bold = Ex-Officio Members

Registrar	Ryan Woolfrey
Dean of Students	Naeem Ordóñez
Financial Aid & Awards Advisor (Non-Voting)	Claire Skinner
Assistant Dean, Student Life	Jared Boland
5 Teaching Staff	Joe Repka
	Christina Kramer
	Kenneth Green
	Patrick Keilty
	Jane Wolff
3 undergraduate students (Appointed by UC Lit)	Hargun Rekhi (Sustainability Commissioner)
	Kristina Cồ-Đoàn (President)
	Benjamin Gutierrez (First Year Representative)

Motion called by Ryan Woolfrey

Motion seconded by Emily Gilbert

Motion carried

VI. Update from Dean of Students, Naeem Ordóñez

- Residence experience survey closed with a record response rate for number of students who completed survey.



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- Dean of Students will be compiling, analyzing and sharing results with residence facilities and caretaking team, food services, residence life team to inform improvement and program planning for immediate/long term future
- Residence team is busy preparing for winter break housing UC will remain open during winter break. Between 80-100 students are anticipated to stay in residence during winter break and residence applications for winter break housing are ongoing.
- UC will continue partnership with New College for emergency response during winter break

Key Dates Impacting Winter Break:

- Café Reznikoff to close on Friday December 20, 2024 at 6 pm
- Dining Hall will close on December 21, 2024 after dinner service.
- Residence Move outs will take place by 12 pm on December 22 and will reopen at 8 am on Sunday January 5, 2025
- Dining Hall will reopen on January 5, 2025 for dinner service.

Residence Desk Operations:

- Morrison and Whitney Hall desks will remain in regular hours until December 23, 2024.
- Morrison hall will remain in regular hours until 11:59 pm on December 23, 2024. It will open during winter break from 10am-4 pm resuming to regular hours on January 3, 2025 at 8 am.

Student Experience:

- Recruitment process and planning for residence and off campus student support staff (Dons and Community Coordinator).
- Applications will open before winter break ends.
- Campus day took place on Sunday November 3, 2024 and it was a huge success.



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- Special thanks to:
 - Staff who made event successful including food services team who provided cookies and coffee for all guests and for allowing team to use Café Reznikoff as staging area to set up tours.
 - Student tour guides who made for great college ambassadors, for their incredible service and flexibility and who spoke so highly about the UC Residence experience.
 - Staff from Registrars Office and members of Dean of Students team.
 - Thank you to Nancy, Jonathan, Mohammed and Jared for coordinating such a successful day and ensuring it went smoothly.

STRIVE Program:

- Strive Program recently concluded work with upper-year student cohort.
- Program is an Academic Recovery Program run by Dean of Students Office, Academic Advising and Registrar's Office, and various college and campus partners (Writing Centre, Career Exploration and Education, Centre for Learning Strategy Support).
- Program was coordinated and led by Arabelle Arcaina during the Fall and it'll be shifting focus to first-year students in the winter semester.

University of Toronto Student Leadership Awards (UTSLAs):

- Jared initiated the nomination process for final-year students with exceptional and sustained volunteer service, involvement, leadership contributions, and strong academic performance.
- Nomination period ends today at 5 PM.
- Special thanks to University College's Student Leadership Recognition Program for graduating students which will launch in the winter semester.



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Staffing updates:

- Adana Anucha joined the team as Assistant to the Dean of Community Wellness on November 4, 2024.
- She has already supported the recruitment of wellness ambassadors, organized related events for UC student wellness and health promotion programming, managed cases through student referrals, and coordinated the UC Wellness Ambassador program.

VII. Update from UC Vice-Principal, Emily Gilbert

Indigenous Tours:

- Two successful Indigenous Walking Tours of the campus took place in October with participants including 20 UC staff, senior management, and academic leaders.
- Over 40 people attended, learning about both the nefarious and positive aspects of the campus' indigenous history.
- Additional tours will be scheduled for those who were unable to attend the initial ones.

Equity Committee:

- Equity Committee has been constituted with a total of 4 students: 3 from UC LIT, including Equity Commissioner Katelyn Nguyen and two deputies, and a representative from Health Studies.
- Four staff members, each representing different groups/teams, are also part of the committee.



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- A call for Faculty participation was sent out, receiving 6 immediate responses.

MOTION: *Be it resolved that University College Council approves the membership of the UC Appointments Committee for 2024-2025*

Vice Principal	Emily Gilbert
Registrar	Ryan Woolfrey
1 Program Director	Dirk Bernhardt-Walther
4 Teaching Staff	Funké Aladejebi
	Gillian Einstein
	Smaro Kamboureli
	John Marshall
2 undergraduate students (Appointed by UC Lit)	Kristina Cồ-Đoàn (President)
	Katelyn Nguyen (Equity Commissioner)

Motion called by Emily Gilbert

Motion seconded by Dirk Bernhardt-Walther

Motion carried

Other Programming News

Fall Campus Day

- Fall Campus Day took place on November 3, 2024 seeing participation from faculty, students, and staff in a successful event.
- Special thanks to Danielle Meade, Timothy Cherian, and all program directors for their support in obtaining program representation.

UC Fellow in Early American History

- Dean's office approved the search for a new UC Fellow in Early American History.



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- Fellowship is funded by bequest from Madeleine Cummins Meyer and fellow will teach one course in Canadian Studies (early Canada-US relations) and one in the Department of History.
- Dr. Jonathan Bayer has served as the current fellow for two years and cannot be renewed for another term.
- Search for a new fellow is already underway, with a deadline of January 15, 2025 and more information will be posted on the UC website soon.

UC One

- Students are preparing for final group posters and poster viewing has been scheduled for November 28, 2024 from 11 AM to 1 PM at Clark Reading Room (West Hall).
- Event for UC One instructor Shawn Micallef, who has published a new and extensively revised copy of his book "Stroll: Psychogeographic Walking Tours of Toronto," will be held on the same day.
- Shawn Micallef is a weekly columnist for the Toronto Star and co-founder of Spacing magazine. Information and registration details will be in next UC newsletter.

Indigenizing the Curriculum Workshop

- A well-attended workshop was held with Andrew Bomberry, Special Projects Officer (Curriculum and Education) in the Office of Indigenous Initiatives.
- Approximately 20 participants including representation from college programs, instructors, and students reflected on teaching and learning, ways to incorporate Indigenous content and perspectives, and working towards decolonization and reconciliation in their courses.



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UTQAP

- Canadian Studies and Cognitive Science are undergoing revision through the University of Toronto Quality Assurance Process.
- This is a 7-year process where programs and departments review their academic offerings through detailed reports. These reports are then evaluated by external reviewers who visit campus to provide feedback on programming.
- Confirmed reviewer visit dates are:
 - **Canadian Studies: Friday March 21, 2025**
 - Marie Carrière, Professor and Vice-Dean of Research, English & Film Studies Department, Faculty of Arts, University of Alberta
 - David Massell, Director of the Canadian Studies Program, Professor and Director of Undergraduate Studies, Department of History, University of Vermont
 - **Cognitive Science: Friday April 4, 2025**
 - Matthew A. Goldrick, Professor, Department of Linguistics, Director, Cognitive Science Program, Northwestern University
 - Géraldine Legendre, Professor and Chair, Department of Cognitive Science, Johns Hopkins University.

Curriculum Changes

(see Appendix 1)

- Proposal in place to add six new courses to Canadian Studies Program:
 - CDN235H: Learning while Black
 - CDN265H: Race and Racialization in Canada
 - CDN320H: Experiential Learning



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- CDN440H: Afrofuturisms: Black Canadian Perspectives
- CDN450H: The Cultural History and Practice of Asian Canadian Writing
- CDN455H: Asian Canadian Ecologies and Futurities
- Five of these courses were developed due to newly hired (past two years) faculty members specializing in Asian Canadian Studies and Black Canadian Studies.
- Canadian Studies Program is also creating third-year course focused on experiential learning.
- Housekeeping changes also being proposed to revise course titles and calendar descriptions.
- Thanks to hiring of Prof. De Souza Kenney on permanent basis, Public Health Program will create new course HST432H: Public Health Policy Engagement and Action which was previously taught as “special topics” course.
- Public Health proposes modifying program requirements to offer more experiential learning options while providing flexibility for students to choose courses from.
- The current required course, HST480H: Independent Research in Health Studies, will be optional allowing students to choose from various experiential courses in Public Health or other units.
- Course titles will be updated to replace "Health Studies" and reflect new "Public Health" program name.

Motion: *Be it resolved that University College Council approve the UC Curriculum Changes 2024-25*

Motion called by Emily Gilbert

Motion seconded by Jane Wolff

Motion carried



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Question: In terms of process, now that the curriculum committee has reviewed and it's approved here, what happens to these course descriptions and changes from here?

Response: *Great question, it's not over yet. What happens is they have to get approval from the Faculty of A&S curriculum committees. The deadline for that is not actually until Dec. 15 but because we have another college council, we had to push this a bit earlier where we input all of this and have a meeting with representatives of other units across faculty of A&S, we have three meetings a year. I have gotten the agenda for first meeting with many pages of hundreds of changes and other proposals, that way it gets the eyes from other units for discussion and consultations. New courses if they are approved will be live as of next academic year changes to program (major modifications or minor modifications) will take another and won't be in place until 2026-2027 academic year.*

4. GUEST PRESENTATION: U of T Student Equity Census

(Presentation attached – see Appendix 2)

Discussion

Question: Any type of highlights that the OVPS identified through collecting this data or anything of a particular note or interest that came through that you can share?

Response: *The ability to look across 3 campuses and see how demographics differ, reinforcing the serving local population discussion the University has. With international students and students who commute from one campus to another, the differences in population across 3 campuses can be seen when using race/ethnic cultural filters. Real differences in population, including local community population are not a surprise, they reflect those areas, and it also recognizes that campuses are serving local populations.*

Response: *Looking at the data and gathering information were fascinating. Potential benefits of cross-referencing data from multiple sources including NESSE {National*



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Survey of Student Engagement} survey and existing subpopulation data at the University. Recognizing that this approach could provide a more comprehensive understanding of student success.

Question: Information in Equity Census is segregated in nature, correct? It is not down to individualized to each student. Will the next report be able to drill down not to College level but to Faculty instead?

***Response:** Internal dashboard is currently in development. College level information isn't built in as filter. We can connect about through third strategy stream. Very stages of thinking about framework we can work with divisional analytics/departments through. Information has been gathered to make it available to interested parties who can action on it but it's something we'd be open to discussing.*

Comment: I'd strongly advocate for it.

Comment: Most of what we can do is not good at college level as we can't dig down into areas that are particularly important to colleges. I'd also strongly advocate for this being prioritized.

***Response:** We have the data connected to Rosi enrollment data and it isn't that we can't do the pairing. It is whether it appears in an internal dashboard or if it is delivered as a report for each college to see. Residences would also like to see their specific data and we can't get it really specific now, but we've created a robust internal dashboard and we'll have a process with either automation or we'll be able to generate certain reports for specific requests.*

Comment: Departments or Majors would be amazing to have an idea of how the break down looks like.

Question and comment: How long is data retained and how long does the public have access to it. Some students may not realize upon completing questions on the dashboard. Do students have the option to opt out from their data being retained should they no longer be students here? Some students who complete the equity census might not realize that their data is being used.



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Response: *In reporting we do not report numbers lower than 10 with the intention for students not to be identified. Information is kept into ROSI/Acorn for about 4 and then it's removed. Snapshots are taken for overtime comparability.*

We have a notice of collection talking about how we may use data for student success, admissions, recruitment, etc. If students have concerns, they can raise it for us but the data is highly protected within the university and we take seriously.

Response: *There is alignment with other data gathering processes within the university such as other student surveys. It's kept separate from any identifiable information with a limited number of individuals who have access to the data.*

Question and comment: In terms of how you are reporting the data. Do you report things greater than 100%, for example what happens with multiple selects? For Multiple Selects we present all the responses. In scenario with multiple selects, we note it in the data. Where percentages don't align, it's important for us to present it all.

5. OTHER BUSINESS

W.J. Alexander Lecture in English Literature

Professor Warren Cariou, Department of English, Theatre, Film and Media
University of Manitoba

Title: *"Petromimesis: Carbon Kinship and Reflections in Stone."*

Thur. November 21, 2024, at 4:30pm - In-person and online

S.J. Stubbs Lecture in English Literature

Professor Clare Pettitt, Grace 2 Chair at the Faculty of English, the University of Cambridge.

Title: *"White Gold: Extractive Logic and Seriality in the Nineteenth Century."*

Please check our website for event details:

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



UNIVERSITY OF TORONTO
15 KING'S COLLEGE CIRCLE
TORONTO, ON, M5S 3H7
www.uc.utoronto.ca

Office of the Principal
uc.principal@utoronto.ca

Tel. 416-978-7516
Fax. 416-978-8854

6. ADJOURNMENT

Council adjourned at 3:02 pm.

Appendix 1

UC Curriculum Changes Overview Fall 2024

Canadian Studies

Six new courses are being added to Canadian Studies. Five of these are to create new courses for two new faculty hires in the last two years, one in the field of Asian Canadian Studies and one in Black Canadian Studies. The program is also creating a third-year course in experiential learning.

- CDN235H: Learning while Black
- CDN265H: Race and Racialization in Canada
- CDN320H: Experiential Learning
- CDN440H: Afrofuturisms: Black Canadian Perspectives
- CDN450H: The Cultural History and Practice of Asian Canadian Writing
- CDN455H: Asian Canadian Ecologies and Futurities

There are also some housekeeping changes proposed to slightly revise course titles and calendar descriptions etc. (see the attached document)

Public Health

The Public Health program is creating one new course, which has been taught as a “special topics” course for three years but is now being made permanent—thanks to a new hire in the program.

- HST432H: Public Health Policy Engagement and Action

Public Health is also proposing a minor modification to its program requirements to give students more options around experiential learning. Currently HST480H: Independent Research in Health Studies is a required course. The proposal is to remove this as a requirement, so that students can take one from the many experiential courses offered in Public Health (or other units). Students are strongly encouraged to take an experiential learning course, but this also provides some flexibility for students who cannot.

There are also some housekeeping changes to course titles to replace the old name “Health Studies” with the new program name “Public Health.”

Canadian Studies Fall, 2024

Minor changes to courses

CDN267H: Canadian Nationalisms: name change and revision to calendar description

Currently:

CDN267H: Canadian Nationalisms: A critical examination of contemporary forms of Canadian nationalism. This interdisciplinary course will interrogate national formations across theoretical works, policy documents, and cultural representations. Students will address the ways that nationalist discourses constitute difference, especially with respect to race, ethnicity, gender, and sexuality.

Proposed revisions:

CDN267H: What is Canada? This interdisciplinary course examines critical, cultural, and community responses to the question “What is Canada?”, past and present. Issues addressed include Indigeneity and nation to nation relations, evolving formations of identity, belonging, and citizenship, and intersections of sexuality, gender, race, ethnicity, and faith. Theoretical concepts introduced include settler colonialism and decolonization, immigration and diaspora, nationalism and multiculturalism, memory and reclamation, activism and resistance.

CDN335: Black Canadian Studies: revision to calendar description

Current calendar description:

An interdisciplinary course that interrogates the constitution of Blackness in Canada. Students will study race and ethnic relations, alongside other identity formations such as class, gender and sexuality. Topics to be addressed include media, education, law, immigration and mobility, urbanism, work, political representation and the arts.

Revised calendar description:

The course introduces students to the emerging field of Black Canadian Studies, and approaches it as an intellectual, cultural and political endeavour that is steeped in a long tradition of Black resistance against colonialism, slavery and anti-Black racism. To counter the ways Black communities are all too often erased and overlooked in society, this course focuses on deepening students’ knowledge and understanding of Black communities in Canada, and the historical and contemporary contributions, experiences, and social issues these communities encounter as they navigate life in what is now known as Canada. This course examines the constitution of Blackness in Canada, as it intersects with other social relations of identity and power such as gender, class and sexuality. Black intellectual traditions and cultural expressions in literature, music, media, education, social justice movements, and the workplace are also addressed as noteworthy spaces which shape, influence and represent the Black Experience in Canada.

CDN325H: Asian Canadian Space and Place: shift from 300-level to 200-level

Shift this to a second-year course: CDN225: Asian Canadian Space and Place. This will fill a gap in the curriculum as there are currently no second-year courses in the field of Asian Canadian Studies.

CDN355H: Digital Media, Digital Makers: add prerequisite

Add a prerequisite to the course:

CDN265H: Race and Racialization / CDN267H: What is Canada? / CDN268H: Canada and Globalization / or permission of the instructor.

This is to ensure that students in the course have some foundational knowledge in Canadian Studies.

CDN380H: Socio-Cultural Perspective of the Canadian Jewish Community: name change

Revision to course name: **CDN380H: Contemporary Jewish Canadian Communities**

This new name makes the content of the course more easily understood—socio-cultural perspective is confusing to some—and better reflects the course content which is not singular (as ‘perspective’ and ‘community’ suggest) but plural in terms of the diversity of Jewish ‘communities’ across Canada. The course is also more clearly differentiated from CDN280H: Canadian Jewish History.

Public Health Fall, 2024

Housekeeping Changes to A&S Calendar

Several of the HST course titles continue to carry the old name of the program --“Health Studies”--and need to be updated to new name, “Public Health.”

Current Course Title	Revised Course Title
HST307H: Special Topics in Health Studies I	HST307H: Special Topics in Public Health I
HST309H: Special Topics in Health Studies II	HST309H: Special Topics in Public Health II
HST400Y: Health Studies Practicum	HST400Y: Public Health Practicum
HST407H: Special Topics in Advanced Health Studies I	HST407H: Special Topics in Advanced Public Health I
HST409H: Special Topics in Advanced Health Studies II	HST409H: Special Topics in Advanced Public Health II
HST450Y: Undergraduate Health Research Project	HST450Y: Undergraduate Research Project in Public Health
HST451Y: Independent Research in Health Studies	HST451Y: Independent Research in Public Health
HST480H: Independent Research in Health Studies	HST480H: Independent Research in Public Health

Faculty of Arts & Science
Minor Modification to Program Form

Program Title Public Health		POST Code ASMAJ2086
Division	Associated with (Division)	
Arts & Science		
Unit	Associated with (Unit)	
University College	Public Health	
Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
Current Calendar Copy		
Description		
Admission Requirements <i>(if applicable)</i>		
Enrolment Requirements <i>(if applicable)</i>		
Completion Requirements		
Completion Requirements: Years 3 and 4 (4.5 credits) <ol style="list-style-type: none"> HST310H1, HST410H1, HST480H1 0.5 credit from the following courses related to the Ethics and Epistemologies of Health Research: HMB406H1/ HPS240H1/ HPS318H1/ HPS346H1/ INS200H1/ PHL281H1/ PHL382H1/ PHL384H1/ PHL380H1/ PHL383H1/ PHL440H1 0.5 credit from courses related to Public Health Equity: HMB303H1/ HST305H1/ HST405H1/ HST411H1/ JSU237H1/ INS340Y1/ INS350H1/ SDS345H1/ SDS425H1/ JNS450H1/ WGS273H1/ WGS373H1/ WGS396H1/ WGS442H1 0.5 credit from courses related to Public Health Domains/Specializations: ANT205H1/ ANT357H1/ ANT435H1/ HST308H1/ HMB342H1/ HST373H1/ HST330H1/ HST306H1/ HST400Y1/ HST407H1/ HST409H1/ HST440H1/ HST451Y1/ HST464H1/ HMB203H1/ IRE378H1/ SOC246H1/ SOC363H1 The remaining 1.5 credits can include any courses not previously taken to fulfill the preceding requirements, or any of the following: ANA300Y1/ ANT208H1/ ANT345H1/ ANT348H1/ ANT358H1/ ANT434H1/ ANT458H1/ ANT460H1/ ANT474H1/ ECO369H1/ ECO402H1/ EEB324H1/ ENV430H1/ GGR340H1/ GGR433H1/ HIS423H1/ HIS498H1/ HMB202H1/ HMB322H1/ HMB323H1/ HMB433H1/ HMB462H1/ HPS319H1/ HPS370H1/ HPS371H1/ HST306H1/ HST307H1/ HST309H1/ HST350H1/ INS205H1/ JFP450H1/ JNH350H1/ CSE344Y1/ PHL380H1/ PHL381H1/ PHS300H1/ PSY333H1/ SOC204H1/ SOC243H1/ SOC309H1/ SOC316H1/ SOC364H1/ SOC412H1/ SOC488H1/ STA221H1/ TRN235H1/ TRN236H1/ WGS367H1 		



New Course Development Form

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Course Code and Title		
Course Designator	Number¹	Previous Course Code (for re-weighted or re-numbered courses)
CDN	235H	
Calendar Title (Max 150 characters)		Abbreviated Title (Max 30 characters)
Learning while Black		Learning while Black
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College (for joint courses, list both sponsoring units starting with the lead unit)	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value (0.5 or 1.0)	Jointly Offered with Course(s)
STG	0.5	
Content		
Calendar Description (100-150 words)		
This course employs Blackness as an embodied subjectivity (both individual and collective) that is central to Black learners and the Black experience in education. Using creative, critical and decolonial methods of teaching and learning, this course will engage an interdisciplinary study of what it means to <i>learn while being Black</i> (both historically and contemporarily) in contexts of colonialism, slavery and anti-Black racism in Canada. The course will also engage a critical		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

interrogation of the role that education systems (can) play for Black freedom, liberation, and self-determination, both locally, in Canada and globally.			
URL			
Requisites			
Prerequisites			
Corequisites			
Exclusions			
Recommended Preparation			
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
3. Society and Its Institutions		Social Science	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	None
Communication	Notably	Social and Ethical Responsibility	Extensively
Information Literacy	Slightly		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Notably	Other	<i>Choose</i>
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>)			
None			
Topics Covered & Methods of Assessment			
Topics Covered			
Students will understand the role of education as a system that counters and provides freedom, while also producing inequality.			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

<p>Students will be able to articulate the centrality of Black embodied subjectivity to learning and education.</p> <p>Students will be able to critically examine the impact of education on Black learners and communities, whilst also understanding how society, schooling and education are interconnected.</p> <p>Students will explore educational concepts, theories and approaches applicable to Black learners and communities.</p> <p>Students will reflect on how dominant beliefs and values about schooling and education shape the education system and impact Black learners, educators and activists.</p> <p>Students will be able to articulate how Black learners and communities respond to, resist and navigate schooling and the education system.</p> <p>Student will also develop an understanding of the value of Black Indigeneities and ways of knowing as affirming embodied and decolonial knowledges.</p>							
Methods of Assessment							
Quizzes Essays Group Work Presentations Reflection Participation							
Delivery							
Total Instructional Hours <i>(usually multiples of 12)</i>		Lecture	#	Tutorial	#		
		Practical	#	Seminar	24 hrs		
Mode of Delivery <i>(Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).</i>							
In Person	x	Online		Hybrid		Online (Summer only)	
Grading and Enrolment Details							
Eligible for CR/NCR option?⁵		Yes (default)					

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: "courses where an individual student works on independent study or individual research supervised by a professor;

Proposal Questions – General <i>(Please complete all the following fields below)</i>
Rationale and Academic Relevance <i>(Do not leave blank. Even one or two sentences explaining the context would be useful.)</i>
There are currently no existing courses such as <i>Learning While Black (LWB)</i> , which centers a Black embodied subjectivity (both individual and collective) in Black education and learning and is therefore not solely about schools and schooling. This course will also assist in augmenting the Certificate in Black Canadian Studies, as well as the Major, Minor and Specialist options in the Canadian Studies Program.
Overlap of course content with current courses offered by other departments/programs
CSE345: Equity and Access in Education CSE447H1 - Race, Ethnicity and Educational Praxis HIS190: Freedom Schools SOC230: Sociology of Education VIC College Education and Society Minor (especially EDS260H: Equity and Diversity in Education and EDS355H: Social Justice in Education) While these courses at Education and Society, Equity and Critical Solidarity Studies and in the departments of History and Sociology offer courses on education, there are no courses with a specific Black Studies focus.
Consultation Undertaken⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i>
Canadian Studies Curriculum Committee Canadian Studies Students' Union (CANSSU) University College Curriculum Committee University College Council External units: African Studies; Caribbean Studies; Critical Studies in Equity and Solidarity; History; Sociology; Victoria College; Women and Gender Studies (consultations in progress)
Resources Required
None

Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis." (2023-24 Arts & Science Academic Calendar)

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Resources - Budget		Academic unit will provide these resources from existing budget.	
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
Certificate in Black Canadian Studies; Canadian Studies Major, Minor and Specialist programs; minor in Asian Canadian Studies (as a course that will provide context for understanding Canadian Studies).			
Estimated Enrolment	35	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Tope Adefarakan



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Course Code and Title		
Course Designator	Number¹	Previous Course Code (for re-weighted or re-numbered courses)
CDN	265H	
Calendar Title (Max 150 characters)		Abbreviated Title (Max 30 characters)
Race and Racialization in Canada		Race and Racialization
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College (for joint courses, list both sponsoring units starting with the lead unit)	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value (0.5 or 1.0)	Jointly Offered with Course(s)
STG	0.5	
Content		
Calendar Description (100-150 words)		
This course will address the history, theory, experience and representation of race and racialization in Canada, using both critical and creative methods. Students will also gain a critical understanding of how racialized communities resist racism. Specific topics may include social construction, phenotyping, power, privilege, intersectionality, Indigeneity, Blackness, Asianness, whiteness, decolonization, diaspora, relationality, anti-racism, solidarity, allyship, and coalitions.		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

URL			
Requisites			
Prerequisites			
Corequisites			
Exclusions			
Recommended Preparation			
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
2. Thought, Belief and Behaviour		Humanities	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	None
Communication	Notably	Social and Ethical Responsibility	Extensively
Information Literacy	Slightly		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Notably	Other	<i>Choose</i>
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>) Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad None			
Topics Covered & Methods of Assessment			
Topics Covered			
Land theft Slavery in Canada – Enslavement of African-Canadian/Black people Residential Schools Child welfare – Impact on Black and Indigenous communities Indentureship			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

Treaty relations Black Nova Scotia The Chinese Head Tax and Exclusion Act The Komagata Maru Incident The Japanese Canadian Internment Power & privilege Social construction & experience Intersectionality Relationality/ uneven racial intimacies Anti-racism Solidarity & coalitions Diaspora Africville Missing and Murdered Indigenous Women, Girls & 2Spirit Peoples Black Femicide							
Methods of Assessment							
Quiz Mid-term test Group work In-class essay Take home assignment Podcast Exit tickets							
Delivery							
Total Instructional Hours <i>(usually multiples of 12)</i>		Lecture	#	Tutorial	#		
		Practical	#	Seminar	24		
Mode of Delivery <i>(Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).</i>							
In Person	X	Online		Hybrid		Online (Summer only)	
Grading and Enrolment Details							
Eligible for CR/NCR option?⁵		Yes (default)					

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2023-24 Arts & Science Academic Calendar)

Proposal Questions – General <i>(Please complete all the following fields below)</i>
Rationale and Academic Relevance <i>(Do not leave blank. Even one or two sentences explaining the context would be useful.)</i>
Many of the courses in Canadian Studies examine specific identities and communities and their experiences. There is, however, no course that provides an overarching perspective on race and racialization through which to understand these identity and community formations. CDN265H: Race and Racialization in Canada will fill this gap and provide students with a solid foundation for their upper-level courses.
Overlap of course content with current courses offered by other departments/programs
CSE240H1 - Introduction to Critical Equity and Solidarity Studies CSE341H1 - Theorizing Settler Colonialism, Capitalism and Race CSE347H1 - Critical Race and Anti-Racism Studies GGR199H1 – Global Racial Capitalism in the 21 st Century GGR456H1 - Entanglements of Power: Race, Sexuality and the City SOC201H1 – Sociology of Race and Ethnicity SOC339H1 – Race, Class, and Gender While these other units (eg Critical Studies in Equity and Diversity, Geography and Sociology) offer courses that address race, none are so clearly focused on Canada and experiences within Canada.
Consultation Undertaken⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i>
Canadian Studies Curriculum Committee Canadian Studies Students' Union (CANSSU) University College Curriculum Committee University College Council External units: Critical Studies in Equity and Solidarity; Geography; Sociology (consultation in progress)
Resources Required
None

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Resources - Budget		<i>Choose</i>	
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
Canadian Studies Major, Minor and Specialist; Certificate in Black Canadian Studies; Minor in Asian Canadian Studies			
Estimated Enrolment	50	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Tope Adefarakan/Larissa Lai (on rotation)



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Course Code and Title		
Course Designator	Number¹	Previous Course Code (for re-weighted or re-numbered courses)
CDN	320H	
Calendar Title (Max 150 characters)		Abbreviated Title (Max 30 characters)
Experiential Learning		Experiential Learning
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College (for joint courses, list both sponsoring units starting with the lead unit)	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value (0.5 or 1.0)	Jointly Offered with Course(s)
STG	0.5	
Content		
Calendar Description (100-150 words)		
This course provides students with an opportunity to participate in experiential learning. Placements are made with partners active in community-led initiatives, with an emphasis on local Canadian change-makers, grassroots, not-for profit and public initiatives. In their coursework, students will be introduced to best practices and principles for experiential learning and community-based		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

engagement. Critical readings, hands-on research activities, and guest speakers will foreground the complexities of agency and activism. Lectures and course materials provide critical models experiential learning methods for assessing and reporting on challenges, best practices, and outcomes over the placement experience.			
URL			
Requisites			
Prerequisites	CDN265H: Race and Racialization in Canada / CDN267H: What is Canada? / CDN268: Canada and Globalization / or permission of the instructor		
Corequisites	None		
Exclusions	None		
Recommended Preparation	None		
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
3. Society and Its Institutions		Humanities	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Notably	Quantitative Reasoning	Slightly
Communication	Extensively	Social and Ethical Responsibility	Extensively
Information Literacy	Notably		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Extensively	Other	Choose
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>) Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

Community Involvement; Experiential Study; Service Learning

Topics Covered & Methods of Assessment

Topics Covered

Students will be introduced to experiential learning methods and best practices supporting community engagement and community-led initiatives.

Students will examine and assess case studies of successes and failures in community-led, public and not-for profit initiatives.

Students will gain skills for critical self-reflection and will learn critical methods for responding to and assessing challenges, outcomes, and successes in experiential learning placements.

Students will develop collaboration and team-based skills transferable to future scholarly and professional activities.

Students will gain insights about the systems factors impacting the success of short and long-term goals for partner organizations and community goals.

Students will develop and design effective summary materials to communicate learnings through their placements.

Methods of Assessment

Critical reflections of course readings.

Critical reflections on placement activities.

Final report on placement experience.

Delivery

Total Instructional Hours
(usually multiples of 12)

Lecture

12

Tutorial

0

Practical

12

Seminar

12

Mode of Delivery

(Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).

In Person	X	Online		Hybrid		Online (Summer only)	
Grading and Enrolment Details							
Eligible for CR/NCR option?⁵		No					
Proposal Questions – General <i>(Please complete all the following fields below)</i>							
Rationale and Academic Relevance <i>(Do not leave blank. Even one or two sentences explaining the context would be useful.)</i>							
This course provides an opportunity for experiential learning in placements with partner organizations for Canadian Studies students as a 0.5 FCE course at the 300-level.							
Overlap of course content with current courses offered by other departments/programs							
Many units across A&S now offer courses with experiential learning in the community. Since student experiences in each one are individualized according to their placement, there are no clear overlaps with other courses. This course is intended for Majors, Minors or Specialists in Canadian Studies, Minors in Asian Canadian Studies, and those enrolled in the Certificate in Black Canadian Studies.							
Consultation Undertaken⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i>							
Canadian Studies Curriculum Committee Canadian Studies Students' Union (CANSSU) University College Curriculum Committee University College Council							
Resources Required							
None							

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: "courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis." *(2023-24 Arts & Science Academic Calendar)*

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Resources - Budget		Academic unit will provide these resources from existing budget.	
Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
Canadian Studies Specialist Canadian Studies Major Canadian Studies Minor Asian Canadian Studies Minor Certificate in Black Canadian Studies			
Estimated Enrolment	28	Instructor(s) (Do not leave blank. Continuing faculty member recommended.)	Siobhan O'Flynn



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Course Code and Title		
Course Designator	Number¹	Previous Course Code (for re-weighted or re-numbered courses)
CDN	440H	
Calendar Title (Max 150 characters)		Abbreviated Title (Max 30 characters)
Afrofuturisms: Black Canadian Perspectives		Afrofuturisms in Canada
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College (for joint courses, list both sponsoring units starting with the lead unit)	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value (0.5 or 1.0)	Jointly Offered with Course(s)
STG	0.5	
Content		
Calendar Description (100-150 words)		
<p>This course explores Afrofuturism through Black Canadian perspectives and experiences. As an interdisciplinary course, it draws on both critical and creative methods from Black feminist, decolonial, critical race and critical sociological theories, as well as Black cultural traditions and</p>		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

expressions in music, literature, social movements and the arts as pivotal spaces of possibility and resistance, where alternative futures are both imagined and realized for Black people in Canada. Topics to be explored include Black freedom and resistance, and the roles that speculative fiction, the arts, education, technology and African Indigenous spiritual traditions play in Black Canadian framings and approaches to Afrofuturism.			
URL			
Requisites			
Prerequisites			
Corequisites			
Exclusions			
Recommended Preparation		CDN235H: Learning While Black / CDN265H: Race and Racialization in Canada / CDN335H: Black Canadian Studies / HIS265Y: Black Canadian History	
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
1. Creative and Cultural Representations		Humanities	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	None
Communication	Extensively	Social and Ethical Responsibility	Extensively
Information Literacy	Slightly		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Extensively	Other	Choose
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>) Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

None							
Topics Covered & Methods of Assessment							
Topics Covered							
<p>Black futurities; Black freedom and resistance; Black speculative fiction in Canada, the arts, education, technology and African Indigenous spiritual traditions.</p> <p>Students will recognize Afrofuturism as an important entry point for understanding Blackness, the Black experience and Black futures in Canada.</p> <p>Students will be able to articulate Black Canadian approaches to Afrofuturism and understand its role in Africa and the African diaspora.</p> <p>Students will develop a critical understanding of the centrality that creativity and African spiritual traditions play in Afrofuturism and Black Canadian speculative fiction.</p>							
Methods of Assessment							
<p>Quizzes</p> <p>Essays</p> <p>Group Work</p> <p>Presentations</p> <p>Critical Reflection</p> <p>Participation</p>							
Delivery							
Total Instructional Hours (usually multiples of 12)		Lecture	#	Tutorial	#		
		Practical	#	Seminar	24 hrs		
Mode of Delivery (Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).							
In Person	x	Online		Hybrid		Online (Summer only)	
Grading and Enrolment Details							
Eligible for CR/NCR option?⁵		Yes (default)					

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: "courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars;

Proposal Questions – General <i>(Please complete all the following fields below)</i>	
Rationale and Academic Relevance <i>(Do not leave blank. Even one or two sentences explaining the context would be useful.)</i>	
This course helps augment the Certificate in Black Canadian Studies by providing a capstone 400-level course on Black Canadian Studies. It also opens up the upper-year opportunities for students in the Major, Minor and Specialist in Canadian Studies.	
Overlap of course content with current courses offered by other departments/programs	
WGS390H1 - Land-ing: Indigenous and Black Futurist Spaces Women and Gender Studies offers a course on Black and Indigenous Futures, however, its focus is on land, whereas the proposed course is focused on culture and media representations.	
Consultation Undertaken⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i>	
Canadian Studies Curriculum Committee Canadian Studies Students' Union (CANSSU) University College Curriculum Committee University College Council External units: Women and Gender Studies (in progress)	
Resources Required	
None	
Resources - Budget	Choose
Proposal Questions - Undergraduate	
Programs of study for which this course might be suitable	
Certificate in Black Canadian Studies; Canadian Studies Major, Minor and Specialist programs.	

First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis." (2023-24 Arts & Science Academic Calendar)

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Estimated Enrolment	25	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Tope Adefarakan
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New Course Development Form

This document serves as a template to be used by academic units to develop their course proposals. New course proposals are to be entered and submitted through the University's [Curriculum Management \(CM\)](#) platform for curricular governance review. Please contact the Arts & Science Governance and Curriculum Services team at governance.artsci@utoronto.ca with any questions.

Course Code and Title		
Course Designator	Number¹	Previous Course Code <i>(for re-weighted or re-numbered courses)</i>
CDN	450H	
Calendar Title <i>(Max 150 characters)</i>		Abbreviated Title <i>(Max 30 characters)</i>
The Cultural History and Practice of Asian Canadian Writing		Asian Canadian Writing
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College <i>(for joint courses, list both sponsoring units starting with the lead unit)</i>	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value <i>(0.5 or 1.0)</i>	Jointly Offered with Course(s)
St George	0.5	
Content		
Calendar Description <i>(100-150 words)</i>		
A study of Asian Canadian cultural history and practice with a focus fiction, poetry, film and media, and the communities that have formed around them. The course focusses on the evolution of key practices, community formations, frames, debates, themes and issues.		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.



New Course Development Form

This document serves as a template to be used by academic units to develop their course proposals. New course proposals are to be entered and submitted through the University's [Curriculum Management \(CM\)](#) platform for curricular governance review. Please contact the Arts & Science Governance and Curriculum Services team at governance.artsci@utoronto.ca with any questions.

Course Code and Title		
Course Designator	Number¹	Previous Course Code <i>(for re-weighted or re-numbered courses)</i>
HST	432H	
Calendar Title. <i>(Max 150 characters)</i>		Abbreviated Title <i>(Max 30 characters)</i>
Public Health Policy Engagement and Action		Public Health Policy
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College <i>(for joint courses, list both sponsoring units starting with the lead unit)</i>	Associated with (Unit)	
University College	Public Health (formerly Health Studies)	
General Information		
Campus(es)	Fixed Credit Value <i>(0.5 or 1.0)</i>	Jointly Offered with Course(s)
UTSG	0.5	
Content		
Calendar Description <i>(100-150 words)</i>		
This course emphasizes an understanding of population health research and historical evidence in the development of health policies. We explore whether and how policies are evidence-informed, sustainable, and equitable. Knowledge translation and social justice frameworks will be examined to		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

understand bottlenecks or obstacles for translating evidence into community engagement and action. Students will engage in case study analyses to understand the role of public engagement and action (eg. private sectors, communities, government, non-profits, etc.) in the evolution of programs and policies.			
URL			
Requisites			
Prerequisites		HST211H: Health Policy in Canada	
Corequisites		None	
Exclusions		HST407H1 (Fall 2022, 2023, 2024)	
Recommended Preparation		HST209H: Introduction to Social Determinants of Health	
Breadth and Distribution			
Breadth Requirements ³		Distribution Requirements	
Society and its Institutions		Social Sciences	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	Slightly
Communication	Extensively	Social and Ethical Responsibility	Extensively
Information Literacy	Extensively		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	None	Other	None
Nature of Other Experiential Learning ⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>)			
Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad			
None			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

Topics Covered & Methods of Assessment								
Topics Covered								
<p>The Knowledge Translation Cycle as a theoretical framework for evidence-informed policy-making</p> <p>Public Health Research (methods and knowledge translation)</p> <p>Case studies of health policies and historical experience and evidence toward decision-making</p> <p>Community engagement and action (the role of private and public sector, and non-profits)</p> <p>The translation of social justice frameworks in development of programs and policies</p>								
Methods of Assessment								
<p>Oral presentations</p> <p>Group debates and peer-review with written report</p> <p>Case study analyses – written comparative analysis</p>								
Delivery								
Total Instructional Hours (usually multiples of 12)	Lecture		0		Tutorial		0	
	Practical		0		Seminar		24	
Mode of Delivery (Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).								
In Person	x	Online		Hybrid	x	Online (Summer only)		
Grading and Enrolment Details								
Eligible for CR/NCR option?⁵		Yes (default)						
Proposal Questions – General (Please complete all the following fields below)								
Rationale and Academic Relevance (Do not leave blank. Even one or two sentences explaining the context would be useful.)								
<p>This course offers a unique perspective on translating knowledge from public health and population health research to the policy-making process. Students will examine case studies of health policies to analyze whether and how they are evidence-informed, sustainable, and equitable. Students also</p>								

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2023-24 Arts & Science Academic Calendar)

<p>explore the process of public/community engagement and action (both historical experiences and scientific evidence) that lead to health policies. At the 4th year level, this course offers students an opportunity to test their knowledge and ability to demonstrate learning through case-study analyses and skills-based application.</p>			
<p>Overlap of course content with current courses offered by other departments/programs</p>			
<p><u>Other courses on health and policy in A&S:</u> ANT348H1: Medical Anthropology: Health, Power and Politics ANT358H1: Medical Anthropology and Social Justice POL317H1 - Comparative Public Policy POL476H1 - Topics in Public Policy SOC198H1 - Explaining the Persistence of Racialized Inequalities SOC339H1 - Race, Class, and Gender SOC335H1 - Urban Health SOC360H1 - Social Movements</p>			
<p>Consultation Undertaken⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i></p>			
<p>Dept of Anthropology - UTSG Dept of Political Science - UTSG Dept of Sociology - UTSG (consultations in progress)</p>			
<p>Resources Required</p>			
<p>None</p>			
Resources - Budget		Academic unit will provide these resources from existing budget.	
<p>Proposal Questions - Undergraduate</p>			
<p>Programs of study for which this course might be suitable</p>			
<p>Public Health, Human Biology</p>			
Estimated Enrolment	30	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Leanne R. De Souza-Kenney

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Faculty of Arts & Science

Minor Modification to Program Form

Program Title Public Health		POSt Code ASMAJ2086
Division	Associated with (Division)	
Arts & Science		
Unit	Associated with (Unit)	
University College	Public Health	
Program Information <i>(Provide the proposed text as it will appear in the Calendar.)</i>		
Current Calendar Copy		
<p>Description</p> <p>Admission Requirements <i>(if applicable)</i></p> <p>Enrolment Requirements <i>(if applicable)</i></p> <p>Completion Requirements</p> <p>Completion Requirements: Years 3 and 4 (4.5 credits)</p> <ol style="list-style-type: none"> 5. HST310H1, HST410H1, HST480H1 6. 0.5 credit from the following courses related to the Ethics and Epistemologies of Health Research: HMB406H1/ HPS240H1/ HPS318H1/ HPS346H1/ INS200H1/ PHL281H1/ PHL382H1/ PHL384H1/ PHL380H1/ PHL383H1/ PHL440H1 7. 0.5 credit from courses related to Public Health Equity: HMB303H1/ HST305H1/ HST405H1/ HST411H1/ JSU237H1/ INS340Y1/ INS350H1/ SDS345H1/ SDS425H1/ JNS450H1/ WGS273H1/ WGS373H1/ WGS396H1/ WGS442H1 8. 0.5 credit from courses related to Public Health Domains/Specializations: ANT205H1/ ANT357H1/ ANT435H1/ HST308H1/ HMB342H1/ HST373H1/ HST330H1/ HST306H1/ HST400Y1/ HST407H1/ HST409H1/ HST440H1/ HST451Y1/ HST464H1/ HMB203H1/ IRE378H1/ SOC246H1/ SOC363H1 9. The remaining 1.5 credits can include any courses not previously taken to fulfill the preceding requirements, or any of the following: ANA300Y1/ ANT208H1/ ANT345H1/ ANT348H1/ ANT358H1/ ANT434H1/ ANT458H1/ ANT460H1/ ANT474H1/ ECO369H1/ ECO402H1/ EEB324H1/ ENV430H1/ GGR340H1/ GGR433H1/ HIS423H1/ HIS498H1/ HMB202H1/ HMB322H1/ HMB323H1/ HMB433H1/ HMB462H1/ HPS319H1/ HPS370H1/ HPS371H1/ HST306H1/ HST307H1/ HST309H1/ HST350H1/ INS205H1/ JFP450H1/ JNH350H1/ CSE344Y1/ PHL380H1/ PHL381H1/ PHS300H1/ PSY333H1/ SOC204H1/ SOC243H1/ SOC309H1/ SOC316H1/ SOC364H1/ SOC412H1/ SOC488H1/ STA221H1/ TRN235H1/ TRN236H1/ WGS367H1 		

Proposed Calendar Copy
<p>Description</p> <p>Admission Requirements <i>(if applicable)</i></p> <p>Enrolment Requirements <i>(if applicable)</i></p> <p>Completion Requirements</p> <p>Completion Requirements: Years 3 and 4 (4.5 credits)</p> <ol style="list-style-type: none"> 5. HST310H1, HST410H1, 6. 0.5 credit from the following courses related to the Ethics and Epistemologies of Health Research: HMB406H1/ HPS240H1/ HPS318H1/ HPS346H1/ INS200H1/ PHL281H1/ PHL382H1/ PHL384H1/ PHL380H1/ PHL383H1/ PHL440H1 7. 0.5 credit from courses related to Public Health Equity: HMB303H1/ HST305H1/ HST405H1/ HST411H1/ JSU237H1/ INS340Y1/ INS350H1/ SDS345H1/ SDS425H1/ JNS450H1/ WGS273H1/ WGS373H1/ WGS396H1/ WGS442H1 8. At least 0.5 credit from courses related to Public Health Domains/Specializations: ANT205H1/ ANT357H1/ ANT435H1/ HST308H1/ HMB342H1/ HST373H1/ HST330H1/ HST306H1/ HST400Y1/ HST407H1/ HST409H1/ HST440H1/ HST450Y1/ HST451Y1/ HST464H1/ HST480H1/ HMB203H1/ IRE378H1/ SOC246H1/ SOC363H1 9. The remaining 1.5 - 2.0 credits can include any courses not previously taken to fulfill the preceding requirements, or any of the following: ANA300Y1/ ANT208H1/ ANT345H1/ ANT348H1/ ANT358H1/ ANT434H1/ ANT458H1/ ANT460H1/ ANT474H1/ ECO369H1/ ECO402H1/ EEB324H1/ ENV430H1/ GGR340H1/ GGR433H1/ HIS423H1/ HIS498H1/ HMB202H1/ HMB322H1/ HMB323H1/ HMB433H1/ HMB462H1/ HPS319H1/ HPS370H1/ HPS371H1/ HST306H1/ HST307H1/ HST309H1/ HST350H1/ HST432H1/ INS205H1/ JFP450H1/ JNH350H1/ CSE344Y1/ PHL380H1/ PHL381H1/ PHS300H1/ PSY333H1/ SOC204H1/ SOC243H1/ SOC309H1/ SOC316H1/ SOC364H1/ SOC412H1/ SOC488H1/ STA221H1/ TRN235H1/ TRN236H1/ WGS367H1 <p>Students in Public Health are strongly encouraged to take a course that includes an experiential learning component (eg HST400Y1 / HST450Y1 / HST451Y1 / HST480H1).</p>
Proposal Questions - General
<p>Brief Description of the Proposed Changes <i>(Provide a brief summary.)</i></p> <ol style="list-style-type: none"> 1. To change HST480H1 from required to optional. 2. To add HST450Y1 to Req 8 which was mistakenly omitted in the current ARTSCI calendar. 3. To include a new course – HST432H1 - which has been run as a Special Topics course for the last three years and we propose to make permanent.
<p>Details of the Proposed Changes <i>(Changes to program description, requirements, and program learning outcomes.)</i></p>

<p>Removing the specific requirement of HST480H1, which is a half-year independent research project, and moving it to Req 8 with the other experiential learning courses (HST400Y1, HST450Y1, HST451Y1) will give students a number of different experiential options and not tie them to a particular experiential course type. Indeed about 25 students each year choose a full-year research options (HST450Y1, HST451Y1) or our practicum alternative (HST400Y1). We do not want to deter students from these other options. By making all experiential learning courses optional, those who wish to do one can do so in many different formats. Importantly, students who prefer not to do an experiential learning course can choose not to do so.</p>
<p>Rationale <i>(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.)</i></p>
<p>The goal of including HST480H1 in the inaugural Public Health curriculum was to ensure that each graduating student would have an experiential learning course... but it makes much more sense to provide students with a breadth of choices and not detract them from taking a full course like HST450Y1 or HST400Y1 - which approximately 25 students take each year, or other Public Health courses that currently (ie HST308) or in the future, may be experientially-based. It also alleviates the requirement for experiential learning on students whose circumstances or choice, lead them to not seek experiential learning for their Public Health major.</p>
<p>Impact <i>(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.)</i></p>
<p>This will give students the most amount, and greatest variety, of choices in how, or whether, to pursue experiential learning opportunities.</p>
<p>Consultation <i>(Describe consultation that has already been done with students, faculty, and other units.)</i></p>
<p>Sept 12, 2024 – HSSU student orientation meeting – discussed with students present at meeting (~15 students) Oct 4, 2024 – Public Health Curriculum Committee Oct 23, 2024 – UC Curriculum Committee Oct 24, 2024 – item on agenda for Fall PH/HST meeting with HSSU and students Nov 15, 2024 – UC College Council Due to the nature of the modification, no other units were consulted about the minor modification (removing a mandatory experiential course and providing more flexibility to take a variety of experiential learning courses). External units were consulted about the new course HST432 (Anthropology, Political Science, Sociology).</p>
<p>Diversity <i>(How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)</i></p>
<p>This provides a broader range of opportunities for students to suit their own interests and curricular needs. For example, with the update, students could choose to do a practicum instead of research, or a full year placement, instead of a half year.</p>
<p>Resource Implications <i>(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 Dean¹.)</i></p>

¹ Details for resource areas can include: estimated enrolment per academic year; new courses necessary to mount for the program; additional instructor requirements; teaching assistant requirements; laboratory equipment requirements; computing or library resource requirements.

We can meet these requirements through our existing resources.
Arts & Science - Divisional Data: <i>For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).</i>
Academic Context <i>(Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students' interests, career paths, etc.)</i>
This new undergraduate program explicitly focuses on public health and is a collaboration with the Dalla Lana School of Public Health. The proposed modification will continue to draw on existing strengths in FAS and DLSPH to create a breadth of opportunities for students, which include letting the students choose their personal experiential learning opportunity paths.
Learning Outcomes <i>(Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)²</i>
The proposed change will not affect the program learning outcomes aside from providing students with the opportunity to have a more experiential opportunity options (half or full year, research or practicum).
Depth of Knowledge <i>(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)</i>
This change allows, for those who wish it, to have a deeper/longer experiential opportunity (full year option).
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
Critical thinking and creative problem-solving are core objectives of the Public Health Program, and are key elements in all of our program courses (core and elective). Our courses push students to question their assumptions about health and give them an opportunity to think critically and creatively about what they are learning. Experiential learning opportunities, if chosen, will allow them to apply their critical and creative thinking skills in a real-world environment.
Communication
Communication skills – both oral and written – are emphasized in the program. Because of the smaller class sizes and relatively generous level of Teaching Assistant (TA) support, instructors are able to ask students to submit substantive pieces of writing in the vast majority of our courses. Instructors also emphasize group work (supporting interpersonal communication) and in-class presentations, so that by the end of their degree, Public Health students will have had significant opportunities to develop a wide range of communication skills.
Information Literacy

² Note that for Minor Modifications, learning outcomes should not be significantly affected by the change. If you find that learning outcomes, or the student's experience in the program may be affected by the proposed changes, consider whether the change is more likely a Major Modification.

Courses throughout the Public Health curriculum encourage students to find, evaluate and present information from a variety of sources, including but not limited to library resources. Many of our courses emphasize research design and implementation. Experiential opportunities often highlight these course-based skills in a real-world environment.

Quantitative Reasoning

Students in the Public Health Program gain a grounding in quantitative reasoning through HST250H1 (Introduction to Quantitative Research in Public Health), and qualitative reasoning through HST253H1 (Introduction to Qualitative Research in Public Health). which introduces students to both quantitative and qualitative methods. HST373H1 (Epidemiology), introduces students to more complex study designs and focuses on collection and statistical analysis of data needed to understand patterns and causation in health and disease. All of these courses are made available in 2nd/3rd years and, therefore, can apply this knowledge in their fourth-year capstone courses, as required.

Social and Ethical Responsibility

Central to the study of health and, therefore, to the Public Health Program, is a critical reflection on the role and responsibilities of individuals and groups in society, and of society as a whole in ensuring the highest possible level of health for all. This objective is therefore embedded in many of the program learning outcomes.

Integrative, Inquiry-based Activity

All Public Health students are required to learn the basic skills needed to plan and undertake their capstone courses, particularly those with a research or practicum focus. Upper-year research project courses include HST450Y1, HST451Y1, and HST480H1. HST400Y1 (Health Studies Practicum) is a work-related internship, with in-course opportunities for reflection. In addition, all of our 400-level courses contain integrative, inquiry-based activities (e.g., a significant project or essay or an in-depth project/investigation and report, often in groups and presented to the class), and the vast majority are seminars. It should be noted that our learning outcomes also overlap with the “core competencies” identified by the Canadian Public Health Agency, as well as with similar standards internationally. In so doing, our students are developing competencies critical to their future employment.

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	

Public Health Fall, 2024

Housekeeping Changes to A&S Calendar

Several of the HST course titles continue to carry the old name of the program --“Health Studies”--and need to be updated to new name, “Public Health.”

Current Course Title	Revised Course Title
HST307H: Special Topics in Health Studies I	HST307H: Special Topics in Public Health I
HST309H: Special Topics in Health Studies II	HST309H: Special Topics in Public Health II
HST400Y: Health Studies Practicum	HST400Y: Public Health Practicum
HST407H: Special Topics in Advanced Health Studies I	HST407H: Special Topics in Advanced Public Health I
HST409H: Special Topics in Advanced Health Studies II	HST409H: Special Topics in Advanced Public Health II
HST450Y: Undergraduate Health Research Project	HST450Y: Undergraduate Research Project in Public Health
HST451Y: Independent Research in Health Studies	HST451Y: Independent Research in Public Health
HST480H: Independent Research in Health Studies	HST480H: Independent Research in Public Health



New Course Development Form

This document serves as a template to be used by academic units to develop their course proposals. New course proposals are to be entered and submitted through the University's [Curriculum Management \(CM\)](#) platform for curricular governance review. Please contact the Arts & Science Governance and Curriculum Services team at governance.artsci@utoronto.ca with any questions.

Course Code and Title		
Course Designator	Number¹	Previous Course Code <i>(for re-weighted or re-numbered courses)</i>
CDN	455H	
Calendar Title <i>(Max 150 characters)</i>		Abbreviated Title <i>(Max 30 characters)</i>
Asian Canadian Ecologies and Futurities		Asian Canadian Ecologies
Responsibility		
Division	Associated with (Division)²	
Arts & Science, Faculty of		
Unit(s)/College <i>(for joint courses, list both sponsoring units starting with the lead unit)</i>	Associated with (Unit)	
University College	Canadian Studies	
General Information		
Campus(es)	Fixed Credit Value <i>(0.5 or 1.0)</i>	Jointly Offered with Course(s)
St George	0.5	
Content		
Calendar Description <i>(100-150 words)</i>		
A study of Asian Canadian ecological writing and speculative fiction. This course focuses on Asian Canadian critical and imaginative contributions to a better world. By the end of this course, students will understand some frames and contents of Asian traditional knowledge and will be able to explain how such knowledges are carried into the present. They will understand how some Asian Canadian		

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

² Use "Associated With" fields if your unit is outside Arts & Science; normally only "Associated With (Unit)" is used.

writers already do this. They will be able to imagine how such knowledges might be carried into the future.			
URL			
Requisites			
Prerequisites		CDN265: Race and Racialization in Canada / CDN307: Asian Cultures in Canada / or permission of the instructor	
Corequisites			
Exclusions			
Recommended Preparation			
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
1. Creative and Cultural Representations		Humanities	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	None
Communication	Extensively	Social and Ethical Responsibility	Extensively
Information Literacy	Slightly		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Notably	Other	Choose
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>) Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad			
None			
Topics Covered & Methods of Assessment			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

Topics Covered							
Gardening grannies Traditional medicines and world views Myths and folk tales Fictions that bring Asian pasts into the future Mushroom theory Mushroom narratives Contemporary Asian Canadian ecological writing Contemporary Asian Canadian speculative fiction Western and Asian utopian theory							
Methods of Assessment							
Quizzes Group work Reports In-class or take-home essay or project Podcast							
Delivery							
Total Instructional Hours (usually multiples of 12)	Lecture		#	Tutorial		#	
	Practical		#	Seminar		24	
Mode of Delivery							
<i>(Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).</i>							
In Person	X	Online		Hybrid		Online (Summer only)	
Grading and Enrolment Details							
Eligible for CR/NCR option? ⁵		Yes (default)					
Proposal Questions – General (Please complete all the following fields below)							
Rationale and Academic Relevance (Do not leave blank. Even one or two sentences explaining the context would be useful.)							
A study of Asian Canadian ecological writing and speculative fiction. This course focuses on Asian Canadian critical and imaginative contributions to a better world. By the end of this course, students							

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2023-24 Arts & Science Academic Calendar)

will understand some frames and contents of Asian traditional knowledge, and will be able to explain how such knowledges are carried into the present. They will understand how some Asian Canadian writers already do this. They will be able to imagine how such knowledges might be carried into the future.

Overlap of course content with current courses offered by other departments/programs

CAS413H1 - Asia and Canada
EAS388H1 - Asian/North American Feminist Issues
ENG368: Asian North American Literature

Contemporary Asian Studies and East Asian Studies offer a couple of courses that look at Asians in Canada or links between them, but have very different foci. The English department offers a course, ENG368H: Asian North American Literature (which has not been offered for several years), but its objective is to provide a survey of fiction, poetry, theory, drama, film and other media attending to both Asian Americans and Asian Canadians. In contrast, the proposed course, CDN455H, focuses on ecological writing and speculative fiction as a way to rethink future possibilities.

Consultation Undertaken⁶ *(Do not leave blank. Document all internal and external consultation undertaken.)*

Canadian Studies Curriculum Committee
Canadian Studies Students' Union (CANSSU)
University College Curriculum Committee
University College Council
External units: Contemporary Asian Studies; East Asian Studies; English (consultations in progress)

Resources Required

None

Resources - Budget

Academic unit will provide these resources from existing budget.

Proposal Questions - Undergraduate

Programs of study for which this course might be suitable

Minor in Asian Canadian Studies; Canadian Studies Major, Minor and Specialist programs

⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Estimated Enrolment	25	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Larissa Lai
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URL			
Requisites			
Prerequisites	CDN265H: Race and Racialization in Canada / CDN307H: Asian Cultures in Canada / or permission of the instructor		
Corequisites			
Exclusions			
Recommended Preparation			
Breadth and Distribution			
Breadth Requirements³		Distribution Requirements	
1. Creative and Cultural History and Practice		Humanities	
Competency Levels (<i>none, slightly, notably, or extensively</i>)			
Creative and Critical Thinking	Extensively	Quantitative Reasoning	None
Communication	Extensively	Social and Ethical Responsibility	Extensively
Information Literacy	Notably		
Experiential Learning (<i>none, notably, or extensively</i>)			
Research	Notably	Other	Choose
Nature of Other Experiential Learning⁴ (<i>If this course contains experience(s) that is/are unusual, unique, or distinctive, please specify which of the following would be experienced by students. Please list all those that apply.</i>) Choices: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; Fieldwork; International Experience; International Student Exchange; Internships; Service Learning; Studio; Study Abroad None			
Topics Covered & Methods of Assessment			
Topics Covered			
The Chinese Head Tax The Japanese Canadian Internment			

³ Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

⁴ Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

The Komagata Maru Incident The history and present of anti-Asian racism The origins of Asian Canadian literature State productions of identity Historical and contemporary trauma Writing the self Asian Canadian relationships with Blackness and Indigeneity Queer Asians Refugee narratives Asian Canadian ecologies Asian Canadian futurities The politics of representation Asian Canadian studies as a practice Asian Canadian literature and media								
Methods of Assessment								
Quizzes Group work In-class essay Podcast								
Delivery								
Total Instructional Hours <i>(usually multiples of 12)</i>	Lecture		#		Tutorial		#	
	Practical		#		Seminar		24	
Mode of Delivery <i>(Only one of Online and Online (Summer Only) may be selected. Multi-select is available for other combinations if the course may be offered in more than one delivery mode - e.g., the course may be offered in person in any session and also online in the summer session only).</i>								
In Person	X	Online		Hybrid		Online (Summer only)		
Grading and Enrolment Details								
Eligible for CR/NCR option?⁵		Yes (default)						
Proposal Questions – General <i>(Please complete all the following fields below)</i>								

⁵ All courses normally may be made Credit/No Credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; Research Opportunity Program (299s/ 399s)/ Research Excursions (398s); First-Year Foundations Seminars; First-Year Foundations Ones Program courses; Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2023-24 Arts & Science Academic Calendar)

Rationale and Academic Relevance <i>(Do not leave blank. Even one or two sentences explaining the context would be useful.)</i>	
<p>This course provides a capstone course for students in Asian Canadian Studies and can also be used by Majors and Specialists in Canadian Studies to complete their program requirements. By the end of this course, students will be able to historicize and contextualize key texts in Asian Canadian literature and culture. They will be articulate around key debates in the field and understand some of the themes and issues that have been the subject of those debates. They will understand the relational nature of the field and be able to speak to several of its key relationships.</p>	
Overlap of course content with current courses offered by other departments/programs	
<p>CAS413H1 - Asia and Canada EAS388H1 - Asian/North American Feminist Issues ENG368: Asian North American Literature</p> <p>Contemporary Asian Studies and East Asian Studies offer a couple of courses that look at Asians in Canada or links between them, but have very different foci. The English department offers a course, ENG368H: Asian North American Literature (which has not been offered for several years), but its objective is to provide a survey of fiction, poetry, theory, drama, film and other media attending to both Asian Americans and Asian Canadians. In contrast, the proposed course, CDN450H, engages with literature and other cultural representations as a way to understand community formation and engagement around Asian Canadian as a field.</p>	
Consultation Undertaken ⁶ <i>(Do not leave blank. Document all internal and external consultation undertaken.)</i>	
<p>Canadian Studies Curriculum Committee Canadian Studies Students' Union (CANSSU) University College Curriculum Committee University College Council External units: Contemporary Asian Studies; East Asian Studies; English (consultations in progress)</p>	
Resources Required	
None	
Resources - Budget	Academic unit will provide these resources from existing budget.

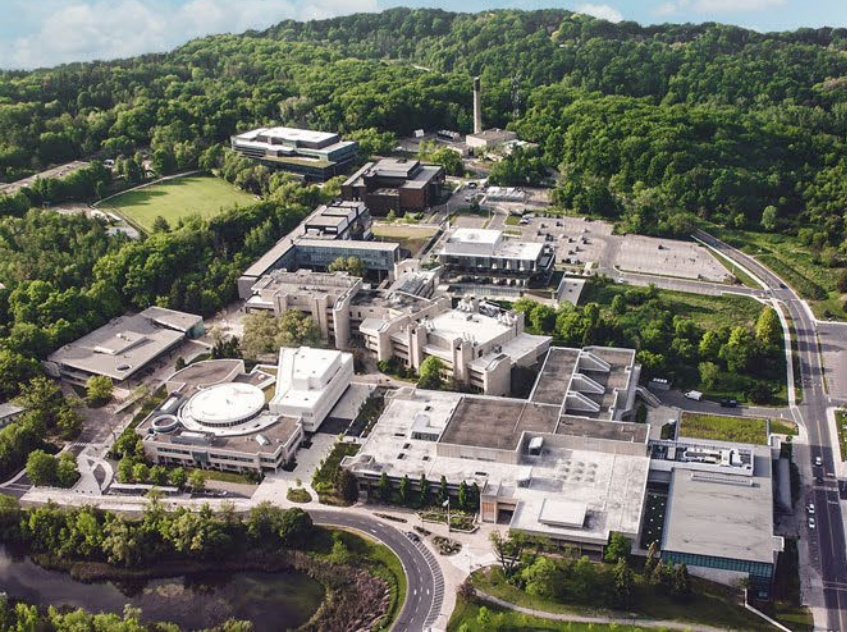
⁶ If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, and so on).

Proposal Questions - Undergraduate			
Programs of study for which this course might be suitable			
Minor in Asian Canadian Studies; Canadian Studies Major and Specialist			
Estimated Enrolment	25	Instructor(s) <i>(Do not leave blank. Continuing faculty member recommended.)</i>	Larissa Lai

Appendix 2

U of T Student Equity Census: Development & Data Sharing

November 15, 2024 | University College Council
Presented by Jessie Metcalfe and Roger Pizarro Milian



Introductions

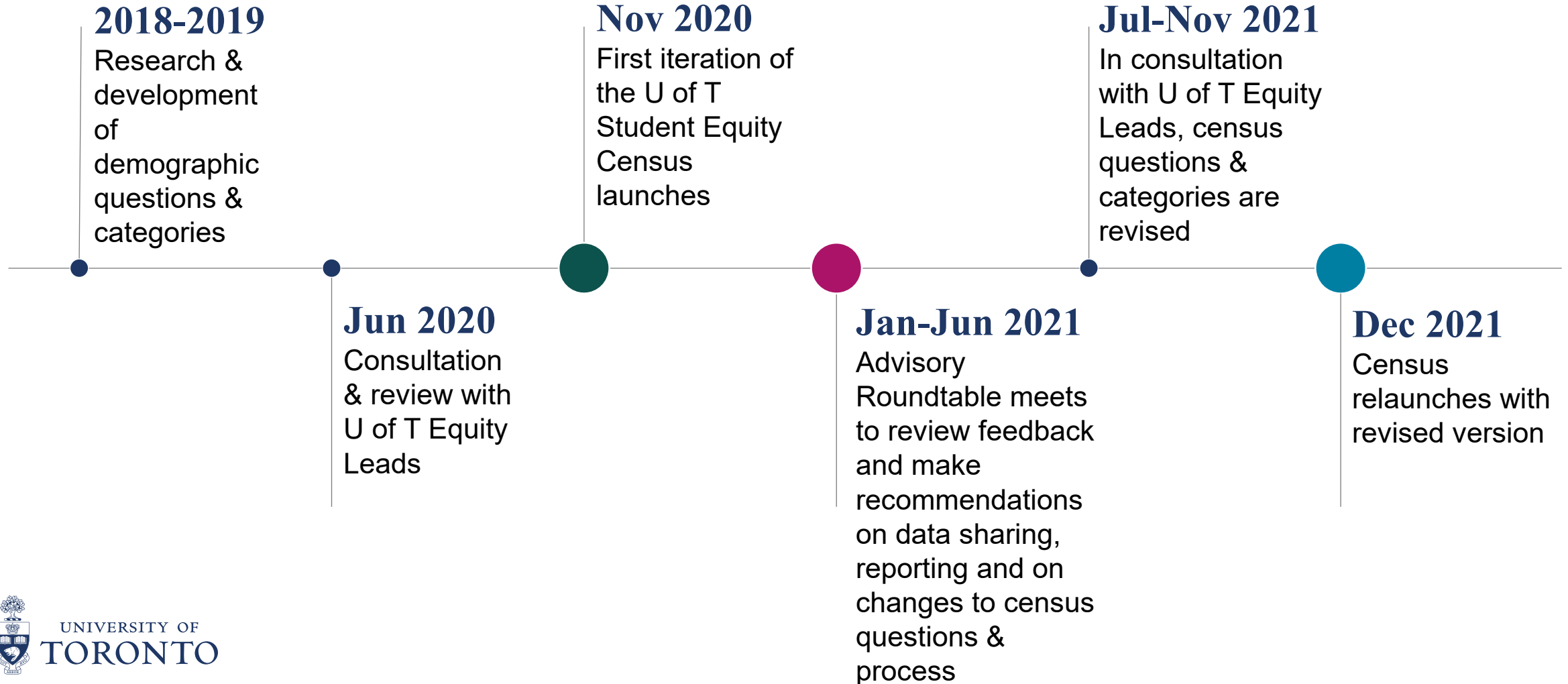
- **Jessie Metcalfe** – Assistant Director, Office of the Vice-Provost, Students
- **Roger Pizarro Milian** – Manager, Student Data & Analytics

What is the Student Equity Census

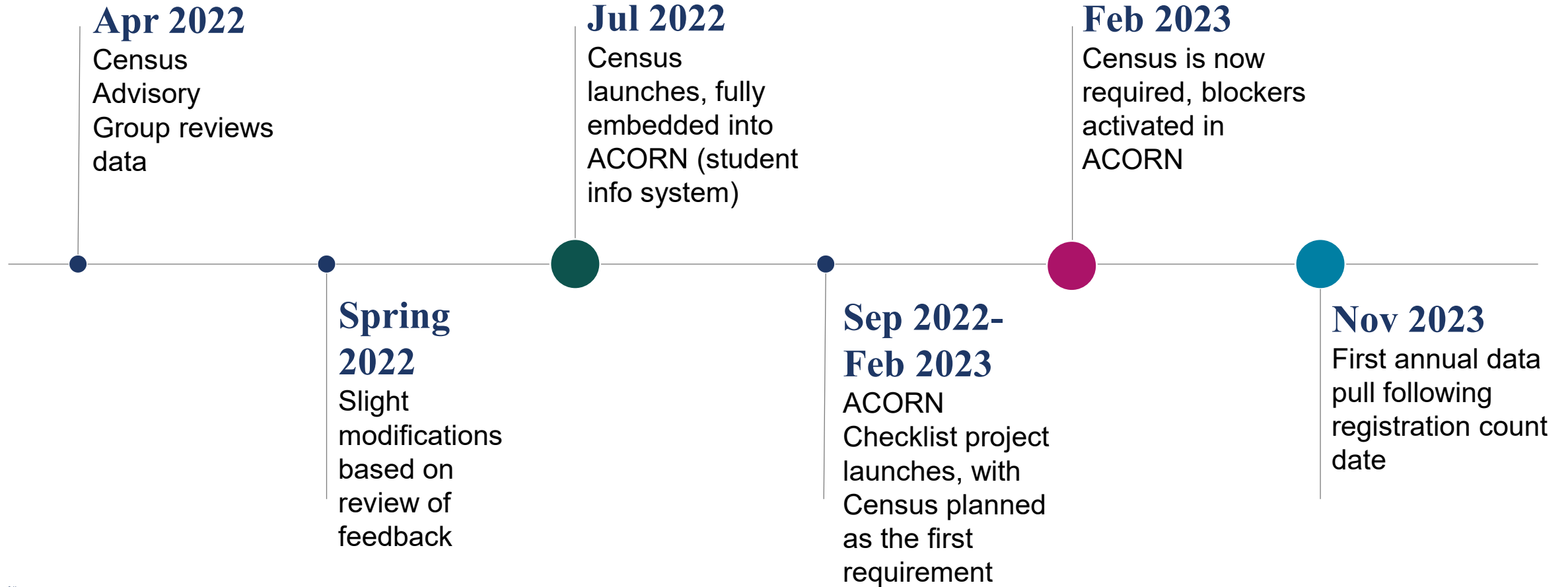
- Demographic data collection tool that captures responses from all registered students at U of T
- Census questions include **gender identity, sexual orientation, disability, Indigenous identity, race and/or ethnocultural identity, religious and/or spiritual affiliation or beliefs***, and **education attainment of parents or guardians**
- Connected to ACORN, the student information system, so can be matched to other categories (e.g., age, immigration status, campus/division/department)
- Census is always open - students can update their responses at anytime

*added August 2024

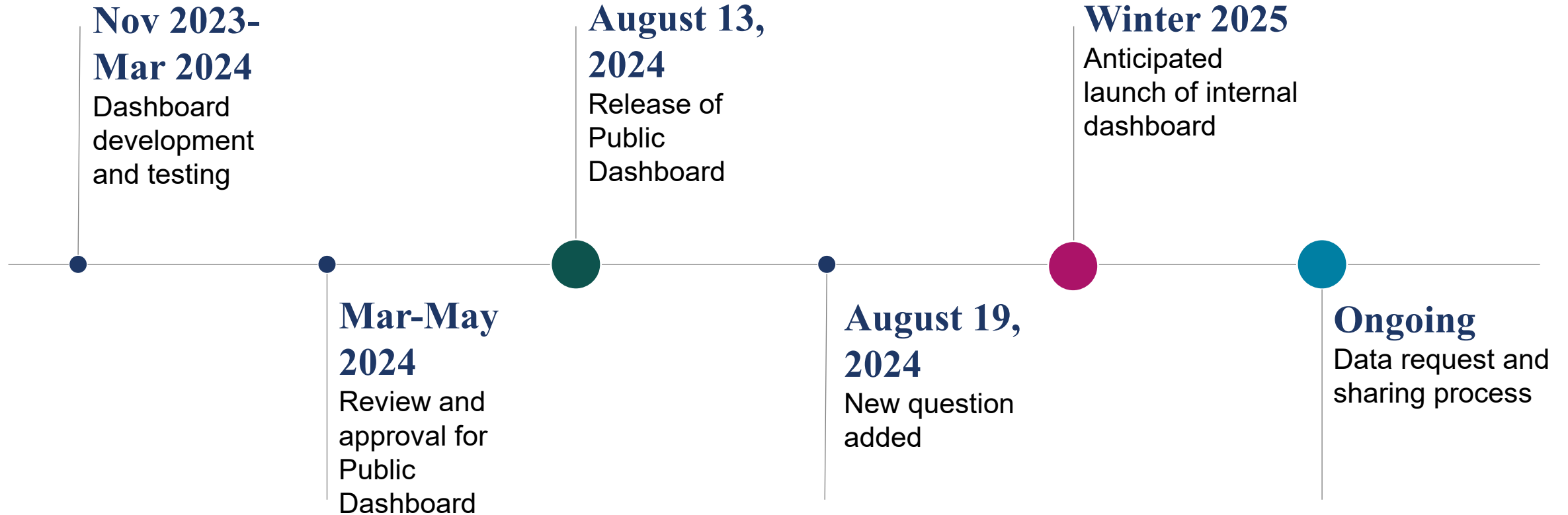
Background – Development, Launch & Review



Background – Embedded & Required

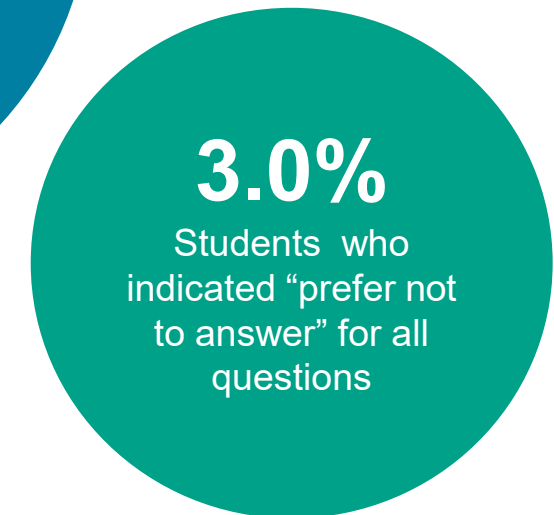
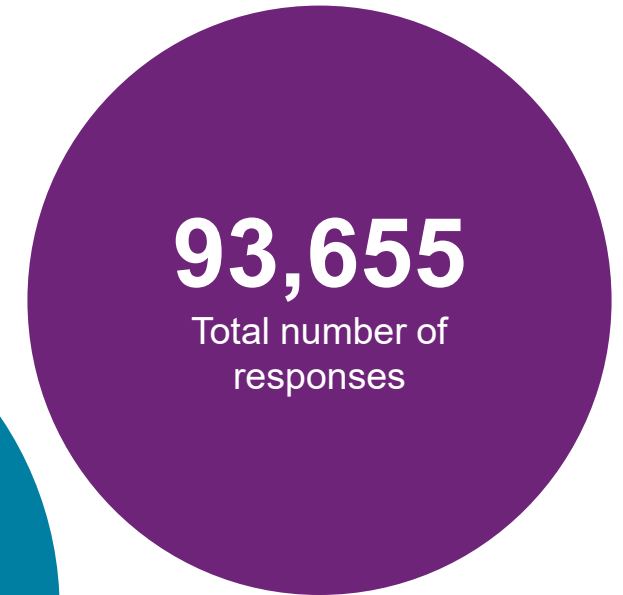
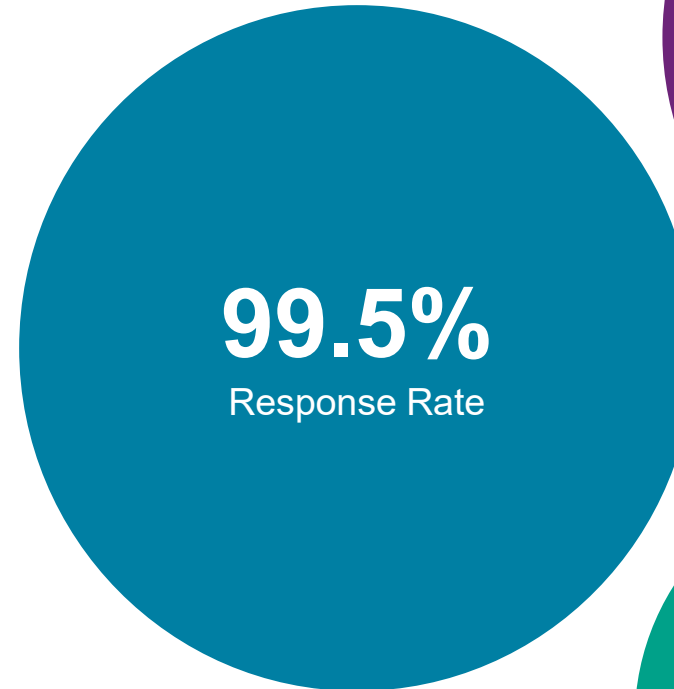


Background – Data Sharing, Finally!



November 1, 2023 – Stats Overview

- Response rate increased significantly with move to mandatory collection
- Positive feedback from students on the changes to the questions and process, from year 1 to current



Updates to Come

- Close consultation with our University equity leads – there is an EDI Data working group now meeting regularly (Admissions, SGS, PSEC)
- Static state for questions as much as possible over next few years, but terminology does evolve, and a regular review is necessary
- Working with Institutional Research & Data Governance (IRDG) on data warehouse set up for future data linkages

Data Sharing & Reporting

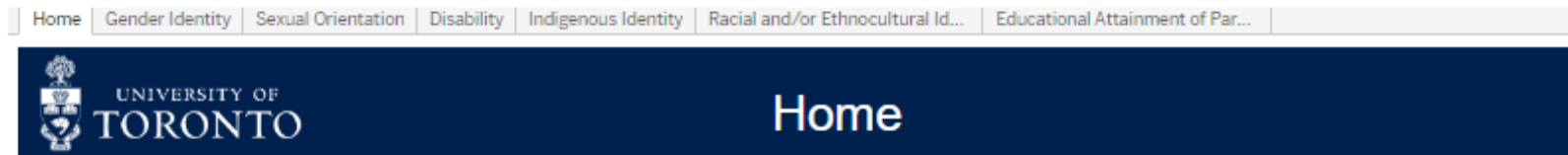
Office of the Vice-Provost Students (OVPS) responsible for facilitating the sharing of this data via the following:

1. **Online Public Dashboard (complete)** – includes three filter options: campus, level of study (grad and UG), and domestic/international. Updated annually.
2. Internal Dashboard (in development) – will have more drill down views, including divisional and departmental filters. Updated annually.
3. Data requests (IRDG) – ongoing via Common Review process

Public Dashboard Landing Page

The University of Toronto is committed to the values of equity, diversity, and inclusion and to advancing equity within our practices and processes. In this spirit, we are pleased to present the data from the [U of T Student Equity Census](#) to the community.

Student Equity Census Dashboard User Guide



Thank you for your interest in the results of the University of Toronto's Student Equity Census.

Through this dashboard, we disclose demographic information for students enrolled at the University from a snapshot taken in the Fall of 2023. For the first time, this includes detailed population-level statistics corresponding with our student body's self-reported gender identity, sexual orientation, racial and ethnocultural identity, Indigenous identity, disability status, and parental educational attainment.

The high response rate (99.5%) to the Student Equity Census allows us to grant interested stakeholders the ability to filter by each of our three campuses, level of instruction, and international/domestic student status to get a better understanding of the demographic profile of our student body, all while protecting the privacy of respondents.

Those interested in learning more about the development of the Student Equity Census instrument and procedures related to its implementation are invited to consult the [Student Equity Census web page](#).

To obtain further information about the dashboard or Student Equity Census, please contact data.ovps@utoronto.ca. We also value any feedback you may have as we develop future iterations of the dashboard to better serve our community.

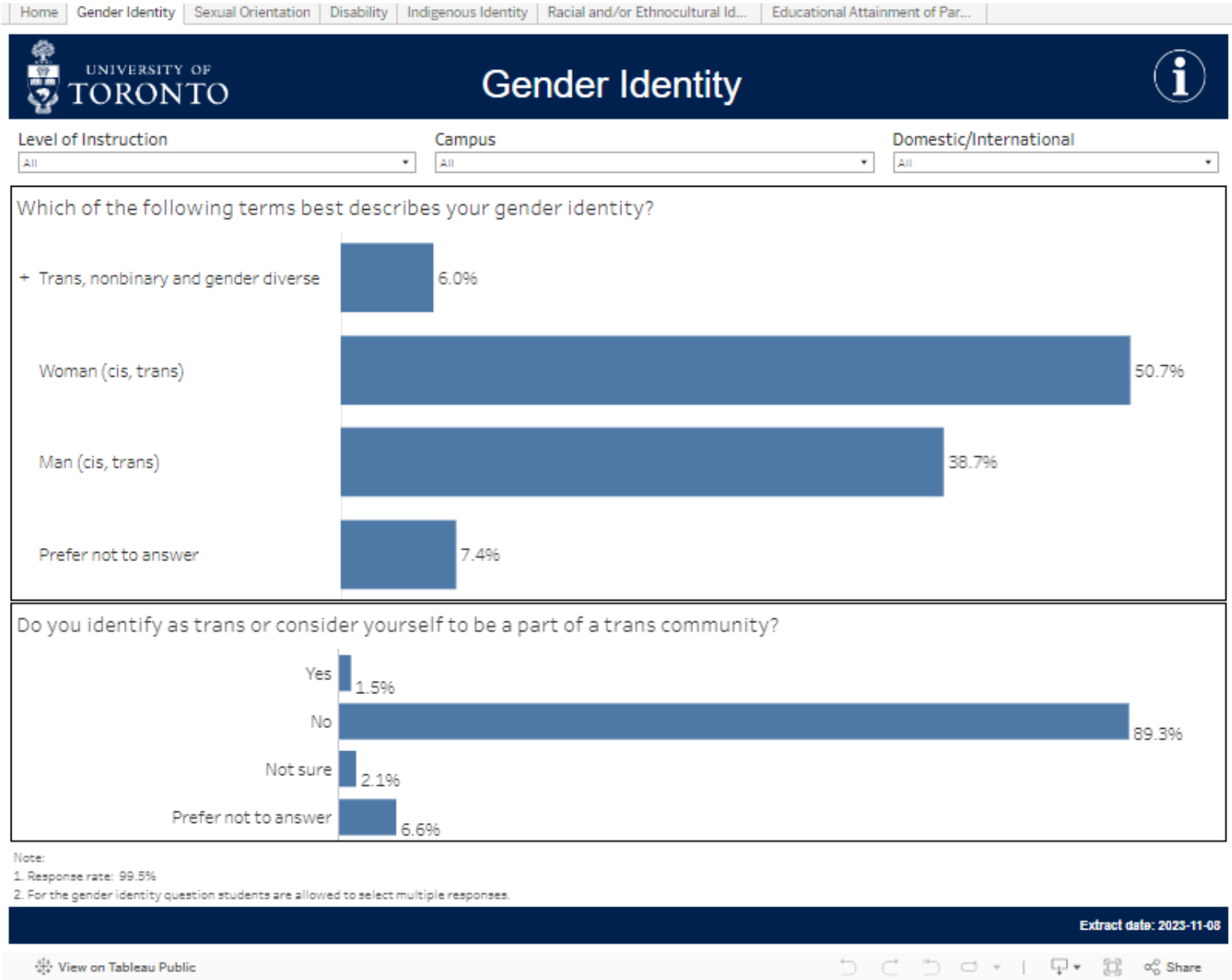
Public Dashboard Data View

User Guide

Filters

Expandable options

Notes



Public Dashboard

Demo

- <https://www.viceprovoststudents.utoronto.ca/news-initiatives/u-of-t-student-equity-census/student-equity-census-dashboard/>

Sample Use-Cases for the Data

- A scholarship program wants to review the demographic make-up of its candidate pool, to inform and develop strategies for recruiting a more diverse pool of applicants, and/or to identify possible barriers in the process.
- To understand the demographic make-up of students registered with accessibility services, health and wellness, or another student service, to develop, improve or enhance strategies for support.
- To have a more accurate view on the religious and/or spiritual affiliations of our student communities, to understand potential impacts that religious holidays and observances may have on exam scheduling, and plan accommodations where needed.

Talking about the Data

- Use public dashboard for general reporting and stats
- For access to more detailed information/data request, connect with Roger
- Let us know how we can assist in translating the data
- We work closely with EDI team on terminology and framing – reflected in our messaging about the initiative (website and future reporting)
- How do you plan to use the data, and how can we help?

Questions?

Jessie Metcalfe

jessie.metcalfe@utoronto.ca

Project Oversight

Roger Pizarro Milian

roger.pizarromilian@utoronto.ca

Data Questions or Requests

Visit the [U of T Student Equity Census webpage](#) for FAQs and more