FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO:	UTM Academic Affairs Committee
SPONSOR: **CONTACT INFO:**	Professor Amrita Daniere, Interim Vice-Principal Academic & Dean (VPA&D) amrita.daniere@utoronto.ca
PRESENTER: **CONTACT INFO:**	Professor Marc Dryer, Associate Dean, Academic Programs, VPA&D; marc.dryer@utoronto.ca
DATE:	January 4, 2023, for January 11, 2023
AGENDA ITEM:	4

ITEM IDENTIFICATION:

Major Modification: New Freestanding Minor in Global Leadership, UTM

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the Committee on Academic Policy and Programs.

GOVERNANCE PATH:

- **UTM Academic Affairs Committee [for approval] (January 11, 2023)**

PREVIOUS ACTION TAKEN:

None

HIGHLIGHTS:

The Department of Language Studies at the University of Toronto Mississauga (UTM) is proposing to introduce a new Freestanding Minor in Global Leadership, effective September 1, 2023. This proposed minor program will be part of a tri-campus initiative to develop students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and global cultures. The Minor integrates theory and practice and provides a forum for students to engage across disciplines and

geographical contexts. The Minor includes core courses strategically delivered across all three U of T campuses, interdivisional student experience, community engagement, and completion of a globally partnered capstone project.

This Minor in Global Leadership will develop U of T's first tri-campus, interdivisional, multidisciplinary undergraduate community of diverse and globally agile, problem solvers. It will leverage the strengths of the University of Toronto, including the diversity of the student body, tri-campus strengths for experiential learning, and opportunities for global engagement, both locally and abroad.

This proposal aligns with the UTM Academic Plan where developing global citizenship is outlined as a major emphasis. In particular, the Plan's fourth goal to "educate future leaders to be global citizens meeting complex challenges" will be the central focus and mission of this proposed Minor. Within the Department of Language Studies at UTM, there is already a [Certificate in Global Perspectives](#) (launched in September 2019) to provide UTM students the opportunity to examine issues from different cultural, economic, and socio-political perspectives with a global and interdisciplinary lens that will allow for a deeper interpretation and evaluation of our interconnected world. This certificate program has been laying a solid foundation for the core tenets of the proposed Minor since its launch in 2019. For this reason, the Minor in Global Leadership will find a natural home and be well supported in the Department of Language Studies at UTM.

RECOMMENDATION:

Be It Resolved,

THAT the new freestanding Minor in Global Leadership, in the department of Language Studies, as detailed in the proposal dated January 2, 2023, be approved effective September 1, 2023.

DOCUMENTATION PROVIDED:

- Proposal Major Modification**:** New Freestanding Minor in Global Leadership, UTM

University of Toronto
Major Modification Proposal:

New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process.

What is being proposed: please specify exactly what is being proposed; i.e., a new freestanding minor (where there is no existing specialist or major) in…	New Freestanding Minor Program: **Minor in Global Leadership**
Department/unit (if applicable):	Department of Language Studies
Faculty/academic division:	University of Toronto Mississauga (UTM)
Faculty/academic division contact:	Marc Dryer Associate Dean, Academic Programs marc.dryer@utoronto.ca Yen Du Manager, Academic Programs, Reviews & Quality Assurance yen.du@utoronto.ca
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Version date:	January 2, 2023

Summary

- Please provide a brief summary of what is being proposed including:
  - a clear statement of the relationship of this to other programs
  - the impetus for its development in brief
  - any distinctive elements

This is a proposal to introduce a new Freestanding Minor in Global Leadership, which will be housed in, and administered by, the Department of Language Studies at the University of Toronto Mississauga (UTM).

The 21st century has seen a rise of populism, inward looking and protectionist trends. These pandemic times highlight how countries around the world have made choices to become more inward-looking or more collaborative in addressing the global crisis. Lack of leadership, vision and coordination has facilitated COVID-19's spread, and the virus has magnified and revealed inequities grounded in systemic discrimination. **Now, more than ever, the world needs principled, inclusive, and empathetic global leaders.**

At home and overseas, instructors, administrators and student experience leads are all rethinking how we can provide students with opportunities to acquire global leadership skills and the ability to collaboratively address issues of global relevance. This includes knowledge, experiences, competencies and agility to address global issues, the ability to critique approaches to leadership and change in the global context, values for reciprocal and collaborative global partnerships, and foresight of the limitless potential in a rapidly changing world. As a part of the *Global U* suite of curricular and co-curricular offerings, in September 2019, U of T launched the Global Scholar and Global Citizen initiatives to promote international learning within and beyond the classroom setting. **This is a proposal to introduce a new freestanding Minor in Global Leadership.** It is proposed as a third option of *U of T Global U*, with scaffolded and sequenced academic courses and embedded global experience (locally and/or abroad).

This proposal aligns with the UTM Academic Plan[1] where developing global citizenship is outlined as a major emphasis. In particular, the Plan's fourth goal to "educate future leaders to be global citizens meeting complex challenges" will be the central focus and mission of this proposed Minor. Within the Department of Language Studies at UTM, there is already a Certificate in Global Perspectives (launched in September 2019) to provide UTM students the opportunity to examine issues from different cultural, economic, and socio-political perspectives with a global and interdisciplinary lens that will allow for a deeper interpretation and evaluation of our interconnected world. This certificate program has been laying a solid foundation for the core tenets of the proposed Minor since its launch in 2019. For this reason, the Minor in Global Leadership will find a natural home and be well supported in the Department of Language Studies at UTM.

The proposed Minor in Global Leadership, facilitated in partnership between multiple Faculties across all three U of T campuses, develops students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and global cultures. The Minor

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[1] https://www.utm.utoronto.ca/dean/media/140/download?inline

integrates theory and practice and provides a forum for students to engage across disciplines and geographical contexts. The Minor includes core courses strategically delivered across all three U of T campuses, interdivisional student experience, community engagement, and completion of a globally partnered capstone project.

This Minor in Global Leadership will develop U of T's first tri-campus, interdivisional, multidisciplinary undergraduate community of diverse and globally agile, problem solvers. It will leverage the strengths of the University of Toronto, including the diversity of the student body, tri-campus strengths for experiential learning, and opportunities for global engagement, both locally and abroad.

Relationship to other programs: This proposed minor will augment the suite of undergraduate curricular offerings across the University in global and international studies, including Global Asia Studies (University of Toronto Scarborough), International Affairs (University of Toronto Mississauga), and International Development Studies (University of Toronto Scarborough).

Specifically, **this proposed Minor in Global Leadership is distinguished by its emphasis on the critical and multidisciplinary focus on leadership in a global context**, the experiential-based development of competencies in collaborative global leadership, and the intentional pan-university administrative structure with a tri-campus interdivisional and interdisciplinary cohort of students.

Students in eight divisions can currently receive a *"Global Scholar"* notation on their transcript by completing a curated set of courses offered by their program or Faculty and receive a Global Scholars Certificate. Examples include, the Certificate in Global Development, Environment and Health (University of Toronto Scarborough), Certificate in Global Engineering (Faculty of Applied Science and Engineering), Certificate in Global Studies of the Built Environment (Daniels Faculty of Architecture), Certificate in Global German Studies (Faculty of Arts and Science), Certificate in Global Kinesiology and Physical Education (Faculty of Kinesiology and Physical Education), and the Certificate in Global Perspectives (University of Toronto Mississauga). By demonstrating three competencies achieved through co-curricular activity participation and completing a self-reflective workshop, students can also receive a "*Global Citizen*" designation on their co-curricular record (CCR). In its first year, 235 students completed three competencies towards their designation.

This Freestanding Minor in Global Leadership is distinguished from the Global Scholar Certificates and Global Citizen designation based in its learning outcomes and curricular structure. **The goal of the Minor in Global Leadership is specifically to develop students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and contexts.** More specifically, this Minor in Global Leadership integrates theory and practice, provides a forum for students to engage with, critique, and

interrogate the concepts of "global" and "leadership", and provides a structured curricular pathway for advancing global leadership development. Other structural differences include a higher course-weighting requirement (4.0 FCE as opposed to 2.0 FCE of most certificates), its community-based structure, and the combination of sequenced core Global Leadership (GLB) courses across three years, with divisional electives.

The proposed minor will resonate with existing programs at the University of Toronto, and (based on tri-campus decanal, divisional, and student consultations) it will appeal to students from a variety of disciplines. The minor will draw on tri-campus and interdivisional expertise, with the intention of fostering critical interdisciplinary student critique, engagement and collaboration. **All of the divisional units cited above were consulted in the preparation of this proposal.**

Impetus for its development: The University of Toronto has longstanding academic strengths in globally-oriented, interdisciplinary, and experiential education. This proposed Minor in Global Leadership was conceptualized in recognition of the growing need for collaborative global leaders, to support and deliver on the priorities of the University of Toronto, and importantly, to prepare students for their potential role as future leaders in a global world, **with a focus on principled, inclusive, and empathetic understandings of global leadership.**

Distinctive elements: This Minor in Global Leadership involves tri-campus collaboration in offering an interdivisional and interdisciplinary curriculum with experiential learning opportunities. It will include a core series of three global leadership (GLB) courses that are sequenced, experiential and comprised of a tri-campus, interdivisional cohort, and will be augmented by electives within each division.

Effective Date

September 2023.

Academic Rationale

- Describe what is being proposed and why.
- If relevant, describe the mode of delivery (including online) and how it is appropriate to support students in achieving the learning objectives of the program.

- Context
  - ▸ Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.
  - ▸ Describe the consistency of the program with the University's mission and unit/divisional academic plan and priorities.
- Distinctiveness
  - ▸ Identify any distinctive/innovative aspects of the proposed minor.
  - ▸ As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

A freestanding Minor in Global Leadership is proposed to complement, integrate, and augment the current curricular offerings available in global and international studies within divisions and Faculties at the University of Toronto, as well as existing co-curricular offerings for global student experience. It is distinguished from existing offerings by its emphasis on the critical and interdisciplinary focus on leadership in a global context. The goal of this new minor program is to support critical interdivisional, multidisciplinary development of competencies in collaborative global leadership with a community-based model and a combination of core Global Leadership (GLB) courses supplemented by divisional electives.

Mode of Delivery: The Minor in Global Leadership will embrace technology to deliver flexible modes of teaching and learning, as well as a range of mediums for student collaboration. In order to support the active and inclusive participation of students from all three campuses, core GLB courses will be delivered as hybrid courses via synchronous and asynchronous course delivery methods. In-person meetings with guest speakers and social activities to build student connections, commitment and engagement will be embedded within the core GLB courses as well. Efforts will be made to support travel for UTM students to the other campuses for in-person activities with accommodation options for those unable to attend in-person course activities due to personal extenuating circumstances. Through the use of student-centred and universal instructional design approaches, the core GLB courses will intentionally foster both in-person and remote student engagement with scaffolded reflections, discussions, problem-solving, group work and interactive activity. Each core GLB course will have at least one major in-person student event (GLB201H5 = onboarding retreat; GLBC01H3 = community engagement; GLB401Y1 = capstone presentation event). Additionally, smaller in-person group activities with community organizations may be arranged, as appropriate for the course and program content.

Context: Collectively, the institution has longstanding academic strengths in globally-oriented, interdisciplinary, and experiential education. This proposed Minor in Global Leadership was conceptualized in recognition of the growing need for collaborative global leaders, to support and deliver on the priorities of the University of Toronto,

and importantly, to prepare students for their role as future leaders in a global world, with a focus on principled, inclusive, and empathetic understandings of global leadership.

Not long ago, President Gertler declared: *"Our outlook is now decidedly international. It is driven by our desire to help our students develop the global fluency and cross-cultural perspectives they'll need to lead us forward."* President Gertler has also articulated strengthening international partnerships, leveraging our location, and reinventing undergraduate education as U of T priorities. This Minor in Global Leadership is also in alignment with the U of T mission as stated in the Statement of Institutional Purpose: "The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality."

The COVID-19 pandemic has highlighted that, more than ever, the world needs global leadership and principled, inclusive, and empathetic global leaders. In this context, the proposal for a Minor in Global Leadership to develop students' competencies in collaborative global leadership is highly relevant and timely. The pandemic has also fueled a wealth of innovation and education in online asynchronous and synchronous course delivery methods. Ample training and resources have been recently developed for instructors at the University of Toronto, and many instructors are becoming more comfortable using a combination of in-person and online methods for course delivery. This is extremely helpful in supporting the tri-campus vision for this Minor in Global Leadership, and the desire to create a curricular offering that is accessible to a diverse student cohort that would be participating in the core courses from across all three campuses. Educators in the field of international student experience are now rethinking how global experience may be facilitated locally, including through global classrooms, local global experiences, and technologically supported partnerships with individuals and organizations abroad. All of these advancements provide valuable foundations for developing the core courses in this Minor in Global Leadership so that they may be accessible for the tri-campus cohort with a wealth of options for facilitating student engagement with one another and with local and global communities.

Distinctiveness: This Minor in Global Leadership involves tri-campus collaboration in offering an interdivisional and multidisciplinary curriculum with experiential learning opportunities. **As students pursue this minor while completing a degree in their own discipline, an unprecedented collision of viewpoints takes place. The whole is greater than the sum of the parts.**

This freestanding minor will:
- use a tri-campus interdisciplinary, interdivisional delivery model
- combine the unique academic strengths of each U of T campus
- infuse considerations for equity, diversity and inclusion throughout

- celebrate and build upon the student diversity of our University and city region
- develop principled, inclusive and empathetic understandings of global leadership

A core series of global leadership (GLB) courses (2.0 FCE) will be augmented by electives within each division (2.0 FCE) for a total of 4.0 required FCEs for the proposed program. Students will apply to the program (subject post) at the end of their first year of study. Qualified students will be invited to enroll and start in the program (subject post) at the beginning of their second year of study. At UTM, students will be able to apply to the program after completing 4.0 FCEs, and will be able to apply until they have completed a maximum of 6.0 FCEs.

The proposed completion requirements for the Minor are as follows:
- Year 2: GLB201H5 (0.5 FCE) Global Leadership: Past, Present, Futures
- Year 3: GLBC01H3 (0.5 FCE) Global Leadership: Theory, Research and Practice
- Year 4: GLB401Y1 (1.0 FCE) Global Leadership: Capstone Project
- Divisional course electives (2.0 FCE)

Divisional course electives may include any combination of courses with global content, global classrooms and/or global experience. While global experience may not be required, at least one global experience is <u>strongly recommended</u> for students in the cohort. Efforts will be made to reduce barriers for students engaged in the Minor in Global Leadership to complete a global experience outside of Canada, should they be interested.

Need and Demand

- Provide a brief description of the need and demand for the proposed minor focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements.

The proposed Minor in Global Leadership will fulfill many important needs. Interdisciplinary education and experience in global leadership will offer students academic and professional advantages through enhanced understanding and competencies in global leadership. In a recent Times Higher Education employability ranking, it was noted that more than two thirds of the firms they surveyed cited interdisciplinary or problem-based learning as a "very important measure… more than any other issue." Furthermore, a wealth of research has correlated leadership and global fluencies, involving new worldviews, mindsets, perceptual acumen and perspectives, with graduate employability in the 21st century. It is expected that this connection will only increase in the post COVID-19 era.

The University of Toronto attracts the world's best minds and the diversity of our international student population is enhanced by recruiting top students from around the globe. The University of Toronto is home to international students from 166 countries. With such a diverse and globally minded student body, there is an untapped opportunity for engaging domestic and international students with diverse perspectives, backgrounds and experiences together to engage in critical teaching and learnings on global leadership.

In looking at the demand for global student experience, prior to the COVID-19 outbreak, U of T was on track for 24% of its total undergraduate student population to participate in learning abroad by the time they graduate, signaling student interest and demand for global education and experience.

The Office of the Vice-President International (OVPI) is supporting efforts across the University to make global education an integral and compelling part of the overarching value proposition of the University of Toronto. OVPI recently collaborated with Brand Marketing and Enrolment Services on qualitative research to inform successful efforts around global education. The research aimed to ensure that the strategic positioning and messaging about global education at the University of Toronto are grounded in a deep understanding of prospective student insights and perspectives on global education. Forty-two in-depth, one-hour interviews were conducted with high performing high school students in Toronto, Calgary, Vancouver, San Francisco, Boston and NYC. The qualitative research conducted offered valuable insights that have guided plans that OVPI develops with stakeholders across the University, including the development of this freestanding Minor in Global Leadership. Insights from the research included recommendations to:

- Differentiate U of T's comprehensive global education from ubiquitous study abroad programs at other top universities.
- Emphasize that U of T's global education is an integral part of a degree that builds toward students' professional goals and aspirations.
- Emphasize that U of T curates international experiences with students specifically to build toward their professional goals.
- Emphasize and provide examples for how U of T's global education also happens on campus, where students gain global skills, build networks among international colleagues and gain recognition for their achievements.

In conducting an internal, environmental scan of undergraduate degree programs, certificates and minors offered at U of T, it was concluded that there is no interdisciplinary, interdivisional tri-campus global leadership program. **This is the first of its kind at the University of Toronto.**

An external, environmental scan of programs offered at other North American universities and a literature review of academic work regarding Global Scholar Programs were conducted to ensure the desirability and comparability of the new minor. The external scan results indicate steadily increasing demand and consistent enrolment in global leadership offerings at leading North American universities. When consulting corporate partners, they expressed the need for internationalized graduates, and were highly enthusiastic about the initiative.

Admission/Eligibility Requirements

- Describe any specific requirements that students must meet to be eligible for the proposed minor and how these will be administered.

At UTM the proposed minor will be classified a Type 3 program, which means it is limited by number of student spaces (25) as well as academic qualifications. Academically, the minimum requirement for eligibility is a modified GPA of 2.7 (B-/70%) based on a student's top 3.0 FCE, and second year standing (at UTM this means completion of 4.0-8.5 FCE) at the commencement of the first core course, GLB201H5. Students require at least three years in sequence to complete the core courses, so students with third year standing (at UTM this means completion of 9.0-13.5 FCE) or beyond by the time of GLB201H5 course enrolment will only be considered in cases where the student applicant requests an exception to this requirement and can demonstrate that they have at least three more years of study remaining (e.g., program transfer, part-time study). If in future years, course scheduling makes it feasible for a student to complete the GLB core courses in a two-year timeframe, eligibility will include students with third year standing at the time of GLB201H5. Beyond meeting the minimum eligibility criteria, admission decisions will be based on a combined assessment of student interest, experience, promise of future leadership potential (considered in the broadest sense), and the diversity the student brings to the perspectives of the collective class. Admission may be competitive if demand exceeds the maximum class size. The initial tri-campus cohort will be 100 students, with a tri-campus breakdown set as 25 students from University of Toronto Mississauga, 25 students from University of Toronto Scarborough and 50 students from University of Toronto St. George Campus (with the possibility for the program to scale over time). Students will apply at the end of their first year of study for enrolment in the subject post at the beginning of their second year of study. At UTM, students will be able to apply to the program after having completed 4.0 FCEs.

Applications will occur through a common application process and will be overseen by a Global Leadership administrator supporting the freestanding Minor in Global Leadership across all participating divisions. A central webpage will exist with detailed application instructions and can be linked to by all participating divisions. Prospective

students will apply by requesting the minor through ACORN and submitting a supplemental application package to a common email address. All applications will be downloaded from ACORN and supplemental application packages will be collected and collated by the Global Leadership administrator.

Applications will include submission of an unofficial transcript and responses to short answer questions, including written and/or video submission. Review of applications and enrolment selection will be through a tri-campus admission committee, supported by the Global Leadership administrator.

The freestanding minor will be overseen by a tri-campus *Global Leadership Program Committee (GLPC)* in addition to respective divisional curriculum committees. The GLPC will meet at least four times per year and will provide curricular oversight, including discussion on curricular advancements, review of course outlines, and will support quality assurance reviews [See Sections 6 & 10 below]. The GLPC membership will include:
- One faculty representative from each participating division.
- One senior director, global learning opportunities
- Other ex-officio members may be included from participating divisions, as well as members adding complementary perspectives and expertise. Student members should be added, once feasible.
- The chair is to be selected from amongst the membership with the intention of rotation every 2 years.

Admission decisions will be delegated by the GLPC to a designated admissions committee. This tri-campus admissions committee will review student applications and make admission decisions in line with agreed upon selection criteria and divisional quotas. This process is intended to support the admission of a diverse interdivisional student class, and to reduce the workload for the divisions. Specific application and decision deadlines will be determined annually in consultation with participating divisions and in line with existing admission timelines and systems. **Flexibility exists for application and admission dates to be set on a per division basis, as needed**. The timeframe is established in order to have admission decisions communicated to students in advance of divisional student course registration dates (e.g., early July). The central website will be updated in October of each academic year with the application instructions and deadlines for the upcoming admission cycle. It is anticipated that there will be only one request period (e.g., first request period only).

Following the confirmation of admission decisions, the Global Leadership administrator will indicate on ACORN whether a student has been invited or refused. There will be flexibility for divisions who wish to do this directly.

All divisional registrarial offices and lead academic unit (Department of Language Studies at UTM) will be able to access this information via ACORN and see who has been accepted. In order to complete this task, a unique subject POSt for the minor will be created and attached to each participating academic unit. It is the Office of the Registrar and lead academic unit in the student's Faculty/ division that will be responsible for the Subject POSt, specifically confirmation of completion for final transcript notation.

Once accepted into the minor, applying an E-enrollment indicator, students will only be able to get into the core GLB courses by the department doing the enrolment. The Global Leadership administrator will automatically enrol all accepted students into GLB201H5, and liaise with the offering department's administrator, as required. This will also occur for GLBC01H3 and GLB401Y1 following successful completion of the pre-requisite course. If a student decides to drop a core course, they can do so by contacting the Global Leadership administrator. For each core course, the academic and financial deadlines of the offering division/ campus will be adhered to (i.e. for GLB201H5 this would be the UTM dates listed in the UTM Academic Calendar[2]).

An active tri-campus recruitment strategy will be implemented with the aim of recruiting a diverse cohort of qualified students, including those who haven't yet had the opportunity to see themselves as future global leaders, and those who may be dissuaded by the title of the minor itself. There will be an intentional and strategic focus on the recruitment of students who identify as Black, Indigenous and persons of colour (BIPOC), as well as the recruitment of a deliberate range of domestic and international students who come from diverse disciplines and programs of study. The recruitment strategy will also be implemented and supported by the role of the Global Leadership administrator. More information on this position, and how this role will liaise with divisional support offices is included in Section 11 Resources.

Requirements for the Minor

- Describe in your own words the requirements and structure of the minor.

The Minor in Global Leadership consists of three required courses (2.0 FCE) and divisional course electives adding up to 2.0 FCE, for a total of 4.0 FCE. Core GLB courses are not open to students outside the Minor in Global Leadership.

Core and elective courses completed as a part of the Minor in Global Leadership may be counted towards degree requirements and towards other program or certificate requirements, subject to existing divisional regulations about the number of distinct

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[2] https://utm.calendar.utoronto.ca/

credits required for the degree, and subject to existing program or certificate requirements.

For UTM students, all core and elective courses that are completed towards the Minor in Global Leadership will count towards their degree requirements.

The three required core courses in the Minor in Global leadership are sequenced, interdisciplinary, pan-university courses. Each course follows an intentional sequence designed to prepare students for increasing levels of direct and deep engagement with global leadership and is intended to bring students from across disciplinary perspectives together as a cohort throughout one or more semesters each year. These new core courses designed specifically for the Minor in Global Leadership, include:

GLB201H5 (0.5 FCE) Global Leadership: Past, Present, Futures
- <u>Learning Outcomes:</u> Explore and interrogate globalization and understandings of leadership across time, context and lenses
- <u>Course Delivery</u>: Primarily online (sync/async) course delivery with regular in-person meetings (with embedded social activities to build cohort connections, commitment and engagement)
- <u>Learning Activities</u>: Self-reflection activities
- <u>Student Experience</u>: Onboarding retreat (prior to/early in Fall term)

GLBC01H3 (0.5 FCE) Global Leadership: Theory, Research and Practice
- <u>Learning Outcomes:</u> Prepare students to apply new principled, inclusive and appreciative approaches to the practice of global leadership
- <u>Course Delivery</u>: Primarily online (sync/async) course delivery with regular in-person meetings
- <u>Learning Activities</u>: Group-based activities with reflection on effective communication and collaboration
- <u>Student Experience</u>: Community engagement --- Global <u>focused</u> (with a local or global community partner)

GLB401Y1 (1.0 FCE) Global Leadership: Capstone Project
- <u>Learning Outcomes:</u> Collaborative multidisciplinary problem-solving, with application to real-world problems with global reach. Students learn to take a broad view of problems and to develop the perspectives and dispositions needed for leadership.
- <u>Course Delivery</u>: Seminar discussions, group work, and meetings with experts or stakeholders. Capstone presentation event scheduled at the end of the course.
- <u>Learning Activities</u>: Group-based capstone projects with engagement of tri-campus faculty advisors. Students will conduct research on the state of the

field, develop reports, participate in group conversations and roundtables, learn to analogize to other fields, and learn how to identify and address complex problems with global reach.

- <u>Student Experience</u>: Multidisciplinary capstone projects, with faculty mentors and connected with public- or policy-facing partners. This may include community engaged learning, or organization partnered projects. Students will collaborate with peers on a range of substantive issues, all with a focus on addressing real-world problems with global reach, relevance, or implications.

The courses GLB201H5, GLBC01H3 and GLB401Y1 will each be delivered by one Faculty/divisional unit, and these courses will be part of all the Freestanding Minors in Global Leadership (and completed by all students across the University in the Minor in Global Leadership). Courses may rotate amongst campuses or the delivery may shift between Faculties or divisions on a specific campus, as desired. The Global Leadership Program Committee (see Section 5 for GLPC membership), will allocate responsibility for each core course and approve each course as it is developed prior to normal Faculty/divisional governance approval processes.

Students then have a choice of 2.0 FCE divisional course electives. Each division participating in the Minor in Global Leadership is responsible for identifying existing divisional courses that can be counted as electives towards the minor. Divisional course electives may include a curated combination of courses with global content, global classrooms and/or global experience:

- **Global content** may take the form of global issues, topics, perspectives, and/or competency development. Global content may also include language courses and Indigenous studies.
- **Global classrooms** may take the form of course-based connections with students/scholars abroad, either in-person or online.
- **Global experience** may take the form of an internship course, study abroad course, or <u>research excursion</u>, <u>independent summer program, UTM Abroad, UTM International Community Connections, UTM Intercultural Learning & Development in the Classroom.</u> Global experience can also be local in select cases. While global experience may not be required, at least one global experience is <u>strongly recommended</u> for students in the cohort. Efforts will be made to reduce barriers for students engaged in the Minor in Global Leadership to complete a global experience, should they be interested.

In addition to the 2.0 FCEs in core courses, students completing the Minor in Global Leadership at UTM will complete 2.0 FCEs from the following elective courses, which are categorized into four area groups: Leadership; Global Issues; Ethics/Equity, Diversity, Inclusion; and Communication and Cultural Competencies. Full course titles and course descriptions are in Appendix B of this proposal.

Leadership:
ANT215H5, ANT300H5, ANT352H5, EDS210H5, ENV201H5, HIS311H5, MGT260H5, MGT463H5, POL343Y5

Global Issues:
EDS310H5, ENG273H5, ENV310H5, ENV311H5, GGR329H5, GGR363H5, GGR387H5, HIS330H5, HIS323H5, HIS364H5, HIS425H5, JEP356H5, SOC304H5, SOC354H5, SOC382H5, RLG314H5

Ethics/Equity, Diversity, and Inclusion:
EDS220H5, ENG274H5, HIS386H5, JAL355H5, POL355Y5, POL368H5, PSY320H5, SOC358H5, SOC388H5, RLG314H5, WGS335H5, WGS367H5, WGS420H5

Communication and Cultural Competencies:
ARA212Y5, CHI103H5, CHI104H5, FSL105H5, FSL106H5, GER100Y5, HIN211H5, HIN212H5, ITA100Y5, PUN212Y5, SPA100Y5, URD212Y5

Students must complete at least one course (0.5-1.0 FCE) from Communication and Cultural Competiencies (in a language that is not their first/ native language) with the remaining FCEs (1.0-1.5) chosen from the other groupings of Leadership; Global Issues; and Ethics/Equity, Diversity, Inclusion. Additional UTM courses can be used toward program completion by special request with the Department of Language Studies (UTM).

- Provide, as an appendix:
  - ▸ An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
  - ▸ A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
- Provide, as an appendix:
  - ▸ A full list of the course numbers and titles, indicating clearly whether they are new or existing. (Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.)

Please see *Appendix A* for the proposed calendar copy and *Appendix B* for a full list of the course numbers and titles, indicating clearly whether they are new or existing.

Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)

- Address how the design, structure, requirements and delivery of the program support the program learning outcomes and DLEs.
- Identify DLEs, how each is addressed in this particular program and specify how the program design and requirements support the attainment of student learning outcomes. Proponents may find the language in the table useful or should feel free to use their own.
- Note: As this is only a minor with 4.0 FCE, it is not expected that all six degree-level expectations are addressed. Accordingly, the Knowledge of Methodologies, Professional Capacity and Autonomy, and Awareness of Limits of Knowledge degree level expectations are not included in the table below as degree-level expectations of this minor program.

Degree-Level Expectations	Program Learning Outcomes	How the Program Design/ Structure Supports the Degree-Level Expectations	How the Assessment of Teaching & Learning Supports the Degree Level Expectations
Depth and Breadth of Knowledge a. knowledge and a critical understanding of the central concepts, current methodologies and recent advances, theoretical approaches and assumptions, and intellectual history of at least one discipline b. an understanding of many of the major fields in that discipline and the relationship	Depth and breadth of knowledge is understood in the Minor in Global Leadership as knowledge and critical understanding of key concepts in global leadership. This includes considering global leadership from diverse cultural and interdisciplinary perspectives. This is reflected in students who are able to: - 1. Describe current global perspectives,	The program design and required core course elements that ensure these student outcomes for depth and breadth of knowledge are: 1. GLB201H5 and elective courses from the Global Pathway List of Courses (2.0 FCE) readings and lectures related to global issues, topics, perspectives, and/or competency development. Global content includes courses on global perspectives and area studies courses. This includes	Student achievement of program learning outcomes and degree-level expectations will be assessed using: 1. Student performance on course evaluations will assess student's ability to describe current global perspectives, issues and opportunities. 2. A combination of class participation, student presentations and essays will be used to assess the student's ability to discuss approaches to global leadership.

of the discipline to other disciplines c. a detailed knowledge of and some experience with the practice and fundamentals of research and enquiry in the discipline d. critical thinking and analytical skills inside and outside the discipline • e. knowledge of central concepts from at least one other discipline.	issues and opportunities. • 2. Discuss historical and contemporary approaches to advancing change in a global context. • 3. Articulate diverse cultural perspectives on global leadership. • 4. Practice reciprocal, partnership-based positive social change across global contexts and disciplines. • **5.** Be able to apply an understanding of ethics, power and their intersections to generate critical enquiry in global leadership. • 6. Critique and analyze the concept and practice of global leadership from multidisciplinary and interdisciplinary perspectives. •	traditional academic courses, global classrooms and/or credit-bearing academic courses with embedded global experience. 2. GLB201H5 and elective courses from the Global Pathway List of Courses class discussions. 3. GLB201H5 and GLBC01H3 course lectures, required readings and interdivisional group work. This will also be achieved via the class onboarding retreat and in interactions with community members (GLBC01H3). 4. GLBC01H3 lectures, required readings, and assignments, including participation in reciprocal and partnership-based community engaged learning. This will also be a major focus of the GLB401Y1 culminating capstone course. 5. GLB201H5 and elective courses from the Global Pathway List of Courses class discussions. 6. GLB201H5, GLBC01H3 and GLB401Y1 culminating capstone project.	3. & 6. The assessment of ability to articulate diverse cultural and interdivisional perspectives will occur through a combination of individual and group assignments, including written reports and oral group presentations. This will also be assessed through observation of student group activities and self-reflection. 4. The assessment of a student's ability to practice reciprocal and partnership-based approaches will be assessed based on exchanges with community partners, as well as student written reports, oral presentation, and self-reflections on exchanges with peers and community partners. 5. Written and oral final reports assessed across all required courses, GLB201H5, GLBC01H3 and GLB401Y1.

		•	
Application of Knowledge a. gather, review, interpret, present, produce and critically evaluate information, arguments, assumptions, abstract concepts, hypotheses and/or creative options b. make informed judgments in accordance with the major theories, concepts, intellectual and artistic traditions, and methods of the subject(s) of study c. apply relevant concepts, principles, and techniques, both within and outside the discipline d. frame appropriate questions, solve problems, propose and test solutions e. formulate coherent lines of argument f. if applicable, produce a creative work.	Application of knowledge is understood in the Minor in Global Leadership as the ability to critically gather, review, interpret and evaluate arguments, assumptions and concepts of global leadership, ask questions and propose collaborative solutions to address issues of global relevance. • This is reflected in students who are able to: • 1. Critique the notion of "leadership" in a global context. • 2. Make informed judgements on global perspectives, issues and opportunities in alignment with the principles of inclusive and empathetic global leadership. • 3. Apply a principled, inclusive and empathetic approach to global leadership.	The program design and required core course elements that ensure these student outcomes for application of knowledge are: 1. GLB201H5 lectures, class discussion and course assignments. 2. & 3. GLB201H5 student exchanges with peers during the class onboarding retreat. GLBC01H3 lectures and course readings on principled, inclusive and empathetic global leadership, as well as course assignments which require engagement in student groups and with community partners. GLB401Y1 capstone projects conducted in interdisciplinary groups and in collaboration with global partners. 4. & 5. Group project with community partner (GLBC01H3), and the final group capstone project (GLB401Y1). •	Student achievement of program learning outcomes and degree-level expectations will be assessed using: • 1. A combination of GLB201H5 class participation, student presentations and essays will be used to assess the student's ability to critique approaches to global leadership and critique the notion of leadership itself. • 2. & 3. Student's ability to apply a principled, inclusive and empathetic approach to global leadership with be assessed based on observed interactions with peers and community partners. This will also be assessed in GLBC01H3 via applied examination questions and in GLBC01H3 & GLB401Y1 written

			and/or oral group reflections.
	• 4. Frame appropriate questions to work in reciprocity and collaboration in addressing positive social change across global contexts. **5. Apply/transfer fundamental disciplinary concepts and coherent lines of understanding to different global settings and other disciplinary fields.** •		• 4. & 5. The demonstration of questioning, application of disciplinary concepts and collaborative leadership will be assessed via group final project deliverables in GLBC01H3 (community-engaged project) and GLB401Y1 (capstone project). This will also be assessed through reflections on the collaborative process employed by the student groups.
Communication Skills a. express information, arguments, and analyses accurately and with clarity, both orally and in writing b. present work in a variety of formal and informal contexts in forms appropriate to the discipline c. communicate effectively to a range of audiences	Communication skills is understood in the Minor in Global Leadership as the ability to demonstrate cultural competencies and global fluencies in communicating with peers and community partners, orally and in writing. • This is reflected in students who are able to:	The program design and required core course elements that ensure these student outcomes for communication skills are: 1. & 3. Individual and group work activities where students communicate and collaborate across cultures (GLB201H5), communication with diverse audiences (academic and community) (GLBC01H3, GLB401Y1), and oral	Student achievement of program learning outcomes and degree-level expectations will be assessed using: • 1., 2., 3., 4., & 5. Oral and written assignments, including observation of class participation (GLB201H5, GLBC01H3, GLB401Y1). • 3. Observed interactions with peers

| d. use communication technologies effectively | • 1. Express information and global and disciplinary perspectives with clarity, both orally and in writing.
• 2. Present work in a variety of formal and informal contexts.
• 3. Practice cultural humility and effectively communicate and collaborate across cultures and audiences.
• 4. Recognize and identify barriers and opportunities to cross-cultural awareness, with particular focus on the use of a language other than English in understanding and interpreting human experience around the globe.
• 5. Use communication technologies effectively. | presentations and class discussion across all required courses.
2. Informal presentations will occur regular as a part of small group work in all core courses (GLB201H5, GLBC01H3, GLB401Y1) and in informal interactions with community partners (GLBC01H3, GLB401Y1). A formal public presentation will occur as the final culminating experience in the GLB401Y1 capstone course.
5. The use of diverse communication technologies will occur across the online and in-person course components, and applied in class engagement and presentations. | and community partners will also be used to assess the student's practice of humility in collaborating across cultures (GLB401Y1 capstone project). |

Assessment of Teaching and Learning

- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

> Methods for assessing student achievement of established program learning outcomes and degree-level expectations are outlined in Section 8 above.
>
> Students will be assessed in the core GLB courses according to course requirements stipulated in each of the syllabi. Evaluation methods will measure the grasp of core course concepts, the ability to critically assess arguments, and the capacity to express and apply ideas to practice. The standard methods of assessments applied across the core courses include a combination of long and short form written assignments that require students to explain and critically assess philosophical arguments and developments, group and/or individual oral participation and presentation, and reflections on practice, and exams that test knowledge and applications learned. In addition, projects with community partners will provide experiential opportunities for students in the 300- and 400-level courses, GLBC01H3 & GLB401Y1.
>
> Notably, the capstone course provides a final summative assessment opportunity that serves to assess the student's learnings in relation to the overall program learning objectives via both written and oral assessment methods (e.g., culminating presentation and final written report).

Consultation

- Describe any consultation with programs and units that may be affected.

> This proposal has been reviewed by and received input from:
> - Global Leaders Tri-campus Vision Group
> - Global Leaders Tri-campus Curricular Working Group
> - Global Leadership Program Committee (tri-campus)
> - Tri-campus undergraduate student focus groups
> - Consultation with all participating divisions (UTM, UTSC, FAS, FASE, KPE, Daniels)
> - Consultations with experiential learning and community engagement offices
> - Registrarial consultations
> - Consultations with Equity, Diversity and Inclusion offices
> - Office of the Vice-Provost, Academic Program review
> - Office of the Vice-Provost, Innovations in Undergraduate Education

- University of Toronto Communications
- Recruitment & Admissions Group
- ROSI/CAB Group
- Student Life co-curricular focus group
- Standing Commissions Updates Group
- Division of University Advancement
- Enterprise Applications and Solutions Integration & HR Technology (EASI)
- Director, Munk School of Global Affairs
- Senior Director, Centre for International Experience

In addition, specific to UTM, consultation for the proposal has occurred on many levels including, between the Dean's office and the Office of the Vice-President International and tri-campus academic partnership. The former Chair of the Department of Language Studies is currently representing UTM on the Tri-campus Global Leadership Program Committee and the former Vice-Dean, Academic Experience and former Chair of the Department of Language Studies represented UTM at the tri-campus meetings for the Minor in Global Leadership program since the initial conception in 2019. Prof. Marc Dryer, Associate Dean, Academic Programs is serving on the Global Leadership Program Committee and the Course Delivery subcommittee.

The following table summarizes internal consultation that occurred at UTM around the inclusion of specific UTM course options and faculty named in this proposal. Beyond the table below, wider consultation was done across all academic units at UTM by the Office of the Dean. Any feedback received has been incorporated into the proposal, as appropriate.

Table 1: Consultation List

Department/ Unit (UTM)	Contact
Anthropology	Tracey Galloway Associate Professor & Chair
Language Studies	Salvatore Bancheri Professor & Chair Mihaela Pirvulescu Associate Professor & Associate Chair
Historical Studies	Tong Lam Associate Professor & Chair

Political Science	Steven Bernstein Associate Professor & Chair Emily Nacol Associate Professor & Associate Chair, Academic
Sociology	Phil Goodman Associate Professor & Chair Erik Schneiderhan Associate Professor & Associate Chair, Undergraduate
Management	Tanjim Hossain Professor & Chair Tanya Kirsch Director, Undergraduate Programs
English and Drama	Jacob Gallagher-Ross Associate Professor & Chair Terry Robinson Associate Professor & Associate Chair, English
Geography	Tenley Conway Professor & Chair Laura Brown Associate Professor & Associate Chair, Academic

Resources

- Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.
- Please be specific where this may impact significant enrolment agreements with the Faculty/Provost's office.
- Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

There will be some costs incurred for the experiential core courses. Costs for tri-campus course delivery will be modest and will be borne by the offering division. This will include costs associated with additional teaching workload for the core course instructors, such as hiring a sessional instructor to allow for reallocation of faculty

teaching. Resource implications for the divisional elective courses will be minimal as these courses are existing courses. There is no impact on faculty complement planning, admissions, or existing agreements with other institutions.

In order to support the administration of the Minor the hiring of one Global Leadership administrator will be required. The table below outlines the roles of the administrator and how this role intersects with divisional administrative supports with flexibility for the respective roles to vary, as preferred, on a divisional basis.

	Global Leadership Administrator	**Divisional Administrator/ Registrar's Office**
Task	- Management of the global leadership webpage and associated communication about admissions and core course information - Collection and collation of admission applications - Confirmation of admission decisions via ACORN - Supporting student enrolment in GLB core courses - Indicating completion of core GLB courses - Administrative support of the *Global Leadership Program Committee*	- Rules and policies of the student's division will be upheld (e.g., add/drop dates, course waivers, approval of electives, petitions, appeals) - Answering student questions about particular program requirements (divisional administrator would be able to answer questions specific to that program, including options for electives) - Answering any questions with regards to degree completion, scholarships, accessibility, academic supports - Final decision and confirmation of program completion is with the department administrator

Faculty Requirements

- Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program,
  ‣ Discuss the role of any adjunct or contractual faculty,
  ‣ Comment on the provision of supervision of experiential learning opportunities, as appropriate.
  ‣ If relevant, describe the plan to provide additional faculty resources to support the program.

Table 2: Detailed List of Committed Faculty

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Andrea Olive, Associate Professor	Political Science, UTM	• Environmental Policy

		• Endangered species and conservation • Private Property • Environmental justice
Spyridon Kotsovilis, Assistant Professor	Political Science, UTM	• International affairs, and globalization
Andreas Bendlin, Associate Professor	Historical Studies, UTM	• Religions in the Roman World • Ritual Studies • Roman Social and Cultural History • Greco-Roman antiquity, with a particular emphasis on the religions of Rome and the Roman Empire
Emmanuel Nikiema, Associate Professor	Language Studies, UTM	• French Studies and linguistic Studies • African and Creole languages (Caribbean and Indian Ocean)
Elizabeth Coulson, Assistant Professor	Language Studies, UTM	• Education Studies, Global education, internship and experiential learning
Michael Lettieri, Professor	Language Studies, UTM	• Italian Studies
Phil Goodman, Associate Professor & Chair	Sociology, UTM	• Criminology, Law & Society

Space/Infrastructure

- Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

There are no special or unique space or infrastructure requirements for the proposed Minor program. Special room bookings may be required for specific course activities (e.g., student orientation session, final capstone presentations).

UTQAP Process

The UTQAP pathway is summarized in the table below.

Steps	Approving Body	Approval Date
Development/consultation within Unit	Salvatore Bancheri Chair, Department of Language Studies	December 1, 2022

Decanal & Provostial Sign-Off	Marc Dryer Associate Dean, Academic Programs	December 1, 2022
	VPAP sign-off	December 15, 2022
Divisional Governance Approval	UTM Academic Affairs Committee	January 11, 2023
AP&P – reported annually		May 2023
Ontario Quality Council – reported annually		July 2023

Appendix A: Proposed UTM Academic Calendar Entry

Global Leadership – Minor (ARTS)

Now, more than ever, the world needs principled, inclusive, and empathetic global leaders. The Minor in Global Leadership, facilitated in partnership between multiple Faculties across all three U of T campuses, develops students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and global cultures. The Minor integrates theory and practice, and provides a forum for students to engage across disciplines and geographical contexts. The Minor includes interdivisional student experience, community engagement and completion of a globally partnered capstone project.

Enrolment Requirements

Enrolment in the Minor in Global Leadership is limited. Students will be able to apply to the program after completing 4.0 credits (but no more than 6.0 credits) and must have achieved a minimum average GPA of 2.7 across their best 3.0 credits completed.
In addition, students must submit a separate application. Please see the Minor in Global Leadership website for more information.

NOTE: The GPA cut-off for admission is determined annually in relation to the number and quality of the applicants. It is never below 2.7 across the best 3.0 credits. Meeting the minimum requirements does not guarantee admission.

Program Requirements

4.0 credits are required.

- GLB201H5
- GLBC01H3 (offered at the UTSC campus)
- GLB401Y1 (offered at the St. George campus)
- 2.0 credits, as follows:

- One course (0.5-1.0 credit) from the Communication and Cultural Competencies course list (below); and
- Remaining credits to total 2.0 credits (1.0-1.5 credits) from Leadership; Global Issues; and/ or Ethics/ Equity, Diversity, and Inclusion course lists (below).

Leadership: ANT215H5 or ANT300H5 or ANT352H5 or EDS210H5 or ENV201H5 or HIS311H5 or MGT260H5 or MGT463H5 or POL343Y5

Global Issues: EDS310H5 or ENG273H5 or ENV310H5 or ENV311H5 or GGR329H5 or GGR363H5 or GGR387H5 or HIS330H5 or HIS323H5 or HIS364H5 or HIS425H5 or JEP356H5 or SOC304H5 or SOC354H5 or SOC382H5 or RLG314H5

Ethics/Equity, Diversity, and Inclusion: EDS220H5 or ENG274H5 or HIS386H5 or JAL355H5 or POL355Y5 or POL368H5 or PSY320H5 or SOC358H5 or SOC388H5 or RLG314H5 or WGS335H5 or WGS367H5 or WGS420H5

Communication and Cultural Competencies: ARA212Y5 or CHI103H5 or CHI104H5 or FSL105H5 or FSL106H5 or GER100Y5 or HIN211H5 or HIN212H5 or ITA100Y5 or PUN212Y5 or SPA100Y5 or URD212Y5
*** The Communication & Cultural Competencies requirement must be fulfilled in a language that is not the student's first/ native language.*

Appendix B: Detailed List of Courses and Course Descriptions

Core Courses:

Code	Title	Prerequisite	New/Existing
GLB201H5	Global Leadership: Past, Present, Futures	You must have followed the appropriate application procedures in the year preceding course enrolment, be entering 2nd year or higher and have a modified GPA of 2.7 (B-/70%) based on a student's top 3.0 FCE	New
GLBC01H3	Global Leadership: Theory, Research and Practice	GLB201H5	New
GLB401Y1	Global Leadership: Capstone Project	GLBC01H3	New

Core Course Descriptions:

GLB201H5 - Global Leadership: Past, Present, Futures

In this course, we will examine the changing conceptions of "globalization" and "leadership". We will consider questions such as: Why did globalization become a dominant frame? How have narratives of globalization changed over time? What differences are there between late 20th century globalization and earlier processes of colonization? And what are expectations going forward? We will consider the assumed scale of the global and ways globalizations manifests differently in different sites, including students' reflections on the uneven experiences of globalization in their own lives, communities and worlds they observe and pass through. For leadership, we will similarly explore different approaches to this idea, across time (e.g., 1960s versus the present) and contexts (e.g., corporate operations versus community-level organizing). In this course students will be asked to challenge how good leadership is conceived, dynamics that are assumed (e.g., leaders and followers), and also who/what might be left out (e.g., gender, race, class), all towards developing the conceptual building blocks for assessing and asserting notions of leadership today and in the future. The interrogation of these terms in this course will serve as a starting place to work from in 3rd and 4th year courses. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

GLBC01H3 - Global Leadership: Theory, Research and Practice

Whether corporate, not for profit, or governmental, modern organizations require leaders who are willing to take on complex challenges and work with a global community. Thus, effective leaders must learn how to consider and recognize diverse motivations, behaviours, and perspectives across teams and networks. Building upon content learned in GLB201H5, and focusing on applications and real life case studies, this course will provide students with knowledge and skills to become global leaders of the future. Upon completion of this course, students will be able to adopt culturally sensitive communication, motivation and negotiation techniques; preparing them to apply new principled, inclusive and appreciative approaches to the practice of global leadership. In preparation for GLB401Y1, this course will include group-based activities in which students collaborate on current issues of global importance. An experiential learning component will help develop skills through interactions with guest lecturers and community partners. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

GLB401Y1 - Global Leadership: Capstone Project

This culminating capstone course draws students together in a studio course to work on a group project with a partner organization. Students will work in multidisciplinary teams, mentored by a faculty expert, to draw on content and experiences from their previous coursework and experience. The goal is for students to demonstrate leadership in addressing an issue that is active, real, and seen as having global reach, relevance, or implications. This course will challenge students to draw on their own learning to date, analogize to other fields where relevant, and to collaborate with peers to address complex questions. In addition to submitting a final capstone report, students will present their projects at a capstone event. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

Elective Course Descriptions *[All courses are existing]:*

ANT215H5 – How Should One Live? An Introduction to the Anthropology of Ethics

Few questions are more obviously important than that which Socrates poses in Plato's Republic: "how should one live?" This course considers the various ways this question has been asked and the answers it has received across a range of very different contexts. It begins with Socrates' address to the Athenian assembly in The Apology and his conclusion that the examined life is the only one worth living. We then turn to the Greek past and the Homeric background against which the reflective life, that Socrates exemplified, stood in stark contrast. With this background in place we will proceed to

consider the various ways in which the question of how one should live has been answered across of a range of social settings. Drawing on ethnography as well journalism and documentary film we will consider, for instance, Rastafarianism, Jainism, living "off-grid" in North America, deaf communities in the US, transgenderism, and non-binary gender identity.

ANT300H5 – Cultural Heritage Management: The Past in the Present and for the Future

Cultural Heritage Management, also known as cultural resource management or applied archaeology, aims to protect traces of the past such as artifacts, archaeological sites and cultural landscapes, that have meaning for people in the present. This course takes a broad look at cultural heritage, why it matters in the present, and why we need to preserve aspects of it for the future. Topics may include stakeholders and the politics of the past, mechanisms for the protection of heritage and archaeological sites, the heritage management industry, and the methods used to identify, document, and mitigate impacts to archaeological sites, and to preserve the materials recovered.

ANT352H5 – Protest, Power and Authority: Topics in Political Anthropology

This course explores ethnographically the social and cultural practices through which the exercise of power is legitimized, authorized, and contested, examining such topics as nation-building, non-governmental activism, human rights, and the global "war on terror."

ARA212Y5 – Introductory Arabic

This introductory course is designed for beginners, i.e., students with NO prior knowledge of the Arabic language. The course provides a basic proficiency in Modern Standard Arabic. The students will have ample practice of reading and writing the Arabic alphabet and will master the Arabic sounds and their phono-syntactic features. A foundation of grammar will familiarize the students with word formation, word order, and sentence structures. By the end of the course, the students should be able to fully read Arabic, comprehend simple reading, produce complete sentences to express basic information orally and in writing, and to conduct basic conversations in Modern Standard Arabic. All students are REQUIRED to complete the Arabic Language Assessment Questionnaire before enrolling in this course. Please visit https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires and complete the Arabic Language Assessment Questionnaire by no later than August 29th. Late assessment submissions will not be accepted.

CHI103H5 – Introductory Chinese I

Intended for students with none or minimal background in Mandarin or any Chinese dialects, this course provides a comprehensive introduction to phonetics and written form of Modern Standard Chinese (Mandarin) and covers the topics of functional Chinese at beginner level. All students are REQUIRED to complete the Chinese Language Assessment Questionnaire before enrolling in this course. Please visit https://www.utm.utoronto.ca/language-studies/language-course-assessment-questionnaires and complete the Chinese Language Assessment Questionnaire by no later than August 29th. Late assessment submissions will not be accepted.

CHI104H5 – Introductory Chinese II

As the second half of Introductory Chinese, this course continues to expand students' knowledge and develop their language skills of Mandarin. More topics of functional Chinese are covered in this course. Students who have not completed the listed prerequisite of CHI103H5 are REQUIRED to complete the Chinese Language Assessment Questionnaire (https://www.utm.utoronto.ca/language-studies/language-course-assessment).

EDS210H5 – Communication and Conflict Resolution

This course focuses on principles and practices of conflict management and resolution, emphasizing interpersonal communication, including cross-cultural perspectives and communicating across different identities and worldviews, with emphasis on the relevance of these skills, principles and processes to teaching and learning.

EDS220H5 – Equity and Diversity in Education

This course focuses on raising awareness and sensitivity to equity and diversity issues facing teachers and students in diverse schools and cultural communities. It includes a field experience which entails observation of, and participation in, equity and diversity efforts in a community organization.

EDS310H5 – Education in a Global Context

This course invites students to explore, analyze and compare educational themes and topics within a global context. Using leading frameworks of transformative change, students develop knowledge, apply critical thinking, practice cultural proficiency and empathy as they conduct a comparative analysis of teaching and learning models in both an international and local setting.

ENG273H5 – Literatures of Immigration and Exile

In this course we will study literary and non-literary texts in English from the nineteenth century to the present day that come from colonial and postcolonial contexts and that speak to the experience of those affected by colonization, immigration, exile, war, and globalization. Students will be introduced to postcolonial theory and questions about race, ethnicity, religious difference, and diasporas in Anglophone literary studies. They may study texts by Conrad, James, Beckett, Joyce, Rhys, Pound, Ionesco, Nabokov, Koestler, Brodsky, Naipaul, Achebe, Kundera, Skvorecky, Rushdie, Gallant, Sebald, Ondaatje, Danticat, Ali, and Nafisi.

ENG274H5 – Indigenous Literature and Storytelling

An introduction to Indigenous literature and storytelling with emphasis on First Nations, Métis, and Inuit authors in Canada and Native American authors in the United States of America. In this course, students will review academic citation practices, apply Indigenous theory to storytelling, and engage with audio recordings, poetry, drama, novels, short stories, and non-fiction by writers such as Jeannette Armstrong, Billy-Ray Belcourt, Natalie Diaz, Michael Dorris, Tomson Highway, Basil Johnston, Daniel Heath Justice, Lee Maracle, Eden Robinson, Leslie Marmon Silko, and Tommy Orange.

ENV201H5 – Environmental Management

(Formerly GGR234H5) Environmental management builds on topics discussed in ENV100 and GGR111/112, by focusing on conceptual frameworks and specific tools that can be used to formulate environmental management goals and support decision-making. Case studies will be used throughout to highlight different approaches, focusing primarily on Canadian examples. Topics include ecosystem and adaptive management, environment impact assessments, and the role of stakeholders.

ENV310H5 – Sustainability

The United Nations Commission on Environment and Development popularized the term sustainable development in its 1987 report, Our Common Future. How far have we come since then, as a global community, in implementing sustainability as a model for development? In this course we will examine the history, measurement, and present-day models and applications of sustainability and sustainable development in both the public and private spheres. Sustainability is an integrative concept that addresses social, cultural, political, and economic factors within the constraints of the biophysical environment.

ENV311H5 – Environmental Issues in the Developing World

The Earth is one, but the world is not. We all depend on one biosphere for sustaining our lives. Yet each community, each country, strives for survival and prosperity with little regard for its impact on others. These are the opening words from the report of the UN World Commission on Environment and Development, which first popularized the concept of sustainable development. In this course we examine 'environment' and 'development' and 'human well-being' as inseparable challenges. We consider global, regional, and local environmental problems from the perspectives of developing nations, and investigate the economic, social, and political roots of these problems.

FSL105H5 – Functional French-Novice

The objective of this course, which serves as a starting point in our series of FSL courses, is to introduce students to the phonetic system of the French language, to teach basic vocabulary and to develop awareness of the functions of language in different situations and contexts. An awareness of various francophone cultures and communities will be developed. All students are REQUIRED to complete the French Placement Test (https://frenchpt.utm.utoronto.ca/) before enrolling in ANY FSL or FRE language course for the FIRST time.

FSL106H5 – Functional French-Advanced Beginner

Through the use of teaching materials adapted to their level, students will continue to develop their linguistics abilities and to use them in specific situations. For instance, students will learn how to ask for information, how to refuse or accept an offer. On completion of this course, a linguistic system of basic but useful structures will have been assimilated. An awareness of various francophone cultures and communities will be developed. All students are REQUIRED to complete the French Placement Test (https://frenchpt.utm.utoronto.ca/) before enrolling in ANY FSL or FRE language course for the FIRST time.

GER100Y5 – Introductory German

An intensive language course for students with no previous knowledge of German. Practice in listening, reading, writing and speaking while cultivating an awareness of German culture. This is an interactive course with an emphasis on communicative expression and authentic materials. The Department reserves the right to place students in the appropriate course in the series (GER100Y5, GER200Y5, GER300Y5).

GGR329H5 – Environment and the Roots of Globalization

A critical discussion of how geographical factors, such as landscape, flora and fauna, might help explain why history unfolded differently on different continents. How geography might have impacted the development of agriculture, complex technologies, writing, centralized government and how, in the process, it has shaped the current world economic map.

GGR363H5 – Global Migration and Health

International migration is an important global issue. Hundreds of millions of individuals currently live outside their country of origin. Most migrants leave their country of origin in search of better economic and social opportunities while others are forced to flee crises including political unrest, violence, and natural disasters. Migration poses numerous challenges for individuals, families, communities and governments including those related to health and access to health care services. This course examines contemporary international migration from a geographic perspective with a specific focus on the complex relationships among global (im)migration, health, and broader social determinants of health. Topics covered may include: migration theories, immigration trends and policies, integration and citizenship, social determinants of health, and health care policy.

GGR387H5 – Food and Globalization

A broad overview of the historical development of the global food economy and a survey of recent trends and controversies. Topics discussed range from basic food staples, food markets and trade liberalization to food security, environmental sustainability and alternative agricultural systems.

HIN211H5 – Introductory Hindi I

This course is for students with no prior knowledge of the Hindi language. Students will learn to read and write Hindi in Devanagari script with basic rules of Hindi grammar. Introduction to phonology, grammar, syntax of modern Hindi; emphasis on basic writing and reading.

HIN212H5 – Introductory Hindi II

This course focuses on further developing grammatical structures from HIN211H5 and continues to the next level of Hindi grammar. Students will be introduced to vocabulary of next level to advance their speaking and writing skills by writing compositions and short essay.

HIS311H5 – Introduction to Canadian International Relations

Canadian international affairs in a broader context. Anglo-American, Canadian-American relations; the European background to questions such as the League of Nations, appeasement and rearmament, which directly affected Canada without this country being consulted.

HIS323H5 – The Rwandan Genocide: History, Violence, and Identity

This course examines the 1994 Rwandan Genocide, situated within larger historical frameworks of the nature of precolonial polities, the impact of colonialism, and the crises of postcolonial state building. Through a close examination of primary sources and historical arguments, this course will explore history and memory, violence and trauma, identity and belonging, justice and reconciliation.

HIS330H5 – Politics and Political Change in Latin America

Examines major movements and cultures in Latin American politics from independence to present day. Topics include: nineteenth-century militarism; revolutionary socialism in Cuba and Nicaragua; military dictatorships in Argentina, Brazil and Chile; and recent grassroots and transnational political movements. Emphasizes the integral roles of gender, race and the United States in the region's political processes.

HIS364H5 – International Labour Migration

This course examines and compares the history of international labour migration from the trans-Atlantic African slavery, indentured Asian labour to the manual labour migration in the present day.

HIS386H5 – Gender and History in South Asia

This course reflects on Edward W. Said's seminal Study Orientalism. The first part focuses on the debates around academic representations of the Orient before and after Said's intervention: his critics, alternative perspectives and methodological elaborations. The second part dissects the ways in which Orientalism inhabits political forms of belonging such as romantic nationalism or Islamic fundamentalism, as well as colonial constructions of liberalism, race, gender and sexuality. The third part examines the ramifications of Orientalist knowledge production in the media and in visual culture. The course also raises questions of strategic reversals of Orientalism, and to what extent

Occidentalism can be considered the non-Western equivalent to Western constructions of Otherness.

HIS425H5 – Global Intellectual History: Asia and Africa in the 20th Century

This seminar explores 20th-century political culture and the circulation of ideas and thinkers. With a particular focus on Africa and Asia, we examine the politics of race, religion, class, and gender in their transnational historical contexts. Students are exposed to key analytical concepts, including hegemony, traveling theory, decolonization and Orientalism.

ITA100Y5 – Beginner Italian

An introduction to the language for those with no prior knowledge of Italian. Students learn and practice basic rules of grammar and theme-based vocabulary, and they engage with various aspects of Italian culture.

JAL355H5 – Language and Gender

Ways in which women and men differ in their use of language and in their behaviour in conversational interaction: ways in which language reflects cultural beliefs about women and men.

JEP356H5 – Environmental Justice

Environmental Justice is about the fair treatment of all people in the creation and implementation of environmental policies. It also provides a critical framework to analyze and understand inequalities of an environmental kind. These inequalities are often based around identities of race, class and gender, such that marginalized groups are made to bear the burden of environmental externalities like pollution. Why are First Nations in Canada less likely to have access to safe drinking water? Why are industrial plants often in low-income neighborhoods? After critical examinations of the theories and foundations of environmental justice, this course uses a case study approach to understanding the concepts and the ways in which it has shaped modern society.

MGT260H5 – Managing Human Potential

(Formerly MGT460H5) Human resource management is studied from the perspective of the manager/practitioner. The course focuses on current theory and practices in the

major functions of human resource management. Class exercises and projects are used to provide students with some practical HR experience.

MGT463H5 – Managing Global Organizations

Understanding the global context of organizations is essential to surviving the competitive business environment while creating value in a sustainable and responsible way. This course provides a broad overview of the global environment and introduce critical perspectives in international business, as well as the key management challenges of operating across nations and cultures. It will also consider ways in which management theories and practices should be adapted to transcend as well as be responsive to diverse business, social, and governmental settings. The course weaves together conceptual and practical considerations to create a balanced and exciting learning experience. It also includes an optional International Learning Experience component that involves travel to a country(s) outside of Canada to gain firsthand exposure to management practices in a different setting.

POL343Y5 – Politics of Global Governance

Examines the changing nature and forms of governance in the international system. It explores why and how international institutions and organizations arise; the goals, roles, and effectiveness of institutions in managing global problems and creating order and stability, and whether the rules and norms created by such institutions alter state behaviour, influence domestic policies, and/or challenge state sovereignty.

POL355Y5 – Multiculturalism and Citizenship

How are laws, policies, and social norms affected by the overwhelmingly multicultural character of contemporary societies? This course examines how the realities of contemporary multiculturalism have reshaped civic life, both in Canada and in other societies. The course will attempt to cover both empirical and theoretical-normative approaches to these issues.

POL368Y5 – Gender and Politics

An introduction to gender and politics that examines women as political actors and their activities in formal and grassroots politics.

PUN212Y5 – Introductory Punjabi

An introduction to the Punjabi language and is designed for students with little or no prior knowledge of Punjabi. Basic grammatical structures and conversational skills will be introduced as well as the gurmukhi script in which Punjabi is most commonly written. Contextual background about the history of Punjabi and the various contexts in which it has been used will also be discussed in class.

RLG314H5 – Religion and Gender

This course focuses on the interaction of gender and religion from a comparative and multidisciplinary perspective; topics include creation myths, authority and leadership, sainthood, expressions of the divine, and gendered ritual.

SOC304H5 – Environmental Sociology

This course focuses on human-nature interactions, and the social processes that modify and threaten the natural world. Students develop a better understanding of environmental issues, the interrelationship between social problems and environmental problems, as well as the ways that humans themselves are part of nature.

SOC354H5 – Global Sociology

Approaches to transnational networks, structures and processes, such as diasporic networks, transnational corporations, and social movements.

SOC358H5 – Indigenous People: Legal Orders and Law

This course examines Indigenous people's traditional and contemporary legal orders and confrontations and interactions with non-Indigenous legal systems. Topics may include: treaties; land and resource rights and laws; rights; self-government; governance; restorative justice; colonial legal systems; criminalization and criminal law; and/or international law.

SOC382H5 – Genocide and Memory

This research-based course will engage students with the following two questions: Why does genocide happen? How do we construct, present, and maintain our memories of these terrible social phenomena? Students will spend the first part of the course learning about the sociology of genocide. Students will also be exposed to general theories of culture and the social construction of memory, and will be trained in qualitative methods, with a focus on basic field observation and field note writing.

Students will take this knowledge and training into the field, using a sociological lens to look at genocide museums and memorials, and the people who visit them. The course will culminate in a final project based on the students' observations and analysis during one of several course field trips. The specific cultural and historical sites for the course will vary from year to year. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process. An interview may be required, with priority going to UTM Sociology and Criminology Majors and Specialists.

SOC388H5 – Race and Indigeneity

This course examines how the concept of race, and the ideologies that inform it, impacts identity politics for Indigenous peoples. Special attention will be paid to the socio-cultural and legal effects of racialized knowledge production. Topics may include: human genome projects, museums, recognition politics, legal definitions, criminalization, access to resources, stereotypes and personhood.

SPA100Y5 – Spanish for Beginners

Introduction to the Spanish language for beginning students; overview of basic grammatical structures, development of vocabulary and oral and written expression.

URD212Y5 – Introduction to Urdu

This course is for students who have no background knowledge in Urdu. The course provides students with basic information about the Urdu language paying particular attention to literacy skills, i.e. reading and writing in Urdu. Students start by learning how to write and pronounce the alphabet and how to connect letters to form new words. Then, they learn basic vocabulary in Urdu in order to express basic ideas orally and in writing. By the end of the course, students should be able to write simple sentences to express basic information, and they should be able to conduct basic conversations in Urdu. All students MUST complete the Urdu Language Assessment Questionnaire (https://www.utm.utoronto.ca/language-studies/language-course-assessment) before enrolling in URD course for the FIRST time.

WGS335H5 – Women, Migration and Diaspora

This course examines the process of migration to Canada from a gender perspective, noting the interplay between structural impediments and women's own agency. Historical perspectives on migration and government policy, and on ways women have rebuilt lives and shaped communities.

WGS367H5 – Women and Health

Feminist theories and frameworks examining the interconnections between women, health and biomedicine in North America and transnationally.

WGS420H5 – Engendering Human Rights

This seminar analyzes human rights responses to particular gendered sites of historical repression including examples of genocide, torture and war. It includes reactions generated from government and international organizations as well as remedies developed by victims/survivors. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.