



York University
Faculty of Liberal Arts & Professional Studies
29th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, February 14, 2013
3:00 pm – 5:00 pm

Senate Chamber, N940 Ross

Agenda

1. Call to Order and Approval of the Agenda
2. Chair of Council's Remarks
3. Minutes of the **January 10, 2013** meeting.....1
4. Dean's Remarks
5. Reports of Standing Committees of Council
 - a. **Executive** (three items for information).....4
 - Results of the Faculty Governance Participation Poll
 - Request for Nominations: Faculty Council and Senate effective July 1, 2013
 - b. **Curriculum, Curricular Policy and Standards** (item for action).....22
 - Appendix A: General Education: Context and Proposals.....28
 - Appendix B: Criteria for LA&PS General Education Course Proposals (Faculty Council: 06 June 2011).....34
 - c. Consent Agenda (Curriculum, Curricular Policy and Standards).....37
 - d. **Research Policy and Planning** (item for information).....39
6. Special Presentation: **Strategic Research Plan Update** : Robert Haché, Vice President Research & Innovation
7. Inquiries and Communications: **Services for Researchers** : PRASE
8. Other Business

2012 - 2013 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross (unless otherwise noted below):

March 14, 2013
April 11, 2013

May 9, 2013
June 6, 2013 (*first Thursday*)

All are welcome and encouraged to attend!



**York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council**

Senate Chamber
Minutes of the 28th Meeting of Council
January 10, 2013
#130110

Attendance: M. Adriaen, U. Anucha, S. Ariyaratnam, C. Ashton, P. Bailey, U. Best, K. Bird, M. Buccheri, GT. Chin, S. Chrostowska, D. Cohn, G. Colussi-arthur, G. Comninel, L. Cuffy, M. Derayeh, K. Dowler, S. Dosanjh, R. Drummond, C. Ehrlich, P. Evans, M. Figueredo, D. Fridmar, B. Gleberzon, P. Giordan, B. Heron, C. Heron, X. Huang, T. Hwong, A. Hypolite, C. Innes, H. Jaffer, W. Jenkins, Z. Karimi, A. Khandwala, B. Kelly, A. Kemper, P. Khaiteh, A. Kimakova, A. Kulak, M. Ladd-Taylor, D. Lee, E. Lee, D. Leyton-Brown, B. Lightman, C. Lipsig-Mumme, L. Lo, V. Lobo, M. Lockshin, J. Lp, C. Marjollet, G. Mianda, K. Michasiw, A. Mukherjee, C. Murray, D. Mutimer, R. Myers, L. Myrie, N. Nandakumar, P. Ng, K. Ogata, R. Ophir, V. Patel, J. Philip, V. Philip, J. Ramuderam, D. Reed, K. Reynolds, A. Richins, L. Ripley, N. Rogers, N. Sachdeva, C. Sanchez-Rodriguez, L. Sanders, G. Scardellato, A. Schrauwens, M. Schwartz, A. Semenov, J. Sheptycki, P. Singh, C. Sonnadara, B. Smith, J. Spencer, B. Spotton Visano, I. Steinisch, L. Stewart, S. Tufts, S. Tweyman, R. Udit, M. Valenti, L. Visano, J. Warren, A. Weiss, K. White, S. Weiss, L. Wood, P. Wood, D. Woody, Z. Yi

Guests: Z. DiFranco, A. Noordeh, V. Olender

1. Call to Order and Approval of Agenda

The Chair of Council called the meeting to order.

It was moved, seconded and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair of Council expressed his wishes for a happy New Year to all Council members and their families. He noted that at the end of the meeting there will be a New Year celebration.

The Chair announced that on the agenda today President Shoukri will be addressing Council, and that at the end of his presentation there has been time set aside for questions and answers. He noted that a communication from President Shoukri and Provost Lenton regarding Professor Martin Singer's term as Dean, which will end on June 30, 2014 was received, should members have not received the email please to contact the Secretary of Council.

The Chair discussed that Council will be joined by Vice President Brewer and Vice Provost Morrison for a special presentation and discussion regarding on-campus safety. He noted that the Executive Committee had asked that they join Council to provide members with some factual information regarding safety concerns on campus.

Since there was no request to move items off the consent agenda they were deemed approved.

The report of the last meeting of Senate is found at the back of the agenda package.

3. President's Remarks

The President was welcomed to Council for his annual remarks.

President Shoukri addressed Council and provided them with his annual remarks. He noted the successes and challenges facing the University. Members were invited to ask questions of the President.

Members questioned the reasons why the administration in government agencies looks at faculty CVs to determine productivity for University research? It was noted that it is the easiest way to find details regarding research productivity.

A further question was asked about the connection between the Presidents and the Council of Ontario Universities with the Ministry. It was noted that it has been challenging over the last while and that York is in a unique position.

A discussion ensued about the President and Provost's request for input regarding the communication sent on the succession or renewal of the Dean. Questions were raised about confidentiality of the process. The President ensured Council that all input received will be held in the strictest of confidence and that the President makes the decision on the succession or renewal after a period of consultation. It was noted that this is a standard University process for decanal searches and renewals.

A brief discussion was had on the Global and Mail article regarding fraud at the University.

The President was thanked for his remarks.

4. Minutes of the November 8, 2012 Meeting

It was moved, seconded, and carried that the minutes of the November 8, 2012 meeting of Council be approved.

5. Business Arising from the Minutes

There was no business arising from the minutes

Reports of Standing Committees of Council

5.1. Academic Policy and Planning

It was moved, seconded, and carried that Council approve the creation of a professional certificate in human resource management for internationally educated professionals.

It was moved, seconded, and carried that Council approve the closure of the Professional Certificate in Public Sector Management, effective September 2013.

It was moved, seconded, and carried that Council approve the creation of the professional certificate in Public Administration and Law, effective September 2013.

It was moved, seconded, and carried that Council approve the creation of the professional certificate in Public Policy Analysis, effective September 2013.

5.2. Curriculum, Curricular Policy and Standards

It was moved, seconded, and carried that Council approve a new course rubric, ADMB, for the ONCAT Accounting Bridge Certificate courses, effective Summer 2013.

6. Inquiries and Communications: Safety on Campus Discussion

Vice President Brewer was invited to speak. He presented to Council on safety initiatives. The presentation is available at: <http://www.yorku.ca/laps/council/faculty/documents/LAPSCOUNCILPRESENTATION13JAN10.pdf>

Council members were invited to ask questions and begin a discussion.

It was discussed that there are problems with the perception of safety on campus by the media, such phrases as "*a murder just across from York University*" does not help the situation. It also does not seem that York responds to these directly. It is important to engage with the community more and respond to these types of comments from the media.

A question was asked about how many security officers are on campus at night? There are a total of 78 employees in the security group, each squad has 19 officers, 10 of which are dedicated to the residences.

A further question was raised regarding police on campus and the reasons for them in late November and early December. It was noted that there was a group of high school students operating on campus, and they have now been apprehended. Members noted that a

communication about this should also be sent to the community to ease tensions.

Members commented on that the basic problem is the feeling that campus is not safe, and that it is providing safety statistics related to the demographics of our community would help with this. The statistics that are shown relate to the Toronto area, which is not the only community that York serves. The statistics should also focus of the greater Toronto area north of Steeles which differs from the demographics shown in the presentation.

Members noted that it is important to be as transparent as possible in relation to safety, and many parents are concerned. It was noted that the Vice Provost of Students has personally called all the parents who have left messages of concerns regarding the safety of their children on campus.

Members recommended that research should be done on the policing of universities campuses. It is important that University is tapping into the research available on campus and off to complete this type of research. Through this type of research the University could better understand and react to safety concerns..

A further recommendation was made regarding including an equity course as part of the existing requirements for new students.

A concern was raised about the parking of staff, faculty and students across from the pond. It was recommended that a bridge or cross light be put in. It was noted that the road is City of Toronto property and that the University is aware of the situation and has been in conversations with the City about it.

The Vice President Brewer and Vice Provost Morrison were thanked for their time.

7. Other Business

There was no other business

H. Qudrat-Ullah Chair of Council

L. Cozzi, Secretary of Council



Report 4

January 2013

ITEMS FOR INFORMATION (3):

1. Faculty Governance Participation Poll Results

The Executive Committee would like to report to Council on the results of the Faculty Governance Participation Poll which ran from September 6 to October 30, 2012. The purpose of this Poll was to gather information on faculty involvement in Council and its standing committees, as well as areas of the academic governance that could be strengthened to increase participation. The Executive Committee is currently working on the revisions to the rules and procedures based on the feedback received by the Poll and from individual and group submissions on reform.

The Executive Committee would like to highlight some of the commentary below and thank those who took the time respond to the questions posed. The results of the Poll are attached in Appendix A

Question 1:

Are you currently/or have you been serving on a standing committee of Council since 2009? If “yes”, what are the reasons for your decision? If “no” please explain what deters you or keeps you from serving?

Written comments from members who indicated that they have served on a standing committee of Council since 2009 noted referenced the following: (*summarized*)

- Participation on the Faculty Council and its standing committees are the most interesting way to obtain an overall strategic view;
- Committees that were of particular interest where those in their area of expertise, and where they had previous experience;
- Collegial governance has been of a professional benefit to develop their professional competencies, skills and abilities;
- Their participation reinforces a commitment to student support and representation on committees.

Written comments from members who indicated that they have not served on a standing committee of Council since 2009 referenced the following: (*summarized*)

- Concerns with the values and objectives that are currently being pursued by the Faculty;
- Concerns around the collegial manner of Faculty Council and its structure of the standing committees;
- Unable to attend due to personal and professional commitments.



Question 2:

Which of the following statements best reflects your attendance at Council meetings in the last 12 months? If you have selected either "I rarely attend Council meetings" or "I have not attended any Council meeting in the last 12 months" please explain why? (Summarized)

- Feel alienated from decision-making (top down structure);
- Concerns about a hierarchical relationship between administration and faculty members;
- Faculty members participate when issues specifically concern them;
- Faculty Council meetings seem to be a forum for "rubber-stamping" decisions that have already been made;
- Too little time is spent on collegial discussion of key issues and too much time is spent on administrative reporting/Lack of substantive debates and discussions on important matters;
- Personal and professional commitments have prevented attendance;
- Meeting are too late and/or conflict with teaching schedules/occur at times that people have conflicts, due to increasing pressures on faculty time therefore simply unable to physically attend;
- New and contract faculty do not have enough information on the ways in which they can participate;
- Was not aware that all full-time faculty are members of Council.

Question 3

What would you recommend to improve your participation in Faculty governance (Council meetings and on Standing Committees of Council)?

Recommendations:

- Common time, or set meeting times based on availability of people participating/rotate meeting times
- Make meetings shorter. Start on time, end on time. Insist upon more concise presentations
- Create other forums for engagement
- Online feedback/voting mixed in with physical meetings
- Live-stream council meetings and allow online participants to engage in the debate/vote
- Committees requiring year-round participation should revise this due to conflicts in teaching/research times for faculty
- Better communication to faculty members on the avenues to participate, as well as issues being discussed at the Faculty-level
- Help reduce teaching loads by hiring more full-time faculty
- More time for collegial debate
- Better communication on what is going on within the Faculty and what issues are being discussed
- Develop ways for faculty to gather in collegial settings, for example, a faculty club
- Less time devoted to lengthy presentations by the dean, provost, vice presidents, and president
- Require each School, Department and Division in the Faculty to establish a system that ensures that a certain number of their members attend Faculty Council meetings and participate. This should be recognized as fulfilling a service requirement at the Unit-level.
- Bring in outside professionals, who have solid academic records and are paid to provide their advice
- Reduce the reporting of items of interest
- Allow sub-committees to make their own decisions



- Better communication on what is going on within the Faculty and what issues are being discussed
- Provide a forum for frank discussion and exchange to better collegial relations
- Set up task forces to deal with specific problems that faculty deal with
- A dialogue that clearly takes into account faculty's interests, as expressed by faculty would encourage faculty participation
- Encourage a positive culture
- Encourage new faculty in particular to participate (at new faculty orientation, for example)
- Provide incentives: recognition for service
- Emphasis on a more open culture

Question 4:

At present the membership of Faculty Council is made up of all full-time (including cross-appointed) faculty members and a percentage of contract faculty, students and staff within LA&PS. How strongly do you agree or disagree about creating a Council that is a smaller elected body?

It was noted that respondents ranged from neutral to strongly disagree with the creation of a Council which is a smaller elected body.

2. Request for Nominations – Liberal Arts & Professional Studies Council – Starting July 1, 2013

The Executive Committee would like to announce that there is request for nominations for **full-time faculty** members to serve on the Liberal Arts & Professional Studies Faculty Council, and its standing committees **effective July 1, 2013.**

Vice-Chair of Council

- The Vice-Chair of the Council shall be elected from the members of the Council for a one-year term after at least two nominations have been submitted by the Executive Committee. The Vice-Chair is the Chief Teller and Chief Returning Officer for all elections.
- The Vice-Chair normally assumes the Chair in the following year.
- Should the position of Vice-Chair become vacant prior to the end of the normal term, an election shall be called.
- Should the Vice-Chair-elect resign prior to the beginning of her/his term of office, an election for Vice-Chair shall be called.
- The Vice-Chair presides over meetings of the Committee of the Whole.
- <http://www.yorku.ca/laps/council/faculty/rules.html>



There are currently **24** vacancies on the Standing Committees of Council for 2013 – 2014 as follows:

Executive Committee *(one vacancy)*

- Three (3) Year Term
- Normally meet on the last Wednesday of each month from 1:00pm – 3:00pm
- <http://www.yorku.ca/laps/council/faculty/exec.html>

Continuing Members:

Uzo Anucha, School of Social Work

Anne MacLennan, Department of Communication Studies

Ron Ophir, School of Administrative Studies/School of Human Resource Management

Brenda Spotton Visano, School of Public Policy and Administration/Department of Economics

Arthur Redding, Department of English

James Sheptycki, Department of Social Sciences

Academic Policy and Planning Committee *(three vacancies, one must be from the humanities areas)*

- Three (3) Year Term
- Normally meet on the third Wednesday of each month from 1:00pm – 3:00pm
- http://www.yorku.ca/laps/council/faculty/policy_planning.html

Continuing Members:

Richard Wellen, Department of Social Sciences

Thaddeus Hwong, School of Public Policy and Administration/School of Administrative Studies

Mary Jo Ducharme, School of Human Resource Management

Nick Mule, School of Social Work

Committee on Curriculum, Curricular Policy and Standards *(one vacancy, must be from the professional studies areas)*

- Three (3) Year Term
- Normally meet on the first Wednesday of each month from 1:00pm – 3:00pm
- http://www.yorku.ca/laps/council/faculty/policy_planning.html

Continuing Members:

Eva Karpinski, School of Gender, Sexuality, and Women's Studies

Steven Tufts, Department of Geography

Allan Weiss, Department of English

Claudio Colaguori, Department of Equity Studies

Sharada Srinivasan, Department of Social Sciences

Gabrielle Slowey, Department of Political Science



Tenure and Promotions Committee (three vacancies)

- Three (3) Year Term
- Will meet several times during the months November to June in three rotating panels, usually Wednesdays or Thursdays. The Committee of the Whole normally meets on Thursdays four to five times a year.
- <http://www.yorku.ca/laps/council/faculty/tenure.html>

Continuing Members:

Dale Domian, School of Administrative Studies

Xueqing Xu, Department of Languages, Literatures, and Linguistics

Judy Pelham, Department of Philosophy

Andrea O'Reilly, School of Gender, Sexuality, and Women's Studies

Matthew Brzozowski, Department of Economics

Andrea Daley, School of Social Work

Sotirios Liaskos, School of Information Technology

Christian Marjollet, Department of French Studies

Victor Shea, Department of Humanities

Deanne Williams, Department of English

Simone Bohn, Department of Political Science

Souha Ezzedeem, School of Human Resource Management

Committee on Research Policy and Planning (two vacancies, one must be from the humanities areas)

- Three (3) Year Term
- Normally meet on the fourth Monday of each month (September - June) from 12:00pm to 2:00pm
- <http://www.yorku.ca/laps/council/faculty/research.html>

Continuing Members:

Niru Nirupama, School of Administrative Studies

Tony Burke, Department of Humanities

Jimmy Huang, School of Information Technology

Mark Peacock, Department of Social Sciences

Julia Richardson, School of Human Resource Management

Nergis Canefe, Department of Political Science/School of Public Policy and Administration

Barbara Heron, School of Social Work



Committee on Teaching and Learning *(two vacancies)*

- Three (3) Year Term
- Normally meet on the third Wednesday of each month from 9:30am to 11:00am
- <http://www.yorku.ca/laps/council/faculty/teaching.html>

Continuing Members:

Kathryn Denning, Department of Anthropology
Duff Waring, Department of Philosophy
Janice Newton, Department of Political Science
Peter Khaiteh, School of Information Technology

Committee on Student Appeals and Academic Integrity *(three vacancies)*

- Two (2) Year Term
- Normally meet on the second Monday of each month (September - June) from 11:30am-1:00pm
- <http://www.yorku.ca/laps/council/faculty/appeals.html>

Continuing Members:

Karen Robson, Department of Sociology
Ingrid Spletstoesser, School of Administrative Studies
Jacob Beck, Department of Philosophy
Deborah Neill, Department of History
Noriko Yabuki-Soh, Department of Languages, Literatures, and Linguistics

Committee on Student Academic Petitions *(nine vacancies)*

- Two (2) year term
- Normally meet every Tuesday, Wednesday & Thursday in four rotating panels. This Committee meets during the summer months.
- http://www.yorku.ca/laps/council/faculty/petitions_com.html

Continuing Members:

Kean Birch, Department of Social Sciences
Stephen Cain, Department of English
Stephanie Bell, Department of Writing
Pilar Carbonell, School of Administrative Studies
Boyd Cothran, Department of History
Noemia Couto, School of Public Policy and Administration
Haiping Wang, School of Administrative Studies

At the next meeting of Council nominations will be approved. For detailed information on standing committee compositions please review Appendix B.



3. Request for Nominations - Liberal Arts & Professional Studies Full-Time Faculty Representatives on Senate:

The Executive Committee would like to announce that there is a request for nominations for members to serve as Liberal Arts & Professional Studies **full-time faculty** representatives on Senate, **effective July 1, 2013** for a three-year term (one of which is for a one-year term).

- **Eight (8) Vacancies:** Seven (7) for a Three (3) Year Term, One (1) for a One Year Term
- Details regarding meeting dates and times are posted on the Senate Website:
<http://www.yorku.ca/secretariat/senate/index-senate.html>.

Continuing Members elected at-large members:

Carl Ehrlich, Department of Humanities

Joanne Magee, School of Administrative Studies

Brenda Spotton Visano, School of Public Policy and Administration/Department of Economics

David Leyton-Brown, Department of Political Science

Kymberley Bird, Department of English

Leslie Sanders, Department of Humanities/Writing Department

Kim Michasiw, Department of English

Karen Robson, Department of Sociology

*George Comninel, Department of Political Science**

**stop-out for a one-year term as Chair of Council*

At the next meeting of Council nominations will be approved. For information on the full composition of the Liberal Arts & Professional Studies seats on Senate please review Appendix B.



Liberal Arts & Professional Studies Faculty Participation Poll 2012-2013 Results

Total Responses Received: 50

Assistant Professor: 6

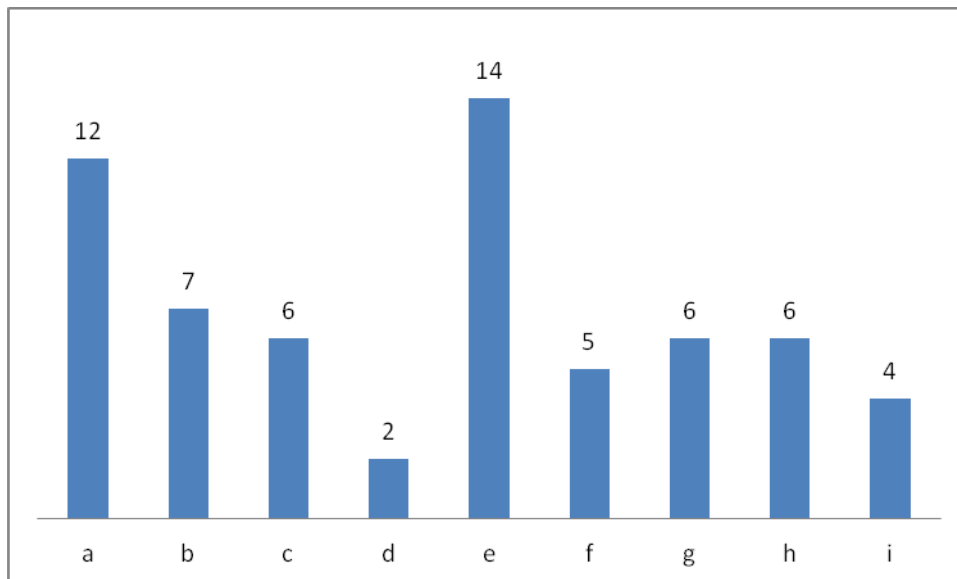
Associate Professor: 27

Professor: 12

Other: 5*

*Includes all responses from lecturer, senior lecturer, contract faculty and other)

1. Of the 50 responders, 22 noted that they currently sit on Standing Committees of Council. Members were asked to select the reasons why they choose to participate (choose all that apply). The options were as follows:
 - a. It is the one way to effect academic change within the Faculty
 - b. I have an interest in the work/initiatives of the standing committee of council
 - c. I have participated on a committee in the past and have found the meetings interesting and productive
 - d. The timing of committee meetings works with my teaching schedule
 - e. I believe that service is part of my responsibilities as a member of the Faculty and want to contribute
 - f. I enjoy participating on committees
 - g. I feel I have contributed to the strategic direction of the Faculty
 - h. I have received encouragement from colleagues to participate
 - i. Other: please specify

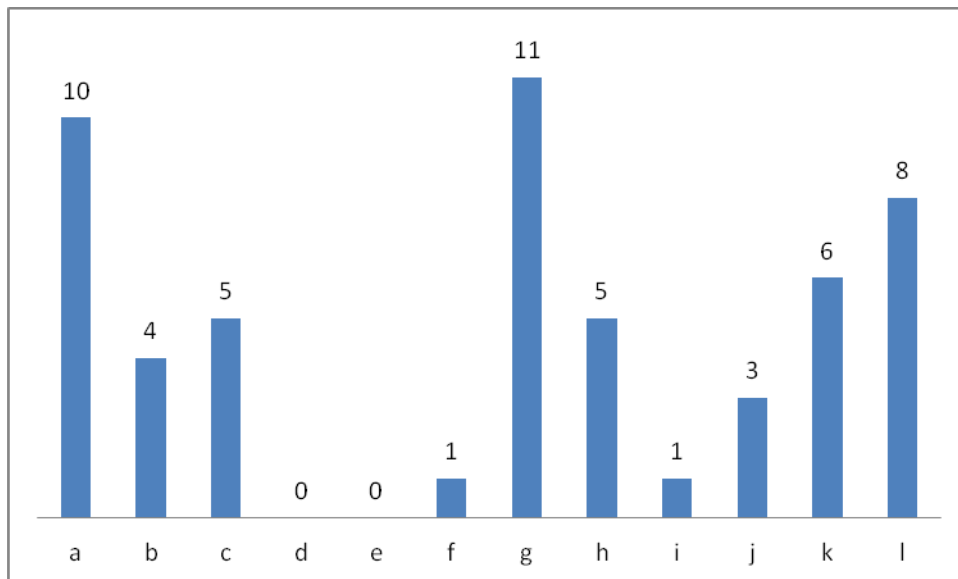




Report to Council

Out of the 50 respondents, 28 defined themselves as not currently sitting on standing committees of Council. Members were asked to select the reasons why they have not participated (choose all that apply). The options were as follows:

- a. I already serve on a Unit-level committee
- b. I already serve on a University-level committee
- c. I teach at the times when the meetings are taking place
- d. Last time I served on a committee I did not feel that I was contributing
- e. I served on a committee last year and cannot serve on the same committee because of the rules and procedures of council, I only want to participate on that committee
- f. I have too many other commitments (personal)
- g. I have too many other commitments (professional)
- h. I have done my fair share of service
- i. I do not like to serve on committees
- j. I do not feel that I have enough information on what the committees actually do.
- k. I have not received encouragement from colleagues to participate
- l. Other: please specify

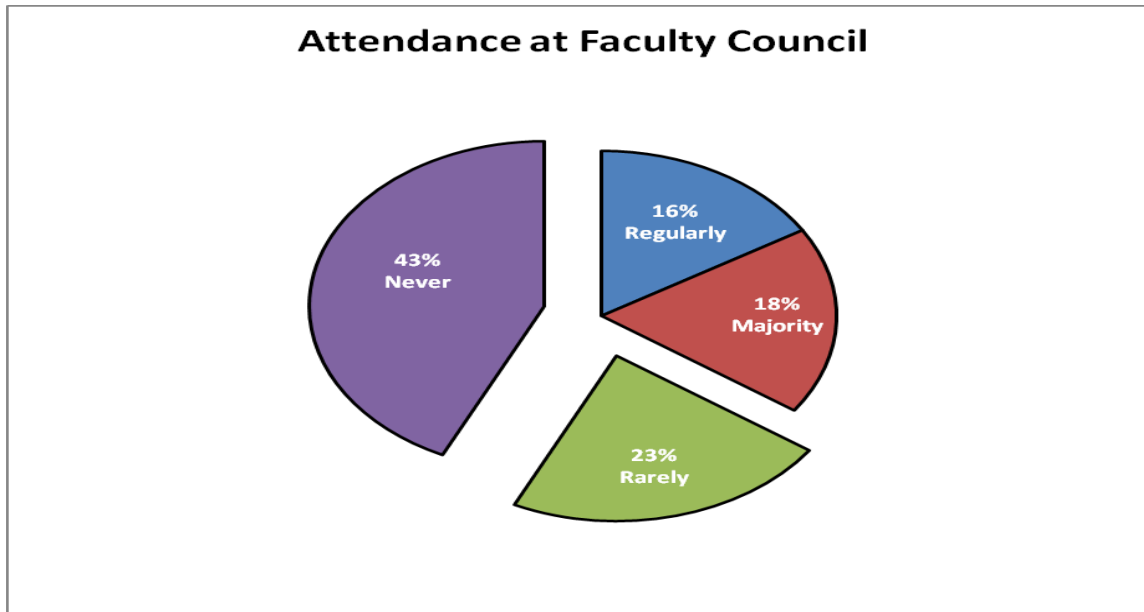




Report to Council

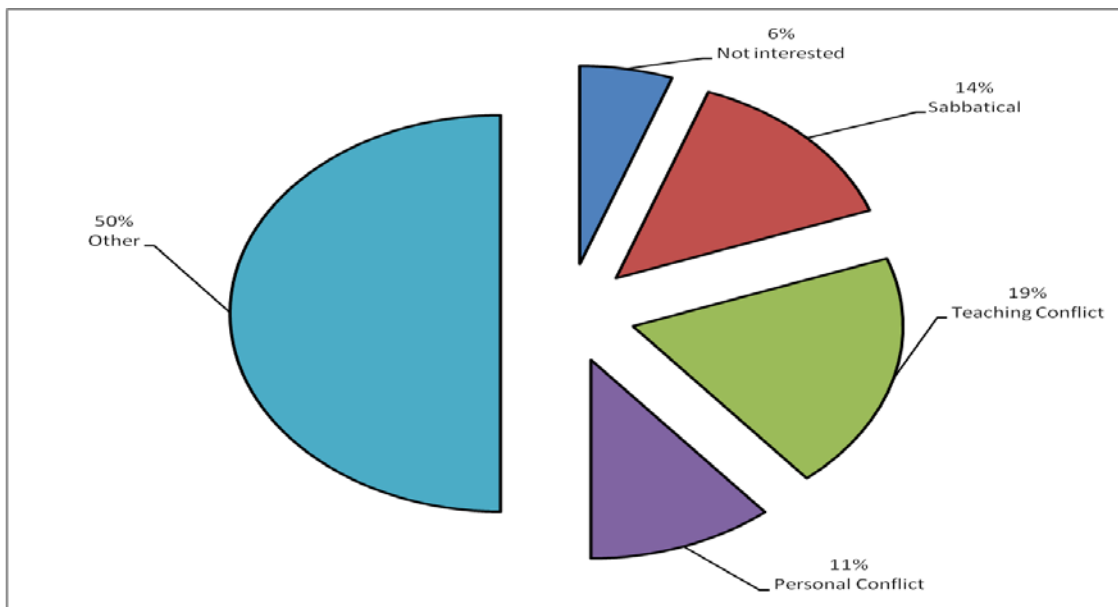
2. Which of the following statements best reflects your attendance at Council meetings in the last 12 months?

- I attend Council meetings regularly (all meetings)
- I attend Council meetings on occasion (4 to 5 meetings a year)
- I rarely attend Council meetings (1 to 3 meetings a year)
- I have not attended any Council meeting in the last 12 months



If you have selected either "I rarely attend Council meetings" or "I have not attended any Council meeting in the last 12 months" please explain why?

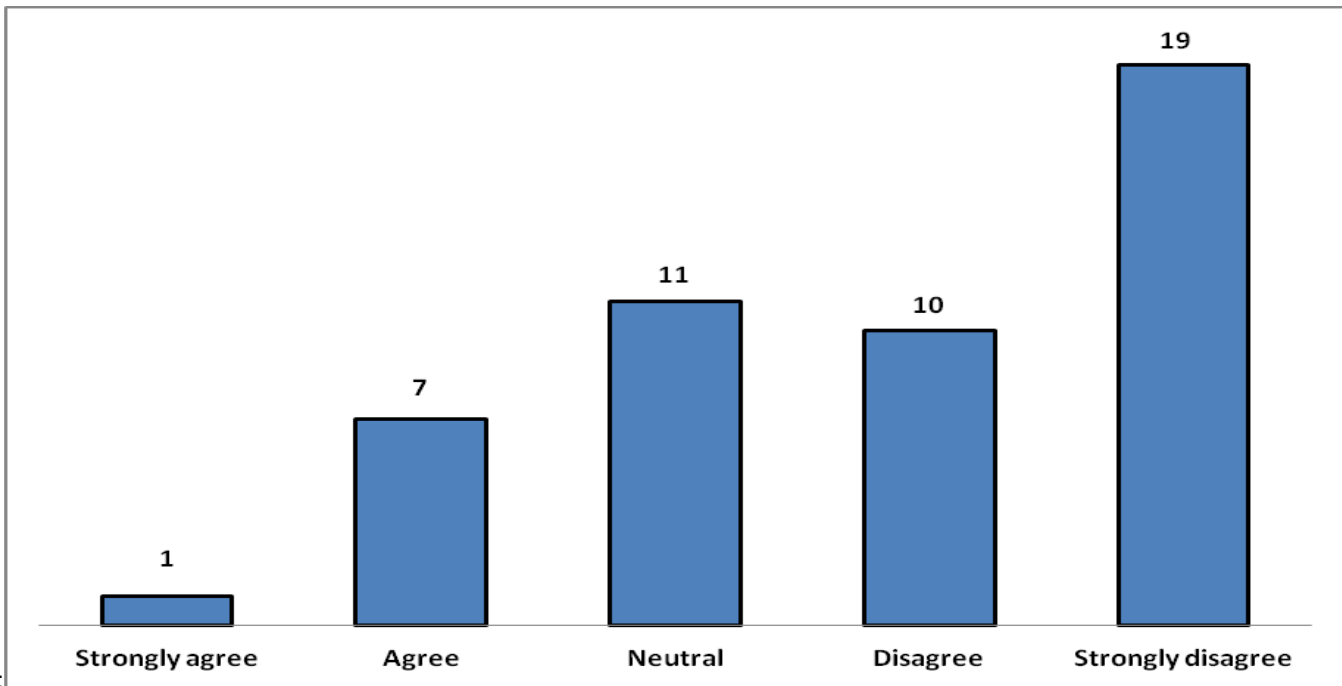
- Not interested
- Sabbatical
- Teaching conflict
- Personal conflict (i.e. family responsibilities)
- Other: (please specify)





3. At present the membership of Faculty Council is made up of all full-time (including cross-appointed) faculty members and a percentage of contract faculty, students and staff within LA&PS. How strongly do you agree or disagree about creating a Council that is a smaller elected body?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree





4. What recommendations would you make to improve participation with Faculty-level academic governance?

Recommendations:

- Common time, or set meeting times based on availability of people participating/rotate meeting times
- Make meetings shorter. Start on time, end on time. Insist upon more concise presentations
- Create other forums for engagement
- Online feedback/voting mixed in with physical meetings
- Live-stream council meetings and allow online participants to engage in the debate/vote
- Committees requiring year-round participation should revise this due to conflicts in teaching/research times for faculty
- Better communication to faculty members on the avenues to participate, as well as issues being discussed at the Faculty-level
- Help reduce teaching loads by hiring more full-time faculty

- More time for collegial debate
- Better communication on what is going on within the Faculty and what issues are being discussed
- Develop ways for faculty to gather in collegial settings, for example, a faculty club
- Less time devoted to lengthy presentations by the dean, provost, vice presidents, and president
- Require each School, Department and Division in the Faculty to establish a system that ensures that a certain number of their members attend Faculty Council meetings and participate. This should be recognized as fulfilling a service requirement at the Unit level.
- Bring in outside professionals, who have solid academic records and are paid to provide their advice
- Reduce the reporting of items of interest
- Allow sub-committees to make their own decisions
- Better communication on what is going on within the Faculty and what issues are being discussed
- Provide a forum for frank discussion and exchange to better collegial relations
- Set up task forces to deal with specific problems that faculty deal with
- A dialogue that clearly takes into account faculty's interests, as expressed by faculty would encourage faculty participation
- Encourage a positive culture
- Encourage new faculty in particular to participate (at new faculty orientation, for example)
- Provide incentives: recognition for service
- Emphasis on a more open culture



Liberal Arts & Professional Studies Department/Schools Represented on Standing Committees of Council 2013-2014

Department/School	faculty		Continuing Members		Nominees	
	#	#	%	#	%	
Administrative Studies	57.8	7	12.1%		0.0%	
Anthropology	17.1	1	5.8%		0.0%	
Communication Studies	11	1	9.1%		0.0%	
Economics	40.3	1	2.5%		0.0%	
English	38.2	4	10.5%		0.0%	
Equity Studies	12.5	1	8.0%		0.0%	
French Studies	15	1	6.7%		0.0%	
Geography	19.8	1	5.1%		0.0%	
History	41.6	2	4.8%		0.0%	
Humanities	53.4	2	3.7%		0.0%	
Human Resources Management	14.7	3	20.4%		0.0%	
Information Technology	11.4	3	26.3%		0.0%	
Languages, Literatures, and Linguistics	46.3	2	4.3%		0.0%	
Philosophy	21.2	3	14.2%		0.0%	
Political Science	47	4	8.5%		0.0%	
Public Policy and Administration	9.4	3	31.9%		0.0%	
Social Science	49.7	5	10.1%		0.0%	
Social Work	19.4	4	20.6%		0.0%	
Sociology	42.5	1	2.4%		0.0%	
Writing	14.7	1	6.8%		0.0%	
Women's Studies	14.5	2	13.8%		0.0%	
	597.5	52				

Note: Highlighted above are those Units which will have less than 5% of the Department/School represented on Standing Committees of Council effective July 1, 2013, if nominations from them are not received.



2013-2014 Faculty Council Committees and LA&PS Representative on Senate Compositions

Vice Chair of Council (1)

Last Name	First Name	Department	Area	Term Start	Term End
Vacancy				July 1, 2013	June 30, 2014

Executive Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Anucha	Uzo	SOWK	Professional Studies	July 1, 2011	June 30, 2014
MacLennan	Anne	COMN	Social Science	July 1, 2012	June 30, 2015
Ophir	Ron	ADMS/HRM	Professional Studies	July 1, 2012	June 30, 2015
Spotton Visano	Brenda	PPA/ECON	Social Science	July 1, 2012	June 30, 2015
Redding	Arthur	EN	Humanities	Nov. 1, 2012	June 30, 2015
Sheptycki	James	SOSC	Social Science	Nov 1, 2012	June 30, 2015
Vacancy					

Academic Policy and Planning Committee (7)

Last Name	First Name	Department	Area	Term Start	Term End
Wellen	Richard	SOSC	Social Science	July 1, 2012	June 30, 2014
Hwong	Thaddeus	PPA/ADMS	Social Science	July 1, 2012	June 30, 2015
Mule	Nick	SOWK	Professional Studies	July 1, 2012	June 30, 2015
Ducharme	Mary Jo	HRM	Professional Studies	Nov 1, 2012	June 30, 2015
Vacancy			Humanities	July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016

Committee on Curriculum, Curricular Policy and Standards (7)

Last Name	First Name	Department	Area	Term Start	Term End
Karpinski	Eva	GSWT	Humanities	July 1, 2011	June 30, 2014
Tufts	Steven	GEOG	Social Science	July 1, 2011	June 30, 2014
Weiss	Allan	EN	Humanities	Jan. 1, 2012	June 30, 2015
Colaguori	Claudio	EQST	Social Science	July 1, 2012	June 30, 2015
Srinivasan	Sharada	SOSC	Social Science	July 1, 2012	June 30, 2015
Slowey	Gabrielle	POLS	Social Science	July 1, 2012	June 30, 2015
Vacancy			Professional Studies	July 1, 2013	June 30, 2016



Tenure and Promotions Committee (15)

Last Name	First Name	Department	Area	Term Start	Term End
Domian	Dale	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Xu	Xueqing	DLLL	Humanities	July 1, 2011	June 30, 2014
Pelham	Judy	PHIL	Humanities	July 1, 2011	June 30, 2014
O'Reilly	Andrea	GWST	Humanities	July 1, 2011	June 30, 2014
Brzozowski	Matthew	ECON	Social Science	Aug. 1. 2012	June 30, 2015
Daley	Andrea	SOWK	Professional Studies	Aug. 1. 2012	June 30, 2015
Liaskos	Sotirios	ITEC	Professional Studies	Aug. 1. 2012	June 30, 2015
Marjollet	Christian	FR	Humanities	Aug. 1. 2012	June 30, 2015
Shea	Victor	HUMA	Humanities	Aug. 1. 2012	June 30, 2015
Williams	Deanne	EN	Humanities	Aug. 1. 2012	June 30, 2015
Bohn	Simone	POLS	Social Science	Aug. 1. 2012	June 30, 2015
Ezzedeem	Souha	HRM	Professional Studies	Aug. 1. 2012	June 30, 2015
Vacancy				July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016

Committee on Teaching and Learning (6 full-time faculty + 1 contract faculty + 2 TAs)

Last Name	First Name	Department	Area	Term Start	Term End
Denning	Kathryn	ANTH	Social Science	July 1, 2011	June 30, 2014
Waring	Duff	PHIL	Humanities	July 1, 2011	June 30, 2014
Newton	Janice	POLS	Social Science	July 1, 2012	June 30, 2015
Khaiter	Peter	ITEC	Professional Studies	Nov 1, 2012	June 30, 2015
Vacancy				July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016
Vacancy			contract faculty	Sept 1, 2013	June 30, 2014
Vacancy		Teaching Assistant		Sept 1, 2013	June 30, 2014
Vacancy		Teaching Assistant		Sept 1, 2013	June 30, 2014

Committee on Research Policy and Planning (9 with at least 2 from each of the three areas)

Last Name	First Name	Department	Area	Term Start	Term End
Nirupama	Niru	ADMS	Professional Studies	July 1, 2011	June 30, 2014
Burke	Tony	HUMA	Humanities	July 1, 2012	June 30, 2015
Huang	Jimmy	ITEC	Professional Studies	July 1, 2012	June 30, 2015
Peacock	Mark	SOSC	Social Science	July 1, 2012	June 30, 2015
Richardson	Julia	HRM	Professional Studies	July 1, 2012	June 30, 2015
Canefe	Nergis	POLS/PPA	Social Science	Nov 1, 2012	June 30, 2015
Heron	Barbara	SOWK	Professional Studies	Nov 1, 2012	June 30, 2015
Vacancy			Humanities	July 1, 2013	June 30, 2016
Vacancy				July 1, 2013	June 30, 2016



Report to Council

Committee on Student Appeals and Academic Integrity (9)

Last Name	First Name	Department	Area	Term Start	Term End
Robson	Karen	SOCI	Social Science	July 1, 2012	June 30, 2014
Spletstoesser	Ingrid	ADMS	Professional Studies	July 1, 2012	June 30, 2014
Asgary	Ali	ADMS	Professional Studies	Nov 1, 2012	June 30, 2014
Beck	Jacob	PHIL	Humanities	Nov 1, 2012	June 30, 2014
Neill	Deborah	HIST	Humanities	Nov 1, 2012	June 30, 2014
Yabuki-Soh	Noriko	DLLL	Humanities	Jan 1, 2013	June 30, 2014
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015

Committee on Student Academic Petitions (16)

Last Name	First Name	Department	Area	Term Start	Term End
Birch	Kean	SOSC	Social Science	July 1, 2012	June 30, 2014
Cain	Stephen	EN	Humanities	July 1, 2012	June 30, 2014
Bell	Stephanie	WRIT	Humanities	Nov 1, 2012	June 30, 2014
Carbonell	Pilar	ADMS	Professional Studies	Nov 1, 2012	June 30, 2014
Cothran	Boyd	HIST	Humanities	Nov 1, 2012	June 30, 2014
Couto	Noemia	PPA	Social Science	Nov 1, 2012	June 30, 2014
Wang	Haiping	ADMS	Professional Studies	Jan 1, 2013	June 30, 2014
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015
Vacancy				July 1, 2013	June 30, 2015



Elected-At-Large LA&PS Faculty Representatives on Senate (18)

Last Name	First Name	Department	Term Start	Term End
Ehrlich	Carl	Humanities	July 1, 2011	June 30, 2014
Magee	Joanne	Administrative Studies	July 1, 2011	June 30, 2014
Spotton Visano	Brenda	Public Policy and Administration/Economics	July 1, 2012	June 30, 2015
Leyton-Brown	David	Political Science	July 1, 2012	June 30, 2015
Bird	Kymerley	English	July 1, 2012	June 30, 2015
Sanders	Leslie	Humanities/Writing Department	July 1, 2012	June 30, 2015
Michasiw	Kim	English	Nov 1, 2012	June 30, 2016
Robson	Karen	Sociology	Nov 1, 2012	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2014*
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Full-time Faculty		July 1, 2013	June 30, 2016
Vacancy	Contract Faculty		Sept. 1, 2013	June 30, 2014
Vacancy	Contract Faculty		Sept. 1, 2013	June 30, 2014

*G. Comninel is on a one year stop out as Chair of Council in 2013-2014

Designated LA&PS Faculty Representatives on Senate (22)

Last Name	First Name	Department	Designation
Comninel	George	LA&PS	Chair of Council
Ng	Peggy	Administrative Studies	Director
Schrauwers	Albert	Anthropology	Chair
Dowler	Kevin	Communication Studies	Chair
Smith	Barry	Economics	Chair
Warren	Jonathan	English	Chair
Derayeh	Minoo	Equity Studies	Chair
Adriaen	Monique	French Studies	Chair
Lo	Lucia	Geography	Chair
Edmondson	Jonathan	History	Chair
Lockshin	Martin	Humanities	Chair
Singh	Parbudyal	Human Resources Management	Director
Huang	Jimmy	Information Technology	Director
Giordan	Pietro	Languages, Literatures, and Linguistics	Chair
Myers	Robert	Philosophy	Chair
Mukherjee-Reed	Ananya	Political Science	Chair
Cohn	Daniel	Public Policy and Administration	Director



Executive Committee – Appendix B

Report to Council

White	Kimberley	Social Science	Chair
Heron	Barbara	Social Work	Director
Mandell	Nancy	Sociology	Chair
Spencer	John	Writing	Chair
Mianda	Gertrude	Gender, Sexuality, and Women's Studies	Director

Faculty Based Representatives on Senate Committees

Committee of Senate	Name	Department	Term Start	Term End
APPRC	Anna Agathangelou	Political Science	July 1, 2011	June 30, 2014
Executive	Brenda Spotton-Visano	Public Policy and Administration/Economics	July 1, 2011	June 30, 2014
Honorary Degrees	Gabrielle Slowey	Political Science	July 1, 2012	June 30, 2015

LA&PS Members Serving At-Large on Senate Committee as of January 30, 2013

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

Niru Nirupama, Associate Professor, School of Administrative Studies
 Leslie Sanders, Professor, Department of Humanities/Writing Department

Senate Appeals Committee (SAC)

Ali Asgary, Associate Professor, School of Administrative Studies
 Minoo Derayah, Associate Professor, Department of Equity Studies
 Anne MacLennan, Assistant Professor, Department of Communication Studies

Awards

Robert Kenedy, Associate Professor, Department of Sociology
 David Leyton-Brown, Professor, Department of Political Science
 Hassan Qudrat-Ullah, Associate Professor, School of Administrative Studies
 Ingrid Spletstoesser, Associate Professor, School of Administrative Studies

Tenure and Promotions Committee (T&P)

Barbara Hanson, Professor, Department of Sociology
 Roberta Iannacito-Provenzano, Associate Professor, Department of Languages, Literatures, and Linguistics
 Livy Visano, Professor, Department of Social Science
 Nelson Waweru, Associate Professor, School of Administrative Studies
 Marcel Martel, Associate Professor, Department of History

Tenure and Promotion Appeals (STAPAC)

Sara Horowitz, Professor, Department of Humanities
 Merle Jacobs, Associate Professor, Department of Equity Studies
 Sergio Villani, Professor, Department of French Studies



**Report 4
January 2013**

ITEM FOR ACTION (1):

1. General Education Model for LA&PS

The Committee on Curriculum, Curricular Policy and Standards recommends the approval of the general education model for the Faculty of Liberal Arts & Professional Studies (LA&PS) as outlined below.

This is a proposal to change the Liberal Arts & Professional Studies (LA&PS) academic legislation on general education requirements for all degree types within LA&PS which include:

BA (Honours)
BA
iBA (Honours)
BAS (Honours)
BAS
BDEM (honours)
BDEM
BHRM (Honours)
BPA (Honours)
BSW (Honours) (Direct Entry)

The proposal should be understood as following through on key commitments made in the Faculty's Strategic Plan, and in the implementation scrolls that grew from that foundational document.

From the Strategic Plan:

Principle 17 preamble:

[I]t is clear that we need to re-evaluate how we deliver general education in the Faculty. The Faculty has already confirmed its commitment to general education, but a number of implementation issues emerged during our visits. These included why access to general education courses is not available to academic units other than Social Science, Humanities, Communication Studies and Equity Studies as long as they conform to the established goals of our general education program; whether it is an unfair advantage for units which offer general education courses to count those courses as part of their program requirements; whether general education courses still deliver the critical skills component that was part of their *raison d'être*; and whether, given recent changes to sequencing requirements, general education courses should be all be designated as 1000-level courses. All of these implementation issues will need to be addressed in the year ahead.

Recommendation 17.5:

Building on our established commitment to general education, we undertake an implementation review of how LA&PS delivers general education courses with the objective of strengthening general education courses and responding to the questions raised in the preamble to this principle.

From the implementation scrolls:

Initiative	Action Items
<p>Review the practice of double counting Gen Ed credits</p>	<p>Some courses count as both Gen Ed and major credits. This practice may undermine the Faculty's commitment to breadth and may unfairly advantage some programs in the matter of "in-program" student recruitment. At the same time, "gateway" courses may be the key factor in keeping some smaller programs alive. The Faculty will seek a principled and equitable solution to these issues.</p>
<p>Develop a rigorous but not strictured model of what a GenEd course is, and who is qualified to deliver it.</p>	<p>There has been a proliferation of units that offer Gen Ed courses. Originally, these were offered by two units (Humanities and Social Science) but the list now includes ten departments, and this list has grown without the benefit of a clear guiding framework. A fair and equitable delivery model will be developed.</p>
<p>Review Gen Ed credit requirements</p>	<p>24 Gen Ed credits are required in BA programs, and 18 for professional degrees. A common requirement across all the Faculty's offerings may be advisable.</p>
<p>Establish appropriate distinction and commonalities among GenEd course types</p>	<p>Distinctions between 6 credit v 9 credit, Humanities v Social Sciences, and skills v breadth will be reviewed. Consideration will be given to the most effective ways of matching a determinate suite of critical skills with the teaching format in which it is most likely to flourish.</p>

The first phase of this implementation—the development of criteria for General Education courses—was effected in 2010-11 by the General Education Sub-Committee, which reports into the Committee on Curriculum, Curricular Policy and Standards of Council (CCPS). The criteria were then circulated to the community for information and for use as a guideline for the development of new and revised general education courses/curriculum.

Now in the second phase of the process, CCPS began consultations (2012) with the community on the model and implementation strategy. The model for general education has now been finalized with a recommendation that there will be a single model for all degree types within LA&PS. These changes will take effect for all programs for September 2014 and will be reflective in the University undergraduate calendar for 2014-2015. Continuing Students will be grandparented for 7 years, which is in line with the normal grandparenting principles of the Faculty.

Over the next year (after Senate's approval) the Faculty will begin to work with all the programs on phase three to change the general education requirements. For most programs the decrease of 3.00 credits will not have an impact on their majors; it will instead open more space within the programs to allow students to take further major, outside the major, and/or elective credits. The Faculty will work with those very few programs whose current design allows little credit-room for an additional 3 credits of General Education to find that room. If full implementation for those few programs needs to be delayed, that delay will be allowed, but is not to be understood as an exemption from the principles underwriting this proposal. Council acknowledges that, during the consultation process, members of the community raised concerns regarding the implementation of the revised program. We will be working with the Office of the Dean throughout the third phase of the process to ensure that students will not be adversely affected and that each program can smoothly transition to the single model.

One final note: one of the written submissions to CCPS noted that “this is plumbing, not planning.” The framers of the proposal, in large measure, agree. The intent is to establish a stable, uniform, comprehensive and comprehensible structure for General Education in LA&PS. The framers hope also that the structure will provide a stable platform upon which future debates concerning the purpose and direction of General Education in the Faculty will take place.

The following is the recommended changes to the general education requirements and standards for the Faculty of Liberal Arts & Professional Studies and its degree types.

Undergraduate Calendar 2012-2013	Undergraduate Calendar 2014-2015
<p>General Education Requirement by Degree Types</p> <p>General Education</p> <p>The Faculty of Liberal Arts and Professional Studies general education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General education courses approved for credit expose students to ways of knowing and fundamental ideas spanning the humanities, modes of reasoning, natural science and social science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.</p> <p>Honours BA, BA, Honours iBA, Honours BDEM, BDEM, Honours BPA and Honours BSW Degree Programs</p> <p>The following are required:</p> <ul style="list-style-type: none"> • 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science. <p>Honours BAS, BAS, Honours BHRM, BHRM Degree Programs</p> <p>Modes of reasoning is recommended.</p> <p>The following are required:</p> <ul style="list-style-type: none"> • 18 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social 	<p>General Education</p> <p>The Faculty of Liberal Arts and Professional Studies general education curriculum provides students with the foundation of interdisciplinary knowledge, breadth, methods and the approaches necessary for successful liberal and professional education. General education courses approved for credit expose students to ways of knowing and fundamental ideas spanning the humanities, modes of reasoning, natural science and social science. These courses also provide explicit instruction in critical analytical skills and thought and its communication in writing and speech.</p> <p>Students take a minimum of 21 General Education credits as follows:</p> <ul style="list-style-type: none"> ▪ 6.00 credits in Natural Science (NATS) ▪ 9.00 credit course in either the humanities or social science categories from the approved list of liberal arts & professional studies general education courses (link) ▪ 6.00 credit course on the other side of the humanities and social science category divide from the approved list of liberal arts & professional studies general education courses (link) <p>Guidelines for General Education Courses</p> <ul style="list-style-type: none"> • All LA&PS students will be required to take a minimum of 21 General Education credits from the approved list of LA&PS General Education courses. (link) • It is strongly recommended that students

science, including a minimum of six credits in each of three areas: humanities, modes of reasoning, natural science and social science.

Guidelines for General Education Courses

It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.

Approved general education courses are offered at the 1000 and 2000 level.

A maximum of nine credits in each of the four areas (humanities, modes of reasoning, natural science and social science) will count towards fulfillment of general education requirements.

A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.

General education courses may be used to satisfy more than one requirement, but are counted only once toward the total number of credits required for the degree as follows:

- General education courses may be used to fulfill the general education requirement and, if applicable, major or minor program requirements. For the purpose of meeting major or minor program requirements, all nine credit general education courses will count as six credits towards the major or minor. The remaining three credits will count towards the total number of credits for the degree.
- General education courses used to fulfill the general education requirement, or major or minor program requirements, may not also be used to fulfill required credits outside the major.
- Additional general education courses not used to fulfill the general education requirement, or major or minor program requirements, may be used to fulfill required credits outside the major.

successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.

- All General Education courses are offered at the 1000-level.
- All approved General Education courses may count for General Education credit; some may count for major credit; none may count as both.
- A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.
- General Education courses may be offered by any School or Department in Faculty of Liberal Arts & Professional Studies. Please refer to the listing of approved general education courses for liberal arts & professional studies ([link](#)).

Note: All approved LA&PS General Education courses will be added to the University repository with the following language added to their course descriptions "*Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit.*"

<p>Minimum Requirements by Degree Type:</p> <p>The following minimum requirements apply to all Faculty of Liberal Arts and Professional Studies students. Each program of study (major or minor) may stipulate additional requirements. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p> <p>BA (Honours) BA iBA (Honours) BPA (Honours) BSW (Honours) (Direct Entry)</p> <p>...</p> <p>General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science;</p> <p>...</p> <p>BAS (Honours) BAS BHRM (Honours)</p> <p>...</p> <p>General Education: 18 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of six credits in each of three areas: Humanities, Modes of Reasoning, Natural Science and Social Science. (Note: Modes of Reasoning recommended for Specialized Honours BAS).</p> <p>...</p>	<p>Minimum Requirements by Degree Type:</p> <p>The following minimum requirements apply to all Faculty of Liberal Arts and Professional Studies students. Each program of study (major or minor) may stipulate additional requirements. For details of individual programs, refer to the Programs of Study section. Also consult the section on Academic Standing.</p> <p>BA (Honours) BA iBA (Honours) BAS (Honours) BAS BDEM (honours) BDEM BHRM (Honours) BPA (Honours) BSW (Honours) (Direct Entry)</p> <p>...</p> <p>General education: To fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including:</p> <ul style="list-style-type: none"> • 6.00 credits in Natural Science (NATS) • A 9.00 credit approved general education course in the social science or humanities categories • And a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken. <p>Note: for recommended general education courses by program, please refer to your program of study.</p> <p>...</p>
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General Education Recommended Model Consultation Documents:

Appendix A: General Education: Context and Proposals

Appendix B: Criteria for LA&PS General Education Course Proposals (Faculty Council: 06 June 2011).

Consultation Process:

On October 23, 2012 an email was sent out to the wider LA&PS community inviting them to attend two open forums that were to be held. Written feedback was also welcomed for submission by November 15, 2012 (subsequently extended to December 17, 2012).

Two open forums were held, one on October 29, 2012, the other on November 6, 2012.

A Committee of the Whole discussion also took place at the November 8, 2012¹ LA&PS Faculty Council meeting.

An email communication was sent to Chairs/Directors, Undergraduate Program Directors, Administrative Assistants, College Masters and SCOLAPS (via the SCOLAPS President) again inviting the submission of written feedback with a deadline of December 17, 2012.

Seven written submissions were received by the December 17, 2012 deadline.

Dates:Consultations

Open Forum #1: October 29, 2012 (attendance: 16 people signed-in for the session)

Open Forum #2: November 6, 2012 (attendance: 22 people signed-in for the session)

Committee of the Whole Discussion: Faculty of Liberal Arts & Professional Studies Faculty Council Meeting
November 8, 2012

Deadline for written submissions: originally November 15, 2012, extended to December 17, 2012 (seven written submissions in total were received).

Approval of Proposed Changes to the Academic Standards (General Education)

Committee on Curriculum, Curricular Policy and Standards (CCPS) approval: January 25, 2013

Faculty of Liberal Arts & Professional Studies (LA&PS) Faculty Council: TBA

Membership of the General Education Sub-Committee:

Allan Weiss, Sub-Committee Chair 2012-2013 (CCPS representative)

Stephen Chen, School of Information Technology (representative, professional programs)

Matthew Clark, Department of Humanities (representative, humanities)

Kathryn Denning, Department of Anthropology (representative, liberal arts programs)

Ruthanna Dyer, Division of Natural Science (representative, natural sciences)

J. Keeping, Department of Humanities (representative, modes of reasoning)

Nalini T. Persram, Department of Social Science (representative, social sciences)

John Spencer, Writing Department (chair of the writing department)

Kim Michasiw, Vice Dean

Vivian Olender, Faculty Curriculum Manager

Whitney L'Esperance, Coordinator, Curriculum and Academic Standards (secretary)

Stanley Tweyman, Department of Humanities (guest contributor)

Additional members from the 2011-2012 academic year

Merle Jacobs, Sub-Committee Chair 2011-2012 (CCPS representative)

Alex Mills, Division of Natural Science (representative, natural sciences)

Ron Sheese, Writing Department (chair of the writing department)

¹ http://www.yorku.ca/laps/council/faculty/documents/AgendaPackage_006.pdf

Appendix A: General Education: Context and Proposals

In over a year's discussion of General Education within Liberal Arts & Professional Studies (hereafter LA&PS) and--as the Faculty provides much of the General Education courses for outlying Faculties--outside its boundaries, significant progress has been made. Our intention here is to detail that progress and to follow that exposition with a proposal for the Faculty's General Education program, a proposal that follow from the ground of agreement, and address, in different ways, issues that remain unresolved and require a fuller consultation across the Faculty.

As we are all aware, in the merger of the former Arts and Atkinson Faculties, a number of differing regimes of General Education requirements were bundled haphazardly together in the time-honoured "both/and" fashion in which York specializes when there are hard choices to be made. The discussions that resulted finally in the Faculty's Strategic Plan featured much concern about these coexisting regimes and, despite the unquestioned fact that General Education has been under review at York for as long as faculty elders can remember, the Strategic Plan included the promise of a full reexamination of the role the General Education program plays in our curricula and the ways in which the program is delivered.

This reexamination has been articulated around eight key questions. Some of these have been answered so effectively as to have been resolved; others remain for further discussion. We will enumerate the questions and discuss each briefly below.

1) What is distinctive about a General Education course in each of the four existing areas: Humanities (HUMA), Modes of Reasoning (MODR), Natural Science (NATS), Social Science (SOSC).

The General Education Subcommittee—which includes a representative from each of the four areas--undertook in 2010-11 to formulate criteria that would aid both in evaluating new course proposals for the program, and in scrutinizing existing General Education courses (http://www.yorku.ca/laps/council/faculty/documents/Criteria_for_LAPS_General_Education_Criteria_May2011_001.doc).

It is worth noting that, in all the many subsequent discussions of the program, no substantive objections have been raised to these criteria.

2) Ought LA&PS to maintain the 2000-level 9-credit GenEd courses that were developed as part of the Faculty of Arts's Foundations Program?

In the former Faculty of Arts, students were required to take 9 credits each of SOSC and HUMA. One of these courses was to be at the 1000-level, the other at the 2000-level. In the process of the merger, the "stepped" requirement that one course had to be at the higher level disappeared. After that disappearance, the 2000-level courses that were not required for major credit in a degree program began to dwindle in enrolment, students expressing with their feet a clear preference for 1000-level courses. Moreover, many who had been closely associated with the Arts model also had doubts that the "stepped" model had ever been wholly successful, which is why it vanished at the point of merger. The general conclusion has been that 2000-level General Education is a residue of a superseded order and needs to be retired. Those 2000-level courses that play roles in major programs can be retooled as 6-credits; those that do not may be reconfigured for the 1000-level, or replaced.

3) *Should the practice of “double-counting” some General Education course both for General Education and Major credit be continued?*

During the Strategic Planning discussions, many Chairs, Directors and others expressed unhappiness that, while some--especially interdisciplinary--programs were able to employ General Education courses as lures for potential majors, others were not. This appeared to them inequitable, and there has been general agreement that this is the case. Those representing smaller interdisciplinary programs expressed concern, though, that an end to their offering of General Education would end also their ability to attract sufficient majors to sustain themselves. The compromise position here is strongly to encourage the larger interdisciplinary programs to abandon General Education, unless they have the resolve and resources to offer a markedly different course from the Major introduction for General Education credit. Smaller programs may continue to offer General Education, with the provision that, for instance, if a student in a General Education attached to the Classical Studies program decides to change her major to CLST, her heretofore General Education course will be converted into a Major credit, and she will be required to take another HUMA course for GenEd credit. The three additional credits from a 9-credit course taken for the Major will count for elective credit. There are logistical issues with this conversion of credits, but we are working with the Registrar's Office to make it possible. The current notion is that the General Education version will have the rubric CLS& (with the terminal & marking the GenEd). This rubric will revert to CLST when the course is for Major credit.

4) *Should the offering of General Education courses be confined to those units that have “historically” offered them (Humanities, Social Science, Equity Studies and, now that MODR has moved, Philosophy)?*

Again, during the Strategic Planning discussions the unfairness and arbitrariness of the ability to offer General Education courses was an issue. Beyond Humanities, Social Science, and Equity Studies--who were and are the major providers—Communication Studies, English, Languages, Literatures and Linguistics, Women's Studies, and French Studies offered, or had on the books, for reasons of historical accident or departmental ambition, one or more General Education courses. The consensus among those discussing General Education courses is that this situation is inequitable and that any unit wishing to propose and offer a General Education course ought to be able to do so.¹

5) *Should the differing requirements for different degree programs (24 credits in some, 18 in others) be maintained?*

A somewhat more vexed issue, given that many of the Major programs on the professional side are so densely packed with credits as to leave very little room for increasing from 18 in terms of GenEd requirements. At the same time, there was consensus that, if General Education is a key element of the education provided to LA&PS students, then that element ought to be available to all, in the same portions. Any final proposal will offer a qualifying “if possible,” but the Faculty's intention is that no Major program should have such extensive credit requirements as to preclude at least 21 credits of General Education.

¹ Offering General Education courses may allow units with large doctoral programs and limited numbers of TA slots in their undergraduate programs to offer more “in-house” Teaching Assistant (TA) places. These additional spaces will ease the sometimes fraught necessity of exporting doctoral candidates to TA slots in Humanities or Social Science.

6) *Should the diffuse administration of the program (with coordinators of each area “reporting” to the Chairs of the departments in which the majority of the area’s courses reside) be continued?*

Although this matter has not been extensively discussed, it is clear that the current decentralized model creates a circumstance in which final responsibility for providing sufficient spaces in an appropriate configuration across the Faculty falls to the Associate Dean Programs. Coordination of offerings within each of the four areas falls to the area coordinators. Coordination of those contributions to the program offered outside the three primary GenEd provisioners happens by guess and gosh. Responsibility for the program as a coherent program is left to the General Education Subcommittee, which is to confuse governance with administration. Given that roughly 20% of the Faculty’s FTEs are generated by the GenEds it offers, it would appear that a Director position—coequal with other Directors and Chairs—is in order. There needs to be additional discussion of continuing the current GenEd coordinator positions, which are attached to and defined by the Areas. That this mode of assignment will be the most effective model under a changed system is unproved. It may be that a TA Coordinator and a Critical Skills Coordinator would be more apropos. **In the near term, however, the current model of Area Coordinators will be maintained.**

7) *Ought the 9-credit (two-hour lecture, two-hour tutorial) to be maintained despite its being more expensive than other modes of course delivery?*

Much discussion of this matter, with the general conclusion that, while it is impossible to say what will happen in any given two-hour lecture or tutorial group, each offers pedagogical possibilities not available in the setting of a one-hour class. This is especially the case with the iterative development of critical writing and reading skills, a process that requires something like individual attention. The principal consideration is the grading workload of Tutor 1s. A Tutor 1 in a 2-hour group has responsibility for the written and other work of 25 students for the same level of compensation that would require grading up to 50 students in one-hour groups. While neither the collective Chairs & Directors nor the GenEd subcommittee is persuaded that the possibilities offered by the two-hour form are realized as often as they should be, there remains a conviction that those possibilities ought not to be foreclosed.

7.1) In the consultation phase that took place toward the end of the fall term 2012, numerous questions arose concerning the difficulties facing those LA&PS students who are able to attend classes only in the evening when required to take a 4-hour, 9-credit course. These difficulties can be addressed in several ways. A 4-hour 6 pm. to 10 pm. teaching block already exists, though the Committee is aware that four hours of class is a daunting prospect to those already fatigued from a workday. 4-hour courses may be scheduled on weekends. Lectures and tutorials may be scheduled on different days, necessitating two trips to York, but avoiding the 4-hour endurance test. 9-credit courses can be offered in a blended format, with on-line lecture components and on-site tutorials. Other forms of technologically-mediated aid may make 4-hour courses more possible for evening-only students. The Committee is persuaded the pedagogical inventiveness of LA&PS faculty will limit, albeit asymptotically, the challenges to evening-only students.

8) *Should any revised version of General Education preserve the four existing areas?*

This last is perhaps the most controversial among the fundamental questions. The discussions took as a given that NATS will remain a requirement. Consensus existed from the outset that HUMA and SOSC should remain, and a majority of those involved in the

discussions were of the opinion that no LA&PS student should complete a degree without a General Education course in both HUMA and SOSC.

The key question, then, is MODR. To some, Modes of Reasoning appears to be the most General Education-like of the **current roster** General Education courses; to others it is a bit of a nonesuch, with a musty antiquarian air. **Moreover, MODR has long formed an essential, if only “strongly recommended” component of the Faculty’s professional programs. Representations from the School of Administrative Studies in particular emphasized the appropriateness of MODR to the School’s 3500 majors. In the twinned spirits of accommodation and compromise, the proposal allows for the preservation of MODR, although its offerings will be obliged to align themselves with one side or other of the HUMA/SOSC dyad. The Committee assumes that such courses as Reasoning about Social Issues (MODR 1730), cannot be so far removed as all that from the province of Social Science, and that Reasoning about Morality and Values (MODR 1760) must be a near neighbor of a number of GenEd courses currently offered in the Department of Humanities.**

Moreover, the proposal in no way infringes on the existing ability of individual degree programs strongly to recommend that its students select at least one of their GenEds from a selected tranche of the Faculty’s total offerings.

9) What are the distinguishing features that separate the 9-credit from 6-credit GenEd courses? At the risk of oversimplifying, the two-hour tutorial, as discussed above, offers the opportunity for the “hands-on” development of critical reading, writing, and presentation skills, in ways that a single 50-minute tutorial does not. Allowing for this difference, the emphasis in 9-credit courses ought to be on skills development, while the emphasis in the 6-credit courses ought to be on breadth. Not to say that either form excludes; the point is of possibility and emphasis. Moreover, it is not the proposal’s intention even to allow for the inference that the teaching of critical skills will be left to tutorials in 9-credit courses. The proposal presumes, rather, that critical skills, breadth, and interdisciplinarity will be build into every aspect of a given course. It presumes that individual CDs will assume formative roles in plotting the course’s course through its General Education mandate.

The model proposed take cognizance of this unresolved discussion, and attempt to integrate the undecided question of MODR with possible solutions that take into account also those questions on which there has been something like consensus.

|

THE MODEL

Guiding Principles:

1. all General Education courses are offered at the 1000-level;
2. all approved General Education courses may count for General Education credit; some may count for major credit; none may count as both;
3. General Education courses may be offered by any unit in LA&PS, subject to the individual proposals being approved (in accordance with established criteria) by the General Education Subcommittee, and by the Faculty Curriculum Committee;
4. all General Education courses will be designated as belonging to one of the General Education areas HUMA or SOSC, whether through the mechanism of formal cross-listing, or through a course rubric;
5. all LA&PS students will be required to take a minimum of 21 General Education credits from the approved list of LA&PS General Education courses²;
6. all General Education courses will be administered, finally, by a Director of General Education, working with and through unit Chairs and Directors.
7. It is strongly recommended that students successfully complete (pass) their first general education course within the first 24 credits and all general education courses within the first 48 credits.
8. A maximum of 36 credits in general education will count towards the degree. Students who are required to exceed the 36 credit maximum because of program/degree requirements must obtain permission.

MODEL

Students take a minimum of 21 General Education credits

- 6.00 credits in NATS
- 9.00 credit course **that has been judged to fall into the domain of** either HUMA or SOSC **whatever department is actually offering the course**
- 6.00 credit course on the other side of the HUMA/SOSC divide.

In this model MODR disappears as one of the required areas. Existing MODR courses are transformed into 6- or 9-credit courses by means of merging with existing HUMA or SOSC courses or by developing new courses in which the MODR methodological curriculum is firmly attached to interdisciplinary HUMA or SOSC work. The Faculty ensures a roughly even distribution between 9- and 6-credit courses, with some assumption the more emphasis will be placed on fundamental critical skills in the 9-credit courses, and more emphasis on breadth and interdisciplinarity in the 6-credit entries.

Without underestimating the consolatory value of the Faculty's sempiternal debates over General Education—such debates are symptoms that all has not changed beyond

² All approved LA&PS General Education courses will be added to the University repository with the following language added to their course descriptions *"Note: This course has been approved in the Faculty of Liberal Arts & Professional Studies for general education credit."* This will ensure that students are aware that these courses count for general education credit within LA&PS.

recognition and that we are still somehow where we have always been—it is time to attempt to conclude and move on. With the approval of the General Education Subcommittee and of Chairs & Directors, we will circulate this discussion document—however amended—to the wider LA&PS public for general rumination. This period of reflection will be followed by public consultations staged as early as possible in October/November. In light of those consultations a final proposal will be developed for approval by the Faculty and by Senate in order that the revised program be launched in Fall/Winter 2014.



Appendix B: Criteria for LA&PS General Education Course Proposals

According to Faculty of LA&PS legislation, the General Education curriculum is to provide students with a foundation of interdisciplinary knowledge, breadth, and methods and approaches necessary for a successful liberal and professional education. General Education courses should introduce students to an array of ways of knowing and fundamental ideas spanning the Humanities, Modes of Reasoning, Natural Science and Social Science. They should also provide explicit instruction in critical analytical skills and thought, and their communication in writing and speech. Each General Education course proposal is therefore expected to explicitly demonstrate how the course will meet these objectives.

1. BREADTH: The General Education Program requires that students complete a General Education course in at least three of the domains of Humanities, Modes of Reasoning, Natural Science and Social Science, along with the credits students are required to take outside of their major. This requirement is designed to meet the Faculty's commitment to a broad education for its students. But further, each General Education course itself is expected to also be broad in both its subject-matter and in the approaches it takes to that subject-matter.

2. INTERDISCIPLINARITY: The Faculty's commitment to interdisciplinarity is again manifest through the General Education requirement that each student complete a General Education course in at least three of the domains as outlined in section 1. above. But each course itself is expected to be at least multidisciplinary if not interdisciplinary in its approach to its subject-matter.

3. CRITICAL SKILLS – ORIENTATION TO UNIVERSITY LEVEL NORMS AND EXPECTATIONS: According to the Faculty's General Education legislation, all General Education courses are expected to provide "a foundation in the methods and approaches necessary for successful undergraduate education in the liberal arts and associated professional studies...[by] providing explicit instruction in critical analytical thought, and its communication orally and in writing." The critical skills emphasized in each course will vary in large part based on its interdisciplinary domain. Please consult the Critical Skills Criteria document relevant to your course's domain.

Critical Skills Criteria for:

- [Humanities](#) General Education Courses (pages 1-2)
- [Modes of Reasoning](#) General Education Courses (page 2)
- [Social Science](#) General Education Courses (pages 2-3)

Critical Skills Criteria for Humanities General Education Courses

Because the Humanities deal with the rich and ever-expanding works of human art, thought and aspiration, their focus is normally on texts and on the relation of text to text. Therefore, the focus of Humanities pedagogy is teaching students to understand texts, to appreciate the contexts in which they are set, and to engage with them in critical ways.

INTERPRETATION: Central to the Humanities is the process of interpretation. This skill combines training in reading primary texts with the careful exposition of contextual and interpretive material provided by lectures, articles, commentaries and discussion.

READING: In order to foster a sophisticated understanding of texts in context, critical skills pedagogy in Humanities focuses on reading "inside the text" and "outside the text". The first of these objectives relates to experiencing texts in a relatively neutral way; that is before deciding one's critical stance to a text, one seeks to understand how it works. In reading "outside the text" students enter into the area of interpretation of texts by academic critics or other artists. In this way students come to realize that texts in context are texts in dialogue.

WRITING: Central to the Humanities is the skill of putting one's thinking into writing. Thus Humanities General Education courses normally provide multiple opportunities for students to write in at least one Humanities genre, and to receive extensive feedback on their writing.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

RESEARCH: Developing students' research skills is also an integral component of Humanities General Education courses. This normally involves learning to access interpretive and background material in various ways, and properly acknowledge information and commentary.

Critical Skills Criteria for Modes of Reasoning General Education Courses

Modes of Reasoning courses teach the reasoning skills often used in the academy and normally fall into three main categories: critical thinking, critical reading and critical writing.

CRITICAL THINKING: Modes courses use argument as the core subject matter of their courses and explicitly teach students the skills of argument analysis: identifying, reconstructing and assessing arguments. Particular skills taught include distinguishing arguments from non-arguments, inferring implied premises and conclusions, determining when inferences are valid or invalid, and determining when premises are acceptable or suspect.

CRITICAL READING: Critical reading in Modes courses normally involves the application of critical thinking to written texts. Usually then critical reading consists of identifying the specific claims in a text and putting them into question: determining whether they should be accepted, figuring out how they fit together, and assessing whether and to what degree they support the author's thesis.

CRITICAL WRITING: Modes of Reasoning courses teach a model of writing as reasoning. Reasoning can only be carried out through the medium of language, and the academic essay and related species of writing are themselves exercises in reasoning. Students are taken through the process of composing an academic essay, applying the skills and concepts acquired through the analysis of arguments.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

Critical Skills Criteria for Social Science General Education Courses

Critical means analytical, complex, evaluative, interrogatory. Social Science General Education courses normally specify a number of critical skills and create, through readings, lectures, tutorials, projects and graded assignments, experiences which assist students to develop, practice and integrate these skills.

CRITICAL THINKING: Thinking denoted as critical is associated with independent intellectual endeavours that examine, rather than accept unconditionally, prevailing concepts and practices. Developing critical thinking means assisting students to learn and refine their powers of reflection, judgment, and argument.

CRITICAL READING: Learning to read critically requires developing an appreciation for the variety of purposes in texts as well as developing analytical, interrogatory strategies. To foster critical reading students may be asked to explore theories, hypotheses, methodologies, data, voices, positionality, narrative inclusivity/exclusivity, intersectionality, public policy, and/or equity issues within an interdisciplinary social science context.

WRITING SKILLS: Students develop writing skills by practicing the genres and styles appropriate to social science disciplines. Thus, general education courses are typically writing intensive. In addition to the thesis driven essay, students may write reflection pieces highlighting their experiences in relation to course materials, explicate complex

theoretical arguments, engage with primary documents and methodologies, examine current public debates, detect minoritized/silenced voices, and/or identify unsubstantiated truth claims.

SPEAKING/LISTENING SKILLS: These skills are usually key elements of the tutorial experience and instruction in them aims to develop interactions that are reflective and considerate. Critical tutorial projects/discussions focus on engaging with course material and learning from peers.

METHODOLOGY: Methods in social science range widely, from qualitative to quantitative, from interpretivist to positivist, and from observational to experimental. Developing an appreciation of the strengths, limitations, and historical and intellectual contexts of those methods is essential for orientation into social science disciplines. Awareness of the various types and scales of social data is also crucial.



Consent Agenda

January 2013

[Full proposal text \[PDF\]](#)

1. Changes to Existing Degrees/Certificates

- Anthropology
- Children's Studies
- English
- Jewish Studies
- Information Technology (BAS)
- Latin American and Caribbean Studies
- Law and Society

2. New Course Proposals

- AP/ANTH 1130 6.00 Images of Resistance/Irresistible Images: Anthropology Through the Visual
- AP/ANTH 3630 3.00 The Anthropology of Illicit Networks: Migration, Transnationalism and Informal Economies
- AP/COMN 3550 3.00 Digital Media and Culture
- AP/COMN 3551 3.00 Advanced Issues in Digital Media and Culture
- AP/COMN 3725 3.00 Young People's Media In Canada
- AP/COMN 3770 3.00 Transnational Media Cultures and Global Youth
- AP/COMN 3780 3.00 Communication, Food, and Community
- AP/COMN 4708 6.00 Youth Cultures and Media Practices
- AP/HIST 2721 3.00 Introduction to Latin American History
- AP/HIST 2731 3.00 Introduction to Caribbean History
- AP/HIST 3520 3.00 History of Quebec since 1867
- AP/HIST 3691 3.00 America's Cold War
- AP/HIST 3761 3.00 Modern Japan: Meiji Restoration to Postwar Era (1868-Present)
- AP/HIST 3874 3.00 History of Food in the Americas, 1500-2000
- AP/HIST 4515 6.00 Murder in the Archives: Researching the social history of homicides in Ontario, 1815-1982
- AP/HIST 4535 6.00 The Body in Canadian History
- AP/HIST 4676 6.00 Popular Culture and the American West
- AP/HIST 4763 6.00 China Modern: A Cultural History
- AP/HIST 4840 6.00 Public History
- AP/HUMA 4146 3.00 Children's Culture in Context
- AP/POLS 1200 3.00 The Politics of Law
- AP/POLS 3102 3.00 Aboriginal Politics I
- AP/POLS 4118 3.00 The Politics of Solutions: Mobilization, Context and Social issues
- AP/POLS 4261 3.00 Human Security, Global Capitalism and the Biosphere
- AP/POLS 4287 3.00 Global Political Economy and the Making of World Orders
- AP/SOSC 2461 3.00 Caribbean Migrations
- AP/SOSC 3393 3.00 Queering Law
- AP/SOSC 4603 3.00 Aspects of Development Research: the Field Experience

3. Changes to Existing Courses

- AP/ADMS 4444 3.00 (cross-listed to: AP/HRM 4444 3.00) Identity and Inclusivity in Organizations
- AP/ANTH 2200 3.00 How People Know: Anthropological Approaches

- AP/EN 2150 3.00 Satire
- AP/EN 2150 6.00 Satire
- AP/EN 4050 6.00 The Arts of Memory
- AP/GEOG 2020 6.00 Geographical Transformation of the Caribbean Islands
- AP/GEOG 2070 3.00 Empire
- AP/HIST 3490 3.00 20th-Century Britain in Film and Culture
- AP/HIST 3700 6.00 African, Caribbean and Latin American Connections: The Making of the South Atlantic World
- AP/HIST 3736 6.00 Colonialism and Nation Building in the Andes
- AP/HIST 4016 6.00 Alexander the Great: Myth and Reality
- AP/HIST 4033 6.00 Topics in Modern European History
- AP/HIST 4053 6.00 North American Immigration and Ethnic History
- AP/HIST 4082 6.00 Re-Framing the Past: Films as History
- AP/HIST 4130 6.00 Problems in Roman History
- AP/HIST 4260 6.00 Topics in Early Modern European History
- AP/HIST 4350 6.00 European Thought in Crisis: The Shape of European Thought in the Early 20th Century
- AP/HIST 4460 6.00 Themes in 19th Century British History
- AP/HIST 4508 6.00 Cultures and Colonialism: Canada, 1600-1900
- AP/HIST 4753 6.00 Christianities and Indigenous Civilizations in Colonial Latin America
- AP/HIST 4770 6.00 The African Urban Past: From the Pre-colonial Era to the Present
- AP/HUMA 3664 3.00 The Oral Tradition in Caribbean Culture
- AP/HUMA 3665 3.00 African Oral Tradition
- AP/POLS 4102 3.00 Aboriginal Politics
- AP/SOSC 3544 6.00 Global Human Trafficking
- AP/SOSC 4601 3.00 Field Experience for International Development
- AP/SP 2000 6.00 Intermediate Spanish
- AP/SP 2010 6.00 Intermediate Spanish for Native Speakers
- AP/SP 2020 6.00 Intermediate Spanish Abroad
- AP/SP 2050 0.00 Intermediate Spanish for Business Students
- AP/SP 2200 6.00 Introduction to Spanish Literature
- AP/SP 3000 6.00 Advanced Spanish Language and Grammar
- AP/SP 3050 6.00 Advanced Spanish for Commerce
- AP/WRIT 4720 6.00 Print Culture and the History of the Book

4. Retire/Expire Courses

- AP/GEOG 2050 6.00 Political Geography

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal text is available at the following URL:
http://www.yorku.ca/laps/council/faculty/curr_consent.html.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it.

Please contact the Secretary to the Committee, Whitney L'Esperance (whitneyl@yorku.ca), if you have any questions regarding the changes to existing courses section.



**Report 2
January 2013**

ITEM FOR INFORMATION (1):

1. Response to the Strategic Research Plan Draft Themes

The Committee on Research Policy and Planning (CRPP) of the Faculty of Liberal Arts & Professional Studies met on November 26, 2012 to discuss the University Strategic Research Plan draft themes, following the Open Forum on November 20, 2012. CRPP has prepared a response to the draft themes (attached).

As further SRP consultations continue to take place we encourage Council to participate fully in these discussions. Dates and locations of consultation workshops and events may be found here: <http://srp.info.yorku.ca/events/>

Members of the community can also share their thoughts through the online feedback application, found here: <http://srp.info.yorku.ca/feedback/>

Comments/feedback may also be forwarded to the Committee on Research Policy and Planning c/o the Secretary to the Committee, shazmaa@yorku.ca

Memo

To: Dr. Robert Haché, Vice-President Research and Innovation

Cc: Rhonda Lenton, Vice-President Academic & Provost
Martin Singer, Dean, Faculty of Liberal Arts & Professional Studies
Bob Everett, Assistant Secretary of the University
Hassan Qudrat-Ullah, Chair, Faculty Council, Liberal Arts & Professional Studies
Thaddeus Hwong, School of Public Policy & Administration/School of Administrative Studies
David Mutimer, Department of Political Science
Joan Steigerwald, Department of Humanities

From: Niru Nirupama, Chair, Committee on Research Policy and Planning, Liberal Arts and Professional Studies

Date: Wednesday, December 19, 2012

Subject: Communication from LA&PS CRPP - Response to the Strategic Research Plan Draft Themes

The Committee on Research Policy and Planning (CRPP) of the Faculty of Liberal Arts & Professional Studies met on November 26, 2012 to discuss the University Strategic Research Plan draft themes, following the Open Forum on November 20, 2012. On behalf of the CRPP, I am writing to offer the following points in response to discussions regarding the Strategic Research Plan (SRP) Draft Themes.

We consider it a priority that the SRP strongly reflect the strengths of LA&PS and continue to build on our internationally acknowledged areas of research excellence. LA&PS is a Faculty with the theoretical, philosophical, historical and intellectual scholarship at the centre of the knowledge-based economy. Our students, trained and mentored as they are in critical thinking, reading, writing, and research fulfill the promise of social justice that the Faculty has undertaken. The proof of our strengths lies in our international rankings: our programs rank among the top 10 in Canada and within the top 150 worldwide.¹

The points below echo the views of the wider community, as indicated by the discussion at the Open Forum on November 20, 2012.

¹ Higher Education Strategy Associates' 2012 Research Ranking; 2012 QS World University Rankings.



1. Interdisciplinarity

Concern has been raised that the draft themes as outlined can become inadvertently technocratic, narrowing disciplines within certain themes. How are the draft themes and contributing disciplines as outlined aligned with the strengths of interdisciplinarity?

2. Contributing disciplines

The Committee would like further clarity on the ways in which the themes have been formulated. The Committee's primary concern is the way in which "contributing disciplines" have been assigned to the themes and the miscategorization of these disciplines within the themes.

We note that the language expressing contributing disciplines under the draft themes needs to be clarified. We would also like further clarification on how the disciplines are being grouped within their respective themes and in what way has the community been consulted with regards to where the disciplines belong. It is our view that contributing disciplines should not be assigned to themes without consultation with/approval by the respective researchers at York in order to prevent inappropriate categorizations. For example, the discipline of linguistics is listed under draft theme six, "*Mobilizing Culture and Creativity*," but this does not reflect the research conducted by linguistics faculty at York.

3. The importance of critical scholarship

The Committee notes that the language describing the themes – "*advancing*," "*building*," "*challenging*," "*forging*," "*integrating*," "*mobilizing*" – indicate a pragmatic directionality that may be unintended. The draft themes as they stand do not do justice to the critical scholarship undertaken in this Faculty. We also note that theme six, *Mobilizing Culture and Creativity*, seems to be a "catch-all" of critical scholarship within the fine arts, humanities and social sciences. We recommend that critical scholarship be promoted in a more substantive way throughout all themes.

4. The importance of social justice

York University is committed to social justice. In the draft themes, however, the committee notes neutrality in the framing of the themes, in particular with regard to social justice. For example, theme four, *Forging a Just and Sustainable World*, excludes any reference to key social justice concerns such as race, post-colonial criticism, and global relations of power. It is our view that these are important considerations in forging a just and sustainable world.

5. The importance of international/internationally recognized research

The Committee has noted that reference to international research is limited within the draft themes. We feel that, given the critical mass of research on international and global issues at the University, a stronger statement regarding the importance of international research we do, is needed.

6. Resources

We would like clarification with regard to the distribution of available research linked resources as they are aligned with the developing research priorities. Specifically, what are the funding implications of the draft themes and emerging thematic visions? Will the allocation of research costs, including indirect and overhead costs, be differently distributed as a result of this visioning exercise? Will the level of funding for non-prioritized research be diminished by the prioritizing of specific new areas of investment? Will the SRP further impact the funding and/or allocation priorities with regard to ORUs? Will the SRP impact decisions with regard to YRCs?

7. Accessibility of research

The Committee feels that accessibility with regards to access to research (by external stakeholders, the external community, for example) is an important dimension within this process, and something which is missing within the document. We would like to see a commitment to accessibility in this regard.

In our view, it is the responsibility of the institution to mentor undergraduate and graduate students in their intellectual development. We would therefore like to see recognition of the value of research in undergraduate and graduate education, as well as the need to provide our students with access to research activities and research opportunities.



Item for Information:

Report on the January 24, 2013 Meeting of the York University Senate

Submitted by Carl Ehrlich (LA&PS Representative on Senate)

1. **Chair's Remarks:** After reminding senators to sign in, the Chair (Prof. van Wijngaarden) welcomed the Interim Dean of the Faculty of Education (Prof. Owston) and the new Chair of the Senate Appeals Committee (Prof. MacLennan).
2. **Minutes:** The minutes of the November 22, 2012 meeting were approved with the addition of one missing name. There was no business arising from the minutes.
3. **Inquires and Communications:**
 - a. There was no report other than the synopsis included in the agenda package on the December Meeting of the Board of Governors.
 - b. Prof. Axelrod spoke on the topic of a Report on Productivity commissioned by the Higher Education Quality Council of Ontario. This preliminary report is based on an examination of four Ontario universities, a group that also included York. Overall, the report concludes that Ontario universities are quite productive, delivering their "product" at relatively low cost. Interestingly, the report's research indicates that teaching loads at Ontario universities appear lower than expected. Finally, the report concludes that the "province should change the design of postsecondary system and how it is funded." A lively discussion ensued around the question of the indicators that were used in evaluating the success of the universities surveyed, with much concern expressed about the emphasis on research funding in the report. As the President indicated, there is a tension between how the HEQCO and the universities evaluate scholarly success.
4. **President's Items:**
 - a. The President began his report by pointing to some positive events occurring toward the end of the last year, which included the ground-breaking ceremonies for a new stadium and an engineering (?) building.
 - b. However, continued budget cuts are coming to post-secondary education: \$28 million in the first year going up to \$55 million in the second. These cuts will probably be based on the size of each university. Since York represents about 10% of Ontario's student population, the President estimates that York's overall budget cut will be around 10% of the above figures.
 - c. The Province is pushing the universities on the subject of online degree education, which is viewed both as progressive and as a way to get more educational bang for the buck. The Council of Ontario Universities is trying to see how to respond to this pressure
 - d. The President next discussed performance indicators relating to graduation rates. York does well with retention rates from first to second year, but performs worse in graduation rates compared with other universities. His solution to this problem is to find ways to up our bursaries and scholarships in order to allow students to continue studying to graduation. In connection with this, the President indicated that he is no fan of using years to graduation as a performance indicator.



- e. The President expressed pleasure with York's high ranking in humanities and social sciences. He emphasised that he considers York a research intensive university, in spite of lower levels of external funding compared with other universities.
- f. Safety was the next issue addressed. This is currently York's Achilles heel. Although the President feels that York is very safe for an urban campus – if not safer than others, the (unfair?) perception is otherwise. Thus, the President proposed a two-pronged strategy to address the issue. First, to ensure physical safety through better coordination with Toronto police and the training and further empowerment of campus security. Second, to foster a culture of safety by changing people's attitudes to make them feel safer.
- g. The President then ceded the floor to the Provost to speak about applications for next year. It is a discouraging picture. Applications to York University are down all around, unlike the situation that obtains at other Ontario universities. While we meet or exceed our enrolment projections, the number of applications to York is down, which indicates that York is not a first or second choice school for many students who end up enrolling here. Overall, applications are down 1.8%, while they are up by 4.6% at other Ontario universities. As a first choice York is down 7.5%, while the rest are up 2.4%. Our overall market share of applications is going down, a trend that began in 2003. The only bright spot is that applications to career-based studies are generally up. Nonetheless, the Provost thinks that York will make its enrolment targets, unfortunately not as far as GPA goes. Surveys around the issue of student retention have been done and are being analysed.

5. Committee Reports

- a. The Executive Committee urged that more women be nominated for honorary degrees, and that more men serve on Senate committees.
- b. The Academic Policy, Planning and Research Committee gave notice of its intent to present the next meeting of Senate with motions to approve three new departments in the Lassonde School of Engineering.
- c. The following four motions were brought forward by the Academic Standards, Curriculum and Pedagogy Committee and passed by Senate:
 - i. Establishment of a United States Studies BA Program in the Faculty of Liberal Arts and Professional effective in the Fall/Winter 2013/14.
 - ii. Establishment of a Certificate in Managing International Trade and Investment in the Schulich School of Business.
 - iii. Closure of the Certificate in Business Fundamentals, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.
 - iv. Closure of the Joint JD/JD and JD/LLM Programs between York University and New York University (NYU), Osgoode Hall Law School.
- d. There were also very brief reports from Academic Policy, Planning and Research/ Academic Standards, Curriculum and Pedagogy, and from the Appeals Committee.

The January 2013 agenda can be found at the Senate Website:

<http://www.yorku.ca/secretariat/senate/meetings.html>