

NOTICE OF MEETING

88th Meeting of Faculty Council
September 17, 2020
3:00 pm – 5:00 pm, Zoom Meeting Room

AGENDA

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Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Robert Everett Senate Chamber, N940 Ross. During the COVID-19 pandemic, Faculty Council meetings will be held virtually over Zoom.

October 8, 2020
November 12, 2020
December 10, 2020
January 14, 2021

February 11, 2021
March 11, 2021
April 8, 2021
May 13, 2021

June 10, 2021

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

Zoom Meeting Room
Minutes of the 87th Meeting of Council
June 11, 2020

Please find the Attendance List from the meeting enclosed.

1. Call to Order and Approval of Agenda

The meeting was called to order.

A motion to approve the agenda was moved, seconded and passed.

2. Chair's Remarks

The Chair welcomed all to the 87th meeting of Faculty Council (FC).

The Chair outlined the agenda items for the meeting.

3. Minutes of the May 14, 2020 meeting

A motion was moved, seconded and passed to approve the minutes of the May 14, 2020 meeting.

4. Business Arising from the Minutes

There were none.

5. Reports of Standing Committees of Council

5.1. Executive Committee

- **Item for Information: Nominations and Elections**

The Vice-Chair presented the election report, found at page 17 of the agenda package, for all committees.

5.2. Committee on Teaching, Learning & Student Success (CTLSS)

- **Item for Action: Amending the LA&PS Rules and Procedures of Council by adding an ex-officio member to the CTLSS**

The Chair of CTLSS presented a motion for the approval of adding the Senior Director, Student Success & Retention (LA&PS) as an Ex-Officio member of the committee. The Chair of CTLSS explained that as an ex-officio member, this person would offer input but would not hold a voting position on the committee and would increase the ex-officio membership of the committee from seven to eight.

A member mentioned that this position is important because both student awards and academic honesty fall under the portfolio of the Senior Director so it is important to maintain the continuity and contact through this ex-officio position.

The Secretary of Council announced that this motion constitutes an amendment to the *Rules and Procedures of Council* and therefore it requires a two-thirds majority vote of the members present.

It was moved, seconded and carried to approve this motion. 105 of the 153 members present voted in favour of the motion.

5.3. Committee on Curriculum, Curricular Policy and Standards (CCPS)

- **Item for Action: Minor Change to Existing Program: Communication and Media Studies**

The Chair of CCPS presented a motion to approve the minor change to existing program in Communication and Media Studies.

The motion was moved, seconded and passed.

- **Consent Agenda**

6. Item for Action: Non-Degree Activities: Updating the Terms of Reference for the Committee on Curriculum, Curricular Policy and Standards

The Associate Dean (AD) of Programs presented a motion to recommend that FC adopt the revised terms of reference for the Non-Degree Studies Sub-Committee and the Academic Policy and Planning Committee to align with the current York University Senate Policy on Non-Degree Activities

The Secretary of Council announced that this motion constitutes an amendment to the *Rules and Procedures of Council* and therefore requires a two-thirds majority vote of the members present.

The motion was approved, seconded and passed. 103 of the 152 members present voted in favour of the motion.

7. Item for Information: Anti-Black Racism

The Dean spoke about the issue of anti-Black racism. He encouraged Council to set up a permanent standing committee on issues of equity and race to ensure these issues continue to be spoken about and addressed. He let Council know that he will be raising this with the Executive Committee.

The Dean informed Council that staff facilitated sessions to address anti-Black racism at the university and LA&PS have been taking place.

He advised that he is working with student groups and he has reached out to SCOLAPS to meet with students and gain their perspective.

The Dean said that we have made a 12-month commitment to provide a framework and timeframe to focus on this issue and work through some of the difficult realities presented by this issue.

The Dean announced the following ideas, which are currently being worked on:

- 1) The Deans Award of Research Excellence with focus on Black students: to ensure research opportunities are being provided to Black students moving forward;

- 2) To create a targeted research fund for Black faculty at the associate or assistant level, which is meant to address inequalities in the grant system and difficulties Black scholars face proceeding in their careers. The amount and the way it will be distributed will be announced soon;
- 3) Equity internships will be provided to ensure students from equity seeking groups, including Black students, will have access to targeted internships experiences;
- 4) \$100,000 fund to support community activities for students, staff and faculty that are decentering the Dean's Office and allowing communities who are already working on these issues to have structural supports and capital to continue with these objectives;
- 5) Creating a Special Advisor position on anti-Black racism for the 12-month period to provide an opportunity for staff, faculty and students to speak to someone who is independent from the Dean's Office who is focused on trying to address the issues re: anti-Black racism.
- 6) To discuss with Chairs and Directors, when we are hiring, the idea of expanding the cluster hires to have cluster hires for Black faculty members.
- 7) Under the leadership of the AD, Faculty Affairs, we have been expanding our unconscious bias training and rolling it out to various constituencies in the Faculty, starting with the Dean's office and Dean's office staff, and would eventually want everyone coming into the Faculty to have this training as part of staff onboarding; and
- 8) Under the leadership of the AD, Community and Global Engagement, we are rolling out a summer program for grade 10 and 11 Black students that will be fully funded and subsidized by the Dean's Office to prepare Black students for university.

The Dean clarified that the intention behind the 12-month commitment is not just to listen, but also to allow us to have conversations that will generate ideas for solutions that will provide for long lasting and structural change.

Q&A

A member commented that training for departments is an excellent idea. He asked whether the training cover all forms of racism, including racism against historically racialized groups, or will it just be an anti-Black focus?

The Dean said it would have to be both, but a focus on anti-Black racism in this moment in history is crucial. It is important to center and focus on the anti-Black racism that is currently happening.

A student member asked the Dean to explain the meaning of cluster hires. The Dean said that initiatives were taken last year to depart from hiring by department and to being hire as a whole.

The student member commented that they recognize the lack of diversity and representation in LA&PS and asked whether LA&PS will be trying to hire more Black faculty members. The Dean said that is the intention, but hires are approved by the President and the Provost, so he is hoping the university as a whole aims to hire more Black faculty members.

A student member commented that most of her sociology professors are White and they speak on racism. The student expressed her view that White professors cannot speak to Black peoples' experiences. The Dean said that he will continue to advocate for more Black hires.

A member stated that she has been waiting for decades to hear this discussion at Council, she thinks hiring is an important area of concern, and she interested to see how the cluster hiring process unfolds. As Chair of the Race Equity Caucus, she said that she is aware of Black faculty members who are facing obstacles to being considered for full time tenure track positions and she asked how the Dean intends to address this.

In response, the Dean said we need to think through the structural blockages and unconscious biases that may be influencing some committees. We need to work with the unions and the administration to come up with ways of making the transition from tenuous employment positions to more permanent position easier or at least more transparent.

A member mentioned that any kind of anti-racism or anti-harassment training delivered at York cannot be delivered exclusively online, as you cannot learn about exclusion by checking boxes or reading something off a screen. Research shows that building relationships through working with others of different ethnic backgrounds is the best way to understand and relate to others. She stated that she hopes training incorporates relationships, community building and connections. She revealed that she has seen training fail and make racist people angrier if it is not delivered properly. It would be a good idea to give people the opportunity to hear from faculty who have experienced discrimination. People need to be made to feel very uncomfortable and confront their own privilege.

A member commented that teaching about residential schools has been done by hearing the testimonies of survivors online. This member suggested that online anti-racism education and training can be delivered in a similar way; by hearing the experiences of others and being able to respond and express how their stories make you feel.

In response to a member's comments and questions, the Dean said that they are trying to provide space in the staff sessions to deal with pain, not by asking people to relive their pain but by focusing on better ways to do things collectively.

A member commented that one of the fundamental flaws with anti-racism training and associated policies is that there is no discussion of white supremacy as a real issue and a lot of attention focuses on the victims of micro-aggression and explicit structural racism, who often have to re-tell their stories which re-traumatizes them. He suggests focusing on white supremacist realities rather than the trauma faced by racialized communities. He also mentioned that, as someone who works with Islamic and Muslim communities, he has not been consulted with respect to cluster hires.

The Dean clarified that consultation with respect to cluster hires took place with chairs and directors. He said the members point is very well taken and perhaps consultation needs to be expanded.

8. Item for Information: Security Standard Operating Procedure

The Dean stated that this issue came up in January and in response the Dean's office will be forming an advisory committee on Security. He has spoken to the Executive Committee and he plans to speak with

the unions. He clarified that the mandate of this committee will be to discuss technical terms of reference, specifically about what the Faculty can provide for community members and how the Dean's Office can deal with the concerns of community members. The advisory committee will bring their discussions to Council.

The Dean also suggested having a Council committee to discuss ongoing issues of security.

This will be an item for information at the next Council meeting.

9. Dean's Report to Council and Update on COVID-19

The Dean advocated for a July FC meeting to provide updates on enrollment and the budget.

With respect to the budget, the Dean announced that we finished last year strongly; the Faculty was able to remove the negative carryforward and post a very small \$1.4 million surplus in our budget. The budget numbers will be posted.

The Dean stated that due to COVID, moving forward, we do not have a lot of surety where our budget will be. We now may be looking at a budgetary deficit at the university level of \$170 million over three years. We are trying to adjust as a Faculty to figure out what this will look like for us.

We have seen up and down acceptance numbers for the Fall:

- 101 domestic students: there has been a 10% decline. Universities such as Queen's and Western are seeing increases up to 30%.
- 101 international students (students who are going to high schools in Ontario): numbers are looking positive.
- 105 domestic and international: the numbers are looking very suspect.

The Dean announced that LA&PS will be online and remote for the Fall, at a minimum, and the Dean's Office is building multiple teaching supports. There are limited activities happening on campus, such as bringing research back only in the most urgent cases and a small

number of courses have been approved in person for the Fall in order to support curriculums that cannot be offered online and remote.

He announced that we will be testing ways of returning to campus.

10. Question Period

A member asked whether templates will ever become mandatory, rather than being considered best practice, for course design. In response, the Dean said they are not mandatory, and they were constructed in response to an overwhelming request for support of that nature, and he does not see them becoming mandatory.

A student raised the issue of professors needing to be more cognizant of students' needs and situations, particularly when they are creating course outlines. In the online and remote environment, group work and requiring students to show their faces in class should not be mandatory, as many students are dealing with mental health and other issues.

Another student shared her experience of being required to do a lot more course work in the online and remote environment than she was when courses were offered in person. She stated that it is understandable that professors may believe that students have less responsibility and more time available during this time, but that is not true. In addition, she stated that online learning is not necessarily ideal for everyone. She encouraged faculty to be mindful of these factors when creating course outlines. This student voiced another concern for students, being tuition, as she doesn't feel she is getting the same quality of education as she was in person and she doesn't feel she should be charged the same amount for online learning.

A member agreed that there needs to be an adjustment on the part of faculty to understand the circumstances of student. There ought to be some demonstration of understanding to students.

In response to a student's question about course outlines, the Dean said course outlines are not required to be submitted until two weeks before September. However, he stated that he is aware that many colleagues and departments are working hard to get that information to students earlier. He agrees that it is important for students to know what courses look like in an online and remote context.

A member asked if we can start thinking about opening a lab so students can book a lab station and computer to do their homework. The Dean confirmed that this is being looked into, however, the epidemiology of COVID rules against it. Therefore, it is unlikely that we will be able to do this and be safe.

11. Other Business

There was none.

12. Motion to Adjourn Meeting

It was moved, seconded, and passed to adjourn the meeting.

Minoo Derayeh, Chair of Council

Lisa Lutwak, Secretary of Council

Faculty Council Meeting of June 11, 2020
Attendance List

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Faculty Council Meeting of June 11, 2020
Attendance List

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Faculty Council Meeting of June 11, 2020

Attendance List

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

Zoom Meeting Room
Minutes of the Special Meeting of Council
July 16, 2020

Please find the Attendance List from the meeting enclosed.

1. Call to Order

The meeting was called to order.

2. Chair's Remarks

The Chair welcomed all to the special meeting of Faculty Council ("FC") and introduced the Council team.

3. Dean's Updated Report to Council on COVID-19

The Dean announced that he will be discussing the following topics:

- 1) Anti-Black Racism Strategy
- 2) The Budget
- 3) The Fall Semester

Anti-Black Racism Strategy

The Dean announced that Andrea Davis has agreed to take on the role of Special advisor on Anti-Black Racism for the next year starting on September 1, despite being on sabbatical.

An email was circulated outlining the many initiatives the Faculty has taken on in an effort to combat anti-Black racism. This is a 12-month process at least. The Dean said that he looks forward to receiving input and comments as these programs roll out.

The Dean advised that two meetings have been held with student groups and they are working closely with the presidents of the colleges and SCOLAPS on the anti-black racism initiatives.

He announced that around 200 staff members have attended a variety of meetings facilitated by the Dean's Office where conversations about anti-Black racism in the Faculty took place. The Dean's Office will be reviewing the notes from those meetings and reporting back to the community.

Q & A Session Re: Anti-Black Racism Strategy

A member wanted Council to be aware of a University initiative that he feels is concerning, which is being implemented in response to the Cromwell Report. He raised this issue in Senate, but it has been met by silence. To provide some background, there were some very difficult incidents on campus in Nov 2019 involving two protests, one against the other. The University administration requested former Supreme Court Justice Cromwell to prepare a report. The administration received the report and immediately accepted all the recommendations of Justice Cromwell without any consultation and formed a working group comprising only members of the administration. In his view, some of the recommendations are concerning, such as the establishment of the York University Police Force. He sees this as unacceptable given the current focus on anti-racism and circumstances that have been happening in the world. He has more information for those interested. Contrary to all the promises and statements about anti-black racism and the need to consult with the community, this is a process that has been implemented unilaterally, without any consultation, and is counterproductive.

The Dean reminded members that there will be a Dean's Advisory Committee on security. It is an advisory committee because the Dean's Office does not control security, but this committee is being formed in response to some racist incidents that occurred at Kaneff Tower over the holidays and some disturbing incidents that happened earlier this year. What the committee discusses will be brought to Council and that may be a good forum to raise some of the issues just discussed.

A member called a Point of Order stating that this special meeting of Council was called solely to address the special business being the Dean's Report on COVID-19 and what had just been discussed falls outside of that special business. In response, the Chair held that the

protest falls under the Dean's Report on COVID-19 and what has been discussed is in Order.

The Budget and Fall Enrolment

The Dean and Associate Dean, Programs, presented a slide deck on the budget, which can be found on the Council website entitled "2019-20 Year End Budget & 2020 Enrolment Update for Faculty Council".

Q & A Session Re: The Budget & Fall Enrolment

A member asked how over resourced we are as a faculty this year. The Dean said he doesn't think we are over resourced; rather he thinks we have been historically under resourced on the staff and faculty sides. He said our Faculty is the eldest complement in the sector, so it is critical that we continue to hire and renew for the foreseeable future. The Dean said he is not optimistic about COVID itself, but he is optimistic about the Faculty's ability to mitigate this year. We are developing new innovative strategies to recruit students. There may be a way we can come out of COVID relatively unscathed in the sense that we likely will not have a surplus, but we may be close to breaking even. It is our collective responsibilities that we do our best for our students and adjust to the pandemic the best we can.

A member, who is one of the VPs of YUFA, asked if there has been any thought about flexibility or accommodation if enrollment numbers for fourth year and graduate level courses don't meet their expected targets in terms of planning and people's schedules. The Dean said the course cut off is 14 for now. We are, sector wide, one of the lowest cut off universities for both at the undergrad and graduate level. The reality is that it would be a dereliction of our duty not to do the work. We are trying to maintain those cut offs and do the work earlier. It is the flow through that creates most of the course cancelations. We are trying to provide warnings as early as possible where enrolment levels are looking low.

A member asked how to accommodate students who are parents, particularly for exams. She had a student who had to write her exam in a closet so that her children would not bother her. The Dean said that a lot of thinking has gone into this, individual professors determine the rules, and we need to think about how to accommodate individuals depending on their circumstances. The Dean's Office is developing

best practices, but this is imperfect. The member said that part of her concern is that none of her students asked for accommodations or even thought to ask for an accommodation. She believes that most parents are still in apology mode. The Dean suggested letting students know that accommodations are available for certain situations on the website.

A student member asked what, given that tuition for international students has increased, the Faculty has planned to increase the quality of learning for the Fall. She reported that the quality of learning has decreased over the summer and she thinks that since tuition has increased, students deserve better quality education. In response, the Dean stated that he understands that tuition didn't go up this year for international students. He said that the AD, Teaching and Learning, has been going on a "Travelling Road Show", which means she is going to every LA&PS department and modelled best teaching practices and offering supports for faculty members. A website has been created called "Going Digital". Institutionally, through the Teaching Commons there has been further investments in training and support for all faculty members.

A graduate student member reported that graduate students received an email on July 6 from FGS stating that if they are not physically in Canada by September their employment funding will be cut by the University. If there are international and domestic students who cannot be in Canada for September, that means those students cannot be TAs and support undergraduate students and they will not have the funding to continue their own studies. She asked whether this has been considered when devising strategies for the Fall Semester since this will be a reality for many LA&PS graduate students. The Dean said he is not aware of the July 6 correspondence and he will investigate this. The AD, Programs, said that FGS is not able to provide salaries to non-residents, pursuant to Canadian employment law.

A student member asked if there is a real substantial cost difference between being on campus and not being on campus. The Dean said the majority of the Faculty's budget is allocated to salaries and salaries do not change if we are on campus or off campus. The university isn't paying for travel. Since no one planned for the departure from campus, the costs are higher to offer classes online and remote. If we return to campus, we would have to provide everyone with face masks and

install plexiglass at counters and markers on the floor. He acknowledged that everyone wants to return to campus, but the question is how to protect the health and well being of our community.

A member asked why online proctoring is discouraged. The Dean said he understands some of the anxiety professors have about cheating on exams, but the Faculty has taken the position that the use of online proctoring is strongly discouraged due to privacy concerns. His position on this is that this is very interventionist software that does not work, as there are ways to get around the software. It creates significant privacy concerns for the students. The belief that students are motivated on mass to cheat is not the dominant way that students approach education. We need to think about ways of presenting information to students so they can learn. The use of this software would likely discourage students from enrolling.

4. Motion to Adjourn Meeting

It was moved, seconded, and passed to adjourn.

Andrea McKenzie, Chair of Council

Lisa Lutwak, Secretary of Council

Faculty Council Meeting of July 16, 2020
Attendance List

Full-Time Faculty Members

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Faculty Council Meeting of July 16, 2020
Attendance List

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Anita	Lam	UFE	adtl@yorku.ca
JJ	McMurtry	UFE	deanlaps@yorku.ca
David	Mutimer	UFE	adfa@yorku.ca

Ex-Officio Members

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Faculty Council Meeting of July 16, 2020
Attendance List

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Faculty Council and Standing Committee Meeting Dates 2020-2021

Faculty Council

- July 16, 2020 (Special Meeting)
- September 17, 2020
- October 8, 2020
- November 12, 2020
- December 10, 2020
- January 14, 2021
- February 11, 2021
- March 11, 2021
- April 8, 2021
- May 13, 2021
- June 10, 2021

Academic Policy and Planning Committee

- July 27, 2020 (Special Meeting)
- September 23, 2020
- October 21, 2020
- November 18, 2020
- December 16, 2020
- January 20, 2021
- February 17, 2021
- March 17, 2021
- April 21, 2021
- May 19, 2021
- June 16, 2021

Committee on Research Policy and Planning

- September 28, 2020
- October 26, 2020
- November 23, 2020
- December 15, 2020 – Changed (Reading Week)
- January 25, 2021
- February 22, 2021
- March 22, 2021
- April 26, 2021
- May 31, 2021- Changed (Victoria Day)
- June 28, 2021

Tenure and Promotion Committee

- November 5, 2020
- February 4, 2021
- March 4, 2021
- April 1, 2021
- June 3, 2021

Executive Committee

- August 26, 2020 (Special Meeting)
- September 30, 2020
- October 28, 2020
- November 25, 2020
- January 6, 2021
- January 27, 2021
- February 24, 2021
- March 24, 2021
- April 28, 2021
- May 26, 2021
- June 30, 2021

Committee on Curriculum, Curricular Policy and Standards

- September 2, 2020
- October 7, 2020
- November 4, 2020
- December 9, 2020
- January 13, 2021
- February 3, 2021
- March 3, 2021
- April 7, 2021
- May 5, 2021
- June 2, 2021

Committee on Teaching, Learning and Student Success

- September 14, 2020- Changed (Labour Day)
- October 5, 2020
- November 2, 2020
- December 7, 2020
- January 4, 2021- Cancelled (Winter break)
- February 1, 2021
- March 1, 2021
- April 5, 2021
- May 3, 2021
- June 7, 2021

Graduate Committee

- September 10, 2020 (to not overlap with FC)
- October 15, 2020
- November 19, 2020
- December 17, 2020
- January 21, 2021
- February 18, 2021
- March 18, 2021
- April 15, 2021
- May 20, 2021
- June 17, 2021

Executive Committee Report to Council

August 2020

Announcement of Nomination and Election Period for Full-Time and Contract Faculty Positions on Faculty Council, Standing Committees and Senate

A Fall nomination and election period will be held to fill the remaining vacancies of full-time and contract faculty on the Liberal Arts & Professional Studies Faculty Council, its Standing Committees and Senate. The nomination period will run from September 14, 2020 to September 25, 2020. If an election is required for any positions, the election will be held via e-vote from October 5, 2020 to October 7, 2020.

Where applicable, members elected-at-large cannot be from the same School/Department. For detailed information on standing committee membership requirements please refer to the LA&PS [Rules and Procedures of Council \(PDF\)](#).

There are currently 7 full-time faculty and 3 contract faculty vacancies on Standing Committees of Council, 30 contract faculty representative vacancies on Faculty Council, and 2 contract faculty representative vacancies on Senate:

Council / Committee	Vacancies	Membership Type	Eligibility Restrictions
Faculty Council	30	C Faculty	CUPE Unit 1, CUPE Unit II, and CUPE-Exempt Course Directors
Senate	2	C Faculty	
Committee on Teaching, Learning & Student Success (CTLSS)	1	C Faculty	
Committee on Teaching, Learning & Student Success (CTLSS)	2	TAs	Must be from different departments
Committee on Student Academic Petitions and Appeals (CSAPA)	3	FT Faculty	Must not be from ADMS, SOSC, WRIT, HUMA, ECO, DLLL
Graduate Committee (GC)	2	FT Faculty	Must be appointed to FGS, must not be from SOSC, HUMA, ADMS, ANTH, COMN, ECON, DES, POLS, SOCI, PPA
Curriculum, Curricular Policy and Standards (CCPS)	1	FT Faculty	Must not be from ECO, HUMA, ADMS, COM, HIST, DLLL
Tenure and Promotions Committee (T&P)	1	FT Faculty	Must be tenured

CPM and YUSA Positions on LA&PS Faculty Council Election Results

The Executive Committee is pleased to announce the results of the recent nomination and election period held for CPM and YUSA positions on Faculty Council. There were five CPM and five YUSA vacancies on Faculty Council. The nomination period ran from August 10, 2020 to August 14, 2020.

CPM Positions

The following CPM members have been acclaimed to Faculty Council:

Last Name	First Name	Job Title
Sandher	Vina	Field Education Manager
Quesada	Luis	Manager, Process Improvements
Rafiq	Saba	Manager, International Student Success and Engagement
Bisram	Debra	Executive Assistant to the Dean
Keramidas	Dimitris	Director, Information and Learning Technology

YUSA Positions

An e-vote took place for the five YUSA positions from August 31, 2020 to September 4, 2020, as the number of eligible nominees exceeded the number of YUSA positions available.

The following YUSA members have been elected to Faculty Council:

Last Name	First Name	Job Title
Yoon	Min-A	Administrative Coordinator
Kanwar	Manjula	Curriculum Developer
Gennaro	Stephen	Learning Designer
Lamonaca Caputo	Stefanie	Student Success and Academic Advisor
Myrie	Lorraine	College Programs Assistant

Memorandum

To: Professor Minoo Derayeh
Chair, Faculty Council

From: Academic Policy and Planning Committee

Date: June 10, 2020

Subject: LA&PS Colleges Re-Visioning Response from APPC

APPC received the Faculty of Liberal Arts & Professional Studies *LA&PS Colleges Re-Visioning REVISED DRAFT Preliminary Report* on October 16, 2019 and discussed it at several meetings. The Committee would very much like to thank College Heads Pablo Idahosa and James Simeon for leading this important initiative and authoring the resulting report with its four “practical initiatives” and three “principles of practice”.

The Committee has examined this report in conjunction with other information received from the LA&PS Dean's Office, including student survey data collected in the Colleges Re-Visioning process and recommendations made in the course of an earlier audit of the Colleges. We hope that this response will contribute to the discussion and decisions that must be made to re-vision the LA&PS Colleges to:

- better enhance student experiences; and
- maximize their support of student interactions with faculty and staff.

In our response, we have considered the following key issues:

- utilization of space
- allocation and efficient use of resources
- overlap of services/programs offered centrally and by Colleges
- student orientation, outreach, and support
- College identity, community building, and the role of the College Heads

APPC agrees with the “principles of practice” outlined on page 3 of the report but has concerns regarding the report’s proposal that Colleges offer a “First Year Seminar” (practical initiative 1). Because all curricular proposals must be vetted through collegial governance processes, APPC is asking that this initiative be referred to the General Education Working Group via its Chair, Professor John Simoulidis (or to the larger Faculty Council Committee on Curriculum, Curricular Policy, and Standards if the working group has dissolved by the time this response is considered).

As well, APPC believes that the report’s third principle to “require” all faculty members attached to a College to mentor students (in addition to present forms in which mentoring is currently being conducted) may be too onerous. Positioning such mentorship roles as opportunities for collegial service contributions, particularly for teaching stream faculty, (as articulated at p. 24 of the report), may be a more persuasive way to attract faculty to these positions.

APPC also has several questions which are designed to contribute to the discussion of how LA&PS can best support all students ----- the 80% that are commuter students (both full-time and part-time evening students) as well as the 20% that are living on-campus¹ ----- by providing spaces that support:

- academic success,
- community engagement, and
- mentorship and career skills-building (through experiential education (EE) and research connections with faculty research projects, workshops and other service training options, etc.).

These questions and sub-questions are as follows:

1. In what ways can the role of LA&PS Colleges be adapted to be as relevant as possible to current and future students?
 - a. Should specific LA&PS Colleges have tighter connections to academic programs?
 - b. Or should a specific LA&PS Colleges focus on a particular student cohort linked by shared interests and objectives other than programs such as:
 - international students who currently comprise 22% of LA&PS students (with higher percentages in particular programs)

¹ 80% of the LA&PS students who completed the LA&PS College Student Survey conducted in March 2019 (with 2702 respondents) self-identified as commuters (see page 11 of the report). Similar statistics for full-time vs. part-time students or evening vs. day FTEs would be useful.

- graduate students who currently comprise 1800 LA&PS students
 - some other demographic group?
- c. Or should a specific LA&PS College become a hub focused in an area such as:
- health and wellness
 - student success
 - research or
 - something else?
2. How much LA&PS College space should be made available to students?
 3. How can LA&PS Colleges fulfill their original mandate (as outlined in an earlier audit) of providing a sense of community for commuter students and making interdisciplinary space available to students? What role does the College Head play in fostering a sense of collegial identity and coordinating the many initiatives of the college?
 4. What role would LA&PS Colleges play in working with Fellows and Alums to expand EE opportunities for students (the report's practical initiative #3). How exactly would this be coordinated with
 - LA&PS faculty using experiential education in their courses;
 - the LA&PS EE Office; and/or
 - the College Head?
 5. Is there clarity for students about the relationships, authorities, and layers of community and services currently available within LA&PS and elsewhere within the university?
 - What can be done to improve clarity and streamline the processes for students?
 - Have we learned anything about improving clarity, processes and supports for students as a result of the covid-19 public health crisis?
 6. What strategies for more effective communication, processes, and supports for students can be introduced in the process of rethinking how Colleges are organized?

At the present time, APPC has generated four recommendations that might envision the road ahead in this regard:

Recommendation 1: MISSION and COMMUNICATION. Redefine the main mission of each LA&PS College and improve connections/communication with students.

The data in the LA&PS College Student Survey conducted in March 2019 (with 2702 respondents) revealed that, in response to a question regarding the students' sense of identification with a College, the majority identified "not at all" (39.47%) or "a little bit" (24.57%). This represents approximately 64% overall (page 8 of 8)¹, and leads APPC to question how identification can continue to drive the current association of the Colleges to students, if the majority seems to have lost this sense of connection? Therefore, new ways of engaging students in the Colleges system need to be devised.

Recommendation 2: SERVICES. Eliminate the duplication of services.

The main academic advising should take place within program, department and central advising services already available. Orientation and welcome sessions could be held in academic units, directly with their students and faculty and staff. LA&PS Colleges could assist with promoting these events and with scheduling/housing these in their respective locations. PASS² courses (currently run by LA&PS Colleges) could be run by either departments or LA&PS Colleges.

Recommendation 3: SPACE. Reconfigure LA&PS College space to allow for greater student experience, student-student and faculty-student interactions. This will involve renovating spaces to enlarge them and make them physically and visually appealing as well as accessible. Areas that are in particular need of renovation include:

- Main entrances;
- Student study spaces (to accommodate increased student numbers since the Colleges were originally built); and
- Spaces for peer mentoring (arranged tutoring hours, for spontaneous meetings among students, and other forms).

² As of Winter 2020, all LA&PS Colleges run the Peer-Assisted Student Success (PASS) program that involves weekly group-learning sessions for difficult courses which are facilitated by a "PASS" leader, that is, a student who has completed the respective course in a previous term with an A or A+. Colleges work with departments to select the difficult courses and the PASS leaders.

Recommendation 4: IDENTITY. Explore additional ways of enhancing a sense of identity among members of each LA&PS College. These may include initiatives such as proceeding with the report’s idea of a “Common Read” for each College.

A Common Read will help bring students, staff, and faculty together over a shared reading experience. Texts can be selected from an informal panel comprised of faculty, staff, and students, and could relate to the subject area of one of the College’s affiliate academic programs. Students could be provided with a complimentary copy of the “Common Read” prior to their start date in September. Faculty could be encouraged to use the “Common Read” for assignments in their coursework.

College Heads play a vital role in fostering a sense of identity among members of the college community. They coordinate initiatives and events, and provide a bridge to the academic programs they play host to. According to the LA&PS Strategic Plan, College Heads “coordinate relevant co-curricular and first-year activities” Retain a College Head for each of the four LA&PS Colleges, and consider whether these might be appointments made from YUFA or CUPE pools of qualified candidates.

Recommendation 5: EVALUATION. Adopt a collegially decided upon method of evaluating progress to follow up with any changes that are made.

Sincerely

Joanne Magee
Academic Policy and Planning Committee
Liberal Arts & Professional Studies

Memorandum

To: Professor Andrea McKenzie
Chair, Faculty Council

From: Academic Policy and Planning Committee

Date: September 8, 2020

Subject: Item for Information: Development of the LA&PS Academic Plan, 2020 – 2025

As part of its mandate, the Academic Policy and Planning Committee (APPC) is tasked with the development of the Faculty's Academic Plan. Currently, LA&PS is guided by the *Making Choices for the Future* document, a Strategic Plan for 2010-2020 that was prepared by the Dean's Working Group on Strategic Planning in June 2010. This document dealt primarily with the merging of the Atkinson Faculty of Liberal and Professional Studies and the Faculty of Arts, and was the product of a unique moment in our history.

With the expiration of the Strategic Plan imminent, we have the opportunity to develop a five-year Academic Plan that reflects the vision we have for LA&PS in the coming years. To this end, APPC will be initiating a series of consultations in fall 2020 to engage LA&PS students, staff, and faculty in this important work. Our community engagement sessions will continue through the winter, with the goal of producing a first draft for collegial review by March 2021.

Our discussions will be framed around the recently approved University Academic Plan (UAP), and the central tenets contained in that document, which our LA&PS vision must align with. These include the UAP's six Priorities for Action:

1. 21st Century Learning
2. Knowledge for the Future
3. From Access to Success
4. Advancing Global Engagement
5. Working in Partnership

6. Living Well Together

APPC will seek to produce a LA&PS-specific plan that aligns with the goals of the University Academic Plan yet builds on our particular strengths as the largest faculty at York. We look forward to your participation in this important process.

Sincerely,

Maggie Quirt
Chair, Academic Policy and Planning Committee
Liberal Arts & Professional Studies

Building a Better Future: York University Academic Plan 2020-2025

The University Academic Plan (UAP) 2020-2025 is about coming together to make positive change for our students, our campuses, and our local and global communities.

This UAP is launching at a moment of unprecedented trial for human and planetary health, security, well-being, and understanding. In the midst of both a global pandemic and an international mobilization against anti-Black racism, our York University community has demonstrated extraordinary creativity, solidarity, and dedication to serving the public good while caring for all people, including the most marginalized and vulnerable. As a leading generator of knowledge and exemplar of social responsibility, York seeks to bring expertise from across disciplines to build new tools and strategies to tackle the myriad dimensions of these historic crises. Notwithstanding the restraints imposed by physical distancing, we are truly coming together as a resilient community. In the process, we are proving once again York's commitment to an enduring and distinctive set of core values:

- We strive for **Excellence** in fulfilling all aspects of our mission.
- We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluencies and cross-cultural knowledges.
- We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.
- We uphold **Sustainability** - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

These values are embedded in York University's Mission and Vision statements:

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition.

Tentanda Via: The way must be tried.

Vision

York's vision is to provide a broad sociodemographic of students with access to a high quality education at a research intensive University that is committed to enhancing the well-being of the communities we serve.

The Journey to 2020

After a decade of rapid development York has arrived as a fully comprehensive, research- intensive, multi-campus, urban University. We combine groundbreaking scholarship, discovery, and artistic creation with renowned strengths in community engaged and industry partnered research for maximum social and economic impact.

We are a full spectrum University, increasingly recognized for excellence in health, engineering, and sciences, while we continue to lead in liberal arts, creative and performing arts, and professional studies. The comprehensive strengths of our Keele campus are enhanced by our bilingual Glendon campus, our downtown professional learning sites devoted to law and business, our management education campus in Hyderabad, India and our eco-campus in Las Nubes, Costa Rica.

York boasts one of the largest and most diverse undergraduate and graduate student bodies in Canada, almost 18% of whom are now international students. Through the ingenuity of our faculty, we have dramatically grown opportunities for students to access our programs virtually from anywhere in the world, and to learn experientially through community placements, capstone projects, and research internships. Students are embracing new programs in emerging areas like Global Health, Indigenous Studies, Digital Media, and Management of Artificial Intelligence. Our School of Continuing Studies has quickly become one of North America's largest and most successful, offering cutting-edge and flexible pathways to education for adult learners looking to retool their careers.

Through the growth of Innovation York, we have emerged as a thriving regional hub for entrepreneurship and knowledge mobilization. We value our deep connections to local and global partners, who work with us to contribute to the wellbeing of both people and communities. York University has a global alumni network of over 325,000 people in more than 170 countries, who are making a positive impact on their communities and excelling in every field of human endeavour.

Our Next Chapter

York is entering a new phase of purposeful expansion in directions that anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society. We reassert our foundational commitment to the arts, humanities, and social sciences not only as fields of inquiry but as modes of apprehending human existence at this critical juncture. In addition, we will launch a new campus in Markham centred on technology and entrepreneurship. We will develop an integrated health precinct with partners in Vaughan. We will take steps to realize the potential of the Lands for Learning at our flagship Keele Campus. We will elevate our international partnerships and profile, and the global connectivity of our research and our graduates. To enable this future-oriented vision, we will invest in robust professional development for our instructors and in the significant renewal of our research and teaching infrastructure, both physical and virtual.

York has scaled up its health-related teaching, research, and innovation based on a vision of keeping more people healthier, longer. We are well placed over time to establish a medical school aligned with this vision, to serve one of Canada’s fastest growing and most diverse regions through a community-based care model that integrates physicians into broader health and wellbeing promotion teams.

Focusing on the next five years, our UAP charts a path to positive change in relation to six Priorities that are foundational to York University’s mission, vision, and identity. For each Priority the Plan explains why action is imperative and the key aims that will guide us. Permeating all six Priorities is a theme of *coming together* as both a precondition and an outcome of fulfilling the Plan. A better future must be rooted in strong relationships - among the members of our own institution, across our multiple campuses, with our closest neighbours and Indigenous communities, and with our burgeoning networks of partners near and far.

Advancing the Sustainable Development Goals

In the spirit of coming together, the York community has expressed a strong desire to bring our unique capacities to bear on some of the most urgent issues facing the planet, from climate change to inequality to truth and reconciliation to forced migration, among others. Over the next five years, we will challenge ourselves as a University to deepen our collective contributions to the United Nations’ seventeen Sustainable Development Goals (SDGs). The York University SDG Challenge will invite participation from all interested members of our community. York is already recognized globally for our excellence in SDG-relevant research, education, innovation, and civic action. The SDG Challenge will further elevate our engagement and project our distinctive ethos as a community of changemakers. Additional details are provided in the final section of the Plan.



York University’s Planning Ecosystem

The UAP 2020-2025 marks a new beginning. At the same time, it builds on the transformational work already underway across the institution. This Plan is designed to function as a meta-document that links our existing academic plans and initiatives into a coherent whole. It embeds and affirms the University’s Strategic Research Plan, its Indigenous Framework, its Sustainability Strategy, and a new Internationalization & Global Engagement Strategy, among others. These focused strategies are embraced as vital planning elements that complement the UAP as an overarching meta-document, which charts our direction over the next five years.

Our UAP also informs our operational and budget plans. York is known as a leader in Integrated Resource Planning (IRP), which ensures that our high-level strategies do not sit on a shelf but are translated into concrete implementation plans. Every faculty and administrative unit has an IRP that lays out the specific actions it is taking to embrace and implement the UAP with timelines and regularly scheduled progress reports, so that our people and our financial resources are continually aligned to support our stated academic priorities and goals.



Six Priorities for Action

York University has an enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. As a learning community, we believe in the power of research, scholarship, creativity, education, and dialogue to transform ourselves and the world around us for the better. We share a collective belief in the university as a public trust.

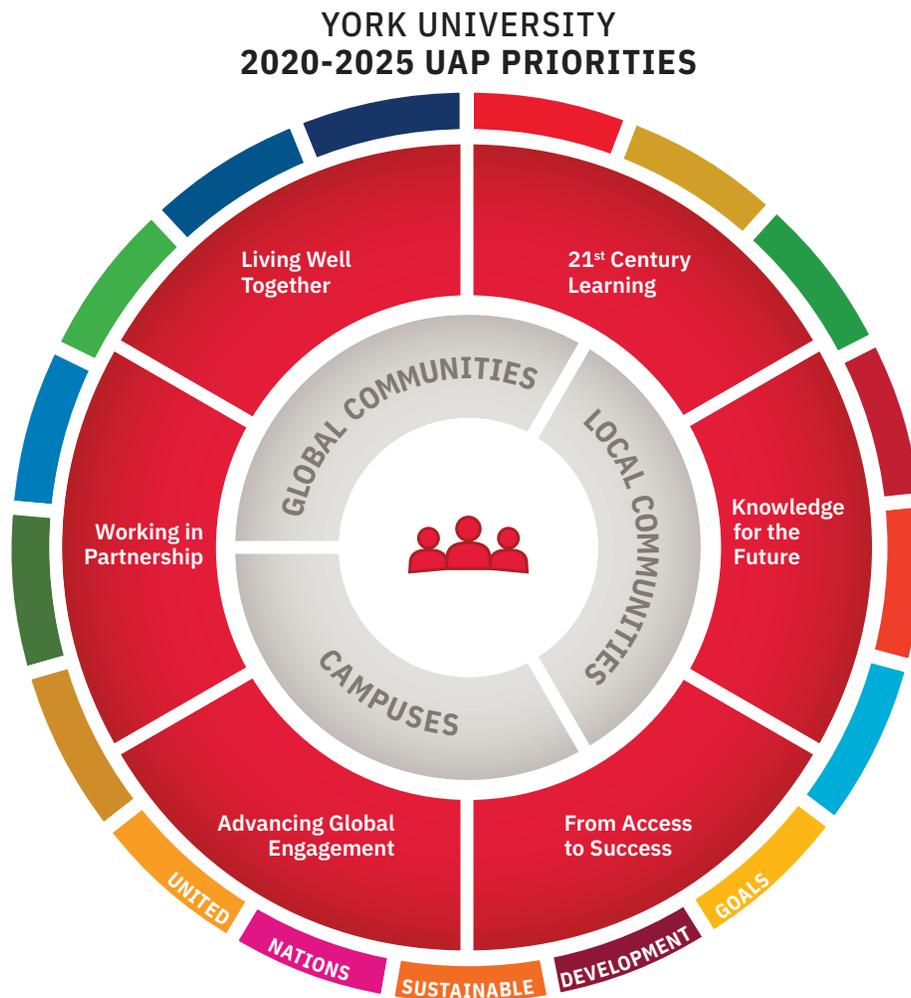
Our new UAP is designed to uphold the fundamental values of the University, even as we evolve our roles and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- Digital inter-connectivity and physical mobility of people generate complexity but also immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how we all learn, think, and create.

- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.
- The ethical and moral imperatives of social movements—such as #MeToo, #BlackLivesMatter, among others—need to inform our policies and direction as an academic community and as a force for good in the world.

York University brings distinctive capabilities to the table to meet these challenges and uncover the opportunities that lie within them. This UAP positions York clearly as an agent of positive change for our students, for higher education, for society at large, and for the planet. We believe that at this juncture, to make a better future, the world needs more of York University.

Each of the six Priorities focuses on a key dimension of positive change that York University will pursue over the next five years. The Priorities are conceptualized as a wheel to reflect their fluidity and interdependence. Each Priority depends upon the others to fully realize the UAP, just as we, the community of YorkU, depend upon each other to thrive. The United Nations Sustainable Development Goals envelop the wheel to depict York’s longstanding commitment to building a more just and sustainable future and to indicate how we are challenging ourselves over the life of this Plan to elevate these contributions.



21st Century Learning: Diversifying Whom, What, and How We Teach

EVERY YORK UNIVERSITY GRADUATE, REGARDLESS OF BACKGROUND OR FIELD OF STUDY, MUST BE EQUIPPED WITH THE KNOWLEDGE, TRANSFERABLE SKILLS, AND VALUES TO NAVIGATE A 21ST CENTURY WORLD IN WHICH CHANGE IS THE ONLY CONSTANT.

This Priority speaks to the unparalleled diversity of our student body as a source of pride and a comparative advantage that differentiates York University as an institution. York has become a global magnet for talented people drawn by our academic excellence, cosmopolitan character, and commitment to making a positive difference. The next five years will see:

- continued efforts to make York a more attractive destination for all potential students, including Indigenous students and equity seeking groups; and
- additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of education for the future is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located
- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

Knowledge for the Future: From Creation to Application

AS CHANGE ACCELERATES AROUND US, WE AIM TO BE MORE RESPONSIVE TO OUR COMMUNITIES BY GENERATING CRITICAL KNOWLEDGE AND WORKS OF ART, IDEAS AND INNOVATIONS THAT ENGAGE MULTIPLE PERSPECTIVES WHILE PROPELLING ONTARIO AS A GLOBAL KNOWLEDGE-ECONOMY LEADER.

We have laid out an ambitious agenda for the continued growth and application of our research, scholarship, and creative activity in our *Strategic Research Plan (SRP) 2018-2023: Towards New Heights*. We remain committed to this agenda, including in particular:

- increasing the research participation of faculty and trainees at all levels across the institution
- accelerating growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works, and by fully implementing our Open Access Policy (2019) with leadership from our York University Libraries
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities

Based on a thorough scan of activity across the University, the SRP mapped our established research and creative strengths across six intersecting themes, in which we are demonstrating national and international leadership:

Advancing Fundamental Inquiry and Critical Knowledge	Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities, and Environments	Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Sustainable World	Integrating Entrepreneurial Innovation and the Public Good

We will continue to grow and excel in these areas, with the help of investments that are already underway in enhanced infrastructure and in supports for our faculty. These include consistent high quality supports for individual investigators across the institution, as well as more focused investments in large-scale, collaborative research programs that cross disciplines and often borders with an array of partners. York University enters this UAP with an expanded cohort of graduate students and post-doctoral fellows from Canada and around the world, who will both participate in and accelerate this agenda.

The continued growth of our research and creative activities also demands that we support scholarly communities in keeping with the theme of coming together. York’s excellence in inter- and transdisciplinary research is renowned and positions us for leadership in addressing the most complex and pressing issues of our times, such as those highlighted by the UN’s SDGs. During this five year period, we will further cultivate thinking across disciplines through our Organized Research Units and

beyond, and find ways to infuse it deeply in student learning as well as in our research and creative activities and output.

The SRP 2018-2023 identified five areas where York has a clear opportunity to achieve new levels of research success in ways that bring a distinctively York perspective to addressing compelling challenges of our time:



Exciting initiatives are already underway in each of these streams. Examples include a new Centre for Indigenous Knowledges and Languages and our AI Taskforce, which is examining how York can become a distinctive leader in research and teaching that engages critically and humanistically with the development of technologies including artificial intelligence and machine learning.

Over the life of this UAP, we will continue to invest in these efforts in particular by implementing our Faculty Complement Renewal Strategy, which calls for continued growth, renewal, and diversification of our tenure-stream faculty complement, including the use of cluster hiring to advance strategic priorities. This will also require focused efforts to meet current and future research infrastructure needs, to provide mentorship for an incoming generation of scholars, and to ensure that our faculty's research and creative outputs are disseminated ever more widely and recognized both internally and externally.

From Access to Success: Next Generation Student Supports

WITH MANY OF OUR STUDENTS FACING CURRENT CHALLENGES AND UNCERTAIN FUTURES, YORK WILL DEVOTE ADDITIONAL ATTENTION TO SUPPORTING STUDENTS OF ALL BACKGROUNDS AND CIRCUMSTANCES TO COMPLETE THEIR STUDIES SUCCESSFULLY AND TO REALIZE THEIR FULL POTENTIALS.

A core value of York University since its inception has been to provide access to all eligible students so that no talent is left behind. We serve large numbers of students who are new Canadians, Black, Indigenous, racialized, from lower income backgrounds, or who are among the first in their families to attend university. We are proud that our campuses teem with students of diverse sexualities, abilities, nationalities, religions, political beliefs, and linguistic backgrounds. Indeed, it is this vibrancy and promise that attract many people to come to York or to support our work.

We also recognize that many of our students may have substantial work and family commitments, or face systemic barriers as part of the experience of belonging to a minority in society or at university.

As a large institution that has grown quickly, York also recognizes that we must reduce the complexity of navigating our University in order to meet the needs of all of our students whether graduate, undergraduate, or those engaged in continuing studies. We must commit to being caring, proactive, responsive, reliable, and supportive as we provide an exceptional experience that always goes above and beyond.

With progress already happening in many areas, we will redouble our efforts over the course of this UAP to achieve positive change for our students in the following areas:

- more seamless, timely, and reliable access to excellent academic and career advising, as well as accessibility and other supports, through a combination of in-person service and digital systems, including our recently launched Student Virtual Advisor
- earlier feedback to students on their academic standing, and the use of data analytics to enable proactive, early interventions for students who are struggling
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy to diversify our faculty to better reflect the makeup of our student body
- enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups

Advancing Global Engagement

YORK UNIVERSITY DRAWS PEOPLE FROM AROUND THE WORLD WHO SEEK TO LEARN FROM EACH OTHER AND TO GAIN THE GLOBAL FLUENCIES NEEDED TO WORK LOCALLY AND ACROSS BORDERS TOWARD A BETTER FUTURE.

More than ever, universities have a responsibility to contribute to positive change through global cooperation and borderless education. York's reputation is strong in global languages and internationally engaged research and teaching, with alumni and partners around the world. Our Glendon campus provides a unique environment for cross-linguistic and cross-cultural teaching, research, and dialogue. We have an eco-campus in Las Nubes, Costa Rica and offer global management education at our campus in Hyderabad, India. In addition, we are embedded in one of Canada's most multicultural and economically vibrant urban regions, where many employers seek highly qualified personnel with a global orientation.

York University is launching an Internationalization and Global Engagement Strategy (2020), which sets the stage for a new phase of development that will bring greater resources and coordination to our efforts in this area and will reinforce our commitment to ethical internationalization. The pan-university consultation informing this Strategy reinforces our values of integrity, reciprocity, reflexivity, inclusivity, and sustainability in our international programs and activities. It sets an agenda for action in four areas:

- global outlook and fluency informing curricula and global learning, while leveraging our own diversity
- global nature of research attracting international scholars and supporting international collaborative research
- robust recruitment of international students from a multitude of countries for whom we create a nurturing and inclusive environment that supports their transitions to careers or further study
- communicating more actively, cultivating new partnerships, and fostering alumni connectivity to expand our global reach and profile

York is committed to enhancing resources and activities in each of these four areas to support this agenda. In addition, we will work with Universities Canada and other partners to ensure that York can fully leverage new public investments such as the federally funded Outbound Student Mobility Program.

Working in Partnership

YORK UNIVERSITY UNDERSTANDS THAT BY PARTNERING WITH OTHER ENTITIES AND SECTORS WE GAIN VITAL INSIGHTS AND CAPACITY TO CREATE POSITIVE IMPACT FOR OUR STUDENTS, OUR CAMPUSES, AND OUR BROADER COMMUNITIES.

York has always embraced the view that we have much to learn from the communities we serve. We are a longtime leader in community-engaged research, teaching, and civic action. Our interactions with entrepreneurs and industry have grown exponentially in recent years with the launch of Innovation York, YSpace in Markham, and several Faculty-based innovation hubs. Through our Indigenous Framework, we are committed to engaging and supporting Indigenous communities and recognizing the support they provide to York. We know from experience that by working with other kinds of organizations we broaden our field of vision and increase our collective problem-solving capacities, while offering our students valuable learning and career opportunities.

Over the next five years, we will continue to build cross-sector and inter-community partnerships that can serve as vital catalysts for positive change. As a university, we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners across all of our campuses. Our students will deepen their understanding of their social responsibilities and open their horizons to new and exciting career paths. Signature activities will include the following:

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establishing a UN-sponsored CIFAL¹ centre to provide cross-sectoral training and development programs that will advance the UN SDGs

¹ CIFAL stands for Centre international de formation des autorités et leaders' (in English: International Training Centres for Authorities and Leaders). The CIFAL Global Network aims to strengthen capacities of government officials and civil society leaders to advance sustainable development: <https://unitar.org/about/offices-training-centres-around-world/cifal-global-network>.

- attracting partners to help realize the potential of our Keele campus Lands for Learning to support both our academic mission and our social and environmental responsibilities
- implementing York University's social procurement policy, one of the first among Canadian academic institutions, as part of our broader commitment to being an anchor institution for the region
- continuing to work with York's Indigenous Council to strengthen the Indigenous presence on campus
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

Living Well Together

MAKING POSITIVE CHANGE REQUIRES THAT ALL MEMBERS OF OUR DIVERSE COMMUNITY FEEL WELCOMED INTO A SENSE OF BELONGING, COMMON PURPOSE, AND SHARED RESPONSIBILITY TO SUPPORT AND ENRICH EACH OTHER'S WORK.

Anishinaabe teachings refer to the gift of Mino Bimaaddziwin or the Good Life. Given the scale and breadth of York University, with many people engaging remotely or commuting some distance to our campuses, and with 325,000 alumni living and working around the world, we must make a conscious effort to know each other and to build a community reflective of this Good Life. Our students, staff, and faculty have let us know that a stronger sense of connection, inclusion, and wellbeing are among the key changes they are seeking in their daily experience of life at the University. Our alumni are seeking more opportunities to remain engaged with the University.

In this UAP we reaffirm our commitment to open, transparent collegial governance and to ensuring that we create opportunities and make space for all community members to have a voice in shaping our collective future. In support of this Priority, we will also:

- renew our physical environment with inspiring and humane natural and built spaces, including an expanded Joan and Martin Goldfarb Art Gallery of York University within a revitalized Harry Arthurs Common
- enhance our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship
- continue to implement mental health and wellbeing strategies, policies, and collective actions that create supportive and empowering environments for all members of the community
- incorporate accessibility fully into our planning, keeping in mind the requirements under the *Accessibility for Ontarians with Disabilities Act* for all public and private institutions to be fully accessible by 2025
- amplify our purposeful efforts to foster dialogue, respect, kindness, empathy, and open-mindedness to diverse points of view by actively implementing the recommendations of the recently released Cromwell Report

- optimize our Libraries as both physical and virtual spaces for scholarship, collaboration, and community building
- draw upon our strengths in the creative and performing arts to enrich social connection and community pride
- continue our actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works
- intensify our systematic efforts to embed human rights, equity, diversity, and inclusion training across the University
- deepen our engagement and support for our vibrant network of alumni and donors
- embrace a culture of service excellence, in which we all are responsible for supporting each other's success

Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

In addition to the six foundational Priorities above, members of our York University community have expressed a strong desire to make a difference on compelling issues of our times. Community members have highlighted a range of complex societal issues to which York is ideally placed to contribute, given our commitment to social responsibility, our extensive network of partnerships, and our excellence in thinking across disciplines. It is striking that most of the issues that surfaced in these conversations are referenced in the United Nations Sustainable Development Goals (SDGs), a framework that calls on member countries to take urgent action in seventeen areas that are critical to ensure peace and prosperity for people and the planet. The impact of the COVID-19 pandemic has further underscored the urgency of this agenda.



York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm our longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

Beginning in this 75th anniversary year of the United Nations, York's SDG Challenge will be a pan-University exercise to support and recognize a wide range of grassroots activities that may touch on any of the Priorities in the Plan. These activities may be purely internal or they may engage others from our nearest neighbourhoods to the farthest corners of the world. They may involve fundamental inquiry and artistic creation, or seek immediate changes in skills, policies, aesthetic practices, or behaviours. They may emanate from any academic discipline or administrative unit, or spark new collaborations across different areas of the University. They might even involve some friendly competition for a good cause. By supporting students, faculty, contract instructors, staff, alumni, donors, and volunteers to come together for SDG-related learning and initiatives, we will create leadership opportunities for our people and forge stronger relationships along the way. By telling the story of our SDG-related work, we will build community pride and put a spotlight on the qualities that make York University a truly unique and special place.

What will the York SDG Challenge mean in practice? Fully answering this question will require the further engagement of the York community. The Challenge will be most successful if ideas for how best to "answer the call" are crowd-sourced from all those who want to get actively involved in the work. This suggests a bottom-up approach with an emphasis on personal initiative as well as collaboration, educating ourselves and others, and building all of our skills and capacities for acting meaningfully in relation to the Goals.

The University will provide a support infrastructure to facilitate groups coming together around SDG-related projects or activities, to enable their work with a variety of resources, and to document outcomes so that we can build engagement and convey to ourselves and others the positive impact that we are having. The allocation of resources among the different SDGs and among different activities will follow the evolving interests of the York community.

To take one obvious example, climate change is an area of strong interest and expertise at York, crossing many disciplines and functions, and engaging multiple SDGs including #7 (Affordable and Clean Energy), #11 (Sustainable Cities and Communities), #12 (Responsible Consumption and Production) and #13 (Climate Action), as well as others. By drawing on existing reports and information, we can generate a baseline understanding of how climate change is being addressed through our academic curricula, research and creative activities, student clubs and extra-curriculars, campus operations, local and international partnerships, innovation and entrepreneurship programs, alumni engagement, capital planning, and other activities. This would serve as a directory of ongoing initiatives that could benefit from more people getting involved, as well as revealing opportunities to join forces or to create

new initiatives. From here, a Convening Group could be established, including both academic and professional staff leaders, with support to organize launch events open to all interested members of the York community. Launch events could be imagined in a host of different ways to generate ideas, share knowledge, and define projects of interest. Those who already have an idea could be invited to submit proposals through an open call. As each year draws to a close, a culminating event could showcase accomplishments, reset agendas, and invite new participants to join in next steps.

By furthering SDG-related work that intersects with the Priorities, our UAP highlights the distinctive ethos of York as a University committed to shaping a better future for all.

Meeting the Challenges of Tomorrow

At York University we are renowned for the opportunities we offer students of all backgrounds, for our progressive outlook and breakthrough achievements, and for our ability to reimagine the possible. Over the past few months, fuelled by our passion to serve, we have demonstrated tremendous fortitude as we have rallied together, innovated, and adapted, emerging stronger and more resilient than ever. As we enter this next chapter, our UAP will provide an inspirational compass to guide our choices and actions. Our hope is to enable every member of our community to fulfill their potential and contribute their talents as we create positive change, locally and globally, for our students, the communities we serve, and the world around us.

Academic Policy and Planning Committee

September 2020

ITEM FOR INFORMATION: Year-End Report of the Academic Policy and Planning Committee, 2019-2020

The APPC met throughout the academic year to discuss the following items under its mandate:

- Non-degree credit programs
- Change to degree requirements for programs in Political Science and Global Political Societies, Department of Politics
- APPC's response to the Colleges Re-Visioning Report
- LA&PS Integrated Resource Plan (IRP) – a standing agenda item
- The University Academic Plan (UAP) – a standing agenda item
- Indigenous Council curriculum consultation

Over the course of the academic year, the committee:

- Contributed feedback for the draft University Academic Plan (UAP) which was approved by Senate in June 2020.
- Held preliminary discussions regarding how to embark on collegial consultations for a new LA&PS Academic Plan which will be a priority item in the next academic year, 2020-2021.
- Drafted a response to the LA&PS Colleges Re-visioning Report. The APPC response was approved and sent to the Executive Committee in June 2020 with a request that it be added to the next Faculty Council agenda.
- Approved the following curriculum items:
 - New program: Specialized honours business technology stream, Bachelor of Commerce, School of Administrative Studies
 - Change to degree requirements for programs in Political Science and Global Political Studies, Department of Politics
 - New program: Minor in English Language Studies, Department of Languages, Literature and Linguistics
 - Undergraduate certificate proposal: Certificate of Proficiency in Modern Korean Language, Department of Languages, Literature and Linguistics

We would like to extend our gratitude and thanks to the following committee members who have completed their terms on the committee as of June 30, 2020.

Joanne Magee, School of Administrative Studies (Interim Chair)
Joseph Keeping, Department of Humanities

Committee on Curriculum, Curricular Policy and Standards

July 2020

ITEMS FOR ACTION (1):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the following curricular proposal:

1. Major modification: Certificate of Proficiency in Modern Korean Language

The Korean Section in the Department of Languages, Literatures and Linguistics (DLLL) is proposing a new Certificate of Proficiency in the Korean language. This certificate will be an acknowledgement of the ability of an individual who demonstrates an advanced level of proficiency in Korean and meets the Senate Guidelines for a Certificate of Proficiency. The Certificate will be administratively housed in DLLL, which currently offers Certificates of Language Proficiency in Chinese, German, Hebrew, Italian, Japanese, Modern Greek, Portuguese and Spanish. A certificate in Korean will complement these offerings.

The Certificate of Proficiency in Korean Language offers an institutional recognition of the competence that students acquire in the Korean courses that they take as electives. The Department expects that such acknowledgement will motivate students to pursue high quality academic education, and to reach the advanced proficiency in Korean by completing the Korean courses of higher levels. The Certificate will also encourage and facilitate cross-cultural and international encounters, as well as greater engagement in the Korean Section in DLLL. As the enrolments in KOR 1000 and 2000 have steadily been growing in the past decade, the department hopes to offer a Certificate of Language Proficiency in Korean in order to help increase and maintain the enrolments in the intermediate and advanced levels of the Korean courses, including AP/KOR 2000, AP/KOR 3000, AP/KOR 4000 and AP/KOR 4050.

Academic Rationale

The Certificate should be of particular interest to those students who major or minor in East Asian Studies (regardless of their area of specialization), as well as the individuals who take two or three language courses as electives. These students will appreciate the official acknowledgement of attainment of their level of proficiency in Korean on their transcript by acquiring the Certificate of Proficiency in Korean.

In addition to the students in East Asian Studies, the Certificate of Language Proficiency in Korean would be of interest to students in other areas of specialization, including Political Science, History, Sociology, Geography, and Communication Studies.

Moreover, students in Schulich School of Business and Administrative Studies (particularly the iBBA programs) would benefit from obtaining the Certificate, particularly for those who seek employment domestically or internationally where Korean language proficiency is useful. When students are asked to offer Korean language proficiency to prospective employers, students at York University may readily demonstrate their proficiency in Korean by means of official certification.

Korean does not currently offer a degree program. The proposed Certificate of Proficiency in Korean language will be granted to students who major or minor in East Asian Studies as well as to those who completed the Korean language courses as electives. This certificate would be the only indication on the transcript that a certain level of concentration and proficiency in these areas has been achieved.

A certificate of proficiency in Modern Korean Language accredits students who are able to communicate in Modern Korean with accuracy and fluency in order to participate fully and effectively in conversations on a variety of everyday and extended topics in both formal and informal settings. It certifies the linguistic competence necessary to efficiently handle any day-to-day situations in Korean. Students who are awarded this certificate can also manage most advanced points of grammar and style in writing, reading and speaking the language, and are able to demonstrate knowledge of the cultural background of Korea and intercultural differences in socio-linguistic practices of Korea and Canada.

DEPARTMENT OF LANGUAGES, LITERATURES AND LINGUISTICS

Undergraduate Certificate Proposal

Certificate of Proficiency in Modern Korean Language

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

The Korean Section in the Department of Languages, Literatures and Linguistics (DLLL) is proposing a new Certificate of Proficiency in the Korean language. This certificate will be an acknowledgement of the ability of an individual who demonstrates an advanced level of proficiency in Korean and meets the Senate Guidelines for a Certificate of Proficiency.

The Certificate will be administratively housed in DLLL, which currently offers Certificates of Language Proficiency in Chinese, German, Hebrew, Italian, Japanese, Modern Greek, Portuguese and Spanish. A certificate in Korean will complement these offerings.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The name Certificate of Proficiency in Modern Korean Language is consistent with the definition of this type of certificate in the Senate Guidelines that define a Certificate of Proficiency as follows: An acknowledgement of proficiency (normally in a language) in a given area.

The name 'Certificate of Proficiency' is common and widely used by language institutes and universities that offer such certificates to students who attain an advanced level of proficiency in a language and are able to use an acquired language fluently as well as effectively in various situations, including both academic and professional settings.

The Certificate of Proficiency in Korean will adapt standards of international benchmarks for proficiency evaluation criteria, established by different institutions such as the American Council on the Teaching of Foreign Languages (ACTFL), the Common European Framework of Reference for Languages (CEFR) and the Canadian Language Benchmarks (CLB).

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The Certificate of Proficiency in Korean Language offers an institutional recognition of the competence that students acquire in the Korean courses that they take as electives. We expect that such acknowledgement will motivate students to pursue high quality academic education, and to reach the advanced proficiency in Korean by completing the Korean courses of higher levels. The Certificate will also encourage and facilitate cross-cultural and international encounters, as well as greater engagement in the Korean Section in DLLL. As the enrolments in KOR 1000 and 2000 have steadily been growing in the past decade, we hope to offer a Certificate of Language Proficiency in Korean in order to help increase and maintain the enrolments in the intermediate and advanced levels of the Korean courses, including AP/KOR 2000, AP/KOR 3000, AP/KOR 4000 and AP/KOR 4050.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

The establishment of the Certificate of Proficiency in Korean Language is consistent with several principles in the Faculty's Strategic Planning, such as principle 23: "Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community." The establishment of the Certificate is also consistent with principle 19: "Cross-cultural and international encounters are integral parts of high-quality university education."

The Certificate would enable students to achieve one of the University's goals for 2020: Students will be more engaged with the teaching and learning process and with each other, and our connection with the broader community will have broadened and deepened.

The establishment of the Certificate of Proficiency in Korean contributes to the achievement of the university's academic objective—the pursuit of academic quality. It will also support students in their future career preparedness and pathways, because students who can demonstrate language proficiency in Korean, certified by the University, will be better qualified for jobs that may require knowledge in Korean in the local community and beyond.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

DLLL at present offers similar approved Certificates of Proficiency in German, Chinese, Hebrew, Japanese, Italian, Modern Greek, Portuguese, and Spanish, intended only for York students who have taken at least two of our language courses. We do not allow applicants who are pursuing a degree in German, Italian, Portuguese, or Spanish within DLLL to apply for a certificate in the respective language, as obtaining the degree will already imply the knowledge of the respective language, along with a familiarity with the literature and culture of the target language. The Chinese and Modern Greek sections do not offer degree programs; therefore, the Certificates in Chinese and Modern Greek Languages are open to any York student. As the Japanese section offers the minor degree program, they still provide students with the option to obtain the Certificate of Proficiency in Japanese.

While the Department of French Studies has a similar certificate, details of the Certificate of Proficiency in French are different from those in the current proposal, primarily due to the fact that any individuals within or outside York University can obtain the Certificate of Proficiency in French, whereas the proposed certificate is open to applicants from York University, only after they have completed the courses required.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

We confirmed that there is a strong interest in and demand for the Certificate among the students who are currently enrolled in the Korean language courses. On a Moodle survey conducted among students in our Korean language courses in November 2018, an overwhelming number of students responded that they are exceedingly interested in pursuing the Certificate, as shown in *Table 1* below.

Table 1. Survey results for interest in the Certificate of Proficiency in Korean

Level	Total Enrollment	Total member of survey participants	Number of students who are interested in pursuing the Certificate
KOR1000 (6 sections)	183	167	167
KOR2000 (1 section)	29	27	26
KOR3000 (1 section)	28	28	19
KOR4050 (1 section)	19	9	7
Total	259	231	190

The Certificate should be of particular interest to those students who major or minor in East Asian Studies (regardless of their area of specialization), as well as the individuals who take two or three language courses as electives. These students will appreciate the official acknowledgement of attainment of their level of proficiency in Korean on their transcript by acquiring the Certificate of Proficiency in Korean.

In addition to the students in East Asian Studies, the Certificate of Language Proficiency in Korean would be of interest to students in other areas of specialization, including Political Science, History, Sociology, Geography, and Communication Studies. Moreover, students in Schulich School of Business and Administrative Studies (particularly the iBBA programs) would benefit from obtaining the Certificate, particularly for those who seek employment domestically or internationally where Korean language proficiency is useful. When students are asked to offer Korean language proficiency to prospective employers, students at York University may readily demonstrate their proficiency in Korean by means of official certification.

Korean does not currently offer a degree program. The proposed Certificate of Proficiency in Korean language will be granted to students who major or minor in East Asian Studies as well as to those who completed the Korean language courses as electives. This certificate would be the only indication on the transcript that a certain level of concentration and proficiency in these areas has been achieved.

External need and demand for recipients of the certificate:

Korean language proficiency would be useful for students who wish to work in Korean community organizations in Canada, because knowledge of Korean can be useful and sometimes required in many positions in Korean community schools or other Korean institutions in the GTA and Canada. Furthermore, Korean language is particularly appealing to the growing body of students from a wide range of disciplines who seek employment opportunities in the rising markets of East Asia.

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

We anticipate implementation of the Certificate in the Fall of 2020.

Since the inception of the Korean courses at York, enrolments in Korean have been sharply and steadily increasing. We are confident that the establishment of the certificate will lead to a further increase in enrolment in our courses, as projected in *Table 2* below. We expect increasing numbers of students to apply for the certificate, as more students will be made aware of the certificate.

Table 2. Current and Projected Student Enrolment in the Certificate's Core Courses

	2019-20	2020-21	2021-22	2022-23	2023-24
AP/KOR 1000 6.00	210	210	210	240	240
AP/KOR 2000 6.00	60	60	60	60	90
AP/KOR 3000 6.00	22	25	30	30	60
AP/KOR 4000 6.00	0 (Not offered)	0	25	0	30
AP/KOR 4050 6.00	0 (Not offered)	25	0	30	30

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

To apply for the Certificate, students must have successfully completed 18 credits in Korean language courses offered in DLLL with a minimum grade of B+ in the last upper level courses taken. Requirements as follows:

- AP/KOR 1000 6.00
- AP/KOR 2000 6.00
- AP/KOR 3000 6.00
- AP/ KOR 4000 6.00 and/or AP/KOR 4050 6.00

Note: Students who place directly in the intermediate level (2000) language course require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Note: Students who place directly in an advanced language course (3000) require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Note: Students who place directly in the 4000-level courses require 12 credits to obtain the Certificate of Proficiency in Korean Language.

Students are required to take the departmental placement test that consists of forty questions. Those who receive below 27.5 % are placed in KOR 1000, between 27.5% and 60% in KOR 2000, between 60% and 87.5% in KOR 3000 and higher than 87.5% in KOR 4000 or KOR 4050.

A certificate of proficiency in Modern Korean Language accredits students who are able to communicate in Modern Korean with accuracy and fluency in order to participate fully and effectively in conversations on a variety of everyday and extended topics in both formal and informal settings. It certifies the linguistic competence necessary to efficiently handle any day-to-day situations in Korean. Students who are awarded this certificate can also manage most advanced points of grammar and style in writing, reading and speaking the language, and are able to demonstrate knowledge of the cultural background of Korea and intercultural differences in socio-linguistic practices of Korea and Canada.

Learning outcomes

Upon completion of the required courses for the Certificate, students are expected to have achieved the following:

- To demonstrate essential skills in production of written texts in respective level in Korean (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4050 6.00; KOR 4000 6.00)
- To demonstrate communicative competence and performance in all aspects (i.e., speaking, listening, reading, and writing) for familiar settings (KOR 1000 6.0; KOR 2000 6.0)
- To demonstrate communicative competence and performance in all aspects (i.e., speaking, listening, reading, and writing) for both academic and professional settings (KOR 3000 6.0; KOR 4050 6.00; KOR 4000 6.00)
- To demonstrate advanced structural knowledge and appropriate sociolinguistic practices of the Korean language (KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To articulate in-depth understanding and knowledge of the relevant fields and the disciplines involved in Korean studies (KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To articulate knowledge on how to use technology-enhanced learning in Korean (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To exhibit awareness of the need for further learning in actual communication, reading, writing and listening comprehension (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To develop and evaluate language skills further as an autonomous language learner (KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To develop familiarity with and understanding of the intercultural differences in Korean and Canadian cultures and the effects on their socio-linguistic behaviours in Korea (KOR 1000 6.0; KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)
- To exhibit awareness of the need for further elaboration on the values and concepts central to Korean culture and language (KOR 2000 6.0; KOR 3000 6.0; KOR 4000 6.00; KOR 4050 6.00)

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

The student should demonstrate that they have the ability to meet the following criteria:

- Scoring 75% (B+) or higher in a grammar test covering the most advanced and/or complex grammar taught in KOR 3000 6.00, KOR 4000 6.00 or KOR 4050 6.00
- Writing a 1000-word composition about pragmatic subject matters, such as job applications and self-introduction letters
- Understanding the content of spoken Korean in media such as a news bulletins, or a scene from a TV show/movie, and ability to give an oral and a written account of the content
- Reading a contemporary pragmatic text of at least 800 words, such as editorials in press
- Sustaining a 10-minute conversation on familiar and extended topics of practical needs
- Making a 10-minute oral commentary on a literary text
- Ability to read, summarize, translate and discuss original and edited texts

The program-level learning outcomes and assessments form has been attached in Appendix.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as

appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Course Descriptions

AP/KOR 1000 6.00 Elementary Modern Korean- offered every year.

This course provides students with the fundamentals of modern standard Korean in basic conversational & grammatical patterns, assuming that the students have no or little previous background knowledge of Korean. The objective of the course is to equip students with basic spoken and written communicative skills in the interpersonal mode in most essential daily life situations. Course credit exclusions: None.

AP/KOR 2000 6.00 Intermediate Modern Korean– offered every year

The objective of the course is to develop Korean language proficiency at the intermediate level which includes 1) articulating different modes of express--e.g. judgment, inference, and evaluation or subjective assessment of ideas--and 2) expressing more complex relations between events such as cause, reason, purpose, condition, concession, intention, and background. Skills for simple narration and written report will be enhanced. Prerequisite: AP/KOR 1000 6.00 or permission by instructor.

AP/KOR 3000 6.00 Advanced Modern Korean– offered every year

This course continues the work of AP/KOR 2000 6.0 to the level at which the students can understand and produce complex text on a wide range of subjects and can make interaction in Korean without strain. The main focus is on discourse structure in all four-skill areas. Texts are read, summarized, translated and discussed. Socio-cultural aspects are particularly emphasized to deepen the understanding of Korean society and culture. Prerequisite: AP/KOR 2000 6.00 or permission by instructor. Course credit exclusions: None.

AP/KOR 4000 6.0 Advanced Readings in Korean – plan to offer every other year

This course focuses on developing students' Korean proficiency to the extent that the students attain professional and academic level of Korean proficiency by fostering fluency, accuracy, and comprehension in reading authentic texts as well as advancing language skills for formal presentation, discussion, and academic writing. Prerequisite: AP/KOR 2000 6.00 or permission by instructor. Course credit exclusions: None.

AP/KOR 4050 6.00 Advanced Korean for Business – offered every other year

This course provides students with linguistic proficiency at a level that allows them to conduct business activities as well as practical information they need in coping with Korean business settings. In particular, we introduce specialized vocabulary and expressions used in a wide range of business settings in Korea while also familiarizing students with current topics of business and financial markets of Korea. In addition, Korean business etiquette, Korean customs, and culture will also be discussed via various resources such as TV or newspaper commercials, serialized television programming, picture books, magazines, songs, movies, etc. in order for students to acquire the practical knowledge of major aspects of Korean business practice. Students are expected to understand the communication patterns and pragmatics in Korean business environments and to develop critical thinking and cultural awareness through different responses in situational dialogues. Some Hanja (Sino-Korean characters) will also be introduced to improve students' understanding of the Korean language used in everyday conversations as well as in professional business settings. Course credit exclusions: None.

All these courses are existing courses. No new courses are required for the purpose of the proposed certificate.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

The certificate's courses are already offered as electives and are taught in the various formats of language teaching in the classroom and in the lab, including lectures, class presentations, group exercises, screening of audio-visual material. All these modes of delivery have already proven their efficiency in teaching the Korean courses and will continue to be beneficial for students who enroll in the proposed certificate.

5. Admission Requirements

To apply for the certificate, students must have completed 18 credits in Korean language in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 1000 6.00;
- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Note: Students who place directly in the intermediate level (2000) language course, students must have completed 12 credits in Korean language offered in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Note: Students who place directly in an advanced language course (3000) must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 3000 6.00;
- AP/KOR 4000 6.00 or AP/KOR 4050 6.00

Note: Students who place directly in an advanced language course (4000) must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 4000 6.00;
- AP/KOR 4050 6.00.

Departmental regulations state that students must achieve a minimum grade of C in language courses to be allowed to enroll in the next higher language course. Exceptions may be made only in the case of students who can prove that they have achieved the required knowledge of Korean through some other

means, such as the departmental placement test, an interview with the Korean faculty, further courses taken (by letter of permission) at other approved institutions applicable at York by transfer credit, or an extended stay in a country where Korean is spoken.

Students must also submit an application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

The Certificate of Proficiency in Korean Language is housed in and administered by DLLL in which all required courses of the Korean courses are offered, and other language certificates are supervised. No consultation or cooperative arrangements with other programs are necessary.

Professor Mihyon Jeon will be responsible for the advising of students interested in the certificate and administration of the certificate in conjunction with the Director of Undergraduate Programs (Languages and Literatures).

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Students who enroll in the courses listed above may participate in classes and activities in the Multimedia Language Centre.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

No additional space is required. All courses required for the certificate are already existing courses.

7. Support Statements

The following letters of support are attached:

- From the University Librarian
- From the director of the Education Centre at the Consulate General of Republic of Korea in Toronto

Certificate of Proficiency in Korean Language

Faculty of Liberal Arts and Professional Studies

Department of Languages, Literatures and Linguistics

LOCATION:	S580 Ross Building, Tel.: 416-736-5016
WEBSITE:	https://korean.dlll.laps.yorku.ca/
COORDINATOR:	M. Jeon
AFFILIATED FACULTY:	M. Jeon, A. Lee, S. Ko, S. Jeong, H. Cho

Graduating with a certificate: except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the *Academic Standards* section of the *Faculty Rules* for details of the undergraduate certificate minimum standards.

York University students may earn a Certificate of Proficiency in Korean concurrent with fulfillment of the requirements for a bachelor's degree.

The Certificate of Proficiency in Korean Language, offered by the Department of Languages, Literatures and Linguistics (DLLL), accredits candidates who have advanced knowledge of the structures of Korean allowing them to communicate in most formal and informal everyday conversations. Students who qualify for the Certificate of Proficiency in Korean demonstrate oral fluency and can also manage most advanced points of grammar and style in writing and reading the target language.

Students must complete a departmental placement test before engaging in their course of study.

Certificate of Modern Korean Language Proficiency

To apply for the certificate, students must have completed 18 credits in Korean language in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 1000 6.00;
- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Note: Students who place directly in the intermediate level (2000) language course, students must have completed 12 credits in Korean language offered in the Department of Languages, Literature and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 2000 6.00;
- AP/KOR 3000 6.00.

Note: Students who place directly in an advanced language course (3000) must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 3000 6.00;
- AP/KOR 4000 6.00 or AP/KOR 4050 6.00

Note: Students who place directly in an advanced language course (4000) must have successfully completed 12 credits in Korean language offered in the Department of Languages, Literatures and Linguistics with a minimum grade of B+ in the last upper level course taken.

Requirements as follows:

- AP/KOR 4000 6.00;
- AP/KOR 4050 6.00.

Committee on Curriculum, Curricular Policy and Standards

September

ITEMS FOR INFORMATION (1):

The Committee on Curriculum, Curricular Policy and Standards is informing members of Council that the proposal to create a Minor in English Language Studies (ELS) has been revised since its approval by LA&PS Faculty Council in spring 2020. The revisions are minor and attend to discrepancies in the previous proposal draft so that the proposal can be reviewed by Senate and its sub-committees.

In the updated proposal draft dated June 1, 2020, the following changes appear:

Section 4.1

1. ESL1010, 1015 have been removed from the program
2. ESL3015 and 4020 have been corrected as ESL 4015 and 3020
3. ESL4025 has been added

Section 4.2

4. ESL1010, 1015 have been removed from the program

Section 5.7

5. ESL3015 has been corrected as ESL4015
6. ESL4025 has been added

Section 8

7. Anticipated date of September 2020 amended to September 2021
8. Other dates in table amended according to revised start date
9. Course list corrected to reflect courses offered: ESL3010, 3020, 4015, 4025

Calendar Description dated June 1st, 2000

10. course list corrected to include courses in proposal document section 4.2 without ESL1010, 1015 due to their removal from program requirements

**Committee on Curriculum, Curricular Policy and Standards
Report to Council**

ITEM FOR INFORMATION:

Year-to-date Summary of the Committee on Curriculum, Curricular Policy and Standards Activity, 2010-20

The following outlines major items of business considered by the Committee on Curriculum, Curricular Policy and Standards during the 2019-20 academic year.

Major Items:

New Programs:

- Minor in English Language Studies
- Korean Proficiency Certificate

Major Modifications to:

- Bachelor of Commerce- Technology Management Stream

Summary of Individual Course Change Proposals:

The following is a summary of the proposals related to individual courses in the Faculty of Liberal Arts & Professional Studies between 2009-10 and 2019-20.

Year	Changes to Courses	New Course Proposals	Lapsed/Retired Courses
2019-2020	66	50	11
2018-2019	115	54	4
2017-2018	103	63	42*
2016-2017	86	63	5
2015-2016	93	39	8
2014-2015	131	92	0
2013-2014	205	73	15

2012-2013	209	85	15
2011-2012	574	86	15
2010-2011	159	70	7
2009-2010	172	79	4

*course retirements completed by approved proposal, not counting courses retired during the summer 2017 repository clean-up conducted by the Office of the Registrar.

Summary of Minor Changes to Existing Degrees/Certificates:

The following is a summary of the proposals for changes to existing degrees or certificates in the Faculty of Liberal Arts & Professional Studies between 2009-10 and 2019-20.

Yea	Changes to Existing Degrees	Changes to Existing Certificates
2019-2020	14	16
2018-2019	12	7
2017-2018	19	6
2016-2017	9	1
2015-2016	9	3
2014-2015	26	10
2013-2014	32	8
2012-2013	37	14
2011-2012	52	7
2010-2011	32	4
2009-2010	22	7

We would like to extend our gratitude and thanks to members who have completed their term: Elizabeth Dauphinee, Christian Marjollet, Jonathan Obar, John Simoulidis, and Marcela Porporato, who chaired the committee in 2019-20.

Tenure and Promotions Committee Report to Council

September 2020

Year End Summary of the Tenure and Promotions Committee Activities, 2019-2020

The following is a breakdown of the number of tenure and/or promotion files reviewed by the Senate Review Committee, Faculty of Liberal Arts & Professional Studies, from July 1, 2019 to June 30, 2020:

Total files by type completed by the SRC:

Promotion only files	17
Tenure and Promotion files	18
Total files	35

Total files completed by SRC recommendation:

T&P	17
Grant Tenure/Delay Promotion	0
Delay	0
Deny	0
Promotion to Professor	16
Promotion only to Associate Professor	1
Referred Back to Adjudicating Committee	2
Total files	35

During the 2019-2020 academic year, members of the Tenure and Promotions Committee met **15** times as the Senate Review Committee (augmented by two representatives from the Senate Tenure and Promotions Committee) to consider the applications for tenure and/or promotion. Since July 1, 2019 the SRC has reviewed **35** tenure and/or promotion files.

We would like to thank all those who have participated in the process for this year, including faculty who have served/continue to serve on file preparation committees, adjudicating committees, as collegial referees for applicants, and as chairs of committees; the support staff; and Associate Dean Iannacito-Provenzano and her successor, Associate Dean David Mutimer.

We would also like thank the Dean for his commitment to ensuring that each application for tenure and/or promotion is provided with a comprehensive and well considered letter of transmittal.

We would like to extend our gratitude and thanks to the following committee members who have completed their terms on the committee as of June 30, 2020:

James Sheptychi, *Department of Social Science (Chair)*

Report of the Committee on Teaching, Learning, and Student Success for 2019-2020

Chair, J Pelham

June 29, 2020

This committee met regularly, holding ten meetings from September 2019 to June 2020. The academic year saw considerable changes in the staff associated with the committee, and the committee chair wishes to thank all those involved in its operations particularly Emily Blythe and Paminderjit Sunner. The year was divided into two parts: the first seven months before classes were suspended due to the pandemic and the three meetings after that.

Issues that were discussed in part one included, roughly as they arose:

- Suggestions for possible amendments or revisions to York's academic honesty policy.

Some of the issues under consideration discussed include:

- the fairness of holding the student's records concerning an AH breach indefinitely after they graduate, and the availability of such records to certain bodies,
- the Senate guidelines do not address how issues of dishonesty are handled for group work
- the difficulties concerning websites distributing course materials, such as Course Hero, and the diversity of opinions of faculty members within LAPS on its use.

The committee met with a member of, and hoped to be able to contribute to, the working group on revisions to the academic honesty policy of Senate.

- Student mental health and the academic honesty process. Faculty members have a duty to accommodate, and students in a hearing may be treated compassionately as a result of particular stresses or hardships. But are all students have equal access to knowledge about accommodation, and are they aware of the services available at the university level to help them deal with their difficulties? The suggestion was discussed that all LAPS course outlines should include information about accommodation and the help available to students experiencing academic or personal problems.

- The use of teaching evaluations as part of professional teaching improvement as opposed to mandated evaluations as a tool of assessment in university decisions (e.g. tenure and promotion or hiring).

- The full committee membership for a given academic year is not fully assembled until November. The work of the CTLSS committee is intended to be undertaken with the input and cooperation of CUPE members and student representatives. However, the term of its CUPE members and student representatives is different and shorter than that of the YUFA member participants on the committee. It is beyond the ability of the committee itself to make changes concerning its membership, or the elections of student associations or CUPE representatives. But the committee felt that greater

participation for all groups within the university would be valuable and wished to raise the issue with the Executive Committee of LAPS faculty council.

- The Technology at York and its use in e-learning and teaching improvement. The following areas for improvement were noted in our discussion:
 - Ensure equitable access to students with different devices and different ability with those devices.
 - Instructional videos should be posted online for the faculty to be able to understand new technology as it becomes available.
 - Onsite training for lecturers should be made available (for example, for the throwable microphone)
 - The creation of more faculty resources and clearer access to all resources
 - The creation of a technical equipment library for faculty and students
 - The creation of resource continuity regardless of staff turnover
 - Better access and more ad hoc access to classrooms with innovative technology such as lecture capture
 - Academic input on decisions and changes around teaching technologies
 - Student input on decisions and changes around learning technologies

- There were many students in the AH process who could benefit from a mandatory review of fundamental elements of citation and paraphrasing. The issue of how best to address this, using Learning Commons tools, a mandatory course on basic skills for university success, Moodle modules on academic honesty were discussed.

The committee's associate dean at the beginning of the year was Prof. Peter Avery, but in March 2020 we were joined by the Associate Dean for Teaching and Learning, Prof. Anita Lam. The revived portfolio clearly overlapped with the mandate of the committee and so from March until the end of the year Associate Dean Lam joined the committee's monthly meetings. The committee engaged in some reflection on its broad mandate during the early March meeting with AD Lam, and many members felt that the committee should be more integrated into the work of the faculty on student success.

After the suspension of classes in March 2020 due to covid-19, the committee met three times via Zoom. The committee's academic honesty panels also continued during this time, despite the fact that many members were struggling with the transition to online teaching. The committee reviewed measures taken to cope with the switch to online teaching and discussed problems and challenges that were. The committee attempted to help AD Lam in bringing forth suggestions and policies to help faculty and students cope with the challenges of online teaching.

Academic Honesty Activity, 2019-2020

2019-20 Numbers, Achievements, and Goals:

Provided by Sarah Burley Hollows, Manager Student Academic Affairs, Achievement & Awards.

Achievements:

With the move to remote learning and administration, we have successfully transitioned the Faculty from a paper-based system to an online process involving York's suite of Microsoft apps, including Sharepoint, Forms, and Power Automate. Academic Honesty meetings at the Faculty-level have been conducted through Zoom.

Thank you to the Hearing Panelists, made up of faculty members and engaged student leaders, who continue to provide a supportive and just environment for students who must engage in the Academic Honesty process. Your time and efforts are greatly valued.

Goals:

Short-term (2020-2021):

- Conduct an environmental scan to determine perceptions of the culture of academic integrity and honesty within the Faculty. This may include but is not limited to understanding international and domestic LA&PS students' perceptions of academic honesty, understanding student's perceptions of the academic integrity process once a breach has occurred, learning of faculty members' perceptions of academic honesty with relations to their peers and with students.
- Work with the Committee on Teaching Learning and Student Success on proactive learning opportunities for students to become more aware and educated about academic honesty. This would also include providing further supports to those that find themselves in breach of academic honesty and including educational opportunities within the sanctioning process.
- Work with the Committee on Teaching, Learning, and Student Success on providing a fullsome training for those involved in Panel Hearings. Scan of needs/wants for Panel volunteers to occur in the fall.

Long Term (2-4 Years):

- Purchase a centralized software system for case-management and file storage. This would be done in collaboration with faculties across campus.

Case & Offence Summaries

The following are summaries of resolved academic honesty cases in the Faculty of Liberal Arts & Professional Studies (LA&PS) between July 1, 2019 and June 30, 2020.

Please Note:

Offences Chart

- This is the first year that the column "Reported as Dismissed" has been included in the chart below.
- The highlighted numbers in the "Total" column show a discrepancy with the "# of Cases Resolved" column in the chart below. An answer to why this discrepancy exists has not been determined; however, a working hypothesis is that there may have been a number of cases with multiple offences charged per case. There was also a significant amount of staff turnover between 2014-2019.
- This year, 2019-2020, indicates the highest case level for the last 10 years; however, this rise in academic misconduct should not yet be attributed to a potential consequence of the pandemic and learning remotely. A year-over-year analysis in July 2021 should provide more concrete data for discussion.

Level of Resolution Chart

- The "pending" cases were those that were still ongoing at the time of the report. Currently pending cases are not reported for this year.

Year	Offences							
	Aiding & Abetting	Cheating	Falsification	Impersonation	Improper Research Practices	Plagiarism	Reported as dismissed (Unknown)	Total
19-20	1	100	13	0	0	228	37	379
18-19	3	87	13	2	0	221		326
17-18	1	78	25	5	0	139		248
16-17	0	46	11	3	0	208		268
15-16	1	38	11	0	0	192		242
14-15	0	75	4	5	0	213		297
13-14	0	63	9	2	0	234		308
12-13	0	75	1	0	0	250		326
11-12	0	41	1	1	0	205		248
10-11	0	38	0	0	2	154		194
09-10	2	66	3	0	0	216		287

Year	# of Cases Resolved (Academic Honesty)	# of Suspected Cases Currently Being Explored (Academic Honesty)
2019-2020	379	136
2018-2019	241	30
2017-2018	264	6
2016-2017	320	5
2015-2016	220	19
2014-2015	271	26
2013-2014	325	17
2012-2013	326	15
2011-2012	248	20
2010-2011	194	100
2009-2010	287	140

Year	Year Level of Students				
	First	Second	Third	Fourth	Non-degree
2019-2020	148	108	92	30	1
2018-2019	132	71	74	27	3
2017-2018	79	92	55	31	1
2016-2017	70	102	86	49	13
2015-2016	54	65	94	23	0
2014-2015	102	86	77	32	0
2013-2014	92	77	114	55	4
2012-2013	109	85	93	39	0
2011-2012	70	78	68	32	0
2010-2011	56	62	55	21	0
2009-2010	86	106	60	34	1

Year	Level of Resolution		Dean's Office
	Department/School-level	Faculty-level	
2019-2020	296	56	27
2018-2019	253	33	15
2017-2018	174	68	11
2016-2017	206	100	4
2015-2016	222	17 +19 pending	
2014-2015	239	58 (26 pending)	
2013-2014	272	53	
2012-2013	275	51	
2011-2012	223	25	
2010-2011	178	16	
2009-2010	250	37	

Detailed breakdown of resolved cases during 2019-2020:

- Numbers will not add up to the totals as the chart does not include dismissed cases.
- These are total individual cases and may include repeat offenders.

Department/ School	Offences						Total
	Aid & Abetting	Cheating	Falsification	Impersonation	Improper Research Practices	Plagiarism	
Administrative Studies		33	3			38	74
Anthropology							
Communication Studies						14	14
Economics		29	4			1	34
English						16	16
Equity Studies							
French Studies							
Gender, Sexuality, and Women's Studies							
Geography							
History		3				3	6
Humanities		1				28	29
Human Resource Management	1	9				1	11
Information Technology		2					2
Languages, Literatures and Linguistics							
Philosophy		1				25	26
Political Science						9	9

Department/ School	Offences						
	Aid & Abetting	Cheating	Falsification	Impersonation	Improper Research Practices	Plagiarism	Total
Psychology		1					1
Public Policy and Administration							
Social Science		6				65	71
Social Work		1				6	7
Sociology	4					7	11
Writing						1	1
Non- departmental		3	6				9

Committee on Research Policy and Planning
Report to Council

August 2020

ITEM FOR INFORMATION:

Year-End Summary of the Activity of the Committee on Research Policy and Planning, 2019-2020

The following summarizes the work of the Committee on Research Policy and Planning in the 2019-20 academic year and presents the latest report.

i. Faculty of Liberal Arts & Professional Studies Minor Research Grant

In the autumn and spring rounds, fifty-five (55) MRG applications were adjudicated by the Grant Adjudication Sub-Committee. A total of \$190,605.63 was granted to successful applicants.

a) The projects funded in the Fall 2019 round (19 in total) are as follows:

Name	Project Title	Amount Given
Anwaruddin, Sardar	Exploring the Role of Emotions in Multilingual Students' Academic Writing	\$ 4,900.00
Bernhardt-Walther, Karen	Collaboration as an Input in Production	\$ 5,000.00
Bird, Kymberley	Secrets and Lies: the Wildly Conservative Playwrighting of Amy Redpath Roddick	\$ 5,000.00
Chapman, Chris	Interpersonal relationships and contingent navigations of the rules of discursive formation: Foucauldian reflections on genderqueer	\$ 3,000.00
Choi, Tina	Sympathy, Technology, and Labour: Representing the London	\$ 4,724.00
Ehrlich, Carl	Choices under Duress of the Holocaust, Volume II: Background	\$ 5,000.00
Gazso, Amber	Substances, Families, Poverties: Collisions and Capabilities [working title]	\$ 5,000.00
Gururani, Shubra	Life and Death of Urban Nature: Political Ecology of Land and Water in India's urbanizing peripheries	\$ 4,400.00
Heburn, Shamette	Mapping Transnational Livelihoods	\$ 4,100.00
Ingram, Susan	Siting Futurity: The 'Feel Good' Tactical Radicalism of Contemporary Culture in and around Vienna	\$ 2,000.00
Murray, Karen	Governing through Children: A Study of Power and Politics in Vancouver, Dublin and Boston from World War II to the New Millennium	\$ 5,000.00
Nastovski, Katherine	Shifting Horizons – Anti-Globalization, Free Trade and the New Promise of Labour Transnationalism	\$ 4,359.03
Penak, Nicole	Indigenous Voices in Social Work Abolition and Creative Futurities: Keeping Families Together Loge Installation	\$ 5,000.00
Pike, Kelly	Terms and Conditions: An assessment of stakeholder-brand agreements in Lesotho	\$ 5,000.00
Semenove, Andrei	Measuring Value-at-Risk under behavioral biases	\$ 4,998.00
Shivener, Rich	Analyzing Digital Composing Practices and Feelings	\$ 5,000.00
Tsasis, Peter	Identifying Pathways to Wellness in Type 2 Diabetes	\$ 3,000.00

Tweyman, Stanley	1. Rene Descartes, Meditations on First Philosophy; 2. Secondary Sources on the Philosp[hy of Rene Descartes: A Descared Bibliography in two volumes	\$ 4,715.00
Young, Kathy	Hydrogeomorphology of Lava Rise Pits, SE Iceland	\$ 5,000.00

b) The projects funded in the Spring 2020 round (33 in total) are as follows:

Name	Project Title	Amount Given
Thomas, Mark	Work and Labour in Canada: Critical Issues	\$ 2,940.00
Bickford, Annette	"Rewilding ourselves: Ideological mechanisms for collective climate mobilization"	\$ 3,000.00
Boran, Idil	Maximizing Synergies of Planetary Health through Nature-Based Solutions	\$ 2,840.40
Chrostowska, Sylwia	Translation - The Eyelid	\$ 3,000.00
Doorey, David	Legal Field Intersections as a Theory for Reshaping Precarious Work	\$ 2,415.60
Elliott, Denielle	Race, Indigeneity, and microbiology: Histories of Scientific Thought in Canadian Science (Kenya)	\$ 2,880.00
Erechtchoukova, Marina	Adaptive models for real-time prediction of extreme hydrological events in an urbanized watershed	\$ 3,000.00
Figueredo, Maria	Globally Informed Design and Praxis in Languages, Literatures and Linguistics Curricula	\$ 1,200.00
Gingrich, Luann	Modeling COVID-19 Emergency Income Measures: Policy Implications for Women, Youth and Immigrants in Canada	\$ 2,955.00
Grayson, Paul	The Ongoing Effects of a Liberal Education	\$ 2,975.40
Hellman, Judith	The Changing Circumstances of Mexican Migrants in New York City: A Longitudinal Study	\$ 4,000.00
Karpinski, Eva	Manuscript completion of Feminism, Semiotics and Translation: Selected Works by Barbara Godard	\$ 3,000.00
Li, Lee	Sourcing and production shifting model for Canadian firms	\$ 1,440.00
Liaskos, Sotirios	Building a content analysis framework for analyzing requirements analysis interviews	\$ 3,000.00
Martinez-Osorio, Emiro	The War Trumpet: Iberian Heroic Poetry, 1550-1700	\$ 3,000.00
Mule, Nick	PNPLP	\$ 3,000.00
Musto, Marcello	Marx's 'Capital': A Global History of Translation, Dissemination and Reception	\$ 3,000.00
Mutimer, David	Canadian Militerisation: Museums and Memorials	\$ 3,000.00
Myers, Natasha	Indigenous Land Stewardship: Restoration, Reconciliation, and Resurgence	\$ 3,000.00
Ojo, Tokunbo	Political Economy of Digital Television	\$ 2,860.20
Persram, Nalini	The Rape of Sheba: Saudi Fear and the Nerve of Yemen	\$ 3,000.00
Podhorsky, Andrea	Calculating the Carbon Dioxide Emissions of Proof-of-Work Cryptocurrencies	\$ 2,770.20
Wahab, Amar	An Exploration of Race, Gender and Sexuality in the LGBTQ Community in Trinidad and Tobago	\$ 1,426.80
Yang, Zijiang	Ranking Decision Making Units based on the Multi-directional Efficiency Measure	\$ 2,880.00
Yu, Xiaohui	Continuous Pattern Matching Stream Processing with Time Series	\$ 3,000.00

ii. Awards & Celebrations

The Awards & Celebrations Sub-Committee met on June 23rd, 2020 to adjudicate nominations for the Dean's Awards for Distinction in Research.

A total of three (3) nominations were received for the Established Scholar category, from which one (1) candidate was recommended.

iii. Research Officers

The Committee would like to acknowledge the fundamental contribution made by the Research Officers in LA&PS to the Faculty's mission of excellence in research and scholarship. The expertise and guidance they provide to the Committee are essential in carrying out its duties. The members of the Committee are also aware that colleagues across LA&PS are deeply appreciative of the invaluable assistance offered by the Research Officers in support of applications to federal and other outside agencies. The general consensus among faculty members is that the R.O.'s input and hard work is essential in securing funding for their projects. The Committee expresses its deep appreciation to:

Janet Friskney
Kay Li

iv. Membership

Two members of the CRPP completed their three-year term of office this year. They are:

Kean Birch
Ratiba Hadj-Moussa

Another member, Cynthia Wright, had to step down after completing a two-year term in the office this year.

Two student members also completed their one-year term on the committee. They are:

Constance Anson
Jasmeen Bassi

Thanks are due to all of them for their contribution to the Committee.

Committee on Student Academic Petitions and Appeals
Report to Council

September 2020

ITEM FOR INFORMATION: Faculty Level Petitions and Appeals Activity, 2019-2020

The following is a breakdown of petitions processed and adjudicated by the Committee on Student Academic Petitions and Appeals from July 1, 2019 to June 30, 2020.

Number of student academic petitions/appeals processed: **2422 petitions + 72 appeals = 2494 files**

Breakdown of Student Academic Petitions/Appeals, July 1, 2019 to June 30, 2020

Petition type	Reason	Pending	Granted	Refused	Cancelled	Total
Late Add	LE	0	7	2	25	34
Late Withdrawal	Not first year, granted Off transcript	2	44	328	286	660
Late Withdrawal "W" decision	Not first year, granted "W" on transcript	0	75	(above)	(above)	75
First Year Late Withdrawal	First Year = "W" on transcript	2	588	11	102	703
Course Overload	OVL	4	76	59	41	180
Deferred Standing	DEF	0	55	20	75	150
Extension of Deferred Standing	EXT	1	97	46	87	231
Additional credits, 90-credit degree	UPG	0	27	7	11	45
Waive Hon Standing 120-cr degree	HON	2	43	25	32	102
Waive Req Withdrawal/Debarment	ASSW/ASSD	2	13	65	37	117
Other	OTH	0	3	1	121	125
TOTALS		13	1028	564	817	2422

Appeal type	Reason	Granted	Refused	Cancelled	Total
Late Add	LE	0	0	0	0
Late Withdrawal	Not first year, granted Off transcript	8	22	1	31
Late Withdrawal “W” decision	Not first year, granted “W” on transcript	1	(above)	(above)	1
<i>First Year Late Withdrawal</i>	First Year = “W” on transcript	1	0	0	1
Course Overload	OVL	5	2	0	7
Deferred Standing	DEF	2	2	0	4
Extension of Deferred Standing	EXT	14	1	1	16
Additional credits, 90-credit degree	UPG	1	0	1	2
Waive Hon Standing 120-cr degree	HON	2	0	0	2
Waive Req Withdrawal/ Debarment	ASSW/ASSD	2	5	1	8
Other	OTH	0	0	0	0
TOTALS		36	32	4	72

Notes:

1. Our online petitions application system has two late withdrawal petition options, one for courses completed in the first year of study (FYLW), and one for courses completed beyond the first year of study. For FYLW petitions submitted no later than Senate’s one-year late withdrawal petition submission deadline, the Committee has routinely approved the petition with an outcome of Withdrawn (“W”) course on transcript. If a FYLW petition was refused, it is likely because it was beyond the one-year submission deadline.

2. Petitions declined this year because of the COVID-19 pandemic. The FW19 ‘Y’ and ‘W’ term course drop deadline was extended to May 11, 2020 & Pass/Fail option was extended to include all courses, with no limitations, until May 11, 2020. Reduction in deferred standing petitions as APS form has been waived March – June for all petitions. Typically, we would have seen more petitions submitted March to the end of June, but the COVID-19 modifications lead to petitions being put off by students or becoming unnecessary.

The Senate of York University Synopsis

The 668th Meeting of Senate held on Thursday, June 25, 2020 via Zoom

Remarks

The Chair, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and expressed sorrow at the recent passing of a long-serving faculty colleague David Lumsden, a dedicated member of Senate during his tenure at York, and Professor Emeritus Pinayur Rajagopal. Thanks and appreciation were expressed to Senators and committee members for their contributions this year, especially to those completing terms this month, and to the staff of the University Secretariat for their support of the work of Senate and its committees over the course of the year, in particular their facilitation of the move to virtual meetings. This being the final Senate meeting for Secretariat member Terry Carter, retiring over the summer, the Chair expressed thanks for her support of tenure and promotion processes among other Assistant Secretary duties.

In the current context of local and global uprisings against anti-Black racism, the Chair expressed the hope that, as a measure of moving forward progressively in governance at the University, a diversity of voices be heard during Senate's discussions, as it is from sharing and listening to our many and different views and perspectives that will we build our knowledge, enable debate, and define paths forward.

Drawing Senators' attention to the 2019-2020 Year-End Retrospective presentation slides circulated in advance of the meeting, President Rhonda Lenton highlighted the many notable achievements from the year despite the challenges presented by the disruption to operations as a result of the COVID-19 pandemic and confirmed the solid position of the University to face the current circumstances. Other announcements and updates shared by the President included:

- the University's commitment to social justice and equity, diversity and inclusion (EDI), and the plans to intensify ongoing efforts in support of the advancement of EDI in response to the movement against anti-Black racism and the recommendations of the independent external and internal reviews of the November 20 incident
- the planning underway in support of the resumption of campus activities, including the *Principles to Guide Fall 2020 Course Planning*, shared with Senate in May, the staged return to on-campus research facilities, and the introduction of curb-side pick-up program by the Libraries
- congratulations to the winners of the Governor General's Gold and Silver Medals and the Murray G. Ross Award, listed in the Awards Committee's information report

The Senate of York University

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- an expression of thanks to Cheryl Underhill for her commitment and service as Interim University Secretary from July to December 2019
- thanks and gratitude to members of the administration who are retiring or moving into other positions at the University: Dean of Education Lyndon Martin, Dean of the Schulich School of Business Deszö Horvath, Vice-Provost Academic Alice Pitt, Interim AVP Teaching & Learning Norma Sue Fisher-Stitt, Interim VP Research and Innovation Rui Wang, and AVP Finance & CFO Aldo DiMarcantonio
- thanks and appreciation to faculty members for their support of students during the pandemic

The monthly “Kudos” report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Senators Lisa Philipps, Provost and Vice-President Academic, and Carol McAulay, Vice-President Finance and Administration, delivered a presentation on the budget context for academic planning for the years 2020-2021 to 2022-2023.

Approvals

Senate approved the recommendation of its Executive Committee to elect Tom Kirchner, Professor, Science, to the Tenure and Promotion Appeals Committee.

On the recommendation of its Academic Policy, Planning and Research Committee, Senate approved the University Academic Plan 2020-2025.

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- restructure and rename the existing stream in Environmental Politics, Justice and Arts within the BES program to a BES degree program in Environmental Arts and Justice, housed within the Faculty of Environmental and Urban Change (EUC), effective FW2021-2022
- restructure and rename the existing stream in Environmental Management: Policy, Resources and Conservation within the BES program to a BES degree program in Sustainable Environmental Management, housed EUC, effective FW2021-2022
- restructure and rename the BA programs in Geography to the BA programs in Global Geography, housed within EUC, effective FW2021-2022

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- change the degree requirements for the PhD program in Cinema and Media Studies, housed within the Graduate Program in Film, School of the Arts, Media, Performance & Design / Faculty of Graduate Studies, effective FW 2020-2021

Senate approved a joint recommendation of its Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy Committees to revise the *Senate Policy on Approval and Cyclical Program Review of Programs and Other Curriculum*, effective July 1, 2021.

The recommendation of its Executive Committee to approve, without amendment, changes to the *Tenure and Promotions Policy, Criteria and Procedures*.

Committee Information Reports

Executive (Professor Mario Roy, Vice-Chair)

The Executive Committee's information items included the following:

- the results of the election of individuals to serve on ASCP held between June 1 and 5, 2020, and an update on the remaining Senate committee vacancies
- its authorization of the extension of the terms of three student members on the Senate Appeals Committee from June 30 to August 31, 2020
- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with no actions pertaining to the disruption required since the Executive Committee's last report to Senate in May
- its review of changes to the Faculty Council rules and procedures of the School of the Arts, Media, Performance & Design, and the structural changes to reflect the evolution of graduate studies that have been instituted or are underway by other Faculty Councils
- the report on Senate Attendance in 2019-2020
- progress made by Senate Committees in 2019-2020 on defined actions in support of UAP priorities
- encouragement for Senators to complete the Senator and Senate Committee surveys for 2019-2020
- its assumption of summer authority between the June and September meetings of Senate, in accordance with the Senate Rules
- thanks and appreciation to members whose terms end this month for their exemplary contributions to the Committee

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Academic Policy, Planning and Research (Professor Carl S. Ehrlich, Chair)

APPRC's information items included the following:

- its receipt and discussion of the spring report on the budget context for academic planning from the Provost and AVP Finance
- its receipt of the Annual Reports of APPRC Sub-Committees supported by the Office of the Vice-President Research and Innovation
- its progress on 2019-2020 priorities
- an expression of thanks to members completing their terms this month

Academic Standards, Curriculum and Pedagogy (Professor Chloë Brushwood Rose, Chair)

ASCP provided an update and held a facilitated discussion on the implementation efforts associated with the transition from the 9.0 to the 4.0 scale, approved in principle by Senate in November 2017, giving Senators an opportunity to express their views about the draft *Policy on York University Grading Schemes* and draft qualitative descriptors. Senators' input was gratefully received and will inform the finalization of the policy framework for the new scheme.

ASCP also extended thanks and appreciation to its outgoing members, and reported on its progress on 2019-2020 priorities and its approval of the following proposals.

School of the Arts, Media, Performance & Design

Minor change to degree requirements for the Specialized Honours BFA in Production within the Film program

Faculty of Graduate Studies

Minor changes to degree requirements for the MA program in Cinema and Media Studies, Graduate Program in Film

Minor changes to degree requirements for the MFA program in Film, Graduate Program in Film

Minor change to degree requirements for the Clinical-Developmental Psychology specialization within the MA program in Psychology

Minor change to degree requirements for the MA program in Ethnomusicology/Musicology

Changes to Faculty of Graduate Studies Regulations relating to Leaves of Absence

Change to time to completion requirements for the MASc and PhD in Mechanical Engineering

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Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (Professors Carl S. Ehrlich and Chloë Brushwood Rose, Chairs)

APPRC and ASCP jointly conveyed the 2018-2019 annual report on Non-Degree Studies and a report from the Joint Sub-Committee on Quality Assurance.

Awards (Professor Jonathan Obar, Chair)

Senators joined the Awards Committee in congratulating the recipients of the prestigious awards for graduating students.

Governor General's Gold Medal: Stephanie Raposo, Graduate Program in Psychology; Athina Peidou, Graduate Program in Earth and Space Science; Siobhan Angus, Graduate Program in Visual Art & Art History

Governor General's Silver Medal: Megan Anne Schwegel, Glendon, BSc (Honours) in Biology, First Class Standing; James Leonard Addis, Glendon, Honours Major/Minor BA in Economics and Music, First Class Standing; Lance David Morrison, Faculty of Liberal Arts & Professional Studies, Specialized Honours BA in Indigenous Studies, Summa Cum Laude

The Murray G. Ross Award: Aly Fawzy, Faculty of Health, Specialized Honours BSc in Kinesiology & Health Science

The Awards Committee also reported on the following items:

- its receipt and transmission to Senate of the 2018-2019 Undergraduate Award Disbursement Report, the 2019 New Awards Report, and the 2018-2019 Graduate Award Disbursement Report
- the delay in the notification process for the President's University-Wide Teaching Awards and Honorific Professorships as a result of the pandemic, and its plan to announce the recipients to Senate over the summer
- its progress on priorities identified in the fall
- an acknowledgement of the contributions of its outgoing members

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, June 25, 2020 meeting for details about these items.

<http://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

The Senate of York University Synopsis

September Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, September 24, 2020.