



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

NOTICE OF MEETING

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

Senate Chamber, N940 Ross

Agenda

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

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

March 14, 2013
April 11, 2013

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

All are welcome and encouraged to attend!

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

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

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



Consent Agenda

January 2013

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

1. Changes to Existing Degrees/Certificates

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

2. New Course Proposals

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

3. Changes to Existing Courses

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

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

4. Retire/Expire Courses

- AP/GEOG 2050 6.00 Political Geography

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

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

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



**Report 2
January 2013**

ITEM FOR INFORMATION (1):

1. Response to the Strategic Research Plan Draft Themes

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

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

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

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

Memo

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

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

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

Date: Wednesday, December 19, 2012

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

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

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

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

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



1. Interdisciplinarity

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

2. Contributing disciplines

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

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

3. The importance of critical scholarship

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

4. The importance of social justice

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

5. The importance of international/internationally recognized research

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

6. Resources

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

7. Accessibility of research

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

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



Item for Information:

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

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

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



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

5. Committee Reports

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

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

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