



Executive Committee

Report to Council

Ex-officio (non-voting) members:

Dean or dean's designate
Chair of Faculty Council or designate
Secretary of Council or designate

Faculty members will be elected at-large for a three-year rolling cycle. ~~Members elected at-large will not be from the same School/Department.~~ Each year, half of the membership turns over and will be replaced on a rotational basis by other faculty members from different Schools/Departments who are not already represented on the Committee. ~~At all times there shall be at least one member from the professional, humanities, and social sciences Departments/Schools, and at least one member from an interdisciplinary program.~~ Units will self-identify as one of the following: humanities, social science, or professional studies, reported to the Council Office by January 1.

The Faculty Committee will elect a Chair from among its tenured faculty members. The Committee will meet at least twice per year. At least one from each of the three areas humanities, social science, and professional studies and is at least half of the voting members of the Committee, the majority of whom are full-time faculty members, constitutes a quorum.

*****temporary amendments until June 30, 2012*****

Ex-officio (non-voting) members:

Dean or dean's designate
Chair of Faculty Council or designate
Secretary of Council or designate

Faculty members will be elected at-large for a three-year rolling cycle.. Each year, half of the membership turns over and will be replaced on a rotational basis by other faculty members from different Schools/Departments who are not already represented on the Committee. To the extent possible, but without jeopardizing the timely processing of applications, panels will include members from the three areas. professional, humanities, social sciences. Units will self-identify as one of the following: humanities, social science, or professional studies, reported to the Council Office by January 1.

The Faculty Committee will elect a Chair from among its tenured faculty members. The Committee will meet at least twice per year. At least one from each of the three areas humanities, social science, and professional studies and is at least half of the voting members of the Committee, the majority of whom are full-time faculty members, constitutes a quorum.

*****temporary amendments until June 30, 2012*****

2. Notwithstanding the modifications to the Tenure and Promotions Committee membership rules above, the Executive Committee of Council further recommends more generally:

- a. that Council affirms the committee membership rules approved by Council in June 2011 (eg, non-succession on a committee, no multiple memberships on committees, conflict of interest) and
- b. that Council directs the Executive Committee of Council to conduct a further review of committee membership rules and report, with any recommendations, no later than December 2012.

Rationale:

In September we were advised that the amendments made in June 2011 to our Rules and Procedures of Council had yet to be reviewed by Senate Executive. Upon discovery of this, we took this as an opportunity to continue our work on streamlining the Rules and Procedures of Council.

The Executive Committee would like to see a more uniformed set of rules and procedures for our Council and committee structures that increase participation in collegial governance. Given this and the motion above to address the urgent request of the Tenure and Promotions Committee we would like to reaffirm the rules and procedures that we had put in place to our membership rules and use this as an opportunity to seek feedback from council members on their application.

By the end of next year we hope that we will be able to provide Council with a revised set of rules and procedures that encompass the way in which we have been and will continue to operate for years to come.



3. Nominations: Council and Standing Committees

The Executive Committee recommends the following candidates for election to Council and its Standing Committees effective immediately. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council.

Vice Chair of Council

Hassan Qudrat-Ullah, School of Administrative Studies

CUPE Representatives on Council

A. CUPE and CUPE Exempt Course Directors (18 vacancies)

There are still 18 outstanding vacancies for CUPE and CUPE –Exempt Course Directors on Council.

B. CUPE UNIT 1 TA (24 vacancies)

There are still 24 outstanding vacancies for CUPE Unit 1 TAs.

Standing Committees of Council

A. Tenure and Promotions Committee (eight vacancies)

Andrea O'Reilly, School of Women's Studies

Upon acceptance on the motion to temporarily suspend the membership rules for the Tenure and Promotions Committee and receiving concurrence with YUFA the following full-time faculty members have been nominated:

You-Ta Chang, School of Administrative Studies
Sabah Alnasseri, Department of Political Science
Gabrielle Slowey, Department of Political Science

B. Committee on Curriculum, Curricular Policy and Standards (one vacancy)

Allan Weiss, Department of English

C. Committee on Student Academic Petitions (two vacancies)

Larry Lam, Department of Sociology

D. Committee on Teaching and Learning (one contract faculty vacancy)

There is still one contract faculty vacancy on the Committee.

E. Committee on Teaching and Learning (two TA vacancies)

Denese Gascho, Department of Communication Studies



Report 3

December 2011

ITEMS FOR ACTION (5):

The Committee on Academic Policy and Planning recommends that Council approve the change in name for the Race, Ethnicity and Indigeneity BA degree program to Multicultural and Indigenous Studies.

1. Proposal to change the BA degree program name in Race, Ethnicity and Indigeneity to Multicultural and Indigenous Studies

This is a proposal to change the name of the BA program in Race, Ethnicity and Indigeneity (REI) to Multicultural and Indigenous Studies.

At present, almost all of the students registering in REI do so as mature students. Its clear that mature students understand the salience of race, ethnicity/diaspora and Indigeneity in Canadian society, and therefore are looking for a program like REI which addresses these issues. However, most students coming out of high school do not understand the importance of examining race in Canadian society, nor do they understand well what "Indigeneity" means. We therefore need a title which addresses what the program does while making the program title more comprehensible to high school students. Currently, Ontario high school curricula includes some focus on "multiculturalism" as a concept so that the meaning of the adjective "multicultural" will be comprehensible to high school students. In keeping with the Faculty's priorities that programs have to, above all, attract high school students, we need to emphasize aspects of the program that are in terms that they understand. The term "multicultural" is appropriate since it refers to the diversity of Canadian society based on ethnicity, race and diasporas. In addition to these aspects, "Indigenous Studies" in the title, implies an equal focus on Indigenous concerns.

After extensive consultation, we believe that by renaming the program as "Multicultural and Indigenous Studies" and then clarifying in the introductory course that our approach to social justice is specifically through the lens of racism, diaspora, and Indigenous Studies that we will fulfill current concerns in Liberal Arts & Professional Studies for high enrollments in its programs by attracting those high school students centrally concerned with multiculturalism and Indigenous studies into our program.

The full proposal is available at: <http://www.yorku.ca/laps/council/faculty/documents/REI-Full-Proposal.pdf>

The Committee on Academic Policy and Planning recommends that Council approve the closure of the 90-credit BPA degree program

2. Proposal to close the 90-credit BPA degree program

This is a proposal to close the 90-credit BPA degree program.

The School of Public Policy and Administration (SPPA) was created in 2006, inheriting three distinct degree programs from the Atkinson School of Social Sciences and the Arts Department of Political Science. The former Atkinson degree programs were offered as both three year and four year degrees and were intended to enroll large numbers of students while the former Arts degree was a more selective four year degree. The students of these programs were transferred into SPPA in May 2007 and enrolments soon rose to roughly 900.

When the Senate gave its authorization to create SPPA it was agreed that curriculum reform would be required to rationalize the three distinct programs. This was accomplished during the 2008-09 academic year with permission to begin offering the new curriculum distinguished by a common degree designation The Bachelor of Public Administration (BPA) in 2010-11. The new degree was designed to appeal to as many students as possible, including a three year degree, as well as honours, specialized honours and an honours minor option.



In the intervening period the New Faculty of Liberal Arts and Professional Studies developed a new strategic plan. As part of the planning process each School and Department in the new faculty was asked to take a critical look at their programming and mission. As part of this exercise, Schools and Departments met with the Deans, Associate Deans and planning staff from the Dean's Office. The process revealed serious problems with the original plan for SPPA.

- The large number of students in SPPA were primarily a result of students forced out of the School of Administrative Studies due to poor academic performance selecting or being encouraged by advising staff to select SPPA's programs.
- These poorer students were directly impacting on the class room experience of the better students who chose to be in SPPA out of interest.
- Alumni (with whom the School maintains very close and strong relationships) began to raise concerns that many current students were not suitable candidates for the experiential education programs offered by the School and in general, not suitable recruits for entry level public management positions.
- Alumni also suggested that the value of a three year BPA was doubtful as students in this program were not required to take the more advanced 4000 level seminars that provided the opportunity to develop skills and capabilities seen as required for entry into a public management career.
- Faculty members felt that in retrospect the three year BPA, while offering a good general arts education, did not provide enough room to offer the correct mix of liberal arts and professional skills that should be a hallmark of SPPA.

Therefore, in developing SPPA's new strategic plan in the 2009-10 and 2010-11 academic year, decisions were made to:

- Retrench and undertake a managed decline in enrollments with an ideal target agreed to with the Dean's Office of roughly 400 undergraduates.
- As part of this process changes in admission requirements were introduced including the requirement that students in SPPA or considering transferring in to SPPA must maintain a 5.00 GPA.
- Secondly, it was agreed with the Dean's Office that given the new strategic plan, continuing to offer the 3 year BPA degree made little sense and that SPPA's resources could better be used focusing on its four year programs and honours minor.

Students currently in the program will be grand-parented until 2017 to complete the program requirements.

The full proposal is available at:

<http://www.yorku.ca/laps/council/faculty/documents/Proposaltoclosethe90CreditBachelorofPublicAdministrationDegree.pdf>

Committee on Academic Policy and Planning recommends that Council approve the closure of the Certificate in Proficiency in Russian Language

3. Proposal to close the Certificate in Proficiency in Russian Language

This is a proposal to close the Certificate in Proficiency in Russian Language.

The BA program in Russian Studies was closed effective June 30, 2009 (approved by Senate June 18, 2009). Further to this we have undertaken a review of the Certificate of Proficiency in Russian Language and the courses required to obtain it. RU 3000 6.00 is no longer offered with any regularity and, as a result, it is impossible for students to obtain the certificate by means of courses taken at York.



As referenced in the closure of the degree program in 2009 the program has drawn very few majors, this is also applicable to the certificate.

The full proposal is available at:

<http://www.yorku.ca/laps/council/faculty/documents/ProposaltoCloseTheCertificateofProficiencyinRussianLanguage.pdf>

Committee on Academic Policy and Planning recommends that Council approve the creation of a Professional Certificate in Financial Planning.

4. Proposal to create a Professional Certificate in Financial Planning

This is a proposal to create a 36-credit Professional Certificate in Financial Planning.

This is a proposal for a new 36-credit professional Certificate in Financial Planning. The proposed program will be offered by the School of Administrative Studies (SAS) through the Faculty of Liberal Arts and Professional Studies (LA&PS) effective September 2011.

The Financial Planning Certificate has been designed, under the regulations approved by Senate on June 28, 2001, for those working or interested in working in the financial services industry in financial planning firms, banks, credit unions and investment advising firms.

This Certificate may be completed concurrently with most York undergraduate degrees or as a direct-entry, stand-alone program. As a stand-alone program, the Certificate will appeal to individuals currently working in the financial planning field or in the financial sector in general. Students who complete the Certificate will be eligible to sit for the two Certified Financial Planner (CFP) examinations. Several Bachelor of Administrative Studies (BAS) graduates who completed all of the courses in the proposed Certificate as part of their degree have successfully written the CFP examinations in the past two years.

The full proposal is available at:

<http://www.yorku.ca/laps/council/faculty/documents/ProfessionalCertificateinFinancialPlanningJan2012.pdf>

Committee on Academic Policy and Planning recommends that Council approve the creation of a Professional Certificate in Investment Management

5. Proposal to create a Professional Certificate in Investment Management

This is a proposal to create a 36-credit Professional Certificate in Investment Management.

This is a proposal for a new 42-credit professional Certificate in Investment Management. A Certificate in investment management is timely given the current economic climate. The global credit crisis, stock market collapse and widespread pension plan underfunding coupled with the weakening and collapse of numerous corporations and impending retirement bulge of the baby boomers, have increased the need for well-educated investment managers. The School of Administrative Studies (SAS) will offer the proposed Certificate through the new Faculty of Liberal Arts and Professional Studies (LA&PS) effective September 2011.

The program will appeal to 1) current students who wish to acquire more specialized knowledge about the field of investment management and 2) those currently working in the field who are planning to pursue the Chartered Financial Analyst (CFA) designation. In particular, students already working or seeking work in financial institutions either on the



Faculty of Liberal Arts & Professional Studies

Academic Policy and Planning Committee

Report to Council

'buy' side in banks, insurance companies, pension funds and investment management firms or on the 'sell' side for investment dealers and investment bankers are expected to be interested in the Certificate. The Certificate will provide both insightful analysis of the global financial industry and in-depth preparation for the holder to pursue the CFA designation. The Investment Management Certificate will operate under the regulations approved by Senate on June 28, 2001.

This Certificate may be completed concurrently with most York undergraduate degrees¹ or as a direct-entry, stand-alone program. In addition to assisting undergraduate students write Level I and Level II of the Chartered Financial Analyst program examination of the CFA Institute, this Certificate will also appeal to individuals currently working in the investment field or the financial sector in general.

The full proposal is available at:

<http://www.yorku.ca/laps/council/faculty/documents/InvestmentManagementCertificateAgendaItem.pdf>



Consent Agenda

December 2011

1. Changes to Existing Degrees/Certificates

- Administrative Studies (Accounting Stream; Marketing Stream)
- Anthropology
- Children's Studies
- Communication Studies
- Criminology
- Culture and Expression
- English
- Geography
- German Studies
- Human Rights and Equity Studies
- International Development Studies
- Jewish Studies
- Latin American and Caribbean Studies
- Law and Society
- Professional Certificate in Accounting
- Professional Certificate in Marketing
- Race, Ethnicity and Indigeneity
- Religious Studies
- Social Work
- South Asian Studies

2. New Course Proposals

- AP/ADMS 4690 3.00 Board Leadership, Effectiveness and Succession Planning
- AP/ANTH 1120 6.00 Making Sense of a Changing World: Anthropology Today
- AP/ANTH 2110 6.00 Core Concepts in Anthropology
- AP/ANTH 2200 3.00 How People Know: Anthropological Approaches
- AP/ANTH 3430 3.00 Money and Technologies of Exchange
- AP/ANTH 3440 3.00 Governmentality & Development: Selected Cases
- AP/ARB 1010 6.00 Introduction to Modern Standard Arabic for Advanced Beginners
- AP/CLTR 3140 6.00 Digital Culture in the Humanities
- AP/COMN 3730 3.00 Introduction to Media History
- AP/COMN 3740 3.00 National Identities: Canadian Media History
- AP/COMN 3745 3.00 Regional Identities: Canadian Media History
- AP/COMN 3900 3.00 Themes in Communication Studies
- AP/COMN 4000 6.00 Honours Thesis
- AP/COMN 4150 6.00 Experiential Research Methods at Work
- AP/COMN 4217 6.00 Governing Culture: Cultural Policy in an Era of Neoliberal Globalization
- AP/COMN 4900 6.00 Advanced Seminar in Communication Studies
- AP/CRIM 2653 6.00 (cross-listed to: AP/SOSC 2653 6.00) Research Methods in Criminology
- AP/EN 3161 3.00 Rogues, Outcasts, Runaways: The Picaresque Novel in English I
- AP/EN 3162 3.00 Rogues, Outcasts, Runaways: The Picaresque Novel in English II
- AP/EN 3163 6.00 Rogues, Outcasts, Runaways: The Picaresque Novel in English
- AP/EN 3305 3.00 Native American Literature
- AP/EN 3319 3.00 American Literature Before 1800
- AP/EN 3319 6.00 American Literature Before 1800
- AP/EN 4005 3.00 Literature and Animals
- AP/EN 4050 6.00 The Arts of Memory

- AP/EN 4220 6.00 Canadian Graphic Novel
- AP/EN 4256 6.00 Canadian Literature and Ecocriticism
- AP/EN 4360 3.00 Literature of the American South
- AP/EN 4371 3.00 Contemporary American Drama
- AP/EN 4412 3.00 Transnational Writers: Amitav Ghosh
- AP/EN 4425 3.00 Post-apartheid South African Theatre
- AP/EN 4584 3.00 20th Century British Humour
- AP/GEOG 3760 3.00 The Philippines: Geographical Perspectives on Global Integration
- AP/GER 3989 6.00 Germany and the Global Imaginary
- AP/GER 4200 6.00 Modern and Contemporary German Writers
- AP/HIST 3460 6.00 The Shaping of Modern Ireland: 1600 to the Present
- AP/HIST 3470 3.00 Twentieth-Century London, 1918 to 2000
- AP/HIST 3470 6.00 Twentieth-Century London, 1918 to 2000
- AP/HIST 3601 6.00 Indigenous and Colonial American History to 1776
- AP/HIST 3602 6.00 US History from the Revolution to the Civil War and Reconstruction
- AP/HIST 3779 6.00 History of Chinese Migrations and Overseas Chinese Communities
- AP/HIST 3891 3.00 (cross-listed to: ES/ENVS 3891 3.00) The Nature of Cities: The History of Urban Environments in North America
- AP/HREQ 3100 6.00 (cross-listed to: AP/REI 3100 6.00) Research Methods in Equity Studies
- AP/HREQ 4800 3.00 (cross-listed to: AP/REI 4800 6.00) Honours Thesis
- AP/HUMA 1855 9.00 Buddhism and Asian Cultures
- AP/HUMA 2610 6.00 Existentialism in Literature and Film
- AP/HUMA 3691 3.00 Picture Books in Children's Culture
- AP/HUMA 3692 6.00 Representations of Children's Alterity
- AP/HUMA 3803 3.00 Methods in the Study of Religion
- AP/HUMA 3804 3.00 Theories in the Study of Religion
- AP/HUMA 4141 6.00 Children, Youth, and Digital Culture
- AP/HUMA 4605 6.00 Literary Utopias in Western Civilization
- AP/HUMA 4824 3.00 Imagining Anne Frank: The Girl, the Diary, the Afterlives
- AP/POLS 4480 3.00 (integrated with: GS/POLS 5580 3.00) India in the 21st Century: Justice, Development, Democracy
- AP/PRWR 1007 3.00 Rhetoric: Strategy and Application
- AP/SOSC 3755 3.00 Hip Hop and the City
- AP/SOSC 4363 6.00 Law and Society Honours Seminar: Law, Citizenship and Migration
- AP/SOSC 4370 6.00 State of the Art in Law & Society
- AP/SP 4690 6.00 Writing Identity and Mestizaje: Discourses of Colonialism and Decolonization in Spanish American Literature

3. Changes to Existing Courses

- AP/ADMS 1010 3.00 Business in the Canadian Context
- AP/ADMS 3010 0.00 Marketing Internship
- AP/ADMS 3220 3.00 Applied Marketing Management
- AP/ADMS 4220 3.00 Consumer Behaviour
- AP/ADMS 4235 3.00 Product Management
- AP/ADMS 4250 3.00 Marketing Strategy
- AP/ADMS 4285 3.00 Brand Management I
- AP/ADMS 4286 3.00 Brand Management II: Brand Architecture and Brand Portfolio Management for Multiple Stakeholder Groups in Multiple Countries
- AP/ADMS 4504 3.00 Fixed Income Securities and Risk Management
- AP/ADMS 4515 3.00 Internal Audit
- AP/ADMS 4520 3.00 Advanced Financial Accounting I
- AP/ADMS 4530 3.00 Advanced Financial Accounting II

- AP/ADMS 4551 3.00 Auditing and Other Assurance Services
- AP/ANTH 2100 6.00 One World, Many Peoples
- AP/ANTH 2120 6.00 Visualizing Ourselves, Visualizing Others: Media, Representation and Culture
- AP/ANTH 2170 6.00 Sex, Love and Marriage: Cross-Cultural Approaches to the Body, Gender, Sexuality and Kinship
- AP/ANTH 2210 6.00 Public Anthropology
- AP/ANTH 3320 6.00 Religious Ritual and Symbolism
- AP/ANTH 3400 6.00 Altering States: Citizenship and Civil Society in a Globalizing World
- AP/ANTH 3410 6.00 Ethnicity and Nationalism
- AP/ANTH 4240 3.00 The Cultural Politics of Environment and Development
- AP/CLTR 4810 6.00 (cross-listed to: AP/HUMA 4903 6.00) Architecture and Social Change
- AP/CLTR 4851 3.00 (cross-listed to: AP/EN 4851 3.00, AP/HUMA 4907 3.00) Literary, Musical, and Visual Cultures: Modernism Across the Arts
- AP/COMN 1310 9.00 (cross-listed to: AP/SOSC 1310 9.00) Introduction to Communications
- AP/COMN 2319 9.00 (cross-listed to: AP/SOSC 2319 9.00) Information and Technology (ESL)
- AP/COMN 2312 9.00 (cross-listed to: AP/SOSC 2312 9.00) Information and Technology
- AP/COMN 2314 9.00 (cross-listed to: AP/SOSC 2314 9.00) Media, Culture and Society
- AP/COMN 2830 9.00 (cross-listed to: AP/SOSC 2830 9.00) Music and Society
- AP/COMN 4747 6.00 Print! The History and Culture of the Printed Word
- AP/EN 1006 3.00 A Writer's Introduction to Literary Forms
- AP/EN 1700 9.00 Professional Writing: Process and Practice
- AP/EN 2250 6.00 Introduction to British Literature
- AP/EN 2710 3.00 Grammar & Proofreading
- AP/EN 2720 3.00 Prose: Style & Argument
- AP/EN 3132 3.00 Modernist Movements: Dada/Surrealism in Europe and North America
- AP/EN 3180 6.00 Literary Nonfiction
- AP/EN 3310 6.00 Poetry of the United States
- AP/EN 3315 6.00 Modern American Women Poets
- AP/EN 3321 6.00 Literature of the US Since 1865
- AP/EN 3322 6.00 American Literature of the 19th Century
- AP/EN 3700 6.00 Introduction to Periodical Writing
- AP/EN 3710 6.00 Introduction to Institutional Writing
- AP/EN 3720 6.00 Books and Bookmaking in the 21st Century
- AP/EN 3730 3.00 Substantive Editing
- AP/EN 4060 6.00 Captivity Narratives
- AP/EN 4130 6.00 The Short Story
- AP/EN 4255 3.00 Canadian Topics: Contemporary Writing
- AP/EN 4255 6.00 Canadian Topics: Contemporary Writing
- AP/EN 4284 3.00 History of Publishing in Canada
- AP/EN 4350 6.00 Studies in the Literature of the United States: The Harlem Renaissance in the Age of Jazz
- AP/EN 4370 3.00 American Drama
- AP/EN 4582 6.00 James Joyce
- AP/EN 4700 6.00 Advanced Topics in Periodical Writing
- AP/EN 4701 3.00 Journalism Ethics: A Practical and Theoretical Approach
- AP/EN 4710 3.00 The Ethics of Publicity
- AP/EN 4711 3.00 Practical Studies in Damage Control
- AP/EN 4720 6.00 Print Culture and the History of the Book
- AP/EN 4721 6.00 Book Publishing Practicum
- AP/EN 4722 6.00 Editing Shakespeare Electronically and in Print: The Theory and Practice of Editorial Transmission and Transformation
- AP/EN 4723 3.00 Theories and Practices of Literary Editing
- AP/EN 4751 3.00 The Rhetoric of Science

- AP/EN 4752 3.00 Reading the News: Examining the Rhetoric of the Press
- AP/FR 3080 6.00 French Language and Society
- AP/GEOG 4070 6.00 Gender, Population and Migration
- AP/GEOG 4540 3.00 (cross-listed to: SC/GEOG 4540 3.00) Field Studies in Physical Geography
- AP/GEOG 4541 3.00 (cross-listed to: SC/GEOG 4541 3.00) Advanced Field Studies in Physical Geography
- AP/GER 3600 3.00 (cross-listed to: AP/HUMA 3600 3.00) Berlin in German Literature and Culture
- AP/GER 3601 3.00 (cross-listed to: AP/HUMA 3601 3.00) Vienna in the Early 20th Century (trans)
- AP/GER 3640 3.00 (cross-listed to: AP/HUMA 3602 3.00) Women in German Literature and Culture
- AP/GER 3670 3.00 Topics in Contemporary German Literature
- AP/GER 3750 3.00 Inventing the Museum
- AP/GER 3751 3.00 Utopias and Nightmares: Science and Technology in Modern German Culture
- AP/GER 3791 3.00 (cross-listed to: AP/HUMA 3984 3.00) German Film and Culture: The First Sixty Years (in translation)
- AP/GER 3793 3.00 (cross-listed to: AP/HUMA 3986 3.00) German History in Film
- AP/GER 3794 3.00 (cross-listed to: AP/HUMA 3983 3.00) Narrating the Family in German Cinema
- AP/GER 3820 3.00 (cross-listed to: AP/HUMA 3820 3.00) Germany in Transit
- AP/GER 4600 3.00 Berlin in German Literature and Culture
- AP/GER 4640 3.00 Women in German Literature and Culture
- AP/GER 4670 3.00 Topics in Contemporary German Literature
- AP/GER 4671 3.00 Topics in Contemporary German Literature
- AP/GER 4720 3.00 (cross-listed to: AP/HUMA 4720 3.00) German Detective Fiction (trans)
- AP/GER 4750 3.00 (cross-listed to: AP/HUMA 4750 3.00) Inventing the Museum
- AP/GER 4751 3.00 (cross-listed to: AP/HUMA 4884 3.00) Utopias and Nightmares: Science and Technology in Modern German Culture
- AP/GER 4820 3.00 Germany in Transit
- AP/HEB 3600 6.00 Themes in Modern Israeli Literature and Society
- AP/HIST 2300 6.00 Modern Europe
- AP/HIST 2600 6.00 United States History
- AP/HIST 2720 6.00 History of Latin America
- AP/HIST 3200 3.00 Structure and Function in Institutions of Medieval Society
- AP/HIST 3200 6.00 Structure and Function in Institutions of Medieval Society
- AP/HIST 3260 6.00 Medieval and Early Modern History of the Jews
- AP/HIST 4010 6.00 Colloquium in Ancient Greek and Roman History
- AP/HIST 4030 6.00 Europe Between the Wars, 1918-1939
- AP/HIST 4051 6.00 Family, Work and Community: Canadian Society in the 19th and 20th Centuries
- AP/HIST 4052 6.00 From Memory to History: Cultural Revolution in the 1960s in Canada
- AP/HIST 4061 6.00 Race and Politics in America Since the Second World War
- AP/HIST 4069 6.00 Colloquium in US History
- AP/HIST 4100 6.00 Selected Problems in Israelite History
- AP/HIST 4122 6.00 War and Society in Ancient Greece
- AP/HIST 4140 6.00 Problems In Hellenistic History
- AP/HIST 4200 6.00 Culture and Society in Medieval Europe
- AP/HIST 4250 6.00 Mediterranean Societies, 1500-1620
- AP/HIST 4330 6.00 Issues in the History of Modern Germany
- AP/HIST 4375 6.00 Topics in Modern Greek History
- AP/HIST 4380 6.00 Selected Problems in Modern Russia
- AP/HIST 4420 6.00 Great Britain in the 20th Century
- AP/HIST 4450 6.00 Themes in 18th-Century British Social History
- AP/HIST 4500 6.00 Canadian Environmental History
- AP/HIST 4511 6.00 Themes in Canadian Social and Cultural History
- AP/HIST 4530 6.00 The Development of Toronto
- AP/HIST 4540 6.00 Topics in Western Canadian History

- AP/HIST 4545 6.00 Topical Approaches to Canadian History
- AP/HIST 4555 6.00 State, Nation and Economy: 20th Century Canada
- AP/HIST 4560 6.00 Canadian Political Parties
- AP/HIST 4570 6.00 Canada in War and Peace, 1911-1951
- AP/HIST 4699 6.00 Selected Topics in US History
- AP/HIST 4725 6.00 Topics in Modern Caribbean History
- AP/HIST 4752 6.00 Gender, Sex and Family in Latin American History
- AP/HIST 4765 6.00 Rethinking Gender in East Asian History
- AP/HIST 4766 6.00 Communist Revolutions in Post WWII East Asia: China, Korea, and Vietnam
- AP/HIST 4791 6.00 Baghdad in the Middle Ages, 762-1300
- AP/HIST 4799 6.00 Selected Topics in African History
- AP/HIST 4800 6.00 (cross-listed to: AP/HUMA 4220 6.00) The Science of Society: Social Thought in North America, 1890-1940
- AP/HUMA 2600 9.00 Contexts for the Study of the Humanities
- AP/HUMA 2800 9.00 (cross-listed to: AP/SOSC 2600 9.00) Introduction to the Study of Religion
- AP/HUMA 3210 6.00 The Scene of the Crime - Criminality and Modern Culture
- AP/HUMA 3829 3.00 Antisemitism from the Enlightenment to the Holocaust and Beyond
- AP/HUMA 3970 6.00 (cross-listed to: SC/STS 3970 6.00) Science and Gender in Modern Western Culture
- AP/HUMA 4226 6.00 Representations of Nature: Cultural and Historical Perspectives
- AP/HUMA 4227 6.00 (cross-listed to: AP/HIST 4810 6.00) Minds and Matters in Victorian Culture
- AP/HUMA 4229 6.00 Eugenics in Cultural Context
- AP/HUMA 4230 6.00 Informational Identities: The Self in the Age of Technology
- AP/HUMA 4813 3.00 The Arabian Nights: Morality, Sexuality and Strategies of Interpretation
- AP/POLS 3570 3.00 Africa: Politics of Continental Crisis
- AP/POLS 4561 3.00 The Making of the Modern Middle East: Politics, States and Societies
- AP/POLS 4902 3.00 Global Politics Capstone
- AP/POLS 4910 3.00 Violence and Security Capstone
- AP/POR 3650 3.00 Aspects of Modern Brazil
- AP/REI 2050 6.00 Introduction to Indigenous Studies
- AP/REI 2100 6.00 Critical Studies in Race, Ethnicity and Indigeneity
- AP/REI 4705 6.00 Anti-Racist and Indigenous Theory
- AP/REI 4765 3.00 Indigenous Literature, Survival And Sovereignty
- AP/SOSC 1650 9.00 (cross-listed to: AP/SOSC 1650 9.00) Introduction to Criminology
- AP/SOSC 3800 6.00 Development Studies and Research Methods
- AP/SOSC 4600 6.00 Advanced Seminar in International Development Studies
- AP/WMST 2500 6.00 On Women: An Introduction to Women's Studies
- AP/WMST 2500 6.00 Femmes, savoirs et sociétés: introduction aux études des femmes
- AP/WMST 2510 9.00 On Women: An Introduction to Women's Studies
- AP/WRIT 1300 3.00 Theories of Writing
- AP/WRIT 2100 3.00 Studies in Non-Fiction
- AP/WRIT 2300 3.00 A Writer's Introduction to Research

4. Retired/Expired Courses

- AP/ADMS 3500 0.00 Accounting Internship
- AP/ANTH 3180 6.00 Human Evolution and Physical Anthropology
- AP/EN 1007 3.00 Rhetoric: An Historical Introduction

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.

Memo

To: Vice-President Research and Innovation
Vice-President Academic and Provost
Deans and Principal
Associate Deans / Associate Principal Research
Organized Research Unit Directors
Chairs and Secretaries of Faculty Councils

From: Alison Macpherson, Chair, Academic Policy, Planning and
Research Committee of Senate

Date: December 6, 2011

Re: **Draft Amendments, Senate Policy on ORUs**



An ad hoc working group composed of members of Senate's Academic Policy, Planning and Research Committee and ORU directors advises that it has completed draft amendments to the Senate *Policy on the Chartering and Review of Research Centres and Institutes* for the purpose of consultations. I am writing on behalf of APPRC to seek your views on the proposal, which is attached.

As many of you know, amendments to the Policy have been under consideration for some time. APPRC has advised Senate that amendments to the Policy are a priority for the year, and our Committee is planning to present a recommendation to Senate in February 2012. Accordingly, the Committee welcomes your feedback (which may take the form of questions, comments or endorsement) by **Friday, January 27**.

All members of the community are invited to share their thoughts, and the Committee hopes that the Deans/Principal and their research associates, Faculty Council research committees, and ORU Directors will make a special point of taking up this invitation. Vice-President Haché has agreed to facilitate discussion of the proposal at upcoming meetings of advisory bodies composed of Associate Deans and Directors.

Comments on the draft may be transmitted to the Committee through its Secretary, Robert Everett (beverett@yorku.ca) or via the e-mail link found on the Website

I am grateful to members of the ad hoc working group for their efforts, and APPRC looks forward to your views.

SENATE POLICY ON ORGANIZED RESEARCH UNITS

(Has associated Procedures and Guidelines)¹

1. Policy Statement

It shall be the policy of York University to provide for the establishment of Organized Research Units (ORUs) within the scope, terms and conditions of this Policy and its associated guidelines and procedures.

2. Vision, Principles and Objectives

2.1. Research in Academic Planning

York's University Academic Plan identifies research intensification as a primary objective in the quest for York to ascend to the fore of Canada's leading comprehensive research intensive institutions. As an institution York engages in creative and scholarly endeavours including research with the expectation of providing an exciting and innovative environment for the development of our academic programs that will attract highly motivated students seeking innovative experiential and other high quality learning experiences.

2.2 Collaborative Research and Organized Research Units

While the promotion and encouragement of individual research excellence remains at the forefront of research development at York, in an increasingly complex research environment, the quest for excellence and leadership also depends on collaboration and interaction between researchers from often diverse backgrounds in pursuit of common goals. Indeed, collaboration and interdisciplinarity are hallmarks of the distinctiveness and leadership of York that provide the University with the expectation of a natural competitive advantage in realizing its research aspirations.

While collegial collaborative activity within and across disciplines occurs broadly and arises organically, there are many instances where the scope or scale of the research opportunity can best be developed through formal collaborative association and the strategic investment of resources. Further, as no academic institution can expect to provide leadership in all areas of research endeavours, it is important for the institution to develop appropriate mechanisms to enable it to invest strategically in the development of larger-scale research initiatives. Opportunities for strategic research development arise naturally amongst researchers who share common research and professional interests, are informed by the University and Faculty Strategic Research Plans and are responsive to Federal and Provincial research priorities. Each opportunity may be expected to follow a natural cycle of evolution whose timeline will vary according to the nature of the opportunity and evolution of the external research environment.

York University sees the Organized Research Unit (ORU) as an important formal mechanism through which it can work to achieve its aspirations of strategic research leadership and development. Thus Research Institutes and Centres chartered by Senate have the central purpose of fostering a vibrant and ongoing program of collaborative research as an explicit incorporation of York's tradition of interdisciplinary collegial scholarship. They provide communities to support individual researchers.

¹ Senate approves policies only. The relevant Senate committee reviews initial procedures and subsequent changes to ensure conformity with policies, and informs Senate of those changes.

They are expected to add value and promote quality in bringing together critical masses of scholars aspiring to national leadership and international recognition in clearly-identified areas of research opportunity that are in keeping with York's traditions of community engagement and the translation and mobilization of knowledge (broadly construed, and including the methods used in the Sciences, Social Sciences, Humanities, and Fine Arts) to the greater benefit of society. There is an expectation that ORUs will provide institutional platforms from which to apply for grant and infrastructure support for collaborative projects, and an institutional framework within which to administer them when granted. ORUs also provide a means and encouragement to co-operate with scholars at other universities and institutions, as well as with community and private-sector-based researchers. The research they conduct is expected to enhance and extend teaching, foster the training of future researchers, in a rich environment for graduate student learning and research.

3. Nature of Organized Research Units

Research Centres/Institutes may be developed either within Faculties under the guidance of the Dean/Principal or through the office of the Vice President Research and Innovation (VPRI), as warranted by the size, degree of interdisciplinarity, and impact of the initiative. A Research Centre/Institute may also be established jointly with another university or institution (within Canada or internationally) through formal agreement.

4. Approval of Organized Research Unit Charters by Senate

Organized Research Units are established by means of Charters approved by Senate on recommendations from its Academic Policy Planning and Research Committee (APPRC).²

5. Role of the Vice-President Research and Innovation

York research is developed through the work of Units and Faculties, with overall responsibility for the research portfolio being with the office of the VPRI. Thus ORUs at both the Institutional and Faculty level are expected to be supported by the Faculties and normally reflect the strategic objectives of the Faculty as well as the Institution. The VPRI is responsible for issuing calls for ORU applications and overseeing their review, and is expected to play a major role in supporting the seeding and nucleating of Institutional ORUs and in providing the ORUs with access to the tools needed to reach their objectives and sustain their success for the duration of the opportunity. The Office of the VPRI also has a primary role in ensuring the accountability and sound management of ORUs.

6. Effective Date of this Policy / Transition Provisions³

This Policy, and the operational changes that result there from, comes into effect on the date it is approved by Senate. In the interest of a gradual and orderly transition to the chartering model set out in this Policy, all current charters shall continue until each ORU's next scheduled review or June 30, 2015, whichever comes first.

² As of January 2012, the Academic Policy, Planning and Research Committee is advised on matters related to the approval of charters by its Sub-Committee on Organized Research Units, which also has the delegated authority to receive reviews and a general responsibility for the application of this Policy.

³ This policy renames and amends the *Senate Policy on the Chartering and Renewal of Research Centres and Institutes* as of the date of approval by Senate.

5. Final Stages of Consideration / Approval

Charter requests and accompanying reviews shall be communicated to APPRC for information and discussion. Meritorious applications with appropriate levels of resource support will be accompanied by a request from the VPRI for APPRC to recommend to Senate the approval of an ORU charter, as appropriate. All decisions by Senate are final and not subject to appeal.

6. Reporting

ORUs are expected to maintain a sound financial footing and to comply in full with all applicable University policies and relevant external requirements. Institutional ORUs will report to the office of the VPRI, Faculty based ORUs to the Lead Faculty.

All ORUs shall file retrospective annual reports detailing progress and financial management over the past fiscal year and a prospective research and financial plan for the next fiscal year, both according to the prescribed templates. Institutional ORUs will report directly to the office of the VPRI with copies to participating Faculty Research Offices, while Faculty-based ORUs will report directly to the lead Faculty Research Office, with copies to the office of the VPRI and participating Faculties. Annual reports also shall be forwarded to APPRC for information.

7. Review and Re-Chartering

7.1 Interim Review

At the end of year 3 of their charter, ORUs shall undergo an interim review. The purpose of this review is to provide an interim assessment of the progress the ORU is making towards fulfilling its mandate and to make recommendations on how to address shortcomings that, if left untended, could imperil the long term prospects for success of the ORU.

The materials provided for the interim review will be comprised of a compilation of the Charter Application, Annual Reports and annual plans, minutes of executive meetings, and a cover letter by the ORU director of no more than 5 pages explaining progress against expectations. The VPRI will solicit comments from relevant Faculties and SPORT on the progress being made by the ORU and any steps that may be needed to improve the progress of an ORU towards achieving its mandate. Review findings and recommendations are communicated to the ORUs and forwarded to APPRC and participating Faculties for information. In the unusual event that progress is judged to fall below minimal expectations, the VPRI may make a recommendation to APPRC and Senate to revoke a charter.

7.2 Full Review

One year before the end of their charter, interested ORUs may submit an application for a new charter. The application process will consist of two parts: a) a retrospective review of the past term and b) a proposal for the next term. Full Reviews are administered by the Office of the VPRI in consultation with APPRC and resources shall be made available through the office of the VPRI to support the review process. This will include a site visit of up to two days by an external review team of normally 3 members selected by the VPRI in consultation with APPRC on the basis of suggestions by the ORU itself, SPORT and the participating Faculties. Materials to be provided in advance of the site visit will include all annual reports and plans from the past term together with all documents from

the interim review. They will also include a full application addressing the proposed next term of activities.

As part of the review process, the review team will receive an introduction to the philosophy, culture and expectations for ORUs at York so as to be able to appropriately appreciate the unique aspects of the York ORU environment. This introduction will include a welcome briefing by the VPRI, Senate orientation from a member of APPRC, and the opportunity to meet with other ORU directors in related areas (Institutional or Faculty, based on the individual review). While review visits are expected to follow a common protocol, time will also be provided to the team to allow them to appropriately explore issues that they may identify during the course of the review.

The review team will be mandated to report on ORU progress against expectations and to assess and report on the continuing opportunity for the ORU as well as the alignment of the ORU with ongoing internal Faculty/University strategic priorities and external priorities and opportunities. The Review Committee report will be communicated to the ORU and the ORU director will be provided with an opportunity to provide a written response to the report. The VPRI will also seek the advice of SPORT in developing its assessment of the review and ORU response. The findings of the review including ORU response and SPORT commentary will be forwarded to APPRC for information and discussion.

Meritorious files with appropriate levels of resource support will be accompanied in their presentation to APPRC by a request from the VPRI for APPRC to recommend to Senate the approval of a new ORU charter, as appropriate. All decisions by Senate are final and not subject to appeal.

In the absence a new Senate-approved charter, ORU funding will cease at the expiration date of the existing charter and ORU activity will cease no more than three months following the expiration of the Charter, at which time the designation of Research Centre / Research Institute shall no longer be used by the research group.

8. Sunset (Winding Up) Provisions

All ORU assets are the property of the University in the absence of explicit agreements stating otherwise. All agreements with respect to ORU assets must be in compliance with University policies and procedures and must be approved by the affected Faculties and VPRI before execution.

It is recognized that during the course of their lifespan ORUs may accumulate assets dedicated to the areas of ORU activity. This may include physical assets as well as supports such as endowments.

In their accumulation such assets may be accompanied by a legacy clause that specifies their disposition within the Institution when the charter of the ORU expires and ORU activities cease. In the absence of a legacy clause or sunset agreement in the ORU charter, following the expiration of its charter the assets of an Institutional ORU revert to the VPRI, whereas assets of a Faculty ORU revert to the Faculty.

Memo

To: Senate Committee Chairs and Secretaries
Vice-President Academic and Provost
Vice-President Students
Deans and Principal
Faculty Council Chairs and Secretaries
University Registrar

From: Harriet Lewis, University Secretary

Date: December 7, 2011

Re: **Draft Policy on the Awarding of Degrees, Diplomas and Certificates in Extraordinary Circumstances**

I am writing on behalf of Senate Executive to seek your views on a draft Policy on the Awarding of Degrees, Certificates and Diplomas in Exceptional Circumstances.

This Policy was prepared by an ad hoc Sub-Committee of Senate Executive to address concerns that there is no consolidated policy covering all of the circumstances identified in the draft. Although the number of instances is small (averaging one or two each year), it would be helpful to members of the University community and the families of deceased or incapacitated students to know the forms of recognition available as well as the terms and conditions under which they may be awarded.

No change is made to the protocols governing in the case of earned academic degrees, certificates or diplomas awarded posthumously, or to the current option of requesting aegrotat standing when, normally, 75 per cent of the requirements have been achieved. The proposal adds a new form of recognition: "In Commemoration" degrees, certificates, and diplomas. These non-academic forms of recognition would be available if students are not eligible for an earned degree or aegrotat standing.

The process for requesting aegrotat standing in particular has caused confusion in the past. If they have not done so, it would be appropriate for Faculty Councils to consider which committee should deal with requests for aegrotat standing. The draft policy also identifies contacts for initiating requests for recognition.

Senate Executive plans to consider this item early in the new year. Accordingly, I ask that you transmit your questions or comments to me by February 1, 2012.

Please feel free to contact me should you have any questions about the draft policy.



Awarding of Degrees, Certificates and Diplomas in Extraordinary Circumstances

Policy Statement

Senate supports appropriate forms of recognition or commemoration of students who are unable to complete their studies owing to permanent incapacitation or death. Recognition may take the form of

- an earned academic degree, certificate or diploma that is awarded posthumously
- an academic degree, diploma or certificate for which incomplete requirements are fulfilled by the granting of aegrotat standing
- a non-academic degree, certificate, or diploma “In Commemoration.”*

Categories and Eligibility

1. An academic degree, diploma or certificate may be awarded posthumously if all requirements were completed prior to death.
2. An academic degree, diploma or certificate may be awarded to students who were a) unable to complete a program owing to death or permanent incapacitation and b) normally had completed at least 75 per cent of the requirements with the balance fulfilled through the awarding of aegrotat standing by a duly authorized Faculty committee.
3. A non-academic degree, diploma or certificate “In Commemoration” may be awarded to students who were enrolled at the University but had not completed their studies at time of their death or permanent incapacitation, and are not eligible for aegrotat standing.

Processes and Contacts

Requests for earned or In Commemoration degrees, diplomas and certificates may be addressed directly to the University Registrar. Requests for aegrotat standing may be addressed to the student’s major department or to their home Faculty.

*Example: Bachelor of Arts in Commemoration



Item for Information:

Report on the November 24, 2011 Meeting of the York University Senate

Submitted by Carl S. Ehrlich (FLA&PS Representative on Senate)

The meeting began with words of appreciation and farewell from and about the Chair of Senate, Susan Dimock, whose last Senate meeting this was to be before her sabbatical. Senate will subsequently be chaired by William van Wijngaarden of the Faculty of Science & Engineering. The new Vice-Chair of Senate will be Roxanne Mykitiuk of Osgoode Hall Law School.

President Shoukri reported on his recent trip to China, where he met with alumni of York University and laid the groundwork for future inter-university cooperation, all of which fit into the University's internationalization plans. A particular highlight of his trip was his meeting with the active Hong Kong alumni chapter.

The President also spoke about the recent contribution by Pierre Lassonde of \$25 million to York University. These funds are not endowment funds but are to be spent on the expansion of the School of Engineering. In this context it was mentioned that the Computer Science and Engineering building (CSE) has been renamed in Mr. Lassonde's honour.

Finally, the President spoke about the Provincial Throne Speech's emphasis on the importance of post-secondary education, which will lead to the establishment of three teaching-only universities in Ontario over the course of the next few years, at least one of which will be in the GTA and, hence, put more pressure on York University in the pursuit and retention of students. One way to counteract this pressure is by ensuring the excellence of York's education, among which the President mentioned the replacement of retiring faculty members, while also touching on the necessity in the current economy of targeted budgetary cuts and on an expansion of fund-raising efforts.

In the report from Senate Executive, much of the emphasis was placed on issues relating to students and their university experience. The desire to raise York's admissions standards was raised, as was the necessity to ensure that those admitted would be well served by the University. It was also suggested that different criteria for admission be developed for mature students. Once admitted, the need to retain our students—particularly through an increase in our full-time faculty numbers—was addressed. Finally, concern was expressed about the perceived self-segregation of student ethnic groups on campus. Strategies will need to be developed to ensure that our study body is more fully integrated in fact as well as in numbers.

The Equity Subcommittee reported on its current concern that students of one particular ethnic background are much more likely to be charged with violations of academic honesty than students of other ethnic backgrounds are. Information on why this should be the case and how to deal with this is currently being gathered.

Dean Janusz Kozinski of the Faculty of Science and Engineering spoke about his plans for the development of York's expanded School of Engineering, whose ethos would be "embedded in York's tradition." His desire is that York University will develop a new type of engineering school, one that would graduate "renaissance engineers," who would be "global citizens who care." The emphasis of the program would be on turning out entrepreneurial engineers with a social conscience, who would be able to function in a global economy owing to the foreign experience that would ideally be a part of their studies. Dean Kozinski spoke about the various types of engineering programs that would be introduced over the course of time and would include programs in computer, software, space, electrical, mechanical, materials, and



civil engineering, as well as bioengineering and geomatics. The new engineering building at York will be completed in 2014; and the School of Engineering is aiming to cap its undergraduate enrolment at 1800 and its graduate enrolment at 400 students. It is anticipated that revenue will outstrip expenses by the 2015/2016 academic year. In order to involve the whole of the University community in this overall academic enterprise, Dean Kozínski will be spending the next few months visiting each faculty's council. His hope is to be able to present his ideas about "liberal" engineering to the FLA&PS Council in the near future.

Finally, Vice-President Research and Innovation Robert Haché made a presentation to Senate about his hopes for the continuing development of York's profile as a research intensive comprehensive university, specializing in "knowledge mobilization." This was in essence a repeat of the presentation he had already made to FLA&PS Council.



Report 2

ITEMS FOR INFORMATION (4):

1. Founders College:

Since August 2011, Founders College has housed and supported many events and activities that, altogether, have reached about 1100 students, Fellows, and Faculty members.

The Academic year began with Academic Orientation, which took place over a 3 day period (August 23rd-25th). This year, we have added a new event to our Itinerary, which we believe provided a rather interesting “existential” dimension to Orientation. Each day we had a special guest who spoke about his or her life and the significant impact a university education had on them; the special guests were: a politician (a York Alumnus), a community activist (also a York Alumnus), and a poet (a York University Professor). These guests, by connecting the emancipatory power of a university education to their life commitment to politics, community and poetry, truly captured the attention of the audience. This event was so effective that we will make it a permanent part of our Academic Orientation. We also held Parent Orientation (September 2nd) and participated in International Parent Orientation (August 30th), as well as in some activities of Frosh Week (September 2nd-11th).

Beyond Orientation, during the Fall term, Founders College events and activities have ranged widely from the celebration of Italy’s Unification (150th Anniversary, October 5th) which attracted approximately 130 students, faculty, and community members (including potential donors as well as York University Senior Administrators and Italian Diplomats), to book launches celebrating publications by Faculty members : *Haints* by Professor Arthur Redding, English Department (October 26th), *Displacement by Development* by Professor Peter Penz, Environmental Studies (November 3rd). We have also organized Academic Skills Workshops (Library Skills, September 28th; What is Spanish, What is Portuguese, November 15th; Exam Study Skills, November 23rd), Lecture Series (Anthropology 4th Annual Lecture, October 25th; Spanish Lecture Series, November 4th; CERLAC Caribbean Lecture Series, November 24th), Good Morning Founders (September 28th) and Study Fest Event (October 15th). Founders College has also participated in Fall Campus Day (November 12th), and Fall Convocation (October 13th).

One event in particular has had special meaning and resonance within Founders College Community: the Inauguration of Arthur Haberman Room, a ceremony to celebrate the official opening of FC 023, student space returned to the College which we hope will encourage our students to spend more time at Founders and participate in social, cultural and academic activities.



2. McLaughlin College

DATE	ACTIVITY
May 13-15	Contribution to conference on philosophy and ethics, including Undergraduate and graduate students, visiting speakers, and faculty
May 1 – Aug 30	Plan for Academic Orientation; produce student handbooks
July	Meet Residence Life Coordinator to plan College-Residence activities
July 21	McLaughlin Alumni Chapter Executive meeting (lunch)
Aug	Themed Community planning meetings
Aug 29 & 30 & Sept 6	ACADEMIC ORIENTATION (attendance 800+)
Sept 15	McLaughlin Alumni Chapter Executive meeting
Sept 24	MCLAUGHLIN HOMECOMING ALUMNI-STUDENT-FELLOWS BBQ
Oct 12	FALL CONVOCATION GRAND RECEPTION for McLaughlin Students Convocating & families (100 present) Oct 13
Nov 7	ANNUAL PUBLIC POLICY LECTURE: ANDRÉ MARIN Ombudsman of Ontario <i>'Watchdogs Bark: The Influence of the Ombudsman on Public Policy'</i> MONDAY NOVEMBER 7, 2011, 5:30 pm Hosted by McLaughlin, Master's Office Following lecture, celebratory Dinner for André Marin, with Provincial Deputy Ministers, senior Federal Public Servants, Faculty, and senior graduate and undergraduate students (cost split with School of Public Policy & Administration; Fellows charged to attend.)
Nov 18	ALUMNI PUB NIGHT at Absinthe

2011-2012 Lunch Talks – FALL

IAN GREENE, Master, McLaughlin College

"Creating Hope in Ethiopia"

WEDNESDAY SEPTEMBER 21, 2011

Hosted by McLaughlin, Master's Office

CHIEF JUSTICE OF THE HIGH COURT OF THE FEDERAL CAPITAL TERRITORY OF NIGERIA, HON. L.H. GUMMI
and other High Court Judges

'The Courts System - Nigerian Court vs. Supreme Court of Canada'

WEDNESDAY SEPTEMBER 22, 2011

Hosted by McLaughlin, Master's Office

LIEUTENANT-GENERAL (Retired) GEORGE MacDONALD

"Challenges of the Canadian Forces"

FRIDAY SEPTEMBER 23, 2011

Hosted by McLaughlin, Master's Office

HELEN WONG, Calgary Public Service & MPPAL graduate

"How to become a successful Public Servant"



Faculty of Liberal Arts & Professional Studies

Written Report from the Chair of the Council of Masters

Report to Council

THURSDAY SEPTEMBER 29, 2011

Co-sponsored by McLaughlin, Master's Office and the School of Public Policy and Administration (SPPA)

ELEANOR GLOR, Editor, Innovation Journal

"Comparing Organizational Mortality Rates"

FRIDAY SEPTEMBER 30, 2011

Co-sponsored by McLaughlin, Master's Office and the School of Public Policy and Administration (SPPA)

VIRGIL HADEN-PAWLOWSKI, student leader, McLaughlin Poverty Eradication Project

"Into Indonesia, Personal Observations of an IDS Student"

MONDAY OCTOBER 17, 2011

Hosted by McLaughlin, Master's Office

DR. SAID ZEEDANI – V.P. AL QUDS UNIVERSITY, Palestine

"The Arab Spring"

TUESDAY OCTOBER 25, 2011

Co-sponsored by McLaughlin, Master's Office and the School of Public Policy and Administration (SPPA)

SANDRA VIDES-MARTINEZ, student leader, McLaughlin Poverty Eradication Project

"A Critical Look at Combining Education and International Development"

TUESDAY OCTOBER 25, 2011

Hosted by McLaughlin, Master's Office

DR. NOÉMIA COUTO, Sociology and Social Science

Dinner Talk – "Crime, Education and Identity"

TUESDAY OCTOBER 25, 2011

Hosted by McLaughlin, Master's Office

2011 ELECTIONS PANEL

Panel in the 2011 Elections – Provincial and Federal : Frederick Fletcher, Dennis Pilon, Tony Ruprecht (former MPP), Robert Drummond (Dean Emeritus), and James Cooper (Moderated by Ian Greene)

WEDNESDAY OCTOBER 26, 2011

Hosted by McLaughlin, Master's Office

Dr. GREG TARDI, Legal Counsel, House of Commons

"Accountability to Law as an Aspect of Democracy"

MONDAY OCTOBER 31, 2011

Co-sponsored by the McLaughlin College, Master's Office, Office of the Master, Vanier College, School of Public Policy and Administration, The Law Foundation of Ontario and YCPPL

IAN GREENE and JERRY GINSBURG, McLaughlin College

"Climbing Raises Academic Minds to New Heights"

THURSDAY NOVEMBER 3, 2011

Hosted by McLaughlin, Master's Office

GEORGE BLAKE, Royal Military College

"Canada's Heros"

FRIDAY NOVEMBER 11, 2011

Hosted by McLaughlin, Master's Office

ROGER RICKWOOD, Glendon College & SPPA

"The Fetal Alcohol Spectrum Disorder (FASD) Conundrum and the Criminal Justice System: Breaking The Cycle That Turns Victims Into Offenders"

TUESDAY NOVEMBER 15, 2011

Hosted by McLaughlin, Master's Office



WILLIAM McDOWELL AND GREGORY LEVINE

“Panel on Hazel McCallion (Mississauga Inquiry)”

WEDNESDAY NOVEMBER 16, 2011

Hosted by McLaughlin, Master’s Office

ROGER RICKWOOD and IAN GREENE, McLaughlin College

“Insight on Supreme Courts’ Insite Decison: Political and Legal Implications of the Court’s Ruling To Continue Vamcouver’s Supervised Drug Injection Site”

TUESDAY NOVEMBER 22, 2011

Hosted by McLaughlin, Master’s Office

TAHERA QURBAN-ALI, McLaughlin College Alum

“Analysis of Afghanistan”

Thursday, November 24, 2011

Hosted by McLaughlin, Master’s Office

JAMES SHEPTYCKI, Criminology, Social Science

“Reflections on Twenty Years of Researching Transnational Policing”

Thursday, November 30, 2011

Hosted by McLaughlin, Master’s Office

HENRY MILNER, CANADA RESEARCH CHAIR, UNIVERSITÉ de MONTREAL

“The Internet Generation: Engaged Citizens or Political Dropouts?”

Wednesday, December 7, 2011

Hosted by McLaughlin, Master’s Office

Plans for January to April 30, 2012

MIMIMUM 20 LUNCH TALKS; SIX ALREADY SCHEDULED

Other Activities planned for 2012

Jan 25 Annual Robbie Burns Poetry Night

Grand Reception for McLaughlin students graduating in June

Enhanced signage for entire College so that students can locate club offices and events locations

Alumni pub night in February

McLaughlin College Student Council

McLaughlin College clubs

Tatham Hall Residence



3. New College

We continue with our programs: Peer Mentoring, PASS, Classroom Reporter, First Year Experience. Our Alumni Mentoring program has been late to start due to limited and inconsistent staffing resources. We hope to have it up and running for Winter 2012, with an Alumni Orientation in early January.

New Student Orientation & Peer Mentorship

New College offers an Orientation session at the start of EACH term: Winter, Summer and Fall for all new incoming students (first year, mature, transfer and international) and a separate Parents Orientation in the Fall only. The 300 students that attended the Fall semester Orientation heard about the resources and services available at York, New College and their program of study. Students also met their Peer Mentors and went on a campus tour. This Fall, we have a total of 46 mentors. Peer Mentors attend an intensive training session with our interim Student Success Programs Assistant (YUTA), Melissa Adinolfi.

First Year Experience

Orientation and the Peer Mentorship program form part of the First Year Experience program. In addition, during co-curricular week, we held a 'First Year Check In' session to answer any questions students had, ensuring they are on the right track to academic success.

PASS Leaders (Peers Assisting Student Success)

This Fall term, we recruited 4 PASS Leaders to facilitate PASS sessions in three courses:

- ADMS 2510 - Managerial Accounting
- ADMS 3330 - Quantitative Methods II
- ADMS 3530 - Finance

The School of I.T. is now interested in us offering PASS sessions for their courses as well. We were hoping to start Winter 2012, but deadlines were too tight, so we will start Fall 2012.

Lectures, Seminars and Workshops

We had two public lectures:

- Whose Career Is It Anyway? Insights for Effective Career Management by Prof. Julia Richardson
- When the Going Gets Tough – Skills for Competition in Today's Labour Market by Prof. Marie-Helene Budworth

We had one seminar:

- Introduction to Entrepreneurship with Dolores Rotondo from Vaughan Business Enterprise Centre (VBEC) with 18 students in attendance ... on a Friday afternoon! Students learned how to write a business plan and were to get funding.

We had four workshops:

- Excel – Intermediate by Prof. Hila Koren-Cohen with 58 students in attendance
- Excel – Advanced by Prof. Hila Koren-Cohen with 49 students in attendance
- PowerPoint + Word by Prof. Hila Koren-Cohen with 12 students in attendance
- Introductory SAP workshop by Prof. Gary Spraakman with 33 students in attendance on a Sunday

Workshops seem to work better than lectures for students, and we will go in this direction in the future.



4. Vanier College

Vanier College has had a busy and productive term, featuring workshops, lectures and meet/greet sessions – all designed to assist students as they navigate their way throughout the university experience. Attendance is never restricted to Vanier students – Vanier regards itself as a College without borders, and, therefore, all students in the University are welcome to come and learn with us. In addition, Vanier College has an Advising Center (open every weekday) serviced by upper level high achieving students, and an established peer mentoring program.

Vanier College Orientation included 4 Student Orientation Sessions, prior to class start, on August 31 and September 6, followed by a Mini-Orientation Session on September 15, accommodating students who were unable to previously attend. A Parent Orientation Session was held on September 2.

Throughout the Fall term, Vanier College hosted a variety of workshops in partnership with Counseling & Disability Services, the York University Libraries, and other units. Some of these workshops were geared toward strengthening academic skills: “Library Research” (September 22), “Learning Commons Tour” (October 3), “Reading and Note Taking” (October 27), “Exam Preparation Workshop” (November 15). Others were of more general interest: “Choosing Happiness” with Dr. Kulbatski (September 27), “Cannabis and Psychosis” (October 18). The Department of Education and Maxine Wood, Academic Advisor, presented two Education Workshops “So You Want to be a Teacher?” (November 3 and 7).

Of particular interest to Fellows and students: David Johnson’s book launch for *Three Prehistoric Inventions that Shaped Us* (October 5); Richard Teleky’s book launch for *The Dog on the Bed A Canine Alphabet*, co-sponsored with York University Bookstore (November 21); and in collaboration with McLaughlin College, and York Centre for Public Policy and Law, Vanier College hosted *Accountability to Law as an Aspect of Democracy* with guest Dr. Gregory Tardi, Senior Parliamentary Counsel at the House of Commons in Ottawa (October 31).

During co-curricular/reading week, the Master and Academic Advisor met with students for a one-on-one informal information session, as well as, in conjunction with Vanier College Council, sponsored a successful 8 hour study session on Wednesday October 12.

The Vanier Master and Academic Advisor, Maxine Wood, implemented, in conjunction with Associate Dean Lambert Drache’s mandate, to provide information to undecided majors that will assist them in choosing their major. Co-curricular disciplinary information sessions were scheduled for all students, to explore new or additional program options, and to learn about Career Paths related to the particular area of study. The following sessions were presented by the program/department representatives: Individualized Studies (October 27), Humanities (November 1), Classical Studies (November 14), Business and Society (November 14), Economics (November 17), Culture & Expression (November 21), Children’s Studies (November 24).

Additionally, a Graduate Program Information Session was provided on Humanities and Science and Technology (STS) (November 24).

From Friday October 28 through Friday November 4, Vanier College ran its Annual Book Sale, the proceeds of which support student activities in a variety of ways (student space, equipment, events, clubs, etc.)



Report to Council

Vanier College Productions presented the following: Students Services Orientation Play (15 performances in September 2011); Improv (VIC) Show (4 fall performances); VCP 40th Anniversary Launch BBQ (October 23); One-Act Festival (November 16-19); VCP Show Choir's lunchtime performance @ Osgoode (November 23), and end of term concert (November 28).

Office of the Master, Vanier College, and Vanier College Productions gratefully acknowledge the support Vanier College Productions receives from the Academic Initiative Fund (AIF), Office of the Vice-President Academic, and from the Office of the Dean, Liberal Arts and Professional Studies.

Introduced this year in the Vanier Residence is our Themed Floor, "The Humanities, History, Philosophy, Economics, and Social Justice". Students opting for Vanier Residence have the opportunity to live in a themed floor. The introduction of a themed floor in residence addresses a number of concerns expressed by students. First, given students' busy schedules, there is often little, or no, opportunity for students to meet on campus, and subsequently arrange academic and/ or social meetings which focus on a theme, or topic, of common interest. Second, even when such meetings are arranged, many students who would attend are left out, largely

because no one knows who these other students are, or how to contact them. Third, as there is usually no resource person helping to guide these meetings, discussions may leave out readings, and other material, which can enrich the discussion.

The purpose of a themed floor is to address these concerns, thereby enriching the educational and social lives of students, who are pursuing their studies in one or more of the areas covered by the theme. Students selecting this floor are grouped with other students with similar academic interests. Throughout the academic year, we hold informal meetings, talks, discussions, and parties for students in the themed floor. The Vanier College Master, and other select faculty, assist in the planning of events, and where relevant, contribute to the meetings. Two graduate student tutors have been hired to work with students in the areas of Business and Society, and of Economics.