



York University
Faculty of Liberal Arts & Professional Studies
20th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, November 10, 2011
3:00 pm – 5:00 pm

Senate Chamber, N949 Ross

Agenda

1. Call to Order and Approval of the Agenda
2. Chair of Council's Remarks
3. Dean's Remarks
4. **Special Presentation:** Introduction to the new Vice President Research and Innovation, Dr. Robert Haché
5. Question Period
6. Minutes of the **October 6, 2011** meeting.....1
7. Business Arising from the Minutes
8. Inquiries
9. Items For Information:
 - Written Report from the Faculty Representative on Senate
 - Written Report from the Chair of the Council of Masters
10. Reports of Standing Committees of Council
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 - Consent Agenda (Committee on Curriculum, Curricular Policy and Standards).....14
 - Committee on Student Academic Petitions.....16
11. Other Business

2011 - 2012 Liberal Arts & Professional Studies Faculty Council Meetings are on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross:

December 8, 2011
January 12, 2012
February 9, 2012

March 8, 2012
April 12, 2012
May 10, 2012
June 14, 2012

All are welcome and encouraged to attend!



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

Harry Crowe Room

Minutes of the 19th Meeting of Council

October 6, 2011

#111006

Attendance: M. Adriaen, J. Allen, I. Badr, A. Banerji, M. Beare, M. Belcourt, U. Best, J. Blazina, R. Brathwaite, M. Buchner, D. Cohn, G. Comminel, L. Cozzi, T. Das Gupta, S. Deutsch Salamon, A. Durston, J. Edmondson, I. Ferrara, D. Freaque, A. Gekas, M. Gilbert, P. Giordan, W. Hayden, B. Heron, J. Huang, T. Hudson, C. Innes, M. Jacobs, N. Jazairi, W. Jenkins, E. Karpinski, M. Keall, A. Khandwala, A. Kulak, M. Ladd-Taylor, A. Lam, M. Lambert-Drache, D. Leyton-Brown, J. Lambias-Wolff, L. Lo, M. Lo, S. Marmdough, C. Marjollet, A. Marquez, K. Michasiw, E. Morera, A. Mukherjee, N. Myers, R. Myers, P. Ng, A. Noordeh, K. Ogata, L. Ogundele, D. O'Neill, N. Persram, A. Podesta, N. Razack, A. Redding, J. Rehner, L. Ripley, L. Sanders, G. Scardellato, A. Schrauwers, R. Sheese, J. Simeon, P. Singh, M. Shoukri, D. Skinner, J. Smith, A. Sookrah, B. Spotton Visano, G. Sprakman, L. Stewart, S. Thompson, P. Vandergeest, A. Vitas, R. Wellen, K. White, E. Winslow, R. Woodhouse

Guests: V. Olender, K. Skinner, D. Pomerleau

1. Call to order and approval of agenda

The Chair of Council called the meeting to order.

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

2. Chair of Council's Remarks

The Chair of Council welcomed members to the 2011 – 2012 Faculty Council year. He noted that this promises to be an exciting

and productive year. As we embark on the third year of the Liberal Arts and Professional Studies Council it is important to note that over the last couple of years as a Council the focus has been on working together collegially to develop a strategic direction for the Faculty.

The Chair noted that this year brings with it many important opportunities for implementing the strategic plan. It is our responsibility to oversee this implementation. But while defining principles can be non-controversial, putting things into practice is sometimes highly divisive. Working in Theatre, he applauds passion, and believes that progress comes through the conflict of sincerely held opinions. At the same time, for this process to work effectively, as proposals are brought forward to the floor, the Council will need to ensure that the tone of our discussions remains collegial and respectful.

He signified that his main responsibility is to preside over the meetings and to ensure that Council operates in conformity with the rules and procedures of Council. His intention while presiding over the meetings is to ensure civility during our discussions. "We are all colleagues. And in order to ensure all are heard, there will be no tolerance for personally offensive remarks."

The Chair addressed the challenges of member participation on Council and its Committees. He noted that the Executive Committee report outlines the urgent need for interested tenured members to serve on the Tenure and Promotions Committee and as the Chair; he will be working towards finding ways to increase participation from our Schools and Departments.

Council was informed that there are a number of questions which have been raised over the past years about governance within the Faculty and that it is his intention of the Chair, alongside the Executive Committee and Council to review and attempt to answer them.

The Chair welcomed President Shoukri and invited him to address Council.

3. President's Remarks

President Shoukri addressed Council. He noted that he will be attending all the Faculty Councils over this term to reach out to colleagues and to raise awareness of our teaching and research profile. He noted that the Faculty of Liberal Arts & Professional Studies is the heart and soul of the University.

President Shoukri noted that the University faces financial challenges. He discussed that the main hurdle facing the University is the outside perception of the University, and that we must expand the scope of our work in this area.

Council questioned whether the University will be hiring in an Associate Vice President responsible for equity. The University is committed to equity.

Members asked if there were plans to have a York University satellite location in Brampton. It was noted everything is up for discussion and that currently the University has not been approached on this.

Council recommended that there be more international opportunities for students.

Members commented on the perception of the size of the Faculty, and that prior to entering, class size was perceived to be much smaller than in actuality, and as a result it is difficult to meet with professors. A question was asked if whether smaller class sizes would not increase the quality of student experience. It was noted that smaller class sizes are not necessarily the answer and given recent advances in technology, professors are now more coaches and mentors.

4. Minutes of the June 9, 2011 meeting

It was moved, seconded, and carried that the minutes of the June 9, 2011 meeting of Council be approved.

5. Business Arising from the Minutes

There was no business arising from the minutes.

6. Inquiries

There were no inquiries.

7. Items for Information

The report from our Faculty Representative on Senate was circulated at the meeting.

8. Report of the Dean

The Dean congratulated the Chair of Council Christopher Innes on his 70th birthday.

The Dean thanked President Shoukri for attending the meeting.

The Dean announced that he is in favour of a September meeting of Council.

The Dean presented the annual report for the Faculty.

The Faculty has grown in the number of FTEs by 10%. There are now 22,000 undergraduate students registered in a 3.00 credit course. The Faculty is larger than two-thirds of the Universities in Canada and this present challenges and opportunities.

He discussed that the Faculty is increasing its international student population. This year the Faculty has over 1900 international FTEs. In the two antecedent Faculties there were 1250 FTEs, this is an increase of 5%. The University is moving towards a more globalized campus, which provides more opportunity for students to study abroad.

The Dean noted that there is an increase in the number of transition programs to assist students from disadvantage populations to succeed; this also includes international students.

There are also efforts to enhance the success of our students, last year an Advertisement listing the Faculty's Summa Cum Laude students was placed in the Toronto Star.

In the coming year more efforts will be made to enhance the student experience for instance stepping up services, enhancing success, encourage the undeclared majors to choose a program. At the graduate level the Faculty will be much more engaged in making sure they have the courses, instructors, and financials to succeed.

The number one priority of the Faculty is to hire full-time tenure track faculty based on our strategic directions. Last year the Faculty hired 14 tenure track faculty members, one search continues. However, the Faculty has lost 20 full-time faculty members and are facing a demographic challenge. For the 2012-2013 the Dean anticipates that we may be hiring 50 CLAs, this in addition to the 17 tenure track hires. This is to keep pace with the growth in enrollments.

The Dean informed Council of the new faculty orientations, the merit exercise, the anomaly exercise, the advancement to candidacy process, and the number of tenure and promotion applications expected this year.

The Dean noted that on the research side we have nominated colleagues for prestigious awards. We have a number of Fellows of the Royal Society of Canada: Pat Armstrong (Sociology), Isabella Bakker (Political Science), Bernie Lightman (Humanities), and Rishma Dunlop (English). One of our members will also be receiving the Trudeau Fellows awards of Canada. We have increased our Tri-Council grants. The Faculty has a 42% success rate, which is higher than the national average of 37%.

The Dean commented on the program side. Program development was frozen at the time when the strategic plan was under development; we are now in the process of brining things forward, as outlined in the strategic plan and implementation documents.

The Dean discussed external relations; we have some interesting programs for faculty members to create new international initiatives and present papers outside of Canada. He also noted that we have received funding for a human resources arm of International Educated Professional (IEP) program and that there will be an increase our continuing education programs and courses.

The Dean noted that there are a number of challenges. For instance, viability of the Faculty without a renewal of the faculty complement,

the complexity of administrative processes of the university, and the Ministry of Training Colleges and Universities asking the University to increase enrolment.

The Dean noted that we have come far since the Faculty's inauguration, there is more faith in the direction of the Faculty, we have built a new culture, and we have clear principles and directions.

The Dean thanked the Council for their confidence in him, the Chairs and Directors, Associate Deans, Chairs of Council, and Masters.

9. Question Period

Council members raised concerns regarding the Faculty's commitment to evening and part-time education. Specifically, can a student who starts a part-time program in the evening finish.

It was noted that there has been both some challenges and progress in the area, and that over the next year there will be more of an oversight role in place to ensure that this commitment is fulfilled.

10. Reports of Standing Committees of Council

10.1 Executive Committee

The item for information amendments to the rules and procedures of council – notice of motion was received.

It was moved, seconded and carried that the nomination to Council and its standing committees be approved.

It was moved, seconded and carried that the nominations for the contract faculty representatives on senate and the liberal arts and professional studies academic policy and planning research committee of senate be approved.

10.2 Academic Policy and Planning Committee

It was moved and seconded

- 1) that the program in Professional Writing's home unit be moved from the Department of English to the Department of Writing;

- 2) that the Modes of Reasoning section of the Faculty's General Education program be moved from the Department of Humanities to the Department of Philosophy;
- 3) that the degree program in Social Science be moved from the Department of Equity Studies to the Department of Social Science be approved.

The motion carried.

10.3 Committee on Curriculum, Curricular Policy and Standards

The consent agenda was approved.

10.4 Committee Research Policy and Planning

The items for information Minor Research Grant and the Specific Research Grant – Leave and non-Leave were received.

11. Other Business

There was no other business.

12. Adjournment

The meeting was adjourned.

C. Innes, Chair of Council

L. Cozzi, Secretary of Council



**Report 2
October 2011**

ITEMS FOR INFORMATION (2):

1. Request for Nominations: New and Outstanding Faculty Council Vacancies, as of October 2011

There is a request for nominations for members to serve on Faculty Council and its Standing Committees:

Faculty Council

Vice Chair of Council

The Vice-Chair is the Chief Teller and Chief Returning Officer for all elections. The Vice-Chair normally assumes the Chair in the following year. The Vice-Chair presides over meetings of the Committee of the Whole.

CUPE Representatives on Council

CUPE and CUPE Exempt Course Directors (18 vacancies)

CUPE UNIT 1 TA (24 vacancies)

Standing Committees of Council

Executive Committee

One vacancy

Committee on Curriculum, Curricular Policy and Standards

One vacancy

Committee on Tenure and Promotions

Three vacancies

Committee on Student Academic Petitions

Two vacancies

Committee on Teaching and Learning

Three vacancies (one contract faculty member and two teaching assistants)

The Executive Committee would like to present to Council the attached summary, *Academic Department and School Representation on Committees of Council (Appendix A)*. This Summary highlights those departments and schools which are widely represented on committees and those which are not. The Executive encourages not only the Dean but also the Chairs and Directors of each department and school to bring this information back to members of the Faculty to encourage participation on Council and its Committees, and to thank those for whom have provided their service over the years to ensure that the activities related to our Faculty's governance have been accomplished.

Information regarding dates, times and the current membership on the Council and its Committees may be found at: <http://www.yorku.ca/laps/council/faculty/index.html>

Interested members are encouraged to submit their nomination for election to the Secretary of Council (lcozzi@yorku.ca) on or before **November 22, 2011**.



2. September 2011 Election Results: Faculty Council, Council Standing Committees, and Senate

The following are the results of the September 2011 Liberal Arts & Professional Studies elections.

A) Council and Standing Committees

CUPE Representatives on Council

CUPE and CUPE Exempt Course Directors

Julie Allen, *Department of Philosophy*
Marlene Bernholtz-Baxter, *Writing Department*
Paul Brienza, *School of Public Policy and Administration*
Nadia Habib, *Department of Equity Studies*
Anna Podesta, *School of Administrative Studies*

CUPE UNIT 1 TA

Cat Ashton
Diego Sotomayor

Standing Committees of Council

Committee on Tenure and Promotions

Danielle Cyr, *Department of French Studies*

Sub-Committee on Student Experience

John-Justin McMurty, *Department of Social Science*
Danielle Beausoleil, *Department of French Studies*
Allan Weiss, *Department of English/Department of Humanities*

Committee on Student Appeals and Academic Integrity

Andrei Semenov, *Department of Economics*

B) Contract Faculty Representatives on Senate

Julie Allen, *Department of Philosophy*
Nadia Habib, *Department of Equity Studies*

C) Liberal Arts and Professional Studies Representative on the Academic Policy, Planning, and Research Committee of Senate

Anna Agathangelou, *Department of Political Science*



Appendix A

Academic Department and School Representation on Council Committees, LA&PS

As of October 2011

Department/School	Number of full-time faculty members per unit	Continuing Members on Committee per unit	
	#	#	%
Administrative Studies	59	8	13.6%
Anthropology	19	3	15.8%
Communication Studies	12	1	8.3%
Economics	44	6	13.6%
English	47	3	6.4%
Equity Studies	11	2	18.2%
French Studies	18	4	22.2%
Geography	21	4	19.0%
History	42	4	9.5%
Humanities	59	2	3.4%
Human Resources Management	12	2	16.7%
Information Technology	12	3	25.0%
Languages, Literatures, and Linguistics	49	5	10.2%
Philosophy	22	4	18.2%
Political Science	54	2	3.7%
Public Policy and Administration	9	5	55.6%
Social Science	59	4	6.8%
Social Work	22	2	9.1%
Sociology	47	3	6.4%
Writing	9	2	22.2%
Women's Studies	15	2	13.3%
	642	71	



Report 2

October 2011

ITEM FOR ACTION:

The Committee on Academic Policy and Planning recommends that Council approve the name change of the School of Women's Studies to the School of Gender, Sexuality and Women's Studies & the name change of the Undergraduate Program in Women's Studies to The Undergraduate Program in Gender and Women's Studies

Proposal to Change the name of the School of Women Studies & Undergraduate Program in Women's Studies

This is a proposal to change both the name the School of Women's Studies to the School of Gender, Sexuality and Women's Studies and the name of the Undergraduate Program in Women's Studies to The Undergraduate Program in Gender and Women's Studies

The School of Women's Studies at York University is a bilingual, pan-faculty unit that comprises two undergraduate programs taught on two campuses, in two languages, and a graduate program, with additional connections to the Canadian Woman Studies Journal, the Nellie Langford Rowell Library, the Bridging Program for Women and the Centre for Feminist Research. At the level of the undergraduate program, the School offers a major, minor and certificates in Women's Studies, and a major, minor and certificate in Sexuality Studies.

In 2009, discussion was initiated within the School of Women's Studies to review its name. The stimulus for this initiative lay within the evolving nature of the fields of scholarship and teaching undertaken within the rubric of the School, which **may** no longer comfortably fit only within the domain of 'women's studies,' given work being undertaken in such areas of critical feminist inquiry as the (multifaceted) study of gender, sexuality, 'race' and racialization, masculinity, culture, and the politics of the transnational, to name but a few.

Thus the review process considered whether or not they wanted to keep the program name as it is, whether there was a preference for a revised name that would incorporate 'women', alongside other descriptors, or whether we wanted a different name entirely. This process culminated in a vote by the Undergraduate Council in Women's Studies on **April 12, 2011** to change the name of the School to the **School of Gender, Sexuality and Women's Studies**, and in a vote by Undergraduate Council on **April 21, 2011** to change the name of the Undergraduate Program to **Gender and Women's Studies**. The name of the Sexuality Studies Program remains the same. It should also be noted that at the same time the Graduate Program in Women's Studies also initiated a name review process, and on June 30, 2011 Senate approved changing the name to the **Graduate Program in Gender, Feminist and Women's Studies**. This change is effective September 2012.

These proposed changes do not reflect a change in substance, focus, or direction of the School in general and its degree programs in particular. Rather they represent the culmination of a multi-year review process that has included a review of who they are and what they do, and the revision of the Schools core curriculum (completed in September 2010 with the introduction of a new third year theory course and fourth year methodology course).

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



**Report 1
October 2011**

ITEMS FOR INFORMATION (2):

1. Establishment of a Pan-University Degree Structure for the Bachelor of Arts (BA)

As an item for information, the Committee on Curriculum, Curricular Policy and Standards (CCPS) would like to make Council aware of the pan-university degree structure for the Bachelor of Arts (BA) degree that was approved at Senate on May 26, 2011.

The Senate-approved structure is applicable to the Specialized Honours, Honours, Double Major, Major/Minor and the 90-credit degree options for the BA.

The structure (attached as [Appendix A](#)) articulates the learning objectives (UUDLEs) for the BA degree and maps the corresponding quantitative degree requirements (set out in four broad components: Major/Minor; Upper-level Requirements; Outside the Major Discipline; and General Education). The quantitative requirements are the minimum number of credits in each of the four areas of the degree; individual programs may exceed the minimum credit requirements but may not fall below them.

As part of the implementation process, Senate will be asking Faculties to review the structures of their respective BA programs to identify and bring forward for approval any necessary changes to align the degree learning expectations and program requirements with the degree structure.

As set out in the proposal, it is expected that all BA programs will meet the minimum degree requirements by the FW 2013-14 academic year. Students admitted to programs prior to 2013-14 may proceed under the degree requirements in place when they were admitted to the program.

A copy of the full Senate Committee report can be found on pages 9-10 and 15-18 of the May 26, 2011 Senate agenda package: www.yorku.ca/secretariat/senate/agenda/2010-2011/May2011/SenateMay2011.pdf.

2. November 1 Curriculum Deadline (FW 2012/13; S2013)

The Committee would like to remind Council that the November 1, 2011 submission deadline has now passed for proposals for new courses, changes to courses, and changes to programs/certificates (non-major modifications) for the FW2012/13 and S2013 terms.

The deadline was previously communicated to Schools and Departments in April 2011, with reminders following in August and October.

As in past years, proposals received after the submission deadline will only be able to be considered by the Committee once all (complete) proposals received by November 1 have been reviewed. The Committee will make every effort to consider late proposals but depending upon the volume of submissions received for the November 1 deadline, there is the chance that late submissions may not be able to be considered on time to make the 2012-13 calendar copy.

Information on approval procedures and deadlines, as well as copies of the various curriculum forms, is available on the Curriculum Toolkit: www.yorku.ca/laps/council/faculty/curr_tools.html.

Matrix of the Bachelor of Arts Degree

The BA Degree Matrix

A BA is a BA at York University in terms of the characteristics, academic objectives, learning expectations and fundamental structure of the *degree*. The core criteria of the degree has been articulated in complementary qualitative and quantitative frameworks to ensure the defined characteristics of a Bachelor of Arts are achieved regardless of the Faculty offering - or planning to offer - the degree. The degree matrix also provides clarity for curriculum committees in assessing the creation of new BA programs, as well as to those who assess Faculty Transfer to and within BA programs.

Qualitative Framework

In its most basic definition, a BA consists of a major program of study and different types of breadth of knowledge, as indicated in the two main rows in the table. Specific description of these two elements details their *General Characteristics, Academic Objectives, Expectations*, and basic *Structures* within the degree. In colloquial terms, it seeks to articulate for the major and breadth what they are, what they do, what do they give (or what students may get from them), and how can they be realized.

The Qualitative Framework recognizes that General Education courses are one way of realizing breadth of knowledge as a foundational principle of university-level learning as well as in specific cases a foundational¹ element of major programs. As one principled way of achieving breadth that is Faculty specific and pedagogically distinct, *General Education* is realized differently in the BA depending on the Faculty and the nature of its majors. Similarly, the terminology of "Electives" is not standardized across the Faculties. There are "elective" elements in major programs as well as in the Degree as a whole. "Electives," therefore, are a way of achieving different types of breadth. Breadth in the major is defined in ways and structures pertinent and relative to a specific discipline or field of study. Breadth outside of the major is defined in terms of diversity of knowledge and skills, and is realized in various structures of the degree. The main difference of a BA from any other type of degree is the character and quality of its breadth, which must be realized in "the Arts," as the name Bachelor of Arts indicates. Since a BA may be offered by any Faculty at York University, and the qualitative character of the Degree does not necessarily pertain to the major program, in itself and on its own the irreducible defining feature of the BA is breadth in the traditional Arts disciplines (which at York are interpreted as the humanities, social sciences, and natural sciences and others, e.g., fine arts; environmental studies, etc.)

Finally, foundational educational enrichment is a principle of the BA to which York University is uniquely committed. It is promoted in the major and the different elements of breadth, achieving different but related identities in each. Its broadest and York-unique realization in terms of inter- and multi-disciplinarity is found in courses designed specifically to promote General Education. These seek to establish foundational enrichment of knowledge and skills as ends in themselves, yet as simultaneously providing supportive grounds and contexts for successful learning in any major discipline or field of study. Necessarily, these courses vary in content and design as they are tailored to promote breadth and foundational enrichment in light of the different disciplines of the various Faculties. This is to say that while the Gen Ed course content and credit minima may differ across the Faculties, the courses themselves and the principle of their combination have similar objectives and seek commensurable learning expectations. There is also, however, an element of foundational enrichment within any major program of study as realized, for instance, in introductory courses that establish appropriate foundations for further study in the discipline or field. "Majors" and "minors" are programs designed in more or less regulated ways (e.g., pre- and co-requisites) relative to appropriate year-level progression.

Quantitative Framework

A pan-university degree credit minimum has been established to ensure that the introductory, core, and upper year-level breadth and depth of knowledge elements of the BA degree are achieved. The *Qualitative* Framework references the minimum standards for major and minor credit requirements, outside the major requirements and general education requirements. The detailed *Quantitative* Framework for each element of the degree is attached in a separate table.

¹ The use of the term *foundation* in this context is not to be interpreted as a reference to "Foundations" courses.

Qualitative Structure of the BA Degree

	General Characteristics (What is it?)	Academic Objectives (What is the value of it?)	Expectations (What can they "get" from it?)	Structures (Where and how is it realized?)
Major Program	<p>Focused, in-depth study in a discipline or field in which students seek to develop their interests, knowledge and proficiency for intrinsic purposes, self-development, and the potential of related employment.</p> <p>Coherent organization in terms of development and relation of courses within a discipline or field in which there is a recognized body of scholarly research that explores and develops core texts (in a variety of forms, be they in written or spoken languages, images, sounds, symbols, dimensional shapes, etc.) theories, issues, and applications of one form or another. Majors comprise a body of methodologies, techniques and approaches specific to the discipline or field, which can be taught, practiced, and applied.</p> <p>Introduction and development of foundational knowledge and enrichment within the discipline, including reinforcement of critical intellectual, creative and communication skills, and instruction in those specific to the discipline or field.</p>	<p>A core focus of study within and around which students can make informed choices to develop additional breath and depth of education both within and outside of the discipline or field of study.</p> <p>Organized and where appropriate, sequenced exposure to and instruction in fundamental ideas, issues and questions, texts and contexts in the discipline or field of study from introductory to increasingly specific and sophisticated levels to achieve depth of disciplinary knowledge.</p> <p>Provision of significant exposure, coherent training and skills development, practice and application in the fundamental issues, theories, methodologies and approaches of the discipline or field from introductory to increasingly specific and sophisticated levels.</p> <p>Intellectual growth and the development of independent and creative thought within the field, the ability to recognize and develop broader connections and implications beyond the discipline or field, and evolve independent scholarly/ creative research skills.</p>	<p>Breadth and depth of knowledge in key texts, images, works, theories, and criticism in the discipline or field of study.</p> <p>Ability to understand foundational and derivative or specialized concepts, theories, and influences in the discipline or field, their development and relationship.</p> <p>Proficiency in both knowledge and use/application of methodologies, approaches, and techniques necessary to the discipline or field of study.</p> <p>Ability to recognize and develop broader connections and implications beyond the discipline or field.</p> <p>Development of intellectual and communication skills relevant to the major discipline or field of study and its applications, methodologies, etc.</p> <p>A sense of the magnitude of the discipline or field, the limitations of one's knowledge within it, and recognition of areas of potential future study.</p>	<p>The following pan-University minimum structural requirements are intended to support the objectives and learning outcomes of BA majors and minors, particularly in relation to depth and breadth within the major or minor. The depth of knowledge component of the degree is met through 4000 level credit requirements.</p> <p>Individual Faculties/programs may establish program requirements that are greater than the minimum standard and/or additional structural requirements/ components.</p> <p><i>Minimum Number of Major or Minor Credits, By Degree Option:</i></p> <ul style="list-style-type: none"> • Specialized Honours BA – 54 credits, including 12 credits at the 4000 level in the major; • Honours BA – 42 credits, including 12 credits at the 4000 level in the major; • Honours Double Major BA – 42 credits, including 12 credits at the 4000 level in each major; • Honours Double Major Interdisciplinary BA – 36 credits, including 6 credits at the 4000 level in each major; • Honours Major/Minor BA – 42 credits, including 12 credits at the 4000 level in the major, and 30 credits, normally including 6 credits at the 4000 level, in the minor; and • BA – 30 credits, including 12 credits at the 3000/4000 level in the major.

	General Characteristics (What is it?)	Academic Objectives (What is the value of it?)	Expectations (What can they "get" from it?)	Structures (Where and how is it realized?)
Breadth	<p>There are three main characteristics of breadth:</p> <ol style="list-style-type: none"> 1) disciplinary, which provides the development of knowledge (amplitude, depth, complexity and sophistication) beyond the foundations of the discipline or field; 2) interdisciplinary, which brings together the knowledge and analytical methods of two different disciplines in the approach to an issue or problem, such that the ways and means of one can be used to further inquiry and analysis beyond the limit point of the other, and vice versa; 3) multidisciplinary, which brings an array of discourses from different disciplines to bear on a particular issue/problem for analysis, potential solution, and recognition of the implications within and across the different disciplines. <p>Breadth incorporates instruction in critical intellectual and communication skills applicable to all types of study, namely:</p> <ol style="list-style-type: none"> 1) critical reading/ listening/ viewing/ performing: the ability to ascertain and understand information from written, oral, visual and performance texts and to question and assess it rationally; 2) critical thinking: the ability relate the product of #1 with one's own knowledge in order compare, contrast, and combine information so as to develop, test (critique and revise), then assert new ideas; 3) critical communication: the ability to convey one's ideas in a well organized, clear, and effective manner in the appropriate language(s), whether scholarly or creative, in forms appropriate to a variety of audiences. 	<p>Establishes both a foundation and supportive, diverse contexts for university-level study by providing exposure to and instruction in fundamental ideas, issues and questions, texts and contexts, methodologies and approaches in the arts and sciences writ large. Such exposure not only provides knowledge and skills for the degree as a whole, but also for a life of learning to come.</p> <p>Amplifies, augments, and diversifies students' knowledge, skills, perspectives, awareness and understanding within and beyond the major program of specialized study. Such diversity allows students to explore and examine issues in new ways, recognize the limitations of disciplinary perspectives, and become aware of new relations and applications of knowledge across disciplines. It strengthens students' ability to make sound judgments and to trust in the integrity of those judgments.</p> <p>Provides the potential for intellectual and personal growth, expanded range of thought, perspective, awareness, recognition and appreciation, applicability and, above all, creativity and innovation.</p>	<p>General intellectual growth and the ability to think rationally, creatively and independently.</p> <p>Meta-cognitive understanding of the process of learning, which establishes a basis for life-long learning.</p> <p>Knowledge of and competence in the means of study (modes of reasoning and research methods) to develop and explore disciplinary, interdisciplinary, and multidisciplinary questions and issues.</p> <p>Ability to employ critical intellectual, creative research and communicative skills in inter- and multidisciplinary settings to approach issues and problems, recognize and determine elements of importance, analyze content material, synthesize appropriate responses, develop the implications of such responses.</p> <p>Ability to recognize the limitations of disciplinary knowledge and to apply inter- and multidisciplinary approaches to move beyond those limitations.</p>	<p>There are three component areas of the degree in which breadth can be pursued and achieved, each of which comprise credit minima:</p> <ol style="list-style-type: none"> 1) the foundational enrichment of general education, which includes critical intellectual and communication skills; 2) elective courses in disciplines and fields outside the major, which include exposure to discipline specific critical skills; 3) elective courses within the major that broaden the core knowledge and methodologies of the discipline or field. Such breadth occurs as part of the major program requirements; however, students may choose freely additional courses within their major field of study that do not count toward the major requirements specifically if they so desire, and/or follow program recommendations, depending on the major program chosen. <p>The following pan-University minimum quantitative requirements are intended to support the objectives and learning expectations of BA degree type, particularly in relation to breadth outside of the major. As is noted above, individual Faculties may establish credit minima that are greater than those outlined below and/or additional structural requirements/components. Any amendments to individual Faculties' General Education requirements require the approval of Senate.</p> <p>General Education Requirement:</p> <ul style="list-style-type: none"> • 18 credits, including six credits from three of the following four areas: humanities, modes of reasoning, natural science, social science, each at the 1000 or 2000 level. <p>Outside the Major Credit Requirement (for single major programs only):</p> <ul style="list-style-type: none"> • At least 18 credits outside major

Quantitative Structure of the BA Degree

Degree Option/Requirement	Minimum Credit Requirement
Minimum Number of Major or Minor Credits (including, where applicable, iBA options):	
BA major	30 credits; including 12 credits at the 3000 or 4000 level
Honours BA major	42 credits; including 12 credits at the 4000 level
Specialized Honours BA major ²	54 credits; including 12 credits at the 4000 level
Honours Double Major BA major	42 credits; including 12 credits at the 4000 level in each major
Honours Double Major Interdisciplinary BA	36 credits; including 6 credits at the 4000 level in each major
Honours Major/Minor BA	42 credits, including 12 credits at the 4000 level in the major and 30 credits, normally including 6 credits at the 4000 level in the minor
Upper Level Requirements:	
90 credit BA	18 credits at the 3000 or 4000 level including 12 credits in the major as above.
120 credit Specialized Honours BA and Honours BA degrees	36 credits at the 3000 or 4000-level including at least 18 credits at the 4000-level. This includes the 3000 and 4000 level credits in the major and minor listed above.
General Education Requirement	
<i>Note: It is not the aim of this legislation to definitively specify a "York General Education Requirement" for the BA. These requirements may be realized differently in the BA depending on the Faculty; their evolution is shaped by pan-university consultation. Amendments to individual Faculties' General Education requirements shall be approved by Senate through ASCP.</i>	18 credits, including 6 credits from three of the following four areas: humanities, social science, natural science and modes of reasoning, each at the 1000 or 2000 level.
Outside the Major Discipline Requirement(s)	
	At least 18 credits outside the major ³ Not applicable to double major and major/minor programs.
Residency Requirement	
	A minimum of 30 course credits and at least half (50 per-cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University ⁴

² Exception: Specialized Honours programs in the Faculty of Fine Arts. Such degree options will be phased out coincident with the introduction of a new degree type.

³ Non-major courses taken in French instruction to meet bilingual requirements at Glendon may be counted towards the *Outside the Major Discipline* requirement.

⁴ Exception: At least half (50 per-cent) of the course credits required in the bilingual or trilingual degree program major/minor at Glendon College must be taken at Glendon.

October 2011

1. Changes to Existing Degrees/Certificates

- Cognitive Science
- Latin American and Caribbean Studies

2. New Course Proposals

- AP/COMN 4001 3.00 Directed Reading
- AP/COMN 4002 3.00 Directed Reading
- AP/PHIL 3400 3.00 Pragmatism

3. Changes to Existing Courses

- AP/COMN 2311 6.00 Communication in Everyday Life
- AP/COMN 2312 6.00 Information and Technology
- AP/COMN 2313 6.00 Introduction to Politics, Policy and the Media
- AP/COMN 2314 6.00 Media, Culture and Society
- AP/COMN 3310 6.00 Communications for Tomorrow
- AP/COMN 3311 6.00 Communication in Organizations
- AP/COMN 3313 3.00 Labour in the Communication and Cultural Industries
- AP/COMN 3315 6.00 Advertising and Society
- AP/COMN 3316 6.00 Television as Culture and Communication
- AP/COMN 3317 3.00 Doing Bodies/Doing Technology
- AP/COMN 3318 6.00 Augmented Bodies: Inquiries into the Intersection of Bodies and Technologies
- AP/COMN 3320 6.00 Communication Theory
- AP/COMN 3330 3.00 An Introduction to the Documentary (for non-film majors)
- AP/COMN 3340 3.00 Evaluating Media History
- AP/COMN 3350 3.00 Communication Policy I: A Comparative Introduction
- AP/COMN 3351 3.00 Communication Policy II: Current Issues and Case Studies
- AP/COMN 3352 3.00 Studies In Communication: Corporations, Media, Me
- AP/COMN 3393 6.00 Feminist Perspectives on Media and Technology
- AP/COMN 3991 6.00 Research Methods in Mass Communications
- AP/COMN 4300 6.00 Popular Culture and Communications
- AP/COMN 4301 6.00 Theoretical Perspectives on Interactive Media
- AP/COMN 4302 6.00 New Directions in Interactive Art and Entertainment
- AP/COMN 4303 6.00 Children, Media, Education and Change
- AP/COMN 4304 6.00 Public Communication and Political Discourse
- AP/COMN 4305 6.00 Debates about Technological Development
- AP/COMN 4307 3.00 Case Studies in Information and Communication Technologies
- AP/COMN 4310 6.00 Global Communication: Contemporary Issues
- AP/COMN 4312 6.00 The Politics of Canadian Broadcasting
- AP/COMN 4314 6.00 Media, Publics and Democracy
- AP/COMN 4315 6.00 Communication and the Management of Change in Organizations
- AP/COMN 4316 3.00 Intercultural Communication
- AP/COMN 4317 3.00 Studies in Orality and Literacy: Perspectives from the Field of Media Ecology

- AP/COMN 4318 3.00 Issues in Multiliteracies in the Twenty-first Century
- AP/COMN 4319 6.00 Theory and Practice of Effective Communication
- AP/COMN 4320 6.00 Electronic Information Network Marketplace
- AP/COMN 4321 3.00 The City in Film: Identity and Place
- AP/COMN 4322 3.00 Mediaspace and the Modern City
- AP/COMN 4323 3.00 Semiotic Theory and Applications
- AP/COMN 4325 6.00 Mediations of Identity
- AP/COMN 4326 6.00 Visual Culture: Histories, Theories and Politics
- AP/COMN 4327 6.00 Cultural Politics and Aesthetics
- AP/COMN 4328 6.00 Sound Studies and Visual Media
- AP/COMN 4329 6.00 Popular Music as Communication and Culture
- AP/COMN 4330 6.00 Participative Media
- AP/COMN 4331 3.00 Nonverbal Communication
- AP/COMN 4332 3.00 Theories of Diaspora and Transnational Media
- AP/COMN 4333 3.00 Second-Generation Diaspora and Identity
- AP/COMN 4340 6.00 Communications Field Experience: Corporate and Cultural Industries
- AP/COMN 4341 6.00 Communications Field Experience: Non-Profit Organizations
- AP/COMN 4801 6.00 Resistance and Subversion on the Internet
- AP/COMN 4802 6.00 Issues in the Political Economy of Media
- AP/COMN 4803 6.00 Approaches to Communication and Development
- AP/COMN 4804 6.00 Global Media, Local Communication
- AP/COMN 4805 6.00 Public Diplomacy as Communication: From the United States to the World
- AP/COMN 4810 6.00 Specialized Honours Research Seminar
- AP/HUMA 2670 9.00 Film and Literature
- AP/HUMA 4300 6.00 (cross-listed to: AP/SOSC 4450 6.00) Aspects of Modern Latin American and Caribbean Studies
- AP/HUMA 4653 6.00 Research Seminar in Advanced Studies in Religion
- AP/HUMA 4655 6.00 Advanced Biblical Studies
- AP/HUMA 4814 6.00 The Qur'an and its Interpreters
- AP/HUMA 4815 6.00 Studies in Islamic Mysticism
- AP/HUMA 4816 6.00 Women in Islamic Literatures
- AP/LING 3800 3.00 Language and Mind
- AP/PHIL 2160 3.00 Minds, Brains and Machines
- AP/PHIL 4400 3.00 Pragmatism

4. Retired/Expired Courses

- AP/HUMA 4750 3.00 Approaches to the Study of Religion: Theories and Methods

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.



Report 1
October 2011

ITEM FOR INFORMATION:

1. Year End Summary: Faculty Level Petitions and Appeals

The Committee on Student Academic Petitions for the 2010-2011 academic year met in panels 102 times to adjudicate student petitions and appeals against academic legislation. The following is a breakdown of petitions received, processed and adjudicated by the Committee.

Number of total student academic petitions/appeals processed: 4354 files considered - 3891 petitions + 463 appeals (976 petitions/appeals that were considered were submitted prior to July 1, 2010)

Breakdown of Student Academic Petitions/Appeals received, selected categories:	PETITIONS			APPEALS		
	APPROVED	NOT APPROVED	PENDING	APPROVED	NOT APPROVED	PENDING
Late/Re-Enrolment						
Enrol in Course(s) After the Faculty Deadline	78	11		2	2	0
Re-Enrol in Course(s) After the Faculty Deadline	92	10	1	1	3	1
Late Withdrawal						
Drop Course(s) After Faculty Deadline	959	996	98	16	28	37
Repeat						
Waiver of legislation to repeat a course once only for degree credit	0	26	7	0	1	0
Overload						
Course Overload	37	33	0	3	1	0
Extension						
Deferred Standing	372	175	81	8	4	7
Letter of Permission						
Credit for Course(s) Taken Elsewhere Without LOP	12	1	0	0	0	0
Pass/Fail Option						
Waiver of deadline for submitting a pass/fail option application	0	4	0	0	0	0



Report to Council

Waiver						
Graduate Without Minimum Required Grade Point Average	0	7	0	0	0	1
Request for Waiver of Degree Credit Exclusion legislation	0	1				
Request For Waiver of Required Withdrawal	40	135	0	1	1	0
Request For Waiver of Required Debarment	22	42	0	1	2	0
Upgrade Grade Point Average In Attempt to Graduate	38	12	16	0	0	3
Waiver of Elective Requirement	0	1	0	0	0	0
Waiver of General Education Requirement	1	19	5	0	1	0
Waiver of Honours Standing Regulations	122	44	16	5	2	0
Waiver of In-Faculty Requirement	0	2	1	0	1	0
Waiver of Upper Level Course Requirements	1	2	0	0	0	0
Totals	1774	1521	225	37	46	49



Report to LA&PS Faculty Council

On

Senate Meeting 27 October 2011

Senators heard a series of brief committee reports and then two lengthy presentations from vice-presidents.

- The Executive Committee presented the priorities established by each of the Senate committees, and nominations to fill missing spaces on two committees.
- The Committee on Academic Standards, Curriculum, and Pedagogy presented a small number of curricular changes and announced the Sessional Dates for SU 2012 and FW 2012-13.
- The Appeals Committee presented its annual report on student appeals. The number continued to drop, as it had done almost steadily over the past few years. Of 98 under consideration in 2010-11 (of which 40 came from LAPS), only 6 were granted. Retroactive withdrawal continues to be by far the largest category of appeals.
- The Committee on Tenures and Promotions reported that it had handled 96 files in 2010-11 (43 women and 53 men). All but 3 had been approved by the committee. In response to questions, the chair of the committee indicated that it has not been possible to calculate the length of time that files are taking to completion under the relatively new decentralized T&P system. The Dean of LA&PS explained how the system was working in his faculty, and the Provost expressed strong reservations about this decentralized system. In response to another question, the chair of Senate explained how the language of the current YUFA collective agreement excluded Senate from participation in amending T&P procedures.
- The Academic Policy, Planning, and Research Committee proposed a new mandate for the Canadian Centre for German and European Studies, which Senate approved. Annual reports on the Human Participants Review Committee and the Animal Care Sub-Committee were also presented.

The main items from APPRC were reports from the Provost and the Vice-President Finance and Administration.

Provost

Vice-President and Provost Patrick Monahan highlighted a number of looming challenges:

- The uncertainty of the tuition-fee framework
- The tendency of expenditures to continue to outstrip revenues
- The increasing demand for accountability and the scrutiny of revenues
- The growing competition for students
- The lower full-time complement at York compared to other Ontario universities
- York's ongoing bad press, which has established a narrative that is hard to reverse
- The need to make fullest use of new technology, especially in order to compete for students

He also noted that:

- academic quality is the key priority, and that the administration is committed to new hiring of full-time faculty (30 centrally funded last year, 30 this year).
- enrolment planning remains difficult, noting that York will likely fall some 400 undergraduate students short of its target this fall, and that MA enrolment continues to fall short of targets. An Enrolment Planning Group is working on the issues involved.
- York had made some noticeable progress in strengthening the quality of the entering class, which this year have 91 per cent with averages over 75 per cent (a return to the 2006 level).
- projects supported by the Academic Innovation Fund are launched into promising work to enhance the student experience.
- the role of the Centre for the Support of Teaching is being reconsidered.
- a new Faculty of Engineering is being planned, to open in 2013-14.
- research intensification remains a goal.
- to build community engagement, the "Creating a Better Workplace" initiative should help, as will expanding opportunities for continuing and professional education.
- internationalization continues with particular emphasis on Indian and South Asia, China, Asia-Pacific, and Latin America.

- “Integrated Resource Planning” will facilitate budget planning to allow for aligning resources with academic priorities.
- we will have to look at whether our processes collegial governance allow us to make “difficult choices in a timely way.”

Vice-President Finance and Administration

Vice-President Garry Brewer noted that:

- York’s investments are up.
- its long-term debt stands at \$305 million (down from \$309 million).
- its deficit is down (from \$68 million to \$60 million).
- its endowments are up, thanks to better markets, and now stand at \$338,000 million.
- next year’s budget plan proposes budget cuts of 2.5-3.5 per cent, depending on the outcome of labour negotiations.
- a new Working Group on Budget Models has been created.
- financial markets in the near future are looking “grim,” with significant consequences for various funds, including pensions.
- Overall, there are “particularly worrisome signs and not a strong prospect of them being turned around.”

Craig Heron
Department of History
LA&PS Senator



Report of the Council of Masters to LA&PS

The most significant innovation in the Colleges in 2011-12 involves the introduction of at least one living-learning community, or “themed floor/house” in the residence associated with each College. In this initiative one “house” in each residence (typically two adjacent floors) is designated to be occupied by students who share an interest in the identified theme. These themed house residents will have the opportunity to enhance their educational experience by participating together in a variety of activities related to their theme – ranging from field trips to study groups, and in some cases enrolment in one of more common courses.

The themed house(s) associated with each College are listed below:

Bethune College: Life Sciences House

Calumet College: Current Topics in Psychology

Glendon College: Bilingual House - Maison Bilingue

Green House - Maison Verte

Mclaughlin College (Tatham Hall Residence): Law, Politics & Public Policy

New College: Global House

Stong College: Health and Wellness

Writing and Communication

Vanier College: The Humanities, History, Philosophy, Economics and Social Justice

Winters College: Music and Sound