

## NOTICE OF MEETING

77<sup>th</sup> Meeting of Faculty Council  
Thursday April 11, 2019

3:00 pm – 5:00 pm, Dr. Robert Everett Senate Chamber, N940 Ross

### Agenda

1. Call to Order and Approval of the Agenda
2. Chair's Remarks
3. Minutes of the **March 14, 2019** meeting.....2
4. Business Arising from the Minutes
5. Item for Information: Proposed Establishment of the Faculty of Environment.....7
6. Item for Information: Full-time Faculty Complement Renewal Provostial Paper
7. Reports of Standing Committees of Council
  - Executive.....8
    - Item for information: Final Position Profile for the Decanal Search
    - Item for Information: Request for Nominations: LA&PS Full-Time Faculty Representatives on Standing Committees of Council
    - Item for Information: Request for Nominations: LA&PS Full-Time Faculty Representatives on Senate
    - Item for Information: Request for Nominations: LA&PS Full-Time Faculty Representative on Senate: Executive
    - Item for Action: Graduate Representation on Faculty Council
    - Item for Action: Creation of Task Force on Integrating Graduate Studies into Standing Committee Structure
  - Curriculum, Curricular Policy and Standards.....25
    - Consent Agenda
    - Item for Action: Minor Change to Existing Degree/Program: Department of Anthropology, Certificate in Culture, Health and Medicine
8. Other Business

2018- 2019 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross.

May 9, 2019  
June 13, 2019

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

Senate Chamber  
Minutes of the 76<sup>h</sup> Meeting of Council  
March 14, 2019

T. Abdullah, M. Adriaen, L. Amello, P. Avery, M. Belore, M. Brennan, L. Cho, R. Coombe, N. Couto, A. Davis, K. Doyle, C. Dumont, J. Edmondson, C. Ehrlich, S. Ehrlich, P. Evans, I. Ferrara, A. Glasbeek, S. Gururani, M. Harper, R. Iannacito-Provenzano, P. Idahosa, A. Jamaa, A. Kochar, A. Kulak, B. Lawrence, A. MacLennan, C. Marjollet, K. Mastek, JJ. McMurtry (Interim Dean), K. Michasiw, E. Miller, C. Mounts, D. Mutimer, R. Myers, K. O'Regan, P. Phillips, M. Poon, A. Redding, L. Sanders, J. Simeon, J. Simoulidis, A. Solis, C. Steele, T. Taylor, K. Thomson, B. Spotton Visano, A. Weiss, E. Winslow, M. Wong, D. Woody

### **1. Call to Order and Approval of Agenda**

The meeting was called to order.

The Chair requested the motion for the agenda be approved.

The motion was seconded and carried.

### **2. Chair's Remarks**

The Chair welcomed members.

He noted that the Interim Dean would give a budget update to Council, Executive would present an Item for Action regarding membership on Standing Committees, and CCPS would present proposals for minor changes to three existing programs.

He noted that there was no request to move items off the consent agenda, and these are deemed approved.

### **3. Minutes of the February 14, 2019 Meeting**

It was moved, seconded, and carried to approve the minutes of the February 14, 2019 meeting.

### **4. Business Arising from the Minutes**

There was none.

### **5. Dean's Report to Council**

The Chair called on Interim Dean JJ McMurtry to report to Council.

The Interim Dean noted that he would follow up on some of the budget issues raised in February's meeting of Faculty Council, and use his time as an open space for questions and dialogue.

He added that he would have a final report on the budget in May.

He said that the President and Provost have approved 50% coverage of the tuition credit opportunity, which means that things are looking slightly brighter than they were when he reported on the budget in February.

He noted that whatever surplus is available would be put towards fulfilling the following three commitments:

1. continuing complement renewal strategies
2. completing deferred maintenance projects
3. investing in student retention and recruitment

The Interim Dean spoke to budget and enrollment issues as outlined in the slides attached.

Members expressed the following recommendations, concerns, and questions:

- How can more early offers of acceptance be extended without diminishing academic standards?
- What will be done to support international students, many of whom require remedial support?
- Has the funding for ESL supports increased in line with the increase in international student?
- Make certain courses, such as Modes of Reasoning, mandatory because it serves as an early warning system to

recognize students in need, and it offers a good foundation for critical thinking and analysis.

- In the process of creating academic supports avoid stereotypical assumptions about the strengths, needs, and identities of international and domestic students.
- In addition to the ongoing focus group on international students it would be useful to conduct a survey to gauge the needs of international students.

The Interim Dean noted that while President Lenton worked on a longer term plan for developing the Markham campus, LA&PS is negotiating a small space in IBM that would accommodate ADMS graduate programs, with the aim of having classroom space available by September 2019.

A member noted that the Provost released a complement planning document and wondered to what ends this document would be used.

The member added that this complement planning is focused on numbers and hoped that there would be some discussion about how it would map onto academic priorities and objectives.

The Interim Dean said that the deadline for consultation on this document is April 5<sup>th</sup>. He added that under SHARP the Faculty can choose to argue for a certain number of hires in particular areas.

The Chair noted that the consultation deadline of April 5<sup>th</sup> makes it difficult to give a coordinated response to the document. He said he would ask the Provost for an extension to the deadline to allow for a fulsome discussion in the next Council meeting.

A member noted that the recent enrollment numbers are a reminder that what is essential is retaining the students that come to LA&PS. She argued that the Faculty should reinvest in the staffing and resources necessary to rebuild the foundation courses that were so vital to student retention in the past.

## **6. Reports of Standing Committees of Council**

### **a) Executive Committee**

The Chair noted that the Executive committee put forward a motion to amend the rules of eligibility for membership on the Tenure and Promotions Committee and the Committee on Student Academic Petitions and Appeals to allow for up to two members from the same unit, one of whom typically would be a pre-tenure faculty member.

He noted that the hope was that this would ensure that vacancies are filled and encourage broader participation, especially among new Faculty.

He said the Standing Committees must include at least one representative from each of the three sections of LA&PS. He added that the other rule is that only one member from each unit can be on a Committee.

The Chair said that given the challenges of filling all the vacancies, Executive proposes allowing for up to two members from the same unit on the Tenure and Promotions Committee, which has the capacity for fifteen members, and the Committee on Student Academic Petitions, which calls for sixteen members.

A member said that they were sympathetic to the rationale of the motion, but noted that pre-tenure colleagues are already feeling significant pressure to perform.

A member asked how to operationalize the stipulation that “typically” one of the two Committee members from the same unit be “pre-tenure.”

A member said that this phrasing might put more of a burden on pre-tenure faculty to serve on Committees

A member moved to amend the motion to read: “Be it resolved that the Faculty of Liberal Arts and Professional Studies take the decision to amend the rules of eligibility for membership on the Tenure and Promotions Committee and the Committee on Student Academic Petitions and Appeals to allow for up to two members from the same unit.”

The Chair noted that he would take that as a friendly amendment.

The amended motion was seconded and carried unanimously.

The Chair drew attention to the low number of nominations for Standing Committees thus far and urged colleagues to nominate themselves and others.

**b) Curriculum, Curricular Policy and Standards**

The Chair called on John Simoulidis who was filling in for the Chair of CCPS to present CCPS items for Action.

Item for Action: Minor Change to Existing Degree/Program: ADMS – Bachelor of Commerce (BCom)

The motion was moved, seconded, and carried.

Item for Action: Minor Change to Existing Degree/Program: ADMS Bachelor of Commerce, Management Science Stream (BCom)

The motion was moved, seconded, and carried.

Item for Action: Minor Change to Existing Degree/Program: ADMS – Professional Certificate in Logistics

The motion was moved, seconded, and carried.

**7. Other Business for Which Due Notice Has Been Given**

There was none.

**8. Adjournment**

It was moved, seconded, and passed to adjourn.

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Markus Reisenleitner, Chair of Council

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Colin McMahan, Secretary of Council

**All Apps, Offers and Acceptances  
Applications**

| Student type             | Fall 2019<br>at Mar 13 | Fall 2018<br>at Mar 13 | Year over<br>Year<br>Change-<br>Count | Year over<br>year<br>Change % |
|--------------------------|------------------------|------------------------|---------------------------------------|-------------------------------|
| <b>All</b>               | 29,683                 | 30,633                 | -925                                  | -3.02%                        |
| <b>101 Domestic</b>      | 13,361                 | 14,751                 | -1,390                                | -9.42%                        |
| <b>101 International</b> | 4,802                  | 3,959                  | 843                                   | 21.29%                        |
| <b>105 Domestic</b>      | 4,799                  | 5,055                  | -256                                  | -5.06%                        |
| <b>105 International</b> | 6,721                  | 6,843                  | -122                                  | -1.78%                        |

**Offers**

| Student type             | Fall 2019<br>at Mar 13 | Fall 2018<br>at Mar 13 | Year over<br>Year<br>Change-<br>Count | Year over<br>year<br>Change % |
|--------------------------|------------------------|------------------------|---------------------------------------|-------------------------------|
| <b>All</b>               | 13,356                 | 12,218                 | 1,138                                 | 9.31%                         |
| <b>101 Domestic</b>      | 8,360                  | 8,465                  | -105                                  | -1.24%                        |
| <b>101 International</b> | 516                    | 300                    | 216                                   | 72.00%                        |
| <b>105 Domestic</b>      | 1,272                  | 1,001                  | 271                                   | 27.07%                        |
| <b>105 International</b> | 3,208                  | 2,452                  | 756                                   | 30.83%                        |

**Acceptances**

| Student type             | Fall 2019<br>at Mar 13 | Fall 2018<br>at Mar 13 | Year over<br>Year<br>Change-<br>Count | Year over<br>year<br>Change % |
|--------------------------|------------------------|------------------------|---------------------------------------|-------------------------------|
| <b>All</b>               | 630                    | 602                    | 28                                    | 4.65%                         |
| <b>101 Domestic</b>      | 153                    | 198                    | -45                                   | -22.73%                       |
| <b>101 International</b> | 18                     | 8                      | 10                                    | 125.00%                       |
| <b>105 Domestic</b>      | 142                    | 128                    | 14                                    | 10.94%                        |
| <b>105 International</b> | 317                    | 268                    | 49                                    | 18.28%                        |

**Total Applications - Fall 2019 at March 13th, 2019**

| Subject1                              | Subject Desc | Change from LY-Application - Current Date |          |          |          |           | Total |
|---------------------------------------|--------------|---|----------|----------|----------|-----------|-------|
|                                       |              | Choice 1                                  | Choice 2 | Choice 3 | Choice 4 | Choice 5+ |       |
| Anthropology                          |              |   | -11      | 8        | -1       | -3        | -7    |
| Business Economics                    |              | 11  | 19       | 12       | 45       | 119       | 206   |
| Business and Society                  |              | -49                                       | -94      | -78      | -73      | -129      | -423  |
| Children, Childhood and Youth         |              | -1  | 7        | 19       | 22       | 48        | 95    |
| Classical Studies                     |              |   | 2        | 1        | 2        |           | 5     |
| Classics                              |              | 1   |          | -1       | -2       | -2        | -4    |
| Cognitive Science                     |              | -19                                       |          | -23      | -5       | 4         | -43   |
| Commerce                              |              | -143                                      | -174     | 11       | -28      | 297       | -37   |
| Communication Studies                 |              | -10                                       | -8       | 14       | -10      | 1         | -13   |
| Criminology                           |              | -85                                       | -35      | -23      | 4        | 57        | -82   |
| Culture and Expression                |              | -2  | -6       | 2        | 4        | -3        | -5    |
| Disaster and Emergency Management     |              |   | 2        | -3       | 6        | -1        | 4     |
| East Asian Studies                    |              | 4   | 4        | -2       | 2        | -3        | 5     |
| Economics                             |              | -32                                       | -55      | 66       | -11      | 165       | 133   |
| English                               |              | -37                                       | -1       | -21      | -11      | -3        | -73   |
| English and Professional Writing      |              | 7   | 10       | -23      | -12      | 8         | -10   |
| Financial and Business Economics      |              | -7  | 14       | 42       | -19      | 124       | 154   |
| French Studies                        |              | 2   | 2        |          | 2        | 4         | 10    |
| Gender and Women's Studies            |              | -10                                       | 3        | -6       | 1        | 3         | -9    |
| Geography                             |              | -7  | -13      | -24      | -21      | -22       | -87   |
| Geography and Urban Studies           |              | 12  | 23       | 23       | 11       | 29        | 98    |
| German Studies                        |              |   |          |          |          | 1         | 1     |
| Global Political Studies              |              | -13                                       | -9       | -22      | 9        | -4        | -39   |
| Health and Society                    |              | -5  | -7       | -26      | -8       | 11        | -35   |
| Hellenic Studies                      |              | 1   | 1        | -2       | 1        |           | 1     |
| History                               |              | 2   | -3       | -21      | 2        | 12        | -8    |
| Human Resources Management            |              | -16                                       | -44      | -57      | -14      | 61        | -70   |
| Human Rights and Equity Studies       |              | -2  | -26      | -13      | -6       | 14        | -33   |
| Humanities                            |              | 2   | -8       | -7       | 5        | 28        | 20    |
| Indigenous Studies                    |              | 7   | 10       | 1        |          | 1         | 19    |
| Individualized Studies                |              | -1  | 1        | 1        |          | 1         | 2     |
| Information Technology                |              | -11                                       | -4       | -41      | 5        | 20        | -31   |
| Interdisciplinary Social Science      |              | 4   | -1       | 10       | -7       | 6         | 12    |
| International Development Studies     |              | 4   | -40      | -2       | 10       | 11        | -17   |
| Italian Studies                       |              | -4  | 1        |          | 1        |           | -2    |
| Jewish Studies                        |              |   | 1        | -1       |          | -2        | -2    |
| Law and Society                       |              | -72                                       | -29      | -40      | 7        | -4        | -138  |
| Linguistics                           |              | 4   | -4       | -4       | -4       | 1         | -7    |
| Philosophy                            |              | 4   |          | -10      | 3        | -9        | -12   |
| Political Science                     |              | -43                                       | -12      | -40      | -14      | -20       | -129  |
| Portuguese and Luso-Brazilian Studies |              | 1   | 1        |          |          |           | 2     |
| Professional Writing                  |              | 2   | 3        | -2       | -7       | 4         | 0     |
| Public Administration                 |              | -8  | -5       | -3       | -7       | -1        | -24   |
| Religious Studies                     |              | -3  | -6       | 9        | 2        | 3         | 5     |
| Sexuality Studies                     |              |   |          | 6        | -2       | 1         | 5     |
| Social Work                           |              | -177                                      | -92      | -59      | -4       | 5         | -327  |
| Sociology                             |              | -19                                       | -14      | -5       | -14      | 44        | -8    |
| Spanish                               |              | 1   |          | 1        | 1        | -3        | 0     |
| Undecided Major                       |              | 17  | -48      | 22       | -7       | 12        | -4    |
| Urban Studies                         |              |   | -7       | -21      | 3        | 3         | -22   |
| Work and Labour Studies               |              | -2  | -7       | -2       | -7       | -1        | -19   |
| {To Be Announced}                     |              | 16  | 2        |          |          |           | 18    |
|                                       |              | -676                                      | -657     | -334     | -146     | 888       | -925  |

**VISION** To be an international leader of critical and innovative environmental, geographic and social knowledges and skills in pursuit of sustainability, justice, and reconciliation.

**MISSION** Advancing scholarly understanding and scientific research of natural, built, and social spaces

Engaging interdisciplinary perspectives and techniques that span the biophysical sciences, social sciences, and the arts.

Inspire and prepare students for careers and engaged citizenship through experiential education, critical thinking, hands-on research, and leadership skills

Mobilizing knowledge through action-oriented collaborations with change-makers, communities, and institutions

Informing and facilitating dialogues and strategies to globally and locally address mounting degradation, inequalities, and injustices

**THEMES**



**SOCIAL JUSTICE**

Focused on unequal distribution of power, opportunities, mobilities, resources in society, and on ecological injustice.



**URBAN ISSUES**

Focused on social, ecological, spatial, and design dynamics of cities, suburbs, and urbanization trends.



**ENVIRONMENTAL CHANGE**

Focused on earth systems, biophysical processes, and human impacts on the natural world.

**APPROACHES**

← **INTERDISCIPLINARITY | PRAXIS | GLOBAL | COLLABORATIVE** →

# Position Profile

Dean, Faculty of Liberal Arts &  
Professional Studies



March 2019

# The Organization

Established in 1959 and now the third-largest university in Canada, York University enjoys an international reputation as an engaged institution committed to providing a broad demographic of students with access to a high-quality, research-intensive university. As such it represents a unique space in higher education, linking together access, connectedness, excellence, and impact. York University champions new ways of thinking that drive teaching and research excellence. Through cross-disciplinary programming, innovative course design, and diverse experiential education opportunities, York builds the foundations for meaningful and sometimes unexpected careers.

Known for its dedication to social justice, York is a comprehensive university with 11 Faculties and Schools, 25 research centres, and 280 global partnerships; it has several campuses in the Greater Toronto Area and internationally. With a community of 55,000 students, over 6,000 faculty, librarians and staff, and more than 300,000 alumni, York is proud to be one of the most diverse universities in Canada.

York's vision and priorities, set out in the University's *Strategic Priorities* ([yorku.ca/strategicpriorities](http://yorku.ca/strategicpriorities)) and *Academic Plan 2015-2020* ([yorku.ca/UAP.pdf](http://yorku.ca/UAP.pdf)), are shaped by values as a progressive, inclusive, equitable, and sustainable community. York offers students the education they need to create big ideas that make an impact on the world: the University's students and graduates push limits, achieve goals, and find solutions to the world's most pressing social challenges, empowered by a strong community that opens minds.

***Unique and Exceptional Programs:*** York's strength has always been exceptional programs, distinguished by their quality and global perspective: the University currently offers more than 200 from which to choose. York is home to many of Canada's top-ranked programs, including the only Space Engineering program in the country, a new Global Health program, and a cross-disciplinary Digital Media program that integrates science, technology, communications, and the visual, performing, and media arts. The University's professional schools are consistently ranked among the best in the world. Employers know that a York degree is a promise of essential skills and deep knowledge: 87% of graduates are hired within six months of graduation.

***Teaching and Learning Innovation:*** York pushes the boundaries of teaching with innovative course design, progressive learning settings, and diverse work-based and community-based experiential learning opportunities. This broader learning delivered through cross-disciplinary programming and blended degrees opens the doors to a wide range of opportunities upon graduation. 94% of York's professors have the highest education qualifications in their fields, and many are recognized locally and nationally for championing learning approaches that engage and inspire students.

***Research Excellence:*** Home to one of the most dynamic research communities in the world, York is changing the way people think about everything from bees to microsatellites, bullying, and human migration. York's 25 organized research centres, 39 Canada Research Chairs, and 24 Distinguished Research Professors are leading innovations and making breakthroughs across a multitude of fields. At York, path-breaking research extends across traditional academic boundaries; York's collaborative approach brings fresh insights and solutions to both local and global challenges. Guided by the University's *Strategic Research Plan* ([yorku.ca/SRP.pdf](http://yorku.ca/SRP.pdf)), research at York is research with impact.

**Faculties and Schools:** York offers more than 5,000 courses through the following Faculties and Schools:

- School of the Arts, Media, Performance & Design
- Faculty of Education
- Faculty of Environmental Studies
- Glendon (bilingual federated campus)
- Faculty of Graduate Studies
- Faculty of Health
- Lassonde School of Engineering
- Faculty of Liberal Arts & Professional Studies
- Osgoode Hall Law School
- Schulich School of Business
- Faculty of Science.

The University also offers non-credit and professional development programming through the School of Continuing Studies.

**Multiple Campuses:** York's main campuses are located in the heart of the Greater Toronto Area, Canada's largest metropolis. They include:

- the Keele Campus, spanning 457 acres at 4700 Keele Street - home to five libraries, 92 buildings, athletic facilities, theatres, galleries, residences, a shopping mall, and a variety of green spaces
- the fully bilingual Glendon campus, located in a park-like setting at 2275 Bayview Avenue - home to Southern Ontario's Centre of Excellence for French-language and Bilingual Postsecondary Education; Glendon serves 2,700 students who study at least two languages, with almost 30% of the campus population studying three or more.

York also operates the Schulich Executive Education Centre at 222 Bay Street, and Osgoode Professional Development (OsgoodePD) at 1 Dundas Street West. In addition, York has an MBA campus in Hyderabad, India and an EcoCampus in Las Nubes, Costa Rica.

**York University Libraries:** York University's libraries include the Leslie Frost Library at Glendon campus, the Steacie Science and Engineering Library, the W.P. Scott Library, and the Peter F. Bronfman Business Library. In addition, the Osgoode Hall Law School houses the largest law library in the Commonwealth and works closely with York University Libraries. While not affiliated with York University Libraries, the Archives of Ontario relocated to York University's Keele campus in 2009.

**A Welcoming Environment for Students:** York is committed to seeing students thrive and succeed academically, socially, and personally. To its students - with roots representing over 178 countries - York offers a welcoming, inclusive, and supportive learning environment. From its first-year transition program to peer and alumni mentoring and approachable professors, the entire York community is geared towards ensuring students are supported both before and after graduation.

**A Supportive Workplace:** A dynamic, ever-changing environment, York works to create and maintain an inclusive, engaged, supportive workplace for its team. People who work at York are united in their dedication to York's mission: the pursuit, preservation, and dissemination of knowledge. Members of the York community share a commitment to academic freedom, social justice, accessible education, and collegial self-governance.

***Commitment to Diversity and Inclusion:*** York's campuses are alive with the vibrancy of Canada's largest and most exciting city. The University's community reflects all dimensions of diversity that are protected under the Human Rights Code. Many York students are the first in their families to attend university, and many are studying full-time or part-time while also supporting families of their own. York promotes and builds a respectful, equitable, diverse, and inclusive university community, and strives to be a leader in providing accessible, impartial, non-adversarial, and confidential programs and services that uphold human rights, facilitate equitable access to opportunities, and champion diversity and inclusion.

***The Indigenous Framework for York University: A Guide to Action:*** York University has an *Indigenous Framework* ([yorku.ca/Indigenous-Framework.pdf](http://yorku.ca/Indigenous-Framework.pdf)) that sets out ten guiding principles to advance Indigeneity at the University, and helps to answer calls for action as outlined in the Truth and Reconciliation Commission of Canada report.

***York International Students:*** York has attracted a community of 6,000 international students. The University provides services and programs designed to ease the transition to life in Canada and at York, to help students succeed academically, and to prepare for graduation and beyond. York International provides assistance with employment and immigration matters, and offers programs to connect international and domestic students. A multilingual and multicultural team of senior international students leads a series of pre-arrival online workshops throughout the summer. The International Student and Scholar Services Team supports international student retention and success by offering expert non-academic programs and services and by fostering a dynamic global community.

***Community Engagement:*** Three key engagement units at York are Experiential Education, the York University-TD Community Engagement Centre, and the Knowledge Mobilization Unit:

- Experiential Education is the application of theory to a concrete experience, either within the classroom or within the community, which advances the learning outcomes of a course or program and requires students to reflect upon their learning.
- The York University-TD Community Engagement Centre is a community engagement hub in the Jane Finch Mall. The Centre facilitates mutually beneficial collaborations between the University and the Black Creek community.
- The Knowledge Mobilization Unit supports the two-way engagement of York researchers and students with community partners. Under the auspices of the Vice-President Research & Innovation and partnered with United Way Greater Toronto, the KMB Unit supports knowledge brokering to develop research collaborations, builds capacity for knowledge mobilization through a series of workshops, and supports knowledge mobilization in grant applications.

***Sustainability:*** York's *Sustainability Strategy* ([yorku.ca/Sustainability-Strategy.pdf](http://yorku.ca/Sustainability-Strategy.pdf)) underscores the University's steadfast commitment to sustainability as an embedded value. It focuses on fostering a culture of sustainability across the community that is informed by its strengths in sustainability research, and that seeks to create new green spaces on York's campuses and build on successes in waste diversion, carbon reduction, and sustainable procurement and operations. York's Sustainability Leadership Awards program recognizes students, faculty, and staff who are contributing to making York a leading university in sustainability.

(For more information, please see [www.yorku.ca](http://www.yorku.ca)).

# The Faculty of Liberal Arts & Professional Studies

## Mission

- The Faculty of Liberal Arts & Professional Studies (LA&PS) brings together internationally recognized research, a devotion to effective teaching, and a commitment to diversity, equity, and social justice.
- The range, global sensitivity, and intensity of the Faculty's disciplinary and interdisciplinary degree programs are mirrored by the diversity and engagement of its professors and students.
- The Faculty is dedicated to furthering its already strong research and service cultures and ensuring that all its many researchers bring their scholarship into the classroom and out into the community.
- The Faculty is particularly sensitive to the aspirations of its constituent communities and the challenges those communities face.
- To sustain and renew the ideals and practices of the modern university, the Faculty draws upon its own vibrant tradition of self-examination and reflection.
- Committed to providing access to qualified student applicants, including non-traditional and international students, the Faculty of Liberal Arts & Professional Studies melds access and excellence.

## Past and Present

Launched in 2009, LA&PS is a landmark in York's academic history, bringing together the strengths of two of the University's former Faculties: the Faculty of Arts and the Atkinson Faculty of Liberal & Professional Studies.

York University's largest Faculty, LA&PS is home to a rich diversity of programs in the social sciences, humanities, and professional fields, led by award-winning faculty whose research has global impact. The Faculty is characterized by high-quality academic programming, interdisciplinary approaches, cutting-edge research, outstanding teaching and learning, experiential and technology-enhanced learning, and community outreach. Central to the Faculty are commitments to these values: social justice, accessibility, equity, diversity and inclusion, Indigenization, internationalization, collegial governance, and academic freedom.

With over 23,000 undergraduate and graduate students, over 1,500 full-time and contract faculty and staff, and 21 academic departments and schools ([yorku.ca/laps/schools](http://yorku.ca/laps/schools)), LA&PS is the largest liberal arts faculty in Canada. The Faculty includes two of York University's five Trudeau Fellows, eight of the University's 24 Distinguished Research Professors, and about half of the University's approximately 80 Fellows of the Royal Society of Canada.

The Faculty's programs are affiliated with the University's Colleges, which provide supports for student life through smaller community environments. LA&PS has 40 graduate programs and close to 90 undergraduate degree and certificate programs. The Faculty gives students the advantage of global experience, including participating in academic partnerships that span more than 40 countries, and

choosing from a wide array of Summer Abroad courses. LA&PS also offers opportunities for undergraduate students to engage in research projects supervised by faculty members.

QS World University Rankings by subject in 2018 put LA&PS programs in the top five in Canada in Communication and Media studies, Development studies, Anthropology, Law and Legal studies, Politics and Business Management studies, History, English and Literature studies, and Geography - as well as among the top ten in Canada for Accounting and Finance, Economics, Modern Languages, Philosophy, and Sociology.

The Faculty's Strategic Plan, *Making Choices for Our Future (2010-2020)* ([yorku/LAPS Strategic Plan](#)), established the following five goals:

1. A fully engaged student body committed to its own education
2. A renewed faculty complement dedicated to teaching, research, and university citizenship
3. Diverse, innovative, adaptive, disciplinary and interdisciplinary programs serving equally individual students and the greater community while fostering new knowledge
4. Strong, flexible, mutually supportive ties with local and global communities
5. A just, appropriate, and transparent distribution of resources to enable these strategic priorities.

Building upon the foundations and achievements of the current Strategic Plan, the next Dean of the Faculty of Liberal Arts & Professional Studies will have the opportunity to consult with the LA&PS community to develop the Faculty's next strategic plan.

# Key Relationships and Contacts

|             |  |
|-------------|--|
| Title:      | Dean, Faculty of Liberal Arts & Professional Studies |
| Term:       | The appointment is for a five-year term              |
| Reports to: | Provost & Vice-President Academic                    |
| Location:   | Keele Campus, Toronto, Ontario                       |

## The Role

Reporting to the Provost & Vice-President Academic, the Dean is the Faculty's chief academic and administrative officer, leading the Faculty in fulfilling its academic mission and its commitment to teaching and learning, research, and service. The Dean is also responsible for the Faculty's general administration, management of the budget of approximately \$240 million (in accordance with the University's Shared Accountability and Resource Planning [SHARP] budget model), and future development.

The Dean is an important member of York's senior leadership team, contributing to the future direction of the University and to the achievement of the institution's shared objectives, as articulated in York's major planning documents (including the *University Academic Plan*, *Strategic Research Plan*, and *Strategic Mandate Agreement, 2017-2020* ([yorku.ca/SMA-2-2017-2020.pdf](http://yorku.ca/SMA-2-2017-2020.pdf))). These objectives include fostering a strong research culture and research intensification; attracting and retaining outstanding faculty, staff, and students; promoting high-quality teaching and learning and an outstanding student experience; developing and offering innovative, distinctive, and relevant undergraduate and graduate programs; promoting collegial self-governance; and broadening and deepening the University's engagement with local, national, and international communities.

The position of Dean requires intellectual leadership, organizational creativity, and the ability to engage with all constituencies of the University. The Dean will play a crucial role in the shared academic leadership and governance of York University. York University, along with the entire post-secondary system in Ontario, is challenged to provide a high-quality educational experience within the context of constrained funding and rapid technological change. The Dean must provide leadership in this environment.

The position of Dean requires the Dean to develop a deep understanding of the breadth and diversity of the entire Faculty of Liberal Arts & Professional Studies - a Faculty into which two faculties were amalgamated ten years ago. Each school or department within the Faculty has its own particular context, challenges, and opportunities. The position of Dean requires a leader who appreciates and can advocate for the Faculty's full range of programs, and who aspires to grow the reputation of LA&PS - locally, nationally, and internationally. The Dean will lead the Faculty into the next phase of planning and development, building on strengths and advancing new directions.

# Responsibilities

## *Leadership*

- Provide strong, collegial, proactive, and progressive leadership to the Faculty, anticipating and taking into account financial, policy, and other contexts
- Lead (through inclusive, transparent, consultative, and accountable processes) in developing and achieving priorities and plans to support a clear and positive vision for the Faculty, in which all members of the community feel valued and respected
- Recruit, retain, and engage outstanding faculty, staff, and students
- Foster an appreciation of York's commitment to equity, diversity, and inclusion, and champion initiatives to promote access for, effectively serve, and enrich the experience of the diverse Faculty community
- Support, build on, and effectively represent the strengths of the Faculty's diverse population of faculty, staff, and students, both individually and collectively.

## *Academic Administration and General Management*

- Lead in strategic enrolment management, developing undergraduate and graduate enrolment plans (in collaboration with the Provost & Vice-President Academic; Vice-Provost Academic; Dean & Associate Vice-President, Graduate Studies; and other senior planners) as well as recruitment, admissions, and retention initiatives
- Develop and promote the implementation of hiring priorities and plans consistent with Faculty and institutional priorities and directions
- Effectively manage a balanced operating budget, including overseeing financial planning, resource allocation in accordance with academic priorities, and physical and technical infrastructure.

## *Teaching, Learning, and Student Success*

- Develop and implement initiatives to increase tenure-track appointments and to gradually increase the share of Faculty teaching done by full-time, tenure-track faculty
- Develop and implement initiatives to attract outstanding students to the Faculty and to support their transition and success, including their development as engaged and contributing citizens of their communities, both local and global
- Actively promote teaching quality and encourage the continuing assessment and enhancement of academic programs in order to ensure their academic quality; their responsiveness to the evolution of the discipline(s) and to student interests; and the effectiveness of their delivery to students (e.g., ensuring the effectiveness of experiential education and technology-enhanced learning)
- Promote an appreciation of the diversity of the Faculty's student population (including its part-time and adult learners) and the resulting responsibility to provide a range of learning opportunities to support student success, including accessibility, flexibility of program offerings, and increased opportunities for funding

- Encourage the thoughtful and consultative development and implementation of strategies to expand online learning and to support the integration of experiential education opportunities into students' learning.

### *Faculty and Staff Relations*

- Establish strategies to enhance the Faculty's ability to compete in the recruitment and retention of outstanding faculty and staff
- Understand, respect, and provide effective leadership in a unionized environment
- Promote an environment of collegial openness, engagement, and equity in the Faculty, addressing personnel issues in an accessible and fair manner, and adopting effective, transparent, and collegial processes consistent, as appropriate, with relevant collective agreements
- Pursue opportunities to create more tenure-track positions, while promoting the inclusion of, and respect for, contract faculty, their concerns, and their contributions to their units and the Faculty.

### *Research and Scholarship*

- Support research as a core activity of the Faculty and its members
- Recognize and support the importance of graduate education to the Faculty, including opportunities for graduate students' engagement in research
- Ensure that faculty have adequate supports to accommodate research intensification
- Promote excellence and integrity in research
- Facilitate, support, and advocate for the diverse range of research represented in faculty and student work
- Promote and enhance the Faculty's research activity and profile; initiate strategies for support of research dissemination along with opportunities for the Faculty to lead and contribute to understanding and addressing key "real world" issues
- Explore and support initiatives to increase research funding, working with the Vice-President Research & Innovation
- Promote the integration of research and teaching, including opportunities for undergraduate and graduate students to engage in research and discovery.

### *Relationships within the University*

- Effectively represent and advocate on behalf of the Faculty and its members in institutional bodies
- Advocate on behalf of the Faculty and support its needs and priorities for tenure-track appointments, curricular innovations, and centrally allocated funds (in alignment with the institutional budget model)
- Seek opportunities for new and beneficial collaborations within York.

### ***Relationships outside the University***

- Promote and raise the Faculty's profile outside York University, including with government, media, and the public
- Seek opportunities for community outreach and new and beneficial collaborations and partnerships beyond York (locally, nationally, and internationally), consistent with institutional autonomy and public trust
- In collaboration with the Vice-President Advancement, foster network building, contribute to coordination and enhancement of York's external profile, and participate in fundraising in support of research, student support, capital projects, and other initiatives
- Foster fundraising among the Faculty's alumni, and promote ongoing alumni engagement.

### ***Indigenization***

- Foster the principles articulated in *The Indigenous Framework for York University: A Guide to Action*, including:
  - Increasing the number of Indigenous faculty
  - Enhancing the recruitment and academic success of Indigenous students
  - Expanding Indigenous programming and curricular offerings exploring Indigenous life, cultures, and traditions
  - Facilitating research that is relevant to Indigenous life and respects Indigenous approaches to knowledge and learning
  - Engaging with Indigenous communities within and beyond the University
  - Developing and expanding educational opportunities for Indigenous communities.

### ***Internationalization***

- Encourage the enhancement of international engagement and opportunities for international experiences for faculty and students across the Faculty
- Explore opportunities to increase the number and diversity of international students in the Faculty
- Working in collaboration with other relevant offices on campus, demonstrate leadership in developing and implementing a long-term plan for recruiting and supporting international students through their careers at York
- Lead in the identification and provision of supports appropriate to the needs of international students, including orientation, advising, funding, campus employment, and ESL support
- Pursue international opportunities for collaboration and partnerships in support of the Faculty's teaching and research objectives
- Contribute to the advancement of York's global profile and standing.

# The Candidate

*The following profile describes the ideal candidate; it is expected that candidates will have some but not all of the qualifications, experience, and competencies outlined below.*

## Education and Qualifications

The next Dean of the Faculty of Liberal Arts & Professional Studies (LA&PS) will have a PhD or equivalent, ideally in an area encompassed by LA&PS, and academic qualifications (in teaching and research) appropriate to the scope of this role.

## Experience, Ability, and Commitment

The next Dean of the Faculty of Liberal Arts & Professional Studies (LA&PS) will possess academic and administrative leadership experience, ability, and commitment, including:

- A strong track record of academic and scholarly accomplishment, an understanding of and commitment to research as a core activity of faculty members, and the ability to advocate for the scholarly enterprise
- A strong commitment to the importance of teaching as a core activity of faculty members, and to promoting quality and innovation in teaching
- The capacity for and relevant experience in academic leadership, ideally in a large, diverse, and complex institution
- An understanding of the broader context for higher education in Ontario and beyond, as well as familiarity with the challenges facing Ontario's universities in this environment (i.e., financial constraints, government directives around differentiation and accountability, declining demand and increasing competition, and the casualization of the faculty complement resulting from increased reliance on contract faculty)
- The disposition and capacity to find opportunities in challenges, and to foster creative strategies and initiatives to address them
- A demonstrated record of visionary, collegial, and decisive leadership, with proven experience in strategic planning and implementation
- Proven ability to inspire respect and trust, and to promote engagement with the various communities and constituencies both within and outside the Faculty
- Understanding of, and commitment to, the goal of recruiting, hiring, supporting, and retaining diverse faculty to better reflect the composition of the student body, and diversifying the curriculum
- The ability to provide effective administrative leadership, including management of human resources and budgets (including an understanding of the budgetary impact of enrolments, class sizes, teaching formats, etc.), and application of university policies and procedures, towards the articulation and achievement of strategic objectives in a complex and dynamic environment
- Understanding of and comfort with what it means to work in a unionized environment

- Ability and willingness to successfully advocate on behalf of academic units within a Faculty, along with a commitment to working successfully with a range of disciplines across the liberal arts and professional studies (promoting intersections and synergies across disciplines), and an appreciation of the importance of interdisciplinary research and teaching units
- A deep commitment to the importance of the student experience
- A track record of experience and engagement with graduate and undergraduate students and their programs of study
- The ability and motivation to develop initiatives to enhance student recruitment, integration, learning, and retention
- Experience and/or capacity and willingness to foster and build relationships with external communities, professional organizations, governments, etc.
- Experience and/or capacity and willingness to raise funds on behalf of the Faculty
- A track record of championing equity, diversity, and inclusion, identifying and addressing systemic barriers, and fostering a supportive and respectful environment
- Commitment to academic freedom.

## Leadership Competencies and Personal Characteristics

- *Strategic*: Able to anticipate and develop strategies to achieve desired outcomes; questions the status quo and fosters new ways of thinking
- *Innovative and Transformative*: Is an original thinker who develops creative solutions and inspires and motivates others to create valuable and positive change
- *Analytical*: Demonstrates good judgment to assess risks and choose best course of action based on available data; applies analytical thinking, intuition, and past experience to understand and work through complex, multi-faceted issues and environments; quickly processes data to prioritize and make good choices in uncertain/changing situations; is able to identify problems and see causal relationships, underlying issues, interdependencies, and patterns
- *Committed to Equity, Diversity, and Inclusion*: Demonstrates commitment to equity, diversity and inclusion, as well as sensitivity and openness to diverse views
- *Able to Plan and Implement*: Able to break down complex needs into manageable project steps; able to manage multiple competing priorities; able to engage others in working to achieve strategic goals
- *Open, Consultative, and Influential*: Able to engage with a range of audiences and build positive relationships at all levels internally and externally by listening and fostering trust and collaboration; solicits input and makes timely decisions; collaborates effectively across a large, complex organization
- *Effective Listener and Communicator*: Communicates clearly and deftly, verbally and in writing
- *Accessible and Transparent*: Encourages and is open to hearing a range of perspectives and opinions
- *Emotionally Intelligent*: Uses EQ to adapt and relate well to others; is self-aware, self-controlled, and calm under pressure or when faced with rapid change and stressful situations; fosters a commitment to valuing people

- *Authentic, Consistent, Diplomatic, and Fair:* Operates with integrity, maintaining confidentiality as required and transparency as appropriate; earns the respect of colleagues
- *Politically Astute:* Uses interpersonal and problem-solving skills to establish common ground and a clear sense of direction; is an effective negotiator and mediator
- *Intellectually Curious:* Is genuinely interested in all disciplines and academic units within the Faculty; encourages interdisciplinary approaches
- *Committed to the Mission:* Able to commit to serving the University's academic mission, and able to perform in a workplace that embraces principles of collegial governance and academic freedom

## Search Committee

**Lisa Philipps**, Provost and Vice-President Academic

**Lily Cho**, Associate Professor and Chair, Department of English, Faculty of Liberal Arts & Professional Studies

**Andrea Davis**, Associate Professor and Chair, Department of Humanities, Faculty of Liberal Arts & Professional Studies

**Amanda Glasbeek**, Associate Professor and Chair, Department of Social Science, Faculty of Liberal Arts & Professional Studies

**Luin Goldring**, Professor, Sociology, and Graduate Program Director, Sociology, Faculty of Liberal Arts & Professional Studies

**Bonita Lawrence**, Professor and Chair, Department of Equity Studies; Coordinator, Indigenous Studies Program, Faculty of Liberal Arts & Professional Studies

**Issa Abdi Jamaa**, Undergraduate student in Economics, Faculty of Liberal Arts & Professional Studies, undergraduate student representative

**Sotirios Liaskos**, Associate Professor and Director of the School of Information Technology, Faculty of Liberal Arts & Professional Studies

**Aliaksandr Rusetski**, Associate Professor, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

**Harvey Skinner**, Professor, Department of Psychology, and Founding Dean (2006-2016), Faculty of Health

**Carolyn Steele**, Adjunct Faculty and Career Development Coordinator, Faculty of Liberal Arts & Professional Studies

**Dhouha Triki**, PhD candidate in Gender, Feminist, and Women's Studies, Faculty of Liberal Arts & Professional Studies, graduate student representative

**Paulette Wilson-Franks**, Manager, Faculty Affairs, Faculty of Liberal Arts & Professional Studies

**Marla Chodak**, Academic Policy Analyst, office of the Provost & Vice-President Academic; Support to the Committee

# Application Information

York University is an Affirmative Action (AA) employer and strongly values diversity, including gender and sexual diversity, within its community. The AA Program, which applies to women, members of visible minorities (racialized groups), Aboriginal (Indigenous) peoples, and persons with disabilities, can be found at [yorku.ca/acadjobs](http://yorku.ca/acadjobs) or by calling the AA office at 416-736-5713. In accordance with the Accessibility for Ontarians with Disabilities Act, accommodation will be provided throughout the recruitment process to applicants with disabilities. Please note that all qualified candidates are encouraged to apply, but applications from Canadian citizens, permanent residents, and Indigenous peoples in Canada will be given priority. Applications will be reviewed commencing in February; consideration of candidates will continue until the position has been filled. Please indicate interest in Project 181034 in confidence at [www.caldwellpartners.com/apply.php](http://www.caldwellpartners.com/apply.php).

Applicants wishing to self-identify can do so by downloading, completing, and submitting the forms found at [acadjobs.info.yorku.ca](http://acadjobs.info.yorku.ca). Please select the "Affirmative Action" tab under which forms pertaining to Citizenship and AA can be found.

Our goal at Caldwell Partners is to ensure a positive experience with us and with York University. Should you have any questions at any time during this confidential process, please feel free to be in touch with us by writing to us by contacting one of our team members:

Heather Ring, Partner | 416.934.2210 | [hbring@caldwellpartners.com](mailto:hbring@caldwellpartners.com)

Janet Winship, Associate | 416.934.2234 | [jwinship@caldwellpartners.com](mailto:jwinship@caldwellpartners.com)

Francene Cipriani, Project Coordinator | 416.934.2223 | [fcipriani@caldwellpartners.com](mailto:fcipriani@caldwellpartners.com)

## Nomination Distribution as of March 15

| Committee   | LA&PS Faculty Council Vice-Chair                                | LA&PS Executive Committee | LA&PS Academic Policy and Planning Committee | LA&PS Committee on Curriculum, Curricular Policy and Standards | LA&PS Tenure and Promotions Committee | LA&PS Committee on Research Policy and Planning   | LA&PS Committee on Student Academic Petitions and Appeals (2 year term) | LA&PS Committee on Teaching, Learning & Student Success | LA&PS Representative on Senate                          | LA&PS Representative on Senate Executive Committee         |
|---|---|---------------------------|--|--|---------------------------------------|---|---|---|---|--|
| <b>Nominations</b>  |   | DLLL (1)<br>ECON (1)      | DES (1)<br>ECON (2)<br>WRIT (1)              | ECON (1)<br>DES (1)<br>ADMS (1)                                | ECON (1)                              | COMN (1)<br>DES (1)<br>ECON (1)<br>SOSC (1)<br>POLS (1)<br>ADMS (1)<br>HUMA (1)<br>WRIT (1) | ECON (1)<br>ADMS (1)  |   | ADMS (4)<br>DLLL (1)<br>ENG (1)<br>ECON (1)<br>POLS (1) | ADMS (3)<br>ECON (1)                                       |
| <b>Needed:</b><br><i>The portions highlighted in yellow have been updated</i> | 1   | 2                         | 2  | 2, at least 1 from Professional Studies                        | 4                                     | 2, at least 1 from Professional Studies   | 9   | 1   | 8   | 1, must be a member of or must have been elected to Senate |
| <b>Exclusions:</b>  | Cannot be in a voting position on any LA&PS Standing Committees | HUMA, ADMS, ITEC or SOCI  | HUMA, ADMS, DLLL or SOSC                     | COMN, SOSC, POLS, FR, WRIT                                     | HUMA                                  | GEOG, SOCI, HIST, GSWS  | SOSC  | HRM, SOSC, DES, POLS, ECON, DLLL, COMN                  |   | Cannot be in a voting position on LA&PS Executive          |

SOCIAL SCIENCE, PROFESSIONAL STUDIES, HUMANITIES

## Item For Action

### **Motion:**

Be it resolved that the Faculty of Liberal Arts and Professional Studies takes the decision to amend the rules for membership on Faculty Council to allow for up to four graduate student representatives, one from each of the three sections of the Faculty (Humanities, Social Sciences, and Professional Studies) and one international graduate student. The York University Graduate Students' Association (YUGSA) will elect the graduate student representatives to one-year terms by the method that YUGSA deems most democratic for its constituency.

### **Rationale:**

The proposed change to membership on Faculty Council provides graduate students the opportunity to participate in discussions on a range of issues pertinent to them as students. It is important that graduate students have a voice on Faculty Council at a time when the Faculty of Liberal Arts & Professional Studies is taking on responsibilities of concern to graduate students.

## Item For Action

### **Motion:**

Be it resolved that the Faculty of Liberal Arts & Professional Studies strikes a task force to produce a preliminary report for Executive on the issue of integrating areas of Graduate Studies governance into the Standing Committee structure of Faculty Council. The twelve-member task force will be constituted as follows: two full-time faculty members from each of the three sections of LA&PS (Humanities, Social Sciences, and Professional Studies), one graduate student from each of the three sections of the Faculty, and three ex-officio members, including the Associate Dean, Graduate Studies & Research, the Director, Strategic Research & Partnerships, and a recording secretary.

### **Rationale:**

The preliminary report prepared by the proposed task force will serve as a basis for future discussion by Faculty Council on how to adapt the Standing Committee framework to address the issues that are arising with some devolution of governance of Graduate Studies from FGS to the resource units in the Faculty of Liberal Arts & Professional Studies.

## Committee on Curriculum, Curricular Policy and Standards

### Consent Agenda April 2019

#### Change to Existing Course

|                |   |
|----------------|---|
| ANTH 3190 6.00 | Nutritional Anthropology                        |
| ANTH 3330 6.00 | Health & Illness in Cross-Cultural Perspective  |
| HIST 1025 6.00 | Ancient North America                           |
| HIST 1777 6.00 | Disasters and History                           |
| HUMA 1880 6.00 | The Jewish Experience, Civilization and Culture |
| HUMA 3688 3.00 | Holocaust Literature of Children and Youth      |
| POLS 4610 3.00 | States, Societies & Information Technology      |

#### Item for Information

ARTH/HUMA 4631 3.00 Nazi Art Crime: Theft, Recovery, and Restitution

This is a new course from the School of Arts, Media, Performance and Design that has been cross-listed to Humanities.

*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 texts are available upon request.*

*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 ([apccps@yorku.ca](mailto:apccps@yorku.ca)) if you have any questions regarding the changes to existing courses section.*

## Committee on Curriculum, Curricular Policy and Standards

March 2019

### Items for Action (1):

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

#### Department of Anthropology

##### 1. Certificate in Culture, Health and Medicine.

The department has proposed to add ANTH 2170 6.00 Sex, Gender, and the Body as one of the two 2000 level courses that will be counted towards the credit requirements for the Certificate. This will be consistent with the Minor in Medical Anthropology. Adding ANTH 2170 6.00 will provide students more options and allow us to mount courses for the Certificate when the faculty members are on sabbaticals.