



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, September 22, 2011
in the Senate Chamber, N940 Ross Building.

AGENDA

An orientation for new and continuing Senators
will be held at 1:30 pm in the Senate Chamber.

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H. Lewis, Secretary

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The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, June 23 , 2011
in the Senate Chamber, Ross Building.

S. Dimock, <i>Chair</i>	J. Edmondson	D. Lumsden	T. Scott
M. Adriaen	P. Evans	A. Macpherson	B. Sellers-Young
J. Allen	M. Figueredo	C. Mallette	M. Shoukri
K. Anderson	C. Heron	A. Mazurkov	H. Skinner
C. Archer	A. Hilliker	M. McCall	J. Sloan
P. Avery	J. Ippolito	A. McIntosh	B. Smith
A. Belcastro	R. Irving	K. McRoberts	S. Snow
G. Bérubé	H. Jackman	K. Michasiw	B. Spotton Visano
S. Bhadra	M. Jacobs	S. Mir	R. Steele
G. Brewer	J. Johnson	P. Monahan	R. Tiffin
N. Britto	M. Kant	V. Monty	G. Tourlakis
C. Brushwood- Rose	A. Karim	B. Morgan	C. van Daalen-Smith
M. Buccheri	T. Knight	A. Pitt	W. van Wijngaarden
D. Cuff	J. Kozinski	M. Porporato	J. Volkhammer
S. Davidson	M. Larochelle	B. Rahder	F. Wilkinson
M. Deamude	R. Lenton	A. Raja	P. Wilson
P. Delaney	S. Lewis	D. Reed	A. Woods
D. Dimick	H. Lewis, <i>Secretary</i>	P. Salerno	D. Woody
S. Dranitsaris	C. Lipsig-Mumme	L. Sanders	J. Yeomans
J. Duklas	M. Lockshin	S. Schoenfeld	A. Zendel

1. **Chair's Remarks**

In her remarks the Chair commented on well-attended and uplifting Spring Convocation ceremonies, notable accomplishments of Senate during the year and major projects scheduled for 2011-2012, and her gratitude to Senators, the Vice-Chair, University Secretary, and staff of the University Secretariat for their support during the year.

2. **Minutes**

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of May 26, 2011."

3. **Business Arising from the Minutes**

There was no business arising from the minutes.

4. **Inquiries and Communications**

4.1 Senators on the Board of Governors re: Board Meeting of June 20

A synopsis of the June 20 meeting of the Board of Governors was distributed and noted.

4.2 Academic Colleague to the Council of Ontario Universities

Senator Sanders presented the most recent update on major issues under discussion at the Council of Ontario Universities.

5. President's Items

In his remarks Dr Shoukri addressed the following:

- highlights of a banner year for the University, and his appreciation to Senators for their contributions during the year
- the inspiring ceremonies held during the Spring Convocation, and his delight at greeting so many graduates and members of their families
- the appointment of Robert Haché as the new Vice-President Research and Innovation
- the re-appointment of Gary Brewer as Vice-President Finance and Administration
- the public policy context for postsecondary education, including consultations leading up to the development of multi-year agreements expected in the autumn
- funding for a new building to house Engineering programs, and planning for associated programs which will reflect York's traditions

6. Senate Committee Reports

6.1 Senate Executive

6.1.1 Information Items

The Executive Committee report contained information on the following items:

- the results of elections for the Senate's Nominee to the Board of Governors and membership on Appeals and Tenure and Promotions Appeals Committees
- a final review of changes made in 2009 to structures and mandates of Senate Committees, and the Committee's satisfaction that the changes were working well
- its referral to the Sub-Committee on Equity of a request from a student senator to examine recent reports generated by student groups at the University (the GSA Equity Audit) and the Canadian Federation of Students - Ontario (Task Force on Campus Racism Report)
- major items of business conducted by Senate in 2010-2011

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations

It was moved, seconded and *carried* **“that Senate approve amendments to the Senate Policy on Sessional Dates and the Scheduling of Examinations.”**

6.2.2 Revisions to Faculty of Graduate Studies Academic Regulations

It was moved, seconded and *carried* **“that Senate approve revisions to the Faculty of Graduate Studies Academic Regulations.”**

6.2.3 Establishment of a Diploma in Health Industry Management, Graduate Studies

It was moved, seconded and *carried* **“that Senate approve the establishment of a Diploma in Health Industry Management, Graduate Studies.”**

6.2.4 Change in Name and Program Requirements, MSc Program in Operations Management & Information Systems, Graduate Studies

It was moved, seconded and *carried* **“that Senate approve a change in the name of and program requirements for the MSc Program in Operations Management & Information Systems, Graduate Studies.”**

6.2.5 Change in Name of the Graduate Programs in Women's Studies, Graduate Studies

It was moved, seconded and *carried* **“that Senate approve a Change in Name of the Graduate Programs in Women's Studies, Graduate Studies.”**

6.2.6 Addition of a Direct-Entry Option, BA Specialized Honours Program in Translation, Glendon

It was moved, seconded and *carried* **“that Senate approve the Addition of a Direct-Entry Option, BA Specialized Honours Program in Translation, Glendon.”**

6.2.7 Transition Year Program: Change in Academic Credits Awarded, 2011-2012 and Onwards

It was moved, seconded and *carried* **“that Senate approve changes in the academic credits awarded, from 2011-2012 onwards, Transition Year Program.”**

6.2.8 Establishment of a Certificate of Completion, Transition Year Program

It was moved, seconded and *carried* **“that Senate approve the establishment of a Certificate of Completion, Transition Year Program.”**

6.2.9 Consent Agenda Items

Senate *approved by consent* recommendations made by ASCP to

- establish a Full-Time Option in the General LLM Program, Graduate Studies
- amend grade requirements for the MScN Program in Nursing, Graduate Studies

6.3 Academic Policy, Planning and Research

6.3.1 Information Items

The Committee provided Senate with an overview of meetings with academic planners focusing on research in integrated planning, reported that Professor Alison Macpherson would continue as Chair for 2011-2012, and paid tribute to outgoing members including Vice-President Shapson.

6.3.2 Spring Report of the Vice-President Academic and Provost

Under the auspices of the Academic Policy, Planning and Research Committee, the Provost presented a major report on progress toward academic priorities set out in the University Academic Plan 2010-2015 and the Provostial White Paper, and identified objectives for the coming year.

The report was posted online with the Senate agenda.

Spring Report of the Vice-President Finance and Administration

Vice-President Brewer provided Senate with the context for academic planning

6.4 Awards

Senators joined the Chair in congratulating the following recipients of prestigious awards for graduating students:

Governor-General's Gold Medals: Dr Kristine Alexander, Graduate Program in History (Doctoral) and Dr Irvin Studin, Graduate Program in Law (Doctoral),

Governor-General's Silver Medals: Sandra Giangio, Faculty of Science and Engineering, Bachelor of Science with Honours (Biology (Biomedical Science)); Cynthia Ho, Faculty of Health, Bachelor of Arts with Honours (Psychology); and Anastasia Greenberg, Faculty of Health, Bachelor of Arts with Honours (Psychology)

The Murray G. Ross Award: Jaclyn Volkhammer, Glendon

7. **Other Business**

There being no further business, Senate adjourned.

S. Dimock, Chair

H. Lewis Secretary

Academic Colleague's Report (September 2011)

The Academic Colleague to COU, Professor Sanders, reports that the following subjects are among those being monitored and discussed by the Council of Ontario Universities. The overview is based on COU's "Issues Update" of June 2011. Professor Sanders welcomes comments and questions from Senators about the matters covered below.

Subject	Issue
University Operating Funding	In Budget 2011, the Ontario government announced a multiyear commitment to fund enrolment increases over the next five years.
Reduction in spending in executive offices	The 2011 budget announced that the government will reduce funding for executive offices of specific transfer payment agencies by 10% over two years. Subsequent clarification was that existing funding was to be redirected by institutions – this is not a reduction in operating grants/transfer payments
Planning and Funding of Enrolment	Enrolment in 2011-12
Planning and Funding of Enrolment	COU has developed a proposal concerning planning and funding changes in enrolment
Capital Funding and Planning	The Ontario government re-committed to development of a 10-year infrastructure plan, beginning in 2011. MTCU, with support from the Ministry of Infrastructure, is developing a long-term capital planning process to meet the province's infrastructure needs, including those in the postsecondary sector
Condition of University Facilities	Adjustment to Facilities Renewal Program (FRP) announced in Budget 2010
Facilities Condition Assessment Program (FCAP)	The Task Force of the Council of Senior Administrative Officers (CSAO) and the Ontario Association of Physical Plant Administrators (OAPPA) released its 2010 report in January, which highlights that the sector's deferred maintenance backlog has reached \$1.97 billion.
Tuition Framework for 2010-11 and 2011-12	In March 2010, the government announced a two-year tuition framework as well as changes to OSAP and the Tuition Set-Aside Requirements
Student Access Guarantee (SAG)	Changes to the SAG guidelines in 2011-12
Teacher Education Funding	Adjustment to Teacher Education Funding announced as part of Budget 2010.
Applications for Fall 2011-12	The Ontario Universities' Application Centre (OUAC) releases monthly statistics between January 2011 and September 2011 on applications to first year undergraduate programs.
Credit Transfer: Student Mobility Pathways	The provincial government would like student mobility and pathways enhanced at the postsecondary level.

Subject	Issue
Teaching and Learning	Ontario universities are collaborating to share ideas and information on teaching and learning innovations to improve student engagement and learning outcomes.
Online Institute	The provincial government has announced that an online institute for the postsecondary sector will be established
International	The Throne Speech announced and the Ontario Budget in March 2010 confirmed the government's goal to increase international student recruitment by 50% over the next five years.
Quality Assurance	Transition to new Quality Assurance Framework
University Pension Plans	<p>Unmanageable solvency and going concern special payments:</p> <p>-based on June 30/July 1, 2009 estimates going concern special payments were estimated to be \$298 million per year and \$257 million per year for solvency payments, for total special payments of \$555 million per year.</p>
COU Going Greener Forum and Annual Report	In November 2009, Executive Heads signed a pledge to publish an annual report on how Ontario universities are going greener, and to provide forums for the discussion and development of solutions regarding sustainability issues.
Recommendation of the Standing Committee on Public Accounts related to space management and space utilization.	The 2007 Annual Report of the Auditor General of Ontario, <i>Universities-Management of Facilities</i> , includes a recommendation from the Standing Committee on Public Accounts that MTCU must supply space utilization rates for each university.
Inter-University Transit Services (IUTS)	Effective September 1, 2010, the IUTS service provider has switched from Purolator Ltd. to Canpar to minimize costs. As of October 1, 2010 the frequency of pickup of mail items will be reduced.
Council of Finance Officers – Universities of Ontario (COFO-UO)	Launch of a new micro website for online financial reporting.
Council of Finance Officers – Universities of Ontario (COFO-UO)	Bill 122: The Broader Public Sector (BPS) Accountability Act
Council of Finance Officers – Universities of Ontario (COFO-UO)	COFO-UO Survey Automations
Directives on Perquisites in the Broader Public Sector	Amendments to the <i>Broader Public Sector Accountability Act, 2010</i> (BPSAA), included in Bill 173 (2011 budget act), will authorize Management Board of Cabinet to issue directives on perquisites in the broader public sector (BPS).
Innovative Ideas: Improving Efficiency at Ontario Universities	COU is initiating an advocacy project to highlight administrative innovation and efficiencies in Ontario universities in light of the emerging focus on affordability by the current government and as a theme in the 2011 provincial election.

Subject	Issue
Proposed Electricity Regulation Amendment	The Ministry of Energy (MOE) proposed amending an existing regulation (Reg. 429/04) to alter how the “global adjustment” (IESO connected university), or the “Provincial Benefit” (utility connected universities) electricity charges are allocated. This change would result in increased electricity costs for at least ten of Ontario’s universities.
University Health Insurance Plan (UHIP)	The cost of UHIP health coverage for international students and staff studying and working in Ontario imposes financial burdens that can put universities at a competitive disadvantage when trying to attract foreign talent.
Ontario Council on University Research	Harmonization of Research Ethics Federal ADM Integration Board Research Matters Review of the Ontario Innovation Agenda Refresh (OIA) Ontario Health Research and Innovation Council High Performance Computing (HPC) Ontario Research Fund – Research Infrastructure (ORF-RI) / Canada Foundation for Innovation (CFI)
Accessibility	EnAbling Change Partnership – Foundational Toolkit EnAbling Change Partnership – Online Training Tool EnAbling Change Partnership – Faculty Toolkit Integrated Accessibility Regulation Integrated Accessibility Regulation Proposed Final Accessible Built Environment Standard
Mental Health	Mental Health and Addictions
COU Strategy on Collaborative Nursing Programs	Colleges Ontario has proposed that government authorize colleges to offer stand-alone Nursing BScNs
Council of Ontario University Programs in Nursing (COUPN)	Annual Retreat
COUPN Primary Health Care Nurse Practitioner Consortium	Establishing a PHCNP Provincial Office
Expansion of Undergraduate and Postgraduate medicine spaces	The Faculties of Medicine have substantially increased the number of undergraduate and postgraduate positions to address the physician shortage in Ontario. Funding from the Ministries of Training, Colleges and Universities (MTCU) and the Ministry of Health and Long-Term Care (MOHLTC).



The Senate of York University

EXECUTIVE COMMITTEE

Report to Senate
at its Meeting of September 22, 2011

FOR INFORMATION

1. Summer Authority

Senate Executive was not required to exercise the summer authority vested in the Committee by Senate in June.

2. Additions to the Pool of Honorary Degree Recipients / Nomination of Women

At a special meeting held on June 27 the Committee concurred with a confidential report from the Sub-Committee on Honorary Degrees and Ceremonials recommending the inclusion of five individuals to the pool of prospective honorary degree candidates.

Senate Executive joins the Sub-Committee on Honorary Degrees and Ceremonials, the President, and Chancellor in urging Senators and other members of the York community to nominate candidates for inclusion in the pool. We strongly encourage the nomination of meritorious women.

3. Approval of Members of Faculty-Designated Committees

The Committee confirms that the following individuals are eligible to serve on Senate committees, and that it has approved their membership on Senate committees with Faculty designated seats:

Academic Policy, Planning and Research Committee

Jerzy Kowal, Assistant Professor, Glendon

Executive

Liette Gilbert, Associate Professor, Environmental Studies

Kathy Hudak, Associate Professor, Science & Engineering

Nombuso Dlamini, Associate Professor, Education

Christine Oliver, Professor, Schulich

Penelope Reed Doob, Professor, Fine Arts

Honorary Degrees and Ceremonials (Executive sub-committee)

Neil Brooks, Professor, Osgoode

4. Vacancies on Non-Designated Senate Committees / Call for Nominations

The Nominations Sub-Committee seeks candidates for the following Senate committees:

Academic Standards, Curriculum and Pedagogy: 1 full-time faculty member

Awards: 1 full-time Faculty member

Expressions of interest should be forwarded to Robert Everett of the University Secretariat (beverett@yorku.ca)

Susan Dimock, Chair



ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE

Report to Senate
at its meeting of September 22, 2011

STATUTORY MOTION

1. Establishment of a Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français (Statutory Motion)¹

APPRC recommends

that Senate approve the establishment of a Glendon Language Training Centre for Studies in French / Centre de formation linguistique de Glendon pour les Études en français at Glendon; and recommend that the Board of Governors approve the establishment of this new academic unit.

Rationale

Following discussions at four meetings, APPRC has reached unanimous consensus on a proposal to establish a Glendon Language Training Centre for Studies in French, and recommends that Senate approve the new academic unit. The proposal to establish the Centre was approved by Glendon's Faculty Council on April 29 following generally positive reviews by members of its Policy and Planning Committee, and unanimous endorsement by Glendon's Bilingualism Committee. The recorded vote at Council, which followed a lengthy debate, was 24-7. Support for the proposal has been registered by the Principal and the Vice-Provost Academic on behalf of the Provost in statements appended to this report.

If approved by Senate and the Board, the unit will commence operations in 2012. Curriculum development, faculty recruitment, and other changes require significant implementation time and this lends some urgency to the project, as does the enthusiasm and momentum behind the Centre and its allied reforms. APPRC is confident that the implementation phase ahead will be inclusive and productive, and the Principal has agreed to document progress in a report scheduled for early 2012.

APPRC is grateful to all those who have participated in the process to date, including members of the Glendon community who shared their perspectives, LA&PS cognate unit chairs, and Senators who commented when notice of a statutory motion was transmitted to Senate in May. These communications became the basis for further consultation and clarifications which have strengthened the rationale. The Committee remains convinced that the case for establishing the Centre is a compelling one. It is therefore heartening that advocates of the Centre, and those who have critiqued the proposal, are committed to working together on implementation of the Centre as well as considering ideas generated during the process of discussing the proposal. This is essential, for the entire Glendon community (indeed the University) has a stake in ensuring that FSL instruction actively supports Glendon's fundamental bilingual mandate and receives priority attention.

In making this recommendation, APPRC emphasizes the following:

¹ Senate rules require that Senate receive at least one month's notice prior to debate of a statutory motion. Notice of this motion was given at Senate's meeting of May 26, 2011.

- the creation of the unit is supported by an appropriate allocation of resources, derived from a transfer of resources for FSL instruction from the Department of French Studies and supplementary AIF funding for curriculum innovation and development
- the structural model – a separate unit to provide language instruction -- is similar to that of other universities which provide French as a Second Language courses, and is grounded in sound pedagogical research
- the Centre reflects student-centred *University Academic Plan* and *Provostial White Paper* objectives of enhancing academic quality, enriching the student experience, engagement, and increasing contact with full-time faculty members²
- complementary curriculum innovations are consistent with Glendon's specific and special bilingual requirements, and are described by proponents as Faculty priorities
- although there has been legitimate debate over the establishment of the unit, and its associated pedagogical approach, collegial bodies have been apprised of, and taken into account, different perspectives on the proposal

The genesis, structure, purpose, objectives, and complementary initiatives of the Centre are described in several elements of Appendix A, notably an overview prepared by the Principal's Office and statements submitted by the Principal. (A fuller background report, in French only, includes the fruit of comparative research on pedagogical units which informed Glendon Council's consideration of the recommendation to establish the unit). The idea of establishing a stand-alone unit to deliver FSL courses is not a new one. It has been mooted at regular intervals over the years, and opinions on the merits – or drawbacks – are generally well known. However, not until the background report was prepared did the Glendon community have a concrete proposal to debate. Even so, the question before Council, Senate, and the Board turns on the establishment of the unit *per se*.

Proponents underscore the desirability of creating a unit focused solely on the kind and quality of French language instruction necessary to ensure that Glendon students are capable of meeting second language requirements and possess the confidence to take major courses in French. The low proportion of Anglophone students taking disciplinary courses in French has also been cited among the factors arguing in favour of a dedicated unit to administer FSL and deliver the curriculum. The instructional model favoured by proponents features lectures coupled with more intensive tutorials.

The Centre has all of the attributes and functions of a department. (It is not analogous to YUELI, which provides language instruction on a cost-recovery basis to prospective university students. The Centre would be responsible for delivering French as a Second Language credit courses in accordance with the language requirements (which are summarized in Appendix A) for the BA and iBA degrees offered by Glendon. Glendon has secured an AIF grant for curriculum reforms complementing the structural change, and the Principal has assured APPRC resources are in place to create and sustain the Centre. The new unit will be under the same constraints as other Glendon units, but there are plans to seek additional funding for curriculum reforms.

As described in the appended material, the instruction attached in the Centre would involve CLAs (with YUFA affiliation) and members of CUPE 3903, but could also involve tenure-stream faculty members. The Principal has assured APPRC that the establishment of the department will not disadvantage any CUPE 3903 instructor who has been teaching FSL courses, nor work to the advantage of anyone who has not been in that capacity. Changes to the pedagogical model would replace course directorships with tutor positions, a negative outcome to some. The Centre's Director

² The Director will be a tenure-stream appointee with a background in FSL. The initial budget included funding for CLAs, and preliminary authorization for a full-time, tenure-track position has been received. Establishment of the Centre is not contingent on these hirings, but it is the intention of Glendon to create these positions.

will be a full-time faculty member and it is expected two CLAs will be hired at the outset. This staffing model is not the norm for academic units. Yet there is no element of the proposed make up that would disqualify it from departmental status or prevent it from fulfilling its responsibilities. The Provost has authorized a centrally-funded strategic appointment for 2012 in the area of bilingualism and French as a Second Language. The position would be attached to the Centre but also be cross-appointed with French Studies.

Support has been consistently favourable within Glendon at each critical decision point, but it has not been unanimous. APPRC was apprised of concerns during its deliberations (all documents received by the Committee have been posted online). Aware that there was some opposition within French Studies at Glendon, and having received a critique from the Chair and a colleague, APPRC also heard from individuals in person.³ APPRC was asked on these occasions to refer the matter back to Glendon Council, but the Committee is satisfied that Council's decision was an informed one.

A report by an ad hoc committee in the Department of French Studies that studied the proposal concluded that it would be possible to pursue curriculum reform within existing structures, and made a number of specific recommendations. Although Glendon Council approved the unit, APPRC sought and received assurances that suggestions made by the ad hoc committee and others would be taken up in further collegial consultations preparatory to the launch of the Centre. Appointment planning in the area of languages and linguistics should also be collegial and consultative. Senate can rightfully expect that the implementation will be characterized by sensitivity and cooperation.

Approved by Glendon Faculty Council April 29

Approved by APPRC June 2 and reconfirmed September 28

Documentation is attached as Appendix A.

FOR INFORMATION

1. Priorities for 2011-2012

On September 8 the Committee received preliminary outlook reports from the Provost and the Vice-President Research and Innovation on major items for the year ahead. APPRC is in the process of determining its own priorities for 2011-2012, and will report to Senate when its schedule is finalized.

Alison Macpherson, Chair

³ Those attending on May 19 were Professor Philippe Bourdin, Professor Ildikó Kovács and Professor David Spring. Professor Georges Bérubé and Professor Bourdin attended on June 2, and Professor Bérubé attended on September 8.

Proposal for the Establishment of a Glendon Language Training Centre for Studies in French

The following documents provide details about the proposed Centre and focus on the issues of planning, policy, and academic resources most germane to the recommendation for Senate. All documents received by the Committee, a number of which refer to questions of process or offer alternative perspectives on FSL instruction, have been listed in the "Index of Primary Documentation" below, and may be accessed from APPRC's Website at

<http://www.yorku.ca/secretariat/senate/committees/APPR/FSL2011/Index.html>

Council Motion

We move that Council, informed by the [attached working paper \[see APPRC Website\]](#), approve the establishment of an academic unit to be called the "Glendon Language Training Centre for Studies in French" / "Centre de formation linguistique de Glendon pour les Études en français"(formerly referred to as the "institut de français langue seconde") with a mandate to provide appropriate linguistic training in French as a Second Language in accordance with the second language BA and iBA graduation requirements. Nous proposons la motion suivante: Motion pour l'établissement sur la base du [document de travail](#) ci-joint, d'une nouvelle unité académique, le "Centre de formation linguistique de Glendon pour les Études en français"/ "Glendon Language Training Centre for Studies in French" (appelé Institut de français langue seconde dans le document de travail ci-joint), ayant pour mandat d'assurer la formation linguistique en FLS conformément aux exigences linguistiques du Collège pour l'obtention du diplôme de BA ou iBA.

Moved by : Alain Baudot, Aimé Avolonto, Claude Tatilon, Sylvie Rosienski-Pellerin, Dorin Uritescu

Seconded by : Sylvie Clamageran

April 27, 2011

Commentary Provided by the Policy and Planning Committee

In late February Prof. Françoise Mougeon submitted a working draft of the proposal for an Institute for French as a Second Language and requested feedback from PPC. This working document was included in the agenda to be discussed for the first time during a meeting on March 4th. The proposal was discussed in three PPC meetings (March 4th, April 1st, April 15th). During the first meeting, attended by committee members, the Principal, Françoise Mougeon, and the Chair of French Studies, Prof. Georges Bérubé, Prof. Mougeon presented the proposal and circulated the working draft. After this initial presentation it was recommended that Prof. Mougeon proceed to consult with the Department of French Studies and other bodies of the College.

Prof. Mougeon forwarded a revised version of the proposal to PPC on March 22nd. She reported to have incorporated changes on the basis of feedback received during and after a meeting held with the Department of French Studies on March 18th. She also submitted the proposal to the consideration of the Bilingualism Committee, the Department Chairs, and the student caucus.

PPC held a second meeting (April 1st) to discuss the revised version of the proposal. As part of the documentation for deliberation, the committee received a letter from eleven YUFA members of the Department of French Studies supporting the proposal. The student paper "Perceptions of and Attitudes toward French L2 Learning Opportunities On- and Off-campus Among Students not

specializing in French at Glendon” was also submitted to the committee for information. In order to allow time for the Chair of French Studies to provide feedback, the members of the Committee agreed to have another meeting on April 15th, and requested that the Chair of French Studies reply by April 11th so that his comments could be taken into consideration during the Committee’s discussion. His response, voicing concerns about the proposal, was received on that date.

Before the next meeting the Committee also received a letter from the Bilingualism Committee in support of the proposal.

On the basis of the documentation received, and given that some of the committee members who had been part of the earlier discussions would be out of town and thus unable to attend the meeting on April 15th, the committee members agreed to vote by email in order to write a report during the last PPC meeting. The committee members’ comments on the proposal were generally positive; some described it as a promising project. The majority of the members voted in favour of forwarding the proposal to Faculty Council (six positive votes, four abstentions).

The meeting on April 15th was attended by PPC members, the Principal, Françoise Mougeon, Georges Bérubé, and other 11-15 members of the faculty (both full time and contract). There was a lengthy discussion, after which the committee met in camera. Upon deliberating, PPC concluded that Faculty Council would be the most appropriate forum to discuss the proposal at that stage. PPC recommended that the proposal be forwarded to Council for information and discussion.

Overview of the Unit as Provided by the Principal’s Office

This proposal aims at providing students with appropriate linguistic training in French as a Second Language to meet Glendon College’s second language requirements for graduation with a BA or an iBA. Students who meet such requirements will have acquired the receptive skills needed to comprehend text and speech related to their chosen discipline(s) and the production skills allowing them to converse or write in French on topics related to their chosen discipline(s).

Prior to and during their FSL training, students will have opportunities to develop and hone their Language Awareness and thus to become more efficient language learners. Students will also be able to engage in a variety of learning activities, including experiential ones, in order to heighten their motivation to acquire French and prepare them for authentic communication in their second language.

Language training in French as a Second language is crucial for the majority of Glendon students: French is the second official language and often the third or fourth language that they use. A certain level of proficiency in the second official language (6 credits at the level of a 2nd year French language course) has to be attained in order to graduate with a BA or an iBA. Most students acquire this proficiency by taking between 18 and 24 credits in French as a Second Language courses. Most students do not take disciplinary courses in their second language, if it is French, for fear of receiving lower grades. Many of them have not acquired the necessary confidence to risk using French for academic purposes.

A new Glendon Centre for Language Training for Studies in French

A new Language Training Centre will contextualize the language acquisition to reflect the specific situation of French in this province and at Glendon. French as a Second language courses are presently the responsibility of the Department of French Studies, which manages both its own BA programs and the College FSL program. Establishing a new Centre will allow the College to fundamentally rethink the way French is acquired at a university level in a context where the⁹ official

language is not spoken by the majority. Namely, it will bring essential changes to promote language learning through prolonged and intense initial contact with French from the start and through a content-based curriculum in which students acquire the language naturally by using it in their academic work. Initial basic training will not be interrupted during the summer months. This will allow students to continue building up their language skills through experiential education outside the classroom such as work experience or internships requiring them to use French.

This new Language Training Centre will be in line with similar units in other Canadian institutions and abroad. Both in Canada and abroad, universities often locate Second Language training in separate Centres, recognizing the fact that language learning involves acquiring specific knowledge and skills and provides a new medium for learning other subjects. In Canada, all provinces have centres or institutes devoted to French Language Training. Most of them are located in universities, such as the Official Languages and Bilingualism Institute at the University of Ottawa, the French Language Centre at McGill, The *Institut français* at the University of Regina, and the *Centre international d'apprentissage du français*, at the University of Moncton at Shippagan,

The new Language Training Centre will accentuate a content-based approach to language learning. The establishment of a new administrative unit will support the College's overall mission of successfully integrating languages in the curriculum. Indeed, Glendon's various programs and departments will contribute to shaping the curriculum by providing content for FSL courses at various levels. In order to ease the transition into disciplinary courses taught in French, content-based language courses will be developed to support existing courses taught in French so that students will feel less pressure and see more benefit in taking courses in their second official language.

Pedagogical changes

- Changes will be made to reflect the way a second language is acquired in a minority setting, and by adult learners. Unlike grade school acquisition, adult language learning can rely less on the teacher as adult learners avail themselves of other learning opportunities and are proactive in initiating meaningful work or life experiences most likely to promote effective learning. They will find guidance to engage in such activities.
- Introduction to Language learning skills and strategies will be mandatory in their first year to all new students undertaking FSL studies. Its main objective is to raise awareness of successful strategies and realistic expectations as students engage in language learning.
- As adult learners, students have already more or less consciously developed their own learning styles and strategies and expect to be taught in a meaningful way so as to respect and reinforce their individual learning ways. The new Centre will provide various teaching opportunities, complementing group learning with smaller tutorials and one-to-one individual contact with francophone peers. Individual follow-up charts will help to orient students to appropriate courses or other activities and to maintain their motivation high.
- Flexible scheduling of courses will allow students to take courses all-year round and in a variety of formats to brush up on parts of the content which may need extra work.
- At the upper level, students will be encouraged to take courses taught in French in their majors in lieu of a language course.
- Links with cultural elements and activities in French will be encouraged on campus (notably the Salon francophone and its organized cultural activities and the Resource Centre, which will provide extra material for individual or collective use) as well as outside in the GTA.¹⁰

Program management

- The academic supervision of the Centre will be collegial. A College committee comprising the Associate Principal Academic, the Director of the Centre and members of other departments will oversee the Centre, ensuring that it adequately prepares students to be functional in their use of French in their domain of specialization.
- With the new Centre, full-time staff who are specialists in FSL acquisition will manage the FSL program content and oversee tutorials and individual sessions,
- The full-time team will be responsible for selecting and providing teaching material and suggesting teaching methods and approaches, self-learning material and organizing individual tutoring sessions
- Under the supervision of this full-time team, diagnostic testing will be realigned to better adapt the teaching content and orientation of the FSL curriculum.

Financial implications

- The current budget assigned to FSL for non French majors will be reassigned to the Centre. It is anticipated that a portion of class time will be devoted to large groups allowing for smaller tutorial groups for the remainder of the teaching period. On this basis, the Centre will be able to function within the limits of the current budget.
- Initial extra funding for curriculum development, such as the linguistics courses to support disciplinary courses, the development of a resource centre providing material resources, software and resource personnel or online support, will be provided through AIF funds, which should allow for a critical mass of supporting material to be developed and made accessible to all students within three years.

Principal's Initial Statement of Support

I am pleased to write this letter of support for the proposal to establish at Glendon a new academic unit to be called the 'Glendon Language Training Centre for Studies in French /Centre de formation linguistique de Glendon pour les Études en français'.

Importance to Glendon's Mission

Glendon's founding mission is to provide a liberal arts education in which all students pursue their studies in both official languages. Indeed, Glendon remains the only university institution in the country to require, as a condition for graduation, that all undergraduate students develop a capacity in their second official language.

French is the second official language of the clear majority of Glendon's students. Thus, the development among its students of a capacity in French as a Second Language has always been a central objective of the College. Pursuit of this objective has been a challenge, especially given the predominantly Anglophone environment of Toronto and the GTA.

Historically, Glendon's French Studies Department has assumed responsibility for French-language training not just of its own French majors, but of all students at Glendon for whom French is their

second official language. With the creation of this new unit, French Studies would be able to focus fully on the preparation of its major students.

More importantly, the new Centre would offer a much more effective means for achieving French as Second Language competence among students who are not French majors, the overwhelming majority of Glendon's student body. First, the Centre would focus exclusively on this function. Secondly, administrative responsibility would be in the hands of full-time faculty members who are themselves experts on the pedagogy of French as a Second Language. Third, these faculty members would manage the program on a full twelve-month a year basis, thus ensuring continuity and coherence as well as providing students with year-round opportunities to develop their competence in French. Finally, as a totally new structure, the Centre would be better able to foster innovation and the development of new pedagogical approaches.

For these reasons, I am confident that this new arrangement would better serve the needs of our students who are not French majors. The overwhelming majority of our student body, these students would be better able to develop a capacity in their second official language and thus meet Glendon's graduation requirement. They will also be better supported in using this capacity to take disciplinary courses in this language.

Consultation

Over the last three months, the proposal has been the object of substantial consultation at Glendon. Faculty Council's Bilingualism Committee discussed the proposal at length, along with an accompanying working document, and on this basis declared its unequivocal support. Council's Priorities & Planning Committee devoted three separate meetings to discussion of the proposal before submitting it to Faculty Council. The proposal was discussed at a meeting of the Faculty Council student caucus. The Department of French Studies itself examined the proposal at length. While the Chair and the Language Program Director formally oppose the proposal, and have submitted a document to that effect, the overwhelming majority of tenure-stream faculty members have signed a document that outlines their firm support of it. Finally, several contract teachers met with the author of the working document, the Associate Principal Academic & Research, to discuss the document in detail. As a result of these various consultations, the Associate Principal revised the working document extensively so as to take account of suggestions and criticisms that have been offered.

Finally, on April 29th, after very substantial discussion, Council approved a motion to establish the Centre. The motion was itself informed by the revised version of the working document.

Resources

As is outlined in the working document, the Centre would be funded through the level of resources that Glendon currently devotes to French as a Second Language programming for students not majoring in French. It would simply use these resources in a different manner under a new and much more varied format. No additional funding need be provided from the Glendon academic budget

Initially, however, these resources would be supplemented by funds received under an Academic Innovation Fund grant of \$57,085. This grant would support the creation of twelve courses that would support students pursuing disciplinary courses in their second official language. Application will be made for second-year and third-year funding, bringing the total to \$211,109. However, these funds are not a condition for the successful functioning of the Centre.

Implementation

Given the scope of structural change and new programming that the Centre would entail, many months of preparation would be needed before it could become operational. Indeed, the large part of an academic year would be required.

It is my hope that Senate will be able to approve this motion at its meeting this June. With subsequent approval by the Board of Governors, preparation could start next fall with an eye to launching the programming in September of 2012. If Senate approval is delayed until the fall, the launch would have to be postponed until September of 2013.

As you know, the University Academic Plan establishes as a central theme 'Student Success': providing students with the 'knowledge and skills they need to thrive' as citizens and workers. In the case of Glendon, this has always had a distinctive meaning: equipping students with the ability to function in both official languages. Among the priority areas of the plan is 'Enhancing Teaching and Learning'. I believe that this new Centre would provide the ideal opportunity for innovation, creativity and improved effectiveness in the teaching of French as Second Language.

For all these reasons, I am pleased to support the establishment of the 'Glendon Language Training Centre for Studies in French /Centre de formation linguistique de Glendon pour les Études en français'.

Supplemental Statement of the Principal (May)

In response to APPRC's memo of May 25th, we have prepared several items that you will find enclosed:

- Chronology of the review and approval process, including consultations since May 19th
- Reviews of structures that other universities have created to support French as a Second Language.
- Milestones and time lines for implementation
- Resources are discussed in this memo

This correspondence also affords an opportunity to address some issues that have been raised at Thursday's meeting of Senate or in other forums:

Process and Consultations

As the enclosed document demonstrates, an extensive process of consultation took place within Glendon before the April 29th meeting of the Glendon Faculty Council. In particular, the Glendon Planning & Policies Committee met on three different occasions to discuss the document. Finally, it forwarded the proposal to Council. It was PPC's conviction that its deliberations had concluded, and that it was time for Council to take up the matter.

Council received PPC's report at its April 29th meeting. By way of documentation, members also were provided with a statement of endorsement by Council's Bilingualism Committee, a statement of support from the majority of tenure-stream members of the Department of French Studies, and the 27-page background report. That document had evolved through the intensive consultation phase. Also, Council was provided with a detailed critique of the proposal submitted by the Chair of French Studies and the Chair of Language Programs. Council discussed the proposal at great length, with a full airing of arguments for and against.

Then, under New Business, Council voted on a motion to approve the establishment of the Centre; the motion had been submitted 48 hours ahead of time in conformity with Council regulations. Colleagues who submitted the motion did so on the understanding that there would be ample time to debate the matter at the Council meeting, and they sought to move the proposal to the next stage in a long process of approval and implementation. The motion was passed by a strong majority: 24 in favour to 7 against.

As to *external* consultations, the author of the working paper, Associate Principal Mougeon, sent two different versions of the document to the LAPS Department of French Studies, one on March 14th and the other on May 12th. (There is no other cognate unit in the University.) On each occasion, beyond requesting commentary she offered to meet with the department in person. The chair responded to the second communication by indicating she would circulate the text within the department. The Associate Principal received no subsequent response. Since the department has had the proposal in its hands since mid-March, it is unfortunate that the Department did not provide any response until the memo it submitted to APPRC today.

Implication of proposed centre for members of CUPE Unit II

In response to a query raised by APPRC and at Senate, it has been confirmed by the Executive Director of Academic Relations that Unit II seniority accrued for course directorships would be automatically applied to tutorials, and vice versa. On this basis, the establishment of the Centre would in no way disadvantage those who have been serving as instructors in the Department of French Studies, or work to the advantage of anyone who has not been in that capacity.

Undergraduate Program Review

The Vice-provost has confirmed that French for Second Language programming will not be covered under the forthcoming Undergraduate Program Review of French Studies. The Review will be restricted to programs leading to a degree.

Resources

As the working document indicates, it is anticipated that the Director of the Centre would be a tenure-stream faculty member. During the initial phase of the Centre, this would involve a currently appointed faculty member. (We do not expect any other member of the Department of French Studies to take up an appointment with the Centre.) It is our aim, however, to secure eventually an entry-level appointment to the unit, subject to the competing needs of other departments.

The Director would receive the stipend and course release provided in the YUFA collective agreement. (This would replace the current position in French Studies of FSL coordinator for non-majors.) As previously indicated to Council, APPRC and Senate, the Centre would have two Contractually-Limited Appointments. These would not be permanent appointments but as full-year positions they would provide a continuity to the management of French as a Second Language that is not currently available. Finally, the existing contract teacher budget for French as Second Language for non French majors would be simply transferred from French Studies to the new Centre.

Importantly, the creation of the Centre would not take away resources from any current academic activity at Glendon. No new administrative staff members would be hired to support the Centre, and the costs associated with establishing and sustaining the unit would be modest

I can provide APPRC with further detail should it be needed.

Report of the Task Force Established by French Studies Department

In commenting on this document, which I received just this morning, let me emphasize that the purpose of the proposed Centre would be to enable students who are not majoring in French to acquire the proficiency needed for them to pursue disciplinary courses at that language. This objective is central to Glendon's founding mission. It is a matter of vital concern to all departments at Glendon and to faculty and students as a whole.

I believe that the proposed Centre would greatly enhance our ability to attain that objective. As the Task Force notes, only 9% of Glendon's non-French majors currently take disciplinary courses in French. The Task Force also notes that an ISR survey of students currently registered in FSL courses found that students are dissatisfied with their progress in speaking French—an essential condition for taking a disciplinary course in that language. The proposed Centre is designed in part to address that problem. Complementing the Centre, will be an AIF grant to support the development of pedagogical material and FSL courses for Anglophone students in French-language disciplinary courses.

As to the pedagogy to be deployed in the new Centre, this is clearly an area for honest disagreement. The Task Force reports that some department members have serious reservations. On the other hand, the statement signed by the overwhelming majority of tenure-stream members of the department speaks positively about the proposed pedagogy. It disputes, moreover, the Task Force's contention that the large courses anticipated for the Centre can be equated with 'cours magistraux'.

Let me also address some specific issues raised in the Task Force report. Contrary to the Report's claim, there would be no reduction in contact hours under the scheme which is contemplate for the Centre. Associated Fees would be minimal and comparable to what is currently charged in many courses. While tenure-stream positions would provide greater continuity than CLA positions, the latter are a clear improvement over the current situation. Finally, stability in the deployment of contract teachers would be ensured by the application of seniority rules under the collective agreement, as is the case now.

Finally, I differ from the Task Force's view of the possible impact of the Centre upon the Department of French Studies. The department would in fact be in a position to concentrate all its energies on preparing students who are majoring in French. This is precisely the focus that, over the years, has been advocated by previous chairs of the department as well many of its tenure-stream members. With the inception of the Centre, all of the department's tenure-stream complement would devoted to teaching French majors. Thus, the department could redeploy the equivalent of seven half courses, currently taught by tenure-stream faculty to non-majors. Also, the Department would retain its current contract teacher budget for FSL for French majors. It would be free to continue to structure FSL for these students in the manner that it feels most appropriate.

It may be that initially the Director of the Centre would be a tenure-stream member of the French Studies department. But this need not be a permanent condition. Nor need it involve more than the position of Director. Hopefully, an entry-level tenure stream appointment could be made to the Centre in the near future. The fact remains that the Department of French Studies currently has twice the tenure-stream complement of any other department at Glendon.

Finally, I turn to the Task Force's recommendations, which appear on pages 15-19 of the Report. Presuming, as they do, that the Centre is to be established, they could all be given due consideration during the lengthy planning and implementation process.

At several places, the statement voices concern about the fact that the department would continue to share contract teachers with Glendon. But it provides no clear indication as to what types of issues establishment of the Centre would engender. Once again, it is unfortunate that this question is being raised at such a late date.

It is also difficult to interpret the statement that students from LAPS might migrate to the Centre, depriving the department of potential specialists. As to the relationship between tutor positions and course directorships, the issue at hand is one of equivalence in remuneration rather than number of hours. On this basis, three tutor positions are indeed equivalent to a course directorship.

Finally, regarding the crediting of equivalent courses, this matter is, as in the past, a matter for negotiation between the two departments. To the extent that the establishment of the Centre raises such issues they would be addressed in the normal fashion. I can assure APPRC and Senate that any and all such matters will be dealt with during the implementation process. I believe that I have already responded to most of the other points raised in this statement.

In sum, the proposal to establish a Glendon Language Training Centre for Studies in French has been the focus of an intensive process of consultation and discussion, now extending over four months. The sheer volume of documentation that has been submitted to APPRC, and Senate, is itself testimony to the extent of that consultation. It is difficult to see what purpose might be served by additional consultation.

Clearly, despite this extensive consultation, there continue to be opposing views about the merits of this proposal. This will not change. Indeed, the idea of a unit devoted to FSL for non majors is not a new one. It has been under discussion, and debate, at Glendon for many years. But the fact remains that, after thorough debate and by a large majority, Glendon's Faculty Council duly came to the conclusion that the proposed arrangement would best serve to advance Glendon's founding mission. I believe that the result of this collegial deliberation should be respected.

The essential matter before APPRC and Senate is the proposal to create a new unit. This unit would assume exclusive responsibility for French as Second language training for students who are not French majors. I believe that the basic advantages of this arrangement have been clearly identified. Inevitably, there will remain matters of detail that can only be addressed through the process of implementation. It would be our intention to undertake this process with care and deliberation. Indeed, we anticipate that a full year would be devoted to putting the new unit in place.

In conclusion, I urge APPRC to support the proposal and to recommend that it be voted upon at June Senate. I believe that the issues and concerns that have been raised have been effectively addressed. However, I will be available on Thursday morning should the committee wish to raise questions with me.

Supplemental Statement by the Principal (September)

Having received correspondence from APPRC conveying issues raised by Senate Executive, I undertook to pursue additional consultations over the summer months (see my memorandum of June 22). I also agreed to provide your Committee and Senate with updated information in anticipation of a formal recommendation to establish the Centre. In this communication I report on developments over the summer months.

Former Associate Principal Francoise Mougeon initiated further consultations with the LAPS Department following Senate's discussion of APPRC's notice of motion to establish the Centre in May. I maintained this contact with the Department and, on August 1st, I had a two-hour meeting with the Acting Chair, Professor Monique Adriaen, and the past Chair, Diane Beelen Woody (who spoke in Senate about the proposal and subsequently wrote to APPRC). A follow up meeting with the Acting Chair occurred on August 24th.

I am pleased to report that these exchanges were most constructive. I was able to offer a fuller understanding of the objectives of the Centre and of its place within Glendon's overall mission and I was able to acquire a better appreciation of the distinctive nature of the LAPS program. In the process, we were able to identify and discuss specific issues that would need attention during the implementation phase and we have agreed to coordinate our efforts in working through these issues.

Ad hoc Committee of the Glendon Department of French Studies

As you know, an ad hoc committee composed of contract faculty members in the Glendon Department of French Studies prepared a report commenting on the proposal. I sought to meet with members of this ad hoc group. Despite these outreach efforts, no meeting was held and I have received no further communications.

To be precise, on July 18, I extended an invitation to the members of the committee, explaining that I wished to meet with them as part of consultations that I had undertaken to conduct over the summer and about which I would be reporting to APPRC at the beginning of September. Since I was away for the month of July, I proposed that we meet in August. On August 1st the committee spokesperson replied that since some members were unavailable in August the committee would not be able to meet with me. On August 11th I reiterated my need to meet with the committee before the end of the month and offered to meet with whichever committee members were available. On August 17th I received a reply to the effect that this would not be possible.

Tenure-Stream Appointment

I have discussed with the Provost the terms of a centrally-funded strategic appointment that has been allocated to Glendon for July 1, 2012. He has accepted my recommendation that the position should be assigned to a specialist in French as a Second Language. The position would be located in the Glendon Language Training Centre, with possible cross-appointment to French Studies Glendon, should be Centre meet with the approval of Senate and the Board. (The position will be held in abeyance, pending the outcome of deliberations on the proposal.)

I trust that this commitment of a tenure-stream position will meet concerns that have been expressed in APPRC, as well as Senate, regarding the longer-term continuity of the Centre.

Professor Spring's Communication (see index of documentation, below)

The only other communication circulated during the summer of which I am aware is one addressed to APPRC, dated July 12th, from Professor David Spring. This correspondence references the possibility of the tenure-stream appointment discussed above. In his memo Professor Spring expresses an opinion that the prospect of a tenure-stream appointment represents a change to the proposal such that Council action is required. More specifically, he contends that the Glendon Faculty Council's approval of the establishment of the Centre, on April 29th, was *conditional* on a 'staffing model' that is limited to Contractually Limited Appointments. I believe that this contention is erroneous.

First, the motion adopted by Council states that in approving the establishment of the Centre Council is 'informed by [an] attached working paper'. The essence of the motion lies in the establishment of the Centre per se as opposed to the specific details of a 'working paper'.

Second, if reference is nonetheless made to the 'working paper', it becomes clear that the 'staffing model' is not limited to CLAs. On page 6, the document states that the Director of the Centre is to be a full-time professor whose appointment may be tenure-stream or contractual 'permanent ou embauché à contrat'. Also, page 28 indicates that full-time professors, with the appropriate expertise, who are already in place at Glendon might also teach in the Centre. It was never intended or ever contemplated that the Centre could never have tenure-stream appointments, and the "working paper" does not exclude future appointments of this kind to the Centre.

I am advised by your Secretary that the proposal returns to APPRC's agenda on September 8. Should it be of assistance to APPRC, I would be pleased to meet with the Committee on that date, and would be happy to provide any additional information you may require in advance of the meeting.

Statement of the Vice-Provost

I have reviewed the proposal to establish the Glendon Centre for Language Training for Studies in French, a new administrative unit at Glendon College, to provide linguistic training that meets the College's second language requirements for completion of a BA or an iBA. The proposed Centre offers students enhanced learning opportunities, including experiential education, and supports the College's overall mandate to integrate French into the curriculum. As a separate administrative unit, there is the potential for greater flexibility in the development of learning approaches for diverse student populations (including adult second language learners) as well as opportunities for colleagues associated with the Centre to focus specifically on the development of the most effective learning strategies for the acquisition of French as a second language.

The proposal includes a Director as well as a collegial 'management and academic supervision' model that involves the Associate Principal Academic and relevant full-time colleagues from Glendon. It is noteworthy that the establishment of the Centre mirrors similar approaches and practices of other post-secondary institutions, nationally and internationally, and will undoubtedly raise the profile of Glendon's bilingual programs and French as a Second Language courses in particular. The proposal is aimed at improving the student learning experience and student success in completing a bilingual program and in mastery of French as a second language. To that end, it contributes to a strategic priority of the University Academic Plan as well as to Glendon's own plans. It has the full support of the Principal and Faculty Council's Bilingualism Committee. There are no additional financial resources required for the proposed Centre as funding will be achieved through the reallocation of existing funding to support FSL courses currently offered by French Studies and seed funding from the Academic Innovation Fund. On behalf of the Office of the Provost and Vice Provost Academic, I therefore fully support the proposal proceeding to Senate as a notice of motion.

I nevertheless duly note that the establishment of this new Centre has implications for Glendon's Department of French Studies, the unit currently responsible for the delivery of FSL. It will be beneficial to continue the dialogue to ensure that any organizational and/or programmatic issues that may remain are addressed before the proposal returns to Senate for final approval. Changes to existing programs due to curricular renewal, changes to essential resources and/or changes to mode(s) of delivery, for example, may be considered 'major modifications to an existing program' and should comply with the relevant York University Quality Assurance Procedures. I am confident that these issues will be satisfactorily pursued by the Principal and the proponents of the proposal.

- Vice-Provost Rhonda Lenton

Projected Timelines, Implementation of the Glendon Language Training Centre for Studies in French

Category	Tasks	Time Frame	
Personnel	Hiring CLAs	Fall 2011	
	Hiring part-time Support staff	Summer 11	
	Building up a team of collaborators	Summer11-w12	
	Hiring francophone students	Summer 12	
	Team training (developers and instructors)	W 12-Spring12	
Building up a new curriculum	Curriculum redesign	Levels, terms, progression path	Summer 2011
	New courses approval	New intro.course	Fall 2011
		2nd yr language courses (FSL across curriculum)	Winter 2012
		experiential courses	
	New courses design and development		Summer 11-w 12
	Validation process and tools for experiential courses		Fall 2011
Pedagogical guide and student handbook		Early Winter2012	
Planning for 12-13(transition year)	Determine number of large groups and size of tutorials on the basis of enrolments	October – November 11	
Bridges between the FSL program and the DFS	End of first year transition from FSL non-granting program to a major-granting program in French studies	Continuation of existing practices	
Diagnostic test revision to fit the new curriculum	Development of a performance-oriented and criterion-based evaluation scheme for diagnostic and performance achievement purposes	Summer-Fall 2011 to be implemented in w12	
Web tool development	- Program website development - Student portal and blog	Winter 2012	
Rsource centre	- Moving existing material - Purchase of relevant software and learning tools	Winter 2012 spring 2012	
Information and orientation	Integration of new information in OSP handbook and Glendon Advising services	Winter 2011	
	Integration of new information for recruitments services	Nov.2011	
	Contact 2011-12 first year FSL students to forward information on available options for 2012-13	Jan.2012	
	Orientation sessions for incoming students for 2012-13	Early Winter 12	

Projected Budget for the Glendon Language Training Centre for Studies in French (Office of the Principal)

This budget projection is based on actual enrolment in 2010-11 in all FSL sections (for non-majors). Should enrolments be higher in 2012, additional resources would become available at the rate of 1 CD equivalent for 30 FTEEs (as is the case now). The distribution of tutorials among course levels is also provisional.

Three hours of teaching will be delivered by CLAs (1 hr/wk in groups of 80 students) and by CUPE tutor leaders (2 hours/week in groups of 20 students). In addition there will be at least one hour of self-directed learning, or work online, with marked assignments.

Number of 2-hour tutorials projected:

12 for first level basic course

16 for second level basic course

20 for intermediary level course

8 for the 2000 - level course (+1 group= 80 students in experiential learning out of class in lieu of tutorials⁴)

Total hours of tutorials: 112 hrs

Cost of teaching resources

Cost of resources for Tutorials

102 @CUPE 2 rate = \$ 616 998

10@CUPE 1 rate = \$ 63 610⁵

.5 CD = \$ 9 042⁶

Sub-total \$689 650

2 x CLAs \$160 000

1 Course release \$ 18 085 (as per the YUFA Collective agreement) for the Director

Stipend \$ 3 749 (as per the YUFA Collective agreement) for the Director

Total \$870 884

Administrative support:

The administrative staff presently working for the DFS will continue serving both the DFS and the new Centre. This model -- 2 or 3 departments sharing the same administrative staff-- already exists at Glendon . There would be no structural change as far as the administrative support is concerned.

By way of comparison, the current 2010-11 budget for FSL courses for non-majors, based on actual enrolment is \$874 946 .

⁴ This model will evolve over time to include immersion-type courses linked to the discipline course.

⁵ Possible TAs for PhD students

⁶ Supervision of the experiential part of the course and validation for credit granting.

Statement of the Chair of French Studies, Liberal Arts and Professional Studies (September)

I am writing to inform you and the members of APPRC that Diane Woody and I had the opportunity to meet Françoise Mougeon and Principal Ken McRoberts on several occasions this summer to discuss the proposal for a *Language Training Centre for Studies in French*. Our talks were frank and informative, and allowed all participants to get a clearer understanding of each other's issues and concerns with regards to the proposal.

Like Françoise Mougeon, the author of the proposal, we endorse quality-teaching in French language, especially in light of Glendon College's mission to promote bilingualism. We believe that all students of French, be they specialists or non specialists, should expect no less. In this perspective we commend the goal of hiring faculty with demonstrated expertise in French didactics. We believe these principles apply to all students of French, be they specialists or non-specialists, at Glendon College or in the Faculty of LA&PS.

While generally supporting the proposal in its broad outline, we did express our concerns about its lack of impact analysis. More specifically, these centered on the redeployment of CUPE contract faculty that might occur from the creation of the Centre. We also questioned the lack of detail about the pedagogical structure. What is proposed is a radical shift in language pedagogy (from small classes to large classes with tutorials) without supporting evidence that this model has been used successfully elsewhere. We believe such a change in practices should be analysed and debated in our upcoming joint UPR.

In sum, Diane and I are grateful for the opportunity we had to air our concerns, and while we appreciate the positive aspects of the proposed Centre, we remain cautious about the proposal as it presently stands. We look forward to working with Glendon College and with French Studies at Glendon in our common effort to ensure that York students, on both campuses, have outstanding opportunities for studies in French.

- Monique Adriaen, Chair, Department of French Studies, Faculty of LA&PS

Glendon Language Requirements

1. Requirements for a Bachelor of Arts

1.1 Bilingualism

1.1.1 Students admitted to an undergraduate degree program at Glendon must satisfy the bilingual requirement at Glendon.

1.1.2 Students must take a language placement assessment to determine their appropriate level of French and/or English.

1.1.3 In order to satisfy the bilingual requirement, students must successfully complete at least six credits in each official language (French and English) at Glendon from the following two categories:

1.1.3.1 Courses at the second-year level and above in French as a second language and/or in English as a second language;

1.1.3.2 Courses in any discipline which are designated as satisfying the bilingual requirement. A student who wants to satisfy the bilingual requirement with courses other than FRLS and ENSL must submit to the Office of Student Programs a statement signed by the course instructor stating that they

completed all of the required course work, tests and exams in the language of instruction of the course.

1.1.4 The following courses are not eligible for the bilingual requirement:

GL/FRLS 0400 6.00
All FRLS 1000-level courses
All ENSL 1000-level courses
All SP courses
GL/HUMA 2500 6.00
GL/HUMA 3200 6.00
GL/HUMA 3400 6.00

All courses taught in two languages or in any language other than English and French.

Index of Primary Documentation

The following documents have been posted on the APPRC Website.

- Council Motion (April)
- Commentary Provided by the Policy and Planning Committee (April)
- Commentaries by the Committee on Bilingualism (April and June)
- Overview of the Proposal as Provided by the Principal's Office (May)
- Glendon Language Requirements
- Principal's Statement of Support (May)
- Supplemental Information from the Principal in Response to APPRC Inquiries (June) including Chronology of Consultations Prepared by the Associate Principal, Milestones and Timelines, Comparative Structures at Other Universities
- Vice-Provost's Statement of Support (May)
- Correspondence to JCOAA from Glendon Faculty Members (May)
- Commentary by the Current and Incoming Chair, French Studies, LA&PS (June)
- Communication in Support of the Proposal by Members of the Department of French Studies (May)
- Comments by the Chair and Chair of the Language Programs, Department of French Studies at Glendon (May)
- Comment on Procedural Matters by the Incoming Chair of Faculty Council (May)
- Projected Budget (June)
- Background Report Informing the Faculty Council's Consideration of the Proposal (April 2011 version)
- Report of the Special Committee reviewing the Centre proposal, Department of French Studies (French and English Versions, May 2011, updated September)
- Correspondence re: Senate Executive Decision to Withhold Recommendation from June Senate Meeting
- Correspondence from Professor Spring re: Procedural Matters
- Statement of the Chair of French Studies (Liberal Arts and Professional Studies), September
- Principal's Report on Consultations June-September
- Chair of French Studies re: Departmental Vote to Ratify Committee Report (with appended material on the composition and activities of the committee)
- Commentary on the Departmental Vote by Certain Full-Time Faculty Members in the Department of French Studies

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 22 September 2011

Documentation for all items has been posted on the Senate Website.

CONSENT AGENDA

1. Granting of Degrees, Certificates and Diplomas (Fall 2011 to Spring 2012)

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that:

- i) Senate authorize the granting of degrees at the University's Convocations held from Fall 2011 to Spring 2012 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of the degrees listed in the documentation attached to the agenda for today's meeting;
- ii) Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education; and that
- iii) Senate authorize the granting of diplomas and certificates at the University's Convocations held from 2011 to Spring 2012 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of the diplomas and certificates listed as documentation attached to the agenda for today's meeting.

FOR INFORMATION

1. Summer Authority Items

The ASCP *Coordinating & Planning* Sub-committee was delegated authority to act on behalf of the Committee during the summer months to attend to any business deemed to be time sensitive. No business was conducted under summer authority.

2. York University Quality Assurance Process

All universities in Ontario were required to develop policies and procedures for the approval of curriculum and for cyclical reviews that complied with the Quality Assurance Framework approved by the Council of Ontario Universities (COU) in 2010. *York's Policy on the Approval and Cyclical Review of Programs and Other Curriculum* (cited as the York University Quality Assurance Policy) was approved by Senate in October 2010. The associated *York University Quality Assurance Procedures* (YUQAP) were developed by a working group led by the Vice-Provost Academic over the course of

last year. The Procedures have been submitted to the Quality Council of COU for final approval. Once approved, the Procedures, along with curriculum proposal and program review templates will be accessible on a dedicated YUQAP page on the website of the Vice-Provost Academic.

Under the new process the internal review and approval processes largely remain the same and continue to embrace the University's longstanding commitment to quality and collegial processes. However, there are a few key elements that are new to the Procedures. Vice-Provost Lenton will preview these principal changes in a brief presentation at the Senate meeting.

Amir Asif
Chair, Committee on Academic Standards, Curriculum and Pedagogy

Degrees, Certificates and Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies

Bachelor of Administrative Studies
Bachelor of Administrative Studies (Honours)
Bachelor of Arts
Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education

Bachelor of Education
Bachelor of Education (In-Service)

Faculty of Environmental Studies

Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

Faculty of Fine Arts

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon

Bachelor of Arts
Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*

Doctor of Philosophy
Master of Applied Science
Master of Arts
Master of Business Administration
International Master of Business Administration
Master of Design
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability
Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Public Administration

Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Science
Master of Science in Nursing
Master of Social Work

Faculty of Health

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Faculty of Science and Engineering

Bachelor of Arts
Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Applied Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School

Bachelor of Laws/*Juris Doctor*

Schulich School of Business

Bachelor of Business Administration (Honours)
International Bachelor of Business Administration (Honours)

**Master or Magisteriate / Doctor or Doctorate*

Certificates and Diplomas

Faculty of Liberal Arts and Professional Studies

Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Professional Accounting
Advanced Certificate in Women's Studies
Certificate in Business Fundamentals
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Non-Profit Management
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate in Women's Studies
Certificate of Advanced French Language Proficiency
Certificate of Basic French Language Proficiency
Certificate of Intermediate French Language Proficiency
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish
Certificate of Proficiency in Chinese
Certificate of Proficiency in German
Certificate of Proficiency in Italian
Certificate of Proficiency in Japanese
Certificate of Proficiency in Russian
Cross-Disciplinary Certificate in Anti-Racist Research & Practice
Cross-Disciplinary Certificate in Biblical Studies
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in South Asian Studies
General Certificate in Law and Society
General Certificate in Practical Ethics
General Certificate in Refugee and Migration Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Canadian Business for Internationally Educated Professionals
Professional Certificate in Emergency Management
Professional Certificate in Health Services Management+
Professional Certificate in Human Resources Management
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Information Technology for Internationally Educated Professionals
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Sector Management
Professional Certificate in Real Estate

Faculty of Education

Certificate in Educational Studies
Professional Certificate in Education (Technological Studies)
York Diploma in the Education of Exceptional Students

Faculty of Environmental Studies

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

Faculty of Fine Arts

Certificate in Digital Design
Cross-Disciplinary Certificate in Community Arts Practice
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science

Glendon College / Collège universitaire

Glendon

Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionnelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional Communication

Faculty of Graduate Studies

Diploma in Advanced Hebrew and Jewish Studies (Type 2)
Diploma in Arts and Media Administration (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 & 4)
Diploma in Education in Urban Environments (Type 2 & 4)
Diploma in Environmental/Sustainability Education (Type 2 and Type 4)
Diploma in Financial Engineering (Type 2 and 4)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)+
Diploma in Health Psychology (Type 2)
Diploma in Health Services & Policy Research (Type 2)
Diploma in International & Security Studies (Type 2)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Mathematics Education (2 and 4)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and Type 4)
Diploma in Real Estate and Infrastructure (Type 2)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in the Teaching of Acting (Type 2)
Diploma in the Teaching of Movement for Theatre (2 & 4)
Diploma in Theatre Studies (Type 4)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 4)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 4)

Faculty of Health

Certificate in Health Informatics
Certificate in Psychometrics
Professional Certificate in Athletic Therapy
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Programme Certificate

Osgoode Hall Law School

Certificate of Attendance in Canadian Law Studies

Faculty of Science and Engineering

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology

Schulich School of Business

Certificate in Practical Ethics

Access/Bridging Programs

Transition Year Program Certificate of Completion

+New for 2011-2012

Updated: September 2011