COLLÈGE UNIVERSITAIRE GLENDON COLLEGE CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

Faculty Council meeting on <u>Friday, March 31</u>, 2017 in the Senate Chamber at 1:30 p.m.

AGENDA

- 1. Chair's Remarks
- 2. Minutes of the previous meeting
 - March 3, 2017, p. 1-3
- 3. Business arising from the minutes
- 4. Inquiries and Communications
- Principal's* and Associate Principals' Remarks
- 6. Reports from Standing Committees
 - Curriculum Committee
 - French Studies, p. 4
 - Mathematics, p. 5-7
 - PPNC
 - Glendon Indigenous Strategy, p. 8-14
 - Nominations Report, p. 15
- 7. Other Business
 - Martin Bunch, Chair of the President's Sustainability Council – <u>Developing a</u> Strategy for Sustainability at York
 - Evan Light <u>York University Advisory</u> <u>Committee on Responsible Investment</u>
- 8. Adjournment

Séance du conseil de la faculté le <u>vendredi 31 mars 2017 dans la salle du sénat à 13 h 30.</u>

ORDRE DU JOUR

- 1. Remarques du président
- 2. Procès-verbal de la séance précédente
 - **a** 3 mars 2017
- 3. Affaires dérivant du procès-verbal
- 4. Communications et questions diverses
- 5. Remarques du principal et des viceprincipaux
- 6. Rapports des comités permanents
 - Comité des programmes
 - Études françaises
 - Mathématiques
 - DPMC
 - Stratégie autochtone de Glendon
 - Rapport du comité de mises en candidature
- 7. Affaires nouvelles
 - Martin Bunch
 - Evan Light
- 8. Levée de la séance

*Principal's Remarks : (1) AIF, (2) Stratégie autochtone, (3) Programmes de préparation aux professions de la santé, (4) Université francophone

Our WEB page: http://www.glendon.yorku.ca/facultycouncil/



COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

Minutes of the Faculty Council meeting held on Friday, March 3, 2017 at 1:30 p.m. in the Senate Chamber, York Hall, Glendon. This meeting of Council was attended by the following members:

Procès-verbal de la séance du Conseil de la faculté, tenue le vendredi 3 mars 2017 à 13 h 30 dans la salle du sénat, pavillon York, Glendon. Les membres suivants étaient présents :

M.-C. Aubin A. Karoui K. Reynolds K. Fowley A. Avolonto W. Maas (Chair) A. Sartori C. Clark-Kazak I. Martin E. Ascencio C. Coates N.-G. Martineau E. Coburn B. Morgan L. Berkirsky B. Connell S. Paradis K. Clark A.-A. Cyr A. Pyée J.-P. D'Angelo L. Frew I. Roberge N. Goel M. C. Guzmán J. Robinson A. Golijanin J. Hajduk L. Hébert D. Savard E. Leahy V. Hildebrand B. Singer G. Houle A. Zamora D. Norenbert D. Ipperciel J. McDonough Dolmaya A. Rashad L. Jackson M. Palamarek M. Turner

1. Chair's Remarks

The meeting began at 1:35 p.m.

2. Minutes of the previous meeting

January 27, 2017

The minutes were **approved**.

3. Matters arising from the minutes

There were no matters arising.

4. Inquiries and Communications

There were none.

1. Remarques de la présidente

La séance commence à 13 h 35.

2. Procès-verbal de la séance précédente

• 27 janvier 2017

Le procès-verbal est approuvé.

3. Questions dérivant du procès-verbal

Il n'y en a aucune.

4. <u>Inquiries and Communications</u>

Il n'y en a aucune.

5. Principal's and Associate Principal's Remarks

The Principal talked about the following:

- US Travel Ban he commended the Glendon Community for the display of solidarity and welcomed all initiatives to help as much as possible.
- He invited members of Council to nominate candidates for the Honorary Doctorates, especially women
- Glendon Indigenous Strategy a document will be tabled by PPNC at the next Council's meeting
- Experiential Education M. Ah Choon will be invited to make a presentation on March 31st Council's meeting
- <u>Budget</u> he gave a summary of the current budgetary situation, outlining the various challenges Glendon has to deal with for the next few years. He highlighted the deficits and the decline in enrolments.

The Associate Principal, Academic reminded members of the Open House on Sunday, March 5, 2017 and of 2 events at Glendon in connection with York's mental health and wellbeing awareness month on March 13 and March 22.

The Associate Principal, Research & Graduate Studies invited nominations for the Principal's Research and Teaching Excellence Awards. She also mentioned an upcoming seminar on Linguistic Diversity and process for welcoming visiting scholars.

6. Reports from Standing Committees

(a) CASTL

D. Savard presented the reports from CASTL, and the following submissions were **approved**:

 Changes to requirements: <u>French Studies</u>, <u>Linguistics & Language Studies</u>, <u>School</u> <u>of the Arts</u>, <u>Performance</u>, <u>Media and</u> <u>Design</u>

5. Remarques du principal et des viceprincipaux

Le principal mentionne les points suivants :

- « US Travel Ban » il félicite la communauté de Glendon pour la solidarité dont elle a fait preuve et soutient toutes initiatives pour aider autant que possible.
- Il invite les membres du Conseil à nommer des candidats pour le doctorat honoris causa, en particulier des candidates
- Stratégie autochtone de Glendon un document sera présenté par le CDPMC à la prochaine séance du Conseil
- Education expérientielle M. Ah Choon sera invite à faire une présentation à la séance du 31 mars du Conseil.
- <u>Budget</u> il donne un résumé de la situation budgétaire actuelle, soulignant les différents défis auxquels Glendon doit faire face pour les prochaines années. Il souligne les déficits et la baisse des inscriptions.

Le vice-principal aux affaires académiques rappel aux membres que la journée portes ouvertes se déroulera le dimanche 5 mars 2017. De plus, il y aura 2 événements à Glendon liés au mois sur la sensibilation aux enjeux associés à la santé mentale et au bien-être prévus pour le 13 et 22 mars.

La vice-principale à la recherche et aux études supérieures invite des nominations pour les prix d'excellence en recherche et en enseignement du Principal. Elle mentionne aussi le colloque sur la diversité linguistique et le processus d'acceuil pour les chercheurs invités.

6. Rapports des comités permanents

(a) CNAP

D. Savard présente les rapports du CNAP et les soumissions suivantes sont **approuvées** :

 Changements aux exigences: Études françaises, Linguistique et sciences du langage, « School of the Arts, Performance, Media and Design » ■ New rubric - Physics

(b) Curriculum Committee

A. Pyée presented the Curriculum submissions from the departments of International Studies, Sociology and Career and Skills Development Centre and they were all **approved**.

(c) PPNC

N. Martineau of PPNC presented the motion pertaining to Indigenous hirings.

While some members expressed their support of the motion, others raised concerns as well. Following the discussion a motion to refer back the motion to the Committee was moved and **approved**.

7. New Business

Lesley Beagrie introduced herself as the Chair of Senate and thanked members for the opportunity to address Council. As co-Chair of the Mental Health Steering Committee, she then made a presentation on the <u>Mental Health Strategy</u>.

8. Adjournment

The meeting was adjourned at 15:40 p.m.

Nouvelle rubrique - PHYC

(b) Curriculum Committee

A. Pyée présente les soumissions des départements d'études internationales, de sociologie et du centre de carrière et de développement de compétences et elles sont toutes **approuvées**.

(c) CDPMC

N. Martineau du CDPMC présente la motion concernant les embauches autochtones.

Bien que certains membres expriment leur appui pour la motion, d'autres soulèvent également des préoccupations. Suite aux discussions, on propose une motion pour renvoyer la motion au Comité et elle est **approuvée**.

7. Affaires nouvelles

Lesley Beagrie se présente à titre de présidente du Sénat et remercie les membres de l'occasion qui lui est offerte pour s'adresser au Conseil. À titre de la coprésidente du « Mental Health Steering Committee » elle donne un exposé sur la stratégie en matière de santé mentale.

8. <u>Levée de la séance</u>

La séance est levée à 15 h 40.

GLENDON - COMITÉ DES PROGRAMMES CHANGEMENTS À UN COURS EXISTANT

Date de soumission: (jour/mois/année)		2 mars 2017						
Département ou programme: (par exemple: Études françaises)		Études fra	udes françaises					
Cocher le(s) changement(s) Actu		Actuel		Proposé (ne spécifier que les changements)				
	Numéro du cours	GL/FR/	AN 4665 3.00 FR					
	Titre du cours	Théories français	s morphosyntaxiques et langue e					
	Titre abrégé	Théorie	s morphosyntaxiques					
	Prérequis			Condition préa FR Remarque GL/FRAN 2600 requise pour to études français	: une note 6.00 (ou é out étudian	<mark>minimale o</mark> quivalent) (le C est	<mark>en</mark>
	Corequis							
	Coinscrit avec autre cours à Glendon	GL/LIN 46	665 3.00 (FR)					
	Coinscrit avec autre cours à Keele	AP/ES/FA	/HH/SC/	AP/ES/FA/HH/	SC/			
	Cours incompatible(s)	GL/AP/ES	S/FA/HH/SC/	GL/AP/ES/FA/	HH/SC/			
	Cours intégré	GS/		GS/				
	Statut vis-à-vis l'éducation générale							
	Réactivation du cours							
	Désactivation du cours							
	Langue d'enseignement							
	Cours inscrit dans une catégorie spécifique							
	Description de l'annuaire (maximum 40 mots). Veuillez utiliser le présent (par exemple: « Ce cours <u>analyse</u> la nature et la mesure de » et non « Ce cours <u>analysera</u> »	cescription de annuaire (maximum morphologie et syntaxe en français. Le cours porte une attention particulière à l'impact de cette interface sur les lectures sémantiques que reçoivent certaines structures lexicales esure de » et non « Ce						
Le cours est-il obligatoire pour la spécialisation (majeure/mineure) dans le programme ou dans d'autres programmes? OUI								
Symposic obrágá. Vavilla- indimum las		ar las abanas	omente mineure à la description estuelle e				\boxtimes	NON
Synopsis abrégé: Veuillez indiquer les changements mineurs à la description actuelle en caractères gras ou utiliser une feuille supplémentaire pour les reformulations plus substantielles. Le synopsis abrégé devrait inclure les éléments suivants : (1) comment le contenu du cours aidera les étudiants à atteindre les objectifs d'apprentissages; (2) l'échelle d'évaluation et (3) les exigences additionnelles pour les étudiants aux cycles supérieurs, dans le cas d'un cours intégré.								
L'approbation du cours par le départ			· · · ·					
Département / Programme Études françaises		Nam Aim		Signature Date Signature received 6 mars 2017				
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	té & Département / Programm		·	Signature		Date		
Linguistics & Language Studies				Signature received		6 mars 2017		
Joindre à la soumission:								
Some of the south assistance.			Justificatif du département (oblig	gatoire)				

GLENDON — COMITÉ DES PROGRAMMES

NOUVEAU COURS

Date de soumission: (jour/mois/année)			2017/02/10			
Département ou programme: (par exemple: Histoire)			Mathématiques			
Numéro du cours: (par exemple: GL/HIST 2XXX 6.00)			GL/MATH 4000 3.00			
Titre du cours: (le titre officiel du cours figurant dans l'annuaire de l'université et dans la base des données des cours)			Lectures dirigées en mathématiques			
Titre abrégé: (Ce titre apparaîtra su par exemple: bulletin de notes ou horain			Lectures dirigées en mathématiques			
Langue d'enseignement:			Français			
Offert à partir de: (par exemple:	: Automne	2012)	Été 2017			
Description de l'annuaire (40 n l'annuaire. Pour la cohérence des d nature et la mesure de » et non	lescription	s de cours dans toute l'unive	airement présenter son ersité, veuillez utiliser	contenu. Cette desc le présent (par exer	ription apparaîtra dans nple: « Ce cours <u>analyse</u> la	
Les étudiants peuvent faire des du département.	études ir	ndépendantes sous la dire	ection d'un membre c	du département av	ec l'approbation du chef	
Coinscrit avec:	GL/		AP/ES/FA/HH/SC/			
Prérequis:	Permission	on du département	AP/ES/FA/HH/SC/			
Corequis:	GL/		Cours intégré:	GS/		
Cours incompatible(s):	GL/		AP/ES/FA/HH/SC/			
Le cours est-il obligatoire pour	la spécia	alisation (majeure ou mi	ineure) dans le prog	ramme ou dans d	'autres programmes? ⊠ NON	
Ce cours s'inscrit dans la catégorie	e spécifiqu	ue suivante en regard des e	xigences du programm			
Catégorie spécifique du cours Synopsis abrégé: Veuillez indique l'échelle d'évaluation et (3) les exig						
L'échelle d'évaluation dépendra						
Est-ce un cours d'éducation gé		·	un justificatif)	OUI 🛛 NO	ON	
L'approbation du cours par le			T			
Département / Programme Nom Mathématiques Clander Maria Day directour		Signature		Date 00.00.2017		
Mathématiques, Glendon Mario Roy, directeur		Signature received 08-03-2017				
L'approbation du département		<u> </u>		-		
Faculté & Département / Programm	ne Nom		Signature	9	Date	
Joindre à la soumission: 🛛 Justificatif du départ			ement (obligatoire)			
		oibliothécaire (obli	gatoire)			

Justificatif du département: Nous créons ici une version à trois crédits d'un cours qui n'existe présentement que dans un format de six crédits.

${\sf GLENDON-CURRICULUM\ COMMITTEE}$

NEW COURSE PROPOSAL

Date of submission:			2017/02/10			
Department or Program: (e.g. History)			Mathematics			
Course number: (e.g. GL/HIST 2XXX 6.00)			GL/MATH 4000 3.00			
Course title: (The official name of Undergraduate Calendar & on the l			Directed Readings in Mathematics			
Short course title: (Appears on an	ny documei	nt where space is limited - e.g.	Directed Readings in Mathematics			
Language of instruction:			English			
Academic term: (e.g. FALL 201	12)		Summer 2017			
consistency, and in consideration of and extent of," rather than "This A student may pursue ind	of the var s course <u>v</u> epende	ious uses of the Calendars, verbs sho vill analyze") int studies with the guidanc	written to convey what the course is about build be in the present tense (i.e., "This course of a faculty member. Details of the Department of Mathematics	se <u>analyzes</u> the nature of the final proposal		
Cross-listings:	GL/		AP/ES/FA/HH/SC/			
Prerequisites:	Permis	sion of the department	AP/ES/FA/HH/SC/			
Corequisites:	GL/		Integrated course: GS/			
Course Credit Exclusions:	GL/		AP/ES/FA/HH/SC/			
Is this course required for the	major/	minor in the program, and/or in	other programs? YES	NO		
The course fits into the following	specific	category regarding program require	ements (e.g. for major/minor): YES	⊠ NO		
			ements (e.g. for major/minor): YES nieving the learning objectives; the evaluation			
	ow the c	ourse design supports students in ach				
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Department Overview: We are hereby creating three-credit and six-credit versions of a course which currently exists in a six-credit and French format only.

${\sf GLENDON-CURRICULUM\ COMMITTEE}$

NEW COURSE PROPOSAL

Date of submission:			2017/02/10				
Department or Program: (e.g. History)			Mathematics				
Course number: (e.g. GL/HIST 2XXX 6.00)			GL/MATH 4000 6.00				
Course title: (The official name of Undergraduate Calendar & on the l		• •	Directed Readings in Mathematics				
Short course title: (Appears on an	y documen	t where space is limited - e.g.	Directed Readings in Mathematics				
Language of instruction:			English				
Academic term: (e.g. FALL 201	12)		Summer 2017				
consistency, and in consideration o and extent of," rather than "This A student may pursue ind	Calendar description (40 words): The course description should be carefully written to convey what the course is about. For editorial consistency, and in consideration of the various uses of the Calendars, verbs should be in the present tense (i.e., "This course analyzes the nature and extent of," rather than "This course will analyze") A student may pursue independent studies with the guidance of a faculty member. Details of the final proposal must be approved by the supervising faculty and the Chair of the Department of Mathematics at Glendon.						
Cross-listings:	GL/		AP/ES/FA/HH/SC/				
Prerequisites:	Permiss	ion of the department	AP/ES/FA/HH/SC/				
Corequisites:	GL/	·	Integrated course: GS/				
Course Credit Exclusions:	GL/		AP/ES/FA/HH/SC/				
Is this course required for the	major/n	ninor in the program, and/or in	other programs? YES	NO			
The course fits into the following	specific o	ategory regarding program require	ments (e.g. for major/minor): YES	⊠ NO			
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Department Overview: We are hereby creating three-credit and six-credit versions of a course which currently exists in a six-credit and French format only.

Glendon Indigenous Strategy

A. Context

Introduction

We acknowledge that Glendon as part of York University is located on the traditional territory of the Wendat, the Petun, the Haudenosaunee and the Mississaugas of the New Credit First Nation, one of the peoples of the Anishinaabeg Confederacy, and the Métis Nation, and it is still home to many indigenous people from across Turtle Island.

The Glendon Indigenous Strategy draws from York University's Aboriginal Strategy and shares its guiding principle that it should be based on the concept of reconciliation. Both recognize that

Indigenous engagement is a priority for the entire University and all of its faculties and divisions, not as a specific concern for specific areas of the University or just for a concern relating to Indigenous students, staff or faculty. This aspect of the strategy is a direct response to the Truth and Reconciliation Commission's Calls to Action. (York University's Indigenous Strategy)

Glendon's Indigenous Strategy is rooted in its own history, traditions and values. Glendon's mission is toward French-English bilingualism. Its identity rests on this mission and on values of multiculturalism, multinationalism and internationalisation. In this context, it recognizes a special responsibility in addressing some of the recommendations of the Truth and Reconciliation Commission (TRC) final report. It acknowledges the TRC recommendations and is committed to working towards a strengthening of its engagement with First Nations, Métis and Inuit peoples.

Although Glendon has never had an indigenous strategy, it has always shown interest in indigenous culture and languages as part of the Canadian fabric. In particular, Glendon's Linguistics program has been forward-looking in its approach to indigenous matters. It has been the only program at York University to offer indigenous languages as part of its curriculum and to take language endangerment seriously. In fact, the Specialized Honours Stream in Language Endangerment, Documentation and Revitalization is notable at the undergraduate level, and over the last ten years, apart from Anishinaabemowin, Glendon has taught Cayuga, Mi'kmaq and Inuktitut in the course "Case Studies in Canada's Aboriginal Languages".

Canadian Studies at Glendon also incorporates indigenous content in its curriculum through particular emphasis on issues related to Indigenous peoples in Canada in its core courses,

especially in the first-year and capstone courses. For the last few years, the capstone course has focused on the topic "Decolonising Canada."

Other disciplines have also incorporated indigenous content through the years. See recommendation 24, below, for more details.

Truth and Reconciliation Commission and the University

In the wake of the recommendations of the Truth and Reconciliation Commission of Canada, Glendon intends to respond in its own way to the call for postsecondary education institutions to play a key role in reconciliation through education. According to the report of the Truth and Reconciliation Commission,

[m]uch of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation. (*Honouring the Truth, Reconciling for the Future*, p. 234).

Glendon College, as part of York University, acknowledges its educational obligation and responsibilities with regard to indigenous peoples.

Given the scarcity of resources at Glendon College, however, we also recognize that the main locus of indigenous services will always remain at the University's Keele Campus. In this context, Glendon must focus on inter-campus collaborations and call upon Keele units to offer institutionally-relevant services on the Glendon Campus.

B. Vision, Mission, Values

Vision

Glendon will be a welcoming and inclusive institution that fosters an exceptional student experience and academic environment by valuing indigenous peoples and cultures.

Mission

Glendon will foster personal growth and academic success by engaging students, faculty and staff in ongoing discussions and initiatives to celebrate indigenous cultures and bring to light indigenous issues.

Values

Academic Excellence

We are committed to achieving the full development of students' intellectual capacities, skills and qualities.

Student Success

We espouse a student-centric view that sets the objective of unlocking the full potential of all students.

Equity and Inclusion

The values of academic excellence and student success apply to every single student regardless of creed, colour or culture. However, these values are actualized by recognizing and valuing differences.

Friendship and Solidarity

The proper inclusion of other cultures rests on an openness to the other and a sense of community embodied by the sentiments of friendship and solidarity.

C. Our Strategic Goals

I. Creating a Glendon-based collegial structure for advancing indigenous affairs

The implementation of strategic goals requires a permanent collegial body. The challenge in this context is to ensure a continuity through time.

1. Set up a Special Committee of the Principal ("Committee on Indigenous Affairs") to advance indigenous issues at Glendon

Membership: the Principal (ex officio); the Chair of Faculty Council (ex officio); faculty members; First Nations, Métis or Inuit students; representative of the GCSU; representatives from CASS and Student Services; Glendon's representative to the Aboriginal Education Council of York; community partners and/or Elders

Mandate: The Committee on Indigenous Affairs acts in an advisory capacity to the Principal. It helps to link between CASS, York University and Glendon, to coordinate non-academic initiatives and academic matters and issues recommendations to Glendon and York for better engagement on this matter.

The Special Committee of the Principal should report to Faculty Council.

II. Positioning Glendon with regards to the TRC recommendations on post-secondary education

The TRC is at the basis of a renewed awareness and interest in indigenous affairs on the national scene as in academia. It seems appropriate that Glendon formulate a response to the TRC recommendations relating specifically to universities.

- 2. [TRC Recommendation 10] Increase participation of First Nations, Métis and Inuit peoples in shaping and implementing Glendon's Indigenous Strategy.
- 3. [TRC Recommendation 10] Focus on retention and success of students, develop culturally appropriate curricula, and continue to support the teaching of Aboriginal languages as credit courses.
- 4. [TRC Recommendation 13 & 16] Focus on already existing assets in Aboriginal languages and explore the possibility of expanding these resources.
- 5. [TRC Recommendation 57] Enhance student knowledge in the history of Aboriginal peoples, especially in public and international affairs.
- 6. [TRC Recommendation 57] Include skills-based training in intercultural competency, conflict resolution and anti-racism for students, staff and faculty.
- 7. [TRC Recommendation 62] Foster college-wide discussions within academic and non-academic structures as a first step to educate students, staff and faculty on the TRC recommendations, and to find ways to integrate indigenous knowledges into academic and non-academic matters.

III. Increasing Awareness and Self-Awareness

Change starts with awareness. It will be important to create an environment in which everyone can gain a cultural, historical and social understanding of indigeneity in the Canadian context, which in turn will encourage indigenous individuals to take pride in their heritage and to affirm their identity.

8. Increase awareness of indigeneity and cultivate respect for indigenous peoples, cultures and issues at Glendon.

- 9. At the beginning of functions and in public announcements in which external groups are present, acknowledge the Wendat, the Petun, the Haudenosaunee, Métis and Mississaugas of the Credit River, on whose traditional territories we live and work.
- 10. Encourage students to self-identify as indigenous so they can take advantage of resources intended for them.

IV. Recruiting indigenous students, staff and faculty and ensuring academic success

A key step to making sure all feel welcome and at home on campus, is to be sure that all are able to recognize themselves in their peers and their instructors.

- 11. Include indigenous students in Glendon's recruitment and retention plans
- 12. Encourage the recruitment of indigenous faculty and staff in units
- 13. Identify and seek out sources of funding for indigenous students (e.g. scholarships, INDSpire, Ministry of Education, Student Success Fund, Target Initiative Fund, etc.)
- 14. Promote access to student funding earmarked for indigenous students

V. Establishing partnerships

Given Glendon's size and available resources, as well as the fact that it is a small Faculty within York University, it will be important to establish partnerships in order to provide ourselves with the means to fulfill our ambitions.

- 15. Create and strengthen internal York partnerships that will advance indigenous issues at Glendon (CASS, AEC, etc.)
- 16. Establish and strengthen relationships with First Nation, Métis and Inuit communities
- 17. Invite Elders-in-residence at Glendon and include them in Glendon functions
- 18. Work with School Boards (including the Bureau d'éducation) to share experiences of success in reaching out to and supporting indigenous groups
- 19. Share academic resources with universities having indigenous programs (e.g. University of Sudbury's program in Études autochtones, Wilfrid Laurier University and its inter-campus model, etc.)

20. Link with government departments at all levels (e.g. Ministry of Aboriginal Affairs and Reconciliation, Ministry of Education, MAESD, PCH, INAC, etc.) in coordination with York administration.

VI. Indigenizing curricular offerings and content

Central to the university's responsibility toward indigenous people is to "recognize the importance of indigenization of curricula" (Universities Canada, priority 3). Glendon intends to build on the current efforts to enhance indigenous content in its curricula.

- 21. Increase the number of courses with indigenous content
- 22. Enhance indigenous content in all courses and encourage considerations of indigeneity in programing at the department level
- 23. Ensure in-house training for the curricular and pedagogical realization of the principles and goals of this document (with the involvement of Elders and community members)
- 24. Promote existing courses with indigenous content.

Glendon offers an array of courses with indigenous content:

- CDNS 1920 6.0 (EN) Understanding Contemporary Canada
- CDNS 1920 6.0 (FR) Comprendre le Canada contemporain.
- CDNS 4622 6.00 (EN/FR) Critical Perspectives on Canadian Issues/Perspectives critiques sur le Canada (compulsory fourth-year seminar focussing on indigenous/non-indigenous relations under the theme "Decolonizing Canada/Decoloniser le Canada)"
- LIN/CNDS/SOSC 3616 Case Studies in Canada's Aboriginal Languages (Since it
 was first created, the course has focused on the following languages: Micmac,
 Inuktitut, Cayuga and Ojibway. Ojibway has been the focus for the past few
 years)
- CDNS 4622 Experiential learning: Visiting the Toronto Council Fire Native Cultural Centre to listen to residential school survivors, and meeting Elders in class as knowledge advisers. Students in this seminar also work on specific projects to promote change and understanding. For instance, these include: Talking Treaties that invited the Glendon Community to experience contemporary indigenous voices and art that remind us of the history of this city before it was made of cement and glass; and a REDress event, following similar events in other cities, that exhibited about twenty red dresses in the Breezeway and Lunik Café, each with a story of a missing and/or murdered indigenous woman pinned to it.
- EN 3205 Postcolonial Literatures and Theory
- EN 4450 Contemporary Canadian Literature

Other relevant courses, not all of which are taught on a regular basis:

- CDNS 3677 Premières nations du Canada
- HIST 2670 Canadian History since 1663 / Histoire du Canada depuis 1663
- HIST 3215 The Canadian West and North (to 1921)
- HIST 3218 History of Northern Canada
- SOCI 2630 Aboriginal People of Canada
- ILST 3915 Indigenous Peoples in International Relations

Upcoming:

- EN Canadian Literature and the TRC
- LIN Anishinaabemowin (Ojibway I) Language and Culture
- LIN Intermediate Anishinaabemowin (Ojibway II) Language and Culture

VII. Indigenizing campus life

Creating a welcoming environment that recognizes the dignity of indigenous people is an undertaking that goes beyond the classroom. It must encompass the campus space, to which indigenous people have a special relationship, as well as extracurricular and social activities that create a sense of community and belonging.

- 24. Including and valuing indigenous peoples and cultures in the full suite of student life offerings
- 25. Foster a sense of pride in indigenous cultures among students, faculty and staff through various events and activities (e.g. medicine walks, a "bannock and soup" event, pow-wows, smudgings, discussion groups, etc.)
- 26. Schedule relevant courses in the Don River Valley
- 27. Establish spaces for indigenous activities, including gathering spaces, linguistic spaces, and ceremonial spaces
- 28. Include indigenous public art on the Glendon Campus and include traditional art performances at various Glendon events

COLLÈGE UNIVERSITAIRE GLENDON COLLEGE

CONSEIL DE LA FACULTÉ / FACULTY COUNCIL

Terms beginning July 1, 2017 - Mandats débutant le 1er juillet 2017

Updated: 28/03/2017

	Openings/	Term/	Nominees (in bold)
	ouvertures	Mandat	
			Continuing Members (in italics)
Chair of Council / Président(e) du Conseil	1	1 year / an	Willem Maas (to end June 18)
Vice-Chair of Council / vice-président du	1	1 year / an	(to end June 18)
Conseil**			
Committee on Academic Standards, Teaching and	2	2 year /	Aimé Avolonto (to end June 18)
Learning / Comité des normes académiques et		ans	Colin Coates (to end June 18)
<u>pédagogiques</u> (CASTL / CNAP)			Stéphane Couture (to end June 19)
Meets monthly, Tuesday, 9:30 to 11:30 a.m.			Vacant (to end June 19)
Curriculum Committee / Comité des programmes	4	1 year / an	Lee Frew (to end June 18)
Meets monthly, Wednesday morning, 9:30 to			Vacant (to end June 18)
11:30 a.m.			Vacant (to end June 18)
			Vacant (to end June 18)
<u>Petitions / Pétitions</u>	2	1 year / an	Vincent Hildebrand (to end June 18)
Meets at the call of the Chair			Swann Paradis (to end June 18)
Policy, Planning and Nominating	1	3 years /	Aimé Avolonto (to end June 19)
Meets at the call of the Chair, on a Friday		ans	Igor Djordjevic (to end June 19)
morning, 9:30 to 11:30 a.m.			Lee Frew (to end June 19)
			Aymen Karoui (to end June 19)
			Elaine Coburn (to end June 20)
Tenure, Promotion and Research Grants / Comité	3	1 year / an	Christopher Campbell (to end June 18)
de Promotion, permanence et subventions de			Valerie Schoof (to end June 18)
<u>recherche</u> - Meets at the call of the Chair			Vacant (to end June 18)
Committee on Technology and Learning / Comité	3	2 years /	Laura McKinnon (to end June 19)
sur la technologie et l'apprentissage - Meets at		ans	Vacant (to end June 19)
the call of the Chair			Vacant (to end June 19)

^{**} The Vice-Chair of Faculty Council shall serve for a period of one year after which they will normally succeed the Chair.

Il serait souhaitable d'obtenir l'accord préalable des personnes proposées / Prior approval from Nominees would be much appreciated



Sustainability@York

A sustainable university is one that enhances the ecological functioning of its campuses; models knowledgeable, active and responsible global citizens; and does so within an integrated, long-term framework of full-cost economic and environmental accounting

- York University Sustainability Policy, 2011

For the 4th year in a row,

York University was named one of Canada's Greenest Employers





Grounds The principle of sustainability in Grounds operations has been a driving force in the creation of all new landscape designs including: · low maintenance shrubs · drought-resistant and native plants · mulch in planted areas for water retention and weed control automatic irrigation controls · organic fertilizer porous hard surface materials such as interlock pavers (which are reusable, offer better durability than asphalt/concrete and improve water infiltration)

Tree Management of York's Urban Forest

The trees on our campuses provide a multitude of benefits by enhancing the landscape, reducing pollution, providing shade, and playing an essential role in the health and well-being of our community. The Tree Management program allows York University to proactively manage our trees on campus through a digitized

tree inventory database. The program also includes the management of the Emerald Ash Borer, an invasive pest that attacks and kills all species of ash trees. Under this program, all ash trees on our campuses are being assessed and monitored for treatment and preservation. Infected trees that do not respond to treatment are removed and replaced.



DID YOU KNOW?

50% of York's Glendon College campus is covered by forest.

Over 15 hectares in size, the forest is a significant part of the Don River Valley ravine network – a valuable forest ecosystem right in the middle of Canada's largest city.



Food

Sustainable initiatives and practices have been implemented in **75%** of food services locations.



26% of produce is grown locally

DID YOU KNOW?

This past year York installed an Urban Cultivator. Helping to reduce the University's carbon footprint, fresh and local herbs and micro greens are grown in this kitchen greenhouse and used for campus food preparation.



Over 25%
of Food Services purchases
are either local (Ontario),
Sustainable (Seafood) or Fair Trade
or Rainforest Alliance certified

42% of coffee and tea purchases are York's own Las Nubes, Fair Trade, or Rainforest Alliance certified







Water Wateris a human right York University has implemented storm water management techniques such as vegetated roofs, rainwater harvesting for irrigation or toilet flushing, permeable pavement, grass swales, bio-swales, surface storage, underground storage in YORK large diameter pipes or tanks, dry ponds, catch basins with sumps and traps, and oil/grit separator units. 10% reduction in annual per capita water DID YOU KNOW? consumption drinking Drought-resistant and since 2005 fountains local plants used in campus landscaping reduces the demand for water. Low-flow water fixtures used in 100% As of September of new buildings 72 2015 and renovations York no longer sells bottled water water bottle refill stations on campus

Transportation

York University's commuter modal split has dramatically improved in the past 10 years away from the use of predominantly single-occupant vehicles towards alternative, more sustainable modes of travel.

450+

members in the York Bicycle User Group



100+

100+

outdoor bike parking spaces

secure bike parking spaces

34 carsharing vehicles on campus

(Zipcar, Student CarShare and AutoShare)

80%



of commuters travel to York by public transit, walking, cycling, or carpooling

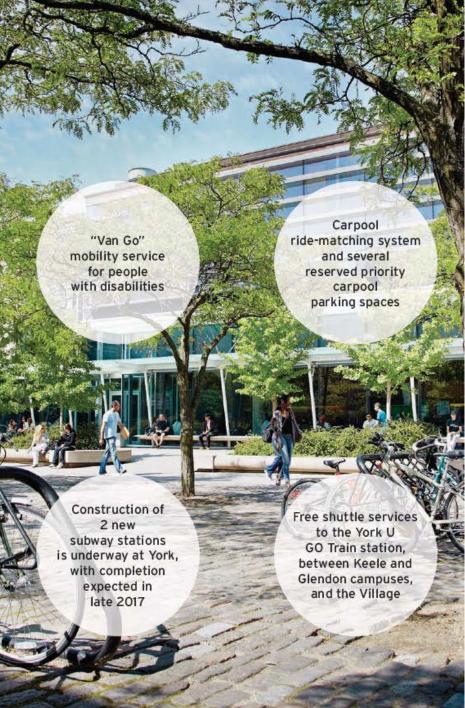


2,600+ daily bus trips at the Keele campus (making it one of the busiest transit hubs in the country)



DID YOU KNOW?

As part of the Sustainable Energy Initiative in the Faculty of Environmental Studies, a new solar electric vehicle charging station opened on the Keele campus in December 2015.



Curriculum and Research

York University has a long history of incorporating sustainability and environmental issues into curriculum.

11



The number of years York has offered the Environmental Auditing course, where students work in groups to conduct environmental audits across campus. The information is used to improve and enhance sustainability programming on campus.

#1

The MBA program at York's
Schulich School of Business
has been rated the top program
in the world in Corporate Knights'
Better World MBA Ranking, 12 years running.



1968

York launched the Faculty of Environmental Studies (FES), the first of its kind in North America.

The President's Sustainability
Council has a Curriculum
Working Group that is open to
everyone in the York community.
The working group focuses
on issues of sustainability
education at York, including
enhancing opportunities
for experiential education
in sustainability through
on-campus opportunities.

DID YOU KNOW?

Close to





course offerings on environment and sustainability.

Research Task Force

The York University Task Force on Sustainability Research was created to evaluate current and emergent research strengths in the area of sustainability, and to recommend structures to support, integrate, cultivate and publicize York's sustainability research.

taskforce.info.yorku.ca





Phases to integrate sustainability at universities

- 1. Grassroots efforts and ad hoc activities
- 2. Campus leadership acceptance of the business case for sustainability
 - 1. centered around enhanced efficiency and institutional reputation
 - 2. sustainability committee to identify and provide advice
- A visionary campus leader supportive of stakeholder engagement, a holistic strategic plan and full-cost evaluation practices
- 4. A fully integrated sustainable campus community focused on systems-thinking and an interdisciplinary cooperation

Krizek, Newport, White & Townsend (2012)





Strategic Planning Process/Timeline

PSC & Working Grp meetings September 2016 – June 2017

Strategic Planning Workshop 10 February 2017

Faculty Consultations February – April 2017

Student Focus Group 6 March 2017

Survey of York Community March – April 2017

PSC Themed (open) Meetings March – April, 2017

First Draft of the Plan April, 2017

Town Hall (Keele) April, 2017

Town Hall (Glendon) April, 2017

Second Draft of Plan Late May, 2017







- Expressing a long term vision
- Identifying aspirational strategic goals
- Organizing and prioritizing strategic goals



The engagement process for developing the strategy

2016-2017

Stage One:
Research and
Understanding
Issues

- Working group meetings
- President's sustainability council meetings
- Broader engagement: e.g., visioning workshop, consultation meetings

Feb-Apr 2017

Stage Two: Testing Ideas

- Additional working group meetings
- Additional sustainability council meetings
- Additional broader engagement

Apr/May 2017

Stage Three: Confirming a Strategy

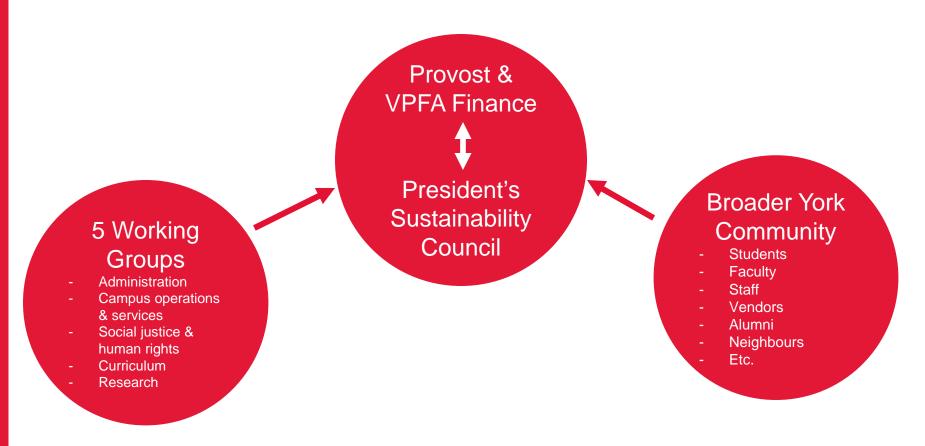
- Additional working group meetings
- Additional sustainability council meetings
- Additional broader engagement

We are here!

president's sustainability council



Who is involved in developing the strategy?







Developing a Sustainability Strategy

- What would you like to see included in the vision for York University's Sustainability Strategy?
- What do you think the "focus areas" of York's Sustainability Strategy should be?
- Based on the discussion so far, what do you think some of the strategic goals and targets could be for the Sustainability Strategy?

