

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A special meeting of the Schulich Faculty Council for the 2020-2021 academic year was held on Friday August 7th at 10:00 – 11:30am via Zoom.

In Attendance:

Chair: C. Graham

Vice-Chair: R. Shao

Secretary: E. Rush

Admin Support: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin.	D. Zwick, M. Annisette, K. Kanagaretnam		
ACTG	C. Cho, L. Thorne, V. Trivedi		
ARTM	K. Rogers		
BSUS			
ECON	I. Henriques		
FINE	P. Foroughi, M. Kamstra, L. Ng, M. Milevsky, E. Prisman		
MKTG	E. Fischer		
ORGS	C. Bell, B. Lyons, R. Shao, W. Shen, M. Valente, L. Wright (ret.), L. Zhu		
OMIS	A. Diamant, D. Johnston, M. Levesque, D. Oppong-Tawiah, J. Rungtusanatham		
PLCY	J. Darroch, M. Kipping, A. Madhok, T. Peridis, W. Sheremata		
PROP	A. Devine	OTHER:	
Voting CPM's & Director of 601	L. Hillcoat, I. Holzinger, A. Mustapha		
Student Council Reps	B. Durrani (UBS)		

Voting Members of Faculty Council Absent/Regrets:

P. Aulakh	A. DeCarufel (ret.)	R. Karambayya (ret.)	T. McQueen	A. Sirsi
E. Auster	Y. Deutsch	A. Kecskes	D. Neu	J. Tan
K.-H. Bae	D. Dimick (ret.)	H. Kim	T. Noseworthy	K. Tasa (regrets)
M. Bamber (regrets)	B. Eberlein	G. Kistruck	C. Oliver (ret.)	Y. Tian
T. Beechy (ret.)	J. Everett	M. Kristal	G. Packard	E. Veresiu (regrets)
R. Belk	M. Farjoun	Y. Larkin	Y. Pan	M. Voronov
A. Bhanich-Supapol	B. Gainer (ret.)	F. Lazar	R. Phillips	S. Weiss
I. Bicer	M. Giesler	G. Li	S. Qu	T. Wesson
M. Biehl	B. Graham (alumni)	I. Macdonald (ret.)	S. Quail (Library)	E. Westney (ret.)
A. Campbell	I. Hideg (regrets)	D. Matten	M. Rice	B. Wolf (ret.)
M. Cao	L. He (PhD)	A. Mawani	H. Rosin (Ret.)	S. Yeomans
J. Chung	D. Horváth	R. McClean (ret.)	A. Rzeznik	J. Zemans (ret.)
J. Clayton	S. Hsu	J. McKellar (ret.)	P. Sadorsky	
W. Cook (ret.)	R. Imanirad	C. McMillan	A. Samji (GBC)	
A. Coutts	R. Irving	N. Mead	G. Saxton	
P. Darke	A. Joshi (regrets)	G. Morgan (ret.)	P. Shum	

Leaves and Sabbaticals:

M. Dong	Z. Li		
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Non-Voting Members of Faculty Council Present

D. Barret	M. Lefranc	L. Pan	N. Sutherland
M. Bhutani	J. Morgan	J. Pinto	F. Zandi
C. Carder	C. Mueller (guest)	L. Serras	
A. Kuzmicki	M. Orlan	H. Sinker	

Non-Voting Members of Faculty Council Absent:

S. Black	E. Farrell	P. Laycock	C. Partland	S. Tenn
O.P. Bhatt	C. Ford	R. Leonidas	B. Pasquali	J. Thompson
E. Caprioni	F. Gorbet	A. Leslie	M. Perlis	P. Tsaparis
M. Cernea	P. Grant	S. Ly	E. Peters	E. Wang
G. Chen	A. Gravel	R. Lynn	P. Pivato	A. Welsh
M. Cohen	C. Hantho	D. Mak	S. Pulver	B. White
D. Conklin	A. Harris	A. Makooie	E. Roman	J. Wilkins
M. Cowan	R. Hines	K. Mapa (regrets)	R. Ross	J. Wleugel
T. D'Agostino	B. Horowitz	R. Mayer	B. Schofield	D. Woticky
P. Deonandan	T. Javed	D. McCuaig	W. Schroeder	J. Wu
L. De Wilde	J. Jeyakumaran	A. Middleton	A. Shaw	D. Yundt
P. Dillon	B. Kha	R. Moy	S. Siddik	C. Zhuang
T. Fantin	L. Kharlip	S. Nahm	S. Sigel	
A. Faiella	G. Klar	C. Niederwanger	C. Sicoli	

1. Welcome & Chair's Remarks

The Chair called the meeting to order at 10:01am and thanked council members for attending.

2. Motion to Temporarily Suspend Summer Authority of Executive Committee

The Chair explained the need for a motion to suspend Executive Committee's summer authority for the duration of the meeting. The motion was moved by E. Fischer and seconded by M. Levesque. The motion carried unanimously.

3. Motion to Move to a Committee of the Whole

The Chair explained the rationale for moving to a committee of the whole to discuss the issue of anti-Black and anti-Indigenous racism. The motion was moved by C. Bell and seconded by F. Zandi. The motion carried unanimously.

4. Committee of the Whole Discussion on Anti-Black and Anti-Indigenous Racism

After a brief preface by the Chair, committee members broke out into 5 smaller discussion groups for approximately 30 minutes to discuss one of the following topics (based loosely around the priority areas listed in the mandate given to the recently struck Schulich working group on Diversity, Equity and Inclusion). Groups were also given full latitude to discuss whatever aspects of racism they wished.

1. Identify ways to create greater Black and Indigenous representation among our students;
2. Identify ways to create greater Black and Indigenous representation among staff and faculty;
3. Integrate Black and Indigenous perspectives into our curriculum and learning;
4. Strengthen our engagement with external stakeholders to overcome systemic anti-Black and anti-Indigenous racism; and
5. Foster a culture of active allyship with Black and Indigenous communities at Schulich.

5. Reports from Breakout Room Discussions:

At the end of the breakout period, council members reunited in the main meeting room and a spokesperson from each group provided a summary to Faculty Council of the ideas discussed.

Group 1

Topic: Identify ways to create greater Black and Indigenous representation among our students (L. Hillcoat)

The group identified a number of opportunities related to this priority area, including:

- The provision of scholarships and increased access to financial support;
- Unconscious bias training for those serving on Schulich's admissions committee.
- Enabling students to see themselves in the Schulich community. Schulich's student associations could play an important role in this, as could the Ontario Business School Consortium, which is currently examining issues such as how to better engage Black and Indigenous high school students and whether the GMAT and other standardized tests are useful predictors of academic success (or whether they rather serve as barriers to entry).

Group 2

Topic: Identify ways to create greater Black and Indigenous representation among staff and faculty (W. Shen)

The group proposed the following ideas to address this priority area:

- The creation of a feeder pipeline through the recruitment of more Black and Indigenous Ph.D. students;
- The creation of a chaired position open to any area that could bring in high-caliber Black or Indigenous faculty members. The School should facilitate more cross appointments in case these scholars' expertise is more interdisciplinary in nature.

The following challenges were also discussed:

- The tension between hiring for merit vs. not wanting candidates to feel as though they were hired for their background. Should identity-conscious or identity-blind procedures be used? What are the unintended consequences of both?
- How can Schulich create both a long-term solution (such as through the creation of a pipeline) as well as address a more immediate short-term need?
- What advantages does Schulich have to recruit in-demand scholars? Toronto's multiculturalism could be used to our advantage to become an employer of choice.
- How can Schulich create an inclusive environment once the scholars are here? One possible solution includes asking senior faculty to mentor junior faculty.

The group noted that these issues are not only important for full-time tenure track positions, but also for formalizing the hiring processes for part-time instructors so that the School is less dependent on program directors' own personal networks when identifying candidates.

Group 3

Topic: Integrate Black and Indigenous perspectives into our curriculum and learning (M. Valente)

The group raised the following issues in relation to this priority area:

- A multipronged approach will be needed. The School needs to determine what we want to achieve in the short, medium, and long term. A long-term goal might be to have recognition of the issues so ingrained in the School's culture that instructors are naturally thinking through this lens. In the short term, the School could identify the avenues of least resistance in terms of where content related to these issues fits naturally into existing courses.
- Should curricular learning outcomes be created to help address this priority, and if so, at what level – the program or the course?
- Our approach may also be determined by how we define education – is it about the curriculum in particular or should education be viewed more as an experience? The latter offers more flexibility and opportunities to guide students in relation to their personal development.
- What approach should we use to engage students around this priority – push vs. pull? The School could offer certifications or specializations in this area. We need to ensure that students who want to gain expertise have the means to do so, but there are challenges associated with formal certifications as the content would deal with intangible concepts and personal reflection, which are not easily measured.
- It will be important to clearly define the outcomes to be achieved up front (where we want to end up as a school) so we can build our response to align to those outcomes.

Group 4:

Topic: Strengthen our engagement with external stakeholders to overcome systemic anti-Black and anti-Indigenous racism (C. Mueller)

The group raised a number of questions in relation to this topic, including:

- What are we currently doing at Schulich to address this priority?
- Who are our stakeholders, and which ones should we focus on? Local vs. global, universities, business councils, businesses, etc.
- What are our current relationships? Who is already operating in this area at Schulich? We need to build on what we already have.
- Who are the right people who can help us understand the issues, both inside and outside Schulich and York?

The following considerations were also raised:

- The way to engage is to listen. This needs to be our main approach at the beginning to get a better understanding of the issues.
- An internal resource, structure or process will be needed to ensure this priority doesn't fizzle out (i.e., a designated person to think about the initiatives daily). It is also the personal responsibility of all members of the community to learn about the issues. Many of us are not up to date with our knowledge.

Group 5

Topic: Foster a culture of active allyship with Black and Indigenous communities at Schulich (B. Durrani)

The group examined the following ideas:

- What is allyship? No one of us can self-proclaim we are allies. It's up to the marginalized communities to decide. We need to work every day to foster a culture of allyship.
- To be effective allies, we need to understand the struggles that take place. Many of us are not educated about the issues as we haven't had the opportunities to understand the challenges that these communities and individuals are facing. We need to take responsibility to learn more.
- How do we foster this culture? At the undergrad level, we are creating a Black students' association where students can speak about their lived experiences and how they can feel welcome in the business environment.
- What is the overarching goal? What do we want to portray ourselves as to these communities? Schulich's student body should reflect the make-up of the outside community and students should view the school as an institution that welcomes individuals of their backgrounds and gives them what they need to succeed in the world of business.
- Financial and other forms of support will be important. Many racialized people live in communities where there are fewer resources. Full ride scholarships may be a useful approach to encourage students to join Schulich's programs.
- To truly be allies, we need to cast aside thoughts such as "But what about my group?". We need to recognize why we are focusing on Black and Indigenous issues in particular.

6. Plenary Discussion

B. Lyons, faculty lead for the newly created working group, thanked council members for sharing their ideas and noted that the group will be eager to get going on addressing these priorities.

7. Motion to End the Committee of the Whole

M. Valente moved to end the committee of the whole discussion. Seconded by A. Madhok. The motion carried unanimously.

8. Motion to Reinstate the Summer Authority of Executive Committee

J. Rungtusanatham moved to reinstate the authority of Executive Committee for the summer period. Seconded by R. Shao. The motion carried unanimously.

9. Adjournment

The Chair thanked everyone for their participation and the meeting ended at approximately 11:32am.