



ARTS AND SCIENCE COUNCIL MEETING

MINUTES OF THE ARTS AND SCIENCE COUNCIL held on Wednesday, April 18, 2018 at 9:00 am in the Governing Council Chamber, Simcoe Hall

Present

David Cameron (Dean)	Daphne Goring	Morris Moscovitch
Derek Allen (Chair)	Pam Gravestock	Susan Murray
Gillian Hamilton (Vice-Chair)	Joshua Grondin	Mirella Pasquarelli Clivio
Martha Harris	Paul Hamel	Katherine Patton
Kevin Mak	Antoinette Handley	François Pitt
Donald Ainslie	Jason Harlow	Mary Pugh
Dwayne Benjamin	Kerri Huffman	Michael Ratcliffe
Brent Berry	Thuy Huynh	Branden Rizzuto
Heidi Bohaker	Karen Ing	Marlene Rong
Alana Boland	Tamara Jones	Nathan Sanders
Alexandra Bolintineanu	Sharon Kelly	Jane Seto
Caitlin Burton	Kyoungrok Ko	Tatiana Smoliarova
Samantha Chang	June Larkin	Thomas Socknat
Joseph Desloges	Christine Lehleiter	Nathan Taback
John DiMarco	Suzi Lima	Anne Urbancic
Dan Dolderman	Poppy Lockwood	Alexandra Varela
John Duncan	T. Ephraim Lytle	Marie-Anne Visoi
Björn Ewald	Allison MacDonald	William Watson
Adam Fox	Audrey Macklin	Ryan Woolfrey
Bernardo Galvao-Sousa	Brent Miles	

Call to Order

The meeting was called to order at 9:16 am by the Chair, who indicated that two memorial resolutions would be read.

Memorial Resolutions

The Chair called for the reading of a memorial resolution respecting Ms. Emma Leckey, an undergraduate student from Woodsworth College. This motion was read by Professor Joe Desloges, Principal of Woodsworth College.

The Chair then called for the reading of a memorial resolution respecting Associate Professor Lee Ann Fujii from the Department of Political Science. This motion was read by Professor Antoinette Handley, Chair of the Department of Political Science.

A minute of silence was observed after both resolutions were read. The text of these two resolutions is included in these minutes at the end of the document.

1. Approval of Minutes of the March 21, 2018 Meeting of Council

The Chair called on a motion to approve the minutes, which was carried. There was no business arising from these minutes.

2. Report of the Dean

There were three items that were communicated to the Council in the Dean's report.

The Dean announced that the proposal to amalgamate the Munk School of Global Affairs and the School of Public Policy was approved by the Governing Council. The amalgamation would be effective as of July 1, 2018. An international search for a new director for the new Munk School of Global Affairs and Public Policy is underway. The Dean also commented on the now approved School of Cities as an EDU:C, and that a broader announcement would be coming in the spring.

Finally, the Dean announced the establishment of an implementation committee tasked to oversee the implementation of the Calls to Action as identified in the Report from the Decanal Working Group on Indigenous Teaching and Learning. The committee would be co-chaired by Professor Pamela Klassen, Vice-Dean, Undergraduate & International, and Professor Susan Hill, Director of the Centre for Indigenous Studies. The terms of reference have yet to be established. The Dean encouraged Council members who would be interested in serving the committee to inform one of the co-chairs, with the acknowledgement that Professor Klassen would return from her leave on July 1, 2018.

The Chair thanked Dean Cameron for his report.

3. (For Feedback and Discussion) – Report from the Indigenous Teaching & Learning Working Group – Heidi Bohaker, Associate Professor, Department of History

The Chair called on Professor Heidi Bohaker to speak to the Report from the Decanal Working Group on Indigenous Teaching and Learning. Due to time constraints at the previous Council meeting, the Agenda Committee had allocated thirty minutes to Professor Bohaker for both presentation and discussion.

Professor Bohaker commenced her presentation by reciting the University's *Statement of Acknowledgement of Traditional Land*, a practice that could be followed at future Council meetings:

I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

She explained that the working group was convened by the Dean based on the recommendations of the Truth and Reconciliation Commission as well as a Steering Committee that the University struck to examine the work that could be undertaken by the institution. There was also a petition that was launched by the University's Native Students' Association to call on the University to implement mandatory education in Indigenous studies for all students. The sentiment was that many Indigenous students were not feeling valued or included and that they had also experienced outright discrimination. The petition received over 6,000 signatures.

The working group consisted of a mix of Indigenous and non-Indigenous community members, and was guided by two elders who challenged and supported the group to better understand the subject matters in hopes of addressing the legacy of residential schools and the reality.

Professor Bohaker made reference to the earlier implementation committee announcement by Dean Cameron as a crucial step moving forward and drew attention to other specific Calls to Action pertaining to divisional leadership, curriculum, as well as support for Indigenous students and the Centre for Indigenous Studies (CIS). She underlined the importance for the Faculty to be mindful and to prioritize CIS when budgeting and allocating resources, as well as the significance of developing programs in Indigenous languages that are endangered and on the verge of being extinguished. She also reminded Council members that Indigenous students are not only enrolled in Indigenous Studies but are studying in other programs, hence the need to enhance support currently provided to them. Curriculum wise, Professor Bohaker conveyed the worth in engaging in discussions on issues such as ongoing colonialism, treaty relationships, and cultural genocide.

At the previous Council meeting, Professor Bohaker had already highlighted a number of major Calls to Action (i.e., Calls #1, #2, #11 and #13). This time around, she focused her attention on more of the Curricular Calls to Action:

- Call #11: The working group felt the need for students to develop capacity in Indigenous knowledge and that there could be opportunities for a rethink in the embedded areas and ideas of Canadian History courses for example.
- Call #12: A reference was made to **Appendix F** (page 52) of the report containing a list of Arts & Science courses from the 2015-16 academic year that had incorporated Indigenous topics or perspectives. This list of courses could be used by administrators and staff to advise undergraduate students interested in furthering their education on Indigenous issues.
- Call #18: The working group identified opportunities for collaboration to be provided via ongoing HR and in-service programs to get faculty and staff exposed to some of the Indigenous perspectives.

Professor Bohaker stressed the creation of an Indigenous college as an initiative that had captured the imagination of the working group as it could have the potential to serve as a community hub and home for the Centre for Indigenous Studies. She also underlined the issue of finding space on campus. Even though the First Nations House is currently located on the third floor of Borden House and has celebrated its 25th anniversary, it is not actually connected to the Land. She ended her presentation by sharing examples of how Cornell University and the University of British Columbia had started Indigenousizing their respective campuses.

The Chair and Professor Bohaker opened the floor for questions and comments.

A member commented on the need to rethink best practices in contemporary scholarships due to the prominence of the Eurocentric model. Professor Bohaker replied that it would be important to have further discussions with the wider community about the current concept.

A member expressed his positive impression with the Indigenous-related breadth requirement proposal/Call to Action and appreciated the greater exposure and respect gained for Indigenous culture through reading this report.

A member commented that there is interest from undergraduate students in pursuing studies in Indigenous subjects judging by the outreach programs currently in place at Trinity College and Victoria College. However, by the time these students reach their upper years, they perceive themselves as taking the Indigenous voice, that they are taking these places from other students. Professor Bohaker responded that career opportunity wise, it is an obligation for Canadians to engage in discussions of Indigenous-related issues and their implications provincially and nationally. For instance, if a student is pursuing a job or career in the hydropower industry, it is better to be informed about Indigenous-related issues and perspectives to help facilitate those discussions with different stakeholders.

Dean Cameron expressed his appreciation for the work undertaken by the group. He acknowledged the group's commitment and sophistication and stated that the recommendations have served the Faculty well. He clarified that this was not an instruction, but rather an invitation to stakeholders to learn about this reality. Professor Bohaker concluded by stating that every unit could do something in response to this report, that they could start by

identifying which parts of the report would be relevant to the respective units.

The Chair thanked Professor Bohaker for her presentation and Council members for their comments.

4. (For Feedback and Discussion) – Draft Report on Faculty of Arts & Science Strategic Priorities – Poppy Lockwood, Vice-Dean, Academic Planning & Strategic Initiatives

Prior to presenting the draft discussion paper on the new Faculty of Arts & Science Strategic Priorities, Professor Poppy Lockwood, Vice-Dean, Academic Planning & Strategic Initiatives, confirmed that October 29-31, 2018 would be the dates of the site visit by external reviewers. The names of proposed reviewers had already been submitted; the selection of the reviewers is at the discretion of the Provost. A request was made to ensure all three sectors (i.e., humanities, social sciences, and sciences) would be represented.

As part of Vice-Dean Lockwood's presentation, copies of the draft discussion paper and accompanying infographic were distributed to Council members. She noted that the development of strategic priorities would among other things help the Dean's Office develop the next academic plan, as well as provide context for the current self-study. These priorities were developed through iterative discussions with different stakeholders since Fall 2017. Since revisions are underway with the discussion paper, feedback from Council members at this time would be particularly helpful.

Vice-Dean Lockwood acknowledged that as the Faculty of Arts **and** Science, there are a number of opportunities and challenges to seize and manage respectively, while being mindful of the larger University structure as well as President Gertler's [Three Priorities](#) for the University. The proposed strategic priorities take into consideration the recently signed [Strategic Mandate Agreement 2017-20](#) (SMA2) and its set of key performance indicators against which the University would be evaluated in the next Strategic Mandate Agreement (SMA3). The five shared objectives and priorities for differentiation as identified in SMA2 include:

- Student Experience
- Innovation in Teaching and Learning Excellence
- Access and Equity
- Applied Research and Excellence Impact
- Innovation, Economic Development and Community Engagement

Vice-Dean Lockwood expanded on the four strategic priorities and one operational priority being considered by outlining the rationale and goals for the respective priorities. The four strategic priorities and one operational priority being considered are:

Strategic Priorities

- Improve the student experience, inside and outside the classroom
- Push the boundaries of research excellence
- Promote diversity and accessibility
- Build partnerships with our communities

Operational Priority

- Expand and improve Faculty capital and infrastructure

Recognizing that the student experience reputation as not being the best based on the National Survey of Student Engagement (NSSE) scores, the Faculty hopes to simplify existing procedures; recognize the significance of experiential learning; address the lack of residence spaces; as well as improve Indigenous learning and teaching in the next several years. This would prepare the Faculty for the implementation of the next Strategic Mandate Agreement and the measurement of key performance indicators.

Pushing the boundaries of research excellence enables reputation to be bolstered and key opportunities seized. The Faculty hopes to look beyond tri-council funding opportunities; attract individuals who can achieve transformational change; as well as increase the number of international graduate students to be admitted.

Considering that diverse perspectives are central to the concept of academic freedom, the Faculty looks to play a stronger role in undertaking outreach and supports, especially in areas where there has been underrepresentation.

By cultivating partnerships with alumni and developing new international opportunities for students, the Faculty hopes to increase its relevance within the different communities, locally, nationally, and internationally.

The Faculty recognizes the lack of space and its impact. Without new infrastructure and capital investment, the achievement of strategic priorities would be seriously inhibited.

The draft discussion paper had already been circulated to various groups for feedback. Vice-Dean Lockwood provided some examples of initial feedback sent to the Dean's Office. Some of the themes and concerns included: preventing duplication of services already offered by the Colleges; collaboration with academic units to better support students; managing the shifting interest of students from one sector to another; graduate student funding; and graduate student experience. Vice-Dean Lockwood encouraged Council members to forward their feedback and reach out to her and Caitlin Burton within the Dean's Office.

A member commented on the connection between the level of student experience and the issue of diversity and accessibility. He suggested that if some students are not having as great of an experience due to accessibility issues, the metrics may not necessarily reflect this sentiment. He added that students often like to have classes at places with which they're familiar.

A member commented on the rigidity of space guidelines established by the Council of Ontario Universities (COU) for different disciplines. He asked about the existence of a plan by the Faculty to address those guidelines. Vice-Dean Lockwood replied that she would need to consult with the Vice-Dean, Research & Infrastructure as this relates to compliance.

Another member commented on the quality of lecture rooms in the Sidney Smith Hall. He recalled an incident when he had to cut the lecture short due to lack of circulation in the classroom. He felt that while the success of lectures and quality of teaching are often associated with the instructor, infrastructure issues can have a significant impact on the student experience. Vice-Dean Lockwood responded that the proposed operational priority of Faculty capital and infrastructure spans beyond acquiring additional space. She suggested that additional discussions would be necessary moving forward.

A student member asked if exam space was included in the capital and infrastructure discussion. She felt that desk sizes could affect the exam writing experience. Vice-Dean Lockwood welcomed her feedback with respect to specific issues and explained that issues such as this are sometimes handled centrally at the University. While these strategic and operational priorities often incorporate less specific examples, it is helpful to know about the wide range of problems being encountered by different stakeholders.

The same student member also asked how the issue of mental health would be factored in the proposed strategic priorities. Vice-Dean Lockwood replied that faculty members are concerned about this issue; the Faculty is mindful of not duplicating initiatives already offered by Student Life departments but is looking at ways to work with the relevant units.

A member provided a response to the two previous student member questions. The East Hall and West Hall are no longer used as exam spaces. In addition, embedded counsellors would be in place at University College as of this coming September. He suggested that Faculty could make this known to students. He also mentioned that the Faculty needs to improve on how it communicates to students, especially with respect to how decisions are made within the Faculty and subsequently disseminated and communicated to departmental levels.

The Chair thanked Vice-Dean Lockwood for her presentation.

5. (For Recommendation) - Proposed Policy on Student Transfers to Faculty of Arts & Science from University of Toronto Mississauga, University of Toronto Scarborough, and John H. Daniels Faculty of Architecture, Landscape, and Design – Mary Pugh, Acting Vice-Dean, Undergraduate & International

The Chair indicated that Professor Mary Pugh, Acting Vice-Dean, Undergraduate & International would be introducing both motions.

With respect to the first motion, Vice-Dean Pugh explained that the current policy requires students transferring from the University of Toronto Mississauga (UTM) or University of Toronto Scarborough (UTSC) to the Faculty of Arts & Science to complete at least 10.0 full course equivalents within the Faculty. However, no specific restriction has been established for Faculty of Arts & Science students looking to complete a portion of their credits at UTM or UTSC, thereby presenting an issue of inequity. This policy is proposed to ensure a consistent minimum residency requirement for all students admitted to the Faculty of Arts & Science.

As for the second motion, the rationale behind the proposed policy is to ensure students who are enrolled in the Daniels Faculty of Architecture, Landscape, and Design are treated the same way as UTM and UTSC students should they transfer to the Faculty of Arts & Science, considering that Daniels students are already eligible to take courses and enroll in programs offered through this Faculty.

Be It Recommended

THAT the proposed rule requiring a minimum number of credits to be obtained in the Faculty of Arts & Science for all students completing an undergraduate degree in the Faculty, as described in the attached proposal, be approved effective for admission to the Faculty of Arts & Science starting September 2019.

The motion was moved and seconded. There was no discussion arising from the motion. On the vote the motion was carried.

Be It Recommended

THAT the proposed inclusion of the John H. Daniels Faculty of Architecture, Landscape, and Design into the transfer agreement from 2008, as described in the attached proposal, be approved effective for admission to the Faculty of Arts & Science starting September 2019.

The motion was moved and seconded. There was no discussion arising from the motion. On the vote the motion was carried.

6. (For Approval) – Major Modifications to Graduate Programs – Dwayne Benjamin, Vice-Dean, Graduate Education

The Chair called on Professor Dwayne Benjamin, Vice-Dean, Graduate Education to present the major modifications to two graduate programs. The Chair also specified that the motions would be introduced separately.

a. Proposed Doctoral Collaborative Specialization in Psychology and Engineering

This proposal involves extending the existing Master's level Collaborative Specialization in Psychology and Engineering to the Doctoral level. Due to the prescribed nature of the psychology portion of the program, it has been

difficult for collaborations to occur. Extending this Collaborative Specialization to the Doctoral level would allow more students to take advantage of these opportunities.

Be It Resolved

THAT the proposed new collaborative Doctoral Collaborative Specialization in Psychology and Engineering, as described in the attached proposal, be approved with an anticipated start date of September 2018.

The motion was moved and seconded. There was no discussion arising from the motion. On the vote the motion was carried.

b. Proposed Combined Degree Program (JD/PhD) between Law and Criminology and Sociolegal Studies

This combined degree program would present a more efficient path for students to take so that they would be able to complete both degrees in a shorter period of time compared to if these programs were taken consecutively.

Be It Resolved

THAT the proposed combined program Juris Doctor (Faculty of Law) and PhD in Criminology and Sociolegal Studies (Faculty of Arts and Science), as described in the attached proposal, be effective for the academic year 2018-19.

The motion was moved and seconded.

A question was raised to seek clarification of the timeframe for the proposed combined degree program. Vice-Dean Benjamin responded that students would complete their first year of the JD program in the Faculty of Law during the first year of the combined program, followed by their PhD coursework requirements in the Faculty of Arts and Science during the second year. In years 3 and 4, students would finish their JD degree requirements to make way for the completion of their PhD in years 5, 6 and 7. He also made it clear that the PhD funding would apply to the years when students are doing their PhD coursework and dissertation.

On the vote the motion was carried.

7. Elections Update – Martha Harris, Manager, Faculty Governance & Curriculum Services

Dr. Martha Harris, Manager, Governance & Curriculum Services at the Faculty of Arts & Science, reported that elections were recently held for the 2018-19 Council and its Standing Committees.

Voting was required for a number of positions including the Committee on Admissions, Committee on Standing, and the Academic Appeals Board. A number of positions are still available in certain committees, such as the Undergraduate Humanities Curriculum Committee, the Undergraduate Social Sciences Curriculum Committee, as well as Graduate Student positions on the Council. By-elections will take place in the fall for all unfilled positions along with the First Year Student positions. Overall, voter turnout for the student positions was still low.

Administrative and technical staff positions on the Council were filled via acclamation. As for teaching staff positions on the Council, Arts & Science Governance will be reaching out to academic units later this summer to seek confirmation as to whether returning members or new members will serve on the Council.

A student member asked about the actual turnout for the 2018 Spring elections. Dr. Harris replied that the turnout has historically been about 2% and that the breakdown of the number of votes received by candidates is available online on the [Council Elections webpage](#). She indicated that she would be able to follow up to provide him with more information.

8. Report on Undergraduate Curriculum Committees – Mary Pugh, Acting Vice-Dean, Undergraduate & International

The Chair called on Professor Mary Pugh, Acting Vice-Dean, Undergraduate & International to present her report on the Undergraduate Curriculum Committees.

a. Executive Summary of Academic Changes in Undergraduate Curriculum

Vice-Dean Pugh indicated that there were four major themes to highlight with respect to the approved academic changes.

Indigenous Teaching & Learning:

She reported that there will be a standing committee tasked with examining the Curricular Calls to Action as identified in the report from the Decanal Working Group on Indigenous Teaching and Learning; departments will be welcome to engage in discussions with this committee. An individual will be hired and to be jointly appointed to the Centre for Indigenous Studies and the Dean's Office to provide curricular advice based on the Indigenous ways of teaching as well as the consideration of related issues. This year, the Department of English has changed its program requirements to have its students take at least one course in Indigenous, Postcolonial and Transnational Literatures. Of the over 25,000 undergraduate students pursuing studies within the Faculty, 88 of them have self-identified as Indigenous and are scattered across different areas/programs of study.

Growing Interest in Data and Digital Science:

This year has seen the introduction of a Digital Humanities Minor from Woodsworth College as well as a Data Science Specialist program to be jointly offered by the Departments of Computer Science and Statistical Sciences. There has been a huge enrolment pressure with programs that are quantitative in nature. There are now three academic units/departments with close to or more than 3,000 students enrolled in them: Department of Statistical Sciences with over 3,200 students in its programs; Department of Mathematics with over 3,000 students in its programs; and Human Biology Program with close to 3,000 students in its programs of study. The increase in enrolment in these quantitative programs has been driven by international students. A couple of departments have responded to this increase in enrolment pressure by either changing the entry requirements or by placing a limit as to the number of students who would be admitted to their programs. For instance, the Department of Statistical Sciences has changed its Specialist program to a limited enrolment program.

Program Restructuring:

Several academic units, such as Rotman Commerce, International Relations, and Slavic Languages and Literatures, have introduced curated focuses and streams to further increase the appeal of existing programs to students. The restructuring by the Department of Slavic Languages and Literatures to create one unified Specialist, as well as five streams to accompany the Slavic Languages and Cultures Major has presented the opportunity to better deploy staffing within the department.

First Undergraduate Certificate Program:

While there are three different types of certificate programs offered at the University, the Certificate in Psychology of Economics and Management, designed for students interested in behavioural economics and organizational psychology, is the first certificate offered in conjunction with an undergraduate program within the Faculty. This certificate program will follow the University of Toronto Quality Assurance Process (UTQAP).

b. (For Information and Discussion) – Proposed Fall Effective Date for the Undergraduate Academic Calendar

Vice-Dean Pugh referred to examples of how the academic year is defined, with the fiscal year, the hiring year, and the school calendar that students follow as children and what we have come to think of as the academic year. The

question of what type of year the Academic Calendar falls under has not been defined and has not historically been stated. While many assume it follows the typical school year and begins in the fall, in fact the Calendar has historically been in effect from May until the following April. The Faculty is proposing to formally define the Academic Calendar as being in effect from September to August to align with the culture of the academic year and improve how changes are communicated to students. The changes would be effective as of September 2019, and the 2018-19 Calendar would be in effect until August 2019.

For example, students progress through the year looking at the Calendar as a sort of bible, but behind the scenes changes are being made that will be included in the next Calendar, which is published in early spring, and so students become shocked by the changes they had not been anticipating. Vice-Dean Pugh referred to a recent example from Reddit where a student raised a question seeking clarification as to which version of Calendar to use, to which they received answers from other students that were both wrong but with equally high level of confidence; students are confused.

In the previous model the Office of the Faculty Registrar worked hard to implement new changes immediately after they were approved, which does not offer appropriate time for implementation. Moving to a formal effective date of the Fall for academic change would mean some lag time so students would have time to prepare and have advance notice of changes that will affect them the following year when they go to enroll in programs. Course changes would have a shorter lag time and go into effect for September rather than May.

A member asked a question of whether this would affect the PTR dates. Vice-Dean Pugh suggested that would be a question that the Finance Office would be best to answer, and acknowledged that the fiscal calendar runs from May to April and would follow a different planning timeline.

A member noted that having to wait a further year to have serious changes implemented would not be easy for smaller programs, since it means trying to predict how to properly staff courses. Students in his programs are admitted in the second round of program enrolment in September so it would affect timing. People will figure out how to adapt but it will mean more conversation about implementation. Vice-Dean Pugh responded that departments can discuss with the Office of the Faculty Registrar to determine the best time to propose program changes.

9. Other Business

There was no other business.

10. Adjournment

Meeting was adjourned at 11:01 am.



MEMORIAL RESOLUTION

Emma Lisa Antunes Leckey, 1996–2018
Undergraduate Student
Woodsworth College
University of Toronto

Written and read by:
Joe Desloges
Principal, Woodsworth College
Professor, Geography and Earth Sciences, P.Geo

April 17, 2018

Emma Lisa Antunes Leckey was in her last year of undergraduate studies in the Faculty of Arts & Science at Woodsworth College. She was born on the 29th of April, 1996 in Ottawa, Ontario. Emma was struck on her way home by a vehicle while crossing the intersection of Huron Street and College Street, a victim of a hit-and-run. She succumbed to her injuries on March 20th, 2018.

Emma was to attend convocation at the June ceremony.

She was a highly valued member of the student community. At Woodsworth College she is remembered through her involvement with the Woodsworth College Students' Association, especially during orientation week.

As a student in U of T's Ethics, Society, and Law program, History program and Bioethics program, her passing was a sad occasion, where her advocacy for, and dedication to, social justice causes made her a valuable member.

Through the Canadian Cancer Society (CCS), Leckey was also involved with Relay for Life U of T, which is a fundraising event for the CCS. As a co-chair of the event for two years, she helped raise \$40,000.

The Woodsworth College community, close student friends, and instructors in her academic programs extended the deepest condolences to her family for the unexpected loss of such an intelligent, caring, justice oriented young woman. A close friend remarked "She truly believed in making the world a better place for many communities, in particular those that had their voices rarely heard".

A memorial will be held for Emma on what would have been her 22nd birthday, here at the University of Toronto on Sunday, April 29th, 2018 at 1pm.

An award will be established at Woodsworth College in her name. The Woodsworth College Students' Association will be funding the award with matching funds from the College. There will be opportunities for members of the University community to donate to the award.

Ms. Leckey will be posthumously awarded her Bachelor of Arts Degree, with High Distinction, in June 2018.

BE IT RESOLVED THAT this Council express its gratitude for the life of Emma Lisa Antunes Leckey and the contributions she made to Woodsworth College and the Faculty of Arts and Science, and that this Resolution be inscribed in the Minutes and a copy sent to her family with the Council's sympathy.



MEMORIAL RESOLUTION

**Lee Ann Fujii
Associate Professor
Department of Political Science
University of Toronto**

Written and read by:
Antoinette Handley
Associate Professor and Chair, Department of Political Science

April 18, 2018

Be it resolved that the Council of the Faculty of Arts & Science is deeply saddened by and mourns the sudden passing of Associate Professor Lee Ann Fujii on March 2nd 2018, at the age of 56. Professor Fujii was a highly respected scholar of political violence, ethnicity and race as well as African politics, and field methods. She was a vibrant and much-loved member of the Department of Political Science.

Professor Fujii was born in Seattle, Washington. She graduated from Reed College with a BA in Music and from San Francisco State University with an MA in International Relations. She spent several years as an actress in San Francisco and worked in the tech industry before deciding to pursue an academic career. To that end, she entered the graduate program in Political Science at George Washington University and graduated with a PhD in 2006, at which time she was hired as an assistant professor at her alma mater.

Professor Fujii joined the Department of Political Science at the University of Toronto in 2011 and was tenured in 2015. She published widely and with tremendous impact. Her first book, *Killing Neighbors: Webs of Violence in Rwanda*, was published by Cornell University Press in 2009 and was quickly recognized as a seminal text on an important and difficult topic. The book made at least two critical interventions.

First she was concerned to understand how social interactions within communities contribute to political violence. People killed people who were their neighbours, their friends, and sometimes even members of their own families; victims and perpetrators often knew each other intimately. Professor Fujii sought to understand that and to uncover the individual and often highly specific motivations and fears at work in these horrific instances.

Second, her book proceeded from the observation that in this genocide, many of the key actors occupied multiple roles. Many of the people who served as *genocidaires*, or perpetrators of violence, in other instances behaved also as “heroes,” rescuing victims from death, hiding potential victims, or in other ways showing kindness and generosity. Professor Fujii’s work gave us the social context for understanding how such violence, and its associated complexities, unfolded. Her carefully

grounded, meticulously researched, granular and community-level research now profoundly shape how we understand what is otherwise unimaginable.

Professor Fujii was completing work on a new book when she died so suddenly and tragically. In *Showtime: The Logic and Power of Violent Display*, she examined how local actors use public displays of violence to alter and affirm social interactions and community membership, examining cases as diverse as Rwanda, Bosnia, and the United States. Her groundbreaking research was recognized through several prestigious fellowships, from a Russell Sage Foundation Visiting Scholarship in 2013-2014 to, most recently, her 2016-2017 fellowship at the Institute for Advanced Study in Princeton.

Professor Fujii was a tireless advocate for greater equity and diversity in the academy more widely and this university in particular. She challenged us to think harder about our own positionality in our research and in our teaching. She called out structural racism where she saw it and modelled in her own professional life what it meant to be reflexive, ethical and committed. Whether in dealings with her undergraduate and graduate students, or in her relationships with her “sources,” she was unflinchingly open, engaged, and respectful.

Professor Fujii was deeply committed to the mentorship of young scholars – especially other women of colour. She worked to support and motivate countless young scholars in our department, across Canada and North America, as well as internationally. In the aftermath of her death, it has been a bittersweet experience to hear from person after person how Professor Fujii helped them prepare for a job talk, how she encouraged and cajoled, read draft chapters, assisted with the revision of syllabi to ensure the inclusion of a diverse range of voices, or supported those who were encountering difficulties in their personal or professional lives. It has been quite overwhelming to learn of the many, many lives that she touched. One wonders how she possibly had the time, all the while keeping up her own prodigious research and writing productivity and a very full teaching load.

The Department of Political Science is devastated by the loss of our valued colleague and friend. Lee Ann Fujii is survived by brothers Carey and Jeff, sister-in-law Jo, and by colleagues and friends around the world.

Be it further moved that this resolution be inscribed in the minutes and that a copy be transmitted to the survivors as a token of our deep respect.