

# Notice of Meeting

## Meeting of LA&PS Faculty Council

December 7th, 2023 | 3:00 p.m.-5:00 p.m.

Zoom Meeting Room

### AGENDA

<u>Item</u>	<u>Topic</u>	<u>Time</u>
1	Call to Order and Approval of the Agenda	3:00-3:05
2	Chair's Remarks	3:05-3:10
3	Approval of Minutes: November 9 <sup>th</sup> , 2023 Faculty Council Meeting	3:10-3:15
4	Business Arising from the Minutes	3:15-3:20
5	<b>Reports of Standing Committees of Council</b> <ul style="list-style-type: none"><li>• Executive Committee Report:<ul style="list-style-type: none"><li>○ Item for Information: Closing of Autumn 2023-2024 Elections</li></ul></li><li>• Committee on Curriculum, Curricular Policy &amp; Standards<ul style="list-style-type: none"><li>○ Consent agenda</li><li>○ Item for Information: Revised LA&amp;PS General Education Skills Criteria</li></ul></li><li>• Graduate Committee<ul style="list-style-type: none"><li>○ Consent agenda</li></ul></li><li>• Committee on Teaching and Learning<ul style="list-style-type: none"><li>○ Item for information: Dean's Awards for Excellence in Teaching TOR updates</li></ul></li><li>• Academic Policy &amp; Planning Committee<ul style="list-style-type: none"><li>○ Item for information: Budget Conversation and Discussion</li></ul></li></ul>	3:20-3:50
6	<b>BREAK</b>	3:50-3:55
7	<b>Item for Information and Discussion:</b> Student Services (Nona Robinson, Vice-Provost Students and Yukimi Henry, Executive Director, Community Support & Services)	3:55-4:25
8	<b>Dean's Report to Council</b>	4:25-4:50
9	<b>Item for Information:</b> Senate Synopsis	4:50-4:55
10	<b>Other Business</b>	4:55-5:00

**Note:** LA&PS Faculty Council Meetings are held on the second Thursday of each month from 3:00pm-5:00pm EST. Currently, Faculty Council meetings will be held virtually over Zoom.

York University  
Faculty of Liberal Arts & Professional Studies  
Faculty Council

Minutes of the 120<sup>th</sup> Meeting of Council  
November 9<sup>th</sup>, 2023 | Zoom Meeting Room

In attendance:

O. Alexandrakis, L. Allen, P. Angermeyer, R. Arata, I. Badr, S. Bailey, H. Bartel, D. Baus, S. Bell, K. Bernhardt-Walther, D. Biram, S. Boatswain, S. Brooke, N. Buckley, M. Budworth, P. Burgher, L. Carozza, K. Case, M. Chaktsiris, L. Chen, R. Coombe, N. Coulter, N. Couto, C. Cowdy, A. Crosby, D. Cuff, A. Davis, H. Davis, R. de Costa, M. Ebrahimi, J. Edmondson, C. Ehrlich (Chair), D. Fairman, I. Ferrara, J. Finkel-Freyger, E. Fresco, M. Frial-Brown, P. Fu, S. Gekas, M. Giudice, A. Glasbeek, M. Goitom, L. Gonder, R. Green, K. Gribbons, E. Haque, E. Haque, M. Harper, S. Hepburn, W. Ho, T. Hwong, S. Ingram, M. Jacobs, M. Johnson, J. Jones, A. Kalmin, M. Kang, N. Kang, T. Karagyozova, M. Karakul, K. Kaul, R. Kenedy (Vice-Chair), E. Kennedy, J. Kerr, K. Kulkarni, M. Lambert-Drache, N. Langin, G. Langlois, S. Liaskos, E. Lim, H. Lim, M. Maciel Jorge, A. MacLennan, J. Magee, J. Mahr, M. Martel, E. McDonough, R. McKeown, T. McLagan, A. McManus, J. J. McMurtry, N. Neill, D. Neill, J. Ng, A. Noordeh, K. Ogata, M. Olaogun, S. Olawoye-Mann, G. Onorati, K. O'Regan, A. Parala, S. Peng, N. Persram, P. Phillips, D. Pilon, M. Poon, L. Pourtavaf, M. Quirt, M. Reisenleitner, I. Roberge, C. Sanchez Rodriguez, D. Sargla, N. Savdie, S. Scott, L. Semmelhaack, M. Sestito, A. Shabtay, J. Simeon, M. Smith, D. Soennecken, A. Solis, H. Song, Z. Spicer, I. Splettstoesser, B. Spotton Visano, C. Steele, Y. Su, N. Tahani, T. Tahereen, M. Thomas, K. Tirmizey, J. Tremblay, A. Valeo, S. Van Viegen, G. Vanstone, R. Williams, S. Wagner, S. Warwick, A. Weiss, R. Wellen, R. Wong.

1. Call to Order

Chair called the meeting to Order.

2. Chair's Remarks

The Chair welcomed members of the Faculty Council (FC) to the 120<sup>th</sup> meeting.

Referring to the turbulent world events, the Chair shared a personal family story relating to the Kristallnacht pogrom of November 9, 1938. He pleaded for all communities to achieve peaceful coexistence through compassion, understanding, and acceptance of others, be they colleagues or coworkers regardless of their political views or cultural and ethnic identity. The Chair hoped that Canadians and York University (students, faculty, and staff) could remain a model of peaceful coexistence through these difficult times. The Chair concluded his remarks by thanking all members present for their participation.

3. Approval of the Minutes: October 19<sup>th</sup>, 2023 Faculty Council Meeting

Approved.

4. Business Arising from Minutes

There was no other business.

5. Reports of Standing Committees of Faculty Council

- Executive Committee: Elections and Nomination Period

The Vice Chair presented the Executive Committee report on the current vacancies on LA&PS standing committees. He mentioned that six (6) standing committee and twenty-two (22) contact faculty vacancies need to be filled and called for further nominations from the floor of the Faculty Council. None were received.

Motion: to approve the current nomination slate and close the autumnal round of nominations.

Moved, seconded, and unanimously approved. Motion carried.

The Vice Chair announced that acclamation notices would be delivered soon and that any necessary elections would be conducted by e-vote. He thanked candidates for volunteering for these positions.

#### Mode of delivery of Faculty Council Meetings 2023-2024

The Vice-Chair shared the results of the survey completed by LA&PS faculty members. The Executive Committee concurred with the majority preference and decided that for this academic year:

All Faculty Council meetings would be virtual with potentially one meeting (probably April) to be held in person depending on the circumstances at the time. The Vice-Chair thanked everyone for completing the survey.

- Committee on Curriculum, Curricular Policy & Standards:

Consent agenda: Having received no objection to the consent agenda, it was deemed approved.

Item for discussion: Mode of Delivery of Courses was presented by Councilors E. Fresco and I. Roberge on behalf of CCPS. They shared that online and blended courses are already being offered in the system and that departments are requesting late changes in the mode of delivery to online or blended courses.

The Committee is seeking guidance and feedback from the Faculty Council on how best to interpret the criteria that were pre-established with two (2) broad approaches when reviewing these applications:

1) A recognition that changes to the mode of delivery require different pedagogical approaches. In recognition of this, the committee would read all applications in detail and consider how learning outcomes and objectives would be met through an online or blended approach.

OR

2) The second approach would allow more leeway by assuming that departments approving and faculty members teaching these courses would have incorporated the necessary pedagogical changes required. The committee would take a narrower role in the oversight of these courses, and the departments and faculty would have the personal responsibility to fulfill the requirements.

A council member shared that CTLSS developed a guide namely "Endorsement of Guidance Considerations for a Technology Enhanced Teaching & Learning Plan for LA&PS". Responsibility for quality control is not mentioned in the document, but the guidelines will be helpful in developing the courses.

Councilors Fresco and Roberge asked all members to provide feedback by email to: [efresco@yorku.ca](mailto:efresco@yorku.ca)

- Graduate Committee

Consent Agenda: Having received no objection to the consent agenda, it was deemed approved.

Item for Action: Major modifications to Graduate Programs were presented by Councilor J. Jones on behalf of the Graduate Committee.

Motion 1: Do you approve the modification proposed by the Graduate Committee regarding the Graduate Program in Humanities-Change of Field: Humanities Perspectives on Social Justice.

Moved, seconded, and unanimously approved. Motion carried.

Motion 2: Do you approve the modification proposed by the Graduate committee regarding the Graduate Program in Humanities-Change of Field: Critical Childhood and Youth Studies.

Moved, seconded, and unanimously approved. Motion carried.

Motion 3: Do you approve the modifications proposed by the Graduate Committee regarding the Graduate Program in History-Addition of the Field in History Program: Indigenous History and renaming of two fields: 1. East Asian History to be renamed Asian History, and 2. The renaming of British and European History to European History.

Moved, seconded, and unanimously approved. Motion carried.

6. Item for Discussion: Joint APPRC-ASCP Task Force on the Future of Pedagogy - Consultation on Preliminary Recommendation

Councilors M. Reisenleitner, A. Davis, and J. Kerr, members of the Joint APPRC-ASCP Task Force on the Future of Pedagogy, presented the report with preliminary recommendations. They advised all members to review the report and the attached appendices, which consisted of supporting documents, surveys, and discussions to provide a broader picture.

Feedback was sought in guiding the allocation of priorities in relation to various recommendations presented in the report, which is expected to be finalized in December 2023. They welcomed all to share their feedback via machform, the link for which will be shared with the Executive Committee.

- 1) The AD Research requested members to identify the relevant elements of graduate pedagogy and to increase the visibility of the graduate programs and pedagogy in the report.
- 2) A council member inquired about how teaching and learning would be distinct and unique at York. How will this be articulated in the report?
- 3) A member commented that faculty members/instructors need time to stay relevant, upgrade skills, and learn new technologies and practices. This time expenditure is not mentioned in the workload report.

7. Break

8. LA&PS Deans Enrollment Presentation and Budget Report

Dean McMurtry acknowledged that the past few months have been exceptionally challenging for LA&PS faculty members for various reasons and offered his and his team's support to all.

Next, the Dean presented the Fall 2023 enrolment numbers and encouraged all members to review the report. Annually in November, enrolment reporting is conducted as the university receives grant allocations based on these numbers. International student enrolments have decreased, but the domestic enrolments are higher. Masters and Ph.D. statistics were shared from all graduate programs. Winter Term 2024 admission and enrolment numbers will be shared later in the new year.

A detailed discussion ensued regarding the current state of budget cuts and budget restrictions. Tuition freezes, fee caps, changes in student demographics, the changing geopolitical climate, a decrease in international student tuition, and the lowest government grants paid to Ontario universities are some of the factors exacerbating the situation. LA&PS is experiencing negative carry forward in the budget. The faculty is making efforts not to increase expenses and to save on operating

expenses such as delaying renovations, placing holds on projects, cutting hospitality costs, and so on.

A. Rodolfo explained the "Total General Institution Bin," which includes Collective Agreement payments, benefits, debt repayments, scholarships and bursaries, bad debt, etc. in response to an inquiry from a council member.

Responding to a community member. P. Burgher agreed to report at the next FC meeting, concerning the LA&PS-specific CPM to YUSA ratios and the numbers in relation to the projected budget forecasts.

Motion: To extend the FC meeting time by 15 minutes.  
Moved, seconded, and unanimously approved. Motion carried.

A council member shared a message of wellness and wholeness in relation to teaching and learning in LA&PS. She mentioned that grieving, caring, and attending to the safety of all collectively is a shared responsibility that includes faculty members, students, and colleagues who are teaching and learning in difficult times.

8. Item for Information: Senate October 26, 2023 Synopsis shared with Faculty Council.

9. Announcement  
There was no other business.

10. Adjournment  
The Chair thanked all in attendance.  
The meeting was adjourned.

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Carl S. Ehrlich, Chair of Council

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Tejas Kittur, Secretary of Council

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## Executive Committee Report to Council

Report 1  
Dec 2023

### ITEM FOR INFORMATION (1):

#### 1. Closing of Elections – Liberal Arts & Professional Studies Council Standing Committees & Sub-committees

The Executive Committee reports the following candidates have been elected to Council Standing Committees effective July 1, 2023. All elections have been run with the approval given by Council on a motion the period of nominations be closed, as moved by the Vice-Chair of Council, on November 9, 2023.

The nomination period, which ran from October 19 – November 9 sought to fill 13 vacancies on Council Standing Committees. The election period ran from November 16 - November 23 to fill 2 contested positions.

An announcement regarding the e-vote was issued following the meeting of Council and all ballots submitted via EVote. For all other committees in which the number of nominees was less than the number of vacancies, those who have been nominated for election were acclaimed to the respective committee. All others have been elected.

Attached is the academic departments/schools represented on the Committees of Council documentation.

We would like to thank all the Chairs and Directors for their support throughout this process.

**The results of the previous elections to the Standing Committees of Council for 2023 – 2024 are as follows:**

## **Executive Committee**

*(one vacancy)*

- Terms are specified in the relevant table.
- Normally meet on the last Wednesday of each month from 1:00pm to 3:00pm
- <https://www.yorku.ca/laps/faculty-council/committees/executive/>

### ***Nominations:***

No nominations

### ***Current Membership:***

Mehraneh Ebrahimi, *Department of English*  
Ron Ophir, *School of Administrative Studies*  
Ruth Green, *School of Social Work*  
Peter Khaiter, *School of Information Technology*  
Saskia Van Viegen, *Department of Languages, Literatures and Linguistics*

## **Tenure and Promotions Committee**

*(Three vacancies)*

- Terms are specified in the relevant table.
- Committee liaises with Senate and programs to review all tenure and promotions candidates in LA&PS and maintain T&P standards across the Faculty.
- Committee of the whole meets on the first Thursday of each month from 11:00am to 1:00pm.
- <https://www.yorku.ca/laps/faculty-council/committees/tenure-promotions/>

### ***Nominations:***

*Songlan (Stella) Peng, School of Administrative Studies - **Acclaimed***

### ***Current Membership:***

*Susan Ingram, Department of Humanities*  
*Ann Kim, Department of Sociology*  
*Matias Cortes, Department of Economics*  
*Mary Goitom, School of Social Work*  
*Mustafa Karakul, School of Administrative Studies*  
*Alison Halsall, Department of Humanities*  
*Fereydoon Rahmani, Department of Equity Studies*  
*Marina Erehtchoukova, School of Information Technology*  
*Stevie M. Bell, Writing Department*  
*Mateusz Brzozowski, Department of Economics*  
*Arthur Redding, Department of English*  
*Daniel Cohn, School of Public Policy and Administration*

## **Committee on Research Policy and Planning**

*(One vacancy)*

- Terms are specified in the relevant table.
- Committee implements the Faculty Research Plan and develops policies to improve the quality of research at LA&PS.
- Committee meets on the fourth Monday of each month from 12:30pm to 2:00pm.
- <https://www.yorku.ca/laps/faculty-council/committees/research-policy-planning/>

### ***Nominations:***

*Selcuk Ozyurt, Department of Economics - **Acclaimed***

### ***Current Membership:***

*Shirley Roburn, Department of Communication & Media Studies*

*Shamette Hepburn, School of Social Work  
Brandee Easter, Writing Department  
Abril Liberatori, Department of History  
Gajindra Maharaj, School of Administrative Studies  
Natalie Neill, Department of English*

### **Student Academic Petitions & Appeals Committee**

*(Five vacancies)*

- Terms are specified in the relevant table.
- Committee works to create a fair and open environment in LA&PS by supporting hearings for student academic petitions and appeals in the Faculty.
- <https://www.yorku.ca/laps/faculty-council/committees/student-academic-petitions-appeals/>

#### ***Nominations:***

*Ann Marie Murnaghan, Department of Humanities - **Elected**  
Kinnon Ross MacKinnon, School of Social Work - **Acclaimed**  
William Wicken, Department of History - **Acclaimed***

#### ***Current Membership:***

*Na Li, School of Administrative Studies  
Christopher Morris, Department of Writing  
Arik Senderovich, School of Information Technology  
Ibtissem Knouzi, Department of Languages, Literatures and Linguistics  
Sirvan Karimi, School of Public Policy & Administration  
Sadia Malik, Department of Economics  
Kim Michasiw, Department of Writing  
Marcela Porporato, School of Administrative Studies  
Jennifer Spinney, School of Administrative Studies  
Romi-Lee Sevel, School of Administrative Studies  
Anuppiriya Sriskandarajah, Department of Humanities  
Jay Ramasubramanyam, Department of Social Sciences  
Tom Hooper, Department of Equity Studies  
Jake Pyne, School of Social Work  
Emma Feltes, Department of Anthropology*

### **General Education Sub-Committee**

*(two vacancy)*

- Sub-Committee of CCPS & Chaired by a Member Elected from CCPS
- Provides coordination oversight and governance over the Faculty's General Education Requirements, while developing and receiving proposals relating to General Education courses.

#### ***Membership shall contain the following:***

- One faculty representative elected at-large from each of the General Education areas.
- Two faculty representatives elected at-large, one from the professional programs and one from the liberal arts programs.

#### ***Nominations:***

*Gang Pan, Department of Languages, Literatures and Linguistics (Liberal Arts Program) - **Elected***

#### ***Current Membership:***

*Avron Kulak, Department of Humanities  
Alexandru Manafu, Department of Philosophy  
Ann MacLennan, Department of Communication & Media Studies*



Robin Metcalfe, Faculty of Science  
Karen Bernhardt-Walther, Department of Economics (CCPS)

### **Committee on Teaching Learning and Student Success**

(One vacancy)

- Terms are specified in the relevant table.
- Committee meets on the first Monday of each month, from 11:30am to 1:00 pm.  
<https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/>

#### **Nominations:**

Saikat Sarkar, School of Administrative Studies - **Acclaimed**

#### **Current Membership:**

Robert McKeown, Department of Economics

Maria Liegghio, School of Social Work

Glenn Goshulak, Department of Politics

Carolyn Steele, Department of Humanities

Gail Vanstone, Department of Humanities

Damilola Adebayo, Department of History

Manar Jammal, School of Information Technology

Fernanda Carla-Salsberg, Department of Languages, Literatures and Linguistics

### **Contract Faculty Representative on the Faculty Council**

(Twenty-three vacancies)

- One (1) Year Term
- Contract faculty members include: CUPE Unit 1, CUPE Unit II, and CUPE-Exempt Course Directors

#### **Nominations:**

Tanya Taylor, Department of Humanities - **Acclaimed**

Habib-ur Rehman, School of Information Technology - **Acclaimed**

#### **Current Membership:**

Julie Anna Allen, Department of Philosophy

Vanessa Lehan, Department of Philosophy

Sylvia Peacock, Department of Social Sciences

Linda Hargreaves, Department of Languages, Literatures and Linguistics

Andrea Kalmin, Department of Social Sciences

Keith O'Regan, Department of Writing

### **YUSA Staff Representative on the Faculty Council**

(two vacancies)

- One (1) Year Term
- Five members of the Faculty support staff (YUSA)

#### **Nominations:**

No nominations

#### **Current Members:**

Evan McDonough, YUSA

Diana Sargala, YUSA

Naylen Langin, YUSA

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At the November meeting of Faculty Council, nominations from the Autumn round will be approved. Followed by an elections period if there are more nominations than vacancies in a standing committee. An updated Executive Report will be uploaded on the Faculty Council website on the day of Faculty Council meeting. For any information about the above document or about the process of nominations and elections within LA&PS, please reach out to the Office of Faculty Council. For a representative breakdown of the committees, please refer to Appendix A and Appendix B of the report.

## Appendix A

### 2022-23 Faculty Council, Standing Committees, and Senate Membership (Elected/Acclaimed)

#### Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ehrlich	Carl	HIST	HUMA	FT Faculty	July 1, 2023	June 30, 2024

#### Vice Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Kenedy	Robert	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2024

#### Executive Committee (6 Faculty + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Green	Ruth	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Khaiter	Peter	ITEC	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Van Viegen	Saskia	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
<b>Vacancy</b>				FT Faculty	<b>July 1, 2023</b>	<b>June 30, 2024</b>

*Note: At least one nomination must be from one from Social Sciences.*

#### Academic Policy and Planning Committee APPC (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gekas	Athanatios (Sakis)	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Glasbeek	Amanda	SOSC	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Kwan	Amy	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Malik	Sadia Mariam	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Poon	Maurice	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Tremblay	Jean-Thomas	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

#### Committee on Curriculum, Curricular Policy and Standards CCPS (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Alexandrakis	Orthon	ANTH	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Bernhardt- Walther	Karen	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Fresco	Estee	COMN	Social Sciences	FT Faculty	July 1, 2023	June 30, 2024
Jiang	Ling	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kar	Anirban	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025

Makinina	Olga	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roberge	Ian	SPPA	Social Science	FT Faculty	July 1, 2023	June 30, 2026

Note: At least one nomination must be from Humanities.

#### Tenure and Promotions Committee T&P (15 Faculty + 6 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bell	Stevie M.	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Brzozowski	Mateusz	ECON	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cohn	Daniel	PPAS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Cortes	Matias	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Erechtchoukova	Marina G.	ITEC	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Goitom	Mary	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Halsall	Alison	HUMA	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Ingram	Susan	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Karakul	Mustafa	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Kim	Ann	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Rahmani	Fereydoon	DES	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Redding	Arthur	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Peng	Stella	ADMS	Professional	FT Faculty	July 1, 2023	June 30, 2026
<b>Vacancy</b>				FT Faculty	<b>July 1, 2023</b>	<b>June 30, 2026</b>
<b>Vacancy</b>				FT Faculty	<b>July 1, 2023</b>	<b>June 30, 2024</b>

#### Committee on Teaching, Learning and Student Success CTLSS (9 Full-Time Faculty + 1 Contract Faculty + 2 Teaching Assistants + 3 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Carra-Salsberg	Fernanda	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Damiloal	Adebayo	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Goshulak	Glenn	POLS	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kalmin	Andrea	SOSC	Social Sciences	Contract Faculty	July 1, 2023	June 30, 2024
Liegghio	Maria	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
McKeown	Robert	ECON	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Sakar	Saikat	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

#### Committee on Research Policy and Planning CRPP (7 Faculty + 2 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Hepburn	Shamette	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Liberatori	Abril	HIST	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Maharaj	Gajindra	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Neill	Natalie	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roburn	Shirley	COMN	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Ozyurt	Ozyurt	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Note: At least one nomination must be from Social Sciences



Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
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Vacancy				CUPE	July 1, 2023	June 30, 2024
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Vacancy				CUPE	July 1, 2023	June 30, 2024
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Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024

**Staff (5-CPM, 5-YUSA) (1-year term)**

Last Name	First Name	Membership Category	Term Start	Term End
Arata	Rodolfo	CPM	July 1, 2023	June 30, 2024
Burgher	Paulette	CPM	July 1, 2023	June 30, 2024
Cuff	David	CPM	July 1, 2023	June 30, 2024
Gonder	Lindsay	CPM	July 1, 2023	June 30, 2024
Langin	Naylen	YUSA	July 1, 2023	June 30, 2024
McDonough	Evan	YUSA	July 1, 2023	June 30, 2024
Sargala	Diana	YUSA	July 1, 2023	June 30, 2024
Wagner	Spencer	CPM	July 1, 2023	June 30, 2024
<b>Vacancy</b>		YUSA	July 1, 2023	June 30, 2024
<b>Vacancy</b>		YUSA	July 1, 2023	June 30, 2024

**LA&PS Representative on the Senate (3-year term)**

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Allen	Julie Anna	PHIL	Humanities	Contract Faculty	July 1, 2023	June 30, 2024
Brooke	Stephen	HIST	Humanities	Chair/Director	July 1, 2023	June 30, 2024
Budworth	Marie-Hélène	HRM	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Chapman	Chris	SOWK	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Clements	Elicia	HUMA	Humanities	Chair/Director	July 1, 2024	June 30, 2026
Couto	Naomi	PPA	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Crosby	Alison	GSWT	Humanities	Acting Chair/Director	July 1, 2023	June 30, 2024
Dodman	Maria Joao	DLLL	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ehrlich	Carl	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ferrara	Ida	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Giudice	Michael	PHIL	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Glasbeek	Amanda	SOSC	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Green	Ruth	SOWK	Professional	FT Faculty	July 1, 2022	June 30, 2025

			Studies			
Hargreaves	Linda	DLLL	Humanities	Contract Faculty	July 1, 2023	June 30, 2024
Ho	Wai-Ming	ECON	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Karimi	Sirvan	PPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Lambert-Drache	Marilyn	FR	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Langlois	Ganaele	COMN	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Magee	Joanne	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Maurice	Poon	SOWK	Professional Studies	Acting Chair/Director	July 1, 2023	December 31, 2023
McKenzie	Andrea	WRIT	Humanities	Chair/Director	July 1, 2021	June 30, 2024
Michasiw	Kim	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2021	
Othon	Alexandrakis	ANTH	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Ouedraogo	Awalou	DES	Social Sciences	Chair/Director	July 1, 2021	June 30, 2024
Pilon	Dennis	POLS	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Prince	Enamul Hoque	ITEC	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Spotton Visano	Brenda	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Thomas	Mark	SOCI	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Valeo	Antonella	DLLL	Humanities	Acting Chair/Director	July 1, 2023	December 31, 2023
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Warwick	Susan	HUMA	Humanities	Acting Chair/Director	July 1, 2023	June 30, 2024
Waweru	Nelson	ADMS	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Weaver	Andrew	EN	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Wellen	Richard	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

**Senate: Academic Policy, Planning and Research Committee (3-year term)**

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Davies	Andrea	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026

**Senate: Executive Committee (3-year term)**

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Spotton Visano	Brenda	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

## Appendix C

### School/Department Area Affiliations

<b>School/Department Full</b>	<b>Affiliation</b>
Writing Department	Humanities
Department of Languages, Literatures & Linguistics	Humanities
Department of English	Humanities
Department of French Studies	Humanities
Department of History	Humanities
Department of Humanities	Humanities
Department of Philosophy	Humanities
School of Women's Studies	Humanities
School of Administrative Studies	Professional Studies
School of Human Resources Management	Professional Studies
School of Information Technology	Professional Studies
School of Social Work	Professional Studies
Department of Anthropology	Social Sciences
Department of Communication Studies	Social Sciences
Department of Economics	Social Sciences
Department of Equity Studies	Social Sciences
Department of Geography	Social Sciences
Department of Politics	Social Sciences
School of Public Policy and Administration	Social Sciences
Department of Sociology	Social Sciences
Department of Social Science	Social Sciences



**Committee on Curriculum, Curricular Policy and Standards (CCPS)  
Consent Agenda**

December 2023

**ITEMS FOR INFORMATION (29):**

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

**New Course Proposal**

AP/HUMA 1881 6.00 Gender and Sexuality in Judaism, Christianity and Islam

**Proposals approved at the December 6, 2023 CCPS meeting:**

**New Course Proposals**

AP/ANTH 4140 3.00 Anthropological Perspectives on Sound: Sonic Ethnographies and Human Experience

AP/ANTH 4320 3.00 Ethnographic Approaches in the Anthropology of Christianity

AP/GWST 3574 6.00 Gaga Feminisms: Feminist & Queer Perspectives on Mother Monster

AP/HUMA 1881 6.00 Gender and Sexuality in Judaism, Christianity and Islam

AP/LING 2300 3.00 Research Methods for Language Science

AP/LING 3300 3.00 Statistical Methods for Language Science

AP/PHIL 3500 3.00 Ethics of Data Science (second review)

**Change to Existing Course Proposals**

AP/FR 0120 6.00 Basic French

AP/FR 0130 6.00 Elementary French

AP/FR 1080 6.00 French Language & Culture

AP/FR 2081 3.00 Written Communication in French

AP/FR 2082 3.00 Oral Communication in French

AP/FR 3081 3.00 Advanced Written Communication in French

AP/FR 3082 3.00 Advanced Oral Communication in French

AP/HUMA 2220 3.00 Communication, Presentation Skills and Voice

AP/HUMA 4109 / 3106 6.00 Writing Lives: Greco-Roman Biography

AP/LING 2140 3.00 Syntax 1: Analysis

AP/SOSC 2800 6.00 Development in Comparative and Historical Perspective

AP/SOSC 3800 6.00 Development Studies and Research Methods

AP/SOSC 4365 6.00 Law and Society Honours Seminar: Animal Rights

## **Minor Change to an Existing Degree or Certificate Proposals**

### **Equity Studies Program**

Proposed modification: The Department of Equity Studies has proposed revisions as well as the addition of several courses to the list of program courses in the Academic Calendar.

### **French Studies Program**

Proposed modification: The Department of French Studies has proposed corrections to course descriptions for 1000-level courses and updates to prerequisites for 2000-level and 3000-level courses.

### **International Development Studies**

Proposed modification: The Department of Social Science has proposed adding the course AP/SOSC 4608 3.00 Civil Society and Development in the Global South to the International Development Studies Academic Calendar. Adding this course aims to address an existing gap in the IDST curriculum, namely the absence of a dedicated course focusing on the growing role of civil society in development.

### **Jewish Studies Program**

Proposed modification: The Department of Humanities has proposed reducing the number of course categories from five plus Language to two categories plus Language (three in total). Courses will be divided chronologically into two categories (Antiquity to the Middle Ages and Early Modern to Contemporary Studies), approximately between 1500 C.E., the threshold between the modern and pre-modern periods as conceived by the field of Jewish Studies.

### **Law & Society Program**

Proposed modification: The Department of Social Science has also proposed correcting the listing of AP/SOSC 3357 3.00 in the Academic Calendar to reflect that the course is a Major Credit option for Law & Society students.

### **Religious Studies Program**

Proposed modification: The Department of Humanities has proposed adding several recently approved courses to the list of courses counting towards the Religious Studies major. This proposal also includes adding several existing cross-listings to the program in the Academic Calendar.

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee ([apccps@yorku.ca](mailto:apccps@yorku.ca)) if you have any questions regarding the changes to existing courses section.

# **General Education Skills Criteria (humanities and social sciences): Essential and Foundational**

## **– Executive Summary –**

### **1. General overview**

This document describes the standards for general education courses in the humanities and social sciences at York and lays out the criteria used to evaluate new course proposals or course revisions. It can be used by instructors as a guide for the development of new courses. General education courses aim primarily for the cultivation in students of essential and foundational skills. Broadly speaking, students who possess these skills know how to read, think, speak, listen, and write well, as well as navigate university life, communicate, and collaborate. They expose students to a diverse range of ideas and prepare them for the exploration and evaluation of various kinds of positions, interpretations, and discourses. The following outcomes represent the criteria used to assess new course proposals or course revisions. New course proposals or course revisions are expected to meet a significant number of these criteria, though not all of them.

### **2. Essential Outcomes of General Education**

- 2.1 Reading
- 2.2 Writing
- 2.3 Speaking
- 2.4 Listening
- 2.5 Critical Thinking
  - 2.5.1 Critical Analysis
  - 2.5.2: Critical Evaluation
- 2.6 Technological and Data Literacy

### **3. Further Outcomes of General Education**

- 3.1 Academic Literacy
- 3.2 Assignment Analysis
- 3.3 Citation
- 3.4 Note Taking
- 3.5 Research Skills
- 3.6 Study Habits
- 3.7 Time Management/Professionalism
- 3.8 Interconnectedness of Knowledge
- 3.9 Institutional Knowledge + Resources
- 3.10 Group Work Etiquette including collaborative writing and project design
- 3.11 Academic Honesty
- 3.12 Classroom behaviour
- 3.13 Social Skills
- 3.14 Resilience

# **General Education Skills Criteria for Humanities and Social Sciences: Essential and Foundational**

## **1. General overview**

General education courses aim primarily for the cultivation of essential and foundational skills. Essential skills are those skills that are necessary (though not sufficient) for competence in a wide range of endeavors, such as navigating university studies, acquiring a university degree, and meeting basic workplace demands. These skills are truly general: broadly speaking, students who possess them know how to read, think, speak, listen, and write well. Foundational skills involve a wide range of abilities, including: the ability to appreciate any idea or problem in its context, to acquire the relevant information, to conceptualize, analyze, evaluate, synthesize, transfer, apply information gathered from, or generated by, observation, experience, reflection, reasoning, or communication and use this information together with the standards of good reasoning and civil dialogue in order to develop workable responses that are sensitive to the complexities involved, coherent, eloquent, precise, free from biases and cognitive distortions, balanced, well-argued, and persuasive. These skills are foundational in the sense that they are a prerequisite for the development of other, more specialized skills.

Foundational and essential skills involve critical thinking skills, but they are not limited to them. While critical thinking skills operate predominantly in the rational domain, foundational and essential skills are more broad; they include communication skills, the ability to plan and manage coursework and level-appropriate intellectual projects, exercise personal responsibility and autonomy, collaboration and interdependence, as well as the ability to be receptive to and engage with intellectual discourses of all kinds, including social, political, scientific, religious, moral, and artistic.

General education courses promote efficiency in the acquisition, management, creation, and use of knowledge, as well as effective decision making, communication and collaboration. They expose students to a diverse range of ideas, theories and points of view, and inoculate against unilateral or excessively narrow points of view, interpretations, methodologies, and discourses, as well as against intellectual conformity. They foster the appreciation of diversity of all kinds, especially diversity of ideas, and they prepare students for the exploration and evaluation of various kinds of positions, interpretations, and discourses, be they either widely held or heterodox. At the same time, general education courses promote the student's ability to bring together seemingly opposite thinkers or disparate sets of ideas to create novel solutions to problems of all kinds. Besides their utilitarian value, general education skills also hold intrinsic value: they catalyze an inner transformation toward a greater appreciation of the human condition and its possibilities, of human values and aspirations, of the inherent complexity of life, and of the value of meaningful engagement with others.

Foundational and essential skills are assessed through students' demonstration of the following general education learning outcomes, which are adapted from the Canadian Language Benchmarks 2012 and align with the University Undergraduate Degree Level Expectations. The learning outcomes are organized into two levels using curricular scaffolding—essential and higher order—to distinguish between the knowledge and competencies that are required to succeed in general education and those that build on the essential outcomes to prepare students to be successful in their university education beyond the general education curriculum. The outcomes are expressed this way to recognize the conditions that underscore the purpose and need for general education and essential skills instruction: while students are expected to begin university having met the admission criteria for their programs and

achieved the outcomes articulated in Ontario’s secondary education curriculum (or equivalent), the student body contains a vast range of skill levels and qualifications at this stage. Further, the material, social, and psychological demands of students’ transition to postsecondary learning present developmental obstacles that necessitate opportunities to review and practice the essential skills and knowledge that they are expected to know already. Therefore, general education courses cover both the essential and higher order outcomes articulated below. In preparing a course proposal, proponents are reminded that individual courses need to demonstrate coverage only of **some** outcomes from each level and that no individual course is expected to align to every skill and competency represented here.

The following outcomes represent the criteria used to assess new course proposals or course revisions. New course proposals or course revisions are expected to meet a significant number of these criteria, though not all of them.

## **2. Essential Outcomes of General Education (Modelled on CLB 2012, Levels 9-10)**

### **2.1 Reading**

- (LO) Understand an expanding range of complex texts not necessarily related to the student’s major. While reading, the student is able to:
  - Consider any discourse or scientific, literary, or artistic work within the historical and cultural context in which it was created and be aware of the complexities of that context,
  - Actively read to identify purpose, main ideas, supporting details, and the author’s own values and assumptions from stated and implied information,
  - Read any text with the intention to understand and be able to contribute to the conversation in an intellectually honest manner,
  - Demonstrate an awareness of one’s own bias and limitations of experience,
  - Read any text in good faith and not from a position of contingent historical or cultural superiority,
  - Be aware of the dangers of applying anachronistic evaluation standards,
  - Use knowledge of genres, styles, and registers to assist in comprehension,
  - Use the standards of good reasoning to identify and/or reconstruct the arguments in the text by identifying their premises and the conclusion,
  - Use inference to integrate several pieces of stated and implied information throughout the text,
  - Separate relevant from irrelevant details,
  - Apply knowledge of complex grammar and syntax to interpret nuances in texts,
  - Apply the principle of charity (i.e., interpret a speaker's statements in the most rational way possible).

### **2.2 Writing**

- (LO) Write literate, multi-paragraph compositions in a variety of academic and non-academic styles, congruent with the demands of discipline, genre, style, register, and context. These texts are:
  - On concrete, abstract and unfamiliar topics that require research,
  - Intended for a defined audience (e.g., academic, or business, or casual reader, etc.),
  - Clear and eloquent,
  - Flexible & complex, demonstrating independence from structures like the “5-paragraph essay,”

- Lengthy, as dictated by the requirements of the task, typically up to a range **of about 2,000 words**,
- Produced in demanding contexts.
- As a composer, the student is able to demonstrate the ability to:
  - Compose complex multi-paragraph texts in a variety of contexts, styles, genres, registers, and for diverse purposes, to suit a range of instructional/assignment requirements,
  - Convey main ideas clearly, with adequate supporting details,
  - Formulate cogent arguments with a clear logical structure and clearly delineated premises and conclusions,
  - Be reflexive about their own writing processes and use of effective strategies to address concerns,
  - Paraphrase and summarize key points,
  - Use and integrate secondary sources effectively,
  - Use grammar, syntax, and punctuation appropriate to an assignment's genre and conventions, and when proofreading and revising their own work and/or the work of others in peer editing contexts,
  - Convey an understanding of discipline-specific terms and conventions related to course concepts.

### 2.3 Speaking

- (LO) Communicate with some confidence by presenting information about complex, abstract, concrete, and/or general topics on the course in formal and informal situations. The student is able to:
  - Speak in coherent, connected discourse,
  - Communicate information clearly to peers as course tasks require,
  - Organize and convey information in short (< 2 min) answers to questions, and medium length (2-10 min) presentations,
  - Be able to engage fellow students and the instructor eloquently and constructively,
  - Be able to engage in classroom debates, which may be structured or unstructured, either as part of a group or individually, while maintaining composure, civility, and intellectual integrity.

### 2.4 Listening

- (LO) Understand complex formal and informal communication within a lecture/seminar context and on some specialized topics relevant to the course discipline. NB: Listening skills cannot be directly tested for but are critical nonetheless! Students show they can:
  - Actively listen in order to paraphrase or summarize key points and important details of short/medium length instructions and/or class content.
  - Understand a range of concrete, abstract, and discursive language appropriate for the content and purpose,
  - Use knowledge of complex grammar and syntax to interpret meaning,
  - Be exposed and listen intently to a diverse range of ideas, including heterodox ideas, theories, perspectives, and discourses,
  - Be exposed and listen intently to the ideas, questions, and concerns of others, including of those who do not align with the student's worldview.

### 2.5 Critical Thinking

General education courses help develop students' critical thinking. Critical thinking is not a body of knowledge or a topic that can be taught side-by-side with other topics but a set of skills that is weaved into the study of any other topic, thereby improving the quality of the discourse, regardless of the nature of the discourse and where the discourse takes place. Critical thinking skills are *par excellence* transferable (to new contexts) and foundational skills.

Critical thinking is the process of conceptualizing, analyzing, evaluating, synthesizing, and applying information gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action. Critical thinking rests on values such as clarity, precision, consistency, relevance, good standards of evidence, as well as on respect for rational argument, viewpoint diversity, and dialogue.

The development of critical thinking requires exposure to a diverse range of ideas as well as to opposing points of view. Different perspectives are worthy of consideration, not because of their intrinsic merit or because they are all equally well-supported or valuable, but because engaging with them is crucial for the development and exercise of critical thinking skills. Critical thinking is a set of skills that is perpetually cultivated and weaved through the curriculum. Critical thinking works best when it becomes an intellectual habit. Critical thinking skills involve the ability to gather and weigh evidence, judge the truth or likelihood of a claim, judge the validity, logical strength, and soundness of an argument. It involves the ability to justify one's stance on a given matter with rational and logical means. Critical thinking skills rest on values such as respect for argument, viewpoint diversity, and dialogue. A crucial component of critical evaluation is the ability to see the strengths and weaknesses of any intellectual product, theory, or system of ideas. For this reason, general education courses expose students to a range of ideas and points of view.

**2.5.1 Critical Analysis:** In a general sense, critical analysis involves a deep and sustained investigation of a subject, where a comprehensive range of perspectives is considered. A critical analysis consciously includes having developed an understanding of the basis – the values – in light of which one learns how to understand a range of different voices, theories, and critiques, such that a more complete and complex history and evolution of thought on that subject is apparent. General education courses foster critical analysis skills by encouraging diverse student voices in order to prevent intellectual conformity and promote intellectual diversity. In a more specific sense, critical analysis involves the ability to identify the premises of arguments and discourses pertaining to all areas of life (including social, political, scientific, religious, artistic, personal life, etc.), to decompose complex arguments into their constituents and identify the latter, to identify and reveal hidden or unstated assumptions, as well as patterns of thought and reasoning.

**2.5.2: Critical Evaluation:** In a general sense, critical evaluation involves the ability to gather and weigh evidence as well as judge the truth or likelihood of a claim, and rests on values such as respect for argument, viewpoint diversity, and dialogue. In a more specific sense, critical evaluation involves assessing both the validity of an argument as well as the truth of its components, to determine whether the argument is sound, valid or invalid, or inductively weak or strong. A crucial component of critical evaluation is the ability to identify the strengths and weaknesses of any intellectual product or system of ideas, regardless of where this occurs, and of any point of view, regardless of whether it is shared widely or not. Critical evaluation involves the ability to detect fallacious arguments, assess sources based on a wide variety of factors, including genre, historical context, authorship, purpose, etc. General education courses help cultivate students' critical analysis and evaluation skills, as well as their



intellectual abilities and independent thinking by exposing them to a diverse range of types of critical analysis and evaluation.

## **2.6 Technological and Data Literacy**

Technological and data literacy is essential for university students to succeed in their academic pursuits and in their future careers. General education courses can foster technological and data literacy by promoting a wide range of skills, including: basic computer skills, such as using word processor software, spreadsheets, and presentation software; using eLearning platforms; online research, using search engines, databases, and other digital resources to locate, evaluate, and apply information; data analysis, including collecting, organizing, analyzing, and communicating data using statistical and visualization tools, including spreadsheets; digital communication, including effective communication using email, chat, video conferencing, and social media; cybersecurity literacy, being aware of the risks and threats associated with using technology and protecting digital identity, data, and devices from cyberattacks, as well as the political complexities involved. These skills are valuable in their own right, and they also contribute to the student's development of other skills, such as critical thinking, problem-solving, communication and collaboration.

## **3. Further Outcomes of General Education (skills that depend on students' achievement of the essential outcomes)**

**3.1 Academic Literacy:** what do key words like analyze, compose, design, argue, research, etc., mean?

**3.2 Assignment Analysis:** identifying the purpose of the assignment or project (e.g., to persuade) as well as characteristics of the final product. What do you want this piece of writing to achieve?

**3.3 Citation:** awareness of the basic principles behind citation and at least one major citation style. Knows where to find specific examples and can compose a properly formatted Works Cited in the appropriate style.

**3.4 Note Taking:** application of listening skills, modelling and organizing notes, summarizing, and paraphrasing.

**3.5 Research Skills:** knowledge of, and practice with, search engines, libraries, locating academic sources, differentiating between primary and secondary sources, ability to summarize and paraphrase key points.

**3.6 Study Habits:** some instruction on exam writing skills, do/don'ts, anecdotal best practices.

**3.7 Time Management/Professionalism:** work is completed on time, to instructor specifications. Some consideration of procrastination, modelling good habits.

**3.8 Interconnectedness of Knowledge** demonstrates interdisciplinarity (AB) not multidisciplinary (A+ B). Courses/students also demonstrate a recognition of *complexity*: the perspective and contributions of multiple fields and contributors to form an integrated and comprehensive viewpoint.

**3.9 Institutional Knowledge + Capital:** the different university roles (like TA/Staff/Prof/Dean) and how the university works. Standard university rules and structures (like drop dates, financial penalties, course prerequisites) and how to negotiate the university system. Writing Centre, Learning Skills, Library Orientations. It also includes strategies for effective and judicious communication with university staff and faculty.

**3.10 Group Work Etiquette, including collaborative writing and project design:** ability to work in diverse environments, overcoming problems, team building, team roles, process, and editing the final product.

**3.11 Academic Honesty:** understand the basic principles of academic honesty, what the term means, and problems with “grey zone” techniques like patchwriting.

**3.12 Classroom behaviour:** awareness of university protocols and standards, professional student behaviour, lecture etiquette, zoom etiquette, respect for diverse viewpoints and perspectives.

**3.13 Social Skills:** study partners, peer review, short-term group work.

**3.14 Resilience:** Resilience is not a quality that can (or should) be directly tested. Instead, teaching resilience involves the inculcation of a set of values and commensurate responses to the challenges of everyday life. To be “resilient” is to acknowledge that making mistakes is an inevitable part of the learning process and represents opportunities for growth, rather than evidence of lack of worth. Resilient students possess a quality of persistence that allows them to accept temporary setbacks and new challenges, and they have a “try, try again” mentality. At the same time, they recognize the mental stresses caused by perfectionism and focus on their progress, not on failure. A resilient student knows that unreasonable work demands are not sustainable in the long-term and practices a beneficial work regimen that results in (as far as possible) a balanced approach to life. The Resilient student is able to:

- successfully transition from high school (especially for first year students),
- approach new material/assignments with a positive mindset,
- work autonomously and independently,
- manage deadlines,
- accept criticism and take responsibility for quality of work,
- ask for help when experiencing an unreasonable amount of stress.

## Graduate Committee Consent Agenda

December 2023

### ITEMS FOR INFORMATION (6):

The Graduate Committee recommends that Council approve the following proposals:

#### **New Course Proposal**

GS/DEMS 5083 3.00 Disaster & Emergency Management (EM) Legislation

#### **Change to Existing Course Proposals**

GS/DEMS 5080 6.00 Disaster & Emergency Management Practicum

GS/DEMS 5082 3.00 Medical and Public Health Issues for Non-Medical Personnel

GS/POLS 6700 6.00 Advanced Studies in Women and Politics

GS/SPTH 6414 3.00 Cultural Studies in Education and Society (Biography and Education)

#### **Minor Change to an Existing Degree or Certificate Proposal**

##### **PhD in Gender, Feminist, and Women's Studies Program**

Proposed modification: The School of Gender, Sexuality & Women's Studies has proposed a change to the official length of the PhD program and revision to the calendar copy to reflect that students currently receive five years of full funding and take five years to complete the degree. Incoming students currently receive offer letters stating that the program length is four years, which causes significant administrative confusion and problems, especially for international students.

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Graduate Manager ([lgonder@yorku.ca](mailto:lgonder@yorku.ca)) if you have any questions regarding the changes to existing courses section.

## Dean's Award for Excellence in Teaching - Terms of Reference

These awards have been created to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies. Exceptional teachers must be nominated by their teaching community (i.e. colleagues and students). In so doing, this award recognizes quality teaching as one of the reputational strengths of the Faculty. Each year, Departments are encouraged to nominate candidates in each of the categories (Faculty, Contract Faculty, Teaching Assistant) as follows:

- Large departments: up to three nominations per category;
- Medium departments: up to two nominations per category;
- Small departments: up to one nomination per category.

The total number of nominees should not exceed four across all categories per department:

### Criteria

Listed below are the key principles on which we assess the strengths of nominations. The list is not exhaustive, and nominees may wish to include additional relevant elements in their file. The Adjudication Sub-Committee will also weigh these criteria differently, as appropriate, to the different categories: tenured or tenure-stream faculty, contract, and teaching assistant.

- i. Evidence of a positive and meaningful impact on student learning. This may include support for Decolonizing, Equity, Diversity and Inclusion Strategy (DEDI) as outlined in York's DEDI Strategy. <https://www.yorku.ca/dedi-strategy/>;
- ii. Clear learning objectives and priorities, appropriately aligned with teaching methods, assessments, and assignments;
- iii. Engagement with and contributions to scholarship and/or a community of practice in the field of teaching and learning;
- iv. Evidence of contributions to curricular development and/or leadership in teaching.

### Eligibility

One award will be offered in the following categories each year. All current teaching faculty and graduate students within the following categories are eligible:

- Faculty (tenured or probationary tenure-stream faculty) with four years of teaching experience in LA&PS;
- Contract faculty, adjunct faculty, or CLAs who have taught a minimum of 30 credits in LA&PS;
- Teaching Assistants who have been in courses equal to or exceeding 6.0 credits in LA&PS.

Award winners become eligible again after six years. Members of the Committee on Teaching, Learning and Student Success (CTLSS) and members of the Dean's Award for Teaching Excellence Adjudication Sub-Committee are not eligible to apply for this award during their year(s) of service. The Committee on Teaching, Learning and Student Success looks forward to receiving nominations from all units.

### **Application Process for Teaching Assistants**

The following components are welcomed:

1. Signed approval from the Chair of the Department indicating the nominee may stand for the award. A template is available from Committee from CTLSS.
2. Statement of Teaching Philosophy (maximum 1000 words).
  - o Statement of Teaching Philosophy should reflect on past teaching practices, effectiveness, and student feedback.
3. A letter of support from a course director who has supervised the nominee to provide context to their responsibilities as teaching assistant (maximum 500 words).
4. One or more letters of support from students and faculty (maximum 3 letters, 500 words per letter; at least one letter from a student).
5. Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).
6. An Updated Curriculum Vitae (C.V.).

Course evaluations are not required for teaching assistants. Please note that application packages that exceed the maximum pages or word counts will not be considered.

### **Application Process for Faculty and Contract Faculty**

Nomination packages should include:

1. Nomination letter from the Department or a nominating colleague (maximum 1000 words).
2. Statement of Teaching Philosophy (maximum 2000 words).
3. Letters of support from students and colleagues (maximum 5 letters and 1000 words per letter; at least two from students and one from a supporting colleague).
4. Summary of course evaluations presented using a summary form available from CTLSS.

5. Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).
6. Updated Curriculum Vitae (C.V.)

Please note that application packages that exceed the maximum pages or word counts will not be considered.

### Additional Information on the Application Process

Below are some suggestions on what might be considered within these categories:

#### Nomination letter

The Department or a nominating colleague may submit a nomination letter, outlining the nominee's particular distinctions in teaching within the unit.

#### Statement of Teaching Philosophy

- Statement of Teaching Philosophy should reflect on past teaching practice, effectiveness, and student feedback, and
- Provide succinct examples of the methods used to achieve teaching goals relevant to the award (examples may include retention rates, course outlines, syllabi, assignments, tests, learning outcomes, etc.)
- Teaching Portfolio Guidelines from YU Senate:
  - <https://secretariat.info.yorku.ca/files/TDG-March-05.pdf?x37455>
- eClass Course with resources on writing a Teaching Portfolio:
  - <https://eclass.yorku.ca/course/view.php?id=34917>
- eClass Course with Teaching Portfolio Modules:
  - <https://eclass.yorku.ca/course/view.php?id=79127>

#### Letters of support from students and colleagues

a) Guidelines for students include:

- *In what capacity do you know this instructor (course, tutorial etc.)?*
- *Describe a significant learning experience you had with this instructor?*
- *What significance or impact has this learning had on you?*
- *How has this instructor guided, mentored or supported your learning?*
- *Are there any additional comments you would like to make about this instructor?*

b) Discipline Expert's Letter

A discipline expert (from York or from outside York) would focus on teaching and learning issues, which can only be addressed from the perspective of the discipline. Ideally, this person would be familiar with the course outlines, required readings and assignments in courses taught by the nominee and could comment on how well the nominee addresses unique challenges of the course.

c) Teaching Colleague

A teaching colleague could focus on pedagogical practices of the nominee, their strengths as an educator, the clarity of learning objectives, pedagogical tools used, and the effectiveness and creativity of teaching methods and assessments.

d) Undergraduate Director, or Program Coordinator, or Chair

This referee could provide context for the nominee's teaching with the overall program curriculum.

e) Other Letters

Other letters may be from teaching assistants or other colleagues who have worked with or are familiar with the nominee's work.

### Summary of Course Evaluations

Course evaluations must be presented in a consistent fashion, using the summary form provided by the Committee on Teaching, Learning and Student Success. Any missing course data should have an explanation detailing why the data is unavailable.

Tenured or probationary tenure-stream faculty would include summary data from the most recent four years of teaching, indicating the standard teaching load in the unit.

Contract faculty would include summary data for the most recent courses totaling 30 credits taught in LA&PS.

### Curriculum Vitae (C.V.)

An academic CV is typically more extensive than a standard resume as it emphasizes your contributions to academia and showcases your expertise. An academic C.V. includes research experience, teaching experience (including teaching assistantships), academic appointments, grants and fellowships, awards, professional memberships, conferences and workshops, service, community outreach, languages, and technical skills.

### Adjudication Process

The Adjudication Sub-Committee is appointed by the Committee on Teaching, Learning and Student Success, and consists of faculty members who have distinguished themselves in teaching, to include:

- One YUFA colleague from the humanities
- One YUFA colleague from the social sciences
- One YUFA colleague from professional studies
- One contract faculty member
- One undergraduate student representative recommended by the LA&PS Student Council.
- One Teaching Assistant
- One *ex-officio* representative from the Committee on Teaching, Learning and Student Success who will chair the Sub-Committee and report on the process of deliberation.

The Sub-Committee will review the nominations and recommend candidates to the Dean. The Sub-Committee may declare a failed process if its members judge that the nomination files in a category do not satisfy the criteria for the award. The Sub-Committee also reserves the right, in exceptional circumstances, to carry the nominations forward to a subsequent year. The Sub-Committee may also notify the unit Chair of nominations it judges to be ideal candidates for the University-wide teaching award and for other external awards to encourage wider recognition of the teaching excellence.

#### Timelines

- May – deadline for submission of nominations
- May/June – adjudication Sub-committee to make its recommendation to the Dean
- September/October – recognition and awards announced.

#### Recognition and Award

CTLSS recommends that:

- Awards be presented at Faculty Council with a reception to recognize teaching award winners.
- Award winner(s) receive funding to attend the STLHE conference, or an alternate teaching conference or to complete a teaching project.
- The names of winners be published on the LA&PS Teaching and Learning website and on University webpages (e.g. Y-File, Teaching Commons).





\* Division of Students  
York University

# Faculty Council Meeting

NONA ROBINSON, VICE PROVOST STUDENTS &  
YUKIMI HENRY, EXECUTIVE DIRECTOR  
COMMUNITY SUPPORTS & SERVICES

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YORK **U**

# Agenda

- Issues we're hearing about from faculty
- Responding to students in distress
- Overview of student support services
- Referrals to Community Supports & Services (CSS – OSCR & The Centre)
- Opportunities for student services to support faculty?
- Questions & discussion
- Appendix: Details of student services

# Faculty member concerns we're hearing about

- Students' lack of academic preparation
- Students sharing distressing information and not knowing what to say
- Concern about inclusion, challenges from students
- Classroom disruption and behaviour management
- Student mental health
- Understanding and meeting academic accommodations
- Students distracted or disengaged; dealing with other issues
- Academic integrity
- Understanding policies (Student Code, Sexual Violence, Human Rights, Academic Honesty, etc.)

# Responding to students in distress

## EMERGENCY

Imminent risk to self or others

- Threats of violence
- Substance overdose
- Serious injury
- Seizure

### ACTION

Phone 911 and Campus Security emergency line at 416-736-5333

Keep yourself and others as safe as possible

## CRISIS

Not life-threatening but urgent

- Thoughts of suicide or death
- Psychosis
- Recent assault or accident

### ACTION

*During office hours:*

Office of Student Community Relations (OSCR) 416-736-5231, [oscr@yorku.ca](mailto:oscr@yorku.ca)

Centre for Sexual Violence Support at 416-736-5211

Campus Security at

416-650-8000  
Counselling Services at  
416-736-5297

*After office hours:*

Campus Security emergency line at 416-736-5333

Keep.meSAFE  
1-844-451-9700

[www.keepmesafe.org](http://www.keepmesafe.org)

## PERSONAL OR ACADEMIC DISTRESS

Behaviour

- Social withdrawal, agitation
- Changes in appearance
- Disjointed thoughts
- Self-injury
- Acting out/conflict

### ACTION

Provide student with service information, such as:

Office of Student Community Relations (OSCR)  
<https://oscr.students.yorku.ca/>

Counselling Services at  
416-736-5297

Keep.meSAFE  
1-844-451-9700  
[www.keepmesafe.org](http://www.keepmesafe.org)

Academic stress

- Noticeable decline/risk of failing
- Considering withdrawal
- Personal issue impacting all courses

### ACTION

Provide student with service information, such as:

Academic Advising by faculty – listed at  
<https://advising.students.yorku.ca/locations>

Learning Skills Services  
416-736-5144

Accessibility/inclusion

- Academic accommodation concerns re: learning, mental health, physical or sensory disability
- Discrimination
- Financial stress

### ACTION

Provide student with services information, such as:

Student Accessibility Services  
416-736-5755

Centre for Equity, Human Rights & Accessibility 416-736-5682

Student Financial Services  
416-872-9675

# Student support services: [students.yorku.ca/services-and-support](https://students.yorku.ca/services-and-support)

*Descriptions and contact information for the services and supports can be found in the appendix*

## ACADEMIC

- Faculty Academic Advising Office and departments
- Student Support & Advising
- Learning Skills
- Writing Centre
- Learning Commons

## HEALTH & WELL-BEING

- Athletics & Recreation
- Student Counselling Health and Wellbeing
  - Keep.meSAFE
  - Virtual Health Clinic
  - Health Education & Promotion

## TARGETED STUDENT SUPPORTS

- Centre for Indigenous Student Services
- Black Excellence Program
- Student Accessibility Services
- York International

## STUDENT LIFE & ENGAGEMENT

- Colleges
- Student Community & Leadership Development
- Career Centre
- Student Organizations and Clubs
- Residence Life
- ACMAPS – support for mature and part-time students

## STUDENT FINANCIAL, HOUSING & FOOD SUPPORT

- Student Financial Services
- Campus Housing
- Food Services
- York Federation of Students (YFS) Food Bank

## COMMUNITY & ADDITIONAL SUPPORTS

- Office of Student Community Relations
- Centre for Human Rights Equity & Inclusion
- The Centre for Sexual Violence Response, Support & Education
- Security Services including WalkSAFE

# Behaviour response – Community Support & Services

- Code of Student Rights & Responsibilities – promoting accountability; educative and focused on positive community membership; range of approaches including reparative or sanctioned; supported by Office of Student Community Relations (OSCR)
- Policy on Sexual Violence – fostering culture of consent, community education, support for survivors, accountability; supported by Centre for Sexual Violence Response, Support & Education (The Centre)
- Support for other policies/procedures affecting students (e.g. academic honesty, student critical incident response including fatalities, employee sexual misconduct policy)

## OSCR

Website: [oscr.students.yorku.ca](https://oscr.students.yorku.ca)

Referral email: [oscr@yorku.ca](mailto:oscr@yorku.ca)

Referral phone: 416-736-5231

## The Centre

Website: [thecentre.yorku.ca](https://thecentre.yorku.ca)

Referral email: [thecentre@yorku.ca](mailto:thecentre@yorku.ca)

Referral phone: 416-736-5211

# Community Support & Services

## Reach out to us for:

- Proactive education, awareness raising, capacity building
- Support/coaching in navigating emerging situation
- Complaints

## OFFICE OF STUDENT COMMUNITY RELATIONS

**Referral:** Refer a student in need of support. Request a direct reach out from an OSCR Care & Support Coordinator to a student in need.

**Consultation:** Speak with an OSCR team member about the Code, filing a complaint, supports & services.

**Complaint:** File a complaint regarding a student's conduct through the on-line complaint form.

[oscr@yorku.ca](mailto:oscr@yorku.ca)

[On-line Complaint Form](#)

## CENTRE FOR SEXUAL VIOLENCE RESPONSES, SUPPORT & EDUCATION

**Disclosure:** If you receive a disclosure of sexual violence, assess safety and connect to emergency resources if necessary, listen non-judgmentally, and encourage connection to resources.

**Consultation:** Speak with a Centre team member about the situation you have experienced or received a disclosure about for options re: complaint, supports & services.

**Referral:** The survivor may be referred to the Centre to file a complaint and/or receive support. A direct reach out can also be arranged.

[thecentre@yorku.ca](mailto:thecentre@yorku.ca)

[On-line Complaint Form](#)



# When in doubt? Ask SAVY

## Who is SAVY?

- A software-based agent designed on the IBM Watson platform.
- Populated with content to help students perform tasks related to their academic journey at York.
- Unlike a web search, SAVY is intended to give a single authoritative response to any request.

## What makes SAVY different?

- SAVY knows enough about individual students to provide them with more personalized content including reminders about upcoming deadlines and tasks relating specifically to them.
- Has the capacity to incorporate information from most existing current resources (websites, chatbots, etc.) to become the single point of reference for information for York students.

## Accessing SAVY

Do you help students one-on-one?  
You can get access to SAVY in order to see what the students see.

<http://go.yorku.ca/savyforstaff>

Username - savytest

password - Savytest1! ('S' is uppercase)

*TIP: If you would like to impersonate a user for a specific faculty, all you need to do is type "test as <faculty name or code>" before you ask your first question. e.g. LAPS – "Test as LAPS"*



Questions? How can we help you?

Thank you for all you do to support our students!

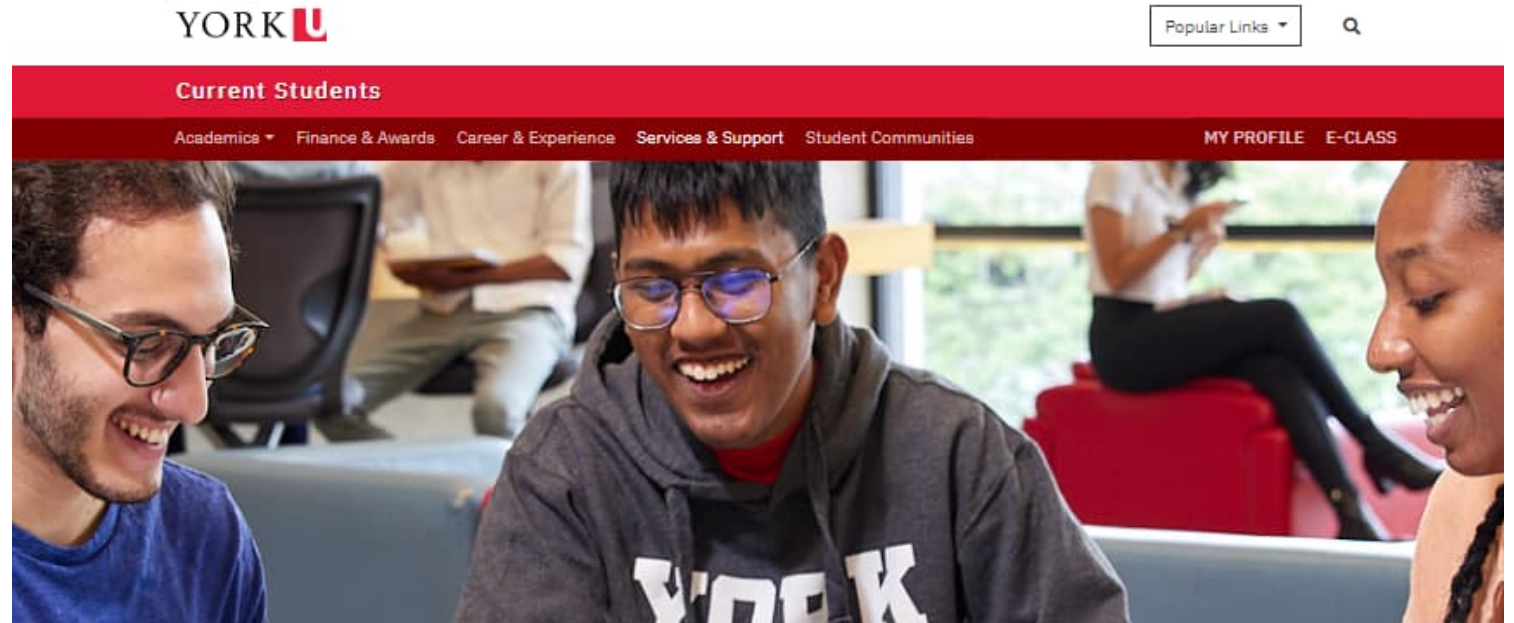


# Appendix: Student Service details



# First place to go: Current Students website [students.yorku.ca/services-and-support](https://students.yorku.ca/services-and-support)

- Provides details and links to all the various services across the university, by category
- Useful starting point and quick reference guide, helpful to remind students about



# Student Counselling, Health & Well-being

Bennett Centre for Student Services, N110

Comprised of a dynamic team of healthcare professionals, peer health educators, and support staff, Student Counselling, Health and Well-being (SCHW) provides services that foster academic and personal success. Walk-in/same day counselling ensures timely access to psychological care. Ongoing counselling follows a short-term (six to eight session) therapy model. SCHW also offers health education training programs, workshops, and peer-to-peer consultation on topics including:

- › Mental health and well-being
- › Physical health
- › Nutrition
- › Sleep
- › Sexual health
- › Safer alcohol & cannabis use

Websites:

- › Counselling: [counselling.students.yorku.ca](https://counselling.students.yorku.ca)
- › Health Promotion: [counselling.students.yorku.ca/health-education](https://counselling.students.yorku.ca/health-education)
- › Well-being Strategy: [www.yorku.ca/well-being](https://www.yorku.ca/well-being)

Email: [schw@yorku.ca](mailto:schw@yorku.ca)

Phone: 416-736-5297

How to Access Services

**Book Now**

The online booking system opens every morning at 8:45 a.m. EST for same-day booking. Please check back in the system throughout the day, as spots may open due to cancellations.



For 24/7 support, all York students have access to **keep.meSAFE**, a free service that offers online resources and phone lines to connect to mental health professionals, in any language. To learn more, visit the **MySSP online portal**, download the **mobile MySSP app** or call the toll-free numbers: 1-844-451-9700 (Canada & USA) or 1-416-380-6578 (international).



**Good2Talk** is a free, confidential helpline for Ontario post-secondary students, providing professional counselling and information, and referrals for mental health, addictions and well-being. It operates 24 hours every day of the year.

Phone: 1-866-925-5454

# Conduct policies

## Code of Student Rights & Responsibilities

**Purpose:** educative and to promote accountability

**Application:** all students, non-academic conduct on campus or with a real and substantial connection to the University

**Rights** (entitlements) & **Responsibilities** (obligations)

- Not to disrupt or interfere with University activities
- Not harm or threaten to harm physical or mental well-being.
- Uphold values civility, honesty, equity and respect for others (human rights).
- Respect the perspectives and ideas of others.
- Respect for property.
- Adhere to University policies, procedures or rules.
- Respect for privacy of others.
- Obey public laws.

## Policy on Sexual Violence Employee Sexual Misconduct Policy

**Purpose:** Fostering culture of consent, support for survivors, community education, accountability

**Application:** All community members (students, employees, contractors etc), conduct on campus, affiliated with the university, on-line.

**Sexual Assault:** Any sexual contact without consent.

**Sexual Violence:** Any sexual act or *acts targeting a person's sexuality, gender identity or gender expression*, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent.

Includes: stalking, indecent exposure, voyeurism, misogyny, transphobia, gender-based violence

**Sexual Harassment:** A course of comment or conduct based on an individual's sex or gender that is known, or ought reasonably to be known to be unwelcome.

# Community Support & Services

## OFFICE OF STUDENT COMMUNITY RELATIONS

Bennett Centre for Student Services, W128

As part of the Community Support & Services cluster, the Office of Student Community Relations (OSCR) provides advice, referrals, training, local adjudication and tribunal services to all students on matters under the Code of Student Rights & Responsibilities. OSCR also provides supports to students affected by critical incidents, facing personal crises, or experiencing multiple complex issues.

OSCR provides consultation and support for staff and faculty in responding to concerns regarding student well-being (e.g. wellness checks, personal crises impacting ability to safely engage in learning environment) and student behavior (as covered by the Code). OSCR also coordinates response to student critical incidents (e.g. student fatalities).

Website: [oscr.students.yorku.ca](https://oscr.students.yorku.ca)

Referral email: [oscr@yorku.ca](mailto:oscr@yorku.ca)

Referral phone: 416-736-5231

## CENTRE FOR SEXUAL VIOLENCE RESPONSES, SUPPORT & EDUCATION

York Lanes, 301

As part of the Community Support & Services cluster, the Centre for Sexual Violence Response, Support and Education (The Centre) is the recommended first point of contact for any York community member (students, staff, faculty, visitor) who has experienced sexual or gender-based violence. The Centre provides survivor care and complaint resolution support using the H.E.R.E model:

- › Help Survivors access supports needed
- › Educate the community about sexual violence and gender-based violence
- › Respond with care and support
- › Empower survivors

Website: [thecentre.yorku.ca](https://thecentre.yorku.ca)

Referral email: [thecentre@yorku.ca](mailto:thecentre@yorku.ca)

Referral phone: 416-736-5211



**WE'RE HERE FOR YOU.**

# Office of the University Registrar

STUDENT SUPPORT & ADVISING, RECRUITMENT AND ADMISSIONS, STUDENT FINANCIAL SERVICES, STUDENT RECORDS & SCHEDULING, STUDENT SYSTEMS, STRATEGY, PLANNING AND PROJECTS

Bennett Centre for Student Services

The Office of the University Registrar (OUR) provides student-centered services from their first interaction with the University through to graduation. This includes various supports in areas such as recruitment, admissions, scholarships, financial aid, transcripts, student records, student systems, and graduation.

Website: <https://registrar.yorku.ca/>

# Student financial, housing & food support

## STUDENT FINANCIAL SERVICES

- Scholarships, bursaries, work-study positions
- Students complete a financial profile to become eligible for financial support

Website: <https://sfs.yorku.ca/>, phone 416-872-9675

## STUDENT HOUSING SERVICES

- Available for first year, upper year and graduate students
- Both dorm and suite style available

Website: <https://www.yorku.ca/housing/>, phone 416-736-5152

## FOOD SERVICES

- Directly runs dining halls and other campus outlets; collaborates with York Lanes & Quad restaurants
- Students in residence have meal plans; most food outlets open to all community members

Website: <https://www.yorku.ca/foodservices/>, phone 416 736 2100

## NEW: FOOD ACCESS WEBSITE (FOOD INSECURITY RESPONSE)

- Lists food supports & resources at York including food banks, affordable meal options, financial aid, food initiatives

Website: <https://students.yorku.ca/food>



# Student academic success

## LEARNING SKILLS SERVICES

Central Square, 111

As part of the Student Success cluster, Learning Skills Services (LSS) helps all students to develop knowledge, capacity, and confidence in their own learning skills. LSS offers near daily workshops, webinars, peer supports, an online resource library, and a drop-in space in the Learning Commons Hub to help students in achieving their academic goals. LSS collaborates with 30+ campus partners to support specific student populations and courses.

Website: [yorku.ca/scld/learning-skills](http://yorku.ca/scld/learning-skills)

Referral email: [lsp@yorku.ca](mailto:lsp@yorku.ca)

Referral phone: 416-736-5144

## VIRTUAL ASSISTANT

SAVY

York has partnered with IBM Canada, using the Watson platform, to roll out a virtual assistant chatbot. Students can access SAVY from [eClass](#), many York websites, or via direct link. It uses artificial intelligence and data from the Student Information System to provide answers relevant to students' personal context—their program, Faculty, visa status, year level, or other details—so that they get the information they need when they need it.

Website: [vp.students.yorku.ca/student-virtual-assistant](http://vp.students.yorku.ca/student-virtual-assistant)

## ATKINSON CENTRE FOR MATURE & PART-TIME STUDENTS

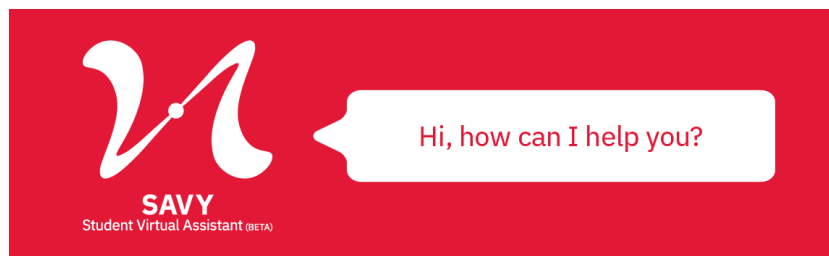
Central Square, 111

The Atkinson Centre for Mature and Part-time Students (ACMAPS) supports mature, part-time, and transfer students with their transition into and through York. ACMAPS provides orientation, first-year experience and peer mentorship programming, and success workshops with a focus on the mature student experience. The unit provides subject matter expertise on committees and towards student inquiries.

Website: [acmaps.info.yorku.ca](http://acmaps.info.yorku.ca)

Referral email: [acmaps@yorku.ca](mailto:acmaps@yorku.ca)

Referral phone: 416-736-5770



# Athletics & Recreation

## Tait McKenzie Centre

Athletics & Recreation is made up of campus recreation, Varsity Athletics, and business development partners who promote students' physical and mental well-being. Athletics & Recreation offers the largest amount of student jobs on campus including lifeguards, fitness instructors, personal trainers, sports officials, client services, and more.

### BUSINESS DEVELOPMENT & OPERATIONS

Business development partners support the operation and institutional integrate of the Athletics & Recreation department.

### CAMPUS RECREATION & INTRAMURALS

Campus recreation enhances student life through recreational drop-in, fitness, and intramural sports, aquatics, first aid, sports clubs, and a variety of well-being and leadership programs.

### VARSITY ATHLETICS

Varsity Athletics manages and supports varsity athletes with academic and medical support, strength and conditioning, and top-level coaching.

Website: [yorkulions.ca](http://yorkulions.ca)

Referral email: [taitmck@yorku.ca](mailto:taitmck@yorku.ca)

Referral phone: 416-736-5185



# Student Success

## CAREER CENTRE

McLaughlin College, 202

As part of the Student Success cluster, Career Centre supports students and recent alumni in the development of their career self-management skills and in their career, co-op, and experiential learning journey. The Career Centre offers one-on-one career counselling and education, hosts career development workshops and webinars, and provides other online tools and resources. The Career Centre also facilitates connections to employers, alumni, and mentors through employer recruitment information sessions, career fairs, and speaker events, in addition to elevating students' job searching efforts through Experience York, York's primary student and alumni job board and resource platform.

Website: [careers.yorku.ca](https://careers.yorku.ca)

Social: @yorkucareerctr

Referral email: [career@yorku.ca](mailto:career@yorku.ca)

Referral phone: 416-736-5351

## STUDENT ACCESSIBILITY SERVICES

Ross Building, N108

As part of the Student Success cluster, Student Accessibility Services (SAS) ensures equitable access to classroom materials and resources by providing academic accommodation and support services for students with disabilities. SAS liaises with campus partners to support academic inclusion and provides outreach and transition support to incoming students. A wide range of programming is offered, including accommodated tests and exams, peer mentorship, psychoeducational workshops, assistive technology, and exploring disability related financial aid.

Website: [accessibility.students.yorku.ca](https://accessibility.students.yorku.ca)

Referral email: [sasinfo@yorku.ca](mailto:sasinfo@yorku.ca)

Referral phone: 416-736-5755

Intake: New students register with Student Accessibility Services via portal: <https://as.students.yorku.ca/ClockWork2/user/intake/login.aspx>

# Academic accommodation, consideration and compassion

## ACADEMIC ACCOMMODATION FOR STUDENTS' RELIGIOUS OBSERVANCES: SENATE POLICY

"No student should be disadvantaged / penalized because of religious observance."

Forms of accommodation:

- re-schedule the evaluation to an alternative date
- provide an alternative evaluation for satisfying the course requirement (including a common date for the class for all deferred tests / mid-term exams)
- provide an alternative assignment for materially satisfying the course requirements

## ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES: SENATE POLICY

Disabilities may be permanent or recurrent, past or present, mental and/or physical conditions; *Ontario Human Rights Code*

Accommodations vary depending on course instruction, participation in course activities, or evaluation.

Student register with Student Accessibility Services.

Common accommodations:

- Additional time for tests/exams
- Accommodated Test/Exam Centre
- Note-takers

## ACADEMIC CONSIDERATION AND COMPASSION

Students who encounter episodic situations, personal losses, child-care issues, illness, or critical incidents

- Examples of relief: extension to a deadline, deferred exam
- Senate is currently reviewing replacing physician notes (with limitations) with self-declaration forms
- Contact may come from Counselling, Community Support and Services (Verification of Impairment forms)

## ACADEMIC ACCOMMODATION BASED ON GENDER-BASED VIOLENCE:

Pursuant to the *Ontario Human Rights Code*, Students who experience sexual violence or other forms of gender-based violence may be entitled to accommodations. Contact will come from the Centre for Sexual Violence Response, Support & Education.

# Student Support & Advising, Academic Advising

## STUDENT SUPPORT & ADVISING

Bennett Centre for Student Services, W128

Student Support and Advising within the Office of the University Registrar (OUR) acts as the first point of contact for student inquiries related to admissions, the student record, and financial aid. The teams provides in-person, email, and virtual meetings for students and provides knowledge and subject matter expertise for students' inquiries.

Website/Intake: <https://students.yorku.ca/ssa-contact>

Referral email: [rscheck@yorku.ca](mailto:rscheck@yorku.ca)

Referral phone: 416-736-5000

Faculty Academic Advising (locations vary)

Faculty Academic Advisors help students to make informed and thoughtful decisions about their academic pathways as they progress through their program and degree. They support students across the lifecycle -- from acceptance through to graduation.

Academic Advisors assist new and continuing students with:

- Course selection and enrolment
- Faculty legislation and policies
- Program and degree requirements
- Degree options: major, minor, certificates
- Grade reports and academic standing
- Referrals and program changes
- The academic petition process
- Academic goal setting

Website/Intake: <https://advising.students.yorku.ca>

# Student Engagement

## COLLEGE & RESIDENCE LIFE

Bethune, Calumet, Founders, Pond, Stong, Tatham Hall, Vanier, Winters

Colleges and Residence Life work to create inclusive, supportive, and thriving communities at eight undergraduate colleges and residences. A residence curriculum guides community development programming to foster empathy, compassion, and belonging. College offices, and live-in residence life staff support on and off-campus students, and student college councils provide a range of event and activities programs

Websites:

Colleges: [yorku.ca/colleges](http://yorku.ca/colleges)

Residence: [reslife.yorku.ca](http://reslife.yorku.ca)

## STUDENT COMMUNITY & LEADERSHIP DEVELOPMENT

Ross Building, S172

As part of the Student Engagement cluster, Student Community & Leadership Development (SCLD) enhances the university experience outside of the classroom. SCLD focuses on orientation and first-year transition, overseeing student organizations, and developing student leadership capacity.

Website: [yorku.ca/scld](http://yorku.ca/scld)

Referral email: [sclld@yorku.ca](mailto:sclld@yorku.ca)

Referral phone: 416-736-5144

## STUDENT ASSOCIATIONS & CLUBS

YFS, YUGSA college councils, faculty student associations, recognized student clubs

There are a wide range of student-run organizations at York, which provide strong community connections and valuable skills development. Participating students are more likely to be retained, and student groups help build a lively, inclusive and welcoming campus community.

YFS (undergrads) & YUGSA (grads) advocate for student issues and provide a range of services.

Websites: [yorku.ca/scld/student-organizations](http://yorku.ca/scld/student-organizations)

YFS: [yfs.ca](http://yfs.ca) YUGSA: [yugsa.ca](http://yugsa.ca)

# Targeted student supports

## CENTRE FOR INDIGENOUS STUDENT SERVICES

York Lanes, 246

The Centre for Indigenous Student Services (CISS) strives to create a sense of belonging and supports academic, spiritual, physical, and emotional well-being for a diverse Indigenous student population. CISS provides writing skills instruction, learning skills workshops, cultural and Indigenous heritage activities, mentoring and community supports. Students have access to the Elder-on-Campus program, Indigenous Sharing Circle, and safe gathering spaces.

Website: [aboriginal.info.yorku.ca](http://aboriginal.info.yorku.ca)

Referral email: [cissinfo@yorku.ca](mailto:cissinfo@yorku.ca)

Referral phone: 416-736-5571

## YORK INTERNATIONAL

York Lanes, 200

Advising, immigration support, global learning, health plan insurance, workshops, programming, orientation and more.

Website: [yorkinternational.yorku.ca](http://yorkinternational.yorku.ca)

Referral phone: 416-736-5177

## 2SLGBTQ+ STUDENTS

Services, resources, student groups, policy, academic departments, off-campus resources and helpful links for 2SLGBTQ+ students.

Website: [rights.info.yorku.ca/lgbtq/](http://rights.info.yorku.ca/lgbtq/)

## BLACK EXCELLENCE (BE-YU)

Transition support to maximize the student experience and set students up to thrive, academic support including academic advising, workshops, events and mentoring, and community development to champion the academic, professional and personal success of the the Black student community.

Website: [students.yorku.ca/be-yu](http://students.yorku.ca/be-yu)

## MATURE & PART-TIME STUDENT SUPPORT (ACMAPS) – See slide 17

Website: [acmaps.info.yorku.ca/](http://acmaps.info.yorku.ca/)

Referral email: [acmaps@yorku.ca](mailto:acmaps@yorku.ca)

Referral phone: 416-736-5770

# The Senate of York University

## Meeting Synopsis

**The 700th Meeting of Senate  
held on Thursday, 23 November 2023**

### Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators and acknowledged that this is the 700th meeting of the Senate. A slide show containing a historical reflection on the role Senate has played was presented, and the Chair invited members to take a group photo to commemorate the occasion.

President Lenton's comprehensive remarks included the challenging circumstances currently affecting the University, both internal and external factors, and the broad plans to address them to advance the University Academic Plan priorities and achieve financial sustainability. The full text can be found [here](#).

### Approvals

Senate approved recommendations of the Executive Committee:

- the election of members to the non-designated Senate Committees of Tenure and Promotions
- the extension of the waiver of required Attending Physician Statements to support requests for petitions, appeals and deferred standing for an additional six months beyond the current waiver, from 31 December 2023 to 30 June 2024.

Senate approved the recommendations of the Academic Standards, Curriculum and Pedagogy Committee to:

- establish a Cross-Disciplinary Certificate in Mechatronics, Department of Earth & Space Science Engineering, Lassonde, effective FW2024.
- add a Co-op Option to Bachelor of Environmental Studies and Bachelor of Arts degree programs, Environmental & Urban Change, effective FW2024.

### Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Academic and Provost Lisa Philipps reported on Enrolments and Faculty Complement. The report is accessible from the Senate Meeting website.



# The Senate of York University Synopsis

## Committee Information Items

### Executive

The Executive Committee's information items included the following:

- The Vice-Chair reported on the appointments of student senators to Senate committees for the 2022-2023 governance year.
- The Topics of Broad Academic Interest (TBAI) initiative.
- Commencing review of the Senate Disruption Policy by working group.

### Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- The Committee's engagement in budget consultations, providing feedback on how to support academic priorities, and upcoming consultation with Faculty councils and the community.

### Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP reported on the following items:

- The Committee's review of concerns regarding phone-mounted YU cards, the challenges presented for examinations,

### Student Appeals Committee (SAC)

SAC presented its annual report for 2022-2023, which described activities for the past year and presented data on Senate and Faculty-level cases.

## Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **23 November 2023** meeting for details about the items reported.