
NOTICE OF MEETING

50th Meeting of Faculty Council
Thursday December 3, 2015
3:00 pm – 5:00 pm, Senate Chamber, N940 Ross

Agenda

**Reception in Recognition of
Years of Service
will be held starting at 2:30pm**

1. Call to Order and Approval of the Agenda
2. Chair's Remarks
3. **Special Presentation: Years of Service Awards for Staff (15 years & 20 years)**
4. Minutes of the **November 12, 2015** meeting.....1
5. Business Arising from the Minutes
6. [Dean's Report to Council: Further Discussion on LA&PS Financial Planning and Enrolment](#)
7. Question Period
8. Reports of Standing Committees of Council
 - Tenure and Promotions.....4
 - Item for information: 2014-2015 Year-end Summary
 - Curriculum, Curricular Policy and Standards.....8
 - Item for Action: Italian Studies, Major Modifications
 - Consent agenda
 - Teaching, Learning and Student Success.....11
 - Item for Action: Revisions to the Dean's Awards for Excellence in Teaching
9. **Presentation: Advancing a Mentally Healthy Campus: Community Consultation**
Lesley Beagrie, Suzanne Killick, and Leah State
10. Other Business

2015 - 2016 Liberal Arts & Professional Studies Faculty Council Meetings are normally held on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross.

January 14, 2016
February 11, 2016
March 10, 2016

April 14, 2016
May 12, 2016
June 9, 2016

**York University
Faculty of Liberal Arts & Professional Studies
LA&PS Faculty Council**

Senate Chamber
Minutes of the 49th Meeting of Council
November 12, 2015
#151112

N. Adelson, M. Adriaen, M. Anam, R. Arata, L. Armenio, J. Avery, J. Berland, K. Birch, K. Bird, M. Buccheri, M. Budworth, R. Coombe, N. Couto, L. Cozzi, T. Das Gupta, A. Davis, M. Derayeh, Z. DiFranco, P. Evans, I. Ferrara, R. Fisher, M. Fraschetti, P. Giordan, R. Grinspun, M. Harper, T. Hwang, E. Karpinski, R. Kenedy, P. Khaiteh, M. Khalidi, D. Leyton-Brown, B. Lowinsky, A. MacLennan, C. Marjollet, M. Martel, J. J. McMurtry, D. McNally, K. McPherson, A. Medovarski, J. Michaud, A. Mukherjee-Reed, K. Murray, D. Mutimer, L. Myrie, D. Ndlov, S. Nijhawan, V. Olender, M. Palmazito, S. Ranganathan, M. Reisenleiter, A. Rusetski, L. Sanders, D. Skinner, G. Sprakman, K. Thomson, S. Tweyman, G. Vanstone, L. Wagner, P. Walsh, A. Weiss, R. Wellen, C. Wilkin, E. Winslow, P. Wood, D. Woody, N. Wyczolkowski

1. Call to Order and Approval of Agenda

The meeting was called to order. It was moved, seconded, and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair welcomed members to the 49th meeting of Council. She noted that there will be a special presentation on Course Evaluations at the meeting.

The Chair announced that there is a change of venue for the December 3, 2015 meeting of Council. The meeting will be held in the Senate Chamber.

There was no request to move items off of the consent agenda, these items were deemed approved.

The Chair welcomed President and Vice-Chancellor Mamdouh Shoukri to the meeting and invited him to address Council.

3. President's items

President and Vice-Chancellor Mamdouh Shoukri provided Council with an update on his commitment to the liberal arts and the importance of a broad education to develop good citizens.

A question was asked about who decides on the advertising campaign. The campaign went through the consultants to solicit feedback from students, faculty, senior administrators, and other stakeholders. He noted that nothing was finalized without the full involvement of the deans.

A question was asked about if the Faculty can deviate from the branding. It was noted that the red and white have to be used, and that custom versions of the template are possible as long as the proper logo is used.

A comment was made regarding the decrease in the number of full-time faculty hired for the liberal arts and the increasing number of courses taught by contract faculty.

A member of Council requested data on the expenditures on academic administrators versus teaching faculty of recent years.

4. Minutes of the October 8, 2015 Meeting

It was moved, seconded, and carried that the minutes of the October 8, 2015 meeting be approved.

5. Business Arising from the Minutes

The Chair of Council remarked on the discussion regarding webcasting at the last meeting of Council. She noted that the Executive Committee referred this item to the Ad Hoc Committee on Governance for further analysis.

6. Dean's Remarks

Dean Mukherjee-Reed began her remarks by referring to the Globe and Mail article.

She mentioned that as we go through our own planning exercises there will be an opportunity for input from members through consultation. She noted that the Academic Policy and Planning Committee has designed a survey and it will be sent out by email to Council to gather input.

Dean Mukherjee-Reed presented on the topic of *Financial Planning in LA&PS 2015-16 to 2017-18*. The presentation is available here: <http://laps.yorku.ca/files/2015/04/Deans-Presentation-Finance.ppt>

7. Question Period

There were none.

8. Reports of the Standing Committees of Council

a) Executive Committee

The items for information Election Results: Vice-Chair of Council and Standing Committees, Liberal Arts & Professional Studies Faculty representatives on Senate, Liberal Arts & Professional Studies Contract (CUPE 2 & CUPE E) Faculty, Teaching Assistants, and Non-academic staff were received.

b) Academic Policy and Planning

The items for information APPC communication to APPRC regarding consultation on the University Academic Plan and the 2015 APPC survey were received.

c) Curriculum, Curricular Policy and Standards

It was moved, seconded, and carried that Council approved the proposal for major modification of the Business Minor, School of Administrative Studies.

It was moved, seconded, and carried that Council approved the proposal for a new degree option in Cognitive Science, Department of Philosophy.

The consent agenda was approved.

9. Presentation: Course Evaluations

The presentation prepared by Vice-Provost Pitt is available here: <http://laps.yorku.ca/files/2015/04/Vice-Provost-Alice-Pitt-Presentation-on-Course-Evaluations.pdf>

The presentation prepared by Associate Dean Woody and the Committee on Teaching, Learning and Student Success is available here: <http://laps.yorku.ca/files/2015/04/LAPS-ADTL-Presentation-CourseEvalsNov2015.ppt>

Following the presentation a discussion ensued.

A question was asked about the capacity to control the common set of questions (core institutional questions). The core questions will be stored separately. The core questions will be made public. It was noted that there will be a firewall between the core and Faculty questions and only the core questions will be viewable by the public.

It was mentioned that the course name and number (which includes sections) will appear on the public site; however the name of the course instructor will not be provided.

A question was asked about how students can access information of particular instructors as the name of the instructor will not be disclosed and courses may be taught by different faculty members each year. This was what was negotiated between the University and YUFA at the time. It was mentioned that nothing prevents faculty members from pursuing this further with the parties.

It was moved, seconded, and carried that the meeting be extended for 10 minutes.

Members asked if the University will still allow written (paper) course evaluations. It has been identified that there is a need to revise our existing paper instruments for course evaluations.

A member asked about next steps and accountability. It was noted that there is a discussion within the Faculty about formative assessments throughout the term; this will provide an opportunity for adjustments to the course to be made based on student feedback.

A member cautioned that question 1.1. of the core institutional questions regarding *“a comprehensive roadmap of the course (i.e., a syllabus or course outline, a breakdown with topics, assignments and exams etc.) was provided students know the topics at the beginning of the course”* may impinge on academic freedom of teachers.

10. Other Business

There was none.

The meeting adjourned.

I. Boran, Chair of Council

L Cozzi, Secretary of Council

Committee on Tenure and Promotions Report to Council

Report 1

November 2015

ITEMS FOR INFORMATION:

1. Year End Summary of the Tenure and Promotions Committee Activity, 2014-2015

The following is an account of the number of tenure and/or promotion files reviewed by the Senate Review Committee, Faculty of Liberal Arts & Professional Studies from July 1, 2014 to June 30, 2015.

Total files by type completed by the SRC:

Promotion only files	9
Tenure and Promotion files C1	5
Tenure and Promotion files C2	5
Tenure and Promotion files C3	1
Total files	20

Total files completed by SRC recommendation:

T&P	11
Grant Tenure/Delay Promotion	0
Delay	0
Deny	0
Promotion to Professor	8
Referred Back to Adjudicating Committee	1
Total files	20

During the 2014-2015 academic year, members of the Tenure and Promotions Committee met **7** times as the Senate Review Committee (augmented by two representatives from the Senate Tenure and Promotions Committee) to consider the applications for tenure and/or promotion. Since July 1, 2014 the SRC has reviewed **20** tenure and/or promotion files.

We would like to thank all those who have participated in the process for this year, including faculty who have served/continue to serve on file preparation committees, adjudicating committees, as collegial referees for applicants, and as chairs of committees, and the support staff as well as Associate Dean McPherson.

We would also like thank the founding Dean for his continuous commitment to ensuring that each application for tenure and/or promotion was provided with a comprehensive letter of transmittal.

The Senate Review Committee is anticipating **31** tenure and/or promotion files for the 2015-2016 year, some of which are carried forward from 2014-2015 year.

Newly Tenured Faculty Members:

Department of Communication Studies

Mark P. Hayward

Department of Humanities

David Cecchetto

Department of History

Sean Kheraj

Department of Philosophy

Jacob Beck

Department of Languages, Literatures & Linguistics

Emiro Martinez-Osorio

Noriko Yabuki-Soh

Department of Sociology

Guida Man

Department of Social Science

Kean D. Birch

Allyson Lunny

School of Human Resource Management

Jing Wang

Writing Department

Andrea McKenzie

Newly Promoted Faculty Members to the Rank of Professor:

Department of Anthropology

Naomi Adelson

David Murray

Department of Geography

Peter Vandergeest

Department of History

William Wicken

Department of Languages, Literatures & Linguistics
James Walker

Department of Philosophy
Muhammad-Ali Khalidi

Department of Social Science
Fahimul Quadir

School of Human Resource Management
Ken McBey

2. Departmental and School Tenure and Promotion Standards Update

The following is an update on the status of the Departmental/School Unit standards as reported at Senate in September. <http://secretariat.info.yorku.ca/files/senate-agenda-20150924.pdf>

Unit	Latest Senate Review Arts/Atkinson	Status at Senate	LA&PS Status Notes
Administrative Studies		In accord (T&P and Full)	The Senate T&P Committee understands these are under revision per suggestions from Faculty T&P Committee 2009-10.
Anthropology	May-10	Submitted needs revisions	
Communication Studies		None submitted	
Economics	Arts: May 05 minor revisions only; ATK: Sep 06 as part of SASIT - minor revisions only	None submitted	Received at the Faculty level- revisions needed
English		In accord (T&P and Full)	Pending two minor changes for Senate
Equity Studies		None submitted	Received at Faculty-level
French Studies	Arts: Jul 08 - minor revisions only	None submitted	Received at the Faculty level- revisions needed
Gender, Sexuality and Women's Studies	Feb-13	Submitted needs revisions	
Geography	Arts: Jun 08 - minor revisions	None submitted	Received at the Faculty level- revisions needed

History	Arts: Jun 08 - minor revisions	None submitted	Department in process of making revisions – anticipated in Feb.
Human Resource Management		None submitted	Received at the Faculty level- revisions needed anticipated in Jan/Feb
Humanities	Feb-15	In accord (T&P and Full)	Minor revisions needed for Senate
Information Technology	ATK: May 08 - ratings require clarification	None submitted	
Languages, Literatures and Linguistics	Feb-15	Submitted needs revisions	
Philosophy		In accord (T&P and Full)	
Political Science	Arts: Oct 03 - revision required	submitted	Senate review date Jan 2016
Public Policy & Administration		In accord (T&P and Full)	
Social Science	May-15	Submitted needs revisions	
Social Work	May-15	Submitted needs revisions	
Sociology	Arts: May 05	None submitted	Received at the Faculty level- revisions needed
Writing Department	Oct-07	In accord (alternate stream)	

In accord = in accord with University criteria and procedures.

Committee on Curriculum Policy and Standards
Report to Council

Report 3
November 2015

ITEMS FOR ACTION (1):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve changes to program requirements for the Italian Studies, effective September 2016.

1. Proposal for major modifications to Italian Studies

The changes proposed reflect a move by the program to simplify degree options. The department has seen a decrease in students declaring the Specialized Honours BA: Italian Studies Major 54 credits. In addition they have had no students declare the Honours BA Interdisciplinary Linked (36 credits). The changes will simplify and make the degree requirements more flexible.

The program changes proposed align themselves clearly with the UAP Enhancing Academic Quality in a Globalized World (2010-2015), which uses as its strategic foundation the Provostial White Paper Building a more engaged University (2010), in at least 2 of the Priority Areas identified therein:

- Enhancing Teaching and Learning [...] through a commitment to academic quality and to innovative modes of delivery [i.e. experiential education through our commitment to the study abroad experience, (which also relates to internationalization and outreach) ; development of new courses in hybrid models, etc.]
- Enriching the student experience [...] through a commitment to helping students in class and outside of class, through efficient and effective student advising to help them navigate degree requirements and other important features of our offerings.

In addition, the changes align themselves with the LA&PS Strategic Plan Making Choices for the future (2010-20) in similar ways as noted above but also, more specifically, as they relate to Principles 16.1, 16.2 and 18 which deal with restructuring degree programs to make them more diverse, experiential and innovative education.

THE FULL PROPOSAL IS AVAILABLE BY CLICKING [HERE](#)

Committee on Curriculum, Curricular Policy and Standards

Consent Agenda

November 2015

Minor Changes to Existing Degrees/Certificates

BAS Accounting Specialization
Accounting Certificate

New Course Proposals

AP/ADMS 2541 3.00 Introduction to Personal Finance
AP/JP 3620 3.00 Japanese Religions in Canada

Change to Existing Courses

AP/HUMA 3018 3.00 Pirates: From Past to Present
AP/IT 2100 6.00 Introduction to Italian Linguistics
AP/IT 2200 6.00 Gateways to Italian Culture
AP/IT 3200 6.00 Italian Opera: From Monteverdi to Puccini
AP/IT 3221 6.00 Italian Political and Philosophical Thought from Pre-Humanism to Post-Modernism
AP/IT 3360 6.00 Petrarch: Love, Women and Power
AP/IT 3370 3.00 Boccaccio
AP/IT 3371 3.00 Short Story from Boccaccio to Basile
AP/IT 3550 6.00 19th Century Italian Literature
AP/IT 3721 6.00 Saints' Lives and Black Madonnas: The Literary and Cultural Experience of Italian Canadians
AP/IT 3750 6.00 Modern Italian Culture
AP/IT 3761 3.00 Italian Medieval and Renaissance Civilization
AP/IT 3771 3.00 Modern and Contemporary Italian Culture
AP/IT 4120 6.00 Written Translation, Italian-English/English-Italian
AP/IT 4140 3.00 Cross-cultural Communication: An Italian Perspective
AP/IT 4150 3.00 Italian Regional Linguistic Varieties
AP/IT 4160 3.00 The Study of the Italian Lexicon: A Course in Applied Semantics
AP/IT 4170 3.00 The Language of Food in Italy
AP/IT 4180 3.00 Selected Topics in Italian Linguistics
AP/IT 4190 3.00 History of the Italian Language

AP/IT 4300 3.00 Italian Renaissance Literature
AP/IT 4330 3.00 The Divina Commedia of Dante Alighieri
AP/IT 4350 3.00 Women Poets of the Italian Renaissance
AP/IT 4400 3.00 Orlando Furioso: Renaissance Bestseller
AP/IT 4620 6.00 20th Century Italian Poetry
AP/IT 4651 3.00 Landmarks of Modern Italian Narrative: 1900-1950
AP/IT 4652 3.00 Landmarks of Modern Italian Narrative: 1950s to the Present
AP/IT 4750 6.00 Modern Italian Culture

Retire Courses

AP/IT 3201 6.00 Italian Opera: From Monteverdi to Puccini
AP/IT 3361 6.00 Petrarch: Love, Women and Power in the Middle Ages (in translation)
AP/IT 3370 6.00 Short Story from Boccaccio to Basile
AP/IT 3760 3.00 Italian Medieval and Renaissance Civilization
AP/IT 3770 3.00 Modern and Contemporary Italian Culture
AP/IT 4330 6.00 The Divina Commedia of Dante Alighieri
AP/IT 4650 6.00 20th Century Italian Novel

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 text is available at the following URL: <http://laps.yorku.ca/office-of-the-faculty-council/council-agenda/>.

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) if you have any questions regarding the changes to existing courses section.

yorku.ca/laps

Committee on Teaching, Learning and Student Success

Report 2
November 2015

ITEM FOR ACTION (1)

1. Proposed Revisions to the Dean's Awards for Excellence in Teaching

Based on feedback gathered from the Dean's Award for Teaching Excellence Adjudication Sub-Committee and the larger collegium in its annual review, the Committee on Teaching, Learning and Student Success proposes a revised awards process in order to streamline the process and to address the low number of nominations received. This has been a challenge since the inception of the awards although the labour disruption in the 2014-2015 academic year inflected these challenges. The concern is that the low pool of candidates across the disciplines does not show the depth and breadth of the quality of teaching in the Faculty.

As such, the primary amendments include modifications to the eligibility criteria for contract faculty, adjunct faculty, CLAs, and teaching assistants in response to concerns raised by members of the community/collegium. It was identified that the required number of courses and/or credits taught in the current terms of reference is highly limiting, particularly to teaching assistants. The proposed revisions align with the primary purpose of the award: to promote a culture that recognizes and supports teaching excellence in the Faculty of Liberal Arts & Professional Studies.

The nomination deadline date has also been amended based on feedback received from the units. Other revisions have been made to appropriately streamline the awards process and to reflect the current governance structure.

Please **denote additions in bold, blue, underlining, and strikethrough for deletions.**

If change is in Title, add both the Long version and Short version of title

Existing Copy (Change From):	Proposed Copy (Change To):
<p>Example: Delete this text.</p> <p>Nominations Open: November 1st Deadline for Nominations: January 30th</p> <p>Dean's Awards for Excellence in Teaching (Faculty-wide)</p> <p>Eligibility:</p> <p>One award will be offered in the following categories each year. All teaching faculty within the following categories are eligible:</p> <ul style="list-style-type: none"> • Tenured faculty with six years of teaching experience in LA&PS • Contract faculty, adjunct faculty, or CLAs who have taught at least ten courses within LA&PS • Teaching Assistants who have held at least 4.0 TA positions <p>Award winners become eligible again after six years. Members of the Committee on Teaching and Learning 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.</p> <p>Application Process:</p> <p>The application should be 25 pages or fewer and include the following:</p> <ol style="list-style-type: none"> 1) Nomination letter from the Department 2) Teaching Dossier 3) Student letters 4) Other letters of support 5) Summary of course evaluations <p>Below is additional guidance on what should be</p>	<p>Example: <u>Add</u> this text.</p> <p>Deadline for Nominations: <u>Last day of Winter term classes</u></p> <p>Dean's Awards for Excellence in Teaching (Faculty-wide)</p> <p><u>These awards have been created in order to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies and in so doing, to recognize quality teaching as one of the Faculty's reputational strengths, with the following specific objectives in view:</u></p> <ul style="list-style-type: none"> • <u>To promote the adoption of excellent teaching practices that foster deep, engaged learning;</u> • <u>To recognize and promote commitment to teaching in innovative and transformative ways to foster student success;</u> • <u>To recognize and promote faculty members' commitment to York's instructional priorities in the areas of first year experience, Experiential Education and e-learning;</u> • <u>To recognize and promote faculty members' commitment to Teaching, Learning and Student Success.</u> <p>Eligibility:</p> <p>One award will be offered in the following categories each year. All teaching faculty within the following categories are eligible:</p> <ul style="list-style-type: none"> • Tenured faculty with six years of teaching experience in LA&PS • Contract faculty, adjunct faculty, or CLAs who have taught <u>a minimum of 30 credits in</u> LA&PS • Teaching Assistants who have <u>been a TA in courses equal to or exceeding 9.0 credits in</u>

included within these five categories:

1) Nomination

Each year, Departments are encouraged to nominate candidates in each of the above categories 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 Department may submit a nomination letter for each candidate, outlining their particular distinctions in teaching within the unit. This letter would summarize information on the number of student nominations and key comments made in student letters and nominations. The letter is to be substantial and concrete with respect to the nominee's role in teaching within the unit.

2) Teaching dossier⁴

- Includes a statement of teaching goals and beliefs,
- Provides selected, succinct examples of the methods used to achieve these goals relevant to the award (examples may include retention rates, course outlines, syllabi, assignments, tests, learning outcomes, etc.)
- Provides evidence of success in meeting the goals

3) Student letters of support and nomination:

A representative sample of up to five student letters should be included. If more letters exist, one of the other letter-writers could summarize the gist of the remaining student letters. It is recommended that the Department offer guidance to students on what to include in their letters:

- In what capacity do you know this

LA&PS.

Award winners become eligible again after six years. Members of the Committee on [Teaching, Learning and Student Success](#) 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:

[Nomination packages of 25 pages or fewer, with the following components welcomed:](#)

- 1) Nomination letter from the Department [or a nominating colleague](#)
- 2) Teaching Dossier ([maximum 10 pages](#))
- 3) Student letters ([maximum 5](#))
- 4) Other letters of support ([maximum 3](#))
- 5) Summary of course evaluations

Below [are some suggestions](#) on what [might](#) be considered within these five categories:

1) Nomination letter:

Each year, Departments are encouraged to nominate candidates in each of the above categories 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 Department [or a nominating colleague](#) may submit a nomination letter, outlining the [nominee's](#) particular distinctions in teaching within the unit.

2) Teaching dossier ([maximum 10 pages](#)): [\(the Teaching Commons at York offers support on how to prepare a Teaching Dossier\)](#)

- [To include a statement of teaching](#)

⁴ The Teaching Commons @ York offers support on how to prepare a Teaching Dossier.

instructor?

- ~~What are some specific examples of significant learning experiences you had with this instructor?~~
- What significance or impact has this learning had on your life?
- How has this instructor guided, mentored or supported your learning?
- Any additional comments you would like to make about this instructor?

4) Letters of support (maximum of three):

To be collected by the candidate in signed, sealed envelopes and submitted with their nomination package. Letters of support ~~should be substantial and concrete and~~ may include the following types of letters:

a) Discipline Expert's Letter:

~~The letter from a discipline expert would focus on teaching and learning issues of rigour and academic appropriateness, which can only be addressed from the perspective of the discipline. Ideally, this person would be familiar with the course outlines, required readings, assignments of the nominee. Evaluation of classroom practices is welcome, but not necessary. The discipline expert can be from York or outside of York. The referee could assess the evidence and comment on:~~

- ~~Appropriateness of the learning objectives of courses for the discipline~~
- ~~Appropriateness of the academic content for the level of the courses~~
- ~~Ability of the course to address relevant issues in the discipline~~
- ~~The unique challenges of teaching particular courses in the discipline and how effectively the nominee addresses these challenges.~~

b) Teaching Colleague:

~~The teaching colleague would focus on an evaluation of the effectiveness of~~

philosophy

- To 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.).

3) Student letters of support (maximum of five):

Up to five student letters may be included. Students may write a letter of nomination or a letter of support. If more than five letters have been submitted, it is recommended that the nomination letter include a summary of the additional student letters.

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?

4) Other letters of support (maximum of three):

To be collected by the candidate or the nominating unit and submitted with the nomination package. Letters of support may be of any of the following types:

a) 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.

b) Teaching Colleague:

pedagogical practices. This colleague would be familiar with the course outlines, required readings, assessment practices, and classroom practices of the nominee. The colleague can be from York or outside of York and could assess the evidence and comment on the following questions:

- Are the learning objectives clear?
- Are the teaching methods effective?
- Are the teaching methods and course learning objectives well aligned?
- Are the assignment design and assessment tools aligned with course objectives?
- Are the learning objectives for the course met?

- c) Undergraduate Director, or Program Coordinator, or Chair

This referee could comment on the following questions:

- Are the learning objectives of the course appropriate to the program?
- In the context of the program, are the learning objectives of the course met?
- Do we need to contextualize the course evaluation results in any way?
- Are there any particular pedagogical challenges this instructor faced?

- d) Other Letters:

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

5) Course Evaluations

It is recommended that course evaluation results be presented in a consistent fashion, using the summary form provided by the Teaching and Learning Committee, and that an explanation is provided as to why any course data is missing.

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.

- c) Undergraduate Director, or Program Coordinator, or Chair

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

- d) Other Letters:

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

5) Summary of Course Evaluations

It is recommended that course evaluation results be presented in a consistent fashion, using the summary form provided by the Committee on Teaching, Learning and Student Success, with an explanation for any missing course data.

Tenured faculty: would include summary data from the most recent six 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.

Teaching Assistants: would include summary data, if available, for courses equaling a minimum of 9 credits taught in LA&PS.

Criteria:

Below are the key principles on which we assess the strengths of nominations. It is not an exhaustive list 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: tenure-stream, contract and teaching assistant categories.

Tenure-stream faculty: would include summary data from the most recent six years of teaching, indicating the standard teaching load in the unit.
Contract faculty: would include summary data for the most recent ten courses taught in LA&PS.
Teaching Assistant: would include summary data for a minimum of four courses taught in LA&PS.

Criteria:

~~These are among the key principles on which we assess the strengths of candidates, but it does not represent an exhaustive list. 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: tenure-stream, contract and teaching assistant categories.

- i. Evidence of deep and sustained student learning;
- ii. Evidence of support for student growth and development;
- iii. Clear ~~and appropriate~~ learning objectives;
- iv. ~~Alignment of learning objectives and priorities with teaching methods, assessments and assignments;~~
- v. ~~Engagement with the scholarship on teaching and learning that had a positive impact on teaching and learning practices and student engagement;~~
- vi. ~~Willingness to share best practices;~~
- vii. ~~Demonstration of strong leadership in teaching and learning and/or curriculum development.~~

Adjudication Process:

~~The Committee on Teaching and Learning will appoint members to the Adjudication Sub-Committee, including:~~

- One YUFA from the humanities
- ONE YUFA from the social sciences
- ONE YUFA from professional studies
- One contract faculty member

- i. Evidence of deep and sustained student learning;
- ii. Evidence of support for student growth and development;
- iii. Clear learning objectives and priorities, appropriately aligned with teaching methods, assessments and assignments;
- iv. Engagement with and contributions to scholarship and/or a community of practice in the field of teaching and learning;
- v. Evidence of contributions to curricular development and/or leadership in teaching.

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

Last day of Winter term classes – deadline for submission of nominations

- Two student representatives recommended by the LA&PS Student Council
- One ex-officio representative from the Committee on Teaching and Learning who will 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 search if its members judge that the nomination files in a category do not satisfy the criteria for the award. ~~If any category has an insufficient number of nominations, the Sub-Committee may also decline to distribute an award in that category.~~ The Sub-Committee may also notify the unit Chair if it judges a nominee to be an ideal candidate for the University-wide teaching award and for other external awards.

Timelines

November 1st – Nominations open

January 30th – Deadline to submit nominations

March 1st – Adjudication Sub-Committee makes its recommendation to the Dean

April/May – Recognition and awards announced in Faculty Council

Recognition and Award

It is recommended that:

- Awards be presented at Faculty Council with a reception to recognize teaching award winners, ~~which includes student and faculty nominators~~
- 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 ~~the Teaching Commons website~~
- ~~Award winners receive wider publicity in other media sites~~
- ~~Winners be recognized at Convocation~~
- ~~Best practices be disseminated through workshops or new media in collaboration with the Teaching Commons @ York~~

May/June – adjudication Sub-committee to make its recommendation to the Dean
September/October – recognition and awards announced

Recognition and Award

It is recommended 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).

Fundraising

LA&PS might consider developing opportunities for students, faculty and the community to support the recognition of excellence in teaching.