



York University
Faculty of Liberal Arts & Professional Studies
24th Meeting of Faculty Council

NOTICE OF MEETING

Thursday, May 10, 2012
3:00 pm – 5:00 pm

Senate Chamber, N940 Ross

Agenda

- 1. Call to Order and Approval of the Agenda
- 2. Chair of Council's Remarks
- 3. Minutes of the **March 8, 2012** meeting.....1
- 4. Business Arising from the Minutes
- 5. Dean's Remarks
- 6. Question Period
- 7. Reports of Standing Committees of Council
 - a. Executive Committee (three items for action).....4
 - b. Academic Policy and Planning (three items for action)11
 - c. Committee on Curriculum, Curricular Policy and Standards (two items for action) ...15
 - d. Consent Agenda (Committee on Curriculum, Curricular Policy and Standards)19
- 8. **Committee of the Whole:** Committee on Teaching and Learning:
"A New Model for Teaching and Learning Support at York"25
- 9. Other Business

2011 - 2012 Liberal Arts & Professional Studies Faculty Council Meetings are on the second Thursday of the month at 3:00pm in the Senate Chamber, N940 Ross:

June 14, 2012

All are welcome and encouraged to attend!



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

Senate Chamber
Minutes of the 23rd Meeting of Council
March 8, 2012
#120308

Attendance: M. Adriaen, J. Allen, S. Alnasseri, M. Bernholtz, U. Best, P. Brienza, M. Buccheri, A. Cat, S. Chrostowska, D. Cohn, G. Colussi-Arthur, G. Comninel, L. Cozzi, B. Crow, T. Das Gupta, D. Domian, A. Durston, J. Edmondson, S. Ehrlich, K. Evans, I. Ferrara, M. Figueredo, D. Freake, P. Giordan, B. Heron, X. Huang, T. Hwong, C. Innes, M. Jacobs, N. Jazairi, E. Karpinski, M. Keall, J. Keeping, J. Kozinski, A. Kulak, D. Leyton-Brown, L. Lo, J. Magee, N. Mandell, C. Marjollet, K. Michasiw, N. Myers, R. Myers, P. Ng, A. Noordeh, D. O'Neill, N. Razack, A. Redding, C. Sanchez-Rodriguez, L. Sanders, G. Scardellato, A. Schrauwers, M. Schwartz, R. Sheese, P. Singh, D. Skinner, B. Smardon, B. Smith, B. Spotton Visano, S. Villani, R. Udit, R. Wellen, K. White, P. Wood, D. Woody

Guests: P. Edgecombe, R. Hornsey, V. Olender

1. Call to Order and Approval of Agenda

The Chair of Council called the meeting to order.

It was moved, seconded and carried that the agenda be approved.

2. Chair of Council's Remarks

The Chair of Council gave an update on YUFA concurrence regarding Tenure and Promotion Committee membership.

YUFA does not object to the relaxation of the rules governing the composition of the Faculty Tenure and Promotions Committee as set out in the letter to the Faculty Association from the Faculty Council. It is understood by YUFA that the relaxation of the rules

will enable the Faculty to expand the Committee to 20 faculty members, enabling the establishment of a fourth panel. YUFA also understands that expanding the Tenure and Promotions Committee to include a fourth panel may require having more than one faculty member from the same school/department on the expanded committee.

Members of the Liberal Arts & Professional Studies Tenure and Promotion Committee do not consider files from their own unit. As you will be aware, the panels of members of the Faculty Tenure and Promotions Committee are augmented by representatives of the Senate Tenure and Promotions Committee to create the "Senate Review Committee." Efforts are made to avoid circumstances in which a Senate Tenure and Promotions Committee representative, if from Liberal Arts & Professional Studies, considers a file from his/her unit but this circumstance cannot always be avoided.

With the creation of a fourth panel, then, as a result of increasing the size of the Faculty Tenure and Promotions Committee to 20 faculty members, the Faculty of Liberal Arts & Professional Studies should be able to ensure that members of the Faculty Tenure and Promotions Committee will not consider files from their own unit. Efforts will continue to avoid circumstances in which Senate Tenure and Promotions Committee representatives consider files from their unit. However, such circumstances may not be avoidable. Given that there is no change of practice in the participation of Senate Tenure and Promotions Committee representatives on the Senate Review Committee for Liberal Arts & Professional Studies, should a reasonable apprehension of bias emerge in respect of a Senate Tenure and Promotions Committee representative, whether or not the representative is from the same unit as the candidate, the candidate should challenge the participation of the Senate Tenure and Promotions Committee representative on the SRC (Senate Review Committee) through STAPAC (Senate Tenure and Promotions Appeals Committee), in accordance with the *Tenure and Promotion Policy, Criteria and Procedure*.

YUFA has given its concurrence with the temporary changes to the rules governing the composition of the Faculty Tenure and Promotion Committee on a without prejudice basis.

Also on the agenda is a presentation regarding Engineering Expansion at York.

It was moved, seconded, and carried that the minutes of the February 9, 2012 meeting of Council be approved.

4. Business Arising from the Minutes

There was no business arising from the minutes.

5. Item For Information

The Written Report from the Faculty Representative on Senate was received.

6. Special Presentation: Engineering at York University, Dean Janusz Kozinski & Associate Dean Richard Hornsey, Faculty of Science and Engineering

Dean Kozinski provided Council with an update on the School of Engineering expansion at York, which will be embedded in York's tradition. The intention is to create a Faculty of Engineering.

Following the presentation members were invited to ask questions.

What percentage of the enrolments will focus on international students? Dean Kozinski noted that the aim is 20% international graduate and undergraduate, which will depend on the strength of the partnerships.

A question was raised regarding the co-op program? It was noted that the School of Engineering will try to place students not only with industry but also with the government and non-governmental organizations.

Council discussed that the use of the words "global citizenship" are problematic.

Is the intent to incorporate language learning exchange agreements? It was noted that the Department of Languages, Literatures, and Linguistics is interested in participating.

Will there be a balancing of industry partners and social justice, such that if a student completes research that is critical will

academic freedom be protected. Currently research is sponsored by external bodies and yes academic freedom will be protected.

What will be the role of general education with the Engineering degrees? What is currently happening is that the School is trying to create a more meaningful experience for students; an example of this is the vision of the creation of a liberal engineering degree program.

A question regarding resources was asked. It was discussed that you cannot create a new Faculty without resources and it is a 20-year plan. There has been a donor investment of \$25 million, the first \$5 million will be invested in people. By the year 2018-2020 the School should be generating a surplus.

7. Dean's Remarks

Dean Singer discussed the full-time faculty hiring of 17 new tenure track appointments (6 new faculty members for next year, one offer is outstanding, 3 positions sent to the provost office. 5 searches actively underway, one failed search this year). The searches have brought in highly qualified individuals.

There are 16 faculty members confirmed to retire for next year. Currently we are putting together a priority list for tenure track hires for next year. There will be 56.5 contractually limited appointments for next year of which 29.5 are renewals. We are currently searching for 27 contractually limited appointments; the first deadline is March 23rd.

There are 39 cases of tenure and promotion to Associate Professor this year; there is a mix, the vast majority of them are new applications, however some are the ones which were referred back from the Senate Review Committee last year. We have received 32 new cases, and by the end of the month they should all have decanal letters.

The Dean discussed the undergraduate enrolment activities; there are 222,000 3-credit registrations in a course, which translated into 22,000 FTEs. The Faculty has seen a growth in international students; currently 9% of the students are international, which is in line with the Faculty's strategic intention to have an internationally connected Faculty. This equates to 2,000 international FTE in our

Faculty, pretty close to the 10% mark that was aimed for. By next year, the Faculty will have achieved the doubling of its the international students. York is about 7% international students.

He also noted that the applications for admissions for next year are down for certain types of applications from last year. Direct entry applications (101) are down by about 2% and the 105 pool are up by about 6%.

The Dean announced that the Provost has approved the creation of an Associate Dean Teaching and Learning position. There will be an ad hoc advisory committee that will be established to advise the Dean on the process.

He announced that Associate Dean Marilyn Lambert-Drache will be stepping down as the Associate Dean, Students on June 30, 2012. He thanked her for her dedicated service to the Faculty.

An announcement was made that Professor Gary Spraakman will be the new Associate Dean, Students for a one-year term.

Dean Singer discussed that he will be returning to India, to try and cement formal relationships with Universities for collaborative programming, and to assist with a pilot project for which York is recruiting high school students from India to come to the University.

It was noted that the Faculty would welcome activity based budgeting.

8. Question Period

There were none.

9. Reports of Standing Committees of Council

9.1 Executive Committee

It was moved, seconded and carried that the Faculty Council endorse the Executive Committee's course of action on its forwarding to Senate the original proposals to establish a Professional Certificate in Financial Planning and a Professional Certificate in Investment Management approved at Faculty Council on January 11, 2012.

The Request for Nominations for the Liberal Arts & Professional Studies Council was received.

The Request for Nominations of Liberal Arts & Professional Studies full-time Representatives on Senate was received.

The Request for Nominations of Liberal Arts & Professional Studies full-time representative on the Senate Sub-Committee on Honorary Degrees & Ceremonials was received.

9.2 Academic Policy and Planning Committee

It was moved, seconded, and carried that Council approve the college university accounting bridge program: proposal for certificate of completion and enhanced transfer credit as a 4-year pilot, which will report in the first and third year to APPC on its progress.

An update on the consultation feedback on the Draft Amendments, Senate Policy on ORUS sent to the Academic Policy, Planning, and Research Committee was received.

9.3 Committee on Curriculum, Curricular Policy and Standards

The consent agenda was deemed approved.

10. Other Business

There was no other business.

C. Innes, Chair of Council

L. Cozzi, Secretary of Council



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April 2011

ITEMS FOR ACTION (3):

1. Nominations: Vice-Chair of Council and Council Standing Committees

The Executive Committee recommends the following candidates for election to Vice-Chair of Council and Council Standing Committees effective July 1, 2012. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council.

The nomination period, which ran from March 16 – May 9, sought to fill 38 vacancies among the Council Standing Committees and the position of Vice-Chair of Council for the 2011-12 academic year. With the current slate of nominees, the Committee on Student Academic Petitions and the Committee on Student Appeals and Academic Integrity will be operating with more than one vacancy. A further request for nominations for these and other vacancies (if any) on Council Committees will be issued in the Fall 2012 term.

An election (e-vote) will be held for those committees for which there are a greater number of nominees than vacancies, or multiple nominees from the same academic unit. An announcement regarding the e-vote will be issued following the meeting of Council. For all other committees in which the number of nominees is less than the number of vacancies, those who have been nominated for election will be acclaimed to the respective committee.

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

We would like to thank all the Chairs & Directors for their support through out this process.

Faculty Council Nominees for 2012-13 are as follows:

Vice-Chair of Council (one vacancy)

Nominations

George Comninel, Department of Political Science



Executive Committee (four vacancies)

Continuing Members:

Naomi Adelson, Department of Anthropology
Uzo Anucha, School of Social Work
Lucia Lo, Department of Geography

Nominations

Anne MacLennan, Department of Communication Studies
Ron Ophir, School of Administrative Studies/School of Human Resource Management
Leslie Sanders, Department of Humanities/Writing Department
Brenda Spotton Visano, Department of Economics/School of Public Policy and Administration

Academic Policy and Planning Committee (five vacancies)

One for a one-year term, and one from a professional studies area

Continuing Members:

George Comninel, Department of Political Science
Paul E. Lovejoy, Department of History

Nominations

Susan Dimock, Department of Philosophy
Thaddeus Hwong, School of Administrative Studies/School of Public Policy and Administration
Avron Kulak, Department of Humanities
Jamie Llambias-Wolff, Department of Social Science (until December 31, 2012)
James Sheptycki, Department of Social Science (from January 1, 2013 until June 30, 2013)
Ana Viseu, Department of Communication Studies



Committee on Curriculum, Curricular Policy and Standards (three vacancies)

Continuing Members:

Eva Karpinski, School of Gender, Sexuality, and Women's Studies

Joanne Magee, School of Administrative Studies

Steven Tufts, Department of Geography

Allan Weiss, Department of English/Department of Humanities

Nominations

Claudio Colaguori, Department of Equity Studies

Len Karakowsky, School of Human Resource Management

Christian Marjollet, Department of French Studies

Sharada Srinivasan, Department of Social Science

Tenure and Promotions Committee (eight vacancies)

Continuing Members:

Dale Domian , School of Administrative Studies

Lisa Drummond , Department of Social Science

Ratiba Hadj-Moussa, Department of Sociology

William Jenkins, Department of Geography

Judy Pelham , Department of Philosophy

Xueqing Xu, Department of Languages, Literatures and Linguistics

Andrea O'Reilly, School of Gender, Sexuality and Women's Studies

Nominations

Simone Bohn, Department of Political Science

Matthew Brzozowski, Department of Economics

Chris Chan, School of Human Resource Management

Andrea Daley, School of Social Work

Souha Ezzedeem, School of Human Resource Management

Sotirios Liaskos, School of Information Technology

Christian Marjollet, Department of French Studies

Victor Shea, Department of Humanities

Gabrielle Slowey, Department of Political Science

Deanne Williams, Department of English



Committee on Teaching and Learning (one vacancy)

Continuing Members:

Kathryn Denning, Department of Anthropology
Ken Ogata, School of Administrative Studies
Xueda Song, Department of Economics
Duff Waring, Department of Philosophy
Diane Woody, Department of French Studies

Nominations

Souha Ezzedeem, School of Human Resource Management
Duncan Koerber, Department of Writing
Janice Newton, Department of Political Science/School of Gender, Sexuality and Women's Studies
Ana Viseu, Department of Communication Studies

Committee on Research Policy and Planning (five vacancies)

Continuing Members:

Philipp Angermeyer, Department of Languages, Literatures & Linguistics
Paul Grayson, Department of Sociology
Niru Nirupama, School of Administrative Studies
Sergio Villani, Department of French Studies

Nominations

Tony Burke, Department of Humanities
Caroline Dufour, School of Public Policy and Administration
Anne MacLennan, Department of Communication Studies
Mark Peacock, Department of Social Science
Julia Richardson, School of Human Resource Management

Committee on Student Appeals and Academic Integrity (four vacancies)

One from a professional studies area

Continuing Members:

Daniel Cohn, School of Public Policy and Administration
Roberta Iannacito-Provenzano, Department of Languages, Literatures and Linguistics
Shanna Lino, Department of Languages, Literatures and Linguistics
Robin Roth, Department of Geography
Andrei Semenov, Department of Economics

Nominations

Karen Robson, Department of Sociology



Committee on Student Academic Petitions (seven vacancies)

Continuing Members:

John Bell, Department of English
Kean Birch, Department of Social Science
Marina Erechtkoukova, School of Information Technology
Robert Kenedy, Department of Sociology
Sean Kheraj, Department of History
Lawrence Lam, Department of Sociology
William Kenneth Little, Department of Anthropology
Kathryn M. McPherson, Department of History
Henry Tam, Department of Economics

Nominations

Tony Fang, School of Human Resource Management
Stephen Cain, Department of English

2. Nominations: Liberal Arts & Professional Studies Faculty Representatives on Senate

The Executive Committee recommends the following candidates for election as Liberal Arts & Professional Studies faculty representatives on Senate effective July 1, 2012. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed as moved by the Vice-Chair of Council.

Liberal Arts & Professional Studies Faculty Representatives on Senate (five vacancies):

Those nominees who are elected will be elected for a 3-year term. Meetings of Senate for the 2012-13 year, as well as agendas and related materials may be accessed through their website at: <http://www.yorku.ca/secretariat/senate/meetings.htm>

Membership (40):

- 21 Academic Chairs & Directors (LA&PS Schools/Departments)
- Chair of Faculty Council
- 16 Full-Time Faculty members Elected at-large
- 2 Contract Faculty Members Elected at-large each September



Continuing elected at-large Full-time Faculty Members (11):

Carla Lipsig-Mumme, Department of Social Science
Craig Heron, Department of Social Science
Peter Cumming, Department of Humanities
Karen Anderson, Department of Sociology
Joan Allen, Department of Sociology
Cheryl van Daalen-Smith, School of Gender, Sexuality and Women's Studies
Maria Figueredo, Department of Languages, Literatures and Linguistics
William Kenneth Little, Department of Anthropology
Martin Lockshin, Department of Humanities/ Department of Languages, Literatures and Linguistics
Joanne Magee, School of Administrative Studies/School of Public Policy and Administration
Carl Ehrlich, Department of Humanities

Nominations

George Comninel, Department of Political Science
Thaddeus Hwong, School of Administrative Studies/School of Public Policy and Administration
David Leyton-Brown, Department of Political Science
Gerard Naddaf, Department of Philosophy
Ron Ophir, School of Administrative Studies/School of Human Resource Management
Leslie Sanders, Writing Department/Department of Humanities
Brenda Spotton Visano, School of Public Policy and Administration/Department of Economics

3. Nominations: Liberal Arts & Professional Studies Faculty Representative on Senate: Sub-Committee on Honorary Degrees and Ceremonials (one vacancy)

The Executive Committee recommends the following candidates for election as Liberal Arts & Professional Studies faculty representatives on the Sub-Committee on Honorary Degrees and Ceremonials effective July 1, 2012. Nominations are also accepted from the floor of Council. A final approval for the slate of nominees is given by Council on a motion that nominations be closed as moved by the Vice-Chair of Council.

Nominations

Thaddeus Hwong, School of Administrative Studies/School of Public Policy and Administration

**Academic Departments/Schools Representation on Council Committees
Nominations 2012-2013 as of May 2, 2012**

Department/School	faculty		Continuing Members		Nominees		Total (nominees + continuing members)	
	#		#	%	#	%	#	%
Administrative Studies	58		4	6.9%	3	5.2%	7	12.1%
Anthropology	18		3	16.7%	0	0.0%	3	16.7%
Communication Studies	12		0	0.0%	2	16.7%	2	16.7%
Economics	44		3	6.8%	2	4.5%	5	11.4%
English	45		2	4.4%	2	4.4%	4	8.9%
Equity Studies	11		1	9.1%	1	9.1%	2	18.2%
French Studies	18		2	11.1%	1	5.6%	3	16.7%
Geography	21		4	19.0%	0	0.0%	4	19.0%
History	42		3	7.1%	0	0.0%	3	7.1%
Humanities	59		0	0.0%	4	6.8%	4	6.8%
Human Resources Management	12		1	8.3%	5	41.7%	6	50.0%
Information Technology	12		1	8.3%	1	8.3%	2	16.7%
Languages, Literatures, and Linguistics	49		4	8.2%	0	0.0%	4	8.2%
Philosophy	22		2	9.1%	1	4.5%	3	13.6%
Political Science	51		1	2.0%	3	5.9%	4	7.8%
Public Policy and Administration	9		1	11.1%	1	11.1%	2	22.2%
Social Science	58		2	3.4%	3	5.2%	5	8.6%
Social Work	21		1	4.8%	1	4.8%	2	9.5%
Sociology	47		3	6.4%	1	2.1%	4	8.5%
Writing	8		0	0.0%	1	12.5%	1	12.5%
Gender, Sexuality, & Women's Studies	12		3	25.0%	0	0.0%	0	25.0%
	629		41		32		70	



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April 2012

ITEMS FOR ACTION (3):

The Committee on Academic Policy and Planning recommends that Council approve a distinct rubric for the Gender and Women's Studies undergraduate program, GWST.

1. Proposal to create a distinct rubric for the Gender and Women's Studies undergraduate program, GWST.

This is a proposal to create a distinct rubric for the Gender and Women's Studies undergraduate program housed in the School of Gender, Sexuality and Women's Studies, effective Fall 2013.

The proposal to change the Name of the Undergraduate Program in Women's Studies to the *Undergraduate Program in Gender and Women's Studies*, was approved by Glendon's Faculty Council on November 18, 2011, by LA&PS's Faculty Council on November 10, 2011 and subsequently approved by Senate on January 26, 2012.

The 2012 -2013 undergraduate calendar has been updated with the name change of the program. It is anticipated that the changes to the rubric for all WMST courses to GWST in the undergraduate calendar will be implemented in the 2013-2014 undergraduate calendar.

Rationale:

Several units -- Women's Studies and Social Science at Glendon, and the Departments of Humanities and Social Science in LA&PS -- were consulted in October 2011 regarding changing of the name, its rubric and the title of the introductory 2000-level course from 'On Women: An Introduction to Women's Studies' to '*Introduction to Gender and Women's Studies*'. A specific motion to change the rubric from WMST to GWST was passed unanimously by the School's Undergraduate Council on March 20, 2012.

The proposed new course rubric *GWST* will readily identify the courses offered by the School under its new undergraduate program name 'Gender and Women's Studies' and further will distinguish the courses offered under the former 'School of Women's Studies' with the rubric WMST.

The School will alert all students of the name and rubric change once approved.

The full proposal is available at:

<http://www.yorku.ca/laps/council/faculty/documents/1.GWSTRubricProposalMarch27.2012.pdf>



The Committee on Academic Policy and Planning recommends that Council approve a distinct rubric for the undergraduate Multicultural and Indigenous Studies program, MIST

2. Proposal to create a distinct rubric for the Multicultural and Indigenous Studies undergraduate program, MIST.

This is a proposal to create a distinct rubric for the Multicultural and Indigenous Studies undergraduate degree program effective July 1, 2013.

The program name change was approved by Senate on February 16, 2012. The 2012-2013 undergraduate calendar has been updated with the name change of the program. It is anticipated that the changes to the rubric for all REI courses to MIST in the undergraduate calendar will be implemented in the 2013-2014 undergraduate calendar.

Rationale:

The proposed new course rubric, (MIST), will readily identify the courses offered by the Department of Equity Studies program Multicultural and Indigenous Studies and will replace the current REI rubric that was allocated to the Race, Ethnicity and Indigeneity program. The use of this rubric (MIST) will help signal to external readers of York transcripts, students taking the degree program, and students interested in these courses for elective credit, that these courses are a distinct grouping of courses for the program named Multicultural and Indigenous Studies. In accordance with the approval of the new name Multicultural and Indigenous Studies, the Department of Equity Studies views MIST as the appropriate rubric for the courses offered in this program.

The full proposal is available at:

http://www.yorku.ca/laps/council/faculty/documents/2.ProposalforachangeinrubricforMulticulturalandIndeginousStudies_MIST_.pdf

The Committee on Academic Policy and Planning recommends that Council approve the proposal to allow Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS) completed with a grade of "B" or better to be counted as a 3.00 elective degree-credit upon the admission of the student to York University.

3. Proposal to allow Pre-University (Pre-U) Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses offered through the Faculty of Liberal Arts & Professional Studies (LA&PS) completed with a grade of "B" or better to be counted as a 3.00 elective¹ degree-credit upon the admission of the student to York University

This is a proposal to allow non-degree studies courses in *Pre-U Humanities, Pre-U Social Science, and the Pre-U Bridging Program for Women* designed for bridging students under the mature student admission

¹ Assigned when a course is recognized as outside the student's major and outside general education requirements.



criteria² at York University to be accorded 3.00 elective degree-credit for the completion with a grade of “B” or better upon the student’s acceptance at York.

For the last forty years York has provided access for mature students who lack admission credentials by means of a pre-university course. Three such courses exist (*Pre-U Humanities, Pre-U Social Science, Pre-U Bridging Program for Women*), where the student will become eligible for admission to York undergraduate degree program subject to the following conditions:

1. The student must obtain a minimum grade of “B” in one of the courses
2. The student must NOT have recent academic failure
3. The student must meet the mature student status requirements

For the past 12 years the University of Toronto³ has allowed students who pass their pre-university course to count the course for degree credit post admission. Ryerson University allows students to try certain courses through their Chang School of Continuing Education⁴, and if they succeed in them they are admitted and can count those courses towards their degree.

There is a great demand in the GTA for this type of access course, and York has, until recently, offered it to approximately 200 students a year, over three terms. The Women’s bridging program continues to flourish. 2000 women have successfully completed the Bridging Program for Women. It differs from the Pre-U, and offered by the Department of Gender, Sexuality, and Women’s Study. The Pre-U program, however no longer attracts applicants because, on enquiry, students learn that York does not offer what the University of Toronto and Ryerson provide, that is, we do not offer post admission credit to successful applicants.

Prior to UofT and Ryerson changing their policies the Pre-U courses on average had 70 students per semester in these courses. Once both these GTA universities went to granting degree-credit for non-degree study courses/programs, there was a drop in registrations. In 2011-2012 the Division of Continuing Education has offered one course per semester, with a combined total of 104 students. In Summer 2012 the courses may not run, as the number of current enrolments will not cover the cost of the instruction.

We see no reason to continue with the practice of not offering degree-credit for these courses, given that special students, for example, can apply to have courses taken as special courses counted towards their degree, and various other initiatives are working out ways to allow students to acquire post admission credit

² You will be considered for admission as a mature student* if you:

- will be 21 years or older as of the first day of classes of the session for which you have applied;
- have been out of full-time high-school studies for at least two years (if you’ve returned to upgrade after a two-year absence, you are still eligible to apply as a mature student);
- have attempted less than one full year of studies at an accredited university or college;
- do not have a recent unfavourable academic record;
- have demonstrated potential for success through academic, professional or volunteer activities and other accomplishments.

(<http://futurestudents.yorku.ca/requirements/mature>)

³ The University of Toronto, Woodworth College offers students who are admitted to their academic bridging program who successfully complete the program guaranteed admission to the Faculty of Arts and Science to continue studies towards an Honours Bachelor of Arts (Humanities and Social Sciences) with one full credit (equal to 6.00 at York) towards their degree. (http://www.wdw.utoronto.ca/images/uploads/2011-12_ABP_Brochure.pdf)

⁴ Ryerson’s Chang School of Continuing Education offers “degree-applicable courses taken at Ryerson prior to formal admission into a Ryerson degree program may be used to meet program requirements but will not be included in a student’s grade point average.

Approval of course substitutions/directives may be required in order for a course to be used towards degree requirements.” (<http://ce-online.ryerson.ca/ce/default.aspx?id=28>)



Report to Council

for work done as visitors or special students. The collapse of the Pre-U program is solely due to its inability to compete; the demand for Pre-U exists.

We are therefore motioning that the non-degree studies bridging Pre-U courses/programs (*Pre-U Humanities, Pre-U Social Science, and the Pre-U Bridging Program for Women*) offered through the Division of Continuing Education and the Department of Gender, Sexuality, and Women's Study, LA&PS be approved for a 3.00 elective degree credit, for those students who obtain a minimum of "B" and have applied and received acceptance from York University.

The 3.00 elective degree-credit would be retroactive to those students who have been admitted to York University through the *Pre-U Humanities, Pre-U Social Science, and the Pre-U Bridging Program for Women* (who had received a grade of "B" or better in one of the three) in the past 7 years, as students who enter University through these means typically are completing their studies on a part-time basis. The Division of Continuing Education and the Department of Gender, Sexuality, and Women's Studies will work with the Registrar's Office on implementation. Students may also self identify.

The Pre-U Humanities, Pre-U Social Science, and Pre-U Bridging Program for Women courses can be viewed at: <http://www.yorku.ca/laps/council/faculty/documents/3.Pre-UBridgingcoursesandprograms.pdf>



**Report 3
April 2012**

ITEMS FOR ACTION (2):

1. Proposal to change the name of the General Certificate in Women’s Studies

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the name change of the General Certificate in Women’s Studies to the *General Certificate in Gender and Women’s Studies*, effective Fall 2013.

The proposed name change to the certificate is being made to reflect the new name of the undergraduate program. A change to the undergraduate program name, from Women’s Studies to *Gender and Women’s Studies*, was approved at Senate on January 26, 2012. Additionally, the name of the School of Women’s Studies was changed to the *School of Gender, Sexuality and Women’s Studies*, and the title of the introductory 2000-level course was changed from ‘On Women: An Introduction to Women’s Studies’ to ‘*Introduction to Gender and Women’s Studies*’.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>General Certificate in Women’s Studies</p> <p>School of Gender, Sexuality and Women’s Studies</p> <p>Certificate requirements:</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate</p>	<p>General Certificate in <u>Gender and Women’s Studies</u></p> <p>School of Gender, Sexuality and Women’s Studies</p> <p>Certificate requirements:</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar’s Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate</p>

<p>certificate minimum standards.</p> <p>Core courses: The core courses are offered by the Gender and Women’s Studies program and, like the required courses, have the second digit five (5) in the course number, e.g. WMST 2500 6.00.</p> <p>Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women’s Studies program. These courses will count towards the certificate requirements in women’s studies. Please consult the School of Gender, Sexuality and Women’s Studies website for course listings.</p> <p>Requirements: 30 credits including:</p> <ul style="list-style-type: none"> • AP/GL/WMST 1500 6.00 or AP/GL/WMST 1510 6.00; • AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00); • at least 12 credits of core Gender and Women’s Studies course offering credits at the 3000 level; • up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women’s Studies credit). 	<p>certificate minimum standards.</p> <p>Core courses: The core courses are offered by the Gender and Women’s Studies program and, like the required courses, have the second digit five (5) in the course number, e.g. WMST 2500 6.00.</p> <p>Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women’s Studies program. These courses will count towards the certificate requirements in gender and women’s studies. Please consult the School of Gender, Sexuality and Women’s Studies website for course listings.</p> <p>Requirements: 30 credits including:</p> <ul style="list-style-type: none"> • AP/GL/WMST 1500 6.00 or AP/GL/WMST 1510 6.00; • AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00); • at least 12 credits of core Gender and Women’s Studies course offering credits at the 3000 level; • up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women’s Studies credit).
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2. Proposal to change the name of the Advanced Certificate in Women’s Studies

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the name change of the Advanced Certificate in Women’s Studies to the *Advanced Certificate in Gender and Women’s Studies*, effective Fall 2013

The proposed name change to the certificate is being made to reflect the new name of the undergraduate program. A change to the undergraduate program name, from Women’s Studies to *Gender and Women’s Studies*, was approved at Senate on January 26, 2012. Additionally, the name of the School of Women’s Studies was changed to the *School of Gender, Sexuality and Women’s Studies*, and the title of the introductory 2000-level course was changed from ‘On Women: An Introduction to Women’s Studies’ to ‘*Introduction to Gender and Women’s Studies*’.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Advanced Certificate in Women’s Studies</p> <p>School of Gender, Sexuality and Women’s</p>	<p>Advanced Certificate in Gender and Women’s Studies</p>

<p>Studies</p> <p>Certificate requirements:</p> <p>Students beginning this certificate must have completed 60 credits or the equivalent of university education.</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.</p> <p>Core courses: The core courses are offered by the Gender and Women's Studies program and like the required courses have the second digit five (5) in the course number, e.g. WMST 2500 6.00.</p> <p>Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.</p> <p>Requirements: 30 credits including:</p> <ul style="list-style-type: none"> • AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00); • AP/GL/WMST 3555 6.00 or AP/GL/WMST 	<p>School of Gender, Sexuality and Women's Studies</p> <p>Certificate requirements:</p> <p>Students beginning this certificate must have completed 60 credits or the equivalent of university education.</p> <p>For purposes of meeting certificate requirements, all nine-credit general education (foundation) courses will count as six credits towards the certificate.</p> <p>Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.</p> <p>Core courses: The core courses are offered by the Gender and Women's Studies program and like the required courses have the second digit five (5) in the course number, e.g. WMST 2500 6.00.</p> <p>Non-core courses (courses offered by other teaching units): may be acceptable for program credit or cross-listed with the Gender and Women's Studies program. These courses will count towards the certificate requirements in women's studies. Please consult the School of Gender, Sexuality and Women's Studies website for course listings.</p> <p>Requirements: 30 credits including:</p> <ul style="list-style-type: none"> • AP/GL/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00) or AP/GL/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930
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<p>3556 6.00;</p> <ul style="list-style-type: none"> • AP/GL/WMST 4555 6.00; • at least six credits of core Gender and Women’s Studies course offering credits at the 3000 or 4000 level; • up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women’s Studies credit). <p>Note: Consult the School of Gender, Sexuality and Women’s Studies for the list of available core and non-core courses each year.</p>	<p>9.00, AP/SOSC 2180 9.00);</p> <ul style="list-style-type: none"> • AP/GL/WMST 3555 6.00 or AP/GL/WMST 3556 6.00; • AP/GL/WMST 4555 6.00; • at least six credits of core Gender and Women’s Studies course offering credits at the 3000 or 4000 level; • up to six credits of non-core courses (courses offered by other teaching units available for Gender and Women’s Studies credit). <p>Note: Consult the School of Gender, Sexuality and Women’s Studies for the list of available core and non-core courses each year.</p>
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Consent Agenda

April 2012

1. Changes to Existing Degrees/Certificates

- Bachelor of Public Administration (BPA)
- Business and Society
- Communication Studies
- Gender and Women's Studies
- Multicultural and Indigenous Studies
- South Asian Studies
- General Certificate in Practical Ethics
- Certificate in Professional Ethics

2. New Course Proposal

- AP/POLS 3120 3.00 Quebec: Politics, Power, and Resistance

3. Changes to Existing Courses

- AP/CDNS 4200 6.00 (cross-listed to: AP/REI 4200 6.00) Metis Families in Canada
- AP/CREE 1000 6.00 (cross-listed to: AP/REI 1000 6.00) Introduction to Cree
- AP/HREQ 3100 6.00 (cross-listed to: AP/REI 3100 6.00) Research Methods in Equity Studies
- AP/HREQ 3891 3.00 (cross-listed to: AP/SOCI 3890 3.00, AP/WMST 3890 3.00, GL/WMST 3890 3.00) Gender, Religion and Human Rights in Cross-Cultural Perspective
- AP/HREQ 4720 3.00 (cross-listed to: AP/REI 4720 3.00) Directed Reading
- AP/HREQ 4720 6.00 (cross-listed to: AP/REI 4720 6.00) Directed Reading/Special Study
- AP/HREQ 4800 6.00 (cross-listed to: AP/REI 4800 6.00) Honours Thesis
- AP/HUMA 3305 3.00 (cross-listed to: AP/REI 3305 3.00) The Calypso and Caribbean Oral Literature
- AP/HUMA 3317 6.00 (cross-listed to: AP/CDNS 3317 6.00, AP/REI 3317 6.00) Black Writers and Their Worlds
- AP/HUMA 3320 6.00 (cross-listed to: AP/REI 3320 6.00) Caribbean Thought: A Post-colonial Perspective
- AP/HUMA 3482 6.00 (cross-listed to: AP/REI 3482 6.00) Islam Through the Ages: Issues and Ideas
- AP/HUMA 3510 6.00 (cross-listed to: AP/REI 3520 6.00) Religion, Gender and Korean Culture
- AP/HUMA 3537 3.00 (cross-listed to: AP/CDNS 3839 3.00, AP/REI 3839 3.00) Canadian Native Autobiography
- AP/HUMA 3660 3.00 (cross-listed to: AP/CDNS 3660 3.00, AP/REI 3660 3.00) African-Canadian Voices
- AP/HUMA 3660 6.00 (cross-listed to: AP/CDNS 3660 6.00, AP/REI 3660 6.00) African-Canadian Voices
- AP/HUMA 3661 3.00 (cross-listed to: AP/REI 3661 3.00) Studies in African American Art and Theatre: History and Memory
- AP/HUMA 3661 6.00 (cross-listed to: AP/REI 3660 6.00) Studies in African American Art and Theatre: History and Memory
- AP/HUMA 3802 3.00 (cross-listed to: AP/REI 3802 3.00) Sikh History and Thought: Development and Interpretation
- AP/HUMA 3815 6.00 (cross-listed to: AP/REI 3815 6.00) Aspects of Islamic Thought
- AP/PHIL 2077 3.00 Introduction to Bioethics
- AP/POLS 3260 6.00 (cross-listed to: AP/REI 3260 6.00) War and Peace in the Middle East
- AP/POLS 3270 3.00 (cross-listed to: AP/REI 3270 3.00) Global Political Economy I: Theory and Approaches
- AP/POLS 3275 3.00 (cross-listed to: AP/REI 3275 3.00) Global Political Economy II: Issues and Problems Since 1945

- AP/POLS 3455 3.00 (cross-listed to: AP/SOSC 3175 3.00, AP/GWST 3517 3.00, GL/GWST 3517 3.00) Topics in Women and Politics
- AP/POLS 4240 6.00 (cross-listed to: AP/REI 4760 6.00) Nationalism and Citizenship
- AP/POLS 4245 3.00 (cross-listed to: AP/WMST 4802 3.00, GL/WMST 4802 3.00) Gender and International Relations
- AP/POLS 4430 6.00 (cross-listed to: AP/REI 4060 6.00) Colonialism and Development
- AP/PPAS 3190 6.00 (cross-listed to: AP/POLS 3190 6.00) Public Administration
- AP/REI 1050 6.00 Introduction to Indigenous Studies
- AP/REI 1100 6.00 Introduction to Social Justice - Race, Diaspora and Indigenous Studies
- AP/REI 2000 6.00 (cross-listed to: AP/GEOG 2310 6.00) Introduction to Refugee and Migration Studies
- AP/REI 2350 6.00 Chinese Communities in Canada
- AP/REI 3310 3.00 (cross-listed to: AP/CDNS 3530 3.00, AP/HUMA 3530 3.00) Virtual Riel/ity: Louis Riel and Metis Issues in North America
- AP/REI 3310 6.00 Virtual Riel/ity: Louis Riel and Metis Issues in North America
- AP/REI 3350 6.00 Muslim Diasporas and the West
- AP/REI 3370 6.00 (cross-listed to: AP/WMST 3801 6.00, GL/WSMT 3801 6.00) Immigrant Women in Canada
- AP/REI 3415 6.00 Socialization and Identity
- AP/REI 3470 6.00 Black Indians and Native-Black Relations in the Americas
- AP/REI 3475 3.00 English-Speaking Caribbean: Development and Underdevelopment
- AP/REI 3510 6.00 Globalization: Wealth, Poverty and the New World Order
- AP/REI 3535 3.00 (cross-listed to: AP/CDNS 3535 3.00, AP/EN 3252 3.00, AP/HUMA 3535 3.00) Canada and the True North: Indigenous Knowledge and Canada's North
- AP/REI 3536 3.00 (cross-listed to: AP/CDNS 3536 3.00, AP/EN 3253 3.00, AP/HUMA 3536 3.00) Canada and the True North: Legend and Memory
- AP/REI 3538 6.00 (cross-listed to: AP/CDNS 3538 6.00, AP/HUMA 3538 6.00) Comparative Issues in Canadian and American Native Literature
- AP/REI 3561 6.00 (cross-listed to: AP/POLS 3561 6.00) Racism and the Law
- AP/REI 3562 6.00 Health, Culture and "Race"
- AP/REI 3580 6.00 Ethnic Communities in Canada
- AP/REI 3604 6.00 Racism & Culture
- AP/REI 3605 6.00 Race and Diversity in the Schools
- AP/REI 3610 6.00 Global Migration and Diaspora Cultures
- AP/REI 3620 6.00 (cross-listed to: AP/POLS 3565 6.00) Racism and Colonialism
- AP/REI 3624 6.00 Canadian Immigration Policy and Settlement
- AP/REI 3640 3.00 The Indian Act, Treaties, and Non-Status Native Communities
- AP/REI 3645 6.00 Women, Racism and 'Race'
- AP/REI 3650 3.00 Urban Native Communities: Collective Survival and Cultural Regeneration
- AP/REI 3680 6.00 Racism in Canada
- AP/REI 3745 6.00 Work and Employment in the Global Economy
- AP/REI 4010 3.00 Childhood and Society
- AP/REI 4010 6.00 Childhood and Society
- AP/REI 4040 6.00 Jewish Communities
- AP/REI 4050 6.00 African Communities in the Americas
- AP/REI 4081 6.00 Gender, Culture and Society in the Middle East
- AP/REI 4600 6.00 (cross-listed to: AP/HREQ 4600 6.00) Research Seminar
- AP/REI 4700 6.00 Indigenous and Anti-Racist Research
- AP/REI 4701 6.00 Racial and Colonial Violence: Contestation and Representation
- AP/REI 4705 6.00 Critical Race, Diaspora and Indigenous Theory
- AP/REI 4765 3.00 Indigenous Literature, Survival And Sovereignty
- AP/REI 4765 6.00 Indigenous Literature: Memory, Survival and Sovereignty
- AP/REI 4770 3.00 First Nations Music and Cultural Regeneration

- AP/REI 4780 6.00 Indigenous Peoples and Education in Canada and the World
- AP/REI 4780 3.00 Indigenous Peoples and Education
- AP/SOSC 3575 6.00 (cross-listed to: AP/REI 3575 6.00) Popular Cultures, East and West
- AP/WMST 1500 6.00 (cross-listed to: GL/WMST 1500 6.00) Women in Today's World
- AP/WMST 1510 6.00 (cross-listed to: GL/WMST 1510 6.00) Sex, Gender and Popular Culture
- AP/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00, GL/WMST 2500 6.00) Introduction to Gender and Women's Studies
- AP/WMST 2500 6.00 (cross-listed to: GL/SOSC 2950 6.00, GL/WMST 2500 6.00) Introduction aux études des femmes et de genre
- AP/WMST 2501 3.00 (cross-listed to: AP/LING 2410 3.00, GL/SOSC 2900 3.00, GL/WMST 2501 3.00) Language and Gender
- AP/WMST 2502 6.00 (cross-listed to: GL/HUMA 2960 6.00, GL/WMST 2502 6.00) Western Feminism in a Cultural Context
- AP/WMST 2503 6.00 (cross-listed to: GL/FRAN 2980 6.00, GL/HUMA 2980 6.00, GL/WMST 2503 6.00) Femmes francophones au Canada
- AP/WMST 2504 6.00 (cross-listed to: GL/ILST 2600 6.00, GL/SOSC 2600 6.00, GL/WMST 2504 6.00) Les femmes francophones et l'éducation : perspectives canadienne et internationale
- AP/WMST 2504 3.00 (cross-listed to: GL/ILST 2600 6.00, GL/SOSC 2600 6.00, GL/WMST 2504 6.00) Women and Education
- AP/WMST 2510 9.00 (cross-listed to: AP/HUMA 2930 9.00, AP/SOSC 2180 9.00, GL/WMST 2510 9.00) Introduction to Gender and Women's Studies
- AP/WMST 2600 6.00 (cross-listed to: AP/SXST 2600 6.00, GL/SXST 2600 6.00, GL/WMST 2600 6.00) Introduction to Critical Sexualities
- AP/WMST 3500 6.00 (cross-listed to: GL/HUMA 3610 6.00, GL/WMST 3500 6.00) The Meaning of Feminist Inquiry
- AP/WMST 3502 6.00 (cross-listed to: GL/SOSC 3602 6.00, GL/WMST 3502 6.00) Diversities of Women: Gender, Race and Class in a Western Context
- AP/WMST 3502 6.00 (cross-listed to: GL/SOSC 3602 6.00, GL/WMST 3502 6.00) Rapports sociaux d'ethnicité et de sexe
- AP/WMST 3503 6.00 (cross-listed to: GL/ILST 3665 6.00, GL/SOCI 3665 6.00, GL/SOSC 3665 6.00, GL/WMST 3503 6.00) Contemporary Global Feminist Issues
- AP/WMST 3503 6.00 (cross-listed to: GL/ILST 3665 6.00, GL/SOCI 3665 6.00, GL/SOSC 3665 6.00, GL/WMST 3503 6.00) Femmes et mondialisation
- AP/WMST 3504 6.00 (cross-listed to: GL/HUMA 3604 6.00, GL/WMST 3504 6.00) Women and Aging
- AP/WMST 3505 3.00 (cross-listed to: AP/SOSC 3791 3.00, GL/SOSC 3617 3.00, GL/WMST 3505 3.00) Gender and the City
- AP/WMST 3506 6.00 (cross-listed to: GL/PHIL 3606 6.00, GL/WMST 3506 6.00) Self and Identity: Contemporary Feminist and Anti-Racist Perspectives
- AP/WMST 3507 6.00 (cross-listed to: GL/NATS 3995 6.00, GL/SOSC 3995 6.00, GL/WMST 3507 6.00) Les femmes et la santé
- AP/WMST 3508 6.00 (cross-listed to: AP/HUMA 3960 6.00, GL/SOSC 3608 6.00, GL/WMST 3508 6.00) Mothering and Motherhood
- AP/WMST 3509 6.00 (cross-listed to: AP/SOSC 3125 6.00, GL/WMST 3509 6.00) Women Organizing
- AP/WMST 3510 6.00 (cross-listed to: AP/SOSC 3130 6.00, GL/WKST 3610 6.00, GL/WMST 3510 6.00) Women and Work: Production and Reproduction
- AP/WMST 3511 3.00 (cross-listed to: GL/SOSC 3625 3.00, GL/WMST 3511 3.00) Women's Sexualities
- AP/WMST 3511 3.00 (cross-listed to: GL/SOSC 3990 3.00, GL/WMST 3511 3.00) Femmes, sexualités, pouvoir
- AP/WMST 3513 6.00 (cross-listed to: GL/SOSC 3975 6.00, GL/WMST 3513 6.00) Les femmes et la loi
- AP/WMST 3514 6.00 (cross-listed to: GL/SOSC 3645 6.00, GL/WMST 3514 6.00) Genre et immigration au Canada
- AP/WMST 3515 6.00 (cross-listed to: GL/HUMA 3945 6.00, GL/WMST 3515 6.00) Renaissance Women

- AP/WMST 3516 3.00 (cross-listed to: AP/POLS 3450 3.00, AP/SOSC 3170 3.00, GL/WMST 3516 3.00) Women and Politics
- AP/WMST 3520 3.00 (cross-listed to: GL/WMST 3520 3.00) Women and the Professions: Feminist Perspectives on Professional Work
- AP/WMST 3521 3.00 (cross-listed to: GL/WMST 3521 3.00) Women and Disabilities
- AP/WMST 3522 3.00 (cross-listed to: GL/WMST 3522 3.00) Feminists before Feminism: Early Voices
- AP/WMST 3523 6.00 (cross-listed to: GL/WMST 3523 6.00) Feminisms and Film
- AP/WMST 3524 3.00 (cross-listed to: GL/HIST 3658 3.00, GL/ILST 3658 3.00, GL/SOCI 3658 3.00, GL/WMST 3524 3.00) Colonialisme, genre sociétés en Afrique noire
- AP/WMST 3524 3.00 (cross-listed to: GL/HIST 3658 3.00, GL/ILST 3658 3.00, GL/SOCI 3658 3.00, GL/WMST 3524 3.00) Colonialism, Gender and Societies in Black Africa
- AP/WMST 3525 6.00 (cross-listed to: GL/WMST 3525 6.00) Female Bodies in the 20th Century
- AP/WMST 3526 3.00 (cross-listed to: GL/SOSC 3626 3.00, GL/WMST 3526 3.00) Intervention féministe, action collective et communauté
- AP/WMST 3527 3.00 (cross-listed to: GL/POLS 3627 3.00, GL/WMST 3527 3.00) Nouvelles théories féministes et politiques publiques
- AP/WMST 3528 6.00 (cross-listed to: GL/WMST 3528 6.00) Women, War and Peace: Rethinking Militarism in Women's Lives
- AP/WMST 3529 6.00 (cross-listed to: GL/WMST 3529 6.00) Women, Health and Healing in Contemporary North America
- AP/WMST 3531 3.00 (cross-listed to: GL/WMST 3531 3.00) Women and Technology: Culture, Theory and Practice
- AP/WMST 3532 6.00 (cross-listed to: GL/WMST 3532 6.00) Women and Therapy: Reclaiming Women's Voices
- AP/WMST 3533 3.00 (cross-listed to: GL/WMST 3533 3.00) Black Women's Activism: Experience, Resistance and Community
- AP/WMST 3534 3.00 (cross-listed to: GL/WMST 3534 3.00) Black Women in Canada: Historical-Contemporary Perspectives
- AP/WMST 3535 3.00 (cross-listed to: GL/WMST 3535 3.00) Islamic Feminist Philosophy
- AP/WMST 3536 3.00 (cross-listed to: GL/WMST 3536 3.00) Queer Cultures
- AP/WMST 3537 6.00 (cross-listed to: GL/WMST 3537 6.00) Feminist Action: Strategies and Methods for Social Change
- AP/WMST 3538 3.00 (cross-listed to: GL/WMST 3538 3.00) Black Feminist Thought
- AP/WMST 3539 6.00 (cross-listed to: GL/WMST 3539 6.00) On Asian Women
- AP/WMST 3540 6.00 (cross-listed to: GL/WMST 3540 6.00) Across Borders: Globalization and Women's Health
- AP/WMST 3541 6.00 (cross-listed to: GL/WMST 3541 6.00) Translation and Ethics in Women's Studies
- AP/WMST 3542 3.00 (cross-listed to: GL/WMST 3542 3.00) Transgender and Transfeminism: Challenges to Sex/Gender Theory and Activism
- AP/WMST 3544 3.00 (cross-listed to: GL/WMST 3544 3.00) Discerning Masculinities: Men and Masculinities in Contemporary Culture(s)
- AP/WMST 3545 6.00 (cross-listed to: GL/WMST 3545 6.00) Mediating Representation: Cultured Engendered
- AP/WMST 3546 3.00 (cross-listed to: GL/WMST 3546 3.00) Theorizing Hip Hop Feminisms: Race, Gender and Sexuality
- AP/WMST 3547 3.00 (cross-listed to: GL/WMST 3547 3.00) Reframing Fat: An introduction to Feminist Fat Theory

- AP/WMST 3548 3.00 (cross-listed to: GL/WMST 3548 3.00) Telling Stories About Our Bodies: Discursive (Re)presentations of Sexuality, Intimacy, Gender and Abuse
- AP/WMST 3549 3.00 (cross-listed to: GL/WMST 3549 3.00) Thinking Whiteness: An Introduction to the Socio-Cultural Construction of Whiteness
- AP/WMST 3550 3.00 (cross-listed to: GL/WMST 3550 3.00) Interpreting Femininities
- AP/WMST 3551 3.00 (cross-listed to: GL/WMST 3551 3.00) Kinky Feminisms/The Politics of Kink
- AP/WMST 3552 6.00 (cross-listed to: GL/ILST 3552 6.00, GL/WMST 3552 6.00) Approches féministes du développement
- AP/WMST 3552 6.00 (cross-listed to: GL/ILST 3552 6.00, GL/WMST 3552 6.00) Critical Feminist Approaches to Development
- AP/WMST 3553 3.00 (cross-listed to: GL/WMST 3553 3.00) Girlhood: Feminist Perspectives
- AP/WMST 3554 3.00 (cross-listed to: GL/WMST 3554 3.00) Women and Madness: Critical Feminist Perspectives
- AP/WMST 3555 6.00 (cross-listed to: GL/WMST 3555 6.00) Genealogies of Feminist Theorizing
- AP/WMST 3556 6.00 (cross-listed to: GL/WMST 3556 6.00) Généalogie des théories féministes
- AP/WMST 3557 6.00 (cross-listed to: GL/WMST 3557 6.00) Superstition, Religion and Sexuality
- AP/WMST 3558 6.00 (cross-listed to: GL/ILST 3558 6.00, GL/SOCI 3558 6.00, GL/WMST 3558 6.00) Afrique noire, genre et mondialisation
- AP/WMST 3560 3.00 (cross-listed to: GL/WMST 3560 3.00) Bad Girls in the Bible, Part One: Hebrew
- AP/WMST 3561 3.00 (cross-listed to: GL/WMST 3561 3.00) Bad Girls in the Bible, Part Two
- AP/WMST 4500 6.00 (cross-listed to: AP/SOSC 4160 6.00, GL/SOCI 4685 6.00, GL/SOSC 4685 6.00, GL/WMST 4500 6.00) Feminist Theories
- AP/WMST 4502 3.00 (cross-listed to: GL/SOSC 4602 3.00, GL/WMST 4502 3.00) La femme et la violence
- AP/WMST 4502 6.00 (cross-listed to: GL/SOSC 4602 6.00, GL/WMST 4502 6.00) Violence Against Women
- AP/WMST 4503 3.00 (cross-listed to: AP/POLS 4155 3.00, GL/POLS 4603 3.00, GL/WMST 4503 3.00) Politics of the Canadian Women's Movement
- AP/WMST 4505 6.00 (cross-listed to: GL/WMST 4505 6.00) Family Issues: Feminist Perspectives
- AP/WMST 4506 3.00 (cross-listed to: GL/HIST 4606 3.00, GL/WMST 4506 3.00) Colonialisms and Women's History
- AP/WMST 4507 3.00 (cross-listed to: GL/HIST 4670 3.00, GL/SOSC 4670 3.00, GL/WMST 4507 3.00) Writing Women's History
- AP/WMST 4508 6.00 (cross-listed to: GL/WMST 4508 6.00) Young Feminisms: Gender and Generation in Contemporary Feminist Activism
- AP/WMST 4509 3.00 (cross-listed to: AP/REI 4509 3.00, GL/WMST 4509 3.00) Anti-Racist Feminism
- AP/WMST 4510 6.00 (cross-listed to: GL/WMST 4510 6.00) Life Narrative in Feminism
- AP/WMST 4512 6.00 (cross-listed to: GL/WMST 4512 6.00) Gender and the Law in an International Perspective
- AP/WMST 4513 3.00 (cross-listed to: GL/WMST 4513 3.00) Feminism and Food: Sites of Meaning and Production
- AP/WMST 4514 3.00 (cross-listed to: GL/WMST 4514 3.00) Tough Chicks: Representations of Women's Strength and Anger in Popular Culture and Society
- AP/WMST 4515 3.00 (cross-listed to: GL/WMST 4515 3.00) Designing Women: Gender, Race, Sexuality, Class in Popular Culture
- AP/WMST 4516 6.00 (cross-listed to: GL/WMST 4516 6.00) Gender, Globalization and Militarization
- AP/WMST 4518 6.00 (cross-listed to: GL/WMST 4518 6.00) Women, Ethnicity, Race and Migration: Research Seminar
- AP/WMST 4519 3.00 (cross-listed to: GL/WMST 4519 3.00) Women and Memoirs, Translated. The complex of genre/gender in translated post-WWII Holocaust memoirs
- AP/WMST 4550 6.00 (cross-listed to: GL/HUMA 3940 6.00, GL/HUMA 4940 6.00, GL/WMST 4550 6.00) Women, Culture and the Arts: The Canadian Experience

- AP/WMST 4551 6.00 (cross-listed to: GL/HUMA 4651 6.00, GL/WMST 4551 6.00) Women, Culture and the Arts: Modern European Contexts
- AP/WMST 4555 6.00 (cross-listed to: GL/WMST 4555 6.00) Feminist Methodologies and Methods
- AP/WMST 4600 6.00 (cross-listed to: AP/SXST 4600 6.00, GL/SXST 4600 6.00, GL/WMST 4600 6.00) Advanced Seminar in Sexuality Studies
- AP/WMST 4801 6.00 (cross-listed to: GL/WMST 4801 6.00) Directed Reading
- AP/WMST 4801 3.00 (cross-listed to: GL/WMST 4801 3.00) Directed Reading
- GL/WMST 3543 6.00 (cross-listed to: AP/WMST 3543 6.00) Féminisme et citoyenneté politique

4. Retire/Expire Courses

- AP/TAML 1000 6.00 Introduction to Tamil
- AP/TAML 2000 6.00 Intermediate Tamil

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://www.yorku.ca/laps/council/faculty/curr_consent.html.

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, Whitney L'Esperance (whitneyl@yorku.ca), if you have any questions regarding the changes to existing courses section.



Report 1
April 2012

COMMITTEE OF THE WHOLE: (ITEM FOR DISCUSSION)

At its March 21st meeting, the Committee on Teaching and Learning met with members of the Centre for the Support of Teaching Re-visioning Work Group to provide feedback on the proposed Teaching Commons @ York. The Committee on Teaching and Learning encourages members of Faculty Council to provide feedback on the proposed Teaching Commons @ York.

Discussion Framework

A *New* Model for Teaching and Learning Support at York

Prepared by: CST Re-visioning Work Group (A.Asif, S. Killick, C.Popovic, M. Robertson, M. Rogers, P. Rowley, R.Sheese, L. Ubaldi, S. Vail, Chair)

DRAFT FOR DISCUSSION MARCH 2012

A New Model for Teaching and Learning Support at York

A Case for Change

The 2010 Provostial White Paper, *Building a More Engaged University: Strategic Directions for York University* set out a strategic framework for the current decade. The twelve benchmarks addressed in the White Paper clustered around several areas of focus including research intensification, student experience and teaching and learning. Pan-University Working Groups were established to build business cases and plans related to these priorities. The working group on teaching and learning was led by the Vice-Provost Academic and was divided into three sub-groups. In March 2011, the Teaching Development and Recognition Sub-Group prepared a report outlining recommendations “for improving academic quality by better supporting faculty development in the area of teaching and strengthening recognition systems for teaching scholarship and practice.” The research conducted by this sub-group, which involved continued consultation with the York community as well as data collection from other institutions, clearly identified the changing landscape for the provision of teaching support. The recommended changes addressed a significant broadening of the role of York’s Centre for the Support of Teaching (CST) from professional development programs for individuals and groups to adopting a systemic focus to advance pan-University strategic objectives and systems change and a significantly stronger focus on fostering the dissemination of research related to the scholarship of teaching and learning.

In 2011, as a result of this sub-group report, York created a new Associate Vice President Teaching and Learning position, demonstrating its support for a renewed focus on this area. The AVP Teaching and Learning was mandated to lead the implementation of the teaching and learning recommendations including the re-visioning of the CST. To that end a Re-visioning Work Group was established. The Work Group agreed with the recommendations of the Teaching Development and Recognition Sub- Group in that a much more integrated and multi-pronged approach for the delivery of teaching and learning support was desirable. It was felt that new systems needed to be created to ensure that Faculty teaching support needs were being addressed in timely and appropriate ways. Work Group members also believed that the design and delivery of accredited teaching development course offerings would encourage a stronger focus on quality teaching; that the provision of support for key University Academic Plan priorities such as those addressing the embedding of eLearning and experiential education in degree programs needed to be addressed and that a strategic approach advocating for the provision of internal and external teaching awards was important.

These recommendations reflect the many changes that have been taking place in the teaching and learning environment at large in recent years. Governments have begun to redirect their attention to the quality of the student experience and the extent to which universities are providing the level and type of teaching and learning support required. A ‘profession’ of teaching and learning support is emerging in the form of Educational Developers and Instructional Designers, along with the creation of accredited teaching programs. The use of technology enhanced learning has changed the landscape, along with the desire to engage students in ‘deep learning’ through more highly involved and

experiential learning opportunities. Finally the focus of the Ontario government on the development of clear learning outcomes for courses and degrees is demanding that appropriate support structures be in place at every institution.

The Centre for the Support of Teaching (CST) was created in 1989 through a recommendation in the Report of the Task Force on the Central Support of Teaching to the then Academic Vice President Ken Davey. From its inception the CST sought to fulfill its mandate by providing support that “enhances the effectiveness of York’s instructors as facilitators of learning”. The activities of the CST have historically been focused on the provision of professional development through centrally provided workshops and individual faculty member consultations. This model served the faculty members well in the early years but as York grew and the larger teaching and learning environment matured, the CST approach to addressing teaching support became less effective. An analysis of the numbers of faculty members served by the CST over the last few years shows that workshop attendance has waned significantly.

All of these changes ultimately made it clear that while the model upon which the CST was built had served York well for a number of years, a different model is needed for the future to ensure that York’s teaching and learning support is strategic, integrated and relevant. Accordingly, the CST was closed in January 2012.

Building a Culture of Teaching and Learning

As research has become a dominant force in universities over the past decade, teaching and learning has been shifted to the periphery. York has been no exception. The culture that we need to cultivate is one that gives equal emphasis to teaching and research as complementary and intersecting priorities that are central to the mission of all universities.

A teaching and learning culture is much more than a repertoire of skills and strategies for classroom teaching, although this is important. It is what moves us beyond the efforts of the individual exceptional teacher to the collective understanding of and commitment to excellence in teaching. It is based upon a system of shared values, reflective, evidence-based decision making, meaningful and fair assessment and recognition structures, and a critical, scholarly and inquiry-based approach to the daily challenges of teaching.

This is the culture that we need to nurture at York and a new approach to teaching and learning support will assist in this quest. Our vision is *to champion a culture at York that enhances student experience through the continuous and collaborative re-imagining of teaching and learning.*

Planning for Change: Establishment of the CST Re-visioning Work Group

A ‘CST Re-visioning Work Group’ was created in September 2011 with a mandate to develop a proposal that would expand and enhance support for teaching and learning. Over the past four months the Work Group has reviewed key documents produced through the Green Paper on Teaching and Learning and White Paper processes; familiarized itself with the history of the Centre for the Support of Teaching; and studied the mandate and structure of teaching centres at other universities.

This discussion paper continues to evolve as it addresses the future mandate of a teaching and learning centre. A series of consultations is underway in order to seek input from faculty, resource partners, teaching assistants and students.

The new teaching and learning centre is expected to open its doors no later than September 2012. In the interim period, workshops regarding quality assurance and student learning outcomes are being planned by the Office of the Vice Provost Academic for spring 2012. Faculty members and teaching assistants who are seeking support or advice related to teaching (including the preparation of teaching dossiers) are being supported through the Office of the AVP Teaching and Learning.

Creation of the New *Teaching Commons @ York*

A new model requires a new name. The proposed name for York's new teaching and learning centre is the Teaching Commons (TC). By its very nature, the name speaks to the supportive, responsive and collegial environment that will be created to encourage the engagement of faculty, staff and students in all aspects of teaching and learning. Our "commons" will be actual physical space but it will also encompass other forms of networking and collaboration in a variety of venues, including online environments.

The first thought of the Work Group was to name the new centre the 'Teaching and Learning Commons', given the importance of the relationship between enhancing student learning and quality teaching. However, it was felt that this name might only cause confusion with the existing Learning Commons, which is currently doing a wonderful job of making academic support more accessible to our students.

The partnership between the Teaching Commons and the Learning Commons will encourage course directors to not only address the provision of quality learning environments through the curriculum but will also raise their awareness about how academic literacies can be promoted through curriculum and directly to students outside of the course.

The Teaching Commons is intended to be inclusive and collaborative, a place where those interested in teaching and learning may come to learn, teach or reflect. However, it is not meant to be the only place where teaching and learning support is provided. The Commons, along with the Faculties, will foster both horizontal and vertical integration, providing 'centralized' support where there are economies of scale and 'decentralized' support to accommodate customized approaches for Faculties or Programs. Expertise in teaching and learning will reside in the TC in the form of professionals who are expert in such areas as curricular design and will also reside locally with identified 'Teaching Scholars' who combine teaching in their discipline with educational development activities.

Proposed Mission and Areas of Responsibility for the Teaching Commons

Mission

The Teaching Commons @ York inspires excellence in teaching and learning through engaging individual teachers, programs and the University as a whole in collaborative dialogue and reflective practice.

Major Areas of Responsibility

1. Strategic Leadership and Systems Development
2. Professional Development: Individuals and Groups
3. Program and Curriculum Development
4. Research-informed Reflective Practice

Major Areas of Responsibility Descriptions

1. Strategic leadership and systems development

The Teaching Commons will provide support and leadership in strategic development associated with teaching and learning through ensuring that the York teaching community remains current with developments in the higher education sector; by working collaboratively with partners across the institution (such as Faculty-based Teaching Scholars); and, by developing and maintaining links with national and international partners. The Teaching Commons will respond to initiatives originating in the university or with external bodies, while continuously enhancing the student learning experience at York.

Strategic leadership from the Teaching Commons will result in the following.

- A pan-University structure which will provide teaching and learning support for the York community and will engage stakeholders from across the institution, including senior administrators, faculty members, managers of central services, course directors (full-time and contract), adjunct faculty, Graduate Teaching Assistants (GTAs) and undergraduate students in the enhancement of learning and teaching at York University.
- Integrated programming systems to enhance teaching and learning at York University, through the facilitation of discussion groups, workshops, projects and related activity supporting priority areas in current and future University Academic Plans (UAP) and related policies such as the White Paper. The Teaching Commons will play an important role in supporting pan-university priorities for enhancing eLearning and Experiential Education.
- Contributions to a University-wide reward and recognition system aimed at enhancing the quality of the student learning experience and recognizing outstanding teaching. The Teaching Commons will advocate for the provision of internal and external teaching awards and the coordination of activities that profile and promote teaching excellence.
- Initiatives that give the community a forward sense of “what could be” in the realm of teaching and learning (e.g. invited speakers with visionary agendas that could apply to the York context)

- Support for the Associate Vice President Teaching and Learning in efforts to enhance the culture of teaching and learning at York. This would include support for the embedding of eLearning and Experiential Education systems within degree programs and for advocacy approaches that focus on the importance of teaching and learning issues more broadly.

2. Professional development: individuals and groups

The Teaching Commons will provide a variety of research-informed programs which are designed to offer support to members of the York community involved in student learning at all stages of their teaching careers. This would include faculty members, graduate students and staff who support students at various stages in their learning cycle. Some program offerings will be accredited. Courses will be offered in a variety of flexible formats (e.g. face-to-face, online, podcast, self-directed study, etc.) to accommodate the needs of all groups.

Updated and reframed versions of the successful programs that have been offered by the CST in past years, such as NFTY (New Faculty Teaching at York), the Course Design Institute and the TDGA (Teaching Development Graduate Assistant) program, will be offered.

The Teaching Commons will also collaborate with resource partners across the university to develop workshops and events intended to meet the needs of individual Faculties, Schools or Departments. These activities could include, for example, a one day workshop retreat for a course team that wishes to re-imagine an existing course or a half day session on using online discussion groups for a group of faculty members from one Department. Further, the Teaching Commons will offer a program of pan-university workshops and events on UAP teaching and learning priorities.

The Teaching Commons will work with resource partners to provide ongoing individual support and consultation to teaching faculty members who wish to explore particular aspects of their practice. This will be provided through such vehicles as individual consultations, facilitated peer support for groups and access to curated website resources.

3. Program and curriculum development

The Teaching Commons will act in a consulting capacity to facilitate discussion among faculty members at the degree program level regarding curriculum development. It will also provide support to academic leaders in the articulation and mapping of degree level expectations and program (or course) learning outcomes which form the basis of Ontario's new Quality Assurance Framework. The Teaching Commons will facilitate developments designed to meet Quality Assurance purposes while simultaneously enhancing the student experience. Further, upon request, the Teaching Commons could advise on strategies and best practices for successfully articulating learning outcomes at the course level and across the program curriculum.

It should be noted that the oversight for York's Quality Assurance Framework will continue to rest with the Office of the Vice-Provost Academic.

4. Research informed reflective practice

The Teaching Commons will act as a catalyst in the advancement of research informed reflective practice at York. It will encourage and assist in the building of pedagogic communities which will raise the profile of teaching and learning through such activities as monthly opportunities to discuss research informed theories and practice. Such learning communities will be encouraged in numerous ways, for example, through sessions (online or face-to-face) sharing information about conferences or selected journal articles.

The Teaching Commons may also engage directly with the scholarship of teaching and learning through pedagogic research, ranging from individual projects to multi-disciplinary inter-university investigations, and/or it may support research projects by members of the wider York community. The aim of this activity will be to facilitate reflective practice with particular responsibility for bringing contemporary research on teaching and learning into our reflective process.

The Teaching Commons will encourage the participation of York instructors in the broader national and international conversation on university teaching and learning as occurs through such organizations as the Society for Teaching and Learning in Higher Education (STLHE), Staff and Educational Development Association (SEDA), Educause Learning Initiative (ELI) and the International Consortium for Educational Development (ICED).

Governance and Partnerships

1. Governance

The Executive Director of the Teaching Commons will report directly to the AVP Teaching and Learning and be accountable for the successful implementation of key deliverables agreed in the Integrated Resource Plan (IRP) for the Teaching Commons. The staff complement will consist of a combination of the following positions: Educational Developers, Instructional Designers and program support. Faculty members who become recognized as Teaching Scholars will assist with a variety of activities, either as part of their professional service or via some form of compensation. Students will contribute through work study positions or as Graduate Teaching Associates.

1.1 Advisory Committee: The Executive Director will have the support of an Advisory Committee which will assist with strategic planning and provide general direction and support (Terms of reference to be developed). The Advisory Committee will be comprised of representatives from the following groups: Faculty Teaching Development Officers, resource partners, Teaching Scholars, graduate and undergraduate students and the Office of the AVP Teaching and Learning.

1.2 Infrastructure within Faculties: Ideally, each Faculty would include in the portfolio of one Associate Dean the responsibility for teaching and learning and a Faculty Teaching and Learning Committee (or equivalent) Further, teaching and learning will be a standard agenda item on the Associate Dean Meetings co-chaired by the Vice-Provost Academic and the AVP Teaching and Learning.

- 1.3 Linkages to Senate Committees: The AVP Teaching and Learning will make regular reports and recommendations, when appropriate, to the Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum and Pedagogy Committee regarding the Teaching Commons. The AVP Teaching and Learning will also bring forward the recommendations of the Teaching Commons to the Senate Awards Committee as appropriate.

2. Resource Partners

The Teaching Commons will establish formal 'internal' partnerships with other units that offer educational/training programs including: Learning Commons, Libraries, Learning Technology Services/University Information Technology, Career Centre, Learning and Organizational Development (HR), Faculty of Graduate Studies and Office of the VPRI. Letters of agreement will be developed defining partnership agreements.

TC-Learning Commons (LC)

The TC and the LC share a common interest in addressing academic literacies and critical thinking skills in and through the curriculum. The LC partners can bring expertise gained in supporting students to teaching and curricular design, and the TC can help the LC achieve its goals of integrating academic literacies into the curriculum. The partnership is likely to take the form of a named individual in the LC and another in the TC with the specific purview to work closely with the partner appointment.

TC-Libraries

One of the goals of the Libraries' Information Literacy (IL) program is the integration of IL across the curriculum since IL knowledge and skills are most effectively developed where learned and applied within the context of the content, assignments, projects and learning experiences of a course or program. The Libraries could work closely with the TC to support faculty in enriching programs and course curriculum. This partnership could take the form of several librarian secondments funded by the Libraries. The secondments would be for a day or two a week and would be on a term basis.

TC-Learning Technology Services(LTS)

The TC and the LTS have many common interests, with the LTS providing the technical support for faculty interested in increasing their use of technology in their teaching, and the TC providing the pedagogical expertise. It is likely that this partnership will involve the appointment of one or more Instructional Designers to be shared by both partners. This arrangement will ensure that both partners are aware of developments and issues in both areas and will be expected to work closely with colleagues in each location while supporting faculty across the university.

It is expected that the TC and LTS will be physically located close to each other and will establish procedures to share information. LTS will also facilitate collaboration between the TC and ITC so that faculty members can easily become comfortable with the capabilities and operation of classroom technology. LTS will also pursue partnerships with similar units in other universities as part of contributing to TC's vision of providing pan-Provincial and global perspectives.

TC-Career Centre

The Career Centre has a wide ranging provision to support students in securing graduate (or post graduate) level work. The TC will seek to embed the employability agenda in its work with faculty. A Career advisor will be invited to contribute to the faculty support program offered by the TC.

TC-Learning and Organizational Development

Learning and Organizational Development predominantly address staff professional development but as this unit is expanding its programming to address Faculty needs, there may be shared goals with the TC. There is immense scope for the joint provision of workshops and the sharing of knowledge.

TC-Office of the VPRI

Partnerships with the Vice President Research and Innovation will be forged in the long term, with the aim of securing alternative funds for the TC, and to provide support to SOTL (Scholarship of Teaching and Learning) activities within the TC and across the University.

TC-Faculty of Graduate Studies

The TC will work closely with the Faculty of Graduate Studies to develop a program of teaching support for Teaching Assistants. The TC will involve Graduate Teaching Associates in the design and delivery of this support. Teaching support will contribute towards graduate students' general professional development. The TC and the FGS will seek to integrate their respective provisions to ensure a holistic approach to graduate student development.

Students

While the primary focus of the TC will be with those who teach, students are an important group to include in partnership arrangements. The TC will be able to offer work experience placements, including administration and research duties, as well as a student consultancy service. Those students who have been selected to take part in the consultancy service, will undergo a rigorous training program designed to equip them to offer support to teachers wishing to investigate specific aspects related to teaching and learning. These consultants could engage in in-depth course evaluation, or mentor teachers in the use of newly emerging technology, for example.

Faculty Consultation Work Sheet

We would welcome your feedback regarding the questions below. Please record your thoughts and bring this sheet to the consultation session.

Question One:

Describe below the top 3 teaching and learning support issues that your Faculty is currently facing.

1.

2.

3.

Question Two:

How can we best ensure that clear and frequent communication takes place between your Faculty and the Teaching Commons?

Thank you and please feel free to share any other comments or suggestions that you may have on the other side of this sheet.