

# Notice of Meeting

## Meeting of LA&PS Faculty Council

May 9th, 2024 | 3:00 p.m.-5:00 p.m.

Zoom Meeting Room

### AGENDA

<u>Item</u>	<u>Topic</u>	<u>Time</u>
1	Call to Order and Approval of the Agenda	3:00-3:05
2	Chair's Remarks	3:05-3:10
3	Approval of Minutes: April 18 <sup>th</sup> , 2024 Faculty Council Meeting	3:10-3:15
4	Business Arising from the Minutes	3:15-3:20
5	<b>Reports of Standing Committees of Council</b> <ul style="list-style-type: none"><li>• Executive Committee Report:<ul style="list-style-type: none"><li>○ Elections and Nomination Period 2024- 2025 updates</li></ul></li><li>• Committee on Curriculum, Curricular Policy &amp; Standards<ul style="list-style-type: none"><li>○ Consent agenda.</li><li>○ Item for Action: Change to Existing Course Proposals (MODR 1730,1760,1770)</li></ul></li><li>• Graduate Committee<ul style="list-style-type: none"><li>○ Consent agenda.</li></ul></li></ul>	3:20-3:35
6	<b>Item for Information:</b> Maclean's University Rankings Survey (Holly Shulman, OIPA, Senior Institutional Analyst, Research and Special Projects)	3:35-3:55
7	<b>BREAK</b>	3:55-4:00
8	<b>Dean's Report to Council</b> <ul style="list-style-type: none"><li>• Enrolment and Budget update</li></ul>	4:00-4:50
9	<b>Item for Information:</b> Senate Synopsis	4:50-4:55
10	<b>Other Business</b>	4:55-5:00

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

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

**Minutes of the 125<sup>th</sup> Meeting of Council**  
**April 18<sup>th</sup>, 2024, 3:00 pm to 5:20 pm | Zoom Meeting Room**

**1. Call to Order and Approval of the Agenda**

The Chair called the meeting to order.

Approved with amendments.

Motion: To amend the agenda by moving item #10 Other Business: Motion from the Department of Humanities RE: General education courses and changes to their modes of delivery to the forefront by replacing item #8 and subsequently moving items #8, and #9 to the end of the agenda as item #9 and #10 respectively.

Motion was moved, seconded, and approved by the supermajority. Motion passed.

**2. Chair's Remarks**

The Chair welcomed all in attendance and thanked them for their participation, dedication, and commitment to LA&PS. In addition, he addressed the tremendous impact participation has on the Faculty and the University's governance while highlighting some of the important discussions and presentations scheduled for this meeting.

The Chair reminded Faculty Council (FC) members that the items and comments posted in the Zoom Chat as per York Senate policy and practice are not deemed part of the FC official deliberations, discussions, and minutes. Members can use the raise hand feature to share their comments and questions.

To make the meeting accessible, the Chair introduced and welcomed the Sign Language interpreters Cynthia Carruthers and Jessica Kingsbury.

The Chair announced that Dean McMurtry had sent his regrets due to a work-related travel obligation and that AD Faculty Affairs D. Mutimer would be the acting Dean for the meeting.

**3. Approval of the Minutes: March 14, 2024, Faculty Council (FC) Meeting**

Approved

**4. Business Arising from Minutes**

There was no other business.

**5. Reports of the Standing Committees of Council**

**Executive Committee Report**

The Vice-Chair (VC) thanked all members of the Faculty for putting forward their names and volunteering for the standing committee vacancies. VC shared that the nominations period started with a slate of 34 vacancies in the Faculty Council, and its subcommittees, 3 at large York Senate vacancies, and 30 contract faculty positions.

The Vice-Chair reported that 67 nominations have been received to date.

The Chair conveyed a heartfelt message of gratitude to all faculty members for their responses and volunteering for the vacancies.

The Vice-Chair asked for additional nominations or self-nominations from the floor of FC. There were no additional

nominations received from the floor of FC, and the Vice-Chair then proceeded to close the first round of nominations.

Motion: Approve closure of this round of nominations and begin the acclimation and election period.

Motion moved, seconded, and carried unanimously.

The elections will be conducted via e-vote and members will be informed of that by the FC mailing listserv.

#### **Committee on Curriculum, Curricular Policy & Standards**

Since no objection to the consent agenda was received, it was deemed approved.

### **6. Item for Presentation: Strategic Scheduling Evaluation**

F. Billingsley and T. Osborne discussed the results of the external consultant's Ad Astra report. They provided context for issues and concerns related to the 231 RAC rooms (allocated centrally) and the 1128 non-RAC rooms (administered by the Faculties and/or departments). In total, two (2) rooms can accommodate 300–400 students and four (4) rooms can accommodate 400–500 students. There are 1128 non-RAC spaces on campus; these could be labs, lounges, lobbies, small meeting rooms, or classrooms. The exact non-RAC space details are unknown at this time.

In the NSSE (National Survey of Student Engagement), York students claim that the scheduling of courses is one of their top 3 stressors. York is the only school where students list this issue in the stressor category; hence, the University would like to improve the scheduling situation for its students.

The focus of the discussion revolved around two general guiding principles:

- 1) Maximum Enrollment Targets, and
- 2) Meeting patterns

Discussion questions included the following:

- Council members raised a concern that for years York has constructed new buildings but there are never enough spaces for lectures, exams, and classes. How are the spaces allocated?
- Council members shared that the LA&PS Dean's Office is asking them to increase enrollments in introductory first-year classes. How can this be accommodated in the existing classrooms in light of the persistent lack of space?
- A Council member inquired about the external consultation fees during the current budget constraints. How are the external consultants paid? And what is the cost of the report?  
In response, it was shared that the Ad Astra report cost CAD \$35K. The report was completed in 2023 and paid for at the time. The analysis of meeting patterns would add an additional CAD \$30K, which is currently on hold due to budget concerns.
- A Council member suggested that the classroom renewal plan needs to have considerations and accommodations built into it to enhance accessibility for faculty members.
- A Council member stated that the classrooms must be equipped with functional screens, computers, projectors, and appropriate technology for teaching.
- It was shared that York's current enrollment management system cannot create, retain, and manage waitlists, resulting in adverse effects on students and room scheduling.
- It was mentioned that classrooms need to be equipped with appropriate chairs and desks for students, as well as electrical outlets for laptops. Additionally, the space renovation project should be considered as a long-term plan for the future use of space.

T. Osborne shared a UIT website that provides a list of teaching spaces with equipment and technology available on campus: <https://www.yorku.ca/uit/learningspaces/>

### **7. BREAK**

### **8. Other Business: (For Which Due Notice Has Been Given)**

### **Motion from the Department of Humanities RE: General education courses and changes to their modes of delivery**

The Humanities department presented the details of the rationale for the motion.

AD Programs provided clarity on various matters relating to the exceptional circumstances faced by the Faculty. During the February budget meeting, the Provost's Office presented the budget details and the urgency to make changes. It was noted that this year's intake numbers are lower resulting in a 20-25% decline in acceptances and fewer students starting year one in the fall. The new reality necessitates the identification of cost-saving measures within the Faculty and its course offerings. Many LA&PS departments provide general education courses. Programs need to consider reducing FCEs by combining multiple sections of courses. The request is to adjust the class sizes but not introduce new and different pedagogical models. There is a lack of classroom space and faculty members have the flexibility to provide various modes of delivery, such as synchronous or asynchronous courses, based on the different preferences of faculty members and departments. The enrollment crisis is the driving force for these changes.

Council members expressed support of the motion. Detailed discussion ensued as follows:

- York has an exceptionally well-developed general education model and framework. The contradiction is that, on the one hand, the Faculty is worried about attracting students. The first-year in-person student experience is crucial, but, on the other hand, to propose cutting courses that can help attract and retain students appears counterproductive.
- A council member highlighted that axing the additional funds allocated to external consultancy groups could save \$65K, based on information received today. The University should not be using external consultants during a budget crisis.
- Departments are perfectly able to reorganize, restructure, make difficult decisions, grow in all areas of diversity and academic strategies, and establish collaborative partnerships. Over the years, the Humanities program has developed a curriculum that has been responsive to evolving needs and global trends. The speaker pleaded her case by reiterating that the changes proposed would harm the courses and impact the sustainability of the department and requested the Dean's Office to work in good faith with them.
- A Council member shared that the Humanities Department is not opposed to engaging in conversations concerning restructuring to better serve the interests of students in light of cost mitigation strategies. They are simply requesting the postponement of these changes as the department has not been provided with a plan for the Faculty as a whole or the cost analysis of the cuts being proposed for all departments. The magnitude of changes proposed would force the department to displace 20 YUFA faculty members while most if not all CUPE Unit 2 positions would have to be eliminated.
- A Council member mentioned that the Social Science Department was presented with a similar restructuring and revisioning exercise with very short notice. They have requested additional time as this urgency is not allowing for collegial processes within the department. The general education courses are to be reduced by 11 FCE. This will only result in a difference of 300 seats and 200K in budgetary changes. More information is needed about how this project is aimed at shaping the future of the department and Faculty. The Dean's Office needs to share a detailed Faculty-wide plan with the departments. How these changes will be tracked and what is their impact? How will savings be realized if the numbers do not add up?
- A Council member expressed support for the motion and raised serious concerns regarding the Humanities, Social Science, and other departments being asked to implement significant changes without being given the information and access to a

wider Faculty plan (including proposed changes to each department and the financial details). There could be other long-term implications to these urgent requests that need to be considered with utmost care.

- A Council member shared some data points: York University has been ranked among the top 25 institutions globally in the fields of Arts and Humanities, Social Science, and Communication and Media Studies, according to the 2023 QS world university ranking. This prestigious recognition is a result of the expertise and outstanding achievements of distinguished faculty members in these areas that are under threat.
- The erosion of collegiality was emphasized by a Council member, highlighting that these proposed changes were brought forward during a labour disruption. A while back, the AGO report pointed out these issues. This motion is appropriate since there is a need to follow collegial processes. Pedagogically, combining sections impacts academic integrity and should not be rushed through without a concrete plan.
- A Council member emphasized that the implications of this model in changing courses and modes of instruction impact all departments.
- Faculty members teaching courses should have a say in how to resolve the crisis, and top-down unilaterally imposed solutions undermine faculty members.
- A Council member stated that the budget crisis is not being questioned, rather it is being acknowledged as a significant issue. The Dean's Office is responsible for managing the budget. However, there is a need to recognize the importance of dedicating sufficient time for collegial planning and analysis to allow for discussions and engagement regarding academic matters. The proposal to review the Faculty's plan for revenue generation and cost-savings is important.

AD Mutimer acknowledged that colleagues have been asked to make significant changes in very little time and that this is not easy. The current state of enrollments is in decline, and the budget deficits are

disastrous. There is openness to have discussions about how to make changes. Enrollments are dropping, and the CSSP process was put on hold in January. In early February 2024, the Provost stressed the budget deficit and the need to save \$11.5 million, which was shared with the departments and units. Dean McMurtry has been traveling to different places in Africa and Asia to improve relations with other institutions and to increase partnerships in order to boost admissions and enrollments in LA&PS. This can be further discussed when the budget report is presented.

Motion: Extend the time of the meeting by 15 minutes until 5:15 pm.

Motion was moved, seconded, and approved by the majority of members. Motion carried.

Motion: Approve the proposed motion presented by the Humanities Department: The Department of Humanities moves that the changes to the F/W 2024/25 General Education curriculum and General Education course modes of delivery proposed by the Dean's Office be postponed until academic units have had the opportunity to participate in the planning process and to follow the approval processes of Faculty Council and its committees in accordance with established structures of academic governance.

Motion was moved, seconded, and approved by the overwhelming majority of members present. Motion carried.

#### **9. LA&PS Dean's Report to Council: Budget updates and Enrollment Presentation.**

AD Programs M. Quirt presented the undergraduate enrollment data. So far this year, there has been a significant decline in admission applications, acceptances, and enrollments compared to the previous year. She mentioned that, despite the impact of the CUPE labour disruption on conversion activities, teams are engaged diligently in ongoing conversion exercises. Throughout the summer, enrollment numbers will be closely monitored, the 105 applicant-pool acceptance

deadline is in June, and conversion and retention efforts will be prioritized.

AD Research & Graduate Programs R. de Costa provided an overview of the Graduate admissions and enrollment statistics. He mentioned that domestic applications and offers remain somewhat consistent in comparison to previous years, one difference is that this year many competitor universities have offered lucrative admission packages to applicants, which has impacted the acceptance rates from top applicants. Upon inquiry from a Council member, he responded that there was a significant decline in international graduate applications due to initial misunderstandings, including government visa restrictions and caps that did not apply to graduate students. Additionally, in February, York's Provost's Office announced the cancellation of international graduate applications and admission offers, further exacerbating the situation. Although these issues were eventually resolved, they negatively impacted international graduate applications and enrollments.

Motion: Extend the time of the meeting by 5 minutes until 5:20 pm. Motion was moved, seconded, and approved by the majority of members. Motion carried.

AD Faculty Affairs D. Mutimer presented the overall state of the Faculty's budget and its attendant deficits and emphasized the need for LA&PS to save \$11.5 million to receive government funding, which relies on the fact that the University can demonstrate the proposed savings. The faculty and staff salaries make up 101% of the total budget, causing a further shortfall for the Faculty along with enrollment declines. To address these budget issues, the Faculty has had to make concessions by implementing hiring freezes, improving course efficiencies, and reducing hospitality budgets as deemed necessary. In response to an inquiry from a Council member, it was explained that the significant increase in central funds was a result of the transition from SHARP 1.0 to SHARP 2.0 budget model. The Council members expressed concerns regarding the need for sharing the department-level faculty budget plans and for

enhancing accounting transparency. AD Mutimer encouraged all to review the slide deck posted on the FC website.

#### **10. Item for Information**

Senate Synopsis for March 2024 was included as item #11.

#### **11. Adjournment**

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

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Carl S. Ehrlich, Chair of Council

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Tejas Kittur, Secretary of Council

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## Executive Committee Report to Council

Report 1  
May 2024

### ITEM FOR INFORMATION (1):

#### 1. Elections Announcement – Liberal Arts & Professional Studies Faculty Council Standing Committees & LA&PS Representatives on the Senate

Elections for membership on Council Standing Committees and representation on the Senate was set to open on April 24, 2024, and closed on May 3, 2024. Elections announcement will be made for Student Academic Petitions and Appeals Committee, Committee of Curriculum, Curricular Policy and Standards, General Education Sub-Committee, Committee on Teaching, Learning and Student Success (Full-Time faculty), and Senate Representatives elected at large (Full time and Contract faculty).

**The current election is looking to fill 14 Vacancies on the Standing Committees of Council (2024 – 2025). They are as follows:**

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

*(Eight vacancies)*

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

### **Elections Results:**

*Ayana Samuel, Department of Philosophy  
Deanne Williams, Department of English  
Marcel Martel, Department of History  
Matthew Bucemi, Writing Department  
Jinyue Li, Department of Economics  
Zeyad El Nabolsy, Department of Philosophy  
Sheetala Bhat, Department of English  
Joel Marcus, School of Administrative Studies*

### **Continuing Membership:**

*Anuppiya Sriskandarajah, Department of Humanities  
Ann Marie Murnaghan, Department of Humanities  
Arik Senderovich, School of Information Technology  
Christopher Morris, Department of Writing  
Emma Feltes, Department of Anthropology  
Ibtissem Knouzi, Department of Languages, Literatures and Linguistics  
Jake Pyne, School of Social Work  
Jay Ramasubramanyam, Department of Social Sciences  
Kinnon Ross MacKinnon, School of Social Work  
Na Li, School of Administrative Studies  
Tom Hooper, Department of Equity Studies  
Emma Feltes, Department of Anthropology  
William Wicken, Department of History*

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

*(Three Full-Time vacancies)*

- Terms are specified in the relevant table.
- Committee recommends policies that promote effective assessment of teaching and learning and develops policies to recognize and promote innovative pedagogy and student excellence.
- <https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/>

### **Election Results Full-Time Faculty:**

*Lisa Davidson, Department of Anthropology  
Kate Kaul, Writing Department  
Tanja Juric, Department of Social Science*

### **Continuing Membership:**

*Linda Carozza, Department of Philosophy  
Carolyn Steele, Department of Humanities  
Damilola Adebayo, Department of History  
Fernanda Carla-Salsberg, Department of Languages, Literatures and Linguistics  
Gail Vanstone, Department of Humanities  
Manar Jammal, School of Information Technology  
Saikat Sarkar, School of Administrative Studies*



## **Committee on Curriculum, Curricular Policy, and Standards**

*(Two vacancies)*

- Terms are specified in the relevant table.
- Committee reviews, reports and recommends on matters pertaining to entrance requirements, degree expectations, and Faculty regulations and practices regarding academic standards.
- <https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/>

### ***Election Results:***

*Laura Allen, Writing Department  
Kael Reid, Department of Humanities*

### ***Continuing Membership:***

*Anirban Kar, School of Administrative Studies  
Karen Bernhardt-Walther, Department of Economics  
Ian Roberge, School of Public Policy and Administration  
Ling Jiang, School of Information Technology  
Olga Makinina, Department of Languages, Literatures and Linguistics*

## **General Education Sub-Committee**

*(One Vacancies)*

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

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

- One faculty representative elected at-large from each of the General Education areas.
- One faculty representatives elected at-large from the liberal arts programs.

### ***Elections Results:***

*Sonya Scott, Department of Social Science*

### ***Continuing Membership:***

*Karen Bernhardt-Walther, Department of Economics  
Pan Gang, Department of Languages, Literatures and Linguistics  
Hilary Davis, Department of Philosophy (Modes of Reasoning)  
Shama Rangwala, Department of Humanities*

There is currently 1 vacancy for a Full time Faculty LA&PS Representative on the Senate and 2 Contract Faculty Representative positions for 2024 – 2025. They are as follows:

**Full-Time Faculty Senators Elected-at-Large**

*(One Vacancy)*

- Terms are specified in the relevant table.
- Members represent the interests of LA&PS at the Senate, while also providing the perspective of a contracted member of the faculty on policies proposed and discussed.

***Elections Results:***

*Ron Ophir, School of Administrative Studies*

**Contract Faculty Senators Elected-at-Large**

*(Two vacancies)*

- Terms are specified in the relevant table.
- Members represent the interests of LA&PS at the Senate, while also providing the perspective of a contracted member of the faculty on policies proposed and discussed.

***Election Results:***

*Andrea Kalmin, Department of Social Science*  
*Sylvia Peacock, Department of Social Science*

Results of the elections will be made at the May Meeting of Faculty Council. An updated Executive Report will be uploaded on the Faculty Council website on the day of Faculty Council meeting to reflect the results of the elections. For any information about the above document or about the process of nominations and elections within LA&PS, please reach out to the Office of Faculty Council. For a representative breakdown of the committees, please refer to Appendix A and Appendix B of the report.

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## Appendix A

### 2024-25 Faculty Council, Standing Committees, and Senate Membership (Elected/Acclaimed)

#### Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Kenedy	Robert	SOCI	Social Sciences	FT Faculty	July 1, 2024	June 30, 2025

#### Vice Chair of Council (1)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2025

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Khaiter	Peter	ITEC	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Van Viegen	Saskia	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
<b>Vacancy</b>				FT Faculty	July 1, 2024	June 30, 2026
<b>Vacancy</b>				FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
<b>Vacancy</b>				FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>

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

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gekas	Athanasios (Sakis)	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Malik	Sadia Mariam	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Poon	Maurice	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Tremblay	Jean-Thomas	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Alexandrakis	Othon	ANTH	Social Sciences	FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
Chuang	You-Ta	ADMS	Professional Studies	FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

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

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bernhardt- Walther	Karen	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Jiang	Ling	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kar	Anirban	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Makinina	Olga	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roberge	Ian	SPPA	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Allen	Laura	WRIT	Humanitie	FT Faculty	July 1, 2024	June 30, 2027

Reid	Kael	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
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**General Education Sub-Committee (7 Faculty + 1 Student)**

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Rangwala	Sharma	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Davis	Hilary	PHIL	Modes of Reasoning	FT Faculty	July 1, 2024	June 30, 2027
Scott	Sonia	SOSC	Social Science	FT Faculty	July 1, 2024	June 30, 2027
<b>Vacancy</b>			Professional Programs	FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
Berhardt-Walter	Karen	ECON	Social Sciences (appointed by CCPS)	FT Faculty-CCPS Member	July 1, 2023	June 30, 2026
Gang	Pan	DLLL	Liberal Arts Programs	FT Faculty	Dec 7, 2023	June 30, 2026
<b>Vacancy</b>				<b>Student-CCPS Member</b>		
Metcalf	Robin	Science	Natural Science	FT Faculty-Natural Science	July 1, 2021	June 30, 2024

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bell	Stevie M.	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Brzozowski	Mateusz	ECON	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cohn	Daniel	PPAS	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cortes	Matias	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Ingram	Susan	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Karakul	Mustafa	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Kim	Ann	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Redding	Arthur	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Peng	Songlan (Stella)	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Cauchi	Mark	HUMA	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Lashkari	Arash Habibi	ITEC	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027
Kwak	Laura	SOSC	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
<b>Vacancy</b>				FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
<b>Vacancy</b>				FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2027</b>
<b>Vacancy</b>				FT Faculty	<b>July 1, 2024</b>	<b>June 30, 2026</b>

*Note: Nominations are open to all departments except from ADMS and ECON.*

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Carra-Salsberg	Fernanda	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Damiloal	Adebayo	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

Sarkar	Saikat	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Carozza	Linda	PHIL	Humanities	Contract Faculty	July 1, 2024	June 30, 2025
Davidson	Lisa	ANTH	Social Sciences	FT Faculty	July 1, 2024	June 30, 2027
Kaul	Kate	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2027
Juric	Tanja	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2027

*Note: At least one nomination must be from one from Social Sciences. Nominations are open to all departments except from HUMA.*

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Maharaj	Gajindra	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Neill	Natalie	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Ozyurt	Selcuk	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Kroker	Kenton	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2027
Blake	Sarah	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2027
<b>Vacant</b>				<b>FT Faculty</b>	<b>July 1, 2023</b>	<b>June 30, 2027</b>

#### **Committee on Student Academic Petitions and Appeals (20 + 8 Students)**

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bhat	Sheetala	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Bucemi	Matthew	WRIT	Humanities	FT Faculty	July 1, 2024	June 30, 2026
El Nabolsy	Zeyad	PHIL	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Feltes	Emma	ANTH	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Hooper	Tom	DES	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Joel	Marcus	ADMS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2026
Knouzi	Ibtissem	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Li	Na	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Li	Jinyue	ECON	Social Sciences	FT Faculty	July 1, 2024	June 30, 2026
MacKinnon	Kinnon Ross	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Martel	Marcel	HIST	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Morris	Christopher	WRIT	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Murnaghan	Ann Marie	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Pyne	Jake	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Ramasubramanyam	Jay	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Samuel	Ayana	PHIL	Humanities	FT Faculty	July 1, 2024	June 30, 2026
Senderovich	Arik	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Sriskandarajah	Anuppiriya	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Wicken	William	HIST	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Williams	Deanne	EN	Humanities	FT Faculty	July 1, 2024	June 30, 2026

*Note: Nominations are open to all departments except from HUMA and SOWK.*

#### **Graduate Committee (6 Faculty + 4 Students)**

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gonzalez	Miguel	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025



Kulkarni	Kshipra	YUSA	July 1, 2024	June 30, 2025
Franco	Beatriz	YUSA	July 1, 2024	June 30, 2025
Ponce	Carmen	YUSA	July 1, 2024	June 30, 2025
<b>Vacancy</b>		YUSA	July 1, 2024	June 30, 2025

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

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Latchford	Frances	GSWT	Humanities	Chair	July 1, 2024	June 30, 2026
<b>TBD</b>		<b>SOWK</b>	<b>Professional Studies</b>	<b>Acting Chair/Director</b>	<b>July 1, 2023</b>	<b>December 31, 2023</b>
Alboiu	Gabriela	DLLL	Humanities	Chair	July 1, 2024	December 31, 2027
Brooke	Stephen	HIST	Humanities	Chair/Director	July 1, 2023	June 30, 2028
Budworth	Marie-Hélène	HRM	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Clements	Elicia	HUMA	Humanities	Chair/Director	July 1, 2024	June 30, 2026
Couto	Naomi	PPA	Social Sciences	Chair/Director	July 1, 2023	June 30, 2025
Giudice	Michael	PHIL	Humanities	Chair	July 1, 2023	June 30, 2026
<b>TBD</b>		<b>SOSC</b>	<b>Social Sciences</b>	<b>Chair/Director</b>	<b>July 1, 2022</b>	<b>June 30, 2025</b>
Ho	Wai-Ming	ECON	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Lambert-Drache	Marilyn	FR	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Langlois	Ganaele	COMN	Social Sciences	Chair/Director	July 1, 2021	June 30, 2025
McKenzie	Andrea	WRIT	Humanities	Chair/Director	July 1, 2021	June 30, 2027
Othon	Alexandrakis	ANTH	Social Sciences	Chair/Director	July 1, 2021	June 30, 2027
Ouedraogo	Awalou	DES	Social Sciences	Chair/Director	July 1, 2021	June 30, 2027
Pilon	Dennis	POLS	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Prince	Enamul Hoque	ITEC	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Thomas	Mark	SOCI	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Waweru	Nelson	ADMS	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Weaver	Andrew	EN	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Kalmin	Anderea	SOSC	Social Sciences	Contract Faculty	July 1, 2024	June 30, 2025
Peacock	Sylvia	SOSC	Social Sciences	Contract Faculty	July 1, 2024	June 30, 2025
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ehrlich	Carl	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ferrara	Ida	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Green	Ruth	SOWK	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Karimi	Sirvan	PPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Magee	Joanne	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Michasiw	Kim	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2024	June 30, 2027
Spotton Visano	Brenda	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Wellen	Richard	SOSC	Social	FT Faculty	July 1, 2023	June 30, 2026

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

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

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

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



## Appendix B

### School/Department Area Affiliations

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

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

May 2024

### ITEMS FOR INFORMATION (13):

#### New Course Proposals

AP/FR 3340 6.00 Francophone Literature for Young People  
AP/GWST 4529 3.00 What Lives On? Feminist Approaches to Memory Studies  
AP/SOSC 4367 6.00 Law and Society Honours Seminar: Earth Law, Decoloniality and Climate Justice

#### Change to Existing Course Proposals

AP/HUMA 4807 6.00 Maimonides  
AP/HUMA 4817 6.00 Charismatic Authority in Shii Islam  
AP/HUMA 4818 3.00 Shaping Jewish Memory: Meaning, Imagination, and Identity  
AP/HUMA 4821 3.00 Culture, Society and Values in Israel  
AP/HUMA 4822 3.00 Gender and Womanhood in Israel  
AP/HUMA 4828 3.00 Complex Relationships in the Contemporary Culture of Israel  
AP/MODR 1730 6.00 Modes of Reasoning: Reasoning about Social Issues  
AP/MODR 1760 6.00 Modes of Reasoning: Reasoning about Morality and Values  
AP/MODR 1770 6.00 Modes of Reasoning: Techniques of Persuasion

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

#### LA&PS Internship Program

The LA&PS Experiential Education Office has proposed an omnibus proposal, which describes changes to the LA&PS optional Work-Integrated Learning (WIL) program options for all types of Honours. The changes to the program involve changing the name from “Internship” to “Co-op” along with adjustments to the student side of the program (there are no direct changes to the employer side of the program).

The changes to the LA&PS WIL program will make the program more accessible to students by lowering the required number of courses completed before students can join this optional program and by removing specific course requirements, allowing students the opportunity to compete for positions earlier in their academic career. By changing the name of the program to “co-op”, confusion will be reduced amongst current students, and potential students and their parents. Lastly, these changes will allow more students across our diverse programs to gain access to a meaningful work-

integrated learning experience which has been shown in Canada to improve employability, income, and debt levels of students after graduation (compared to non-co-op students). By removing unit-specific requirements, our Faculty will be able to better promote and communicate this experiential education opportunity to all LA&PS students.

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

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

# General Education Change To Existing Course (CEC) Proposal Form

## Proposal Package

The proposal package must include the following:

<input checked="" type="checkbox"/> evidence of unit-level approval on the completed CEC form
<input type="checkbox"/> Consultation form (if applicable, such as when cross-listings are affected)
<input type="checkbox"/> Indigenous Council Consultation form (if applicable)

## Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

Name: Duff Waring	Position: UPD	Date: 19 April 2024
Name: Michael Giudice	Position: Chair	Date: 19 April 2024
Name:	Position:	Date:

## Contact Information

Department: Philosophy
Unit Contact: Michael Giudice (giudice@yorku.ca)
Proponent's Name: Stefan Rodde      Proponent's Email: rodde@yorku.ca

## Current Course Information (Originator)

Rubric: MODR	Course No.: 1730	Credit Weight: 6.0
Title: Modes of Reasoning: Reasoning about Social Issues		
Mode of Delivery: LECT / BLEN / ONLN		
Category: <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Humanities		
Cross-Listing: SOSC		
Change Effective Academic Session (F, W, or S): Fall		
Change Effective Academic Year: 2024		

## Academic Rationale

1. Briefly describe the change.

This change will add a 9.0-credit version of MODR 1730 to the repository (alongside the existing 6.0-credit version of MODR 1730, which will be retained).

2. How does this change clarify requirements or options for students?

The proposed change will enhance flexibility for students who are looking for a 9.0 credit MODR offering. LA&PS already offers 9.0-credit General Education courses in several units (HUMA, SOSC, DLLL, GWST); this proposal extends that opportunity to the Department of Philosophy as well.

3. How does this change lend to program identity or coherence?

n/a (General Education is a degree requirement, not a program)

4. Update the course learning outcomes. (required for changes in year level and substantive content)

Note: please reference the General Education Criteria posted on the [Curriculum Toolkit](#) in formulating CLOs based on the provided essential outcomes of general education courses (i.e., reading, writing, speaking, listening, critical thinking, analysis and evaluation)

This change does not affect year level or substantive content, nor does it alter the course learning outcomes.

5. Which University Undergraduate Degree Level Expectations (UUDLES) and program learning outcomes (if applicable) does this course help students to achieve? (Posted on the [Faculty Council Curriculum Toolkit](#))

As a General Education course, MODR 1730 helps students achieve University Undergraduate Degree Level Expectations (UUDLES), not program learning outcomes. Specifically, MODR 1730 9.0 will help students to achieve the following UUDLES:

- breadth of knowledge
- application of knowledge
- communication skills
- awareness of limits of knowledge

## Type of Change

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> course number / year-level                 | <input type="checkbox"/> course description  | <input checked="" type="checkbox"/> credit value       |
| <input type="checkbox"/> <a href="#">course credit exclusion(s)</a> | <input type="checkbox"/> pre/co-requisite(s) | <input type="checkbox"/> <a href="#">cross-listing</a> |
| <input type="checkbox"/> Inactivate course*                         | <input type="checkbox"/> mode of delivery    | <input type="checkbox"/> course title                  |
| <input type="checkbox"/> other (please specify):                    |  |  |

\*Select inactivate course (previously retire/expire) if the current course will be replaced.

1. **For Mode of Delivery:** If the changes are to the mode of delivery, please indicate all/additional modes of delivery (e.g., lecture, seminar, blended, hyflex, online learning) for the course.

n/a

2. **For Credit Value:** If the changes are to the year level or credit weight, provide updated course learning outcomes, evaluation methods, course relevancy, and required readings to address the change.

9.0-credit General Education courses offer 4 hours of meet time per week (vs. 3 hours per week for 6.0 credit General Education courses). The extra hour does not alter course learning outcomes or course relevancy, nor does it necessitate additional readings or assignments. Rather, the extra hour of meet time is intended to focus on the development of critical skills, such as the critical analysis of an argument and/or primary text or the teaching of basic research skills. In this way, the expansion to include a 9.0-credit offering represents a different type of credit weight shift than what CCPS normally adjudicates when courses move between 3.0 and 6.0 credit versions of themselves. It is not a substantive change to the curricular content of the course.

If a 3.00 or 6.00 partner course is being added to an existing course, please detail how the credit versions will be differentiated by the following criteria (e.g., adding a 6.00 version should have learning outcomes that address an expanded scope, more assessments an expanded reading list)

Course Learning Outcomes: n/a (see above)

Assessments: In-Class Argument Basics Test	20%
<u>In-Class Passage Analysis Test</u>	10%
Bi-Weekly eClass Quizzes	10%
In-Class Teamwork	15%
Collaborative Group Assignment	20%
Final Research-Based Essay	25%

Bibliography: Lewis Vaughan. Concise Guide to Critical Thinking. Second Edition. (Oxford, 2020)

Chris MacDonald & Lewis Vaughan. The Power of Critical Thinking: Canadian Edition. Sixth Edition (Oxford, 2023).

Mark Battersby. Is That a Fact? A Field Guide to Statistical and Scientific Information. Second Edition (Broadview, 2016).

- Topics:
- Obstacles to Critical Thinking
  - Argument as Dialogue
  - Simple and Extended Arguments
  - Identifying and Evaluating Arguments
  - Deductive Argument Patters
  - Language and Reasoning
  - Fallacies Involving Language
  - Definitions, and Definition Arguments
  - Generalizations
  - Causal Reasoning
  - Fallacies Involving Premises
  - Evaluating Experts and Sources
  - Evidence and Data
  - Inference and Probability
  - Research Essay Writing

**Note: This information is needed by the committee to understand the purpose and scope of the course. These components are subject to change by individual course instructors and may not be reflected on course syllabi.**

## Description

Use the current course description from the repository or the Curriculum Management System to fill out this section.

**NOTE:** All courses must have a brief and expanded course description. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~.

### Proposed Course Changes

Example: **Add this text**

Example: <del>Delete this text</del>
<b>Titles</b>
Long (max 100 characters including spaces):  Modes of Reasoning: Reasoning about Social Issues
Short (max 40 characters including spaces):  Reasoning about Social Issues
<b>Descriptions</b>
Brief (max 60 words including spaces and punctuation):  This is a skills-based course <u>focusing on critical thinking, research-based writing</u> , and qualitative and quantitative analysis. The particular focus will be on different positions taken within the social sciences on issues such as abortion, euthanasia, pornography, immigration etc. Typical examples are to be analyzed. Course credit exclusions: AP/MODR 1760 6.00, AP/MODR 1770 6.00. Note: This is an approved LA&PS General Education course: Social Science.
Expanded (max 250 words including spaces and punctuation). Please note that the long description includes the brief course description verbatim  This is a skills-based course focusing on critical thinking, research-based writing, and qualitative and quantitative analysis. The particular focus will be on different positions taken within the social sciences on issues such as abortion, euthanasia, pornography, immigration etc. Typical examples are to be analyzed. Course credit exclusions: AP/MODR 1760 6.00, AP/MODR 1770 6.00. Note: This is an approved LA&PS General Education course: Social Science.



# General Education Change To Existing Course (CEC) Proposal Form

## Proposal Package

The proposal package must include the following:

<b>X evidence of unit-level approval on the completed CEC form</b>
<input type="checkbox"/> Consultation form (if applicable, such as when cross-listings are affected)
<input type="checkbox"/> Indigenous Council Consultation form (if applicable)

## Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

<b>Name: Duff Waring</b>	<b>Position: UPD</b>	<b>Date: 19 April 2024</b>
<b>Name: Michael Giudice</b>	<b>Position: Chair</b>	<b>Date: 19 April 2024</b>
<b>Name:</b>	<b>Position:</b>	<b>Date:</b>

## Contact Information

<b>Department: Philosophy</b>
<b>Unit Contact: Michael Giudice (giudice@yorku.ca)</b>
<b>Proponent's Name: Stefan Rodde      Proponent's Email: rodde@yorku.ca</b>

## Current Course Information (Originator)

<b>Rubric: MODR</b>	<b>Course No.:</b> 1760	<b>Credit Weight: 6.0</b>
<b>Title: Modes of Reasoning: Reasoning about Morality and Values</b>		
<b>Mode of Delivery: LECT / BLEN / ONLN</b>		
<b>Category:</b> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> Humanities		
<b>Cross-Listing: HUMA</b>		
<b>Change Effective Academic Session (F, W, or S): Fall</b>		
<b>Change Effective Academic Year: 2024</b>		

## Academic Rationale

1. Briefly describe the change.

This change will add a 9.0-credit version of MODR 1760 to the repository (alongside the existing 6.0-credit version of MODR 1760, which will be retained).

2. How does this change clarify requirements or options for students?

The proposed change will enhance flexibility for students who are looking for a 9.0 credit MODR offering. LA&PS already offers 9.0-credit General Education courses in several units (HUMA, SOSC, DLLL, GWST); this proposal extends that opportunity to the Department of Philosophy as well.

3. How does this change lend to program identity or coherence?

n/a (General Education is a degree requirement, not a program)

4. Update the course learning outcomes. (required for changes in year level and substantive content)

Note: please reference the General Education Criteria posted on the [Curriculum Toolkit](#) in formulating CLOs based on the provided essential outcomes of general education courses (i.e., reading, writing, speaking, listening, critical thinking, analysis and evaluation)

This change does not affect year level or substantive content, nor does it alter the course learning outcomes.

5. Which University Undergraduate Degree Level Expectations (UUDLES) and program learning outcomes (if applicable) does this course help students to achieve? (Posted on the [Faculty Council Curriculum Toolkit](#))

As a General Education course, MODR 1760 helps students achieve University Undergraduate Degree Level Expectations (UUDLES), not program learning outcomes. Specifically, MODR 1760 9.0 will help students to achieve the following UUDLES:

- breadth of knowledge
- application of knowledge
- communication skills
- awareness of limits of knowledge

## Type of Change

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> course number / year-level                 | <input type="checkbox"/> course description  | <input checked="" type="checkbox"/> credit value       |
| <input type="checkbox"/> <a href="#">course credit exclusion(s)</a> | <input type="checkbox"/> pre/co-requisite(s) | <input type="checkbox"/> <a href="#">cross-listing</a> |
| <input type="checkbox"/> Inactivate course*                         | <input type="checkbox"/> mode of delivery    | <input type="checkbox"/> course title                  |
| <input type="checkbox"/> other (please specify):                    |  |  |

\*Select inactivate course (previously retire/expire) if the current course will be replaced.

- For Mode of Delivery:** If the changes are to the mode of delivery, please indicate all/additional modes of delivery (e.g., lecture, seminar, blended, hyflex, online learning) for the course.

n/a

- For Credit Value:** If the changes are to the year level or credit weight, provide updated course learning outcomes, evaluation methods, course relevancy, and required readings to address the change.

9.0-credit General Education courses offer 4 hours of meet time per week (vs. 3 hours per week for 6.0 credit General Education courses). The extra hour does not alter course learning outcomes or course relevancy, nor does it necessitate additional readings or assignments. Rather, the extra hour of meet time is intended to focus on the development of critical skills, such as the critical analysis of an argument and/or primary text or the teaching of basic research skills. In this way, the expansion to include a 9.0-credit offering represents a different type of credit weight shift than what CCPS normally adjudicates when courses move between 3.0 and 6.0 credit versions of themselves. It is not a substantive change to the curricular content of the course.

If a 3.00 or 6.00 partner course is being added to an existing course, please detail how the credit versions will be differentiated by the following criteria (e.g., adding a 6.00 version should have learning outcomes that address an expanded scope, more assessments an expanded reading list)

Course Learning Outcomes: n/a (see above)		
Assessments:	Quizzes	15%
	Take-Home Assignments	20%
	Essay	20%
	Debate	10%
	Debate Revision Paper	15%
	Final Exam	20%
Bibliography:	T. Govier, ed, <i>A Practical Study of Argument</i> (7 <sup>th</sup> edition, Thomson-Wadsworth, 2010)	

W. Hughes and J. Lavery, eds, *Critical Thinking: An Introduction to the Basic Skills*, Canadian 7<sup>th</sup> edition (Broadview, 2015)

W.K. Ahn, *Thinking 101: How to reason better, to live better – the pre-req for life* (Flatiron Books, 2022)

H. Frankfurt, *On Bullshit* (Princeton University Press, 2005)

- Topics:
- Deductive, Inductive, and Abductive Arguments
  - Argument Soundness v Argument Validity
  - Truth Tables
  - Formal and Informal Fallacies
  - Formal and Informal Logic
  - Theories of Meaning and Reference
  - Definitions and Context
  - Synthetic and Analytic Statements
  - Conceptual Analysis
  - Necessary and Sufficient Conditions
  - A priori and a posteriori reasoning
  - Contradictions, Contraries, and Incoherence
  - Descriptive v. Evaluative Analysis
  - Moral reasoning and Normative reasoning
  - Theories of Value
  - Legal reasoning and reasoning with rules
  - Precedent and Analogy
  - Bias v. Narrative

**Note: This information is needed by the committee to understand the purpose and scope of the course. These components are subject to change by individual course instructors and may not be reflected on course syllabi.**

## Description

Use the current course description from the repository or the Curriculum Management System to fill out this section.

**NOTE:** All courses must have a brief and expanded course description. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~.

### Proposed Course Changes

Example: **Add this text**

Example: ~~Delete this text~~

<b>Titles</b>
Long (max 100 characters including spaces):
Modes of Reasoning: Reasoning about Morality and Values
Short (max 40 characters including spaces):
Reasoning About Morality and Values
<b>Descriptions</b>
Brief (max 60 words including spaces and punctuation):
This is a skills-based course focusing on critical thinking, critical writing, and logical and linguistic analysis. The course uses examples drawn from areas in the humanities where value judgements are made. Different sections will stress different topics in ethics, aesthetics, religion or law. Course credit exclusions: AP/MODR 1730 6.00, AP/MODR 1770 6.00. Note: This is an approved LA&PS General Education course: Humanities.
Expanded (max 250 words including spaces and punctuation). Please note that the long description includes the brief course description verbatim
This is a skills-based course focusing on critical thinking, critical writing, and logical and linguistic analysis. The course uses examples drawn from areas in the humanities where value judgements are made. Different sections will stress different topics in ethics, aesthetics, religion or law. Course credit exclusions: AP/MODR 1730 6.00, AP/MODR 1770 6.00. Note: This is an approved LA&PS General Education course: Humanities.

# General Education Change To Existing Course (CEC) Proposal Form

## Proposal Package

The proposal package must include the following:

<input checked="" type="checkbox"/> Evidence of unit-level approval on the completed CEC form
<input type="checkbox"/> Consultation form (if applicable, such as when cross-listings are affected)
<input type="checkbox"/> Indigenous Council Consultation form (if applicable)

## Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

Name: Duff Waring	Position: UPD	Date: 19 April 2024
Name: Michael Giudice	Position: Chair	Date: 19 April 2024
Name:	Position:	Date:

## Contact Information

Department: Philosophy
Unit Contact: Michael Giudice (giudice@yorku.ca)
Proponent's Name: Stefan Rodde      Proponent's Email: rodde@yorku.ca

## Current Course Information (Originator)

Rubric: MODR	Course No.: 1770	Credit Weight: 6.0
Title: Modes of Reasoning: Techniques of Persuasion		
Mode of Delivery: LECT / BLEN / ONLN		
Category: <input checked="" type="checkbox"/> Social Science <input checked="" type="checkbox"/> Humanities		
Cross-Listing: SOSC / HUMA		
Change Effective Academic Session (F, W, or S): Fall		
Change Effective Academic Year: 2024		

## Academic Rationale

1. Briefly describe the change.

This change will add a 9.0-credit version of MODR 1770 to the repository (alongside the existing 6.0-credit version of MODR 1770, which will be retained).

2. How does this change clarify requirements or options for students?

The proposed change will enhance flexibility for students who are looking for a 9.0 credit MODR offering. LA&PS already offers 9.0-credit General Education courses in several units (HUMA, SOSC, DLLL, GWST); this proposal extends that opportunity to the Department of Philosophy as well.

3. How does this change lend to program identity or coherence?

n/a (General Education is a degree requirement, not a program)

4. Update the course learning outcomes. (required for changes in year level and substantive content)

Note: please reference the General Education Criteria posted on the [Curriculum Toolkit](#) in formulating CLOs based on the provided essential outcomes of general education courses (i.e., reading, writing, speaking, listening, critical thinking, analysis and evaluation)

This change does not affect year level or substantive content, nor does it alter the course learning outcomes.

5. Which University Undergraduate Degree Level Expectations (UUDLES) and program learning outcomes (if applicable) does this course help students to achieve? (Posted on the [Faculty Council Curriculum Toolkit](#))

As a General Education course, MODR 1770 helps students achieve University Undergraduate Degree Level Expectations (UUDLES), not program learning outcomes. Specifically, MODR 1770 9.0 will help students to achieve the following UUDLES:

- breadth of knowledge
- application of knowledge
- communication skills
- awareness of limits of knowledge

## Type of Change

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> course number / year-level                 | <input type="checkbox"/> course description  | <input checked="" type="checkbox"/> credit value       |
| <input type="checkbox"/> <a href="#">course credit exclusion(s)</a> | <input type="checkbox"/> pre/co-requisite(s) | <input type="checkbox"/> <a href="#">cross-listing</a> |
| <input type="checkbox"/> Inactivate course*                         | <input type="checkbox"/> mode of delivery    | <input type="checkbox"/> course title                  |
| <input type="checkbox"/> other (please specify):                    |  |  |

\*Select inactivate course (previously retire/expire) if the current course will be replaced.

- For Mode of Delivery:** If the changes are to the mode of delivery, please indicate all/additional modes of delivery (e.g., lecture, seminar, blended, hyflex, online learning) for the course.

n/a

- For Credit Value:** If the changes are to the year level or credit weight, provide updated course learning outcomes, evaluation methods, course relevancy, and required readings to address the change.

9.0-credit General Education courses offer 4 hours of meet time per week (vs. 3 hours per week for 6.0 credit General Education courses). The extra hour does not alter course learning outcomes or course relevancy, nor does it necessitate additional readings or assignments. Rather, the extra hour of meet time is intended to focus on the development of critical skills, such as the critical analysis of an argument and/or primary text or the teaching of basic research skills. In this way, the expansion to include a 9.0-credit offering represents a different type of credit weight shift than what CCPS normally adjudicates when courses move between 3.0 and 6.0 credit versions of themselves. It is not a substantive change to the curricular content of the course.

If a 3.00 or 6.00 partner course is being added to an existing course, please detail how the credit versions will be differentiated by the following criteria (e.g., adding a 6.00 version should have learning outcomes that address an expanded scope, more assessments an expanded reading list)

Course Learning Outcomes: n/a (see above)

Assessments:	Participation	15%
	Quizzes	25%
	Argumentative Writing Assignment	25%
	Critical Analysis Team Project	35%

Bibliography: L. Groarke and C. Tindale, eds, *Good Reasoning Matters* (5<sup>th</sup> edition, Oxford, 2012)

W. Farnsworth, *The Socratic Method: A Practitioner's Handbook* (Godine, 2021)



J. Saindon and P. Krek, eds, *Argument and Argumentation* (2<sup>nd</sup> edition, Nelson College, 2013)

S. Morris Engel, *With Good Reason* (6<sup>th</sup> edition, Bedford/St. Martin's, 2000)

C. Macdonald and L. Vaughan, eds, *The Power of Critical Thinking* (5<sup>th</sup> Canadian edition, Oxford University Press, 2019).

J.D. Ramage, J.C. Bean, and J. Johnson, *Writing Arguments: A Rhetoric with Readings* (11<sup>th</sup> edition, Pearson, 2021)

Topics:

Argument Space  
 Systems of Belief  
 Audiences, Opponents, and Proponents  
 Bias  
 Burdens of Proof  
 Logical Consequence  
 Contextual Relevance  
 Schemes and Counter-Schemes  
 Inference Indicators  
 Arguments v Explanations  
 Argument Narratives  
 Argument Diagrams  
 Speech Acts and Principles of Communication  
 Hidden Conclusions and Premises  
 Non-Verbal Elements in Argumentation  
 Definitions, Vagueness, Ambiguity  
 Evidence and Relevance  
 Causal and Scientific Reasoning  
 Generalizations, Analogy, and Precedent  
 Fallacies  
 Argumentative Essay Writing

**Note: This information is needed by the committee to understand the purpose and scope of the course. These components are subject to change by individual course instructors and may not be reflected on course syllabi.**

## Description

Use the current course description from the repository or the Curriculum Management System to fill out this section.

**NOTE:** All courses must have a brief and expanded course description. Denote additions in **bold, blue, underlined** type and deletions with a ~~strike through~~.

<b>Proposed Course Changes</b>
<p>Example: <a href="#">Add this text</a>          Example: <del>Delete this text</del></p>
<b>Titles</b>
<p>Long (max 100 characters including spaces):          Modes of Reasoning: Techniques of Persuasion</p>
<p>Short (max 40 characters including spaces):          Techniques of Persuasion</p>
<b>Descriptions</b>
<p>Brief (max 60 words including spaces and punctuation):</p> <p>This is a skills-based course focusing on critical thinking, persuasive writing, and strategic argumentation. Examples are drawn from various forms of persuasion including advertising, propaganda and political argument. Course credit exclusions: <a href="#">AP/MODR 1770 6.00</a>, AP/MODR 1730 6.00, AP/MODR 1760 6.00. Note: <u>This is an approved LA&amp;PS General Education course: Humanities OR Social Science.</u></p>
<p>Expanded (max 250 words including spaces and punctuation). Please note that the long description includes the brief course description verbatim</p> <p>This is a skills-based course focusing on critical thinking, persuasive writing, and strategic argumentation. Examples are drawn from various forms of persuasion including advertising, propaganda and political argument. Course credit exclusions: <a href="#">AP/MODR 1770 6.00</a>, AP/MODR 1730 6.00, AP/MODR 1760 6.00. Note: This is an approved LA&amp;PS General Education course: Humanities OR Social Science.</p>

## Graduate Committee Consent Agenda

May 2024

### ITEMS FOR INFORMATION (6):

The Graduate Committee recommends that Council approve the following proposals:

#### New Course Proposals

GS/HUMA 6170 3.00 Interdisciplinary Approaches to Childism

GS/SPTH 6711 3.00 On Alienation: Labour, Contradiction, Subjectivity

#### Change to Existing Course Proposal

GS/HUMA 6239 3.00 Understanding Exegesis in Select Philosophical Texts (Rene Descartes and David Hume)

#### Minor Modification to Graduate Program Proposals

##### PhD Program in Philosophy

The Department of Philosophy has proposed modifying the number of exam papers that students are required to submit for the Paper Examination from two to one. The proposed modification, therefore, merely codifies what has now become department practice by officially moving from a two-paper requirement to a one-paper requirement.

There is no change to learning outcomes or objectives. This change is intended to support the achievement of learning objectives by streamlining the Paper Examination requirement, allowing students to progress more smoothly through the program and focus their attention in the first term of PhD 3 on producing a single high-quality paper. Students currently enrolled in the program will be given the option of submitting two paper exams rather than one. However, because the effect of this modification will be to make the Paper Examination less demanding, it is expected that students will overwhelmingly choose to submit only one paper exam, as per the revised requirements.

## **PhD Program in Humanities**

The Department of Humanities has proposed edits to the program Calendar Copy in the Faculty of Graduate Studies Academic Calendar by providing a step-by-step outline of the process, clarifying that students are normally expected to take their comprehensive examinations by their third year, by their eighth term of registration.

These modifications/edits have no impact on the programs learning objections as they are editorial. The program does not foresee any resource implications to result from the edits to the calendar copy. As there are no changes to the process there will not be an impact on current students.

## **Other Item for Information**

LA&PS graduate programs were alerted to the new grading scheme policy from the Academic Standards, Curriculum and Pedagogy Committee (ASCP). They acknowledged and confirmed that the new grading scheme aligns with their admission requirements.

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

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

# Reputation Survey 2024 Maclean's University Ranking

Holly Shulman  
Senior Institutional Analyst, Research and Special  
Projects

OFFICE OF INSTITUTIONAL PLANNING & ANALYSIS | 2023

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YORK 



# Why Rankings are important – York's Brand Tracking Study

- › Prior to deciding what universities to apply to, applicants

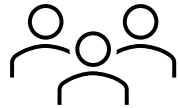
86%

University websites



73%

Talked to friends and family



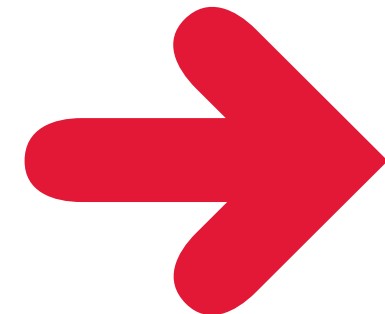
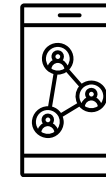
58%

Looked at Rankings



39%

Learned about universities  
in social media



# Why Maclean's is important – York's Brand Tracking Study




**56%** Among applicants who look at rankings, Macleans is the most common

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# York's standing in the Comprehensive Category

- ▶ The overall rank in a category is determined by the sum of 13 weighted indicators relating to students, faculty, funding, student support and reputation.

2023 Comprehensive University Rank (last year)			
1*	Simon Fraser	8*	Ryerson (TMU)
1*	Victoria	10*	Concordia
3	Waterloo	10*	Wilfred Laurier
4	Guelph	12	UQAM
5*	Carleton	13	Brock
	<b>5*</b>	<b>York</b>	14 Windsor
7	Memorial	15	Regina
8*	New Brunswick		

*“universities have a significant degree of research activity and a wide range of programs at the undergraduate and graduate level, including professional degrees”*



# Importance of the Reputation Ranking and survey participation

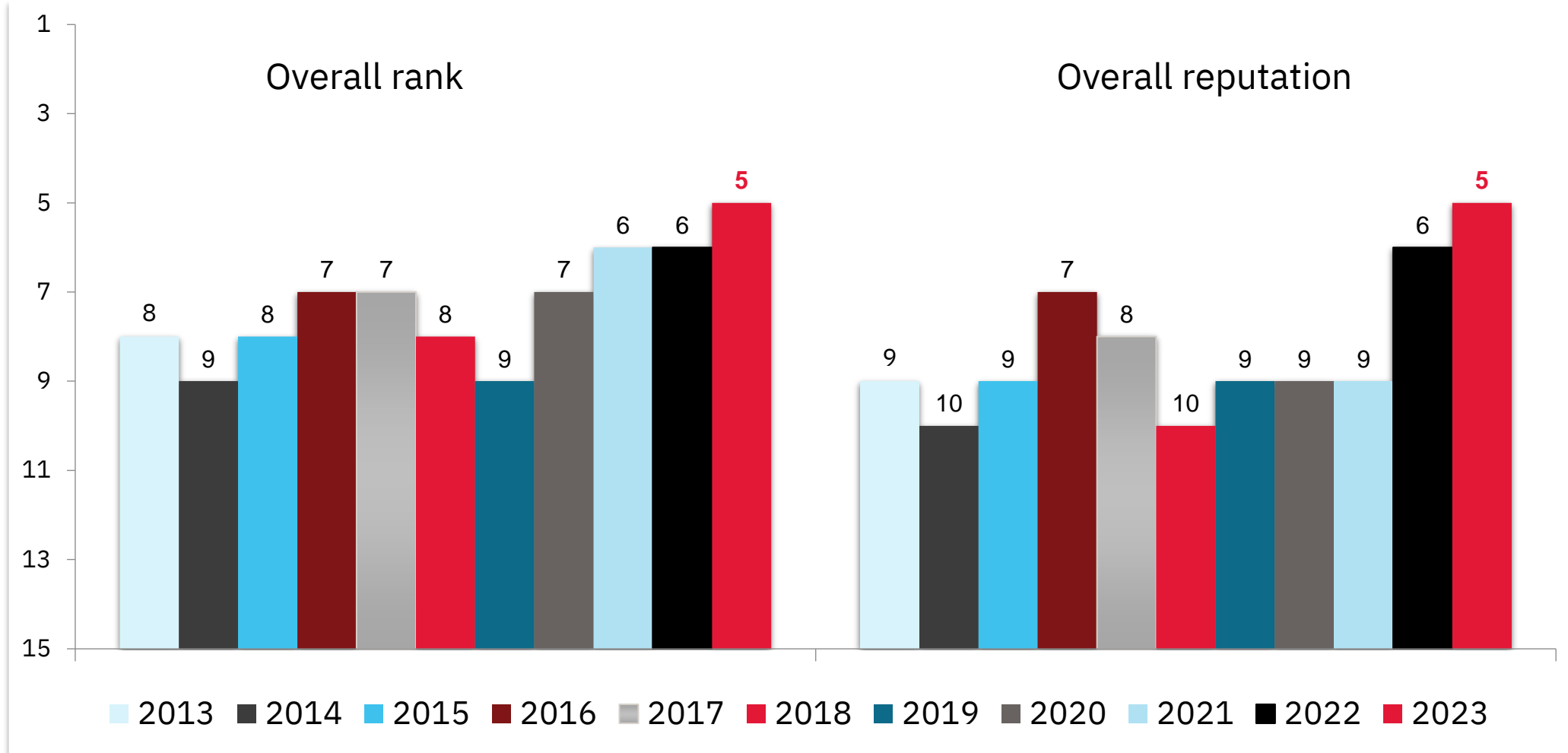
- At 20% weighting, the results of the Reputation Survey have the most impact of any of the 13 indicators used for the overall rank.
- The Reputation Survey is 100% of the weight for the program rankings.
- Any change up or down to the reputation rank has an outsized effect on the amount it contributes to the overall score.
- Few institutions actively promote the survey, so response rates are thought to be quite low.



**The greater the uptake of our faculty and senior administrators,  
the more likely we are to score higher placement.**

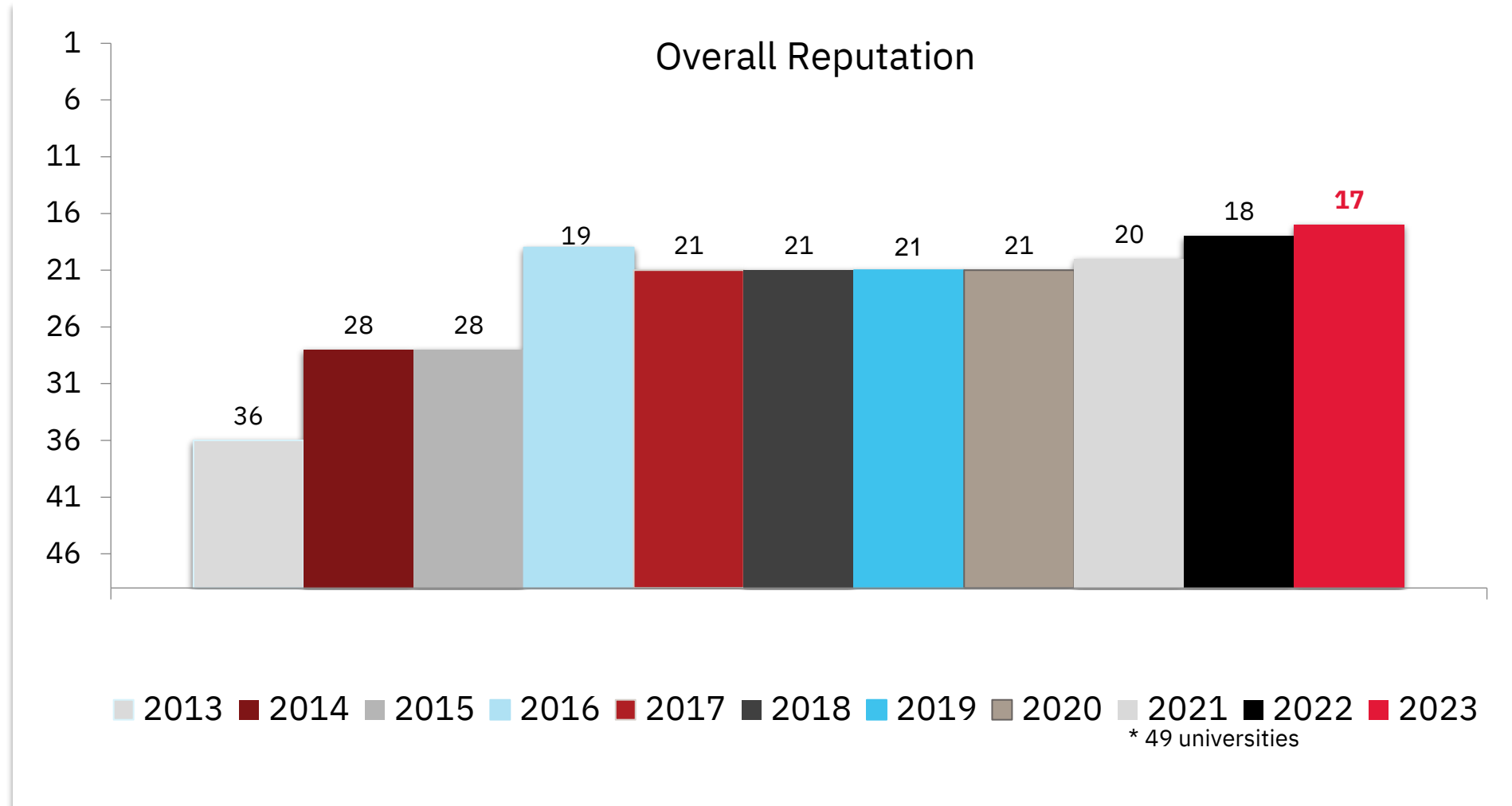
# Maclean's - University Rankings (10 Year View)

› Comprehensive Category - 15 universities



# Maclean's - Reputation Rank (2013 – 2023)

› York's Placement in Overall Reputation – 49 universities

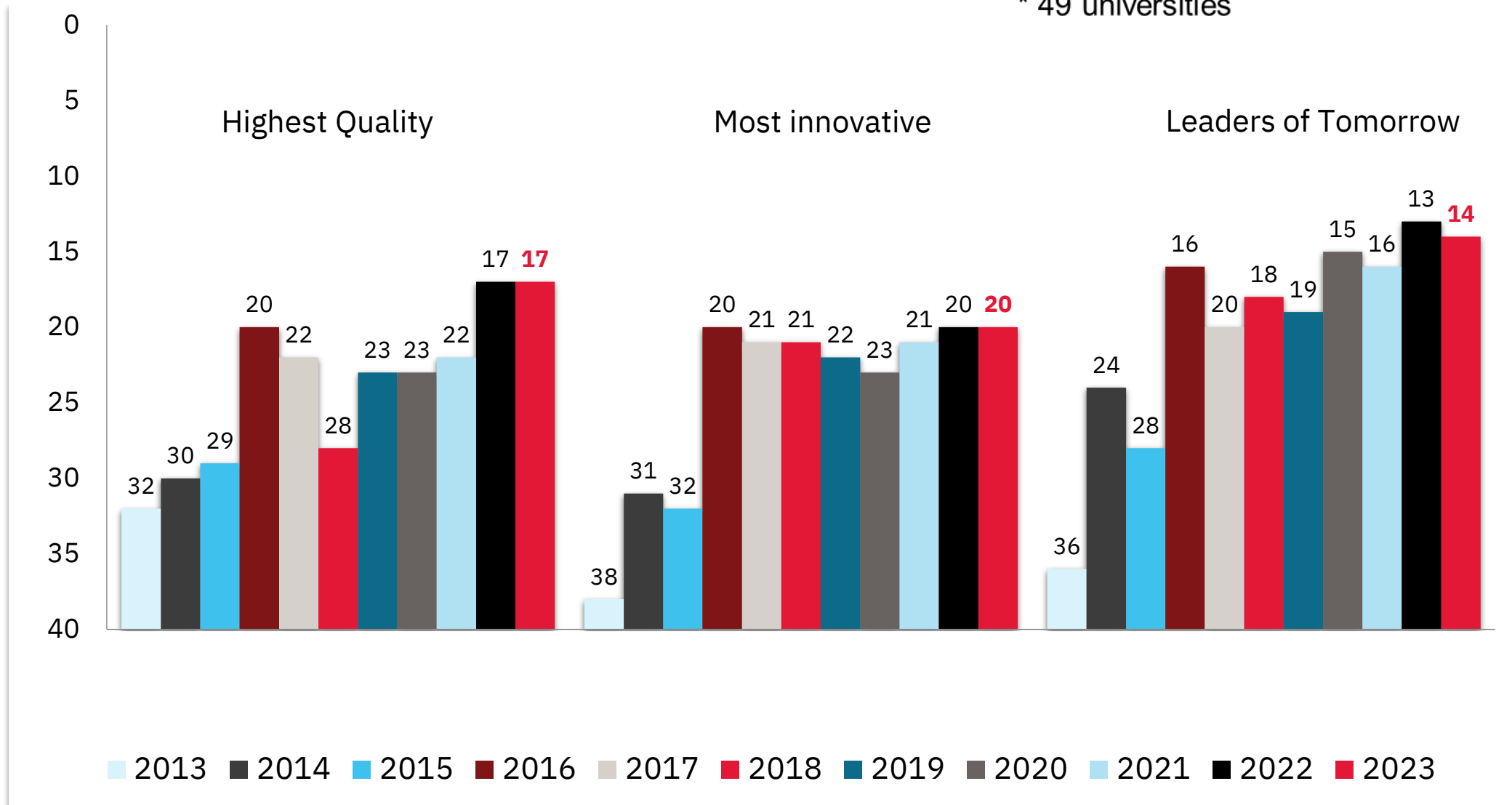


**+1** yoy  
**+19** over  
10 years

# Maclean's: University Rankings

National Reputation over 10 years

\* 49 universities



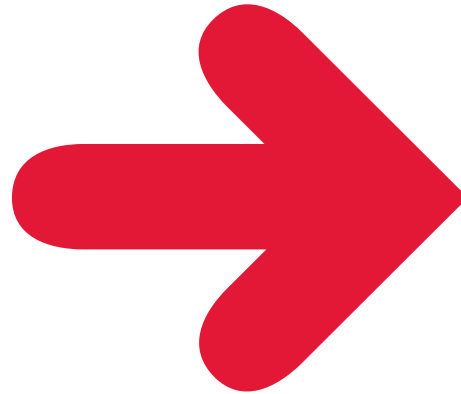
# Program Rank – 2023 to 2021

- 20 institutions ranked in each discipline.
- Program reputation and research reputation is weighted 50/50.
- The rank is determined entirely by survey responses from respondents in those disciplines.

	2023		2022		2021	
Discipline	Rank	Prog RsCh	Rank	Prog RsCh	Rank	Prog RsCh
Business <b>SSB, LA&amp;PS, Glendon</b>	<b>7</b>	7 6	<b>7</b>	7 7	<b>8</b>	8 8
Computer Science <b>LSE</b>	<b>19</b>	18 20	<b>14</b>	13 17	<b>unranked</b>	
Education	<b>6</b>	6 8	<b>9</b>	9 10	<b>5</b>	5 6
Engineering <b>LSE</b>	<b>unranked</b>		<b>unranked</b>		<b>unranked</b>	
Nursing <b>Health</b>	<b>18</b>	17 17	<b>13</b>	14 12	<b>19</b>	15 33

# Who can fill out the Reputation Survey?

- President
- Vice-President
- Dean
- Chair
- Professors
- Lecturers
- Librarian
- Registrar
- Sessional Lecturers



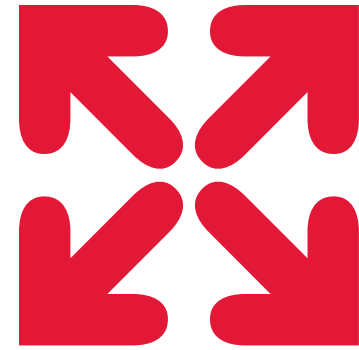
On May 2<sup>nd</sup>, Maclean's sent invitations directly to senior academics/administrators:

- 8 Deans
- 5 Associate Deans
- 2 AVPs
- 2 Vice - Provosts
- Librarian, Registrar, Provost, President

➤ All academics and executives are eligible to participate.

## Next steps

- › Email has gone to UEC - May
- › Mass email going out to all faculty – June 21.
- › YFile will have an article on the surveys and reminders– June 26, July, Aug
- › Holly to speak at key meetings upon – June/July
- › Links:
  - › English:
    - <https://www.surveymonkey.com/r/MacleansAcademicSurvey202302>
  - › French:
    - <https://fr.surveymonkey.com/r/MacleansSondageEnseignant202302>



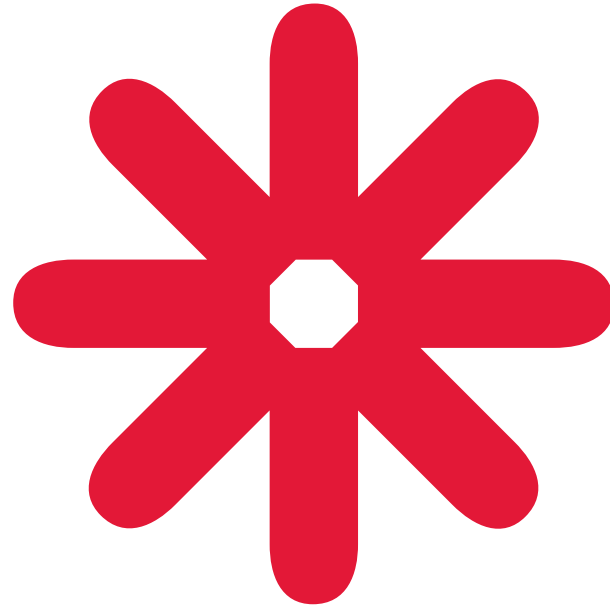
## We need your help

- We need to ensure that faculty members are filling out the survey. The better our response rate will likely lead to a higher placement.





# Discussion



# The Senate of York University

## Meeting Synopsis

The 706th Meeting of Senate  
Held on Thursday, 25 April 2024, in person

### Remarks

The Chair, Poonam Puri, welcomed Senators to the 706<sup>th</sup> meeting of Senate.

The President acknowledged the efforts that enabled a return to in-person activities. The decline in humanities and social sciences enrollments was highlighted, emphasizing the need for innovative responses to attract more students. Financial challenges were discussed in detail, focusing on budgetary shortfalls due to factors such as declining international student enrollments and extension of tuition freezes. The President also shared insights on the University's long-term vision, stressing the importance of maintaining foundational strengths while adapting to changing trends in the education sector.

### Inquiries & Communications

There were none.

### Approvals

Senate approved the recommendations of the Academic Policy, Planning and Research Committee to recommend to the Board of Governors the establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD), the disestablishment of the Department of Dance and Department of Theatre & Performance, effective 1 May 2024, and transfer of the constituent academic programs and curricula from the two existing departments to the above-noted new department.

Senate approved the recommendations of the Academic Standards, Curriculum and Pedagogy Committee to establish the Advanced Management Diploma (Type 2), to be available in all Master's degree programs housed in the Schulich School of Business, effective F2024.

### Committee Information Items

#### Executive

The Executive Committee's information items included the following:

- A consultation with Senate following the end of the disruption of academic activities as required by the Senate Disruptions Policy

# York University Senate

- A call for expressions of interest in membership on Senate committees and other positions elected by Senate, with terms beginning 1 July 2024
- Changes to the rules and procedures of Glendon Faculty Council, following the Executive Committee's review, related to revised quorum for Council committees, changes to committee membership rules and student membership on several committees.

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

APPRC reported on the following items:

- planning and developments for the new Markham campus, including current data on undergraduate and graduate applications and enrolment projections for the FW'24 academic year
- preliminary academic planning for the newly approved School of Medicine

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

ASCP conducted a facilitated discussion on revisions to the Senate Academic Conduct Policy and Procedures, seeking the input of Senate on the question of whether the central features of the proposed Policy and Procedures represent process improvements.

## **Tenure and Promotions (T&P)**

T&P presented its annual report for 2022-2023, which provided data on files reviewed and described activities for the past year, ongoing review of unit-level standards, appeals, composition of sub-committees, and other process matters.

## **Additional Information about this Meeting**

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **25 April 2024** meeting for details about the items reported.

Senate's next meeting will be held at **3:00 pm on Thursday, 23 May 2024.**