COUNCIL OF THE FACULTY OF SCIENCE

Notice of Meeting
Tuesday, May 10, 2016
3:00pm – 4:30pm
306 Lumbers

Agenda

1. Call to Order and Approval of Agenda
2. Chair’s Remarks
3. Approval of Minutes from April 12, 2016 meeting
4. Business Arising
5. Dean’s Remarks
6. Associate Deans’ and Bethune College Master’s Remarks
7. Reports from Science Representatives on Senate Committees
8. Reports from Standing Committees of Council
   8.1 Executive Committee:
       2016 – 2017 Vacancies Report on Senate and FSc Committees (item for action & information)
   8.2 Science Curriculum Committee (item for action)
9. Inquiries and Communications
   9.1 Senate Synopsis: 625th Meeting of Senate: April 28, 2016
10. Other Business
COUNCIL OF THE FACULTY OF SCIENCE

Tuesday, April 12 2016
3:00pm – 4:30pm
306 Lumbers

Minutes


Guests: H. Abraham, D. Bacinello, D. D’Angelo, L. Grant, M. Hough, M. Mroziewicz, B. Sheeler

1. Call to Order and Approval of Agenda

A motion moved, seconded and carried to adopt Agenda with the following changes:
• In order to accommodate the guest presentation’s, item numbers 10.1 and 10.2 were moved to come up immediately and the rest of the agenda items would be considered after the presentations.

2. Discussion: Presidential Search – Consultation

Council members provided feedback to the five questions that were circulated in the agenda package.

3. Presentation: Plans for the Intensification & Enhancement of Research (PIER): R. Haché, Vice-President Research & Innovation
The Presentation is posted on the Governance website in the Council documents tab.

2. Chair’s Remarks
   None.

3. Approval of Minutes from 8 March, 2016 meeting
   The minutes were approved as presented.

4. Business Arising
   There was no business arising.

5. Dean’s Remarks
   Dean Jayawardhana informed Council members that in response to the federal government’s call for infrastructure funding, the University is working on a proposal to secure funding for a science and engineering building that will likely incorporate a floor for life sciences research in FSc. Additionally, the Dean informed members that the University has been made aware of the need to update and renovate the Farquharson building and also the desire to have the entire Math & Statistics department housed at one location.

   The Dean acknowledged the following outreach efforts:
   - Robert Tsushima - for representing FSc in organizing the York Region Technology fair that was hosted here at the Keele campus on Saturday, 2 April 2016.
   - Almira Mun & K. Tran – for organizing the March break science camp that was attended by over 80 participants.
   - Rob McLaren - for successfully organizing a workshop led by Maurice Bitran, CEO – Ontario Science Centre to learn about how to effectively bridge the gap between scientific research and policy formulation. York science graduate students and post-doctoral fellows were invited to this workshop that took place on April 5.
   - Laurence Packer, Zayed Amro & Harpur Brock – for contributing to the Toronto Public Library publication titled ‘Bees of Toronto’.

   Dean Jayawardhana highlighted the following upcoming events:
   - sometime in May 2016: Stay tuned for an invitation to a donor announcement.
   - May 7, 2016: Science Rendevouz – Markham, organized by Margaret Hough and Renu Bhardwaj.

6. Associate Deans’ and Bethune Master’s Remarks
   S. Morin, Associate Dean – Research & Graduate Education updated members on the faculty’s research activities. The Presentation is posted on the Governance website in the Council documents tab.

   P. Cribb, Associate Dean (Students) informed Council members that even though it was early in the process, the numbers for offers of admission being tracked so far indicate that there has been a 2.5% overall increase in the offers made to prospective students compared to last year. Offers to the 101 category declined by 4.5% while still maintaining the faculty’s cut off average at a percentage higher than last year. He also encouraged council members to participate in the upcoming open house that is scheduled for Saturday, 30 April 2016 to speak to prospective students and their parents.

   EJ Janse van Rensburg, AD – Faculty reminded members of the CV call and reminded members who have not yet submitted their CV to the Dean’s office to do so by 2 May 2016. Additionally, he reminded members of the 2 May 2016 deadline for the anomalies exercise call.

   J. Amanatides - Bethune College Master informed members that the academic student orientations will be held on Wednesday, 7 September 2016. Please note that the “Success in your Major” portion will require departmental participation.
Chairs, UPDs and first year instructors are invited to participate. He was also pleased to announce that the science student caucus elections were held and the names of the elected students will be included in the May 2016 vacancy report.

7. Reports from Science Representatives on Senate Committees

There were none.

8. Reports from Committees

8.1 Executive Committee:
   i) 2016 – 2017 Vacancies Report on Senate and FSc Committees (item for action)
   Council moved, seconded and carried all proposed changes to the vacancies report on FSc Committees.

8.2 Science Curriculum Committee (item for action)
   Action items were moved, seconded and unanimously approved by Council.

9. Inquiries and Communications

   Faculty Council noted the Senate Synopsis: 624th Meeting of Senate held on March 24, 2016.

10. Other Business

   Meeting adjourned.

Chair of Council, V. Tsoukanova

Recording Secretary of Council, J. Sequeira
2016 - 17 report of vacancies on Senate & FSc committees.

To be ratified at May 10, 2016 Council Meeting

Senate Executive: M. McCall, Chair, Department of Physics & Astronomy
Vice-Chair of Council: D. Golemi-Kotra, Department of Biology
APPC: D. Golemi-Kotra, Department of Biology (Department specific vacancy)
T & P: M. Bayfield, Department of Biology (Department specific vacancy)
CEAS: Y. Sheng / K. Hudak, Department of Biology (Department specific vacancy)

2016 – 17 Science Student Caucus

Aline Huynh
Bastiaa Aiteeneyas
Emily Lioktsis
Erica Shligold
Gaddy Rakhaminov
Jennifer Im
Justice Obiahuba
Mitali Adhvaryu
Mohammad Kiumarsi
Rebecca Sammy
Sameer Safi
Zubin Chaudhary
# 2016 - 17 Report of Vacancies on Senate and FSc Committees

**Outstanding vacancies are highlighted in red**

* Sabbatical

**Nominations for ratification at May 10, 2016 Council Meeting**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Rules of Faculty Council - membership</th>
<th>Meeting time / Membership</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senate</strong></td>
<td>According to the York University Secretariat based on the Senate Rules and Procedures governing the size and composition of Senate, the Faculty of Science shall have 9 members, including a minimum of two Chairs. According to The Rules of Council (Science), Faculty representation shall include the Director of Natural Science, three Department Chairs, and terms shall be for three years.</td>
<td>As per Senate website</td>
<td></td>
</tr>
<tr>
<td>Designated</td>
<td>R. Jayawardhana - Dean</td>
<td>designated</td>
<td></td>
</tr>
<tr>
<td>Member at large</td>
<td>EJ Janse van Rensburg - AD (Faculty)</td>
<td>2015 - 2018</td>
<td></td>
</tr>
<tr>
<td>Member at large</td>
<td>V. Saridakis, Biology</td>
<td>2016 - 2019</td>
<td></td>
</tr>
<tr>
<td>Member at large</td>
<td>G. Audette, Chemistry</td>
<td>2016 - 2019</td>
<td></td>
</tr>
<tr>
<td>Member at large</td>
<td>T. Salisbury, Math &amp; Statistics</td>
<td>2015 - 2018</td>
<td></td>
</tr>
<tr>
<td>Member at large</td>
<td>J. Lazenby, STS</td>
<td>2016 - 2019</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>D. Hastie (Chemistry)</td>
<td>2015 - 2018</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>P. Szeptycki (Math &amp; Statistics)</td>
<td>2016 - 2019</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td>M. McCall (Physics &amp; Astronomy)</td>
<td>2015 - 2018</td>
<td></td>
</tr>
<tr>
<td>Director of NATS</td>
<td>J. Clark</td>
<td>designated</td>
<td></td>
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</tbody>
</table>

**FSc Reps on Senate Committees**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Executive</td>
<td>1 member from FSc</td>
</tr>
<tr>
<td>M. McCall, Chair, Phys &amp; Astronomy</td>
<td>2016 - 2019</td>
</tr>
<tr>
<td>Academic Policy, Planning and Research Committee (APPRC)</td>
<td>1 member from FSc</td>
</tr>
<tr>
<td>L. Donaldson, Biology</td>
<td>2014 - 2017</td>
</tr>
<tr>
<td>Sub-Committee on Honorary Degrees &amp; Ceremonials</td>
<td>1 member from FSc</td>
</tr>
<tr>
<td>C. Storry, Physics &amp; Astronomy</td>
<td>2016 - 2017</td>
</tr>
</tbody>
</table>
# 2016 - 17 Report of Vacancies on Senate and FSc Committees

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* Sabbatical

Nominations for ratification at May 10, 2016 Council Meeting

<table>
<thead>
<tr>
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<th>Term From</th>
<th>Term To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Committee</strong></td>
<td>The Executive Committee shall be chaired by the Chair of Council and include the Vice-Chair of Council, the Secretary of Council, and one member elected from each of Biology, Chemistry, Mathematics &amp; Statistics, Physics &amp; Astronomy, and Science and Technology Studies/Natural Science, the Dean of the Faculty of Science (<em>ex officio</em>), one student member of Council, and one of the staff members elected to Council.</td>
<td>The Executive Committee will normally meet the first Tuesday of each month (September to May) from 1:30 pm - 3:00 pm in LUM 305B</td>
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<tr>
<td>Chair</td>
<td>N. Madras</td>
<td>2016 - 2017</td>
<td></td>
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<tr>
<td>Vice-Chair</td>
<td>D. Golemi-Kotra</td>
<td>2016 - 2017</td>
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<tr>
<td>Dean</td>
<td>Ex officio</td>
<td>2016 - 2017</td>
<td></td>
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<tr>
<td>Asst. Dean - SEM &amp; SEP</td>
<td>Designated</td>
<td>2016 - 2017</td>
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<tr>
<td><strong>Staff Rep</strong></td>
<td></td>
<td>2016 - 2017</td>
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<tr>
<td>Undergraduate Student Rep</td>
<td></td>
<td>2016 - 2017</td>
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<tr>
<td>Biology</td>
<td>V. Saridakis</td>
<td>2015 - 2018</td>
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<tr>
<td>Chemistry</td>
<td>R. McLaren</td>
<td>2015 - 2018</td>
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<tr>
<td>Math &amp; Stats</td>
<td>P. Gibson</td>
<td>2016 - 2019</td>
<td></td>
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<tr>
<td>STS</td>
<td>E. Hamm</td>
<td>2013 - 2016</td>
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<tr>
<td><strong>APPC</strong></td>
<td>The Academic Policy and Planning Committee shall include the Dean or designate (<em>ex officio</em>), the Master of Norman Bethune College and one member elected from each of Biology, Chemistry, Mathematics &amp; Statistics, Physics &amp; Astronomy, and Science and Technology Studies/Natural Science, one student member of Council, and one of the staff members elected to Council.</td>
<td>APPC will normally meet the last Thursday of each month (September to April) from 9:00 am - 10:30 am</td>
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<tr>
<td>AD - Faculty</td>
<td>Designated</td>
<td>2016 - 2017</td>
<td></td>
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<tr>
<td>Master - Bethune</td>
<td>Designated</td>
<td>2016 - 2017</td>
<td></td>
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<tr>
<td><strong>Undergraduate Student Rep</strong></td>
<td></td>
<td>2016 - 2017</td>
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<tr>
<td>Staff Rep</td>
<td></td>
<td>2016 - 2017</td>
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<tr>
<td>Biology</td>
<td>D. Golemi-Kotra</td>
<td>2016 - 2019</td>
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<tr>
<td>Chemistry</td>
<td>M. Yousaf</td>
<td>2016 - 2019</td>
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<tr>
<td>Math &amp; Stats</td>
<td>P. Szeptycki</td>
<td>2016 - 2019</td>
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<tr>
<td>Physics &amp; Astronomy</td>
<td>E. Hessels</td>
<td>2013 - 2016</td>
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<tr>
<td>STS</td>
<td>V. Pavri</td>
<td>2016 - 2019</td>
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# 2016 - 17 Report of Vacancies on Senate and FSc Committees

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Nominations for ratification at May 10, 2016 Council Meeting

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<th>Term To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Committee</strong></td>
<td>The Curriculum Committee shall include the Dean and an Associate Dean (ex officio), the Chair or nominee from each teaching Division or Department, three members elected by Council and two student members of Council.</td>
<td>The Curriculum Committee will normally meet every last Tuesday of each month (September to April) from 1:30 pm - 3:00 pm</td>
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<tr>
<td>Member at Large</td>
<td>J. Clark, NATS</td>
<td>2016 2019</td>
<td></td>
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<tr>
<td>Member at Large</td>
<td>N. Nivilac, Biology</td>
<td>2016 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Ex officio</td>
<td></td>
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<tr>
<td>Associate Dean - Students</td>
<td>Designated</td>
<td></td>
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</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>elected</td>
<td>2016 2017</td>
<td></td>
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<tr>
<td>(two vacancies)</td>
<td>Biology</td>
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<tr>
<td></td>
<td>P. Lakin-Thomas</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td></td>
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<td></td>
<td>P. Potvin</td>
<td></td>
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<tr>
<td>Math &amp; Stats</td>
<td>Y. Fu (Fall); M. Chen (Winter)</td>
<td></td>
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<tr>
<td>STS</td>
<td>J. Lazenby</td>
<td>2015 2018</td>
<td></td>
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</tr>
<tr>
<td>Geography</td>
<td>R. Bello</td>
<td>2013 2016</td>
<td></td>
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<tr>
<td><strong>CEAS</strong></td>
<td>The Committee on Examinations and Academic Standards shall consist of an Associate Dean (ex officio), five members elected by Council from each of Biology, Chemistry, Mathematics &amp; Statistics, Physics &amp; Astronomy and Science and Technology Studies/Natural Science, and one student member of Council. In addition to the above membership of the committee, Council shall elect an alternate member from each of the Departments specified above. The alternate member shall be the person polling the next highest number of votes to those elected to the committee from each Department. The alternate for the student member will be selected by the Science Student Caucus from one of its Members at Large. An alternate can only vote in the event that first elected members are not in attendance.</td>
<td>CEAS will normally meet every alternate Wed / Thurs from 1:00 - 3:00 pm year round.</td>
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<tr>
<td>Associate Dean - Students</td>
<td>Designated</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>Elected</td>
<td>2016 2017</td>
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<tr>
<td>Biology</td>
<td>Y. Sheng / K. Hudak</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>G. Audette / J. Rudolph</td>
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</tr>
<tr>
<td>Math &amp; Stats</td>
<td>A. Wu / J. Grigull</td>
<td></td>
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</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>B. Quine / N. Bartel</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>STS (MH Armour on Sabbatical Jan - Dec 2017)</td>
<td>MH Armour* / J. Lazenby</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## 2016 - 17 Report of Vacancies on Senate and FSc Committees

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**Nominations for ratification at May 10, 2016 Council Meeting**

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<th>Meeting time / Membership</th>
<th>Term From To</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Petitions</strong></td>
<td>The Petitions Committee shall consist of an Associate Dean <em>ex officio</em>, six members of Council, and two student members of Council. A quorum shall consist of either (a) three faculty members and one student member or (b) four faculty members.</td>
<td>The Petition's Committee has two panels. Each panel meets once a month either on Tuesday from 2:30 pm - 4:00 pm or Thursday from 11:00 am - 1:00 pm</td>
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<tr>
<td><strong>Associate Dean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate Student Rep</strong></td>
<td>elected</td>
<td></td>
<td>2016  2017</td>
</tr>
<tr>
<td><strong>Undergraduate Student Rep</strong></td>
<td>elected</td>
<td></td>
<td>2016  2017</td>
</tr>
<tr>
<td><strong>Member at Large</strong></td>
<td>N. Nivilac</td>
<td></td>
<td>2016  2019</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td>M. Scheider</td>
<td></td>
<td>2014  2017</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>R. Fournier</td>
<td></td>
<td>2016  2019</td>
</tr>
<tr>
<td><strong>Physics &amp; Astronomy</strong></td>
<td>S. Tulin</td>
<td></td>
<td>2015  2018</td>
</tr>
<tr>
<td><strong>Math &amp; Stats</strong></td>
<td>A. Wong</td>
<td></td>
<td>2015  2018</td>
</tr>
<tr>
<td><strong>STS</strong></td>
<td>D. Lungu</td>
<td></td>
<td>2016  2019</td>
</tr>
</tbody>
</table>
| **SRC T & P Committee** | The Committee on Tenure and Promotions shall consist of one currently tenured member from each of Biology, Chemistry, Mathematics & Statistics, Physics & Astronomy and Science and Technology Studies/Natural Science elected by Council, and one student member of Council. No member of the Committee shall be a member of another Tenure and Promotions Committee at any time during their tenure on this committee.  
In addition to the above membership of the committee, Council shall elect an alternate member from each of the Units mandated above. The alternate member shall be the person polling the next highest number of votes to those elected to the committee from each Department. The alternate for the student member shall be selected by the Science Student Caucus from one of its Members-at-Large on an annual basis. An alternate can only vote in the event that existing members are not in attendance. | SRC T & P Committee will normally meet the last Friday of each month (September to March) from 9:00 am - 11:00 am in LUM 305B |                  |
| **Associate Dean - Faculty** | Ex Officio                                                                                           |                                                                                          |                  |
| **Undergraduate Student Rep** | Elected                                                                                               |                                                                                          | 2016  2017       |
| **Biology**           | M. Bayfield / ALT - G. Zoidl                                                                         |                                                                                          | 2014  2017       |
| **Chemistry**          | A. Orelliana / ALT - VACANT                                                                          |                                                                                          | 2016  2019       |
| **Physics & Astronomy** | R. Lewis / ATL - P. Hall                                                                              |                                                                                          | 2015/13  2018/16 |
| **Math & Stats**       | G. Monette / ALT - S. Watson                                                                          |                                                                                          | 2016  2019       |
| **STS**                | D. Lungu / ALT - VACANT                                                                               |                                                                                          | 2016  2019       |
### 2016 - 17 Report of Vacancies on Senate and FSc Committees

**Outstanding vacancies are highlighted in red**

* Sabbatical

**Nominations for ratification at May 10, 2016 Council Meeting**

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</tr>
</thead>
<tbody>
<tr>
<td>CoTL</td>
<td>Currently, the Committee on Teaching and Learning shall consist of a minimum of two Faculty members from each department, the Associate Dean – Students, one Librarian, one staff member, one undergraduate student, and two graduate students, in addition to other members invited as provided for by the Rules. Graduate students and staff nominees will indicate their interest in serving on the committee in writing to the committee, who will then approve by majority vote.</td>
<td>CoTL normally meets every third Thursday of each month (September to May) from 1:00 pm - 2:30 pm</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Associate Dean - Students</td>
<td>Ex Officio</td>
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</tr>
<tr>
<td>Graduate Student Rep (two vacancies)</td>
<td>Elected</td>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>Elected</td>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Steacie Librarian</td>
<td>designated</td>
<td></td>
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<tr>
<td>IT Rep (D. Keramidas)</td>
<td>designated</td>
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<tr>
<td>Teaching Commons Rep</td>
<td>Y. Su</td>
<td></td>
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<tr>
<td>Staff Representative</td>
<td>Elected</td>
<td></td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Biology</td>
<td>T. Kelly</td>
<td>2014</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>D. Bazely</td>
<td>2014</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>C. Bucking</td>
<td>2014</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>D. Jackson</td>
<td>2013</td>
<td>2016</td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>J. Chen</td>
<td>2015</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>S. Bhadra</td>
<td>2015</td>
<td>2018</td>
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<td>Physics &amp; Astronomy</td>
<td>A. Kumarakrishnan</td>
<td>2015</td>
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<td>Math &amp; Stats</td>
<td>W. Liu</td>
<td>2015</td>
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<td>STS</td>
<td>D. Lungu</td>
<td>2014</td>
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<tr>
<td>STS</td>
<td>V. Pavri</td>
<td>2015</td>
<td>2018</td>
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### Committee

<table>
<thead>
<tr>
<th>Committee</th>
<th>Rules of Faculty Council - membership</th>
<th>Meeting time / Membership</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Awards</td>
<td>The Committee on Research and Awards shall consist of one member elected by Council from each of Biology, Chemistry, Mathematics and Statistics, Science and Technology Studies/Natural Science, and Physics and Astronomy, one student member of Council and an Associate Dean (ex officio) who will serve as the Chair. Ex Officio</td>
<td>The Research &amp; Awards Committee will meet when grants and awards need to be adjudicated.</td>
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</tbody>
</table>
|                    | **Undergraduate Student Rep**  
|                    | **Elected**  
| Biology            | B. Stutchbury  
| Chemistry          | P. Johnson  
| Physics & Astronomy| C. Bergevin  
| Math & Stats       | I. Farah  
| STS                | R. Metcalfe | 2016 - 17 | 2016 - 2017 |

### Appeals

The Appeals Committee for the purpose of hearing student appeals shall consist of four elected faculty members from Science units, an Associate Dean (ex officio) and two student members of Council. A quorum shall consist of either (a) two faculty members and one student member or (b) three faculty members.

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<thead>
<tr>
<th>Undergraduate Student Rep</th>
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<tr>
<td>Member at Large</td>
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<tr>
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<td>Physics &amp; Astronomy</td>
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<td>STS</td>
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Meeting is held once a month and times are polled by the Committee Secretary.

### Committee Membership

- **Research & Awards**
  - **Biology**: B. Stutchbury 2014-2017
  - **Chemistry**: P. Johnson 2016-2019
  - **Physics & Astronomy**: C. Bergevin 2015-2018
  - **Math & Stats**: I. Farah 2016-2019
  - **STS**: R. Metcalfe 2015-2018

- **Appeals**
  - **Biology**: D. Bazely 2014-2017
  - **Physics & Astronomy**: M. Johnson 2015-2018
  - **Math & Stats**: A. Pietrowski 2015-2018
  - **STS**: R. Metcalfe 2015-2018
### NEW COURSE PROPOSAL FORM

<table>
<thead>
<tr>
<th>Faculty:</th>
<th>Indicate all relevant Faculty(ies)</th>
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<tr>
<td></td>
<td>Faculty of Science</td>
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<table>
<thead>
<tr>
<th>Department:</th>
<th>Indicate department and course prefix (e.g. Languages, GER)</th>
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<tr>
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<td>Bethune College (BC)</td>
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<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Special Topics courses Include variance (e.g. HUMA 3000C 6.0, Variance is &quot;C&quot;)</th>
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<tbody>
<tr>
<td>BC 3020 3.0</td>
<td>Var:</td>
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<tr>
<th>Academic Credit Weight:</th>
<th>Indicate both the fee, and MTCU weight if different from academic weight (e.g. AC=6, FEE=8, MET=6)</th>
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<table>
<thead>
<tr>
<th>Course Title:</th>
<th>The official name of the course as it will appear in the Undergraduate Calendar and on the Repository</th>
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<tr>
<td></td>
<td>The Role of Peer Leaders in Sexual Violence Prevention</td>
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<table>
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<tr>
<th>Short Title:</th>
<th>Appears on any documents where space is limited - e.g. transcripts and lecture schedules - maximum 40 characters</th>
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<tbody>
<tr>
<td>The Role of Peer Leaders in Sexual Violence Prevention</td>
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</table>

With every new course proposal it is the Department’s responsibility to ensure that new courses do not overlap with existing courses in other units. If similarities exist, consultation with the respective departments is necessary to determine degree credit exclusions and/or cross-listed courses.
This course allows students to develop their peer leadership skills with a focus on creating safer communities and healthier environments. The major project focuses on experiential education, with students completing a violence prevention project to engage with their peers beyond the course. Through this course, students will develop their skills as leaders in the community and help to make our campus safer for all.

Note: this course does not count for science credits

Prerequisite: BC 3010.03 or Permission of the Instructor
Expanded Course Description:
Please provide a detailed course description, including topics / theories and learning objectives, as it will appear in supplemental calendars.

Violence - including sexual assault, harassment, transphobic violence, and stalking - is an ongoing reality on every campus. In response, this course will train student leaders to become active bystanders. Students will analyze current scholarship on violence prevention and evaluate established programs, including active bystander training. Students will then complete an active bystander training program and be evaluated on their application of these skills. Students will be expected to develop their analysis of individual, structural, institutional, and ideational aspects of sexual violence. Topics include sexual assault, consent, active bystanding, disclosure, and environmental safety audits. Theories studied include social diffusion and innovation, popular education, and anti-oppression. For their major project, students will go beyond simply analyzing the issues and participate in a collective anti-violence action project on campus. Through experiential learning, students become actively involved in creating safer communities and more productive learning environments.

Learning Objectives:
- Take a leadership role on campus around sexual violence prevention
- Develop knowledge about sexual assault, consent and active bystanding
  - Apply this knowledge to real-life situations
  - Complete active bystander training
  - Explore how scientists and medical professionals, including the doctors, nurse practitioners, psychiatrists, forensic investigators, neuroscientists, trauma specialists, educators and other public health professionals play a key role in responding to sexual violence
  - Investigate how the skills learned in this course can be applied to their professional and personal lives beyond the university
- Conduct an action project to educate peers
- Enhance critical thinking, writing, and presentation skills
Course Design: 
Indicate how the course design supports students in achieving the learning objectives. For example, in the absence of scheduled contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged? Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components. Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.

The course consists of 3 contact hours per week. The majority of class time will be spent actively learning in small groups and through activities to develop knowledge, critical analysis and presentation skills. Students will be responsible for posting weekly reading journal entries to enrich our in class discussions. Class time will also be allocated for working on the action project, with one class reserved to conduct actions on campus. This course is designed using engaged pedagogy which begins with student knowledge and experience in order to make topics relevant.

For their major project, students will go beyond simply analyzing the issues and conduct an action project on campus that is relevant and 'speaks to students in their own language' (please see the attached syllabus for a detailed description of the assignment). I have been using the action project assignment in my courses for the past eight years. I started assigning it in response to student feedback that they were overwhelmed by the violence they were learning about in my courses, as well as the violence they were experiencing outside the classroom. They felt disempowered and didn’t see the value of learning about these issues if we weren’t going to do anything about them. Rather than having students write another essay about the problem, I created the action project assignment so that students could move from analysis to action, thereby developing their leadership skills and learning how to make change.

It is clear from student feedback that the action project provides them with a practical way to initiate change, something that is unique from their other courses.

This action project inspired me to consider and engage in unconventional methods of learning at York University. It presented itself as an outlet to explore new forms of education. It encouraged us to ask questions, respond, and take action. We quickly learned that York was an institution where we engaged in academic dialogues about the world’s issues, yet many times failed to recognize that these same 'issues' were present within the university environment where we came to 'learn' every day. The action project helped me develop and ask questions that I may not have otherwise asked, and created an opportunity for me to work with a team to learn outside of the classroom and also evaluate our efforts towards change. (Fatima Khan, York University, ENVS 4320, Winter 2012)

Most importantly, this course impacts students’ attitudes and behaviours, extending to the students they interact with in the larger York community. As the research shows, changing attitudes and behaviours is key to eradicating sexual violence.
Instruction:
1. Planned frequency of offering and number of sections anticipated (every year, alternate years, etc.).
2. Number of department members currently competent to teach the course.
3. Instructor(s) likely to teach the course in the coming year.
4. An indication of the number of contact hours (defined in terms of hours, weeks, etc.) involved, in order to indicate whether an effective length of term is being maintained OR in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

1) The goal would be to offer this course every year. If there is enough interest, we may be able to offer additional sections and/or run the course in the summer.

2) 0

3) Dr. Krista Hunt

4) This course would run for 12 weeks. There would be a weekly 3 hour class in addition to office hours. For the action project, students may choose to conduct this outside of class time.
**Evaluation:**

A detailed percentage breakdown of the basis of evaluation in the proposed course must be provided. If the course is to be integrated, the additional requirements for graduate students are to be listed. If the course is amenable to technologically mediated forms of delivery please identify how the integrity of learning evaluation will be maintained. (e.g. will "on-site" examinations be required, etc.)

**Reading Journal: 20%
Weekly analysis of assigned readings**

**Action Plan: 15%
Proposal detailing the action project and your work plan**

**Training Evaluation: 15%
Completion of active bystander training program and evaluation of skills demonstrated in scenarios/role play**

**Action Project Report: 40%
Critical analysis of your action project based on specific criteria detailed in the syllabus**

**Participation: 10%
Attendance, participation and weekly reading responses**

**Bibliography:**

A READING LIST MUST BE INCLUDED FOR ALL NEW COURSES

The Library has requested that the reading list contain complete bibliographical information, such as full name of author, title, year of publication, etc., and that you distinguish between required and suggested readings. A statement is required from the bibliographer responsible for the discipline to indicate whether resources are adequate to support the course. Also please list any online resources. If the course is to be integrated (graduate/undergraduate), a list of the additional readings to be required of graduate students must be included. If no additional readings are to be required, a rationale should be supplied.

**Training Materials**

Green Dot. *Green Dot Active Bystander Training Program.*

[https://www.livethegreendot.com](https://www.livethegreendot.com)


Ontario Coalition of Rape Crisis Centres. *Draw the Line Campaign.*

[http://www.draw-the-line.ca](http://www.draw-the-line.ca)


Scholarly Publications


** These are all required readings.
Other Resources: A statement regarding the adequacy of physical resources (equipment, space, etc.) must be appended. If other resources will be required to mount this course, please explain.

COURSES WILL NOT BE APPROVED UNLESS IT IS CLEAR THAT ADEQUATE RESOURCES ARE AVAILABLE TO SUPPORT IT.

The Course Directorship for this position will be secured centrally (externally funded). All this course requires is a room that has furniture that can be rearranged to accommodate small group work. Standard AV is also required.
Course Rationale:
The following points should be addressed in the rationale:
How the course contributes to the learning objectives of the program/degree.
The relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content. If inter-Faculty overlap exists, some indication of consultation with the Faculty affected should be given.
The expected enrollment in the course.

The Centre for Human Rights wants to offer a course for its peer leaders but doesn't have the authority to create such a course. It has approached Bethune College to host the course.

Bethune College has developed a number of college courses on peer leadership and this course fits within that framework with a specific focus on the issue of sexual violence. In its unique status as a college course, this course can be taken by students in many faculties and disciplines.

In terms of the Faculty of Science, this course serves to challenge the chilly climate on campus and in classrooms that negatively impacts the goal of gender parity within the sciences. Since women make up 30% of the world’s scientists, with even fewer in high level decision-making positions, it especially important for them to gain education and experience in leadership and decision-making. It is equally important to encourage men to be leaders in working toward gender equality. Finally, this course contributes to the commitment to excellence and innovation in teaching within the Faculty of Science.

In addition to contributing to the learning objectives of the faculty, it fits squarely within the five strategic priorities of the university, including student success and community engagement. It also directly responds to the university’s urgent call for sexual assault prevention education and provides an academic model for doing this that very few universities in North America have adopted. York would be on the cutting edge of this new pedagogy. By offering this course, we create an opportunity to use innovative teaching strategies to actively engage community members. It is unique in that it would become the only course at the university that focuses primarily on sexual violence, and it does so through experiential learning. With this course, insecurity on campus can become a ‘teachable moment’ where students take leadership and learn invaluable skills at becoming active and engaged citizens.

The expected enrollment in the course would be 50 students.
Faculty and Department Approval for Cross-listings:
If the course is to be cross-listed with another department, this section needs to be signed by all parties. In some cases there may be more than two signatures required (i.e. Mathematics, Women's Studies). In the majority of the cases either the Undergraduate Director or Chair of a unit approves the agreement to cross-list. All relevant signatures must be obtained prior to submission to the Faculty curriculum committee.

<table>
<thead>
<tr>
<th>Dept:</th>
<th>Signature (Authorizing cross-listing)</th>
<th>Department</th>
<th>Date</th>
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Accessible format can be provided upon request.
Memo

To: Krista Hunt, Centre for Human Rights
From: Thumeka Mgwigwi, Scott Research and Collections
Date: 30 March 2016
Subject: Library Statement for BC 3010: Sexual Violence on Campus: Strategies for Change

I have reviewed the course proposal material for Sexual Violence on Campus: Strategies for Change. I am happy to report that York University Libraries will be able to support this course. All but one of the titles in the bibliography are already held at York in both print and electronic format and the title not held at York has been ordered. A quick search of the York Libraries resources revealed more sources related to campus sexual violence; campus sexual assault; consent and sexual rights, etc. These resources include both journals and monographs in print and electronic format.

For further research, students can use the online catalogue and periodical indexes like Women’s Studies International, Criminal Justice Abstracts, Sociological Abstracts, to name a few. More resources can be found on the Women’s Studies, Sociology and Criminology research guides found here:

http://researchguides.library.yorku.ca/GSW
http://researchguides.library.yorku.ca/sociology
http://researchguides.library.yorku.ca/criminology

Students also have access to the Resource Sharing Department to request materials not held at York Libraries.
Fall 2016-2017

Course Syllabus
BC 3020 “The Role of Peer Leaders in Sexual Violence Prevention”

Course Director: Dr. Krista Hunt

Violence - including sexual assault, harassment, transphobic violence, and stalking - is an ongoing reality on every campus. In response, this course will train student leaders to become active bystanders. Students will analyze current scholarship on violence prevention and evaluate established programs, including active bystander training. Students will then complete an active bystander training program and be evaluated on their application of these skills. Students will be expected to develop their analysis of individual, structural, institutional, and ideational aspects of sexual violence. Topics include sexual assault, consent, active bystanding, disclosure, and environmental safety audits. Theories studied include social diffusion and innovation, popular education, and anti-oppression. For their major project, students will go beyond simply analyzing the issues and participate in a collective anti-violence action project on campus. Through experiential learning, students become actively involved in creating safer communities and more productive learning environments.

Learning Objectives:

- Take a leadership role on campus around sexual violence prevention
- Develop knowledge about sexual assault, consent and active bystanding
- Apply this knowledge to real-life situations
- Complete active bystander training
- Explore how scientists and medical professionals, including the doctors, nurse practitioners, psychiatrists, forensic investigators, neuroscientists, trauma specialists, educators and other public health professionals play a key role in responding to sexual violence
- Investigate how the skills learned in this course can be applied to their professional and personal lives beyond the university
- Conduct an action project to educate peers
- Enhance critical thinking, writing, and presentation skills
## Evaluation

<table>
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<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Reading Journal</td>
<td>Weekly analysis of assigned readings</td>
<td>20%</td>
</tr>
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<td>Action Project Report</td>
<td>Critical analysis of your action project based on specific criteria detailed in the syllabus</td>
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</tr>
<tr>
<td>Participation</td>
<td>Attendance, participation and weekly reading responses</td>
<td>10%</td>
</tr>
</tbody>
</table>

*** All assignments are evaluated based on quality of critical analysis and ability to communicate this effectively and convincingly. See rubrics for specific details about assignment grades and expectations (available on course website). Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

### READING JOURNAL

Students will be expected to post reading responses each week before class. Late entries will not be evaluated. Your submission will only count towards your participation mark if you are also in class to discuss it (you must attend class for this to count). I will be evaluating your submissions at the end of the term. There is no way to submit these late/make up missed work.

In terms of the content of the responses, you will be posing an analytical question (why, how, so what, now what...) based on the readings. You need to explicitly reference the reading(s). This may include citing the author, the article, a direct quotation or a paraphrase. **THE POINT IS TO DEMONSTRATE THAT YOU DID THE READINGS AND ARE THINKING CRITICALLY.** Here is an example of a suitable response:
Andrea Smith discusses the three pillars of white supremacy: slavery/capitalism, orientalism/war, and genocide/colonialism [CONCEPTS]. Her thesis is that if people of colour are to effectively organize for change, then we cannot just focus on our similarities while ignoring the ways we are complicit in the oppression of each other [ARGUMENT]. How does this play out with respect to immigrants settling on indigenous land [Question]?

**TRAINING EVALUATION**

Students will be trained in class on active bystanding. As part of this, you will complete an online module as preparation for the training. You will also be expected to come up with a relevant scenario to be used in class to practice intervening. You will be graded on the variety of approaches that you employ, as well as your feedback to the other participants.

**ACTION PLAN**

For this project, you must choose an aspect of sexual violence prevention to work on:

1) Consent education - what, why, when, who, how
   - research campaigns
   - get/make materials
   - communication plan
   - engaging students

2) Safety Audit of Campus - assessing the environment
   - use the METRAC audit to analyze the safety of the campus
   - conduct audit
   - communicate findings

3) University Policy - lobbying for change
   - safety audit actions
   - developing new material (like Sexual assault brochure)
   - letter writing
   - meeting with decision makers

Devise a strategy to raise awareness and get other students involved in addressing violence on campus. Students need to know what the issue is (WHAT?), why it matters (SO WHAT?) and what you want them to do about it (NOW WHAT?). Think about what strategies have worked for you when people have tried to get you involved in a political cause or conversation? If you run in the other direction when people are handing out pamphlets, for example, then maybe that isn’t the best action plan to initiate.
Remember: This **IS NOT** a research project where you are collecting data; no interviews, surveys, or other research instruments are to be used, as doing so would violate the university’s research ethics standards. This **IS** an action project where you will be providing ways to get students actively involved.

Organize your plan as follows. Be sure to answer all the questions in paragraph form.

**What:** What issue(s) are you trying to address? What are your goals?

**So What:** Who does this affect and why does it matter? What can you do to address this situation? How are you located in this power dynamic? What do you anticipate as obstacles to making change? What assumptions are you making about how change happens?

**Now What:** What is your plan for action? Is it an individual or collective action? Who needs to be involved for this to be effective (allies)? Does this action challenge interlocking systems of oppression? Does this action reinforce oppression in any way? How will this action meet your goals?

Note: Do not perform actions that reinforce stereotypes in any way. Avoid harm to yourself or others. The action must be non-violent and legal.

Examples of Possible Actions:

- Rallies/demonstations
- Letter writing campaign (politicians, newspapers, people in positions of power)
- Film screenings
- Discussions/guest speakers/workshops
- Social media campaigns
- Safety Audits
- Handing out/publicizing information

Length: 2-3 double-spaced pages

**ACTION PROJECT REPORT**

**Intro:** Briefly introduce the What, So What, Now What of your action plan, and what you plan to argue about how change happens.

**What:** What did you do? How is it connected to the topic of your research paper and how did you apply what you learned to your plan of action? What happened?
So What: How did things change from the action plan? Did you meet your goals? How did you respond to any obstacles or challenges that you may have faced? To what extent have your views on change been modified, challenged or reinforced by this project (refer to your response in the action plan)? What key lessons have you learned about making change?

Now What: What will (would) you do differently next time? What advice would you give to other students conducting an action? How could you build on this action? Provide an updated action plan based on your experiences.

***Be sure to make connections between your own theorizing about your action and the ideas raised in the readings, course discussions and scholarly research (including proper citations).

Length: 8-10 double-spaced pages

Evaluation: Students will not be evaluated on how successful they were in making change (i.e. did it work), but rather on their thoughtful planning, implementation and reflection about their chosen action. In other words, the focus is on process and reflection, rather than outcome.

PARTICIPATION
The pedagogical approach to this class requires students to actively participate each week. By taking this course, students agree to:

- attend all classes
- come to class on time
- come prepared to discuss questions and insights about the reading material
- participate regularly and thoughtfully in-class
- be respectful and engaged with the thoughts and ideas of classmates (don’t create distractions)
- balance speaking with active listening
- contribute to an open and productive learning environment

As a group, we will also be adding to these expectations about classroom participation. Your participation grade will be based on my assessment of these criteria over the length of the course.

WEEKLY TOPICS

Week 1 Introduction to Course
Week 2  Violence Against Women - Part 1

Delegate actions


Week 3  Violence Against Women - Part 2

Action Plan due


Week 4  Intersections of Violence (LOP)


Week 5  Consent and Sexual Assault


**Week 6**  
**Rape Culture**


*Film in class: Date Rape Backlash: Media and the Denial of Rape*

**Week 7**  
**Taking action: Active Bystanders**

**In Class: Active Bystander Training**


Green Dot. *Green Dot Active Bystander Training Program.*  
[https://www.livethegreendot.com](https://www.livethegreendot.com)


**Week 8**  
**Safety Audit**

**Conduct Safety Audit**


**Week 9**  
**Safety Panel with Administrators**

**Come with your questions and recommendations for addressing violence on campus.**

**Week 10**  
**Institutional Responses to Violence on Campus**


*Film in class: The Hunting Ground*

**Week 11**  
**Anti-Violence Initiatives**

**Papers Due**


**Week 12**  
**Debrief actions and Wrap up**

The Senate of York University
Synopsis
The 625th Meeting of Senate held on Thursday, April 28, 2016

Remarks

The Chair of Senate, Professor George Comninel, advised that the Executive Committee continues to seek expressions of interest in Senate committee membership and other positions elected by Senate.

In the absence of the President, Dr Mamdouh Shoukri, Provost Rhonda Lenton

• described the academic priorities supported by This Is Impact: The Campaign for York University
• commented on the formal launch of the Bergeron Centre for Engineering Excellence and the opening of the Lillian Meighen Wright Centre and EcoCampus in Costa Rica
• provided an update on the timelines for submitting proposals under the federal government’s Post-Secondary Institutions Strategic Investment Fund, and pointed to proposals under consideration at the University that are consistent with the criterion of achievable completion by 2018
• announced the individuals who will receive honorary degrees at Spring Convocation ceremonies
• responded to questions about the new model for graduate student funding

The President’s monthly “Kudos Report” can be accessed from the agenda package.

Senate Advisory Statement to the Presidential Search Committee

Senate approved an Advisory Statement to the Presidential Search Committee. The Statement was based on input received by the Executive Committee from Senators, Senate committees and Faculty Councils.

Notice of Motion to Establish of a Bachelor of Commerce (BCom) Degree Type

Academic Standards, Curriculum and Pedagogy gave notice of its intention to recommend approval of a Bachelor of Commerce degree type. ASCP is also poised to recommend a renaming of the Bachelor of Administrative Studies degree program to Bachelor of Commerce.

Markham Centre Campus Planning Update

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Lenton and Vice-President Finance and Administration Gary Brewer responded to questions arising from a report to APPRC and Senate in February on planning for the new campus at Markham Centre. Planning for the Markham Centre site will be a
The Senate of York University

Synopsis

standing item on the agenda of APPRC, which will report regularly to Senate on developments.

Discussion of Academic Freedom and Freedom of Expression

In a wide-ranging discussion, Senators shared their perspectives on contemporary issues associated with academic freedom and freedom of expression on university campuses.

Approvals

Senate approved a recommendation of the Academic Standards, Curriculum and Pedagogy Committee to change the degree requirements and admission requirements for the International Business Law Specialization, Professional LLM, Osgoode Hall Law School / Faculty of Graduate Studies.

Committee Information Reports

Senators joined the Chair of the Awards Committee, Professor Robert Kenedy, in congratulating recipients of the President’s University-Wide Teaching Awards for 2016, all of whom instruct in the Faculty of Liberal Arts and Professional Studies:

- Senior Full-Time Faculty Member:  R. Darren Gobert, English
- Full-Time Faculty Member:  Kabita Chakraborty, Humanities shared with María L. Figueredo, Languages, Literatures and Linguistics
- Contract / Adjunct Faculty Member:  Krista Hunt, Gender, Sexuality and Women’s Studies
- Teaching Assistant:  Matthew J.P. Strang, Sociology

The Awards Committee also reported on new awards approved in the calendar year 2015 and graduate student awards disbursements in 2014-2015.

ASCP reported that it had approved minor modifications for the following:

- Education
  - establishment of academic penalty legislation for BA degrees within the Faculty of Education, mirroring the legislation for BA degrees in LA&PS, Health and Science

- Graduate Studies
  - minor changes to requirements for the MSc and PhD programs in Biology
The Senate of York University

Synopsis

• a new rubric of MSTM for the Master of Management degree program

Lassonde School of Engineering

• minor changes to the core requirements for all BEng programs
• minor changes to the specific requirements for the BEng program in Civil Engineering
• minor changes to the specific requirements for the BEng program in Mechanical Engineering

Please refer to the full Senate agenda posted online for details about these items.


Senate’s next meeting will be held at 3:00 p.m. on Thursday, May 26, 2016.