

Festival for multicultural events

By STEVE STRIBBELL

Walking through Central Square during the past two weeks it would have been difficult to miss the variety of displays and activities presented there by 13 of York's cultural clubs during the CYSF-sponsored Multicultural Festival.

This was an entirely new venture by the student federation, and according to Director of Social and Cultural Affairs Reya Ali, it is the starting point for what he hopes will be an annual event.

"It was meant to be an educational experience for York students, one that would also give exposure to the different groups that currently function here," Ali said.

The event cost the CYSF \$8,000 and has been on the drawing board since last July. Ali has spent all of his free time since November 11 ensuring the festival runs smoothly.

The festival consisted of a variety of activities, including displays in Central Square, speakers in Winters College, films, a variety night, and an 'International Dinner.' Overall response to the festival was good, except for some speakers, who drew only small audiences.

"This project was developed in mind of the growing diversity of York's student community," a CYSF newsletter read, "to prevent tensions

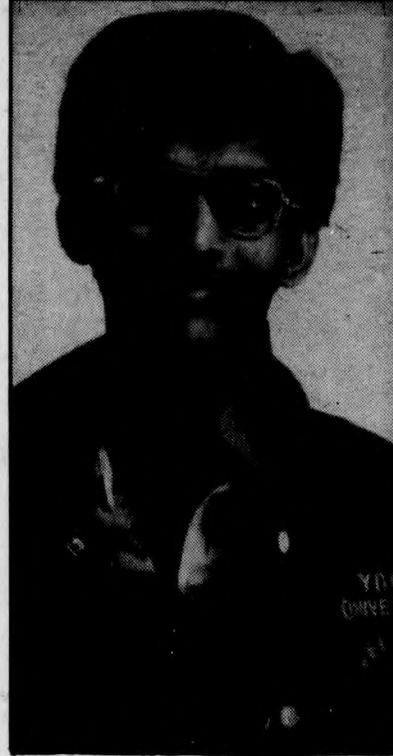


Croatian dancers, dressed in their traditional costumes, perform for onlookers in a Central Square bearpit as part of Multicultural Festival.

from developing and lessen those that have arisen. This event will give the groups a chance to communicate with each other and establish, if not a harmonious student community,

one that will by this event show themselves to be capable of working together."

The festival ended last night with the



Director of Social and Cultural Affairs Reya Ali watched over festival's events.

Variety Night and International Dinner which included dance troupes, performers, and cuisine from 12 different countries.

Alcohol abuses

By ADAM BRYANT

The federal government is spending approximately \$1.3 million on advertising this year that urges students to stop drinking alcohol, said Health and Welfare Canada communications officer Rachel Ladouceur.

The print advertisements display a young person engaged in physical activity, with "Take Action on Overdrinking" as the caption. A quotation from the person about the uselessness of drinking too much alcohol appears below the picture.

The bulk of the money is, however, being spent on television ads.

The Health and Welfare "dialogue on drinking" campaign was initially targeted at 25-49 year olds, when it began in 1976, but has since changed its focus to 15-29 year olds, because of a Statistics Canada study showing the latter group to be more vulnerable to alcohol abuse.

This campaign against alcohol abuse has to face the stiff competition from Canadian breweries who, by Ladouceur's estimates, will spend about \$200 million this year on TV ads alone, encouraging young people to drink their products.

—The Cord Weekly
Wilfred Laurier University

POLICY AND PROCEDURES FOR ASSESSING THE IMPACT OF STRIKES ON THE INTEGRITY OF ACADEMIC COURSES AND FOR TAKING REMEDIAL ACTION

APPROVED BY SENATE NOVEMBER 14, 1984

I. Preamble

On April 22, 1982 Senate approved a policy for dealing with the academic consequences of strikes of short duration. At its meeting of October 25, 1984, Senate instructed the Senate Executive Committee:

"to assess the academic implications and consequences of recent/current strike action and on the basis of its assessment to recommend at the next meeting of Senate appropriate strategies for safeguarding the academic interests of the University in the future."

In carrying out this mandate, the Senate Executive Committee has come to the conclusion that the combined effects of the YUSA and CUEW strikes go beyond those which gave rise to, and were addressed by, the 1982 policy on strikes of short duration. It is the opinion of the Senate Executive Committee, therefore, that the 1982 policy should be deemed inapplicable to the present situation. The spirit of the 1982 policy, and many of its specifics, continue to provide valid points of reference.

II. Principles Informing the Proposed Policy

The 1982 policy was, as CEAS reported at the time, informed by the dual principles of the fair treatment of students and the integrity of academic programmes. To these principles the Senate Executive Committee would add a third: that of trust in faculty members and students to demonstrate good judgement, responsibility, flexibility, and goodwill in attempting to come to terms with what is admittedly a complicated and trying situation.

III. Guidelines on Academic Rights and Responsibilities of Faculty Members and Students affected by the YUSA and/or CUEW Strike(s):

1. Students who have missed class or have failed to hand in work because of their decision not to cross picket lines are not subject to penalties for absence or lateness.
2. The immunity from these administrative academic penalties affords in most cases only an extension of a deadline; except where otherwise provided, it does not alter the academic requirements for a course, nor does it relieve the student of responsibility for mastering course work covered during the strike. Students should be given appropriate time to prepare for assignments or tests.
3. In cases where students were prevented from attending class or from conforming with course requirements, alternative arrangements must be made which recognize the two principles of fairness to students and the academic integrity of courses.
4. Students absent from classes held during a strike should receive reasonable alternative access to material covered.
5. These guidelines are not exhaustive, nor do they limit steps which faculty members may take to ensure that students are treated fairly. Instructors and students are encouraged to discuss procedures applicable to their courses with a view towards finding a solution adequate to the particular situation.
6. Students who are not satisfied with the resolution proposed for one or more of their courses may communicate

with the department chairperson, the Dean of the Faculty, or with Senate CEAS.

7. Any complaints so received will be referred in the first instance to the departmental chairperson. If a student is still not satisfied with the decision taken at the departmental level, s/he may appeal to the Faculty committee charged with overseeing academic standards, and, ultimately, to Senate CEAS.

8. Faculties may wish to develop more specific directives based on these guidelines. Faculty-specific guidelines should be circulated broadly, so that all affected are aware of them, and a copy should be sent to Senate CEAS, which will be the final arbiter of disputes.

IV. Ensuring the Academic Integrity of Courses

The recent strikes have affected courses in many different ways. For those courses unaffected or minimally affected, the Guidelines on Academic Rights and Responsibilities may suffice in helping instructors and students cope with unexpected situations. For other courses, however, make-up sessions will be necessary in order to preserve academic standards. Individual instructors are in the best situation to determine, in the first instance, the extent to which their courses have been affected. In doing so, they should take into consideration the criteria listed in Part V below. Notwithstanding the principle that individual instructors should undertake course-by-course assessments of their offerings, and despite the necessity of considering a variety of criteria, one overriding criterion stands out: the amount of instructional time lost.

V. Criteria to be Considered in Assessing the Impact of the Strikes on Academic Standards

- A. Availability and Participation of Course Members
 1. students (including "critical mass" in seminars)
 2. instructors
 - a. lecturer(s)
 - b. tutorial leader(s)
 - c. course directors
 - d. instructors of parallel sections in multi-section courses
 - e. laboratory demonstrators/writing workshop assistants
- B. Availability of Physical and Instructional Resources
 1. instructional venues (classroom, library, laboratory)
 2. "hardware" (projectors, tape recorders, computers) or other equipment or supplies
 3. "software" (dittos, films, tapes, programmes, books, periodicals)
- C. Disruption of the Pedagogical Process
 1. nature and extent of participation in interactive courses
 2. disruption in timing or sequence of tests, assignments, readings
 3. synchronization between parallel sections, or between lectures and tutorials, in multi-section courses
- D. Duration of Interruption
 1. time lost in context of entire course (proportion of total contact hours lost)
 2. where in term or year interruption takes place (early, middle, late)
- E. By applying these criteria as appropriate in a given

circumstance, it should be possible to come to one of four basic conclusions about the impact of a strike on an individual course or set of similar courses:

1. (relatively) unaffected: no remedial action needed;
2. minimally affected: minor remedial action by instructor(s) suffices (for example, rescheduling of tests or assignments, reorganization of topics, individualized advising or tutoring);
3. substantially affected: in addition to remedial actions covered in 2, major remedial action is required, primarily in the form of formally-scheduled additional class sessions and possible extension of the term for the course with concomitant changes in examination scheduling.
4. irredeemably affected: the effects of the interruption are so severe that no amount of remedial work can bring the course to an acceptable academic standard. Senate would declare the course ineligible for credit, in effect cancelling it.

F. Where two or more weeks of instructional time in a full-year course or one or more weeks in a half course are lost due to strikes, the course will be deemed to require an extension of its teaching term, with concomitant changes in examination scheduling where appropriate, in order to safeguard its academic integrity.

VI. Procedures for Assessing the Effect of Strikes on the Academic Integrity of Courses and for Taking Remedial Action

A. By November 23, 1984, individual instructors should assess the status of their courses, using the criteria listed above, and announce to their classes their plan for remedial action if any.

B. Chairpersons and Deans, in their capacities as officers of Senate, should work collegially with course instructors to assist them in this assessment and planning.

C. Students who are not satisfied with the remedial actions proposed or undertaken in one or more of their courses may communicate with their instructor, the department chairperson, the Dean of the Faculty, or with Senate CEAS.

D. Any complaints so received will be referred in the first instance to the departmental chairperson. If a student is still not satisfied with the decision taken at the departmental level, s/he may appeal to the Faculty committee charged with overseeing academic standards, and, ultimately, to Senate CEAS.

E. Faculties may wish to develop more specific directives in response to these guidelines. Faculty-specific guidelines should be circulated broadly, so that all affected are aware of them, and a copy should be sent to Senate CEAS.

F. For the 1984-1985 Fall/Winter session only, Senate delegates to the Faculty Councils the power to make such changes in academic regulations as are necessary as a result of disruptions to normal academic process. Changes to regulations made by Faculty Councils under this authority must be reported to the Secretary of Senate as soon as possible:

V.V. Murray
Chairman