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YORK UNIVERSITY
RULES FOR SENATE

1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE

1.1.   The Senate is responsible for the academic policy of the University and may recommend to the Board the establishment of Faculties, Schools, Institutes and Departments, and the establishment of Chairs, and may establish Councils in the Faculties, Schools or Institutes established, and may enact by laws, rules and regulations for the conduct of its affairs, and without limiting the generality of the foregoing, has power

   a.   to consult with the Board and to make recommendations as to the appointment of the Chancellor and President

   b.   to determine and regulate the standards for the admission of students to the University, the contents and curricula of all courses of study, and the requirements for graduation

   c.   to conduct examinations and appoint examiners

   d.   to deal with matters arising in connection with the award of fellowships, scholarships, medals, prizes and other awards for academic achievement

   e.   to confer the degree of Bachelor, Master and Doctor and all other degrees, diplomas and certificates in all branches of learning that may appropriately be conferred by a university

   f.   after consultation with the Board, to confer honorary degrees.

   (York University Act, Legislature of Ontario, 1965, c. 143, s.12)

1.2.   Senate has a responsibility to conduct its business and carry forward its mandate of academic governance as described in the York Act.

1.3.   The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles:

   a.   Senate shall provide Senators with due notice of matters to be decided at a meeting.

   b.   Senate is open to the University community unless it duly resolves to move into closed session.

   c.   Senators have a duty to attend meetings of the Senate and to vote on resolutions which come before the Senate. In so doing, Senators have an obligation to act with civility and decorum.

   d.   Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made.

e. Unless specifically indicated otherwise, Senate shall make its decisions on the basis of a simple majority of those Senators present and voting at a duly constituted meeting.

f. All Senators have the same rights and obligations under Senates rules.

1.4. The Chair of Senate shall enforce the rules in the spirit of these principles and, in so doing, will act fairly and impartially. [June 28, 2001]

Matters Not Covered by These Rules

1.5. These rules are inspired by the parliamentary traditions of Canada and other democratic jurisdictions and reflect these traditions as interpreted by recognized authorities.

1.6. These rules are intended to be comprehensive. When an issue not foreseen by these rules arises, the Chair, in keeping with the principles outlined in the preamble, shall make a ruling or consult with Senate Executive. The Chair shall report at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.

2. MEMBERSHIP OF SENATE

2.1 Senate membership is established in accordance with section 12 of the York University Act. The current membership is set out in Appendix A.

Election, Term of Office and Duties of Chair and Vice-Chair

2.2. The Chair shall be elected by Senate to serve for a period of eighteen months. The Vice-Chair is elected by Senate and serves for a period of eighteen months and succeeds the Chair for eighteen months. [March 27, 2003]

Duties of the Chair

2.3. The Chair of Senate is responsible for giving leadership to the Senate in the pursuit of its mandate. Without limiting the generality of the foregoing, the Chair presides at all meetings of Senate, ensures order is preserved at meetings, acts as the official spokesperson for Senate, chairs the Executive Committee of Senate, and ensures that Senate and its committees operate in conformity with the rules enacted by Senate. [May 22, 1986]

Duties of the Vice-Chair

2.4. The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice- chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the

Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings. [June 26, 1969 May 22, 1986]

Secretary of Senate

2.5.   The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate's records. The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other documents which the Senate may direct, and all copies which may be required of any such document, prepares and countersigns all official documents, and generally discharges such other duties as may be assigned ~~to him/her~~ by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986 February 25, 2016]

Eligibility for the Election of Faculty Members

2.6.   All full-time and contract faculty members are eligible for membership on Senate. [October 27, 1994]

Election of Student Senators

2.7.   Faculty Councils are responsible for reporting the results of elections of student representatives to Senate. [Amended October 26, 2006]

~~Term of Office for Elected Senators~~

~~2.8.   Faculty members elected by Council shall serve for a period of three-years.~~

~~2.9.   Students shall serve for a period of two years.~~

~~2.10.   Contract faculty members elected to Senate by Councils shall serve for a period of one year.~~

Terms of Senators

2.11.   Apart from those Senators defined by the York University Act (1965) as ex officio members, all Senators shall serve for a three-year term (re-election being possible), one-third retiring each year, except for student Senators whose terms of office shall be for two years from July 1 and for representatives of contract faculty whose term of office shall be one year from July 1 following his/her election. [November 22, 1973 February 28, 1980 February 27, 1992]

Substitutes, Proxies and Designated Alternates

2.12.   ~~Unless provision has been made for a designated alternate in the membership list found at Appendix A,~~ Elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy. [Amended February 25, 2016]

2.13. Designated alternates may cast a vote only in the absence of the regular member.

2.14. Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member. [Amended February 25, 2016]

Failure to Attend Meetings, Temporary Absences and Resignation

2.15. Elected Senators are deemed to have resigned upon accepting a full-time teaching position in another Faculty of York or at another University.

2.16. Senate Executive shall inform Faculty Councils of the names of elected Senators who miss three consecutive meetings. Councils may declare the seats vacant and elect replacements for Senators who have missed three consecutive meetings. [June 24, 2004]

2.17. Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more shall so inform the Secretary of the University, in writing, by April l of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats. [November 22, 1973]

2.18. In the case of Senators opting to retain their seats while on leave, a temporary replacement is elected by the appropriate body to serve for the period of the leave.

2.19. Senators on leave in the third year of their term are automatically deemed to have resigned their seats. [November 22, 1973]

2.20. Students who cease to be enrolled in the Faculty that elected them also cease to be Senators or members of a Senate committee. Students may continue to serve to the end of June if they graduate at the Spring Convocation. [February 27, 1992]

2.21. Elected Senators automatically vacate their elected seats when they accept an ex officio seat on Senate.

Periodic Review and Publication of Senate Membership Reviews

2.22. Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and will recommend to Senate that seats be reallocated as necessary.

2.23. Membership rules shall be published in these Rules and the membership list provided in Appendix A. shall be section B of Senate's Rules, Procedures and Guidelines. [June 28, 2013 amended February 25, 2016]

3. MEETINGS OF SENATE

Regular Meeting Date and Time

3.1   Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August. No meeting may go beyond 5:00 p.m. unless a motion to this effect is passed by a two-thirds majority of Senators present and voting, or unless the agenda clearly indicates an alternate termination time as determined by the Executive Committee. [December 1988 March 27, 2003]

Special Meetings

3.2   The Chair may call a special meeting at any time. A special meeting shall also be called by the Chair on receipt of a signed petition submitted to the Secretary by a minimum of 18 Senators. The petition shall specify the purpose of and need for the special meeting. [June 28, 2001]. For the purpose of requesting a special meeting of Senate, individual petitioners may send an electronic communication in lieu of signing a petition.

3.3   Normal rules will be observed at special meetings of Senate with the following exceptions:

   a.   Notice: The period of notice for a special meeting is a minimum of twenty-four hours, and

   b.   Business: Only items of business specifically identified in the notification of such meeting can be transacted at a special meeting (i.e., there is no "Other Business" on the agenda).

Summer Authority

3.4   Between the June meeting of Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority. [April 24, 1975 amended March 25, 1982 amended June 24, 1993 amended October 26, 2006]

Alternative Meeting Dates and Times

3.5   Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of two- thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003]

Transaction of Business by Electronic Communications

3.6   In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business. The Executive Committee will provide a rationale for its authorizations. [February 25, 2016]

3.7   Senate committees may transact business by means of electronic communications. [Amended October 26, 2006]

Meeting Cancellation

3.8   If the Executive Committee determines that there is insufficient business ready for consideration by Senate, it may agree not to hold a regular meeting.

Quorum

3.9   Senate may convene and conduct business only when 20 per cent or more of its membership is present at a regular or special meeting. If, during a duly constituted meeting the Chair observes (independently or at the request of a Senator) that quorum is no longer present, the Chair may adjourn the meeting. [September 24, 1981]

Meeting Agenda and Order of Business

3.10   The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened. The agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting. [February 25, 2016]

3.11   Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting:

   a. Chair's Remarks
   b. Business Arising from the Minutes
   c. Inquiries and Communications (Colleague's Report and other items)
   d. Report of the President
   e. Reports of Standing Committees / Reports of Special Committees
   f. ~~Unfinished Business~~
   g. Other Business for Which Due Notice Has Been Given
   h. Report of the President
   i. Other Business

j. Consent agenda (Minutes, Board synopsis and other items) [February 28, 1974 amended November 28, 1974 amended October 26, 2006 amended February25, 2016]

3.12   The Executive Committee may alter the order of the agenda for a particular meeting in order to prioritize matters coming before Senate provided that the order of business appears on the notice of meeting.

3.13   The notice of meeting may identify items to be dealt with by consent. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more Senators advises the Chair of a request to debate it.

Open and Closed Sessions

3.14   Meetings of Senate are open to members of the University community, subject to the availability of space. [October 24, 1968 affirmed by Senate Executive, June 2001]

In Camera Meetings

3.15   When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.

3.16   If notice has not been given by Senate Executive, a motion to conduct all or part of a meeting in camera requires a majority of Senators present and voting.

3.17   When Senate meets in camera, only Senators and staff of the University Secretariat may be present. [November 22, 2001]

Senate Documentation

3.18   Documents shall only be distributed at Senate meetings with the approval of Senate Executive, the Chair of Senate or the Secretary of Senate.

3.19   All formal actions and decisions by Senate and its standing committees shall be recorded in minutes. The minutes of Senate and Senate committees are maintained in the University Secretariat, and documentation is available for examination with the exception of material that is identified as confidential. [October 26, 2006]

3.20   The agenda and minutes for each meeting of Senate shall be sent to the Secretary of each Faculty Council. [September 28, 1967]

3.21   A synopsis of the actions taken at each meeting shall be made available to Faculty Councils and published in the daily bulletin or other campus media.

3.22   Minutes of each Senate meeting shall be posted on the University Secretariat Website.

3.23   A synopsis of each meeting of the Board of Governors shall be provided to Senate.

3.24   Senate Executive may declare that certain documents are confidential. [September 28, 1967 October 26, 1967 January 23, 1975 September 6, 1966, June 28, 2001 amended October 26, 2006, amended February 25, 2016]

Items for Information

3.25   Information published in the agenda for a meeting of Senate or any matter distributed at a meeting of Senate, or transmitted to Senators by other means, is deemed to have been received by Senate.

Audio and Visual Recording

3.26   No audio or visual recordings of Senate meetings, whether live or through audio or video streaming, are permitted except with the agreement of the Chair, who shall announce the presence of persons authorized to make such recordings.

4. MOTIONS

4.1   All decisions are to be framed in the form of a motion and must be accompanied by a rationale which explains the import of the motion, outlines its intended consequences, and reports on the consultations undertaken in its preparation.

Types of Motions

4.2   Motions are categorized as follows:

a.   Substantive motions: Substantive motions propose that Senate exercise its authority to achieve a specified substantive objective.

b.   Statutory motions: Senate determines what matters are statutory in nature. Without limiting the generality of the foregoing, these include:

i   the establishment of Faculties or other academic units (with the exception of research centres which are established according to the Senate Policy on Organized Research Units)
ii   the establishment of Faculty Councils
iii   the establishment of degrees
iv   the establishment or dissolution of a Committee of Senate
v   changes in Senate and committee rules including those related to membership

4.3   Procedural motions: Procedural motions relate only to process and not to substance (e.g. adjournment, referral, etc.).

4.4   Hortative motions express Senate's opinion on matters lying outside its jurisdiction [Amended October 26, 2006 amended February 25, 2016]

Notice of Motion

4.5   Substantive and hortative motions intended for Senate's consideration at its regular monthly meeting or special meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate.

4.6   No notice is required for a procedural motion. [Amended October 26, 2006]

Determining That Motions Are in Order

4.7   The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.

4.8   All motions circulated with the agenda are deemed to be in order.

4.9   All rulings by Senate Executive that a motion is out of order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to ~~challenge~~ appeal.

4.10   Substantive and hortative motions for which notice has not been given must be delivered to the Chair in writing before the commencement of a meeting for a determination whether or not a motion is in order.

Motions That Are Debatable

4.11   The following motions are debatable:

        a. Substantive, hortative and statutory motions ~~including statutory motions~~
        b. ~~hortative motions~~
        b. amendments to substantive, hortative and statutory motions
        c. sub-amendments to amendments, as above
        d. referral (debate is limited to the issues raised by the referral)
        e. changes to the order of the agenda
        a. rescinding previous actions
        f. limitations on the duration of a debate or on the length of time senators may speak.

Dividing (or "Severing") a Motion

4.12   If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.

4.13   A motion may also be divided by means of a procedural motion to do so.

4.14   A motion to divide shall take precedence over the substantive or hortative motion under debate.

4.15   There is no debate on a motion to divide.

Amendments

4.16   An amendment is designed to alter the main motion without substantially changing its intent and shall be strictly relevant to the business under consideration.

4.17   The Chair shall rule out of order any amendment which would negate or substantially alter the main motion

4.18   An amendment to a substantive or hortative motion may be moved without notice during debate on the main motion.

4.19   Normally the mover of an amendment is required to provide a written version of the amendment to the Chair.

4.20   If a motion to amend is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the amendment until the amendment is resolved.

4.21   Only one amendment to a motion may be on the floor at one time.

4.22   Each amendment must be resolved before another amendment or the main motion may be considered.

Sub-Amendments

4.23   A sub-amendment is intended to amend an amendment under consideration.

4.24   A sub-amendment can only be moved when an amendment is on the floor.

4.25   Normally the mover of a sub-amendment is required to provide a written version of the amendment to the Chair.

4.26   A sub-amendment is out of order if it has the effect of negating the amendment or altering the amendment to such an extent that it significantly frustrates the purpose of the amendment.

4.27   If a sub-amendment is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the sub-amendment until such time as the sub-amendment is resolved.

4.28   Only one sub-amendment may be on the floor at one time and must be resolved before another may be considered.

4.29   Sub-amendments must be resolved before the amendment can be resolved.

"Friendly" Amendments

4.30   During the course of debate, the mover and seconder may receive suggestions from the floor about the wording of motions. If the mover and seconder of a motion

agree that the intent of the motion would be clarified by a change of wording, they may, with the agreement of the Chair alter the wording of the motion accordingly.

4.31   Any proposed change to the wording which significantly alters the intent of a motion is not a friendly amendment and may be ruled as such by the Chair.

Resolving a Motion, Amendment, or Sub-Amendment

4.32   Motions, amendments, or sub-amendments which are moved, seconded, and recognized by the Chair to be on the floor of Senate for discussion must be brought to a vote unless debate is ended by an intervening and overriding procedural motion.

4.33   A motion may be withdrawn by the mover and seconder if no Senator objects. If there is an objection the question of withdrawal may be put to a vote.

4.34   The Chair may request that the mover and seconder withdraw a motion if it appears that further debate is not in the best interests of Senate.

Procedural Motions

4.35   Most procedural motions are not debatable.

4.36   If a non-debatable motion has been moved, the Chair may invite the mover of the motion to explain in brief the reason for the motion.

4.37   Procedural motions require a mover and seconder and take precedence over the substantive or hortative motions which are under at the time they are moved.

4.38   The Chair may recognize other procedural motions (such as a motion to recess for a specified time) in circumstances where the implementation of such a motion would assist Senate in conducting its business effectively.

Motion to Refer (Debatable in part)

4.39   Although procedural in nature, a motion to refer has substantive elements that are debatable. In particular, a motion to refer must identify the person or body to whom the reference is made.

4.40   A motion to refer is in order when a substantive or hortative motion is on the floor of Senate for discussion. A motion to refer is not in order when an amendment or sub- amendment is on the floor.

4.41   When a motion to refer is on the floor, only issues relating to the nature of the proposed referral may be debated (for example, to whom the reference is made, why the reference is being made, when a report back should be expected, etc.).

4.42   If a motion to refer is defeated, no further motion to refer may be considered with respect to the specific substantive or hortative motion being considered unless, in

the opinion of the Chair, significant new information has been provided in the debate which would warrant the re- consideration of a referral.

Motion to Put the Question

4.43   A motion to put the question may be considered when a main motion, amendment, sub-amendment, or a debatable procedural motion is on the floor.

4.44   If a motion to put the question is resolved in the affirmative, the Chair invites the mover of the main motion to make concluding remarks and then puts the question to Senate.

4.45   If a motion to put the question is resolved in the negative, debate on the main motion resumes.

4.46   No further motion to put the question can be considered regarding the same motion unless, in the opinion of the Chair, the nature of the subsequent debate warrants the consideration of such motion.

Motion to Introduce Business for Which Due Notice Has Not Been Given

4.47   A motion to consider matters for which due notice has not been given shall be considered under the agenda item of "Other Business."

4.48   A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.

4.49   The consideration of new business for which due notice has not been given can only proceed with the consent of two-thirds of Senators present and voting. [Amended February 25, 2016]

Motion to Move into Committee of the Whole

4.50   A motion to move into Committee of the Whole is in order when any substantive or hortative motion, amendment, or sub-amendment is under consideration.

Motion to Adjourn Debate

4.51   A motion to adjourn debate is always in order.

4.52   If a motion to adjourn debate is carried, Senate shall move immediately to the next item of business.

4.53   The Chair, with the advice of the Executive Committee shall determine when and how the debate will be resumed.

Motion to Adjourn the Meeting

4.54   A motion to adjourn the meeting is always in order.

4.55   If a motion to adjourn the meeting is carried, the meeting ends immediately following the vote.

Motion to Extend and Further Extend the Meeting

4.56   A motion to extend a meeting is always in order.

4.57   A motion to extend a meeting shall specify the new time by which the meeting will conclude.

4.58   If a motion to extend a meeting is defeated, only one other such motion to extend may be considered subsequently.

4.59   A meeting can only be extended with the consent of two-thirds of Senators present and voting.

Motion to Permit a Non-Senator to Address Senate

4.60   A motion to permit a non-Senator to address Senate is always in order.

4.61   While there is no debate on such a motion, the mover shall provide a brief rationale.

Precedence of Motions

4.62   The Chair shall give precedence to motions as follows (from highest precedence to lowest):

   a.   to adjourn the meeting

   b.   to adjourn debate (or "table" a motion)

   c.   to put the question

   d.   to move in camera

   e.   to move into Committee of the Whole

   f.   to permit a non-member of Senate to speak

   g.   to refer

   h.   to amend an amendment

   i.   to amend.

5. DEBATES AND MOTIONS

Participation in Discussion and Debate by Senators and Non-Senators

5.1   Only Senators may participate in discussions and debates.

5.2   On occasion, Senate may wish to hear from persons who are not Senators. The Executive Committee or Chair may extend an invitation to a non-Senator to speak to Senate. Senate itself may, by majority resolution, agree to hear non- Senators on a particular subject for the purpose of adding new information within their expertise. [Amended February 25, 2016]

Debating a Motion

5.3

  a. Senators may speak to any debatable motion but may speak only once to each such motion and for a maximum of 5 minutes to maximize Senator participation in debate.   Exceptions are as follows:

      i.   the mover of a motion is entitled to speak first and last, each time for up to 5 minutes;

      ii.   the Chair determines that circumstances warrant extending the speaking time and specifies the amount of additional time allotted to the speaker in such instances;

      iii. the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues

  b. The Chair may rule out of order any remarks which are not relevant to the issue before Senate.

Voting

5.4   Only Senators may vote at Senate meetings. Elected and *ex-officio* Senators enjoy the same voting rights.

5.5   Votes must be cast in person.

5.6   When the Chair is satisfied that the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.

5.7   When a question has been called, no motion can be made and no other intervention or discussion is permitted until the tally is completed and the results announced.

5.8   Unless otherwise specified by the Executive Committee or Senate, voting is conducted by a show of name placards. [Amended February 25, 2016].

Votes by the Chair and Vice-Chair

5.9   The Chair may only vote in order to break a tie.

5.10   The Vice-Chair of Senate may vote on any motion.

Abstentions Not Recorded

5.11   Senators may choose not to vote. Abstentions are not votes, are not recorded, and are not factored in the tallying of votes (although Senators who are present and who choose not to vote are counted as part of quorum).

Unanimous Consent

5.12   On non-contentious issues, the Chair may dispense with taking a vote, provided no member objects.

Reconsideration of Business

5.13   When an issue is decided at a meeting of Senate, it may not be considered again during that meeting. Any subsequent consideration must conform to the notice provisions of these rules. [Amended October 26, 2006]

6. CONDUCT OF PROCEEDINGS AND DECORUM

Speaking Only When Recognized

6.1   No one may speak in Senate until they have been recognized by the Chair.

Addressing the Chair

6.2   Remarks must be addressed to the Chair who will ensure that Senate business is conducted in an orderly manner consistent with the principles, rules and procedures in this document.

Referring to Senators

6.3   Individual members of Senate are always referred to as Senator at meetings and in communications relating to Senate.

Speaking to Non-Motion Items on the Floor

6.4   Speakers shall confine their remarks to items that are on the floor as determined by the Chair. [Amended February 25, 2016]

6.5   Senators may speak to a non-motion item of business once for a maximum of 3 minutes.

Decorum

6.6   Decorum is to be observed at all Senate meetings. The expression of strongly held views and engagement in vigorous debate do not, of themselves, constitute a breach of decorum.

6.7   Senators and visitors expect to be in an environment free from discrimination and harassment, where appropriate and respectful language frames discussion and debate at all times. It is the obligation of Senators to support the fullest range of respectful, inclusive and constructive debate. If, in the judgement of the Chair, behaviour below this standard is exhibited and is adversely affecting proceedings, the Chair will call for the Senator or visitor to observe decorum.

6.8   If a Senator or an observer does not respect the Chair's request to observe decorum, the Chair may require that the Senator(s) or observer(s) leave the meeting. [Amended October 26, 2006]

Points of Order

6.9   Points of order are made when it is alleged that there has been a breach of the rules of Senate.

6.10   Senators have a right and responsibility to rise on a point of order if they believe that the proceedings of a meeting are not consistent with these rules.

6.11   A point of order should be made as soon as the alleged irregularity occurs and should not be dealt with if other matters have intervened.

6.12   The Chair shall rule on a point of order without debate. (Amended October 26, 2006]

Points of Personal Privilege

6.13   Senators may raise a point of privilege based on the belief that the integrity of Senate or a Senator has been compromised.

6.14   If the Chair agrees that a privilege has been violated, the Chair's ruling may include remedies such as requesting an apology or the withdrawal of a remark, correction of a document, or other actions consistent with the principles of Senate membership.

6.15   The Chair shall rule without debate. However, the Chair may seek the advice of Senators, and may also consult with the Executive Committee for disposition at a later time. In any event a ruling shall be made no later than the next regular meeting of Senate. [Amended October 26, 2006]

Committee of the Whole

6.16   From time to time Senate may meet as the Committee of the Whole. The purpose of meeting as the Committee of the Whole is to facilitate discussion of important items of business on the floor by relaxing some rules.

6.17   The Vice-Chair of Senate (or, in the absence of the Vice-Chair, a member of Senate designated by the Executive Committee) is the Chair of the Committee of the Whole.

6.18   Proceedings of the Committee of the Whole are concluded by a non-debatable motion "to rise and report." The presiding officer then reports to the Chair on the outcome of the proceedings.

6.19   Normal rules apply to proceedings in Committee of the Whole with the following exceptions:

   a.   motions do not require a seconder

   b.   Senators are not limited in the numbers of times they may speak to a particular issue under consideration.

~~Challenges to~~ Appealing the Rulings of the Chair

6.20   Senators may appeal a ruling of the Chair to the Senate. When a ruling of the Chair is ~~challenged~~ appealed on a motion from the floor, the Chair shall seek a seconder for the motion.

6.21   If there is no seconder, the ~~challenge~~ appeal shall be declared to have failed.

6.22   If the motion to ~~challenge~~ appeal is seconded, the Chair shall surrender the chair to the Vice- Chair (or in the absence of the Vice-Chair, to the Secretary).

6.23   On assuming the chair, the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the ~~challenge~~ appeal. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to a ~~challenge~~ appeal.

6.24   At the conclusion of a vote involving a ~~challenge~~ appeal, the Chair shall resume the chair. [Amended February 25, 2016]

7. STATUTES, RULES, POLICIES AND PROCEDURES

Approval of Statutes

7.1   Statutes shall be approved by the following procedure:

   a.   a notice of motion, whereby:

i   Senate is informed at a regular meeting of a pending statutory motion;

ii the notice of motion is accompanied by detailed documentation; and

iii when a notice of motion is on the agenda, Senators may comment on substantive matters within the normal rules applying to consideration of information items.

b. debate by Senate of the motion at a subsequent meeting. [Amended October 26, 2006]

Senate Policies and Associated Procedures (Definition and Authority)

7.2   Policies are subject to the approval of Senate and may not be enacted or amended without Senate's approval.

7.3   Procedures for the implementation of policies do not normally require Senate approval but shall be reported to Senate for information when they are adopted or amended. [Amended October 26, 2006]

Changes to Rules, Procedures and Guidelines

7.4   Substantive additions or alterations to or deletions from any of the rules of Senate shall not be made except by resolution of the Senate. [February 28, 2002]

Publishing Senate Rules, Procedures and Guidelines

7.5   Not less frequently than every three years an updated version of Senate's Rules, Procedures and Guidelines shall be published online.

7.6   Nothing shall be included in Senate's Rules, Procedures and Guidelines that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by- law, rule or regulation has been adopted by express resolution of the Senate.

7.7   No modifications of Senate's Rules, Procedures and Guidelines shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.

7.8   The Executive Committee is responsible for overseeing the production of Senate's Rules and Procedures (and guidelines) and proposed changes are normally reviewed and recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to Senate's Rules and Procedures (and guidelines). [March 28, 2002 February 25, 2016]

7.9   Any written communication on any subject coming properly within the cognizance of any standing committee shall be referred to the Chair of that committee by the Secretary acting under the direction of the Chair.

8. SENATE COMMITTEES

Establishment of Standing Committees

8.1   Senate may establish standing committees to assist it in pursuing its mandate.

Establishment of Special Committees

8.2   Senate's rules on committees apply to special committees with the following exceptions:

   a. The mandate of a special committee must be articulated in the motion establishing such a committee. The committee is restricted to that mandate unless Senate decides otherwise.

   b. A special committee may exist no longer than two years, unless Senate extends its life for a specified period of time, not exceeding an additional two years.

   c. When a special committee is appointed by resolution of the Senate, the mover of such resolution shall, unless otherwise specified by Senate, be a member and the first convener of the committee and is charged with calling the first meeting of the committee within one week of the Senate meeting at which the special committee was established.

Faculty Councils

8.3   Each Faculty of York University shall have a council which is responsible for academic governance in areas defined by Senate.

8.4   Faculty Councils are established by Senate by means of statutes.

8.5   Rules governing the membership of Faculty Councils are formally approved by Senate, and membership lists are approved by the Executive Committee of Senate on an annual basis.

8.6   Changes to the rules and procedures of Councils shall be reviewed by the Executive Committee to ensure their compliance with recognized principles and practices.

8.7   Faculty Councils may cite Senate's rules and procedures for disposition of an issue not adequately addressed in their own rules and procedures.

Student Membership on the Councils of Faculties and Colleges

8.8   The number of student members of each of the Councils of Faculties and Colleges is determined by the respective Councils on the understanding that:

   a. the number of student members on Councils of undergraduate Faculties and

b. Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and

c. the number of student members on Councils of graduate Faculties and Colleges (including the Osgoode Hall Law School) not exceed twenty-five percent (25 per cent) of the total voting membership of each of those Councils. [January 1969]

List of Standing Committees

8.9   Senate shall maintain the following standing committees whose terms of reference may be found at Appendix B.

Academic Policy, Planning and Research
Academic Standards, Curriculum and Pedagogy
Appeals
Awards
Executive
Tenure and Promotions
Tenure and Promotions Appeals

Composition of Senate Committees

8.10   The number of faculty member seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise.

Election to Senate Committees

8.11   Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on Senate committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.

8.12   Members of Senate Committees that do not have seats designated for particular Faculties are elected by Senate, and all Senators are entitled to vote on nominations.

8.13   Members of Senate committees that have seats that are designated for particular Faculties are nominated by Faculty Councils through their normal elections processes. Senate Executive is responsible for formally approving members nominated by Faculty Councils. [October 23, 2003]

Eligibility for Committee Membership

8.14   Committee membership is not confined to Senators.

8.15   No individual shall serve simultaneously on two Senate committees with the exception of ex-officio members.

8.16   Only tenured faculty members may serve on the Senate Committee on Tenure and Promotions and the Tenure and Promotions Appeals Committees. Candidates for election to these two committees shall have previously served on a unit or Faculty tenure and promotions committee. [April 22, 2010]

Nomination Process

8.17   Senate Executive is responsible for developing and recommending to Senate slates of candidates for election to Senate committees that are not designated for Faculty membership.

8.18   Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.

8.19   The Executive Committee shall establish and publish guidelines and procedures for nominations. See Appendix C [April 22, 2010]

Non-Succession

8.20   Normally, no elected faculty member shall serve for more than three consecutive years on a Senate committee or legislated sub-committee. Senate Executive shall provide a rationale for any recommendation that would have the effect of extending the membership of an individual beyond three years. [April 22, 2010]

Conflict of Interest

8.21   No individual shall serve on a Senate committee or legislated sub-committee at a time when they will be the subject of adjudication (e.g., for an award, tenure or promotion) by that Senate committee. [April 22, 2010]

Timing of Elections

8.22   Normally the process of electing members of all Senate committees shall conclude by July 1. [February 25, 2016]

Chairs and Vice-Chairs of Committees

8.23   Each Senate committee and legislated sub-committee elects a Chair and Vice-Chair from among its members. Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year. [May 22, 1986]

General Rules Regarding Committee Membership

8.24   The term of service for members on Senate Standing Committee is three years, except where the Senate, at the request of a particular committee, shall set a

longer or shorter term. Students and contract faculty members serve one-year terms. [February 27, 1992]

8.25 Members of standing committees going on leave will be deemed to have resigned their seats.

8.26 Senators and members of committees must resign their seats if and when they register in another Faculty, end their employment at the University or change their Faculty appointment. Students who graduate at the Spring convocation may continue to serve until the end of June.

8.27 Committee members who are absent from three consecutive meetings shall be deemed to have resigned their seats except in cases of illness or other weighty grounds.

8.28 Only individuals who are Senators or who have been elected to Senate are eligible to be elected by Faculty Councils as members of the Executive Committee of Senate. Members of the Executive Committee elected by Faculty Councils shall only serve on the Committee coincident with their membership on Senate. The Faculty of Graduate Studies member of the Executive Committee shall be elected by the FGS Council from among Senators who hold appointments to that Faculty. [June 24, 2004 March 26, 2009]

Ex-officio Membership on Senate Committees

8.29 The Chair of Senate is an *ex-officio* non-voting member of all Senate Committees with the exception of the Executive Committee (over which the Chair presides), the Committee on Academic Standards, Curriculum and Pedagogy, and the Academic Policy, Planning and Research Committee, where the Chair of Senate is an *ex-officio* voting member. [May 22, 1986 Amended March 26, 2009]

8.30 The President of the University is an ex-officio non-voting member of all Senate Committees with the exception of Executive, Academic Policy, Planning and Research, and Academic Standards, Curriculum and Pedagogy where the President is a voting member. [Amended May 28, 2009]

8.31 The Secretary of Senate is an ex-officio non-voting member of all Senate Committees. [February 22, 1979]

8.32 Unless otherwise directed by Senate, ex-officio members of all other standing committees shall have the right to vote on their particular committees. [February 22, 1979]

8.33 Ex-officio members of Senate committees may designate alternates to represent them.

8.34 They may also request the attendance and participation of others to assist in committee deliberations. [February 25, 2016]

Ratification of Student Membership on Senate Committees

8.35   Student Senators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible. [May 24, 1979 amended October 26, 2006]

Student Membership on Senate Committees

8.36   The student Senator caucus is composed of student Senators. The purpose of the caucus is to nominate students for membership on Senate committees and to provide a forum in which student Senators can discuss issues coming before Senate and its committees.

8.37   The Chair of the caucus shall be a member of Senate Executive. The Caucus shall nominate its Chair for the following year by June 30 in order that the Chair can serve on the Executive Committee during those months when summer authority is vested in the Executive Committee. The Chair shall be selected by the Caucus and quorum for this election shall be at least 25% of student senators.

8.38   Unless otherwise specified by Senate, students shall be members of all Senate committees. Normally there shall be two student members on each committee.

8.39   Normally, there shall be one graduate student and one undergraduate student on Senate Executive. Only student Senators shall be eligible to serve on Senate Executive.

8.40   Students who are not Senators may be nominated by the Caucus for membership on Senate committees (except Senate Executive) if student Senators are unable to accept nomination. In seeking to identify prospective nominees, the Caucus shall canvass the Graduate Student Association, York Federation of Students, and Faculty Councils for expressions of interest, and in doing so shall provide sufficient time for such organizations to notify their membership and for prospective nominees to communicate their interest. [March 22, 2007 supersedes all previous rules approved by Senate]

***Ex-officio* Membership on Faculty and College Councils**

8.41   The President, the Vice-President Academic and Provost, and the Chair and Secretary of Senate are ex-officio members of all Faculty and College Councils. [May 22, 1986]

Committee Meeting Quorum

8.42   Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of voting ~~directly elected faculty~~ members. Committees may establish a lower quorum for meetings held between 31 May and 30 September. [May **22, 1986 amended October 26, 2006**]

Senate Committee Communications and Documentation

8.43   Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee.

8.44   Minutes of all committees are kept in the Senate Secretariat and are available for inspection by members of the University. [Amended February 25, 2016]

Committee Reporting Requirements and Expectations

8.45   Each committee is required to report to Senate at least once each year and each legislated sub-committee is required to report to Senate through its parent Committee at least once each year. [May 7, 1971 amended January 25, 1979]

8.46   Committees must report to Senate Executive when policy initiatives are underway.

8.47   Respecting the flow of information from the administration to Committees of Senate, the committees shall have a right to expect quick and accurate support from the administration and shall have a right to expect prompt assistance from the President in cases where that support is delayed.

Committee Sessions Held in Camera / Attendance of Non- Members

8.48   Meetings of committees are open to Senators.

8.49   Senators may only speak if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. Committees shall not unreasonably deny requests by Senators to attend and participate.

8.50   When, in exceptional circumstances, all or part of a committee meeting is held in camera at the direction of the Chair or with the consent of a majority of members either in advance or present and voting, a rationale must be provided and recorded in the minutes.

8.51   Communications from Senators and other members of the community intended for committees shall be facilitated and brought to the attention of the Chair by the Secretary.

8.52   Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held in camera.

8.53   Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so.

8.54   Other members of the University community may request to attend meetings. Chairs may invite individuals to attend and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to so by the Chair or with the consent of 2/3 of the members present and voting.

8.55   Only members may attend meetings of sub- committees unless a non-member has been invited to do so. [Amended February 25, 2016]

Voting and Consensus

8.56   Committees shall strive for consensus within the principles laid out in the preamble to these rules and procedures.

8.57   Relationship of Senate Committees to Faculty Councils and Presidential Committees.

8.58   Each committee shall review the range of matters within its jurisdiction in order to determine whether or not some of those matters could best be dealt with by delegating the authority to act on them to the Faculty Councils.

8.59   Each committee should seek to improve its liaison with its Faculty Council counterparts if such exists.

8.60   Whenever a Presidential Committee is established, it should be asked to report to the appropriate Senate Committee. [Amended October 26, 2006]

Senate's Nominees to the Board of Governors

8.61   Senate's nominees to the Board of Governors shall be elected from among the full-time faculty members of Senate. [June 24, 2004]

Term of Office for the Academic Colleague

8.62   The term of office for the Academic Colleague shall be two years. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. Colleagues relinquish their Faculty Council-elected seats upon election. [November 26, 1974 amended October 26, 2006 amended February 25, 2015]

1. MEMBERSHIP OF SENATE

1.1 Membership specified by the York Act

i	the Chancellor
ii	the Chair of the Board
iii	the President
iv	the Principal of Glendon [Principal du Glendon]
v	the Dean of each Faculty
vi	the University Librarian
vii	the Vice-Presidents of the University
viii	the Chairs of Faculty departments, divisions and schools [minimum of 21 chairs]
ix	no fewer than two and not more than four members of the Board and
x	such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate.

1.2 Membership of Senate as Determined by Resolution of Senate

For the period July 1, 2019 to June 30, 2021 the membership of Senate shall be a maximum of 168 as follows:

1.2.1   <u>Members specified by the York Act (Total of 21)</u>
Chancellor (1)
President (1)
Vice-Presidents (5)
Deans and Principal (11)
Dean of Libraries (1)
Two-to-four members of Board (2)

1.2.2   <u>Faculty Members Elected by Faculty Councils (Total of 99)</u>
Arts, Media, Performance and Design 7 (minimum of 2 chairs)
Education 4
Environmental Studies 4
Glendon 8 (minimum of 1 Chair)
Health 12 (minimum of 2 Chairs)
Lassonde 8 (minimum of 1 Chair)
Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract
    faculty members)
Osgoode 4
Schulich 5
Science 11 (minimum of 2 Chairs)
Librarians (Total of 2)

1.2.3 Students (Total of 28)
2 for each Faculty except 6 for LA&PS
Graduate Student Association (1)
York Federation of Students (1)

1.2.4 Other Members (Total of 13)
Chair of Senate (1)
Vice-Chair of Senate (1)
Secretary of Senate (1)
Academic Colleague (1)
President of YUFA (1) ~~with a designated alternate~~
YUSA Member (1) ~~with a designated alternate~~
Member of CUPE 3903 (1) ~~with a designated alternate~~
Alumni (2)
College Heads (1)
University Registrar (1)
Vice-Provost Academic (1)
Vice-Provost Students (1)

1.2.5 Chairs of Senate Committees who are not otherwise Senators (Estimated at a maximum of 5)

STANDING COMMITTEES OF SENATE

1. ACADEMIC POLICY, PLANNING AND RESEARCH

Composition

1.1.   The Committee is composed of the following members:

   a. Voting Members

   One faculty member elected by each Faculty
   One Librarian or Archivist elected by Librarians and Archivists
   Two student Senators, normally one undergraduate and one graduate
   Chair of Senate
   President
   Vice-President Academic and Provost
   Vice-President Research and Innovation
   Academic Colleague
   Member Elected by the Council of Research Directors

   b. Non-Voting Members

   Secretary of Senate
   Observer from the York University Faculty Association

Mission

On behalf of Senate, and in a context whereby academic planning encompasses research, other scholarly endeavours, and teaching, the Committee shall be responsible for consultations and recommendations to Senate on academic plans and major academic policies and advise the President on the allocation of academic resources.

Terms of Reference

1.2.   Taking a broad, principled approach to planning, the Committee shall be responsible for:

   a.   recommendations to Senate (after which the Board of Governors) for the approval of new academic units (including Faculties, departments / schools, units, research centres, and the like), and for the disestablishment or transfer of such units and concurrences with recommendations to establish endowed chairs;

   b.   reports to Senate on reviews of existing Faculties, units, centres and programs, (including but not necessarily limited to Faculty plans, Undergraduate Program Reviews, Graduate Program Appraisals, Faculty Plans, Organized Research Units, computer plans, non-degree studies

reports) and recommendations for changes arising from such reports;

    c.   recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives;

    d.   the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources;

    e.   the establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resource;

    f.   in consultation with others (including Senate committees), the coordination of program and policy development;

    g.   the receipt of annual and periodic reports from the President and its *ex-officio* vice- presidents, its sub- committees (including those required by external bodies) and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.

1.3.   To perform its functions the Committee shall have access to all relevant information through the Vice-President, Academic and Provost and its Technical Sub-Committee.

1.4.   Standing agenda items shall include research, planning, major academic policies and initiatives, and other such matters of ongoing attention the Committee deems relevant to its mandate. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

Meetings and Sub-committees

1.5.   Normally the Committee shall meet twice monthly. It shall establish a Technical Sub- Committee and other such sub- committees and working groups as necessary to conduct its business in a timely, focused and effective manner.

1.6.   Cyclical program reviews shall be overseen by the Joint Sub- Committee on Quality Assurance of the Academic Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. [May 28, 2009]

2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Composition

1.1.   The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate
One Librarian or Archivist elected by Senate
Two student Senators, normally one undergraduate and one graduate
One contract faculty member elected by Senate
Chair of Senate
Vice-President Academic and Provost (or delegate) Vice-Provost Students
Dean of Libraries (or delegate)
University Registrar (or delegate)
President

b. Non-Voting Members

Associate Vice-President Teaching and Learning
Secretary of Senate

Mission

1.2.   On behalf of Senate, and in a context where pedagogy, curriculum, and academic standards are critical aspects of the University's mission, and equity and the connection between research and pedagogy are fundamental principles, the Committee shall be responsible for the development and oversight of curriculum, academic standards and pedagogy.

Terms of Reference

1.3.   The Committee shall be responsible for formulating policy and making recommendations to Senate on matters concerning the planning, implementation, and evolution of the academic standards, regulations, curriculum and programs of Senate and Faculties, including research- informed pedagogy. Without limiting the generality of the foregoing, the Committee shall formulate and make recommendations to Senate on the following:

a. standards for admission (including the kinds of admission credentials and qualification), evaluation, examination, continuation and graduation
b. policies bearing on the advancement of teaching and learning in the context of the University's mission and planning objectives, including those related to evaluation
c. sessional dates

d. Senate and Faculty regulations
e. the establishment, disestablishment and modification of degrees, programs, diplomas and certificates
f. Senate policies and oversight of processes related to Undergraduate Program Reviews and Graduate Program Appraisals
g. the form, modes, times and locations of course and program delivery.

1.4. The Committee shall also be responsible for coordination, oversight, accountability and reporting of such aspects of the above that are delegated to Faculties or units. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

1.5. Standing agenda items shall include academic standards, curriculum, regulations, teaching and learning, the forms, modes, times and location of program delivery and other such matters of ongoing attention the Committee deems relevant to its mandate.

Meetings and Sub-Committees
1.6. The Committee shall normally meet once each month and shall establish such sub-committees and working groups as necessary to conduct its business in a timely, focused and effective manner. Cyclical reviews shall be overseen by the Joint Sub-Committee on Quality Assurance of the A c a d e m i c Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. [May 28, 2009]

3. APPEALS

Composition

3.1. The Committee is composed of the following members:

a. Voting Members
Eight faculty members elected
by Senate Three students

b. Non-Voting Members Chair of Senate
Secretary of Senate President of the University
Vice President Academic and Provost

Terms of Reference
3.2. The Senate Appeals Committee is responsible for hearing appeals from members of the University regarding decisions of Faculty Committees in respect of petitions concerning academic regulations, grade re appraisals and charges of breach of academic honesty.

Procedural Direction
3.3. The Committee gives direction on procedure to Faculty Councils and those committees of Senate which have appeal functions so that their procedures embody the appropriate standard of fairness and natural justice.

4. AWARDS

Composition

4.1.   The Committee is composed of the following members:

   a. Voting Members
       Seven faculty members elected by Senate
       One Librarian or Archivist elected by Senate
       Two student Senators, normally one undergraduate and one graduate
       President
       Vice-President Academic and Provost (or delegate)
       Vice-Provost Students (or delegate)
       Vice-President Research and Innovation (or delegate)
       One member designated by the Alumni Association

   b. Non-Voting Members
       Chair of Senate Secretary of Senate
       One member designated by Student Financial Services

Mission

4.2.   On behalf of Senate, and in context of the high priority assigned to promoting, recognizing, and celebrating outstanding achievements in teaching, learning, service and research, the Committee shall be responsible for those aspects of awards, prizes and medals under Senate's jurisdiction.

Terms of Reference

4.3.   The Committee shall be responsible for
   a. developing, reviewing and recommending changes to policies, guidelines and criteria for prizes, medals, awards, scholarships and other academic distinctions that fall under Senate jurisdiction
   b. adjudicating awards, or overseeing the adjudication of awards delegated to other bodies with the requisite expertise
   c. reporting to Senate on the individual recipients or prestigious academic awards and on the nature, number, purposes and disbursements of such awards
   d. proposing the creation, elimination or amendment of awards
   e. overseeing honorary degrees guidelines on Senate's behalf (but not the selection of honorary degree recipients)
   f. advising Senate on awards policies generally and coordinating with other bodies as necessary.

Meetings

4.4.   The Committee shall meet at least once each term. [May 28, 2009]

5. EXECUTIVE

Composition

5.1   The Committee is composed of the following members:

a. Voting Members

   One faculty member elected from each Faculty
   Two students (normally one undergraduate and one graduate normally one is
      the Chair of the Caucus)
   Chair of Senate
   Vice Chair of Senate
   Senators on the Board of Governors
   President

b. Non-Voting Members

   Vice President Academic and Provost
   Secretary of Senate

Terms of Reference

5.2   The Executive Committee is the committee responsible for coordinating the work
        of Senate and its committees, monitoring the organization and structure of Senate
        and other bodies, ensuring that equity considerations are integrated into the work
        of Senate and its committees, and serving as Senate's liaison with external
        bodies. The Executive Committee's responsibilities shall include, but not be
        limited to, the following:

   a.   coordination and communication of Senate business

   b.   organization and structure of Senate and other bodies

   c.   exercise of authority as defined by Senate policies

   d.   act for Senate under summer authority

   e.   approve faculty council membership lists and regulations

   f.   Senate liaison with the Board of Governors

   g.   preparation of Senate agendas

5.3   In pursuance of its responsibilities, the Executive Committee directs the flow of
        Senate business to the appropriate committees, administers the process of
        nominating members to serve on Senate and its committees, sees that
        committees report on policy matters, and schedules the agenda of Senate to
        facilitate the consideration of reports and other policy matters. Matters of a kind
        that do not raise questions of substance will be examined by the Executive
        Committee and referred by it to appropriate Senate Committees for decision. All

matters going to Senate will be directed to the Executive Committee, which may refer them to the appropriate committees. These committees will then return them to the Executive Committee, having pointed out those aspects which in their view merit Senate discussion. Senate and the Executive Committee should create special committees to deal with matters of general concern which do not fall within the accepted area of jurisdiction of an existing committee.

5.4 The Executive Committee shall be responsible for monitoring and making recommendations to Senate on all matters pertaining to: the organization of Senate and its committees, the organization and function of academic governance in the University Senate's relation both with other bodies in the University and with bodies external to it. The Executive Committee may make recommendations on behalf of Senate, and subject to Senate approval, to the Administration and the Board on matters related to the organization and structure of the University. The Committee shall seek the advice of appropriate Senate committees with regard to matters that touch on their mandates.

5.5 Between June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority. [April 24, 1975 amended March 25, 1982 amended June 24,1993 amended October 26, 2006]

5.6 The Executive Committee is granted the power to approve annually the membership lists of Councils in those cases where the lists are consistent with Senate-approved regulations governing memberships of Councils.

5.7 A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.

5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.

Relevant Policies:

Senate Class Cancellation Policy: http://secretariat-policies.info.yorku.ca/policies/class-cancellation-policy/

Responsibilities in Preparing Senate Agendas

5.9　The Executive Committee will ensure that issues placed before the Senate are clearly expressed and documented. In exercising this responsibility, the Executive Committee may

　　a.　place a motion on the agenda of the Senate, where that motion is clearly expressed and adequately supported by documentation and rationale
　　b.　delay a motion to coordinate its consideration with other complementary issues which are not yet ready for consideration by Senate but are expected to be ready for consideration in the near future
　　c.　delay a motion pending clarification of the wording of the motion, provision of further documentation, or elaboration of the rationale
　　d.　refer a motion to a committee for further preparatory work submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
　　e.　submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
　　f.　advise the Chair of Senate as to the jurisdiction of Senate in dealing with the substance of a motion
　　g.　withhold motions which are deemed by the Chair of Senate to be ultra vires, slanderous, or otherwise not in order.

5.10　If the Executive Committee delays, refers, or otherwise withholds a motion from a meeting of the Senate, it shall report its decision and reasons at the next regular meeting of Senate.

5.11　The Executive Committee shall not:

　　a.　unreasonably delay Senate's consideration of a motion which is in order, which is clearly expressed, and which is adequately supported by documentation and rationale
　　b.　delay, refer, or withhold a motion as a result of its judgment on the substance of the issue(s) presented in a motion

Sub-Committees of Executive Committee

Sub Committee on Equity

Mandate

5.12　The Sub Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate, either through its own initiative or by coordinating the work of Senate committees. It shall facilitate the consideration of equity matters and serve for Executive as Senate's liaison with other bodies of the University. The Sub-Committee will report twice annually to Senate on equity issues and

report to bodies such as the President's Advisory Council on Human Rights. The Sub Committee shall also ensure that other Senate committees act and report on aspects of their mandates that relate to equity. In discharging its mandate, the Sub Committee shall seek such advice as is necessary and desirable.

Composition

5.13   The sub-committee is composed of the following members:

Chair of Senate (or delegate)
Secretary of Senate (or delegate)
Other Members of Senate Executive (normally including one student)
Member of Academic Policy, Planning and Research
Member of Academic Standards, Curriculum and Pedagogy

Reporting

5.14   The Sub Committee's reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and the Sub Committee is required to inform Senate Executive of its activities on a regular basis. The Sub Committee will file its twice annual reports after consulting with other Senate committees.

5.15   In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy. [March 27, 2003 May 28, 2009]

Sub-Committee on Honorary Degrees and Ceremonials

Mandate

5.16   Under the York Act, the Senate has authority, after consultation with the Board of Governors, to confer honorary degrees.

5.17   The former Senate Standing Committee on Honorary Degrees and Ceremonials was re- established as a Sub-Committee of the Executive Committee, with its membership to be determined by that Committee, on February 22, 1979.

5.18   The Sub Committee is authorized to make recommendations to Senate on matters of general format of degree granting convocations.

5.19   The Sub Committee is authorized to act on behalf of Senate with respect to the dates and detailed procedures of convocations and in the selection of honorary degree recipients, reporting to Senate at the next opportunity.

Composition

5.20   The Sub Committee consists of elected faculty members representing each Faculty of the University, one student member, the Chancellor

(whose membership provides a mechanism for consultation with the Board), a Head of a non-Faculty College designated by the Council of College Heads [May 22, 1986], the Convocation Officer, the President, Chair of Senate, Vice- President Academic and Provost, and Secretary of Senate and one member designated by the Alumni Association.

6. TENURE AND PROMOTIONS APPEALS

Composition

6.1   The Committee is composed of the following members:

a. Voting Members

Six faculty members elected by Senate (normally nominees for election to the Committee will have served on the Senate Tenure and Promotions Committee, or sub- committees)

b. Non-Voting Members

Chair of Senate
Secretary of Senate
President
Vice-President Academic and Provost

6.2   No person shall serve simultaneously on tenure and promotions committees (including the Senate Tenure and Promotions Appeals Committee) at different levels. [December 18, 1975]

Terms of Reference

6.3   The Senate Tenure and Promotions Appeals Committee shall:

a. hear appeals against recommendations of a Review Committee in the following circumstances: a negative recommendation for tenure, or a delay recommendation for promotion to full professor
b. hear appeals against decisions of appeal committees denying a candidate advancement from pre- candidacy to candidacy
c. consider and rule on allegations of an apprehension of bias against members of Adjudicating and Senate Review committees. [May 24, 2007]

7. TENURE AND PROMOTIONS

Composition

7.1   The Committee is composed of the following members:

a. Voting Members

Fourteen faculty members elected by Senate, at least two of whom must hold the rank of Full Professor, and at least eight of whom hold a rank above that of Assistant Professor Two students

b. Non-Voting Members

Chair of Senate
Secretary of Senate
President
Vice President Academic and Provost [January 25, 1973 May 23, 1991]

7.2   Service on the Committee is for three years. Normally a third of the membership retires annually. Members are not eligible for successive re-election to the Committee. No person shall serve simultaneously on tenure and promotions committees at different levels. [Senate December 18, 1975]

Terms of Reference

7.3   The Standing Committee of the Senate on Tenure and Promotions serves as the President's Advisory Committee on Promotions and Tenure. The Committee's deliberations are held in camera, and they remain completely confidential and not open to debate in Senate. The Senate Committee on Tenure and Promotions reports to Senate on its work at least three times a year. [December 10, 1971 revised May 25, 1972]

Special Quorum Rules

7.4   Quorum for meetings of Senate Tenure and Promotion Committee panels shall be five members. [December 2006]

1. SENATE NOMINATIONS RULES AND PROCEDURES

1.1.   The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.

Procedures

1.2.   In developing the slate of nominees for vacant positions, the following actions are taken:

   a. call for nominations is issued which lists vacancies and provides information about committees and positions
   b. Faculty Councils, Deans and Principal are asked for suggestions
   c. members of the Senate Executive Committee suggest names
   d. the names of those who have served on Senate Committees in the past are reviewed

Elections and Acclamations

1.3.   Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty- designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations.

Nomination Guidelines and Criteria

1.4.   The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University.

1.5.   Normally, members of Senate committees shall not succeed themselves.

1.6.   Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:

   a. the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year period
   b. the skills, including leadership skills, which the candidates would bring to the position
   c. the experience which the candidates would bring to the position
   d. the current and historical balance among Faculties, in the case of non-designated committees
   e. the current and historical gender balance
   f. the range of skills and experience of other continuing members of the committee

g. the level of interest of the candidate in the subject matter

h. the availability of the individual to attend meetings and contribute to the work of the committee

i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee

1.7. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.

1.8. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future.

1.9. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees.

1.10. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.

1.11. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.

1.12. Senate has the final say: additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and is meets criteria.

Senate Rules, Procedures & Guidelines
Survey Results (Total Number of Respondents: 23)

Q1 *Revisions to several sub-sections of the Rules are introduced to make explicit that the duty of preserving order and decorum in Senate meetings is part of the function of the Chair; see specifically Sub-sections 1.3; 2,3; 6.6; 6.7; and 6.8 of the draft Rules.* **(22 respondents; 1 skipped)**

	Yes	No
Do the proposed revisions offer a balanced and adequate response to the feedback calling for means to enhance conduct and order in Senate meetings?	17	5

Q2 *A prominent theme in the 2017-2018 Senate survey was reducing the current time limit of 7 minutes for Senators to speak to either a motion or a question in order to foster broader participation among the large number of Senators in debates and create opportunity for a wide sharing of views. The revisions to Sub-sections 5.3 and 6.5 propose a 3-minute maximum for speaking to motions and questions, and a 5-minute maximum for the mover of a motion.* **(23 respondents)**

	Yes	No
Do the proposed revisions to time allotments offer a balanced and adequate response to the feedback requesting changes on this count?	14	9

Q3 *If you answered NO to question 2 above, what time limit for speaking to a motion or question do you consider appropriate: (9 respondents; 14 skipped)*

4 minutes	5 minutes	7 minutes	10 minutes
2	3	3	3

Q4 *Revisions to Sections 2.12 – 2.14 propose to remove the opportunity for a designate Senator for the three Senate positions that currently have them. The change is intended to bring consistency by prohibiting designates or alternates for any Senators.* **(23 respondents)**

	Yes	No
Is the proposed new rule that substitutes, proxies or designates not be permitted for any member of Senate the appropriate direction to take on the matter?	17	6

Senate Executive Committee
Priorities 2019-20202

Item	Commentary	Process	Status
1. Labour Disruption Follow-up Initiatives:			
i. Process for the determination of responsibilities in a disruption	Following the decision last year to set aside the joint Board-Senate working group on this matter, a new approach is being discussed by the Chairs of Senate and Board.		**In Progress** Meeting of the Chairs, Provost and Secretary scheduled for late September.
ii. Review relevant Senate policies to address questions and need for clarity on matters that emerged: • Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes • Class Cancellation Policy • Sessional Dates and the Scheduling of Examinations	The review will address implementation questions raised about vague or broad language in the policies. Enhancements to the policies will better position the University to respond to any future disruptions.	Approach to be confirmed. Coordinate with ASCP's planned review of the Sessional Dates policy.	**Planned as the second stage of the item 1(i) above.** Carry forward the policy review exercise to 2019-2020. Review of the Sessional Dates policy to be coordinated with ASCP.
iii. Create a comprehensive record of remediation options and actions taken by the Executive Committee and Senate during the disruption; evaluate the effectiveness of the actions; create a formal reference	Post-strike reflections resulted in a recommendation to create a comprehensive record of the decisions taken by Executive. It will detail each action taken and identify some of the advantages and disadvantages of	Senate Executive to receive and discuss an annotated record of Executive and Senate decisions made during the disruptions.	**Begun in 2018-2019; continues in progress.** Chronology of Executive and Senate actions finalized, transmitted to Senate September 2018.

Item	Commentary	Process	Status
document of options for future use.	each. From the analysis of the record, a concrete reference document - informed by past practice and experience - will be prepared to assist decision-making in any future disruptions.		Creation of a formal reference document of options for future use to be completed.
iv. Conclude remediation from the FW2017-2018 Labour Disruption	Executive established a process to address the cases of outstanding Provisional Grades assigned in courses during the labour disruption.	A temporary sub-committee of Executive has been established with a mandate to make decisions on the remaining cases of students with Provisional Grades. 5-person sub-committee is made up of the Health and LA&PS members of Senate Executive, 1 faculty member from each of Health and LA&PS, and one student from either Faculty latter appointed by the Deans.	**In progress.** The sub-committee met on 4 September; first review of cases conducted. Will reconvene in coming weeks to finalize its decisions.
2. Senate Rules and Membership Review:			
i. **Senate's Rules, Procedures and Guidelines review**	Senate's Rules, Procedures and Guidelines are published every three years which normally occasions a thorough review. The Rules were last published in February 2016.	Led by the Nominations Sub-committee. Minutes of meetings in 2018, survey results and correspondence from Senators	**Complete, pending Senate approval.** Notice of Motion to Senate May 2019; revisions for approval to Senate in September 2019.

Item	Commentary	Process	Status
		identified rules and issues for review.	
3. Oversight of Senate Policies Review Exercise	The Secretariat is engaged in an exercise to review all Senate policies to determine those in need of updating. They are divided in groups ranging from quite old to more recent policies.	Policies identified in the first instance in need of revision, rescission or merging with another policy will be flagged for consideration by Senate Executive, for referral to the relevant Senate committee for substantive review.	**In Progress.**
4. Review of Principles Governing a Presidential Search	In January 2018 Executive Committee received and discussed a request from three Senators to have a discussion about searches for academic appointees. In response President Lenton shared with Senate changes she authorized to the *University Procedures for Decanal Appointments* at the February meeting, covering that aspect of the Senators' request. On the matter of the *Principles to Govern Presidential Search Committees*, then-Chair Beagrie,	Senate Executive to prepare the framing of the discussion.	**Senate discussion of the Principles scheduled for Fall 2019.** Timing for the item to Senate to be determined by Executive in conjunction with agenda planning.

Item	Commentary	Process	Status
	reported Senate Executive's view that it would be appropriate and valuable to discuss the Guidelines in a properly framed discussion, and agreed that time will be set aside at a future meeting. The disruption to activities during the balance of the last academic year delayed the item of business.		
5. **Appointment of a Vice-Chair Senate**	With the term of the Chair of Senate concluding 31 December 2019 and the Vice-Chair moving into the role as of 1 January 2020, a new Vice-Chair needs to be appointed by Senate for the term of 1 January 2019 – 30 June 2020.	The Nominations Sub-committee will develop a slate of candidates for election to the position by Senate.	**Potential nominees are being identified.** A report to Executive with a recommended candidate in October 2019.

Senator Survey 2019

A survey of Senators was conducted in May-June 2019. Participation slightly increased compared to 2018. Survey answers generally reflected a good understanding of Senate's role in collegial governance. Similar to the previous year, comments focused on such issues as procedures, decorum and giving Senate business primacy in meetings. One notable change observed in the results is on the matter of Senators' participation in Senate, with a higher proportion reporting feeling less knowledgeable about items and less confident contributing to discussions. Suggestions to encourage full and informed participation – and specific topics for discussion and debate - in meetings are proffered in the collection of comments. For reference, a summary of the results from 2017 and 2018 survey questions (minus the commentary) are also attached.

Note to Senators: The names of individuals and other identifiers have been excised, and some comments were edited for purposes of collegiality.

Survey Participation
by Number of Participants and Year[1]

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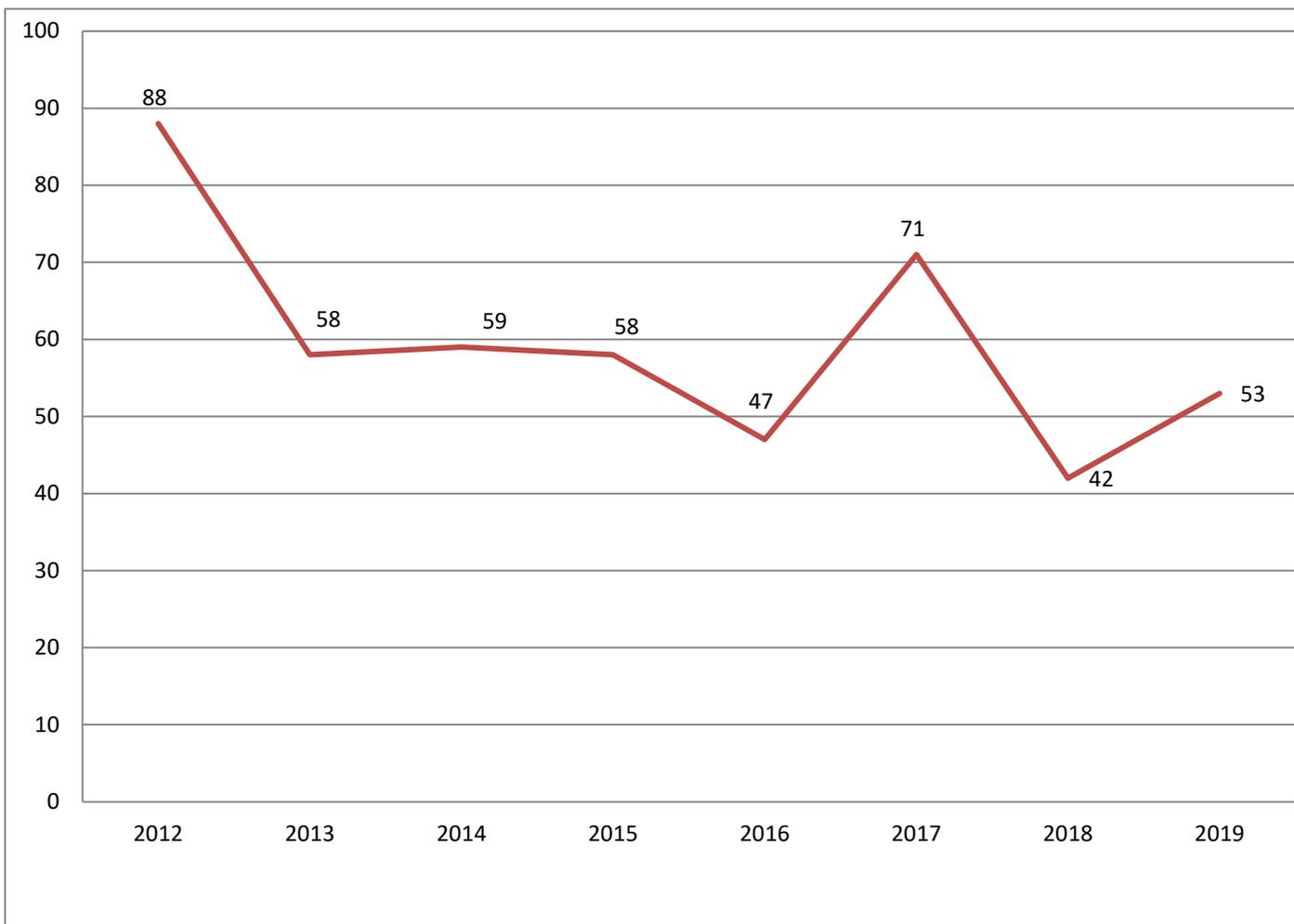
[1] Maximum size of Senate in most years 167. Average membership approximately 160 with vacancies.

Q1 If you have attended all or most Senate meetings this year(minimum 6):What factor most influenced your attendance?

Answered: 48   Skipped: 5
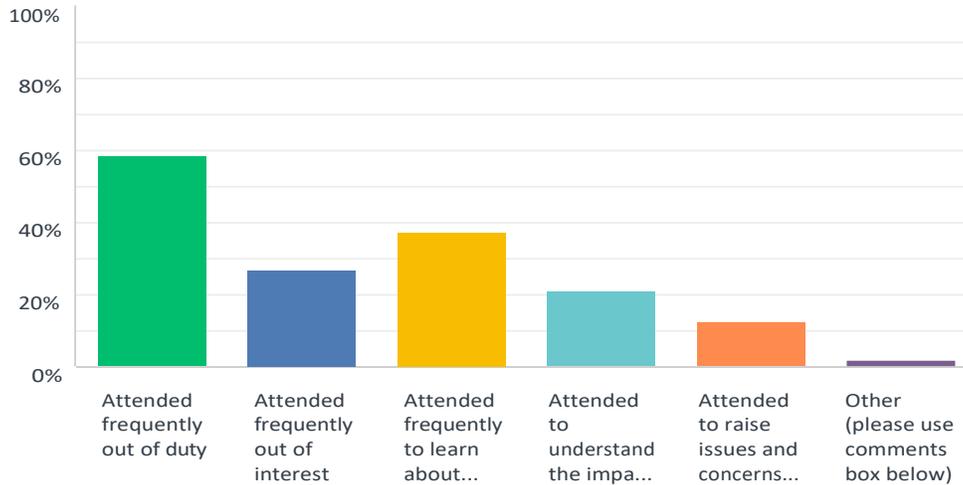
ANSWER CHOICES	RESPONSES	
Attended frequently out of duty	58.33%	28
Attended frequently out of interest	27.08%	13
Attended frequently to learn about University developments and directions	37.50%	18
Attended to understand the impact of Senate decisions	20.83%	10
Attended to raise issues and concerns at Senate	12.50%	6
Other (please use comments box below)	2.08%	1
Total Respondents: 48		

#	OTHER (PLEASE SPECIFY)	
1	I did not serve in 2018-2019	
2	I also attend to influence decision making at the university by voting...	
3	I do think it is a duty as a senator to attend, I want to learn about the university developments, understand Senate decisions and raise issues, but my main motivation is interest.	
4	Attended to make clear that there are opinions that may not be popular, and that the administration may not be getting a true representation or information from Faculty leadership.	
5	At first I think I attended out of interest and then I attended to understand the impact of Senate decisions, but by the end it was mostly out of duty.	

Q2 If you attended 5 or fewer meetings of Senate this year: What factor most influenced your attendance?

Answered: 14   Skipped: 39
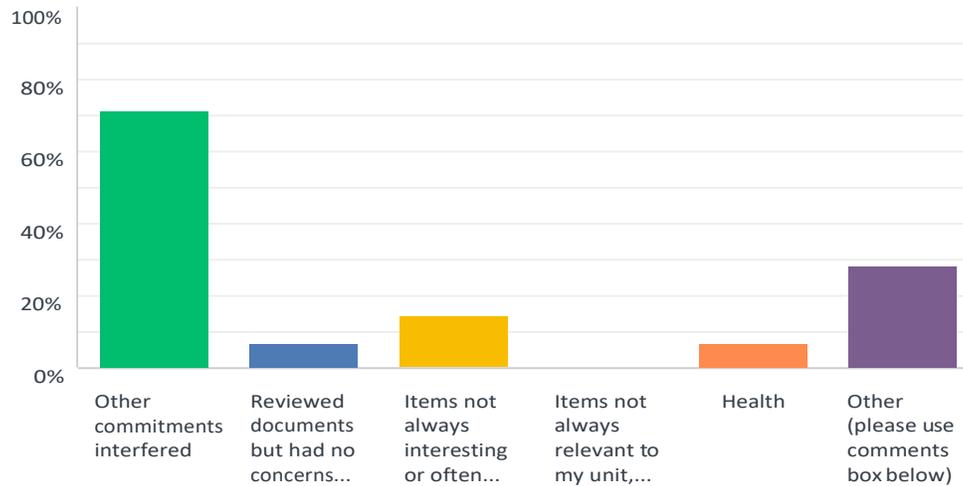
ANSWER CHOICES	RESPONSES	
Other commitments interfered	71.43%	10
Reviewed documents but had no concerns about items	7.14%	1
Items not always interesting or often too routine	14.29%	2
Items not always relevant to my unit, Faculty or group	0.00%	0
Health	7.14%	1
Other (please use comments box below)	28.57%	4
Total Respondents: 14		

#	COMMENTS / OTHER FACTORS	
1	Travel to conferences	
2	Unfortunately, I missed several meetings since I had to teach on Thursday(s) between 2:30-5:30.	
3	I had a teaching conflict. otherwise I'd have been there every time.	
4	The lack of discussion/ deliberation, and the rote atmosphere fostered by our administration.	
5	I had an unusually busy year chairing my department, which sometimes made attendance difficult.	
6	My duties lie with graduate business students first and the commitments I have to that programming and work in my Faculty. The Senate had a much lower priority.	

Q3 How would you describe your role or roles as a Senator in the context of collegial governance

Answered: 35   Skipped: 18

#	RESPONSES
1	As a Senate member, I consider myself part of the body that helms collegial governance, of vital importance to the spirit and nature of the University.
2	I attend Senate as a representative of my students' union.
3	To contribute to the collegial debate primarily in offering perspective of a faculty member with broad LA&PS familiarity.
4	Interested, informed observer of discussions, ready to contribute if necessary.
5	To receive and approve reports from Senate Committees concerning academic business; to vet academic matters such as changes to programs or addition of new programs; to learn about and have input into university-level academic initiatives like the proposed new Markham campus, the University Academic Plan, and strategies to showcase our impact as an academic community; and, to receive updates from the President and senior administrators about the University's academic affairs.
6	A senator is an individual who assists Senate in arriving at decisions via the voting process. S/he represents her/his views and is not a proxy of other bodies or individuals.
7	I value the opportunity to have an input on matters that affect students, the curriculum, and university life in general. My voice and my opinions are valued and respected.
8	A very important role that I take quite seriously as senators can influence the direction York U develops and how it operates
9	Concerned about diminishment of collegiality through executive and university processes (this 100 character restriction typifies this).
10	A senator has a role to participate in the academic collegial governance both representing their constituency and the university as a whole. They also have a duty to report back to other bodies on the business of senate.
11	There should be fewer senators so that things can actually get done collegially. There are too many people that just "mail it in" due to the inability to get anything said or done. 2 per faculty would be sufficient and could lead to more efficient dialogue.
12	To be attentive to views that are expressed during the meetings.
13	Senate's effectual role (aside from approving -- or not -- decisions made by committees) is hard to discern.
14	Learner and influencer.
15	My role as a senator is but one of a person filling a role, with no duties and no real input.
16	I am a vocal senator and pay the hard price for that.
17	Be a communication link between my Faculty and the University.
18	Listen, learn, and debate
19	More observational and using Senate as a point-of-information given my administrative role.
20	Briefly, as an informed decision/academic policy influencer.
21	I have become increasingly disillusioned regarding my role. It seems to me that a very small number of senators with a particular (usually left wing political) agenda are allowed to dominate the discussions. While some discussion is interesting the domination of these few uses up most of

the time, we
often fail to
discuss the

intended business and I for one feel excluded. It is most unpleasant at times, and feels like a waste of time if I am honest.

22	To make academic decisions collectively in the best interests of the University.
23	See note above.
24	As a Student Senator I was able to help represent the students, and update them on points arising from the meetings
25	Participate in important votes, be informed about university matters
26	As a representative of a department, who seeks to ensure that the perspective of our department is represented. Our department has strong opinions on equity and collegial governance - and I sought to ensure these were represented.
27	I believe the role of Senators is to safeguard and promote the academic mission of the University.
28	To monitor and review academic proposals, plans and procedure to insure the academic integrity and relevance of York and its programs.
29	Provide input and guidance
30	Raise issues and concerns from my faculty and unit at Senate Reflect Senate decisions and Discussion to my faculty and unit.
31	I am critically engaged, participate when I feel it is important for all voices to be heard. I share all relevant information with colleagues in my faculty.
32	Provide input with the best interest of York University as a whole in mind.
33	A role of duty given board representation. Important to understand broader university context in role as a governor.
34	It was as a passive observer. I would have liked to have participated more, but there was really no reason to.
35	A Senator is a central person in the collegial governance process. We are there to help guide and shape the university.

Q4 Which of the following best describes your participation at Senate?

Answered: 51   Skipped: 2
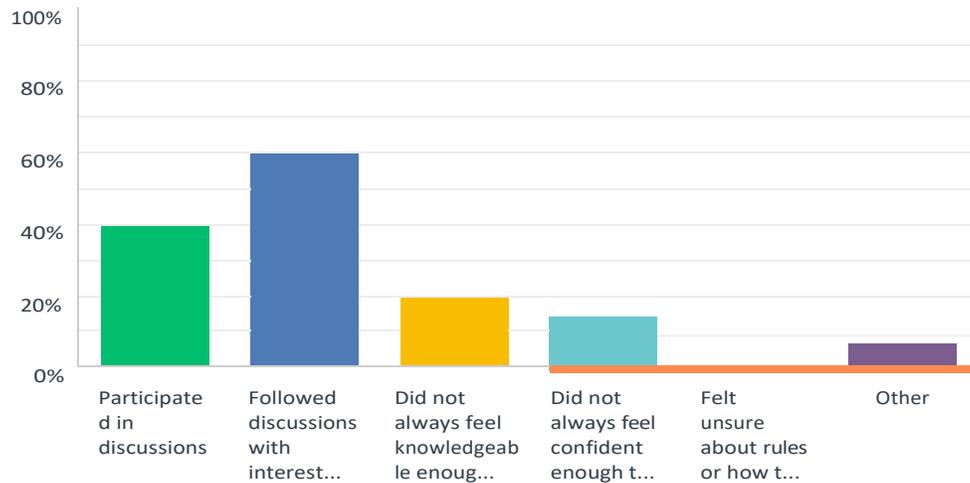
ANSWER CHOICES	RESPONSES	
Participated in discussions	39.22%	20
Followed discussions with interest but did not feel my contributions were necessary	60.78%	31
Did not always feel knowledgeable enough about items	19.61%	10
Did not always feel confident enough to contribute	15.69%	8
Felt unsure about rules or how to get on a speakers' list	1.96%	1
Other	7.84%	4
Total Respondents: 51		

#	COMMENTS / WHAT COULD BE DONE TO FACILITATE YOUR PARTICIPATION?	
1	Reduce the amount of time senators could speak as proposed.	
2	It would be helpful if we keep the current speaking time. There's a proposal to change that and I disagree with it because I think that Senators should be able to express their opinions with ample time.	
3	Nothing re my participation.	
4	Less "back and forth" between particular senators and the presenters, more encouragement for open discussion on the issues of the day with clearer application of the rules of order.	
5	There are a few people who speak for far too long and therefore most people just want to be done with any meeting rather than actually contribute. There's no point in speaking against those who do speak for too long as you would then be public enemy no. 2....after the administration of course.	
6	was ignored on multiple occasions as I tried to enter discussion, was cut off by time, speakers list, etc. as procedure is routinely used to silence discussion.	
7	Rules of decorum will not help.	
8	Can we use some anonymous software to that we can contribute live to the discussion.	
9	Only sounds that praise the senior administration are welcome. Otherwise, all means are found to	target you.

10	I do contribute when I think I have something useful to say, but it takes an effort as I do feel intimidated by the more vocal members.
11	Reduce the dominance of a small number of Senators who seem obliged to speak at length about almost every issue or report.
12	I found the discussions were dominated by a very few individuals who seemed to have a political agenda at variance with most of senate
13	Often felt that others took up so much discussion time that there was no opportunity to participate.
14	I felt that the matters before the senate were not of interest to me as a Faculty representative of graduate students or even of personal importance either. There was a politicization of many items which I thought was interesting and impactful, but felt I needed better engagement from the student caucus to form meaningful opinions or stances on matters.
15	Reduce the amount of time per speaker as is currently proposed.

Q5 Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?

Answered: 50   Skipped: 3
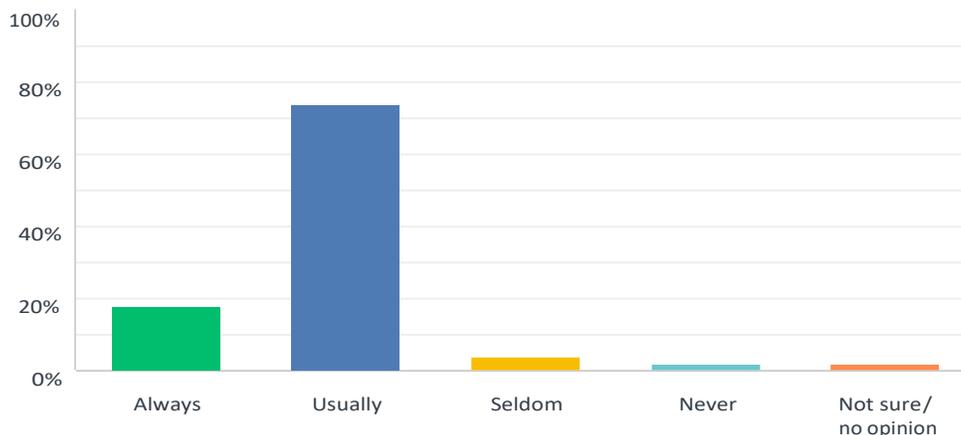
ANSWER CHOICES	RESPONSES	
Always	18.00%	9
Usually	74.00%	37
Seldom	4.00%	2
Never	2.00%	1
Not sure / no opinion	2.00%	1
TOTAL		50

#	COMMENTS / DO YOU HAVE SUGGESTIONS ABOUT THE CONTENTS OR FORMAT OF DOCUMENTS?	
1	good, detailed reports, which people have put work into I know, but often so much info, it is hard to get through it all.	
2	There should be a digest attached. Few have the time or interest in reading a several hundred pages long PDF each month	
3	Short summaries of the documents would be useful.	
4	Less should be in the document package which few people read and more should be discussed in person. However, see my comments above concerning those who talk too long and limiting the size (not the power) of senate.	
5	sub-committee meeting minutes should be available and they should be substantive.	
6	Would be so much better if we could have meaningful debates on some of the issues. I think the Kudos report is helpful but is too hidden - aside from Senators (and I'm not sure all of them read it) I don't think the rest of the university is aware of its existence. Why isn't it circulated in Yfile? Apologies if it is and I missed that!	

Q6 I feel knowledgeable about the following

Answered: 51   Skipped: 2
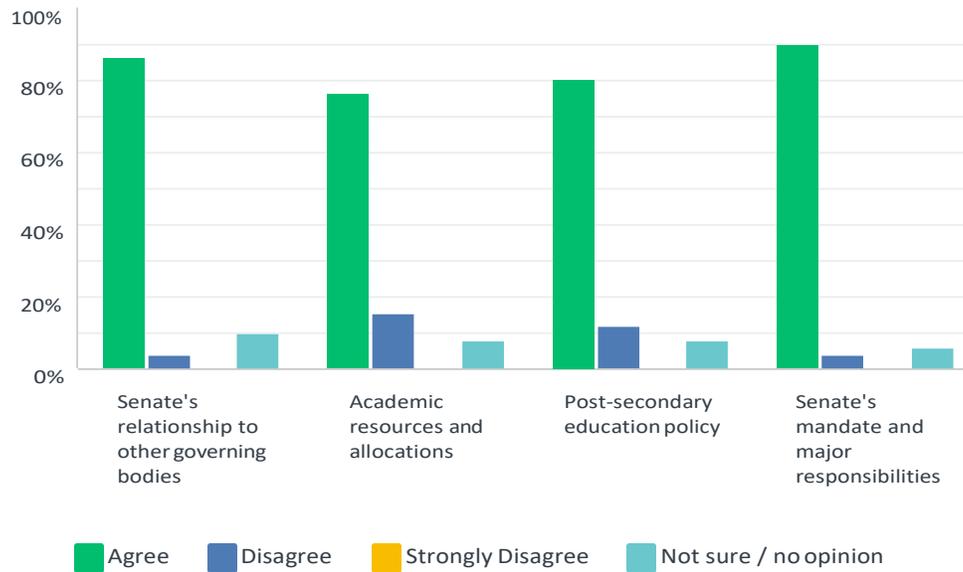
	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Senate's relationship to other governing bodies	86.27% 44	3.92% 2	0.00% 0	9.80% 5	51	1.33
Academic resources and allocations	76.47% 39	15.69% 8	0.00% 0	7.84% 4	51	1.39
Post-secondary education policy	80.39% 41	11.76% 6	0.00% 0	7.84% 4	51	1.35
Senate's mandate and major responsibilities	90.20% 46	3.92% 2	0.00% 0	5.88% 3	51	1.22

#	OTHER (PLEASE SPECIFY)	DATE
1	We need stronger sustainability focus to ensure our university can lead with positive examples (for example we should make York U a carbon-Free university)	
2	Too often it seems as if the goal from Senate executive is to restrict faculty debate in the aftereffects of the strike and the perception of unruliness and a desire for decorum (rather than real collegiality).	
3	Just learning about York and its Senate...	
4	why is this so slanted to disagree? Why isn't there an option to strongly agree?	
5	This is of course a contested topic. Our department strongly believes that the labour conditions of our faculty and graduate students is the purview of Senate.	

Q7 How helpful are the documents and reports (written andoral) provided to Senate been to understanding

Answered: 51   Skipped: 2

- ■ Very helpful
- ■ Helpful
- ■ Somewhat helpful
- ■ Not helpful
- ■ No sure / no opinion
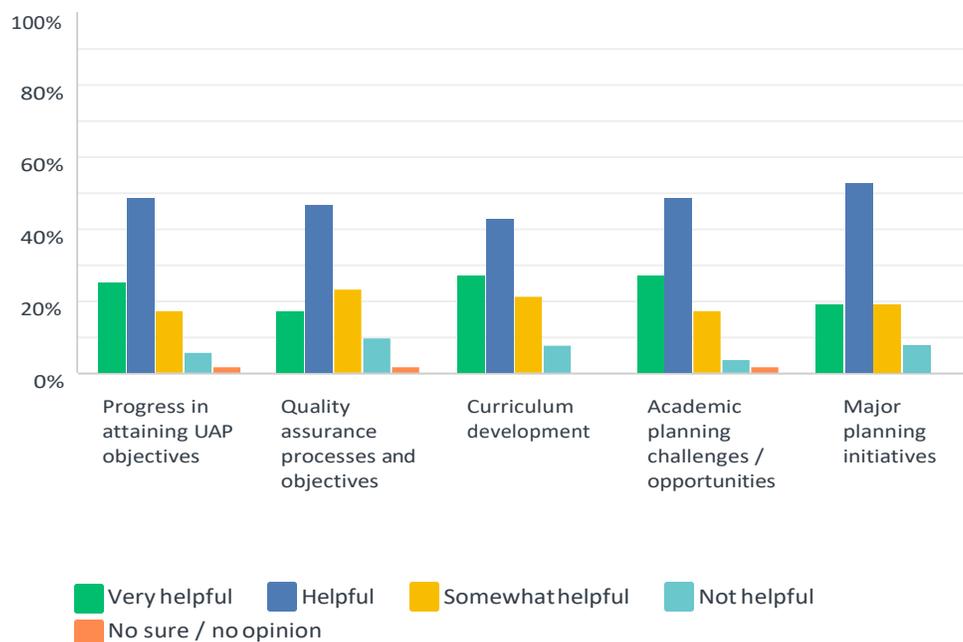
	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NO SURE / NO OPINION	TOTAL	WEIGHTED AVERAGE
Progress in attaining UAP objectives	25.49% 13	49.02% 25	17.65% 9	5.88% 3	1.96% 1	51	2.10
Quality assurance processes and objectives	17.65% 9	47.06% 24	23.53% 12	9.80% 5	1.96% 1	51	2.31
Curriculum development	27.45% 14	43.14% 22	21.57% 11	7.84% 4	0.00% 0	51	2.10
Academic planning challenges / opportunities	27.45% 14	49.02% 25	17.65% 9	3.92% 2	1.96% 1	51	2.04
Major planning initiatives	19.61% 10	52.94% 27	19.61% 10	7.84% 4	0.00% 0	51	2.16

#	COMMENTS AND SUGGESTIONS.	
1	Senate is at its best in Curriculum Development. Planning seems to favour formalism over semantics, but still is effective.	
2	All planning and development at York U should be guided by ambitious sustainability goals	
3	There is no way to get an overview of curriculum development	
4	No mention of budget above?? I find budget reports very helpful.	
5	there seems to be a gap in the process - hard to put my finger on it, but if you aren't part of the committees or special groups it is very difficult to get a handle on what is happening	

Q8 The University Academic Plan is intended to guide academicplanning and define academic priorities. How would you rate the following interms of helping to understand and advance UAP goals and to monitor progress?

Answered: 51   Skipped: 2
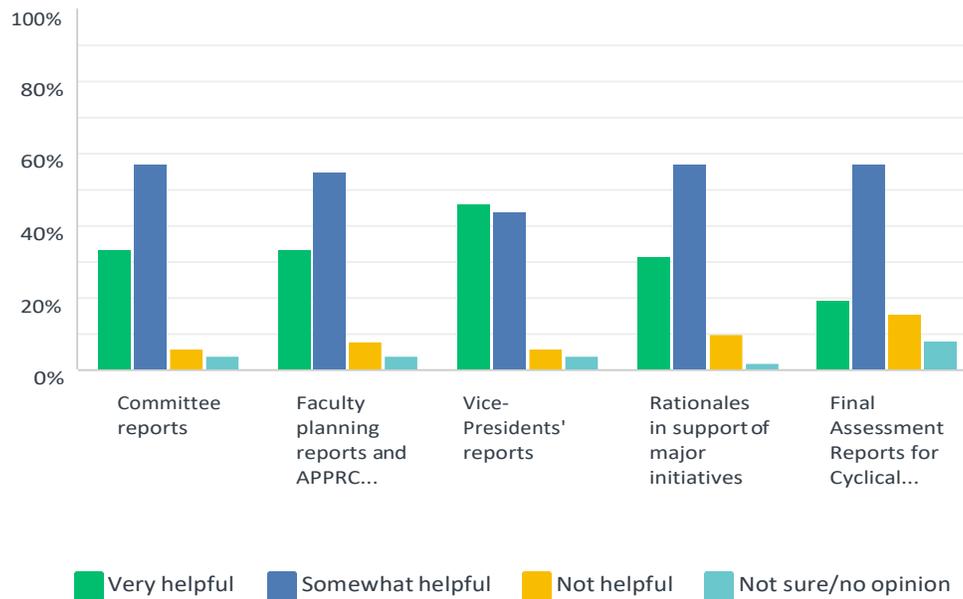
	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL	WEIGHTED AVERAGE
Committee reports	33.33% 17	56.86% 29	5.88% 3	3.92% 2	51	1.80
Faculty planning reports and APPRC overviews	33.33% 17	54.90% 28	7.84% 4	3.92% 2	51	1.82
Vice-Presidents' reports	46.00% 23	44.00% 22	6.00% 3	4.00% 2	50	1.68
Rationales in support of major initiatives	31.37% 16	56.86% 29	9.80% 5	1.96% 1	51	1.82
Final Assessment Reports for Cyclical Program Reviews	19.61% 10	56.86% 29	15.69% 8	7.84% 4	51	2.12

#	COMMENTS AND SUGGESTIONS
1	As with all reports, I find it additionally useful to hear from Chairs or heads of committees with respect to the workings of the committee to better understand the dynamics and issues behind resulting in the final report.
2	FARs favour trees. Decanal implementation plans have improved, but there is way to go.
3	Relationship between UAP and committee reports can be more explicit.
4	All academic performance and development at York U should be guided by ambitious sustainability goals
5	The amount of time spent on "political" as opposed to "academic" issues could be better balanced.

6   do we see the final assessment reports in Senate? I wasn't aware that we did, or if we do I don't
     recall any discussion about them.

7	Understanding initiatives within the context of the UAP is important but not sufficient. It would also be useful to understand initiatives and challenges in the context of specific Faculty plans, opportunities and challenges. For example, a particular Faculty may have rank ordered UAP priorities - such that the timing or sequencing of some projects are more important than others.
8	UAP still does not address the benefits of Markham, nor do the President or Vice President's reports. Markham will be a drain on resources, and a duplication of programs already present at York Keele. It makes no sense. A York medical school would not only contribute to raising York's research and funding profile, but it would not compete with existing programs.
9	Some of these I haven't seen at Senate.

Q9 What items of business -- continuing or new -- should be addressed by Senate?

Answered: 23   Skipped: 30

#	ITEM
1	Senate sovereignty in academic matters, including decisions to suspend classes in the event of a labour disruption.
2	consequences for breaching rules and not listening to the Chair
3	Rules of Senate
4	role of Senate in decisions re: suspension of courses due to labour disputes
5	a good SMA3 discussion.
6	Academic Policy and Planning
7	Climate change mitigation
8	Changes proposed by executive to limit speech in Senate
9	Changes in the Provincial Government frameworks (i.e. SMA 3)
10	Academic Planning and Priorities in other universities
11	response to current climate in province
12	Participation. We need more vigorous debate.
13	Long term investment when faced with fiscal constraints
14	Anti-Black systemic racism at York
15	Major academic initiatives
16	Behaviour by senators
17	How to counter the attacks on Universities by the provincial government
18	The need for a stronger spousal hiring policy.
19	Collegiality
20	We need some certainty on Markham - do something or put it to rest
21	new and enduring realities of a multi-campus university
22	Markham
23	Make York University a great place for our students!
24	York University's response to cuts in the post-secondary sector
25	Curriculum and Pedagogy
26	Sustainability
27	Discussion on metrics and impact on humanities
28	Academic issues such as academic direction rather than specifics
29	promotion of other than job ready programs
30	Black faculty hiring
31	Labour relations
32	Raising the profile of teaching and learning
33	How to ensure that the York Act is supported.

34	Ways to attract more/better graduate students.
35	Limiting the number and length of interventions by certain speakers
36	Metrics - we need a proper strategy, The 'incomparable metrics' seem unlikely to be taken seriously outside (or inside) York
37	SHARP
38	SMA
39	The Student "Choice" Initiative
40	Student Life and Engagement
41	Innovation
42	How the university leadership should respond to provincial government
43	Budget
44	Equity and inclusion matters
45	Awareness of our 'competitors' - are there ways we could learn from other institutions, especially Ryerson?
46	Rules around ethical investment
47	Possible over-reliance on international students.
48	Improvements in conduct of Senate meetings, currently they are a soapbox for a couple of individuals
49	York's position re- gov't "policies"
50	UAP
51	Precarious and contract work on our campus
52	York's position within the education sector
53	Collegial governance and the opportunities to participate in decisions
54	How to reduce our dependence on precarious labour
55	York's position re- Francophone university
56	Curriculum development
57	UAP
58	Rules of Order training
59	How to ensure that faculty represent the racial diversity of the GTA
60	Quality Assurance
61	More on initiatives being taken by various divisions
62	How to continue to fulfill the York Indigenous Framework.

Q10 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of Senate and your experience as a Senator in the space below.

Answered: 18   Skipped: 35

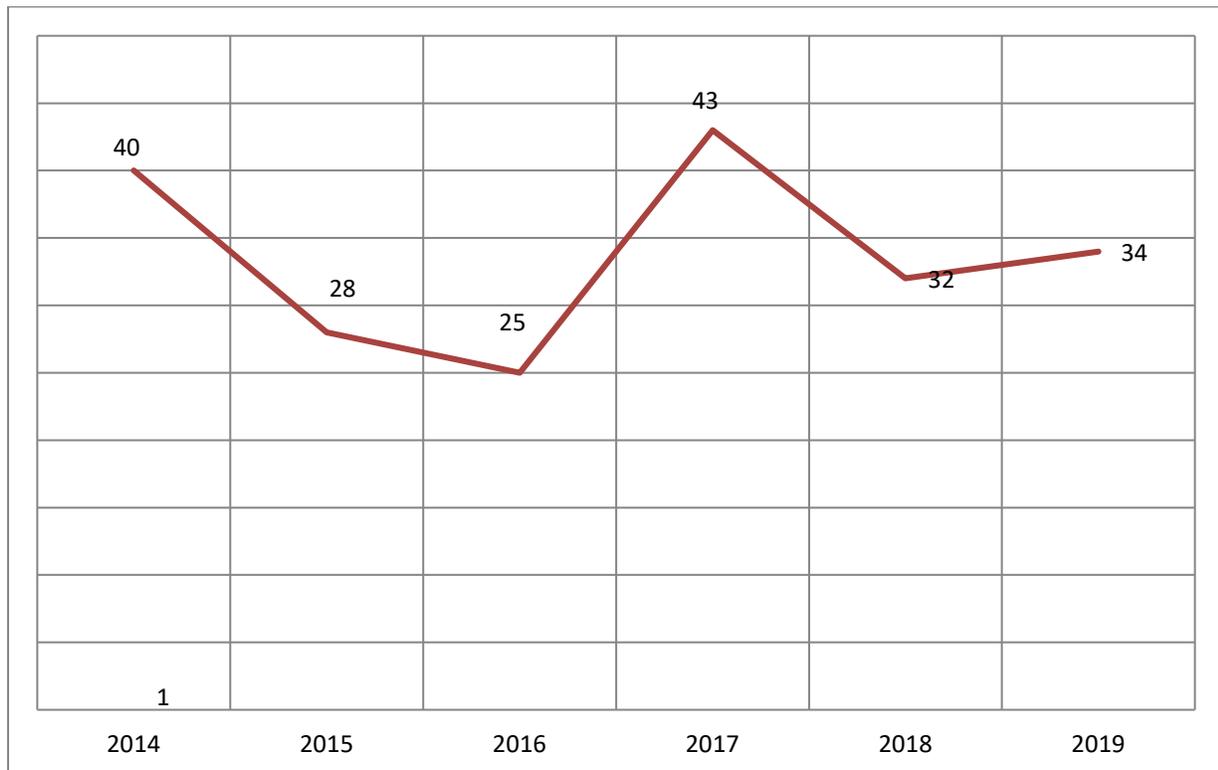| #	RESPONSES
1	It's a privilege and a pleasure to serve as a Senator.
2	I think the proposed changes to the rules will be helpful. I find there are a few people who try to dominate the discussion regardless of the agenda, and this is a deterrent to other faculty and students participating. I think limiting their time is a good first start, because it is extremely important to hear all voices at Senate.
3	I think that Senate was conducted very well this year but I do not think the Senate Chair and Executive always allow for a supportive, collegial environment. I'm very concerned about changing Senate rules that would allow for less speaking time and would prevent staff and faculty associations from allowing 2 co-Senators. I do not think these rules are collegial and instead seeks to limit Senators' ability to adequately express their thoughts and restrict the participate of trade union representatives. There have been some serious issues that the Senate Executive and senior administration have not adequately dealt with -- for example, by passing Senate approval of keeping classes running or not during the labour strike last year. I think the senior administration needs to grapple with these recent issues -- if they do not, we will not have true collegial governance.
4	Thanks for all the great work!
5	While I find the behaviour of some very vocal Senators disruptive, I appreciate their concern about the professoriate retaining a strong role in collegial governance when this is being eroded in today's corporate universities. If there was a way to ensure more civility in discourse, we would be more effective as a governing body. I am not sure what the solution is, but I wish Senate was less "toxic."
6	A firmer adherence to procedures/guidelines/logic to avoid phenomena like attempting to amend the content of a notice of motion, or, that failing, to amend a future motion that has not yet been made.
7	I enjoyed my role on Senate this year. Discussions were generally productive and collegial governance worked well.
8	All academic decisions, planning and development at York U should be guided by ambitious sustainability goals. York U needs to show the world how to become carbon-free and in the process create a living-Lab of experiential learning and practical research that will ensure our university becomes a viable magnet to applicants and a source of inspiration to our students, all staff and society at large
9	As a relatively new Senator it seems Senate is politically divided between administration and business-minded colleagues on one hand, and those critical-minded individuals concerned at university directions on the other; the strike exacerbated these divisions. Proposals to restrict discussion in Senate are simply fanning the flames of this division; I would suggest they be abandoned; those who always talk usually raise important if uncomfortable issues that democratic governance should not be invested in silencing.
10	I think that Senate has become quite confrontational, even toxic, where it feels like debate and votes are "preordained" rather than discussed and debated openly. The meetings are dominated by a few senators which "chills" debate or information sharing.
11	It is my hope that senate meetings are dominated by a climate of amicability. Members should refrain from fostering tension and undue criticisms that have the potential to tarnish the image of the Senate and University in general.
12	Senate has not been a space of collegial governance for some time now.

13	I feel that the senate represents the voice of the few. I feel intimidated by them and not comfortable voicing my opinions.
14	I have been disappointed by Senate and my experience as a Senator. I am on sabbatical next year and so will not be here to see what happens next, but I do hope progress will be made in ensuring all senators are aware of the purpose and purview of Senate, that a small number of senators stop dominating the space with their concerns, and that the agenda is followed, not rushed through in the last few minutes of an extended meeting because the same few talked for hours on issues of little or no interest to the rest of us. I was frankly shocked that one senator was able to delay the vote on senator code of conduct without any discussion by the rest of Senate. The result of this is that I along with 1/3 of senators will not be able to take part in the vote when it comes to Senate in September, making previous discussions pointless since a third of those voting will not have heard the discussions that took place this year. No doubt by then pressure of business will prevent much time being spent on it.....what is the point?
15	Senate is an interesting, powerful but intimidating arena. It worries me that the Board of Governors appears to be overruling the Senate at times on important issues.
16	I favor limiting anyone who speaks off topic or goes on at great length when a few well chosen words would do. I do not favor listening to the 2 or 3 YUFA members who feel compelled to speak to every topic. It is a waste of my time.
17	I am very concerned that Senate discussions are dominated by the same individuals with an agenda of opposition. The lack of discussion on making York University a great place for our students. More discussion on building on our significant strengths to make York University a great University.
18	The Senate website says: "The Senate is responsible for the University's academic policy........ Often the discussion on the floor of Senate is seldom is not traceable to these responsibilities. This often interferes with the real business of Senate

Senate Committee Survey 2019

A survey of Senate committee members was conducted in May/June 2019. The number of responses rose slightly this year as compared to last. Senate committee members were generally positive about their experiences on committees and recognized the importance of their roles in the collegial governance process.

Note to Senators: The names of individuals and other identifiers have been excised, and some comments were edited for purposes of collegiality.

Survey Participation by Year
2014 to 2019

Q1 Of which committee were you a member?

Answered: 34   Skipped: 0
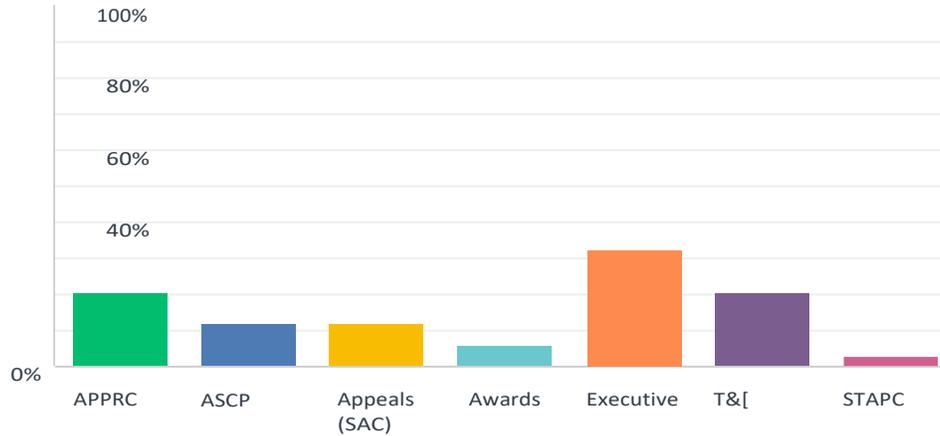
ANSWER CHOICES	RESPONSES	
Academic Policy, Planning and Research	20.59%	7
Academic Standards, Curriculum and Pedagogy	11.76%	4
Appeals (SAC)	11.76%	4
Awards	5.88%	2
Executive	32.35%	11
Tenure and Promotions	20.59%	7
Tenure and Promotions Appeals	2.94%	1
Total Respondents: 34		

Q2 How would you describe your role or roles as a Senate committee member in the context of collegial governance?

Answered: 30   Skipped: 4

| #	RESPONSES
1	To bring a range of perspectives and knowledge about the context of my faculty to discussions at Senate and Executive
2	member of the Senate T&P committee
3	Interested, informed, often contributing to the discussions with a view to achieving consensus.
4	We review tenure and promotion files and related documents to ensure that procedures followed are consistent with Senate guidelines
5	Senate committee members offer crucial contributions in terms of the collegial governance of the university. It is a great privilege to serve. I especially appreciate the way that participation in senate-level governance forces me to think beyond my unit and to understand the needs of the university as a whole.
6	To carry out the duties of the roles as set by senate, and to help advance the academic priorities that have been defined every year.
7	Our role was to see that the appropriate T & P procedures had been properly followed by the various faculties/units
8	I represent myself and have the best interests of Senate in my statements and actions. I am not a proxy of others.
9	To hear appeals of decisions of Faculty Committees re: petitions around academic regulations, grade re-appraisals and breaches of academic integrity and provide feedback to committees of Faculty Councils so their procedures reflect fairness and natural justice.
10	ASCP has oversight of curricular development and the management of many Senate Policies involving students as students. Its role in facilitative rather than regulatory when it comes to collegial governance, which is a good thing.
11	I brought a critical lens from the humanities and liberal arts to the committee's work and offered input on a range of issues.
12	Trying to bring the perspective of the Faculty I represent
13	My primary role has been a point of contact between the Senate and the Board of Governors. This has involved both conveying the sense of Board to Senate Executive and of Senate to the Board.
14	I think that the Chair and those who have subbed in for him do a great job. APPRC is a committee where colleagues are respectful, I find, and dedicated to what they are doing on the committee. It is very inspiring to see this form of collegial governance at work and I'd say my role is to be responsible, and active on this committee and to complete reading documentation in advance of meetings and be prepared to comment and give insight.

15	As a faculty member at York University for over a decade… it is an honour and a deep responsibility to share my experience in teaching, learning, service and research by serving on a Senate Committee that works to recognize excellence in the areas of teaching, research and service. This commitment to service has been exemplified in carrying our committee members' discussion and work, and at each meeting many of us are amazed at the many achievements of students and faculty across the university. My role thus far has been as member, and this input into the recognition of those who contribute to York University's international, national and local reputation is only overshadowed by the ways that many of the individuals recognized make indelible difference to committees in the GTA, provincially, nationally and internationally. I am always humbled when seeing my university colleagues work and abilities extend in these ways, and feel great pride when witnessing the stellar profiles of students who are already making their mark on the world. In administrative terms, I am grateful to the utmost professionalism of Kathryn White, the Assistant Secretary of the University, as well as to the Chair of the Committee in 2018-2019, and to my fellow committee members, for their engaging, careful and discerning discussions.
16	I enjoyed very much working on this committee and the collaborative process it entailed. It was particularly insightful for me in terms of getting a pan/trans-faculty perspective on policies, processes, and issues across the university. It also provided a wonderful opportunity to work with colleagues from other faculties and learn under the expertise and guidance of Terry Carter. In this sense, I would describe the role of a SAC committee member as an important location where faculty from a variety of disciplinary backgrounds can share, learn, have input, and deliberate on matters important to the academic integrity of the university as a whole.
17	It is my responsibility to share what I know, be well-prepared and to vote on matters in terms of what I believe to be in the best interests of York University and its students, faculty and staff.
18	A source of opinion and advice to the heads of Senate and senior Administration on important university matters. A representative of my Faculty's views. An overseer of the Senate agenda.
19	I was a 'rookie' and thus mostly listened.
20	I'm not entirely sure what is being asked here, but I would see my role as relatively limited in these terms. ASCP is a significant committee in terms of the policy issues that it addresses, but my sense (and I am new to the committee) is that most of the important questions that we consider have largely been formulated and answered elsewhere at the university before coming to this committee for discussion. There are often useful and constructive debates, but in terms of collegial governance, my experience thus far suggests that this involves relatively superficial issues and technical details, and that strategic decision-making often does not take place in collegial contexts.
21	Important and fulfilling
22	to advise and lend any experience I have
23	Participate in review of proposals and discuss curriculum policy Provide perspective on course and curriculum design within proposals
24	Senate executive has a role in organizing Senate business and in the past academic year played a major role related to the labour disruption. I view my role as helping achieve these goals and making sure the perspective of my faculty is also represented.
25	SAC is an essential committee - the buck has to stop somewhere - and its decisions have implications for our students, our programs and our Faculties. Student participation on the committee is also quite helpful, enhancing the notion of collegial governance.
26	The committee brings members together from different faculties. I think this helps to create a culture of collegiality across the university.
27	In support of the University's mandate, and representing my Faculty
28	Arrive well prepared to the meetings and actively contribute to the discussions of the committee.
29	I think it is extremely important for these committees to serve as both a conduit for faculty members to provide information and express concerns/views on important issues affecting the university as well as an opportunity for senior administrators to share/report/consult. They provide a smaller more intimate setting for engaged discussions.

30	I represent my Faculty at APPRC. I participate in conversations and bring back to my Faculty information and understanding on some of the major university initiatives such as incomparable metrics, open access, e-CV, SMA 3, the Markham campus, the annual budget and the UAP.
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# Q3 I feel knowledgeable about the following

Answered: 34   Skipped: 0
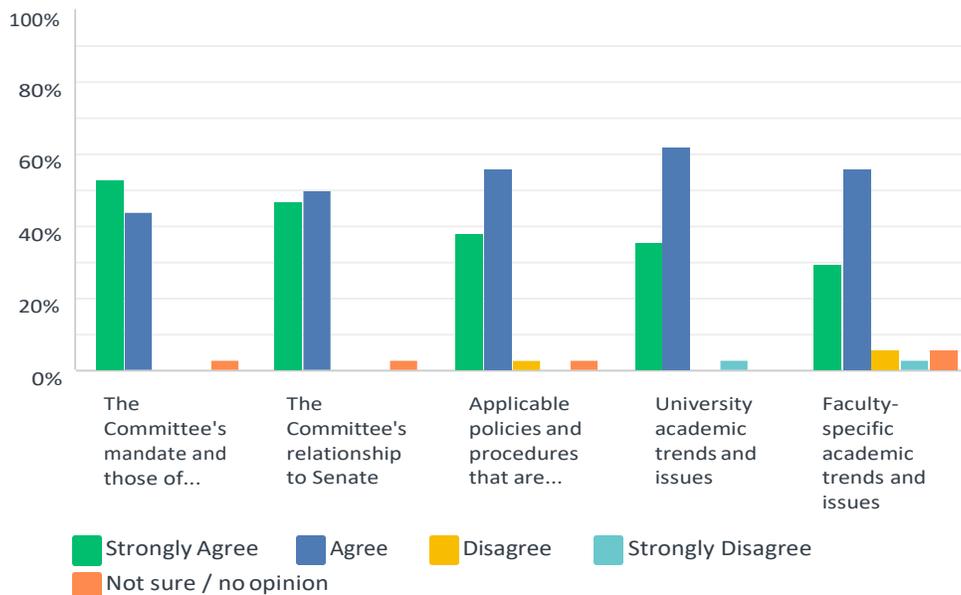
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT SURE / NO OPINION	TOTAL	
The Committee's mandate and those of sub-committees	52.94% 18	44.12% 15	0.00% 0	0.00% 0	2.94% 1	34	
The Committee's relationship to Senate	47.06% 16	50.00% 17	0.00% 0	0.00% 0	2.94% 1	34	
Applicable policies and procedures that are relevant to decision-making (including adjudications)	38.24% 13	55.88% 19	2.94% 1	0.00% 0	2.94% 1	34	
University academic trends and issues	35.29% 12	61.76% 21	0.00% 0	2.94% 1	0.00% 0	34	
Faculty-specific academic trends and issues	29.41% 10	55.88% 19	5.88% 2	2.94% 1	5.88% 2	34	

#	COMMENTS
1	One of the problems with Senate Committees is that they are often the last to know what's "bubbling up." Notice-of-intent requirements help, but there remains a sense of being a late-comer to the event.
2	It's been my first year on this committee so I'm still on a bit of a learning curve.
3	I am not sure that Senate really receives an overview of Faculty-specific trends and issues, and it would be challenging to have a good sense of those trends from specific proposals that come forward.
4	As noted, I am new to the committee, so am figuring out how everything fits together (so my 'not sures' are not a criticism of the committee). I have been learning quickly, and been helped by colleagues.
5	Membership on APPRC is a valuable window on pan-university activities.

Q4 I felt well informed and prepared to participate in advance of meetings:

Answered: 33   Skipped: 1
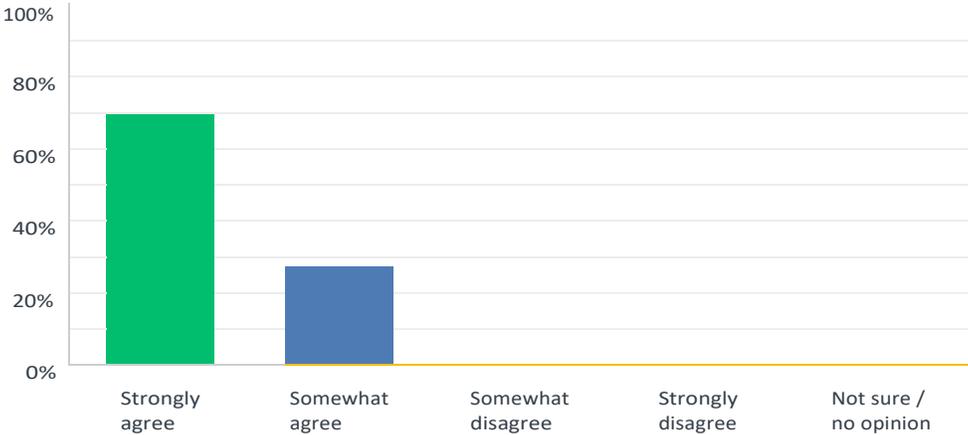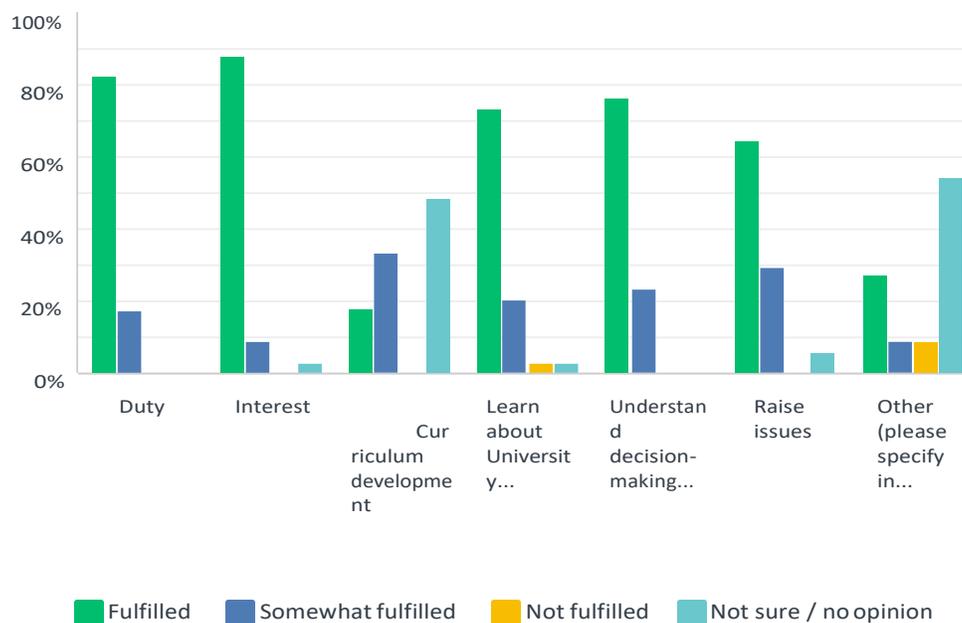

ANSWER CHOICES	RESPONSES	
Strongly agree	69.70%	23
Somewhat agree	27.27%	9
Somewhat disagree	3.03%	1
Strongly disagree	0.00%	0
Not sure / no opinion	0.00%	0
TOTAL		33

Q5 Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?

Answered: 34   Skipped: 0

	FULFILLED	SOMEWHAT FULFILLED	NOT FULFILLED	NOT SURE / NO OPINION	TOTAL
Duty	82.35% 28	17.65% 6	0.00% 0	0.00% 0	34
Interest	88.24% 30	8.82% 3	0.00% 0	2.94% 1	34
Curriculum development	18.18% 6	33.33% 11	0.00% 0	48.48% 16	33
Learn about University developments and directions	73.53% 25	20.59% 7	2.94% 1	2.94% 1	34
Understand decision-making processes	76.47% 26	23.53% 8	0.00% 0	0.00% 0	34
Raise issues	64.71% 22	29.41% 10	0.00% 0	5.88% 2	34
Other (please specify in comments box)	27.27% 3	9.09% 1	9.09% 1	54.55% 6	11

| #	COMMENTS ON EXPECTATIONS AND EXPERIENCES		
1	Exec must put its strike role behind and not hesitate to deliver on decisions made and very clearly communicated.		
2	I pretty much knew what I was getting myself into.		
3	I'm not disappointed at all - it's a real good experience to be on APPRC and very helpful in understanding York and it's larger directions and strategic priorities.	5	Continually presents an opportunity to learn more about
4	As per my earlier comment, in many ways I appreciated my experience, but the more important issues remain somewhat beyond the scope of the committee (if not some of the more influential members).		

university policy, and to contribute to the quality of programs that are moving forward

6	I was unfortunately ill for a couple of sessions, which I hope wasn't too disruptive.
7	I wish that there had been more proactive opportunities to engage/prevent future labour disruptions that disabled the university in 2018.

Q6 The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

Answered: 34   Skipped: 0

Legend: Very helpful | Helpful | Somewhat helpful | Not helpful | Not sure/no opinion
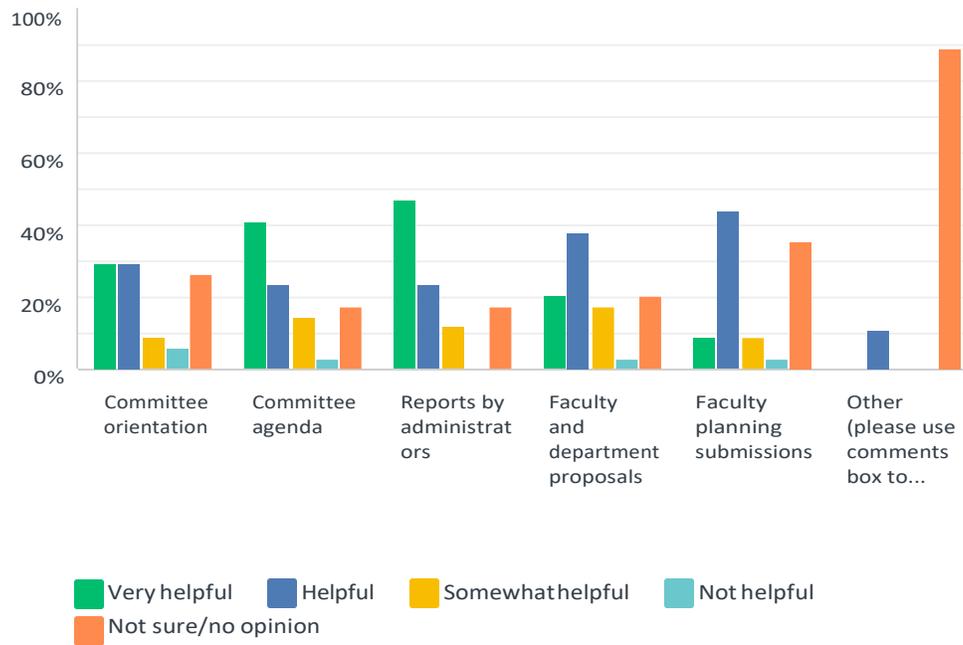
	VERY HELPFUL	HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL	NOT SURE/NO OPIONION	TOTAL
Committee orientation	29.41% 10	29.41% 10	8.82% 3	5.88% 2	26.47% 9	34
Committee agenda	41.18% 14	23.53% 8	14.71% 5	2.94% 1	17.65% 6	34
Reports by administrators	47.06% 16	23.53% 8	11.76% 4	0.00% 0	17.65% 6	34
Faculty and department proposals	20.59% 7	38.24% 13	17.65% 6	2.94% 1	20.59% 7	34
Faculty planning submissions	8.82% 3	44.12% 15	8.82% 3	2.94% 1	35.29% 12	34
Other (please use comments box to identify)	0.00% 0	11.11% 1	0.00% 0	0.00% 0	88.89% 8	9

#	OTHER ASPECTS OF THE COMMITTEE'S WORK
1	This question is not entirely clear to me.
2	These Questions are not relevant to my committee
3	Not sure how closely SAC aligns with UAP??

| 4 | I'm not quite sure what's meant by "Faculty planning submissions." |
5	To the degree that I do understand, I'd say that ASCP doesn't receive these.
6	I unfortunately missed the orientation for the committee
7	I need to learn more about the UAP in future years to provide more context for myself to answer these questions. Providing more info to new committee members about the UAP, and encouraging them to learn more, could be useful--it was only over time that I came to see this as a key horizon for our discussions.
8	I don't think we had committee orientation, perhaps I missed it
9	The UAP has not come up in the committee meetings I have attended
10	The UAP has been a steady touch point for the committee.

Q7 Committees establish their own priorities in the autumn or have a core work schedule. Do you feel that the Committee has planned appropriate time for priority items / core functions during the year?

Answered: 33   Skipped: 1
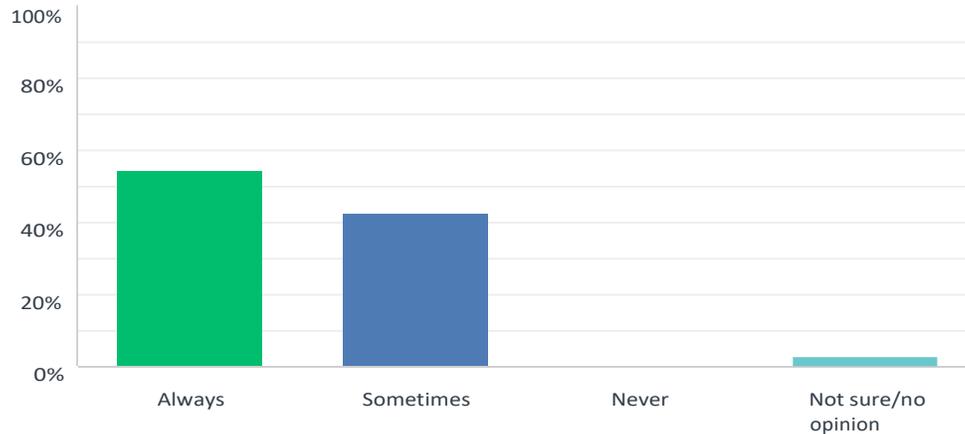
ANSWER CHOICES	RESPONSES	
Always	54.55%	18
Sometimes	42.42%	14
Never	0.00%	0
Not sure/no opinion	3.03%	1
TOTAL		33

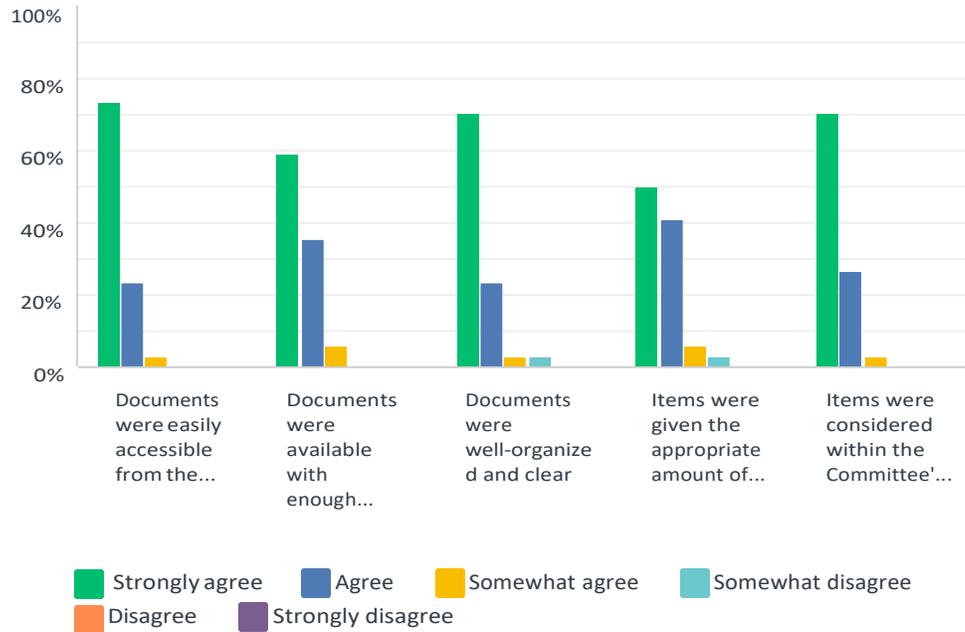| #	COMMENTS
1	We would be lost without the staff support -- especially Terry Carter -- and must credit her with much of our success as a committee.
2	There really should be a gradient between always and sometimes. Some less time-sensitive but not insubstantial matters were pushed to the ends of our massive agendas. Not frequently enough to merit "sometimes," though
3	Hitting our own priorities is always tricky in a fast moving external environment, and my two years on Executive have certainly been that! I think we might have been able to do more on the policy and rules reviews, but we need to provide more collegial support to the Secretariat in doing those in order to move them along.
4	I joined the committee only after a couple of meetings had already happened.

Q8 Are there items that should have received this year -- or should receive in future -- more attention from the Committee?

Answered: 10   Skipped: 24

#	ITEM	
1	Teaching Stream T&P Standards	
2	Clear governance rules	
3	We don't do much with the Pedagogy part	
4	Senate functioning & decorum	
5	ESL teaching/learning and international students	
6	Change to 4.0 GPA	
7	Updating some of the guidelines and greater harmonization among Faculties	
8	Transition to on-line tenure files (I understand this is in development)	
9	perhaps more attention to wider political issues affecting the university as part of the decision-making context. I valued the open discussions.	
10	Future strategic planning to address intra-community conflict	
11	Who cancels classes (no guessing please)	
12	Template/structure for proposals	

Q9 Please comment on logistics and organizational aspects.

Answered: 34   Skipped: 0

	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Documents were easily accessible from the Committee's Website	73.53% 25	23.53% 8	2.94% 1	0.00% 0	0.00% 0	0.00% 0	34
Documents were available with enough lead time before meetings	58.82% 20	35.29% 12	5.88% 2	0.00% 0	0.00% 0	0.00% 0	34
Documents were well-organized and clear	70.59% 24	23.53% 8	2.94% 1	2.94% 1	0.00% 0	0.00% 0	34
Items were given the appropriate amount of time	50.00% 17	41.18% 14	5.88% 2	2.94% 1	0.00% 0	0.00% 0	34
Items were considered within the Committee's mandate	70.59% 24	26.47% 9	2.94% 1	0.00% 0	0.00% 0	0.00% 0	34

#	COMMENTS
1	Senatedocs website is too slow, the response time should be vastly improved.
2	I'd suggest that the documents provided by the Secretariat were well-organized and clear. The same cannot always be said about the curricular proposals.
3	My only query about the online availability is why it is necessary to have SenateDocs outside the Passport York SSO?
4	Support was excellent
5	The lack of standardization in tenure files makes navigating each file (binder) somewhat time-consuming. This will improve with a standard on-line format I believe.

Q10 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of the Committee's work or your experience as a Committee member in the space below.

Answered: 15   Skipped: 19

#	RESPONSES
1	The committee welcomes the many views of its members and gives ample time to discuss issues. I appreciate the work we have done this year and continue to learn from my colleagues.
2	Just need to say again: the staff support for the work of the committee has been tremendous. Terry Carter's work is amazing. But also that of the faculty-level staff support including Colin McMahon, Jaime in AMPD, and Marie-Ann at Glendon, and the tremendous staff at Lassonde. There are many others I'm sure but I worked most closely with these faculties this year.
3	Meetings rather disorganized. Tendency to digress and waste time on tangential/inconsequential issues
4	I enjoyed working with colleagues from other Faculties across the University. I learned a lot from them.
5	I continue to think that earlier intervention would be of help in the development of some proposals. As observed above, notice-of-intention has been a help, but I think that process could use some tweaking to be more fully effective.
6	I joined this committee in the middle of the Fall term and I think I will need a year to be completely oriented and feel completely knowledgeable about the committee's role. I do feel, however, that I have been able to contribute and that the committee's work advances the priorities of the university.
7	I found the wording of the survey a bit ambiguous.
8	I will just emphasize the need to address ESL and international student issues, esp. given funding cuts, the increasing reliance on international student fees, and the declining support given to such students. This is changing the demographics of the university and the nature of our work in many fundamental ways, and the university, in my opinion, is failing international and ESL students despite generating significant new revenues from them. ASCP is one of many venues where this can be addressed, and I would suggest it is given a prominent place in next year's deliberations.
9	Often, individual senate committee members' own perception comes into play resulting in a higher level of subjectivity in the review process and therefor, files don't get reviewed with equal level of objectivity.
10	The agenda can be very daunting at times but I think overall it's worth it because it's the best way to understand larger academic issues. The Chair of the committee is truly the best. I enjoy hearing the Vice Provost's opinion on trends in Ontario that affect YorkU.
11	I enjoy being a member on the committee.
12	Perhaps the least efficient aspect of the current (SAC) process revolves about the appellant's letter that justifies his/her appeal to SAC. While the "new evidence" or "natural justice" boxes may be checked on the form itself, the letters often are rambling, partially incoherent and not well focused on the "new evidence" or what aspect of "natural justice" was violated. This sometimes tempts SAC members to search for these things among the dozens of pages of supporting documentation. Appellants need to write more compelling letters and need better guidance on how these should be structured/written, etc. This would save everyone concerned a great deal of time.
13	I am enjoying my service on the Senate T+P committee.
14	This was my first year on the APPRC, and I was very welcomed, which I appreciated. I was impressed by the range of my colleagues. I didn't feel that we were in any way underused, but perhaps there might be more room for general discussion of inter-faculty issues –
15	Thanks to the Secretariat for supporting the committee.

Proposed Revisions to Pass/Fail Grades Policy

Current Policy	Proposed Revisions
Purpose	**Purpose**
This policy sets out the criteria for the Pass/Fail Grading Option, which allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.	This policy sets out the criteria for the Pass/Fail Grading Option, which allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.
Scope and Application	**Scope and Application**
Subject to limitations set out, this policy applies to all undergraduate students, except for those enrolled in the following degree programs: - BEd degrees, - JD degrees, and - BBA and iBBA degrees.	Subject to limitations set out, this policy applies to all undergraduate students, except for those enrolled in the following degree programs: - BEd degrees, - JD degrees, and - BBA and iBBA degrees.
Definitions	**Definitions**
Applicable definitions are available in the Pan-university Academic Nomenclature.	Applicable definitions are available in the Pan-university Academic Nomenclature.
Policy	**Policy**
The Pass/Fail grading option allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.	The Pass/Fail grading option allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.
Students complete course work as usual and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a "Pass" or "P" under this option. The result is adjusted to a "Pass" or "Fail" by the Registrar's Office based on the final grade submitted by the	Students complete course work as usual and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a "Pass" or "P" under this option. The result is adjusted to a "Pass" or "Fail" by the Registrar's Office based on the final grade submitted by the

instructor.	instructor.
Eligibility	**Eligibility**
Undergraduate students may elect to take up to 12 credits on the Pass/Fail grading option.	Undergraduate students may elect to take up to 12 credits on the Pass/Fail grading option.
To qualify for the Pass/Fail grading option, students must:	To qualify for the Pass/Fail grading option, students must:

Left column:

To qualify for the Pass/Fail grading option, students must:

1) be in good academic standing and have completed at least 24 credits, and
2) submit a request to opt for a Pass/Fail grade to the Registrar's Office before the last day to drop a course without receiving a grade.

Newly admitted students who have not yet completed 24 credits may submit a request for the Pass/Fail option for up to 3 credits.

Students may not use the Pass/Fail option for the following categories of courses:

- courses which satisfy major or minor requirements (including for-credit practica not already on a pass/fail grading scheme)
- required courses outside the major
- courses taken to satisfy Certificate requirements
- required 1000-level science courses for students in the Faculty of Science, the Lassonde School of Engineering and the Faculty of Health
- ~~in and out requirements for students in the School of the Arts, Media, Performance & Design~~
- ~~bilingual requirements for students of Glendon~~

Exchange courses taken at another

Right column:

To qualify for the Pass/Fail grading option, students must:

3) be in good academic standing and have completed at least 24 credits, and
4) submit a request to opt for a Pass/Fail grade to the Registrar's Office before the last day to drop a course without receiving a grade.

Newly admitted students who have not yet completed 24 credits may submit a request for the Pass/Fail option for up to 3 credits.

Students may not use the Pass/Fail option for the following categories of courses:

- courses which satisfy major or minor requirements (including for-credit practica not already on a pass/fail grading scheme)
- required courses outside the major
- courses taken to satisfy Certificate requirements
- required 1000-level science courses for students in the Faculty of Science, the Lassonde School of Engineering and the Faculty of Health

Exchange courses taken at another institution must comply with the Transfer Credit Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution

institution must comply with the Transfer Credit Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.

Students who do not meet the required conditions will not be approved to take the course on a Pass/Fail basis.

Reversing a Pass/Fail Request

Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course.

Roles and Responsibilities

Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar's Office before the last day to drop a course without receiving a grade.

The Registrar's Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and instructions about submitting a request for the Pass/Fail option. The Registrar's Office also is responsible for inputting "Pass" or "Fail" in the student's record based on the final grade submitted by the instructor.

Review

This policy shall be reviewed every five years.

Related Policies, Procedures and

employs a pass/fail or other assessment scheme.

Students who do not meet the required conditions will not be approved to take the course on a Pass/Fail basis.

Reversing a Pass/Fail Request

Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course.

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The Registrar's Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and instructions about submitting a request for the Pass/Fail option. The Registrar's Office also is responsible for inputting "Pass" or "Fail" in the student's record based on the final grade submitted by the instructor.

Review

This policy shall be reviewed every five years.

Related Policies, Procedures and Guidelines

Common Grading Scheme for Undergraduate Faculties
Pan-university Academic Nomenclature Guidelines and Implementation

Guidelines	Procedures for the Assessment of Transfer Credit
Common Grading Scheme for Undergraduate Faculties Pan-university Academic Nomenclature Guidelines and Implementation Procedures for the Assessment of Transfer Credit Revised by Senate 27 June 2019	

Major Modifications Proposal Guidelines

1. Program: Electrical Engineering and Computer Science

2. Degree Designation: MASc in Electrical and Computer Engineering

3. Type of Modification:

   - Change to fields of specialization

   - Change degree requirements

4. Effective Date: Winter 2020

5. Provide a general description of the proposed changes to the program.

   A. Introduction of three fields to the MASc degree: Computer Engineering, Electrical Engineering and Software Engineering.

   B. Removal of the breadth requirement: "There is a breadth requirement for selected graduate courses. At least one course must be from two of the three fields of specialization: computer systems engineering, electrical engineering and interactive systems engineering."

   C. Replacement of the MASc degree requirements: "three graduate 3.0 credit courses, a full-year 6.0 credit research project course (EECS 6400)" with "four graduate 3.0 credit courses, at least three of which are normally EECS graduate courses".

6. Provide the rationale for the proposed changes.

   A. The Department of Electrical Engineering and Computer Science underwent a period of transition and major growth over the last years with the addition of new undergraduate Software and Electrical Engineering programs and the associated increase in number and breadth of faculty members and graduate students to the department. Research in the department spans a broad range of topics including Computer Engineering, Computer Science, Electrical Engineering, and Software Engineering. This change is already reflected at the undergraduate and PhD program level. The PhD in Electrical Engineering and Computer Science offers the fields of Computer Engineering, Computer Science, Electrical Engineering, and Software Engineering. The proposed change will align the graduate program's MASc program with the PhD program and the ongoing research areas. The MSc program covers Computer Science. The MASc program will cover Computer Engineering, Electrical Engineering, and Software Engineering. Each graduate student in the MASc program will be associated with their field based on the course selection each will make.

   B. Since the fields of specialization are being changed, the breadth requirements need to be updated as well. The new fields of Computer Engineering, Electrical Engineering, and

Software Engineering are sufficiently different that not all students would benefit from being required to take a course outside of their field. Each field contains multiple sub-fields such as Power Electronics or Biomedical Circuits in Electrical Engineering. These areas are broad and applications of these technologies diverse, so a student focusing on any of the three fields would already attain a comprehensive education in that field. Most students already require both exposure to a range of technical and theoretical content as well as an understanding of their application domain in preparation for their thesis. Our current breadth requirements expose students to two distinct but narrowly defined subdisciplines (computer systems engineering and interactive systems engineering). However, in the multi-disciplinary research contexts where our students work, much more flexible preparation is required. Removal of the breadth requirement gives students more flexibility to create their own program of study together with their supervisor, focusing on courses that are directly relevant to their research plan whether offered by the department or by another graduate program. The proposed changes in the number of required 3.0 credit courses (C) will provide students with more opportunity to expose themselves to a broader range of topics, particularly in view of the increase in the numbers of graduate courses now offered for the Computer, Electrical and Software Engineering fields. These changes will provide more value to our graduate students, who often comment on their desire to take more courses in their field.

C. According to the latest Cyclical Program Review of 2017, the average completion times for the MASc degree has exceeded the 5-term program length in recent years (6 terms in 2010 and 2011, 8.3 terms in 2013 and 6.8 in 2015). In view of this data, the program has reviewed the degree requirements, particularly the required number of traditional 3.0 credit courses. A study was conducted of the requirements of other Science and Engineering Master's programs at York University and Electrical and Computer Engineering Master's programs at other Ontario universities, all by research thesis. Out of 16 programs, the breakdown of required courses is as follows:

Courses required	Number programs
3	1
4	7
5	7
6	1

It is worth noting that 15 of these 16 programs have a duration of 6 terms compared to our 5 terms. The average number of courses in the surveyed Science and Engineering Master's programs at York is four. Therefore, a requirement of four courses would put the MASc program at a comparable level with its peer programs, reflect the 5-term duration of the program, and provide increased opportunity for formal coursework over the current requirement of three courses. Additionally, a reduced course load will help students undertake practical research work earlier in their degree progression, facilitating a more timely average completion time. The requirement that at most one course can be integrated with an undergraduate course remains unchanged. In order to adapt our current degree requirement "three graduate 3.0 credit courses, a full-year 6.0 credit research project course (EECS 6400)" to a four 3.0 credit course model, the requirement for students to take EECS 6400 will be removed, allowing greater flexibility for students to take courses that are relevant to their studies. This shift is also

supported by the increase in the numbers of graduate courses offered over the last 5 years that are relevant to Engineering students.

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

In light of the University Academic Plan, York's Plan for the Intensification and Enhancement of Research and the Faculty of Graduate Studies Integrated Resource Plan, this proposal directly speaks to research intensification and an expansion of engineering. Both themes are also key ingredients of the Provostial White Paper. According to York's Strategic Mandate Agreement, engineering is one of the proposed areas of growth. Engineering, as well as Computer Science also feature prominently in York's Strategic Research Plan.

In Lassonde's Strategic Research Plan, research in Electrical Engineering, Computer Engineering, Computer Science and Software Engineering, features prominently. This proposal addresses the intensification of research in those fields by establishing studies in Software Engineering at the Master's level and broadening the scope of Computer Engineering. The increased integration of Engineering into Lassonde's graduate programs, which this proposal addresses, is one of the objectives of Lassonde's Integrated Resource Planning. Also in the Departmental Five-Year Plan, the integration of Electrical Engineering at the graduate level is one of the key objectives. These priorities were recently reiterated by the program and Lassonde in the EECS quality assurance brief and review.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

As part of this proposal, the mapping of the requirements to program learning outcomes has been updated. These changes can be found in Appendix B.

9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

Members of the EECS graduate program were consulted multiple times:

2016-12-16: Formal graduate faculty meeting. Changes to the fields were discussed and unanimously approved.

2018-04-28: Formal graduate faculty meeting. Changes to EECS 6400 were discussed extensively with multiple suggestions from members. No formal decision was made.

2018-05-25: Formal graduate faculty meeting. All three changes were debated. The decision to change the fields was unanimously confirmed. The removal of the breadth requirement was voted on and carried. The other changes were tabled for the next graduate faculty meeting.

2018-08-20: Informal graduate faculty consultation. Changes to EECS 6400 and the degree requirements were further debated. A consensus was reached to remove EECS 6400 and change the degree requirements to four 3.0 credit courses. The Graduate Program Director was tasked with preparing a proposal for approval at a future graduate faculty meeting.

2019-02-08: Formal graduate faculty meeting. The major modification proposal draft was discussed and some changes to the text were suggested.

2019-03-13: The updated major modification draft was circulated to the members of the graduate program, and it was approved by e-vote.

These changes are to internal degree requirements within the EECS graduate program and should have no impact on other programs. The EECS 6400 course has never been taken by students in other programs and was strictly intended for EECS MASc students. Nevertheless, the Graduate Program Directors of related programs (Information Technology, Mechanical Engineering, Earth and Space Science and Engineering, Civil Engineering, Physics) were consulted and had no objections.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

Due to the addition of software engineering as a field in the program, we have explicitly added software engineering to the list of admission requirements. In practice we already accept software engineers as a 'closely related field'.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The deletion of EECS 6400 will free up faculty resources (project supervisors and course committee.

The removal of the breadth requirement will lessen the burden on the graduate program to monitor students' compliance. This gain is offset by the growing burden of administering the growing graduate program.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

The mode of delivery of the program is not changing fundamentally. EECS 6400 was not delivered as a traditional course but rather consisted of individual research conducted under the supervision of a faculty member other than the student's thesis supervisor. This interaction will be removed but at the same time the overall course load will be reduced to four 3.0 credit

courses. Therefore, students will have more time to spend on their thesis research, which will allow them to delve deeper in their research and equally expose them to research methods.

The changes to the breadth requirement and the fields do not affect the mode of delivery.

13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

Assessment of EECS 6400 was through reports and a final presentation. Many graduate courses in the EECS graduate program contain these same elements of assessment. Additionally, the increased time for thesis research will result in students publishing more papers and presenting at more conferences, which is the real-world experience simulated by the EECS 6400 assessment elements. Therefore, the achievement of the program learning outcomes will be enhanced by the changes.

The changes to the breadth requirement and the fields do not affect assessment.

14. Provide a summary of how students currently enrolled in the program will be accommodated.

Current students will follow the existing regulations, consistent with York's grandparenting norms. Students are required to satisfy their course requirements (including EECS 6400) in their first year of study. Therefore, the changes will not impact current students. Students admitted in Fall 2019 will have the option of following the existing or new regulations.

15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Appendix A

Existing Program/Graduate Diploma Information	**Existing Program/Graduate Diploma Information**
Electrical Engineering & Computer Science The Graduate Program in Electrical Engineering & Computer Science offers the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD). The MSc program covers Computer Science. The MASc program concentrates on Computer Engineering and Electrical Engineering. The PhD program covers Computer Engineering, Computer Science, Electrical Engineering and Software Engineering. **Master of Science Program** **Admission Requirements** Graduates with an honors degree in Computer Science or equivalent, with at least a B+ average in the last two years of study, may be admitted as candidates for the Masters of Science program in computer science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States. **Degree Requirements** Students are expected to choose between the degree by thesis or by project before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas: - Theory of Computing & Scientific Computing - Artificial Intelligence & Interactive Systems - Systems: Hardware & Software No more than one-third of the course requirements can be integrated with undergraduate courses. **MSc Degree by Thesis** Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject. **MSc Degree by Project**	**Electrical Engineering & Computer Science** The Graduate Program in Electrical Engineering & Computer Science offers the degrees of Master of Science (MSc), Master of Applied Science (MASc) and Doctor of Philosophy (PhD). The MSc program covers Computer Science. The MASc program concentrates on Computer Engineering, Electrical Engineering and Software Engineering. The PhD program covers Computer Engineering, Computer Science, Electrical Engineering and Software Engineering. **Master of Science Program** **Admission Requirements** Graduates with an honors degree in Computer Science or equivalent, with at least a B+ average in the last two years of study, may be admitted as candidates for the Masters of Science program in computer science. In addition, those admitted must have completed the equivalent of a senior-level course in the area of theoretical computer science. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test and computer science subject test are strongly recommended, especially for applicants who did their work outside of Canada and/or the United States. **Degree Requirements** Students are expected to choose between the degree by thesis or by project before the end of their second term. There is a breadth requirement on the selected graduate courses. At least one course must be from each of the following three areas: - Theory of Computing & Scientific Computing - Artificial Intelligence & Interactive Systems - Systems: Hardware & Software No more than one-third of the course requirements can be integrated with undergraduate courses. **MSc Degree by Thesis** Candidates for the MSc degree must complete five graduate three-credit courses and successfully defend a master's thesis. Candidates must conduct a piece of approved research under the general direction of a supervisor. The resulting thesis should demonstrate the Candidates' research ability in the research subject. **MSc Degree by Project**

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.	Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

Left column:

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Master of Applied Science Program

Admission Requirements

Graduates with an honors undergraduate degree or equivalent (typically a four-year program with full-time enrolment) from an accredited university in electrical or computer engineering, with at least a B+ average in the last two years of study, may be admitted as candidates for the Master of Applied Science program in electrical and computer engineering. In addition, those admitted must have completed the equivalent of a senior-level project course or thesis in electrical or computer engineering. Significant industrial or research experience in electrical or computer engineering coupled with an honors undergraduate degree program or equivalent from an accredited university will be considered equivalent to an undergraduate electrical or computer engineering thesis. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test is strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the MASc degree in electrical and computer engineering must complete ~~three~~ graduate three-credit courses~~, a full-year, six-credit research project course (Electrical Engineering & Computer Science 6400 6.0)~~ and write and successfully defend a master's thesis. ~~The Electrical Engineering & Computer Science 6400 6.0 project must be distinct from course assignments and the MASc thesis.~~

~~There is a breadth requirement for selected graduate courses. At least one course must be from two of the three fields of specialization: computer systems engineering, electrical engineering and interactive~~

Right column:

Candidates for the MSc degree must complete seven graduate three-credit courses and conduct a research project. The research project will have a more limited scope and/or degree of originality than a thesis. The project is under the general direction of a supervisor. A paper describing the project must be submitted and graded by the supervisory committee.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Master of Applied Science Program

Admission Requirements

Graduates with an honors undergraduate degree or equivalent (typically a four-year program with full-time enrolment) from an accredited university in electrical, computer or software engineering, with at least a B+ average in the last two years of study, may be admitted as candidates for the Master of Applied Science program in electrical and computer engineering. In addition, those admitted must have completed the equivalent of a senior-level project course or thesis in electrical, computer or software engineering. Significant industrial or research experience in electrical, computer or software engineering coupled with an honors undergraduate degree program or equivalent from an accredited university will be considered equivalent to an undergraduate electrical, computer or software engineering thesis. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. The Graduate Record Examination general test is strongly recommended, especially for applicants who did their work outside of Canada and/or the United States.

Degree Requirements

Candidates for the MASc degree in electrical and computer engineering must complete four graduate three-credit courses, at least three of which are normally EECS graduate courses, and write and successfully defend a master's thesis.

No more than one course integrated with an undergraduate course can be used to satisfy degree requirements.

~~systems engineering.~~ No more than one course integrated with an undergraduate course can be used to satisfy degree requirements.

A candidate must conduct approved thesis research that demonstrates their ability in the selected field of specialization under the general direction of a supervisor. Typically, the thesis includes a practical demonstration or implementation of the research work undertaken. For more details refer to the program's supplemental calendar.

Time Requirements

Students are expected to complete all of their master's degree requirements in no more than five terms (twenty months). For more details refer to the program's supplemental calendar.

Doctor of Philosophy Program

Admission Requirements

Applicants must have a Master's degree in Computer Engineering, Computer Science, Electrical Engineering, Software Engineering, or closely related field, which is equivalent to the MSc degree in Computer Science (thesis option) or the MASc degree in Electrical and Computer Engineering at York University. A minimum average grade of B+ on all course work is required. Applications must include official copies of all academic transcripts, an extended abstract/copy of the MSc or MASc thesis, three letters of reference and a one-page statement of purpose and previous experience. The statement of purpose should indicate the applicant's area(s) of interest. The following are the minimum English language test scores (if required): TOEFL 577 (paper-based) or 90-91 (Internet-based), IELTS 7, or York English Language Test 4. For applicants to the fields of Computer Engineering, Computer Science and Software Engineering, the Graduate Record Examination general test is strongly recommended, especially for applicants who did their work outside of Canada and the United States.

Degree Requirements

Candidates for the PhD degree must complete at least three three-credit graduate courses. No more than one-third of the course requirements can be integrated with undergraduate courses. Candidates must successfully complete a qualifying examination consisting of a written report on the candidate's field of interest and have an oral defence of the report. Candidates must present a dissertation proposal outlining the anticipated results of their dissertation. Each term candidates must attend departmental seminars. Each fall and winter term, candidates must attend one professional development seminar.

Candidates must complete either an industrial internship or a teaching practicum. Candidates must conduct a significant body of original research under the supervision of a supervisory committee and successfully defend the resulting dissertation in their field of interest.

Time Requirements

Students are expected to complete their requirements in no more than four years. Courses must be completed within three terms. The qualifying examination must be completed within five terms. The dissertation proposal must be completed within eight terms.

Master of Applied Science in Electrical and Computer Engineering
Curriculum Map

I: introduced, D: developed, R: reinforced

Program Learning Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5
1: Depth and Breadth of Knowledge					
1A: Review, analyze, assimilate and interpret a body of scientific literature in the area of research.	I Courses	I Courses	D Thesis	R Thesis	R Thesis
1B: Apply the techniques (mathematical, scientific, engineering, experimental) pertinent to the research being undertaken.	I Courses	I Courses	D Thesis	R Thesis	R Thesis
2: Research and Scholarship					
2A: Evaluate whether a research method is appropriate for a given research problem.	I Courses	I Courses	D Thesis	R Thesis	R Thesis
2B: Apply an appropriate research method to address a research problem.			I Thesis	D Thesis	R Thesis
2C: Critique approaches taken by other researchers to address a research problem.			I Thesis	D Thesis	R Thesis
2D: Analyze a research problem based on established techniques.			I Thesis	D Thesis	R Thesis
2E: Present a research problem, its significance, approaches taken by other researchers to address that problem, and an original approach to tackle the problem, in written form.			I Thesis Proposal	D Thesis	R Thesis

Program Learning Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5
3: Level of Application of Knowledge					
3A: Conduct supervised research appreciating the limitations of one's knowledge.			I Thesis	D Thesis	R Thesis
3B: Solve a research problem using established methods or new variations of those methods.			I Thesis	D Thesis	R Thesis
3C: Extrapolate limitations of research methods and propose revised methods for future research.			I Thesis	D Thesis	R Thesis
4: Professional Capacity / Autonomy					
4A: Accept responsibility for one's research.			I Thesis	D Thesis	R Thesis
4B: Evaluate individual progress towards meeting degree requirements and timelines.		D Progress Report	D Progress Report	D Progress Report	D Progress Report
4C: Develop a solution to a research problem that takes ethical, social, environmental, and legal influences into account.			I Thesis	D Thesis	R Thesis
4D: Comply with relevant laws, regulations and intellectual property guidelines.	I Courses	I Courses	D Thesis	R Thesis	R Thesis

Program Learning Outcomes	Term 1	Term 2	Term 3	Term 4	Term 5
5: Level of Communication Skills					
5A: Present material in a coherent and organized way, using an appropriate combination of media, to a variety of audiences.	I Courses	I Courses	D Thesis Proposal	R Thesis	R Thesis
5B: Construct a credible argument and design an appropriate format to convey the argument.			I Thesis	D Thesis	R Thesis
5C: Present material in the literature relevant to the research problem in one's own words.			I Thesis	D Thesis	R Thesis
6: Awareness of Limits of Knowledge					
6A: Justify the strengths and limitations of the proposed solution to the research problem.			I Thesis	D Thesis	R Thesis
6B: Propose research questions and methods to solve those questions.			I Thesis	D Thesis	R Thesis

Graduate Fields
Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the masters or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

Field: Computer Engineering
Parent program: MASc in Electrical and Computer Engineering

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Computers control power generation systems, aircraft, automobiles, homes and many other systems. Computer engineering is a discipline that focuses on the design, construction, implementation, and maintenance of software and hardware components of computers. Within the computer engineering field of the graduate program, students will significantly expand and deepen their understanding of the theory and practice of computer engineering in at least one of the following areas: computer systems engineering and interactive systems engineering. The former area concentrates on the architecture, design, and evaluation of large-scale hardware and software systems. Examples include real-time systems, distributed computing and networking, and computer architectures. The latter area focuses on systems that interact intelligently with the user or the environment. Examples include mobile robotics, computer vision, natural-language speech recognition and synthesis, and advanced interface design.

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The admission requirements for the field are the same as those of the parent program. Since these requirements are being slightly amended to include mentioning of software engineering for applicant credentials, please refer to Appendix A of the Major Modification Proposal.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The curricular requirements for the field are the same as those of the parent program. Since these requirements are being changed in terms of number of courses and breadth requirement, please refer to Appendix A of the Major Modification Proposal.

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

All the courses listed below are optional. They are all existing courses. The supervisor plays an important role in the course selection and will normally encourage students to take these courses.

Course: EECS 5101 3.0
Title: Advanced Data Structures
Short course description: The course discusses advanced data structures: heaps, balanced binary search trees, hashing tables, red-black trees, B-trees and their variants, structures for disjoint sets, binomial heaps, Fibonacci heaps, finger trees, persistent data structures, etc. When feasible, a mathematical analysis of these structures will be presented, with an emphasis on average case analysis and amortized analysis. If time permits, some lower bound techniques may be discussed, as well as NP-completeness proof techniques and approximation algorithms.
Number of offerings (in last five years): 4

Course: EECS 5323 3.0
Title: Computer Vision
Short course description: This course introduces the basic concepts in computer vision. Primarily a survey of current computational methods, we begin by examining methods for measuring visual data (image based operators, edge detection, feature extraction), and low-level processes for feature aggregation (optic flow, segmentation, correspondence). Finally, we consider some issues in "high-level" vision by examining current high-level vision systems.
Number of offerings (in last five years): 4

Course: EECS 5324 3.0
Title: Introduction to Robotics
Short course description: This course introduces concepts in robotics. The course begins with a study of the mechanics of manipulators and robot platforms. Trajectory and course planning, environmental layout and sensing are discussed. Finally, high-level concerns are introduced. The need for real-time response and dynamic-scene analysis are covered, and recent development in robotics systems from an artificial intelligence viewpoint are discussed.
Number of offerings (in last five years): 4

Course: EECS 5326 3.0
Title: Artificial Intelligence
Short course description: This course will be an in-depth treatment of one or more specific topics within the field of artificial intelligence.

Number of offerings (in last five years): 3

Course: EECS 5327 3.0
Title: Introduction to Machine Learning and Pattern Recognition
Short course description: Machine learning is the study of algorithms that learn how to perform a task from prior experience. This course introduces the student to machine learning concepts and techniques applied to a pattern recognition problem in a diversity of application areas.
Number of offerings (in last five years): 3

Course: EECS5331 3.0
Title: An Introduction to Computer Graphics
Short course description: This course provides an introduction to computer graphics. The first half will cover window systems, display hardware, graphical primitives, scan conversion, two and three dimensional transformations and the mathematics of planar geometric projection. This will provide the groundwork for thinking and working in three dimensions. The second half of the course will concentrate on raster algorithms and on understanding the problems and approaches required to generate realistic looking images. Some of the topics include visible surface algorithms, modeling, shading, anti-aliasing, texture mapping, ray tracing and radiosity.
Number of offerings (in last five years): 5

Course: EECS 5351 3.0
Title: Human-Computer Interaction
Short course description: This course introduces the concepts and technology necessary to design, manage and implement interactive software. Students work in small groups and learn how to design user interfaces, how to realize them and how to evaluate the end result. Both design and evaluation are emphasized.
Number of offerings (in last five years): 3

Course: EECS 5421 3.0
Title: Operating System Design
Short course description: A modern operating system has four major components: process management, input/output, memory management, and the file system. This project-oriented course puts operating system principles into action and presents a practical approach to studying implementation aspects of operating systems. A series of projects are included for students to acquire direct experience in the design and construction of operating system components and have each interact correctly with the existing software. The programming environment is C/C++ under UNIX.
Number of offerings (in last five years): 4

Course: EECS5431 3.0
Title: Mobile Communications
Short course description: This course provides an overview of the latest technology, developments and trends in wireless mobile communications, and addresses the impact of wireless transmission and user mobility on the design and management of wireless mobile systems.
Number of offerings (in last five years): 3

Course: EECS 5441 3.0
Title: Real-Time Systems Theory

Short course description: Specification and verification techniques for real-time systems with many interacting components. Formal design of real-time systems using (a) programming languages with unambiguous semantics of time-related behavior and (b) scheduling algorithms.
Number of offerings (in last five years): 1

Course: EECS 5442 3.0
Title: Real-Time Systems Practice
Short course description: The course will focus on the technologies related to the design and implementation of real-time systems. Topics may include: typical real-time applications, process models of real-time systems, scheduling technologies in real-time systems, design and implementation of real-time systems software, real-time systems hardware, real-time operating systems, real-time programming languages, and inspection and verification methods for real-time systems
Number of offerings (in last five years): 2

Course: EECS 5443 3.0
Title: Mobile User Interfaces
Short course description: This course teaches the design and implementation of user interfaces for touchscreen phones and tablet computers. Students develop user interfaces that include touch, multi-touch, vibration, device motion, position, and orientation, environment sensing, and video and audio capture. Lab exercises emphasize these topics in a practical manner.
Number of offerings (in last five years): 4

Course: EECS 5501 3.0
Title: Computer Architecture
Short course description: This course presents the core concepts of computer architecture and design ideas embodied in many machines and emphasizes a quantitative approach to cost/performance tradeoffs. This course concentrates on uniprocessor systems. A few machines are studies to illustrate how these concepts are implemented; how various tradeoffs that exit among design choices are treated; and how good designs make efficient use of technology. Future trends in computer architecture are also discussed.
Number of offerings (in last five years): 5

Course: EECS5640 3.0
Title: Medical Imaging Techniques
Short course description: Principles and Applications This course introduces principles of medical imaging, focusing on major imaging modalities including ultrasound, X-ray radiography, computed tomography, magnetic resonance imaging, and nuclear medicine imaging. The course covers the physics and engineering aspects of how various imaging signals are acquired and processed in order to form medically useful images. The course also covers essentials of medical image analysis.
Number of offerings (in last five years): New course

Course: EECS 6111 3.0
Title: Advanced Algorithm Design and Analysis
Short course description: This is an advanced theoretical computer science course directed at non-theory students with the standard undergraduate background. The goal is to survey the key theory topics that every computer science graduate student should know. In about two weeks for each selected topic, we will gain insights into the basics and study one or two example in depth. These might include a deepening of student's knowledge of key algorithmic techniques, randomized algorithms, NP-

completeness, approximation algorithms, linear programming, distributed systems, computability, concurrency theory, cryptography, structural complexity, data structures, and quantum algorithms.
Number of offerings (in last five years): 2

Course: EECS 6117 3.0
Title: Distributed Computing
Short course description: Can a given problem be solved in a distributed system? If so, how efficiently? This course investigates how the answers to these questions depend on aspects of the underlying distributed system including synchrony, fault-tolerance and the means of communication between processes. Topics include models of distributed systems, mutual exclusion, agreement problems, lower bounds and consensus hierarchy.
Number of offerings (in last five years): 3

Course: EECS 6323 3.0
Title: Advanced Topics in Computer Vision
Short course description: An advanced topics course in computer vision which covers selected topics in greater depth. Topics covered will vary from year to year depending on the interests of the class and instructor. Possible topics include stereo vision, visual motion, computer audition, fast image processing algorithms, vision-based mobile robots and active vision sensors, and object recognition.
Number of offerings (in last five years): 3

Course: EECS6325 3.0
Title: Mobile Robot Motion Planning
Short course description: The focus of this course is on robot motion planning in known and unknown environments. Both theoretical (computational-geometric) models, as well as practical case studies will be covered in the course.
Number of offerings (in last five years): 1

Course: EECS6326 3.0
Title: Principles of Human Perception and Performance in Human-Computer Interaction
Short course description: This course considers the role of human perception in human-computer interaction particularly computer generated graphics/sound and immersive virtual reality. Fundamental findings from sensory physiology and perceptual psychophysics are presented in the context of interface and display design.
Number of offerings (in last five years): 1

Course: EECS 6327 3.0
Title: Probabilistic Models & Machine Learning
Short course description: Intelligent systems must make effective judgments in the face of uncertainty. This requires probabilistic models to represent complex relationships between random variables (learning) as well as algorithms that produce good estimates and decisions based on these models (inference). This course explores both probabilistic learning and inference, in a range of application areas.
Number of offerings (in last five years): 2

Course: EECS 6329 3.0
Title: Advanced Human-Computer Interaction
Short course description: This course examines advanced concepts and technologies for human-computer interaction. Students will learn about advanced input and output devices (e.g. for mobile

computing and/or virtual reality), about advanced design methods, how to implement effective interfaces, and how to perform rapid, effective iterative user tests.
Number of offerings (in last five years): 3

Course: EECS6330 3.0
Title: Computational Pragmatics
Short course description: This course examines advanced concepts and technologies for Human-Computer Interaction. Students will learn about advanced input and output devices (e.g., for mobile computing and/or Virtual Reality), about advanced design methods, how to implement effective interfaces, and how to perform rapid, effective iterative user tests.
Number of offerings (in last five years): 2

Course: EECS 6331 3.0
Title: Advanced Image Synthesis
Short course description: This course concentrates on raster algorithms and image synthesis. Some of the topics may include visible surface algorithms, modeling, shading, global illumination, anti-aliasing, texture mapping, and animation.
Number of offerings (in last five years): 1

Course: EECS6333 3.0
Title: Multiple View Image Understanding
Short course description: This course considers how multiple images of a scene, as captured by multiple stationary cameras, single moving cameras or their combination, can be used to recover information about the viewed scene (e.g., three-dimensional layout, camera and/or scene movement). Theoretical and practical issues of calibration, correspondence/matching and interpretation will be considered. Prerequisite: EECS5323 3.0 Introduction to Computer Vision or permission of the instructor.
Number of offerings (in last five years): 1

Course: EECS 6339 3.0
Title: Introduction to Computational Linguistics
Short course description: Introduction to Computational Linguistics explores computational techniques for understanding, translating and producing natural language, and investigates the structure and meaning of sentences and connected discourse. Some applications are discussed, e.g., question answering, machine translation, text classification, information extraction and so on.
Number of offerings (in last five years): 1

Course: EECS 6340 3.0
Title: Embodied Intelligence
Short course description: This course is intended as a follow-on from a first course on artificial intelligence. Whereas such first courses focus on the important foundations of AI, such a knowledge representation or reasoning, this course will examine how these separate foundational elements can be integrated into real systems. This will be accomplished by detailing some general overall concepts that form the basis of intelligent systems in the real world, and then presenting a number of in-depth cases studies of a variety of systems from several applications domains. The embodiment of intelligence may be in a physical system (such as a robot) or a software system (such as in game-playing) but in both cases, the goal is to interact with, and solve a problem in, the real world.
Number of offerings (in last five years): 2

Course: EECS 6390A 3.0

Title: Special Topics: Knowledge Representation
Short course description: This course examines some of the techniques used to represent knowledge in artificial intelligence and the associated methods of automated reasoning. The emphasis will be on the compromises involved in providing a useful but tractable representation and reasoning service to a knowledge-based system. The topics may include: formal models of knowledge and belief, systems of limited reasoning, languages of limited expressive power, defaults and exceptions, meta-level representation and reasoning, reasoning about action, and theories of rational agency.
Number of offerings (in last five years): 2

Course: EECS 6390B 3.0
Title: Scheduling in Hard Real-Time Systems
Short course description: This course discusses concepts and methods for satisfying timing constraints in large, complex hard-real-time systems. Topics include characteristics of hard-real-time systems, timing constraints, periodic and asynchronous processes, run-time and pre-run-time scheduling, cyclic executives, priority scheduling, preemptive and non-preemptive scheduling, synchronization, schedulability analysis, resource management, and real-time programming language constructs.
Number of offerings (in last five years): 1

Course: EECS 6390D 3.0
Title: Computational Models of Visual Perception
Short course description: This course examines the problem of developing rigorous computational models for visual processing. Computational strategies may draw upon techniques in statistical inference, signal processing, optimization theory, graph theory and distributed computation.
Number of offerings (in last five years): 1

Course: EECS 6412 3.0
Title: Data Mining
Short course description: This course introduces fundamental concepts of data mining. It presents various data mining technologies, algorithms, and applications. Topics include association rule mining, classification models, sequential pattern mining and clustering.
Number of offerings (in last five years): 5

Course: EECS 6421 3.0
Title: Advanced Data Systems
Short course description: This course provides an introduction to and an in-depth study on several new developments in database systems and intelligent information systems. Topics include Internet databases, data warehousing and OLAP, object-relational, object-oriented, and deductive databases.
Number of offerings (in last five years): 4

Course: EECS 6431 3.0
Title: Software Re-Engineering
Short course description: Industrial software systems are usually large and complex, while knowledge of their structure is either lost or inadequately documented. This course presents techniques that aid the comprehension and design recovery of large software systems.
Number of offerings (in last five years): 1

Course: EECS 6432 3.0
Title: Adaptive Software Systems

Short course description: Adaptive software systems are software systems that change their behavior and structure to cope with changes in environment conditions or in user requirements. Adaptation includes self-optimization, self-protection, self-configuration and self-healing. This course covers basic and advanced concepts in engineering adaptive systems and has a special focus on self-optimization. It introduces the students to the mathematical foundations of adaptive systems including performance models, estimators for performance models, feedback loop architectures and strategies, and optimization.
Number of offerings (in last five years): 2

Course: EECS 6444 3.0
Title: Mining Software Engineering Data to Support the Development, Testing, and Maintenance of Large Scale Software Systems
Short course description: Software engineering data (such as source code repositories, execution logs, performance counters, developer mailing lists and bug databases) contains a wealth of information about a project's status and history. Applying data mining techniques on such data, researchers can gain an empirically based understanding of software development practices, and practitioners can better manage, maintain and evolve complex software projects.
Number of offerings (in last five years): 3

Course: EECS 6490A
Title: Concurrent Object-Oriented Languages
Short course description: In this course, we focus on concurrent programming in the object-oriented language Java. The course consists of three main parts. In the first part, we discuss concurrent programming in general. In the second part, we concentrate on writing concurrent programs in Java. In the third and final part, we look at techniques and tools to verify concurrent Java programs.
Number of offerings (in last five years): 2

Course: EECS 6590A 3.0
Title: Special Topics: High-Performance Computer Networks
Short course description: This course focuses on high-performance computer networks. It presents a comprehensive study of modern high-speed communication networks that is capable of providing data, voice, and video services. It also covers mobile and wireless communication networks.
Number of offerings (in last five years): 4

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

All faculty members mentioned in the table below conduct research in the field and supervise graduate students in the field.

Faculty Member & Rank	Home Unit	Primary Field	Category
Mokhtar Aboelaze, Associate professor	EECS	Computer Engineering	Associate member
Robert Allison, Professor	EECS	Computer Engineering	Full member
James Elder, Professor	EECS	Computer Engineering	Full member
Petros Faloutsos, Professor	EECS	Computer Science	Full member
Richard Hornsey, Professor	EECS	Electrical Engineering	Full member
Michael Jenkin, Professor	EECS	Computer Science	Full member
Hui Jiang, Professor	EECS	Computer Engineering	Full member
Hossein Kassiri, Assistant professor	EECS	Electrical Engineering	Full member

Regina Lee, Associate Professor	ESSE	Computer Engineering	Full member
Scott MacKenzie, Associate professor	EECS	Computer Science	Full member
Sebastian Magierowski, Associate professor	EECS	Electrical Engineering	Full member
Uyen Nguyen, Associate professor	EECS	Computer Science	Full member
Ali Sadeghi-Naini	EECS	Electrical Engineering	Full member
Amir Sodagar, Associate professor	EECS	Electrical Engineering	Full member
Hina Tabassum, Assistant professor	EECS	Electrical Engineering	Full member
Vassilios Tzerpos, Associate professor	EECS	Software Engineering	Full member
Natalija Vlajic	EECS	Computer Science	Full member
Ping Wang, Associate professor	EECS	Electrical Engineering	Full member

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

The in-take into the field was 6 students this year. This projected in-take is within the existing enrolment targets for the parent program.

The field highlights Computer Engineering within the broad spectrum covered by the parent program and, therefore, will be helpful for recruitment of new students. Within the highly regulated discipline of engineering, recognition of the type of engineering is very valuable for graduates when seeking employment.

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

The introduction of this field will *not* impact the parent program. The course requirements are not changed. There is sufficient capacity for supervision.

9. Support statements

- **from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field**
- **from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate**
- **from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate**

Graduate Fields
Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

Field: Electrical Engineering
Parent program: MASc in Electrical and Computer Engineering

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Electrical engineering refers to the study and application of electric power, electronic circuits, electromagnetics and electrical signals. The study of electrical engineering is paramount in our technological based world; it facilitates the development of all our electronic devices and enables reliable and efficient power delivery to our homes and offices. Within the electrical engineering field of the graduate program, students will significantly expand and deepen their understanding of the theory and practice of electrical engineering in at least one of the following areas: power engineering and energy systems, electronics, and bio-medical devices. Research focuses on the development of advanced high power conversion power architectures, intelligent smart-grid control and protection techniques, energy efficient electronic devices, renewable energy, and innovative biomedical sensors for clinical applications, and advanced analog and digital integrated circuits (ICs) for high-speed communications and low-power computation.

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The admission requirements for the field are the same as those of the parent program. Since these requirements are being slightly amended to include mentioning of software engineering for applicant credentials, please refer to Appendix A of the Major Modification Proposal.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The curricular requirements for the field are the same as those of the parent program. Since these requirements are being changed in terms of number of courses and breadth requirement, please refer to Appendix A of the Major Modification Proposal.

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

All the courses listed below are optional. They are all existing courses. The supervisor plays an important role in the course selection and will normally encourage students to take these courses.

Course: EECS 5612 3.0
Title: Digital Very Large Scale Integration
Short course description: A course on modern aspects of VLSI CMOS chips. Key elements of complex digital system design are presented including design automation, nanoscale MOS fundamentals, CMOS combinational and sequential logic design, datapath and control system design, memories, testing, packaging, I/O, scalability, reliability, and IC design economics.
Number of offerings (in last five years): 3

Course: EECS5640 3.0
Title: Medical Imaging Techniques
Short course description: Principles and Applications This course introduces principles of medical imaging, focusing on major imaging modalities including ultrasound, X-ray radiography, computed tomography, magnetic resonance imaging, and nuclear medicine imaging. The course covers the physics and engineering aspects of how various imaging signals are acquired and processed in order to form medically useful images. The course also covers essentials of medical image analysis.
Number of offerings (in last five years): New course

Course: EECS 6601 3.0
Title: Nanoelectronics
Short course description: The sustained demand for increased memory and computational power has driven the physical size of electronic components to nanoscale dimensions. The need to investigate size effects and to find viable ways to manufacture at the nanoscale has also led to the discovery of new phenomena and functionality. This course covers electronic transport and other properties in nanoscale systems, devices, characterization and fabrication techniques. Topics to be covered include quantum confinement, quantum dots, nanowires, 2D electron gases, single electron transistors, spintronic devices, electronic transport and optical properties, nanoscale materials, top-down and bottom-up fabrication approaches.
Number of offerings (in last five years): 2

Course: EECS6602 3.0
Title: Printed Electronics

Short course description: Printed electronics is a novel microfabrication technology that promises to fabricate low-cost microelectronics on large-area, flexible substrates such as plastic or paper. Potential applications include RFID tags, bendable displays or wearable sensors. Students learn the fundamentals and recent developments in the field. Topics covered include printable materials, printing physics, various printing methods and printed devices. Prerequisite: EECS 3610 or equivalent.
Number of offerings (in last five years): 1

Course: EECS6606 3.0
Title: Low Power ASIC Design
Short course description: This course introduces several important concepts and techniques in low power ASIC design. It covers VSLI design methodology, ASIC design flow, low power digital circuit design principles, timing closure in ASIC, power analysis, and power optimization. Student will have the opportunities to perform circuit design tasks using the state-of-the-art EDA tools. The concepts are enhanced through readings and projects.
Number of offerings (in last five years): New course

Course: EECS6611 3.0
Title: Mixed-Signal Microsystems Design
Short course description: This course highlights design and analysis of major mixed-signal microsystems and their building blocks. Topics include introduction to design and analysis of switched-capacitor circuits, sampling circuits and architectures, comparators, continuous-time and discrete-time active filters, fundamentals of digital-to-analog and analog-to-digital data conversion, Nyquist-rate, multi-step, pipeline, and oversampled A/D architectures.
Number of offerings (in last five years): 1

Course: EECS6613 3.0
Title: Advanced Analog Integrated Circuit Design
Short course description: This course presents principles of advanced analog and mixed-signal integrated circuits and discusses hand analysis, simulation, and characterization techniques for them. It includes subjects such as metal-oxide-semiconductor (MOS) transistor models for analog design, principles of random electronic noise, low-noise amplifier design, amplifiers stability and settling time, comparators, offset cancellation, wide-swing current references, bandgap reference, sampling circuits, and analog scaling.
Number of offerings (in last five years): 1

Course: EECS 6701 3.0
Title: High Frequency Power Electronic Converters
Short course description: This course discusses the fundamentals of loss-less switching techniques in high frequency power converters: zero-voltage switching and zero-current switching. The course then focuses on various resonant converter topologies and soft-switching converters with auxiliary storage elements. The course then discusses various control techniques used in high frequency power converters. Special emphasis is placed on the design techniques using practical examples.
Number of offerings (in last five years): 2

Course: EECS 6704 3.0
Title: Smart Distribution Grids
Short course description: The following topics are covered: introduction to electric power distribution system structure and components; concept of distributed and renewable energy resources (DG); distribution system load/DG characteristics and modelling; integration of DG in power flow analysis;

voltage and reactive power planning and control with consideration of DG; self-healing mechanisms; microgrids concept, planning, operation, and energy management.
Number of offerings (in last five years): 1

Course: EECS6705 3.0
Title: Power System Transients
Short course description: Electromagnetic-transient modelling of power system is of the most crucial requirements for many power system studies and engineering practices. This course covers fundamentals of the transient phenomena such as lightning, faults, switching, and discusses the principles of protecting power system equipment from the transient overvoltages. Electromagnetic transient models of power equipment are presented and advanced modelling features are discussed.
Number of offerings (in last five years): 1

Course: EECS6706 3.0
Title High Voltage Engineering
Short course description: This course covers the fundamentals of high-voltage engineering and the associated phenomena. The methods for generation and measurements of high voltage ac, dc, and impulse voltages are presented. The high-voltage electromagnetic fields and the impacts on the insulation system design are also described. The practical tests for insulation performance evaluation and some applications of high-voltage engineering are discussed.
Number of offerings (in last five years): New course

Course: EECS6707 3.0
Title: Power System Protection
Short course description: This is an introductory course to power system protection. The topics include: fault analysis of power grids, the role of protection systems in power grids, different types of overcurrent relays and corresponding coordination strategies, impedance-based protection for transmission lines, differential protection for transformers, buses, machines, and lines, application of computer simulation for protection studies.
Number of offerings (in last five years): New course

Course: EECS 6801 3.0
Title: Advanced Microelectronic Biochips
Short course description: This course offers an introduction to the Biochips. This course takes a multi-path approach: micro-fabrication techniques, microelectronic design and implementation of bio interfaces offering a vital contemporary view of a wide range of integrated circuits and system for electrical, magnetic, optical and mechanical sensing and actuating devices and much more; classical knowledge of biology, biochemistry as well as micro-fluidics. The coverage is both practical and in depth integrating experimental, theoretical and simulation examples.
Number of offerings (in last five years): 1

Course: EECS6802 3.0
Title: Implantable Biomedical Microsystems
Short course description: This course provides an introduction to implantable biomedical microsystems, their design, and applications. Engineering design, implementation, and test of a wide variety of biomedical implants is discussed. This includes system-level and architectural design, circuit design (analog and mixed-signal, generic/application-specific), wireless interfacing (power and bidirectional data telemetry), hardware-embedded biological signal processing, design & implementation of non-circuit modules such as microelectrode arrays.

Number of offerings (in last five years): 1

Course: EECS 6803 3.0
Title: Micro-fluidics for Cellular and Molecular Biology
Short course description: This course offers an introduction to the micro-fluidics for life science applications. This course offers a unique opportunity to all science, health and engineering students to learn the fundamental of micro-fluidic technologies for a variety of cellular and molecular applications. The coverage is both practical and in depth integrating experimental, theoretical and simulation examples.
Number of offerings (in last five years): 1

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

All faculty members mentioned in the table below conduct research in the field and supervise graduate students in the field.

Faculty Member & Rank	Home Unit	Primary Field	Category
Mokhtar Aboelaze, Associate professor	EECS	Computer Engineering	Associate member
Robert Allison, Professor	EECS	Computer Engineering	Full member
Gene Cheung, Associate professor	EECS	Electrical Engineering	Full member
Andrew Eckford, Associate professor	EECS	Electrical Engineering	Full member
Hany Farag, Assistant professor	EECS	Electrical Engineering	Full member
Ebrahim Ghafar-Zadeh, Assistant professor	EECS	Electrical Engineering	Full member
Gerd Grau, Assistant professor	EECS	Electrical Engineering	Full member
Ali Hooshyar, Assistant Professor	EECS	Electrical Engineering	Full member (on leave)
Richard Hornsey, Professor	EECS	Electrical Engineering	Full member
Michael Jenkin, Professor	EECS	Computer Science	Full member
Hossein Kassiri, Assistant professor	EECS	Electrical Engineering	Full member
Matthew Kyan, Associate professor	EECS	Electrical Engineering	Full member
John Lam, Assistant Professor	EECS	Electrical Engineering	Full member
Peter Lian, Professor	EECS	Electrical Engineering	Full member
Sebastian Magierowski, Associate professor	EECS	Electrical Engineering	Full member
Simone Pisana, Associate professor	EECS	Electrical Engineering	Full member
Afshin Rezaei Zare, Associate professor	EECS	Electrical Engineering	Full member
Ali Sadeghi-Naini, Assistant professor	EECS	Electrical Engineering	Full member
Amir Sodagar, Associate professor	EECS	Electrical Engineering	Full member
Hina Tabassum, Assistant professor	EECS	Electrical Engineering	Full member
Ping Wang, Associate professor	EECS	Electrical Engineering	Full member

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

The in-take into the field was 22 students this year. Given that the faculty complement in Electrical Engineering is reaching steady state, this number is expected to increase somewhat in the near future. This in-take is within the existing enrolment targets for the parent program.

The field highlights Electrical Engineering within the broad spectrum covered by the parent program (from Electrical Engineering to Computer Science) and, therefore, will be helpful for recruitment of new students. Within the highly regulated discipline of engineering, recognition of the type of engineering is very valuable for graduates when seeking employment.

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

The introduction of this field will *not* impact the parent program. The course requirements are not changed. There is sufficient capacity for supervision.

9. Support statements

- **from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field**
- **from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate**
- **from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate**

Graduate Fields
Definition and Proposal Template

Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

Field: Software Engineering
Parent program: MASc in Electrical and Computer Engineering

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

Software enables technological advances that lead to new, high-performance products and systems in every commercial sector, including medical devices, automobiles, aircrafts, power generation systems, mobile phones, and entertainment systems. As a product and a system's functionality grow, so does the need to efficiently and correctly implement the complex software that enables growth. Software engineering is the application of a systematic, disciplined, quantifiable approach to the design, development, testing, operation, and maintenance of software. Software engineering principles and practices are essential for the development of large, complex, or trustworthy systems. Within the software engineering field of the graduate program, students will significantly expand and deepen their understanding of the theory and practice of software engineering in at least one of the following areas: software requirements, architecture and design, testing, verification, and maintenance. Students will gain the necessary skills to evaluate, adapt and develop software engineering processes, metrics, and tools.

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The admission requirements for the field are the same as those of the parent program. Since these requirements are being slightly amended to include mentioning of software engineering for applicant credentials, please refer to Appendix A of the Major Modification Proposal.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The curricular requirements for the field are the same as those of the parent program. Since these requirements are being changed in terms of number of courses and breadth requirement, please refer to Appendix A of the Major Modification Proposal.

5. Provide a list of courses that will be offered in support of the field. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

All the courses listed below are optional. They are all existing courses. The supervisor plays an important role in the course selection and will normally encourage students to take these courses.

Course: EECS 5421 3.0
Title: Operating System Design
Short course description: A modern operating system has four major components: process management, input/output, memory management, and the file system. This project-oriented course puts operating system principles into action and presents a practical approach to studying implementation aspects of operating systems. A series of projects are included for students to acquire direct experience in the design and construction of operating system components and have each interact correctly with the existing software. The programming environment is C/C++ under UNIX.
Number of offerings (in last five years): 4

Course: EECS 5441 3.0
Title: Real-Time Systems Theory
Short course description: Specification and verification techniques for real-time systems with many interacting components. Formal design of real-time systems using (a) programming languages with unambiguous semantics of time-related behavior and (b) scheduling algorithms.
Number of offerings (in last five years): 1

Course: EECS 5442 3.0
Title: Real-Time Systems Practice
Short course description: The course will focus on the technologies related to the design and implementation of real-time systems. Topics may include: typical real-time applications, process models of real-time systems, scheduling technologies in real-time systems, design and implementation of real-time systems software, real-time systems hardware, real-time operating systems, real-time programming languages, and inspection and verification methods for real-time systems
Number of offerings (in last five years): 2

Course: EECS 5443 3.0
Title: Mobile User Interfaces
Short course description: This course teaches the design and implementation of user interfaces for touchscreen phones and tablet computers. Students develop user interfaces that include touch, multi-touch, vibration, device motion, position, and orientation, environment sensing, and video and audio capture. Lab exercises emphasize these topics in a practical manner.

Number of offerings (in last five years): 4

Course: EECS 6390B 3.0
Title: Scheduling in Hard Real-Time Systems
Short course description: This course discusses concepts and methods for satisfying timing constraints in large, complex hard-real-time systems. Topics include: characteristics of hard-real-time systems, timing constraints, periodic and asynchronous processes, run-time and pre-run-time scheduling, cyclic executives, priority scheduling, preemptive and non-preemptive scheduling, synchronization, schedulability analysis, resource management, and real-time programming language constructs.
Number of offerings (in last five years): 1

Course: EECS 6412 3.0
Title: Data Mining
Short course description: This course introduces fundamental concepts of data mining. It presents various data mining technologies, algorithms and applications. Topics include association rule mining, classification models, sequential pattern mining and clustering.
Number of offerings (in last five years): 5

Course: EECS 6431 3.0
Title: Software Re-Engineering
Short course description: Industrial software systems are usually large and complex, while knowledge of their structure is either lost or inadequately documented. This course presents techniques that aid the comprehension and design recovery of large software systems.
Number of offerings (in last five years): 1

Course: EECS 6432 3.0
Title: Adaptive Software Systems
Short course description: Adaptive software systems are software systems that change their behaviour and structure to cope with changes in environment conditions or in user requirements. Adaptation includes self-optimization, self-protection, self-configuration and self-healing. This course covers basic and advanced concepts in engineering adaptive systems and has a special focus on self-optimization. It introduces the students to the mathematical foundations of adaptive systems including performance models, estimators for performance models, feedback loop architectures and strategies, and optimization.
Number of offerings (in last five years): 2

Course: EECS 6444 3.0
Title: Mining Software Engineering Data to Support the Development, Testing and Maintenance of Large Scale Software Systems
Short course description: Software engineering data (such as source code repositories, execution logs, performance counters, developer mailing lists and bug databases) contains a wealth of information about a project's status and history. Applying data mining techniques on such data, researchers can gain empirically based understanding of software development practices, and practitioners can better manage, maintain and evolve complex software projects.
Number of offerings (in last five years): 3

Course: EECS 6490A
Title: Concurrent Object Oriented Languages

Short course description: In this course, we focus on concurrent programming in the object oriented language Java. The course consists of three main parts. In the first part, we discuss concurrent programming in general. In the second part, we concentrate on writing concurrent programs in Java. In the third and final part, we look at techniques and tools to verify concurrent Java programs.
Number of offerings (in last five years): 2

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

All faculty members mentioned in the table below conduct research in the field and supervise graduate students in the field.

Faculty Member & Rank	Home Unit	Primary Field	Category
Aijun An, Professor	EECS	Computer Science	Full member
Jack Jiang, Assistant professor	EECS	Software Engineering	Full member
Henry Kim, Associate professor	Schulich	Software Engineering	Associate Member
Sotirios Liaskos, Associate professor	ITEC	Software Engineering	Full member
Marin Litoiu, Associate professor	ITEC	Software Engineering	Full member
Jonathan Ostroff, Professor	EECS	Software Engineering	Full member
Vassilios Tzerpos, Associate professor	EECS	Software Engineering	Full member
Franck van Breugel, Professor	EECS	Software Engineering	Full member
Jia Xu, Associate Professor	EECS	Software Engineering	Associate Member

Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

The in-take into the field was 7 students this year. Given that the faculty complement in Software Engineering is planned to increase, this number is expected to increase somewhat in the near future This projected in-take is within the existing enrolment targets for the parent program.

The field highlights Software Engineering within the broad spectrum covered by the parent program (from Electrical Engineering to Computer Science) and, therefore, will be helpful for recruitment of new students. Within the highly regulated discipline of engineering, recognition of the type of engineering is very valuable for graduates when seeking employment.

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April 10, 2019

FGS Faculty Council,

I am very pleased to provide this letter of support for the proposed major modification to the change to three fields of specialization in the Master of Applied Science in Electrical and Computer Engineering program.

The proposed changes reflect the University's Academic Plan for research intensification, the Strategic Mandate Agreement (SMA) whereby Engineering is one of the proposed areas of growth and addresses the Lassonde's Strategic Research Plan which highlights studies in Computer Engineering, Electrical Engineering and Software Engineering at the master's level.

These changes would also ensure an alignment and smooth transition from undergraduate to master's to doctoral levels of study. In addition, the removal of the breadth requirements addresses the growing need to provide graduate students with an exposure to a wide range of topics while adding an additional course to the degree requirements will provide a mechanism to focus directly on specific courses directly related to their research plan.

These proposed changes reflect the values and forward-thinking initiatives that would lead to further success in our graduate programs in the Electrical and Computer Engineering department.

In closing, together with Dean Jane Goodyer and Vice Dean Uyen Trang Nguyen, we support this initiative from the Department of Electrical Engineering and Computer Science (EECS) at Lassonde School of Engineering. We would be pleased to provide any additional information you may require.

Best regards,

Regina Lee, PhD, PEng
Associate Dean, Research & Graduate Studies,

Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts (Honours)
Bachelor of Commerce, Bachelor of Commerce (Honours)
Bachelor of Disaster & Emergency Management
Bachelor of Disaster & Emergency Management (Honours)
Bachelor of Human Resources Management
Bachelor of Human Resources Management (Honours)
Bachelor of Public Administration (Honours)
Bachelor of Social Work (Honours)

Faculty of Education
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Education
Bachelor of Education, Indigenous Teacher Education
   Program (ITEP)
Bachelor of Education (Technological Education)

Faculty of Environmental Studies
Bachelor in Environmental Studies
Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Fine Arts (Honours)
Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science, Bachelor of Science (Honours)
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)
Baccalauréat ès arts
Baccalauréat ès arts (Spécialisé)
Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*
Doctor of Philosophy
Master of Accounting
Master of Applied Science
Master of Arts
Master of Business Administration
Master of Business Analytics
Executive Master of Business Administration
International Master of Business Administration
Master of Conference Interpreting
Master of Design
Master of Disaster and Emergency Management Degree
Master in Environmental Studies
Master of Education
Master of Fine Arts
Master of Finance
Master of Financial Accountability
Master of Fitness Science

Master of Human Resources Management
Master of Kinesiology
Master of Laws
Master of Leadership & Community
   Engagement
Master of Management
Master of Management in Artificial
   Intelligence **+**
Master of Marketing
Master of Public and International Affairs
Master of Public Policy, Administration & Law
Master of Real Estate & Infrastructure
Master of Science
Master of Science in Nursing
Master of Social Work
Master of Supply Chain Management

Faculty of Health
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Health Studies
Bachelor of Health Studies (Honours)
Bachelor of Science in Nursing (Honours)

Lassonde School of Engineering
Bachelor of Engineering
Bachelor of Applied Science (Honours)
Bachelor of Arts, Bachelor of Arts (Honours)
International Bachelor of Arts
International Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
International Bachelor of Science (Honours)

Faculty of Science
Bachelor of Arts, Bachelor of Arts (Honours)
Bachelor of Science
Bachelor of Science (Honours)
Bachelor of Science (Technology)
International Bachelor of Arts
International Bachelor of Arts (Honours)
International Bachelor of Science (Honours)

Osgoode Hall Law School
Bachelor of Laws/*Juris Doctor*

Schulich School of Business
Bachelor of Business Administration (Honours)
International Bachelor of Business
   Administration (Honours)

*Master or Magisteriate / Doctor or Doctorate

Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies
Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Gender and Women's Studies
Certificate in Geographic Information Systems (GIS) and
   Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of
   Other Languages
Certificate of French Language Proficiency
   (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business
   (Basic, Intermediate and Advanced)
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Modern Hebrew Language
Cross-Disciplinary Certificate in Anti-Racist Research
   and Practice
Cross-Disciplinary Certificate in Culture, Medicine & Health
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in Public History
Disciplinary Certificate in Black Canadian Studies
Disciplinary Certificate in Advocacy & Public Engagement
General Certificate in Law and Society
General Certificate in Refugee and Migration Studies
General Certificate in Gender and Women's Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial
   Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources
   Management for Internationally Educated Professionals
Professional Certificate in Information Technology
   Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education
Certificate in Educational Studies
Diploma in Teacher Preparation in the Education of Deaf
   and Hard-of-Hearing Students

Faculty of Environmental Studies
Certificate in Geographic Information Systems and
   Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Cultural and Artistic
   Practices for Environmental & Social Justice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design
Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science
Professional Certificate in Digital Design

Glendon College / Collège universitaire Glendon
Bilingual Certificate in Public Administration and
   Public Policy
Certificat en rédaction professionelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English
   Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as
   an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional
   Communication
Proficiency Certificate in Spanish for Business and
   Professional Communication

Faculty of Health
Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Professional Certificate in Athletic Therapy
   (Concurrent Option)
Professional Certificate in Fitness Assessment and
   Exercise Counselling
York-Seneca Rehabilitation Services Program Cert.

Lassonde School of Engineering
Certificate in Geographic Information Systems (GIS)
and Remote Sensing
Certificate in Meteorology
Cross-Disciplinary Bergeron Entrepreneurs in
   Science and Technology (BEST) Certificate in
   Technology Entrepreneurship

Schulich School of Business
Certificate in International Management

Faculty of Science
Professional Certificate in Actuarial Science

Access/Bridging Programs
Certificate of Completion
Certificate of Completion in Educational Studies
Transition Year Program Certificate of Completion

Graduate Diplomas

Faculty of Graduate Studies
Diploma in Advanced Accounting (Type 1)
Diploma in Advanced Hebrew & Jewish Studies (Type 2)
Diploma in Arts, Media and Entertainment Management (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Culture, Communication and Leadership in Canadian Business (Type 2) **+**
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 and 3)
Diploma in Education in Urban Environments (Type 2 and 3)
Diploma in Environmental/Sustainability Education (Type 2 and 3)
Diploma in Financial Engineering (Type 2 and 3)
Diploma in German and European Studies (Type 2)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in Intermediate Accounting (Type 3)
Diploma in International & Security Studies (Type 2)
Diploma in Interpreting (Type 1)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and 3)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Law for Law Enforcement Professionals (Type 3) **+**
Diploma in Mathematics Education (Type 2 and 3)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)
Diploma in Professional Accounting (Type 3)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in Theatre Studies (Type 3)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 3)
Diploma in World Literature (Type 2)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+_New / Revised for 2019-2020_