York University Senate

Notice of Meeting

Thursday, November 24, 2016, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

M. Armstrong, Secretary

York University Senate

Consent Agenda

Consent agenda items are deemed to be approved or received unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.

THIS IS EXCELLENCE
KUDOS REPORT

Schulich Arts and Media Adjunct Professor Trina McQueen received the Directors Guild of Canada's Honorary Life Member Award for her impact on Canadian broadcast media.
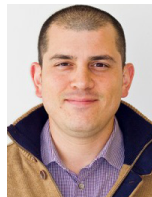
Biology Professor Jean-Paul Paluzzi received the 2016 Petro-Canada Young Innovator Award for his informative research on blood-feeding arthropods.

Two exceptional individuals were conferred honorary degrees at Fall Convocation:

- Paul Beeston – Sports visionary and philanthropist
- Janice Fukakusa – Financial leader, education and health services advocate

Schulich's MBA program was ranked number one in Canada by *The Economist* for the 14th straight year.

At the Canada BIM Council's annual gala on October 4, York received awards for excellence in the application of leading-edge Building Information Modeling Technology (BIM) related to the design and construction of the Bergeron Centre for Engineering Excellence. In addition to receiving the annual Owner's Award, York won the prestigious CanBIM Best in BIM Award, which recognizes the project deemed best amongst all seven awards of excellence. York has now been recognized nationally as a leader in this field. Congratulations to CSBO staff, including AVP Richard Francki, Patrick Saavedra and Irina Arsene.

THIS IS EXCELLENCE
KUDOS REPORT

The Kellogg-Schulich Executive MBA program was ranked the number one EMBA program in Canada by *The Financial Times* of London for the 10th straight year.

PhD student Reshma Prashad won a graduate scholar award for best paper at the International Conference on Health, Wellness and Society.
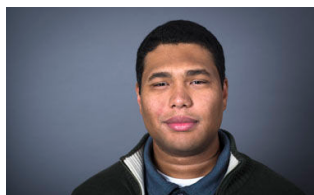
MA student Darnel Harris received the 2016 Green Talents award from the German Federal Ministry of Education and Research for his work advancing sustainability.

The Faculty of Liberal Arts & Professional Studies' inaugural York World Scholars program welcomed their first four international students to York University.

Faculty of Education professor Connie Mayer launched an international research initiative at the University of Manchester to enhance literacy education for deaf children.

The Faculty of Science received a $1M USD gift for York Science Fellowships from the Simons Foundation, a charitable organization managed by Jim Simons (Hon. D.Sc.16) and his wife Marilyn.

THIS IS EXCELLENCE
KUDOS REPORT

Biology professor Laurence Packer received a grant from *National Geographic* to conduct biogeographic research on Southern South American bees.

York's Fitness & Lifestyles team partnered with the Canadian Diabetes Association to launch the Gluco-Fit Project, a new health and wellness program to help with diabetes management in the Jane and Finch community.

Professors Shayna Rosenbaum, Janet Jeffrey and Doug Crawford won Faculty of Health awards for their achievements in teaching, service and research, respectively.

Lions men's soccer player Jonathan Lao was named the U Sports player of the year in men's soccer. He also earned a place on the first all-Canadian team along with teammate Daniel Gogarty, a third-year defender from Scarborough.

Lions women's soccer players Nour Ghoneim and Marilyn Grammenopoulos were named U Sports all-Canadians at the All-Canadian Gala.

Alumnus Daniele Zanotti, the newly appointed CEO of United Way Toronto and York Region, led this fall's campaign to raise $101.5 million for more than 200 community service agencies.

THIS IS EXCELLENCE
KUDOS REPORT

APPOINTMENTS:

Osgoode alumna Heather L. Evans (LLB, LLM) was appointed Executive Director and Chief Executive Officer of the Canadian Tax Foundation.

Alumna Gwen Boniface (BA '82, LLB '88) and alumna Marilou McPhedran (LLB '76, LLM '04) were appointed to the Senate of Canada.

Executive Committee – Report to Senate

At its meeting of November 24, 2016

For Information

1. **Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate[1]**

The Executive Committee has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. The call has been issued much earlier than is usually the case in response to requests that elections take place before teaching schedules and other commitments have been set. Implementing enhancement of the nominations process is a priority for Senate Executive this year. Information about membership opportunities and committee mandates can be accessed from the Senate Website.

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online form -- linked to committee details and membership criteria -- is available for the purpose of suggesting the names of individuals, which may also be communicated directly to Robert Everett of the University Secretariat (beverett@yorku.ca).

The Committee hopes to fill vacant positions by January 2017 on the following committees – with terms beginning July 1 next year:

- Academic Standards, Curriculum and Pedagogy (full time faculty members and a contract faculty member)
- Appeals
- Awards
- Tenure and Promotions
- Tenure and Promotions Appeals

In addition, the Committee seeks candidates for one of two Senate nominees to the Board of Governors.

2. **Approval of Members of Senate Committees Nominated by Student Senators**

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for 2016-2017. All student vacancies are now filled.

---

[1] Faculty Councils nominate individuals to serve on Senate Executive, Academic Policy, Planning and Research, and the Sub-Committee on Honorary Degrees and Ceremonials.

Academic Standards, Curriculum and Pedagogy: Chenthoori Malankov
Appeals: Maria-Palmer Zito
Tenure and Promotions: Mohammad Jamshed Khan

Senator Malankov has been approved for membership on a second committee after the caucus confirmed that no other student Senator was available to serve on ASCP.

The Committee is grateful to all student Senators for their service to Senate and its committees.

3. **Sub-Committee on Honorary Degrees and Ceremonials**

   a. Chair for 2016-2017

Professor Shayna Rosenbaum (Psychology, Health) has been elected as Chair of the Sub-Committee for this year.

   b. Additions to the Pool of Honorary Degree Recipients

In a confidential report from the Sub-Committee, the Senate Executive received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all of the recommendations and, as a result, four new candidates have been deemed eligible for honorary degrees.

   c. Renewal of Candidates in the Pool of Honorary Degree Recipients

Prospective candidates for honorary degrees remain in the pool for five years at which point they are renewed or removed. The Sub-Committee reviews the list of previously-approved nominees annually and makes recommendations to Senate Executive to extend the eligibility of individuals in the pool. Senate Executive has concurred with Sub-Committee recommendations to renew nine individuals for a further five years.

   d. Expanding and Diversifying the Pool / Process Enhancements

The Sub-Committee reported that it had discussed ways to diversify and expand the pool of prospective degree recipients and agreed to:

- correspond with the Deans, Principal and University Librarian asking that they actively encourage colleagues to nominate worthy individuals
- invite Faculty Councils to consider ways in which they might assist in identifying nominees
- stress the desirability of nominating women and worthy individuals from all walks of life

In undertaking these measures, the Sub-Committee will emphasize the need for confidentiality in the process. Senate Executive will continue to support the Sub-Committee's efforts to diversify the pool.

The Sub-Committee also observed that nomination packages continue to vary in the kind and quality of information provided by nominators. Files can be turned back due to such

factors as the absence of external or internal support or the lack of specificity when it comes to accomplishments. The Sub-Committee will consider ways to improve processes by providing nominators with clearer expectations in this regard. To the extent possible, original nominators will be contacted to ensure that there is continued support for individuals who have been in the pool for lengthy periods.

4. Sub-Committee on Equity

As reported to Senate last month, a focus for the Sub-Committee on Equity this term will be the finalization of a review leading to possible amendments to the *Senate Policy on Academic Accommodation for Students with Disabilities.* The Sub-Committee has held its first meeting of the year and developed a work plan that also includes attention to the UAP's commitments to mentally healthy campuses.

5. Autumn Meeting of Senate Committee Chairs and Secretaries

The autumn meeting of Senate committee chairs and secretaries was held on November 15. Senate Executive was pleased to learn that all committees and standing sub-committees have tailored their agendas to

- institute enhancements in governance
- address Senate survey issues
- explicitly tie initiatives to the UAP's objectives.

For details on committee priorities for 20160-2017, please refer to the Senate Executive report to Senate of October 27, 2016. Senate Executive members have agreed to help ensure that colleagues in their Faculties and units are aware of items on committee agendas. Senators are encouraged to do likewise.

6. Senate Meeting in December

Based on a canvas of Senate committees, it is unlikely that it will be necessary for Senate to meet in December. This will be confirmed well before the scheduled meeting date of December 15. However, Senators are asked to reserve time on that date until a definitive announcement is made in case the press of business requires a meeting (continuing Senators may recall that a special meeting was held in December 2015 to transact important business).

George Comninel, Chair

Senate Committee on Tenure and Promotions – Report to Senate

At its meeting of November 24, 2016

For Information

1.   Tenure and Promotions Data, 2015-2016

The total number of files completed in 2015-2016 was 49 as compared with 55 in 2014-2015 and 46 in 2013-2014. Of the 49 cases, 7 were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees (SRC).

A statistical report of files reviewed in 2015-16 is set out in Table 1 and Table 2 with 2014-15 data provided for comparison. Preliminary numbers for 2016-17 show 29 tenure and 45 promotion to Full Professor applications. The yearly caseload from 2001-2002 to 2015-2016 is set out in Figure 1.

2. Unit-level Standards

The Senate committee continues to review unit-level standards and a summary report is provided in Table 3. The committee found the review of standards difficult this year as it is usually the second item on the agenda, after all files are considered and often there was insufficient time. To ensure that all standards are reviewed in a timely manner, a working group has been established in 2016-2107. The group will report back to the committee on the suggested response to the Faculties. While two units' standards were found to be in accord this year, the committee notes again that those requiring revision often need to revise the procedures, with the standards themselves requiring minor changes. As many units wish to include procedures in their standards, the committee continues to encourage units to refer to and use the language of the *Tenure and Promotions Policy, Criteria and Procedures* (the *Policy*) in setting out procedures.

With the recent increase in the number of Alternate Stream appointments, the Senate Committee on Tenure and Promotions received a number of unit-level standards for promotion to Associate Lecturer and two Faculties wrote memoranda to the committee expressing disagreement with the University minimum standard of excellence in teaching for tenure in the Alternate Stream. The committee affirms that the University's tenure and promotion policy documents are part of the YUFA Collective Agreement and, as such, it cannot amend them; it has forwarded these concerns to the parties.

In reviewing the standards for the Alternate Stream, the committee noted that references to pedagogical research are often too narrow. The Preamble to the Alternate Stream Document notes that "…any research related to the Alternate Stream member's course work will be considered with his/her teaching performance." This statement does not limit research activities to pedagogical research; the research may directly relate to the candidate's teaching responsibilities. The Senate committee notes

that other units have used the more limited interpretation in their standards and will be informing them that a more expansive interpretation is appropriate.

The committee wishes to remind units that where unit-level standards have been found to be in accord with the *Policy,* these standards must be sent to referees, included in the file and referred to in adjudication.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2015-16.

3. Senate Tenure and Promotion Sub-Committees

There are six Senate Review Committees constituted at the Faculty level where there are departments, each of them Sub-Committees of Senate Tenure and Promotions:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

The sub-committees are composed of members of the Faculty Tenure and Promotions Committee plus two members of the Senate committee. Files originating with non-departmentalized Faculties (Education, Environmental Studies, Osgoode and Schulich) are considered by a panel of the Senate committee. These sub-committees report annually to the Senate committee and are asked to note particular issues that have arisen regarding the preparation and adjudication of files.

The sub-committees and the Senate Committee itself had similar comments as to ongoing procedural problems with files, many of which were included in last year's report to Senate. While the vast majority are properly prepared and adjudicated, there continue to be files where:
- Adjudicating Committees are not properly constituted, with both fewer and more than the number of faculty members set out in the *Policy*. To avoid confusion, where quorum has been met with fewer than the full committee, the AC report should be clear that the committee itself was properly constituted and quorum was met.
- The AC report does not adequately address how the evidence in the file, and in T&P files how the individual votes in the criterion areas, adds up to the committee's recommendation.
- Comment from co-authors/collaborators is missing.
- Letters of solicitation are not clear as to whether the candidate is being considered for tenure and promotion, tenure only or promotion to Full Professor.

- AC members recuse themselves from the vote as they have written a letter of reference for teaching or service (see FAQ 3.3.7 re: Referees).
- Unsigned student comment is included in the file. The committee has noted a number of times that where a signature is illegible, the comment is effectively anonymous and cannot be used.
- Letters from graduate students currently being supervised are included in the file.
- For full professor files, all three criterion areas are not fully documented or adjudicated.

Of the files completed this year, 4 had been referred back by Review Committees to Adjudicating Committees to address issues noted.

Susan Ingram, Co-Chair 2015-16
Suzie Young, Co-Chair 2015-16

Senate Committee on Tenure and Promotions – Report to Senate

Table 1
Number of Cases Completed 2015-2016 and 2014-2015
By Type of Application and Gender[1]

Application Type:	Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	2015-16	2014-15	**2015-16**	2014-15	**2014-15**	2014-15	**2015-16**	2014-15	**2015-16**	2014-15
Number of Applications	**32**	22	**15**	33	**1**	0	**1**	0	**49**	55
Female Candidates	**12**	8	**8**	18	**1**	0	**1**	0	**22**	26
Male Candidates	**20**	14	**7**	15	**0**	0	**0**	0	**27**	29

Table 2
2015-2016 Summary of Review Committee Recommendations to the President by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor/ Senior Lecturer	20	12							32
Tenure and promotion to Associate Professor/Lecturer	7	8							15
Tenure only		1							1
Promotion to Associate only		1							1

---

[1] Data in Table 1 and Table 2 cover decisions made between September 1, 2015 and August 31, 2016.

Explanatory notes

The Adjudicating and Senate Review Committees recommendations were in agreement on all but one file, where the Adjudicating Committee recommended delay of promotion to Full Professor and the Review Committee dissented and recommended promotion.

The President concurred in the recommendations of the Senate Committee in all cases.

Figure 1
Number of Tenure and Promotion Cases by Year, 2001-2002 to 2015-2016

	2001-2002	2003-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Series 1	58	57	72	74	87	84	94	108	90	95	87	78	46	55	49

TABLE 3

TABLE 3
Unit-level Standards Status Report November 2016

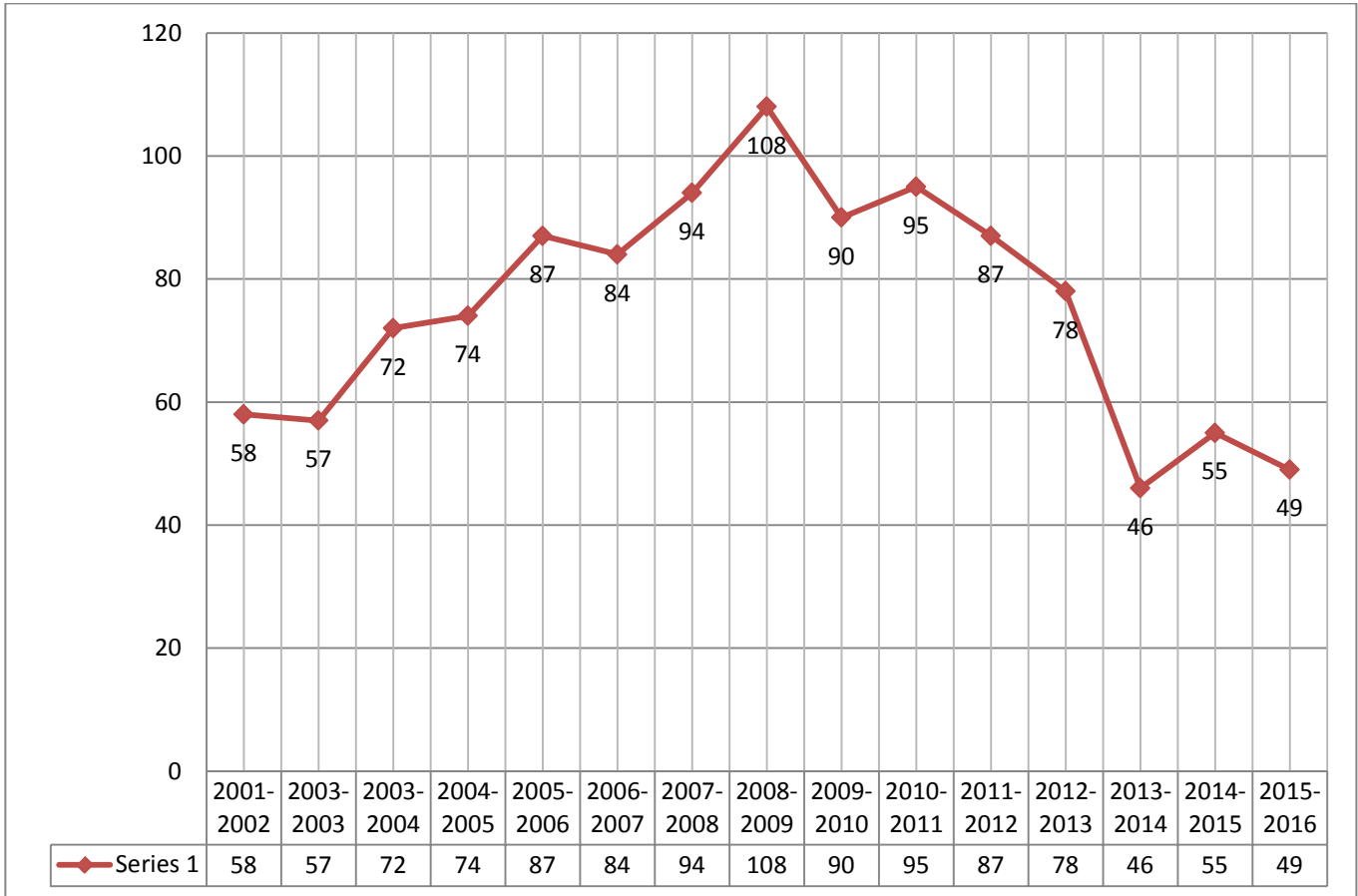| UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Faculty of Education	Jun-15	**In accord**	√	√	√	√
Faculty of Environmental Studies	Aug-06 Fall 2016	Professorial Stream **in accord** with minor revisions; Alternate stream under review	√	√	√	√
Faculty of Fine Arts: submitted Faculty-wide standards	Sep-09	**In accord**	√			
Glendon College						
Economics	Oct-10	**In accord**	√			
English	Oct-13	Revision required	√	√		
French Studies	Jun-08	**In accord**	√	√	√	√
Hispanic Studies	Jun-08	Revision required	√	√		
History	May-05	Revision required	√			
International Studies		None submitted				
Mathematics		None submitted				
Multidisciplinary Studies		None submitted				
Philosophy	Oct-08	**In accord**	√	√		
Political Science	May-12	T&P only **in accord**; FP requires revision	√	√		
Psychology		None submitted				
Sociology	Sep-14	Revision required	√	√		
Translation	May-05	Revision required	√	√		
Women's Studies		None submitted				
Osgoode Hall Law School	Mar -13	**In accord**	√	√		
Schulich School of Business	June-03; May-08	**In accord**	√	√		
Faculty of Science						
Biology	Dec-09	**T&P in accord;** FP/SL revision currently under review	√	√	√	√
Chemistry	Nov-14	**In accord** with minor revisions	√	√		
Mathematics and Statistics	Dec-10	**In accord** with minor revisions	√	√	√	√
Physics and Astronomy	Nov-14	Revision required	√	√	√	√
Science & Technology Studies	Jun-10	**In accord**	√	√	√	√

TABLE 3

TABLE 3
Unit-level Standards Status Report November 2016

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Lassonde School of Engineering						
Electrical Engineering & Computer Science	Apr-16	**In accord** with minor revision	√	√	√	√
Earth and Space Science & Engineering	Fall 2016	Under Senate review	√	√	√	√
Department of Civil Engineering		None submitted				
Department of Mechanical Engineering	Jun-16	Revision required	√	√	√	√
Faculty of Health						
Health Policy and Management	Oct-08	**In accord**	√	√		
Kinesiology and Health Science	Dec-15	**In accord**	√		√	
Nursing	Dec-10	**In accord**	√			
Psychology	Nov-08	**T&P only in accord** with minor revisions. Full requires revision.	√	√		
Faculty of Liberal Arts and Professional Studies						
Administrative Studies	T&P Jan-08 FP Nov-08	**In accord**	√	√		
Anthropology	May-10	Revision required	√	√		
Communication Studies		None submitted				
Economics	Arts: May-05 ATK: Sep 06 as part of SASIT -	Revision required Revision required	√	√		
English	Jun 10	**In accord -** with minor revisions	√	√		
Equity Studies		None submitted				
French Studies	Arts: Jul-08	revision required	√	√	√	√
Gender, Sexuality and Women's Studies	Feb-13	Some revision required	√	√		
Geography	Arts: Jun-08	Revision required	√	√		
History	Arts: Jun-08	Revision required	√	√		
Human Resource Management		None submitted				
Humanities	Feb-15	**T&P and Full in accord** with minor revisions	√	√	√	√
Information Technology	ATK: May 08	Revision required	√	√		
Languages, Literatures and Linguistics	Feb-15	Revision required	√	√		
Philosophy		**T&P and Full in accord**	√	√		

TABLE 3

TABLE 3
Unit-level Standards Status Report November 2016

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Political Science	Fall 2016	Under Senate review	√	√		
Public Policy & Administration		T&P and Promotion to Full Oct-11- **In accord**	√	√		
Social Science	May-15	Revision required	√	√		
Social Work	May-15	Revision required	√	√		
Sociology	Arts: May-05	Revision required	√	√		
Writing Department	Oct-07	**In accord** - with minor revisions			√	√
NOTES:						
FP: Promotion to Full Professor						
SL: Promotion to Senior Lecturer						
In accord = in accord with University criteria and procedures.						
None submitted means they have not yet been submitted for review by the Senate Committee on Tenure and Promotions.						

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

At its meeting of 24 November 2016

For Action
MAJOR MODIFICATIONS

1. **Changes to Degree Requirements for the BA and BSc Programs in Psychology • Department of Psychology • Faculty of Health**

ASCP recommends,

That Senate approve changes to the degree requirements for BA and BSc programs in Psychology housed in the Department of Psychology, Faculty of Health, as set out in the proposal attached as Appendix A, effective FW 2017-2018.

Rationale
The Psychology Department undertook a comprehensive review of its undergraduate BA and BSc degrees in response to the program data and assessment of its quality and sustainability that emerged from the university academic program review exercise in 2014-2015. It was pleased with its sustainability results but wanted to improve the quality of the program to remain competitive and attractive to students. To that end, the Department engaged in a thorough review of its program learning outcomes to ensure they reflect the program's academic vision and that the curriculum was effectively supporting the achievement of the outcomes. It concluded that the requirements were not meeting the distinct program learning outcomes to the extent desired. On that basis revisions that would better align the curriculum and degree requirements with the program learning outcomes were identified and pursued. The principle changes being proposed are as follows:

- A slight increase in the number of major credits required for each of the BA and BSc degree options (90-credit, Honours, Specialized Honours)

- a new 3-credit writing course required for all majors to enhance students' writing skills and better prepare them for the upper-level coursework

- a new requirement that students successfully complete 54 credits before enrolling in 3000-level courses to better prepare them for upper-level courses

- a clear distinction between core 2000 and 3000-level courses to support sequencing of courses within the program and better student preparation

- a clear distinction between and unique requirements for the Honours and Specialized Honours degree options for both BA and BSc programs to help students choose program paths and career planning

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

The program conducted its eight-year cyclical program review (CPR) this year. The revised requirements were discussed with the external program reviewers. They opined that the new requirements strengthen the quality of the program, enhance the achievement of the learning outcomes, and will provide students an improved experience. The Senate committee commends the Department for the extensive and methodical exercise it embarked on – with program learning outcomes driving the planning - toward the goal of enriching program quality for students.

The proposed changes are planned to take effect in the FW 2017-2018 academic year. Reasonable grandparenting arrangements have been made for students currently in the program who opt to continue with the existing requirements. Other degree programs that include Psychology courses within their requirements have been consulted and have confirmed their support for the changes. The decanal statement from Dean McDonald confirms that the additional resources required to implement and sustain the program changes will be provided, including a new Alternate Stream faculty appointment as of 1 July 2017.

Approvals: ASCP 9 November 2016 • Faculty of Health Council 3 November 2016

Program Closures

2. **Closure of the Honours Double-Major Interdisciplinary BA Program in Psychology • Department of Psychology • Faculty of Health**

ASCP recommends,

That Senate approve the closure of the Honours BA double-major interdisciplinary degree option in Psychology.

Rationale
No student has enrolled in the double-major interdisciplinary BA program with Psychology as one of the majors (paired with a linked interdisciplinary program in the Faculty of Liberal Arts & Professional Studies) for the past decade. The Department has concluded that such an option does not align with current students' interests or needs. Closing the option will simplify and keep current the active program offerings within the Department of Psychology. Pursuing either an Honours double-major or Honours Major-Minor remain options for students. The Faculty of Liberal Arts & Professional Studies was consulted about and concurs with the proposed closure.

Approvals: ASCP 9 November 2016 • Faculty of Health Council 3 November 2016

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

3. **Closure of the Diploma in Real Estate and Infrastructure • Schulich School of Business / Faculty of ; fŨXi Ų̈Y ̈G ̈i X]Yg**

ASCP recommends,

That Senate approve the closure of the Diploma in Real Estate and Infrastructure housed in the Schulich School of Business, effective Summer 2017.

Rationale
The launch of the new 1-year Master of Real Estate and Infrastructure professional degree program this year, coupled with the continuation of the Real Estate and Infrastructure Specialization within the MBA program, has led the Schulich School of Business to conclude that three options in this area of study would be confusing to potential applicants and resource heavy for the School. As such it plans to close the Diploma. All current students pursuing the Diploma will be accommodated in their completion of the requirements.

Approvals: FGS Faculty Council 6 October 2016 • ASCP 9 November 2016

Consent Agenda

4. **Changes to Degree Requirements for the Bilingual BA Program in Communications • School of Translation • Glendon**

ASCP recommends,

That Senate approve minor changes to the degree requirements for the Bilingual BA program in Communications housed in the School of Translation, Glendon College, as set out in the proposal attached as Appendix B, to take effect in FW 2017-2018.

Rationale
The Bilingual Communications program at Glendon was established by Senate in May 2016 and will be launched in FW 2017-2018. Recent faculty appointments to the program and the preparation of its curriculum have prompted minor changes to the degree requirements. Two core courses are replaced and moved to the list of optional courses from which students choose a selection of credits to better support the program delivery. The total number of major credits required is not changing.

Approvals: Glendon Faculty Council 21 October 2016 • ASCP 9 November 2016

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

**5. Changes to Admission Requirements for the MA Program in Translation •
School of Translation • Glendon / Faculty of Graduate Studies**

ASCP recommends,

That Senate approve minor changes to the admission requirements for the MA program
in Translation housed in the School of Translation, Glendon, as set out in the proposal
attached as Appendix C, to take effect in FW 2017-2018.

Rationale
The proposed changes to the admission requirements pertain to the Qualifying Program
offered by the School of Translation for applicants to the Master's program who do not
have an Honours undergraduate degree in Translation. The structure of the current
Qualifying Program includes 18 credits of preparatory courses that applicants in this
cohort must successfully complete to be eligible for admission to the MA program. The
proposed change is a reduction in the number of credits to 15 and increased flexibility in
choice of courses for 9 of those 15 credits. The change provides applicants with more
options to complete the program within the qualifying year before applying to the MA
degree program. The graduate program is confident that the objectives of the Qualifying
Program will still be met with the reduced number of credits. Completing the Qualifying
Program does not guarantee admission to the Master's program Translation. The
required Minimum average of B for admission to the MA remains unchanged.

Approvals: FGS Faculty Council 6 October 2016 • ASCP 9 November 2016

For Information

a. Minor Modifications to Curriculum

The following proposals have been approved by ASCP:

Minor change to the requirements for the BA, iBA and Accelerated BA programs in
Translation, School of Translation, Glendon College

b. Update on Initiatives in Progress

Senate Grading Scheme and Feedback Policy
Last month ASCP brought forward to Senate for discussion a proposal with planned
revisions to the Senate Grading Scheme and Feedback Policy. The questions and
comments Senators raised at that meeting were subsequently discussed by the ASCP
Coordinating & Planning Sub-committee. Responses to the questions have been
prepared and sent to Faculty curriculum committees and Associate Deans Academic

Academic Standards, Curriculum and Pedagogy Committee
Report to Senate

along with the proposal to allow them an opportunity to provide feedback on the revisions before ASCP brings the proposal back to Senate for approval.

The New Academic Forgiveness Policies
In February 2016 Senate approved two new academic policies and revisions to an existing policy that are aimed at providing undergraduate students enhanced opportunities to complete their degree program; the specific policies are:

- Withdrawn from Course Option (W) [new]
- Course Relief [new]
- Repeating Passed or Failed Courses for Academic Credit [revised]

The new and revised policies came into effect this academic year. Faculties and the staff of the Registrar's Office are working diligently to implement them and communicate information to students. The ASCP Coordinating & Planning Sub-committee is liaising with Faculties and the RO to address application questions that have emerged in implementation. A communication from ASCP about the policies, including an FAQ sheet about the Course Relief Policy, has been disseminated and posted online to address application questions about the new policies for students, staff, course directors and Faculty committees, etc. ASCP will continue to monitor and advise on the implementation of the new legislation.

ASCP 2016-2017 Priorities
The committee is continuing with its priority initiatives identified for this academic year, one of which is revisions to the Grading Scheme and Feedback Policy, noted above. Another ongoing priority is to reduce degree complexity. In that context, specific projects within ASCP's mandate are being explored in conjunction with the IIRP recommendations to enhance program quality. Revision of the ASCP Course Credit Exclusion Guidelines is an additional task identified for this year. The sub-committee has endorsed a new set of Guidelines to govern Faculties' use of course exclusions, cross-listings and substitutions to bring clarity and consistency to this increasingly complex pan-university exercise. Faculties will be asked to review and comment on the new Guidelines in the coming weeks. Once finalized, they will be brought to ASCP for approval and shared with Senate thereafter.

Lisa Farley, Chair

**Major Modifications to the BA and BSc Degree Programs in Psychology
Faculty of Health**

1. **Program:** The Psychology Department in the Faculty of Health offers two degrees: the Bachelor of Arts and the Bachelor of Science. Within each of these degrees, we offer 4 curricular program options including: BA/BSc (90 credits); Honours BA/BSc (120 credits, including Honours Double Major); Specialized Honours BA/BSc (120 credits); Honours Psychology Minor. We are proposing modifications to each of these options.

2. **Degree Designation:** BA, BSc Honours BA, Honours BSc, Specialized Honours BA, Specialized Honours BSc, Minor BA, Minor BSc

3. **Type of Modification:** Changes to degree requirements and content to align with the program learning outcomes

4. **Effective Date:** Fall/Winter 2017-2018

---

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

The structure of our four curricular program options (Bachelor, Minor, Honours Bachelor, and Specialized Honours Bachelor) will remain consistent with university policy, however the requirements for each of these programs will be updated to address best practices and our learning outcomes that were not adequately addressed by our previous curriculums.

In our recently completed Cyclical Program Review (June 2016), the proposed curriculum changes were positively reviewed. For example the Reviewers stated "the changes recently made to the undergraduate programs at Keele appear to have been thoughtfully generated and should result in even better experiences and outcomes for students (page 14)" and "recent changes in the undergraduate program in particular have strengthened the department's program and course offerings (page 17)".

The following list provides a brief summary of the program changes that we are proposing to implement for the Fall of 2017. A visual comparison of our old and new requirements, is included as an Appendix.

- Under each of our new programs, our requirements now make a clear distinction between 2000-level (2nd year) courses and 3000-level (3rd year) courses. In our current program the list of requirements blends 2000- and 3000-level courses, making the level distinction meaningless, not reflective of sequential learning, and potentially confusing for students and for instructors. In the new program there are fewer and more focused course options at the 2000 level. In addition to the 2000-level statistics and research methods courses, all majors must take courses from two groups. Group 1 will now include the following 2000-level courses: *Developmental Psychology*, *Social Psychology*, and *Personality*. Group 2 will now include the following 2000-level courses: *Sensation and Perception I*, *Motivation*, *Biological Bases of Behaviour*, and *Cognition* (which will become a 2000-level course). The 3000-level courses are now part of students' electives; there is now only a requirement that they complete a specified number of credits at this 3000 level.

- Our new programs will require that students complete at least 54 credits (9 full-year courses) before registering in 3000-level courses. This requirement will help provide a

greater sequencing between the academic preparation of students taking 2000- versus 3000-level courses and will enhance student planning. Specifying the number of credits, as opposed to specific course prerequisite for 3000-level courses also provides greater flexibility to non-majors interested in taking elective psychology courses. This is an important service contribution to undergraduates in other majors where specific courses (e.g., *Abnormal Psychology*, Psyc 3140, 3.0 credits) may be recommended.

- For each of our majors, a writing course (*Writing in Psychology*, Psyc 2010, 3.0 credits) is now required to help students enhance their writing skills. Our 2005 cyclical program review, as well as feedback from faculty members, strongly suggested that our current program does not provide adequate training in writing for our students. The results of a student survey conducted for our most recent cyclical program review strongly suggests that students agree. A full 92% of students surveyed felt that it would be beneficial to have more instruction and opportunities to develop their writing skills. This requirement is a first step towards providing this important training. Finally we note that our recent Cyclical Program Review was highly supportive of this course.

- For each of our majors, we have increased the number of psychology courses that students must complete (by 3 credits for BA/BSc students; 6 credits for Honours BA/BSc and Specialized Honours BA/BSc) and have eliminated the maximum number of psychology courses that they may take. This increase in required credits has allowed us to add new required courses to meet our program learning outcomes, while not sacrificing other important curricular requirements. In addition, the elimination of the maximum number of courses will provide students with increased flexibility to take the courses that meet their educational interests and needs. Many students (roughly 60%) request, and are approved, to take more than our current maximum. A significant number of these students come to the undergraduate office very anxious because they have already exceeded the maximum and fear financial and/or educational repercussions. Upon inquiry it was discovered that the maximum was established at a time when the department was much smaller and we were not able to offer many courses. We are one of the few departments (and possibly the only department) in the university to have a maximum, which substantially limits the course options for our majors, particularly given that we provide such a large number of course offerings. Given the breadth of psychology as a discipline, we believe that removing the maximum number of courses that our students can take will enhance their educational experience and options, while eliminating an administrative and potentially stress-inducing hurdle.

- We now make a clear distinction between our Honours and Specialized Honours programs, clearly outlining the unique educational goals of each of our programs. In our previous programs students could complete an individually supervised Honours thesis in either the Honours Program or the Specialized Honours Program. Students in the Honours program who were not able to obtain a thesis supervisor, or were less interested in completing an independently supervised research project, completed a group "honours thesis" in a course setting, through *Advanced Research in Psychology* (PSYC 4170, 6.0). A very few students (@25/450) might have completed a community based thesis project through *Advanced Community-Based Applied Research (*PSYC 4175 6.0). The group thesis course (PSYC4170) in particular, created unique challenges for our faculty and students and simultaneously consumed a great deal of resources. Our new programs differentiate the goals and requirements for the Honours and Specialized Honours programs. In the revised programs the Honours program is now meant to educate students as consumers of psychological research rather than creators of research. Instead of completing a thesis (course or individually supervised), these

students will complete a new capstone course entitled *Critical Thinking in Psychology* (PSYC 4180, 6.0), which will provide a culminating review and critical synthesis of previously acquired psychological knowledge. The Specialized Honours program will continue to be for students who are interested in conducting original research and have demonstrated above average academic ability. Students in this program will complete an individually supervised honours thesis (Psyc 4001). As an alternative, they will also have the option of completing the community-based research (Psyc4175) since the design of this course provides a York faculty member and community supervisor. In preparation for this endeavor, these students will continue to be required to complete *Intermediate Statistics Laboratory* (Psyc 3031, 3.0), *Intermediate Research Methods* (Psyc 3010, 3.0), and *History of Psychology* (Psyc 3125, 3.0). They will now also be required to complete a new course entitled *Professionalism and Communication in Psychology* (Psyc 3000, 3.0). These course requirements will help to ensure strong preparation for students who complete an honours thesis; in the past Honours students could complete a thesis without this important additional training. Our recent Cyclical Program Review was highly supportive of these changes to the two program options as well as of the new proposed course.

6. **Provide the rationale for the proposed changes.**

The rationale for these changes is to align our programs with our Program Learning Outcomes and to update our requirements to meet or exceed the curricula of comparable Psychology Departments in Canadian Universities. In recent years we were required by the University to formalize our Program Learning Outcomes (PLOs) and to align these learning outcomes with Undergraduate Degree Level Expectations (UDLES). Acting on this requirement we were quickly finding that our programs did not meet distinct program learning outcomes to the extent that we would like. For example, there were insufficient opportunities for students to acquire writing and critical thinking skills, despite the fact that students, faculty, and university academic planning documents outlined the importance of developing these skills. In addition, two routes to completing an Honours thesis (through both the Honours BA/BSc and Specialized Honours BA/BSc programs) were available without distinct learning outcomes. Consistent with our internal perceptions of some gaps in our programs, a recent University-wide Academic and Administrative Program Review (2013-2014) examining the sustainability and quality of programs found our undergraduate programs to be "exceptional" on sustainability, but only "good" on quality. We believe that these changes will enhance the quality of our programs and students' educational experience, and will assist in the recruitment and retention of undergraduate students.

Given the demands with a program as complex as ours and the need for a great deal of consultation with a very large faculty and student body when many program changes are being considered, it has taken considerable time for us to create a clear vision of what our Program Learning Outcomes, our new program requirements, and any new courses would be. Through regular and frequent conversations at Departmental Meetings and retreats, monthly Undergraduate Studies Committee meetings, and with the introduction of an Associate Undergraduate Program Director to provide additional support, we have made excellent progress. Our department has approved the Program Learning Outcomes, three new required courses and importantly these proposed program changes. We also consulted extensively with the Former Dean of our Faculty, who has expressed enthusiasm for our program changes. Our newly appointed Dean McDonald has offered his strong support for our revised program (please see attached letter of support).

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

   As noted above, the program changes ensure that our students are offered instruction in writing and critical thinking skills, which are skills highlighted in university academic planning documents as well as in the Ontario workforce. At the Department level, our strategic plan aligns with University and Faculty Missions and Academic Plans. Of the five Faculty of Health Strategic Directions (subsumed under the University's priorities) the number one priority is:

   A. Promoting a High Quality Learning Experience

   Implementing our program changes is one important step towards promoting a high quality learning experience. As was noted in our Department's expected 5-year outcomes, "The five-year anticipated outcomes are increased quality of the Psychology undergraduate programs highlighted by increased student satisfaction and success, which we expect will impact positively on student retention and on enrollment targets." We believe strongly that having a clearer, more coherent and sequential program will increase student satisfaction, students' educational experience/training and ultimately student success.

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.**

   Please refer to the Appendix for a visual comparison of our current and proposed programs.

   Changes to All Programs (including the Minor)

   • Specified course requirements are now only at the 2000-level; required credits increase for each program (2 3.0-credit courses BA/BSc/Minor; 3 3.0-credit courses Honours; 4 3.0-credit courses Specialized)

   - Current requirements span both 2000-level and 3000-level, leaving the number distinction seemingly meaningless
   - Previously both BA/BSc and Honours had the same number of requirements

   • Required credits in 3000 level courses (12 BA; 6 Minor; 9 Honours; 9 Specialized)

   - Previously both BA/BSc and Honours could fulfill elective requirements with courses at 2000-, 3000-, or 4000-level.

   • Remove upper limit on major credits

   • Require 54 university credits (including course prerequisites) for enrollment in 3000 level courses

   Additional changes for ALL Psychology Majors

   • Add required 2000-level Writing in Psychology (PSYC 2010 3.0) course

   (Please note this course is not required of our Psychology minors for both pedagogical

and resource reasons. Our Minor in Psychology is a content based program which is intended to provide students Who are majoring in another discipline with foundational knowledge in psychology. In addition this course is resource-intensive as it will be offered in sections of 80 students. To accommodate all Majors in Psychology, 8-10 sections will be necessary annually. Accommodating the additional Psychology Minors (N = 175-200) substantially increases the resource demand. It is our expectation that instruction in writing will be provided by their Major discipline.)

- Increase minimum Psychology credits in major programs to meet our learning objectives

  - BA/BSc 33 from 30
  - Honours 48 from 42
  - Specialized 60 from 54

Additional changes for the <u>Honours Majors</u>

- Increase 2000 level requirements to 3 courses (9 credits in total)

  - *Was previously 2 courses (6 credits in total)*

- Retire Advanced Research Methods (PSYC 4170 6.0); replace with Critical Thinking in Psychology (PSYC 4180 6.0).

Additional changes for the <u>Specialized Honours Majors</u>

- Remove Measurement in Psychology (PSYC 3490 3.0) as a required course

  - *Consultation with faculty members, as well as challenges finding a full-time faculty member to teach this course, suggested that this should become an elective.*

- Add New Required course: Professionalism and Communication in Psychology (PSYC 3000 3.0).

Our proposed changes will bring our programs in line with our Program Learning Outcomes. A) Differentiating 2000 level and 3000 level courses will ensure students gain foundational knowledge and as well as breadth in knowledge. B) Requiring 54 credits for 3000 level courses will ensure that students have foundational knowledge prior to gaining breadth knowledge. C) Differentiating the Honours as a knowledge-user program with a 4000 level capstone course and the Specialized Honours as a research-intensive program with thesis will enhance the unique expectations of these two program options. D) Three new courses (Writing in Psychology (PSYC 2010 3.0); Professionalism and Communication in Psychology (PSYC 3000 3.0), and Critical Thinking in Psychology (PSYC 4180 3.0) address gaps in our current curricula, namely communication and critical thinking skills for our Psychology majors. These changes will align our programs with our Learning Outcomes, as outlined in the Curriculum Mapping provided in the Appendix.

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.**

   The proposed modifications to the Undergraduate Psychology Program have been extensively reviewed by the Psychology Department, as outlined below.

Opinion surveys of Department faculty and students were conducted in 2013-2014. They provided information on satisfaction with the current programs, quality of writing and communication skills, and goals of the Honours program. There was consensus that our programs were falling short of the mark in providing a consistently high quality educational experience to the diverse student body we serve. Faculty and students indicated a strong desire for writing skills to be formally taught and for critical thinking skills to be improved, starting early in the program. Faculty and students were aligned in recognizing the need for programs that address different student outcomes, both work-force oriented and research focused.

Extensive discussions with Psychology Faculty were undertaken over the last year, beginning with a retreat in February 2015 and followed by discussion at five Department meetings. The proposed program revisions were approved at the Department meeting on January 25, 2016.

The proposed revisions are the outcome of intensive work on the part of the Undergraduate Studies Committee which meets on a monthly basis and has been considering the needed program reviews for more than two years. Two undergraduate students and one graduate student are voting members of the Undergraduate Studies Committee.

Two focus groups with students were conducted with Specialized Honours and Honours students. These focus groups provided additional support for the proposed changes.

An environmental scan of over 40 Psychology programs at all Ontario Universities and selected Canadian universities was conducted. The results indicated that the areas of improvement which we have targeted will bring our program in line with best practices in Psychology education. In the domains of communication and critical thinking, our revised curricula will be cutting edge.

The proposed changes have modest impact on the programs of two university departments, Nursing and Cognitive Science. Nursing students are required to take PSYC2021 and Cognitive Science students are required to take PSYC3260. The UPD/Coordinators of these programs have been consulted about our proposed program changes and have provided their support (emails are attached in Appendix B).

Many students in the Psychology Program at Glendon College take courses offered by Psychology in the Faculty of Health. The proposed changes have been reviewed with the Chair of Glendon, Professor Tim Moore. He has confirmed his support for our new program.

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.**

No changes to admission requirements are being proposed.

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.**

Our resource needs were reviewed by Ms. Anna Morgani (Administrative Officer, Faculty of Health) and Ms. Mary Verilli (Executive Officer, Faculty of Health). They are confident that

we can resource the revised curricula by means of some re-allocation of existing resources (e.g., re-deployment of TAs; retirement of PSYC4170) and some additional financial resources that will be provided from the Faculty budget. The required resources were reviewed by Former Dean Harvey Skinner who provided his support in the Notice of Intent submitted to the Vice Provost in February 2016. The NOI was approved by the Vice Provost's Office in April 2016 (see Appendix C). As noted Dean McDonald has provided his support for the program changes, including a new alternate stream faculty appointment commencing July 1 2017. This faculty member will provide teaching and leadership to the new courses in the revised programs, specifically *Writing in Psychology and Critical Thinking Psychology.*

The three new courses in our proposed curriculums were approved by the Curriculum Committee of the Faculty of Health in December 2015. They are being offered on a pilot basis this academic year.

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.**

    No

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.**

    No

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

    Implementation Plan

    Newly Admitted Students:

    All students entering the Psychology program in the fall of 2017 and thereafter, will complete the revised program requirements.

    Current Students:

    Students currently enrolled in the program will be grandparented and given the option of completing the old program or the revised program requirements. We are proposing a four-year sunset window for the old program, such that current students who entered the program up to and including 2016-2017 will be entitled to complete the old requirements until the end of academic year 2020-2021. Currently there are 4358 majors, of whom we might expect half will continue in the old program and half in the revised program. While the four year window may not be possible for all students who wish to complete the old program, we believe it is preferable to plan for the majority who complete the degree within the expected timeframe. Extending the sunset window would mean that many more students would graduate without having fully met our Program Learning Outcomes. In addition offering two sets of program requirements longer than four years would significantly increase the administrative and financial demands on the Department for an extended period of time such that it would be a burden on the Department's already finite resources. Finally we note that with a large student body, efficient transition to a revised

program is clearer and more transparent to the students and will facilitate student satisfaction with the revised program.

Implementation of our new capstone PSYC4180 course for our Honours students also poses transition issues. In view of the pedagogical limitations and heavy resource demands of the old PSYC4170 which it replaces, it is our intent to retire PSYC4170 within two years, such that PSYC4180 will be offered to all Honours students by 2019-2020. Between 2017-2018 and 2018-2019, currently enrolled students may enroll in either PSYC4170 or PSYC4180 to satisfy major degree requirements. Starting in 2019-2020 students in the Honours program, whether following old or revised requirements, will enroll in PSYC 4180.

The Undergraduate Program Office will initiate a process of informing current students of the revised program requirements and their options for completing the degree. We will push information out through targeted email messages to the student listserv in order to inform students of the changes as well as offer workshops and information sessions here on campus. Additionally we will create an advising video which will be posted to our department website. Our program assistants will provide information sessions to advisors so that they are fully informed of the revised program requirements and the options available to students.

Faculty / Program Transfers:

Students who transfer into the Psychology program from other Faculties or other degree programs from FW2017-2018 onwards will be required to follow the revised program requirements.

Reactivations

All students who have been away from their studies and reactivate their studies in the Psychology program as of FW2017-2018 and onwards will be required to follow the revised program requirements.

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.**

    Not copied for Senate; documentation is available upon request.

YORK U

UNIVERSITÉ
UNIVERSITY

**FACULTY OF
HEALTH**

Office of the Dean

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5031
Fax 416 736 5760
healthdn@yorku.ca
www.health.yorku.ca

September 1, 2016

Dr. Jennifer Connolly
Undergraduate Program Director
Department of Psychology

Re: Letter of support for Major Program Modifications to undergraduate program in psychology

Thank you for providing background documents describing the Department of Psychology's decision to seek major modifications to its undergraduate programs. After reviewing the history, rationale and structure of the changes, I am delighted to enthusiastically provide my support for all of your proposals.

Like all good curriculum, I was pleased to see that you began by developing program learning objectives (PLOs), and then taking the important step of integrating them with the undergraduate degree level expectations (UDLES). I was also delighted to see the careful process you undertook to solicit input from faculty and staff using surveys, intensive meetings and focus groups. You also did a comparative review with other leading psychology programs in Ontario and other parts of Canada to ensure your proposals not only represent informed practices, but will ensure our programs remain leading edge in their design and content.

Proposals to create new courses to fill identified gaps in learning objectives (especially writing and critical thinking relevant to psychology), ensuring the various program options are distinctive in both design and outcomes, and improving program flexibility and focus are important steps to enhance student experience, improve student outcomes (including retention and employability), as well as enhance our efforts to recruit desired numbers of high quality students. The feedback from the 2016 Cyclical Program Review provides further validation that your proposed revisions are consistent with informed/best practices.

Given the significance and potential impact of the proposed changes, I am pleased to confirm the previous Dean's commitments to ensure you receive appropriate resources to implement the changes. Indeed, as you know, I am prepared to recommend to the Provost that we hire a new faculty position beginning July 2017, should the proposed program changes be approved.

Please accept my congratulations for undertaking this important process and generating practical ways of addressing strategic priorities. I would also be grateful if you would convey my appreciation to the many people who have contributed to the modification plan.

Kind regards,

Paul McDonald, PhD, FRSPH
Dean

Cc: Susan Murtha, Associate Dean Teaching & Learning
        Joel Goldberg, Chair, Department of Psychology

Proposed Degree Requirements (Credits in parentheses)

	Bachelor	Hon: Minor	Hon: Major	H: Specialized
Introductory Psychology	1010 (6)	1010 (6)	1010 (6)	1010 (6)
Statistics	2021 (3)	2021 (3)	2020 (6)	2020 (6) & 3031 Stats Lab (3)
Research Methods	2030 (3)	2030 (3)	2030 (3)	2030 (3) & 3010 (3)
Writing in Psychology	2010 (3)		2010(3)	2010(3)
Professionalism & Communication				3000 (3)
Core Interpersonal	1 of 21XX (3)	1 of 21XX (3)	1 of 21XX (3)	1 of 21XX (3)
Core Bio/Cog	1 of 22XX (3)	1 of 22XX (3)	1 of 22XX (3)	1 of 22XX (3)
Core breadth			Additional 21XX OR 22XX (3)	Additional 21XX AND 22XX (6)
3000 Level Courses (54 credits required)	Any 3XXX (12)	Any 3XXX (6)	Any 3XXX (9)	Any 3XXX (6) & 3125 (3)
4000 Level Courses (General)		Any 4000 (6)	Any 4000 (6)	Any 4000 (6)
4000 Level Courses			4180 (6) Critical thinking	4001 or 4175 (6) Honours thesis
Psychology Credits and Elective Credits	Min=33 credits BA/BSc = 21/15	Min=30 credits	Min=48 credits BA/BSc = 36/30	Min=60 credits BA/BSc = 24/18

Note: Changes highlighted in red

Previous Degree Requirements (credits in parentheses)

	Bachelor	Hon: Minor	Hon: Major	H: Specialized
Introductory Psychology	1010 (6)	1010 (6)	1010 (6)	1010 (6)
Statistics	2021 (3)	2021 (3)	2020 (6)	2020 (6) & 3031 Stats Lab (3)
Research Methods	2030 (3)	2030 (3)	2030 (3)	2030 (3) & 3010 (3)
Writing in Psychology	No course offered or required		No course offered or required	No course offered or required
Professionalism & Communication				No course offered or required
Core Interpersonal	1 of 21XX or 31XX (3)		1 of 21XX/31XX (3)	1 of 21XX/31XX (3)
Core Bio/Cog	1 of 22XX/32XX (3)		1 of 22XX/32XX (3)	1 of 22XX/32XX (3)
Core breadth				Additional 21XX/31XX AND 22XX /32XX (6)
3000 Level Courses (no min credits required to enrol in 3000 level)	Any 3XXX (12)	Any 2XXX, 3XXX or 4XXX (12)	Any 2XXX, 3XXX, or 4XXX (9)	Any 3XXX (3) & 3125 (3) & 3091 (3)
4000 Level Courses (General)		Any 4000 (6)	Any 4000 (6)	Any 4000 (6)
4000 Level Courses (Honours Thesis)			4000, 4175, or 4170 (6)	4001 (6)
Psychology Credits	Min=30 credits Max=42 credits	Min=30 credits Max=42 credits	Min=42 credits Max=54 credits	Min=54 credits Max=66 credits

Undergraduate Degree Level Expectations and Program Learning Outcomes

Department of Psychology Undergraduate Programs (BA/BSc)

Faculty of Health, York University

Program Descriptions

Bachelor (90 credit): The Bachelor of Psychology is a 90-credit degree program designed for students who want an introduction to the foundations of contemporary psychology. Students who graduate from this program will have demonstrated depth of knowledge in core and specialty areas of psychology as well as a basic understanding of psychological research and writing. This program is well suited for students wishing to complete a three-year university degree and then begin a career, or pursue a college diploma, following graduation.

Minor Honours: The Minor in Psychology program is designed for students in a non-psychology Honours degree program who want to complement their major with knowledge about Psychology. Students who graduate from this program will have demonstrated knowledge in core and specialized areas of psychology as well as a basic understanding of psychological research. This program is well-suited for students wishing to pursue a secondary interest in psychology to enhance or supplement their primary field of study.

Honours: The Honours in Psychology program is a 120-credit degree program designed for students who are interested in learning about and applying knowledge cumulated from the discipline of psychology. Students who graduate from this program will have demonstrated knowledge in a breadth of sub-disciplines within Psychology, and will be able to critically evaluate research results, theories, and opinions within this field. Graduates of this program will be able to engage in quantitative reasoning through the interpretation of empirical results. Additionally, graduates will have demonstrated an appreciation of alternative methods used in psychological inquiry and will be able to synthesize potentially conflicting results and communicate these ideas to the general public. This program is well-suited for students who intend to enter the workforce following graduation and/or who may intend to pursue post-graduate studies in professional and applied related fields of psychology.

Specialized Honours: The Specialized Honours Psychology Program is a 120-credit degree program designed for students who intend to pursue post-graduate studies in Psychology or a related discipline. Students who graduate from this program will have demonstrated knowledge in a breadth of sub-disciplines within Psychology and will be able to critically evaluate research results, theories, and opinions within this field. In addition, students who graduate from this program will have specialist training in research methods, statistical analyses, scientific communication, and critical thinking. A requirement of this program is the completion of an Honour's Thesis under the direct supervision of a Psychology faculty member. This program is well-suited for students who plan to pursue post-graduate studies in a research-intensive field. Admission to the program is by Department permission.

Approved at Department Meeting on January 25, 2016
Last Updated: 20/01/2016

Program Learning Outcomes BA/BSc Bachelor, Minor, Honours and Specialized Honours Psychology Programs	
Degree Level Expectation	**Program Learning Outcomes**
1. Depth and Breadth of Knowledge	A. Define psychology and explain how it meets the criteria of science (1010) B. Recognize key concepts, methods, theories and assumptions in psychology (1010) C. Demonstrate broad knowledge of psycho/social determinants of behaviour (21xx core) D. Demonstrate broad knowledge of cognitive/biological determinants of behaviour (22xx core) E. Describe and evaluate current theory and research in 2 (for **Bachelors and Minors**), 3 (for **Honours**; E'), or 4 (for **Specialized Honours**; E") core areas (21xx and 22xx core) F. Demonstrate in-depth knowledge in at least 2 sub-disciplines (3xxx ; 4xxx for **M/H/SP**; F') **Minors, Honours and Specialized Honours students** will also: G. Critically evaluate, synthesize and resolve conflicting results (4xxx) **Specialized Honours students** will also: H. Generate and evaluate original hypotheses 1 sub-discipline (4001/4175) I. Describe and discuss major schools of thought in the history of psychology (3125)
2. Knowledge of Methodologies	A. Describe basic characteristics of the scientific method in psychology (1010) B. Describe, explain, and calculate descriptive statistics (2021 or 2020) C. Distinguish between descriptive and inferential statistics (2021 or 2020) D. Distinguish between experimental and non-experimental designs (2030) E. Demonstrate understanding that various research designs (2030) F. Define hypotheses, independent and dependent variables, validity and reliability (2030) **Honours and Specialized Honours students** will also: G. Compute and interpret univariate inferential statistics (2020; 2022) **Specialized Honours students** will also: H. Explain and critique psychological methodologies across sub-disciplines (3010) I. Analyse and interpret results from simple psychological studies (3010) J. Analyse psychological data using advanced univariate statistics (3031) K. Use data analytic software for analysis of psychological data (3031; 4001/4175)

Approved at Department Meeting on January 25, 2016
Last Updated: 20/01/2016

3. Application of Knowledge	A. Discern differences between personal views and scientific evidence (1010) B. Understand and interpret psychological information in everyday life (21xx and 22xx core) C. Articulate trends in sub-disciplines of psychology (3xxx; 4xxx for **M/H/SP**; C') **Minor, Honours and Specialized Honours students** will also: D. Locate research articles and show critical thinking about research findings (4xxx) **Honours students** will also: E. Demonstrate ability to think critically about applications of psychological findings reported in the media (4180) **Specialized Honours students** will also: F. Generate testable hypotheses in psychology (3010) G. Design, execute, analyse and interpret results from a study examining a specific research question (4001/4175)
4. Communication Skills	A. Use traditional and electronic sources to locate psychological findings (2030) B. Demonstrate knowledge of the basics of scientific writing (2010, 2030). C. Demonstrate knowledge of the basics of referencing using APA style (2030) D. Express psychological knowledge in written and oral forms in more than 1 sub-discipline (3xxx; 4xxx for **M/H/SP**; D'). **Bachelors, Honours and Specialized Honours students** will also: E. Demonstrate effective written communication (2010) F. Demonstrate the ability to think critically about written communication (2010) **Minors, Honours and Specialized Honours students** will also: G. Engage in evidence-based dialogue with course director and peers (4xxx). **Honours students** will also: H. Demonstrate knowledge of variety of ways to express psychological findings in everyday life (4180) **Specialized Honours students** will also: I. Express in written form psychological findings using APA style (3010; 4001/4175) J. Demonstrate effective use of a variety of communication styles in academic psychology (3000) K. Express in written form, a research study in psychology (4001/4175)

5. Awareness of Limits of Knowledge	A. Define causes of human behaviour from different perspectives (21xx and 22xx core) B. Describe and explain limits to generalization of research findings (3xxx) C. Recognize limits of descriptive statistics (2020; 2021) **Honours students** will also: D. Critically identify myths or stereotypes in common discourse (4180) **Honours and Specialized Honours students** will also: E. Recognize limits of conclusions based on inferential statistics (2022 or 2020; 4180 or 4001/4175) **Specialized Honours students** will also: F. Demonstrate knowledge that conclusions are limited by methods (3010) G. Demonstrate an awareness of how the field of psychology has been shaped by its historical context (3125) H. Critically identify limitations of individual research endeavors (4001/4175)
6. Autonomy and Professional Capacity	A. Understand ethical principles in the CPA code of ethics (2030) B. Demonstrate ability to relate information in psychology to own and others' life experiences (3xxx) **Minors, Honours and Specialized Honours students** will also: C. Demonstrate an ability to work with others (4xxx) **Specialized Honours students** will also: D. Demonstrate an understanding of professionalism in psychology (3000) E. Demonstrate autonomous application of psychological knowledge and skills (3000) F. Apply ethical principles in the CPA code of ethics to their own research (4001/4175)

Approved at Department Meeting on January 25, 2016
Last Updated: 20/01/2016

Curriculum Mapping of UDLES and Program Learning Outcomes

Program	Matrix of UDLES and PLOS for Each Program					
	1 Depth and Breadth of Knowledge	2 Knowledge of Methodologies	3 Application of Knowledge	4 Communication Skills	5 Awareness of Limits of Knowledge	6 Autonomy and Professional Capacity
ALL Programs	A B C D E, E', E'' F, F'	A B C D E F	A B C, C'	A B C D, D'	A B C	A B
Bachelor				E F		
Minor Honours	G		D	G		C
Honours	G	G	D E	E F G H	D E	C
Specialized	G H I	G H I J K	D F G	E F G I J K	E F G H	C D E F

Approved at Department Meeting on January 25, 2016
Last Updated: 20/01/2016

York University
GLENDON
Committee on Academic Standards, Teaching and Learning (CASTL)

DEPARTMENT: Communications Program (School of Translation)

DATE: October 4th, 2016

CHANGES: Changes to Degree Requirements in Communications and Course Update

Current:	Proposed:
(Strikethrough changes in current requirements)	(Underline new changes in proposed requirements) **Moved:** *Italics* elements from the current requirements that are moved to a new position in proposed requirements)
Program in Bilingual Communications	**Program in Bilingual Communications** **Requirements for admission** *The minimum requirements for admission to the Bilingual B.A. in Communications at Glendon are:* *a minimum of six 4U or 4M courses, including 4U French (FRA4U, FIF4U, or FEF4U) and 4U English (ENG4U or EAE4U) or the equivalent.*
Requirements for the Honours Bachelor of Arts 120 credits for the degree, which requires a minimum of four years of study. **Residency requirement:** A minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon. **General Education**: The equivalent of at least six credits in each of three of four general education divisions: humanities, modes of reasoning, natural science, social science. For detailed information about these divisions, see the description under multidisciplinary studies. Courses that are cross-listed between two or more general education divisions may only be counted to satisfy the requirement for one division.	**Requirements for the Honours Bachelor of Arts** 120 credits for the degree, which requires a minimum of four years of study. **Residency requirement:** A minimum of 30 credits at York and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at Glendon. **General Education**: The equivalent of at least six credits in each of three of four general education divisions: humanities, modes of reasoning, natural science, social science. For detailed information about these divisions, see the description under multidisciplinary studies. Courses that are cross-listed between two or more general education divisions may only be counted to satisfy the requirement for one division.

Upper-level credits: At least 36 credits at the 3000 level or above among which at least18 credits at the 4000 level. This includes the 3000 and 4000 level credits that satisfy the Bilingualism Requirement.	**Upper-level credits:** At least 36 credits at the 3000 level or above among which at least18 credits at the 4000 level. This includes the 3000 and 4000 level credits that satisfy the Bilingualism Requirement.
Credits Outside the Major: Eighteen credits outside the major. Courses used to fulfill minimum general education requirements do not satisfy the Credits Outside the Major.	**Credits Outside the Major:** Eighteen credits outside the major. Courses used to fulfill minimum general education requirements do not satisfy the Credits Outside the Major.
Graduation requirement: Students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).	**Graduation requirement:** Students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00 (C+).
Bilingualism Requirement: All students admitted to Glendon must successfully complete six credits in each official language (French and English) at Glendon from the following two categories: courses at the 2000 level and above in French as a second language and/or in English as a second language; courses in any discipline which are designated as satisfying the bilingual requirement.	**Bilingualism Requirement:** All students admitted to Glendon must successfully complete six credits in each official language (French and English) at Glendon from the following two categories: courses at the 2000 level and above in French as a second language and/or in English as a second language; courses in any discipline which are designated as satisfying the bilingual requirement.
Note: Please refer to the Rules and Regulations section of the Undergraduate Calendar for detailed requirement information.	**Note:** Please refer to the Rules and Regulations section of the Undergraduate Calendar for detailed requirement information.
Major credits: students must complete at least 51 credits in Communications including:	**Major credits:** students must complete at least 51 credits in Communications including:
21 core credits as follows:	24 core credits as follows:
~~GL/COMN 1xxx~~ 6.00 Introduction to Communication Studies (EN) **OR** Introduction aux études en communication (FR)	GL/COMS 1000 6.00 Introduction to Communication Studies (EN) **OR** Introduction aux études en communication<u>s</u> (FR) *GL/COMS 1100 3.00 Methods in Communication Research (EN)* ***OR*** *Méthodes de recherche en communications (FR)* GL/COMS 3203 3.00 Practices in Intercultural Communications **OR** Enjeux en communications interculturelles

~~GL/COMN 3xxx~~ 6.00 Théories contemporaines en communication (FR) **OR** Contemporary Theories in Communications (EN) ~~GL/SOSC 4505 6.00~~ ~~Communication professionnelle et expérience pratique (FR)~~ ~~OR~~ ~~Professional Communication and Field Experience (EN)~~ *~~GL/FRAN 2210 3.00 Pratiques de rédaction : resumé et synthèse~~* ***~~OR~~*** *~~GL/TRAN 3310 3.00 Problems in Professional Communication~~*	GL/COMS 3207 6.00 Contemporary Theories in Communications (EN) **OR** Théories contemporaines en communications (FR) GL/COMS 4200 3.00 Knowledge Dissemination **OR** La dissémination des connaissances GL/COMS 4202 3.00 Advanced Communication Research Methods **OR** Méthodes avancées de recherche en communications
30 additional major credits as follows: 6 additional credits at the 4000 level 12 additional credits at the 3000 or 4000 level 12 additional credits at any level	27 additional major credits as follows: 6 additional credits at the 4000 level 12 additional credits at the 3000 or 4000 level 9 additional credits at any level
Communications Courses Three areas of concentration are offered to provide students an option to focus on a theme within Communications if they choose. The areas are: Communication, Culture & Society Organizations and Communication Technology and Communication The Communications courses have been grouped by concentration. Students who opt to choose an area of concentration will select courses from that concentration to fulfil the requirement of 30 major credits (in addition to the core 21 credits). Not all the courses listed below will necessarily be offered in any given year. Courses in **Communication, Culture and Society** GL/NATS/SOSC 1605 6.00 Communication, Health and Environment/ Communications, santé et environnement	Communications Courses Three areas of concentration are offered to provide students an option to focus on a theme within Communications if they choose. The areas are: Communication, Culture & Society Organizations and Communication Technology and Communication The Communications courses have been grouped by concentration. Students who opt to choose an area of concentration will select courses from that concentration to fulfil the requirement of 30 major credits (in addition to the core 21 credits). Not all the courses listed below will necessarily be offered in any given year. Courses in **Communication, Culture and Society** GL/NATS/SOSC 1605 6.00 Communication, Health and Environment/ Communications, santé et environnement

~~GL/COMN 2xxx~~ 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens	GL/COMS 2100 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens
~~GL/COMN 2xxx~~ 6.00 Information and Technology/ ~~L'information et la technologie~~	GL/COMS 2001 6.00 Information and Technology/ Information et technologie
GL/SOSC 2100 6.00 Introduction to Communication: Theory and Practice/ Introduction à la communication: théorie et pratique	GL/SOSC 2100 6.00 Introduction to Communication: Theory and Practice/ Introduction à la communication: théorie et pratique
GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French.	GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French.
~~GL/COMN 2xxx~~ 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising	GL/COMS 2000 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising
	GL/FRAN 2710 3.00 Pratiques de rédaction : résumé et synthèse OR GL/FRAN 3810 3.00 Le français écrit contemporain
GL/FRAN 2212 3.00 Pratiques de rédaction : l'argumentation	
~~GL/COMN 3xxx 3.00 Enjeux en communication interculturelle/ Practices in Intercultural Communications~~	GL/FRAN 2712 3.00 Pratiques de rédaction : l'argumentation OR GL/FRAN 3810 3.00 Écriture et style.
GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement	GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement
	GL/TRAN 3310 3.00 Problems in Professional Communication
GL/HIST 4310 6.00 Histoire vivante : créer l'histoire du grand Toronto	GL/HIST 4310 6.00 Histoire vivante : créer l'histoire du grand Toronto
GL/SOCI 4275 6.00 Religion, Media & Culture	GL/SOCI 4275 6.00 Religion, Media & Culture
GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I	GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I
GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision	GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision
~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I~~	
~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II~~	
~~GL/COMN 4xxx 3.00 La dissémination des connaissances/ Knowledge and Dissemination~~	

Courses in **Organizations and Communication**	*Courses in **Organizations and Communication***
~~GL/COMN 2xxx~~ 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising	GL/COMS 2000 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising
~~GL/COMN 2xxx~~ 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens	GL/COMS 2100 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens
~~GL/COMN 2xxx~~ 6.00 Information and Technology/ ~~L'information et la technologie~~	GL/COMS 2001 6.00 Information and Technology/ Information et technologie
~~GL/FRAN 2212 3.00 Pratiques de rédaction : l'argumentation~~	GL/FRAN 2710 3.00 Pratiques de rédaction : résumé et synthèse OR GL/FRAN 3810 3.00 Le français écrit contemporain GL/FRAN 2712 3.00 Pratiques de rédaction : l'argumentation OR GL/FRAN 3810 3.00 Écriture et style
GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French	GL/TRAN 2250 3.00 Stylistique différentielle du français et de l'anglais/ Comparative Stylistics of English and French
~~GL/COMN 3xxx~~ 3.00 Communicating in a Transnational World/ La communication dans ~~un~~ monde transnational	GL/COMS 3201 3.00 Communicating in a Transnational World/ Les communications dans le monde transnational
~~GL/COMN 3xxx 3.00 Enjeux en communication interculturelle/ Practices in Intercultural Communications~~	
GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement	GL/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement
	GL/TRAN 3310 3.00 Problems in Professional Communication
GL/ECON/PHIL/SOSC 3642 3.00 Business Ethics	GL/ECON/PHIL/SOSC 3642 3.00 Business Ethics
GL/POLS/SOSC/HUMA 3647 3.0 Médias et politique	GL/POLS/SOSC/HUMA 3647 3.0 Médias et politique
~~GL/COMN 4xxx~~ 3.00 Médiation et conflit / Mediation and Conflict	GL/COMS 4201 3.00 Médiation et conflit / Mediation and Conflict
~~GL/TRAN 4xxx~~/5165 3.00 Communication, traduction et éthique	GL/TRAN 4255/5165 3.00 Communication, traduction et éthique
GL/TRAN 4310 3.00 Techniques in Business and Technical Communication I	GL/TRAN 4310 3.00 Techniques in Business and Technical Communication I
GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision	GL/TRAN 4250 3.00 Techniques de la révision/ Techniques of Textual Revision

~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I~~	
~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II~~	
Courses in *Technology and Communication*	Courses in **Technology and Communication**
~~GL/COMN 2xxx~~ 6.00 Information and Technology/ ~~L'information et la technologie~~	GL/COMS 2001 6.00 Information and Technology/ Information et technologie
~~GL/ITEC 2915 3.00 Computer Usage and Software Applications I / L'utilisation de l'ordinateur et des logiciels d'application I~~	GL/COMS 2200 3.00 Computers tools and applications for communications
~~L/ITEC 2925 3.00 Computer Usage and Software Applications II / L'utilisation de l'ordinateur et des logiciels d'application II~~	GL/COMS 2205 3.00 Creating and promoting web content
~~GL/COMN 2xxx~~ 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens	GL/COMS 2100 3.00 Communication, Language, Media and Meaning/ Communication : langue, médias, et construction du sens
~~GL/COMN 2xxx~~ 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising	GL/COMS 2000 3.00 Les médias sociaux : publicité et marketing/ Social media, Marketing and Advertising
	GL/FRAN 2710 3.00 Pratiques de rédaction : résumé et synthèse OR GL/FRAN 3810 3.00 Le français écrit contemporain
~~GL/COMN 3xxx~~ 3.00 Digital Discourse and Design/ ~~Le discours numérique et le design~~	GL/COMS 3202 3.00 Digital Discourse and Design/ Discours et design numériques
~~GL/COMN 3xxx~~ 3.00 Communicating in a Transnational World/ La communication dans ~~un~~ monde transnational	GL/COMS 3201 3.00 Communicating in a Transnational World/ Les communications dans le monde transnational
L/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement	L/SOSC 3205 6.00 Leadership, Influence and Change/ Leadership, influence, et changement
GL/FRAN 3214 3.00 Rédaction administrative et technologie du texte	GL/FRAN 3214 3.00 Rédaction administrative et technologie du texte
	GL/TRAN 3310 3.00 Problems in Professional Communication
GL/FRAN 4312 3.00 Rédaction professionnelle : genres, domaines, usages	GL/FRAN 4312 3.00 Rédaction professionnelle : genres, domaines, usages
GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I	GL/TRAN 4310 3.00 Techniques in Business and Technical Writing I

GL/TRAN 4320 3.00 Techniques in Business and Technical Writing II	GL/TRAN 4320 3.00 Techniques in Business and Technical Writing II
~~GL/COMN 4xxx~~ 6.00 Practices in Emerging Technologies/ Les applications des technologies de pointe	<u>GL/COMS 4203</u> 6.00 Practices in Emerging Technologies/Les applications des technologies de pointe
~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication I/ Methods in Communication Research I~~	
~~GL/COMN 4xxx 3.00 Méthodes de recherche en communication II/ Methods in Communication Research II~~	
Requirements for the Honours International Bachelor of Arts (iBA)	**Requirements for the Honours International Bachelor of Arts (iBA)**
There are two iBA program options at Glendon: Bilingual iBA or Trilingual iBA. Students may choose to switch to a BA program during the course of their studies or vice-versa depending on their academic standing. Please note that these requirements are in addition to the ones currently listed for the Bachelor of Arts.	There are two iBA program options at Glendon: Bilingual iBA or Trilingual iBA. Students may choose to switch to a BA program during the course of their studies or vice-versa depending on their academic standing. Please note that these requirements are in addition to the ones currently listed for the Bachelor of Arts.
Bilingual/trilingual requirement*: For the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:	**Bilingual/trilingual requirement*:** For the bilingual iBA, students must complete at least 18 credits in each official language (English and French). At least 6 of these credits must be completed at Glendon from the following two categories:
French as a Second Language and/or in English as a Second Language at the 2000 level or above; discipline courses which are designated as satisfying the bilingual requirement.	French as a Second Language and/or in English as a Second Language at the 2000 level or above; discipline courses which are designated as satisfying the bilingual requirement.
The remaining 12 credits in either official language may be completed abroad.	The remaining 12 credits in either official language may be completed abroad.
For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: <u>GL/SP 3000 6.00</u>) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.	For the iBA trilingual, in addition to the above 18 credits in each official language (English and French), students must complete 18 credits in Hispanic studies (including: <u>GL/SP 3000 6.00</u>) or six credits of an advanced-level course in Hispanic studies) or 18 credits in a modern language (including an advanced-level course) at York University.
Internationally-oriented course requirement*: At least 12 credits of internationally-oriented courses.	**Internationally-oriented course requirement*:** At least 12 credits of internationally-oriented courses.
Exchange requirement*: At least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year	**Exchange requirement*:** At least one full term abroad as a full-time student at an institution with which Glendon and/or York has a formal exchange agreement. Students are required to pass a minimum of nine credits for a half-year

exchange, or 18 credits for a full-year exchange.

Honours Double Major BA
The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.
Note: In a double major program, a course may count only once toward major credits.

Honours Double Major iBA
The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon.
Note: In a double major program, a course may count only once toward major credit.

Honours Major/Minor BA
The Honours BA described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Major/Minor iBA
The Honours iBA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Minor BA

The Honours Minor in Communications must be pusued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA or iBA programs.

Minor credits: students must complete at least 30 credits in Communications, including:

GL/COMN 1xxx 6.00 Introduction to Communication Studies (EN)
OR
Introduction aux études en communication (FR)

GL/COMN 3xxx 6.00 Théories contemporaines en communication (FR)
OR
Contemporary Theories in Communications (EN)

GL/FRAN 2210 3.00 Pratiques de rédaction : résumé et synthèse
OR

---

exchange, or 18 credits for a full-year exchange.

Honours Double Major BA
The Honours BA program described above may be pursued jointly with any other Honours BA degree program offered at Glendon. For further details on requirements, see the listings for specific Honours BA programs.
Note: In a double major program, a course may count only once toward major credits.

Honours Double Major iBA
The Honours iBA program described above may be pursued jointly with any other Honours iBA degree program offered at Glendon.
Note: In a double major program, a course may count only once toward major credit.

Honours Major/Minor BA
The Honours BA described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Major/Minor iBA
The Honours iBA program described above may be pursued jointly with any Honours Minor BA program offered at Glendon. For further details on requirements, see the listings for specific Honours Minor programs.

Honours Minor BA

The Honours Minor in Communications must be pusued jointly with any approved Honours BA or iBA program which offers a major/minor option at Glendon. For further details on requirements, see the listings for specific Honours BA or iBA programs.

Minor credits: students must complete at least 30 credits in Communications, including:

GL/COMS 1000 6.00 Introduction to Communication Studies (EN)
OR
Introduction aux études en communication (FR)

GL/COMS 3207 6.00 Théories contemporaines en communications (FR)
OR
Contemporary Theories in Communications (EN)

GL/COMS 1100 3.00 Methods in Communication Research (EN)
OR

GL/TRAN 3310 3.00 Problems in Professional Communication	Méthodes de recherche en communications (FR)
• six credits at the 4000 level	• six credits at the 4000 level
• nine additional credits at any level	• nine additional credits at any level

RATIONALE

Replacement of GL/SOCS 4505 in core courses – The course GL/SOCS 4505 was removed from the core courses offer and replaced by a COMS course. This modification is introduced in order for the Program to guarantee the systematic offer of all core courses for any given semester. The course GL/SOCS 4505 is not offered every semester.

Replacement of GL/FRAN 2710 and GL/TRAN 3310 in core courses – Although we recognize the importance of language courses for students in the Communication program, we believe it is important for the core courses of a program to pertain explicitly and directly to the program's main field of interest. The courses GL/FRAN 2710 and GL/TRAN 3310 have not been removed from the program, but simply moved to the optional courses offered to students in each of the three areas of focus.

Course prefix updated – Following both the ASCP approval of the new prefix for the Communications program (COMS) and the Faculty Council approval of the new courses (during the meeting of September 23, 2016), all prefixes and numbers have been updated.

Standardisation and correction of typographical errors – The word "communication" was standardised in its plural form in order to be coherent with the plural of the program's title (Communications). Typographical errors in the previous version were corrected.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: MASTER IN **TRANSLATION STUDIES**

2. Effective Session of Proposed Change(s): as soon as approved

3. Proposed Change(s) and Rationale
The description of and rationale for the proposed modification(s) should provide information with respect to each of the following points:

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.
The proposed change is a small modification to one of the admission requirements of the MA in Translation Studies, namely the Qualifying (Preparatory) Program. This program is composed of undergraduate courses identified to provide graduates of non-translation practice undergraduate degrees with enough knowledge of field-specific theories and practices to be able to enter a graduate program in translation studies. The Qualifying Program is only required of those who do not hold a BA in Translation.
The proposed change involves reducing the number of credits of the Qualifying Program from 18 to 15, and allowing some flexibility in the selection of 9 of these credits from a range of undergraduate courses offered by the School of Translation at Glendon. This change will provide applicants with more options to complete the program within the year before they apply to the MA. These offer flexibility in regards to scheduling and also to devising a study program that can be based on each student's background and tailored to address individual needs. The change also allows the programs—undergraduate and graduate—to advise students individually based on their background and experience, and tailor their program to their interests and needs while meeting academic standards and field-specific learning objectives.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.
The proposed change does not imply a change in learning objectives for students in the Qualifying Program nor for those in the Masters in Translation studies; it is merely a minor change in the way the objectives of the Qualifying Program are achieved. The Program's purpose is to provide the field-specific knowledge base that applicants to the graduate program who do not hold a translation degree require to be able to perform

successfully in both theoretical and practical graduate-level translation studies courses. The required minimum average of B in the Program remains unchanged.

The Qualifying Program is not the primary means of meeting eligibility for admission to the MA in Translation Studies. It is designed specifically for this population of applicants, who may also demonstrate other knowledge and experience in translation to be eligible for admission to the graduate program. It has been determined, in consultation with both the undergraduate and graduate program executive committees, that the objectives of the Qualifying Program can be met effectively by reducing the number of required credits from 18 to 15, providing greater flexibility in the selection of 9 of these credits, and encouraging students to acquire translation practice experience. Completing the Qualifying Program does not guarantee entry in the Master in Translation Studies. Upon completion of the Program students must apply for admission to the MA.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.
Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.

The proposed change was designed in consultation with and approved by the undergraduate unit that offers the courses, namely the School of Translation. The proposed change was also approved by the Executive Committee of the Master in Translation Studies.

d) A summary of any resource implications and how they are being addressed.

The proposed change will have no repercussions on the program's resource allocation.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.
The change does not affect current graduate students.

4. Calendar Copy
Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - http://gradstudies.yorku.ca/current-students/regulations/program-requirements/.
Please note: Senate requires that FULL Calendar copy be provided. Please include the entire *graduate program/diploma section, not just text that is being revised.*
Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc*. (right column).*

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
ADMISSION REQUIREMENTS To be eligible to be considered for admission to the Master's program, students must have successfully completed:	ADMISSION REQUIREMENTS To be eligible to be considered for admission to the Master's program, students must have successfully completed:

A. An Honours BA (i.e., four-year degree) or equivalent in Translation with a minimum of a "B" average in the last two years of full-time equivalent study, including:
a. course(s) in terminology and documentation
b. a course in translation theory
c. a minimum of 6 credits in translation practice courses.
Note: If an applicant is missing one (exceptionally two) of the required three-credit courses, he/she will be required to take it concurrently with graduate courses.
OR
An honours degree or equivalent in another discipline, with a minimum of a "B" average in the last two years of full-time equivalent study PLUS an average of "B" in the Qualifying Program.
AND
B. Demonstrated competence, to the satisfaction of the Admissions Committee, in two languages, one of which must be English.
AND
C.
All applicants except graduates from Canadian translation programs must write and pass an Entrance Examination.

~~Qualifying Program (Programme préparatoire)~~
~~The Qualifying Program consists of six half courses.~~
~~Depending on their language combinations, students are asked to choose the courses~~
~~from one of the following options:~~
~~◌~~
~~Option 1: French – English~~
~~Complete satisfactorily the entrance examination of the undergraduate French-English BA and take 18 credits of undergraduate translation study as follows:~~
~~Required Courses~~
~~Glendon/Translation 3270 3.0: Theory of Translation/Théorie de la traduction~~
~~Glendon/Translation 3260 4.0: Documentation/Documentation~~
~~Plus 12 credits~~
~~taken among the following courses, at least 6 of which should be translation practice courses(*):~~
~~EITHER *~~
~~Glendon/Translation 2250 3.0 Comparative Stylistics/ Stylistique différentielle~~
~~OR *~~
~~Glendon/Translation 2210 3.0: Version générale I/Introduction to Translation I~~
~~Glendon/Translation 4370 3.0: Terminology/Terminologie~~
~~*~~
~~Glendon/Translation 2220 3.0: Version générale II/ Introduction to Translation II~~
~~*Glendon/Translation 3210 3.0: Version spécialisée I/Specialized~~
~~Translation I~~
~~*Glendon/Translation 3220 3.0: Version spécialisée II/Specialized~~
~~Translation II~~

A. An Honours BA (i.e., four-year degree) or equivalent in Translation with a minimum of a "B" average in the last two years of full-time equivalent study, including:
a. course(s) in terminology and documentation
b. a course in translation theory
c. a minimum of 6 credits in translation practice courses.
Note: If an applicant is missing one (exceptionally two) of the required three-credit courses, he/she will be required to take it concurrently with graduate courses.
OR
An honours degree or equivalent in another discipline, with a minimum of a "B" average in the last two years of full-time equivalent study PLUS an average of "B" in the Qualifying Program.
AND
B. Demonstrated competence, to the satisfaction of the Admissions Committee, in two languages, one of which must be English.
AND
C. All applicants except graduates from Canadian translation programs must write and pass an Entrance Examination.

Qualifying Program (Programme préparatoire)

The qualifying program consists of five half-courses (15 credits) offered by the School of Translation at Glendon College. Applicants must pass the qualifying program entrance exam and then select courses in consultation with the School. Two courses are required from all students:

- **TRAN 3270 – Theory of Translation/ Théorie de la traduction/Teoría de la Traducción**
- **TRAN 3260 – Documentation/Documentation/Documentación**

The other three courses are chosen in consultation with the Chair of the School of Translation. As Glendon offers programs in English<>French and English<>Spanish translation, the choice of courses will depend on the student's language combination, academic background, and translation-related interests. A set of courses is available also for students with other language combinations. In addition to the two courses above, qualifying program students will select three courses from the following:

- **GL/TRAN 2250 3.0 Comparative Stylistics/Stylistique différentielle**
- **GL/SP 3550 3.0 Comparative Stylistics for Spanish-English Translation**
- **GL/TRAN 4370 3.0 Terminology/Terminologie/Terminología**
- **Translation practice courses, EN<>FR: GL/TRAN 2210, 2220 *AND/OR* 3210, 3220, 4235**

~~*Glendon/Translation 4210 3.0: Version spécialisée III/ Specialized Translation III~~
~~Glendon/Translation/Humanities 4636 3.0: History, Societies &~~
~~Translation I~~
~~Glendon/Translation/Humanities 4638 3.0: History, Societies &~~
~~Translation II~~
~~�源~~
~~Option 2: Spanish – English~~
~~Complete satisfactorily the entrance exam of the undergraduate translation studies/traductologie~~
~~York university Faculty of Graduate Studies~~
~~Languages of instruction: English and/or French~~
~~Langues d'enseignement : anglais et/ou français~~
~~129~~
~~Spanish-English Certificate in Translation and take 18 credits of~~
~~undergraduate translation study as follows:~~
~~Required courses~~
~~Glendon/Translation 3270 3.0: Theory of Translation/Theory of~~
~~translation /Teoría de la Traducción~~
~~Glendon/Translation 3260 3.0: Documentation/Documentación~~
~~Plus 12 credits~~
~~taken among the following courses, at least 6 of which should be translation practice courses(*):~~
~~Glendon/Spanish 3250 3.0: Studies in Stylistics and Translation/~~
~~Estudios en estilística y traducción~~
~~Glendon/Translation 4370 3.0: Terminology/Terminología~~
~~*Glendon/Spanish 4610 3.0: The Specialized Practice of Spanish~~
~~English / English- Spanish Translation~~
~~*Glendon/Spanish 4615 3.0: Advanced Literary and Cultural~~
~~Translation / Traducción literaria y cultural avanzada~~
~~*Glendon/Spanish 4620 3.0: Advanced Spanish English/English~~
~~Spanish Translation: Editing and Revision / Traducción avanzada español inglés/inglés español: Redacción y revision~~
~~*Glendon/Spanish 4625 3.0: Translation Practicum/Advanced~~
~~Translation Research Project/Pasantía en traducciión/Proyecto~~
~~de investigación a nivel avanzado~~
~~Glendon/Translation/Humanities 4636 3.0: History, Societies &~~
~~Translation I~~
~~Glendon/Translation/Humanities 4638 3.0: History, Societies &~~
~~Translation II~~
~~ᴠ~~
~~Option 3: English and a language other than French or Spanish~~
~~Complete satisfactorily the entrance exam to the Qualifying Program~~

- **Translation practice courses, <u>EN<>ES</u>: GL/TRAN 3200, 3205 *AND/OR* GL/SP/TRAN 3550, 4622, 4624, 4910, 4915, 4920, 4925**
- **GL/TRAN4250 3.0 Techniques of Textual Revision / Technique de la révision**
- **GL/TRAN/HUMA 4636 3.0 History, Societies & Translation I**
- **GL/TRAN/HUMA 4638 3.0 History, Societies & Translation II**

To register in these courses, students must be admitted to the School of Translation as non-degree students.

The qualifying program may require one or more semesters, depending on the candidate's previous experience in translation and on the number of similar courses he or she may have taken in another university, which may be counted as equivalent. This must be approved by the Graduate Program Director.

Students whose language combination is not EN<>ES or EN<>FR are encouraged to demonstrate that they have taken translation practice courses in their language combination prior to applying to the MA in Translation Studies.

Note: A minimum average of B in the qualifying program is required to be considered for admission into the MA Program. Students are advised to consult with the Graduate Program Director well before applying for admission to the MA in Translation Studies. Students must apply for admission to the Faculty of Graduate Studies upon completion of the qualifying program. *Taking the courses required for the qualifying program does not guarantee admission to the MA Program.*

(no change to Degree Requirements)	*(no change to Degree Requirements)*
DEGREE REQUIREMENTS **MA Degree by Thesis/Maîtrise avec mémoire** Candidates for the MA degree by thesis must complete four half-courses and write a thesis based on original research. The thesis must be successfully defended at an oral examination. **MA Degree by Major Research Paper/Maîtrise avec travail de recherche** Candidates for the MA Degree by Major Research Paper must complete six half-courses and submit a major research paper on a well-defined topic. The major research paper is assessed and marked by the student's research supervisor and by another member of the program.	DEGREE REQUIREMENTS **MA Degree by Thesis/Maîtrise avec mémoire** Candidates for the MA degree by thesis must complete four half-courses and write a thesis based on original research. The thesis must be successfully defended at an oral examination. **MA Degree by Major Research Paper/Maîtrise avec travail de recherche** Candidates for the MA Degree by Major Research Paper must complete six half-courses and submit a major research paper on a well-defined topic. The major research paper is assessed and marked by the student's research supervisor and by another member of the program.

graduate studies | YORK U UNIVERSITÉ UNIVERSITY

MA Degree by Coursework/Maîtrise avec séminaires seulement

Candidates for the MA degree by coursework must successfully complete eight half-courses, or equivalent, chosen from those offered
by the program.

ϖ Note: Students may take courses from any of the two fields: they may decide to specialize in one field or to take some courses in each field.

The MA program offers courses in two fields:
ϖ The translation and transcultural studies field focuses on translation theory and transcultural and intercultural practices.
ϖ The applied translation studies field emphasizes practice-based reflection.

The former courses do not require specific language pairings whereas the more specialized and practice-based courses will use examples taken from English-French translation. In any given year a course may be offered in either English or French, and the posting of the description of the course will be in the language of instruction. Students who do not speak French will have a smaller number of courses to choose from. Written assignments, including the thesis and research paper, may be submitted in either English or French.

Not all courses are offered each year. For courses offered in any particular session, please consult the graduate program office and the
Graduate Program in Translation Studies course schedule website:
http://www.glendon.yorku.ca/mats

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of October 27, 2016

FOR INFORMATION

Three major reports will be transmitted to Senate this month under the auspices of APPRC. Vice-Presidents will provide documentation in advance, including slides and detailed appendices that will not be addressed in remarks. Senators are strongly encouraged to review this material when it becomes available as preparation for discussion.

1. Concurrence with Recommendations to Rename and Establish Chairs

At its meeting of November 3, 2016 the Committee concurred with recommendations made by the Provost to rename the existing Chair in Business History the Richard E. Waugh Chair in Business History and to establish the Timothy R. Price Chair in Real Estate and Infrastructure. In accordance with the Senate-Board *Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships,* the Committee is required to inform Senate of its decision and to convey confirmation to the Academic Resources Committee of the Board of Governors, which is responsible for recommending the formal establishment or renaming of chairs to the Board. Senators may wish to review the Policy and its associated guidelines in the Policies, Procedures and Regulations site maintained by the University Secretariat at

http://secretariat-policies.info.yorku.ca/policies/establishment-and-designation-of-research-and-teaching-chairs-professorships-and-distinguished-fellowships-guidelines-and-procedures/

Mr Waugh and Mr Price have served York as members of the Board of Governors, and their generous donations will advance the University's mission well into the future. Both of the chairs are in existing areas of strength at Schulich and will further teaching and research in these areas by scholars exercising their full academic freedom. The Price Chair is "term-funded" for a specified number of years and is related to a donation announced in Y-File on June 19.

Documentation is attached as Appendix A.

2. Institutional Integrated Resource Plan Forums

As the Acting Chair reported in October, the forum scheduled for Glendon on October 20 was cancelled due to a low number of confirmed registrations. However, Glendon's

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

members on APPRC have undertaken to consult with colleagues on the questions posed at the forum and to provide input by November 15. We are grateful to them and members of the Glendon community for their interest.

The purpose of the forums was not to redo or undo the work undertaken by colleagues. Participants at the forums were asked to focus on three questions:

- What recommendations should receive the highest priority and why? What opportunities are closest at hand?

- Accomplishing recommendations is central to the success of the UAP 2015-2020. What timelines should be established for these implementing these recommendations?

- What bodies are best positioned to implement recommendations, and what processes should be animated?

Thoughtful responses were made to all of these questions, although the issue of prioritization attracted the most interest. Some groups found that answers were difficult to formulate given the density of the working group reports and a degree of uncertainty about how IIRP relates to other planning processes. In this regard it is worth emphasizing that the IIRP recommendations are operational in nature and intended to help accomplish UAP goals. The Provost has helpfully mapped IIRP recommendations to UAP priority areas in a document attached to this report (item 2, appendix B).

Detailed notes from the breakout sessions at forums that went ahead on October 25 and 26 have been transmitted to the Provost and Vice-President Finance and Administration. As set out in a presentation to the forums, it is anticipated that a final draft IIRP plan will be completed in December following collegial consultations that also include discussions with Faculty Councils.

APPRC sponsored the forums as part of its ongoing mandate to facilitate consideration of important academic planning initiatives. It is imperative that there be meaningful bridges between the institution and members of the community. In their reflections on the forums, APPRC members noted the following:

- the forums imparted greater clarity to the overall process and the date by which a final document will be finalized (see the opening presentation by the Provost and Vice-President Finance and Administration, item 2, appendix C, for timelines; this document was provided to Senate in October)
- attendees agreed that recommendations made by the working groups were worth pursuing
- discussions in the breakout groups varied in terms of focus on the questions, and the feedback understandably varied

- the University community must be mindful of the context in which major planning initiatives are unfolding, not least the need to arrive at a shared understanding of the University's values and goals given that a new Strategic Mandate Agreement is in the offing and a differentiation agenda is being avidly advanced by some actors in the postsecondary sector; the SMA must be informed by a rigorous assessment of opportunities and agreed-upon planning imperatives
- quality is not mutually exclusive to "affordability" but, as always, it is essential to recognize that difficult choices must be made

There was much to be gained at this moment in the IIRP process from engaging the collegium. There will be opportunities for discussion at Faculty Council meetings this autumn and the recommendations will be of ongoing concern to the community.

3. Markham Centre Campus Planning Update

There are no new developments to report.

4. Provost's Autumn Report on Enrolments and Complement

As is customary, the Provost's autumn report to APPRC and Senate focusses on enrolments and complements.

With regard to enrolments, "significant recovery" is necessary for budgetary purposes and for the University's academic mission. First choice and overall applications were down last year in the province, but York lagged behind. Strenuous conversion efforts proved successful in registering undergraduate students at a rate higher than the Ontario average. The University is still running behind its Strategic Mandate Agreement commitments. York has a strong profile internationally and has attracted greater numbers of students from abroad. A focus on secondary school leavers and a re-commitment to the "105" pool of transfer and mature students is imperative. Better retention is imperative, and this would benefit from a wide array of initiatives including those identified by ASCP as priorities for the year as well as the panoply of IIRP working group recommendations. At the same time, and given the disproportionate share of applicants to a small number of programs, it is appropriate to review the curriculum and seek creative ways of profiling, collaborating and avoiding intra-University rivalries.

Complements are rebuilding and have returned to the high water mark of 2008-2009. This growth is in line with current UAP objectives (and those articulated in the Provostial White Paper of 2010).

Documentation will be distributed in advance of the meeting.

5. The Budget Context for Academic Planning

The Committee was briefed by Vice-President Brewer on the budget context for academic planning and the Shared Accountability and Resource Planning (SHARP)

budget model. In its early phase, the new model was developed by a working group that included two members of APPRC.

The budget outlook is little changed from last year. Budget cuts will be applied as forecast. Considerable risk remains, including uncertainty about the new provincial tuition fee framework, the outcome of a government review of funding formulae (differentiated by program), the application of "wind up" solvency test to determine the sufficiency of pension plan funding, and the Strategic Mandate Review negotiations that will conclude in 2017. A particular concern for the University is the achievement of enrolment targets (through recruitment, conversion and retention efforts).

The new SHARP model will be fully implemented next year. Vice-President Brewer will touch on the principles of the concept and the implications for Faculties and units. The model does have a "hold harmless" provision that will ease the transition for Faculties and maintain their sustainability.

Documentation will be distributed in advance of the meeting.

6. Vice-President Research and Innovation Report

Vice-President Haché's report covers notable research successes along with recent overall research results. Some ranking trends are positive while others are moving in an undesirable direction. For example, intensity is up while impact has fallen off. While it is true that conventional indicators and frequently-cited research data bases do not capture the full range of research or gauge its impact, the potential at York is much greater than the performance.

One notable trend is the declining number of applications for Tri-Council grants over the five years. The Plan for the Intensification and Enhancement of Research is designed to operationalize University Academic Plan and Strategic Research Plan implementation by building, throughout the University, research engagement. This includes support for applicants.

See item 7, below, for details on the goals of the UAP with regard to research and thoughts from APPRC on indicators.

Documentation will be distributed in advance of the meeting.

7. Spotlight on the University Academic Plan 2015-2020: Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities

APPRC and Senate Executive have agreed that time should be set aside at meetings of Senate this year to highlight one of the seven priority areas of the University Academic Plan 2015-2020. As reported in October, the series leads off with a discussion of

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Priority 2, Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities.

The UAP commits to the achievement of the following objectives over the next five years.

1. Significantly increase the number and proportion of reportable research outcomes by our scholars and enhance the means through which we can measure and articulate the full range of our scholarly outcomes from our work and their impact
2. Enhance the quality and quantity of research and knowledge mobilization aimed at shaping the public debate, law and policy reform, social and economic enterprise, and improving the outcomes of York research for society
3. Increase the number of our research partnerships, and increase the networks and other points of contact between partners through the deployment of software, provision of training and other means
4. Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world
5. Expand collaboration within the University and between faculty members at York and other individuals to make York more than the sum of its parts, and profile our faculty and their research
6. Enhance and project the profiles of our Organized Research Units
7. Significantly increase the number and proportion of researchers pursuing external research funding to support research projects, graduate students and postdoctoral fellows, and significantly increase research income in real and proportionate terms
8. Establish York as an innovation hub by increasing and promoting the translational and entrepreneurial activities offered by Innovation York, and the Knowledge Mobilization group, including the Markham Convergence Centre, LaunchYU and newly emerging innovation activities in the Faculties including enlisting media to extend our reach
9. Establish and implement an *Institutional Research Equipment and Facilities Plan* in collaboration with the Faculties for maintaining and enhancing the necessary infrastructure including space for student learning and tracking investments to ensure that they are commensurate with objective
10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities

There are ten goals, but a prominent feature of APPRC discussions this autumn has been on indicators of research. This reflects the Committee's interest in staying abreast of trends in public policy and postsecondary directions. It included a review of excerpts from major Senate-approved planning documents from 2001referencing research indicators, measures, and metrics from Senate-approved or Senate-endorsed documents and cites initaitve of Senate committees. In general, calls for measurement of quantitative research (and pursuit of external funding opportunities) have been

coupled with the need to express the fullest range and impact of York's research through quantitative, inclusive and expanded indicators of research.

York's research is seen as high impact with mean standardized scores applied (as reported by the Higher Education Quality Council of Ontario citing Higher Education Strategy Associates, 2012) but lags in publications, income and citations per capita. This can have real consequences by feeding into the agenda of those who favour differentiated funding or who place, as HEQCO does, the University into artificially constructed and selective populated categories (e.g. "in between" or "regional"). Senators should be aware that the province has been receiving advice or receiving advocacy that would tier universities and tie funding to measures that do not take into account York's distinctive mission and strengths. To ignore the external environment is to risk funding for research, and we do have the capacity to anticipate and address antagonistic forces.

In the past, as now, there have been two key objectives in strategic plans:

- · enhancing York's performance in funding competitions, deepening research cultures, promotion and supporting research grant applications, connecting the University's scholars with partners in the postsecondary, broader public / NGO and private sectors (and using existing data in beneficial ways)
- · creating and utilizing more inclusive indicators

APPRC has been thinking about a role it might play in a collegial dialogue about metrics in order to employ conventional ones that profile York's strengths, impact and diversity, propose new or modified ones that would better describe York's (and other universities' research, and counter measurements imposed on the University. This could take a number of forms, and would certainly include working with and supporting the VPRI (PIER is designed to implement academic planning objectives). It may also be appropriate to consult the Faculties on their efforts to better profile their research, and to share what we have learned.

In reports over the past two years, APPRC has emphasized the opportunities all of us have to help recruit and retain graduate students and it is worth reiterating the importance of these to the University and its research. We welcome the thoughts of Senators on all other aspects of the UAP's priority 2.

The UAP is posted on line at

http://secretariat.info.yorku.ca/files/UAP-2015-2016-Final.pdf

8. Welcome to New Members

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

The Committee is pleased to welcome Thomas Loebel (Graduate Program in English Graduate Studies), Auldrey Lopo (Student, Environmental Studies) and Chenthoori Malankov (Student, York Federation of Students as its newest members.
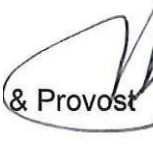
D. Leyton-Brown, Acting Chair

YORK U
UNIVERSITÉ UNIVERSITY

Office of the Vice-President Academic and Provost

Memorandum

To: Chair, APPRC

From: Rhonda Lenton, Vice-President Academic & Provost

Date: September 12, 2016

Subject: Renaming of Chair in the Schulich School of Business

---

I am writing to seek the concurrence of APPRC for the re-naming of an already-established endowed Chair in the Schulich School of Business – the Chair in Business History - in accordance with university policy in this area.

The Schulich School will recognize a generous gift from the Waugh Family Foundation with the renaming of the Chair in Business History as the Richard E. Waugh Chair in Business History. The previously un-named Chair was originally established in 2004 with funding from Mr. Schulich and is currently held by Professor Mattias Kipping. The Chair was created to recognize the teaching and research strengths in the area of business history in Schulich, where it is fundamental to the BBA curriculum, as well as in other areas at York such as History, Social Science, and Osgoode; and to provide a platform to consolidate and build on these strengths and develop collaborations with the wider community. Professor Kipping will continue to hold the Chair.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair/Professorship is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair continues to satisfy the expectations of the University policy, and unless APPRC has questions regarding it, I ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean D. Horvath

YORK U
UNIVERSITÉ
UNIVERSITY

Office of the Vice-President Academic and Provost

Memorandum

To: Chair, APPRC

From: Rhonda Lenton, Vice-President Academic & Provost

Date: September 12, 2016

Subject: Chair in the Schulich School of Business

I am writing to seek the concurrence of APPRC for the establishment of a term-funded (2017-2022) Chair in the Schulich School of Business, in accordance with university policy in this area. Although this is not a permanent endowed Chair, I am requesting APPRC's support for its establishment in accordance with the Senate-Board Policy.

The Schulich School will recognize a generous gift from Tim and Frances Price and the Brookfield Partners Foundation with the establishment of this Chair, to be known as the Timothy R. Price Chair in Real Estate & Infrastructure. The School will undertake a search for a senior scholar to be appointed to the Chair, which will support Schulich's strengths as a leading international business school and contribute to the School's strategic focus on teaching, learning, research and outreach in the areas of real estate and infrastructure. The proposed Chair builds on the School's longstanding interests in these areas, which resulted in the establishment of the Master of Real Estate and Infrastructure (MREI), approved by Senate last year. This program contributes to the distinctiveness of the School and responds to the needs of the industry for specialized programming in this area.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair/Professorship is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Vice-President Academic & Provost may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions regarding it, I ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Dean D. Horvath

At a glance, aligning to the University Academic Plan (UAP) 2015-2020

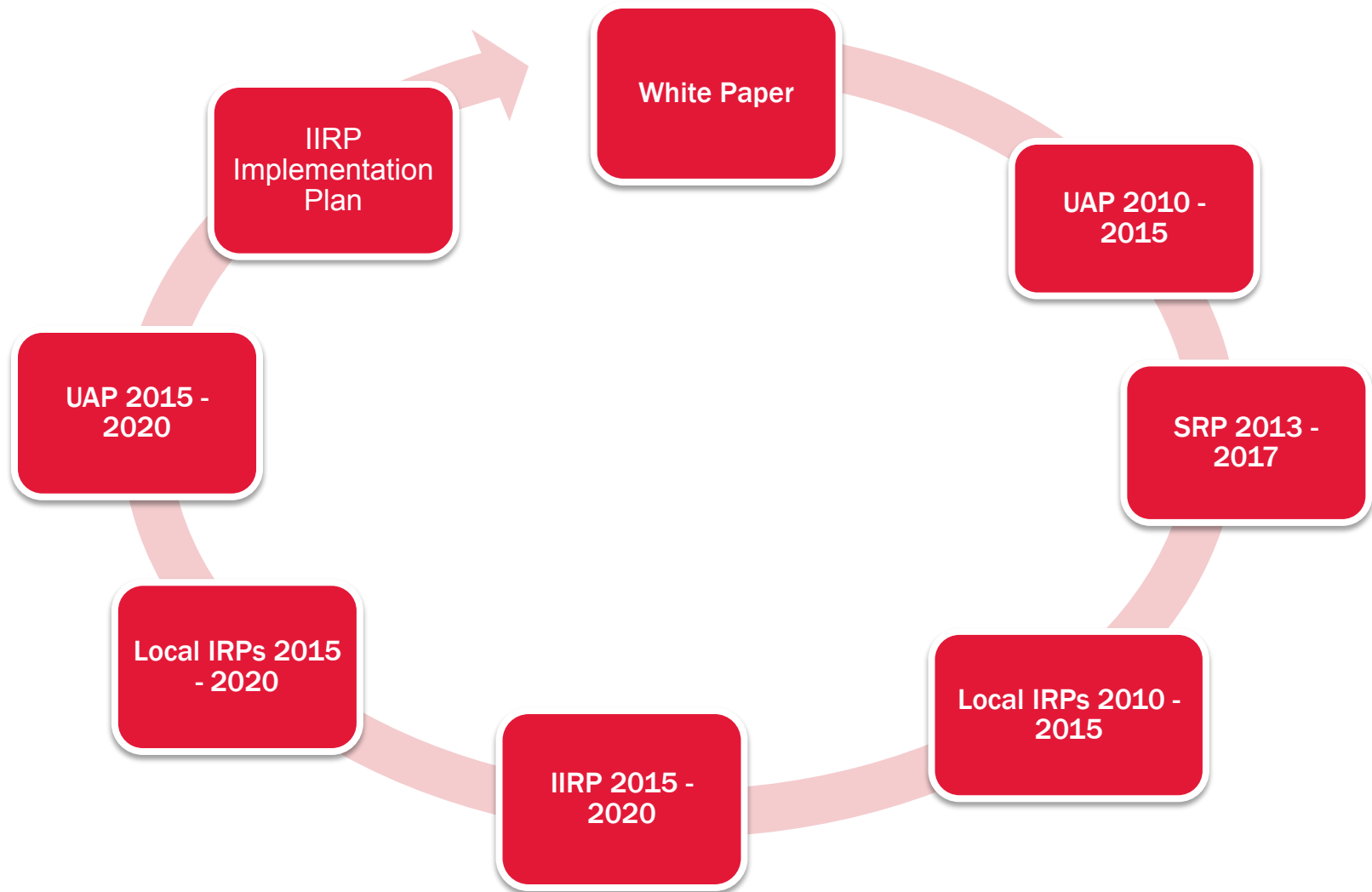| PRIORITY THEME	Objectives	Strategies
ACADEMIC QUALITY	Innovative, Quality Programs for Academic Excellence	• Innovative degree programs to support increased program quality • Innovative curricular design and delivery, signature pedagogies • Faculty development • Degree simplification • Comprehensiveness and interdisciplinarity • Innovative new degree combinations for liberal and creative arts programs • Impact and reputation of engineering • Professional and course-based Masters programs • Assessment aligned with learning outcomes (for all programs) • Faculty-spanning curriculum • Faculty complement plan
	Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	• Reportable research outcomes by our scholars • Enhance the quality and quantity of research • Increase the number of our research partnerships • Expand open access to York research • Expand collaboration • Pursue external research • Increase research income • Enhance space for student learning • Increased graduate population and enhanced programing
STUDENT SUCCESS	Enhanced Quality in Teaching and Student Learning	• Incorporate an experiential component in programs • Increase number of EE opportunities • Expand technology enhanced learning (online or through blended) • Expand internationalization in the curriculum • Opportunities to study abroad • Faculty member exchanges • Enhancing student mobility • Improved credit transfer • Attract high quality students
	A Student-Centred Approach	• Integrated advising model • Monitor student learning needs and develop appropriate academic supports • Cross-train staff members for student support • Increased contact time between faculty and students • Make scholarships and bursaries a centerpiece of fundraising • Advance our SEM • Increase student satisfaction • First year experience • Improve PhD completion rates
ENGAGEMENT AND OUTREACH	Enhanced Community Engagement	• Engage community in planning processes • Solidifying existing strategic partnerships • Expand community outreach and engagement: local to global • A new Internationalization Plan • Celebrate York's rich and diverse • Expand the programs offered through our continuing studies and professional development units
	Enhanced Campus Experience	• Safety of our campuses • Enhance the physical infrastructure • Enhance ecological sustainability • Increased use of facilities by local communities • Create campus as a destination • Cultural Innovation Fund
ENABLING THE PLAN	Resource Integration and Sustainability	• Develop high quality and effective administrative service models • Strengthen our communications and advocacy for York to enhance York's reputation • Review academic unit structures • Enhanced support for Graduate Studies • Enhance data analytics • Evidence-based decision making • Confirm measures to be used for monitoring and reporting on our progress • Enrolment and complement plans as well as capital and facilities plans • Achieve financial sustainability • Enterprise risk management
	Valuing People	• Mental health and well-being strategy for faculty, staff and students • Empower staff and local planners with appropriate career / skills development

APPRC Forums
IIRP Working Group Reports
Recommendations & Implementation
October 25 & 26, 2016

Rhonda Lenton, VPA & Provost
Gary Brewer,m VPFA

Context of Higher Education

Demographics

Differentiation

New Funding Model

Sustainability
Skilled Workforce
Experiential Educationg

SMA
Accountability
Metrics

eLearning
Student Mobility
Bilingual Programming

Markham
Innovation
Internationalization
Partnerships

York's Planning Cycle

IIRP Institutional Initiatives

Quality teaching and learning	• Advance innovative /signature pedagogies • Develop strategies to achieve White Paper benchmarks in regards to undergraduate and graduate teaching priorities
High quality academic programs	• Advance quality in academic programs • Address programmatic issues with declining enrolment • Streamline degree requirements
High quality affordable administrative services	• Develop and implement a comprehensive shared services model
Optimal academic organizational structures	• Complete graduate revisioning • Undertake organizational review of faculties and academic units
Student Centric approach	• Reform student advising experience • Enhance campus experience
Research intensification	• Develop pan-university operational plan to support research intensification

YORK U
UNIVERSITÉ
UNIVERSITY

IIRP Next Steps Timeline Fall/Winter 2016-17

September 2016

- Final Working Group Reports Released to Community
- IR Plan Call to community
  - Aligning with new UAP and IIRP Framework
- IIRP Process Update to Board Committees

October-November 2016

- Working Group Report Community Feedback Sessions
  - PVP Retreat
  - Faculty Councils (11)
  - APPRC Sponsored Community Sessions (2) – Global Cafe
  - President's Town Hall (October)
  - October Senate

December 2016

- IIRP Implementation Plan Drafted
  - Working Group Co-Chair review
- Division/Faculty/Unit Integrated Resource Plans due

January 2017

- PVP Retreat Follow-up
  - IIRP Investments (new resources)
- Local IIRP resource alignment (existing resources)

2017 - 2020

- IIRP Implementation continues
  - Evaluation and accountability
  - Performance against plan
  - Metrics of success

YORK U
UNIVERSITÉ
UNIVERSITY

Questions to Frame Discussion

- What recommendations should receive the highest priority and why? What opportunities are closest at hand?

- Accomplishing recommendations is central to the success of the UAP 2015-2020. What timelines should be established for these implementing these recommendations?

- What bodies are best positioned to implement recommendations, and what processes should be animated?

YORK U

UNIVERSITÉ
UNIVERSITY

Appendix

1. Enhancing the Quality of Teaching and Learning in Support of Student Success

- Innovative/"signature" pedagogies
- Internationalization of the curriculum
- Students' sense of "agency"
- Integration of teaching and research
- Professional development
- Innovative classroom environments
- Celebration/recognition of quality teaching and learning

- York differentiation and reputation
- Enhanced recognition/profile of teaching and learning
- Transformative learning experiences
- Improved student satisfaction, retention

YORK
UNIVERSITÉ
UNIVERSITY
U

2. Enriching Learning Through Experiential Education

- Clarity re. options/benefits of EE

- Learning supports

- EE strategies and implementation

- Teaching innovation part of hiring

- Resources (technology, infrastructure)

- Measure success

- Every program offer EE opportunities

- Appreciation of EE contribution to learning, student success

- Enhanced student engagement, retention

- Community engagement

3. Innovative Use of Technology in Curriculum

- eLearning tools and resources

- Blended learning

- Fully online courses and programs

- One-stop faculty professional development

- Classroom technology enhancement

- Expansion of eLearning opportunities

- Enhanced student learning

- Flexibility and access

- Coordinated planning with accountability

YORK U
UNIVERSITÉ
UNIVERSITY

4. High Quality Cutting Edge Academic Programs

- Simplification of pathways through and between programs
- Program learning outcomes
- Transferable knowledge and skills development embedded in programs
- York graduate attributes
- Quality Assurance Framework supporting program quality
- Data and analysis

- Address diverse student needs
- Reduced complexity
- Student mobility, flexibility
- Skills development
- Appreciation of what is learned, value of degrees
- Data-informed planning
- Enhanced student experience, retention

YORK U
UNIVERSITÉ
UNIVERSITY

5. Quality Administrative Services

- Creation of "shared service" model for administrative services
- Guided by service agreements
- Pilot to test model
- Resources (technology, skills) and support

- Enhanced service to students, faculty, staff
- Improved efficiency, cost effectiveness
- Culture of continuous improvement at York

YORK
UNIVERSITÉ
UNIVERSITY
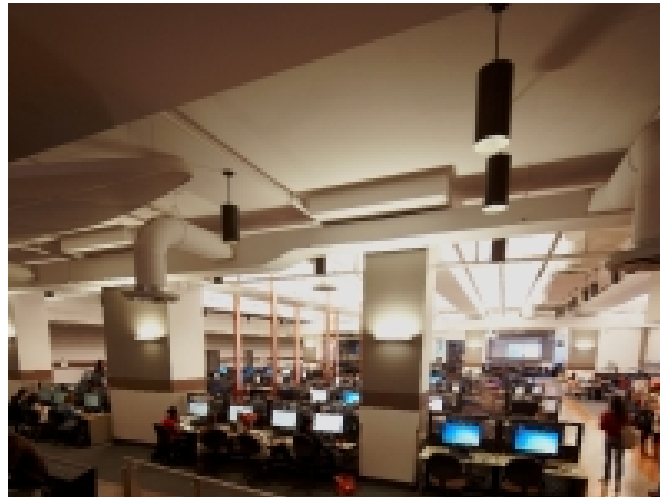
6. Revisioning Graduate Studies

- Clarification/alignment of academic and administrative roles in Faculties and FGS

- Governance structures

- Rename FGS School of Graduate and Post-Doctoral Studies with administrative/ accountability role

- Timely PhD degree completion

- Integrated graduate planning

- Reduced duplication

- Enhanced service and support for graduate students

- Improved graduate learning experience

YORK U
UNIVERSITÉ
UNIVERSITY

7. Student Centric: Reforming Student Advising

- Pan-university framework for academic advising system:
  - Student centric
  - Coordination across Faculties/programs/Division of Students
  - Skilled professional advisors
  - Technology enhanced
- Data collection and outcomes assessment

- Academic advising: timely, accurate, accessible, consistent, caring, available, accountable
- Culture of service excellence
- Improved student satisfaction and success

YORK
UNIVERSITÉ
UNIVERSITY

8. Student Centric: Improving Campus Experience

- Comprehensive space governance framework
- Involvement of students, faculty, staff in space plans
- Priorities: Harry Arthurs Common, commuter space, underground space

- Integrated space planning, prioritization
- Space supports teaching and learning
- Improved safety
- Enhanced community engagement

YORK UNIVERSITÉ UNIVERSITY

9. Research Intensification - PIER

- Improved research supports
- Reward research success and track achievement
- Graduate and undergraduate and postdoctoral engagement in research
- Increased translational outcomes for research
- Outreach and advocacy
- Leverage partnerships

- Culture of scholarly inquiry and engagement in research and creative activity
- Enhanced accomplishment
- Internationally recognized research leadership
- Enhanced research reputation and differentiation

YORK U
UNIVERSITÉ
UNIVERSITY

The Senate of York University – Minutes

Meeting: Thursday, September 22, 2016, 3:00 pm Senate Chamber, N940 Ross, Keele

G. Comninel (Chair)	D. Hastie	R. Pillai Riddell
L. Beagrie (Vice-Chair)	R. Kenedy	T. Sailsbury
M. Armstrong (Secretary)	M. Khalidi	A. Pitt
H. Ahmed	D. Ipperciel	J. Podur
R. Allison	R. Jayawardhana	A. Rakhra
J. Amanatides	M. Khan	M. Rajabi Paak
K. Amoui	A. Khandwala	A. Rashid
G. Audette	A. Kimakova	I. Roberge
P. Avery	J. Kirchner	K. Rogers
A. Avolonto	M. Kiumarsi	L. Sanders
S. Barrett	J. Kozinski	V. Saridakis
M. Biehl	J. Lazenby	D. Scheffel-Dunand
K. Birch	R. Lee	L. Sergio
A. Blake	R. Lenton	J. Sharma
I. Boran	D. Leyton-Brown	M. Shoukri
G. Brewer	B. Lightman	P. Singh
S. Brixey	A. Lop	D. Skinner
H. Campbell	J. Lynch	L. Sloniowski
J. Clark	C. Malankov	L. Sossin
B. Crow	L. Martin	B. Spotton Visano
T. Daley	M. McCall	D. Steinfeld
A. Davis	P. McDonald	N. Sturgeon
M. Derayeh	M. Mekouar	P. Szeptycki
A. Dhir	J. Mensha	H. Tamim
J. Edmondson	J. Michaud	A. Tawfic
C. Ehrlich	M. Milo	L. Taylor
S. Embleton	S. Mitra	P. Tsasis
L. Farley	J. Morrison	E. van Rensburg
I. Ferrara	K. Mridul	G. Vanstone
H. Fisher	A. Mukherjee-Reed	S. Weiss
G. Georgopoulos	D. Mutimer	R. Wildes
A. Glassbeek	J. O'Hagan	S. Wood
J. Goldberg	O. Okafor	L. Wright
A. Golijanin	D. Paniccia	J. Wu
R. Grinspun	S. Paradis	J. Yeomans
R. Haché	A. Perry	M. Zito
M. Hadaf	B. Pilkington	

1. Chair's Remarks

At the outset of the first Senate meeting of 2016-2017, the Chair of Senate, Professor George Comninel

- welcomed continuing and new Senators, the latter including Dean Lyndon Martin of the Faculty Education and Dean Paul McDonald of the Faculty of Health

- introduced the Vice-Chair, Secretary, Academic Colleague to the Council of Ontario Universities, Senators on the Board of Governors, and Senate committee chairs
- saluted the Vice-Provost Students, Janet Morrison, and wished her well as she prepares to take up the position of Vice-President Academic and Provost at Sheridan College

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquires and communications.

4. President's Items

York's President, Dr Mamdouh Shoukri, applauded the community for all of its many successes and contributions to society, and paid special attention to highlights from the summer months, including major funding from the federal government for multi-institutional initiatives centred at York (The Health Ecosphere: An Innovation Pipeline for Commercial Health Solutions funded by Federal Development Ontario and Vision: Science to Applications or VISTA, made possible by a significant grant from the Canada First Research Excellence Fund). The University's researchers had also fared well in Social Science and Humanities Research Council competitions. Two faculty members were among the latest crop of Trudeau fellows, and three current faculty members and one graduate had been named to the Royal Society. These and other indicators reaffirm York's standing in the world of cutting-edge research and underline its growing impact and multiplying connections with external partners.

An announcement about funding for projects submitted to Ottawa under the Post-Secondary Institutions Strategic Investment Fund is imminent, and the ground will be turned on the Schulich School of Business facility expansion on September 30. Dr Shoukri announced the names of individuals slated to receive honorary degrees at Fall Convocation ceremonies,

Looking ahead to his final year in office, the President called on the community to rally behind York's core values of providing students with the highest quality education while fitting them with the attributes essential for positive citizenship, building on research strengths and interdisciplinarity, and helping to boost the University's profile and reputation. All members of the community should be respectful, responsible, sensitive and collegial.

The Senate of York University – Minutes

Committee Reports

5. Executive Committee

      a. Increase in the Membership of the Senate Appeals Committee (Statutory Motion)

It was moved, seconded and *carried* "**that Senate approve a statutory motion increasing the number of faculty members on the Senate Appeals Committee from eight to nine effective July 1, 2016**.

      b. Information Items

Senate Executive reported on

- its approval of Senate committee members nominated by Faculty Councils
- enhancements to nominations process and a new timing, in November, for the annual call for expressions of interest in Senate committee membership and other positions elected by Senate; Senators were asked to assist in the process of identifying prospective candidates throughout the year
- Senate meeting dates for 2016-2017, with scheduling adjustments made in December, February and June
- the results of the Senator and Senate committee member survey conducted in June and July, along with actions that will be taken to address key findings
- the annual report on Senate actions in 2015-2016 together with attendance figures for the September 2016 to May 2017 period

6. Academic Standards, Curriculum and Pedagogy

      a. Information Items

ASCP reported on programs approved to commence by the Quality Council of Ontario and approved for funding by the Ministry of Advanced Education and Skills Development.

7. Academic Policy, Planning and Research

      a. Information Items

Academic Policy, Planning and Research reported that the University Academic Plan 2015-2020 will be at the heart of its agenda for the year, and urged Senators to be strong advocates for the UAP in their Faculties and other collegial settings as they actively participate in the process of both "making the UAP matter" and helping to bring its objectives to fruition. The Committee also advised that it will sponsor academic planning forums in October on recommendations emanating from Institutional Integrated Resource Plan working groups, shared the latest update on Markham Centre planning, and announced members of its sub-committees for the year.

The Senate of York University – Minutes

8. Other Business for Which Due Notice Has Been Given

a. Due Diligence in the Acceptance of Gifts and the Recognition of Donors

At the request of a Senator, the Executive Committee created space on the agenda for a discussion of due diligence in the acceptance of gifts and the recognition of donors. That Senator, who had also submitted a draft hortative motion, argued that there were no grounds in Senate's rules and procedures for the Executive Committee to withhold the motion and re-frame the item for discussion rather than for debate and vote; this amounted to a suppression of free expression. Members of Senate Executive described the reasons why they came to a unanimous conclusion on this matter, and insisted that they had acted independently, with integrity, and with due regard for both the rules of Senate and the interests of the University. Discussion of options was long, careful and thorough.

Echoing sentiments expressed in a posting to the Senate discussion listserv, the Senator reiterated concerns that recent decisions about the awarding of honorary degrees and naming of an academic unit did not reflect the "values the University cherishes." When major gifts are accepted, the University must give assurances that no confidential covenants are entered into.

Among the points made during discussion were the following:

- donations in support of students and academic activities carried out by faculty members were welcome, but the University should be at pains to exercise due diligence in vetting donors and consider York's reputation when considering prospective candidates for honorary degrees and other forms of recognition such as naming facilities or units

- concerns about an alumni benefactor who had been recognized in 2015-2016 had been thoroughly addressed at Senate in the past, and decision-making bodies were fully informed before agreeing to honour the individual (this was disputed by a speaker)

- concerns about the risk of "defamation" and "polarization" are unfounded and lead to restrictions on free speech and academic freedom

- the University would benefit from clearer guidelines about the acceptance of gifts and the recognition of donors and other individuals

- York should never accept gifts where there are strings attached, especially if they run counter to academic freedom or constrain the ability to develop curriculum

- the University should (continue to) have safeguards in place in the event that a past benefactor who had been recognized by the University was subsequently proven to have engaged in misconduct

The President reassured Senate that the university's due diligence process was, as always, followed in this case.

b. Extending Reasonable Academic Accommodations to Students for the November 2, 2016 Day of Action

It was moved and seconded **"that Senate declare November, 2nd 2016 a day of academic accommodation; and that all course directors be asked through the Deans/Principal to avoid scheduling exams, tests, presentations or other work on that day; and that Senate establish reasonable extensions of deadlines for other graded work due on November 2nd 2016 and to provide reasonable academic accommodations to students who choose to attend the November 2nd Day of Action**."

Following a brief discussion of actual and potential issues associated with the wording of the motion, the mover and seconder *accepted a friendly amendment* to revise the text to read: **that Senate declare November 2, 2016 a day of academic accommodation; and that all course directors be asked through the Deans/Principal to: avoid scheduling exams, tests, presentations or other work on that day and to establish reasonable extensions of deadlines for other graded work due that date and to provide reasonable academic accommodations to students who choose to attend the November 2, 2016 Day of Action, including reasonable alternative access to materials covered during their absence**."

On a vote the motion *carried.*

9. Other Business

There being no further business it was moved, seconded and *carried* "**that Senate adjourn**."

Consent Agenda Items

10. Minutes of the Meeting of June 16, 2016

The minutes of the meeting of June 16, 2016 were *approved by consent.*

11. Granting of Degrees, Certificates and Diplomas at Convocations from Fall 2016 to Spring 2017

Senate *approved by consent* an ASCP recommendation that

"Senate authorize the granting of degrees at the University's Convocations held in Fall 2016, February 2017 (Convocation *In Absentia*) and Spring 2017 to those students who have fulfilled the degree program requirements and who have been recommended by the Councils of the Faculties and Colleges for receipt of the degrees listed in Appendix A.

Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who

have been deemed "recommended for certification" by the Council of the Faculty of Education; and that

Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2016, February 2017 (Convocation *In Absentia*) and Spring 2017 to those students who have fulfilled requirements and who have been recommended by the Councils of the Faculties for receipt of the diplomas and certificates listed in Appendix A."

12. **Senators on the Board of Governors re: June Meeting of the Board**

A synopsis of the Board of Governors meeting of June 2016 as provided by Senators Leyton-Brown and Lightman was *received*.

G. Comninel, Chair   _____

M. Armstrong, Secretary   _____

The Senate of York University – Minutes

Meeting: Thursday, U&ʃ à^¦Ӕ , 2016, 3:00 pm Senate Chamber, N940 Ross, Keele

G. Comninel (Chair)	E. Gutterman	A. Perry
L. Beagrie (Vice-Chair)	M. Hadaf	R. Pillai Riddell
M. Armstrong (Secretary)	D. Hastie	M. Rajabi Paak
H. Ahmed	N. Istiphan	A. Rakhra
R. Allison	J. Jeffrey	A. Rashad
C. Altilia	R. Kenedy	A. Ricci
K. Amoui	M. Khan	I. Roberge
M. Annisette	A. Khandwala	K. Rogers
G. Audette	D. Khayatt	J. Sharma
P. Avery	J. Kirchner	M. Shoukri
S. Barrett	T. Knight	P. Singh
M. Biehl	J. Lazenby	A. Solis
K. Birch	R. Lee	D. Steinfeld
G. Brewer	R. Lenton	N. Sturgeon
S. Brixey	D. Leyton-Brown	P. Szeptycki
H. Campbell	B. Lightman	H. Tamim
J. Clark	A. Lopo	L. Taylor
B. Crow	C. Malankov	K. Thomson
A. Davis	M. Mekouar	C. Till
J. Edmondson	J. Mensah	P. Tsasis
C. Ehrlich	J. Michaud	G. Vanstone
G. Ewen	M. Milo	P. Walsh
L. Farley	S. Mitra	S. Weiss
I. Ferrara	T. Moore	R. Wellen
G. Georgopoulos	M. Morrow	R. Wildes
A. Glassbeek	K. Mridul	S. Wood
J. Goldberg	A. Mukherjee-Reed	L. Wright
A. Golijanin	D. Ndlovu	J. Wu
R. Grinspun	J. O'Hagan	J. Yeomans

1. Chair's Remarks

The Chair of Senate, Professor George Comninel commented on an inspiring round of ceremonies held during Fall Convocation, and thanked Senators who attended to celebrate with graduates, their families and friends.saluted the Vice-Provost Students, Janet Morrison, and wished her well as she prepares to take up the position of Vice-President Academic and Provost at Sheridan CollegeÈ

2. Minutes

At the request of a Senator the minutes were moved to the regular agenda. It was moved, *seconded* and *carried* **"that the minutes of the meeting of September 22, 2016 be referred back to the Chair and Secretary for the purpose of further**

reflecting the discussion of item 8 a." It was expected that revised minutes would be included with the agenda of Senate's meeting of November 24.

3. Business Arising from the Minutes

A Senator remarked on the issue of the minutes from September, alleging that they constituted a deliberate effort to undermine free speech and stifle legitimate criticism, and that there was no slanderous content in a draft motion held back by Senate Executive.

4. Inquiries and Communications

a. Report of the Academic Colleague to the Council of Ontario Universities

The Academic Colleague, Professor David Leyton-Brown, commented on two key initiatives: the Report of the Premier's Highly Skilled Workforce Expert Panel, Building the Workforce of Tomorrow and COU's Conversation for a Better Future. The report to the Premier took a highly instrumentalist view of job readiness, and appeared to discount the desirable, transferable and critical skills acquired through university study. Senators were encouraged to participate in the survey developed in support of COU's conversation.

5. President's Items

York's President, Dr Mamdouh Shoukri, updated Senate on a number of public policy initiatives including the development of new Strategic Mandate Agreements, the finalization of a university tuition fee framework, and the culmination of an intensive review of funding formulae. In recent meetings with federal ministers, and while speaking at conferences at home and abroad, President Shoukri has taken every opportunity to extol the job-ready, transferable and critical skills of York's graduates, including those primarily educated in the Humanities and Social Sciences. Students in all Faculties and programs are enriched by the liberal arts. The University must continue to broadly educate all of its students and help them prepare for careers that will undoubtedly evolve but invariably require the attributes of liberally-educated university students.

The President's monthly Kudos report was posted with the agenda package.

Committee Reports

6. Executive Committee

a. Nominees for Election to Senate Committee and Other Nominations

It was moved, *seconded* and *carried* **"that nominations be closed."** As a result of the vote the terms of the incumbent Chair and Vice-Chair were extended by one month,

The Senate of York University – Minutes

Professor Franck van Breugel was acclaimed as the Vice-Chair-elect and Professor Anoop Madhok was elected to the Tenure and Promotions Committee.

      b. Information Items

Senate Executive reported on

- its approval of members of Senate committees nominated by Faculty Councils and student Senators
- the membership and work plan of the Equity Sub-Committee
- Senate committee priorities for 2016-2017
- plans to spotlight one of the seven priority areas of the University Academic Plan at Senate meetings in 2016-2017

      c. Academic Accommodations on November 2

It was *noted* that misinformation had circulated in the community regarding a student day of action on Wednesday, November 2. It was clarified that classes were not cancelled on November 2 as the result of Senate's approval in September of academic accommodations for students on that date. A plan was in place to communicate correct information to the university community.

7. Academic Standards, Curriculum and Pedagogy

      a. Amendments to the Senate Grading Scheme and Feedback Policy: Notice of Motion

ASCP gave notice of its intention to recommend amendments to the Senate Grading Scheme and Feedback Policy by adding the requirement that a basic course syllabus be available to students no later than two weeks prior to the commencement of classes in an academic term, to take effect in all undergraduate Faculties by 1 July 2018. The initiative responded directly to student requests, and the Chair recounted that some 120,000 course changes are made in the first week of the terms beginning in September. Providing "basic" information in advance of start dates was in line with University Academic Plan objectives and is currently the practice at other universities.

There were expressions of support for the change. With regard to contract faculty members, it was understood that in certain circumstances those appointed as course directors just prior to the start of terms could not be expected to adhere to the policy. ASCP was encouraged to reach out to Faculties during its round of consultations.

 Among other points raised in discussion were the following:

- some changes in syllabi will continue to be owing to unforeseen circumstances
- work to date has focused on undergraduate Faculties

- technological support can be provided to instructors in order to implement the change, and syllabi can be linked to other sites including faculty member profile pages

    b. Sessional Dates for Summer 2017 and Fall-Winter 201-2018

ASCP advised that it had reviewed proposed sessional dates for Summer 2017 and Fall-Winter 2017-2018 and confirmed that they were consistent with Senate policy. The dates were posted online with other consent agenda items.

    c. Other Information Items

In its report ASCP confirmed approval of the following minor modifications:

- changes to requirements of the PhD program in Sociology
- changes to requirements of the PhD program in Science & Technology Studies
- changes to requirements of the PhD program in Psychology
- establishment of COMS as the rubric for the BA program in Communications, Glendon

8. Academic Policy, Planning and Research

    a. Institutional Integrated Resource Plan Forums

APPRC's Chair commented on IIRP-focused forums sponsored by the Committee, and Provost Lenton and Vice-President Finance and Administration Brewer presented a report on IIRP that opened the forums. In doing so they stressed that the IIRP process was geared toward implementing University Academic Plan objectives and designed to promote and support pan-University, cooperative and innovative projects.   Discussions at the forums had proven valuable, and visits with all Faculty Councils have been scheduled as collegial consultations continue.

A Senator criticized the IIRP process, stating that it was top down and downplayed or ignored the most significant issues facing a public university like York – such as precarious labour, corporatization and threats to academic freedom. He stated that full-time and contract faculty members feel alienated and frustrated by this. In response, it was suggested that all universities must and should deal with the issues identified as key ones, but that the IIRP process was aligned with the UAP as approved by Senate. Moreover, the UAP does, in fact, include language on increasing the full-time faculty member complement and supporting contract faculty members.

Among other points raised were the following:

- it appeared to make sense to align administrative services to the academic goals of the UAP in order to maximize resources available to academic activities

- the working groups' recommendations often built on, and reinforced, innovations pursued by colleagues
- the working groups were diverse and focused, and they sought to develop recommendations that were timely, respectful of responsibilities within the University, and based on solid evidence of promise
- the new funding model for graduate students is at odds with explicit IIRP recommendations since it takes away opportunities for research, engagement and experiential education; FGS Council and Senate had not expressed itself on the model
- the IIRP working group reports do not address every aspect of the University ongoing activities, and consultations on the funding model were in progress before the recommendations were developed

President Shoukri extolled the IIRP process with its collegial underpinnings and urged Senators to contribute to the process of determining priorities that are consistent with the UAP and attuned to the judgment of the community.

  b. Other Information Items

APPRC shared the most recent written report on planning for the Markham Centre campus along with a preliminary schedule for highlighting UAP priority areas at meetings of Senate.

9. Other Business

There being no further business it was moved, seconded and *carried* **"that Senate adjourn."**

Consent Agenda Items

10. Changes to the Requirements for the Master of Leadership and Community Engagement Program

Senate approved by consent ASCP recommendations to change the requirements of the Master of Leadership and Community Engagement Program.

11. Senators on the Board of Governors re: September Meeting of the Board

A synopsis of the Board meeting of September 27, 2016 as presented by Senators Lightman Sergio was received by Senate.

G. Comninel, Chair _____

M. Armstrong, Secretary_____