



The Senate of York University

Notice of Meeting

to be held at 3:00 pm. on Thursday, September 25, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

**An orientation for new and continuing Senators
will be held at 1:30 p.m. in the Senate Chamber**

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M. Armstrong, Secretary

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Minutes

of the meeting held at 3:00 pm on Thursday, June 26, 2014
in the Senate Chamber, N940 Ross Building.

R. Mykitiuk *Chair*

C. Archer	M. Hamadeh	M. Martel	P. Ryan
A. Asif <i>Vice-Chair</i>	D. Hastie	L. McCann	A. Schrauwers
P. Axelrod	W. Heinrichs	M. McCall	L. Serigio
A. Belcastro	B. Heron	S. McLaren	M. Shoukri
M. Biehl	C. Heron	G. Mianda	J. Simeon
K. Bird	R. Hornsey	K. Michasiw	M. Singer
G. Brewer	K. Hudak	G. Monette	H. Skinner
S. Brixey	C. Innes	J. Morrison	R. Sohal
D. Cappadocia	S. Lawrence	R. Myers	B. Spotton Visano
G. Comninel	R. Lee	P. Ng	J. Steprans
M. Derayeh	R. Lenton	J. O'Hagan	N. Sturgeon
S. Dimock	H. Lewis <i>Secretary</i>	R. Owston	G. Turlakakis
J. Elder	D. Leyton-Brown	S. Pagiatakis	S. Tufts
D. Golemi-Kotra	K. Little	S. Paradis	R. Wellen
T. Gulliver	M. Lockshin	S. Parsons	H. Wu
E. Gutterman	S. MacDonald	B. Rahder	A. Zalik
R. Haché	A. MacLennan	K. Rogers	Q. Zhang

1. Chair's Remarks

As the governance year drew to a close, the Chair greeted Senators and extended special thanks and best wishes to those whose terms were coming to an end. In confirming the departure of Vice-Chair Amir Asif to take up a decanal position at Concordia, she expressed her heartfelt appreciation for his outstanding service to York and Senate. Gratitude was also extended to the chairs of Senate committees, members of Faculty Councils, staff of the University Secretariat and two individuals – Professor Paul Axelrod, the Academic Colleague, and Professor Martin Lockshin, Senator on the Board – for their efforts on behalf of Senate and academic governance.

This was the final meeting as Senate Secretary for Harriet Lewis. Reflecting on her tenure, Ms Lewis recalled the strong support she had received from Senators, and stressed the sustaining, inspiring nature of York's distinctive values – collegiality high among them – that filled her with pride, confidence and optimism for the University's continued vitality. The incoming University Secretary and General Counsel, Maureen Armstrong, was warmly welcomed.

Commenting on another round of inspiring graduation ceremonies, the Chair thanked all those who organized and attended the events surrounding Convocation and observed that the new Chancellor had demonstrated his passion for York and its students at every turn.

2. Minutes of the Meeting of May 22, 2014

It was moved, seconded and *carried* "that Senate approve the minutes of the meeting of May 22, 2014."

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Senators on the Board of Governors re: Board Meeting of June 23, 2014

The synopsis of the Board of Governors' meeting of June 20, 2014 as distributed was *noted*.

4.2 Academic Colleague to Council of Ontario Universities

Senator Axelrod shared the most recent COU Issues Update, and in doing so described the main activities undertaken by the Council and the role played by Academic Colleagues.

5. President's Items

Dr Shoukri paid tribute to the Vice-Chair for his deep attachment and sterling accomplishments, thanked the Secretary for her years of wise and supportive counsel, and expressed appreciation to all Senators for their commitment to the University and contributions to governance. The President was pleased to confirm that the York in York Region campus bid process had resulted in the selection of the Markham Centre as the University's preferred site. The next step is to submit a proposal to the province for creation of the new campus. He also provided an overview of memorable, energizing, well-attended Spring 2014 Convocation ceremonies. On the enrolment front, applications had been strong but it was now imperative to convert prospective students into registrants.

6. Committee Reports

6.1 Executive

6.1.1 Nominees for Election to Senate Committees

A slate of recommended candidates was noted, and it was moved, seconded and *carried* “**that nominations be closed.**” As a result, individuals were elected to the Awards, Appeals and Tenure and Promotions committees.

6.1.2 Information Items

Senate Executive reported on

- the nomination of Professor David Leyton-Brown, Political Science, LA&PS, to the Board of Governors (subsequently appointed by the Board on June 23)
- remaining vacancies on Senate committees
- affirmation that the Committee is vested with summer authority between the June and September meetings of Senate
- a consolidated report on actions taken by Senate in 2013-2014
- progress made by APPRC and ASCP on priorities set for the year
- Senate attendance between September and May

6.2 Awards

6.2.1 Prestigious Awards for Graduating Students

Senators celebrated with the Chair of the Awards Committee the following recipients of prestigious awards for graduating students:

Governor General's Gold Medal: Jacqueline Beaudry, PhD, Kinesiology and Health Science and Aidan Moir, MA, Communications and Culture

Governor General's Silver Medal: Jeffrey Kay, BSc, Applied Math, Science (*First class with distinction*); Rebecca Atkins, BA, Psychology, Health (*With distinction*) Christina Marie Ransom, Faculty of Health, BA, Honours Psychology (*Summa cum laude*)

Murray G. Ross Award: Roshan Udit, BA, Honours Double Major in Criminology & Human Rights and Equity Studies, Liberal Arts and Professional Studies (*Summa cum laude*)

6.3 Academic Standards, Curriculum and Pedagogy

6.3.1 Amendments to the Senate Policy on Sessional Dates

It was moved, seconded and *carried* **“that Senate approve the revisions to the Senate Policy on Sessional Dates and Scheduling of Examinations, as set out in Appendix A, effective FW2015-2016.”**

6.3.2 Establishment of Dual Credential Degree Program, Environmental Studies / Seneca

It was moved, seconded and *carried* **“that Senate approve the establishment of the Environmental Management and Technology BES - Diploma Dual Credential Program offered by York University and Seneca College, effective Fall-Winter 2015-2016.”**

6.3.3 Consent Agenda Items

Senate approved by consent ASCP recommendations to

- formalize the Transition Year Program
- change the degree requirements of the Social Anthropology degree, Graduate Program in Anthropology, Faculty of Graduate Studies

6.3.4 Information Items

ASCP conveyed information on

- the Quality Council's approval of programs approved by Senate
- its approval of changes to requirements for admission to the BSc program in Global Health and a clarification regarding the fulfillment of degree requirements for the BEng program in Software Engineering

6.4 Academic Policy, Planning and Research

6.4.1 Chartering of Organized Research Units

It was moved, seconded and *carried* **“that Senate approve the chartering of the following as Organized Research Units: The City Institute; The Israel and Golda Koschitzky Centre for Jewish Studies; Institute for Research on Digital Learning (IRDLT formerly IRLT); The Harriet Tubman Institute for Research on Africa and its Diasporas; York Institute for Health Research; LaMarsh Centre for Child and Youth Research; Centre for Research on Language and Culture Contact; Muscle Health Research Centre; Jack and Mae Nathanson Centre on Transnational Human Rights, Crime & Security; Innovation in Computing at Lassonde (IC@L); York University Centre for Aging Research & Education (YU-CARE).”**

6.4.3 Enrolment Outlook

In an oral report, Provost Lenton elaborated on the President's comments about undergraduate and graduate enrolments. In response to questions, she noted that York's offers to graduate students are competitive and that higher fees were not deterring international students. The Provost encouraged Senators to participate in efforts to convert applications into enrolments.

6.4.3 Report of the Vice-President Finance and Administration on the Budget Context for Academic Planning

Vice-President Brewer provided a spring budget update highlighting these notable changes in an otherwise technical adjustment:

- budget cuts will be adjusted from the June 13 budget plan approved by the Board and will be 2.5 per cent, 3.0 per cent and 2.5 per cent in the next three years (rather than 3.5, 3.5 and 2.0 per cent);
- a Faculty Funding Recovery envelope will provide some relief for Faculties dealing with the consequences of enrolment shortfalls
- funding will continue to be available for strategic academic initiatives

In response to questions, Vice-President Brewer agreed that the budgetary situation had improved but cuts would still be necessary and risks remained. Most Faculties are facing deficits and there is a structural gap on the order of \$50 to \$60 million. Pension plans funding is much improved but much needs to be done to restore pensions and benefits to full health. Money has been set aside for strategic academic investments, but it is contingent on budget stability. New tools made available to planners – Academic and Administrative Program Review and the SHARP budget model – should be a boon for decision-making.

The Vice-President's presentation was posted to the Senate Website at

<http://www.yorku.ca/secretariat/senate/archives/index-archives.html>

6.4.4 Other Information Items

The Academic Policy, Planning and Research Committee reported on its response to questions about the chartering process arising from an ORU application submitted by the Institute on Research and Innovation in Sustainability, progress made on achieving priorities and its review of a draft mandate for a new Task Force on Sustainability Research sponsored by the Vice-President Research and Innovation.

6.5 Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

Academic Policy, Planning and Research and Academic Standards, Curriculum and Pedagogy presented a report from their Joint Sub-Committee on Quality Assurance.

7. Other Business

There being no further business Senate adjourned.

Roxanne Mykitiuk, Chair _____

Harriet Lewis, Secretary _____

SEPTEMBER 25, 2014

PRESIDENT'S KUDOS

JUNE

- Congratulations to the 6,281 graduates who crossed the stage at Spring Convocation ceremonies this June.
- Aidan Moir, MA graduate in Communication and Culture, received the Governor General's Gold Academic Medal at Convocation, as the graduate student with the highest academic standing.
- Five faculty members were recipients of the President's University-Wide Teaching Awards (PUWTA) at Convocation. York faculty Norma Sue Fisher-Stitt and Tamara Kelly, contract faculty member Isha DeCoito, and teaching assistants Yael Machtinger and Rehanna Siew-Sarju, were all honoured for excellence in teaching.
- Natural Sciences & Engineering Research Council of Canada (NSERC) announced in June that 39 York U researchers have been awarded more than \$5.1M in NSERC grants, while five graduate students have received a total of \$455,000 in funding for scholarships and fellowships.
- Winners of this year's Autism Scholars Awards, given annually to a student at the master's and doctoral level, both hail from York U. Doctoral student Michelle Viecili and master's student Azin Taheri will receive \$20,000 and \$18,000 respectively through Ontario's Ministry of Training, Colleges and Universities to conduct research on autism.
- Janusz Kozinski, founding dean of the Lassonde School of Engineering, was inducted on June 24 as a Fellow of the Canadian Academy of Engineering.
- Three York grads took home Toronto's most prestigious awards in theatre, dance and opera productions at 35th annual Dora Mavor Moore Awards: *Sultans of the Street*, written by Anusree Roy (BFA '06), won Outstanding New Play in the Theatre for Young Audiences Division, which starred Colin Doyle (BFA '01), with lighting design by Michelle Ramsay (BFA '97).

JULY

- Distinguished Research Professor Marcia Rioux appointed a member of the Order of Canada in recognition of her scholarship in the field of social justice and for her advancement of the rights of persons with disabilities.
- Alumnus Steve Orsini (MES '86) will head the Ontario Public Service as secretary of the cabinet and clerk of the executive council. Ontario Premier Kathleen Wynne appointed Orsini to the new position effective July 9, when he succeeded Peter Wallace.
- Two York students won major academic prizes for their work in Canadian studies. History student, Catherine Timms, won the Odessa Prize for the best essay completed by a fourth-year student on a topic related to the study of Canada. The Barbara Godard Prize for the Best Dissertation on the Study of Canada was awarded to Monique Giroux (MA '08, PhD '13).

- A new way of engaging prospective students in on-campus events through social media has garnered the University two prestigious awards. The Fall Campus Day Insta-Print Photo Booth was awarded a Canadian Council for the Advancement of Education (CCAIE) Prix D'Excellence and a Council for the Advancement & Support of Education (CASE) Circle of Excellence Award.
- Lassonde digital media program grad Ahmad Aseeri named 2014 recipient of the Bergeron Medal of Distinction. An international student, Aseeri won the award for academic achievement and entrepreneurial talent.
- "This is my time" campaign won silver for Best Student Recruitment Initiative in 2014 Canadian Council for the Advancement of Education (CCAIE) Prix D'Excellence Awards.
- Four York professors awarded Ontario Early Researcher Awards valued at \$140,000: Nursing professor Mary Fox, Biology professor Mark Bayfield, Dance professor Russ Patrick Alcedo, and Professor Farah Ahmad of the School of Health Policy and Management.
- History and Geography professor William Jenkins' book *Between Raid and Rebellion* received three awards this year: the Clio Prize, the Joseph Brant Award and the James S. Donnelly, Sr. Prize.
- Postdoctoral fellow Amar Vutha awarded one of 10 new prestigious Society in Science—Branco Weiss Fellowships worldwide.
- Grad psychology students Sabrina Lemire-Rodger and Galina Goren took first and second spots respectively for prestigious graduate student neuroscience award for their posters presented at the annual meeting of the Canadian Society for Brain, Behaviour and Cognitive Science (CSBBCS) in July.
- Lions track and field star Khamica Bingham finished in seventh place in the 100m at the Commonwealth Games in Glasgow, Scotland. Bingham, of Brampton, Ont., became the first Canadian woman since 2006 to reach the 100m final, with a personal-best time of 11.32 seconds in the semifinals.

AUGUST

- Art Gallery of York University (AGYU) one of six arts organizations nominated for annual Premier's Awards for Excellence in the Arts.
- Environmental studies professor Peter Victor received 2014 Kenneth Boulding Award for his influential research and a long history of contributions to the field of ecological economics.
- PhD students Alexandra Terrana, Oded Haas and Vanessa Fleet named recipients of Vanier Canada Graduate Scholarship, each receiving \$50,000 annually for up to three years.
- Lions women's volleyball team members Cadence Currie and Abby Ganzhorn teamed up to win the under-18 gold medal at the Ontario provincial beach volleyball championships.
- Carla Lipsig-Mummé, professor of work and labour studies in LAPS, has received more than \$2.5M over seven years through the Social Sciences & Humanities Research Council of Canada (SSHRC) Partnership Grants program.

SEPTEMBER

- York U's library system ranked 8th in Canada and 45th in North America in recent Association of Research Libraries (ARL) ranking. The rankings are based on total expenditures, though the complete list also tabulates salaries and wages of professional staff, total library-materials expenditures, and the number of professional and support staff.
- English Professor Priscila Uppal (BA Hons. '97, PhD '04) elected a Fellow to the Royal Society of Canada (RSC).
- Three York professors named inaugural members of The College of New Scholars, Artists and Scientists, Canada's first national system of multidisciplinary recognition for the emerging generation of Canada's intellectual leadership: Professors Alidad Amirfazli, Dept. of Mechanical Engineering, Lassonde School of Engineering; Sarah Flicker, Faculty of Environmental Studies; and Shayna Rosenbaum, Dept. of Psychology, Faculty of Health.
- First-year students Betty Seifu and Sherry Bo-Yee Wong awarded prestigious Schulich Leader Scholarships for their academic excellence, leadership in school and community life, and entrepreneurial talent. Seifu, who is entering the Lassonde School of Engineering, was awarded an engineering-focused scholarship valued at \$80,000. Wong has been admitted to the Faculty of Science for a bachelor of science specialized honours in biochemistry, with a scholarship valued at \$60,000.
- Global survey by eFinancialCareers.com ranked Schulich's MBA program among top 30 in the world for landing a career in investment banking -- the only Canadian business school to make the ranking.
- Susan McGrath, professor in the School of Social Work in LAPS, selected by SSHRC as one of three finalists for a prestigious SSHRC Impact Award.
- English Professor David Goldstein won Shakespeare's Globe Book Award for 2014 for his book *Eating and Ethics in Shakespeare's England*.
- Dance Professor Patrick Alcedo recognized by the Fulbright Association with a prestigious Selma Jeanne Cohen Award for Dance and Dance Studies.
- Creative Writing Program alumna Jennifer LoveGrove (Hons. '97) named to the long list for prestigious Scotiabank Giller Prize for her debut novel, *Watch How We Walk*, published by ECW Press.

EXECUTIVE COMMITTEE

**Report to Senate
at its Meeting of September 25, 2014**

FOR ACTION

1. Nominees for Election to Senate Committees and Other Positions

Senate Executive recommends the candidates listed below for nomination to Senate committees (non-Faculty-designated seats) for three-year terms beginning immediately and ending June 30, 2017. The Committee also recommends a six-month extension for the term of the incumbent Chair of Senate and nominates an individual to serve as Vice-Chair, with a term beginning immediately upon election and ending June 30, 2015.

The resignation of Professor Amir Asif to take up a decanal position at Concordia University has created a vacancy in the position of Vice-Chair. Professor Asif was in line to become the Chair of Senate on January 1, 2015, just four months from now. Senate Executive discussed options to ensure a successful leadership transition. After careful consideration, the Committee resolved to recommend at the September meeting that Senate approve a six-month extension of Professor Roxanne Mykitiuk's term as Chair to June 30, 2015. At the same time, it is important that a new Vice-Chair be elected as soon as possible to provide back-up and gain experience.

Nominations are also accepted from the floor of the Senate if the nominee has consented and is available for the published meeting time of the committee. Nominators must report prospective nominees to the Secretary prior to the start of the meeting at which slates are considered in order to determine their eligibility. Final approval for the slate of nominees is given by Senate on a motion "that nominations be closed" as moved by the Vice-Chair of Senate.

Senate Executive may transmit additional nominations prior to the Senate meeting of September 25.

Chair of Senate (6 month extension of term to June 30, 2015) *Senate meets the further Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June*

Roxanne Mykitiuk, Professor Osgoode Hall Law School and incumbent Chair of Senate

Vice-Chair of Senate (1 vacancy, full-time faculty member; term as Vice-Chair to begin immediately and end June 30, 2015 followed by an 18-month term as Chair of Senate) *Senate meets the further Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June*

George Comninel, Professor, Political Science, Liberal Arts and Professional Studies

Academic Standards, Curriculum and Pedagogy (3 vacancies, full-time faculty members) *ASCP meets on Wednesdays at 1:30 p.m., normally twice monthly*

Jennifer Steele, Associate Professor, Psychology, Health

Tenure and Promotions (4 vacancies, full-time faculty members) *T&P meets in panels at Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level*

Marie-Hélène Budworth, Associate Professor, Human Resource Management, LA&PS
Nombuso Dlamini, Associate Professor, Education
Bruce Ryder, Professor, Osgoode
Suzie Young, Associate Professor, Film, Arts, Media, Performance and Design

FOR INFORMATION

1. Summer Authority

In accordance with Senate rules as amended in October 2006

“Between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”

The Committee reports that it was not necessary to exercise summer authority.

2. Approval of Senate Committee Members Nominated by Faculty Councils

Senate Executive has approved the following individuals nominated by Faculty Councils for membership on the committees indicated:

Nominees for Senate Executive

Paul Delaney, Senior Lecturer, Physics and Astronomy, Science
Mazen Hamadeh, Associate Professor, Kinesiology and Health Science, Health
Ian Roberge, Associate Professor, Political Science, Glendon
Lauren Sergio, Associate Professor, Kinesiology and Health Science, Health (FGS)

Nominees for Academic Policy, Planning and Research

Susan Dimock, Professor, Philosophy, Liberal Arts and Professional Studies
Logan Donaldson, Professor, Biology, Science
Spiros Pagiatakis, Professor, Earth and Space Science and Engineering, Lassonde
Preet Aulakh, Professor, Schulich

Nominees for the Sub-Committee on Honorary Degrees and Ceremonials

Brendan Quine, Associate Professor, Earth & Space Science & Engineering, Lassonde

3. Senate and Senate Committee Survey

A survey of Senators was conducted in late June and early July. Fifty-nine members of Senate participated (up from 59 last year but down from 88 in 2012) and the results were broadly consistent

with those of previous surveys. For the first time, Senate committee members were also invited to participate in a survey.

Both surveys confirm that interest, duty and the desire to learn about University developments were prominent motivators for Senators that attended regularly. Interest remained high even if members did not always actively participate. In many other respects the surveys reflect a high degree of satisfaction on the part of respondents.

Respondents did point to ways of enhancing the work and experience of Senate and committees. In this light, the Executive Committee will work with committees and others to address trends detected in the results. Measures taken will include ensuring that all documentation is circulated well in advance of meetings, seeking ways to engage Senators in timely and meaningful discussions, and planning agendas to highlight topics of importance to the collegium. Some presentations are necessarily detailed and lengthy, but others can be trimmed to create more time for discussion.

One feature of our Senate that continues to draw attention is the fact that committee membership is not confined to Senators (rule C 4 a). While this openness broadens collegial participation in the work of Senate and allows committees to draw upon a wide array interest and expertise, it also creates what some have called a “disjuncture” between the plenary body and committees. In a recent call for expressions of interest in service on two committees that have vacancies, the Committee encouraged Senators themselves to consider running for these at-large committee seats. At a later date Senate Executive expects to take up the question of whether or not the current rule should be modified.

The Committee is grateful to all those who participated in the surveys, and is always open to suggestions from Senators and committee members about topics and ways to promote attendance, engagement, and effectiveness.

Documentation is attached as Appendix A.

4. Senate in 2013-2014

As a reminder to continuing Senators, and an illustration of the kinds of items dealt with by Senate for new members, a consolidated report on actions taken by Senate in 2013-2014 is attached as Appendix B.

5. Senate Attendance in 2013-2014

Senate Executive maintains a close watch on attendance patterns, and the record for the past year is appended. Senate membership will be reviewed in 2014-2015 to account for changes in complement that may impact on Faculty distributions and the need to revisit a temporary allocation of seats to Glendon approved by Senate in 2013.

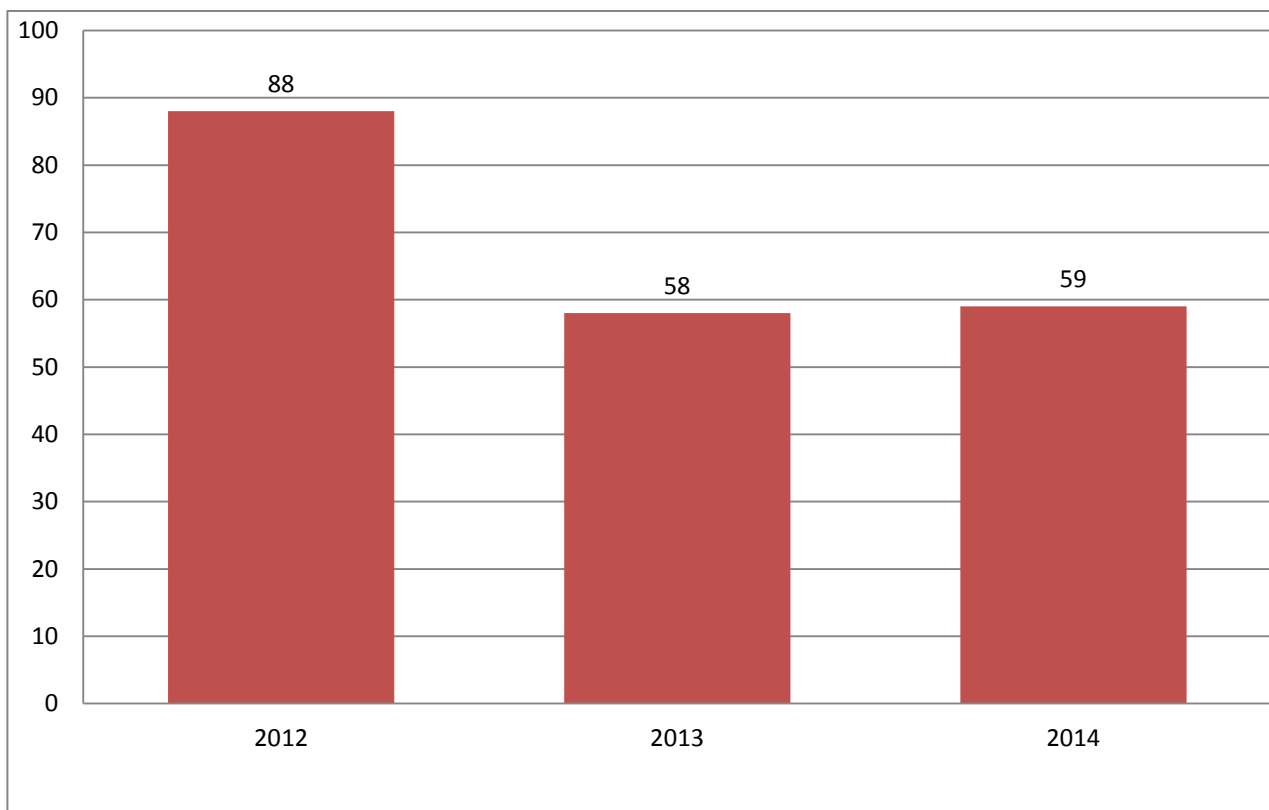
Documentation is attached as Appendix C.

Roxanne Mykitiuk, Chair

York University Senator Survey June - July 2014

A survey of Senators was conducted in late June and early July. Fifty-nine members of Senate participated in the survey (up one from 2013 but down from 88 in 2012). The results were broadly consistent with those of previous surveys. Interest in Senate remains high

Many Senators helpfully added comments. These have been summarized to highlight trends and identify concrete suggestions.



**If you attended all or most (6-9) Senate meetings this year... What factor most influenced your attendance?
(Skipped question: 5)**

	Per Cent	Number
Interest	43.8	21
Duty	21.5	6
Learn about University developments and directions	29.2	14
Understand impact of Senate decisions	2.1	1
Raise issues and concerns	8.3	4
Other (see comments)	4.2	2

Comments

- all of these motivations are germane
- Senate is critical to collegial governance
- Senate is the best place to learn about major academic issues

If you attend 5 or fewer meetings of Senate in 2011-2012... What factor most influenced your attendance?
(Skipped question: 42)

	Percentage	Number
Other commitments interfered	72.7	8
Reviewed documents and had no concerns	0.0	0
Items not always interesting or too routine	0.0	0
Items not always relevant to my unit or group	0.0	0
Health	0.0	0
Other (see comments)	27.3	3

Comments

- teaching or learning commitments sometimes created conflicts

Which of the following best describes your participation at Senate?
(Skipped question: 1)

	Percentage	Number
Participated in discussions	25.0	13
Followed discussions with interest but did not feel my contributions were necessary	55.8	29
Did not always feel knowledgeable enough about items	7.7	4
Did not always feel confident enough to contributed	9.6	5
Felt unsure about rules or how to get on a speaker's list	0	0
Other	1.9	1

Comments

- limited participation by Senators is a serious drawback
- it look time to learn how to participate
- Senate could develop a "hotline" for written feedback

Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?
(Skipped question: 0)

	Percentage	Number
Always	22.6	12
Usually	69.8	37
Seldom	3.8	2
Never	0.0	0
Not sure / No opinion	3.8	2

Comments

- include “executive summaries” that map onto the key policies to enhance the linkage between policies and discrete recommendations
- create space for real discussion of issues
- ensure all documents are ready to include with agenda packages
- there is too much / not enough information
- we often have to trust that committees are doing their work with integrity

I feel knowledgeable about the following
(Skipped question: 0)

	Strongly agree	Agree	Disagree	Strongly Disagree	Not Sure / No Opinion	Response Count
Senate's relationship to other governing bodies	43.4 (23)	41.5 (22)	7.6 (4)	0.0 (0)	7.6 (4)	53
Academic resources and allocations	35.9 (19)	32.1 (17)	7.6 (4)	7.6 (4)	7.6 (4)	53
Postsecondary education policy	32.1 (17)	43.4 (23)	0.0 (0)	0.0 (0)	7.6 (4)	53
Senate's mandates and major responsibilities	50.9 (27)	37.7 (20)	0.0 (0)	0.0 (0)	7.6 (4)	53

Comments

- provide more of the external context
- there is a “grey area” around the scope of Senate's authority / Senate's roles are “unclear”
- there is great educational value in serving on Senate

Synopses are posted on Y-File shortly after meetings are held. Have you used synopses (or other Senate and committee documents) as a basis for informing others (e.g., departments, Faculties, or the campus organizations that nominated you) about major issues dealt with by Senate?
(Skipped question: 0)

	Percent	Number
Frequently	18.8	10
Occasionally	47.2	25
Never	32.8	17
N/A	1.9	1

Comments

- deeper engagement may be possible if efforts were made to identify issues when feedback is desirable and to charge Senators with canvassing colleagues and helping committees assess the range of options; this could take the form of focusing on one issue per meeting for comments and subsequent gathering of feedback

**The University Academic Plan 2010-2015 is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?
(Skipped question: 0)**

	Very Helpful	Somewhat Helpful	Not Helpful	Not Sure / No Opinion	Response Count
Committee Reports	28.3 (15)	56.6 (30)	7.6 (4)	7.6 (4)	53
Faculty Planning Reports (via APPRC)	30.8 (16)	44.2 (23)	13.5 (7)	11.5 (6)	52
Vice-Presidents' Reports	41.5 (22)	39.6 (21)	13.2 (7)	5.7 (3)	53
Rationales in Support of Major Initiatives	18.9 (10)	45.3 (24)	13.2 (7)	5.7 (3)	53
Cyclical Review Summaries	16.7	37.7 (20)	18.8 (10)	24.5 (13)	53
Other	16.7 (1)	0.0 (0)	0.0 (0)	83.3 (5)	6

Comments

- not clear that Senators appreciate how empowering the knowledge gained at Senate can be
- cyclical review summaries should be presented in ways that enlarge the picture of what Quality Assurance should mean for York and the collegium
- committees can help Senators make connections between unit- and University-level phenomena
- Senate itself is too often outside of decision-making
- Faculty planning reports provided to APPRC and Senate should be shared with Faculty Councils [by the Deans / Principal]
- make all presentations available in advance

For the last two years Senate committees have established priorities for the year and reported on progress in achieving them. Has this helped your understanding of the University's overall academic priorities and the work done by Committees?
(Skipped question: 0)

	Percentage	Number of Responses
Very Helpful	24.5	13
Frequently	60.4	32
Occasionally	9.4	5
N/A	5.7	3

- committees can help Senators to understand the distinction between ongoing issues on the one hand, and planning priorities on the other
- most committee members are not Senators, and few Senators serve on committees, a major structural attention; committee members receive little sense of how Senators respond to their work and have limited opportunities to explain decision-making

**I feel that sufficient time has been devoted to the most important academic issues
(Skipped question: 0)**

	Percent	Number
Strongly Agree	3.8	2
Agree	60.4	32
Disagree	18.9	10
Strongly Agree	11.3	6
No Opinion / Not Sure	5.7	3

General Comments and Suggestions

- Senate moves business along well but engagement and sense of responsibility is lacking
- too much time is spent on learning about decisions that have been made already / there are too few opportunities to debate matters
- too often Senate is truly engaged only when things go awry
- focus on one major item each meeting

Suggestions for Discussion

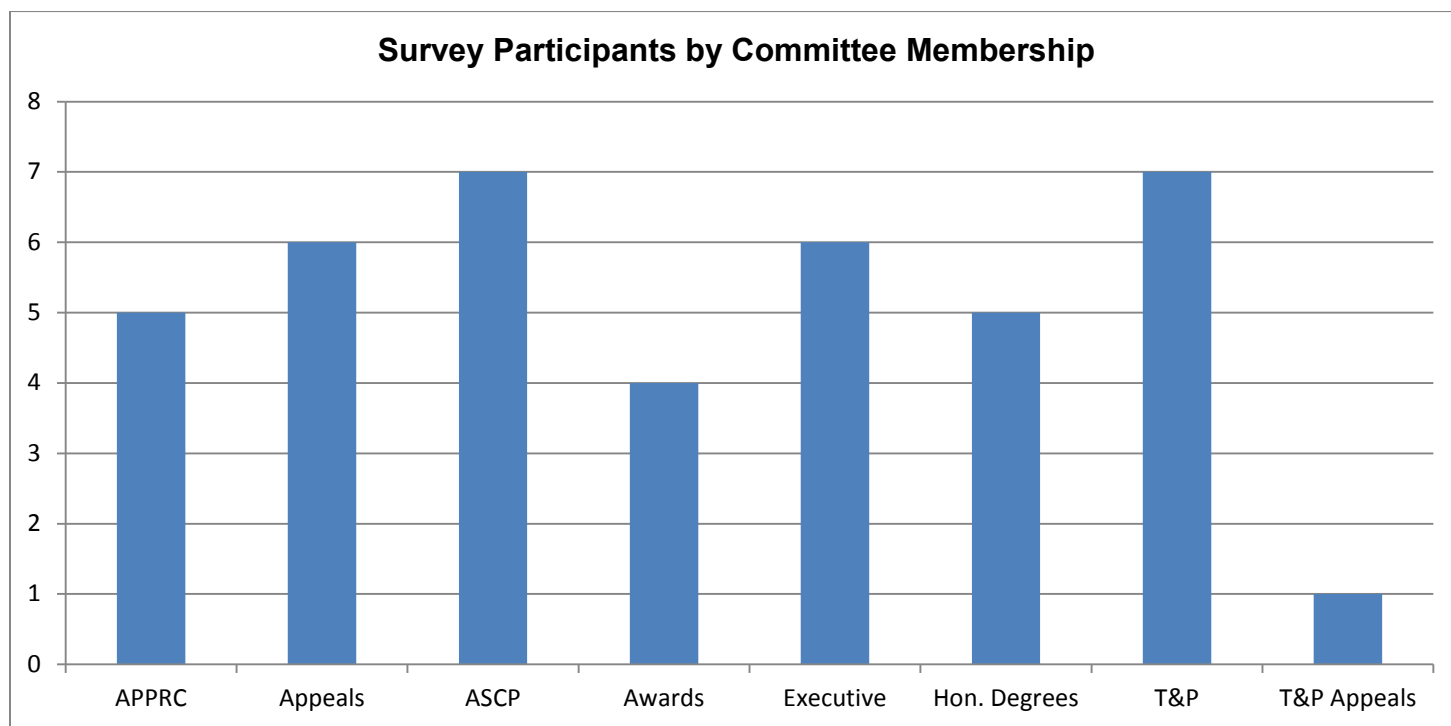
- enrolment challenges, program offerings, quality of teaching, quality of student experience, student learning
- academic honesty and the tendency by some to have a laid back approach to integrity
- top priority should be hiring more full-time, tenure stream faculty members
- internationalization, especially the desirability of offering more study abroad for *our* students
- AAPR / AAPR and the new budget model / AAPR and this year's budget
- curriculum delivery / online
- optimizing full-time faculty teaching
- TandP standards
- class sizes
- transitioning for first-year students
- student support
- equity / inclusion

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

- Senate functions well
- Senate leadership and Secretariat support are both strong, but too few Senators are speaking and others should be encouraged to share their views
- all presentations should be available well before meetings
- discussion with APPRC and questions and answers after a presentation do not constitute real consultation
- Senate-L should not be used by individuals to promote a personal or political agenda, it should be reserved for the distribution of materials
- Senate is no longer a forum for debate – it is largely taken up with information
- ensure wide dissemination of actions and issues
- administrators are ambiguous in their statements
- limit PowerPoints
- policy statements do not correspond with ground realities
- campus safety measures have been ineffective and the matter deserves more discussion

Senate Committee Survey 2014

Of which Committee were you a member in 2013-2014?
(Skipped question: 0)



In addition to your Committee work were you also (check all that apply)
(Skipped question: 3)

	Yes	No
Member of Senate	45.16% 14	54.84% 17
Member of one of the Committee's sub-committee	37.04% 10	62.96% 17
Member of Faculty Council committee(s)	54.84% 17	45.16% 14
University administrator	9.09% 2	90.91% 20
Faculty academic administrator	16.67% 4	83.33% 20
Department or program academic administrator	39.29% 11	60.71% 17

Please comment on logistical aspects.
(Skipped question: 0)

	Strongly agree	Somewhat agree	Agree	Somewhat disagree	Disagree	Total
Documents were easily accessible from the Committee's Website	64.10% 25	25.64% 10	10.26% 4	0.00% 0	0.00% 0	39
Documents were available with enough lead time before meetings	52.50% 21	35.00% 14	5.00% 2	7.50% 3	0.00% 0	40
Documents were well-organized and clear	56.41% 22	33.33% 13	7.69% 3	2.56% 1	0.00% 0	39
Items were given the appropriate amount of time	52.50% 21	32.50% 13	12.50% 5	0.00% 0	2.50% 1	40
Items were considered within the Committee's mandate	75.00% 30	15.00% 6	10.00% 4	0.00% 0	0.00% 0	4

- digitize T&P files
- continue to provide documents as attachments if the Moodle site is erratic
- post agenda documents when they are ready instead of waiting for the entire package
- encourage more voices from ordinary committee and less from secretaries
- ensure documents are available well before meetings
- ensure pagination is the same for hard copy and online versions
- sort documents from newest to oldest on the Website

I feel knowledgeable about the following:

(Skipped question: 0)

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure / no opinion	Total
The Committee's mandate	62.50% 25	37.50% 15	0.00% 0	0.00% 0	0.00% 0	40
The Committee's relationship to Senate	60.00% 24	37.50% 15	2.50% 1	0.00% 0	0.00% 0	40
Applicable policies and procedures that are relevant to decision-making	55.00% 22	42.50% 17	0.00% 0	0.00% 0	2.50% 1	40
The Committee's sub-committee mandates and processes	34.21% 13	39.47% 15	0.00% 0	2.63% 1	23.68% 9	38
University academic trends and issues	42.50% 17	47.50% 19	2.50% 1	2.50% 1	5.00% 2	40
Faculty-specific academic trends and issues	27.50% 11	60.00% 24	7.50% 3	2.50% 1	2.50% 1	40

- inconsistency in the application of standards across Faculties dismaying; develop formal mechanism whereby units must acknowledge and respond to Senate committee's feedback; consider refusing to review files until unit standards have been accepted
- for Faculty planning reports, prepare a comprehensive overview based on written submissions and use discussions to ask what is working and what is not
- not always clear that trends and issues affecting the University and particular Faculties were being carefully considered in decision making

I feel well informed and prepared to participate in meetings
(Skipped question: 0)

Strongly agree	65.00% 26
Somewhat agree	35.00% 14
Somewhat disagree	0.0% 0
Strongly disagree	0.0% 0
Not sure / no opinion	0.0% 0
Total	40

- complete digital access to all files essential
- encourage participation by members

Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?
(Skipped question: 0)

	Fulfilled	Somewhat fulfilled	Not fulfilled	Not sure / no opinion	Total
Duty	87.50% 35	10.00% 4	0.00% 0	2.50% 1	40
Interest	77.50% 31	20.00% 8	2.50% 1	0.00% 0	40
Learn about University developments and directions	77.50% 31	20.00% 8	0.00% 0	2.50% 1	40
Understand decision-making processes	75.00% 30	25.00% 10	0.00% 0	0.00% 0	40
Raise issues	56.41% 22	30.77% 12	5.13% 2	7.69% 3	39
Other (please specify in comments box)	23.08% 3	7.69% 1	0.00% 0	69.23% 9	

Other motivations:

- represent others on this committee
- liaison on behalf of colleagues in my Faculty – fulfilled
- contribute to the development of policies
- opportunity to observe practices in particular parts of the university.

The University Academic Plan 2010-2015 is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

(Skipped question: 0)

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not sure / no opinion	Total
Committee orientation	28.95% 11	36.84% 14	13.16% 5	2.63% 1	18.42% 7	38
Committee agenda	34.21% 13	34.21% 13	10.53% 4	2.63% 1	18.42% 7	38
Reports by administrators	21.05% 8	21.05% 8	26.32% 10	2.63% 1	28.95% 11	38
Faculty and department proposals	13.16% 5	15.79% 6	39.47% 15	0.00% 0	31.58% 12	38
Faculty planning submissions	16.22% 6	21.62% 8	21.62% 8	5.41% 2	35.14% 13	37
Other (please use comments box to identify)	0.00% 0	0.00% 0	27.27% 3	0.00% 0	72.73% 8	

- do a better job of synthesizing and probing, and give the Secretary (who knows the UAP) a hand
- it is easier to track curriculum, teaching and learning, enrolments and standards (where we are slipping); progress on research is less well monitored and examined
- not always as clear as it might have been that the goal was to advance the UAP so proposals were not read in that light and reports were not acknowledged as well as they might have been in terms of their relationship to university planning priorities
- keeping proposals inside the UAP is not particularly difficult - whether or not these are truly in keeping with the spirit of the UAP is unclear

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

(Skipped question: 1)

Always	58.97% 23
Sometimes	30.77% 12
Never	2.56% 1
Not sure / no opinion	7.69% 3
Total	39

- adhere to posted schedules
- little appetite on the part of the committee members to tackle some of the big issues [with so many items on the agenda] / committee did due diligence on proposals

Are there items that should receive more attention from the Committee?
(Skipped question: 34)

- unit standards (T&P)
- consideration of possibilities for additional/alternative Canadian and indigenous nations' music during convocations; - consideration of first nations' singing as part of, or alongside the national anthem during convocations; - respect for diversity in choosing a French stanza that does not name a symbol of a religion ("Il sait porter la Croix") to project on the big screens during convocation (Honorary Degrees and Ceremonials)
- research intensification and strategies (APPRC)
- AAPR and academic planning / academic budgets -- we should be prepared to advise (APPRC)
- enrolments and the question of scaling back the size of the University or moving some enrolments into areas of demand where there are high calibre faculty members available (APPRC)
- data cost analysis of apparently our successful Internationalization efforts (APPRC or Awards)
- develop better understanding of how Faculties ensure policy implementation (ASCP)
- review policies as a matter of routine rather than when we bump into their limits, usually due to changes in the landscape

We value your comments...
(Skipped question: 31)

- clearer guidelines needed on how to understand the implications of mental health issues on academic success (how, for instance, should we understand a diagnosis of a mental illness that is made after the course being appealed?); adjudication has been ad hoc in this domain
- greater empowerment of members, less reliance on support staff
- create tangible incentives for service / adjust balance of faculty members to administrators / review membership of LA&PS faculty members on Senate
- provide summaries of dense adjudication files
- ensure members of committees take the lead in discussions

Senate and Senate Committees Year End Review 2013-2014

From July 2013 to June 2014 the Senate of York University was presided over by Professor Roxanne Mykitiuk of Osgoode Hall Law School, who continues as Chair until December 31. Professor Amir Asif of the Lassonde School of Engineering began an eighteen-month term as Vice-Chair on July 1, 2013 and he will become Chair on January 1, 2015. Senate met on ten occasions during the year. In January the 600th meeting of Senate was commemorated. In April, Senate approved a new name for the Faculty of Fine Arts – School of the Arts, Media, Performance and Design. Senate was briefed during the development of a Strategic Mandate Agreement and endorsed a process leading to a bid for a campus in York Region.

Harriet Lewis, the Secretary of the University and General Counsel since 1998, stepped down on June 30 as Senate Secretary. Maureen Armstrong will assume the office on July 1, 2014

Information about items referenced in this report can be accessed from the online meeting synopses and minutes of Senate meetings or obtained by contacting the University Secretariat. Senate committees identify priorities for the year in the autumn and provide progress and year-end reports on progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

Appointment of a New Chancellor

Members of Senate Executive participated in the search which resulted in the appointment by the Board of Governors of the Honourable Greg Sorbara as the 13th Chancellor of York University (May).

Faculty Name Change

The Faculty of Fine Arts became the School of the Arts, Media, Performance and Design (April; APPRC recommendation).

Strategic Mandate Agreement

The President and Provost provided frequent updates on the process leading to the signing of a Strategic Mandate Agreement, and the Academic Policy, Planning and Research Committee advised the Provost as the process unfolded and facilitated reporting.

York Region Campus

In April, Senate endorsed the University's engagement in a process leading to a bid for a new campus in York Region under the Major Capacity Expansion Policy Framework (May, APPRC recommendation)

Academic and Administrative Program Review

APPRC sponsored a special forum in May 2013 to discuss the current financial and academic context for academic planners in the early stages of a process which resulted in an Academic and Administrative Program Review. APPRC also provided Senate with regular updates on its involvement in the process (generally speaking advisory) and facilitated reporting by the Provost. Senate itself designated by election two individuals to join members of APPRC on an augmented AAPR Academic Sub-Committee to finalize the Program Information Forum. Senate also commented on the draft PIF at the final stage of consultations prior to its release to the community.

Major Vice-Presidential Reports

Vice-President Academic and Provost on Appointments, Complement, Enrolments / Academic Planning Progress and Priorities (September, October, May)
Vice-President Research and Innovation on Research Performance and Strategies (December)
Vice-President Finance and Administration on the Budget Context for Academic Planning (June)

Regular Reports

President Shoukri
Senate Members on the Board of Governors on meetings of the Board
Academic Colleague to the Council of Ontario Universities on COU Issues Updates

Planning Reports

Faculty and University Library Planning (APPRC, May; with Provost's Spring Report on Academic Planning)
Joint Sub-Committee on Quality Assurance of APPRC and ASCP (January, June)

Annual Reports from Senate Committees

Academic Planning Discussions (APPRC, May)
Additions and Extensions to the Pool of Honorary Degree Recipients (Periodic)
Allocations of Scholarship and Bursaries (Awards, April)
Animal Care Sub-Committee, Biological Safety, Human Participants Review Committee (via APPRC, May)
Appeals and Petitions (Annual Appeals, November)
Distinguished Research Professors (Awards, May)
New Scholarships and Bursaries (Awards, April)
President's University-Wide Teaching Awards Recipients (Awards, April)
Prestigious Awards for Graduating Students (Awards, May)
Senate Attendance (Executive, June, pending)
Sessional Dates for 2014-2015 (ASCP, October)
Tenure and Promotions (Tenure and Promotions, October)
University Professors (Awards, May)

New Academic Units

Senate (and subsequently the Board of Governors) approved the establishment of the Department of Science and Technology Studies in the Faculty of Science (December, APPRC recommendation)

Senate Policies

Sessional Dates, Amendments (ASCP; pending, June)

Bachelor of Education Restructuring

Revised Structure and Requirements of Bachelor of Education Programs, Faculty of Education (ASCP, April)

Faculty Policy Amendments

Length of Completion of York-Seneca-Georgian BScN Program, Nursing, Health (ASCP, January)
Policy and Procedures for Academic Honesty for Graduate Programs, FGS / Schulich (ASCP, October)
Thesis and Dissertation and Supervision Guidelines (ASCP, December)

New Degrees / Degree Types Changes

Change the degree type for Business Analytics from Master of Science (MSc) to Master of Business Analytics (MBAN) (ASCP, February)

Academic Program Establishment

Bachelor of Engineering (BEng) Degree Program in Civil Engineering, Lassonde (October, ASCP)
Dual Credential Degree, Environmental Studies (ASCP, June, pending)
Graduate Diploma in Comparative Literature, Graduate Program in Humanities, FGS (ASCP, January)
Honours Minor BA Option, Computational Arts & Technology, Digital Media, AMPD (ASCP, January)
Honours Minor BA option in in Medical Anthropology, Anthropology, LA&PS (ASCP, February)
Honours Minor in Marketing, Non-Business Students, Administrative Studies, LA&PS (ASCP, February)
Master of Business Analytics Degree, Graduate Studies (ASCP, February)
Transition Year Program (Formalization) (ASCP, June, pending)
York University English as a Second Language Bridging Program (YUBridge) YUELI (ASCP, December)

Undergraduate Certificates (New)

Certificate of Proficiency in Modern Hebrew Language, DLLL, LA&PS (ASCP, February)

Graduate Diplomas (New)

World Literature, Graduate Program English, Graduate Studies (ASCP, January)
Comparative Literature, Graduate Program in Humanities, Graduate Studies (ASCP, January)

Academic Unit Transfers

APPRC reported that it had reviewed and approved the transfer of administrative responsibility of certain programs housed in the Faculty of Graduate Studies (FGS) to departments in the Faculty of Liberal and Professional Studies (LA&PS):

Communication and Culture (to the Department of Communication Studies, LA&PS)
Interdisciplinary Studies (to the Department of Humanities, LA&PS)
Social and Political Thought (to the Department of Social Sciences LA&PS)

Academic Program and Certificate Name Changes

Insolvency Law Specialization, Professional LLM to *Bankruptcy and Insolvency Law* (ASCP, October)
Non-profit Management and Leadership Specialization to *Social Sector Management* (ASCP, October)
Social Science to Interdisciplinary Social Science, LA&PS (ASCP, February)

Academic Program: New Streams, Options, Fields and Specializations

Full-Time-Time Option for the Tax Law Specialization, LLM Program, Graduate Studies (ASCP, May)
Specialty Stream in Neuropsychology, PhD program in Psychology, Graduate Studies (ASCP, February)
Stream in Accelerated Honours BA Program, Translation, School of Translation, Glendon (ASCP, March)

Program, Diploma and Certificate Closures

Graduate Diploma in Health Services & Policy Research, FGS (ASCP, January)
Graduate Diploma in Teaching of Acting, Program in Theatre, FGS (ASCP, January)
Graduate Diploma in Teaching Movement for Theatre, Program in Theatre, FGS (ASCP, January)
Certificate in Biblical Studies, Humanities, Liberal Arts & Professional Studies (ASCP, January)

BA Programs in Social & Political Thought, Social Science, LA&PS (ASCP, February)

New Rubrics Approved by Academic Standards, Curriculum and Pedagogy

Digital Media program (DATT)
Master of Business Analytics (MBAN)
Mechanical (MECH) and Civil (CIVL) Engineering
Social Sector Management Specialization, MBA program

Changes in Admissions Requirements

Bachelor, Masters & Doctoral Programs, Environmental Studies / Graduate Studies (ASCP, October)
Chemistry, MSc and PhD Programs in Chemistry, Graduate Studies (ASCP, May)
Critical Disability Studies, MA Program, Graduate Studies (ASCP, January)
English Language Proficiency for all graduate programs (ASCP, October)
Glendon, Additional Test of Language Proficiency, Glendon (ASCP, May)
International MBA (IMBA), Schulich / Faculty of Graduate Studies (ASCP, March)
Master of Business Analytics, Addition of Graduate Record Exam (GRE) scores (ASCP, February)

Changes in Degree Requirements (Degree Programs)

During the year the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of amendments to the requirements for the following:

Anthropology MA, Faculty of Graduate Studies (ASCP, November)
Art History MA and the PhD program in Art History and Visual Culture (ASCP, October)
Business & Society Honours BA, LA&S (ASCP, February)
Chemistry, MSc and PhD Programs in Chemistry, Graduate Studies (ASCP, May)
Communication & Culture Graduate Program Requirements, Faculty of Graduate Studies (ASCP, October)
Communication & Culture Graduate Program, Faculty of Graduate Studies (October)
Digital Media, Digital Media Program Specialized Honours, Fine Arts / Lassonde (ASCP, January)
Engineering BEng Programs programs (ASCP, February)
Master of Finance Program (ASCP, October)
Formalization of the Transition Year Program (Originally Approved as a Pilot Program)
Health, General Education (BA, BSc and BHS) (ASCP, February) and companion changes to Liberal Arts & Professional Studies general education legislation;
Information Technology, School of Administrative Studies, LA&PS (ASCP, March)
Interdisciplinary Social Science, LA&PS (ASCP, February)
International Development Studies, MA (ASCP, October)
International MBA (IMBA), Schulich / Faculty of Graduate Studies (ASCP, March)
Master of Financial Accountability Program, Graduate Studies (ASCP, June)
Nursing, MSC, Time to Completion Option for Part-Time Students, Graduate Studies (ASCP, January)
Osgoode Hall Law School, JD Program (ASCP, May)
Psychology PhD (Clinical; Psychology Clinical Developmental; History and Theory of Psychology Quantitative Methods; and Social and Personality Psychology areas) (ASCP, October)
Psychology, MA Programs (Brain, Behaviour & Cognitive Sciences; Developmental Science) (ASCP, Oct.)
Social & Political Thought, PhD, Graduate Studies (ASCP, May)
Social Anthropology Program, LA&PS (June)
Visual Arts, MFA and PhD Programs, Graduate Studies (ASCP, February)

Changes in Requirements (Certificate Programs)

Cross-Disciplinary Certificate in Anti-Racist Research & Practice (ASCP, February)

Recipients of Prestigious Awards

2014 President's University-Wide Teaching Awards (Awards, March):

Full-Time Senior Faculty: Professor Norma Sue Fisher-Stitt, Dance, Fine Arts

Full-Time Faculty: Professor Tamara Kelly, Biology, Science

Contract & Adjunct Faculty: Professor Isha DeCoito, Education

Teaching Assistants: Yael C.B. Machtinger, Social Science, Liberal Arts and Professional Studies
and Rehanna Siew-Sarju, Sociology, Liberal Arts and Professional Studies

Distinguished Research Professors

Professor Isabella Bakker, Political Science, LA&PS

Professor Russell Belk, Schulich (Awards, May)

University Professors

Professor Susan Dimock, Philosophy, LA&PS

Professor Martin Lockshin, Humanities, LA&PS (Awards, May)

Amendments to Faculty Council Rules and Procedures

Senate Executive reported that it had reviewed changes to the rules and procedures of the Faculty Councils of Education and Glendon.

Additions to the Pool of Prospective Honorary Degree Recipients

The Sub-Committee on Honorary Degrees and Ceremonials recommended the addition of 14 individuals to the pool and the extension of 13 previously approved candidates.

Organized Research Unit Charters (APPRC recommendations in June)

City Institute (CITY)

Israel and Golda Koschitzky Centre for Jewish Studies (CJS)

Institute for Research on Digital Learning (IRDL)

Harriet Tubman Institute for Research on Africa and its Diasporas (Tubman)

York Institute for Health Research (YIHR)

Centre for Research on Language and Culture Contact (CRLCC)

LaMarsh Centre for Child and Youth Research (LaMarsh)

Muscle Health Research Centre (MHRC)

Jack and Mae Nathanson Centre on Transnational Human Rights, Crime & Security (Nathanson)

Innovation in Computing at Lassonde (IC@L)

York University Centre for Aging Research & Education (YU-CARE)

Endowed Chairs and Professorships

York Research Chairs (by APPRC and subsequently the Board of Governors, February)

Executive Committee Meetings with Others

The Executive Committee held a gathering with the Executive Committee of the Board of Governors in April. The Chair, Vice-Chair and University Secretariat staff met with Senate Committee Chairs (November and June).

Senate Attendance in 2013-2014

Senate Attendance, 2013-2014 by Category of Membership and Meeting Date (n =164)¹

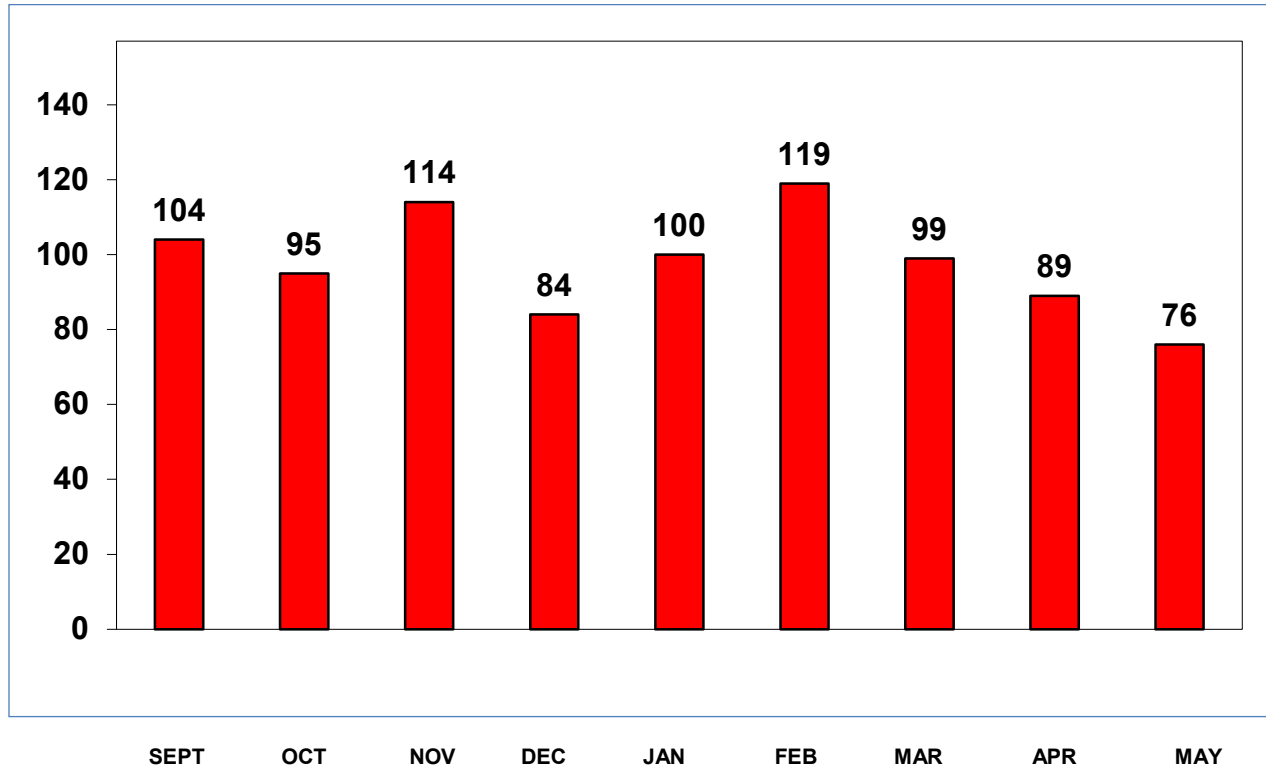
Membership by Category	Sept 2013	Oct 2013	Nov 2013	Dec 2013	Jan 2014	Feb 2014	March 2014	April 2014	May 2014	Per Cent
LA&PS (40)	29	33	34	21	25	36	31	27	24	72.2
Education (4)	2	4	2	3	4	3	4	4	1	75
FES (4)	3	2	3	3	2	3	1	2	3	61.1
Fine Arts (8)	3	5	5	4	3	5	4	3	1	45.8
Glendon (8)	7	2	6	4	3	6	3	1	3	48.6
Lassonde (5)	4	2	3	2	2	3	4	3	4	60
Health (11)	7	5	8	6	8	8	7	6	4	59.5
Osgoode (4)	2	2	2	1	1	2	0	1	0	30.5
Schulich (6)	3	4	4	2	4	5	4	3	3	59.2
Science (9)	6	5	6	4	8	9	6	7	3	66.6
All Faculty Members(99)	66	64	73	50	60	80	64	57	46	62.8
Librarians (2)	1	2	2	2	1	2	1	2	2	83.3
President (1)	1	0	1	1	0	0	1	1	1	67
Vice-Presidents (4)	3	3	3	4	4	4	4	4	3	88.8
Deans/Principal/ Librarian (12)	8	4	10	9	9	10	6	9	8	67.5
Students (28)	14	11	11	6	12	9	10	2	7	32.5
Committee Chairs(5)	4	4	4	4	4	4	4	4	3	77.7
Other Members (13)	7	7	10	8	10	10	9	10	6	65.8
Number Senators Attending (Percent)	104 (63.4)	95 (58)	114 (70)	84 (51)	100 (61)	119 (72)	99 (60)	89 (54)	76 (46)	(59.6)

¹ Totals in the tables and graphs do not include the Chancellor and members of the Board of Governors.

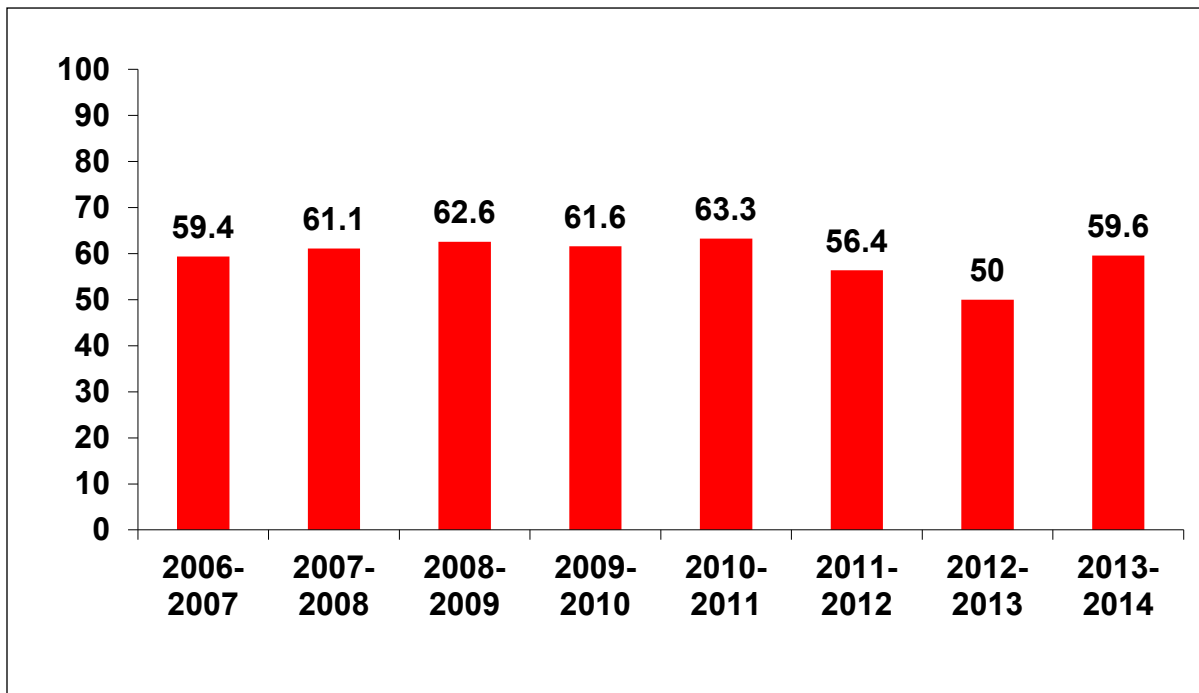
**Senate Attendance 2010-2011 to 2013-2014
by Category of Membership and Percentage**

Membership Category	2010-2011	2011-2012	2012-2013	2013-2014
All Faculty Members (99)	61.4	60.4	51.1	63.0
Education (4)	82.1	69.0	47.0	75.0
Environmental Studies (4)	53.6	69.0	59.3	61.0
Fine Arts (8)	53.6	36.0	25.0	46.0
Glendon (8)	66.1	47.0	42.2	49.0
Health (11)	67.1	76.2	55.0	59.5
Lassonde (5)	n/a	n/a	n/a	60.0
Liberal Arts and Professional Studies (40)	61.4	63.1	53.4	72.2
Osgoode (4)	92.9	47.0	47.0	30.5
Schulich (6)	64.3	56.2	54.2	59.2
Science (9)	68.8	62.5	66.0	67.0
Librarians (2)	64.3	88.0	87.5	83.3
President / Vice-Presidents (5)	78.8	77.0	78.1	89.0
Deans / Principal / Librarian (12)	57.1	41.0	37.5	67.5
Students (28)	53.4	36.0	36.5	32.5
Committee Chairs (5)	42.9	50.0	42.5	78.0
Other Members (13)	56.3	70.8	64.5	66.0
Percentage Attendance	63.3	56.4	50.0	59.6

**Senate Attendance in 2013-2014
by Meeting Date (n = 164)**



**Senate Attendance
2005-2006 to 2013-2014
by Year and Percentage**



ACADEMIC POLICY, PLANNING & RESEARCH COMMITTEE

Report to Senate
at its meeting of September 25, 2014

APPRC met on September 11 and September 25, 2014 and submits the following report to Senate.

NOTICE OF MOTION

1. **Transfer and Renaming of the Division of Continuing Education**

It is the intention of APPRC to put before Senate a motion recommending:

that Senate approve the transfer the Division of Continuing Education *from* the Faculty of Liberal Arts and Professional Studies *to* the Division of the Vice-President Academic and Provost; and its renaming as the School of Continuing Studies.

Rationale

As the text of the proposal recalls, York has a long history of continuing education and the idea of a pan-University school has been raised by Provost Lenton (most recently in May) and her predecessor with APPRC and Senate in recent years. The *University Academic Plan 2010-2015* certainly anticipates developments in this domain, committing York to “fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming” and “extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students.”

When housed in the Division of the Vice-President Academic and Provost, the School of Continuing Studies will be combined with the York University English Language Institute to form an entity of considerable size, range and reach. This will enhance York’s profile in the field and provide a platform for subsequent expansion. The School is expected to develop and deliver unique curriculum but also partner with Faculties. APPRC was assured that governance will emphasize timely consultations to prevent duplication and internal competition.

The School will complement overall recruitment strategies and concretize UAP goals of offering diverse curriculum in a variety of modes while meeting untapped demand. At this stage, Senate is asked to approve the transfer of the Division and a new name. Any and all future initiatives associated with the school requiring Senate approval will only be undertaken if that approval has been obtained.

Documentation is attached as Appendix A.

FOR INFORMATION

1. **Report of the Vice-President Academic and Provost**

In a preview of remarks at Senate, Provost Lenton updated the Committee on a number of initiatives, including AAPR and the York in York Region campus process. With regard to the Markham campus, Faculties have identified new or modified programs that could be offered on site subject to further opportunity analysis, curriculum development and the requisite approval processes.

Of particular interest was Provost Lenton's preliminary report on 2014-2015 enrolments. With some registration still occurring, the University will miss targets for both graduate and undergraduate enrolments. In its contextualization of the June budget update of the Vice-President Finance and Administration, APPRC noted a somewhat improved financial outlook but also observed the following:

However, our inability to meet overall enrolment targets has a strong negative impact. Coupled with retention challenges, the downside risk is real and profound. It is imperative that we achieve enrolment targets and significantly improve retention rates.

Other universities are experiencing enrolment challenges this autumn. For York, the shortfall further complicates academic planning and increases the difficulty of attaining key objectives. Efforts to understand and address the reasons for York's ongoing challenges are continuing and intensifying. Among the broad factors are competition, reputation and the current accent placed on career-oriented studies. APPRC believes that solutions must of necessity have a strong collegial dimension, and the Committee encourages Senators and all members of the community to assist as we re-build enrolments.

Provost Lenton will share preliminary data with Senate under her remarks on behalf of the President at the September 25 meeting of Senate. A fuller report on enrolments and complement is planned at the October meeting, at which time APPRC will offer further commentary.

2. Report of the Vice-President Research and Innovation

Vice-President Haché briefed the Committee on a number of matters at the September 11 meeting, including the following:

- the formation of a Task Force on Sustainability Research – growing out of the Strategic Research Plan theme of “Forging a Just and Sustainable World” and intended to confirm York as a leader in sustainability research -- to be chaired by Professor Jennifer Foster (Vice-President Haché shared draft terms of reference that will be finalized by the Task Force itself, and APPRC will be involved in consultations that will be wide and thorough)
- the process by which the first eight York Research Chairs will be selected (four appointments will commence on January 1, 2015 and four on July 1, 2015)
- the status of consultations on amendments to the Senate-Board Policy on Endowed Chairs and Professorships (changes to the Policy were identified as APPRC priorities last year, when work on re-drafting began)

Vice-President Haché, who is scheduled to present his customary report on research initiatives and indicators to Senate in November, also expressed the hope that APPRC and Senate will join in a conversation about the intensification of research, which is a core objective of both the University Academic Plan and Strategic Research Plan.

3. Priorities for 2014-2015

The Committee is in the process of developing its priorities for the year. The Technical Sub-Committee will offer its advice on priorities and the planning cycle for 2014-2015 at the APPRC meeting of September 25, and the Chair will brief Senate later in the day.

4. Sub-Committee Membership

The Committee is populating its sub-committees and will soon have a complete roster. The members named to date are listed below.

Sub-Committee	Members
Technical Sub-Committee	Rhonda Lenton, (Ex officio – Provost) (Chair) Susan Dimock, Robert Haché (Ex officio - VPRI) Roxanne Mykitiuk Rebecca Pillai Riddell George Turlakis
Quality Assurance (Joint Sub-Committee with ASCP)	Mario Roy George Turlakis
Organized Research Units	Susan Dimock Robert Haché (Ex officio - VPRI) Laurence Harris (Ex officio – ORU Director) Anders Sandberg TBA
Equity (Senate Executive)	TBA

5. Welcome to New Members

APPRC is pleased to welcome its newest members: Preet Aulakh, Schulich; Susan Dimock, Liberal Arts and Professional Studies; Logan Donaldson, Science; and Spiros Pagiatakis, Lassonde. The Committee looks forward to having student members join in the near future.

Rebecca Pillai Riddell, Chair

Proposal to Transfer and Rename the Division of Continuing Education Prepared for Academic Policy, Planning and Research and Senate

Item and Action

This is a proposal to:

- transfer the Division of Continuing Education (DCE) from the Faculty of Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost; and
- re-name it as the School of Continuing Studies.¹

Rationale

Mandate and Make-Up²

When moved to the Division of the Vice-President Academic and Provost, the School will become a pan-university entity. In the first stage, the School of Continuing Studies will assume responsibility for the activities of the existing Division of Continuing Education and incorporate the York University English Language Institute (YUELI; already established within the Division of the Vice-President Academic and Provost). Over time the School will develop new curriculum on its own or in conjunction with Faculties on a voluntary basis. This structural platform will provide York with a profile and prominence in continuing education that it has not had for many years. It will help realize key planning objectives associated with lifelong learning, diversification of curriculum, addressing the needs of non-traditional learners, and cater to demand by providing classes at convenient times throughout the year. This organizational arrangement will also create ancillary but significant benefits with regard to the allocation of resources and space, and it will return revenue to the University.

According to data provided by the Canadian Association for University Continuing Education (CAUCE), York's School of Continuing Studies will be the third largest such entity in Canada shortly after launch, largely as a result of the significant size of YUELI. The School will grow over time as it expands its repertoire of offerings.

Evolution of Continuing Education at York

A pan-university continuing education school is not a new concept at York. As early as 1966, a free-standing body called the Centre for Continuing Education was created to carry out responsibilities in this domain. It was less active and successful than hoped. Atkinson's Division of Continuing Education was created in 1995, and of course, migrated to the new Faculty of Liberal Arts and Professional Studies when Atkinson and Arts merged. It, too, has struggled to realize its full potential.

More recently, Provost Monahan and then Provost Lenton have shared their aspirations for a more prominent, coherent, and farther-reaching consolidated continuing education school in discussions with APPRC and Senate. Last November Senate was advised of the appointment of an executive director for continuing education. In her year-end report to Senate in May, Provost Lenton directly linked continuing education with strategies to deal with budget challenges while helping to achieve academic planning goals.

¹ The transferring and / or re-naming of an established academic unit requires approval by Senate (but not the Board of Governors).

² See Appendix A for definitions of terms.

See Appendix B for a history of continuing education at the University.

Current State of Continuing Education

In legislation passed by Senate in 1995, so-called “non-degree” studies are assigned to Faculties themselves (but with processes for coordination and provisions for an ongoing role for the Faculties and Senate – in the latter case an annual report to APPRC and ASCP that is transmitted to Senate). At present, York offers an array of continuing and professional curriculum through its Faculties. The following list is not exhaustive but is illustrative of the variety currently offered through Faculty continuing education units.

- | | |
|-------------------|--|
| • LA&PS (DCE) | Non-credit courses and certificates & bridging courses |
| • Education (PD) | Non-credit courses |
| • Health (HLLN) | Non-credit courses and certificates |
| • Business (SEEC) | Non-credit courses and certificates |
| • Law (OPD) | Professional masters degrees & non-credit courses and certificates |

In addition, York offers an array of Professional Certificates (credit certificates) and Graduate Diplomas through the Faculties that are open to non-degree students.

Relationship to University Plans

The changes described here embrace and give expression to York’s long-standing aspirations of providing a broad array of continuing education opportunities to the community and our graduates in a modern, coherent, and responsive way. Although York’s current Faculty-based approach has been very successful within the specific professional areas addressed by the Faculties, the scope has been limited and community and employer needs have been left unmet.

The current University Academic Plan 2010-2015 emphasizes enhanced continuing education within the seven constituent elements of the Teaching and Learning section committing York to “fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming.” The UAP also foresees “extending and developing enhanced coordinating structures for continuing and professional education in order to better serve a broad range of students.” A pan-university approach will facilitate innovation and advance other UAP goals such as Enriching the Student Experience, Building Community and Extending our Global Reach, and Strengthening Interdisciplinarity and Comprehensiveness. It is wholly consistent with the overarching themes of the UAP – academic quality, student success, and engagement and outreach.

Continuing education is also highlighted in the Provostial White Paper of 2010, where it is explicitly tied to internationalization and York’s desire to “attract more high quality international students to York, particularly at the undergraduate level and in continuing professional development programs...” The School will play a vital role in giving effect to this goal.³

³ Other White Paper passages touch on continuing education. For example, York will “develop degree-level and continuing studies curriculum that addresses civic responsibility and advances knowledge...” and “develop degree and continuing education programs to address identified community needs and interests.”

More specifically, the new School will complement and extend efforts to achieve numerous other planning objectives, such as:

- Expanding teaching and learning activities: The School will expand access and address teaching and learning objectives in the academic plan such as expanding experiential learning opportunities; access to online and hybrid courses; technology enhanced learning for in-class courses; increasing evening, weekend and online options; recruiting adult students with high academic potential for undergraduate and graduate degrees by creating new programs that ladder into these degrees, and supporting non-traditional students.
- Extending and developing enhanced coordinating structures for continuing and professional education: The School will enhance coordination and address structural and policy issues that affect all continuing or executive education operations on campus.
- Enhancing recruitment and support for international students: The School will build new programs designed specifically for international students and will enhance York's reputation and recruitment of post-degree international students⁴.
- Enhance interdisciplinarity: The School allows for the opportunity to partner with Faculties that have not traditionally had continuing education, and new programs will emerge that cross Faculties and disciplines.
- Seamless education through transfer credit and bridging programs: The School currently offers several bridging programs and courses and will develop new programs with the purpose of laddering seamlessly into undergraduate and graduate programs.
- Attention to program and unit structure: By bringing several operations together, programming opportunities and efficiencies are being found in line with UAP objectives associated with the number and array of entities. Duplications will be eliminated, space shared and many synergies are being found. The School may also provide support to Faculty-based units on a fee-for-service basis, thereby reducing Faculty costs.

Governance

Aside from moving administratively into the Division of the Provost and Vice President Academic under the new name of School of Continuing Studies, there will be no impact or change in practice in terms of how the existing types of programs are developed, approved, managed or offered. In 1996, Senate approved principles for non-degree studies that emphasizes that Faculties should be responsible for non-degree curriculum but should be characterized by a high degree of coordination and consultation (as well as non-competition) among Faculties. **The School will adhere to those principles and practices.**

In addition, the School's own internal processes will continue to be rigorous in terms of the approval, development and monitoring of programs and courses. The School has an internal committee that reviews market research, assesses the business case for the new program, and approves the program design and curriculum before recommending approval by the Executive Director. Programs go through a rigorous cyclical program review, very similar to the quality assurance process for degrees. Existing programs that are struggling with enrolments will go through a process to assess fit with market need and relevance of curriculum and a recommendation to revise or close them will be made.

⁴ International students can obtain Visas to study full-time in Canada for language and other non-credit university programs. In terms of recruiting international students for continuing education, Ontario colleges primarily dominate this market by recruiting international students to 8-12 month post-graduate certificates. The School is launching its first full-time program to compete in this market. No other universities currently offer full-time continuing education programs.

National and International Context

Most universities in North America have a university-wide continuing education operation. York is the only large university in Canada that does not. We are proposing the expansion of York's approach to bring York into the mainstream of continuing education. The School of Continuing Studies (SCS) will continue to support York's commitment to lifelong learning and will enhance the recruitment of students who may not yet be ready to start a degree program, or alternatively, graduates looking for additional professional preparation. A pan-university approach will also facilitate the development of new opportunities for revenue-generating professional programming and increase York's outreach to new student markets.

Many universities with a pan-university school will have separate continuing or executive education operations in professional Faculties such as Business, Law, Health and Education. At York, there is no expectation or requirement for those operations to join the SCS although there may be opportunities to collaborate. A strong advantage of SCS would nevertheless be its ability to work with all Faculties on a voluntary basis, including those interested in participating but who may not have the ability to sustain their own administrative structure to support the activities. SCS would also facilitate the development of interdisciplinary programs based on market demand that cross Faculty boundaries.

York is entering a local market (in the GTA) that is both the largest market in Canada and is also well served by Ryerson and the University of Toronto (the two largest schools in Canada). Consequently, York's competitive strategy must be distinct and bold. York will not compete directly with these established continuing studies programs, but will fill gaps in the market. York's competitive strategy is threefold: (1) serve the northern, eastern and western portions of the GTA that are currently underserved, (2) offer programs in unique formats (cohort versus the open enrolment programs offered by others), and (3) find niche markets not addressed by others. The upcoming full-time post-degree Certificate in Human Resources Management is an example of a unique format and niche target market, as it targets graduates immediately post-degree and international students. No other Canadian university offers such a program.

Re-Naming the Division

The title "Centre for Continuing Education" was popular in the 1960's and 1970's when York's Centre for Continuing Education was formed. A couple of these Centres still exist (such as at McMaster University and the University of Regina) as a result of having a long-standing and strong brand presence. Others, like McGill University, have rebranded as a "School of Continuing Studies."

After a review of the nomenclature in the field, the name School of Continuing Studies was recommended to be consistent with other large universities including the University of Toronto's School of Continuing Studies. Ryerson's Raymond G. Chang School of Continuing Studies uses this nomenclature as well. Other examples include McGill University, the University of British Columbia, the University of Victoria and Simon Fraser University.

York's Unique Opportunity: Fulfilling the Mission

There are two main reasons that universities engage in continuing education activities.

First, they view continuing education as a core aspect of their social mission. Continuing education provides a unique value to the community and is often an integral part of the university's community engagement strategy.

Second, some universities expect continuing education to be financially self-sustaining, although many are not. Some, particularly in Ontario, cover full costs and return a small revenue stream to the university. York's School of Continuing Studies will be fully self-sustaining and will continue to return funds to the Academic Division in support of academic priorities.

There is, however, a third and extremely compelling reason to engage in continuing education activities. Although rarely discussed, continuing education can add value to the university. At York, we have the unusual opportunity to re-imagine continuing education in the context of York's current enrolment challenges and with an eye to serving both the community and the university's needs concurrently.

In an update to Senate in May 2014, the Provost spoke about York's declining market share related to domestic enrolment from high schools. This is an immediate and significant problem for York. Further, the size of this demographic (and therefore this market) is projected to shrink over the next 15 years. It will therefore be imperative for York to be active in its recruitment strategies, looking to alternate markets, as is already common in the United States and other parts of Canada. The two largest alternate markets are international students and adult learners. The School of Continuing Studies can increasingly help with both.

In terms of international students, the York University English Language Institute (YUELI) provides a significant number of students who flow through to York's undergraduate and graduate degree programs after strengthening their English skills. The number of students continuing to York degrees has grown in recent years with 531 degree students flowing from YUELI in 2013 (up from 373 in 2012). By enhancing and focusing their recruitment, program mix and conversion strategies, YUELI is expected to be able to increase the flow of highly qualified students to York degree programs.

In terms of adult students, the core competency of continuing education units is understanding how to recruit, serve, support, retain and develop programs (in-class, blended and online) for the unique needs of adult learners. We are not experts in content like Faculties, but experts in the audience. As we go to market in fall 2014, we do so with several unique and highly innovative new program structures designed to recruit adult learners to existing York undergraduate and graduate programs.

Scope of the field

The field of continuing education is broad and universities vary significantly in terms of the type of programming offered through continuing studies. For example, at one end of the spectrum the University of Toronto School of Continuing Studies only offers non-credit certificates and courses. Other major players, like Ryerson's Raymond G. Chang School of Continuing Studies and McMaster University's Centre for Continuing Education offer primarily credit certificates and diplomas. Ryerson has recently also introduced graduate diplomas. At the other end of the spectrum, many US universities (including NYU and Harvard) focus primarily upon degree completion, undergraduate degrees and professional graduate degrees in addition to certificate programs.

At York, the School of Continuing Studies will initially offer existing non-credit programs, credit certificate programs and facilitate access to existing degree programs. At the outset the School will

introduce one existing credit certificate⁵ and provide a new pathway⁶ for adult learners to two existing degrees that are offered online, evenings and weekends.

Over time, the School will explore other types of credentials in consultation with Faculties. The level and type of credential should be based upon market research and align with the needs of the market we aim to serve. The School will follow all governance requirements, policies and procedures.

Implementation

An Executive Director has been appointed and other staff is in place to oversee the development of the transformation. As an entity independent of a Faculty, as at most universities, the School of Continuing Studies will require minor changes in Senate policy in order to be able to develop new non-degree credit programs (such as certificates).

Start Up Timelines

In November 2014, York plans to publically re-launch the re-named and transferred School of Continuing Studies with a marketing campaign that will include paid marketing and public relations initiatives aimed at obtaining positive media coverage for York and the new School.

YU NOW⁷

In addition to offering continuing education programs, the School will be looking into other ways to support and attract new students to York University. One such initiative is YU NOW (Nights, Online & WEEKENDS). It is an initiative to market, recruit and support students in order to attract high quality working adults to select York degree programs.

Adult prospects and students face a variety of barriers and challenges that may prevent them from participating or continuing their studies. Some turn to the few universities that have programs specifically designed to suit their needs. A handful of universities in Canada have leveraged Continuing Studies to offer a different kind of degree experience for adult learners that removes these barriers. Appropriately, given our heritage, York will now join this select group to enhance access to adult learners.

YU NOW is being started as a service agreement between the School and LA&PS in order to recruit and retain new highly qualified adult students in two of their 90-credit degree programs. LA&PS has made an ongoing commitment for the Bachelor of Human Resources Management and the Bachelor of Administrative Studies degrees to be made available through in-class evening/weekend and online study. By removing barriers such as wait times and ensuring that these students can get into classes, York will be able to attract and retain these desirable adults students.

The intent of this initiative is to attract new high quality students to fill unused capacity in highly relevant and attractive degrees that will meet market need. If this model is successful, it could be applied to other York degrees.

⁵ A "credit certificate" is defined by York's Certificate Guidelines and Procedures. The Professional Certificate category is designed primarily for undergraduate students, but is open to members of the external community. Very few external students take these certificates. A credit certificate is an example of a "non-degree credit" program. See Appendix A for more information.

⁶ Tentatively known as YU NOW, but referenced in some letters of support as "York Express," this access model is outlined on page 7.

⁷ The name of this initiative is still being market tested and it not finalized. It was referred to as York Express in some letters of support.

At Simon Fraser University, a similar program (called SFU NOW) is very successful in attracting new high quality adult students. They report that the GPAs of SFU NOW students are “substantially higher than their daytime counterparts.”

Further, through our marketing of YU NOW, we anticipate increased interest in other part-time York degrees. We are working with Communications to enhance the York website to better serve these prospects and increase the chance of conversion to other degrees.

Consultations and Support⁸

All Deans were consulted in the development of this proposal. The proposal is supported by the Vice-President Academic and Provost. It is also endorsed by the Vice-Provost Academic and the Dean of Liberal Arts and Professional Studies (LA&PS).

Summary

The proposed School of Continuing Studies fulfills many of the goals of the University Academic Plan, allows York to provide a variety of unique and innovative programs to meet market needs, allows York to find administrative efficiencies, and is positioned to help York and its Faculties meet enrolment targets.

⁸ Proponents have worked with the University Secretariat on legislative aspects of the proposal and elements of the rationale.

Appendix A

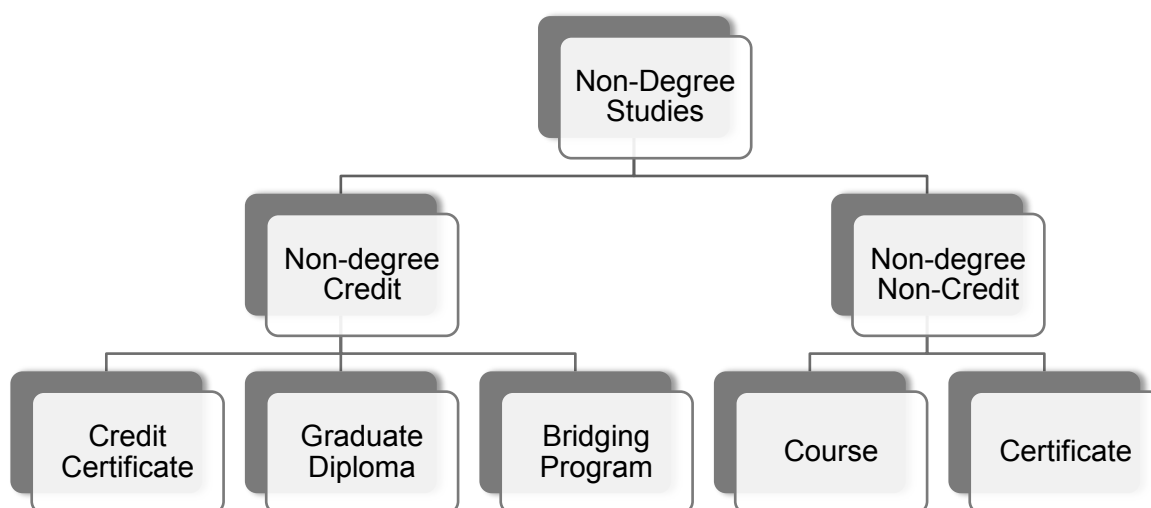
Definitions of Terms

Among York's existing non-degree studies activities, there are two categories: (a) non-degree credit, and (b) non-credit. Non-degree studies refers to all programming offered by a university that is not a degree program. See Figure A.

Non-degree Credit programs – encompasses programs such as credit Certificates, bridging programs and Graduate Diploma programs where credit is noted on the university transcript and can be applied to a future degree program at York or another university. The Transition Year Program and the plethora of Professional Certificates and Graduate Diplomas that exist at York are examples of non-degree credit programs. Such programs are approved through appropriate governance channels.

Non-degree Non-Credit programs – encompasses courses, programs and certificates offered by a university for which no credit is given. Many courses and programs offered through continuing education and executive education at York fall into this category.

Figure A – Types of Non-Degree Studies currently offered at York University



Appendix B

History of Continuing and Professional Education at York: Major Legislative Initiatives⁹

Date	Body	Action
May 26, 1966	Senate	First reading of statute to establish an agency known as the Centre for Continuing Education – York University Establishment of a Senate Standing Committee on Continuing Education
June 3, 1966	Senate	Second and final reading of statute to establish an agency known as the Centre for Continuing Education – York University Establishment of a Senate Standing Committee on Continuing Education
January 26, 1967	Senate	Delegation of authority for changes in course to the Standing Committee – certificates still require approval of Senate
January 22, 1995	Senate	Approval of the Division of Continuing Education in Atkinson
March 1995	Senate	Approval of current policy framework for Continuing Education Principles a) Non-Degree studies activities should complement the academic missions of a Faculty or of the University, and should not compete with degree programmes. b) Faculties should be responsible for their own non-degree studies activities. c) Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree programme activities. d) Faculties and other offering units should act cooperatively in non-degree studies activities so that counterproductive competition is avoided. e) The regulatory framework governing non-degree studies should be as flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight. Certificates and Diplomas shall be bound by the existing Senate legislation, as expressed in the CCAS Curriculum Handbook.

⁹ Prepared by the University Secretariat.

Appendix C

Expressions of Support

All Deans were consulted in the development of this proposal. The following individuals have expressed their written support. Some of the letters are attached and some are forthcoming.

Rhonda Lenton, VPA & Provost	Attached
Don Hunt, University Registrar	Attached
Lorne Sossin, Osgoode	Attached
Alice Pitt, Vice Provost	Attached
Janusz Kozinski, Lassonde	Attached
Harvey Skinner, Health	Attached
Kim Michasiw, LA&PS	Attached
Shawn Brixey, Fine Arts	Forthcoming

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC

From: Rhonda Lenton, Provost and VP Academic

Date: September 7th, 2014

Subject: School of Continuing Studies Proposal



I write in strong support of the proposal before APPRC in relation to a School of Continuing Studies at York. There are several components of the proposal: the transfer of administrative responsibility for the (current) Division of Continuing Education from the Faculty of Liberal Arts & Professional Studies to the Division of the Vice-President Academic & Provost, the re-naming of the unit as the School of Continuing Studies (SCS), and the incorporation of the York University English Language Institute (YUELI) into SCS. These changes will facilitate a more coordinated and effective approach to the offering of continuing education programming at York.

Since continuing education has been an important subject of discussion at York for some time under the auspices of the VPA&P office, perhaps some background would be useful. Even though York has a history of outreach and service to a diverse range of students, the University has had a limited presence in the field of continuing and professional education. Until now, responsibility for this area has been decentralized across the University, with Faculty-based programming offered in Schulich, Osgoode, Education, Liberal Arts & Professional Studies (through its Division of Continuing Education) and Health as well as the VPA&P Division-based YUELI. This has resulted in limited coordination and oversight, as well as a lack of a focused external presentation in relation to continuing education opportunities at York. A number of reviews have been undertaken over the past several years intended to identify ways to enhance our continuing education efforts in order to attract and serve new and expanded constituencies of students, advance the University's reputation, and generate new revenues. These reviews highlighted the importance of coordinated, professional and evidence-based approaches to marketing, registration, and program development; flexibility; and better use of technology for both administration and programming. The current proposal reflects these reviews.

The proposal would establish a pan-university framework for continuing education at York,

with sufficient flexibility to permit those Faculties that have well-established continuing professional programs to continue to offer those programs. The proposal, however, opens up many new opportunities for York to address untapped markets by facilitating partnerships between the School and Faculties. The intention is to include YUELI, which provides an important pathway for students from non-degree to degree studies, within this framework. As is clearly articulated in the proposal, the Faculties have the expertise in program content while SCS will have expertise in providing the structures and administrative supports to facilitate and coordinate market research, marketing, recruitment, registrarial functions and the like. By consolidating these functions, it is anticipated that improved budget and strategic planning can be undertaken, better use can be made of technology for both program offering and service provision, and efficiencies can be achieved. Opportunities for collaboration across Faculties can also be identified. The leadership of the School will continue to work collaboratively with the Deans and will report to the Provost. The name “School of Continuing Studies” reflects current nomenclature in this competitive field.

The proposal is consistent with planning objectives at York and reflects our commitment to lifelong learning, enshrined in the *University Academic Plan*. It is anticipated that it will position York to expand its continuing education profile and to enhance the service we provide to the communities we serve. York’s current budgetary circumstances and enrolment picture mean that the attraction of new student constituencies - locally, nationally, and internationally – to the University through proactive marketing and innovative programs and services responsive to their needs (such as the offering of programs in a flexible variety of formats including online) will be critical for York.

It is anticipated that SCS will initially offer non-credit programs, certificates and enhanced pathways to degree programs. Other opportunities will be explored going forward, and any new initiatives will be subject to existing review processes. A “launch” of the School is anticipated in November 2014 and the newly created “York Express” initiative will provide enhanced recruitment and retention (including services such as advising, liaison and course access) for adult learners in specific LA&PS programs through an agreement with that Faculty.

As indicated, the proposal is intended to enhance York’s profile and competitiveness in the continuing studies/adult learning marketplace. With improved marketing and coordination of supports, as well as program repositioning and development, enrolments are expected to almost double (from about 600 in 2013-2014) within two years of the launch of the School and to continue to grow subsequently. Courses will continue to be taught by contract instructors. To support the development of programs, new infrastructure, and the launch of

the School, a short-term investment of funds from within the School will be required. The expectation is that the School will cover operating costs from the outset and that it will ultimately generate new revenues for the benefit of the entire institution both directly through its own programming and by attracting students who eventually transition into degree programs.

I am pleased to record my support for this proposal and to urge its approval by APPRC.

Cc: T. Taylor-O'Reilly
Deans

Memo

From: Alice J. Pitt, Vice-Provost Academic
To: Rebecca Pillai Riddell, Chair, APPRC
Date: Tuesday, September 2, 2014
Subject: Establishment of a School of Continuing Studies at York University

On behalf of the Office of the Vice-President Academic & Provost, I am writing to provide a statement of support for the proposal for the establishment of a pan-university entity, the School of Continuing Studies, which incorporates the York University English Language Institute, to be housed in the Division of the Vice-President Academic and Provost.

In order to establish a pan-university School of Continuing Studies (SCS), the Division of Continuing Education which is currently housed in the Faculty of Liberal Arts and Professional Studies, must be transferred to the Division of the Vice-President Academic and Provost. The advantages of a pan-university entity, which can work with all Faculties, are outlined in the proposal document. York University will benefit from this centralized approach.

Access to university studies is a key mission of York University. The new organization of the School of Continuing Studies offers opportunities for adults without the usual formal preparation or individuals, including our alumni, returning for professional studies, for our current students who might benefit from additional academic support before continuing their degree studies. This proposal outlines clearly a way to seize the opportunity to serve these populations in our unique location that spans the 416 and 905 regions.

By supporting recruitment to existing certificates and degree programs that have already passed through York University's academic governance requirements, policies and procedures, the School of Continuing Studies will be able to quickly establish itself with high-quality offerings. In addition, the partnership established between LAPS and the School of Continuing Studies will guide future collaboration on programs that ladder into full degree programs and other innovative programs that will strengthen York's capacity to provide professionally relevant programs to adult learners locally, nationally and internationally.

The Office of the Vice-Provost Academic is fully committed to supporting the navigation of operational and policy-related details to ensure that this innovative framework is successful. I am pleased to record the strong support of this office for this reorganization at York University.





Memorandum

To: Tracey Taylor-O-Reilly, Division of Continuing Education
Date: September 3, 2014
From: Don Hunt, University Registrar
Subject: **Establishment of a Pan-university School of Continuing Studies**

Registrar's Office and Student Financial Services

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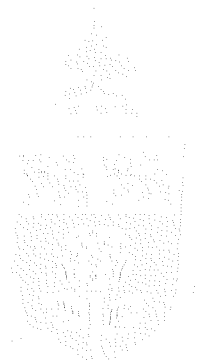
I am writing in response to the proposal as noted above. The Registrar's Office supports the establishment of this Pan-University entity. Some clarity will be needed around the planning and administration of the School of Continuing Studies in relation to integrated systems and processes.

We look forward to working collaboratively through any implementation challenges not foreseen in the review of this proposal.

Thank you for the opportunity to review and comment.

A handwritten signature in black ink, appearing to read "Don Hunt", with a large, stylized flourish at the end.

Don Hunt
York University
University Registrar
phone: 416-736-2100 ext 70704
fax: 416-650-8124
Partners in Student Success



September 2, 2014.

Professor R. Pillai Riddell
Chair, APPRC
c/o University Secretariat

Dear Professor Pillai Riddell:

It is with great pleasure that I write to you in support of the proposal for the School of Continuing Studies to become a pan-university enterprise. I have had the opportunity to participate in some of the discussions and consultations leading up to the proposal that is coming forward for action. As Dean of the Lassonde School of Engineering, embarking on the expansion of many new programs and innovations in engineering and science education, I am thrilled at the prospect that the School of Continuing Studies will be expanding its mandate.

The proposal aligns with many of the university's objectives outlined in the University Academic Plan, including expanding continuing education, expanding technology enhanced learning and interdisciplinary approaches, as well as creating new pathways to degree studies. The initiatives draw on many of York's strengths and respond to many of its ideals to advance its place in the higher education market by addressing both community and university needs. I would also anticipate that there will be opportunities to collaborate in new areas of advancing professional credentials within the technology and engineering sectors that would allow Lassonde enhance its professional profile through the pan-university School.

The plans for Lassonde have always included partnerships and life-long learning opportunities that fall under the umbrella of Continuing Studies, and the timing of this proposal fits nicely with Lassonde's next step in launching programs under this domain. As Lassonde is still in its start-up phase, the opportunity to work with the School of Continuing Studies would be a most welcomed partnership, both in terms of leadership and financial prudence. Given our current climate of fiscal restraint, it only makes sense to consolidate human and fiscal resources to operate in a manner that maximizes opportunities and leverages a sustainable model for continuing education activities as witnessed by our sister institutions in the GTA, and across the country. We also stand to collectively benefit from the various multi-disciplinary opportunities, connections with industry, and pathways for professional education that might not otherwise be realized.

I should also speak to the importance and need for engineering to continue to branch out and offer a multitude of post-graduate life-long learning options, as is indicative of quality Schools of Engineering, and as it is the expectation of industry to be doing so. The Canadian Engineering Accreditation Board (CEAB) articulates this very specifically and is imbedded as a core element as a graduate attribute in our programs -- an expectation of all graduating.

The University would be well served by broadening the scope of the current School of Continuing Studies, and bring the level of professionalism, support and services it can provide to all the constituents of the institution. I am happy to offer my support and urge my fellow colleagues to endorse the implementation of this proposal.

Please do not hesitate to contact me should the committee require a more in-depth perspective on how I believe a pan-university School of Continuing Studies would benefit the Lassonde School of Engineering and the university as a whole.

Kind Regards,



Janusz Kozinski,
Dean, Lassonde School of Engineering.

Cc: R. Everett, APPRC
T. Taylor-O'Reilly, Executive Director, Continuing Education

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August 25, 2014

Rebecca Pillai Riddell,
Associate Professor, Health
Chair of APPRC

Dear Professor Riddell:

Re: School of Continuing Studies

I am very pleased to provide my support for the proposal to transfer the Division of Continuing Education (DCE) from the Faculty of Liberal Arts and Professional Studies to the Division of the Vice-President Academic and Provost and re-name as the School of Continuing Studies (which will also incorporate the York University English Language Institute (YUELI)).

I strongly believe lifelong learning is a cornerstone of York University's mission and will play a significant role in its future. The School of Continuing Studies initiative builds not only on York's deep roots in accessible, high quality, responsive education but also current faculty-based activities in this area.

Osgoode Professional Development (OPD) is a vibrant and innovative component of Osgoode Hall Law School. Established in 1995, its mandate is to develop and deliver high quality, innovative professional education in legal fields, and to provide a sustainable stream of revenue to the Law School. OPD has become a national and international leader in the field and has enhanced Osgoode and York's reputation in legal and academic communities, and beyond.

OPD offers a host of non-credit professional development in a variety of formats, from the Intensive Trial Advocacy Workshop to one or two day conferences in a host of legal fields. Webinars (live and rebroadcast) have become a more important feature of these offerings in the past few years. In 2014, for example, 40% of OPD's non-credit program participants accessed programs online.

OPD now hosts over 25 certificate programs, and professional masters LL.M. program in seventeen specializations, many of which are customized for the needs of partner organizations. For example, we offer a certificate for the Ombuds community developed in collaboration with the Forum of Canadian Ombudsman. Certificates have been an area of

significant innovation in the integration of technology with professional development. Our Certificate in Public Procurement Law, for example, will be moving to an online format next year.

Since 1995, 2159 students have received their LL.M. through OPD based programs. The fastest growing professional masters program at OPD is the recently established LL.M. in the Common Law developed for the growing market of international students. In 2014-2015 alone, students from 28 countries will be at OPD pursuing professional masters programs.

While the market for professional development in legal fields has fluctuated, OPD continues to provide invaluable revenues to the Law School, which have funded accessibility, experiential education, research intensification and reinvestment in OPD to ensure it continues to thrive.

OPD staff and Osgoode's Assistant Dean and Executive Director of OPD, Victoria Watkins, have been involved in and supportive of the development of a York-wide continuing education division. We look forward to collaboration and sharing resources where it is mutually beneficial to do so and to enriching York's culture of – and passion for - lifelong learning.

In light of the Osgoode and OPD experience and in keeping with York's Academic Plan and our shared values, I strongly support the establishment of the School of Continuing Studies.

Sincerely,

Lorne Sossin

FACULTY OF
HEALTH

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Memo

To: Tracey Taylor-O'Reilly

From: Harvey Skinner, Dean

Cc: Rhonda Lenton, Will Gage, Mary Wiktorowicz, Susan Murtha, Tania Xerri, Mary Verrilli

Date: September 5, 2014

Subject: Proposed School of Continuing Studies

I am pleased to write a letter in support of the proposed School of Continuing Studies (SCS). Indeed, I see the SCS as a welcome addition to York University by lending a higher profile to and enhancing York's offerings especially for adult learners.

The two new programs that SCS is proposing: 1) Certificate in Human Resource Management, and 2) York Express (allowing faster entry for adult learners - initially to two current 90-credit degree programs in the Faculty of Liberal Arts and Professional Studies) are innovative responses to the needs of adult learners. We will be interested in considering a similar approach for linking adult learners to our undergraduate and graduate programs in the Faculty of Health. With respect to professional development and continuing education, the proposed SCS offers important areas for collaboration with our Health Leadership and Learning Network (HLLN). For example, having access to supports and services on a fee for service basis from SCS, such as market research and promotion, program management and infrastructure (back office integration), would be a benefit for the growth and efficiency of our work in Health, especially HLLN.

There are several clarifications that would strengthen the proposal.

1. More explicit recognition needs to be given to existing and well established professional development and continuing education (PD-CE) units/divisions at York University, including the Schulich School of Business (SEEC), Osgoode Law School (OPD), Faculty of Education (EPD) and Faculty of Health (HLLN). These units have distinct brands, expertise and markets that are well established. SCS would need to respect boundaries and not encroach on these markets. Faculties with their own PD-CE units would continue to offer and launch new programs in areas where they



have specialized expertise. Faculties could collaborate with SCS where synergies would make this beneficial for both, and York University at large.

2. The Faculty of Health is interested in exploring competitive services to assist HLLN in the development of interdisciplinary programs and also for access to supports and services on a fee for service basis from the proposed SCS - such as market research and marketing services. These supports would be accessed by HLLN as needed, determined by the needs of the program, competitive with other similar providers, and selection based on the HLLN business model and financial plan.
3. The Faculty of Health looks forward to working with SCS to address structural and policy issues that affect all continuing or professional education operations on campus. We will provide support to facilitate discussions and become part of a campus network. This will be key to the success of all continuing, professional and executive education across the campus. It will lay groundwork for expansion and success in on our collective marketplaces.
4. When SCS is launched, the branding should not overlap with but indeed complement others on campus. Care must be taken not confuse the marketplace: eg. who may assume that all PD-CE units/divisions have been collapsed into one SCS division. The launch should explicitly address this concern, by mentioning the rest of us on campus - SEEC, OPD, EPD, HLLN and how we relate to the new SCS Division.

Overall, I applaud the multi-pronged approach by the proposed School of Continuing Studies to advancing adult education growth, knowledge mobilization and revenue generation at York University.



Memorandum

To: Whom It May Concern

From: Kim Michasiw,
Vice Dean

Date: September 17, 2014

Subject: Approval of the Transfer of the Division of Continuing Education from LA&PS to the Division of the Vice-President Academic and Provost, and to Rename it the School of Continuing Studies

On behalf of Martin Singer, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal to transfer the Division of Continuing Education from LA&PS to the Division of the Vice-President Academic and Provost, and to rename it the School of Continuing Studies.

The proposal is entirely accurate in its depiction of the current Division as having “struggled to realize its full potential.” Whether or not the Division’s institutional housing in the Atkinson Faculty of Liberal & Professional Studies before the merger that created LA&PS, and in LA&PS thereafter, is chiefly responsible for the Division’s struggles is an open question, but it has certainly made its contribution.

Transforming Continuing Education into a pan-University enterprise and tying it to York’s highly successful English Language Institute are moves entirely aligned, as the proposal documents, with the University Academic Plan especially as that plan touches upon York’s commitment to access, to life-long learning, and to engagement with its surrounding communities. A pan-University model is also in better alignment with the practice at most other universities. Not that being like all the others is desirable in itself, but a similar structure will allow the importation of successful practices from elsewhere with less modification for local difference.



Locating Continuing Studies outside any existing Faculty offers the School a flexibility of offerings that is more difficult to achieve from within a Faculty. It will be better able to support through advertising, recruitment, and a stream-lined admissions process, it will enable Faculties to augment enrolments in existing degree and certificate programs where there is unused capacity. Moreover, the mechanisms and infrastructure set up in the early phase will facilitate the future development of further bridging programs, of non-degree supports for degree students, and of applied, professionally-relevant programs that would serve both our own students' transition to the workforce and the needs of those in the greater York community wishing to acquire new skills or upgrade those they already have.

Given LA&PS's antecedent Faculties' historic commitment to access, any reorganization that allows for the likelihood of broadening and diversifying that access is to be supported. Both the LA&PS Dean's Office and the Faculty's Academic Planning & Priorities Committee, which was consulted on the proposal, are persuaded that a pan-University School of Continuing Studies offers that likelihood and is very much deserving of support.

COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Report to Senate
at its meeting of 25 September 2014

The Senate of York University

FOR ACTION

1. Policy on Social Media • School of Nursing • Faculty of Health

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that Senate approve the establishment of the *Policy on Social Media* within the School of Nursing, Faculty of Health, effective FW'2014-2015.

Rationale

In 2008 the *Student Professional Behaviour Policy* was established for the Bachelor of Science in Nursing (BScN) program to articulate the professional standard of behaviour expected from nursing students. Progression through the BScN program at the School of Nursing is contingent on students' behaviour meeting the ethical and behavioural standards set forth in the professions codes of conduct and professional standards (i.e., the Canadian Nurses Association Code of Ethics for Registered Nurses and the College of Nurses of Ontario Professional Standards).

The proposed *Policy on Social Media* (attached as Appendix A) is companion legislation to the *Professional Behaviour Policy*. Recent issues and incidents within the School necessitate the articulation of non-acceptable uses of social media by BScN students. Of particular importance are the standards and expectations of students during their practicum placement. The policy defines social media, and sets out what uses are prohibited by students while at their off-site practicum locations. Alleged breaches of the policy will be dealt with by the School of Nursing in accordance with the Procedures set out in the *Student Professional Behaviour Policy* (<http://www.yorku.ca/secretariat/policies/document.php?document=140>).

Approved by: Health Faculty Council 7 May 2014 • ASCP 11 June 2014

CONSENT AGENDA

1. Granting of Degrees, Certificates and Diplomas (Fall 2014 to Spring 2015)

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends that:

- i) Senate authorize the granting of degrees at the University's Convocations held from Fall 2014 to Spring 2015 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 B.
- ii) 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
- iii) Senate authorize the granting of diplomas and certificates at the University's Convocations held from 2014 to Spring 2015 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 B.

2. Revisions to Bachelor of Engineering Honours Standing Progression Requirements • Lassonde School of Engineering

The Committee on *Academic Standards, Curriculum and Pedagogy* recommends the proposed revisions to the Bachelor of Engineering (*BEng*) *Progression Requirements to Maintain Honours Standing*, Lassonde School of Engineering, as set out in Appendix C. The revised legislation would be implemented for the FW 2014-2015 academic year.

Rationale

The existing undergraduate honours progression requirement provides students whose cumulative grade point average (CGPA) is below 5.0 the ability to proceed in an Honours program, on academic warning, provided they meet the minimum CGPA requirements established in the legislation. It is as follows:

Year Level	Credit Range	CGPA Requirements
Year 1	0 to 23	4.00
Year 2	24 to 53	4.25
Year 3	54 to 83	4.80
Year 4	84	5.00

The credit ranges and the corresponding cumulative grade point average requirements are based on the Honours 120 credit undergraduate degrees. The Bachelor of Engineering degree has a higher credit requirement, at 144. Necessarily therefore, the credit range in the honours progression framework needs to be re-aligned to reflect the BEng credit totals for that degree, specifically the typical number of credits Engineering students take in an academic year. The revised framework is set out in Appendix C. The standards of the honours progression requirement are not changing with the proposed revisions for the BEng degree, just the corresponding range of “yearly” credits. Establishing BEng-specific honours progression requirements has several benefits, including reducing the number of waivers and petitions students are currently relying on, and fewer premature degree program transfers.

Upon approval, the revised honours progression legislation will be implemented for the FW'14 academic year, coming into effect at the end of the year in April 2015. It will be applicable to all students in BEng programs going forward; no grand-parenting arrangements are required.

Approved by: LSE Faculty Council 3 June 2014 • ASCP 11 June 2014

FOR INFORMATION

1. Summer Authority Items

The ASCP *Coordinating & Planning* Sub-committee was delegated authority to act on behalf of the Committee during the summer months to attend to any business deemed to be time sensitive. No business was conducted under summer authority.

Leslie Sanders, Chair
Academic Standards, Curriculum & Pedagogy

School of Nursing Policy on Social Media

Definition

The Canadian Nurses' Association (CNA) defines the term social media (i.e., Facebook, Twitter, Google+, MySpace, YouTube and blogs) as

“a group of Internet based applications and technologies that allow users to have the same kind of real-time conversation that they might have with friends or neighbours with virtual friends from around the globe. Social media technologies allow users to interact and collaborate with each other online in the creation and sharing of information, ideas, and opinions” (CNA, 2012).

Social media includes: text, images, audio, video, and technology conversations with a few or many people. For the purpose of this policy, types of social media behaviour include but are not limited to:

- texting
- discussion forums
- blogs
- social networks
- wikis
- podcasts

Policy

Social media behaviour of nursing students must be consistent at all times with the standards of conduct as articulated in the following College of Nurses of Ontario documents:

- *Practice Standard: Ethics* (http://www.cno.org/Global/docs/prac/41034_Ethics.pdf);
- *Practice Standard: Therapeutic Nurse-Client Relationship* (http://www.cno.org/Global/docs/prac/41033_Therapeutic.pdf); and
- *Practice Standard: Documentation* (http://www.cno.org/Global/docs/prac/41001_documentation.pdf).

While enrolled in the BScN program, students are prohibited from:

- Posting any private or confidential content about clients, including client health information and images on any social media site (i.e., private or public Facebook pages), even if the client identifiers are removed. Posting images of clients or agencies require written permission and written consent from the subjects of the images to be used in social media.
- Making disparaging comments about clinical sites, clients, co-workers, instructors or students on social media sites, or posting audio or video recordings without express permission from the individual or from the site management. This includes any comments that are threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or otherwise offensive.
- Using the York University logo on a non-university social media site.
- Using social media for non-academic purposes during any practicum experience.
- Accessing agency computers for the purpose of social networking.
- Using cell phone functions during direct practicum hours, unless required for an emergency purpose, and when there is no other means of contact available.

Students must discuss their need for appropriate cell phone/device use with the Clinical Course Director or preceptor prior to use, as applies.

A breach of this Policy may constitute a breach of professional standard of behavior for the purpose of the *York University Bachelor of Science in Nursing (BScN) Student Professional Behaviour Policy*.

Degrees, Certificates and Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies

Bachelor of Administrative Studies
 Bachelor of Administrative Studies (Honours)
 Bachelor of Arts
 Bachelor of Arts (Honours)
 International Bachelor of Arts (Honours)
 Bachelor of Disaster & Emergency Management
 Bachelor of Disaster & Emergency Management (Honours)
 Bachelor of Human Resources Management
 Bachelor of Human Resources Management (Honours)
 Bachelor of Public Administration (Honours)
 Bachelor of Social Work (Honours)

Faculty of Education

Bachelor of Education
 Bachelor of Education, Indigenous Teacher Education Program (ITEP)
 Bachelor of Education (Technological Education)

Faculty of Environmental Studies

Bachelor in Environmental Studies
 Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design+

Bachelor of Arts
 Bachelor of Arts (Honours)
 Bachelor of Fine Arts (Honours)
 Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon

Bachelor of Arts
 Bachelor of Arts (Honours)
 International Bachelor of Arts (Honours)
 Baccalauréat ès arts
 Baccalauréat ès arts (Spécialisé)
 Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*

Doctor of Philosophy
 Master of Accounting
 Master of Applied Science
 Master of Arts
 Master of Business Administration
 Master of Business Analytics+
 Executive Master of Business Administration
 International Master of Business Administration
 Master of Conference Interpreting
 Master of Design
 Master of Disaster and Emergency Management Degree
 Master in Environmental Studies
 Master of Education
 Master of Fine Arts
 Master of Finance

Master of Financial Accountability

Master of Fitness Science
 Master of Human Resources Management
 Master of Kinesiology
 Master of Laws
 Master of Public Administration
 Master of Public and International Affairs
 Master of Public Policy, Administration & Law
 Master of Science
 Master of Science in Nursing
 Master of Social Work

Faculty of Health

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

Lassonde School of Engineering

Bachelor of Engineering
 Bachelor of Applied Science (Honours)
 Bachelor of Arts
 Bachelor of Arts (Honours)
 International Bachelor of Arts
 International Bachelor of Arts (Honours)
 Bachelor of Science
 Bachelor of Science (Honours)
 International Bachelor of Science (Honours)

Faculty of Science

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

Osgoode Hall Law School

Bachelor of Laws/*Juris Doctor*

Schulich School of Business

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

**Master or Magisteriate / Doctor or Doctorate*

Certificates and Diplomas

Faculty of Liberal Arts and Professional Studies

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

Faculty of Education

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

Faculty of Environmental Studies

Certificate in Geographic Information Systems and Remote Sensing
 Certificate in Sustainable Energy
 Cross-Disciplinary Certificate in Community Arts Practice
 Cross-Disciplinary Certificate in Urban Ecologies
 General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design

Professional Certificate in Digital Design
 Cross-Disciplinary Certificate in Community Arts Practice
 Cross-Disciplinary Certificate in Digital Media
 Disciplinary Certificate in Dance Science

Glendon College / Collège universitaire Glendon

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

Faculty of Graduate Studies

Diploma in Advanced Hebrew and Jewish Studies (Type 2)
 Diploma in Arts and Media Administration (Type 2)
 Diploma in Asian Studies (Type 2)
 Diploma in Business and the Environment (Type 2)
 Diploma in Comparative Literature (Type 2)+
 Diploma in Curatorial Studies in Visual Culture (Type 2)
 Diploma in Democratic Administration (Type 2)
 Diploma in Early Childhood Education (Type 2&3)
 Diploma in Education in Urban Environments (2&3)

Diploma in Environmental/Sustainability Education (Type 2 & 3)
 Diploma in Financial Engineering (Type 2 and 3)
 Diploma in Interpreting (Type 1)
 Diploma in German and European Studies (Type 2)
 Diploma in Health Industry Management (Type 2)
 Diploma in Health Psychology (Type 2)
 Diploma in International & Security Studies (Type 2)
 Diploma in Jewish Studies (Type 3)
 Diploma in Justice System Administration (Type 2)
 Diploma in Language, Literacy and Education (Type 2 & 3)
 Diploma in Latin American and Caribbean Studies (2)
 Diploma in Mathematics Education (Type 2 and 3)
 Diploma in Neuroscience (Type 2)
 Diploma in Non-Profit Management (Type 2)
 Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 & 3)
 Diploma in Real Estate and Infrastructure (Type 2)
 Diploma in Refugee and Migration Studies (Type 2)
 Diploma in Theatre Studies (Type 3)
 Diploma in Value Theory and Applied Ethics (Type 2)
 Diploma in Voice Teaching (Type 2 and Type 3)
 Diploma in World Literature (Type 2)+
 Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

Faculty of Health

Cross-Disciplinary Certificate in Health Informatics
 Certificate in Psychometrics
 Professional Certificate in Athletic Therapy
 Professional Certificate in Fitness Assessment and Exercise Counselling
 York-Seneca Rehabilitation Services Programme Certificate

Lassonde School of Engineering

Certificate in Geographic Information Systems (GIS) and Remote Sensing
 Certificate in Meteorology

Schulich School of Business

Certificate in Managing International Trade and Investment

Access/Bridging Programs

Transition Year Program Certificate of Completion
 Certificate of Completion in Educational Studies
 College - University Accounting Bridge Program Certificate of Completion

+New for 2014-2015
 Updated: September 2014

Proposal for Engineering Students' Eligibility to Maintain Honours Status

The Lassonde School of Engineering proposes to correct the current undergraduate honours legislation for engineering students by adjusting the credit levels for progression to better align with the overall credits completed by engineering students.

RATIONALE FOR CHANGE

The intent of this proposed change in regulations for engineering students is to:

- align the higher number of credits required for a BEng degree to the existing honours progression standards for undergraduate degrees
- reduce the number of waivers and petitions from students to continue in their program;
- improve the alignment between a student's reported and actual progress through their degree;
- improve student satisfaction, by not moving students prematurely into a three year degree program and out of their program of choice;
- improve student retention, by minimizing student drop-out and withdrawal rates;
- improve the quality of students and the quality of the educational experience;
- provide students with sufficient time to improve their standing and, at the same time, maintain their position within an honours program.

CHANGE IN PROGRESSION REQUIREMENTS

The following table illustrates the credit ranges at each CGPA progression requirement for Honours standing:

Adjusted Credits for Engineering:

Honours Credits	Existing Credit Range	Engineering Credits	Proposed Credits for Engineering	Unchanged CGPA Requirements
0-30 credits	0 to 23	0-36 credits	0 to 35	4.00
31-60 credits	24 to 53	37-72 credits	36 to 71	4.25
61-90 credits	54 to 83	73-108 credits	72 to 107	4.80
91-120 credits	84	109 -144+ credits	108	5.00

SUGGESTED IMPLEMENTATION PROCESS & TIMELINES

Upon approval, the revised honours progression legislation will be implemented for the FW'14 academic year, coming into effect at the end of the year in April 2015. It will be applicable to all students in BEng programs going forward; no grand-parenting arrangements are required.