York University Senate

Notice of Meeting

Thursday, February 25, 2016 at 3:00 p.m.

Senate Chamber, N940 Ross Building, Keele Campus.

Page

York University Senate

d. Senate Policy and Guidelines on Withdrawn from Course (W) Option: Establishment (Appendix D)

e. Senate Policy on Repeating Passed or Failed Courses for Credit: Amendments (Appendix E)

f. Senate Policy on Course Relief: Establishment (Appendix F)

11. Other Business

Consent Agenda (Minutes and ASCP Report)

12. Certificate in Urban Ecologies, Environmental Studies: Change to Requirements and New Administrative Requirements (Appendix G)

13. Community Arts Practice Certificate: Change of Name and Requirements (Appendix H)

14. BFA Dance for Concurrent BEd Program, Arts, Media, Performance and Design: Changes to Requirements

15. BA Programs, Lassonde: Change to General Education Requirements

16. Athletic Therapy Certificate Consecutive Option, Health: Closure

M. Armstrong, Secretary

The Senate of York University

Minutes

Meeting: Thursday, January 28 2016, 2:30 p.m., Senate Chamber, N940 Ross, Keele.

G. Comninel (Chair)	R. Hornsey	S. Paradis
L. Beagrie (Chair-Chair)	D. Horváth	A. Perry
M. Armstrong (Secretary)	M. Hosale	B. Pilkington
	J. Huang	R. Pillai Riddell
J. Amanatides	R. Irving	A. Pitt
M. Annisette	M. Jacobs	I. Roberge
C. Ardern	R. Jayawardhana	K. Rogers
S. Ariyarathnam	J. Jeffrey	M. Roy
L. Armenio	M. Karakul	T. Salisbury
A. Avolonto	R. Karambayya	L. Sanders
A. Belcastro	M. Khalidi	V. Saridakis
S. Benchimol	S. Khayambashi	L. Sergio
M. Biehl	R. Lenton	M. Shoukri
K. Birch	D. Leyton-Brown	D. Skinner
K. Bird	B. Lightman	H. Skinner
I. Boran	S. Ling	L. Sloniowski
G. Brewer	L. Lum	A. Solis
P. Delaney	J. Lynch	D. Steinfeld
M. Derayeh	M. Martel	J. Steprans
S. Dimock	M. McCall	N. Sturgeon
S. Ehrlich	J. McMurty	C. Till
G. Ewen	A. Medovarski	G. Tourlakis
I. Ferrara	J. Michaud	S. Tufts
H. Fisher	S. Mitra	F. van Breugel
J. Garrido	J. Morrison	G. Vanstone
J. Goldberg	K. Mridul	S. Wang
D. Golemi-Kotra	D. Murray	L. Weir
A. Golijanin	D. Mutimer	R. Wellen
R. Grinspun	R. Mykitiuk	S. Wood
R. Haché	D. Ndlovu	H. Wu
M. Hamadeh	J. O'Hagan	J. Yeomans
C. Heidari	R. Owston	M. Zito
C. Heron	S. Pagiatakis	Q. Zha

1. Chair's Remarks

The Chair noted that the Executive Committee's recommendation to amend certain of Senate's rules and procedures constituted notice of a statutory motion.

2. Minutes of the Meeting of November 26 and December 10, 2015

It was moved, seconded and *carried* "**that Senate approve the minutes of the meetings of November 26 and December 10, 2015**."

3. Business Arising From the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

a. Senators on the Board of Governors re: Synopsis of the Board Meeting of October 2015

Senate's nominees to the Board of Governors, Professor Leyton-Brown and Professor Lightman, presented a synopsis of the Board meeting held in December.

b. Academic Colleague to the Council of Ontario Universities

The Academic Colleague, Professor George Tourlakis, presented COU's December 2015 Issues Update. In doing so he highlighted major themes of the final consultation report on the University Funding Model Reform.

5. President's Items

Dr Shoukr**i** commented on a successful Inclusion Day Conference held on January 27 and called on the University community to uphold core values in a respectful, inclusive manner without intimidation or marginalization. An advisory committee will be struck to review the University's policies to ensure that they promote and sustain free and open exchanges in a positive atmosphere. President Shoukri expressed confidence that the new federal government is sensitive to the special role of universities, and he continues to work with others in championing postsecondary causes. A funding recommendation has not yet been submitted to the Treasury Board for the new campus, but the University is enhancing its presence in Markham under the leadership of Professor Angelo Belcastro, Advisor and Executive Director for the project. On the eve of a trip to India as a member of an Ontario government delegation, Dr Shoukri looked forward to visiting York's campus in Hyderabad and further solidifying ties with partners in that country. In response to a question about the imminent departure of the Director of the Centre for Human Rights, the President advised that details about succession would be announced in the near future

The President's monthly "Kudos Report" can be accessed from the agenda package.

Committee Reports

6. Executive Committee

    a. Notice of Statutory Motion: Amendments to Senate's Rules and Procedures

Senate Executive gave notice of its intention to move a statutory motion that Senate approve amendments to rules and procedures.

With regard to rules governing attendance by non-members at committee meetings, it was argued that Senators should, as the norm, be entitled to attend. *In camera* deliberations should be rare (except for adjudicative committees, where confidentiality is a paramount concern), and decisions to meet in this mode should be supported by clear rationales that are recorded in minutes. It was also suggested that it should be possible for paper ballots to be authorized upon petition of a certain number of Senators rather than left solely to Senate Executive or Senate itself. The Chair agreed to refer these matters to the Executive Committee.

    b. Information Items

Senate Executive reported that it had concurred with recommendations of the Sub-Committee on Honorary Degrees and Ceremonials and, as a result, four new candidates have been deemed eligible for honorary degrees. The Committee called on the community – including Senators – to help in the process of identifying worthy candidates that reflect a full range of academic activities and create an inclusive pool. Senate Executive also advised that it had accepted advice from Academic Policy, Planning and Research on the appropriate manner by which to ensure that Senate is engaged in academic planning for the Markham Centre Campus.

7. Academic Standards, Curriculum and Pedagogy

    a. Establishment of an Honours Minor Degree Option in Cognitive Science, Department of Philosophy, Faculty of Liberal Arts & Professional Studies

It was moved, seconded and *carried* "**that Senate approve the establishment of an Honours Minor Degree Option in Cognitive Science, Department of Philosophy, Faculty of Liberal Arts & Professional Studies**."

    b. Consent Agenda Items Approved

Senate *approved by consent* ASCP recommendations to:

- change degree and admission requirements for the Honours Minor in Business, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

- close the Specialized Honours BA and Honours Double Major Interdisciplinary (Linked) BA degree options, Italian Studies, Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies and revise degree requirements for the Honours BA program
- merge the *General Certificate in Gender & Women's Studies* and the *Advanced Certificate in Gender & Women's Studies* under the name of *Certificate in Gender and Women's Studies* and requirements, School of Women's Studies , Faculty of Liberal Arts & Professional Studies and Glendon
- change the name of the MASc program in Computer Engineering to *Electrical & Computer Engineering* while adding Electrical Engineering as a field of specialization to the program and revising certain other degree and admission requirements, Lassonde School of Engineering
- close three streams within the BA and BSc Programs in Computer Science, Department of Electrical Engineering & Computer Science, Lassonde School of Engineering
- change requirements for the Dispute Resolution Specialization of the Professional LLM Program, Osgoode Hall Law School / Faculty of Graduate Studies
- change the name of the Earth Science Stream within the BSc Program in Earth & Atmospheric Science to *Geomatics Science*, Earth & Space Science Engineering, Lassonde School of Engineering

    c. Notice of Statutory Motion: Establishment of a Master of Management Degree Type

ASCP gave notice of its intention to recommend the establishment of a new degree type, that of Master of Management, Schulich School of Business / Faculty of Graduate Studies. The Chair of Senate advised that additional documentation would be forthcoming, and it was confirmed that this would include correspondence from the Dean of Liberal Arts and Professional Studies.

It was suggested that the rationale for the new program had not yet sufficiently differentiated a Master of Management from the existing MBA programs. It was also argued that that the approval of a management-focused program should not preclude others (notably units in LA&PS) from developing new programs that expand the University's curriculum in administration or management. Provost Lenton reiterated an undertaking given to APPRC during the review and approval process for the proposal that she would facilitate discussions involving the Deans of Schulich and LA&PS to ensure that consultations on new programs are timely and constructive. She and the Dean of Schulich (who also commented on the differentiated nature of the program being proposed) stressed the importance of avoiding the duplication of programs given directives from the Quality Council and the Ministry of Training, Colleges and Universities.

d. Discussion of Policy Initiatives in Progress

Academic Standards, Curriculum and Pedagogy facilitated the discussion of a series of related initiatives in progress which together comprised an "academic forgiveness" framework:

- establishment of a *Senate Policy and Guidelines on Withdrawn from Course (W) Option*
- amendments to the *Senate Policy on Repeating Passed or Failed Courses for Credit*
- establishment of a *Senate Policy on Course Relief*

The Vice-Provost Students reported that there was strong support among students for this package of reforms to academic standards, and the Chair of ASCP responded to questions about the extent of their applicability. It was confirmed that the Registrar's Office has the capacity to cap enrolments in repeated courses.

8. Academic Policy, Planning and Research

a. Report of the Vice-President Research and Innovation

Under the auspices of APPRC, Vice-President Research and Innovation Robert Haché presented his annual report on research. The main topics covered were:

- recognition accorded to York faculty members and graduate student researchers
- York's publications and citations record in comparative perspective
- individual and aggregated sponsored income (which has grown over a five-year period)
- notable achievements in collaborative research
- the University's standing in national indicators of research intensity
- growth in the number, kind and value of research interactions facilitated by Innovation York and the Knowledge Mobilization unit
- major initiatives for the year, included the VPRI's active participation in the UAP renewal exercise, action arising from a forthcoming report of the Task Force on Sustainability Research, and the developing consensus around priorities and strategies to be identified in the Plan for the Intensification and Enhancement of Research (PIER)

In response to a question about inclusive indicators of research, Vice-President Haché echoed the view expressed by APPRC that the University can take the lead on the development of an expansive set of measurements. This can only be done – but should be done -- through collegial processes. Even so, York and other universities are subject to conventional indicators imposed by external bodies and it was wholly consistent with the University Academic Plan to intensify research while maximizing funding.

The report can be accessed from the Senate meeting Website with other material for the meeting.

b. Notice of Motion: Approval of University Academic Plan 2015-2020

APPRC gave notice of its intention to recommend approval of University Academic Plan 2015-2020. The Chair of APPRC elaborated on the written rationale's chronology of consultations and emphasized that a number of themes emerged with consistency and increasing clarity as the process unfolded.

The following were among the comments made by Senators in the course of discussion:

- references to rebuilding the faculty complement appeared to overstate the recovery made to date
- while the emphasis on interdisciplinarity was warranted, it can prove difficult to properly resource interdisciplinary programs (and graduate ones) if the Deans / Principal do not permit faculty members to teach constituent courses on load
- the SHARP budget model may inhibit progress if it inhibits cooperation across Faculties, and the UAP's imprimatur on further developments in this domain should stamp them with authority
- the consultation process extolled by APPRC was non-participatory and top-down, as illustrated by the absence of references to enhanced governance or to reversing the casualization of labour although these were reported as key topics for at least one break out group at the forum
- York and other Ontario universities have dealt with chronic underfunding, and the UAP provides an opportunities to signal a collective will to confront this situation
- student success is an imperative, and there are a number of concrete ways that feelings of isolation can be overcome
- the language on an Indigenous Strategy is welcome, but goals will not be attainable without the presence of faculty members and students to guide its implementation
- a mental health and wellness strategy is appropriate for the UAP, but training for faculty members is an essential component
- the text should be careful about using words – streamlining, duplication and the like – that may be interpreted as sanctioning ill-informed decisions or limiting the ability of colleagues to determine the academic evolution of units, Faculties and the University

In response to some of these points, it was noted that community consultations had been long, intense, wide and sincere and could be traced back farther in time. Although challenges such as underfunding and the current vogue privileging applied programs must be addressed forthrightly in the time frame covered by the new plan, the UAP should be a declaration of positive purposes. The Chair of APPRC expressed gratitude for the thoughtful commentaries and suggestions which will be reported to the Committee.

A Senator asked that the vote on APPRC's motion in February be conducted by paper ballot. The Chair agreed to take up this request with the Executive Committee.

Other Business

10. Other Business

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

G. Comninel, Chair   _____

M. Armstrong, Secretary   _____

THIS IS EXCELLENCE

[KUDOS REPORT]

Biology professor Carol Bucking awarded the prestigious Society for Experimental Biology (SEB) President's Medal for her research on animal biology and physiology.
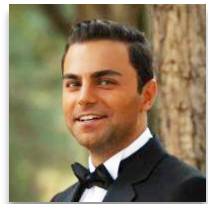
Lassonde PhD student Nima Shahbazi won second prize and $10,000 in a global competition by Kaggle, a platform for predictive modelling and analytics competitions. 3,303 teams from around the world participated in the competition.

Esri Canada, a leading provider of geographic information system (GIS) solutions, has named York University to its network of GIS Centres of Excellence in Higher Education. Students at Lassonde School of Engineering will benefit from the new centre through experiential learning opportunities using the ArcGIS platform.

Biology professor Bridget Stutchbury is the recipient of the 2016 President's Research Excellence Award.
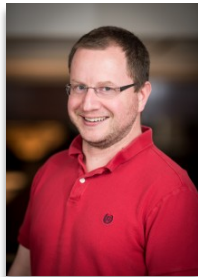
Chemistry professor Derek Wilson was awarded a $330,000 grant by the Krembil Foundation for his research into the causes of Alzheimer's.

2015 President for a Day and student senator Sayjon Ariyarathnam is 1 of 18 national finalists selected to participate in CEO x 1 Day, a program championed by global executive search firm, Odgers Berndtson. Sayjon has been matched with Robert Courteau, Chief Executive Officer of Altus Group.

A team of students from the Schulich School of Business placed among the top three teams in the world at the 2016 Corporate Knights-Schu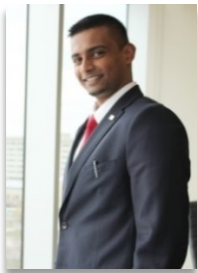lich Business for a Better World Case Competition, an international business case competition focused on climate change.

Faculty of Health professor Rebecca Pillai is the 2016 recipient of the President's Emerging Research Excellence Award, which recognizes full-time faculty members within 10 years of their appointment who have had a notable impact on their field while contributing to the reputation and intellectual life of the University.

Schulich student Dishan Ratnajothi won the Rotary Club Toronto West Youth Award in the under 25 category.
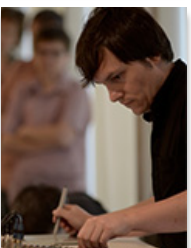
Six new Canada Research Chairs and two renewed Canada Research Chairs have been appointed to the University:

- Peter Backx, Dept. of Biology, Faculty of Science, is Canada Research Chair in Cardiovascular Biology (Tier 1).

- Rosemary Coombe, Depts. of Anthropology and Social Science, Faculty of LA&PS, is Canada Research Chair in Law, Communication, and Culture (Tier 1).

- Christopher Kyriakides, Dept. of Sociology, Faculty of LA&PS, is Canada Research Chair in Socially Engaged Research in Race and Racialization (Tier 2).

- Deborah McGregor, Osgoode Hall Law School, is Canada Research Chair in Indigenous Environmental Justice (Tier 2).

- Doug Van Nort, Digital Media Program and the Dept. of Theatre, AMPD, is Canada Research Chair in Digital Performance (Tier 2).

- Sean Tulin, Dept. of Physics & Astronomy, Faculty of Science, is Canada Research Chair in Particle Physics and Cosmology (Tier 2).

- Graham Wakefield, Dept. of Visual Art and Art History and Digital Media Program, AMPD, is Canada Research Chair in Interactive Information Visualization (Tier 2).

- Jianhong Wu, Dept. of Mathematics and Statistics and Director, York Institute for Health Research, is Canada Research Chair in Industrial and Applied Mathematics (Tier 1).

30 Advanced Credit Experience (ACE) program students from three high schools in the Jane-Finch community celebrated the completion of the university courses they took in the fall semester at York University.

THIS IS EXCELLENCE

[KUDOS REPORT]

A share of the $1.5-million Arctic Inspiration Prize was awarded to a team of audiologists, educators and community members from Ontario and Nunavut that includes Faculty of Education professor Pam Millett. The $300,000 prize was awarded in Ottawa recently for the work Millett and her colleagues did on their Better Hearing in Education for Northern Youth (BHENY) project.

The School of Administrative Studies (SAS) in the Faculty of Liberal Arts & Professional Studies won first place at the Government/Academe Level in the 2015 Tax Preparation Assistance Program of the Chartered Professional Accountants of Ontario (CPA Ontario).

Six graduate students have received scholarship supplements to conduct some of their research abroad through the Michael Smith Foreign Study Supplements (MSFSS). PhD students Lauren Fournier (English), Kyle Gibson (Environmental Studies), Gdalit-Aviella Neuman (Dance Studies), and Laura Pin (Political Science), and MA students Cara Goldberg (Critical Disability Studies) and Brittany Rosenbloom (Psychology) have each been awarded up to $6,000 for their research.

APPOINTMENTS

Mathematics and statistics professor Huaxiong Huang has been appointed the Deputy Director of the Fields Institute for Research in Mathematical Sciences, effective July 1, 2016 to June 30, 2019. Huang previously served as the Associate Director for Industry Liaison for the Fields Institute, and is the editor of *Mathematics-In-Industry Case Studies*, *Advances in Applied Mathematics and Mechanics* and *Journal of Engineering Mathematics*. He has been a professor in the Department of Mathematics and Statistics at York University since 1999. His research focuses on applied and industrial mathematics.

Executive Committee – Report to Senate

At its meeting of February 25, 2016

FOR ACTION

1. Amendments to Senate's Rules and Procedures: Statutory Motion[1]

Senate Executive recommends

> "that Senate approve amendments to the Rules and Procedures as set out in Appendix A."

Rationale

Senate rules require that "not less frequently than every three years a Senate Handbook shall be published."   The Handbook was last published in hard copy format and online in 2012. Senate rules also stipulate that:

- Nothing shall be included in the Senate Handbook that purports to be a statute, by-law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.
- No new edition of the Senate Handbook shall be published with any amendments, revisions, alteration, or changes of any kind unless such amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda, and adopted by express resolution of the Senate.

At the outset of the latest amendment exercise, the University Secretariat presented an edited version of the document incorporating rules amendments approved by Senate since 2012, reflecting evolved practices and interpretations, and correcting minor typographical errors. Practices at other Canadian universities were also reviewed during the process of renewal. In a number of cases the Executive Committee modified or added to the ensemble of revisions. Rationales for changes presented to Senate are set out in both appendices (one a summary of proposed revisions, the other a side-by-side comparison of the current and amended versions of the full document).

The Committee reviewed a summary of comments made at the Senate meeting of January 28, 2016 and suggestions made by Senators. It also received correspondence from a Senator elaborating on suggestions made at the meeting. As a result of this input, the language of the rule covering i*n camera* meetings has been modified and the clauses have been re-ordered to confirm that meetings are open to Senators and that meetings in camera are rare. Decisions to meet *in camera* must be recorded in the minutes together with rationales. Senate Executive also recommends that, henceforth, all rules be treated as statutes and that all changes be approved according to statutory motion processes.

---

[1] Notice of this statutory motion was given to Senate in January 2016.

Executive Committee – Report to Senate

A suggestion made during discussion in January that paper ballots be authorized upon petition of a stipulated number of Senators has not been incorporated into the recommended changes.   It should remain for Senate Executive or Senate itself, on a vote, to determine if a paper ballot is appropriate.

Hard copy editions of the document have not been distributed since 2013 and will no longer be produced. It was suggested that a compendium of key procedures be made available in the Senate Chamber, and the Secretariat has agreed to prepare a concise laminated reference.

Legislative Path

Reviewed / approved by Senate Executive:

2015: September 17, October 13, November 17,
2016: January 19 and February 9

Discussion by Senate at the notice stage of a statutory motion on January 28, 2016

Documentation

Appendix A: Summary of proposed changes and rationales
Appendix B (online only): Side-by-side rending of current rules and proposed changes

FOR INFORMATION

2. Additions to the Pool of Prospective Degree Candidates

In a confidential report from the Chair of the Sub-Committee on Honorary Degrees and Ceremonials, Professor Stan Tweyman, the Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred and, as a result, four individuals have been included in the pool.

George Comninel, Chair

Guide to Proposed Changes to Senate Rules and Procedures

Page	Current	Proposed	Rationale
Cover	Title includes the term "Senate Handbook" September 2012	Rules, Procedures and Guidelines January 2016	**The term "handbook" is dated. Rules and procedures are no longer published in hard copy formats and this document contains only rules, procedures and guidelines (the few Canadian university Senates that still use the term incorporate other material into their "handbooks).**
4 -5	Headings lack numbers	Minor changes to incorporate numbers into headings	**Use capitalized Roman letters for consistency with Sections A-C.**
9	Title of "Senate Handbook"	Minor changes to reflect proposed new title. Handbook is published online only.	**Changes in A 2 have been made for consistency with the recommended title of the document. The language in A 2. C has been trimmed to eliminate redundancy.**
9	d) Any member of the Senate may propose an amendment, revision, alteration, or change to the Senate Handbook. [March 28, 2002]	d) The Executive Committee is responsible for overseeing the production of Senate's Rules, Procedures and Guidelines and proposed changes are normally reviewed and recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to Senate's rules, procedures and guidelines. [March 28, 2002]	This language describes practices that flow out of the Executive Committee's mandate (see Terms of Reference, 2) without limiting the ability of Senators to propose changes.
10-11	a) The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate's records ~~and papers~~. The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports ~~or other papers~~ which the Senate may direct, and all copies which may be required of any such document ~~or papers~~, prepares and countersigns all official documents, and generally discharges such other duties as	The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate's records ~~and papers.~~ The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other ~~papers~~ **documents** which the Senate may direct, and all copies which may be required of any such document ~~or papers~~, prepares and countersigns all official documents, and generally discharges such other duties as	**The term "papers" is somewhat archaic. "Records" and "documents" are the words generally recognized. Paper is also limiting since the Secretary is responsible for maintaining and making accessible records that are in different formats.**

	may be assigned to him/her by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986]	may be assigned to him/her by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986]	
12	3. Alternative Meeting Dates and Times From time to time Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of the two-thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003] 5. Meeting Agenda and Order of Business a)　　The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened.	3. Alternative Meeting Dates and Times ~~From time to time~~ Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of the two-thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003] 5. Meeting Agenda and Order of Business a)　　The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened. The agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting.	**The phrase "from time to time" is not necessary given other language in the rules.** **This language codifies a longstanding practice and ensures that pressing items of business can be taken up by Senate. Senators should be alerted to any documents that will be distributed.**
12	b)　　Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting: Chair's Remarks Minutes of the Previous Meeting Business Arising from the Minutes Inquiries Communications	b)　　Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting: Chair's Remarks Business Arising from the Minutes Inquiries and Communications (Colleague's Report and other items) ~~Communications~~	**Regularly moving 2 items to the consent agenda will create additional time for substantive business. Senators will retain the ability to ask that consent items are dealt with during the meeting. Small amendments to the minutes (such as typos or the omission**

	Report of the President Reports of Standing Committees Reports of Special Committees Unfinished Business Other Business for Which Due Notice Has Been Given Other Business [February 28, 1974; amended November 28, 1974; amended October 26, 2006]	Report of the President Reports of Standing Committees Reports of Special Committees Unfinished Business Other Business for Which Due Notice Has Been Given Other Business Consent agenda (Minutes, Board synopsis and other items) [February 28, 1974; amended November 28, 1974; amended October 26, 2006]	**of names) may be communicated to the Secretariat).**
13	a) ~~On occasions~~ when Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.	a) ~~On occasions~~ When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.	**Minor edit to eliminate a redundancy.**
15	11. Transaction of Business by Electronic Communications a) In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business.	a) In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business. The Executive Committee will provide a rationale for its authorizations.	**The new language stipulates an obligation on the part of the Executive Committee.**
16	A summary of the actions of the Board of Governors shall be made available to Senate Executive regularly for distribution to Senate.	~~A summary of the actions of the Board of Governors shall be made available to Senate Executive regularly for distribution to Senate.~~ A synopsis of each meeting of the Board of Governors shall be provided to Senate.	**This is a minor modification which uses the terminology to describe the document provided to Senate and the community.**
16	V. DEBATES AND VOTES 1. Participation in Debate by Senators and Non-Senators a) Only Senators may participate in the debate on an issue.	V. DEBATES AND VOTES 1. Participation in Discussion and Debate by Senators and Non-Senators a) Only Senators may participate ~~in the debate on an issue~~ in discussions and debates.	**This change would correct the limiting and confusing language of the current rule.**
17	e) Voting is conducted by a show of name placards, unless Senate has determined in advance another method of registering votes.	e) Unless otherwise specified by the Executive Committee or Senate, ~~Senate has determined in advance another method of registering votes,~~ voting is conducted by a show of name placards,	**In practice and precedent the Executive Committee can and does authorize alternative means of voting, but Senate itself retains the ability to determine this as well.**
18	2. Speakers Address the Chair	2. Speaking Only When Recognized	**This modified language seeks to**

	a) All matters coming before Senate are to be addressed to the Chair who will ensure that Senate's business is conducted in an orderly manner consistent with the principles and procedures outlined in this document. b) No item of business is on the floor of Senate unless it has been recognized by the Chair.	No one may speak in Senate until they have been recognized by the Chair. 3. Addressing the Chair Remarks must be addressed to the Chair who will ensure that Senate business is conducted in an orderly manner consistent with the principles, rules and procedures in this document. 4. Speaking to Items on the Floor Speakers shall confine their remarks to items that are on the floor as determined by the Chair.	**clarify the intent of the clause and separates the key elements. A new clause focuses on the related need for Senators (and others permitted to speak) to limit their remarks to items that are on the floor at the time of their interventions.** **Note that numbering in this section has been altered accordingly.**
19	Statutory motions: Senate determines what matters are statutory in nature. Without limiting the generality of the foregoing, these include: i. the establishment of Faculties or other academic units (with the exception of research centres which are established according to the Senate Policy on Organized Research Units) ii. the establishment of Faculty Councils; iii. the establishment of degrees; iv. the establishment or dissolution of a Committee of Senate v. changes in Senate and committee rules	Statutory motions: Senate determines what matters are statutory in nature. Without limiting the generality of the foregoing, these include: i. the establishment of Faculties or other academic units (with the exception of research centres which are established according to the Senate Policy on Organized Research Units) ii. the establishment of Faculty Councils; iii. the establishment of degrees; iv. the establishment or dissolution of a Committee of Senate v. changes in Senate and committee rules **including those related to membership.**	**Added to recommendations in February 2016.** **In the past some rules were treated as statutory in nature while others (including membership rules) were not. Senate Executive recommends that, henceforth, all rules be designated as statutory in nature.**
21	10. Dividing a Motion a) If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.	10. Dividing (or "Severing") a Motion a) If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.	**Senate's rules and procedures generally make use of Canadian parliamentary usages, but it can be helpful to provide alternative terminology.**
23	6. Procedural Motion	16. Procedural Motions	**Modified for consistency.**
25	ii) A motion to introduce new business without due notice is in order only if a written copy of the motion is filed	ii) A motion to introduce new business without due notice is in order only if a written copy of the motion is filed	**This language is consistent with other procedures and**

	with the Chair ~~by the beginning of the meeting~~ so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.	with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.	**avoids confusion over the "beginning" of a meeting.**
26	I) A motion to permit a non-senator to address Senate is always in order.	i) A motion to permit a non-Senator to address Senate is always in order.	**"Senator" is elsewhere and always capitalized.**
28	d) On assuming the chair the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the challenge. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. e) ~~There is no debate on a challenge.~~ f) At the conclusion of a vote involving a challenge, the Chair shall resume the chair.	d) On assuming the chair the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the challenge. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to a challenge. e) At the conclusion of a vote involving a challenge, the Chair shall resume the chair	**This language aims to clarify the procedure and in doing so precludes for the need for e).**
29	1. Establishment of Standing Committees Senate may establish standing committees to assist it in pursuing its mandate. Senate rules apply to standing committees with the following exceptions: a) ~~Consensus: Committees shall strive for consensus within the principles laid out in the preamble to these rules and procedures.~~ b) ~~Quorum: Quorum for Senate committees is a majority of the voting members. Committees may establish a lower quorum for meetings to be held between 31 May and 30 September.~~	1. Establishment of Standing Committees Senate may establish standing committees to assist it in pursuing its mandate. ~~Senate rules apply to standing committees with the following exceptions:~~ Moved to the Committee section.	**These rules apply to all committees, not just special ones and should be highlighted in the appropriate section.**
31	1. Membership specified by the York Act i) the Chancellor; ii) the Chair of the Board; iii) the President; iv) the Principal of Glendon [Principal du Glendon]; v) the Dean of each Faculty; vi) the University Librarian; vii) the Vice-Presidents of the University; viii) the Chairs of Faculty departments, divisions and	1. Membership specified by the York Act i) the Chancellor; ii) the Chair of the Board; iii) the President; iv) the Principal of Glendon [Principal du Glendon]; v) the Dean of each Faculty; vi) the University Librarian; vii) the Vice-Presidents of the University; viii) the Chairs of Faculty departments, divisions and	**Corrected and updated to reflect the creation of Lassonde and Senate rules changes.**

	ix) schools [minimum of 23 chairs [March 26,2009]; x) no fewer than two and not more than four members of the Board; and xi) such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate. 2. Membership of Senate as Determined by Resolution of Senate	schools [minimum of 21 chairs]; ix) no fewer than two and not more than four members of the Board; and x) such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate. 2. Membership of Senate as Determined by Resolution of Senate For the period July 1, 2015 to June 30, 2017 the membership of Senate shall be a maximum of 167 as follows:	
32	*These numbers will be adjusted in 2013 to reflect the creation of the Lassonde School of Engineering as of July 1, 2012.	*These numbers will be adjusted in 2013 to reflect the creation of the Lassonde School of Engineering as of July 1, 2012.	Note is not applicable.
32-33	f) Chairs of Committees (Estimated 5) [March 26, 2009; June 28, 2012] 2. Designated Alternate Senators and Voting a) Designated alternates may cast a vote only in the absence of the regular member. b) Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member. c) Unless provision has been made for a designated alternate, elected and ex officio members shall not be entitled to designate a substitute.	f) Chairs of Committees (Estimated 5) [March 26, 2009; June 25, 2015] 3. Periodic Review and Publication of Senate Membership Reviews a) Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and seats will be reallocated per rule a) ii as necessary. b) Membership rules shall be published in section B of Senate's Rules, Procedures and Guidelines t. [June 28, 2013] **4. Substitutes and Proxies Not Permitted** Unless provision has been made for a designated alternate, elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy. 5. Designated Alternate Senators and Voting a) The three designated alternates defined in 1 e) above may cast a vote only in the absence of the regular member. b) The three designated alternates defined in 1 e) above must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member.	**Updated to reflect amendment. Changes approved in 2013 require that this information be incorporated into the rules.** **One of the most frequently asked questions about Senate membership involves substitutes or proxies. The term "designated alternate" applies <u>only</u> to the YUFA, YUSA and CUPE 3903 members. These clauses have been reordered and renumbered to provide greater clarity.**

33	b) Students elected shall serve for a period of two years.	b) Students ~~elected~~ shall serve for a period of two years.	**The word "elected" is not necessary in this instance. Students are elected or designated for membership by a variety of groups.** **Renumbering of clauses**
35	The term of office for the Academic Colleague shall be two years. [November 28, 1974]. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. [Amended October 26, 2006]	**Moved in its entirety to a new clause (14) which reads, on p. 36:** 14. Term of Office for the Academic Colleague The term of office for the Academic Colleague shall be two years. [November 28, 1974]. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. [Amended October 26, 2006] **Colleagues relinquish their Faculty Council-elected seats upon election.**	**Differs from other clauses and requires elaboration.** **The clarification in bold provides clarity in response to a frequently asked question about the status of colleagues.**
37.	. Composition of Senate Committees a) The number of faculty seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise. 2. Election to Senate Committees a) Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for ~~membership Senate on~~ committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.	1. Composition of Senate Committees a) The number of faculty member seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise. 2. Election to Senate Committees a) Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on Senate committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.	**Senate style requires use of the term "faculty member."** **Correction of typographical error.**
38	5. Nomination Process a) Senate Executive is responsible for developing and recommending to Senate slates of candidates for election	5. Nomination Process a) Senate Executive is responsible for developing and recommending to Senate slates of candidates for election	

	to Senate committees that are not designated for Faculty membership. b) Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated from the floor shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible. c) The Executive Committee shall establish and publish guidelines and procedures for nominations. [April 22, 2010]	to Senate committees that are not designated for Faculty membership. b) Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated ~~from the floor~~ in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible. c) The Executive Committee shall establish and publish guidelines and procedures for nominations. [April 22, 2010] [See Section F, below]	**The term "from the floor" is somewhat misleading given the process described.** **Guidelines and procedures are found in the concluding section of the document.**
39	. Timing of Elections ~~Committee memberships are established by election in the Winter term. [May 7, 1971]~~	Normally the process of electing members of all Senate committees shall conclude by July 1.	**The end date is not realistic, but committees should be populated since it is not uncommon for business to arise in the summer months.**
40	~~e) In cases where committees are required to function outside the normal lecture session, alternate ex officio members for those committees should be available to ensure that the affairs of the committees are considered and acted upon. The membership of such alternates is to be approved by the Senate Executive Committee. [Amended October 26, 2006]~~	e) Ex officio members of Senate committees may designate alternates to represent them. They may also request the attendance and participation of others to assist in committee deliberations.	**Vice-Presidents and other ex officio members often ask that others attend a meeting on their behalf. This change is conductive to continuity and stipulates the terms under which alternates participate. ASCP's Senate-approved mandate makes explicit provision for "delegates," and this can be extended to other committees (except Appeals, T&P and T&P appeals).**
40-41	2. Ratification of Student Membership on Senate Committees Student senators nominate student representatives on Senate committees.	12. Ratification of Student Membership on Senate Committees Student Senators nominate student representatives on Senate committees.	Minor edit for

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

. | consistency in capitalizations. |
| 41 | 14. Senate Committee Documentation

a) Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee. (Statutory Rule) | 15. Senate Committee Communications and Documentation

a) Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee. (Statutory Rule) | **The rule is statutory but the title of the clause is not. Communications can be oral in nature.** |
| 41 | d) Frequent reports must be made to the Executive Committee and to Senate in areas of policy initiation. | d) Committees must report to Senate Executive when policy initiatives are underway, | **"Frequent" is ill defined as is the phrase "areas of policy initiation." The revised text aims at a simpler declaration of onus.** |
| 42 | ~~Meetings of Senate Committees at which questions of policy are to be considered are open to any member of Senate, who may attend but shall not take part in the proceedings unless invited to do so by 2/3 of the members of the committee present. [May 22, 1975] (Statutory Rule)~~

~~17. In Camera Meetings~~

~~Meetings at which matters of policy initiation and policy implementation are considered shall be open to the University community. Committees may move in camera to consider matters where confidentiality must be observed. [November 22, 2001]~~ | 17. Sessions Held in Camera / Attendance of Non-Members

   a) Meetings of committees are open to Senators.

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

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

   d) Communications from Senators and other members of the community intended for committees shall be | **Additional revisions were made by Senate Executive based on input from Senators.**

Rules about attendance by non-members at meetings and in camera meetings are confusing and even contradictory. Terminology is rather loose ("questions" of policy, policy "initiation" and "implementation"). The distinction between members of Senate and the community are blurred. This clause has been rewritten with a view toward imparting greater clarity, eliminating confusing criteria, and differentiating between adjudicative and policy committees. It covers sub-committees and, |

		facilitated and brought to the attention of the Chair by the Secretary. e) Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held in camera. Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so. f) Other members of the University community may request to attend meetings. Chairs may invite individuals to attend, and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to so by the Chair or with the consent of 2/3 of the members present and voting. g) Only members may attend meetings of sub-committees unless a non-member has been invited to do so.	**in d), places a burden on Committees. Senate committees are not normally open to the "community" at the other universities.**
42-43	18. Quorum for Committee Meetings Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of the directly elected faculty members. Committees may establish a lower quorum for meetings to be held between 31 May and 30 September. [May 22, 1986; amended October 26, 2006]	18. Meeting Quorum Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of the directly elected faculty members. Committees may establish a lower quorum for meetings to be held between 31 May and 30 September. [May 22, 1986; amended October 26, 2006]	**Correction of an infelicity.**
46 and after	ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY I. COMPOSITION The Committee is composed of the following members: a) Voting Members Seven faculty members elected by Senate One Librarian elected by Senate	ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY I. COMPOSITION The Committee is composed of the following members: a) Voting Members Seven faculty members elected by Senate One Librarian elected by Senate	**The President is a voting member.**

	Two student Senators, normally one undergraduate and one graduate One contract faculty member elected by Senate Chair of Senate Vice-President Academic and Provost (or delegate) Vice-Provost Students University Librarian (or delegate) University Registrar (or delegate)	Two student Senators, normally one undergraduate and one graduate One contract faculty member elected by Senate Chair of Senate Vice-President Academic and Provost (or delegate) Vice-Provost Students University Librarian (or delegate) University Registrar (or delegate) President	
54	7. Board / Senate Communications A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least ~~twice~~ annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.	7. Board / Senate Communications A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.	**The two committees have not met more than once each year for decades. This rule does not preclude additional meetings.**
-65	SECTION F SENATE NOMINATIONS RULES AND PROCEDURES The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process. Procedures: 1. In developing the slate of nominees for vacant positions, the following actions are taken: • ~~all faculty members are surveyed for their interest~~ • Faculty Councils, Deans and Principal are asked for suggestions • members of the Senate Executive Committee suggest names • the names of those eligible for sabbatical in the coming two years and those coming off sabbatical are reviewed • the names of those who have served on Senate Committees in the past are reviewed 2. Elections are held for all seats on	SECTION F SENATE NOMINATIONS RULES AND PROCEDURES The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process. Procedures: 1. In developing the slate of nominees for vacant positions, the following actions are taken: • ~~all faculty members are surveyed for their interest~~ a call for nominations is issued which lists vacancies and provides information about committees and positions • Faculty Councils, Deans and Principal are asked for suggestions • members of the Senate Executive Committee suggest names • ~~the names of those eligible for sabbatical in the coming two years and those coming off sabbatical are reviewed~~ • the names of those who have served on Senate Committees in the past are reviewed	**Many of the guidelines set out here date to a time when the University was much smaller.** **Faculty members have not been surveyed per se but every effort is made to advertise openings though governance listservs and the like.** **There is no reliable data base available to undertake this step.**

committees except as follows: • where seats are designated for small Faculties • where a reasonable effort has failed to find enough candidates for Faculty designated seats for the mid-sized Faculties to construct a ballot • where extraordinary efforts have failed to find enough candidates in the larger Faculties to construct a ballot 3. Notwithstanding the above, elections must be held for the following: • seats on the Senate Tenure and Promotions Committee • seats on the Tenure Appeals Committee • seats on committees which are non-designated • the position of Academic Colleague • the position of Vice Chair of Senate Guidelines and Criteria: 1. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University. 2. No elected faculty member of a Senate Committee or legislated subcommittee shall serve more than two consecutive terms. 3. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria: • the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three year period • the skills, including leadership skills, which the candidates would bring to the position • the experience which the candidates would bring to the position • the current and historical balance among Faculties, in the case of non-designated committees • the current and historical gender balance • the range of skills and experience	2. Elections and Acclamations Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote, and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations. Guidelines and Criteria: 1. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University. 2. ~~No elected faculty member of a Senate Committee or legislated subcommittee shall serve more than two consecutive terms.~~ Normally, members of Senate committees shall not succeed themselves. (Senate rule) 3. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria: • the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three year period • the skills, including leadership skills, which the candidates would bring to the position • the experience which the candidates would bring to the position • the current and historical balance among Faculties, in the case of non-designated committees • the current and historical gender balance • the range of skills and experience of other continuing members of the committee	**Many elections result in acclamations. Because most Senate committee members are now designated by Faculty Councils, many of these no longer apply.** **This is the explicit Senate rule.**

of other continuing members of the committee • the level of interest of the candidate in the subject matter • the availability of the individual to attend meetings and contribute to the work of the committee • the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee 4. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible. 5. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future. 6. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees. 7. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them. 8. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart. ~~9. In the final analysis, Senate has the final say: a nomination from the floor of Senate will be accepted for a ballot where the individual nominated has agreed to stand and where he/she is available to meet at the times when the committee concerned conducts its business.~~ Other procedures and guidelines are posted on the Senate Website:	• the level of interest of the candidate in the subject matter • the availability of the individual to attend meetings and contribute to the work of the committee • the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee 4. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible. 5. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future. 6. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees. 7. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them. 8. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart. 9. In the final analysis, Senate has the final say: ~~a nomination from the floor of Senate~~ additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and meets criteria. Other procedures and guidelines are posted on the Senate Website: http://www.yorku.ca/secretariat/index.html	**This text has been revised to reflect Senate rules concerning additional nominations.**

	http://www.yorku.ca/secretariat/index.html		

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of February 25, 2016

The Academic Policy, Planning and Research Committee met on February 4 and February 11, 2016 and submits the following report to Senate for action and information.

FOR ACTION

1. Approval of University Academic Plan 2015-2020[1]

APPRC recommends

"that Senate approve University Academic Plan 2015-2020 as set out in Appendix A."

Rationale

The current University Academic Plan has served the University well but has now lapsed. A new UAP has been in development over the course of many months, and APPRC is now in a position to present a draft to Senate for discussion. APPRC has been able to adhere to the timelines it shared with Senate in the autumn, and we are extremely grateful to Senate and the community for helping us to stay on track and, more importantly, for sharing perspectives on the plan and its contexts.

The UAP renewal process unfolded over much of 2015 (see below for a chronology of consultations and other major milestones in the development of the draft). APPRC has sought to ensure that the document reflects the views of the community. Not every issue that we face is identified, and not every solution is adumbrated. Yet the document highlights the necessity of pursuing our goals through collegiality, collaboration, cooperation and innovation. We must look to the future in this spirit.

Since the UAP belongs to Senate, we urged Senators in January to take the opportunity afforded by a notice of motion to express their views on the document before the final version was prepared. A summary of comments was prepared and the Committee reviewed it at the first opportunity (the document was also posted online with other consultation documents). The final draft addresses the input received from Senators. This includes references to the challenging funding environment arising from Ontario's relatively poor standing in per capita grants for universities. This UAP shares with previous iterations a generally positive, forward-looking perspective on academic planning. None have dwelt on challenges even when they have been tempered by a realistic assessment of external environments. Even so we must continue to take a clear-eyed view of our current circumstances and work to improve them.

---

[1] Notice of this motion was given at the Senate meeting of January 28, 2016.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Documentation is attached as: Appendix A (proposed UAP; comparison of the proposed UAP with the version presented to Senate in January; record of consultations with links)

NOTICE OF MOTION

2. Establishment of a Department of Computational Arts in the School of the Arts, Media, Performance and Design

APPRC gives notice of its intention to recommend, at a subsequent meeting of Senate, a statutory motion:

> "that Senate approve the establishment of a Department of Computational Arts in the School of the Arts, Media Performance and Design and recommend formal establishment by the Board of Governors."

Rationale

APPRC is satisfied that the proposed new department is consistent with School and University Plans and is appropriately resourced in terms of the delivery of curriculum, research, and service. It was approved by the Council of the School and is strongly supported by colleagues in the new unit, the Provost and the Dean of AMPD. The Lassonde School of Engineering – which shares a program in Digital Media with AMPD – has recorded its support through the Dean and made known its enthusiasm through members of the cognate unit. Students are said to be excited by the creation of the department. The proposal has been carefully developed over a long time through an intensive consultative process in a highly collegial consultation mode.

The proposed name of the department reflects well the distinctive and innovative nature of the activities encompassed by Computational Arts. It will help York solidify and project strengths and serve as an aid in the recruitment of students and faculty members. The Department aims to be a leader in the pursuit of goals associated with UAP and Faculty plans.

Documentation is attached as Appendix B.

FOR INFORMATION

3. Markham Centre Campus Academic Planning

As reported to Senate in January, APPRC agendas now have Markham Centre Academic Planning as a standing item. The Committee also committed to furnishing updates on a monthly basis so that Senators are informed and engaged as the process unfolds.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

At its meeting of January 14, the Committee was briefed on developments and learned the following:

- Discussions with the Ministry of Training, Colleges and Universities were ongoing in anticipation of a submission by MTCU to the Treasury Board. Approval by the Treasury Board will release funding for the campus.
- It is hoped that, with funding secure, a final agreement will be signed in April or May.
- The University is working with the York District School Board on programs for high school students, and it is seeking temporary office space in the vicinity of the new campus in order to establish a presence and connect with the community.
- The Convergence Centre remains open but may be moved for greater proximity to the new site.
- The physical plant will consist of new facilities, but it may be desirable or necessary to utilize capacity available nearby (for example, some lectures might be held during the day at a cinema close to the site).

Provost Lenton provided the Committee with a more substantial report at its meeting of February 11. A version of her presentation to the Committee that day is appended to this report. It covered many aspects of planning at this stage, including the principles intended to guide planning and implementation. APPRC members posed a variety of questions which elicited the following elaborations and additions:

- Planning assumes that enrolments will reach 4,000 within six years of the opening expected in 2020.
- Since students must be able to complete degree programs (but will not be precluded from studying on the Glendon and Keele campuses), general education and elective courses will be offered on-site.
- It is a planning assumption that the full-time faculty complement will be maximized. Administrative services and staff resourcing will be designed to take advantage of overall resources and systems.
- Thorough and careful governance planning will be vital and must take account of (for example) considerations arising from the processing of appeals
- A hallmark of the curriculum will be innovation, but it is expected that this will also characterize the evolving programs offered at Glendon and Keele.

Program development, complements and governance remain key focal points in discussion. A number of Faculties are actively assessing opportunities associated with the Markham Campus, and APPRC urges Councils to take up the discussion in an appropriate collegial manner.

Documentation will be distributed.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

4. Annual Meetings with the Deans, Principal and University Librarian

APPRC has finalized a schedule of meetings in February and March with the Deans, Principal and University Librarian which will focus on the following question:

> Taking into account your challenges and the priorities and goals of UAP 2015-2020, what do you expect will be the major achievements of your Faculty / YUL in the next several years?

In a departure from previous years, academic planners have not been asked to submit a written document to the Committee. However, a summary of the discussions will be prepared and shared with Senate, along with actions arising from them.
As has been the case in recent years, members of APPRC will prepare themselves by reviewing the relevant sections of Faculty and YUL Integrated Resource Plans in advance of the discussions, which will help inform APPRC and Senate now and in the future.

R. Pillai Riddell, Chair

YORK UNIVERSITY ACADEMIC PLAN 2015 – 2020

Preamble

2010 – 2015 in Review

Significant progress has been made over the past five years towards realizing the vision of York University as set out in the *White Paper Becoming an Engaged University 2010 – 2020*.

York has achieved top national and international rankings in pre-eminent programs in business, humanities, law, and social sciences. The University has become more comprehensive with the creation of the Lassonde School of Engineering and new undergraduate and graduate programs in Business, Education Studies, Engineering and Global Health. The launch of the *School of* the *Arts, Media, Performance and Design* reflects expanded capacity for arts innovation while enriching existing strengths, and the profile of Science has risen thanks to high-impact research and curricular innovations as well as extensive public outreach and media engagement. Glendon has furthered the role it plays as a bilingual hub serving the needs of central and southwestern Ontario for expanded francophone programming. These programs have strengthened our reputation in leading-edge interdisciplinary curriculum and inspired new collaborations.

Our research intensification efforts have fostered the growth of high impact research outcomes enhancing social, cultural and economic prosperity through partnerships both locally and internationally. The Faculty of Health received a $20 million gift to establish the Dahdaleh Institute for Global Health that will bring together researchers from across the University connecting to international networks. We have built an impressive array of collaborative research networks spanning every continent, reaching from the ocean depths to outer space, and enhancing cultural and social vitality. At the same time, we have prioritized local innovation through initiatives such as Innovation York's Markham Convergence Centre and supporting the York University-TD Community Engagement Centre in the Jane-Finch Community.

We have achieved a reputation for excellence in teaching and learning as confirmed in student surveys including inventive experiential education and technology enhanced learning. We have begun to make strides again towards strengthening faculty complement by recovering the post-2008 decline in full-time faculty that resulted in the context of prevailing global economic crises. Our strategic enrolment management initiative has improved conversion rates and enhanced orientation through YUStart to recruit the best students and retain them. We have surpassed our White Paper benchmarks to increase our proportion of international students. This has furthered our internationalization goals alongside the creation of partner campuses in India (Schulich's GMR Campus) and Costa Rica (Faculty of Environmental Studies' Eco-campus and the Lillian Meighen Wright Centre) and the innovative *Borderless Higher Education for Refugees* program supported by colleagues in the Faculties of Education and Liberal Arts and Professional Studies. Our new School of Continuing Studies helps to strengthen York's commitment to access and lifelong learning. We have advanced our strong commitment and practice as an engaged University upholding defining values such as social justice, excellence and collaboration enhancing our external recognition.

We have nurtured a culture of evidence-based decision-making to support better collaboration across all levels of the University including an institutional review of all our programs and services in 2013 – 2014 and created York's first-ever Institutional Integrated Resource Plan (IIRP).

Our efforts have been supported by transparent and comprehensive communication plans, advocacy with government, and advancement efforts including large-scale capital projects such as the new Bergeron Centre for Engineering Excellence, plans for a new student centre on the Keele Campus and a successful submission for a new campus in Markham. We have received local, national and

international recognition through prestigious publications and awards including an award for campus sustainability.

Looking Forward to the University Academic Plan 2015 - 2020

York's accomplishments together with our distinct strengths provide a strong foundation for the next five years. The University Academic Plan 2015 – 2020 is an opportunity to consolidate our efforts by focusing on the implementation of strategic initiatives giving careful attention to the challenges that have arisen as well as emerging opportunities.

This version of the University Academic Plan comes at a pivotal moment in York's history as captured in Figure 1. Building on previous iterations and on a set of enduring values, planning principles and strengths that have stood us well from the inception, it has been shaped by a comprehensive review of our progress to date in realizing York's vision as set out in the White Paper 2010 – 2020 and the responses to that review captured in the IIRP as well as local level Integrated Resource Plans (IRPs). The priorities and implementation strategies herein are suited to the aspirations of a leading global university focused on fully realizing its goals and seizing the fresh opportunities that are beckoning.

Figure 1. Realizing the White Paper

1
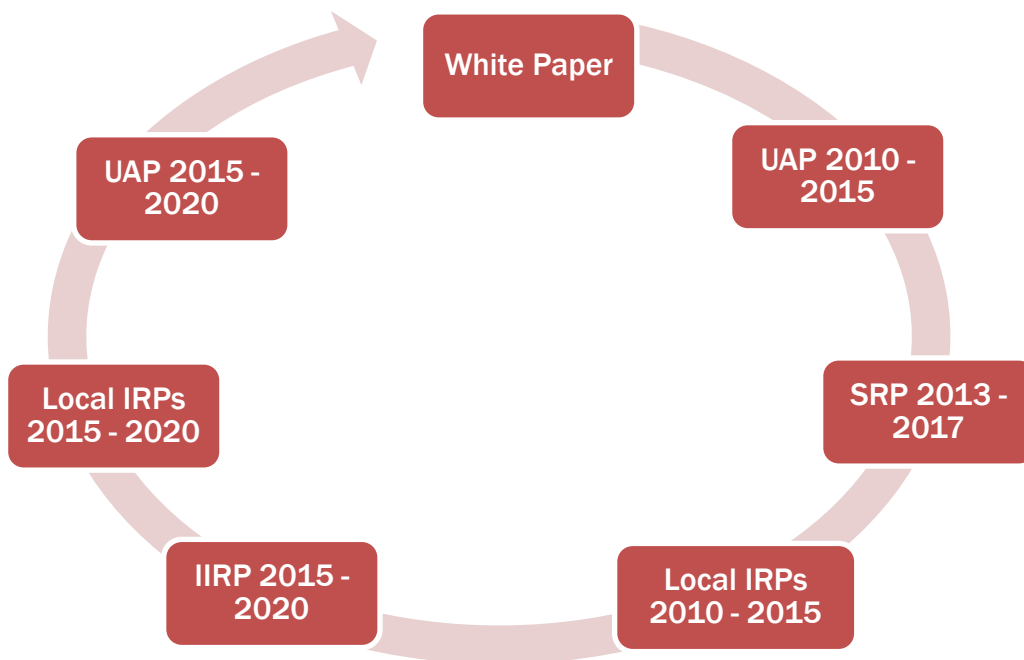
YORK UNIVERSITY ACADEMIC PLAN 2015 - 2020

Introduction

Guided by York's mission and vision, as well as a set of enduring values, the University Academic Plan 2015 – 2020 (the Plan) reflects the spirit of our motto *Tentanda Via* – the way must be tried – expressing our readiness, capacity and desire to address the challenges we face in a constantly changing and dynamic 21st century context, and to seek bold new ways of fulfilling our promises, looking inwardly and outwardly for inspiration. While our values are not individually exclusive to York University, taken together, they represent a unique and authentic combination that guides academic planning at a public institution.

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition. - *Tentanda Via* The way must be tried.

Vision

As one of Canada's leading universities, York University fosters creativity, innovation and global citizenship through its open-minded and engaged approach to teaching, scholarship and research, and community outreach.

Values

Excellence: York strives for excellence in teaching and learning (or pedagogies), academic programs and research/scholarly/creative pursuits enriching as well as educating, enabling as well as informing through fostering intellectual curiosity, innovation, and creativity.

Progressive: York is open minded, forward looking and flexible. We embrace innovative approaches, technologies and perspectives to solve problems, develop new understandings, solutions and discoveries that have an impact on our world.

Inclusivity and diversity: York is a welcoming and approachable campus embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.

Social justice and equity: York is socially responsible, and committed to the pursuit of social justice and equity issues to continuously challenge and transform society's understanding and existing norms through civic, scientific and cultural actions.

Sustainability: York values environmental, social, and fiscal sustainability through its programs, physical environment, and fiduciary practices.

2

34

Overarching Themes of the UAP 2015-2020

The Plan focusses on seven key priority areas. Running through those priorities are three overarching themes that animated the White Paper as well as the University Academic Plan 2010 – 2015). They are:

- academic quality
- student success
- engagement and outreach.

Academic quality has been the overriding imperative for York over the last five years and it must continue to be so in everything we do for the next five years. An institutional commitment to the importance of research and teaching excellence and to the inseparability of the two aspects of our mandate as part of our culture of excellence is key as is attracting and retaining the highest quality faculty, staff, undergraduate and graduate students. This requires attention to strengthening our reputation, an understanding of the centrality of innovation as a key driver of quality, selectivity in admissions, success in competitions for research and infrastructure funding, and sustained funding for graduate students. While building on our strengths to leverage new opportunities, we must also look outward for best practices, and continue to exemplify our readiness for change.

Success depends on maximizing the resources available in support of the core academic priorities of teaching and learning, and scholarly, research and related creative activities especially given the challenges that York, together with all Ontario universities face with per student funding that is the lowest in the country. Central to those efforts is increasing the full-time faculty complement (including supporting efforts to improve the conversion of contractual appointments to the tenure-stream) and improving student / faculty ratios. We must also maintain our commitment to continual improvement, degree streamlining, meeting enrolment targets, and enhancing the effectiveness of our administrative services.

Student success is a related goal, one that includes raising the quality of graduate and undergraduate students who choose to study at York without diminishing access, their experience while here, as well as the outcomes of the experience afterwards. Significant work has been done over the past five years to better utilize student data to design academic supports for our diverse student population and to better support student success through Strategic Enrolment Management initiatives. The colleges offer a variety of services including peer and alumni mentorship, and supplemental instruction. The Faculty of Graduate Studies offers a comprehensive suite of workshops in the areas of writing, grant application and professional skills development. The Libraries offer a Personal Librarian program that pairs first year undergraduate students with librarians who guide and support them with their research needs throughout their first year of study.

Large public institutions like York face specific challenges so we have sought to leverage our size to our benefit. It multiplies avenues for students, incubates top-flight interdisciplinary programs, facilitates collaborative research, and opens the way for interactions between members of the community in clubs and extracurricular settings that would be impossible to imagine on smaller scales. For this reason, we have tried to ensure that sheer size does not overwhelm but rather invites and inspires. This must continue to be so, since we will, in the next several years, increase the number of highly committed students choosing *York first* at both the undergraduate and graduate level (thereby sustaining one of the largest graduate student cohorts in North America).

3

Engagement and outreach have always been part of York's DNA and certainly before the concept of an "engaged university" became popular in Canada. Engaged faculty and staff are essential for creating a vibrant university community and for strengthening the impact of what we do. Engaged learning is increasingly being viewed as a hallmark of a quality university experience. As a large university with many students who commute daily, York faces a special challenge in creating opportunities for students to engage with faculty and their peers in learning and co-curricular situations.

Engagement is central to how we function as a community and to advancing collegial governance, inclusiveness and diversity, and it is reflected in our outreach and collaboration with local and global partners for the mutually beneficial exchange of knowledge and resources. York continues to extend its reach and network of partnerships with other educational institutions, governments, non-profit and private sector **actors** to enrich our academic programs; the student learning experience including access, credit transfer and experiential education opportunities as well as scholarly, research and related creative activities; and to help prepare educated, engaged citizens committed to democratic values; and contributing to the public good and solving critical societal problems.

A critical feature of the 21st century is the global vantage point for higher education. Engagement will therefore continue to be a central theme in this Plan in several respects. It will underpin the development of York's Internationalization Strategy; support the expansion of experiential education opportunities; and broaden the range of our research partnerships and the impact of our scholarly activities through collaboration, knowledge mobilization, and innovation initiatives. In so doing, engagement strengthens the relationship between teaching and research, scholarly and related creative activities.

Continuing education is a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support. The School of Continuing Studies will complement other professional development schools at York and reinvigorate our commitment to flexible learning and student mobility.

As part of developing a pan-University Indigenous Strategy, a key goal will be engagement with the Indigenous communities of Canada both inside and outside York. Engagement is testament to a desire to ensure our students, staff and the faculty complement better represents Indigenous communities. It will enrich teaching, learning and research as well as the student experiences. It will build on existing initiatives across diverse Faculties and divisions while embracing new projects and processes, including those arising out of our response to the "Truth and Reconciliation Calls to Action."

Our Context: Challenges and Opportunities

The External Landscape

An environmental scan of the external context is an important part of any planning process revealing the challenges and opportunities that must inform our planning decisions. Factors that will need to be considered in our efforts to advance the White Paper over the next five years include:

- the internationalization of higher education and York's global engagement strategy including our enrolment plan, our outreach and partnerships, our programs and research
- society's reliance on universities to drive creativity, innovation, knowledge, and community engagement through teaching and research continues to intensify

- the impact of the information and communications technology revolution on knowledge acquisition and dissemination as well as the emerging opportunities to enhance learning through technology
- the need to provide high quality programming in a fiscally constrained provincial environment with a concomitant emphasis on financial sustainability and accountability
- the increasingly complex and competitive environment for research funding and increasing expectations to translate research results into outcomes with tangible societal and economic benefits
- postsecondary policy frameworks regarding higher education including:
  - o differentiation and the impact on program directions, research priorities, and enrolments
  - o the new provincial government's directive for public sector business documents
  - o the provincial performance-based funding review and the potential implications for the development of metrics and key performance indicators for transfer grants
- the declining enrolment trends through to about 2020 in combination with the lack of understanding about the important role of liberal arts education in a knowledge-based society and the implications for applications, the disproportionate reliance on a relatively small number of York's programs, and the implications for Strategic Enrolment Management.

These pressures remind us of the importance of protecting and building on York's strengths as we look forward to York in 2020.

Embracing Opportunities within York

Despite significant challenges, York is poised to capitalize on a number of opportunities in the next five years. With multiple campuses we will become more comprehensive in scope and have greater chances to fulfill our mission and vision. York has signaled its interest in housing a medical school and has set the stage for this eventuality. Many other opportunities exist, and we will embrace those that align with our strengths and aspirations:

- Strengthening York's institutional *gravitas* by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health; digital media; biomedical; green technologies; the expansion of experiential education including research activities; and technology enhanced learning.
- Markham Centre campus, a generational opportunity to create a 21st century campus, an incubator for new ideas articulating York's vision for a blurring of town and gown that won out over 19 separate proposals for a new campus.
- Expanding and promoting Glendon's (and York's) contributions to bilingual education in central and southwestern Ontario by building on the College's strong liberal arts and expanding its program offerings in pre-professional, professional and science-focused areas.
- Championing the importance of liberal arts education and critical inquiry
- Nurturing our interdisciplinary strength by developing formal mechanisms to facilitate Faculty cross-teaching and cross-supervision of students.
- Fulfilling our commitment to a student-centred focus, enhancing the success of our graduates through access and student mobility initiatives for diverse groups (new Canadians, international students, mature students, students with disabilities, aboriginal communities), a high quality student learning experience, more personalized education for undergraduate and graduate students, and improved retention.

5

- Enhancing our leadership in community engagement including outreach and partnerships with local, national, global, virtual communities in academic, non-profit and private realms.
- Extolling our diversity as a model and as a beacon.
- Improving the campus experience through:
    - life and learning in a sustainable setting, creating more student space, where the natural environment – including unique eco-systems – coexists with outstanding facilities of architectural significance.
    - situating York at the heart of a dynamic region through transportation and location (with the subway becoming a public transit hub, proximity to airport, road networks) and seeking out opportunities for community engagement that arise such as cultivating Keele campus as a major stop-off point between North-South and East-West routes.
    - promoting York's award-winning reputation for campus sustainability.
- Continuing to model the practice of evidence based academic leadership – expansion of data analytics (including York data, student surveys, external research measures and Cyclical Program Reviews) to better inform decision-making in advancing our world-leading Faculties and programs.

The Priorities

The Plan outlines seven priority areas with a focus on consolidating the objectives and initiatives that have been confirmed as most essential to the realization of York's mission and vision based on the efforts and assessments of the past five years and the **consultations** undertaken to develop this Plan. The benchmarks to be achieved over the next five years are therefore written with greater precision than might otherwise be expected while still providing ample space for contributing to those benchmarks in ways that reflect unique local characteristics.

Priority 1. Innovative, Quality Programs for Academic Excellence

A paramount priority for the UAP 2015 – 2020 in advancing York's vision as a comprehensive, research-intensive and internationally recognized University is to enhance the quality of our academic programs. Program quality is notably among the top three factors that Ontario applicants weigh in deciding on the University they will attend. The Task Force Report on Academic Programs as well as our Cyclical Program Reviews, and student surveys identify a number of curricular innovations upon which to draw for enhancing innovation and quality including interdisciplinary content, research opportunities, and the clear articulation of learning outcomes. Maintaining the commitment to general education and the critical presence of liberal arts education throughout the curriculum will also ensure that our graduates acquire the transferable skills so critical to adapting to the new demands of citizenship and changing work settings.

York was an early adaptor to quality assurance processes, and has been in the vanguard as province-wide frameworks were developed. Most of our programs have well-developed learning outcomes and are moving to aligning their assessments to those outcomes. At the same time, cyclical program reviews have not fully addressed program challenges. The enrolment data provided for the institutional-wide review of all undergraduate and graduate programs revealed some pressing issues such as the large percentage of the University's undergraduate applications that are to the top 10 programs York offers; overly complex degree requirements; program duplication; and programs experiencing declining enrolments over a number of years.

6

Increasing comprehensiveness requires that we expand in the areas of health, engineering, science, business and professional programs, while also championing the liberal arts and other programs facing provincial declines in applications such as the creative arts. There are opportunities for offering students greater flexibility and career mobility with new and unique combinations between degree programs. New program proposals that are seeking approval by the Quality Council and the Ministry of Training, Colleges and Universities must be developed with in-depth knowledge of Senate's Policy on Quality Assurance, our University's Strategic Mandate Agreement with government, and a well-developed analysis of market needs and program distinctiveness. Approval of the program does not vouchsafe its viability and proposals must have credible enrolment targets and resource needs.

Senate has endorsed the Institutional Integrated Resource Plan and in doing so has signaled its appreciation of the necessity to consider, complete and implement action plans undertaken at the Faculty level aimed at enhancing the quality of our academic programs. These plans must address the challenges evident in the enrolment data, programs reviews, student surveys and other relevant sources of information.

In the next five years we will:

1. Develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews)
   1.1. Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc
   1.2. Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate
2. Strengthen our comprehensiveness and interdisciplinarity by:
   2.1. Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses
   2.2. Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations
   2.3. Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education
   2.4. Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, **collaborate**, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs
3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with learning outcomes
4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation

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

Scholarship is the lifeblood of any university. York has always favoured a broad definition of scholarship, and will continue to value the endeavours of faculty members throughout the University.

Transformative scholarship, creative activities and research can be pursued in a variety of ways, and we are all driven first and foremost by intellectual curiosity. We will take advantage of emerging vehicles for the dissemination of that scholarship in order to share the results of our endeavours with other scholars and society. Particularly notable is our leadership in engaging in research across disciplines, partnership with communities and the impact of our research outputs on academia and on society.

Building on our current success we aspire to increase the breadth of engagement in research, scholarship and related creative activity across our campuses and to further enhance the mechanisms through which we track and articulate our success such that over the course of the plan we will climb the national and international rankings for research intensity while preserving or enhancing the impact of our outcomes. As stated in the Senate-approved Strategic Research Plan, we will intensify research cultures assiduously.

Graduate education is fundamental to a vibrant research culture. We must enhance graduate education through a stronger alignment with the Faculties and academic units that support them in order to coordinate academic planning, faculty complement needs and resources with undergraduate programs. It will be essential to meet or exceed enrolment targets negotiated with the provincial government. Postdoctoral fellows are also key and we must plan strategically to take on a greater number across the range of disciplines.

In the next five years we will:

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

10. Emphasize enhancing and increasing our population of graduate students and postdoctoral fellows (quality and quantity) and mentoring and supporting them in their research activities

Priority 3. Enhanced Quality in Teaching and Student Learning

York has an outstanding and well-deserved reputation for high quality teaching and learning as supported by student surveys and cyclical program reviews, and has an opportunity to establish itself as a leader in pedagogical innovation. As a second top factor affecting students' decisions about where to study, further enhancing teaching and learning including the development of signature pedagogies has the potential to make a significant impact on our ability to realize our vision. We have already invested and made considerable progress in expanding experiential education and technology enhanced learning. Experiential education – by which we mean a variety of learning modes that involve problem-based inquiry, the application of knowledge, and involvement in career-preparation – enriches the curriculum and contributes to deep learning. University education is being transformed by new technologies and by burgeoning discoveries in pedagogical research that have been found to empower instructors and students and augment still-essential personal encounters. Notably, the value of alternative instruction modes is amenable to systematic, relatively easy monitoring. As we continue to pioneer new ways of learning we can – and should -- assess their worth continuously.

Teaching and research are fundamental to the University's mandate and identity. More than that, they are inseparable. This intimacy is expressed through research-infused instruction and opportunities for students to conduct research within courses and in other activities. York University is also an international university. We are at home in a world where social change is not just possible but necessary. We see every day the dramatic impact that our work makes on social policy and the difference that it makes for individuals, groups and societies around the globe. We are cognizant of our responsibility to foster international dialogue and international experiences in the curriculum.

The Teaching Commons continues to enhance the supports offered to faculty interested in exploring newly emerging tools that can enhance the learning experience.

In the next five years, we will:

1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.
    1.1. Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units
    1.2. Develop the means by which to organize and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses
2. Expand technology enhanced learning including the number of courses, modules and programs available online or through blended learning
3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges
    3.1. Enhancing student mobility including a commitment to flexible course scheduling and improved credit transfer
    3.2. Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences

9

      3.3. Facilitate faculty member exchanges
4. Provide training and support for faculty members interested in incorporating experiential education, technology enhanced learning and other pedagogical innovation
      4.1. Continue to strengthen supports offered by the Teaching Commons
5. Provide students with timely, relevant information about courses they may choose or in which they have enrolled before classes have started

Priority 4. A Student-Centred Approach

Input for this Plan has highlighted the importance of a student-centred approach in facilitating the success of our students and ensuring that our graduates have the knowledge, skills and abilities for success as global citizens in the 21st century. A student-centred approach means viewing everything we do from a student lens including decisions about our academic plans, the learning environment, the campus experience, and academic support strategies.

Home to one of the most diverse student populations in Canada, York has made accessibility to the highest quality education a priority throughout its history. Graduates from every background have gone on to succeed in every walk of life. Many of our students are the first in their families to attend university. Our students tend to work more hours on average than the provincial average. They cannot always take a full course load. The average commuting time is long (but will be shortened as public transit projects come on stream). The value of our degrees and university education in general is not always well communicated to students. We know from their feedback we need to clarify program expectations at the outset.

The success of our students is a top priority including providing the strongest possible support, encouragement, and opportunity for self-actualization. We know that this cannot happen in isolation. Students need to be connected to their peers, to advisors – faculty members and staff – who are knowledgeable and effective, and to systems that are user-friendly and reliable. We also have a diverse student body and attention must be given to understanding the needs of different student populations. The number of students from other countries who have enrolled at York is among the largest in Canada and getting larger still. Transitioning to a life away from familiar surroundings can compound the challenges facing all students new to both undergraduate and graduate studies.

Efforts to improve student retention through sophisticated strategic enrolment management have shown early signs of success. While this is positive, more must be done to create the conditions for students to reach their highest potential. Academic decision-making and student services must be calibrated with a student-focused, student success approach. This means better student advising, more and better mentoring, skills and/or professional development at both the undergraduate and graduate levels. In short, we need to rethink what we do from a student perspective – ever mindful of their success. Administrative systems should be as sensitive to this approach as support for language training, math skills and literacy, financing, and in person and virtual access to libraries.

In the next five years, we will:

1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have

access to academic, career, library and financial support; and receive timely and accurate responses to requests
2. Actively monitor student learning needs and develop appropriate academic supports
3. Cross-train and allocate staff members to student support tasks when most needed
4. Increase contact time between faculty members and students
5. Make scholarships and bursaries, including graduate scholarships and Postdoctoral Fellowships, a centerpiece of the fundraising campaign to be launched in 2016
6. Further advance our SEM approach including enhancing student supports tailored to different student segments improving retention and time-to-completion of degrees by undergraduate and graduate students
7. See an increase in student satisfaction

Priority 5. Enhanced Campus Experience

With the population growth in York and Peel Regions, the subway extension and related transportation developments, the Keele campus is increasingly at the crossroads of a major metropolitan area that connects to Glendon mid-town and then south to our Schulich and Osgoode downtown campuses. Together York's campuses create a cultural hub connecting York Region, the francophone population in Central and southwestern Ontario, and the Greater Toronto Area downtown. By the end of this Plan, there will be a new campus opening in Markham building on York's north-south profile through the heart of the GTA and York Region. A top priority is the further enhancement of our campuses that build on our commitment to sustainability, campus beautification and improved utilization.

Our campuses have environmental features that are unique, such as the woodlots at Keele and individual plantings at Glendon. We have earned accolades for our environmental vision. We acknowledge our presence on Aboriginal territories and pledge to keep that heritage alive. Construction is underway to bring York University's Hart House up to code to act as a meeting place for Aboriginal events, students, faculty, staff as well as alumni, Elders and other community members. As the Markham campus takes shape it, too, will have a major impact on the York Region. All of our campuses will have a mix of old and new buildings some of exceptional architectural significance. We have been, and we will be, dutiful custodians.
Campus spaces also contribute to a sense of community for students, faculty, staff members, and, of course, to the community at large. Space use can only be maximized to this end if we are attuned to the needs of our community members and break down barriers to their proper utilization. York has made substantial investments in safety, and will continue to work toward the most secure environment possible.

In the next five years we will:

1. Continue to advance a comprehensive, holistic and community-based approach to ensure the safety of our campuses
2. Enhance the physical infrastructure and campus spaces with capital investments aligned to academic priorities including classroom upgrades
3. Enhance spaces available for social academic interactions including opportunities to enhance faculty-student interactions and extra-curricular learning activities

11

4. Leverage new facilities and amenities – subway stations and bus terminals, a second student centre, Lions' stadium, and other amenities and infrastructure – in the cause of creating inspiring and welcoming spaces
5. Enhance ecological sustainability, and the symmetry between built and natural environments
6. See the development of the campus as a destination, a rise in the number of individuals taking advantage of amenities, all day and on weekends, and in the space devoted to down-time along with extra- and co-curricular activities
7. Create a Cultural Innovation Fund and solicit ideas from the community on projects that will extend the concept of York as a cultural hub, provide appealing buffers to starker features such as parking lots, and create spaces for community partnerships and interactions
8. Seek out opportunities for increasing the use of facilities by local communities

Priority 6. Enhanced Community Engagement

We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment. Advancing this priority requires meaningful collegial engagement of faculty, staff and students in the development and implementation of the priorities, objectives and initiatives reflected in our planning documents. Regular input by faculty, staff, and students and updates to our collegial bodies are essential including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors.

The well-being of members of our community is also vital. We must each assume responsibility for creating an inclusive environment based on mutual respect. We must implement a mental health strategy for all members of the community - students, faculty members and staff.

Outreach to our larger communities is also fundamental to York's mission and both suffuses and extends beyond the University's academic programs. This priority reflects York's mission, vision and values and represents an important component of other priorities (for example, experiential learning and community-based research). It also aligns closely with our internationalization strategy and our deepening commitment to lifelong learning.

In the next five years, we will:

1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes
2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:
   2.1. embedding mental health in the classroom along with new and improved services
   2.2. an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed
   2.3. a larger system that supports mental health before help is needed
3. Expand community outreach and engagement with our larger communities by:
   3.1. Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships
4. Finalize a new *Internationalization Plan* outlining objectives and initiatives including:
   4.1. strategic academic partnerships both locally and globally
   4.2. increasing the proportion of international students to 15-20% by the end of the Plan

12

4.3. a one-stop portal for prospective and current international students
5. Celebrate York's rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events
6. Expand the programs offered through our continuing studies and professional development units

Priority 7. Enabling the Plan

Executing this plan will require sophisticated planning efforts everywhere in the University, at the local level and the institutional level, looking both internally and externally for best practices, evidence-based approaches to decision-making and implementation, and on-going evaluation of our progress based on agreed-upon measures that we are able to monitor.

Being able to assess and report on our progress is important internally as well as for meeting our external accountability responsibilities to government and other external bodies. Benchmarking our progress will also become an important component of the new provincial requirement for business plans. Ensuring that we have the data we need is an important immediate step.

Over the next five years we will:

1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development
2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including:
   2.1. improved websites
   2.2. more effective and creative communication strategies to engage our students
3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education
4. Enhance data analytics to increase access to information and evidence-based decision making
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities

2020

Over the five year life of this plan York University will be changed in profound ways. We will have invested more heavily in our strengths and be more student-centred in our focus. A new campus will open in Markham, extending our outward reach while enhancing our accessibility and furthering York's renown for path-breaking programs. Our programs in liberal arts and creative arts will be stronger and we will have furthered the objective of becoming more comprehensive by growing business, digital media, educational studies, health and science. The Lassonde School of Engineering will have a full range of offerings and reach its planned cohort of students and faculty members in the state-of-the-art Bergeron Centre. There will be tangible improvements in program quality, scholarly achievement and pedagogical innovation. The recently-created School of Continuing Studies will continue to grow and provide alternative pathways to university study,

13

upgraded and new credentials for post-secondary graduates, and exposure to the rich disciplinary and interdisciplinary opportunities available on our campuses and satellite facilities. We will continue to lay the groundwork for a medical school. Enrolment demand will spike at the end of the decade. Meanwhile Glendon will add new programs and become an increasingly important focus for Francophones in southern Ontario. Two subway stations on the Keele campus will solidify its position as an academic, economic and cultural hub for the Greater Toronto Area. Lion's Stadium, a legacy of the successful Pan Am and Parapan Am Games of 2015, will take its place alongside refurbished athletic facilities to create a magnet for athletes from around the world. A new student centre will rise along with a major residence development. A major fund-raising campaign will reap benefits for learners and faculty members, now and in the future. There will be a more urban look and feel to the campuses even as we carefully conserve and beautify unique natural environments on our lands. We will be stronger for the decisions that we make. There will be many moments to celebrate York and to display our attributes as well as our significant contributions to our students and to society.

Appendix

York's Planning Cycle

In 2010, the Provostial White Paper *Becoming an Engaged University* 2010 – 2020 was endorsed by Senate setting out York's vision and a set of twelve benchmarks that informed the development of the UAP 2010 – 2015 and the priorities set out in that document. Those documents in combination with the Strategic Research Plan 2013 – 2017 comprise the institutional academic framework that is both shaped by, and in turn shapes, local level strategic plans including the creation and annual updates of the Divisional and Faculty Integrated Resource Plans (IRPs). The IRPs are the operational documents by colleagues at the local level that detail the specific collective objectives and initiatives that they will undertake to advance the academic priorities of the Faculty and Division, which are aligned with the University Academic Plan.

Throughout the 2013 – 2014 period, the University underwent an institutional review of all of its programs and services to complement existing analyses already undertaken at the local level through the annual updating of IRPs, Cyclical Program Reviews (CPRs), employee and student surveys. This Academic and Administrative Program Review (AAPR) in combination with other existing analyses resulted in York's first-ever Institutional Integrated Resource Plan (IIRP) endorsed by Senate in September 2015. The focus of the IIRP was to identify initiatives that would significantly advance the academic priorities of the University by taking an institutional approach that would support and build on local level efforts. Working Groups have since been established to recommend how best to implement the institutional initiatives to support the achievement of our goals in a sustainable way. Figure 2 captures these plans as well as the related enrolment, complement, capital and budget plans.

Figure 2. York University Planning Framework

15
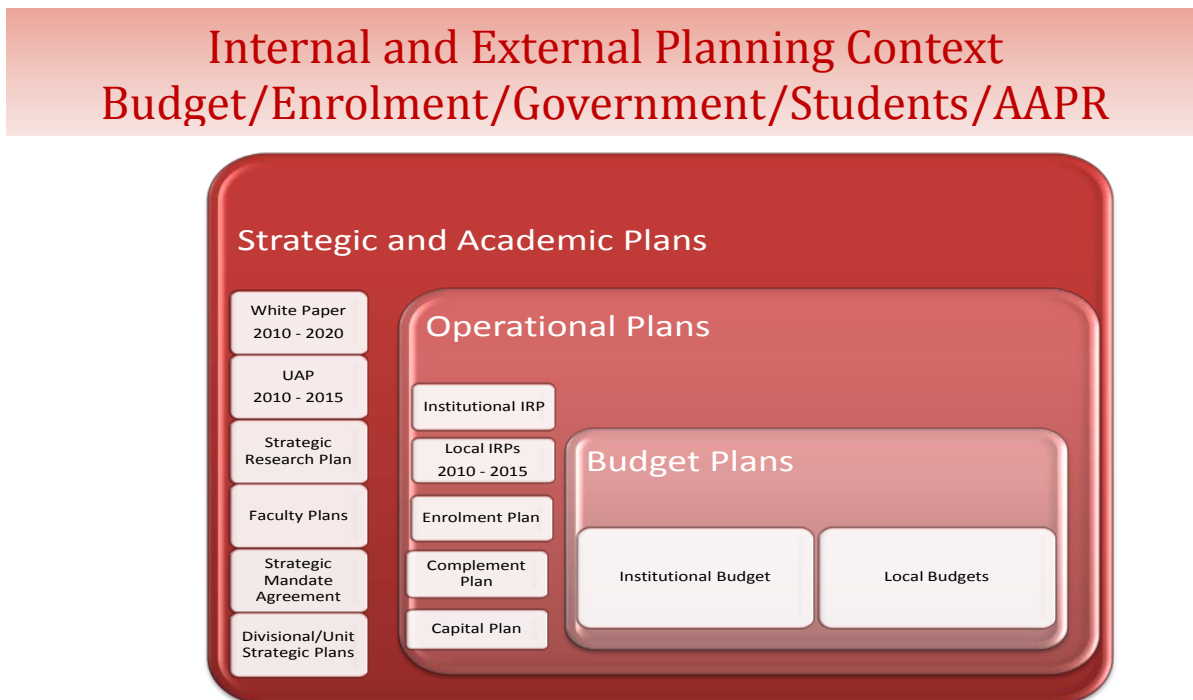
University Academic Plan 2015-2010
Changes After the January 28, 2016 Senate Meeting

UAP Section	Specific Changes	Source of Changes / Rationale
Overall Format	- Numbering of objectives - Minor changes to ensure stylistic consistency	- APPRC (final polishing of the document)
Preamble	**Modified text:** The launch of the *School of* the *Arts, Media, Performance and Design* reflects **expanded capacity for arts innovation** while **enriching existing strengths…**	- APPRC, Dean of AMPD - Emphasizes existing strengths along with aspirations
	Modified text: We have surpassed our White Paper benchmarks to increase our proportion of international students. **This has furthered our internationalization goals alongside the creation of partner campuses in India**….	- APPRC - Minor stylistic change
	Modified text: We have achieved a reputation for excellence in teaching and learning as confirmed in student surveys including inventive experiential education and technology enhanced learning. We have begun to make strides again towards strengthening faculty complement by recovering the post-2008 decline in full-time faculty that resulted in the context of prevailing **global** economic crises.	- Senate, APPRC - Modifies the language on the extent to which faculty complement has been rebuilt - Provides further context to the economic crises that have impacted on public policy
Overarching Themes of the UAP 2015-2020	**Additional text:** *Engagement and outreach* have always been part of York's DNA and certainly before the concept of an "engaged university" became popular in Canada. Engaged faculty and staff are essential for creating a vibrant university community and for strengthening the impact of what we do. Engaged learning is increasingly being viewed as a hallmark of a quality university experience. As a large university with many students who commute daily, York faces a special challenge in creating opportunities for students to engage with faculty and their peers in learning and co-curricular situations.	- APPRC - Expanded text provides greater clarity, with examples, to the concept of engagement
	Engagement is central to how we function as a community and to advancing collegial governance, inclusiveness and diversity, and it is reflected in our outreach and collaboration with local and global partners for the mutually	

beneficial exchange of knowledge and resources. York continues to extend its reach and network of partnerships with other educational institutions, governments, non-profit and private sector **actors** to enrich our academic programs; the student learning experience including access, credit transfer and experiential education opportunities as well as scholarly, research and related creative activities; and to help prepare educated, engaged citizens committed to democratic values; and contributing to the public good and solving critical societal problems.

	Modified text: As part of developing a pan-University Indigenous Strategy, a key goal will be engagement with the Indigenous communities of Canada both inside and outside York. Engagement is testament to a desire to ensure our students, staff and the faculty complement better represents Indigenous communities. It will enrich teaching, learning and research as well as the student experiences. It will build on existing initiatives across diverse Faculties and divisions while embracing new projects and processes, including those arising out of our response to the "Truth and Reconciliation Calls to Action.	- Senate, APPRC - Addresses view that Indigenous faculty members, students and students are pivotal to a strategy - Makes clear that the focus is on Indigenous communities of Canada
	Modified text: Success depends on maximizing the resources available in support of the core academic priorities of teaching and learning, and scholarly, research and related creative activities especially given the challenges that York, together with all Ontario universities face with per student funding that is the lowest in the country. Central to those efforts is increasing the full-time faculty complement (including supporting efforts to improve the conversion of contractual appointments to tenure stream) and improving student / faculty ratios. We must also maintain our commitment to continual improvement, degree streamlining, meeting enrolment targets, and enhancing the effectiveness of our administrative services.	- Senate - Addresses comment that the UAP should be more forthright and concrete about funding challenges and their source
Embracing Opportunities within York	**Modified text:** Strengthening York's institutional *gravitas* by fulfilling its commitment to improve and demonstrate the quality of our academic programs and research including the development of exciting new areas where York can demonstrate leadership such as global health; digital media; biomedical; "green"	- Senate, APPRC, Deans / Principal / University Librarian - Creates a general commitment to seeking and capitalizing on

	technologies; the expansion of experiential education including research activities; and technology enhanced learning	opportunities of a general (including cross-Faculty and pan-University) nature
Priority 1. Innovative, Quality Programs for Academic Excellence	**New objective:** Achieving the optimal size and breadth in Engineering leading to increased impact and reputation of Engineering education	- Deans / Principal / University Librarian, APPRC - Engineering referenced in previous versions but not highlighted; links size and breadth with impact and reputation
	Modified text: Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, **collaborate**, and/or enhance professional skills including an undergraduate "finishing year", as well as professional and course-based Masters programs	- APPRC - Inserts the word "collaborate" as an important mode of learning
Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	**Modified text**: Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world	- APPRC - Expanded to stipulate the values and purposes of open access
Priority 4. A Student-Centred Approach	**Modified text**: **As we continue to pioneer** new ways of learning we can – and should -- assess their worth continuously.	- APPRC - Replacing the opening phrase "As we harness new ways of learning…" acknowledges current innovations
	Modified text: Develop the means by which **to organize** and track experiential education opportunities, problem-based inquiry and related strategies as is the case with online and blended courses	- APPRC - Acknowledges necessity of supporting and coordinating in this area
	Text moved and modified elsewhere in the document: The well-being of members of our community is vital. We must implement a mental health strategy for all members of the community - students, faculty members and	- Senators, APPRC - Moved to Priority 6, expanded but also moderated (e.g.

staff. We will have an approach that is comprehensive and second to none.

Priority 5. Enhanced Campus Experience

Additional text: See the development of the campuses as destinations…

Priority 6. Enhanced Community Engagement

Moved, modified and expanded text: We envision a University that supports and builds communities, both within and without, in a spirit of inclusion and empowerment. Advancing this priority requires meaningful collegial engagement of faculty, staff and students in the development and implementation of the priorities, objectives and initiatives reflected in our planning documents. Regular input by faculty, staff, and students and updates to our collegial bodies are essential including reports to Senate and its committees, Faculty Councils and community reports as well as to the Board of Governors.

The well-being of members of our community is also vital. We must each assume responsibility for creating an inclusive environment based on mutual respect. We must implement a mental health strategy for all members of the community - students, faculty members and staff.

Outreach to our larger communities is also fundamental to York's mission and both suffuses and extends beyond the University's academic programs. This priority reflects York's mission, vision and values and represents an important component of other priorities (for example, experiential learning and community-based research). It also aligns closely with our internationalization strategy and our deepening commitment to lifelong learning.

Moved, expanded and modified priorities:

1. Enhance community engagement on our campuses by facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes
2. Inaugurate and implement a pre-eminent mental health and well-being strategy for faculty, staff and students that includes:
   2.1. embedding mental health in the

replace "second to none" with pre-eminent)
- Senate, community, APPRC
- Locates campuses
- Student Senators, APPRC, Senate
- Strengthens and expands language on collegiality
- Modifies language on mental health strategies
- Additional illustrations of what is meant by "community engagement"

- Senate, student Senators, APPRC
- Significant reworking to assert and highlight the essentiality of collegial governance; expand on and give greater

classroom along with new and improved services

  2.2. an approach that focuses on building up the skills of our community to know when help is needed with better resources to direct our community when that help is needed

  2.3. a larger system that supports mental health before help is needed

3. Expand community outreach and engagement with our larger communities by:

  3.1. Solidifying existing strategic partnerships aligned with our priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships

4. Finalize a new *Internationalization Plan* outlining objectives and initiatives including:

  4.1. strategic academic partnerships both locally and globally

  4.2. increasing the proportion of international students to 15-20% by the end of the Plan

  4.3. a one-stop portal for prospective and current international students

5. Celebrate York's rich and diverse community and the vibrant communities that surround York including the accomplishments of members of the community, daily and at regular events

6. Expand the programs offered through our continuing studies and professional development units

specificity to the mental health strategy (while replacing "second-to-none" with "pre-eminent"); exemplifying strategic priorities the their utility in achieving goals; adjusting proportion of international students from 15 per cent to 15-20 per cent

Priority 7. Enabling the Plan

Reordered and modified priorities:

1. Develop high quality and effective administrative service models to support academic priorities, expanding the shared services approach, and empowering staff and local planners with appropriate career / skills development

2. Strengthen our communications and advocacy for York to enhance York's reputation, transparency and accountability including:

  2.1. improved websites

  2.2. more effective and creative communication strategies to engage our

- Senate, APPRC
- Reordering to highlight the need to provide a framework of support for academic planners
- Modification of priority 2 to identify concrete measures and bring students into focus

students

3. Review our academic unit structures to support the achievement of objectives including enhanced support for graduate education
4. Enhance data analytics to increase access to information and evidence-based decision making
5. Collegially develop and confirm measures to be used for monitoring and reporting on our progress for all priorities taking advantage of repositories of best practices
6. Establish seamless, consistent and complementary planning modalities including longer-term enrolment and complement plans as well as capital and facilities plans
7. Achieve financial sustainability, together with reliable and forward-looking budget information for planners, maximizing resources and investments aligned with academic priorities

Development of the University Academic Plan 2015-2020

2015

February – March
Deans, Principal and University Librarians provide preliminary thoughts on the next UAP

September
S**ummative report on UAP 2010-2015** submitted to Senate

October 7
Consultations launched with **questions for Faculty Councils, Senate committees**; submissions are posted online

October 15
APPRC review of current UAP and other documents

October 22
Consultation questions **discussed at Senate**

October 29
APPRC reviews input from Senate meeting

November 9
Original due date for submissions by Councils, Senate committees and individuals (some arrived after this date)

November 12
APPRC review of Council, Senate Committee responses

November 15
Community survey launched – 617 faculty members, students, staff and alumni responded; **submissions are posted online**

November 26
APPRC Technical Sub-Committee prepares draft discussion paper for an open forum on December 10

December 3
APPRC finalizes draft document for wider community consultation

December 10
Open forum on draft UAP

December-January
Draft UAP prepared for APPRC by the Technical Sub-Committee

January 14
First discussion by APPRC of the draft UAP

January 21
APPRC sign-off on draft UAP for discussion by Senate

January 28
Discussion of the draft by Senators

February 2
Discussion with student Senators (Provost and APPRC Secretary)

February 4
APPRC reflection on comments at the Senate meeting and further input from student Senators
approval of revised draft

February 11
Reflections on final input (minor wording suggestions from the Deans / Principal / University Librarian
and agreement on final version for Senate)

February 12
Poll of APPRC members concerning a possible sub-title (no change resulted)

February 11-18
Finalization of documentation for Senate

YORK U

UNIVERSITÉ
UNIVERSITY

**OFFICE OF THE
VICE-PRESIDENT
ACADEMIC &
PROVOST**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5280
Fax 416 736 5876

vpacademic.yorku.ca

Memorandum

To: Rebecca Pillai Riddell, Chair, Senate APPRC
Franck van Breugel, Chair, Senate ASCP

From: Rhonda Lenton, Provost

Date: February 1, 2016

Subject: Proposal to Establish a Department of Computational Arts, AMPD

I am writing to record my support for the proposal from the School of the Arts, Media, Performance and Design to establish a Department of Computational Arts. The proposal follows from the 2013 proposal to change the name of the Faculty of Fine Arts to the School of the Arts, Media, Performance and Design, and subsequent changes in the names of units in the School, to better reflect and profile York's innovative programming in the areas comprising the School. The new department name aligns with nomenclature in the field and encompasses computational art and science and practices. The department will provide a home and enhanced profile for the Digital Media Honours BA program, introduced in 2008 in collaboration with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering; and will provide a platform for further development of innovative teaching and research programs in this and related areas. The proposal is consistent with and advances AMPD objectives, as well as institutional plans including the Strategic Mandate Agreement, which identifies digital media as an area for growth, and priority areas identified in the Strategic Research Plan. Digital media is also an Ontario government research priority.

The Digital Media program's undergraduate curriculum, which includes courses from AMPD, LSE, and Science, was revised in 2013-14 to create two streams (Digital Media Development and Digital Media Arts), and the intention is to expand programming to include graduate level studies. There is also interest in development of a joint program in Interactive Media Studies with Seneca College. In addition, planning for York's new Markham campus includes important opportunities for programming in the digital area. The program is expected to continue to attract considerable student interest, including internationally. Creation of the department will also foster opportunities for further development of research strengths in digital areas and expansion of partnerships with industry.

Dean Brixey's letter sets out in some detail the rationale for the proposal and the opportunities that will be opened up by the creation of this new department.

As indicated in the proposal, three faculty members are fully appointed to the Digital Media program. In addition, two Canada Research Chairs are cross-appointed to the program, as are two other faculty members. A third CRC in Games, Gaming and Gamification, currently under search, will also be affiliated with the program. As noted, the undergraduate program is offered in collaboration with EECS in LSE and draws upon courses and faculty participation from both Faculties. LSE is fully supportive of the proposal to establish the department. The integration of the digital and computational arts with engineering, the sciences and technology is an innovative approach which holds promise for further growth and development in both teaching and research and will contribute significantly to the School's reputation and profile. Opportunities to expand the faculty complement will therefore figure in the School's complement planning going forward. The Digital Media program director will transition to the position of department chair, and current administrative support for the Digital Media program will continue, so it is not expected that there will be significant administrative costs associated with the creation of the department.

I am very pleased to indicate my support for this proposal.

Cc: Dean S. Brixey
        Dean J. Kozinski
        Vice-Provost Academic A. Pitt

SCHOOL OF THE ARTS, MEDIA, PERFORMANCE AND DESIGN

Office of the Dean

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5136
F 416 736 5447
www.yorku.ca/finearts

January 25, 2016

To: Rebecca Pillai Riddell, Chair, Academic Policy, Planning and Research Committee (APPRC)

Re: Establishment of The Department of Computational Arts, in the School of the Arts, Media, Performance and Design

It is with great pride and enthusiasm, that I write to you my recommendation for APPRC to seek Senate's endorsement for the creation of a new academic department of Computational Arts, in the School of the Arts, Media, Performance and Design.

The attached proposal includes the description and rationale for AMPD to formalize this addition to our academic organizational structure, and the collegial process that informed the proposal. We see that bringing this proposal forward at this time is an important strategic step in supporting our faculty and students, so they may continue to maintain their distinct leadership in this field, as well as pioneer new domains of creative practice across a rapidly converging, arts, computing, and engineering research landscape.

The motion to create the new Department of Computational Arts passed our Faculty Council on January, 20th, 2016, after broad consultation and input from existing departments, faculty and students in AMPD, as well as Lassonde (AMPD's joint Digital Media Program partner). The new department will enable Computational Arts to dramatically raise its profile in a highly competitive and expanding field, more accurately characterize and differentiate its functional uniqueness at York, and allow the department to position its teaching, learning and collaborative research character in contrast to similar configurations developed by competitor institutions such as Concordia and Simon Fraser.

While our recommendation frames the request as the creation of a new department necessary to build the 21st Century computational arts enterprise we boldly aspire to, the proposal also responds to the natural evolution of our long-standing, highly successful and unique program in Digital Media (DM). For all intents and purposes, the DM program in AMPD has functioned as a department-like entity since its inception in

2008. The program maintains its own dedicated faculty lines, sub-discipline specialties, sets appointment priorities, defines and supports a number of academic and research programs, manages space and staff needs, etc. York has no equivalent free-standing program in which to compare it, and continuing DM's status as a program - given the enormous potential as a discipline - is not a useful strategy for AMPD especially when we need to take advantage of every opportunity to build campus and Faculty enrolments, advance our leadership and market share in this space, as well as promote our educational and research mission. Further, as a program DM faces obstacles that hinder its ability to perform at optimal capacity in terms of recruitment of quality students, as a marquee destination for new faculty hires, and in the development of graduate programs (there is no precedent that we know of at York for a program (unit) to house a graduate program). In many ways the status change is also a request to most properly identify what is already happening in terms of accepted definitions at York - which is - as a department.

With the creation of new departments, considerable attention is paid to planning and modeling projected resource impacts. However, given that the current department-like nature of the program has already functioned for many years, the wealth of evidence supports that status change will not alter the department's financial picture, and the department will continue to benefit from the current revenue neutral position of the DM program. Further, the many underlying assumptions and speculations that would be needed for creation of a completely new academic entity are simply not an issue here, if a complication were going to have emerged (i.e. cannibalizing enrolments, low student demand, etc.) it would have already been visible. Similarly, the new department's current health will make the transition to the SHARP budget model straight-forward. Future growth of the department will be directly associated with their enrolment and revenue health, as well as external research funding progress.

Computational Arts will also be a major contributor to vital and exciting new academic research programs being developed for our Markham Centre Campus, in areas such as Games, Gaming and Gamification, as well as in the development of innovative campus partnerships with Seneca College in Interactive Media, etc. Additionally, as an invested partner with Lassonde in our Digital Media Program, we also embrace their ambitious goal of achieving 50:50 gender-balance as significant commitment we can make, to transforming engineering education in Canada. With a current average enrolment of 45% women in the Digital Media Program, the growing STEM to STEAM intersection of arts, computing and engineering will likely be one of the first engineering areas to realize gender balance at York, and the creation of the Department of Computational Arts is a foundational investment in continuing to attract talent, accelerate research and achieve this extraordinary goal.

Most Sincerely,

Shawn Brixey

Dean | School of the Arts, Media, Performance and Design
201C | Goldfarb Centre for Fine Arts
4700 | Keele Street
York University | Toronto
Ontario | M3J 1P3
Tel. 416.736.2100 ext.33881
Fax. 416.736.5447
brixey@yorku.ca
http://ampd.yorku.ca

Dr. Shawn Brixey, Dean
School of Arts, Media, Performance and Design
York University

17 December 2015

Dear Shawn
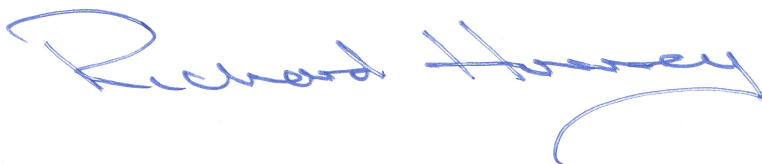
On behalf of the Lassonde School of Engineering I am pleased to support AMPD's proposal to create a Department of Computational Arts.

Our two Schools enjoy a close partnership, including the flagship Digital Media program. This program has been running successfully since 2008, providing students with unique insights into both the technical and artistic worlds. In parallel with the development of the undergraduate program, research and graduate studies have also blossomed, bringing a true critical mass to activities centred on digital media and computational arts.

It is therefore both timely and appropriate to move to the next phase in the growth of York University's computational arts community by establishing it as a standalone department with its own identity, governance, and capacity for planning.

I look forward to continuing to work closely with our colleagues in AMPD at this exciting time and wish them every success with their new Department of Computational Arts.

Yours truly.

Richard Hornsey DPhil PEng FEIC
University Professor and Vice Dean

Proposal to Establish a Department of Computational Arts in the School of the Arts, Media, Performance and Design

December 2015

Introduction

The School of the Arts, Media, Performance and Design (AMPD) seeks to establish a new department, to be called Computational Arts. The proposed department is designed to address computation as a form of art, and to appropriately house faculty research in the field, the Digital Media BA program, and currently proposed graduate programs, with their focus on integrated art, technology and science methodologies in both art practice and technology development. Our use of *computational arts* in our title nomenclature helps identify a department that will uniquely combine computational art and science and practices. Within the arts, *computational arts* has its own identity through unique exhibitions and festivals (Ars Electronica), as well as funding networks. Numerous focused academic programs in computational arts exist world-wide (Concordia, SFU, MIT, Carnegie Mellon, etc.).

The Digital Media Honours BA Program Program, launched in Fall 2008 jointly with the Department of Electrical Engineering and Computer Science (EECS) in the Lassonde School of Engineering, has no analogous departmental home in AMPD. The proposed department will respond to the challenge of managing the program within this unbalanced administrative structure, while promoting innovative research aligned with University UAP and SRP goals. With three full-time faculty, and two new partial CRC appointments added to the program recently, as well as increased competition in the GTA for the discipline highlights the need for a normative shift to departmental status.

The Digital Media BA is a unique cross-Faculty program that prepares students equally in STEM (science, technology, engineering, math) and creative practices in electronic and computational media. The name of this program will not change, but going forward it will be jointly offered in a symmetrical structure by the two departments Computational Arts in AMPD and EECS in Lassonde. The proponents of this proposal are also developing a Graduate Program in Digital Media (MA, MSc, PhD) jointly with EECS faculty. Additional degree program initiatives are in planning stages with the Department of Design, and several DATT courses are already cross-listed with the Departments of Dance, Visual Art & Art History, and Music. The new department as a whole will take its cue from the existing Digital Media BA and be outward-looking regarding student employment on graduation through developing in-demand experiential learning skill sets, from creative thinking within software development to combined artistic/technical training for potential careers such as interaction designers or digital producers.

Faculty Complement

Associate Professors Mark-David Hosale, Michael Longford, and Don Sinclair are fully appointed to the Digital Media Program. Added to the program over the past two years along with Professor Longford are Assistant Professor and Canada Research Chair in Digital Performance Doug Van Nort, who is cross-appointed to this Program and the Department of Theatre; Assistant Professor and Canada Research Chair in Interactive Information Visualization Graham Wakefield as well as Professor Nell Tenhaaf, both

cross-appointed to the Digital Media Program and the Department of Visual Art and Art History, and Professor and Dean of AMPD Shawn Brixey, who is cross-appointed to the Digital Media Program and the Departments of Visual Art and Art History and Cinema and Media Arts.

Faculty profiles:
Mark-David Hosale, Associate Professor, appointed to the Digital Media BA Program; teaches in physical computing, interactive programming for digital media; research interests are nonlinear interactive narrative, immersive worlds, physical computing, and 3D Fabrication.

Michael Longford, Associate Professor, Director of Sensorium: Centre for Digital Arts & Technology; teaches in publishing for digital media, collaborative projects: research interests include photography, design, early wireless communications, user experience and content development for mobile apps.

Don Sinclair, Associate Professor and Digital Media Program Coordinator; teaches in physical computing, interactive programming for digital media, hybrid performance forms; research interests are interactive dance, sonification/visualization, interactive sound/visual environments, new media performance.

Nell Tenhaaf, Professor and cross appointed with the Department of Visual Arts and Art History; teaches in digital media studies, programming for digital media; research interests are interactive art, artificial agents, biotechnologies.

Doug Van Nort, Assistant Professor, Canada Research Chair in Digital Performance and cross-appointed with the Department of Theatre; research interests are in telematic performance, artificial intelligence, and sonic arts.

Graham Wakefield, Assistant Professor, Canada Research Chair in Interactive Information Visualization and cross-appointed with the Department of Visual Arts and Art History; research interests are in mixed reality, artificial life, and immersive worlds.

Shawn Brixey, Dean of AMPD and cross-appointed with the Departments of Visual Art and Art History and Cinema and Media Arts; research interests are in advanced computing, art-science, and experimental media.

Rationale

Along with being priorities in the UAP and SMA, digital initiatives are number one on the list of core priorities in AMPD as the Academic Plan for 2009-2014 states: "Over the next five years, we will build further research strength in digital areas in the School of the Arts, Media, Performance and Design through strategic projects, and in close relationship with academic programming at graduate and undergraduate levels. We will consider the possible establishment of a centre that is focused on research strengths in digital arts and media." While much of our core research and academic programming has objectives that are conjoined between faculty in AMPD and those in Electrical Engineering and Computer Science (LE EECS), Digital Media research in AMPD is quickly accelerating, through two new CRCs (and a third in Games, Gaming and Gamification currently being searched for) as well as the

2

establishment of the Organized Research Unit *Sensorium: Centre for Digital Arts and Technology*. Calling on the strengths of current faculty affiliated with the Digital Media BA Program, the Department of Computational Arts will foreground research interests in digital practices that are unique to computational arts. Work in this area focuses on a broad range of current and emerging forms of digital art and computationally centered research ranging from real-time interactive visualization; cyber-physical sensing; physical computing, machine learning, and embedded system development for installation and performing arts; 3D scanning and motion capture to immersive worlds; interactive architectural projection; gestural and affective computing; spatial audio; networked and mobile development for locative art; software development for creativity support; live-coding performance; and a broad base of interactive computational arts including game arts. Research processes are deployed within both creative studio practice and technology development.

This area of academic research that combines computational arts with a strong STEM (Science, Technology, Engineering, Math) foundation is relatively new. Whereas allied scholarship in New Media concentrated on the transformation of electronic media such as video into fully digital formats, researchers in the last decade are creating work that is centered on integration of STEM practices as part of the artistic process as well as the use of computation as a form of art. The 2001 survey book *Information Arts: Intersections of Art, Science, and Technology* by American scholar and artist Stephen Wilson, as well as his 2010 *Art+Science Now*, exemplify this trend through hundreds of examples of artists worldwide as well as collaborative teams of scientists and artists.

Knowledge mobilization is priority number three in the AMPD five-year Plan. Digital media researchers in AMPD are partnered with relevant industries in the funded projects described above, and bring those connections to students. While current work on faculty research projects is generally more appropriate for graduate students: to complement the evolution of undergraduate research in the BA Honours degree program in Digital Media, we have initiated a corresponding graduate program with LE EECS that will be launched as soon as is feasible. The BA program in Digital Media is part of York's Technology Internship Program, seeking to connect students with relevant employers.

Degree Programs to be Transferred to the Department

The Department of Computational Arts will apply AMPD admission rules for current and future degree programs. Current Digital Media admission requirements are 75 average and a 12U Math. The program does not currently require a supplementary evaluation.

A major curriculum overhaul of the Digital Media Honours BA Program was implemented in 2013-14, which resulted in two new streams that have now replaced the original single curriculum track, Digital Media Development and Digital Media Arts. Each stream has a common base of 54 credits and then branches into areas of specialization based on an emphasis on Computer Science or the Arts, respectively. In addition to courses in AMPD and EECS, students select courses in Communication Studies, Science and Technology Studies, as well as courses from other units in AMPD on an expanded list of electives for each stream in the revised program.

The digital media partnership between AMPD and LE is very solid, reinforced by collaborative research projects and major funding initiatives. It will carry forward in other ways within the new Department of

Computational Arts, besides the ongoing Digital Media BA and the graduate program that is in the works. Representatives from the Department of Electrical Engineering and Computer Science on the Digital Media BA Program Council have expressed interest in participating in the proposed Interactive Media Studies BA joint program with Seneca. The Digital Media Council itself has no decision-making authority; this initiative will go forward to the respective Faculty committees and councils for normal approval processes when the articulation proposal is further developed.

Enrollment

In the immediate term, the student pool for the new department will be the same as for the Digital Media BA Program. From the growing interest in this program, it is clear that any new Computational Arts programs that focus on broader access of computational arts (varying levels of technical focus) will draw many students, including international students. We do have a direct indication of demand for such programs, because we received a large number of applicants to the Digital Media program through AMPD (students can also apply through LE) who are very interested in digital technologies within the arts, but who do not have the computation and math skills required to succeed in the current Digital Media program. These students will be supported new Computational Arts programs that have a different computational approach, such as those being developed with other units e.g. Design. We have a preliminary recruitment tool already in place through the existing program. As well, the CRC in Games, Gaming and Gamification, currently being searched for will allow this area to become more fully developed.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FFTEs			69	63.7	59.4	75.1	108
DM majors AMPD	47	62	80	75	79	87	107
DM majors LE	24	32	37	41	43	41	42

Digital media remains an Ontario government research priority, and at the federal level, computation remains prominent as a core aspect of digital media. Cutting-edge digital media research and curriculum fosters a new breed of producers. Programs such as the Digital Media BA are critical for developing creative talent with a deep range of technical and artistic ability. Students who learn the field of computational arts also become more discerning consumers, which itself contributes to the digital economy.

4

Graduate Studies

Well-known and respected graduate programs in computational arts include: MA, MSc and PhD degrees offered through the School of Interactive Arts and Technology at Simon Fraser University; the Media Arts and Technology Graduate Program at UC Santa Barbara (College of Engineering and the College of Letters and Science); the PhD in Digital Arts and Experimental Media (DXARTS) at the University of Washington, Master of Science in Art, Culture and Technology at MIT; and the Graduate Program in Art and Technology (MFA) at Ohio State University. AMPD Computational Arts students will be well-prepared for graduate studies in any of these programs. Each of these programs has a strong science/technology/engineering component although they generally offer choices to students within a continuum from less to more technologically hands-on. Our Digital Media BA students can also apply to the Masters of Digital Media (MDM) Program offered at the Centre for Digital Media in Vancouver (a joint initiative of the University of British Columbia, Simon Fraser University, Emily Carr University of Art + Design, and the British Columbia Institute of Technology) and to the new one-year Master of Digital Experience Innovation program at the Waterloo Stratford Campus. The joint Ryerson/York PhD in Communications and Culture would also be apt for Computational Arts graduates.

In collaboration with EECS, Computational Arts will seek to establish a new Graduate Program in Digital Media and will offer advanced training leading to the MA, MSc and PhD degrees. In parallel with the Digital Media BA Program, the proposed Program is to be jointly offered by AMPD and Lassonde, through the Department of Electrical Engineering and Computer Science. Drawing upon the demonstrated expertise of a wide range of faculty members, the Digital Media Graduate Program will provide highly qualified students with a unique opportunity of doing specialized research work in a program that uniquely combines computational science and artistic practices.

Consultation

In LA&PS there is a BA program called Culture and Expression, in the Department of Humanities. It covers topics such as "understanding movies" and "popular technologies and cultural practices." In the Faculty of Science, the BA program Information Technology, explores various ways in which the integration and customization of new and existing technologies can meet the needs of a wide gamut of users. Unlike these programs, Computational Arts will integrate practicum courses into its programs, and will embrace digital and technological features in all of the arts through its linkages with departments in AMPD. No other programs at York integrate arts and computation.

A consultation process, proposed by AMPD's Academic and Administrative Policy and Planning Committee (AAPPC), saw representatives from Digital Media present this proposal at the department meetings of all departments in AMPD as well as an information for student members of AMPD Council. This provided rich collegial consultation giving opportunities for all faculty members in AMPD to discuss the proposal. Strong links are already in place for research and shared curriculum and course offerings with the Department of Cinema and Media Arts; Dance; Theatre; and Visual Arts and Art History, and new initiatives are underway with Design and Music.

Three of the recent hires approved for AMPD in recent years have been into digital media, as strategic hires and Canada Research Chairs. Dr. Mark-David Hosale, who was hired as Assistant Professor into the

5

Digital Media BA Program in the 2011-12 academic year, is a high-energy researcher who is already very active in collaborative funding ventures, and has brought an infusion of technical and conceptual expertise into the program. Doug Van Nort, who was hired as a Canada Research Chair in Digital Performance in the 2014-2015 Academic Year, brings his expertise in performance and sensorial immersion in technologically-mediated environments. And, Graham Wakefield, Canada Research Chair in Interactive Information Visualization is an artist-researcher whose contributions include both scholarly research and the creation of works of art, especially in the area of of immersive and mixed-reality art installations. Each of these hires have developed new courses in digital media and their respective programs as core and cross-listed courses in the Digital Media BA Program.

The Coordinator of the Digital Media BA Program will translate into the Chair of the proposed new department as soon as it is in place and will not require additional resources. The department Computational Arts will likely develop new degree streams, and programs in future that will include collaborations with other units in AMPD.

Relationship to UAP, SRP and SMA

The features of the Digital Media program and the proposed Department of Computational Arts also reflect priorities in the University Academic Plan 2010-15, which is grounded on principles that include the following:
- o an institutional commitment to the critical importance of both research and teaching and to the inseparability of these two aspects of our mandate as part of our culture of excellence.
- o the commitment to demonstrably enhancing student experiences and student success for our undergraduate and graduate students.

As well, the University five-year plan lists these among the factors that must inform planning decisions:
- o an information and communications technology (ICT) revolution, which has blurred boundaries of all kinds, quickened and shaped knowledge acquisition and dissemination, and altered the aptitudes and preferences of younger generations of scholars, and at the same time offers exciting new ways to engage with and serve them.
- o heightened competition from other universities and colleges of applied arts and technology, together with enhanced opportunities for institutional collaborations.

The Department of Computational Arts responds directly to these concerns. ICT is at the core of faculty expertise in the Digital Media program. Digital Media faculty also recognize its currency for students' digital literacy. This will carry forward into Computational Arts faculty complement planning.

The Strategic Mandate Agreement between the Ontario Government and York University articulates digital media as a proposed program area for growth. York University has championed digital media as an institutional priority for global leadership in its Strategic Research Plan. York has made significant investments in new faculty hires (including three Canada Research Chairs), the development of new digital media curricula and programs, and the creation of new interdisciplinary research units.

The Department of Computational Arts engages the University's Strategic Research Plan (SRP) in two of the research clusters identified and one of the opportunities for strategic development. *Analyzing Culture*

6

and Mobilizing Creativity encompasses the ways in which these technologies are taken up through art, design and media, both methodologically and in content creation for emerging media. In tandem, the objectives of the Department of Computational Arts fall squarely in *Exploring the Frontiers of Science and Technology*. Together, the collaborative outcomes of the proposed research seek to build on and expand new opportunities to push "technological boundaries while critically investigating the social and cultural impacts" of new technologies on human activity and interaction that make up the opportunity defined by *Digital Cultures*.

Calendar Copy

As its founding mission, the Department of Computational Arts houses the Digital Media Honours BA that is offered jointly by the School of the Arts, Media, Performance and Design and the Department of Computer Science and Electrical Engineering in the Lassonde School of Engineering. Our vision for the department is to support the emergence of experimental interactive and immersive computational artworks by a new generation of artists, scholars and developers. We are particularly committed to the hybrid forms of exploration that will develop among students who have different interests within the range of possible approaches to Computational Arts, for example: developing content for media such as gaming and mobile technologies, building a career in the digital arts and sciences world, contributing to both software and concept development for the interactive industries, or engaging in new modes of creativity that are specific to computational art practices.

The existing Digital Media BA Program supports practicum training, as well as philosophical and interpretive studies, for all of these areas. Every student is expected to be a creator and thinker, fluent in both theory and practice. New degree programs in Computational Arts will expand choices for students by linking with other departments in the School of the Arts, Media, Performance and Design. The department name Computational Arts reflects the importance of technological developments in the art-world, related industries, and culture at large. Computational Arts seeks to promote both broad and deep digital literacy for students, as well as technical and conceptual excellence in the arts, with a view to developing career options upon completion.

Administration and Governance

Computational Arts will will maintain its current level of support with a faculty chair, a 65% sessional program assistant and a 85% sessional technician.

Once housed within the Department of Computational Arts, the Digital Media BA Program will continue to be managed by a Program Council that represents each of the Schools involved. The Program Council will continue to represent the two participating Schools through three members from each of AMPD and LE. The Council is mandated to guide the management and evolution of the program by bringing forward for discussion curriculum and other proposed changes that members consider to be in the best interests of the program going forward. Once agreed on, such changes go forward to the respective Faculty committees and councils for normal approval processes. The Digital Media Council itself has no decision-making authority.

7

Space and Computing Needs

The School of Arts, Media, Performance, and Design supports two spaces in Accolade West that primarily serve courses in the Digital Media BA program – all of which include both AMPD and LE students. These courses also serve as electives for students in AMPD and other faculties around the University. A 27-seat fixed computer lab in ACW 102 (Art and Technology Learning Laboratory) hosts Digital Media practicum courses, including a number of large service courses. The laptop-based Transmedia Lab in ACW 103 hosts Digital Media courses including physical computing, and digital media project. The Transmedia Lab has also been used for the Digital Media fourth year student showcase, pan-Faculty workshops (faculty and student), MFA Dance thesis performances, faculty research projects, and as an exhibition space for an MFA Design graduate defense.

These two spaces have been maintained primarily through York's Academic Equipment Fund. We are conscious that these funds are diminishing, and are gradually moving toward a model of fewer fixed-seat computers and more reliance on laptops, including an initiative to provide students with key software through Associated Course Fees. The spaces are under the management of Amir Habashy who is co-appointed with VAAH. The shared VAAH/DM server that provides support for student work is under the auspices of AMPD Computing Services. Students in Digital Media require folders for their project files, shared space to work (nothing is stored locally on the computers in the ACW 102 Lab), and web space. The server setup is currently under consideration for a move to York's central File Access Services, under the auspices of UIT. In general, specialized computing needs for the Digital Media Program and for Computational Arts, such as database-drive websites, are coordinated between faculty, AMPD Computing and UIT.

Senate Appeals Committee – Report to Senate

At its meeting of February 25, 2016

FOR INFORMATION

1. Annual Student Appeals Statistics, 2014-15

In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year, and presents data on Senate and Faculty-level cases.

Between July 1, 2014 and June 30, 2015 the committee received 52 new files. A total of 59 files were completed over the course of the year. of which 11 were initiated in 2013-2014. Four appeals remained to be decided as of June 30.

Appeals for late withdrawal without receiving a grade continue to account for the largest number of petitions at the Faculty level (38.5%) and more than half of the appeals to Senate. The number of appeals involving academic honesty almost doubled, accounting for 17% of appeals to SAC. Other major findings in this report can be summarized as follows:

- The number of appeals progressing to the Senate stage fell markedly in 2014-2015 but it is not clear if this represents a trend.
- While the number of appeals reaching SAC fell, cases in general are characterized by a greater degree of complexity.
- In the time frame covered by this report, a higher percentage of students initiated petitions.
- Specific Faculty-level factors help account for variations in the number and kinds of appeals and petitions.
- A disproportionate number of cases continue to originate with the Faculty of Health.
- Mandatory pre-petition advising for students in LA&PS has had a positive impact on the number and success of petitions launched by students in that Faculty.
- Academic honesty charges remain relatively stable overall, with an increase in LA&PS cases and a modest decrease in every other Faculty for 2014-2015. More cases have progressed to the Senate stage, in part as a result of the misapplication of procedures at the Faculty level.

Figure 1
Appeals Considered at the Senate Level, by Year
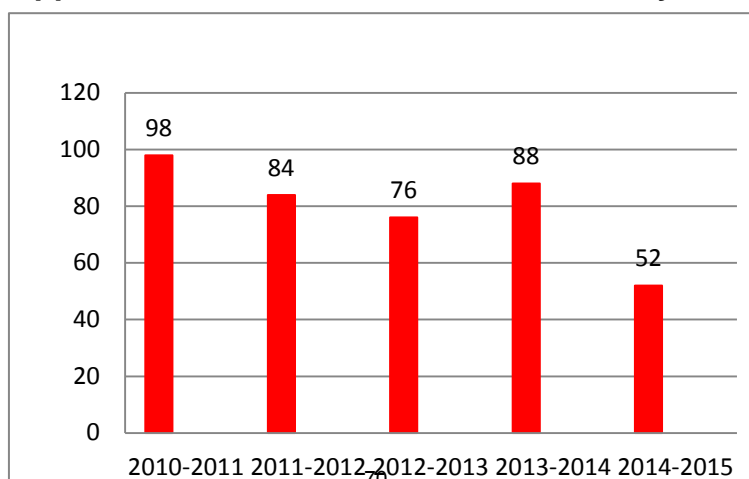
Table 1[1]
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND DECISION

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Grant	Deny	Grant	Deny	Grant	Deny	Grant	Deny	Grant	Deny
Leave to Appeal of Faculty Decisions	8	81	19	65	20	53	24	63	22	31
Reconsideration of Leave To Appeal Decisions	1	8	2	9	0	12	3	15	6	8
Appeal Hearing Decisions	6	3	16	5	16	4	18	8	22	4
Total	**15**	**92**	**37**	**79**	**36**	**69**	**45**	**86**	**50**	**43**

Figure 2
Percentage of Appeals Granted and Denied, by Year
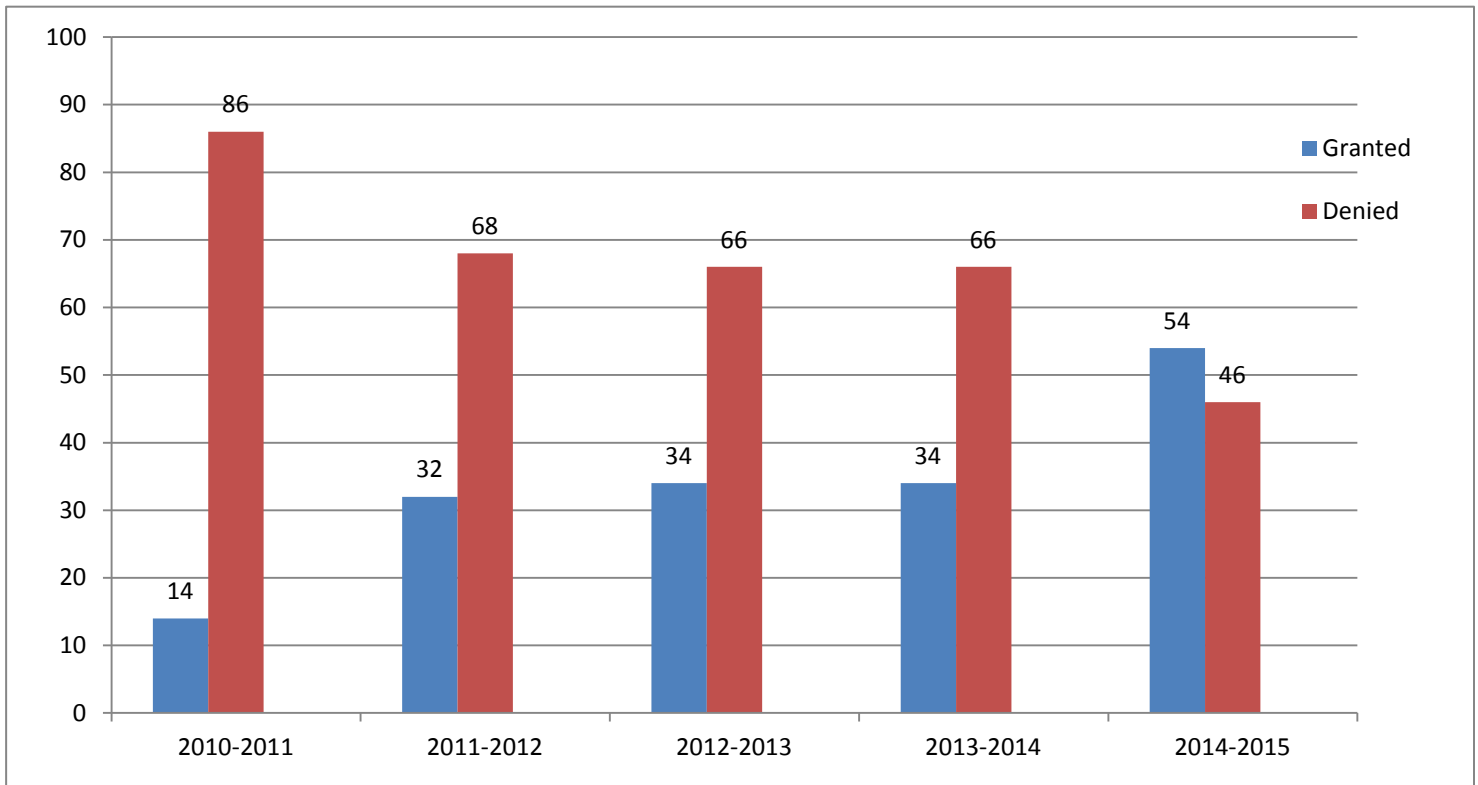
[1] Notes: Decisions include 11 cases initiated in 2013-14 and decided in 2014-15. Four 2014-15 cases are pending and will be reported next year. Where the decision on appeal is to refer a case back to the Faculty, it is counted as a granted appeal. In six cases leave to appeal was granted in 2013-14.

Table 2
SENATE LEVEL APPEALS BY TYPE, YEAR AND NUMBER[2]

Type of Appeal to SAC	2011-12 84 Appeals	2012-2103 76 Appeals	2013-2014 88 Appeals	2014-2015 52 Appeals
Late Withdrawal	61	55	51	30
Reconsideration of SAC decision	13	11	19	14
Deferment	7	7	8	1
Academic Honesty	2	1	5	9
Waiver of Required Withdrawal / Debarment/Early Lifting/ Readmission	8	8	8	7
Grade Reappraisal	5	2	2	5
Late Enrolment	2	0	3	1
Other	4	1	6	4
Waiver of degree/program requirement	2	5	4	4
TOTAL	**84**	**90**	**106**	**75**

Table 3
APPEALS TO SENATE APPEALS COMMITTEE BY FACULTY OF ORIGIN

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Education	0	1	0	1	1
Environmental Studies	0	0	0	0	0
Fine Arts/AMPD	0	1	1	0	0
Glendon	10	11	3	6	1
Graduate Studies	4	1	0	2	2
Health	19	7	14	19	23
Liberal Arts and Professional Studies	40	35	35	43	14
Osgoode	3	3	1	2	1
Schulich	3	4	1	2	4
Science	10	22	20	13	9

The noticeable decrease in number of appeals is primarily attributable to t**he significant decrease in appeals from students in the Faculty of Liberal Arts and Professional Studies.** The Faculty itself has seen a decrease in the number of petitions, as seen in Table 4 below, and an increase in the percentage approved from 56 to 75%, **which it attributes to a large extent to the institution of mandatory advising prior to petitioning.** This ensures that petitions are properly documented before being accepted for consideration.

---

[2] Totals exceed individual cases due to multiple appeals.

While the number of SAC appeal files was significantly lower than in previous years, the percentage of appeals granted increased from 20.5% to 40.7%. The committee found that while there were fewer cases, **they were more complicated**. It remains to be seen if the increase in the number of appeals granted becomes a trend. However, the Committee did note that a significant number of cases involved medical/disability grounds and that numerous appeals were granted on this basis. The University Secretariat sponsored a well-attended January 23 workshop featuring Marc Wilchesky, Executive Director of Counselling and Disability Services, to explore issues associated with evidence relating to disability in petitions and appeals. Staff, faculty members, and students involved in petitions and appeals shared their experiences, which may help to ensure that there is consistency in the way such appeals are dealt with.

The number of cases related to findings of breach of academic honesty or the penalty for a breach has **almost doubled** from the previous year, from five to nine cases; in 2012-13 there were only two cases and the year before only one. While most were dismissed, the Committee did note that several cases arose due to a failure to follow procedures set out in the *Senate Policy on Academic Honesty*.

Table 4
NUMBER OF FACULTY–LEVEL PETITIONS & APPEALS IN ENROLMENT CONTEXT
2010-2011 TO 2013-2014

	2011-12 YU Enrolment 54,507	2012-13 YU Enrolment 54,590	2013-2014 YU Enrolment: 53,974	2014-15 YU Enrolment: 52,879
AMPD[3]	213 Enrolment: 3,022	195 Enrolment: 3,024	147 Enrolment: 2,960	194 Enrolment: 2,777
Education	119 Enrolment: 650	125 Enrolment: 566	117 Enrolment: 580	240 Enrolment: 764
FES[4]	76 Enrolment: 850	74 Enrolment: 810	69 Enrolment: 643	68 Enrolment: 645
Glendon	335 Enrolment: 2,563	243 Enrolment: 2,535	257 Enrolment: 2,577	225 Enrolment: 2,591
Graduate Studies	776 Enrolment: 5,198	904 Enrolment: 5,959	812 Enrolment: 5,905	1,051 Enrolment: 5,929
Health	1,099 Enrolment: 9,752	1,296 Enrolment: 9,821	996 Enrolment: 9,960	1,261 Enrolment: 9,738
Lassonde	-	-	246 Enrolment: 1,219	260 Enrolment: 1,572
LA&PS[5]	3,910 Enrolment: 25,081	3,688 Enrolment: 24,962	4,471 Enrolment: 24,081	4,134 Enrolment: 22,678
Osgoode[6]	51 Enrolment: 934	59 Enrolment: 934	104 Enrolment: 938	45 Enrolment: 968
Schulich	362 Enrolment: 1,641	393 Enrolment: 1,673	404 Enrolment: 1,730	437 Enrolment: 1,799
Science	876 Enrolment: 4,096	774 Enrolment: 4,297	638 Enrolment: 3,381	575 Enrolment: 3,418

---

[3] 2013-14: AMPD report covers petitions September 1, 2013 - June 30, 2014

[4] 2013-14: Environmental Studies petitions only.

[5] 2013-2014: LA&PS petitions only.

[6] 2013-14: Osgoode report covers two years, July 1, 2012 - June 30, 2014.

2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2014-2015

This year, the committee is continuing its efforts to standardize reporting across the University. This year's data is for petitions initiated July 1, 2014 to June 30, 2015. In Table 5, the categories reported have changed to reflect more closely the petitions menus in the Student Information System. The committee has noted that the complexity of the types of petitions and possible decisions, the various levels at which decisions can be made, and programmatic differences, has meant differing approaches to the collection of data with respect to petitions. The data in Table 5 provide the big picture but are not entirely comparable across Faculties.

In the past, the kind of data shown in Table 5 combined petitions and appeals together. For 2014-15 the numbers for specific petition types are for petitions only, as this provides the number of discrete cases. At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions which were appealed at the Faculty level is provided. The overall percentage of cases appealed is just 5.2%. There were no appeals in the Faculties of Environmental Studies and Arts, Media, Performance and Design (AMPD). Osgoode, and to a lesser extent, Science have a greater percentage of appeals which may be attributed to reasons specific to the programs.

The decrease in LA&PS petitions was noted above. The Faculty of Graduate Studies had an increase in the number of petitions and appeals and is investigating the causes. A large part of the increase in Education petitions can be attributed to a batch of petitions applying to a whole cohort of students studying in a unique program whose circumstances require special consideration. In AMPD, the increase in petitions was partly as a result of curriculum changes requiring students to petition for waivers.

Table 5
FACULTY-LEVEL PETITIONS BY TYPE 2014-2015

Petition Type	Reason	AMPD	ED	ES	GL	GS	HH	LA&P	LSE	OS	SSB	SC	TOTAL
Course Add	Enrol In Course(s) After The Faculty Deadline	10	2	1	26	2	16	59	5		35	7	163
Course Drop	Drop Course(s) After Faculty Deadline	108	19	28	142	37	753	1692	137		35	321	3272
Credit					12		4	2				2	20
Departmental/Programme Waiver	Advanced Standing: Course Substitute				1		1	4	1			2	9
	Advanced Standing: Course Waiver			2	2	25		2	1		1	2	35
	Advanced Standing: Course Transfer					26		1					27
	Course Substitution for Major or Minor Req. (s)		7	7	17	2	57	1249	34		5	68	1446
	Other		97	4	2	20	9	60	6		11	8	217
	Waiver Of Degree Credit Exclusion Legislation										18	1	19
	Waiver with replacement	29		10		3		15			1		58
	Take courses out of sequence - Schulich										102		102
	Promotion without satisfying year requirements - Schulich										10		10
	Reduced course load - Schulich										15		15
Exemptions	Degree Exemption(s)		5		1			6				1	13
Extension	Deferred Standing, extension of deferred standing	3	2	4	12		100	382	17		11	111	642
	Course extension					7							7
	Program extension					145							145
Grade Reappraisal	Grade Reappraisal		1		7	2	2	7		44		1	64
Leave	Leave of Absence				1	88					52		141
	LOA Medical/compassionate					149					7		156
	LOA No course available					66							66
	Maternity leave					3							3
													0
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP	9				1	7	16			1	1	35
Other	Other		8	1	1	65		5		1	24	3	108
Overload	Course Overload	9		1			34	57	9		5	13	128
Readmission			39	1							1		41

		AMPD	ED	ES	GL	GS	HH	LA&PS	LSE	OS	SSB	SC	TOTAL
Repeat	Repeat Failed Course		22				41	13				3	79
	Repeat Passed Course						7	3				1	11
Status	Change degree stream					8							8
	Change to full-time					43					1		44
	Change to part-time					69					12		81
	Reinstatement					221							221
	Withdrawal					27							27
	Study at a location other than York					11	1						12
Stop-out	Education only		38										38
Strike-related	FGS only					28							28
Waiver	Graduate Without Min. Req'd G.P.A.							9	1			1	11
	Request For Waiver Of Req. Withdrawal	2		5	1		83	167	23		74	12	367
	Request For Waiver Of Req.Debarment	2		1	1		12	83	3		15	2	119
	Upgrade G.P.A. In Attempt To Graduate						21	92	3			7	123
	Waiver Of Degree Credit Exclusion Legislation							9				1	10
	Waiver Of General Education Requirement						8	38	2			1	49
	Waiver Of Honours Standing Regulations	4		2			83	166	8			2	265
	Waiver Of In-Faculty Requirement						14				1	1	16
	Waiver Of Major Requirement(s)	2		1	2		6	3				2	16
	Waiver Of Upper Level Course Requirements	1					2	3				1	7
	Other	15							1				16
Total		194	240	68	225	1051	1261	4134	260	45	437	575	8490
Appeals		0	1	0	16	25	111	154	11	17	27	87	449
Percentage of decisions appealed		0.00	0.42	0.00	7.11	2.38	8.80	3.73%	4.23	37.78	6.18	15.13	5.29%

Table 6
STUDENT ENROLMENT AND APPEALS BY YEAR

	2011-2012	2012-2013	2013-2014	2014-2015
Enrolment (Heads)	54,507	54,590	53,974	52,879
Petitions	7766	7751	8261	8490
Students Filing Petitions (%)	14.25%	14.20%	15.30%	16.05%
Appeals to SAC	84	76	88	52
Faculty Decisions Appealed	1.08%	0.98%	1.07%	0.61%

3. Annual Faculty-Level Academic Honesty Statistics, 2014-2015

SAC includes in its annual report, statistics on Faculty considerations of charges of breaches of academic honesty. As in previous years, the majority of cases involved plagiarism and cheating. Most were resolved at the exploratory meeting stage. For 2014-2015, there were 520 reported cases of breaches of academic honesty (or just under 1% of the total student body of 52,879 students). See Table 7 for details. The Committee is asking the Faculties for more information in their reports, including the year level of the student, whether there were previous breaches and the penalty assigned. This provides a better view of how the *Senate Policy on Academic Honesty* is applied across the University and will inform future reports to Senate.

Table 7
ACADEMIC HONESTY CASES BY FACULTY
2010-2011 TO 2014-2015

Faculty	2010-2011 n=515	2011-2012 n=498	2012-2013 n=575	2013-2014 n=571	2014-2015 n=520
Arts, Media Performance & Design	19	46	12	39	12
Education	2	2	3	0	0
FES	No data	25	26	11	8
Glendon	26	15	28	23	14
Graduate Studies	21	10	4	23	14
Health	44	11	66	43	35
Lassonde				23	21
LA&PS	252	247	326	254	297
Osgoode	3	2	2	2	3
Schulich	32	16	15	65	41
Science	118	126	97	88	75

4. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to, the Senate Appeals Committee this past year: Professors Shelley Kierstead and our student members Melinda Phuong and Ryan Robski.

A warm welcome is extended to new members: Professor Natalie Coulter and Ms Latanya Austini and Mr. Zachary Davis.

Vivian Saridakis, Chair

SENATE COMMITTEE ON AWARDS

Report to Senate at its meeting of 25 February 2016

FOR INFORMATION

1.   **Report on Undergraduate Student Awards Distribution for 2014-2015**

The Senate Committee on Awards receives annually from the Office of Student Financial Services (OSFS) a report on the disbursement of student awards for the previous fiscal year.

Tables A and B provide statistical data on the disbursement of undergraduate student awards in fiscal 2014-2015 (May 1, 2014 to April 30, 2015), with comparative data for 2013-2014; a summary report provided below. All numbers are from the York University Factbook. As of 2014-2015, all awards are reported based on fiscal year in which they were disbursed; previously disbursements were only reported if they were in the fiscal year <u>and</u> related to an academic session in that fiscal year, which meant some disbursements were not captured. To aid in comparison and analysis, the comparative data for 2013-2014 has been restated to reflect this.

TABLE A: 2014-2015 Undergraduate Awards *Note 1*					
Figure 1 - Overview of Award and Bursary Funding ($ Disbursed)					
Award Funding Category		**2013-2014 ($)** *Note 3*	**2014-2015 ($)**	**Variance ($)**	**YOY % Variance**
York Funded	Entering Student Awards	$5,688,009	$5,660,305	($27,704)	0%
	Continuing Student Awards	$11,836,418	$11,709,804	($126,614)	-1%
Government Funded		$2,320,275	$2,208,608	($111,667)	-5%
Private Donations and Endowments		$5,630,756	$5,809,827	$179,071	3%
TOTAL		**$25,475,458**	**$25,388,544**	**($86,914)**	**0%**

Figure 2 - Number of Students who Received Awards and Bursaries (Headcount #) Note 2

Award Funding Category		2013-2014 (Headcount) Note 3	2014-2015 (Headcount)	Variance (Headcount)	YOY % Variance
York Funded	Entering Student Awards	4,859	4,811	-48	-1%
	Continuing Student Awards	12,887	13,067	180	1%
Government Funded		1,061	989	-72	-7%
Private Donations and Endowments		4,286	3,464	-822	-19%
TOTAL		**23,093**	**22,331**	**-762**	**-3%**

Note 1 - Fiscal 14-15 data was obtained by Student Financial Services from York University's 14-15 Factbook data (originally from OIPA). Fiscal 13-14 data was obtained from OIPA (and was based on the restated Fiscal 13-14 Factbook data).
Note 2 – Some students may have received more than one award and may be included in more than one category.
Note 3 – Fiscal 13-14 spending and headcount data was restated by OIPA to reflect the new reporting methodology (new in 2014-15); which reflects **all** scholarships, awards and bursary disbursements that were in a fiscal year. The effect of the F13-14 restatement is a +$596K increase (+2.4%) to the original 2013-14 total award and bursary disbursement amount (original = $24,878,548). The restated F13-14 amount of $25,475,458 will be used throughout this report.

Tables from the 2014-2015 Factbook, Section 03E, are appended to the report and provided a further breakdown by type of award and Faculty.

Highlights of the 2014-2015 report are:

- Overall, the amount of funding provided to York University undergraduate students remained relatively static though there was a 3% decrease in the number of students who received support.
- While the number of newly admitted domestic and international Year 1 students declined by 8% year over year, an increase in the number of international students eligible for the York-Funded Entrance Award led to a decline of only 1% in the number of students receiving the awards; the average disbursement was $1,177, given to 4,811 students.
- Decreased spending on York-funded continuing student awards can be attributed to a reallocation of $120,000 from undergraduate bursaries to fund an additional 118 work-study positions, a result of the PRASE report looking at on-campus student employment, and increased disbursement on merit-based scholarships. More students qualified for awards such as the *York University Continuing Student Scholarship* and *Renewable Entrance Scholarship*, both of which require a minimum 8.00 grade point average.
- To support the implementation of the Enhanced Entrance Scholarship Program, $150K was deferred to 2015-16.
- Government-funded awards continue to decrease. While all funding received is distributed, a number of programs vary according to student need and eligibility, such as the *First Generation Bursaries* and *Bursaries for Students with Disabilities*; the latter experienced a 5% decline in eligible applicants.

- In addition, as mentioned in previous reports, the *Queen Elizabeth Aiming for the Top Scholarship* program is winding down, with most recipients having completed their programs. There were 63 recipients in 2014-15 compared to 142 the previous year; 2015-16 will be the last year with only two remaining recipients.
- Two other government-funded programs continued to see growth this year, the Ontario Bridging Participant Assistance Program and Internationally Educated Professional Bridging program.
- Disbursements from endowments and private donations increased by 3% but the number of recipients decreased by 19% (after a 24% increase in 2013-14). The large decrease in numbers is largely attributed to fewer students receiving the *York University Undergraduate Bursary.* The bursary is funded through general endowments linked to numerous other York scholarship programs. Bursaries are traditionally assessed later in the fiscal year after funds have been expended on merit-based awards; what is left is available for bursaries. And in 2014-15 a number of individual scholarships saw significant increase in disbursement, such as the *Lassonde Scholarship*, the *Canadian Friends of Hebrew University Award* and the *McCarthy Tetrault Business Law Internship.*

The OSFS report noted that a primary purpose of the office is "to provide students with the financial assistance they require over their lifecycle at York University to be successful in their studies and to minimize the amount of debt with which they graduate. However, this becomes increasingly challenging as the Scholarship and Bursary budget remains relatively static and is being increasingly drawn on to support other programs and initiatives such as work study and the entrance scholarship program. As seen in F14-15, the programs that will continue to be most negatively impacted by these competing priorities are the Undergraduate Bursary program. It is imperative that continued efforts are made on the part of the Division of Advancement in securing donor funding for student support to minimize the adverse effects on Continuing Students and to sustain the Entering Student Awards programs at its currently competitive level."

In next year's report we will see the full impact of the new entrance scholarship program, which was reported to Senate in March 2014. These new scholarship values are: 95% and higher = $3,500; 90 - 94.9% = $2,500; 85% - 89.9% = $1,500; and 80% - 84.9% = $1000, and are only renewable for those admitted with 95% or higher grade. These scholarships are also available to international students who have completed a Canadian secondary school curriculum within or outside Canada. Those with admission averages above 80%, who meet other qualifying criteria, and who accept the offer of admission by the date indicated in their letter of offer will also receive an addition $500 York University Student Life Award. These funds are applied directly to the student's YU Card. Preliminary indications are that the Student Life Award had a positive impact on conversion rates and for 2016-17 admissions will be extended to those who are not applying directly from high school.

OSFS uses social media and targeted email to contact students to encourage them to apply for awards for which they are eligible, and remind them of deadlines. Committee members noted that their students had found the targeted emails useful. In addition, OSFS is focusing on financial literacy this year so that students better manage the funds they receive and is exploring the creation of financial literacy videos for parents in various languages. For the future, OSFS is looking at the possibility of acquiring an online program which will provide students with a tailored list of awards for which they are eligible (based on their unique circumstances), to enable students to maximize the amount of award funding they are eligible to receive

2. President's Research Awards

As announced at January's meeting of Senate, the winners of the President's Research Awards for 2016 are Bridget Stuchbury, Department of Biology, Faculty of Science, and Rebecca Pillai-Riddell, Department of Psychology, Faculty of Health.

The President's Research Excellence Award recognizes a senior established, full-time, active faculty member at the rank of Professor, with distinguished scholarly achievements who has had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. As the letter of nomination noted, "Professor Stutchbury epitomizes the criteria of the President's Research Excellence Award. She is lauded as Canada's top scholar in ecology and conservation and is consistently in the highest demand for speaking and public engagements. … She is an outstanding ambassador for York University."

The President's Emerging Research Leadership Award recognizes full-time faculty within the ten years of their first academic appointment who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. Professor Pillai Riddell's nomination documented her important and innovative advances in the field of infant pain, through her novel and ambitious program of research, her dedication to trainees, and her significant contributions to York University as a faculty member.

The 2016 research award winners will be celebrated at the February 24 York Research Gala.

Robert Kenedy, Chair

**Academic Standards, Curriculum &
Pedagogy Committee**
Report to Senate

At its meeting of 25 February 2016

Note to Senators: There is a sizeable amount of supporting documentation for the curriculum proposals this month. For your convenience, the full proposal briefs for the ASCP Action and Consent items, and the Background document for the proposed academic policies, have been collated in a separate document, with each item bookmarked for ease of reference. It has been posted online

For Action (Unless otherwise stated, all action items are effective FW2016-2017)

I. Major Modifications

1. **Establishment of New Degree Options for BA and BSc Programs in Global Health • Faculty of Health**

ASCP recommends,
    That Senate approve the establishment of Honours and 90-credit (delayed-entry) degree options within the BA and BSc programs in Global Health housed in the Faculty of Health.

Rationale
In 2013 Senate approved the establishment of BA and BSc programs in Global Health, commencing with a Specialized Honours degree option for both. The Specialized Honours option is structured around a set of core courses and four areas of concentration from which students choose one area; the total number of major credits is 81. The program is recommending the new Honours option based on its experience with the Specialized Honours program in the last two years. Adding the Honours option provides new choices for students interested in the field of Global Health, including:

- the flexibility to not specialize in an area of concentration and take a minimum of 48 credits of core courses

- the ability to enrol in a double major program, or pursue a minor in another program, neither of which are possible in the Specialized Honours option

The addition of the 90-credit BA and BSc option will be as a delayed-entry only option. It will provide a route for degree completion for students who fall below the required GPA in either Honours option, or who opt to graduate with a 90-credit degree.

Comprehensive program learning outcomes have been articulated for each of the proposed Honours and 90-credit degree options for both BA and BSc programs, and

mapped to their respective requirements. The decanal statement conveys support for the expanded program options and confirms that they will be well resourced.

Approvals: Health Faculty Council January 2016 • ASCP 27 January 2016

II. Program Closures

2. Closure of the BA Programs in Italian Culture • Department of Languages, Literatures & Linguistics • Faculty of Liberal Arts & Professional Studies

ASCP recommends,
> That Senate approve the closure of the BA programs in Italian Culture housed in the Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies.

Rationale
As the proposal brief (Appendix B) states and the decanal statement confirms, insufficient enrolments in the Italian Culture program have made it unsustainable. After careful consideration its home Department is recommending its closure. The courses in Italian Culture will continue to be offered for students in the Italian Studies program, or others who wish to take them as electives. The Senate Committee concurs with the recommendation.

Approvals: LA&PS Faculty Council 14 January 2016 • ASCP 27 January 2016

III. Program Changes

3. Changes to the Specialized Honours BA and iBA Programs in Translation • School of Translation • Glendon

ASCP recommends,
> That Senate approve the following changes to the Specialized Honours BA and iBA programs in Translation, housed in the School of Translation, Glendon:
> * Conversion from a delayed-entry to a direct-entry program
> * Revised admission requirements to align with the new direct-entry structure
> * Changes to the name of the Francophone and Anglophone streams

Rationale
A number of undergraduate university translation programs in Canada admit students directly into the program in first year, which enables them to recruit high school students and orient first-year students towards certain language courses. The Glendon School of Translation does not have access to this population as the Translation program is currently structured to admit students after they have completed 24 university credits

and passed its admission examination. Changing the program to a direct-entry one will bring Glendon into line with other translation programs and enable it to resolve enduring recruitment challenges. The change will have no major consequences on the existing program requirements of either the BA or iBA. It is designed to meet two objectives: improve the visibility of the Translation programs to increase enrollment (a priority underscored in its last cyclical program review), and better prepare students in first-year. The proposed admission requirements are appropriate for the Translation program. Under the direct-entry structure, the entrance exam that is currently part of the admissions process will be administered after year 1 of the program as a mechanism to confirm that students have the required skills to continue in the program.

It also proposed to change the name of the existing Francophone stream to the "English to French" stream, and the existing Anglophone Stream to the "French to English" stream. The revised names reflect the fact that it is direct language translation (not the identity of the students) that distinguishes the two streams, therefore being more transparent and more accurate. Secondly, among the population at Glendon, in Toronto, and in Canada, many people do not self-identify as "Anglophone" or "Francophone". The full set of changes are illustrated in the supporting documentation attached as Appendix C.

Approvals: Glendon Council 20 November 2015 • ASCP 27 January 2016

IV. Policies

Note: See the Policies Background document included in the supporting documentation material for Items 5, 6 and 7.

4. **Establishment of the *Senate Policy and Guidelines on Withdrawn from Course Option***

ASCP recommends
    That Senate approve the establishment of the *Policy and Guidelines on Withdrawn from Course Option*, as set out in Appendix D, as a four-year pilot effective FW 2016-2017 through to 2019-2020.

Rationale
As a Late Drop Option for Students to Choose
The intent of the late drop option is to provide an appropriate mechanism for students who are struggling in a course and/or who have become overwhelmed by personal or extenuating circumstances. In such cases, exercising the option to withdraw from the course before the last day of classes will minimize the impact on the student's academic standing, reduce their remaining course load and enable them to focus on the successful completion of their remaining courses that term. It is the expectation that students who have fallen behind on coursework and / or are not prepared to write the

final exam / complete the final paper, but did not drop the course before the drop deadline, will choose the option of *Withdrawn from Course.* It provides conditions for students to continue in good standing at York in those instances where a lack of experience hindered good decision making about their progress.

No limit on the number of times a student may choose the option of Withdrawn from Course is being proposed. Each time a student chooses to *Withdraw*, the course enrolment remains on the transcript, denoted by a "W". Students concerned about having too many W notations on their transcript will need to carefully consider when to use the *Withdrawn* option. As an advising aid, the Registrar's Office will implement an automatic warning in the Student Information System to alert students after *Withdrawn from Course* has been used three (3) times. A communication will be sent to the student recommending they meet with an academic advisor within their program / Faculty to discuss the issues leading to their growing use of the course withdrawals.

As a New Decision for Petitions Committees
Currently Petitions Committees have two decision options for students' requests for late withdrawal from a course: (1) grant the removal of the course and grade from the transcript; or (2) deny the request (leaving the student's existing grade / failure). The number of undergraduate petitions has been steadily growing. Faculties reported 7750 petitions / appeals in 2012-2013, and the number increased to 8080 for 2013-2014. On average, approximately half of all petitions / appeals are for late withdrawal, and of those typically about half are granted. Noting the large number of retroactive withdrawals being granted, a few years ago the *Senate Executive Committee* expressed concern to the *Academic Standards, Curriculum and Pedagogy Committee* about the effect of these petitions decisions on academic standards at the University. The University Registrar has similarly voiced concern about the integrity of the University's academic records when transcripts are inconsistent with students' enrolment history. *Withdrawn from Course* provides a new option that addresses both matters of academic standards and accurate University records; it balances academic integrity and fairness to students. As noted above, when *Withdrawn from Course* is granted by a Committee, the course remains on a student's transcript with the grade replaced by a "W" and the course is excluded from the calculation of a student's cumulative GPA. Academic integrity therefore is preserved two ways: by having the transcript reflect students' full enrolment history; and by bringing consistency between the student record system and transcripts issued by the University. Fairness to students - a foundational principle of petitions processes - is upheld by forgiving both the unfavourable grade recorded and the impact of that grade on the student's academic status. For many students setting aside a grade may permit them to continue in their degree program. The Registrar's office has confirmed that opting to choose *Withdrawn from Course*, or having that decision granted by a petitions committee, will not affect students' OSAP funding.

Note, students will not be permitted to petition for removal of a "W" on their transcript. That fact will be made clear to students in the information about the option of choosing *Withdrawn from Course*.

The ability of a petitions / appeals committee to grant full removal of a course from the transcript after the drop deadline would continue to exist with the new "W" policy. That option, however, would be viewed from a new perspective. Removing a course from a transcript represents a significant alteration of a student's academic record. It should be granted only in recognition of exceptional circumstances, or to correct an error. To that end, the associated Guidelines with the *Policy on Withdrawn from Course Option* set out standards for petition / appeal committees' review of requests for *Removal of a Course from a Transcript*.

Symmetry with the Graduate Grading Scales
Withdrawal from a course – denoted by a W on the transcript - is among the options already in use in the Faculty Graduate Studies (except graduate programs in Business) and Osgoode Hall Law School. Adopting the option of *Withdrawn from Course* for undergraduate courses would bring symmetry between graduate and undergraduate programs on this count. It is increasingly becoming a practice at universities in Canada and the US as a balanced approach to accommodate students' circumstances within the bounds of the institution's academic standards.

Reducing the Volume of Petitions / Appeals
As noted above, Faculties are dealing with an enormous volume of undergraduate petitions. In this climate of constrained resources, opportunities that carry potential savings ought to be explored. A corollary benefit of adopting the late drop option may be a reduction in the number of petitions for withdrawal from a course. It is expected that some students will take advantage of the ability to drop a course late, thereby eliminating the need to petition for the option. Similarly, the ability of Petitions Committees to grant a middle-ground form of relief to students through the *Withdrawn from Course* option (as opposed to a denial) may reduce the number of appeals to the Faculty and, ultimately, the Senate Appeals Committee.

Implementation and Assessment
The introduction of *Withdrawn from Course* is proposed as a four- year pilot to take effect in the FW 2016-2017 academic year. Its use by students and Petition Committees will be tracked over this period. Metrics such as the overall and average number of times the option was chosen by students and dispensed by Petitions committees will be gathered for each of the four years. To assess the policy's effectiveness in achieving its intentions, measures of success will include:

- Student feedback confirming that the Withdrawn option facilitated their academic
- progress and was an effective option for them (through a survey)
- The number of petitions / appeals for late withdrawal from a course decreased
- Petitions Committees' confirmation of its value and effectiveness as a decision

- option, and reduced instances of altering students' academic records

It is also anticipated that tracking the use of the late drop option will yield valuable data on course-drop patterns that course directors and programs may find helpful in their efforts to address retention and the student experience.

Approval: ASCP 13 January 2016

5. Changes to the *Senate Policy on Repeating Passed or Failed Courses for Academic Credit*

ASCP recommends

That Senate approve the changes to the *Policy on Repeating Passed or Failed Courses for Academic Credit*, as set out in Appendix E, as a four-year pilot effective FW 2016-2017 through to 2019-2020.

Rationale

It was drawn to the ASCP's attention that a practice has emerged whereby students are being permitted to repeat a required course a third time to have it recognized for the purpose of meeting a degree requirement. In some cases Undergraduate Program Directors are approving this option for individual students. Also, a practice has reportedly taken hold within the degree audit process to accept the third passed attempt of a course for satisfying degree requirements (but not becoming the grade of record) as long as no decision has been conveyed otherwise by the Faculty. A secondary issue raised about the policy is whether graduates are permitted to repeat courses after the conferral of their degree to raise their grade for applications to other degree programs.

In recognition of practices in place, and having consulted broadly on the issue, the Committee is recommending revising the Senate policy to:

- permit students to repeat passed or failed courses for academic degree or certificate credit twice, for a total of three (3) attempts at a course;
- have the grade of the last course completion be the grade of record and the only grade calculated in the student's grade point average (Major, Sessional and Cumulative); and
- have the record of each time a course was taken appear on the student's transcript, with the prior instance(s) designated as 'No Credit Retained'.

The intent of the revised legislation, together with two related new initiatives (*Withdrawn from Course Option* and the *Course Relief Policy*) remains the same - to better enable York students to complete their degree program at York through reasonable options that balance academic integrity and fairness to students.

Academic Standards, Curriculum & Pedagogy Committee
Report to Senate

The University Registrar reported to ASCP that a significant number of degree requirement waivers are being permitted annually because of the restrictions on the current course repeat legislation. The Senate Committee is considerably more troubled by degrees being conferred when the requirements are not met than allowing students one additional attempt to successfully complete all the degree requirements. The integrity of the degree is the paramount consideration.

As recommended by Faculties, the Committee reviewed other Canadian universities' course repeat policies for comparison before proceeding with changes to York's legislation. Relative to other Ontario and Canadian universities' practices, the proposal to increase the number of course repeats to two, have the last attempt be the grade of record and maintain the previous enrolments on the transcript would not single out York's policy as too lenient. Rather, by maintaining a limit on the number of times a student may enrol in a course and counting the grade received on the final attempt in the calculation of a student's GPA, the proposed policy represents a reasonably rigorous standard.

Approval: ASCP 13 January 2016

6. Establishment of the *Senate Policy on Course Relief*

ASCP recommends
> That Senate approve the establishment of the *Policy on Course Relief*, as set out in Appendix F, as a four-year pilot effective FW 2016-2017 through to 2019-2020.

Rationale
The policy is primarily aimed at facilitating existing York students' return to studies after being required to withdraw (for 1 or 2 years) in order to provide them with a reasonable opportunity to complete their degree. The current practice at York University is to include the grade achieved in all courses completed at York University in the overall cumulative GPA, unless specifically excluded (e.g., because of the "Course Repeat" Legislation or due to penalties for academic honesty). Often students who are returning to studies cannot realistically achieve the required GPA to graduate from their program since their previous record continues to impede their progression. The impact of this on students who change from a program in which they have performed poorly is that they do not have the relief afforded by the "Course Repeat" legislation. In order to provide students an equitable chance at successfully completing a degree, the Course Relief policy provides eligible students the option to change degree programs without having to repeat courses that do not count towards the new program major. Courses eligible for course relief are those taken as major credits previously, which will not count towards the major/required credits in the student's new program.

Out of fairness to York students, to enhance their student experience, and to retain them at York, this type of academic forgiveness is deemed to be appropriate. Requests

for a transfer under this policy will still need to be approved by the new program; this will ensure students' eligibility for the new program. In the consultation meetings the importance of programs approving students' transfers was emphasized by faculty and academic advising staff to ensure the course relief option is applied for its intended purpose. Moreover, students will still be required to meet the program and GPA requirements of the new program to earn the degree. It balances fairness to students and academic standards.

This policy would also support several other accommodation policies such as the "Course Repeat" and proposed *Course Withdrawal* policies in an effort to give students the most opportunity for success.

In response to feedback from students and staff consulted about the initiatives, a second category of students who would benefit from this policy was identified and subsequently added: continuing students who have completed fewer than 84 earned credits, who meet the eligibility requirements for the new program of choice. The applicability of the policy to this category enables students who are meeting their progression (GPA) requirements but wish to change their major without undue impact to do so. It will permit them to have their previous major courses excluded from the OCGPA calculation as they move to their new program of choice (upon approval by the program) to further support their new path of study. No exemptions of the new program requirements are provided for in this policy; students changing programs must meet all of the degree requirements and the standards for degree conferral.

Approval: ASCP 13 January 2016

Consent Agenda

7. **Changes to the Certificate in Urban Ecologies • Faculty of Environmental Studies**

ASCP recommends
That Senate approve the change in program and admission requirements for the Faculty of Environmental Studies' Certificate in Urban Ecologies, as set out in Appendix G.

Rationale
The structure of the Certificate has been revised to respond to the diminishing number of students completing it. The existing requirements include a defined set of 24 required credits. The new grouping of 12 core credits and 12 elective credits, together with new courses added, provides students more flexibility in selecting courses that match their interests and schedules in the spring/summer term. The total number of credits required is being maintained at 24. To be eligible for admission to the certificate the requirement

that students complete ENVS 2009 3.0 is being added to ensure their preparation for the certificate courses. With the updated requirements, a revised mapping of the requirements to the Certificate's learning outcomes was prepared.

It is anticipated that the refreshed Certificate will see additional students complete it.

Approvals: FES Faculty Council 21 January 2016 • ASCP 27 January 2016

8. Changes to the Community Arts Practice Certificate • Faculty of Environmental Studies and School of the Arts, Music, Performance & Design

ASCP recommends,

That Senate approve the following changes to the Community Arts Practice Certificate:

- Change in name to *Cultural and Artistic Practices (CAP) for Environmental and Social Justice*

- De-linking the School of the Arts, Music, Performance & Design as a co-hosting unit of the Certificate

- Revisions to the requirements

- An increase in the GPA required for conferral of the Certificate

Rationale
The full proposal brief is included in the supporting documentation as Appendix H. The Community Arts Practice (CAP) certificate is unique in Canada. Launched in 2005, the CAP certificate is open to students, non-students, activists and community workers. It is ideal for those interested in gaining experience, analyzing their practice, deepening their thinking around art, community and social change, and in networking themselves within the field. Students develop artistic skills, deepen their critical social analysis, develop facilitation skills, and learn to work collaboratively with groups for social change.

The changes to requirements are necessary to reflect revised curriculum / course offerings in both the *Faculty of Environmental Studies* and the *School of the Arts, Music, Performance & Design.* They are also intended to address student feedback and introduce enhancements to the program. The increase in the minimum GPA from 4.0 to 5.0 harmonizes the requirements across certificates in FES. The proposed new name better reflects the focus of the certificate, the updated curriculum and the ethos of the Faculty of Environmental Studies where the Certificate will be solely housed going forward. The memorandum from the Associate Dean Academic, AMPD confirms the School's support for the transfer of the Certificate to FES and its ongoing commitment to make available the relevant AMPD courses for students in the CAP certificate.

Approvals: FES Faculty Council 21 January 2016 • ASCP 27 January 2016

9. Changes to Requirements for the BFA Program in Dance • Department of Dance • School of the Arts, Music, Performance & Design

ASCP recommends,
> That Senate approve a change in the requirements for the Dance Education Stream within the BFA program in Dance within the School of the Arts, Music, Performance & Design such that the number of major credits is reduced from 72 to 66, and the number of electives increased from 15 to 24 credits.

Rationale

Students are able to jointly pursue a Concurrent Bachelor of Education (BEd) degree with their BFA Dance degree through a five-year co-registered program. In addition to receiving both BFA and BEd degrees, successful graduates earn a recommendation for the Ontario Certificate of Qualification and Registration for teachers.

The proposed program changes to the BFA Dance requirements make it more manageable for Dance students to complete their BFA degree component in a timely manner. It allows for their required courses in Education with room for another (second) teachable subject. Under the current requirements, the Dance Department has had to approve course substitutions for BEd students given their challenges in accommodating the timing and frequency of the Dance course offerings.

Approvals: AMPD Faculty Council 20 January 2016 • ASCP 3 February 2016

10. Change to the General Education Requirements for BA Programs, Lassonde School of Engineering.

ASCP recommends,
> That Senate approve a reduction in the minimum number of General Education credits required for BA programs housed in the Lassonde School of Engineering from 24 to 21 credits in the areas of Humanities, Social Science and Natural Science, with at least six credits taken in each area.

Rationale

The Faculty of Liberal Arts & Professional Studies revised – and Senate approved - its General Education requirements in 2013, applicable to all degree-types housed in the Faculty. The Lassonde School of Engineering has been following to date the pre-June 2013 LA&PS General Education requirements for the BA degrees it offers (Computer Science and Digital Media, the latter jointly with AMPD). In the interest of harmonizing requirements, Lassonde wishes to re-align its General Education credit totals for BA degrees with those of LA&PS.

In doing so the Faculty affirms that it values the breadth dimension supported by general education credits. By their nature, programs in Lassonde stress critical skills

throughout the curriculum. The general education credits are to provide BA students in Computer Science and Digital Media a broader outlook of the world and a breadth of knowledge beyond the confines of their major discipline. With breadth being the primary outcome sought through the general education requirement, Lassonde is therefore retaining the flexibility of its current regulations that any course in Social Science, Humanities or Natural Science at either the 1000 or 2000 level will satisfy the requirement.

Approvals: Lassonde Faculty Council April 2015 • ASCP 27 January 2016

11. **Closure of the Athletic Therapy Certificate, Consecutive Option • School of Kinesiology & Health Science • Faculty of Health**

ASCP recommends,
> That Senate approve the closure of the consecutive option of the Athletic Therapy Certificate, and a minor change to the admission requirements for the remaining concurrent option of the Certificate housed in the School of Kinesiology & Health Science, Faculty of Health.

Rationale
The Canadian Athletic Therapists Association (CATA) has accredited the Athletic Therapy Certificate at York University as a certificate taken concurrently with the York Kinesiology degree (BA or BSc) only. Students who have graduated from another institution with a Kinesiology degree are consequently no longer permitted to take the Certificate, nor are students who have previously graduated from the Kinesiology program eligible to enrol in it. Some of the competencies in athletic therapy that must be covered are met through Kinesiology degree courses (ie. Anatomy, Biomechanics) and, therefore, the degree and certificate must be completed concurrently. The closure of the consecutive option reflects the external accreditation criteria.

Regarding the admission requirement change, attendance at an Information and Interview Session will replace the individual interview process that currently exists as part of the application process. The change is designed to help identify for students the high program demands to help ensure they are prepared for the rigour of the certificate requirements. Secondly, it will improve the time efficiency and objectiveness of the interviews. The formal interview questions will be answered in writing during the session and every candidate will be given the same amount of time to complete them. Each question will be given a score and marked by the program against a set of standardized criteria.

Approvals: Health Faculty Council January 2016 • ASCP 27 January 2016

Academic Standards, Curriculum & Pedagogy Committee
Report to Senate

For Information

1. Minor Modifications to Curriculum

The following minor modifications / proposals were approved by ASCP:

AMPD
Changes to the requirements for the Specialized Honours BFA program in Dance, Choreograph/Performance Stream

Changes to the requirements for the Minor degree option in Dance

Changes to the requirements for the Honours BFA joint Diploma-Degree Program with Canada's National Ballet School (Option A)

Changes to the requirements for the Honours BFA joint Diploma-Degree Program with Canada's National Ballet School (Option B)

Graduate Studies
Changes to the requirements for the Master of Design Program

Changes to the requirements for the Graduate Diploma in Professional Accounting

Changes to the admission requirements for the PhD program in Physics & Astronomy

Glendon
Changes to the Accelerated BA program in Translation, GL

Health
Changes to the Specialized Honours BA and BSc programs in Global Health

LA&PS
Establishment of a new rubric for the Classical Studies program

Science
Minor changes to the requirements for the Specialized Honours BSc program in Physics & Astronomy, Space Sciences Stream

Changes to the requirements for the Specialized Honours BSc program in Biophysics

Changes to the requirements for the BSc program in Environmental Biology

Documentation on any of the above items is available from the University Secretariat upon request.

Franck van Breugel, Chair