



York University Senate

Notice of Meeting

Thursday, October 27, 2016, 3:00 pm
Senate Chamber, N940 Ross Building

AGENDA

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1. Chair's Remarks (G. Comninel)	
2. Business Arising from the Minutes	
3. Inquiries and Communications	
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Consent agenda items are deemed to be approved or received unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.	
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York University Senate

- 10. Changes to the Requirements for the Master of Leadership and Community Engagement Program, Appendix A, page 28 (for approval)
- 11. Sessional Dates for Summer 2017 and Fall-Winter 2017-2018, Appendix C, page 35 (for information)
- 12. Senators on the Board of Governors re: September Meeting of the Board (B. Lightman and L. Sergio; meeting synopsis attached for information)..... 58

M. Armstrong, Secretary

**Academic Colleague to the Council
of Ontario Universities
Report to Senate**

At its meeting of October 27, 2016

Two matters discussed at the meeting of the Council of Ontario Universities on October 13, 2016 are particularly worth drawing to the attention of Senate:

1. Discussion of the [Report of the Premier's Highly Skilled Workforce Expert Panel, Building The Workforce Of Tomorrow](#) – This Report is an extremely high policy priority for the Ontario Government, to the extent that implementation of the Report is prominent in the new “mandate letter” not only for the Minister of Advanced Education and Skills Development, but also for every Minister across the government. Members of COU generally considered that the view of higher education expressed in the Report is too narrow and instrumental, focusing on job readiness of graduates rather than development of the transferable skills and competencies needed to adapt and progress throughout a career. It was generally concluded that universities in fact do a very good job of developing such critical skills, but that we do not do a good job of recognizing and articulating those skills for our students, let alone for prospective employers, and that we certainly do not provide means of measuring or assessing the extent to which such valuable skills have in fact been developed.
2. Conversation for a Better Future – COU is undertaking a “conversation” via an online survey with students and their parents, employers, and other interested citizens, about how universities can contribute to a better future for Ontario and its citizens. The survey includes questions related to the prospects and priorities for the future, and the skills, knowledge and abilities needed by graduates to succeed in the future. As of the date of the COU meeting over 600 responses to the survey have been received, primarily from prospective students and parents. The survey is open to all at ontariosuniversities.ca and any senator, or other member of the York community, who is concerned to ensure that the survey results properly reflect the role of universities is strongly encouraged to log on and complete the survey.

David Leyton-Brown

THIS IS EXCELLENCE

KUDOS REPORT

SEPTEMBER–OCTOBER 2016



Department of History PhD student [Douglas Hunter](#) received Canada's Distinguished Dissertation Award for "Stone of Power," a study of the portrayal of North America's Indigenous people and their cultural history.



On September 9, Canada's Minister of Science Kirsty Duncan announced that 44 York research projects will receive [\\$7M in Social Sciences & Humanities Research Council of Canada \(SSHRC\) funding](#), including \$2.5M for LA&PS professor Valerie Preston's project on migration resiliency in urban Canada.



[7 alumni](#) were among this year's 2017 Clean50 honorees for their contributions to clean capitalism, fighting climate change and raising awareness of the importance of a low carbon economy:

- David Bell, Board Chair, Learning for a Sustainable Future (BA '65)
- Cara Clairman, President and CEO, Plug'N Drive (LLB '93)
- Philip Gillin, Senior Managing Director and Portfolio Manager, Canadian Property Investments, Sun Life Financial (MBA '78)
- Jenise Lee, Founder & CEO, Certclean Inc. (MBA '12)
- The Honourable Rachel Notley, Premier of Alberta (LLB '90)
- Dianne Saxe, Environmental Commissioner of Ontario (LLB, LLM and PhD '91)
- Serguei Tchertok, Manager, Sustainability, Grand & Toy (BSc '03)



York's world-class expertise in vision research was recognized by the government of Canada with the nation's most prestigious research grant. [York University's Vision: Science to Applications \(VISTA\) program](#) received a \$33.3M Canada First Research Excellence Fund (CFREF) grant to fund research across a wide range of applications from basic visual function to computer vision and object recognition, and more.



THIS IS EXCELLENCE

KUDOS REPORT



Biology professor [Amro Zayed](#) received the 2016 C. Gordon Hewitt Award from the Entomological Society of Canada for outstanding contributions to entomology in Canada by an emerging researcher.



A team of York researchers led by Lassonde professor [Michael Daly](#) built the OSIRIS-REx Laser Altimeter, the device that will conduct high-precision scans of the asteroid Bennu as part of NASA's OSIRIS-REx mission.



NASA named an asteroid after Lassonde professor [Mike Daly](#) to recognize his role as lead scientist for NASA's OSIRIS-REx Laser Altimeter.



Mathematics & Statistics professor Jörg Grigull and Biology professor John McDermott received a Mitacs Accelerate grant for their high-throughput sequencing project, in collaboration with Sanofi Pasteur.



Professors [Poonam Puri](#) and [Catriona Sandilands](#) were two of only five scholars across Canada to be awarded prestigious Trudeau research fellowships by The Pierre Elliott Trudeau Foundation this year.



English professor [Michael Helm](#) was nominated for the Rogers Writers' Trust Fiction Prize for his novel *After James*.

THIS IS EXCELLENCE

KUDOS REPORT



Four Lassonde programs (Computer Engineering, Geomatics Engineering, Software Engineering, and Space Engineering) received the maximum possible accreditation grade from the Canadian Engineering Accreditation Board.



Students [Linar Ismagilov](#) and [Nikita Iliushkin](#) were awarded top prize in the University of California, Berkeley Entrepreneurship Boot Camp for inventing a new kind of drone that will help to make parcel delivery using drones a reality.



Four former student-athletes and one coach were inducted into the York University Sport Hall of Fame:

- Field hockey player Karen Hewlett (BA '93)
- Basketball player Mark Jones (BA '85)
- Hockey player Bill Maguire (BA '89)
- Water polo player Christine Walton (BSc '99, MSc '02)
- Men's basketball head coach Bob Bain



Schulich professor and York alumna [Ela Veresiu](#) (BBA '09) earned a place on the prestigious *Marketing Magazine's* 30 Under 30 list for her *Financial Times* 45 ranked research on globalization and women's empowerment.



Education professor [Heather Lotherington](#) was awarded a 2016 Gordon and Jean Southam Fellowship to participate in a research visit to Curtin University in Australia.



THIS IS EXCELLENCE

KUDOS REPORT



Centre for Research on Latin America and the Caribbean (CERLAC) Director and Anthropology professor [Carlota McAllister](#) was awarded a Faculty Fellowship at the Charles Warren Center for Studies in American History at Harvard University.



[PhD students](#) Alison Humphrey, Zachary Lomo, Jesse Thistle, and Syrus Marcus Ware received Vanier Canada Graduate Scholarships.



Distinguished Research Professor Emerita of philosophy [Lorraine Code](#) received the Royal Society of Canada's Ursula Franklin Award in Gender Studies for groundbreaking contributions to gender studies.



York's [Project Connect](#) refugee sponsorship team welcomed the University's first sponsored family through its Syria Response and Refugee Initiative.



York University won the [2016 CanBIM Best in BIM Award](#) as well as an Owner's Award at the 2016 Canada BIM Council Awards for excellence in the application of leading-edge Building Information Modelling Technology in the design and construction of the Bergeron Centre for Engineering Excellence.

THIS IS EXCELLENCE

KUDOS REPORT



Faculty of Education alumna [Dulce Moreira](#) won the *Toronto Star* Teacher of the Year Award.



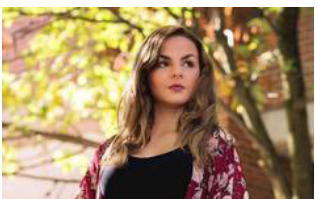
Schulich was ranked [number one in the world](#) in Responsible Business by *Corporate Knights* for the fourth consecutive year.



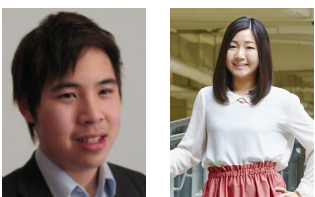
At the Red & White Day Spirit Rally on September 29, York recognized our [Rio 2016 athletes](#) Khamica Bingham and Arthur Biyarсланov for their contributions to Team Canada this summer.



The Spirit Rally also featured special guest York alumna and YouTube celebrity [Lilly Singh](#) (BA '10), who recently partnered with ME to WE on #GirlLove, an initiative to advance access to education, which sold more than 14,000 rafiki bracelets to raise funds for education costs for girls in Kenya.



AMPD student [Ashley Murphy](#) was the recipient of ME to WE's inaugural Prince Youth Service Award recognizing community leadership and activism.



Two recent Schulich graduates, [Christopher Chan \(BBA '15\)](#) and [Nina Mak \(iBBA '15, MAcc '16\)](#), were among only 20 from across Canada to make the 2016 CPA National Honour Roll.



THIS IS EXCELLENCE

KUDOS REPORT

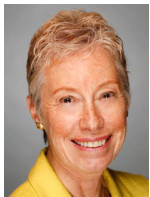
APPOINTMENTS:



Alumna [Rabia Khedr](#) (MA '13) was appointed a commissioner on the Ontario Human Rights Commission.



Science professor Ernie Hamm was appointed President of the Canadian Society for the History and Philosophy of Science at their annual meeting.



[Schulich alumna Eileen Mercier](#) (MBA '77), a member of the Dean's Advisory Council, was appointed Chancellor of Wilfrid Laurier University.

Executive Committee – Report to Senate



At its meeting of October 27, 2016

For Action

1. Nominees for Election to Senate Committees and Other Positions

Senate Executive recommends the candidates listed below for nomination as candidates for election to Senate committees (non-Faculty-designated seats) for three-year terms beginning immediately and ending June 30, 2019. The Committee also recommends one month extensions of the terms of the current Chair and Vice-Chair of Senate and nominates an individual to serve as Vice-Chair, with a term beginning February 1, 2017.

Professor Beagrie will not be able to fulfil the duties of the Chair in January, and Professor Corninel has agreed to serve for an additional month in the interest of continuity. Term extensions are not without precedent. Senate approved a six-month extension of the Chair of Senate's term in September 2014 when the Chair-elect took up a position at another university.

If elected as Vice-Chair/Chair-elect, Professor van Breugel would be the first Chair of Senate from Lassonde. He has wide experience in collegial governance, and served as the Chair of the Academic Standards, Curriculum and Pedagogy Committee in 201-2016, in which capacity he also chaired sub-committees, spearheaded consultations, and presented reports and recommendations to Senate. He participated actively in meetings of Senate committee chairs and secretaries. Senate Executive is pleased to recommend his election.

There is currently no member on T&P from Schulich. Professor Madhok's election would also bring the Committee's membership into conformity with the rule that there be a minimum of two members at the rank of Professor.

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

Chair of Senate (1-month extension of term to January 31, 2017) *Senate meets the fourth Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June*

Executive Committee – Report to Senate (cont'd)

George Comninel, Associate Professor, Political Science, LA&PS, and incumbent Chair of Senate

Vice-Chair of Senate (1 month extension of term to January 31, 2017) *Senate meets the fourth Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June*

Lesley Beagrie, Professor, Nursing, Health and incumbent Vice-Chair of Senate

Vice-Chair of Senate (1 vacancy; full time faculty member; term as Vice-Chair to begin February 1, 2017 and end June 30, 2018 followed by an 18-month term as Chair of Senate) *Senate meets the fourth Thursday of each month from September to June at 3:00 p.m.; Senate Executive meets at 3:00 p.m. on the third Tuesday of each month from September to June*

Frack van Breugel, Professor, Electrical Engineering and Computer Science, Lassonde

Tenure and Promotions (1 vacancy, full-time faculty member; must be at the rank of Professor) *T&P meets in panels on Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level*

Anoop Madhok, Professor, Schulich School of Business

FOR INFORMATION

2. Approval of Members of Senate Committees Nominated by Faculty Councils

Senate Executive has approved the membership on Senate committees of the individuals listed below.

Academic Policy, Planning and Research

Graduate Studies: Thomas Loebel, Associate Professor, Graduate Program in English

Health: David Flora, Associate Professor, Psychology

Honorary Degrees and Ceremonials

Glendon to June 30, 2017: Joanna Robinson, Associate Professor, Sociology

Osgoode to December 31, 2016: Tom Johnson, Associate Professor

Osgoode from January 1, 2017 to June 30, 2018: Tim Edgar, Professor

Schulich to June 30, 2017: Matthias Kipping, Professor

Executive Committee – Report to Senate (cont'd)

3. Approval of Members of Senate Committees Nominated by Student Senators

Dalubuhle Ndlovu (Honours BA Candidate, Human Rights and Equity Studies, LA&PS) and John Wu (JD / MBA, Osgoode / Graduate Studies) have been elected as co-chairs of the student Senator caucus for 2016-2017. The Committee has approved the membership on Senate committees of the individuals listed below.

Academic Policy, Planning and Research Committee (APPRC)

Auldrey Lopo, Faculty of Environmental Studies, BES Candidate, Specialized Honours, Environmental Studies (Environmental Management)

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

Mina Rajabi Paak, Faculty of Graduate Studies, PhD Candidate, Humanities

Executive

Habbiba Ahmed, Faculty of Health, BSc Candidate, Specialized Honours, Global Health

Chong 'John' Wu, JD / MBA Candidate, Osgoode / Graduate Studies

Awards

Tawfic Amandi, Faculty of Liberal Arts and Professional Studies, BA, Honours, Human Rights and Equity Studies

Mohammed Kiumarsi, Faculty of Science, BSc, Honours Biology (Biomedical Science), Year 5

Appeals

Alamgir Khandwala, Faculty of Liberal Arts and Professional Studies, BAS Candidate, Specialized Honours, Administrative Studies (Accounting)

Ajay Rakhra, Faculty of Liberal Arts and Professional Studies, BA Candidate, Honours Business and Society (Business Ethics & Corporate Social Responsibility Stream / Law and Governance Stream)

Tenure and Promotions

Kurosh Amoui, PhD Candidate, Social and Political Thought

Honorary Degrees and Ceremonials Sub-Committee of Senate Executive

Alamgir Khandwala, Faculty of Liberal Arts and Professional Studies, BAS Candidate, Specialized Honours, Administrative Studies (Accounting)

Senate Executive has also approved the membership of Chenthoori Malankov (YFS President) on a committee and is working with the caucus to clarify if it wishes to seek for her an exception to the rule stipulating that individuals may serve on no more than one committee at a time (sub-committees do not count as full committees for this purpose).

Executive Committee – Report to Senate (cont'd)

4. Equity Sub-Committee Membership

The Equity Sub-Committee is almost fully populated and the members named to date are listed below.

Maureen Armstrong (Senate Executive)

Habbiba Ahmed (Senate Executive)

Lesley Beagrie (Senate Executive)

Nergis Canefe (Academic Standards, Curriculum and Pedagogy)

Thumeka Mgwigwi (Academic Policy, Planning and Research)

A focus for the Sub-Committee this term will be the finalization of possible amendments to the *Senate Policy on Academic Accommodation for Students with Disabilities*.

5. Senate Committee Priorities

Senate committees have transmitted their priorities for 2016-2017. Senate Executive is grateful to them for establishing goals that address key issues, and will support them in any way possible.

The Committee's own priorities for the year are as follows:

- reviewing the University Academic Plan's objectives regarding governance and establishing a work plan for achieving constituent goals and enhancing governance (this in addition to promoting best practices and fostering pride and participation)¹
- in partnership with others (especially APPRC), monitoring developments regarding planning for the Markham Centre Campus and recommending or instituting such changes that may be required
- completing a review of Senate membership (as is required by Senate rules every two years) beginning with the Nominations Sub-Committee and recommending Senate approval of adjustments that may be necessary or desirable
- as stipulated by Senate rules, holding a meeting with the Executive Committee of the Board of Governors on matters to be determined in advance (no meeting was held in 2015-2016 but members of the Board Executive Committee have been

¹ A number of suggestions for enhancing governance emerged in the annual survey of Senators and, as previously reported to Senate in June, the Committee has explored ideas such as the following:

- stressing Senate's centrality and uniqueness, and the unparalleled opportunities it affords for knowledge acquisition and sharing, and engagement with the most pressing issues of the day
- inviting committees to promote awareness of emerging topics or solicit input from Senators at an early stage of policy development – so-called "facilitated discussions"
- supplementing the annual survey of Senators – which includes a question about items that could engage Senate – with a canvas early in the year
- reminding Senators of the important role they play in linking Senate with their Faculties and local units

Executive Committee – Report to Senate (cont'd)

closely engaged with members of the collegium elected to the Presidential Search Committee by Senate)

- implement enhancements to the nominations process

6. Spotlight on the University Academic Plan / Facilitating Timely Consideration of Other Items

Senate Executive endorses APPRC's plans to spotlight priority areas of the UAP 2015-2020 at meetings during the year. It will also be alert to opportunities for timely engagement with Senators on matters of emerging and special interest.

George Comninel, Chair

University Secretariat

To: George Comninel, Chair, Senate Executive

From: Robert Everett, Secretary, Academic Policy, Planning and Research Committee

Date: October 6, 2016

Subject: **APPRC Priorities for 2016-2017**

I am writing to inform Senate Executive of the priorities established by APPRC for the coming year. Please see the table on the next page for details.

In addition to these priorities, the Committee will continue to collaborate with ASCP on quality assurance matters and with Senate Executive through the Sub-Committee on Equity. APPRC's own sub-committees are expected to be active throughout the year (although few new applications for Organized Research Units are anticipated in 2016-2017).

The Committee has reviewed the results of the annual Senate committee survey and will address concerns about the scheduling of additional meetings or alteration of the posted schedule

Although the nature of the encounters has not yet been determined, discussions with the Deans, Principal and University Librarian will be a prominent feature of the annual planning cycle. Meetings will be held at Glendon in the autumn and spring.

University Secretariat

Priority	Specific Outcomes	UAP Objective(s)
UAP Implementation	<ul style="list-style-type: none"> • Support the achievement of goals, help identify opportunities and stimulate action through engagement with the collegium • Sponsor IIRP forums in October and report to Senate • Work with others to establish priorities, timelines • Monitor and facilitate reports on progress 	Entirety of the plan
Markham Centre Academic Planning (as in the past year)	<ul style="list-style-type: none"> • Timely, full information for Senate and facilitation of discussion in line with the express expectations of Senators, Executive Committee • Work with others to ensure necessary and appropriate collegial decision-making 	Markham referenced in Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities as well as Priority 5: Enhancing the Campus Experience
Promote understanding of the external environment (as in 2013-2014)	<ul style="list-style-type: none"> • Keep abreast of major developments in postsecondary education policy, trends, rankings, etc. • Inform Senate in a timely manner of developments and their actual or potential impact • Comment on Strategic Mandate Agreement drafts 	Various, especially Priority 7: Enabling the Plan (also discussed in Our Context: Challenges and Opportunities / The External Landscape)

University Secretariat

<p>Research (as an ongoing priority of the terms of reference)</p>	<ul style="list-style-type: none">• Support efforts to achieve defined research objectives in the UAP and other planning frameworks• Work with others to advance the research agenda and ensure that the Committee's research mandate is fully expressed	<p>Priority 2. Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities</p>
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Academic Standards, Curriculum & Pedagogy

Memorandum

To: George Comninel, Chair, Senate Executive Committee

From: Lisa Farley, Chair, Academic Standards, Curriculum & Pedagogy

Date: 19 September 2016

Subject: ASCP Priorities 2016-2017

At its inaugural meeting of the year last week the *Senate Committee on Academic Standards, Curriculum & Pedagogy* confirmed its priorities for 2016-2017; the list is attached with the ASCP lead, status of the initiative and planned actions/meeting dates identified where known at this point. Progress on the initiatives will be overseen by the ASCP Coordinating & Planning Sub-committee. In addition to items brought forward for approval, periodic progress reports on the priorities will be provided to Senate throughout the year.

The identification of priorities was informed by input from the Vice-Provost Academic and the University Registrar (on behalf of the Vice-Provost Students), so as to align the work of the Committee with initiatives in their respective Offices, and to support the University's academic priorities articulated in the 2015-2020 University Academic Plan.

c.c. M. Armstrong, University Secretary

ASCP 2016-2017 Priorities and Key Items of Business

Priority	Lead	Status
Reducing Degree Complexity / Optimizing Academic Infrastructure		
Harmonizing degree terminology (Definitions and criteria for degree categories / options: stream, specialization, professional Master's; degree requirement nomenclature)	C&P	Time sensitive. Coordinate tasks and plans with IIRP recommendations from Working Group on Program Enhancement, and the Curriculum Management System Project; commence late Fall.
Policies Pertaining to Academic Standards, Grades, Examinations		
Revisions to Senate Graded Feedback Policy to require a core syllabus to be provided to students before the start of classes.	C&P	Pending: resume in FW 2016-17 Revisions to policy and core syllabus drafted; C&P and Provost endorsed; project with policy revisions to ASCP & Senate in Fall 2016
Policy on petitioning after degree conferred	C&P	RO has signaled the need for the issue to be addressed. Policy to be drafted and consultations conducted in Fall 2016.
Revision of Course-Credit Exclusion Guidelines	RO/C&P	Proposal reviewed by C&P June 2016; concurrence to proceed. Coordinate tasks with TO staff. Revised Guidelines to be reviewed; transmitted to ASCP by spring 2017.
Key Agenda Items for 2016-2017		
Discussion / Report from Associate Vice-President, T&L	W. Gage	Consultation with AVP pending.

University Secretariat

To: George Comninel, Chair, Senate Executive

From: Terry Carter, Secretary
Senate Appeals Committee

Date: October 11, 2016

Subject: **Appeals Committee Priorities for 2016-2017**

I am writing to inform Senate Executive of the priorities established by the Senate Appeals Committee (SAC) for the coming year. While SAC is primarily an adjudicative committee, we have one project for 2016-2017.

To follow up on the 2015-2016 revision of SAC procedures, the committee will be reviewing the petitions guidelines for Faculties, which were approved by Senate in 1999. Much of it is out of date, the guidelines need to take into account the "academic forgiveness" policies recently approved by Senate and we will look at moving towards harmonized procedures across Faculties so that students have a clear understanding of how a petition will be dealt with no matter which Faculty is involved.

Although the working group has not yet been established to undertake the review, we will be seeking representation from the Faculties and aim to have the revisions completed by June 2017.



University Secretariat

To: George Comninel, Chair, Senate Executive

From: Terry Carter, Secretary
Senate Appeals Committee

Date: October 12, 2016

Subject: **Awards Committee Priorities for 2016-2017**

I am writing to inform Senate Executive of the priorities for the Senate Committee on Awards for the coming year.

In response to the committee's experience in adjudicating the various award nominations last year, as well as feedback from the year-end survey, the Awards committee will formalize some aspects of adjudication and develop guidelines with respect to recusal from consideration of a nomination.

The committee will also continue to work on ways to encourage nominations for the prestigious awards which it adjudicates: the President's Emerging Research Leadership Award; the President's Research Excellence Award; the President's University-Wide Teaching Awards; University Professorships; and Distinguished Research Professorships.

University Secretariat

To: George Comninel, Chair, Senate Executive

From: Simone Bohn and Victor Shea, Co-Chairs
Senate Committee on Tenure and Promotions

Date: October 11, 2016

Subject: **Tenure and Promotions Priorities for 2016-2017**

We are writing to inform you that the Senate Committee on Tenure and Promotions recognizes the importance of expeditiously completing the review process for unit-level standards for tenure and promotion in both the professorial and alternate streams. For 2016-2107 we have established a working group to review all standards received and report back to the committee on the suggested response to the Faculties.

This will alleviate the problem of previous years when unit-level standards were dealt with only after all files had been considered and often there was insufficient time. We expect that the Faculties will receive a response from the Senate Committee on Tenure and Promotions by the end of December for all standards received to date, and within two months of receipt thereafter.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 27 October 2016

Consent Agenda

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

ASCP recommends,

That Senate approve changing the structure of the Master of Leadership and Community Engagement program from four-terms to five-terms, effective Summer 2017.

Rationale

The Master of Leadership and Community Engagement (MLCE) is a professional Master's degree housed in the Graduate Program in Education. The program is designed for professionals in areas related to education, community, and other public sectors. Its target cohort is public sector professionals interested in developing their professional skills and knowledge to advance community-based research and practice for social change. It is a course-based degree, in which two courses are structured as mandatory community placements. Its establishment was approved by Senate last fall, in September 2016, followed shortly thereafter by the Council on Quality Assurance in November. The program is commencing in the Summer 2017 session.

As the proposal sets out (in Appendix A) changing the program structure from four-terms to five-terms better suits the needs of the anticipated student population, which is full-time working professionals. The additional term more realistically distributes the course-work and placements for students, allowing for more meaningful engagement with the material and enhancing the learning experience. Neither the degree requirements nor the program/degree learning outcomes are changing, just the duration of the program. The structural change will see the existing capstone project shift from the fourth to the fifth term which facilitates students' full attention on this requirement rather than completing it alongside an additional three-credit course. The tuition fees for the MLCE have been approved by the Ministry of Advanced Education and Skills Development as a program fee; the addition of one term to the program therefore does not carry additional tuition fees for students.

Approvals: ASCP 12 October 2016 • FGS Council 6 October 2016

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Notice of Motion

2. Changes to the Senate Grading Scheme and Feedback Policy

It is the intention of the Academic Standards, Curriculum and Pedagogy Committee to make the following recommendation:

That the Senate Grading Scheme and Feedback Policy be revised to add the requirement that a basic course syllabus be available to students no later than two weeks prior to the commencement of classes in an academic term, as set out in the table below, to take effect in all undergraduate Faculties by 1 July 2018.

The policy with revisions made and the core syllabus are attached in Appendix B.

Existing Policy	Proposed Revisions
<p>The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and</p> <p>Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> • graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations(e.g. honours theses or graduate research papers not due by the drop date, etc.); • practicum courses; • ungraded courses; 	<p>A basic course syllabus* which includes the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be available to students no later than two weeks prior to the commencement of classes in an academic term and;</p> <p>Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:</p> <ul style="list-style-type: none"> • graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations(e.g. honours theses or graduate research papers not due by the drop date, etc.); • practicum courses; • ungraded courses;

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

<ul style="list-style-type: none"> • courses in Faculties where the drop date occurs in within the first 3 weeks of classes; • courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks). <p>Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</p>	<ul style="list-style-type: none"> • courses in Faculties where the drop date occurs within the first 3 weeks of classes; • courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks). <p>Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.</p> <p>*See the template for the Basic Course Syllabus.</p>
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Rationale

The Vice-President Academic and Provost recently discussed several issues with the Senate Committee on the general topic of enrolment management. Key among them was the very high volume of course changes students make in the first weeks of a new term. Data from the Registrar’s Office shows 68 000 course additions and 60 000 course drops were made by students in the first two weeks of the Fall 2015 term, for a total of 128 000 course changes. Students report that it is an extremely frustrating time for them.

Course changes in the frenzied start of term have been an issue of discussion of late among the Provost, the Vice-Provost Students and the York Federation of Students. YFS highlighted that one of the factors contributing to the high volume of changes is the provision of course syllabi after the term begins. Often decisions are made to change courses after students receive the syllabus in the early weeks of classes and consider the assignment structure, weighting, and the readings in the context of their total academic commitments for the year.

The *Senate Grading Scheme and Feedback Policy* is the relevant legislation that establishes the timeframe for the provision of an undergraduate course grading scheme to students. Specifically it states that:

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class (emphasis added).

Providing students with information about the course, its material and grading scheme prior to the start of classes may considerably reduce the challenges students are encountering, lead to earlier and sustained engagement in their courses and holistically improve their academic experience.

The active period of course changes within the first two weeks of term is also a considerable challenge for effective enrolment management for programs and individual course directors. Fewer course changes - particularly enrolment in courses three and four weeks into a term – will enhance the experience for both students and course directors.

Coincident with the earlier deadline for providing syllabi, it will be recommended that at a minimum a basic syllabus be used by course directors. It would include the following information:

- the title, number and credit weight of the course
- the instructor's name and contact information (if known)
- the course time and location (if known)
- a general course description and learning outcomes
- the anticipated text / readings
- the evaluation framework

The proposed Basic Course Syllabus template, which includes the above categories of information, is attached within Appendix B. The basic syllabus will be required for every undergraduate course. Course instructors will have the ability to finalize details (e.g., the readings, learning outcomes) of the syllabus if necessary as classes commence, with the exception of the evaluation framework which is to have been finalized and articulated on the core syllabus prior to the start of the academic session.

Supporting UAP Priorities

The new 2015-2020 University Academic Plan includes furthering a “student-centred approach” as one of its seven priorities. The Plan states that “the success of our students is a top priority including providing the strongest possible support...” It calls on the University to view its entire framework through a student lens including “decisions about our academic plans, the learning environment, the campus experience and academic support strategies.” The Academic Standards, Curriculum & Pedagogy Committee believes that enhancing students’ decision-making ability for course

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selection and reducing the frustration of the early weeks of a new term significantly contributes to fostering a student-centred approach to program planning and bolstering academic support for students. For the constructive outcomes that the changes will produce, the ASCP strongly supports the policy changes.

Implementation

The University Registrar has liaised with the Faculties and University Information Technology (UIT) on implementation planning to ensure an easy and efficient transition to the new process. A key initiative that is moving forward to support the recommendations from the IIRP working groups on Enhancing Quality Academic Programs and Academic Advising is the adoption of a new pan-university curriculum management tool. Among its many benefits, the software system will support:

- academic unit through to Senate workflow for the development, review and approval of courses and programs
- mapping curriculum to program learning outcomes
- the Engineering programs' external accreditation requirements
- calendar publication
- the posting of course syllabi¹ in the existing centralized course repository

The curriculum tool will be fully implemented over a three-year time frame (2016-2019), with Glendon and the Lassonde School of Engineering piloting the first phase of implementation in 2017.

Currently students are only able to review syllabi that are posted on course websites (Moodle sites) once they have enrolled in the course. Linking syllabi to the course repository accessible to all students means they can review them prior to making enrolment decisions. The new process of posting syllabi by the proposed deadline can be operationalized with the curriculum tool for the FW 2018 – 2019 academic year. However all Faculties currently have the ability to post syllabi on departmental / Faculty websites and they will be strongly encouraged to adopt the new practice for the FW 2017-2018 year where feasible. Many course directors across the University already post their syllabi well in advance of the current deadline.

The committee's deliberations about shifting the deadline for syllabi included possible implementation challenges of the earlier timeframe. An issue of note is the late assignment of a course directorship. Data provided by the Office of Institutional Planning & Analysis confirms that on average just 5% of courses are unassigned two

¹ The website hosting the course repository and syllabi will be accessible only to members of the York community; it will not be a public site.

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weeks prior to the start of a term. That there would be a relatively small number of instances where the course director would not be able to meet the deadline should not impede change that will benefit a significant number of students, course directors, and enrolment planning exercises. Moreover, for those small numbers of cases where directorships are not finalized in time, it will be the recommended practice to post the syllabus from the prior year / term denoting that upon appointment of the course director the syllabus may change.

Consultation

Through the Office of the Provost, the initiative to adopt an earlier deadline and the use of a core syllabus was discussed with the York University Faculty Association (YUFA) early on (2014). Again through the Office of the Provost, it will be updated on the proposed revisions and implementation plans. Similarly, CUPE 3903 will be afforded an opportunity to comment on the policy changes.

Consultation with the academic community is being facilitated through this notice of motion to Senate, providing an opportunity for questions and discussion about the proposed changes. Recommendations or issues arising from the dialogue will be taken back to ASCP before proceeding with the proposal.

Approvals: ASCP 12 October 2016

For Information

3. Sessional Dates for Su 2017 and FW 2017-2018

Attached are the sessional dates for Su 2017 and FW 2017-2018. The Senate Committee has confirmed they are in alignment with the *Senate Policy on Sessional Dates and the Scheduling of Examinations* and it is therefore transmitting the dates to Senate for information; they are attached as Appendix C to the ASCP report.

The Su'17 session had to accommodate the challenge of all three statutory holidays falling on a Monday (i.e., Victoria Day on May 22, Canada Day on Monday, July 3 and Civic Holiday on August 7). In order to ensure the required minimum 12 meets for each class, while also minimizing the number of unused "study days" or "virtual days" for classes which meet Tuesday through Friday, the slightly earlier start of May 1, 2017 is necessary. The Faculties most affected by the summer term dates (LA&PS and Health) were consulted about the earlier than usual start; all confirmed that the arrangements are workable with ample notice. Following ASCP's transmittal of the dates to Senate, the Registrar's Office will formally post and broadly communicate the sessional dates to accommodate the necessary planning by Faculties.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

The first day of classes in the Fall term 2017 will be on Thursday, 7 September following two days of orientation programming on 5 and 6 September. In the 2018 Winter term classes will commence on Thursday, 4 January to provide a few days for students and staff to prepare for winter start as has been requested by several Faculties.

4. Curriculum Approvals: Minor Modifications

The following Minor Modifications were approved by ASCP:

- Changes to requirements, PhD program in Sociology
- Changes to requirements, PhD program in Science & Technology Studies
- Changes to requirements, PhD program in Psychology
- Establishment of COMS as a rubric for the new BA program in Communications, Glendon

Lisa Farley
Chair

Change to Program/Graduate Diploma Academic Requirements Proposal Form

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

1. Program/Graduate Diploma: Master of Leadership and Community Engagement (MLCE)

2. Effective Session of Proposed Change(s): Summer 2017 – *When the program will begin*

3. Proposed Change(s) and Rationale

The Graduate Program in Education recently had the Master of Leadership and Community Engagement (MLCE) approved by the Council of Quality Assurance and its funding approved by the Ministry of Training, Colleges and Universities (MTCU).

Initially, the proposal that was approved for this degree was for a four-term program. However, since the students who will be registered for this program will be part-time students who have full-time jobs, the Faculty of Education proposed an amendment to the program structure by changing the anticipated completion time to five terms in order to make the workload manageable for students; it is our goal to set up the structure with the goal of having a high rate of degree completion, and this change will allow students to focus on each piece of the program requirements in more depth. Andragogically, it also makes sense that the “capstone” culminating assignment be completed at the end of the program, and not while students are still completing a course concurrently.

The program will be launching in the Summer of 2017, so we would like to set this revised structure in place now, before commencing recruitment.

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

There is no change with the academic plan as a result of this minor change.

b) An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

There is no change with the requirements or learning outcomes/objectives as a result of this minor change.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

The Graduate Program Director, faculty members, Dean, and VP Academic have been consulted and agreed that this change is appropriate.

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

Resources will actually be used more efficiently in this model, since fewer faculty members will be required at the same time... this model is more spread out in schedule.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

There are not currently any students enrolled. The Program will start in Summer 2017.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the FGS Calendar - <http://gradstudies.yorku.ca/current-students/regulations/program-requirements/>.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire graduate program/diploma section, not just text that is being revised.

Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>The Master of Leadership and Community Engagement (MLCE) provides diverse opportunities for students to: deepen understandings of leadership, community, policy processes, and community engagement; develop professional leadership and communication skills; and become astute users of university and community-based research. It is a professional degree that prepares graduates to take on leadership roles with a focus on community engagement and innovation. The program is designed for candidates who are typically working in educational contexts, community organizations, and other public sector areas, including nurse educators, child and youth workers, librarians, arts, culture and recreation administrators among others.</p> <p>Candidates will participate in blended and online coursework and two community-based placements. The program focuses on leadership, policy, program design and evaluation, community engagement, and social justice, and it draws on the multi-disciplinary experiences of those in the class in order to develop a professional network of practitioners.</p>	<p>The Master of Leadership and Community Engagement (MLCE) provides diverse opportunities for students to: deepen understandings of leadership, community, policy processes, and community engagement; develop professional leadership and communication skills; and become astute users of university and community-based research. It is a professional degree that prepares graduates to take on leadership roles with a focus on community engagement and innovation. The program is designed for candidates who are typically working in educational contexts, community organizations, and other public sector areas, including nurse educators, child and youth workers, librarians, arts, culture and recreation administrators among others.</p> <p>Candidates will participate in blended and online coursework and two community-based placements. The program focuses on leadership, policy, program design and evaluation, community engagement, and social justice, and it draws on the multi-disciplinary experiences of those in the class in order to develop a professional network of practitioners.</p>

DURATION OF PROGRAM

Candidates in the MLCE will be required to accumulate 24 credits by successfully completing eight courses in the order specified by the program. The program will be offered over ~~four~~ terms, normally beginning and ending with the summer session. During the ~~two~~ summer terms candidates will complete blended courses (i.e., meet face-to-face and online), and over the fall and winter terms they ~~will~~ complete courses online including two community-based placements. In ~~the final summer~~ term, candidates ~~will~~ complete ~~two~~ blended courses and design and present a capstone project representing their learning across the degree as part of their course requirements.

ADMISSION REQUIREMENTS

Normally, applicants will be required to have an undergraduate degree from a recognized university with at least a B+ average and relevant work experience. Applicants are also required to submit:

- Faculty of Graduate Studies admissions application form,
- an official copy of transcripts of all post-secondary education,
- three letters of reference (at least one should be from a university faculty member; however, professional referees may be used if the applicant is unable to provide references from university faculty members),
- a résumé or curriculum vitae that highlights work experience relevant to the program,
- a statement of interest (minimum 500 words in length) outlining how the Master of Leadership and Community Engagement will build on the applicant's relevant work experience and serve the applicant's professional interests,
- one sample of written work (e.g., a paper demonstrating how the applicant works with a body of literature or builds

DURATION OF PROGRAM

Candidates in the MLCE will be required to accumulate 24 credits by successfully completing eight courses in the order specified by the program. The program will be offered over **five** terms, normally beginning with the summer session. During summer terms candidates will complete blended courses (i.e., meet face-to-face and online), and over the fall and winter terms they complete courses online including two community-based placements. In term **four**, candidates complete **one** blended course and **in the fifth term complete a course in which they** design and present a capstone project representing their learning across the degree as part of their course requirements.

ADMISSION REQUIREMENTS

Normally, applicants will be required to have an undergraduate degree from a recognized university with at least a B+ average and relevant work experience. Applicants are also required to submit:

- Faculty of Graduate Studies admissions application form,
- an official copy of transcripts of all post-secondary education,
- three letters of reference (at least one should be from a university faculty member; however, professional referees may be used if the applicant is unable to provide references from university faculty members),
- a résumé or curriculum vitae that highlights work experience relevant to the program,
- a statement of interest (minimum 500 words in length) outlining how the Master of Leadership and Community Engagement will build on the applicant's relevant work experience and serve the applicant's professional interests,
- one sample of written work (e.g., a paper demonstrating how the applicant works with a body of literature or builds

<p>an argument; typically, the sample paper is from a university course completed within the past five years. It could also be a report, a presentation, an article, or other piece of professional writing). Note: If unable to provide a sample of written work, the applicant should provide an extended statement of interest not to exceed 1500 words.</p> <ul style="list-style-type: none">- proof of English language proficiency (for international applicants; as per FGS regulations).¹ Acceptable language tests and scores include the following: YELT—overall band 1-5; TOEFL 220 (paper based: 560; iBT: 83) IELTS—6.5. Students who have completed at least one year at an accredited university in a country (or institution) where English is the official language of instruction, may be exempt from this requirement. <p>Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Master of Leadership and Community Engagement.</p> <p>If there are any questions about the application process/requirements, applicants should contact the Graduate Program Office at (416) 736- 5018.</p> <p>ALTERNATIVE ADMISSIONS</p> <p>Alternative educational degrees (e.g. successful completion of a college-level degree program in combination with relevant professional training) may be considered as</p>	<p>an argument; typically, the sample paper is from a university course completed within the past five years. It could also be a report, a presentation, an article, or other piece of professional writing). Note: If unable to provide a sample of written work, the applicant should provide an extended statement of interest not to exceed 1500 words.</p> <ul style="list-style-type: none">- proof of English language proficiency (for international applicants; as per FGS regulations).² Acceptable language tests and scores include the following: YELT—overall band 1-5; TOEFL 220 (paper based: 560; iBT: 83) IELTS—6.5. Students who have completed at least one year at an accredited university in a country (or institution) where English is the official language of instruction, may be exempt from this requirement. <p>Application files are assessed on the basis of the information contained within the file as a whole. Consideration is given to the combined profile of demonstrated academic standing, professional background and experience, potential to pursue and benefit from graduate studies, and compatibility of interests between the applicant and the Master of Leadership and Community Engagement.</p> <p>If there are any questions about the application process/requirements, applicants should contact the Graduate Program Office at (416) 736-5018.</p> <p>ALTERNATIVE ADMISSIONS</p> <p>Alternative educational degrees (e.g. successful completion of a college-level degree program in combination with relevant professional training) may be considered as</p>
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¹ <http://gradstudies.yorku.ca/prospective-students/international-students/elp/>

² <http://gradstudies.yorku.ca/prospective-students/international-students/elp/>

equivalencies for the purpose of meeting entry-level requirements.

DEGREE REQUIREMENTS

Candidates for the MLCE degree must successfully complete the eight required courses. Normally the courses will be offered in the following sequence:

SUMMER (TERM 1) BLENDED

- EDUC 7000 3.0 Critical Issues in Leadership and Community Engagement
- EDUC 7005 3.0 Engaging Research in Professional Practice

FALL (TERM 2) ONLINE

- EDUC 7010 3.0 Enacting Leadership and Policy
- EDUC 7015 3.0 Experience-based Inquiry I

WINTER (TERM 3) ONLINE

- EDUC 7020 3.0 Initiatives in Program Design, Interpretation, and Evaluation
- EDUC 7025 3.0 Experience-based Inquiry II

SUMMER (TERM 4) BLENDED

- EDUC 7030 3.0 Current Practices in Community Engagement and Innovation
- ~~EDUC 7035 3.0 Leadership and Community Engagement Capstone Project~~

equivalencies for the purpose of meeting entry-level requirements.

DEGREE REQUIREMENTS

Candidates for the MLCE degree must successfully complete the eight required courses. Normally the courses will be offered in the following sequence:

SUMMER (TERM 1) BLENDED

- EDUC 7000 3.0 Critical Issues in Leadership and Community Engagement
- EDUC 7005 3.0 Engaging Research in Professional Practice

FALL (TERM 2) ONLINE

- EDUC 7010 3.0 Enacting Leadership and Policy
- EDUC 7015 3.0 Experience-based Inquiry I

WINTER (TERM 3) ONLINE

- EDUC 7020 3.0 Initiatives in Program Design, Interpretation, and Evaluation
- EDUC 7025 3.0 Experience-based Inquiry II

SUMMER (TERM 4) BLENDED

- EDUC 7030 3.0 Current Practices in Community Engagement and Innovation

FALL (TERM 5) BLENDED

- EDUC 7035 3.0 Leadership and Community Engagement Capstone Project

Senate Grading Scheme and Feedback Policy

(With intended revisions)

A basic course syllabus* which includes the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be available to students no later than two weeks prior to the commencement of classes in an academic term and;

Under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

- graduate or upper level undergraduate courses where course work typically, or at the instructor's discretion, consists of a single piece of work and/or is based predominantly (or solely) on student presentations(e.g. honours theses or graduate research papers not due by the drop date, etc.);
- practicum courses;
- ungraded courses;
- courses in Faculties where the drop date occurs within the first 3 weeks of classes;
- courses which run on a compressed schedule (a course which accomplishes its academic credits of work at a rate of more than one credit hour per two calendar weeks).

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.

*See the template for the Basic Course Syllabus.

Basic Course Syllabus

FACULTY NAME
UNIT NAME

Course Title and Number:

Term Being Offered:

Course Instructor and Contact Information:

Course Time and Location:

General Course Description: Overview and Learning Outcomes

Anticipated Text / Readings:

Additional readings may be assigned or recommended during the course.

Evaluation: Grading and Course Requirements

It is planned that the final grade for the course will be based on the following forms of evaluation and corresponding weighting:

<p>Note to Instructors: If a mid-term examination is planned, and intended to be held outside of class on a weekend, students must be advised of that in the above evaluation scheme and the date upon which the mid-term will be held.</p>
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Summer 2017

Summer Term: Start Mon, 1 May 2017

Term	Start Date	End Date	Exam Start	Exam End	Notes
SU	Mon, May 1	Mon, Jul 31	Wed, Aug 2	Fri, Aug 11	See note 1
S1	Mon, May 1	Mon, Jun 12	Wed, Jun 14	Fri, Jun 16	Study Day: Jun 13
S2	Mon, Jun 19	Mon, Jul 31	Wed, Aug 2	Fri, Aug 11	Study Day: Aug 1

Only SU, S1, S2 are shown in this summary. Other period codes will be planned around these main period codes based on their required meeting frequencies and on their specialized uses. Note that the last date of exams for the Winter 2017 term is Sunday, April 23, with Monday, April 24 as a reserve day if required.

Notes:

1. Study Days: Jul 25, 26, 27, 28, 30, Aug 1; Final Monday class meet on Monday, July 31

Fall/Winter 2017-2018

The following Fall/Winter 2017-2018 sessional dates have been developed in alignment with the Senate Policy on Sessional Dates and the Scheduling of Examinations.

Fall Term	
Labour Day	Monday, September 4, 2017
Orientation Activities	Tuesday September 5 and Wednesday September 6, 2017
Fall First Day of Classes	Thursday, September 7, 2017
Thanksgiving	Monday, October 9, 2017
Fall Reading Days	Thursday, October 26, 2017 to Sunday, October 29, 2017 ¹
Fall Last Day of Classes	Monday, December 4, 2017
Study Day	Tuesday, December 5, 2017
Fall Exam Start Date	Wednesday, December 6, 2017
Fall Exam End Date	Wednesday, December 20, 2017
Fall Exam Reserve Day	Thursday, December 21, 2017 ²
Winter Term	
New Year's Day	Monday, January 1, 2018
Winter First Day of Class	Thursday, January 4, 2018 ³
Family Day	Monday, February 19, 2018
Winter Reading Week	Saturday, February 17, 2018 to Friday, February 23, 2018 ¹
Winter Last Day of Class	Friday, April 6, 2018
Winter Study Days	Thursday, April 5, 2018, Saturday, April 7, 2018, Sunday April 8, 2018 ⁴
Winter Exam Start Date	Monday, April 9, 2018
Good Friday/Easter Sunday	March 30, 2018 and April 1, 2018
Winter Exam End Date	Sunday, April 22, 2018
Winter Exam Reserve Date	Monday, April 23, 2018 ²

Notes:

1. Reading breaks incorporate Saturday and Sunday classes where feasible
2. Reserve dates are not used in the preliminary scheduling of exams. They are reserved in the event of disruption or for last minute, unplanned additions to the exam schedule.
3. A Thursday start is included for the winter session to provide a few days for students and staff to prepare for the start of the new term.
4. Due to Good Friday falling on March 30, the final day for Friday class meets will be Friday, April 6. All other meets will have been completed by Wednesday 4 April.



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of October 27, 2016

FOR INFORMATION

1. Institutional Integrated Resource Plan Working Group Recommendations: Forums and Senate Update

Members of Senate (and Senate committees) were especially invited to attend a series of open forums scheduled for October 20, 25 and 26 on the Glendon and Keele campuses focusing on IIRP working group recommendations. Unfortunately, a low number of confirmed registrants necessitated the cancellation of the October 20 Glendon forum.

Provost Lenton and Vice-President Brewer will also engage Senators at this meeting, and the Committee itself will have comments on the forum outcomes.

2. Markham Centre Campus Planning

Markham Centre Campus planning is a standing item on the Committee's agenda. Based on a discussion at Senate in November 2015 APPRC the Committee will "report monthly to Senate; it will facilitate reports – oral and written -- by the Provost; it will ensure Senate is fully informed of developments and engaged; and provide its own commentary as appropriate."

In September the Committee transmitted to Senate a report on Markham academic planning prepared by Vice-Provost Academic Alice Pitt in June. Provost Lenton has now updated the Committee in anticipation of sharing an update with Senate this month. The report covers key elements of the plan for Markham, including the Faculties that are actively developing proposals. APPRC is aware that the Dean of the Faculty of Liberal Arts and Professional Studies has recently issued an invitation to colleagues to participate in a Markham planning process, and applauds this collegial engagement.

Documentation is attached as Appendix A.

3. Making the UAP Matter: Spotlight on Priorities

It has been suggested that APPRC take the opportunity at meetings of Senate in 2016-2017 to draw attention to the priority areas of the University Academic Plan 2015-2020. This will enable Senators to become well acquainted with the plan's objectives, learn about implementation plans and provide timely feedback to APPRC. The Committee is working on a schedule of discussions for the year and will provide advice to Senate Executive about timing and formats. The Committee has spent considerable time already this term talking about aspects related to research (especially research metrics),

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

and suggests that time be set aside in November for a lead-off discussion of research goals.

4. Welcome to New Members

The Committee is pleased to welcome David Flora (Health) as its newest member.

D. Leyton-Brown, Acting Chair



Update on Academic Planning for YU Markham Campus APPRC

Rhonda Lenton, Provost & VPA

September 29, 2016

Markham Campus (MC) Update

- **Discussions for MOU with MAESD continue**
- **Evolving Markham Planning Organizational Structure**

- **Communications:**

- Signage on the Site that says:

- **Site of Future York University-Markham Campus**

- Community event to unveil the sign in September
- City of Markham (September 26th, October 31st and November 28th) and York Region update meetings (to be scheduled)

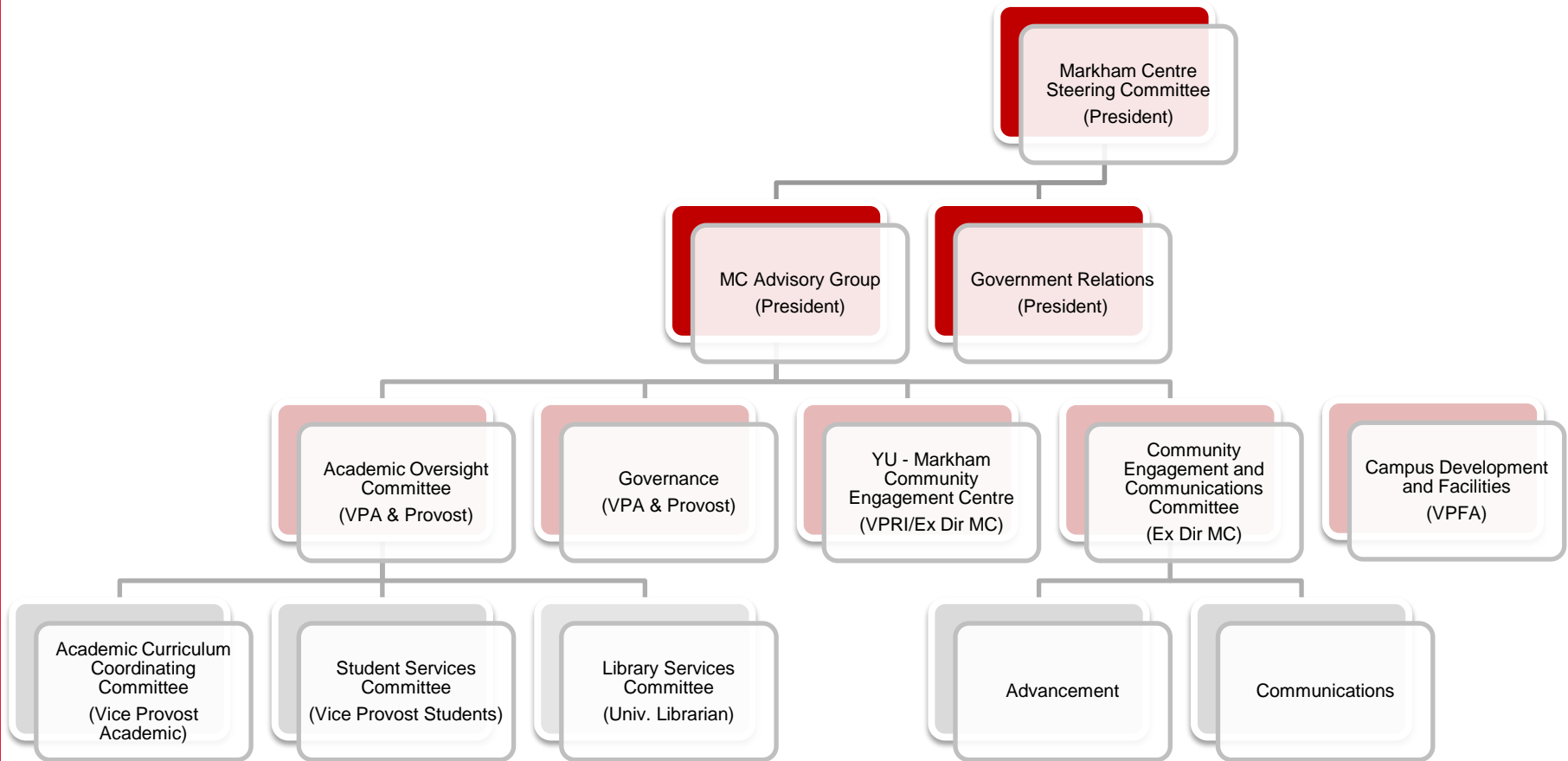
- **York University – Markham Creativity/Innovation/Engagement Hub**

- Combined innovation and community engagement hub to bring together members of York University with local communities
- Official opening planned in early 2017

Markham Campus (MC) Update

- **Discussions on Student Services continue**
 - Developing guiding principles and investigating service model options – (joint meetings held with Seneca)
- **Discussions with Economic Development Offices in York Region and Cities of Markham, Vaughn, Newmarket and Richmond Hill continue**
 - Building support for integrated experiential education and learning opportunities and signature pedagogies (Community-University Engagement Strategy – Business Sector Clusters)
- **Discussions with social service agencies and not-for-profit groups in York Region continue**
 - Building support for integrated experiential education and learning and signature pedagogies (Community-University Engagement Strategy – Social Service Sector Clusters)

MC Planning - Organizational Structure



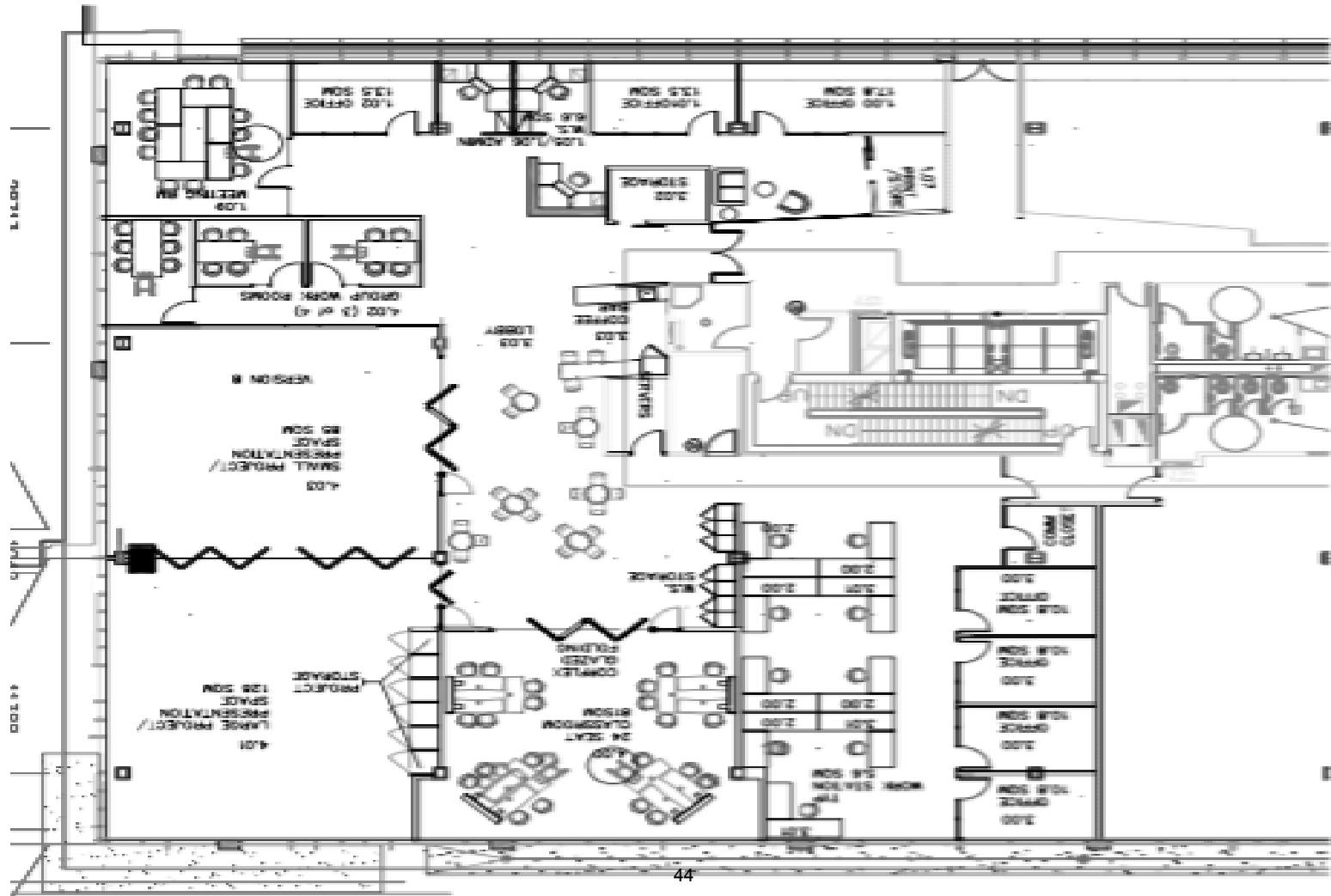
Committee Structure

Group	Chair	Mandate
Steering Committee	President	To provide general direction
Advisory Committee	President	Engage with key strategic partners including government and Seneca
Academic Oversight	Provost & VPA	To identify key academic issues and to liaison with Seneca
Academic Curriculum Coordinating	Vice Provost Academic	To work with program leads on academic planning for new campus
Student Services	Vice Provost Students	Planning in collaboration with Seneca for the delivery of student services
Library Services	UL	Planning for library services
Governance	Provost	Governance issues in collaboration with deans and University Secretary
YU - MCEC	VPRI / ED MC	Development and oversight for MCEC
Community Engagement & Communications	ED MC	To facilitate academic partnerships & communications
Communications	ED MC	Lead communication strategy for MC
Advancement	VP Advancement	To lead fund-raising campaign for MC
Campus Development	VPFA	Campus development/build/facilities

Site of Future York University-Markham Centre Campus



York University – Markham Hub



Academic Curriculum Coordinating Committee: Purpose

- Lead development of Markham Centre programs
- Work collaboratively to create synergy between/among programs (e.g. innovative program delivery models, signature pedagogies, cohesive campus identity)
- Work closely with and be informed by Academic Oversight Committee
- Provide input re: governance, services, partnerships, etc.
- Serve as internal/external ambassadors for new campus

Program Development/Approvals Timeline

Individual Meetings with Deans	June 2016
Programs confirmed by Deans <ul style="list-style-type: none"> • Program development timelines confirmed 	August 2016
Two new YU-MC committees: <ul style="list-style-type: none"> • Academic Curriculum Coordinating Committee (Program Leads): program proposal development, signature pedagogies, common curriculum planning (including gen eds), input re: governance, design/space, co-curricular/ /student services. • Academic Oversight Committee (Deans/Senior Administrators): senior planning/oversight role 	August 23, 2016 / ongoing Sept 2016 / ongoing
YU-MC Enrolment Planning – with OIPA	Sept 2016
Notice of Intention (QA)	Oct 2016



Program Development/Approvals Timeline

Proposal developed (QA)	May 2017
Faculty Curriculum Committee approval, external review (new programs) and Faculty Council approval	Sept 2017 April 2018
Senate approval	Oct 2018
Quality Council approval of new programs	Feb 2019
MTCU approval of new programs	April 2019

Phase 1 Undergrad Programs – Confirmed by Faculties

Faculty	Undergrad Programs
Arts, Media, Performance & Design	<ul style="list-style-type: none"> • Bachelor of Arts (Multiple Streams) <ul style="list-style-type: none"> - Games & New Entertainment Media - Interactive Information Design - Digital Cultures & Creative Industries
Education	<ul style="list-style-type: none"> • BEd (concentration in New Learning Technologies)
Environmental Studies	<ul style="list-style-type: none"> • BES (Environmental Management stream) <ul style="list-style-type: none"> - with GIS Certificate option
Liberal Arts & Professional Studies	<ul style="list-style-type: none"> • Bachelor of Commerce • BA – Social Science/Liberal Arts • BA – Justice Administration
Lassonde Engineering	<ul style="list-style-type: none"> • Bachelor of Applied Science (BASc) - Liberal Engineering
Science	<ul style="list-style-type: none"> • BSc – Medical Science & Biotechnology • BSc⁴⁸ – Entrepreneurial Science



Phase 1 Graduate Programs – Confirmed by Faculties

Faculty	Graduate Programs
Arts, Media, Performance & Design	<ul style="list-style-type: none"> • Master of Arts (Interdisciplinary)
Education	<ul style="list-style-type: none"> • MEd (Concentration in New Learning Technologies)
Liberal Arts & Professional Studies	<ul style="list-style-type: none"> • MSc - Management
Lassonde Engineering	<ul style="list-style-type: none"> • Master of Engineering (MEng) – Engineering Management • Masters – Big Data/Computer Science (Phase 1 or 2 TBD)
Science	<ul style="list-style-type: none"> • MSc • PhD Science

YU-MC Proposed NEW College-University Transfer Pathways

Seneca Diplomas/degrees	York Degrees
BA Interactive Media	BA (Multiple Streams)
Business Administration	Bachelor of Commerce
Child & Youth Worker	BA - Justice Administration
Creative Advertising diploma	BA (Multiple Streams)
Environmental Technology Environmental Technician	BES - Environmental Management
General Arts & Science University Transfer	BA - Social Science/Liberal Arts
General Science Transfer	BASc - Liberal Engineering
Police Foundations [TBC]	BA - Justice Administration

Note: existing York-Seneca pathways not included

Related plans

- Student services
- Libraries
- Administrative services
- Campus experience

The Senate of York University – Minutes

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

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

The Senate of York University – Minutes

1. Chair's Remarks

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

- welcomed continuing and new Senators, the latter including Dean Lyndon Martin of the Faculty Education and Dean Paul McDonald of the Faculty of Health
- introduced the Vice-Chair, Secretary, Academic Colleague to the Council of Ontario Universities, Senators on the Board of Governors, and Senate committee chairs
- saluted the Vice-Provost Students, Janet Morrison, and wished her well as she prepares to take up the position of Vice-President Academic and Provost at Sheridan College

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquires and communications.

4. President's Items

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

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

Looking ahead to his final year in office, the President called on the community to rally behind York's core values of providing students with the highest quality education while

The Senate of York University – Minutes

fitting them with the attributes essential for positive citizenship, building on research strengths and interdisciplinarity, and helping to boost the University's profile and reputation. All members of the community should be respectful, responsible, sensitive and collegial.

Committee Reports

5. Executive Committee

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

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

- b. Information Items

Senate Executive reported on

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

6. Academic Standards, Curriculum and Pedagogy

- a. Information Items

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

7. Academic Policy, Planning and Research

- a. Information Items

Academic Policy, Planning and Research reported that the University Academic Plan 2015-2020 will be at the heart of its agenda for the year, and urged Senators to be strong advocates for the UAP in their Faculties and other collegial settings as they

The Senate of York University – Minutes

actively participate in the process of both “making the UAP matter” and helping to bring its objectives to fruition. The Committee also advised that it will sponsor academic planning forums in October on recommendations emanating from Institutional Integrated Resource Plan working groups, shared the latest update on Markham Centre planning, and announced members of its sub-committees for the year.

8. Other Business for Which Due Notice Has Been Given

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

At the request of a Senator, the Executive Committee created space on the agenda for a discussion of due diligence in the acceptance of gifts and the recognition of donors. That Senator, who had also submitted a draft hortative motion, expressed disagreement with the Executive Committee’s decision to frame the item as a matter for discussion rather than for debate and vote. Members of Senate Executive described the reasons why they came to a unanimous conclusion on this matter, and insisted that they had acted independently, with integrity, and with due regard for both the rules of Senate and the interests of the University. Discussion of options was long, careful and thorough.

Among the points made during discussion were the following:

- donations in support of students and academic activities carried out by faculty members were welcome, but the University should be at pains to exercise due diligence in vetting donors and consider York’s reputation when considering prospective candidates for honorary degrees and other forms of recognition such as naming facilities or units
- concerns about an alumni benefactor who had been recognized in 2015-2016 had been thoroughly addressed at Senate in the past, and decision-making bodies were fully informed before agreeing to honour the individual (this was disputed by a speaker)
- the University would benefit from clearer guidelines about the acceptance of gifts and the recognition of donors and other individuals
- York should never accept gifts where there are strings attached, especially if they run counter to academic freedom or constrain the ability to develop curriculum
- the University should (continue to) have safeguards in place in the event that a past benefactor who had been recognized by the University was subsequently proven to have engaged in misconduct

The Senate of York University – Minutes

After the Chair insisted that there be no interruptions when a speaker has the floor, a Senator rose on a point of privilege to argue that the rules were being applied arbitrarily. The Chair found that there was no basis for this claim that privileged had been violated.

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

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

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

On a vote the motion *carried*.

9. Other Business

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

G. Comninel, Chair _____

M. Armstrong, Secretary _____

Consent Agenda Items

10. Minutes of the Meeting of June 16, 2016

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

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

Senate *approved by consent* an ASCP recommendation that

The Senate of York University – Minutes

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

Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education; and that

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

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

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

G. Comninel, Chair _____

M. Armstrong, Secretary _____

York University Board of Governors



Synopsis

445th Meeting held on 27 September 2016

Remarks

The Chair of the Board, Rick Waugh, welcomed all governors to the new academic year, particularly new members Elisa Alloul, Sheila Forshaw and Lauren Sergio.

Appointments / Re-appointments

Re-appointment of Jeffrey O'Hagan as Vice-President Advancement for a five-year term of 1 October 2016 – 30 September 2021.

Re-appointment of Dale Domian (President's nominee) to the Pension Fund Board of Trustees for a three-year term commencing 1 October 2016.

Re-appointment of Robert Wai (Osgoode nominee) to the Pension Fund Board of Trustees for a three-year term commencing 1 October 2016.

Governors

Appointment of Andrew Lennox and Konata Lake to the Board of Governors each for a four-year term of 1 October 2016 – 31 December 2020.

Approvals

President's September report on appointments, tenure and promotion.

Revisions to the York University Endowment Fund Statement of Investment Policies and Procedures.

Continuation of the endowment distribution rate of 3.96% for the 2016-2017 academic year.

Reports/Presentations

A report from the President on 2016-2017 priorities.

From the Vice-President Academic and Provost a presentation on continuing and executive education activities and plans at York.

Brief reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance and Human Resources and Investment committees on matters discussed in their meetings this Board cycle.

York University Board of Governors

Synopsis

Received from the Finance and Audit Committee the 2015 Annual Pension Plan Report, and the 2015 Annual Pension Fund Report.

The agenda for the meeting is posted on the Board of Governors website.

For further information on any of the above items contact the University Secretariat.

Maureen Armstrong, Secretary