York University Senate

Notice of Meeting

Thursday, October 26, 2017, 3:00 pm

Senate Chamber, N940 Ross Building

AGENDA

Page

1. Chair's Remarks (L. Beagrie)
2. Business Arising from the Minutes
3. Inquiries and Communications
   a. Academic Colleague to the Council of Ontario Universities (L. Beagrie for D. Leyton-Brown, for information)
4. President's Items (R. Lenton, for information)
   a. Kudos Report 1

Committee Reports

5. Executive Committee (F van Breugel) 7
   a. Election of Members of Non-Designated Senate Committees
   b. Tenure and Promotions Document: Changes (Appendix A) 10
6. Tenure and Promotions
   a. Annual Report 22
7. Tenure and Promotions Appeals
   a. Report on Appeals in 2016-2017 30
8. Academic Standards, Curriculum and Pedagogy (K. Michasiw) 31
   a. *Senate Policy on Sessional Dates*: Amendments to Effect Changes to the Fall Reading Week (Appendix A) 39
   b. Bachelor of Education and Bachelor of Education (Technological Education) Programs: Changes to Admissions Requirements (Education) (Appendix B) 50
9. Academic Policy, Planning and Research (T. Loebel) 65
   a. Provost's Autumn Report Focusing on Complement and Enrolments (for information)
10. Other Business

York University Senate

Consent Agenda

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

11. Minutes of the Meeting of September 28, 2017 (for approval) 68

12. Graduate Program in Kinesiology & Health Science: Establishment of New Field (Health / Graduate Studies) (for approval, page 34)

13. Master of Arts in Information Systems & Technology Program: Changes to Admissions Requirement (Liberal Arts & Professional Studies / Graduate Studies) (for approval, page 35)

14. Senators on the Board of Governors re: October 3, 2017 Meeting of the Board (D. Mutimer / L. Sergio, for information) 77

M. Armstrong, Secretary

YORK UNIVERSITÉ UNIVERSITY

PRESIDENT'S **KUDOS REPORT**

OCTOBER 2017

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York researchers received more than $3M from the Canada Foundation for Innovation, the single largest award the University has received from the CFI. The infrastructure for this work will be aligned with a Canada First Research Excellence Fund grant for the Vision: Science to Applications program, which supports research across a wide range of applications of vision science, including basic visual function, computer vision, and object recognition.

York alumna and internet personality Lilly Singh (BA '10) was named one of *Time*'s 2017 Next Generation Leaders for her efforts to empower young women.

York University was named a finalist in the Innovation category of the Markham Board of Trade's 2017 Business Excellence Awards.

The Lions football team claimed its first Argo Cup since 2012 with a victory over the rival Toronto Varsity Blues in the 48th annual Red & Blue Bowl at Alumni Field.




Four exceptional individuals were recognized with honorary degrees at Fall Convocation:

- Ronald Mock, business leader
- Angela Robertson, public servant, social justice advocate
- Rudy Bratty, lawyer, developer, philanthropist
- Vincent Tao, global educator, innovator, entrepreneur

Forbes magazine ranked Schulich first in Canada and eighth in the world among two-year MBA programs outside the US. Schulich was also ranked fourth in the world among all two-year MBA programs in terms of the length of time it takes graduates to recoup their investment in an MBA degree.

Osgoode alumnus Jagmeet Singh (LLB '05) was elected leader of the federal New Democratic Party.

In honour of the Invictus Games, York announced the York University Service Award, which will provide up to $20,000 over four years to a York student with a disability who has either served in the Armed Forces or is the child of a member of the Armed Forces.

First year student Paco Lui won the Skills Ontario Scholarship Award after receiving a Bronze medal in the Skills Ontario Competition, the largest skilled trade and technology competition in Canada.

Four professors from the Faculty of Liberal Arts and Professional Studies were elected to the Royal Society of Canada:

- Richard C. Hoffman, History
- David McNab, Equity Studies
- Marcel Martel, History
- Lesley A. Jacobs, Social Science

The Faculty of Science received a gift of $500,000 from the Carswell Family Foundation toward a new, one-metre custom telescope. The observatory has been renamed the Allan I. Carswell Astronomical Observatory in honour of his contributions to the University.

Syrus Marcus Ware, a PhD student and Vanier Scholar, won the TD Arts Diversity Award, which celebrates a community-engaged artist who is making a significant contribution in Toronto.

Doctoral student Jessica Rumboldt won the Lieutenant Governor's Visionaries Prize in the Reconciliation category for her ideas on the over-representation of Indigenous female offenders in the criminal justice system.


Faculty of Health Dean Paul MacDonald and Psychology Professor Joel Katz were inducted as fellows of the Canadian Academy of Health Sciences.

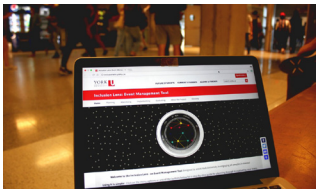
Founder of York's Critical Disability Studies Program, Professor Marcia Rioux was named the recipient of the Apolinario Mabini Memorial Award for her work in social justice and advancing global disability rights.

Department of Humanities Chair Dr. Andrea Davis received the Renaissance Award at the Afroglobal Television Excellence Awards for her dedication to promoting "positive consciousness in society."

Professor Naomi Norquay was awarded the Hugh Taylor Prize for her article *An Accidental Archive of the Old Durham Road: Reclaiming a Black Pioneer Settlement* in Archivaria, The Journal of the Association of Canadian Archivists.

The Faculty of Environmental Studies launched its first full Semester Abroad program at York's EcoCampus in Las Nubes Forest Reserve in Costa Rica, attracting 53 students from across six York Faculties.

Glendon Professor Willem Maas has been awarded a five-year Insight Grant by the Social Sciences and Humanities Research Council to pursue a research project on Canadian citizenship laws and policies.



The Lassonde School of Engineering and the Centre for Human Rights, Equity and Inclusion collaborated to develop the Inclusion Lens, an online tool created to increase inclusion and accessibility for the University's nearly 500 orientation week campus events.

Glendon student Emily Leahy received a prestigious Killam Fellowship from Fulbright Canada that will fund a semester-long exchange to Arizona State University.

Physics and Astronomy PhD student Elder Pinzon Guerra was awarded a Postdoctoral Fellowship for Research in Japan by the Japan Society for the Promotion of Science.











Twelve York graduate students earned awards for research in Asia and Asian Diaspora from the York Centre for Asian Research:

- Meghna George, Social Anthropology
- Amardeep Kaur, Geography
- Conely de Leon, Gender, Feminist, and Women's Studies
- Thrmiga Sathiyamoorthy, Interdisciplinary Studies
- Mohammad Hasan, Osgoode Hall Law School
- Sangyoo Lee, Social Work (Not pictured)
- Rupinder Minhas, Geography
- Kimberly Roberts, Geography
- Robin Verrall, Political Science
- Sarah Allen, Geography
- Jill Fulton, Social Anthropology
- Kyle Gibson, Environmental Studies

Lassonde alumna Catherine Tsouvaltsidis received the Northern Lights Aero Foundation's 2017 Engineering Award for her contributions to the field of space engineering and for laying the groundwork for other women to excel in the industry.

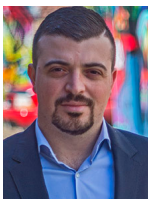
Professor Avis Devine of Schulich was awarded the 2017 Nick Tyrell Research Prize for a paper she co-authored on the effects of sustainable real estate investment.

Schulich and Deloitte announced plans to create the Deloitte Cognitive Analytics and Visualization Lab to foster advances in the visualization and interpretation of big data analytics.

The Faculty of Graduate Studies honoured Professor Pat Armstrong with the Faculty's inaugural Postdoctoral Supervisor of the Year Award, recognizing her exemplary support for postdoctoral scholars at the University.

Kate Allen, reporter at the Toronto Star, and Matt McGrath, environment correspondent at the BBC, have been selected as the inaugural York Science Communicators in Residence. The program aims to recognize outstanding science journalists and to promote excellence in science-related communications.

Lassonde PhD student John Aggrey won best presentation award at the Institute of Navigation's ION GNSS+ 2017 conference, the world's largest conference on Global Navigation Satellite Systems.



Four outstanding York University alumni were the recipients of the Bryden Alumni Awards, which celebrate University alumni who have made remarkable contributions to their fields, communities and to the University:

- Colleen Johnston (BBA '82)
- Rudy Buttignol (BFA '82)
- Abdullah Merei (BA Sc '09, MBA '15)
- J. Mark Lievonen, (BBA '79, MBA '87, LLD [Hon.] '15)

The Lions women's tennis team won the silver medal at the Ontario University Athletics (OUA) championships for the third straight year.

APPOINTMENTS

Alumnus Nigel Lockyer (BSc Spec. Hons. '75) has been reappointed director of the U.S. Department of Energy's Fermi National Accelerator Laboratory.

Professor Mary Condon will be appointed Interim Dean of Osgoode Hall Law School, following the departure of Dean Lorne Sossin in April 2018.

Professor Abidin Kusno was appointed director of the York Centre for Asian Research, which is committed to analyzing the experiences of Asian communities in Canada and around the world

Executive Committee – Report to Senate

At its meeting of October 26, 2017

FOR ACTION

1. Election of Members of Senate Committees

Senate Executive recommends the following candidates for election to Senate Committees (non-designated seats) for the remainder of a three-year term beginning immediately and ending June 30, 2020. Nominations are also accepted "from the floor" if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

The Committee confirms that the candidates nominated have requisite experience required for membership on the T&P and T&P Appeals committees.

Additional nominees may be forwarded prior to the Senate meeting of October 26.

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.

Tenure and Promotions (1 full time faculty member; meets Thursdays at 3:00 when Senate is not in session; members also serve on Faculty-level committees)

Dan Yon, Associate Professor, Education / Anthropology, LA&PS

Tenure and Promotions Appeals (1 full time faculty member; meets at the Call of the Chair as necessary)

Alidad Amirfazli, Professor, Mechanical Engineering, Lassonde

2. Senate Tenure and Promotions Document: Changes

The Executive Committee recommends

> that Senate approve, without amendment, changes to the Tenure and Promotions Policy, Criteria and Procedures as set out in Appendix A.

Rationale

The University and the York University Faculty Association (YUFA) reached agreement on revisions to the Tenure and Promotions Policy, Criteria and Procedures which are reflected in the renewed 2015-18 collective agreement. The primary revisions are found in Section B of the document (the Description of the Criteria for Tenure and Promotion) and provide for the inclusion of consideration of community engaged scholarship encompassing all three areas of professional responsibility. A revision is also proposed to Section F 3.3. (Dean's Letter), the intent of which is to address circumstances in which a file has been referred back to the Adjudicating Committee by the Senate Review Committee.

Before proceeding with a motion, the Executive Committee sought the advice of Academic Policy, Planning and Research on the extent, prominence, growth and value of community engaged scholarship. APPRC pointed to references in the University Academic Plan and provided other helpful commentary confirming that the Senate document merits the inclusion of references to community engaged scholarship.

Senate Executive is responsible for recommending Senate approval of changes to the Tenure and Promotions Policy, Criteria and Procedures. As they have been approved by the University and YUFA, the motion is not amendable.

If approved, it will be essential for Faculties and units to ensure that their documentation and standards reflect the changes proposed.

FOR INFORMATION

3. Senate Committee Vacancies / Upcoming Round of Nominations

The Committee continues to seek candidates for the remaining vacancies on the T&P Committee (1 vacancy) and T&P Appeals Committee (1 vacancy). The call for expressions in membership on Senate committees for 2018-2021 will be issued in November. The call will also seek to attract individuals who may be interested in serving as the Academic Colleague to the Council of Ontario Universities or as one of the two Senators nominated for membership on the Board of Governors. We urge Senators to participate in the process of identifying prospective candidates for Senate-elected positions.

4. Senate Committee Priorities for 2017-2018

Senate Executive is grateful to APPRC and ASCP for promptly developing and transmitting their priorities for the coming year. There is a commendable emphasis on quality initiatives, and the two committees plan to collaborate even more closely this year. This too is laudable. Priorities permit committees to focus on key matters and to track progress.

Senate Executive's priorities are set out in Appendix B together with those of APPRC and ASCP.

Executive Committee – Report to Senate (cont'd)

5. Academic Implications of the Strike at Colleges of Applied Arts and Technology

Senate Executive discussed the impact of the strike by OPSEU instructors at Ontario Colleges in the context of York. Because the strike affects only a few programs here, it is not deemed a substantial disruption of York academic activities such that the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* needs to be invoked. Even so, the Committee will continue to monitor developments and urges the programs involved to embrace the principles of the Policy: academic integrity, fairness to students and timely information. Please bring to the Executive Committee's attention any academic matters related to the strike that may require action.

6. Inquiry re Student Membership

The Faculty of Education Student Association has reported that it has been unable to elect students to serve on Senate this year. However, it advised the Faculty Council that one individual would be available to serve at three meetings and while another could do so at two meetings. Amendments in 2016 made Senate's rules much clearer on the matter of substitutes and proxies – none are permitted. Members of the community are of course entitled to attend meetings subject to the availability of space in the Senate Chamber and students from the Faculty would be welcome to attend. The Committee has advised the Faculty Council that all members should be able to commit to attendance and participation as articulated in principles governing Senate membership.

Our discussion of this matter touched on the possibility of enlisting technologies to permit remote participation at Senate meetings. This is something that the Secretary has been actively exploring and will continue to do so. Options will be identified and an assessment of feasibility undertaken including potential need for amendments to Senate's Rules and Regulations.

7. Welcome to New Members

Members were pleased to welcome Professor Justin Podur of the Faculty of Environmental Studies to Senate Executive. The Secretary and her colleagues met with members of the Student Senator Caucus recently, and students are now in the process of finalizing their nominees for membership on Senate committees.

Lesley Beagrie, Chair and Franck van Breugel, Vice-Chair

Appendix A

Revisions to the T&P Policy and Procedures

Tenure and Promotions Policy, Criteria and Procedures

Policy/Procedure Section	Existing Text	Proposed Revision (*changes in red*)
B. The Description of Criteria for Tenure and Promotion	Set out below is a description of the criteria which reflects the University standards: The Senate Committee requires explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties. In keeping with the University's commitment to foster a climate of respect for equity and diversity, standards for tenure and promotion must recognize research and professional contributions in an equitable way. This includes acknowledging diverse career paths, traditions and values, ways of knowing and forms of communicating knowledge. Because promotion and tenure primarily affect junior members of the academic community, the following criteria are described so that they may constitute not only a basis for evaluation after performance, but also a means of encouraging junior faculty before and during performance. **B.1 Teaching** Members of faculty perform many functions, but all are teachers. At the level of the university, teaching is itself an expression of scholarship. In an age of intense specialisation generating an information explosion, the scholar who can take information and synthesise it into coherent structures of knowledge is performing an essential and sophisticated task. To be able to create an intelligible and intelligent university course is a very significant accomplishment. The facile distinction between teachers and researchers comes from another era when a graduate education conferred upon the teacher a long-lasting competence in a single field. Today disciplines interpenetrate to such a degree that the researcher cannot rest tranquilly secure in his or her area of expertise, and the teacher cannot rest secure that a gentle summer's preparation will be sufficient	Set out below is a description of the criteria which reflects the University standards: The Senate Committee requires explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties. In keeping with the University's commitment to foster a climate of respect for equity and diversity, standards for tenure and promotion must recognize research and professional contributions in an equitable way. This includes acknowledging diverse career paths, traditions and values, ways of knowing, **ways of engaging the community though community-engaged scholarship** and forms of communicating knowledge. Because promotion and tenure primarily affect junior members of the academic community, the following criteria are described so that they may constitute not only a basis for evaluation after performance, but also a means of encouraging junior faculty before and during performance. **B.1.Teaching** Members of faculty perform many functions, but all are teachers. At the level of the university, teaching is itself an expression of scholarship. In an age of intense specialisation generating an information explosion, the scholar who can take information and synthesise it into coherent structures of knowledge is performing an essential and sophisticated task. To be able to create an intelligible and intelligent university course is a very significant accomplishment. The facile distinction between teachers and researchers comes from another era when a graduate education conferred upon the teacher a long-lasting competence in a single field. Today disciplines interpenetrate to such a degree that the researcher cannot rest tranquilly secure in his or her area of expertise, and the teacher cannot rest secure that a gentle

Policy/Procedure Section	Existing Text	Proposed Revision (*changes in red*)
	scholarship for a good introductory course. To assess the quality of a candidate's teaching, there are certain standards which can and should be applied within the University. The content of the teaching must be evaluated — whether it is conventional and routine, or whether scholarship is revealed through research, analysis, reflection, synthesis and the expression of original work. The effectiveness of communication must also be considered, since communication is the essence of good teaching. The performance of the candidate must be assessed in terms of specific situations — i.e., with undergraduate or with graduate students, in groups and tutorials, in the laboratory or in the field, in small or large lectures. A candidate may be more effective in one situation than in others. While no one situation should be given a premium value to the detriment of others, a candidate should be superior in at least one area of teaching. The judgement of colleagues must be brought to bear on the assessment of teaching performance; reliance on mere hearsay should be avoided. The direct expression of students' evaluation of teachers should be solicited. Without a concrete, highly specific and well-supported evaluation of a teacher's performance, the Senate Review Committee will return a dossier with a request for more information. **B.2. Professional Contribution and Standing** In most cases distinction within a profession arises from the communication of knowledge or skills through public service, scholarly publication, or the production of works of art. Although publication and performance are not in themselves a guarantee of excellence, one recognises that these kinds of professional activity are addressed to communities larger than York University and that, therefore, they must be judged in this larger professional context. In certain cases a distinguished public expression constitutes *prima facie* evidence that the quality of the work has been assessed and found to be of a high standard; in other cases it may be necessary to solicit assessments from specialists in the same field.	summer's preparation will be sufficient scholarship for a good introductory course. To assess the quality of a candidate's teaching, there are certain standards which can and should be applied within the University. The content of the teaching must be evaluated — whether it is conventional and routine, or whether scholarship is revealed through research, analysis, reflection, synthesis and the expression of original work. The effectiveness of communication must also be considered, since communication is the essence of good teaching. The performance of the candidate must be assessed in terms of specific situations — i.e., with undergraduate or with graduate students, in groups and tutorials, in the laboratory or in the field **or in the community**, in small or large lectures. A candidate may be more effective in one situation than in others. While no one situation should be given a premium value to the detriment of others, a candidate should be superior in at least one area of teaching. The judgement of colleagues must be brought to bear on the assessment of teaching performance; reliance on mere hearsay should be avoided. The direct expression of students' evaluation of teachers should be solicited. Without a concrete, highly specific and well-supported evaluation of a teacher's performance, the Senate Review Committee will return a dossier with a request for more information. **B.2. Professional Contribution and Standing** In most cases distinction within a profession arises from the communication of knowledge or skills through public service **and community engagement**, scholarly publication, or the production of works of art. Although publication and performance are not in themselves a guarantee of excellence, one recognises that these kinds of professional activity are addressed to communities larger than York University and that, therefore, they must be judged in this larger professional context. In certain cases a distinguished public expression constitutes prima facie evidence that the quality of the work has been assessed and found to be of a high standard; in other cases it may be necessary to solicit assessments from

Policy/Procedure Section	Existing Text	Proposed Revision (*changes in red*)
	When the candidate has written or produced a work as part of a team or group in a research project, the nature of his or her contribution must be assessed. Intellectual achievement may also be manifested by studies or activities that have been commissioned by governments or by private institutions. Contributions of this kind are significant, but they can be uneven and should always be evaluated by a recognised authority in the same field. Generally, the quality of a candidate's scholarship will be evaluated in the light of judgements by reputable scholars; in cases where there may be division within a discipline, the File Preparation Committee should describe the nature of the conflict among schools of thought and present the Adjudicating Committee with a wider range of professional opinion. Where the candidate is relatively junior, judgement should point not only to immediate achievement, but to the promise or lack of promise for further development. The work performed by members of faculty for public and private institutions is indeed an integral part of the relationship between the University and the community. Communication with the general public in a variety of forms and media will be a continuing necessity for the modern university, and outstanding contributions of faculty in this area must be recognised. Service in an advisory capacity to various public agencies, presentation of lectures and talks to other than professional audiences, performances with radio and television networks — all such activity should be documented as evidence of any special capacity to enhance the intellectual relationship between the University and the community. These activities must not be separated from the other criteria; they will be weighed in relation to the central core of responsibility which belongs	specialists in the same field. When the candidate has written or produced a work as part of a team or group in a research project, **including in the context of community-engaged scholarship,** the nature of his or her contribution must be assessed. Intellectual achievement may also be manifested by studies or activities that have been commissioned by governments**,** **communities** or by private institutions. Contributions of this kind are significant, but they can be uneven and should always be evaluated by a recognised authority in the same field. Generally, the quality of a candidate's scholarship will be evaluated in the light of judgements by reputable scholar**s, augmented where relevant by the judgement of community experts**; in cases where there may be division within a discipline, the File Preparation Committee should describe the nature of the conflict among schools of thought and present the Adjudicating Committee with a wider range of professional opinion. Where the candidate is relatively junior, judgement should point not only to immediate achievement, but to the promise or lack of promise for further development. The work performed by members of faculty for public and private institutions **and for community constituencies or organizations i**s indeed an integral part of the relationship between the University and the community. Communication with the general public in a variety of forms and media will be a continuing necessity for the modern university, and outstanding contributions of faculty in this area must be recognised. Service in **the context of community engaged scholarship** to various public agencies or organizations, presentation of lectures and talks to other than professional audiences, performances with radio and television networks — all such activity should be documented as evidence of any special capacity to enhance the intellectual relationship between the University and the community. These activities must not be separated from the

Policy/Procedure Section	Existing Text	Proposed Revision (*changes in red*)
	to every member of faculty not only to transmit but to extend the boundaries of perception, understanding and knowledge.	other criteria; they will be weighed in relation to the central core of responsibility which belongs to every member of faculty not only to transmit but to extend the boundaries of perception, understanding and knowledge.
B.4. Application of the Tenure and Promotion Criteria	The Senate Committee requests explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties in accordance with these criteria. All recommendations for tenure and promotion to the rank of Associate Professor require either demonstrated superiority (excellence) in a minimum of one of the three categories outlined above, with at least competence demonstrated in teaching and in professional contribution and standing, or at least high competence in all three categories.[1] The Senate Committee will review the standards set forth by Faculties and departments/divisions/schools; it will also undertake to ensure that standards are uniformly applied throughout the University. The level of achievement required for the granting of tenure and promotion is identical for first, second and third year Candidacy consideration.	The Senate Committee requests explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties in accordance with these criteria. All recommendations for tenure and promotion to the rank of Associate Professor require either demonstrated superiority (excellence) in a minimum of one of the three categories outlined above, with at least competence demonstrated in teaching and in professional contribution and standing, or at least high competence in all three categories.[1] **Without diminishing or detracting from existing scholarly expectations, standards for tenure and promotion must, as relevant, recognize and provide an appropriate basis for the assessment of community engaged scholarship encompassing all three areas of professional responsibility, where *community* may be local, national or international.** The Senate Committee will review the standards set forth by Faculties and dpartments/divisions/schools; it will also undertake to ensure that standards are uniformly applied throughout the University. The level of achievement required for the granting of tenure and promotion is identical for first, second and third year Candidacy consideration.
F.3.3.1 Dean's Letter	The Dean will write a letter of transmittal to the Senate Committee, in which he/she will either concur in the judgement of the Adjudicating Committee or dissent from that judgement. In the latter instance, the Dean will give reasons for his/her recommendation.	The Dean will write a letter of transmittal to the Senate Committee, in which he/she will either concur in the judgement of the Adjudicating Committee or dissent from that judgement. In the latter instance, the Dean will give reasons for his/her recommendation. **In cases where the file has been referred back to the Adjudicating Committee by the Senate Committee for reconsideration pursuant to F.3.4, the Dean will write a letter of transmittal to the Senate Committee as**

Policy/Procedure Section	Existing Text	Proposed Revision (*changes in red*)
		follows: **(a) if the Adjudicating Committee did not change its judgement on reconsideration he/she will simply note without reasons concurrence or dissent in the judgement of the Adjudicating Committee on reconsideration;** **(b) if the Adjudicating Committee changed its judgement on reconsideration he/she will either concur in that judgement of the Adjudicating Committee or dissent from that judgement. In the latter instance, the Dean will give reasons for his/her recommendation.**

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June 1, 2017

Professor Lesley Beagrie
Chair, Senate Executive Committee
c/o University Secretariat
Kaneff Tower, 1050
York University

Dear Professor Beagrie,

We are writing to request that the Senate Executive Committee forward the proposed revisions to the *Tenure and Promotions Policy, Criteria and Procedures*, the *Procedures Governing the Advancement to Candidacy* to Senate at its meeting of June 15, 2017, with the recommendation that the revised document be adopted in its totality. The proposed changes stem from negotiations between the York University Faculty Association and the University in the negotiations of the renewal 2015-18 collective agreement. The Osgoode Hall Faculty Association was invited to comment on the proposed revisions and has expressed no objections to their adoption.

Yours sincerely,

Mamdouh Shoukri, C.M., O.Ont.
President and Vice-Chancellor

Richard Wellen
President, YUFA

Encl. Report to Senate for Action
Proposed Amendments to Tenure & Promotions Policy, Criteria & Procedures

APPRC Priorities for 2017-2018

Priority	Specific Outcomes	UAP Objective(s)	Status
Quality and the Pursuit of Goals Associated with the UAP	• Work with ASCP and others to define quality / excellence • Foster collegial understanding of quality imperatives • Provide positive examples of innovation and quality • Collaborate with ASCP on areas of mutual interest, including through the Joint Sub-Committee on Quality Assurance – joint meeting of the two committees is planned	Priority Area 1: Innovative, Quality Programs for Academic Excellence This is the Committee's overarching priority for the year.	• Arrange meeting with ASCP, develop agenda and work plans (in progress) • Determine how best to engage Senators and the collegium (in progress) • Reflect on UAP spotlight series and determine if and how it should be continued
Strategic Research Plan renewal	• Chair is a member of the Advisory Committee • Committee input on matters of process • Frequent reports by VPRI • Input on drafts	Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	• Advice and input (Ongoing throughout the process) • Recommendation to Senate in the spring of 2018
Markham Campus Planning	• Standing item on the Committee's agenda • Timely, meaningful discussion of academic dimensions of the campus • Consideration of specific proposals • Advice to the Provost and others	Priority 5. Enhanced Campus Experience and Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	• Facilitated Senate discussion of governance options paper • Coordinate with Provost, ASCP

Innovative Engagement with Faculty and YUL planners	• Request written responses, with in-person meetings only at the request of the Deans, Principal and University Librarian or in response to written suggestions • Development of questions that will allow for consistency, monitoring of developments	Priority Area 1: Innovative, Quality Programs for Academic Excellence and Priority Area 7. Enabling the Plan	• Deans, Principal, University Librarian advised of new format, timing • Development of question(s) (October) • Report to Senate winter-spring 2018
Further work on metrics in the context of APPRC's "tracking progress initiative"[1] and preparation for SMA3	• Completion of consolidated report on Faculty Council responses to request for input • Further correspondence with Faculty Councils leading to discussions • Sharing of practices and possibilities • Discussion of metrics at Senate • Input into York's SMA III metrics, influence on system-wide • UAP injunctions to "enhance data analytics to increase access to information and evidence-based decision making" and "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"	Addressed in "The External Landscape" section Objectives in Priority 7. Enabling the Plan	• Review Faculty Council submissions (November) • Review summary report (November) • Consider how best to reanimate a dialogue (Ongoing) • Review SMA2 agreement and begin discussion of metrics in anticipation of SMA2 (Ongoing)

[1] In January 2017 APPRC asked Faculty Councils to provide input on the kinds of measures they use to track progress on the achievement of objectives. The Committee will review submissions and report to Senate and Councils this autumn as part of an ongoing dialogue.

ASCP 2017-2018 Priorities

Priority	Specific Outcomes	UAP Objective(s)	Status
Harmonizing degree terminology	Establishment of pan-university definitions and criteria for degree and program nomenclature	Priority 1: Innovative, Quality Programs for Academic Excellence; Reducing degree complexity	**IN PROGRESS** Degree / program terminology definitions and criteria endorsed by ASCP in June 2017. To Faculties for comment in September. Confirmation by ASCP in Fall 2017; Senate thereafter.
Revisions to the Policy on Sessional Dates and Scheduling of Examinations	Re-introduction of a full Fall Reading Week in October.	Priority 4: Implementing a student-centred approach	**IN PROGRESS** To Senate for approval in October
Revisions to the Common Grading Scheme for Undergraduate Faculties	Change the letter and numerical GPA scale to align York with common grading schemes in use at Canadian institutions Make necessary updates to the decades old policy.	Priority 1: Innovative, Quality Programs for Academic Excellence; Reducing degree complexity	**IN PROGRESS** Resuming the initiative started in 2015- 2016. Draft proposal for approval in principle under review. To Senate for approval in principle by December 2017.
Revisions to Senate Graded Feedback Policy.	To establish an earlier deadline for a course syllabus to be provided to students - before the start of classes; Make minor edits pertaining to the graded feedback component of the policy to reflect Withdrawn from Course policy	Priority 3: Enhanced Quality in Teaching and Student Learning; Provide students with timely, relevant information about courses… before classes have started	**IN PROGRESS** ISR-designed student survey on factors influencing course selection under review at ASCP; survey distribution in Fall 2017.

ASCP 2017-2018 Priorities

		Priority 4: Implementing a student-centred approach	
Review select Senate policies in context of UAP priorities.	Identification of challenges / gaps between long-standing policies and current practices / pressures in the Faculties. Revisions to address the gaps / pressures.	Priority 4: Implementing a student-centred approach	**IN PROGRESS** The Religious Accommodation policy statement and Guidelines under review at ASCP; other policies to be identified in Winter term
Tracking and assessment of data on the 3-year pilot Academic Forgiveness Policies	Analysis of the Year 1 data on the two new Senate policies: Withdrawn from Course and Course Relief	Priority 4: Implementing a student-centred approach	Petitions data to be gathered from Faculties Fall 2017. ASCP Sub-committee to review in first instance.
Fostering the development of graduate attributes	Initiating the conversation about graduate attributes, establishing the foundation for their implementation Defining a process for fostering programs' inclusion of them in their frameworks.	Priority 1: Innovative, Quality Programs for Academic Excellence; Promulgating the quality assurance framework.	**IN PROGRESS** Vice-Provost Academic to lead the initiative. Initial committee discussion held 11 October 2017

Senate Executive Priorities 2017-2018

Priority	Specific Outcomes	Senate Rules of UAP Objective(s)	Status
Maintain a watching brief on Senate and collegial governance, including in the context of the University Academic Plan's objectives	• Enhanced communications between Faculty Councils and Senate • Respond to University Secretariat governance initiatives reported in September • Ensure Senate is an inclusive space that maximizes diverse participation • Work with the University Secretariat on the evaluation of options to enlist technology for remote participation in Senate meetings (and committees, which now use Skype)	Priority 7: Enabling the Plan Senate Executive mandate for coordination and communications	First communication already sent to Faculty Councils about enhanced communication Governance inventory in preparation by the University Secretariat in conjunction with Faculty Council secretaries
Meeting with the Executive Committee of the Board	• Hold an informal meeting on matters of mutual interest to the governing bodies	Senate rules providing for annual meetings	Date and topic to be determined in consultation with the Board Executive
Markham Campus Planning	• Monitor and provide input into matters covered by APPRC and ASPC or outside their jurisdiction	Priority 7: Enabling the Plan + Priority 5. Enhanced Campus Experience and Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	• Provided input into draft options paper for governance • Advice and input (Ongoing)

Senate Executive Priorities 2017-2018

Senate Policy on Accommodations for Students with Disabilities	• Changes to the associate Guidelines and Procedures in 2018 • Consider possible further amendments to the Policy	Priority 4. A Student-Centred Approach and Priority 5: Enhanced Campus Experience	• Consultation plan in development • Outreach to stakeholders initiatives
Emerging issues	• Consider (e.g.) implications of a French-only university in Ontario • Partner with other Senate committees as needed	Terms of Reference responsibilities	• Ongoing and as needed

Senate Committee on Tenure and Promotions

Report to Senate

At its meeting of October 26, 2017

For Information

1. Tenure and Promotions Data, 2016-2017

The total number of files completed in 2016-2017 was 58 as compared with 49 in 2015-2016 and 55 in 2014-2015. Of the 58 cases, 8 were dealt with by a panel of the Senate Committee on Tenure and Promotions. The rest were reviewed by Faculty-based Senate Review Committees (SRC).

A statistical report of files reviewed in 2016-17 is set out in Table 1 and Table 2 with 2015-16 data provided for comparison. The yearly caseload from 2001-2002 to 2016-2017 is set out in Figure 1.

2. Unit-level Standards

The Senate committee established a working group last year to review unit-level standards. It was unable to report in 2016-17 but has been reconstituted and will report back to the Faculties by early 2018. The current status of standards is shown in Table 3 below.

The committee wishes to remind units that where unit-level standards have been found to be in accord with the *Policy,* these standards must be sent to referees, included in the file and referred to in adjudication. The committee also notes the changes to the *Tenure and Promotion Policy, Criteria and Procedures* which provides for the inclusion of consideration of community engaged scholarship encompassing all three areas of professional responsibility, and will be looking for unit-level standards to address this.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2016-17.

3. Senate Tenure and Promotion Sub-Committees

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

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde

- Liberal Arts and Professional Studies
- Science

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

There has been some confusion about whether comment from online teaching evaluations can be used. The *Policy* is clear that anonymous comment is not acceptable and given that names are not attached to the online comments and the students have not been asked for permission to use their comments, these cannot be included in a file. Members of the Senate Committee met with Vice-Provost Alice Pitt to discuss the use of online teaching evaluations for tenure purposes, among other issues. Changes to the online format are being discussed that would allow students to agree to be identified and have their confidential comments used in tenure files.

In addition to the issue of unsigned comment, the sub-committees and the Senate Committee itself found ongoing procedural problems with files, such as:

- File Preparation Committees offering evaluative commentary rather than clearly providing information on the proper compilation of the file;
- Letters of solicitation not including the appropriate standards;
- The AC report not adequately addressing how its conclusion is supported by the evidence in the file with reference to the standards;
- Missing comment from co-authors/collaborators; and
- Lack of clarity in letters of solicitation as to whether the candidate is being considered for tenure and promotion, tenure only or promotion to Full Professor.

Of the files completed this year, 8 had been referred back by Review Committees to Adjudicating Committees to address issues noted. In one case the Adjudicating Committee revised its recommendation; in the others the recommendation stood.

Simone Bohn, Co-Chair 2016-17
Victor Shea, Co-Chair 2016-17

Senate Committee on Tenure and Promotions

Report to Senate

Table 1
Number of Cases Completed 2016-2017 and 2015-2016
By Type of Application and Gender[1]

Application Type:	Professor/ Sr Lecturer		T&P to Associate Professor/Lecturer		Tenure only		Promotion to Associate only		Total Number	
	2016-17	2015-16	**2016-17**	2015-16	**2016-17**	2015-16	**2016-17**	2015-16	**2016-17**	2015-16
Number of Applications	**32**	32	**26**	15	**0**	1	**0**	1	**58**	49
Female Candidates	**17**	12	**11**	8		1		1	**28**	22
Male Candidates	**15**	20	**15**[2]	7		0		0	**30**	27

2. One untenured Associate Professor was tenured and promoted to Professor

Table 2
2016-2017 Summary of Review Committee Recommendations to the President by Decision and Gender

Application	**Positive**		**Delay**		**Tenure without promotion**		**Deny (tenure applications only)**		**TOTAL**
	M	F	M	F	M	F	M	F	
Professor/ Senior Lecturer	15	17							32
Tenure and promotion to Associate Professor/Lecturer[3]	15	11							26
Tenure only									
Promotion to Associate only									

3. One untenured Associate Professor was tenured and promoted to Professor

[1] Data in Table 1 and Table 2 cover decisions made between September 1, 2016 and August 31, 2017.

Explanatory notes

The Adjudicating and Senate Review Committees recommendations disagreed on three files: one where the Adjudicating Committee recommended delay of promotion to Full Professor and the Review Committee recommended promotion; one where the denial of tenure was recommended and the Review Committee recommended tenure and promotion; and one where tenure and promotion was recommended and the Review Committee recommended delay.

The President concurred in the recommendations of the Senate Committee in all but three cases, awarding tenure and promotion in two files and promotion to Professor in one.

Figure 1
Number of Tenure and Promotion Cases by Year, 2001-2002 to 2016-2017

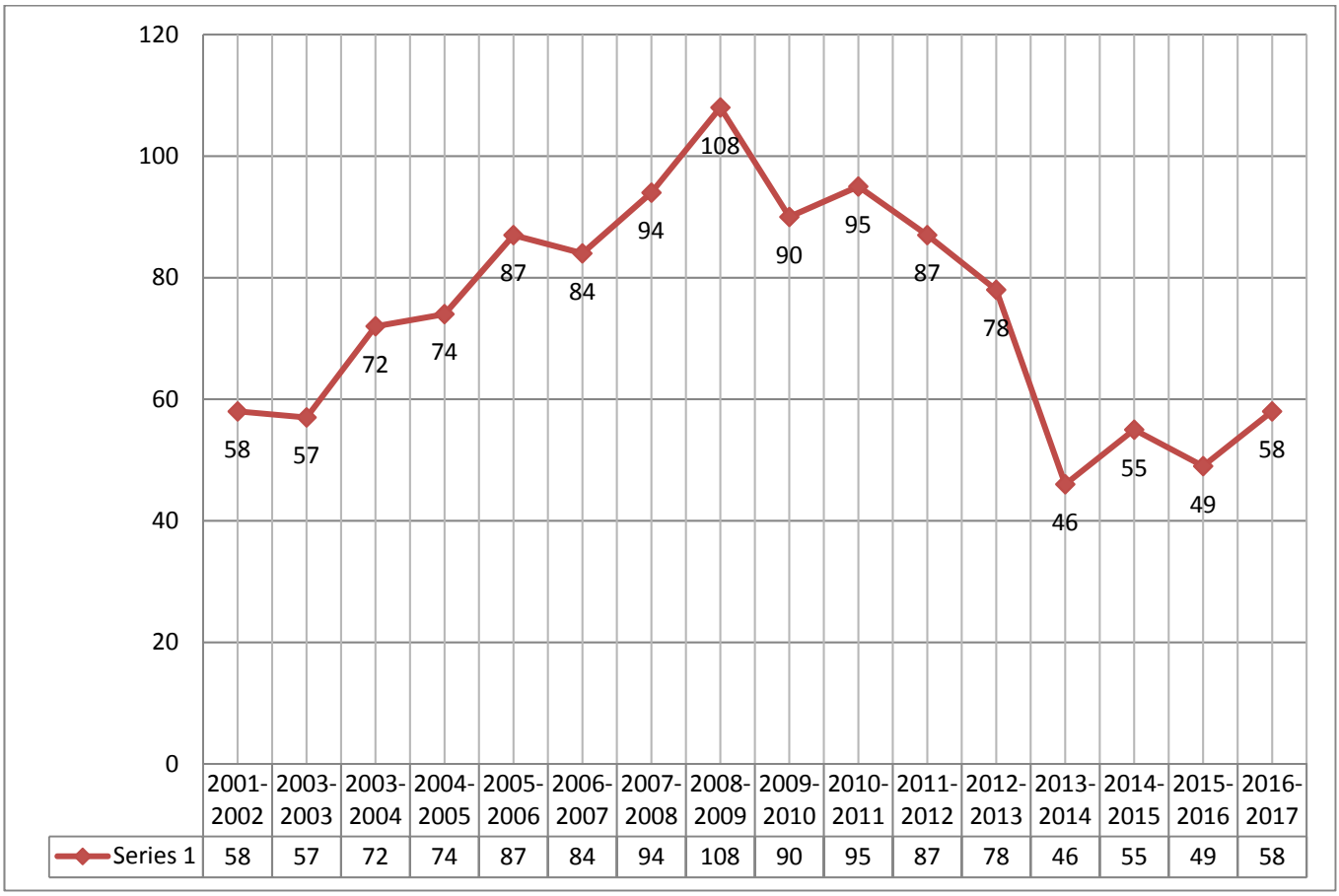

TABLE 3
Unit-level Standards Status Report October 2017

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Faculty of Education	Jun-15	**In accord**	√	√	√	√
Faculty of Environmental Studies	Aug-06 (Professorial) Jun-17 (Alternate)	Professorial Stream **in accord** with minor revisions; Revised standards referred back for revision Mar-13 Alternate stream referred back for revision	√	√	√	√
Faculty of Fine Arts: submitted Faculty-wide standards	Sep-09	**In accord**	√			
Glendon College						
Economics	Oct-10	**In accord**	√			
English	Oct-13	Revision required	√	√		
French Studies	Jun-08	**In accord**	√	√	√	√
Hispanic Studies	Jun-08	Revision required	√	√		
History	May-05	Revision required	√			
International Studies		None submitted				
Mathematics		None submitted				
Multidisciplinary Studies		None submitted				
Philosophy	Oct-08	**In accord**	√	√		
Political Science	May-12	T&P only **in accord**; FP requires revision	√	√		
Psychology		None submitted				
Sociology	Sep-14	Revision required	√	√		
Translation	May-05	Revision required	√	√		
Gender & Women's Studies		Same as LA&PS GSWS				
Osgoode Hall Law School	Mar -13	**In accord**	√	√		
Schulich School of Business	June-03; May-08	**In accord**	√	√		
Faculty of Science						
Biology	Dec-09	**T&P in accord;** FP/SL revision currently under review	√	√	√	√
Chemistry	Nov-14	**In accord** with minor revisions	√	√		
Mathematics and Statistics	Dec-10	**In accord** with minor revisions	√	√	√	√

TABLE 3
Unit-level Standards Status Report October 2017

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Physics and Astronomy	Nov-14	Revision required	√	√	√	√
Science & Technology Studies	Jun-10	**In accord**	√	√	√	√
Lassonde School of Engineering						
Electrical Engineering & Computer Science	Apr-16	**In accord** with minor revision	√	√	√	√
Earth and Space Science & Engineering	Fall 2016	Under Senate review	√	√	√	√
Department of Civil Engineering		None submitted				
Department of Mechanical Engineering	Jun-16	Revision required	√	√	√	√
Faculty of Health						
Health Policy and Management	Oct-08	**In accord**	√	√		
Kinesiology and Health Science	Dec-15	**In accord**	√		√	
Nursing	Dec-10	**In accord**	√			
Psychology	Nov-08	**T&P only in accord** with minor revisions. Full requires revision.	√	√		
Faculty of Liberal Arts and Professional Studies						
Administrative Studies	T&P Jan-08 FP Nov-08	**In accord**	√	√		
Anthropology	May-10	Revision required	√	√		
Communication Studies		None submitted				
Economics	Arts: May-05 ATK: Sep 06 as part of SASIT -	Revision required Revision required	√	√		
English	Jun 10	**In accord -** with minor revisions	√	√		
Equity Studies		None submitted				
French Studies	Arts: Jul-08	revision required	√	√	√	√
Gender, Sexuality and Women's Studies	Feb-13	Some revision required	√	√		
Geography	Arts: Jun-08	Revision required	√	√		
History	Arts: Jun-08	Revision required	√	√		
Human Resource Management		None submitted				
Humanities	Feb-15	**T&P and Full in accord** with minor revisions	√	√	√	√

TABLE 3
Unit-level Standards Status Report October 2017

UNIT	Latest Senate Review	Status	Professorial Stream		Alternate Stream	
			T&P	FP	T&P	SL
Information Technology	ATK: May 08	Revision required	√	√		
Languages, Literatures and Linguistics	Feb-15	Revision required	√	√		
Philosophy		**T&P and Full in accord**	√	√		
Political Science	Fall 2016	Under Senate review	√	√		
Public Policy & Administration		T&P and Promotion to Full Oct-11- **In accord**	√	√		
Social Science	Feb-16	Under Senate review	√	√		
Social Work	Feb-17	Under Senate review	√	√		
Sociology	Arts: May-05	Revision required	√	√		
Writing Department	Oct-07	**In accord** - with minor revisions			√	√
NOTES:						
FP: Promotion to Full Professor						
SL: Promotion to Senior Lecturer						
In accord = in accord with University criteria and procedures.						
None submitted means they have not yet been submitted for review by the Senate Committee on Tenure and Promotions						

Tenure and Promotions Appeals Committee

Report to Senate

At its meeting of October 26, 2017

FOR INFORMATION

1. Report for 2016-2017

The Senate Tenure and Promotion Appeals Committee met twice in 2016-17, not having met since 2013-14. The Committee considered two appeals of delay of promotion to Full Professor. The Committee granted both appeals and the President concurred with the Committee's recommendation in both cases.

Parissa Safai, Chair

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

At its meeting of 26 October 2017

For Action

1. Revisions to the Senate Policy on Sessional Dates and the Scheduling of Examinations

ASCP recommends,

That Senate approve revisions to the Policy on Sessional Dates and the Scheduling of Examinations set out in Appendix A to provide for a four-day Fall Reading Week, effective FW 2018-2019.

Rationale

The recommendation to return to a four-day Fall Reading Week in October derived from the York Federation of Students (YFS). Its proposal highlighted the growing need for the University to take students' mental health into account in academic planning decisions, and proposed that an extended break in the Fall term is a step toward that end; the YFS proposal is included within Appendix A.

Impact on the Fall Term

Scheduling a four-day Reading Week in October requires doubling the Senate Sessional Dates Policy's current allotment of two break days (in late October-early November) which, in turn, requires two days to be freed up from the existing allocation of days in the Fall term. The very tight time lines of the Fall term made that a challenging task. Options were explored and broad discussions undertaken by the Senate committee in conjunction with the Office of the University Registrar, Office of the Vice-Provost Students, the Student Success Centre, and the York Federation of Students. Careful and innovative planning identified a way to accommodate the expanded Reading Week. In essence the proposed changes to the policy are as follows:

i. Replace the two days designated as Fall Reading Days scheduled in late October – November with a Fall Reading Week held the four days following Thanksgiving
ii. Reduce the number of days dedicated to orientation programming after Labour Day from two to one to enable the start of classes one day earlier in the Fall term
iii. Permit flexibility in providing the one day study break between the end of the term and the start of the examination period such that - *in those years it is necessary* - every student will have a minimum of one day between their final class and their first final examination. Thus in certain years there would not be a university-wide study day, but all students would have an exam-free day after their classes end on a customized basis that would not be one designated university-wide.

The resulting Fall schedule would see:

- York Orientation Day held on the Tuesday after Labour Day
- the first day of classes on the Wednesday after Labour Day
- Fall Reading Week the week of Thanksgiving

The Office of the University Registrar has advised that the variable study day may need to be applied in those years where Labour Day falls late in September as the overall number of available days in the Fall term is reduced. However, new options for delivering the final examination schedule continue to be explored. If such options provide further room within the exam schedule, the backup plan of a variable study day may not be needed.

The committee reviewed the projected sessional dates based on the proposed changes for three years (Fall 2018 – Fall 2020) and confirmed the feasibility of the model, including at this point a variable study day in FW 2020-21. The full sets of sessional dates for the three academic years of FW2017-18 to FW2020-21 academic years have been transmitted separately to Senate for information.

Impact on Orientation
Discussions about the change to the length of the student orientation period were held with Student College Councils, College Masters and the Student Representative Roundtable (SRR). A joint statement from the College Council Executives and a letter from the Co-Chair of the SRR included in Appendix A confirm the strong student support for the proposal.

Supporting University Priorities
As noted above, the York Federation of Students grounded its proposal for an expanded Fall Reading Week on a desire to support students' mental health. It emphasized the benefits of a longer break in the busy Fall term to help tackle the stress of juggling coursework, school and outside activities, jobs and family commitments. ASCP was persuaded that the expanded Reading Week could be one piece of the University's comprehensive strategy in support of mental wellness.

The YFS also cited the strong trend of a Thanksgiving-timed Reading Week at universities across Ontario, with Western University being the latest to approve its policy change in February of this year. A list of universities' Fall term breaks is included in Appendix A for reference. Continued departure from this trend could impact York's recruitment and enrolments. York was a leader in establishing the practice of a break in the autumn, which was implemented in the 2008-2009 academic year as "co-curricular days" that were observed during the Thanksgiving week. Changes to that model were made by Senate in 2011 and again in 2014 in response to priorities at the time. After several years of different models and timing, the strong preference of students is for a return to an earlier and longer break.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Of the seven priorities of the 2015-2020 University Academic Plan (UAP), priority #4 is implementing a student-centred approach to decision-making as a means to achieving enhancing student success. The UAP calls for decisions about academic plans, the learning environment, the campus experience, and academic support strategies to be viewed through "a student lens". This includes academic policies. In that context, moving to a longer and earlier Fall break may contribute to the overarching goal of student success in several ways:

- additional class-free time for course work and/or seeking academic support
- better timing for first-year students struggling with transition to University
- improved University experience gained from a Fall term balanced by a break
- improved student satisfaction; and, as referenced earlier
- contributes to students' mental well-being

Updating the Guidelines Governing Examination Periods
The other change to the Sessional Dates policy is in Section 6, pertaining to the guidelines governing the formal examination period. It is recommended that the principle of scheduling weekend examinations "only if necessary" be removed as it is no longer a realistic factor in the exercise of scheduling examinations at the University. The number of days required for the December examinations is 15, which is not possible without weekend exam sittings. The Office of the University Registrar advised that weekend exams have been held for several years now and it is highly unlikely that the scenario will change in the foreseeable future.

For all these reasons, the proposed changes to the Policy on Sessional Dates and the Scheduling of Examinations are recommended to Senate for approval.

Approvals: ASCP 12 April 2017 (Approval in Principle) • 27 September 2017 (Final)

2. Changes to Admission Requirements for the BEd Degree Programs • Faculty of Education

ASCP recommends,

That Senate approve revisions to the BEd admission requirements as follows, effective FW 2018-2019:

- for the Bachelor of Education (BEd) program (Consecutive option) to permit applicants of First Nation, Metis or Inuit ancestry to apply to the Primary / Junior certification level if they hold a secondary school graduation diploma; and

- for the Bachelor of Education (Technological Education) program to permit applicants with a Certificate of Qualification aligned with the Technological Education curriculum

Rationale
The full proposal for the set of changes to the admission requirements is attached as Appendix B. Currently the Consecutive option of the BEd degree program calls for applicants to have an undergraduate degree from an accredited institution; the BEd (Technological Education) program requires applicants to have one of the following credentials: a degree; an advanced diploma in a related technology field; or five-years of related work experience in one of the defined technology fields.

The Faculty of Education is launching the Wabaan Initial Teacher Education Program in collaboration with the TDSB - Indigenous Education Centre, which will educate a new generation of teachers prepared to address the needs of First Nation, Métis, and Inuit (FNMI) students, families and communities. The proposed changes to the admission requirements enable the Faculty to recruit teacher candidates with relevant qualifications to the Consecutive BEd and the BEd (Technological Education) programs to be offered at the Wabaan site. The Faculty recognizes the cultural and historical knowledge and experiences FNMI candidates have and will give weight to those alternative qualifications in its admission evaluation for these programs.

The proposed changes are in line with the provincial regulations governing teacher qualifications, and graduates of the BEd programs will be conferred provincial teaching certification for the primary/ junior level by the Ontario College of Teachers.

These changes will have a notable impact on enhancing student access to both the profession and to post-secondary education at York.

Approvals: Faculty of Education Council June 2017 • ASCP 27 September 2017

Consent Agenda

3. Establishment of a New Field • Graduate Program in Kinesiology and Health Science • Faculty of Health / Faculty of Graduate Studies

ASCP recommends

> That Senate approve the establishment of the field in Socio-cultural and Policy Studies in Sport and Physical Activity within the graduate program in Kinesiology and Health Science, housed in the Faculty of Health.

Rationale
The current Kinesiology and Health Science (KHS) graduate program situates the socio-cultural area within the Health and Fitness Behaviours field. The program wishes to better convey its strengths in socio-cultural research, which is not being achieved with it tucked

into the Health and Fitness Behaviours field. The addition of Socio-cultural and Policy Studies in Sport and Physical Activity as a new field within the Kinesiology and Health Science programs will do so, and enhance the program in several ways. It will:

- Better communicate to prospective students that the research and teaching foci in the graduate program includes social, cultural, political, economic and policy forces that influence sport, physical culture and physical activity
- Clearly identify and promote the breadth of scholarship being done both individually and collectively by the faculty members within the School
- Better enable the School to establish external research partnerships related to the field

There are a collection of faculty members who will actively participate in the new field, and existing core courses within the KHS program support it. The Graduate Program Director has written in support of establishing the field, noting the evolution of the program over the past two decades and the need to accurately capture the interdisciplinary scholarship and graduate training it now encompasses.

Approvals: Graduate Program February 2017 • FGS APPC 30 August 2017 • ASCP 27 September 2017

4. Changes to Admission Requirement for the Master of Arts in Information Systems and Technology • School of Information Technology • Faculty of Liberal Arts & Professional Studies / Faculty of Graduate Studies

ASCP recommends,

That Senate approve changes to the English language proficiency scores within the admission requirements for the Master of Arts in Information Systems and Technology as follows:

- Decrease the minimum TOEFL score of 600 (paper based) to 577; and from 100 (internet based) to 90
- Increase the YELT score of Band 1 to 4
- Add a IELTS overall score of 7

The revised scores are consistent with the minimum standards for English language proficiency for graduate programs established by the Faculty of Graduate Studies. Further, they align with the language proficiency requirements of other similar graduate programs at York and in Canada.

Approvals: FGS APPC 30 August 2017 • ASCP 27 September 2017

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

For Information

a. Sessional Dates: FW 2018-2019 to FW 2020-2021

Attached are the sessional dates for the three academic years of FW 2018-2019, FW 2019-2020 and 2020-2021; they are based on the revised Senate Policy on Sessional Dates and the Scheduling of Examinations as proposed by ASCP to Senate at this meeting (Item 8 a, above). The Senate Committee has confirmed they are in alignment with the requirements of the Senate Policy and it is therefore transmitting the dates to Senate contingent on its approval of the changes to the policy; they are attached as Appendix C to the ASCP report.

b. Accommodating Religious Observances

The Senate Policy on Sessional Dates and the Scheduling of Examinations includes a section on Religious Observances. It states:

7. Religious Observances

a. York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.
b. Every effort will be made to avoid scheduling in-class or formal examinations on days of special religious significance throughout the year. A schedule of dates for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations.

The Office of the University Registrar website has Guidelines posted for accommodating religious observances. However, the origins of these Guidelines are unclear. Upon review recently, the Senate committee concluded that the Guidelines need to be revised to align more fully with the spirit and intent of the Senate policy while also reflecting the challenges Faculties encounter in implementing the policy. Two elements of the Guidelines in particular need to be discussed in the context of the Senate legislation. They are:

- requiring students to present evidence concerning the religious obligations involved
- for tests / examinations other than final examinations, the possible solution of recalculating the total evaluation in the course to eliminate the component that has been missed (as assessed grade) or simply adding the weight of the missed test / exam to the weight of the final examination

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

The Senate committee is beginning the exercise of revising the Religious Accommodation Guidelines, consulting with the Faculties to receive their input on questions and concerns. A note to that effect has been added to the Religious Observance page of the website at **https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs**

In the interim the Committee advised Faculties that students requesting accommodation on the basis of religious observance are to be accommodated without the requirement of producing evidence concerning the religious obligations involved. Regarding the forms of accommodation to be offered, in keeping with the expectation for fair and reasonable accommodation of students, the two expected options available for course directors are to:

- re-schedule the evaluation; or
- prepare an alternative evaluation for that particular student

Adding the weight of the missed test / exam to the final examination weight or using the assessed grade option may be a reasonable solution for individual students with extenuating circumstances; it is not the expectation that this option be routinely available to all students seeking accommodation for religious observance.

A follow-up report to Senate on the revised Guidelines will be provided in the coming months.

c. Markham Centre Campus: Governance Structure Options

At its last meeting on 11 October, the Committee engaged in a discussion of the consultation paper on governance models for the new Markham Centre campus as requested by the Senate Academic Policy, Planning and Research Committee. A summary of its observations and feedback will be provided to APPRC.

d. Minor Modifications to Curriculum

The following proposals have been approved by ASCP:

Faculty of Environmental Studies
Waiver of Section 5c of the Senate Policy on Sessional Dates and the Scheduling of Examinations for ENVS 4800 3.0 Advanced Topics in Environment and Health, to permit the intensive week-long course to be offered during February Reading Week at York's co-campus in Costa Rica.

Faculty of Graduate Studies
Change in name of the specialization in History and Theory of Psychology to Historical, Theoretical, and Critical Studies of Psychology, Graduate Program in Psychology

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Minor change to the requirements for the MA and PhD programs in Psychology, Clinical Psychology Specialization, Clinical Neuropsychology Sub-specialization

Minor change to requirements for the MA in Development Studies

Kim Michasiw, Chair

Senate Policy on Sessional Dates and the Scheduling of Examinations:
Proposed Revisions

Existing	Proposed Revisions
4. Beginning, End and Suspension Dates: Fall Term The following guidelines will govern the determination of dates by the Registrar for the Fall Term: (a) Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6). (b) Classes will begin no later than the Monday following the public holiday of Labour Day. (c) A minimum of ~~two days~~ shall be reserved for student orientation programming before classes begin, normally the Tuesday ~~and Wednesday~~ following Labour Day. (d) Classes, examinations and tests will not be held ~~on two days designated as 'Fall Reading Days'. These days, normally a Thursday and Friday, will be scheduled after six (6) full weeks of instruction have been completed~~. (e) A minimum one day study break will occur between ~~the end of the teaching term and the start of the examination period~~. No classes, tests or examinations shall be scheduled on this day.	**4. Beginning, End and Suspension Dates: Fall Term** The following guidelines will govern the determination of dates by the Registrar for the Fall Term: a. Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6). b. Classes will begin no later than the Monday following the public holiday of Labour Day. c. A minimum of **one day** shall be reserved for student orientation programming before classes begin, **normally the Tuesday** following Labour Day. d. Classes, examinations and tests will not be held on **the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Thanksgiving. These days shall be designated Fall Reading Week.** e. A minimum one day study break will occur between **a student's final class and their first examination in the examination period.** No classes, tests or examinations shall be scheduled **for a student on their study break.**
6. Formal Examination Periods Examination schedules for end of term formal examination periods will be set by the Registrar in accordance with the following guidelines: f. All other guidelines and principles, will continue in effect, including the Senate Policy and Guidelines on the Conduct of Examinations and the following factors influencing the scheduling of examinations:	**6. Formal Examination Periods** Examination schedules for end of term formal examination periods will be set by the Registrar in accordance with the following guidelines: f. All other guidelines and principles, will continue in effect, including the Senate Policy and Guidelines on the Conduct of Examinations and the following factors influencing the scheduling of examinations:

i. Students will be protected from direct examination conflicts. ii. Students will be protected from having to write three consecutive examinations within a 24-hour period. iii. There will be a maximum of three examination periods of three hours duration each day. iv. Special requests for exam date or time placements will be accommodated only with the approval of the designated Associate Dean of the concerned Faculty. ~~v. Weekend examinations will be scheduled only if necessary.~~	i. Students will be protected from direct examination conflicts. ii. Students will be protected from having to write three consecutive examinations within a 24-hour period. iii. There will be a maximum of three examination periods of three hours duration each day. iv. Special requests for exam date or time placements will be accommodated only with the approval of the designated Associate Dean of the concerned Faculty.

Senate Policy on Sessional Dates and the Scheduling of Examinations

1. Applicability to All Faculties
This legislation will apply to all Faculties and programs unless otherwise noted.

2. Exceptions
Elements of this policy governing the setting of dates and schedules as expressed in 4, 5, and 6 will not apply to Osgoode Hall Law School, Faculty of Education (Bachelor of Education, Consecutive Program only), and Schulich School of Business (Master's Programs and Graduate Diplomas only).

3. Days When Classes and Examinations Will Not Be Held
Classes and examinations will not be held on public holidays or at other times as directed by the University Senate, administration, or Board of Governors.

4. Beginning, End and Suspension Dates: Fall Term
The following guidelines will govern the determination of dates by the Registrar for the Fall Term:

a. Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6).
b. Classes will begin no later than the Monday following the public holiday of Labour Day.
c. A minimum of one day shall be reserved for student orientation programming before classes begin, normally the Tuesday following Labour Day.
d. Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Thanksgiving. These days shall be designated Fall Reading Week.
e. A minimum one day study break will occur between a student's final class and their first examination in the examination period. No classes, tests or examinations shall be scheduled for a student on their study break.

5. Beginning, End and Suspension Dates: Winter Term
The following guidelines will govern the determination of dates by the Registrar for the Winter Term:

a. Sessional dates will be scheduled to provide a 12 week teaching term (12 weeks of instruction) and an appropriate examination schedule (as defined in Section 6).
b. Classes will begin no later than the Monday following the statutory holiday of New Year's Day.
c. Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Family Day. These days shall be designated as 'Winter Reading Week'.
d. A minimum one day study break will occur between the end of the teaching term and the start of the examination period. No classes, tests or examinations shall be scheduled on this day.

6. Formal Examination Periods
Examination schedules for end of term formal examination periods will be set by the Registrar in accordance with the following guidelines:

a. Examination schedules and room allocations for examinations will be coordinated among all Faculties.
b. Examination schedules will not overlap with teaching dates.
c. Examination schedules will be set in a manner that provides the longest interval possible between the last day of examinations in the Fall Term and the closure of the University for the December-January holidays.
d. Examinations will be set in a manner that provides the longest interval possible between the last day of examinations and the beginning of summer sessions.
e. Examination schedules will make the maximum use possible of available facilities and times, including evening sittings for day courses.
f. All other guidelines and principles, will continue in effect, including the Senate Policy and Guidelines on the Conduct of Examinations and the following factors influencing the scheduling of examinations:
    i. Students will be protected from direct examination conflicts.
    ii. Students will be protected from having to write three consecutive examinations within a 24-hour period.
    iii. There will be a maximum of three examination periods of three hours duration each day.
    iv. Special requests for exam date or time placements will be accommodated only with the approval of the designated Associate Dean of the concerned Faculty.

7. Religious Observances

a. York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents.
b. Every effort will be made to avoid scheduling in-class or formal examinations on days of special religious significance throughout the year. A schedule of dates for such days for various faiths will be compiled annually and distributed widely. Students will be informed of procedures for requesting and arranging accommodations.

8. Beginning, End and Suspension Dates: Summer Sessions and Other Terms
The setting of dates for summer sessions and other teaching periods will be coordinated to the fullest possible extent with other terms.

Fall Reading Week Proposal

Fall Reading Week Proposal

Current Barriers

- Current policies and practices are not supportive of students' mental health
- Figure on the right provides statistics from the 2015 National College Health Association (NCHA) survey, specifically focusing on York University students

Did you feel…?	Percent of York students that answered yes
Very sad within the past 12 months	73.9%
So depressed it was difficult to function	48.7%
Overwhelmed by the amount of tasks they needed to complete	86.5%
Dealing with academics was difficult and traumatic to handle	63.1%
Stress was negatively affecting your academics.	42.9%

Why Do We Need This?

Prioritizing students' mental health encourages their academic success.

Prioritizing Mental Health

- 63.15% of York students felt academics were a stressor, making it the number one most common stressor faced by students
- A fall reading week would fall the same week as Thanksgiving long weekend would give students the opportunity to spend time with family. This is especially beneficial for those students that might be living away from home for the first time
- The fall reading week will give time and space for international students to become accustomed to our campus

Encouraging academic success

- A reading week that falls just before the mid-point of the semester would give students ample time to catch-up, get focused and understand concepts early enough to succeed in their final exams
- Allow students who work with vulnerable populations such as social work and nursing students, as well as, all front line workers who are not able to balance their time as a full-time student and as an intern
- Understanding the students in Ontario pay the highest tuition fees-this week allows students with financial barriers to seek employment

Our Recommendations

- Having an early start (ideally after Labor Day) would allow us to add those extra days that students would normally have off to the week of Thanksgiving
- A proposed schedule of the 2016-2017 and 2017-2018 year have been included to show how the fall reading week would be accommodated without losing any teachable days
- Some of the schools in Ontario that have been successful in adopting a fall reading week
    - UofT
    - Brock
    - Western
    - Ryerson

Testimonials

- "Having been an undergraduate student here at York for the past three years and intensely involved with clubs around the campus and additionally with activities pertaining to frosh week, I believe that it is necessary that students are provided with a full seven days reading week in the fall semester. I say this because I know that frosh week runs into the evening of the first week of school. Therefore starting the school year consecutively to Labour Day means that It would give upper years students a breather to catch up with work on writing papers and meeting important deadlines."

- "I am a second year student who lives with a mental health disability and had a very tough first year when my anxiety kicked in and I did not know how to balance my workload as a full-time student and working part-time at Starbucks. I know this seven day reading week will support all of my peers at York University as well."

- "I am a international student here at York University doing my major in Human Rights & Equity Studies, I have felt serious amount of frustration and moments where I wanted to give up during the month of October as being away from home has made me feel displaced. Coming to York to secure an education has been my dreams, this seven days reading week will truly help me build my academic portfolio and support me as an international students to get accustomed to my community and York University."

To whom it may concern,

The College President's Association (CPA) would like to formally endorse the York Federation of Students (YFS) initiative in requesting that the York University Senate alter its Fall term dates so that it may allow for a full Fall Term reading week in lieu of the fall reading days. We understand this would require classes to begin one day earlier on the Wednesday. We recognize the impacts this initiative will have on Orientation Week. We are confident in our ability to accommodate incoming students with the assistance of various campus partners given the changes to Fall term dates.

For the well-being of our students, their mental health and for better academic success, we support this change of policy on behalf of our constituents and look forward to the Senate's decision on this initiative.

Regards,

College Presidents Association

Joey Fahd
Bethune College President

Dominic Ong
New College President

Lillian Ngyuen
Calumet College President

Carolina Pimentel
Undergraduate Business Society President

Marlon Gullusci
Founders College President

Brendan Yoshida
Stong College President

Brandon Cheong
Glendon College President

Peter Van
Vanier College President

Hashim Raza
Lassonde Government President

Sebastien Lalonde
Winters College President

Sajeth Paskaran
MacLaughlin College President

October 6, 2017

To Whom It May Concern:

I am writing to report that at the Student Representative Roundtable, held on Wednesday September 27, 2017, students were consulted regarding the implementation of a Fall Reading Week. The feedback provided by student leaders was positive. The proposal for a Fall reading week was met with unanimous support, as it would give students time for much-needed relaxation and preparation for Fall midterms. College Council representatives felt that moving orientation a day earlier to accommodate a Fall Reading week, would be worth the mental health benefits that a Fall Reading week would bring for their constituents. Students are looking forward to the implementation of a Fall Reading Week.

Sincerely,

Elisa Alloul
Undergraduate Representative to the Board of Governors and SRR Co-Chair

Fall Reading Week / Days and Length of Term at Ontario Universities

University	Fall Break: Length and Timing	Length of Fall Teaching Term
Brock	4 days following Thanksgiving	12 weeks
Guelph	1 day following Thanksgiving No study day between end of class and exams. Exams: 1 - 15 December (2017)	
Laurentian	4 days following Thanksgiving	
Laurier	4 days following Thanksgiving Approved in 2016 following a pilot.	60 teaching days
McMaster	4 days following Thanksgiving; just recently approved Previously had a 2-day break at the end of October; two-year pilot	62-day / 12 weeks
Nipissing	4 days following Thanksgiving	
OCAD	4 days following Thanksgiving	12 weeks
Ryerson	4 days following Thanksgiving (except BEng programs)	
Toronto: St. George campus	2 days in early November	12 weeks
Toronto: Mississauga and Scarborough campuses	4 days following Thanksgiving. Implemented Fall 2016, to be reviewed after two years. Accommodated by a shortened end-of-term study break between the last day of classes and start of exams, the December holiday break not changed.	12 weeks.
Waterloo	2 days following Thanksgiving. The days are made up by starting classes the Thursday after Labour Day. A pilot for 3-years (2016-2018).	

Western	4 days following Thanksgiving Approved for a two-year trial period of 2017 – 2019.	62 days
Windsor	4 days following Thanksgiving	12 weeks

Program Proposal

1. Program: 'Bachelor of Education' and 'Bachelor of Education, Technological Education'

2. Degree Designation: BEd

3. Type of Modification: Changes to admission requirements

4. Effective Date: For admission in September 2018.

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

We are proposing to amend our admission requirements to both the BEd and the BEd, Technological Education (Tech Ed) for two reasons: to enhance student access and to better recruit teacher candidates with relevant qualifications (the rationale is further elaborated under #6 below).

All students who complete the Faculty of Education's professional program of education (4 semesters, 60 credits) receive the corresponding BEd or the BEd, Technological Education degree. The program learning outcomes are the same for all students and at all program delivery sites. The BEd and BEd, Tech Ed degrees are recognized by the Ontario College of Teachers as eligible professional degrees for conferral of provincial teaching certification to all graduates. Teacher candidates who complete the BEd program will be certified to teach in the Primary/Junior (grades JK-6), Junior/Intermediate (grades 4-10) or Intermediate/Senior (grades 7-12) divisions. Teacher candidates who complete the BEd, Tech Ed will be certified to teach in the Intermediate/Senior divisions.

Proposed Changes:

1) The Ontario College of Teachers Act (Ontario Regulation 176/10, Teachers' Qualifications) permits the certification of teachers of First Nation, Metis or Inuit (FNMI) ancestry who hold a secondary school graduation diploma and have completed a program of professional education that prepares them to teach the Primary/Junior divisions only. Our current admission requirements do not allow us to admit these teacher candidates without a post-secondary degree. We are seeking approval to admit teacher candidates of FNMI ancestry who have completed a secondary school diploma to our BEd program in the Primary/Junior divisions only.

2) The Ontario College of Teachers Act (Ontario Regulation 176/10, Teachers' Qualifications) permits the certification of teachers of technological education who have completed post-secondary education consisting of a post-secondary degree or diploma or "apprenticeship program acceptable to the College" and hold acceptable technological qualifications. Our current admission requirements for the BEd Tech Ed only allow us to admit teacher candidates with a degree or advanced diploma (3 year). We are seeking approval to also admit teacher candidates who have completed an apprenticeship program culminating in a Certificate of Qualification regulated by the Ontario College of Trades to our BEd Technological Education program.

6. Provide the rationale for the proposed changes.

In addition to bringing our admission requirements in line with the provincial regulations

governing Teacher Qualifications, these proposed changes will have a significant impact on student access to the profession and our ability to recruit teacher candidates with the most relevant expertise and experience. For teacher candidates affected by these changes, who may not have a prior undergraduate degree, we have established a credit transfer pathway into a disciplinary undergraduate degree program, which will see them granted transfer credit from the BEd degree.

1) The unique OCT regulations governing the certification of FNMI teachers reflect an effort to correct the history of systemic marginalization of FNMI peoples from the teaching profession. Our proposed change to the admission requirements for the BEd reflects a similar awareness of the need to significantly enhance access for FNMI students to professional programs of education and to post-secondary education, more broadly. In addition, these revised admission requirements acknowledge the unique expertise, experience and traditional knowledge FNMI students bring to their study and practice of education, and will give weight to those alternate qualifications in our admission evaluation for the Primary/Junior program. Finally, we are requesting these admission requirement modifications now because we are opening an Indigenous Education BEd site in partnership with the TDSB in September 2018 (see Appendix A). This site will be lead by Indigenous staff and faculty and will recruit teacher candidates of Indigenous ancestry. The proposed modification to the BEd admission requirements will allow us to enhance program access for Indigenous students and to recruit the best teacher candidates for this unique program location. (Please note: this is not a new degree program, but our existing program offered in a new cohort-based site). The ability to grant FNMI students greater access to the BEd program creates an avenue to provide professional teacher education to those who may be already teaching within Indigenous schools without provincial teacher certification.

2) The unique OCT regulations governing the certification of Technological Education teachers reflect the unique qualifications required to teach the ten broad-based technology areas in the secondary Technological Education curriculum, including, for example, Construction Technology, Transportation Technology, Manufacturing Technology, Hairstyling and Aesthetics, and so on. While a traditional post-secondary degree is the best preparation for teacher candidates in the Intermediate/Senior divisions in General Education, the OCT recognizes, as do we, that teachers of Technological Education are best prepared by any post-secondary education that enhances their technological competence in their broad-based technology field. Hence, technological education teachers must have a combination of post-secondary education and work experience, totaling five years of education and experience in their respective broad-based technology field. While the OCT regulations allow a range of combinations to meet these qualifications, we are proposing slightly stricter guidelines that would only allow the admission of teacher candidates with one of the following forms of post-secondary education: 1) a university or college Degree; 2) a three-year Advanced Diploma that aligns with the Technological Education curriculum; or, 3) a Certificate of Qualification that aligns with the Technological Education curriculum. The proposed modification to the BEd, Technological Education admission requirements will allow us to recruit the most qualified teacher candidates for this program.

7. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives. If changes to the admission requirements are being proposed, comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

The Faculty of Education values difference, relationality, reciprocity, multiple perspectives, equity and social justice, and democratic processes of governance. We frame our degree-level expectations as a teaching and learning dialectic that emanates from principles of adult learning, intellectual development, and an understanding of the complexities of the work of teachers and learners.

Our University Undergraduate Degree Level Expectations (UUDLEs) (see Appendix B) prioritize the development of expertise in five key areas: Ethical Stance, Curriculum, Pedagogy, Autonomy, and Worldliness. Because they will enhance our capacity to recruit teacher candidates with a greater range of expertise in their respective subject areas, the proposed admission requirements are particularly relevant to the achievement of teacher candidate expertise in the areas of Curriculum and Pedagogy.

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

The proposed changes will have no impact on other programs.

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

The Faculty of Education is committed to the Wabaan-York/TDSB Indigenous Initial Teacher Education Program and has directed resources to launch and sustain it. The projected enrolments for the first cohort in the Wabaan program is between 12-20 students. Resources are also being shared by our partner, the TDSB Aboriginal Education Centre. Please see the memo attached from Dean Lyndon Martin regarding these resource implications (see Appendix C).

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

CURRENT	PROPOSED
Consecutive BEd The full-time Consecutive BEd program includes the following features: • Duration of four academic terms, ~~from September to April each year.~~ • 10 full academic courses (60 credits). • One community-based placement and three practicum placements, under the mentorship of an Ontario certified teacher. • Option of applying to an off-campus	**Consecutive BEd** The full-time Consecutive BEd program includes the following features: • Duration of four academic terms. • 10 full academic courses (60 credits). • One community-based placement and three practicum placements, under the mentorship of an Ontario certified teacher. • Option of applying to an off-campus

location. Applicants must hold an approved degree from an accredited degree granting institution and must present a minimum overall grade point average of B (on a 14-point scale or equivalent 73 percent) based on the final 60 credits or equivalent (10 full courses, or final two years of full-time study) in an undergraduate degree program. The program is delivered over two years. Certification Levels Students are required to choose from one of three levels. **Primary/Junior** Applicants do not choose teaching subjects. Applicants will be given preference if they have completed six credits (one full university course) or equivalent, in English, as well as six credits (one full university course or equivalent) in a curriculum subject area **Junior/Intermediate** Applicants must choose one teaching subject and must have completed 24 credits (equivalent to four full-year university courses) in the selected teaching subject. Applicants will be given preference if they have completed six credits (one full-year university course or equivalent) in English, as well as having a B average on the selected teaching subject courses. The teaching subjects available are Dance, Dramatic Arts, English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Music – Instrumental, Science – General, Visual Arts. **Intermediate/Senior** Applicants must choose two teaching subjects and must have completed, or be completing, an Honours program with at least 36 credits (equivalent to six full-year university courses) in the first teaching subject and 18 credits	location. General applicants must hold an approved degree from an accredited degree granting institution and must present a minimum overall grade point average of B (on a 14-point scale or equivalent 73 percent) based on the final 60 credits or equivalent (10 full courses, or final two years of full-time study) in an undergraduate degree program. Applicants of First Nation, Metis or Inuit ancestry may also apply to Primary/Junior certification level if they hold a secondary school graduation diploma. The program is delivered over two years. Certification Levels Students are required to choose from one of three levels. **Primary/Junior** Applicants do not choose teaching subjects. Applicants who hold a prior degree will be given preference if they have completed six credits (one full university course) or equivalent, in English, as well as six credits (one full university course or equivalent) in a curriculum subject area **Junior/Intermediate** Applicants must choose one teaching subject and must have completed 24 credits (equivalent to four full-year university courses) in the selected teaching subject. Applicants will be given preference if they have completed six credits (one full-year university course or equivalent) in English, as well as having a B average on the selected teaching subject courses. The teaching subjects available are Dance, Dramatic Arts, English, French as a Second Language, Geography, Health and Physical Education, History, Mathematics, Music – Instrumental, Science – General, Visual Arts.

(equivalent to three full-year university courses) in the second teaching subject. Preference will be given to applicants who have a minimum B average on the courses applicable to each teaching subject. The teaching subjects available are Business Studies (Accounting, General, Entrepreneurship, Information & Communication Technology), Computer Studies, Dance, Dramatic Arts, Economics, English, Environmental Science, Family Studies, French as a Second Language, Geography, Health & Physical Education, History, Law, Mathematics, Music – Instrumental, Native Studies, Philosophy, Politics, Religious Education in the Catholic Schools, Science (Biology, Chemistry, General, Physics), Social Sciences – General, Visual Arts.	**Intermediate/Senior** Applicants must choose two teaching subjects and must have completed, or be completing, an Honours program with at least 36 credits (equivalent to six full-year university courses) in the first teaching subject and 18 credits (equivalent to three full-year university courses) in the second teaching subject. Preference will be given to applicants who have a minimum B average on the courses applicable to each teaching subject. The teaching subjects available are Business Studies (Accounting, General, Entrepreneurship, Information & Communication Technology), Computer Studies, Dance, Dramatic Arts, Economics, English, Environmental Science, Family Studies, French as a Second Language, Geography, Health & Physical Education, History, Law, Mathematics, Music – Instrumental, Native Studies, Philosophy, Politics, Religious Education in the Catholic Schools, Science (Biology, Chemistry, General, Physics), Social Sciences – General, Visual Arts.
CURRENT **Bachelor of Education (BEd), Technological Education** York University's Faculty of Education offers an opportunity to pursue a teaching career in Technological Education. The Bachelor of Education (BEd) in Technological Education is open to individuals with demonstrated technological competence in field that aligns with the technological education curriculum. Applicants must apply to the Intermediate/Senior certification level. Students are registered as York University students and attend classes at York University's Keele campus. The BEd program includes compulsory and elective courses and supervised practicum placements in school and community settings. Graduates of the BEd - Technological Education program will be	PROPOSED **Bachelor of Education (BEd), Technological Education** York University's Faculty of Education offers an opportunity to pursue a teaching career in Technological Education. The Bachelor of Education (BEd) in Technological Education is open to individuals with demonstrated technological competence in field that aligns with the technological education curriculum. Applicants must apply to the Intermediate/Senior certification level. Students are registered as York University students and attend classes at York University's Keele campus. The BEd program includes compulsory and elective courses and supervised practicum placements in school and community settings. Graduates of the BEd - Technological Education program will be

certified to teach at the Intermediate/Senior level in one of the following technological education subjects at the Intermediate-Senior level (grades 9 to 12): • Communications Technology • Computer Technology • Construction Technology • Green Industries • Hairstyling and Aesthetics • Health Care • Hospitality and Tourism • Manufacturing Technology • Technological Design • Transportation Technology **Application:** • Open to individuals who have a degree in a related technology field that aligns with the Technological Education curriculum. Applicants are required to have a minimum of a "B" average and a minimum of two years of work-related experience in the area of their degree prior to graduating from the York BEd Technological Education program. • Open to individuals who have a degree not aligned with one of the areas of Technological Education but who have five years of related work experience. Applicants are required to have a minimum B average. • Open to individuals with a three year Advance Diploma in a related technology field that aligns with the Technological Education curriculum from a recognized College program. Applicants are required to have a minimum of a "B" average and a minimum of two years of work experience in a related technolgy field. Visit http://edu.yorku.ca/advanced-college-diplomas for a list of three year Advanced College Diplomas. Students apply through the Ontario Universities' Application Centre (OUAC) website at www.ouac.on.ca.	certified to teach at the Intermediate/Senior level in one of the following technological education subjects at the Intermediate-Senior level (grades 9 to 12): • Communications Technology • Computer Technology • Construction Technology • Green Industries • Hairstyling and Aesthetics • Health Care • Hospitality and Tourism • Manufacturing Technology • Technological Design • Transportation Technology **Application:** • Open to individuals who have a degree in a related technology field that aligns with the Technological Education curriculum. Applicants are required to have a minimum of a "B" average and a minimum of two years of work-related experience in the area of their degree prior to graduating from the York BEd Technological Education program. • Open to individuals who have a degree not aligned with one of the areas of Technological Education but who have five years of related work experience. Applicants are required to have a minimum B average. • Open to individuals with a three year Advance Diploma in a related technology field that aligns with the Technological Education curriculum from a recognized College program. Applicants are required to have a minimum of a "B" average and a minimum of two years of work experience in a related technolgy field. Visit http://edu.yorku.ca/advanced-college-diplomas for a list of three year Advanced College Diplomas. • Open to individuals with a Certificate of Qualification aligned with the Technological Education curriculum. Students apply through the Ontario

	Universities' Application Centre (OUAC) website at www.ouac.on.ca.

APPENDIX A
***Wabaan* – York/TDSB Indigenous Initial Teacher Education Program**

In partnership with the Indigenous Education Centre at the Toronto District School Board (IEC TDSB), York University is pleased to announce the launch of *Wabaan* an Initial Teacher Education Program that will admit its first cohort in Fall 2018. Rooted in Indigenous Thought, *Wabaan* will provide traditional and contemporary teachings from Indigenous Elders, educators, and community leaders. Responding to the urgent and long-standing need for a teacher education program that centers Indigenous worldviews, knowledges and pedagogies, York is working with teachers, community members and service providers to support the development of a program that will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. This BEd Program will include attention to contemporary urban, rural and reserve perspectives along with ancestral teachings from a diversity of nations. Teacher candidates will be introduced to cultural and community resources and have opportunities to learn from and with Indigenous educators.

Wabaan is an Anishinabe (Ojibwa) word meaning ***it is tomorrow***. It signifies commitment to a holistic program of teaching and learning that acknowledges the impacts of colonialism, and draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands. Our aim is to provide Teacher Candidates with knowledge and experiences that will enable them to undertake transformative practice and to become leaders in cultivating the self-determination and well-being of Indigenous students, families, communities and nations.

Program Details
Wabaan will be offered over four consecutive semesters – Fall, Winter, Summer, Fall. It will incorporate the requisite courses in educational foundations and core content knowledge, and offer 80-days of school practicum. Foundations and content knowledge courses will be grounded in Indigenous ways of knowing and learning, and will be enhanced by the following electives:

EDUC 2100: Ancestral Teachings, Contemporary Perspectives (proposed)
EDUC 2200: Pedagogy of the Land and Relationships
EDUC 2300: Issues in Indigenous Education

In addition, students will have the option of replacing one of these electives with an approved language option (for example, **CREE 1000: Introduction to Cree, offered at York).**

School placements in this program will prioritize mentorship, by Indigenous teachers and by teachers who have experience working with Indigenous students and a demonstrated commitment to Indigenous education. Community placements will offer teacher candidates the opportunity to connect with Elders and community leaders working in the GTA, and to develop an understanding of the relationships between schools and communities as central to Indigenous pedagogy.

Location
Wabaan will be located at the TDSB Aboriginal Education Center 16 Phin Ave, Toronto (Donlands Subway).

APPENDIX B

FACULTY OF EDUCATION
Bachelor of Education (BEd)
Degree-level Expectations
(Revised April 7, 2010)

Preamble

The Faculty of Education, through its *Report of the Academic Framework Committee* values difference, relationality, reciprocity, multiple perspectives, equity and social justice, and democratic processes of governance. We frame our degree level expectations as a teaching and learning dialectic that emanates from principles of adult learning, intellectual development, and an understanding of the complexities of the work of teachers and learners.

Our University Undergraduate Degree Level Expectations (UUDLEs) are derived from and are a synthesis of the following foundational and accountability documents:

- York University, Faculty of Education – *Report of the Academic Framework Committee*, April 27, 1995
- Association of Canadian Deans of Education, *Accord on Initial Teacher Education,* October 2006
- Ontario College of Teachers, *The Standards of Practice for the Teaching Profession,* undated
- Ontario College of Teachers, *The Ethical Standards for the Teaching Profession,* undated
- Ontario Council of Academic Vice Presidents (OCAV), *Guidelines for University Undergraduate Degree Level Expectations*, October 24, 2005
- York University, Faculty of Education – *Teacher Candidate Practicum Evaluation Protocol,* 2009/2010

They are organized as follows: 1. Ethical Stance; 2. Curriculum; 3. Pedagogy; 4. Autonomy; and 5. Worldliness. (Please see the *Undergraduate Program Review – Alignment of Foundational and Accountability Documents* chart on the last page.)

1. Ethical Stance

The Bachelor of Education program is designed to help students understand their ethical, legal, and professional responsibilities in their relationship with students, parents/guardians/caregivers, colleagues, community partners, the environment and the public.

Graduates of the Bachelor of Education degree will have developed:

a) an awareness of the transformative and disruptive power of learning;
b) an awareness of the limits of knowledge and personal responsibility;
c) the ability to express their commitment to students' well-being and learning through the positive influence, professional judgment, integrity, and empathy;
d) a commitment to diversity, inclusion, understanding, acceptance and social responsibility in dialogue with local, national, and global communities.

2. Curriculum

The Bachelor of Education program is designed to help students to consider critically the values, assumptions, and qualities that structure educational debates and research that contextualize the creation, selection and sequencing of knowledge as curriculum. They will gain the knowledge to allow them to make defensible curricular decisions.

Graduates of the Bachelor of Education degree will have developed:

a) an understanding of ways of knowing and how knowledge is made, learned, and used;
b) the capacity to engage meaningfully with questions of curriculum, perspective, and the dynamics of learning;
c) the ability to recognize the values embedded in educational trends and discourses;
d) the capacity to work with disciplinary and interdisciplinary knowledge;
e) critical engagement with Ontario curriculum and policy documents;
f) the ability to locate and organize resources for teaching that are distinguished by the range of perspectives they represent, their relevance to the developmental needs of learners, and their relation to learners' histories and interests;
g) a critical understanding of the dynamics of gender, race, ethnicity, class, sexuality, culture, ability/disability, and structures of privilege in knowing and learning;
h) the capacity to theorize learning in complex terms.

3. Pedagogy

The Bachelor of Education program is designed to enable students to personalize insights into the craft of teaching through the integration of theory, knowledge, and skills into a working philosophy.

Graduates of the Bachelor of Education degree will have developed:

a) a repertoire of teaching practices that are responsive to the needs of diverse learners;
b) effective individual and collaborative planning strategies;
c) a wide range of assessment and evaluation methods;
d) interdisciplinary curriculum applications;
e) the ability to plan, deliver, and assess learning engagements appropriate to students;
f) the ability to develop and maintain a positive, inclusive, and engaging learning environment;
g) the ability to articulate curricular and pedagogical intent to students.

4. Autonomy

The Bachelor of Education program is designed to enable students to become critical, self-directed, engaged, curious, and developing professionals.

Graduates of the Bachelor of Education degree will have developed:

a) a sound understanding of the relations among knowledge, curriculum, pedagogy, ethics, and professional practice;
b) the ability to observe, discern, critique, assess and act accordingly;
c) a research disposition and the capacity to inquire into their lives and interests as professionals including the importance of the teacher's larger collegial context, i.e., educational reform, community and national debates about education, teachers' federations, teacher research, in-service and workshops, professional organizations, journals, and conferences;
d) an understanding of the importance of reading widely and engaging with perspectives on education that extend one's understanding;
e) the ability to articulate curricular and pedagogical intent, orientations, and ethical stance to professional colleagues.

5. Worldliness

The Bachelor of Education program asks students to engage with global realities and issues with an awareness of how their work as teachers is connected to the project of living well together.

Graduates of the Bachelor of Education degree will have developed:

a) an understanding of local and global considerations of how community is made in classrooms;
b) an awareness of the range of cultures within a school;
c) an awareness of community-based organizations, their advocacy and educational missions;
d) a knowledge of a wide range of cultural concerns and cultural differences;
e) a sense of a child's or an adolescent's everyday life in community;
f) an ability to create curricular study focused on questions of community and culture;
g) an interest in sensitizing the self to cultural and community perspectives in terms of history and present preoccupations;
h) a conceptual and critical understanding of the dynamics that allow or constrain friendship, affection, and belonging such as race, class, sex, gender, disability, nation, generation, popular culture, language, and home;
i) the ability to create curricular study focused on questions of environmental sustainability;
j) the ability to articulate curricular, pedagogical intent, and ethical stance to parents, caregivers, community members and a broader public.

APPENDIX C

YORK
UNIVERSITÉ
UNIVERSITY

Memo

To: Kim Michasiw, Chair of Senate ASCP Committee

From: Lyndon Martin, Dean

Date: September 28, 2017

Subject: **Proposed Changes to BEd Program Admission Requirements**

FACULTY OF EDUCATION

Office of the Dean

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Canada M3J 1P3
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I am very pleased to support the proposed modification to the admission requirements for the degree of Bachelor of Education. With regard to the Indigenous Initial Teacher Education Program I can confirm that the Faculty is allocating appropriate academic and administrative resources to this vital initiative. While the required resources already exist in the Faculty we are also enhancing these through, for example, the hiring of a new faculty member in Indigenous Education and Pedagogy, and the establishing of a formal partnership with the TDSB Aboriginal Education Centre.

SESSIONAL DATES

Summer 2018

Summers continue to be complex in ensuring we provide the minimum number of meets given the number of statutory holidays in the summer months. As was the case in Summer 2017, in 2018 all three statutory holidays fall on a Monday impacting the scheduling of Monday classes relative to classes meeting on other days of the week.

The dates below reflect the approach applied in the summer of 2017.

The final day of exams for the Winter 2018 term is Monday, April 23, 2018. The proposal is to begin the summer session on Monday, April 30, 2018 which minimizes the impact of the statutory holidays.

Only SU, S1, S2 are shown. Other period codes will be planned around these main period codes based on their required meeting frequencies and on their specialized uses.

Summer Term: Start Mon, April 30, 2018

Term	Start Date	End Date	Exam Start	Exam End	Notes
SU	Mon, April 30	Mon, Jul 30	Wed, Aug 1	Fri, Aug 10	See note 1
S1	Mon, April 30	Mon, Jun 11	Wed, Jun 13	Fri, Jun 15	Study Day: Jun 12
S2	Mon, Jun 18	Mon, Jul 30	Wed, Aug 1	Fri, Aug 10	Study Day: Jul 31

Notes:

1. Study Days: Jul 24 through Jul 28 and Jul 31; Final Monday meet on Mon, Jul 30

Fall/Winter 2018-2019

The following Fall/Winter 2018-2019 sessional dates have been developed reflecting the proposed new sessional dates policy, establishing a Fall Reading Week in October.

Fall Term	
Labour Day	Monday, September 3, 2018
Orientation Activities	Tuesday September 4, 2018
Fall First Day of Classes	Wednesday, September 5, 2018
Thanksgiving	Monday, October 8, 2018
Fall Reading Week	Saturday, October 6, 2018 to Friday, October 12, 2018
Fall Last Day of Classes	Tuesday, December 4, 2018
Study Day	Wednesday, December 5, 2018
Fall Exam Start Date	Thursday, December 6, 2018
Fall Exam End Date	Thursday, December 20, 2018
Fall Exam Reserve Day	Friday, December 21, 2018
Winter Term	
New Year's Day	Tuesday, January 1, 2019
Winter First Day of Class	Thursday, January 3, 2019
Family Day	Monday, February 18, 2019
Winter Reading Week	Saturday, February 16, 2019 to Friday, February 22, 2019
Winter Last Day of Class	Wednesday, April 3, 2019
Winter Study Days	Thursday, April 4, 2019
Winter Exam Start Date	Friday, April 5, 2019
Good Friday/Easter Sunday	April 19, 2019 and April 21, 2019
Winter Exam End Date	Thursday, April 18, 2019
Winter Exam Reserve Date	Monday, April 22, 2019

Notes:

1. Reading weeks 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 proposed for winter session to provide a few days for students and staff to prepare for winter start
4. Good Friday falls after the planned end date of exams; should a reserve be needed for an unforeseen reason, we may use the following Monday.

Forecasted Dates 2019-2020 and 2020-2021

The following forecast is based on the proposed new policy incorporating a Fall Reading Week. All forecasted dates may be subject to change due to policy review or unforeseen circumstances.

	2019-2020	2020-2021
Fall Term	**Fall 2019**	**Fall 2020**
Labour Day	Monday, September 2, 2019	Monday, September 7, 2020
Orientation Activities	Tuesday, September 3, 2019	Tuesday, September 8, 2020
Fall First Day of Classes	Wednesday, September 4, 2019	Wednesday, September 9, 2020
Thanksgiving	Monday, October 14, 2019	Monday, October 12, 2020
Fall Reading Week	Saturday, October 12, 2019 to Friday, October 18, 2019	Saturday, October 10 to Friday, October 16, 2020
Fall Last Day of Classes	Tuesday, December 3, 2019	Tuesday, December 8, 2020
Study Day	Wednesday, December 4, 2019	Wednesday, December 9, 2020*
Fall Exam Start Date	Thursday, December 5, 2019	Wednesday, December 9, 2020*
Fall Exam End Date	Thursday, December 19, 2019	Monday, December 21, 2020
Fall Exam Reserve Day	Friday, December 20, 2019	Tuesday December 22, 2020
Winter Term	**Winter 2020**	**Winter 2021**
New Year's Day	Wednesday, January 1, 2020	Friday, January 1, 2021
Winter First Day of Classes	Monday, January 6, 2020	Monday, January 4, 2021
Family Day	Monday, February 17, 2020	Monday, February 15, 2021
Winter Reading Week	Saturday, February 15 to Friday, February 21, 2020	Saturday, February 13 to Friday, February 19, 2021
Winter Last Day of Classes	Sunday, April 5, 2020	Monday, April 5, 2021
Winter Study Day	Monday, April 6. 2020	Tuesday, April 6, 2021
Winter Exam Start Date	Tuesday, April 7, 2020	Wednesday, April 7, 2021
Winter Exam End Date	Thursday, April 23, 2020	Wednesday, April 21, 2021
Winter Exam Reserve Day	Friday, April 24, 2020	Thursday, April 22, 2021
Summer Term	**Summer 2019**	**Summer 2020**
SU First Day of Classes	Monday, April 29, 2019	Monday, May 4, 2020
S1 First Day of Classes	Monday, April 29, 2019	Monday, May 4, 2020
S1 Last Day of Classes	Monday, June 10, 2019	Monday, June 15, 2020
S1 Exam Period	Wednesday, June 12 to Friday, June 14, 2019	Wednesday, June 17 to Friday, June 19, 2020
S2 First Day of Classes	Monday, June 17, 2019	Monday, June 22, 2020
SU S2 Last Day of Classes	Monday, July 29, 2019	SU - Wednesday, July 29,2020 S2 - Wednesday, August 5, 2020
SU, S2 Exam period	Wednesday, July 31 to Friday, August 9, 2019	Friday, August 7 to Friday, August 14, 2020

*Variable Study Day: each student will be guaranteed one study day between their last class and first exam.

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of October 26, 2017

FOR INFORMATION

1. Provost's Autumn Report on Enrolments and Complement

Provost Philipps will provide Senate with an updated report on enrolments and complement – the latest data and how they impact on academic planning – at the November meeting. Documentation will be posted in advance of the October 26 meeting.

On enrolments, there is good news. Applications to York for Fall 2017 ran well above system averages and those of key competitors. Conversions also exceeded those of the system averages. First choice applications and enrolments were well up. The GPA of the entering class is improving. These gains were facilitated by sophisticated enrolment management strategies, the efforts of staff and faculty members, and changes in the way York programs are presented through the Ontario University Application Centre. The brand campaign has also proven beneficial with its integrated communications approach.

Even so, challenges remain at both the undergraduate and graduate level. Enrolment management will be increasingly complex in a context involving:

- the need to reach enrolment targets overall and at the Faculty level, where some Faculties plan to grow to maximize revenue in a SHARP budget model context
- the determination that York's SMA corridor midpoint should be based on 2016-2017 actual enrolments – before the marked rebound heading into this year
- the necessary balance between undergraduate and graduate targets in a context in which undergraduate enrolments are crucial to the graduate enterprise and graduate enrolments must be commensurate with the University research intensity objectives
- attracting students to programs of the highest quality in line with UAP goals
- flat demographics (secondary school graduates will rebound in 2020) and a highly competitive recruitment milieu

Senators are always interested in the relationship between enrolments and complement, and this aspect will be addressed in the future. Student-Faculty ratios were provided in the Provost's Spring report to APPRC and Senate, which can be accessed from the archived Senate meeting agenda page at

http://secretariat.info.yorku.ca/files/Item-8-APPRC-Provosts-Report.pdf

Documentation will be distributed in advance of the meeting.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

2. Priorities for 2017-2018

APPRC has communicated its priorities to Senate Executive and is now developing action plans. The Committee signaled its interest in partnering with ASCP and is in the process of arranging a special joint meeting to explore matters of mutual interest. Quality is a theme woven into our priorities for the year.

3. Strategic Research Plan Renewal Update

APPRC's Chair is a member of the SRP Advisory Committee, and advises that the inaugural meeting of the group and official launch of the university-wide consultation process were positive and productive. There is a strong, initial feeling that the next iteration of the SRP should renovate the existing architecture of the document, including critical assessment of its stated areas of "Comprehensive Research Excellence" and "Compelling Opportunities for … Strategic Development." Vice-President Haché indicated that there was a positive and productive exchange at the first open forum on October 11. More focused consultations will take place during the remainder of the Fall term.

We continue to urge Senators to avail themselves of opportunities to participate in the development of the SRP. Senators and others can also submit their thoughts via a Mach Form accessible on the SRP Website accessed via this link:

http://research.info.yorku.ca/strategic-research-plan-refresh-2018-2023/

4. Markham Centre Campus Planning

Markham Centre Campus planning is a standing item on the Committee's agenda. The Committee has reviewed Senators' comments when the collegial governance options paper was discussed at the meeting of September 28. Planning for Markham will be a major focus of one of the Committee's meetings in November after which APPRC expects to provide Senate with a comprehensive update. We hope to cover the following:

- the vision for Markham and how new programs and other innovations reflect that vision
- the status of program proposals, the process by which they emerged and the criteria used in their evaluation
- timelines for the review and approval of specific proposals
- checklists leading up to the opening in 2021

5. The University Academic Plan and Engagement of Senate and the Collegium

In 2016-2017 the Committee arranged a series of Senate discussions on priority areas of the University Academic Plan in a regular "spotlight series." Four discussions were held, although consideration of Priority Area 1 was truncated. Presentations on two priority areas were held over due to the press of other business, leadership transitions and the sense that further work needed to be done on the presentations. Although the series was designed to both educate and promote dialogue, the Committee is persuaded that other ways should be tried to overcome "planning fatigue," stimulate creative engagement with the plan, identify concrete initiatives flowing out of the UAP,

communicating its relevance to the collegium and individuals, and illustrating how progress can be made by means of sharing inventive solutions.

The Committee has begun to discuss possibilities in this regard, and would welcome suggestions from Senators about how to "make the UAP matter," the motto adopted by APPRC in 2016 when Senate approved the document. There are many success stories to share and IIRP recommendations are designed to support creative thinking. We will report on our deliberations in the near future.

6. Questions for Academic Planners

For many decades. the annual planning cycle has featured APPRC engagement with the Deans, Principal, and University Librarian. Over the past decades, the Committee has either called for the updating of Faculty plans or (especially since the mid-1990s) posed questions. Written submissions are provided to Senate along with an APPRC commentary that is based on responses and in-person discussions with planners.

The Committee has advised the Deans, Principal, and University Librarian that it will request written submissions, but will not necessarily arrange in-person meetings except at their request or if the Committee itself wishes to follow up on some aspect of the submissions. The question(s) are in development with a likely due date in January 2018. The question(s) will be framed so as to permit consistent responses, consonant with those provided in 2016-17, and allow for tracking over time. The University Academic Plan will, as always, provide the foundation for the dialogue. Responses will, as always, be shared with Senate.

7. November Items

The November meetings of APPRC and Senate will feature two key reports from senior academic administrators:

- the annual report of the Vice-President Research and Innovation
- the Provost's update on initiatives flowing out of the Institutional Integrated Resource Plan

8. Welcome to New Members

The Committee is pleased to welcome Professor Ray Rogers of the Faculty of Environmental Studies. The Committee is still without a member from AMPD and two student Senators. We hope these vacant positions will be filled soon.

T. Loebel
Chair of APPRC

The Senate of York University – Minutes

Meeting: Thursday, September 28, 2017, 3:00 pm
Senate Chamber, N940 Ross

Final as amended at the Senate Meeting of October 26, 2017

L. Beagrie (Chair)
F. Van Breugel (Vice-Chair)
M. Armstrong (Secretary)
T. Abdullah
Y. Abidian- Altamirano
R. Allison
C. Altilia
J. Amanatides
K. Amoui
G. Audette
A. Avolonto
A. Belcastro
M. Biehl
K. Birch
K. Bird
O. Birot
A.K. Blake
H. Campbell
D. Clancy
J. Clodman
N. Coulter
A. Czekanski
A. Davis
R. De Costa
W. Denton
N. Dhillon
Y. Dina
H. Edgell
C. Ehrlich
L. Farley
I. Ferrara
N. Fisher-Stitt
L. Fromowitz
G. Georgopoulos
A. Glasbeek
J. Goldberg
R. Grinspun
R. Hache
L. Hammill
D. Hastie
M. Herbert
R. Hornsey
R. Iannacito-Provenzano
R. Irving
R. Jayawardhana
R. Kenedy
T. Knight
A. Kimakova
R. Lenton
D. Leyton-Brown
S. Liaskos
T. Loebel
A. Lopo
W. Maas
J. MacDonnell
J. Malfatti
F. Malik
L. Martin
P. McDonald
A. Meghani
M. Mekouar
K. Michasiw
J. Michaud
P. Millett
M. Morrow
J. Moores
A. Mukherjee-Reed
D. Mutimer
P. Nguyen
J. O'Hagan
S. Paradis
A. Perry
B. Pilkington
R. Pillai Riddell
A. Pitt
J. Podur
C. Popovic
T. Pound-Curtis
D. Priel
F. Quadir
I. Roberge
K. Rogers
L. Sanders
V. Saridakis
L. Sergio
J. Sharma
V. Shea
S. Siddiqui
P. Simard
S. Slinn
D. Steinfeld
P. Szeptycki
T. Tanweer
L. Taylor
C. Till
G. Tourlakis
G. Vanstone
R. Wellen
L. Wood
J. Wu

1. Chair's Remarks

The Chair of Senate, Professor Lesley Beagrie of the Faculty of Health, greeted continuing and new Senators and commenced the meeting with the following Indigenous land acknowledgement:

The Senate of York University – Minutes

> York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the New Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

This acknowledgement was developed and provided by the Aboriginal Education Council and will be read at the outset of future meetings.

The Chair also welcomed President Lenton, Interim Provost Lisa Philipps and the new Vice-Provost Students Lucy Fromowitz. Out of a strong commitment to collegiality, respect, equity and diversity, the Chair will endeavor to maximize participation at meetings. It was gratifying, she said, that committees have already signaled their interest in pursuing quality objectives as set out in the University Academic Plan 2015-2020.

Additional microphones were set up in the Chamber and Senators were asked to speak through them if able to ensure that all in attendance could follow proceedings. Senators were encouraged to take part in Convocation ceremonies from October 18 to 20 and celebrate with graduates, family and friends.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Academic Colleague

In his first report of the year, the Academic Colleague to the Council of Ontario Universities, Professor David Leyton-Brown, described his role on behalf of Senate and the structure, mandates and processes governing COU and its constituent bodies. The Colleague will report frequently to Senate on policy discussions and developments.

4. President's Items

In her first address as the President of York University, Rhonda Lenton spoke of the great honour of serving and supporting faculty, students, staff and alumni in her new role. Her vision for York and priorities in the years ahead flows out of the University's Mission Statement, Provostial White Paper of 2010, and UAP. York's growth to the third largest Canadian university in less than 60 years is without precedent, and has been made possible by an enduring commitment to the public good, accessibility,

excellence, impact, connectivity and progressivity. Unmatched opportunities await, and the University can capitalize on them through innovation, strengthened collegial governance, adherence to values, and a focus on planning objectives. It can also leverage the subway opening and transportation hub adjacent to the Keele campus to great advantage, just as new athletic facilities have attracted competitors and spectators from near and far. President Lenton will hold a series of fireside chats in Faculties, and expressed her willingness to meet with Faculty Councils. Strategic Mandate Agreement 2 will be signed off by the provincial government this week, but it is not too soon to begin a sustained collegial dialogue in anticipation of SMA 3, where funding will be tied more closely to system-wide and institutional metrics. Individuals slated to receive honorary degrees at Fall Convocation ceremonies include Vincent Tao, Rudy Bratty and Ron Mock.

In response to concerns about the closed nature of the Provost search, President Lenton stressed that the committee's composition and mandate were consistent with previous searches. The individuals serving represent the community's diversity, and there will be extensive community consultations on the criteria.

Recalling an incident at a York Lanes outlet in the spring and general concerns about the presence of private security officers on University property, a Senator inquired about the application of policies to the new Quad residence. The President said she would review the rationale for having a third party manage the facility. She agreed that it was important for training and protocols to be consistent with the University's values and expectations.

Responding to a question about what changes had been incorporated into the Strategic Mandate Agreement since Senate provided input in the spring, President Lenton pointed to the government's imposition of an enrolment corridor midpoint based on 2016-2017 actuals, a disappointing decision given the rebounding of enrolments heading into the current year. There was no change in York's institutional metrics or the system-wide indicators. The document will be posted in the near future.

The monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Committee Reports

5. Executive Committee

a. Information Items

The Executive Committee's information items included the following:

- a request that Senate committee chairs of Senate committees take a few moments to describe the role played by their committees on behalf of Senate, how they conduct business, and what major items to expect in the coming year.
- the committee's comments on the Markham Centre Campus governance options paper
- approval of Senate committee members nominated by Faculty Councils
- actions taken under summer authority
- the process for nominating members of Senate committee and other positions, and current vacancies
- Senate meeting dates for 2017-2018 with changes approved for December, February and June
- the results of Senator and Senate committee member surveys conducted in April and how they help inform the Executive's priorities
- a summary of actions taken by Senate in 2016-2017
- communications between Senate and Faculty Councils and requests made of Councils
- University Secretariat initiatives in support of governance

6. Awards

a. Committee Overview

The Committee's Chair, Professor Robert Kenedy provided Senate with an overview of the mandate, major items and operations.

b. Amendment to the Procedures, Distinguished Research Professorship Selection (Senate Policy on Honorific Professorships)

It was reported that, at its meeting of May 12, 2017, the Senate Committee on Awards approved a change to the Procedures for Nomination for the Distinguished Research Professorship, to allow files not selected to be held over and reconsidered the following year, should the nominator wish. This brings the process into line with that governing the selection of University Professors.

7. Appeals

a. Committee Overview

Professor Natalie Coutler, Chair of the Appeals Committee, spoke about the Committee's terms of reference, operations and items expected during the year.

b. Rescindment of Degree

As is required by Senate rules and procedures, the Appeals Committee advised that it had approved a recommendation of the Faculty of Liberal Arts and Professionals Studies Committee on Teaching, Learning and Student Success to rescind the degree

of Bachelor of Arts conferred on a student in 2017. The student's the official transcript will record the reason for which the degree was rescinded.

8. Tenure and Promotions

a. Committee Overview

On behalf of the Tenure and Promotions Committee its Co-Chair, Professor Victor Shea, described the Committee's mandate, operations and the nature and timing of reports.

9. Academic Standards, Curriculum and Pedagogy

a. Committee Overview

Professor Kim Michasiw, Chair of ASCP, commented on the Committee's terms of reference, operations, structure and major items for the year.

b. Change in Name of the Diploma in Arts and Media Administration • Schulich School of Business / Faculty of Graduate Studies

It was moved, seconded and *carried* "**that Senate approve a change in name of the Schulich School of Business' Graduate Diploma in Arts and Media Administration to Arts, Media and Entertainment Management, effective immediately**."

c. Information Items

ASCP shared the July 2017 funding approval decisions report of the Ministry of Advanced Education and Skills Development (MAESD) and advised that it had approved changes to program requirements for the following graduate programs:

PhD in Kinesiology and Health Science
MA, MSc and PhD in Geography
PhD in Mechanical Engineering

10. Academic Policy, Planning and Research

a. Committee Overview

Amplifying on text in APRC's report, the Committee's Chair, Professor Loebel, spoke about major items of business, the roles played on behalf of Senate and the conduct of business.

b. Collegial Governance Structures for Markham Centre Campus

Documentation in the form of a draft options paper on governance for the Markham Centre campus was noted. APPRC's Chair opened discussion by highlighting matters covered in the document and inviting Senators to share their thoughts.

A key focus in discussion was the structural model for Markham. Some felt that consideration should be given to establishing a Faculty and thereby assure a collegial governance framework rather than one that was administratively heavy as symbolized by an "academic leader" that was appointed by and reported to the Provost. There was a call for further analysis and a suggestion that APPRC conduct a study of the options (although the Chair of APPRC felt that it would be more helpful to have a better sense of the program on site). With regard to what was anticipated in the "bid book" in support of York's funding application, there was no reference to the model, but there was a sense in discussions of that time that Markham would provide another location for the six Faculties that expressed interest in expanding to York Region to offer curriculum. A Senator of the day recommended looking at different North American models and this is being done. Among the issues related to a Faculty model was the prospect of competition with a new Faculty, along with operating costs (especially daunting if enrolments fell short of target). Program development would be quite different if it was thought that a discrete Faculty was in place at the outset. It was noted that programs will be small at the outset, and the site should be allowed to evolve organically. Over time it would be possible to determine what clusters and collaborations form, which programs succeed and which do not. With regard to reporting lines, programs and colleagues will belong to a department or school and regular lines will not be disturbed – so the paper poses questions about affiliation. Separate new department will be logical for some, less obvious for others. The Vice-Provost Markham and the Provost do not propose and will not entertain any role that entails or implies a usurpation of prescribed decision-making.

Other comments touched on the following matters:

- there was insufficient attention in the draft paper to a stand-alone Faculty and its academic leadership and that a revised version should be prepared to address concerns raised

- a separate Faculty model was not attractive to colleagues in LA&PS. Moreover, planning would take on a very different character if we were creating new programs for a new Faculty

- programs crystallized through a lengthy process, and Markham's nature can be understood from the degree programs offered (e.g., a Bachelor of Education would certainly be offered only by the Faculty of Education).

- there has been discussion of moving the School of Administrative Studies to Markham but no decision has been made

- citing text on p. 10 of the consultation paper a speaker argued it would no small matter if there were an insufficient number of graduate students on site, to which it was responded that there are a variety of solutions when it comes coverage for courses.

- The Faculty of Science, where colleagues do favour a presence at Markham, has a working group charged with considering a variety of planning tasks, including governance and is looking at the possibility of novel collegial arrangements

- expectations about colleagues having to travel to participate in governance are unrealistic, reporting to chairs and Deans on a separate campus will be unmanageable, and the constant to and fro will deter rather than aid governance

- colleagues who are primarily associated with Markham may be marginalized and effectively excluded from processes.

- the School of Public Policy and Administration is already serving students at remote sites such as downtown facilities and many value this mobility and the opportunities it brings to serve different constituencies, and technologies make governance from a distance entirely possible

- perhaps it could be imagined that there will be a Faculty Council when enrolments reach a certain number unless other factors come into play

- planning continues to be predicated on there being Humanities and Social Sciences and that both will have a presence

A more detailed summary of the discussion will be provided to the Provost and APPRC.

c. Information Items

APPRC provided information on these items:

- the Committee's commitment to fulfilling its mandate on behalf of Senate
- Implementation of the University Academic Plan
- emerging priorities for 2017-2018
- the availability and utility of the Provost's June 2017 year-end report which highlight Institutional Integrated Resource Plan working group recommendations
- the process for renewing the Strategic Research Plan and engagement with Senate and the collegium

- expected Markham Centre Campus planning
- members of APPRC sub-committees for 2017-2018

11. Other Business

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

Consent Agenda

12. Minutes of the Meeting of June 15, 2017

The minutes of the meeting of June 25, 2017 were *approved by consent*.

13. Changes to Admission and Degree Requirements for the PhD Program in Business Administration, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* changes an ASCP recommendation to amend admission and degree requirements for the PhD degree program in Business Administration.

14. Changes to Degree Requirements for the Master of Business Analytics Program, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements for the Master of Business Analytics degree program housed in the Schulich School of Business.

15. Change to the Diploma in Intermediate Accounting, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* an ASCP recommendation to approve a reduction in the number of required credits from 30 to 27 for the Diploma in Intermediate Accounting housed in the Schulich School of Business, effective Winter 2018.

16. Changes to the Admission and Degree Requirements for the Executive MBA Program in India, Schulich School of Business / Faculty of Graduate Studies

Senate *approved by consent* an ASCP recommendation to change the requirements and program structure of the Executive MA Program in India.

17. Changes to the Requirements for the PhD Program in Gender, Feminist & Women's Studies Program • Liberal Arts & Professional Studies / Glendon / Faculty of Graduate Studies

Senate *approved by consent* an ASCP recommendation to restructure the comprehensive examination and modify requirements for PhD program in Gender, Feminist & Women's Studies.

18. Granting of Degrees, Certificates and Diplomas (Fall 2017 to Spring 2018)

By approving an ASCP recommendation, Senate *authorized*:

- the granting of degrees at the University's Convocations held in Fall 2017, February 2018 (Convocation *In Absentia*) and Spring 2018 to those students who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix C.
- 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
- the granting of diplomas and certificates at the University's Convocations held in Fall 2017, February 2018 (Convocation *In Absentia*) and Spring 2018 to those students who have fulfilled requirements for receipt of the diplomas and certificates listed in Appendix C.

L. Beagrie, Chair _____

M. Armstrong, Secretary _____

York University Board of Governors

Synopsis

455th Meeting held on 3 October 2017

Appointments / Re-appointments

Loretta Lam to the Board of Governors for a four-year term effective 3 October 2017.

Mary Condon as the Interim Dean, Osgoode Hall Law School, effective 1 May 2018.

Randy Williamson as the Board of Governors nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 October 2017.

Christine Silversides as the President's nominee on the Pension Fund Board of Trustees for a three-year term commencing 1 October 2017.

Approvals

President's September 2017 report on appointments, tenure and promotion.

Protocol for the Nomination of Students to the Board of Governors.

A $4M budget increase for the science and health buildings renovation project, for a total aggregate budget of $53M

A $3.25M capital project for facility and campus improvements at Glendon.

The site location on the Keele campus for the construction of a new School of Continuing Studies building (North side of The Pond Rd, south of the Bennett Centre)

Presentations

From the President on *Vision, Opportunities and Priorities*

From the Vice-President Research & Innovation on *Innovation @ York: Building the Innovation Umbrella.*

Reports Received

2016 Annual Report on the York University Pension Plan and Pension Fund.

2016 Employment Equity Statistical Report.

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

The agenda for the meeting is posted on the Board of Governors website at http://secretariat.info.yorku.ca/board-of-governors/meeting-agendas-and-synopses/

Maureen Armstrong, Secretary