



# York University Senate Notice of Special Meeting

Thursday, April 12, 2018, 3:00 pm to 5:00 pm  
Stedman Lecture Hall D, Keele Campus

## AGENDA

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1. Chair's Remarks (L. Beagrie)

### Committee Reports

2. Executive Committee (F. van Breugel) ..... 1
  - a. Motion re: Academic Integrity and Fairness to Students
  - b. Motion to Move into Committee of the Whole for the Purpose of Discussing the Executive Committee's Report and Other Aspects of the Disruption
3. Other Business for Which Due Notice Has Been Given
  - a. Hortative Motion re: Dispute Settlement ..... 19

### Meeting Notes:

Senate rules state that "meetings of Senate are open to members of the University community, subject to the availability of space" (A IV 6). Seating at the front of the room for today's meeting is reserved for Senators to make it more convenient for them to speak and vote. Guests may observe from the rear of the room. Space is limited to approximately 130 guests, and the number of observers cannot exceed the maximum established by Building & Fire Code Compliance regulations. Members of the community who cannot observe in the room due to space constraints are invited to listen to an audio feed of the proceedings in Curtis Lecture Hall G.

No audio or visual recordings of Senate meetings are permitted except with the agreement of the Chair (Senate Rule A IV 10). Failure to observe this rule is a serious breach of Senate protocols and Senators' privileges. Any account of proceedings other than the minutes has no standing.

Senate meetings are to occur in an environment of civility and decorum. As a sign of respect and collegiality, members of Senate refer to one another by the title of "Senator" during meetings. Members of the community are expected to honour these principles.

The vote on item 3 a. will be conducted by paper ballot.

M. Armstrong, Secretary

# Executive Committee – Report to Senate

At its Special Meeting of April 12, 2018

## FOR ACTION

### 1. Motion on Academic Integrity and Fairness to Students

Senate Executive recommends

that Senate ask faculty members and administrators to

- 1) take a flexible, reasonable approach to balancing the pillars of the Disruptions Policy – academic integrity with fairness to students,
- 2) maintain open communication with students and respond in a timely way to inquiries from students, and
- 3) be responsive to unique needs of students, with special emphasis on those for whom real time limits are being internally or externally imposed, making continued participation in the course impossible or significantly disadvantageous to students, including those poised to graduate this spring.

#### Rationale

As in past labour disruptions, and based on its authority set out in the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*, since the commencement of the current strike on March 5, 2018, the Executive Committee of Senate has identified and implemented a range of options to assist instructors to remedy the impact on students while recognizing the need to protect academic integrity. In addition to the remedies explicitly referenced in the Policy (giving reasonable access to material covered in the absence of students and reasonable extension of deadlines), several other options have been developed.

York University has a diverse student body with diverse needs. Many students have a need to balance completion of course materials with other commitments such as employment or travel arrangements. Other students are seeking to graduate and require their degrees in order to finalize employment and/or education plans. Instructors are encouraged to be innovative in offering options to students based on their unique circumstances.

## FOR INFORMATION

### 2. Special Meeting of Senate of April 12

This special meeting of Senate has been called by the Chair, in consultation with the Executive Committee. Space was reserved for this meeting during the week of April 2.

## **Executive Committee – Report to Senate (cont'd)**

The Committee also received, on April 10, a petition from Senators seeking an opportunity for “discussion of the York University Administration and Board of Governors' approach towards collegial and academic governance during the current labour disruption, as well as the remediation measures adopted by Senate Executive.”

A motion related to the disruption was also received and cleared for consideration at the special meeting. There are precedents for Senate passing a motion urging parties to reach a settlement. At a meeting held in November 2008 Senate approved an Executive Committee motion

“that Senate, recognizing that all parties involved in the current labour dispute are integral members of the academic community, expresses its support for a fair and prompt settlement in the interests of academic integrity, fairness to students and the reputation of the University.”

The rationale in support of that motion noted that “[the] disruption of academic activities beginning November 6 has had serious consequences for all members of the University community and for York’s reputation. It is entirely beyond Senate’s purview to insert itself directly or indirectly into collective bargaining, and it would be inappropriate and unhelpful to comment on any specific aspect of negotiations. Even so, members of Senate Executive believe that Senate can and should express its concern about the impact of the strike on York’s students and the University as a whole.”

It is hoped and expected that those participating in debates and discussions at the meeting will not address the strike per se, or the parties involved, but rather focus on the implications for activities that fall within Senate’s purview.

### **3. Actions Taken by the Committee Prior to and Since the Beginning of the Disruption**

Attached as Appendix A is a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on March 5. At the outset of discussion the Vice-Chair will move,

“that Senate move into Committee of the Whole for the purpose of discussing the Senate Executive report on actions taken prior to and since the beginning of the disruption.”

This will provide space to discuss remediation measures and related matters.

Attached as Appendix B is the Committee’s document on the “Completion of Courses and Finalization of Grades” which lays out the remediation framework.

As always, the Committee seeks feedback from Senate on its actions and the remediation framework. In particular, the Committee seeks input from Senate on the possibility of offering students an opportunity to accept a Pass/Fail grade in a course where the

## **Executive Committee – Report to Senate (cont'd)**

student has completed at least 50 per cent of graded work and has attained a grade of C or higher.

Lesley Beagrie, Chair  
Franck van Breugel, Vice-Chair

## Chronology of Meetings and Actions

### Disruption of March-April 2018

<p>March 1 <b>Special Meeting</b></p>	<p>With a strike appearing possible within days (“imminent” in the words of the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>), the Committee held a special meeting. At this meeting the Committee</p> <ul style="list-style-type: none"> <li>• reviewed the Policy</li> <li>• confirmed an understanding of the legislative framework governing the continuation of classes in the context of a disruption and agreed to issue a commentary explaining that understanding</li> <li>• signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5</li> </ul>
<p>March 2</p>	<p>In accordance with the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs.</p> <p>The Committee also transmitted to Senators a “Commentary on the Continuation of Classes” in which it described the legislative framework governing authority to cancel classes in the event of a disruption.</p>
<p>March 3</p>	<p>The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.</p>
<p>March 4-5</p>	<p>In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8 at 3:00, the normal meeting time of Senate, in order to maximize attendance.</p>
<p>March 5</p>	<p>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 7 to determine if they were in order and ready for Senate consideration. The agenda for the special Senate meeting of March 8 was posted.</p>
<p>March 7 <b>Special Meeting</b></p>	<p>The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate. Although they were received after the Committee had agreed to hold a special meeting for the purpose identified by petitioners, the Chair felt it would be helpful to review them as a courtesy to the drafters and as an aid to the Committee’s preparations for the special meeting of Senate on March 8. The Committee made the following decisions:</p> <ul style="list-style-type: none"> <li>- the agenda will be based on a report from Senate Executive that responds to the petitioners’ request for an opportunity to discuss the role of Senate and Senate policy</li> <li>- consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee</li> </ul>

	<p>The Committee received “Notes on the Disruptions Policy and the <i>Class Cancellation Policy</i>” from the Secretary and agreed to share the document with Senate as an appendix to the Senate Executive report.</p> <p>The Committee agreed that there would be an extension of the drop date by which students can withdraw from a Winter term course without receiving a grade and the period during which students could elect a transcript notation of W. The decision will be communicated widely and promptly. New dates will be announced as the remediation framework takes greater shape. The change is applicable to undergraduate studies and will not apply to Faculties in which the Winter term withdrawal dates fell before the disruption began on March 5. No other decisions were made about a possible extension of full year courses or graduate courses.</p>
<p>March 9 Special Meeting</p>	<p>At a special meeting Provost Philipps reported that:</p> <ul style="list-style-type: none"> <li>• as of March 8 the online TIMS course repository (for both undergraduate and graduate courses) showed that 58 per cent of primary course meets were active (meaning that course directors are instructing); active course percentages vary by Faculty (ranging from 30 to 100 per cent); in only three Faculties is the active course list under 50 per cent</li> <li>• anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range</li> <li>• the dedicated Website housing FAQs is updated as needed (and reflects the Executive Committee’s communications); students are also being informed of developments through direct e-mail; when misinformation comes to light, or students have concerns about their rights, the Deans / Principal or their associates are following up with instructors</li> <li>• some placements have been put on hold, including Faculty of Education and Nursing program students; internships with public, private and not-for-profit organizations have also been impacted on a case-by-case basis; remediation planning must be sensitive to the special circumstances of such students</li> <li>• gate counts at the Scott Library are down from 13,000-14,000 visits daily to approximately 5,000, a still-considerable number of users</li> <li>• graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary</li> <li>• faculty members have been provided with assistance in managing course Moodle sites in order to facilitate and expedite remediation</li> </ul> <p>Reports from Faculty Councils were received. The Committee received the text of motions regarding the disruption dealt with by Faculty Councils.</p> <p>The Committee deferred consideration of guidance on the applicability of the Senate Policy on Course Evaluations. It did review an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2015. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p>

	The Committee signed off on a communication, provided for in the Disruptions Policy, drafted in anticipation that the strike would reach the one-week mark on March 12.
March 12	<p>The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that:</p> <ul style="list-style-type: none"> <li>• a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued</li> <li>• there will be modifications to normal academic regulations</li> </ul> <p>A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts.</p>
March 13	<p>At its regular March meeting the Committee:</p> <ul style="list-style-type: none"> <li>• received a statement submitted by members of the community on authority to suspend academic activities</li> <li>• heard an oral report from the Provost on the impact of the disruption</li> <li>• reviewed an updated report from Faculty Councils</li> <li>• agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23</li> <li>• reflected on discussion of disruption-related matters at the special Senate meeting of March 9</li> <li>• discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate</li> <li>• began discussing a fuller set of options for completing courses and finalizing grades</li> </ul>
March 14	The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23.
March 15 Special Meeting	<p>At a special meeting the Committee</p> <ul style="list-style-type: none"> <li>• took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils</li> <li>• received reports on the impact of the disruption from the Provost</li> <li>• agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19</li> <li>• reviewed an updated report from Faculty Councils</li> <li>• agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses</li> </ul>
March 17- March 18	In an e-mail consultation, members contributed to the refinement of the document “Completion of Courses and Finalization of Grades” consolidating decisions made on March 16 and as previously communicated.
March 18	The Committee issued a declaration that the disruption had reached its 14 <sup>th</sup> day and explained the importance of this milestone for the length of terms.
March 19	The Committee issued the document “Completion of Courses and Finalization of

	<p>Grades.” Members were also canvassed for their advice about a draft hortative motion about Glendon courses submitted for Senate consideration. A special meeting was called for March 20.</p>
<p>March 20 Special Meeting</p>	<p>At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology.</p> <p>The Committee returned to the options for completing courses and finalizing grades. It was confirmed that instructors may re-weight assignments but that students should retain the ability to complete the course requirements according to the original grading scheme. Regarding assessed grades, it was understood that a student can elect this option if they have completed 70 per cent of assignments. Course directors have the discretion to adjust the weight of assignments if 60 per cent of course work has been completed. Faculty members may also substitute and reweight assignments in consultation with students. The document should be clear that changes should not disadvantage students.</p> <p>The Committee confirmed that the Senate Policy on the Student Evaluation of Teaching continues to apply and that surveys may be conducted for all courses to ensure that students can provide faculty members with important feedback. Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses. The results of the evaluations conducted are to be used at the discretion of individual instructors.</p>
<p>March 22</p>	<p>At the regular March meeting Senate voted on two hortative motions (the term hortative refers to an expression of opinion; the passage of the motions had no substantial impact and will not, for example, result in classes being cancelled). In doing so it approved a motion that</p> <p style="padding-left: 40px;">Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.</p> <p>It defeated a motion that:</p> <p style="padding-left: 40px;">It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.</p> <p>On a point of order, the Chair ruled that Senate Executive has followed clauses of the “Disruptions Policy” requiring a meeting of Senate within fourteen days and consultations with Senate. This ruling was challenged. On a vote, the Chair’s ruling was upheld meaning that Senate agreed the Executive Committee’s actions were in accordance with the Policy.</p> <p>The Chair advised Senate that the Chair of the Board had expressed to her the view that the Board’s legislated responsibilities for the conduct, business and affairs of the university includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through the Senate Executive in addressing the academic implications of a labour disruption.</p>
<p>March 23</p>	<p>The Committee updated the document “Completion of Courses and Finalization of Grades.”</p>
<p>March 25</p>	<p>The document “Completion of Courses and Finalization of Grades” was updated to</p>

	include text on “Supporting Students” which identified resources available to students.
March 27 Special Meeting	<p>At a special meeting held on this date the Committee received reports from the Senate Appeals Committee on the impact of the disruption on petitions and appeals, and from the Provost. The Committee also agreed to update the March 19 “Completion of Courses and Finalization of Grades” document to reflect the following decisions:</p> <ul style="list-style-type: none"> <li>• students may choose an assessed grade of their own volition if they have attained the requisite 70 per cent threshold and the course is eligible</li> <li>• the last day by which to exercise the assessed grade choice will be moved to April 9 from April 6 for courses that have continued, and to the first day of the revised examination schedule for those that are suspended (or for students who have not participated in continuing courses)</li> <li>• assessed grades will be revoked if students elect to undertake the final assignment</li> <li>• participation grades can be used to attain the 70 per cent threshold; recalculations must be prorated</li> <li>• language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students</li> <li>• although the 90-credit Computer Science program in Lassonde is not accredited, given the migration of students between programs, constituent courses will be ineligible for assessed grades</li> <li>• Thursday, April 5 was originally scheduled as a study day, but will be available for make-up classes for those courses that were suspended but have since resumed</li> </ul>
March 28	An updated version of the Committee’s “options” document, reflecting decisions made at the March 27 meeting, was posted and distributed on Senate and Secretariat-Faculty Council listservs.
March 29	The document “Completion of Courses and Finalization of Grades” with the addition of guidance on the Osgoode Credit/No Credit option and refinements to the language on dropping a course without receiving a grade (in contrasting to withdrawing with a W transcript notation) and the date by which students could revert to an evaluated grade from Pass/Fail.
April 3 Special Meeting	<p>The Committee held a special meeting at which it was agreed that the “options” document:</p> <ul style="list-style-type: none"> <li>• given the need for flexibility in the completion of courses, a provision of the Sessional Dates Policy will be relaxed such that remediation activities may be scheduled during the formal examination period of April 9 -22, provided that instructors and individual students agree to proceed; protections for students articulated in the Sessional Dates Policy will remain in place</li> <li>• the earliest that Summer term classes will begin is Tuesday, May 22; Schulich School of Business summer graduate courses will begin as planned on April 30; any other exceptions are subject to approval</li> <li>• in the hopes of maintaining full length terms in the summer, consideration</li> </ul>

	<p>of shortening the SU, S1 and S2 terms was <i>deferred</i> pending the outcome of the supervised vote, the results of which were expected to be announced on April 9</p> <ul style="list-style-type: none"> <li>• in cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably</li> </ul> <p>The Committee received a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that that it would be useful to create an opportunity for further discussion. The Committee confirmed that Senate must be engaged in the process. As a first step, it was agreed to propose that the Chairs and Vice-Chairs of Senate and the Board meet to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. Given his expertise and willingness to assist, Dean Lorne Sossin will be invited to participate in the discussions.</p>
April 3	<p>An updated version of the Committee’s “options” document was posted and distributed on Senate and Secretariat-Faculty Council listservs. Also posted on this date was the communication from the Chair of the Board of Governors on the matter of authority to cancel classes.</p>
April 10 Special Meeting	<p>At a special meeting the Committee received a motion intended for consideration at a special meeting of Senate proposed for Thursday, April 12 at 3:00 p.m. The motion was cleared for debate. The Committee also agreed to submit a motion of its own on academic integrity and fairness to students.</p> <p>Reports were received from the Provost, Registrar and, through the Secretary, several Faculty Councils.</p> <p>The Committee approved changes to the document “Completion of Courses and Finalization of Grades” such that the following refinements will be incorporated:</p> <ul style="list-style-type: none"> <li>• the addition of a number of smaller graduate and undergraduate programs that will begin Summer 2018 terms according to the original schedule under the Sessional Dates policy</li> <li>• expanded text on the ability of course directors to assist students in completing courses and finalizing grades</li> </ul> <p>The Chair advised members that the Chair of the Board had accepted a proposed process to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. It was reiterated that this advice would be subject to the approval of the governing bodies.</p>

## Completion of Courses and Finalization of Grades

### Communication from the Executive Committee of Senate

Originally Posted March 19, 2018

**Updated with New and Revised Information on Tuesday, April 3, 2018**

In this document, the Executive Committee sets out options for the completion of courses and finalization of grades covering:

1. courses that have continued since the disruption of academic activities began on March 5, 2018
2. courses that have been suspended
3. courses that were suspended but since resumed

Many students are enrolled in a combination of these kinds of courses, or have chosen not to participate in courses that continued in accordance with the rights set out in the Senate's **Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes** ("Disruptions Policy"). The options set out cover all scenarios.

The options are designed to promote flexibility while adhering to the principles of academic integrity and fairness to students, which are at the heart of Senate's Policy. The Policy can be accessed here in English

<http://secretariat-policies.info.yorku.ca/policies/academic-implications-of-disruption-s-or-cessations-of-university-business-due-to-labour-disputes-or-other-causes-senate-policy-on-the>

ou en français ici

<http://secretariat-policies.info.yorku.ca/policies/reglement-du-senat-concernant-les-consequences-sur-les-etudes-des-perturbations-ou-interruptions-des-activites-de-l-universite-par-des-conflits-de-travail-ou-par-dautres-causes/>

The Faculty of Graduate Studies has developed its own "Remediation Options and Guiding Principles for Graduate Students." The document can be accessed from the Faculty's Website or directly from this link

<http://gradstudies.yorku.ca/files/2018/03/remediation-03-28-2018.pdf>

**(Added March 29)**

## Overview

### Fairness to Students

It is important to note that students who cannot participate in academic activities or who choose not to during a strike are entitled to:

- immunity from penalty
- reasonable alternative access to materials covered in their absence
- reasonable extensions of deadlines
- other remedies as Senate deems necessary and consistent with the principle of academic integrity

All of York's undergraduate and graduate students have legitimate and understandable desires to complete their courses as soon as possible. However, many are in particularly vulnerable situations or have especially urgent needs, such as international and exchange students facing the expiration of visas, those graduating this term, and those for whom term completion impacts on opportunities for further study or employment. The course-based options set out below have been designed to accommodate a variety of circumstances. They may be especially valuable to students who have pressing needs.

The Executive Committee asks that faculty members take a flexible, reasonable approach in balancing the pillars of the Disruptions Policy -- academic integrity with fairness to students. Please keep lines of communication open and respond in a timely way to inquiries from students. **(Added March 28)**

### The Meaning of "Remediation" in Senate Policy

Senate policy uses the term "remediation" to describe "accommodations for students, modifications of normal academic regulations, and adjustments in class and examination schedules" and it states that "the completion of courses will involve a combination of such changes." Some modifications were approved and announced early in the current disruption, such as an extension of the date by which to drop a course without receiving a grade. Others are always available to instructors and students, such as deferrals. The length of the disruption has necessitated the additional changes and options compiled in this document.

For ease of understanding, this document uses plain language such as "options" or "adjustments." The term "revised" refers to a class or examination schedule for courses that resume. Students who have not participated in courses during the disruption will also be on revised schedules.

Remedies available to students neither alter the academic standards associated nor relieve them of the responsibility for mastering materials covered. The availability of a remedy does not guarantee students the same learning experience that they would have received in the absence of a disruption.

## Supporting Students (Added March 25)

While Senate Executive authorizes some changes, individual instructors continue to be in the best position to determine the impact of the disruption on their courses, and to implement remedies in conjunction with their Faculties, academic units and students. Course directors are encouraged to be flexible in dealing with individual requests from students, and must not unreasonably deny them.

Other important resources for students:

- Comprehensive FAQs found at <http://labour.yorku.ca/faqs-for-students/>
- Program and departmental offices where staff can assist with options and communication
- Associate Deans who are able to help process requests and facilitate decisions that will help students to complete courses and finalize grades
- The Office of the University Registrar which manages records and forms, facilitates communication, and posts course and scheduling information

Summary of Options and Modifications Available (Further details below)	
For courses that have continued	For courses that are suspended
<ul style="list-style-type: none"> <li>• No change in length of term</li> <li>• Normal class schedule applies unless instructor arranges alternative scheduling</li> <li>• Final day of exams no later than April 23</li> <li>• Assessed grades option</li> <li>• Changes in the kind, weight, and number of assignments</li> <li>• Extension of deadline to withdraw from course without receiving a grade / removing a “W” transcript notation</li> <li>• Extension of Pass/Fail deadline to opt in or out</li> <li>• Credit/No Credit option for Osgoode</li> <li>• Waiver of the 20 per cent rule <b>only in exceptional circumstances</b></li> <li>• Students who have chosen not to participate during the strike are entitled to complete the course after the disruption is over; course directors have same options as for courses that were suspended.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised class schedule to be announced; terms will be reduced by a minimum of one week</li> <li>• Revised examination schedule to be announced</li> <li>• Assessed grades option</li> <li>• Changes in the kind, weight, and number of assignments</li> <li>• Extension of deadline to withdraw from a course without receiving a grade / removing a “W” transcript notation</li> <li>• Extension of Pass/Fail deadline to opt in or out</li> <li>• Credit/No Credit option for Osgoode</li> <li>• Cushion period before assignments are due when classes resume</li> <li>• Waiver of the 20 per cent rule</li> </ul>

## Term Lengths and Class and Examination Schedules (Expanded March 28)

### Term Length for Courses that Have Continued or Since Resumed

For courses that have continued throughout the disruption or since resumed, there will be no alteration of the length of the term. Classes for these courses will continue the original schedule.

However, course directors may arrange for alternative scheduling if needed to adjust the delivery of some elements of the course, for example due to non-participation by some students. Alternative scheduling at a time that is convenient for students and instructors can be arranged through the Registrar's office.

### April 5 Available for Make-Up Classes for Courses that Resumed (Added March 28)

Thursday, April 5 was originally scheduled as a study day. This day is available for make-up classes for those courses that were suspended but have since resumed.

April 7 and 8 are not available for make-up classes. They remain study days.

### Term Length for Courses that are Suspended

In the case of courses that have been suspended, a modified schedule will be announced. There will be a reduction in the length of the term for these courses of a **minimum of one week**. Exceptions apply to programs that have strict accreditation requirements that define the length of term.

When suspended courses resume, alternative scheduling of presentations, performances, labs, practica (that is, outside of regularly scheduled class meets) can be arranged through the Registrar's Office at a time that is convenient for instructors and students.

### Final Examination Schedules for Courses that Have Continued

The formal examination schedule for courses that have continued through the disruption or since resumed -- and students who are participating in those courses -- **will end no later than April 23, 2018**. This does not apply to courses that are currently suspended. (Expanded March 28)

Even in courses that continued through the disruption, it may not be possible for some examinations to proceed as scheduled. As a result there may be some changes to examination dates prior to April 23. The University is working to minimize changes to the regular examination schedule and any changes will be announced. Once finalized a searchable examination schedule will be posted on the Registrar's Office website.

### Examination Schedules for Courses that Are Suspended

An examination schedule for courses that are suspended will be announced when the

disruption ends, and posted on the Registrar's Office website. This is also the examination schedule for students who chose not to participate in courses that continued.

### **Instructional Activities Permitted During the Examination Period with Agreement**

The Sessional Dates Policy stipulates that examination schedules will not overlap with teaching dates. Given the need for flexibility in the completion of courses, this rule will be relaxed such that remediation activities **may** be scheduled during the formal examination period of April 9 -22. The agreement of both instructors and individual students is required to proceed. Protections for students articulated in the Sessional Dates Policy remain in place. **(Added April 3)**

### **Summer Terms**

The earliest that Summer term classes will begin is Tuesday, May 22. The only exception is that Summer term graduate courses offered by the Schulich School of Business will begin as planned on April 30. **(Added April 3)**

## **Assignments: Changes to the Number, Kind and Weight / Cushion Period / Timing**

### **Changes to the Number, Kind and Weight of Assignments **(Expanded March 28)****

Instructors are permitted to make changes to the number, kind, and weight of assignments (including tests and examinations) provided this does not disadvantage students and preserves academic integrity as much as possible. If 60 per cent of course work has been completed, minor upward adjustments to the value of graded components completed can be made in order to reach the 70 per cent threshold (that is, no more than 10 per cent change to the collective weight).

**Participation grades can be applied in order to meet the 70 per cent threshold. The grade earned for participation to date is the grade applied. In cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably. **(Added April 3)****

### **Cushion Period Before Assignments are Due in Revised Schedules**

Instructors in courses that will resume are urged to help re-orient students to their studies and discuss options and possible changes with them before and during the first class.

There should be a cushion period before assignments are due and tests are re-set. Tests should not be held in any course (including Internet-based courses) until at least one class "meet" has been held. Similarly, there should be a reasonable cushion before assignments must be submitted, including those that might otherwise be due according to original class schedule (this does not apply to assignments or work such as laboratory exercises which

are typically assigned and submitted as a regular and integral part of the laboratory session).

### **Limit on the Worth of Tests in the Final Two Weeks of Classes**

Senate has a policy on the *Limits on the Worth of Examinations in the Final Classes of a Term*. This policy stipulates that no examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term.

For courses that have continued, this policy **remains in force**. Only in exceptional circumstance can this be waived.

For courses that resume on the revised class schedule, the **policy may be waived** to provide instructors with more flexibility to allow students the possibility of completing courses as quickly as possible while also ensuring that course learning objectives have been assessed.

### **Course Completion Options**

**Assessed grades:** An assessed grade is a final grade based on work completed that comprises a defined proportion of the assignments in a course syllabus. Students may choose this **option on their own**.

How and when to choose this option:

This option will be available to students in undergraduate graded and Pass/Fail courses beginning March 26. Students may contact course directors to communicate their choice. An online system will be available to make this choice **on Monday, April 2. (Updated March 28)**

Students participating in continuing courses must exercise this option by the deadline of **Monday, April 9. (Revised March 28)**

Other students must exercise this option **by the first day of final examinations** in the revised schedule after the disruption ends (date to be determined). **(Revised March 28)**

Eligibility for this option – 70 per cent of course work completed:

Students can choose this option on their own and do not need approval from course director as long as they have completed 70 per cent of the course work.

This option can be chosen if course work has been submitted but the grade is not yet known or received by students. **(Added March 28)**

Eligibility for this option – re-weighting of assignments if 60 per cent of course work has

been completed

Provided it does not disadvantage students, instructors are also permitted to make changes to the number, kind, and weight of assignments (including tests and examinations). How does this work? Course directors will determine if minor adjustments to the value of graded components can be made so that the 60 per cent can be raised to meet the 70 per cent threshold (that is, no more than 10 per cent change to the collective weight of assignments). Course directors will communicate the re-weighted assignment scenarios to students.

Students will decide if they choose this option. Students always have the choice to complete all of the original assignments.

### Revoking the assessed grade option **(Added March 28)**

Students who opt for an assessed grade by the deadlines, but later decide to sit the final examination or submit the final assignment, will be deemed to have revoked (invalidated) the assessed grade.

### Eligibility for assessed grades in exceptional circumstances:

Students in exceptional circumstances may request assessed grades on the basis of work that falls below the 70 per cent threshold. Such requests are dealt with on a case-by-case basis by individual faculty members in the first instance.

Examples of exceptional circumstances include but are not limited to:

- international and exchange students facing the expiration of visas
- students graduating this spring
- students with firm study or employment plans
- travel and family commitments **(Added March 28)**

### Restrictions apply – students must confirm eligibility:

The option is not available for programs with accreditation requirements (some examples include JD, BEng, Nurse Practitioner degree programs). Students must confirm eligibility with their programs and Faculties. The online system to choose assessed grades will filter out ineligible courses. **(Added March 28)**

***Dropping a course without receiving a grade:*** The last day to drop a full year (Y) or Winter (W) term course without received a grade will be the last day of classes on the original schedule of April 6 for courses that continued OR the last day of classes on the revised schedule created after the disruption for courses that were suspended. **(Revised March 29)**

This option does not apply to:

- Osgoode Hall Law School students in JD or Professional LLM programs
- Fall (F) courses

For students not participating in courses during the disruption, the last day to drop a course will be the last day of classes on the revised schedule created after the disruption. (**Added March 29**)

**Conversion of W Transcript Notation:** Any student who withdrew from Winter term and/or Full-year courses using the Withdrawn from Course option (“W”), will have the “W” notation retroactively removed from their transcript.

**Pass/Fail grading deadlines:** Senate has a *Pass/Fail Grades Policy* that allows students to elect to earn a limited number of credits on a pass/fail basis in some courses. See the calendar for details. It cannot be used for the following kinds of courses:

- major or minor (including for- credit practica)
- outside-the-major required
- General Education or certificate requirements

Normally, students must select this option in the first two weeks of classes. However the deadline to select the option has been **extended to the last day of classes on the original schedule for courses that continued or the revised schedule following the disruption.**

No changes are being made to the eligibility requirements for the pass/fail option set out in the policy. Please note that this option is very limited and can only be implemented by means of a formal request. Moreover, students are advised to consider this option with great care before electing it. A pass / fail notation on a course may have a negative impact on applications to graduate and professional programs.

Students may revert to graded assessment by the final day to withdraw from classes. (**Revised March 29**)

For more information and to retrieve the necessary form, see the Registrar’s Website.

Information on the Credit/No Credit option at the Osgoode Hall Law School is posted on MyOsgoode at - <https://ozdomapp1.osgoode.yorku.ca/myosgoode.nsf/myosgoodemain.xsp> (**Added March 23**)

**Deferrals:** Students always have the option to seek a deferral of an assignment, test, exam, or other evaluation. Students must make a formal request for deferred standing, and are not automatically entitled to this relief. However, Senate Executive urges instructors to deal with requests generously.

## Appeals and Accommodations

### Appeals, Petitions and Concerns

Normal appeal and petitions procedures remain in place.

Students who have concerns about any aspect of course remediation should take them up with their instructors in the first instance. If they are unable to connect with instructors or are hesitant to do so, or if they are not satisfied with an outcome, they should, as always, communicate their concerns to the applicable department or Faculty office.

### Accommodations on Religious Grounds or for Students with Disabilities

All normal accommodations for persons with disabilities and for religious reasons remain in place and must be respected.

### Course Evaluations (Added March 23)

The Senate Policy on the Student Evaluation of Teaching continues to apply. Surveys *may* be conducted for all courses to ensure that students can provide faculty members with important feedback.

Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses.

The results of the evaluations conducted are to be used at the discretion of individual instructors.

## **Senate Meeting of April 12, 2018**

### **Other Business for Which Due Notice Has Been Given**

#### **Hortative Motion**

that Senate urges both sides in the labour disruption to immediately return to the bargaining table and take the necessary steps to settle the dispute as soon as possible.

#### **Rationale**

The extension of the CUPE 3903 strike into its sixth week and the prolonged suspension of about half of the courses in the university demands urgent Senate attention.

Academic integrity during the Winter term has been severely imperiled due to the shortened semester and remediation measures. In particular, the 70% assessed grade option has taken away the responsibility of instructors for academic integrity in their courses. The Senate labour disruption policy requirement that "No dilution of standards normally expected of students should be permitted and there should be as little diminution as possible in the instructional or supervisory support given to students" will be infringed in hundreds of courses. The context of remediation is enormously complex and confusing for both instructors and students, throwing doubt on the value of York's education during this semester. Students, 75% of whom have had at least one of their courses suspended, face stressful and difficult prospects. The reputation of the University is at stake, and the costs of continuing the labour dispute are unthinkable.

Only a settlement at the bargaining table will assure of the conditions for healing and overcoming deep divisions and challenges to academic governance, thus the need for both sides to show the necessary flexibility. Many members of the York community expressed concern about the decision by the York Administration and Board of Governors to call for a forced ratification vote that wasted 12 days during which bargaining could have continued. The rejection of the Administration's proposals presents a new opportunity to go back to the bargaining table, engage in serious bargaining, and settle outstanding matters on a speedy basis.