



York University Senate

Notice of Meeting

Thursday, February 27, 2020, 3:00 pm

Dr Robert Everett Senate Chamber, N940 Ross Building

AGENDA

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- 1. **Chair’s Remarks** (A. Macpherson)
- 2. **Business Arising from the Minutes**
- 3. **Inquiries and Communications**
 - a. Report of the Academic Colleague to the Council of Ontario Universities (A. Davis) 1
- 4. **President’s Items** (R. Lenton)
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 - a. Changes to degree requirements for the Specialized Honours BA and Accelerated Honours BA programs in Translation, School of Translation, Glendon
 - b. One-Year Extension of Academic Forgiveness Policies Pilot
 - c. Revisions to Letter of Permission Legislation
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- 9. **Other Business**

P. Robichaud, Secretary

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.

- 10. Minutes of January 23, 2020 Meeting.....22
- 11. York University Rules of Senate: Editorial corrections (Exec Report, Page 8)

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12. Changes to program name and degree requirements for the Specialized Honours BA program in Theatre Studies, Theatre Department, School of the Arts, Media, Performance and Design (ASCP Report, Page 17)
13. Changes to core courses for the MA and PhD programs in Social Anthropology, Graduate Program in Social Anthropology, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies (ASCP Report, Page 18)

Appendices

Executive

- Appendix A: York University Rules of Senate

Academic Standards, Curriculum & Pedagogy

- Appendix A: Changes to degree requirements for the Specialized Honours BA and Accelerated Honours BA programs in Translation
- Appendix B: One-Year Extension of Academic Forgiveness Policies Pilot
- Appendix C: Revisions to Letter of Permission Legislation

Appeals

- Appendix A: Annual Report on Faculty and Senate Appeals

COU Academic Colleague's Report
Meeting Date: December 10-11, 2019
Prepared by: Andrea Davis

The Evolving Role of Universities—Perspectives on the Future

In the December 10, 2019 meeting, academic colleagues engaged a conversation with Michele Mastroeni, Assistant Professor, OCAD University and Leah Zaidi, futurist and entrepreneur on the future of Ontario universities. Mastroeni and Zaidi suggested the following:

- In considering the evolving role of universities, the sector should focus on the future of the world and on how universities fit into that future.
- Three world issues that must be taken into consideration are climate change; protecting diversity, equity and democracy; and artificial intelligence.
- The future, in general, and the future of work, in particular, are unpredictable and complex systems; the factors that drive change are not in the control of universities.
- There is an increasing public distrust of institutions, including universities.
- Universities must articulate a value proposition in an environment in which prospective students now have access to free or low-cost content on the internet, making it critical for universities to emphasize the importance of spaces for dialogue and for the preservation of truth/s.
- To respond to a new generation of “digital natives” and to new social and labour demands, universities should enhance and expand multidisciplinary programs, exposing students to multiple research areas; and expand opportunities for students to curate their own education experience.
- Current structures / institutions might need to be dismantled to allow others to thrive.

In the discussion debrief on December 11, 2019, academic colleagues noted that climate change, issues related to diversity, equity and democracy, and the impacts of artificial intelligence are not issues of the future, but of the present, and that universities need to respond to these challenges now if they are not already doing so.

Colleagues also noted that increasing multidisciplinary programs was only one response to changing labour demands. Currently, most programs include electives that allow students to explore other disciplines. Colleagues also shared examples of courses created and designed with student input.

Colleagues expressed concern about the perception of universities, a university education, and the professoriate by both students and employers. They stressed the importance of engaging with the public—for example, through program advisory councils.

Indigenous Faculty Survey

At the December 11, 2019 meeting, Julia Colyar (Director Policy and Sector Collaboration) also made a presentation on the results of the 2019 Indigenous Faculty Survey. Universities' rush to hire Indigenous faculty has led to intense competition, with graduate students often being hired before they finish the PhD. Indigenous faculty, in turn, experience heavy service loads and early burnout, and receive inadequate institutional support (see "[The Gold Rush](#)" by Zak Vescera).

The 2019 survey of 86 Indigenous faculty members in Ontario universities revealed further details related to the service, teaching and research experiences of Indigenous faculty.

The service load of Indigenous faculty is higher and different from that of other colleagues

- Most survey participants have served in leadership roles at their university with women more likely to serve in a leadership role.
- 61% of respondents perceive their formal and informal service / governance responsibilities as different from their non-Indigenous colleagues.
- 70% of respondents indicated they are "always" or "usually" the only self-identified Indigenous person at a university event or meeting.
- Most respondents indicated that they serve in a mentorship capacity in their institution.

Heavy workload and racism affect teaching

- 77% of pre-tenured faculty "always" or "often" utilize Indigenous pedagogies or ways of knowing in their teaching.
- Challenges noted in teaching experiences include heavy workload / service load, western policies and procedures, and experiences of racism.

Universities are generally supportive of Indigenous research but unique challenges remain

- 85% of participants indicated that they use Indigenous methodologies or ways of knowing in their research.
- 63% of survey respondents noted that their university is "supportive" or "very supportive" of their research.
- Research challenges for faculty include time, research ethics boards, and western frameworks / expectations.

Ongoing work is needed to support Indigenous faculty

- Examine research and Research Ethics Boards policies
- Review university policies that guide committee representation
- Continue anti-racism work
- Provide support for all faculty to include Indigenous content and pedagogies in teaching and research
- Ensure greater alignment between tenure requirements and Indigenous research methods
- Review policies and practices regarding classroom spaces
- Review policies regarding engagement with Indigenous peoples and communities

COU Academic Colleague's Report
Meeting Dates: February 11-12, 2020
Prepared by: Andrea Davis

Role of Academic Colleagues

As the Council of Ontario Universities prepares to select a new President and CEO, academic colleagues engaged a conversation about their own role within COU. There is a sense among many colleagues that the relationship between them and academic heads has been fraught. Eva Busza, VP Policy and Sector Collaboration, joined colleagues for this discussion.

The political environment is constraining the COU

- Public is less convinced about the value of higher education
- Ontario regional government is the most indebted in the world
- Growing social and economic disruptions (Trump / Brexit / mental health issues) are affecting the sector

COU defines colleagues' role as ambassadorial

- Academic colleagues should see themselves as ambassadors who provide faculty colleagues with insight about how a large organization works, and how the sector is positioned in the larger ecosystem; that is, how politicians and societies see universities.
- Colleagues bring their own knowledge and expertise to the COU and can think proactively together about policy that can be brought to executive heads.

Colleagues want to expand their role to increase value to their universities, not just COU

In the February 12 group debrief of the conversation with Busza, colleagues made three recommendations for enhancing their future roles in the COU and their universities. These recommendations enforce the notion that colleagues bring an academic perspective and that their mandate is to remain focussed on serious academic matters.

1. Colleagues would like executive heads to suggest topics for colleagues' input that would culminate in short policy briefs. Colleagues could use the May and August meetings to create these policy briefs or position papers to share with executive heads.
2. Colleagues argued further for a need to expand their role within their university senates beyond a mere reporting function. Colleagues suggested, for example, that any policy briefs they collaborated on should be brought to Senate (and not just executive heads) for discussion.
3. Since an academic colleague will be involved in the search for new president and CEO, colleagues are seeking to agree on qualifications for the position. For example, colleagues may want to lobby that the role be filled by an academic, rather than someone who comes from the public sector or government.

SMA 3 and Other Updates

The Ministry announced small technical changes to SMA 3 on February 10, 2020.

- Single opportunity to reweight specific metrics has been increased to three opportunities, available as new metrics roll in over the three-year period.
- In some circumstances, the Ministry has removed the need to show continuous improvement. For example, if a university is already in the top quarter in employment rate, graduation rate, or tri-Council funding, this requirement will be removed.
- Innovation metric has been expanded to include research dollars from foundations and not-for-profit organizations, and not just businesses.

Discussions about reporting on Faculty workloads and compensation have been parked until summer 2021. Colleagues suggested that COU have a faculty member on this working group.

Colleges can now offer nursing degrees without a university partner

Announced changes to collaborative nursing degree programs mean that colleges can now offer standalone nursing degrees. The government's rationale cited a need to ensure students from remote communities have access to these programs, increasing the likelihood they will stay within these communities to work. The impact of the changes is unclear, as they may take a while to enact. Some colleges are highly motivated to enact these changes (See [Beiman](#) 2020).

Digital learning and intellectual property reports, and sexual violence survey results released

[HEQCO's report on digital learning](#) was released on January 6, 2020. The report asks the Ministry to establish clear goals and identify performance measures to monitor progress.

A [student voices on sexual violence survey](#) was conducted in 2018 with preliminary results published in March 2019. Universities have been anxious to have their own data. Three reports were made available to universities on February 7, 2020 with overall data disaggregated for individual institutions.

The expert panel on the [commercialization of intellectual property](#) also released its report on February 11, 2020. The report makes four recommendations:

- Create a mandatory IP education curriculum for individuals and organizations that receive public funds in support of entrepreneurial activities
- Create a "centralized provincial resource" that provides "consistent, sophisticated legal and IP expertise and education"
- Build a standardized governance framework for the commercialization of IP
- Require all "commercialization entities" within research organizations that receive public funding to have clearly defined mandates

PRESIDENT'S KUDOS REPORT

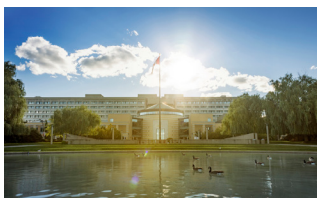
FEBRUARY 2020



[Andrea O'Reilly](#), a Professor in the School of Gender, Sexuality and Women's Studies in the Faculty of Liberal Arts & Professional Studies, has won a 2019 Status of Women and Equity Award of Distinction, presented by the Ontario Confederation of University Faculty Associations (OCUFA). As the founder of the field of motherhood studies, O'Reilly has received the award for her leadership in transforming the lives of mothers around the world.



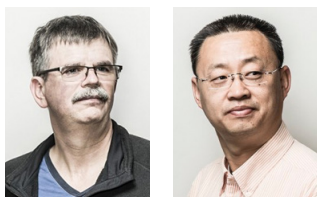
Ontario's Ministry of Colleges and Universities announced that [Ramón Alain Miranda Quintana](#), a postdoc and York Science Fellow at York University's Faculty of Science, is the John Charles Polanyi Prize winner in chemistry. Miranda Quintana is researching new ways to understand the behaviour of complex chemical compounds using computational algorithms, which could lead to new innovations in industry and health.



York University has created the new [Faculty of Environmental and Urban Change](#), combining the expertise housed in the Faculty of Environmental Studies (FES) and the Department of Geography in order to advance knowledge of and solutions to the issues posed by the climate crisis, degradation of nature and the rapid growth of cities.



[BIOSEA Technologies](#) won the \$25,000 Aird & Berlis StartupSource Market Entry Award for its potential for commercial success. The startup's founder, Nicholas Ledra, was a graduate of York University's LaunchYU Accelerator program led by Innovation York.



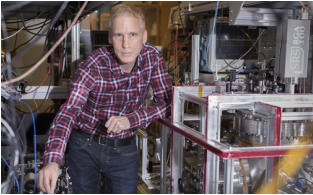
Two projects led by Lassonde School of Engineering [Professors Michael Jenkin and Jinjun Shan](#) were awarded funding from the Department of National Defence's Innovation for Defence Excellence and Security (IDEaS) program. Each contribution is worth close to \$1.5 million.



[An undergraduate case team](#) from the Schulich School of Business, consisting of David Sholkov, Jett Bui and Tyler Taaca, won first place in the Maple Leaf Sports & Entertainment (MLSE)'s Global Partnerships Case Competition. This is the first time a Schulich team has captured this distinction.



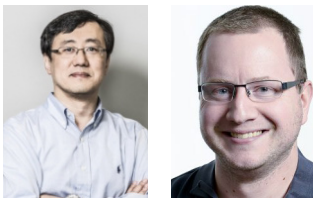
A new global rating system designed to measure how business schools are contributing to solving important societal challenges ranked [the Schulich School of Business](#) one of the world's 30 leading schools in responsible business. The Positive Impact Rating (PIR) measured impact in several key areas, including educating future responsible business leaders, providing relevant research, participating in the ongoing public debate regarding responsible business and serving as a role model institution.



[Distinguished Research Professor Eric Hessels](#) of the Faculty of Science recently received two grants of \$900,000 from the Alfred P. Sloan Foundation and the Gordon and Betty Moore Foundation to work on a project titled "EDMcubed: an electron Electric Dipole Measurement using Molecules in a Matrix" which will shed light on the mysteries of antimatter.



UrbanToronto named the York University TTC Station to its list of [the 15 Most Influential Buildings of the 2010s](#) for the station's "organic curves, futuristic interiors, and an impressive light well".



[Two York professors](#) received Natural Sciences & Engineering Research Council of Canada (NSERC) Collaborative Research and Development (CRD) Grants:

- Lassonde Professor Gunho Sohn was awarded a grant worth \$1,024,000 for his project that seeks to update Canada's critical infrastructure, including utilities, transportation and facilities; and
- Faculty of Science Professor Derek Wilson was awarded a grant worth \$1,040,000 for his project aimed at the implementation of new Canadian bioanalytical technologies to accelerate pre-clinical development and enable precision manufacturing of protein therapeutics.



Contract faculty member [Ray Williams](#) from the School of the Arts, Media, Performance, and Design, was honoured at the 2019 Engineering Emmy Awards along with his team at FabFilter, an Amsterdam-based music production and audio processing software company. The Emmy was awarded for their program, Pro-Q 3, an audio equalizer tool with an easy-to-use interface that has been widely embraced in music production and television.



York is one of the first universities in Canada to develop [a detailed social procurement policy](#). By leveraging the University's significant purchasing power, we benefit local economies by increasing employment, apprenticeship, and training opportunities for people from our local neighbourhoods, and by providing underrepresented businesses and communities more access to York's procurement process.



The Faculty of Science hosted its annual [Honours & Awards Ceremony](#) to celebrate the achievements of faculty, as well as the academic excellence and extra-curricular involvement of both graduate and undergraduate students.



As part of our commitment to enhancing the student experience, York has launched a [virtual assistant](#) that enables students to receive immediate answers to many commonly asked questions related to campus services, course and program changes and extra-curricular activities



[Randy Williamson](#), Osgoode alumnus and partner at Aird & Berlis LLP, has been honoured with Innovation York's Partner of the Year Award. Williamson is the first-ever recipient of the award, which recognizes outstanding contributions to York University's innovation unit and to the growth of innovation at the university.



[Ela Veresiu](#), Schulich Assistant Professor of Marketing, has been awarded a Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant to study online female empowerment. This award and research is in collaboration with Marie-Agnès Parmentier, Associate Professor of Marketing at HEC Montréal.

APPOINTMENTS



[Markus Giesler](#), associate professor of marketing at the Schulich School of Business, was elected one of the next editors of the *Journal of Consumer Research*, the most prestigious journal focused on scholarly research that describes and explains consumer behavior.



Alumna [Mumbi Tindyebwa Otu](#) has been appointed Artistic Director of the Obsidian Theatre, which promotes the development of work by Black theatre makers and offers training opportunities through mentoring and apprenticeship programs for emerging Black artists.

Executive Committee – Report to Senate

At its meeting of February 27, 2020

CONSENT AGENDA

1. Editorial revisions to the York University Rules of Senate

Senate Executive recommends,

That Senate approve the editorial changes to the York University Rules of Senate, as set out in Appendix A.

Rationale

In October of this academic year, Senate approved a series of revisions to the York University Rules of Senate. Since then, a few non-substantive editorial corrections were identified in the document. The necessary changes are set out in a table in Appendix A.

FOR INFORMATION

2. 2019-2020 Committee Priorities Status

The Executive Committee reviewed the status of its 2019-2020 priorities. Significant progress has been made on several of its initiatives and goals to date, and further progress is expected over the upcoming months as work continues.

At its meeting this month the Committee received a briefing on the status of the remediation from the FW 2017-2018 labour disruption from the Chair of the Temporary Sub-committee. Senators may recall that the Sub-Committee was established to review and resolve the remaining cases of students with outstanding provisional grades (assigned as a result of the labour disruption in Winter 2018) in order to finalize the status of the students' degrees conferred in June 2019. From an initial number of 13 cases when the Temporary Sub-committee was convened in early Fall 2019, there remains a single student for whom a plan to resolve their provisional grade is pending.

3. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Honorary Degrees and Ceremonials Sub-Committee, the Senate Executive Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with all the recommendations, and, as a result, eleven new candidates have been deemed eligible for honorary degrees.

The Sub-Committee also confirmed that it would take up two process matters on recommendation of the Senate Executive Committee: the development of a practice to

Executive Committee – Report to Senate

confirm the ongoing suitability of candidates in the pool as nominees and the preparation of a policy to rescind an honorary degree; the latter will come to Senate for approval.

4. Briefing on Response to Call for Nominations

Last month Executive issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate for terms begin July 1, 2020. Senators are strongly encouraged to assist in the process of identifying prospective candidates. Information about membership opportunities and committee mandates is posted on the Senate website: <https://secretariat.info.yorku.ca/senate/senate-elections/>. An online form – linked to committee details and membership criteria – is available for the purpose of suggesting the names of individuals. Information may also be communicated directly to Cheryl Underhill of the University Secretariat (underhil@yorku.ca).

As a reminder, nominees are sought for the following committee / position vacancies:

- Senator on the Board of Governors (full-time tenure-stream faculty or full-time tenure-stream librarian or archivist; must be a continuing Senator)
- Academic Colleague to COU (full-time faculty member; must be a continuing Senator)
- Academic Standards, Curriculum and Pedagogy (full-time faculty members and contract faculty member; need not be a Senator)
- Appeals (full-time faculty member; need not be a Senator)
- Awards (full-time tenured faculty member; need not be a Senator)
- Tenure and Promotions (full-time tenured faculty member; need not be a Senator)
- Tenure and Promotions Appeals (full-time faculty member; need not be a Senator)

5. Faculty Council Rules and Procedures

The 2016 report of the IIRP Working Group: Revisioning Graduate Studies included a recommendation to bring graduate governance into the Faculties without duplicating the efficient practices and tasks of FGS as a mechanism to better align graduate education with the Faculties. Taking up the recommendation, it was communicated that all resource Faculty Councils are to develop graduate committees of Council mandated to review and approve graduate curriculum proposals.

At its most recent meeting, the Senate Executive Committee engaged in an informative discourse with the Dean of the Faculty of Graduate Studies, Thomas Loebel, on Faculties' approach to and progress on incorporating graduate curriculum approval structures with their Councils. The constructive conversation with Dean Loebel prompted the Executive Committee to consider articulating guiding principles and criteria to support Faculties in their task of establishing robust Council committees ably equipped to govern graduate programming and standards.

The Executive Committee is also continuing to review and provide feedback on Faculties' proposed new Council committees.

Executive Committee – Report to Senate

6. Motion Received

The Executive Committee met on 11 February, at which time the Senate agenda for the February 27, 2020 meeting was reviewed and approved. Subsequent to Executive's meeting, a Senator submitted a motion for debate at the February meeting of Senate. Pursuant to the request, the Chair of Senate, in accordance with Senate Rules, consulted the Executive Committee to make a determination whether the motion submitted for Senate's consideration was in order. The motion called for Senate to adopt as a grand challenge in the new University Academic Plan (UAP) the topic of climate change.

Drawing on the advice of the Executive members, the determination was made that the motion was not in order for inclusion on the February agenda of Senate, for the following reasons:

- Debating the proposed motion at the February meeting is premature; Senate APPRC is continuing to prepare the UAP and consultation sessions on the document are planned in the coming weeks which provide appropriate opportunities for Senators to weigh in on the framing and substance of the Plan
- APPRC should be afforded the opportunity to fulfil its responsibility to produce a UAP for debate in Senate in the normal course of its work
- APPRC has not planned for a discussion of the UAP at the February meeting of Senate, focusing instead on the presentation of a draft UAP for feedback in an Open Forum the following week on March 5, 2020

Separate and apart from the process decision on the motion, the consultation with Executive made clear that members feel the weight and urgency the issue of climate change has within the University community. The message has been heard that many Senators may wish to express themselves on the issue in conjunction with the University Academic Plan, and it anticipates facilitating opportunities to do so.

Alison Macpherson Chair
Mario Roy, Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 27 February 2020

FOR INFORMATION

1. New University Academic Plan 2020-2025

For the past several months, the Academic Policy, Planning, and Research Committee has been actively engaging all corners of the University in a discussion of ideas, approaches, and aspirations for York's next five-year University Academic Plan (UAP). Considerable input has been provided to the Committee through an open forum, individual and collaborative written submissions, Faculty Council discussions, and focused sessions with full-time and contract faculty members, librarians and archivists, undergraduate and graduate students, ORU Directors, and the Indigenous Council, to name a few. The Committee is buoyed by the widespread engagement in this collegial governance exercise. It is now immersed in focused deliberations to produce a draft Plan.

Emerging viewpoints and recommendations informing the development of the UAP include:

- To create a UAP that reflects the strengths and ethos of York and is set apart from increasingly stock university academic plans;
- To have the UAP reflect what is happening in the world around us, to make impact the primary takeaway, and to inspire the University to action;
- To frame it as a conceptual and concise plan, one that sits at the apex of and guides the University's related planning documents (e.g., the Strategic Research Plan, the faculty complement strategy, the Strategic Plan for Internationalization and Global Engagement, etc.) and affords broad scope for community members to define their respective paths to advance the UAP goals;
- To format it as a hybrid model: while an overarching theme would define the Plan, it is organized around a set of priorities and embeds a "grand challenges" concept by committing the University to track our collective contributions to, and critical engagement with, the 17 UN Sustainable Development Goals.

The next phase in this process is the preparation of a draft UAP and its issuance to the community for feedback. The Committee expects to be able to disseminate the draft and to call for submissions in response to its dissemination at the end of February. As has customarily been done, APPRC will host an **Open Forum**, to which all members of the York community will be invited, to discuss the proposed Plan. The Forum is scheduled for **Thursday, March 5, 2020 at 9:30am**. A communication on the event will be forthcoming.

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

2. Markham Centre Campus Planning

The Provost informed us that the Markham anchor Faculties are actively working on program development and complement planning for their degree program offerings at the Markham campus. A comprehensive update and discussion with the Provost and Vice-Provost Academic on academic plans for the new campus is scheduled for the Committee's meeting on 27 February, at which time its input on planning principles and on the coordination of program development for the campus will be provided. The Committee will report back to Senate on this major initiative at its next meeting.

3. FW 2019-2020 Enrolment and FW 2020-2021 Preliminary Applications Update

The Committee received and discussed the Provost's presentation of the near-final account on enrolments for the current 2019-2020 academic year. While there is a shortfall on domestic undergraduate enrolments of 1.2%, enrolment of international students is over expectation, resulting in a minor variance of 0.5% from the target. In terms of graduate admissions, Masters enrolments are slightly below the goal but showing year-over-year growth, and doctoral enrolments are currently at approximately 97% of target (the latter reflecting SU'19 and FW'19 sessions).

The Provost also shared the preliminary results of the high school applications for Fall 2020 both to York and system wide. The system (Ontario) application numbers are down versus 2019 on both first-choice domestic (-3.3 %) and total domestic applicants (-0.6%); applications to York also declined for first-choice domestic at -1.5 %, but we are seeing total domestic applications up 2%. Applications for the Fall are still very fluid, with international and "105" students following later timelines. Additional updates will be forthcoming.

Carl S. Ehrlich
Chair of APPRC

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 27 February 2020

For Action

1. Changes to degree requirements for the Specialized Honours BA and iBA and Accelerated Honours BA programs in Translation • School of Translation • Glendon

ASCP recommends,

That Senate approve changes to the degree requirements for the Specialized Honours BA and iBA and Accelerated Honours BA programs in Translation, housed within the School of Translation, Glendon, effective FW2020-2021.

Rationale

As detailed in the complete proposal provided as ASCP Appendix A, a number of changes are proposed to the degree requirements for the Specialized Honours BA and iBA and Accelerated Honours BA programs in Translation. The changes are intended to align course offerings with new knowledge in the field to prepare students for employment, align course content, sequencing and offerings with program learning outcomes, and encourage peer learning across the curriculum.

Starting in 2018-2019, direct-entry admission to the program was implemented, with first-year students required to complete 6 credits in English or English Studies, 6 credits in French Studies, and pass the qualifying exam at the end of year 1 in order to continue to the second year of the program. To better prepare students for the qualifying exam and their second and subsequent years of study, it is proposed to instead specify mandatory qualifying courses to be completed in first year, including 6 credits in cross-listed Translation/Humanities courses, 6 in English and 6 in a writing-intensive course in French. The mandatory qualifying courses will not count towards the major credits for the program.

Other changes to the degree requirements include the requirement that all students take writing-intensive courses in both English and French in the first three years of study, changes to the specific writing-intensive courses required in the English-to-French and French-to-English streams, the merger of English and French sections of Translation courses to enable students to learn collaboratively across languages, and the addition of recommended information technology courses reflecting the increased importance of digital literacy in the field. Similar changes are proposed for the

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

Accelerated Honours BA program, which is available to students with a university degree who have passed the qualifying exam, with a view to ensuring consistency between the two programs.

While the proposed changes, including the merger of course sections and collaboration with the Communications, English and French Studies Departments, are motivated by pedagogical goals, they simultaneously meet objectives of Glendon's Academic Plan. There are no short-term resource implications associated with the changes, though the program intends to request one new permanent faculty member with facility in translation in both English and French to teach the merged courses. Students enrolled in the program will continue to follow the current degree requirements, with the exception of one discontinued course for which they will be accommodated in a replacement course.

Approvals: Glendon Faculty Council 25 October 2019 • ASCP 22 January 2020

2. One-Year Extension of the Academic Forgiveness Policies Pilot

ASCP recommends,

That Senate approve the extension of the Academic Forgiveness Policies pilot for one year to FW2020-2021.

Rationale

Three Academic Forgiveness policies were approved by Senate in 2016: the Policy and Guidelines on Withdrawn from Course Option (the "W"), the Policy on Course Relief, and an amended Policy on Repeating Passed or Failed Courses for Academic Credit. Aimed at better enabling York students to complete their degree program at York through reasonable options that balance academic integrity and fairness to students, all three policies were approved as four-year pilots for the academic years 2016-2017 through to 2019-2020. ASCP committed to monitor and assess the effectiveness of them, which has consisted of an annual review of data on the usage of the Policies.

The "W" Course Option was introduced to provide students with the option to withdraw from a course before the last day of classes to minimize the impact on their academic standing and allow them focus on the successful completion of their remaining courses in a term. The "W" Option also was made available as a new decision for Petitions Committees. In both cases, the course remains on the student's transcript with the grade replaced by a "W" and excluded from the calculation of students' cumulative GPA. In addition to balancing the integrity of academic records with fairness to students, an anticipated benefit of the "W" option was a reduction in the number of petitions for withdrawal from a course.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

The changes to the Senate Policy on Repeating Passed or Failed Courses for Academic Credit allow students to repeat passed or failed courses twice, for a total of three attempts, with the grade of record and the only one calculated in the GPA being the last course completion.

The Policy on Course Relief provides eligible students the option to change degree programs and exclude courses taken toward the prior major from their overall GPA and credit accumulation for their new program of study. The Policy was initially aimed at facilitating existing York students' return to study after being required to withdraw in order to provide them with a reasonable opportunity to complete their degree. In response to input received during the consultations on the Policy, it was decided to extend the option to continuing students who have completed fewer than 84 credits and wish to change their major without undue impact on their academic record.

During ASCP's review of the data this year, questions surfaced about the extent to which the data presented is useful in assessing the effectiveness of the pilot. Suggestions were made to consider other existing sources of data – such as the DWF data which captures the number of drops, withdrawals and fails in each undergraduate course – and/or to work with the Office of Institutional Planning and Analysis (OIPA) or the Institute for Social Research (ISR) to develop other means of assessment. ASCP also noted that 2017-2018 was an anomalous year due to the labour disruption, limiting its ability to draw comparisons and conclusions year-over-year. The extension of the pilot also will enable ASCP to identify any improvements to the three Policies should it be recommended that they be introduced permanently.

Accordingly, it is proposed that the pilot be extended one year to allow for a more thorough review of data on the Policies to provide ASCP with a strong foundation upon which to make a recommendation to Senate. In terms of next steps, ASCP's Coordinating & Planning Sub-Committee will shepherd efforts to identify other data sources over the coming months, with ASCP's review of the 2019-2020 data planned for Fall 2020 and a recommendation to be brought forward to Senate shortly thereafter.

All three Academic Forgiveness policies are included as Appendix B for reference.

Approvals: ASCP 5 February 2020

3. Revisions to Letter of Permission Legislation

ASCP recommends,

That Senate approve revisions to the Letter of Permission Legislation, as set out in ASCP Appendix C, effective 1 May 2020.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

Rationale

Concerns were brought to ASCP's attention in the Fall about trends in the application of Letter of Permission (LOP) legislation. There has been a noticeable increase in the number of students requesting LOPs, as shown in the table below.

Term	Academic Year				
	2014	2015	2016	2017	2018
Summer	191	320	332	814	789
Fall/Winter	128	147	149	150	135
Total	319	467	481	964	924

In SU2018, the LOP application fee was waived and eligibility requirements were more lenient due to the labour disruption, which likely explains the jump between SU2017 (332) and SU2018 (814). Notably, the number of students taking LOPs did not dramatically decline from SU2018 to SU2019. In one Faculty alone, in SU2019, 523 students completed 4274 credits on LOP at eight different universities.

In addition to the increase in the number of LOP requests, trends identified as concerning by the Office of the University Registrar and others include:

- challenges verifying course outlines and credit hours with some of the international institutions where York students went on LOP;
- an increase in the number of requests for LOPs to serve as Course Credit Exclusions (CCEs); and
- an increase in the number of number of students who have exceeded the maximum credits allowed on LOP.

In view of these trends, ASCP agreed that there is a compelling rationale to revise the legislation to introduce parameters around the types and total number of courses that may be taken on an LOP, an approach that is in line with practices at other universities.

The key changes to the legislation relate to the Eligibility section and include:

- the introduction of a minimum number of credits completed at York (18) to be eligible to request an LOP;
- restrictions around which types of courses may be taken on an LOP, disallowing 3000 or 4000 level courses, and major or general education requirements, except in unique circumstances;
- clarification of the rules about taking a CCE for a course already completed at York; and
- the introduction of a limit on the number of credits (18) that may be taken on an LOP over the course of a student's degree/certificate program.

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

In accordance with the efforts to bring consistency to the framing and formatting of Senate policies, guidelines, and procedures, the legislation will henceforth be called the Senate Policy on Letters of Permission.

Although the implementation date for the changes is 1 May 2020, the current legislation will be in effect for LOP requests for SU2020 as the registration period has commenced. Any LOP requests for FW2020-2021 and beyond will be subject to the revised legislation.

Approvals: ASCP 12 February 2020

Consent Agenda

4. Changes to program name for the BA Specialized Honours and BA (Honours) Minor programs in Theatre Studies and to degree requirements for the BA Specialized Honours program • Department of Theatre • School of the Arts, Media, Performance & Design

ASCP recommends,

That Senate approve the following changes to the BA Specialized Honours and BA (Honours) Minor program in Theatre Studies, housed within the Department of Theatre, School of the Arts, Media, Performance & Design, effective FW2020-2021:

1. the change to the name of both programs from Theatre Studies to Performance Creation;
2. an increase in the number of credits selected from within the Department of Theatre from 21 to 27 for the BA Specialized Honours program, bringing the total number of major credits to 54;
3. an increase in the number of free elective credits from 24 to 36 for the BA Specialized Honours program; and
4. a reduction in the number of required Non-AMPD credits required from 18 to 0 credits for the BA Specialized Honours program.

Rationale

The change to the name of the BA Specialized Honours and BA (Honours) Minor programs is proposed to reflect the shift away from the term Theatre Studies within the Department of Theatre and to bring both programs into alignment with the existing BFA Specialized Honours program in Performance Creation. The BA Specialized Honours program is focused on the study and academic aspects of Theatre while the BFA Specialized Honours program is more studio-focused. Other programs in the

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

Department include the BFA Specialized Honours in Acting, BFA Specialized Honours in Production Design, BA (Honours) Minor in Production, and BA in Theatre.

In terms of the increase to the number of major credits, few parameters are specified, with the exception of the requirement to complete the course Theatre and Social Justice, and the credits may be taken at any level. The increase to the number of major credits and free electives and the elimination of required non-AMPD credits will simultaneously enable BFA Specialized Honours students to more deeply engage with their major program and have greater opportunity to explore other topics of interest through their free electives. It also is anticipated that these changes will mitigate the trend of students enrolling in a greater number of Theatre courses than they can fit into a 120-credit degree, thereby improving time-to-completion rates in the program. The proposed new degree requirements will continue to support the achievement of the program learning outcomes.

There are no resource implications associated with these changes. Students currently enrolled in the BA Specialized Honours program will have the option of following the current or new degree requirements.

Approvals: AMPD Council 15 January 2020 • ASCP 12 February 2020

5. Change to core courses for the MA and PhD programs in Social Anthropology • Graduate Program in Social Anthropology • Faculty of Liberal Arts & Professional Studies • Faculty of Graduate Studies

ASCP recommends,

That Senate approve a change to the core courses for the MA and PhD programs in Social Anthropology, housed within the Graduate Program in Social Anthropology, Faculty of Liberal Arts & Professional Studies, Faculty of Graduate Studies, effective FW2020-2021.

Rationale

Currently, both MA and PhD students in the Social Anthropology program are required to take a core theory course in the first semester of both programs; for MA students, this course is Theory in Social Anthropology, and for PhD students, it is Advanced General Theory in Social Anthropology I. The program wishes to take a different approach to the core theory course by merging the two existing courses into a new course, Classic and Contemporary Theory in Social Anthropology, which will be a core requirement for both the MA and PhD programs and, accordingly, will serve as the vehicle by which all graduate students deepen their understanding of both classic and contemporary anthropological theory and learn to apply it in their own work. As the intake in the PhD program is small, bringing MA and PhD students together in the new theory course will

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

provide for a richer learning environment for all students. The new theory course will continue to support the learning outcomes for both programs, with the course director attending to the differences between MA and PhD students, as is common practice in many graduate level courses, and devising appropriate reading loads, assignments and expectations as necessary. Following the completion of Classic and Contemporary Theory in Social Anthropology, PhD students will broaden their foundation in theory in the renamed core course, Theoretical Concepts in Ethnographic Inquiry.

PhD students who previously completed Classic and Contemporary Theory in Social Anthropology in their MA program will be advised about a substitute course that meets the program learning outcomes.

This change will reduce the total number of core courses in the program, thereby giving the program the option of mounting an additional elective course each year.

Approvals: FGS Council 5 December 2019 • ASCP 5 February 2020

For Information

a. Minor Modifications to Curriculum

The following minor changes to calendar copy and degree requirements were approved by ASCP.

School of the Arts, Media, Performance and Design

- Minor changes to degree requirements for the following BA and BFA programs in Dance:
 - Specialized Honours BFA program in Choreography/Performance
 - Specialized Honours BFA program in Dance Education
 - BFA (Hons) program - Canada's National Ballet School, Teacher Training Program Option A
 - BA (Hons) Minor program in Dance
 - BA program in Dance
- Minor changes to the Specialized Honours BFA program in Performance Creation

Glendon

- Minor changes to degree requirements within the BA and iBA programs in Canadian Studies

Faculty of Graduate Studies

- Addition of World Literature as an option for the Major Field examination in the PhD program in English, Graduate Program in English

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

Faculty of Health

- Minor changes to basic science requirements for the BSc programs in Global Health, Kinesiology and Health Science, and Psychology
- Minor changes to streams within the Specialized Honours BA and BSc programs in Global Health
- Minor changes to the requirements for the Interdisciplinary Certificate in Aging

Lassonde School of Engineering

- Correction to degree requirements for the BEng program in Electrical Engineering

Faculty of Science

- Minor changes to degree requirements for the BSc programs in Physics and Astronomy and the Specialized Honours BSc in Biophysics
- Minor changes to general education requirements for the BSc programs in Chemistry and Biochemistry, Environmental Biology, and Science and Technology Studies
- Minor change to degree requirements for the Pharmaceutical and Biological Chemistry stream within the Specialized Honours BSc program in Chemistry

Kim Michasiw, Chair



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Memo

To: Alison McPherson, Chair, Senate
From: Suprakash Datta, Chair, Senate Appeals Committee
Date: February 7, 2019
Subject: SAC Annual Report query

In my absence from Senate last month, when the Senate Appeals Committee annual report was submitted, a Senator asked if the committee had looked at the reasons that percentage of SAC appeals granted in 2014-2015 was significantly higher than in subsequent years. I am pleased to provide a response.

In its 2014-2015 annual report, the committee commented:

... However, the Committee did note that a significant number of cases involved medical/disability grounds and that numerous appeals were granted on this basis. The University Secretariat sponsored a well-attended January 23 [2016] workshop featuring Marc Wilchesky, Executive Director of Counselling and Disability Services, to explore issues associated with evidence relating to disability in petitions and appeals. Staff, faculty members, and students involved in petitions and appeals shared their experiences, which may help to ensure that there is consistency in the way such appeals are dealt with.

SAC continues to work with Faculties on these issues. In November 2018 it held a Q&A session entitled: Disability and Petitions/Appeals: What evidence can we expect? How do we consider it? The session was led by Marc Wilchesky, then-Executive Director, Counselling & Disability Services, and Maureen Barnes, Director, Student Accessibility Services. A recording of the session was made available to Faculty petitions and appeals committees.

The SAC 2018-2019 annual report is included as Appendix A and I would be happy to answer any further questions.



The Senate of York University – Minutes

Meeting: Thursday, January 23, 2020, 3:00 pm
 Dr Robert Everett Senate Chamber, N940 Ross Building

A. Macpherson (Chair)	R. Grinspun	J. O'Hagan
M. Roy (Vice-Chair)	D. Gruspier	R. Ophir
P. Robichaud (Secretary)	S. Gururani	S. Paradis
T. Abdullah	M. Guzman	P. Park
N. Agrawal	M. Hamadeh	M. Peav
J. Amanatides	Y. Hawz	E. Pentland
J. Audette	A. Hovorka	L. Philipps
F. Babiker	U. Idemudia	W. Pietro
A. Badruddin	I. Jamma	B. Pilkington
S. Bay-Cheng	M. Kazubowski-Houston	A. Pitt
K. Bird	P. Kelly	M. Poon
O. Birot	J. Kirchner	A. Pyée
D. Cabianca	R. Koleszar-Green	M. Reisenleitner
N. Canefe	I. Kwidzinski	I. Roberge
R. Cheung	P. Lakin-Thomas	R. Rozinskis
M. Cobblah	R. Lastimosa	B. Ryder
M. Condon	F. Latchford	L. Sanders
J. Connolly	B. Lawrence	M. Schoonhoven
S. Cote-Meek	J. Lazenby	M. Schweitzer
A. Czekanski	S. Liakos	T. Shanahan
A. Davis	T. Loebel	P. Singh
S. Day	J. MacDonnell	C. Steele
W. Denton	W. Mackwood	S. Sudarsan
R. Desai-Trilokekar	A. MacLennan	P. Szeptycki
A. Di Domenico	J. Marra	K. Tasa
M. Dodman	L. Martin	P. Theophanidis
C. Dumont	D. Matten	G. Tourlakis
H. Edgell	J. Mayberry	G. Vanstone
C. Ehrlich	P. McDonald	R. Wang
B. Evans	J. McMurtry	R. Wildes
L. Farley	T. Moore	D. Wilson
D. Fernandez	N. Morales Caceres	M. Winfield
P. Fotoohi	M. Morrow	J. Wu
L. Fromowitz	C. Mounts	R. Zacharias
D. Gelb	D. Mutimer	G. Zhu
J. Goodyer	N. Neill	D. Zwick
S. Grace	J. Obar	

1. Chair's Remarks

The Chair, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and gave a special welcome to Professor Mario Roy and Pascal Robichaud, joining Senate for the first time in their respective roles as Vice-Chair and Secretary. The Chair expressed sorrow at the recent passing of Professor Emeritus John Caldwell, a professor of astronomy in the Faculty of Science, and at the lives lost

The Senate of York University – Minutes

in the Ukrainian International plane crash near Tehran, including three York students who were lost in the tragedy.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquiries and communications.

4. President's Items

President Rhonda Lenton expressed sadness at the passing of three York students in the Ukrainian International plane crash and acknowledged the efforts of York International and the Iranian Student Association to organize a vigil and the University's participation in the nationwide moment of silence to pay respects to the students and others who lost their lives. President Lenton advised Senators that the University will set up a new scholarship in honour of the victims and will match donations up to \$100k.

Other comments made by President Lenton included the following:

- encouragement for Senators to review and provide input on the draft Strategic Mandate Agreement (SMA3), accessible via the link on the Senate agenda
- an update on the planning and ongoing discussions with all levels of government on Markham Centre Campus
- the ongoing efforts to respond to the November 20 event in Vari Hall, with Thomas A. Cromwell leading an independent external review of the planning and preparations for the event and relevant University policies, procedures and practices
- an expression of sympathy for the York student who was the victim of a stabbing incident that occurred near campus and a reminder to community members to be aware of their surroundings
- the shortlisting of Assistant Professor Jesse Thistle's memoir *From the Ashes* in the CBC Canada Reads competition

Responding to a question from a Senator about the origins of the four pillars referenced in the draft SMA3 – access, excellence, connectedness and impact – President Lenton indicated that a vision for the University evolved from her Fireside Chat conversations with community members at the beginning of her tenure, which is: offering a broad demographic of students access to a high quality, research intensive University committed to the public good. Aimed at articulating the themes that underpin the University's mission, the four pillars emerged from the vision. The Senator shared the view that this reframing of the mission should have been discussed and approved by Senate.

The Senate of York University – Minutes

A Senator expressed appreciation for the two-week closure of the University over the December holidays.

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:

- the next steps for the review of the *Principles Governing a Presidential Search*, in follow-up to the Senate discussion at the November meeting and results of the online survey
- a reminder that the call for expressions of interest in membership on Senate committees and other positions elected by Senate has been issued, with the upcoming vacancies on Senate committees and the form to submit nominations available on the Senate webpage
- its review of progress on 2019-2020 priorities
- its approval of an individual nominated by Glendon Faculty Council to serve on the Sub-Committee on Honorary Degrees and Ceremonials

Responding to concerns expressed by a Senator about the next steps for the review of the *Principles Governing a Presidential Search*, President Lenton highlighted the importance of consulting with the Chair of the Board prior to any further decisions or actions being taken by Senate Executive given Senate and the Board’s shared responsibility for the *Principles*.

6. Academic Policy, Planning and Research

a. Information Items

APPRC updated Senators on the status and planned next steps in the University Academic Plan (UAP) renewal process. With community consultations coming to a close at the end of January, APPRC’s Technical Sub-Committee will soon begin the preparation of a draft UAP. Community members will be invited to provide input on the draft document at an Open Forum planned for the morning of Thursday, March 5.

Responding to a question about whether the Plan will be framed around traditional themes, one unifying theme, or a series of grand challenges, Senator Ehrlich, APPRC Chair, indicated that a hybrid approach is being considered in preliminary discussions.

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7. Academic Standards, Curriculum and Pedagogy

- a. Establishment of a new Specialized Honours option in Speech and Language Sciences within the Linguistics Section, Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies

Following brief introductory remarks by Senator Michasiw, ASCP Chair, it was moved, seconded and *carried* **“that Senate approve the establishment of a new Specialized Honours option in Speech and Language Sciences within the Linguistics Section, housed within the Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.”**

- b. Establishment of part-time option and changes to admission and degree requirements for the Master of Finance program, Schulich School of Business / Faculty of Graduate Studies

The documentation was noted. It was moved, seconded and *carried* **“that Senate approve the establishment of a part-time option and changes to admission and degree requirements for the Master of Finance program, housed within the Schulich School of Business, Faculty of Graduate Studies, effective FW2020-2021.”**

- c. Deletion of MRP and Thesis options and changes to degree requirements for the MA program in Dance, Graduate Program in Dance, Faculty of Graduate Studies / School of the Arts, Media, Performance & Design

On the basis of the documentation, it was moved, seconded and *carried* **“that Senate approve the deletion of MRP and Thesis options and changes to degree requirements for the MA program in Dance, housed within the Graduate Program in Dance, School of the Arts, Media, Performance & Design, Faculty of Graduate Studies, effective FW2020-2021.”**

8. Appeals

- a. Annual Report on Faculty and Senate Appeals

The Appeals Committee presented its annual report on Faculty- and Senate-level petitions and appeals decisions. A Senator asked if the committee had looked at the reasons that the percentage of SAC appeals granted in 2014-2015 was significantly higher than in subsequent years. In the absence of the Appeals Committee Chair, the Senate Chair committed to convey the question to Senator Datta and request a response.

9. Other Business

Responding to a suggestion that Senate discuss the widespread growth in the use of essay-writing services, the Chair agreed to consider the idea with Senate Executive.

The Senate of York University – Minutes

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

Consent Agenda Items

10. Minutes of the Meeting of December 12, 2019

The minutes of the meeting of December 12, 2019 were *approved by consent*.

11. Reduction in coursework requirements for the Historical, Theoretical, and Critical Studies of Psychology specialization within the PhD program in Psychology, Graduate Program in Psychology, Faculty of Graduate Studies / Faculty of Health

Senate *approved by consent* a reduction to the coursework requirements, from 27 to 21 credits, for the Historical, Theoretical and Critical Studies of Psychology specialization within the PhD program in Psychology, housed within the Graduate Program in Psychology, Faculty of Health, Faculty of Graduate Studies, effective FW2020-2021.

12. Senators on the Board of Governors re: Synopsis of the Board Meeting of December 13, 2019

A synopsis of the Board meeting of December 13, 2019 as conveyed by Senators Etcheverry and Tournalakis was *noted*.

A. Macpherson, Chair _____

P. Robichaud, Secretary _____