

York University Senate

Notice of Meeting

Thursday 26 November 2020 at 3:00pm

Via Videoconference

AGENDA

Page



1. Chair's Remarks (A. Macpherson)

10 min

2. Business Arising from the Minutes

3. Inquiries and Communications

10 min

a. Report of the Academic Colleague to COU (B. Spotton Visano)1

4. President's Items (R. Lenton, for information)

20 min

a. Developing directions in the external post-secondary environment
b. Enrolment update, and internal risk monitoring
c. Kudos Report.....4

Committee Reports

45 min

5. Executive Committee (M. Roy)7

a. Planning for Fall/Winter 2021-2022: Discussion (Committee of the Whole)

15 min

6. Academic Policy, Planning and Research (B. Spotton Visano)12

10 min

7. Academic Standards, Curriculum and Pedagogy (C. Brushwood-Rose)17

10 min

8. Other Business

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.

9. Minutes of the Senate meeting of 22 October 2020.....29

10. Change to the name and mandate of the Institute for Research on Digital Learning
(page 12)

11. Minor amendment to Senate Policy on York University Grading Schemes (Appendix A,
page 20)

P. Robichaud, Secretary

Academic Colleague's Report Senate

Academic Colleagues Meeting: October 13 and 14, 2020

COU Council Meeting October 16, 2020

Academic Colleagues meeting with Steve Orsini, President and CEO of the COU

President reported that COU will be focusing on three key priorities: (1) Enhancing advocacy to support financial sustainability and postsecondary education policy changes; (2) Demonstrating to government and the public an effective sector-wide response to COVID-19 (in terms of testing, scientific discovery and the many other ways in which university faculties are supporting Ontario through the pandemic); and (3) Growing and enhancing COU's data analysis capacity.

Colleagues stressed the importance of highlighting the contributions of the humanities, social sciences and fine arts to the pandemic response and economic recovery.

President shared his belief that the federal government is likely to pursue a pro-growth strategy—rather than an increase in taxes or austerity policies—to pay down the debt that has been incurred due to the pandemic. One way to stimulate that growth would be to make significant investments in universities to drive innovation and graduate an adaptable, highly skilled workforce.

COU Update

COVID updates

COVID-19 has cost universities an estimated \$700 million in lost ancillary revenue and in additional expenses related to the pandemic. Many universities were not able to achieve their enrolment targets, particularly for international students. Universities are not clear about how enrolment will play out over the academic term and there is concern about how this will impact university revenues. COU is asking the government to provide support to ensure the financial stability of the sector.

Additionally, universities are working with the Ministry of Health to try and help the government address its testing backlog.

Modernization Consultations

The Ministry is preparing a report back on what it heard during its modernization consultations. Ministry officials have signaled that they expect to roll out several policy initiatives in the fall, including a new tuition framework. They also expect to share their direction in other areas, including micro-credentials and work-integrated learning.

COU has sent a letter to Minister Romano that highlights the sector's commitment to affordability, new cost pressures, and the long-term impact of frozen revenue levers.

International Students

Federal government has approved international students returning to Canada starting October 20, 2020. A list of approved institutions should be released prior to this date [York University was on this list]. The Ministry is expected to provide information to the sector on the status of applications, clarifications about the policy, approval processes, and timelines.

Red Tape

Government has now introduced new “red tape” legislation (Bill 213), and has circulated a backgrounder with more plans about reducing regulations. For the Ministry of Colleges and Universities this includes:

- Streamlined reporting – including consolidation of some Transfer Payment Agreements, a review of accountability reports, and a review of OSAP reporting;
- A review of Tuition Set Aside and Student Access Guarantee programs;
- Support for an improved credit transfer system;
- A legislative exemption of universities from development charges;
- Legislative amendments to the enacting legislation of Redeemer, Tyndale and Canada Christian, to make them universities and expand their scope of allowable degree programs; and
- There are also several changes relating to Private Career Colleges (PCCs), including streamlining processes for approval of online learning and provincial approval for “Designated Learning Institute” for the purpose of international students getting study permits.

Facilities Renewal Program (FRP)

Universities and colleges get annual payments to support facilities upkeep. The government just announced a new distribution formula, and universities are receiving less money than in previous years. Despite COU's efforts to develop and present the Ministry with an evidence-based distribution formula, next year's university FRP allocation will be \$80.9M – which is \$20M less than previously planned. COU continues to advocate for a fair, evidence-based distribution method and is also seeking one-time capital funding for campus renewal.

Mental Health

Earlier in October, the government announced \$19.5M in funding for postsecondary sector mental health initiatives. About \$3.25M of it is new funding – the bulk of it (\$2.5M) is for new “partnership development” to “support a series of initiatives delivered in partnership with community providers to enhance services offered to students seeking mental health supports and build capacity in the postsecondary sector.” Technical details will be out shortly.

Other business

Colleagues discussed potential topics for future meetings, including:

- Combatting misinformation online;
- Universities’ contribution to the COVID-19 response, with a special focus on the humanities, social sciences and fine arts;
- Online teaching and learning and the mental health of students and faculty;
- Faculty supports through the pandemic; and
- Concerns about “contract cheating” in the context of online learning and the pandemic.

PRESIDENT'S KUDOS REPORT

NOVEMBER 2020



[Anaïs Dagrou](#), a recent graduate of political science at Glendon Campus, was among the recipients of the "Top 100 Black Women to Watch in 2020 in Canada" awards at the Canada International Black Women Event for her outstanding contribution to Toronto's Black and Francophone communities.



The [Financial Times](#) of London has ranked the Kellogg-Schulich Executive MBA (EMBA) the number one EMBA program in Canada. This marks the 13th time that the Kellogg-Schulich EMBA program has been ranked first in Canada during the 14 years it has participated in the ranking.

In its MBA by Career Specialization Rankings 2021, [QS World University Rankings](#) placed the Schulich School of Business 17th globally in Finance, 21st in Operations Management and 22nd in Marketing. Schulich was also the top-ranked MBA program in Canada in the Marketing and Technology categories.



The [R. P. Bratty Family Foundation](#) made a \$10 million donation toward the construction of the Markham Centre Campus (MCC). To honour the contributions of the Bratty Family, the University is naming the new atrium at the MCC "The Bratty Family Atrium."



The Canadian Foundation for Innovation (CFI) has awarded \$500,000 in funding to [two York researchers](#) for unique projects focused on mitigating the impact on the COVID-19 pandemic. The funding comes from CFI'S Exceptional Opportunities Fund for cutting edge research infrastructure. The two professors are:

- James Elder, Lassonde School of Engineering, for his project, "Agile AI-Powered Autonomous Robotics for COVID-19 Disinfection" and
- Sergey Krylov, Faculty of Science, for his project, "Development of Rapid and Accessible Diagnostics of COVID-19 using Small-molecule Probes Binding SARS-COV-2 Coat Proteins."



York's [ELLA Altitude](#), a program that helps women-led ventures scale their businesses with personalized assistance from industry leaders, has won the COVID-19 Support Award in the 2020 Canada Innovation and Entrepreneurship Awards, presented in partnership with the Government of Canada's Trade Commissioner Service. The awards celebrate the achievements of outstanding contributors to Canada's entrepreneurial landscape through excellence in innovation and entrepreneurship.



[Five faculty members](#) received the Minister of Colleges and Universities' Awards of Excellence for their commitment to guiding the province of Ontario through the pandemic:

- Henriette Gezundhajt, Department of French Studies, leveraged her expertise in using the University's online learning platform, Moodle, to offer workshops and informal consultations to Francophone colleagues, helping to ensure a smooth transition to distance education;
- Dasantila Golemi-Kotra, Faculty of Science, has expertly guided Canadians looking to get through the pandemic safely, offering advice on how to effectively clean and sanitize homes and workplaces, and correctly use personal protective equipment;
- Steven Hoffman, Faculty of Health & Osgoode Hall Law School, has been appointed by the United Nations Deputy Secretary-General to lead the development of a United Nations Research Roadmap for the COVID-19 Recovery;
- Murat Kristal, Schulich School of Business, along with colleagues at Schulich's Centre of Excellence - Big Data and Analytics Leadership, has developed an analytics dashboard that gives daily insights into the spread of the COVID-19 pandemic; and
- Jianhong Wu, Faculty of Science, is leading the Fields Institute for Research in Mathematical Sciences, a national COVID-19 math modelling team, as it advises public health officials assessing the transmission risk of COVID-19 and the trajectory of potential future outbreaks.



Osgoode PhD candidate and Vanier Scholar [Jake Okechukwu Effoduh](#) has been selected as a member of the World Economic Forum's Global Future Council on Frontier Risks. The Council will identify key future shocks for the next generation and propose policy opportunities that will build resiliency today in the face of these risks.



[Lions varsity student-athletes](#) raised \$1235 for the York Sport Council's third annual Halloween for Hunger campaign. The money will be donated to York Food Support Services, which has started the Curbside Food Hamper Distribution Program this year. With the money, the York Federation of Students will be able to create 50 food hampers to give to local community members.



The Organization of American States (OAS) General Assembly has elected Osgoode Hall Law School Professor and York Research Chair in Pluralism and Public Law [Benjamin Berger](#), to the Board of Directors of the Justice Studies Centre of the Americas, an organization that provides technical support to OAS member states in their justice system reform processes.



[Zheng Hong \(George\) Zhu](#), Lassonde School of Engineering professor and the academic director of the Research Commons, has been inducted as a Corresponding Member of the International Academy of Astronautics - IAA Academician. The IAA is an independent organization of distinguished individuals elected by their peers for their outstanding contributions to astronautics and the exploration of space.



The [Schulich Charity Association](#) was recently named the 'Post-Secondary Challenge' award winner after coming in first place in fundraising for the CIBC Run for the Cure event.



[Dr. Shelia Harms](#), MD, a fourth-year PhD candidate in the Faculty of Education, is the recipient of the prestigious 2020 U21 Health Sciences Group (HSG) Teaching Excellence Award, which celebrates and rewards exceptional educational scholarship, particularly among research intensive universities, across the U21 HSG network.



Osgoode student [Jayashree Sivakumar](#) received this year's South Asian Bar Association Student Recognition Award for her outstanding academic achievements and contributions to Osgoode, South Asian Law Students' Association chapters and local communities.



The [Lassonde School of Engineering](#) was profiled in the UN 75 Sustainable Engineering in Action book, which marks the 75th anniversary of the United Nations (UN) and details how engineering is tackling the most pressing challenges outlined in the UN's 17 Sustainable Development Goals.

APPOINTMENTS



[Maureen Armstrong](#) has been appointed Interim York University Ombudsperson. In addition to the day-to-day work of the ombudsperson, Maureen has a mandate to implement important reforms to the Office of the Ombudsperson to ensure it meets the needs of our community today and in the future.



[Brad Parkes](#) has been named York's next assistant vice-president of Facilities Services. He will lead the planning, development, maintenance and stewardship of York's campuses to advance teaching, learning and research.



Alumnus [Paul Jones](#) has been added to the Canada Basketball board of directors, the governing body of basketball in Canada.

Executive Committee – Report to Senate

At its meeting of 26 November 2020

FOR INFORMATION

1. Planning for Fall/Winter 2021-2022: Senate Discussion in *Committee of the Whole*

A discussion of planning for the delivery of academic programs in the Fall/Winter 2021-2022 academic year will be held at the November meeting of Senate. The discussion will proceed in *Committee of the Whole* to facilitate a broad conversation under relaxed rules.

In discussions about the pandemic and academic continuity, the Provost signalled to the Senate Executive Committee that early attention ought to be given to planning for the Fall/Winter 2021-2022 academic year. Applicants for FW'21 need to understand what the landscape will be at the University to help inform their decision-making. Arrangements for the necessary infrastructure, supports and safety protocols need to be defined accordingly. Turning our minds now to how and through what means programming can best be delivered next fall shifts us to proactive planning, rather than reactive as the hand of the pandemic has forced thus far.

The University is committed to returning to primarily campus-based, in-person delivery of the academic mission when safe to do so. At the same time, the shift to remote operations in 2020-21 will have an enduring impact. Faculty members and instructors have adapted their teaching and found creative ways to enhance access, educational value, and the student experience. The University is preparing safety protocols to enable a wide range of learning formats in Fall/Winter 2021-2022, taking into consideration the possibility of increased in-person opportunities as well as blended course offerings.

Careful thought needs to be given to options for course delivery going forward to balance instructors' and units' preferences, academic program needs, student expectations, Senate curriculum processes and public health regulations. The array of circumstances combines to make recovery-planning a complex exercise.

Gathering input from Senate and Faculty Councils at the outset on directions and intentions for program delivery in the mid-recovery and post-pandemic stages is critical to inform decision-making within Faculties and across the University on this important topic. As such, consultation with the academic community is being facilitated in part through a discussion at the November meeting of Senate on the following question:

As in-person teaching and learning gradually return to York's campuses, what pedagogical or curricular insights should be retained from the experiences of the pandemic, and how will these experiences shape the way that students learn, as well as the way that academic programs are designed and delivered in future?

Executive Committee – Report to Senate

Input on this same question is being sought from Faculty Councils. Reflections and recommendations arising from the Senate and Council dialogues will inform local and pan-University planning and decision-making as appropriate for the 2021-22 academic year.

Executive looks forward to a robust discussion at Senate.

2. Monitoring the Disruption

Consistent with its responsibilities mandated by the Senate “Disruptions” Policy, the Executive Committee is continuing to monitor the impact of the COVID-19 pandemic on academic activities at the University. At its meeting this month, the Committee approved the following recommendations from the Provost:

Convey the expectation that all outstanding final exams or assessments from Summer 2020 must be brought to completion using online or other remote means, including but not limited to, online exams with or without proctoring services, the quizzes function in Moodle, take-home exams, etc.

Authorize Deans’ Offices to approve in-person assessments in extenuating circumstances where they cannot reasonably be completed virtually or remotely, including performance or other hands-on demonstration forms of course assessment, subject to compliance with health and safety protocols.

Clarify that the extension of the deadline to drop a FW 2019-2020 course without receiving a grade (without a W notation) for students with deferred standing status for the Winter 2020 term to 5 February 2021 is an accommodation for students who completed their final exam / assignment from FW 2019-2020 in Summer 2020 or Fall 2020 and received their final grade, or who will write the exam(s) on one of the two deferred exam days of 17 or 24 January 2021 and receive their final grade.

Extend the *Principles to Guide Graduate and Undergraduate Course Planning* to the upcoming summer 2021 academic session.

These decisions were shared with Senators on 18 November 2020, and they have been posted on Senate’s COVID-19 information webpage at <https://secretariat.info.yorku.ca/covid-19-information-and-decisions-pertaining-to-academic-activities/>. The Committee will continue to keep Senate apprised of the impact of the disruption on academic activities and any decisions taken thereon.

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

The Executive Committee has approved the individuals listed below as nominated by student Senators to serve on Senate committees for 2020-2021.

Executive Committee – Report to Senate

Executive

Issa Abdi Jamaa, Liberal Arts & Professional Studies, BA Candidate, Economics
Jina Aryaan, Osgoode Hall Law School, JD Candidate

Academic Policy, Planning and Research

Naqee Blake, Liberal Arts and Professional Studies, BA Candidate, Law and Society
Dael Vasquez, Glendon, BA Candidate, Political Science & Communications

Academic Standards, Curriculum and Pedagogy

Julyana Al-Hussain, Science, BSc Candidate, Biology
Michelle Cobblah, Liberal Arts and Professional Studies, BA Candidate, Economics and
International Development Studies

Appeals

Alexander Bajic, Liberal Arts and Professional Studies, BA Candidate, Political Science
and History
Dylan Gruspier, Liberal Arts and Professional Studies, BA Candidate, Law and Society
Giulia Rosano, Environmental & Urban Change, MES Candidate

Awards

Riya Bhatla, Education, BEd and BA Candidate, Interdisciplinary Social Science
Amin Hatamnejad, Health, BSc Candidate, Kinesiology and Health Science

Honorary Degrees and Ceremonials

Parmin Rahimpoor-Marnani, Health, BSc Candidate, Kinesiology and Health Science

Tenure and Promotions

Kien Saningong Azinwi, Liberal Arts and Professional Studies, BA Candidate, Sociology
Muhammad Shahmir Masood, Liberal Arts and Professional Studies, BCom Candidate

The Committee is grateful to all student Senators for their service to Senate and its committees.

4. Review of Faculty Council Rules and Procedures

The Committee reviewed changes to the Faculty Council rules and procedures of the Osgoode Hall Law School, and the School of Arts, Media, Performance & Design and confirmed that they are generally consistent with principles of collegial governance and practices elsewhere in the University. Suggestions were made to enhance clarity and consistency with the Senate Rules, which will be communicated to the Councils as appropriate.

5. Sub-committee on Honorary Degrees and Ceremonials

- a. Chair for 2020-2021

Professor Naomi Couto (School of Public Policy & Administration, LA&PS) has been elected as Chair of the Sub-Committee for this year.

Executive Committee – Report to Senate

b. 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 a recommendation to add individuals to the pool of prospective recipients of honorary degrees. The Committee concurred with the recommendation, and, as a result, three new candidates have been deemed eligible for honorary degrees.

c. Renewal of Candidates in the Pool of Honorary Degree Recipients

Prospective candidates for honorary degrees remain in the pool for five years at which point they are renewed or removed. The Sub-Committee reviews the list of previously-approved nominees annually and makes recommendations to Senate Executive to extend the eligibility of individuals in the pool. Senate Executive has concurred with Sub-Committee recommendations to renew three individuals for a further five years.

d. Provision of Digital Copies of Diplomas to Graduates

The Honorary Degrees and Ceremonials Sub-Committee reported to the Executive Committee the Sub-Committee its approval of a recommendation from the University Registrar to issue digital copies of diplomas to graduates beginning with the February 2021 Convocation (*In Absentia*). The digital copy of the diploma will not replace the hard copy; it is an option for students to have confirmation of their credential in a more timely and accessible manner than is currently possible. Recognizing that degrees are increasingly the pathway to and/or a requirement for employment opportunities, offering graduates access to a digital copy of their diplomas will facilitate their entry into the labour market. In addition, it will facilitate international students' ability to seek work when they return to their home country or to obtain work VISAs. The provision of digital diplomas will benefit all graduates in the current pandemic situation as they do not have the option of obtaining their diplomas during in-person convocation ceremonies.

The Sub-Committee noted the initiative's alignment to the University Academic Plan priorities "From Access to Success" and "Advancing Global Engagement" and also to Senate's approval of the conferral of degrees outside of convocation in ceremonies (May 2018). Further, the initiative will ensure York's alignment with the practices of other Canadian post-secondary institutions, the majority of whom are moving in this direction.

6. Committee and Sub-Committee Membership 2020-2021

The Committee is pleased to welcome Professor Leesa Fawcett, nominee from the Faculty of Environmental and Urban Studies, as well as student members Issa Abdi Jamaa and Jina Aryaan.

Executive Committee – Report to Senate

7. Senate Meeting in December

Based on a canvas of Senate committees, Senate Executive has determined there will not be sufficient business ready to proceed to Senate in December, and therefore the meeting scheduled for 10 December 2020 is not expected to be held. Should circumstances arise that require Senate to transact important business in December, the meeting of 10 December would proceed. Senators will be advised in advance of the date if the December meeting is ultimately necessary.

Alison Macpherson, Chair

Mario Roy, Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 26 November 2020

FOR ACTION

Consent Agenda

1. Change to Name and Mandate of Institute for Research on Digital Learning

APPRC recommends:

that Senate approve the change to the name and mandate of the Institute for Research on Digital Learning as follows:

Existing	As Revised
Institute for Research on Digital Learning	Institute for Research on Digital Literacies.
<p>Mandate:</p> <p>The Institute for Research on Digital Learning has a broad interdisciplinary mandate to engage and facilitate discussion, information sharing, systematic inquiry, and pedagogic innovation related to the uses of technology and digital media in teaching and learning, the evolving nature of instructional tools and strategies in formal schooling and informal learning environments, and the profound impact of the digital age on culture, society, learning, economics, and socio-emotional wellbeing.</p>	<p>Mandate:</p> <p>The Institute for Research on Digital Literacies has a broad interdisciplinary mandate to engage and facilitate discussion, information sharing, systematic inquiry, and pedagogic innovation related to digital technologies, digital media and digital cultures as sites of formal and informal pedagogy and learning. Our goal is to respond quickly to changes in technology, media, and culture, and to promote research, scholarship, and pedagogic innovation in a digital age</p>

Rationale:

Changing Learning to Literacies allows IRDL to still be IRDL. Literacies is a more expansive term than learning, allowing more York scholars across various departments to appreciate how their work on digital cultures align with IRDL. The new name respects long standing collaborations with the Faculty of Education, AMPD and other scholars in the area of technology and learning, while inviting innovative connections with new faculties, particularly Engineering, and Schulich.

Academic Policy, Planning and Research Committee Report to Senate

As part of the 2019 recharter, IRDL moved from being sponsored by the Faculty of Education to being jointly sponsored by the Faculty of Education and LA&PS. As part of the broadened sponsorship, IRDL committed to expanding its mandate in terms of “how we theorize and define learning” by including faculty and graduate students devoted to the study of digital culture and its global impact. The proposed name change acknowledges the new sponsorship and the expanded mandate.

FOR INFORMATION

2. University Budget Consultation

Under the auspices of the President, budget consultations with the University community are once again being conducted to gather views on the strategic allocation of resources for the 2021-2024 operating budget. Commencing the exercise with APPRC, the President, Provost, and Vice-President Finance & Administration provided a comprehensive briefing on the context and environment for the University’s budget at its meeting on 12 November.

The Committee offered input on both the substance of the presentation and its form in preparation for the pan-university consultation. APPRC valued the inclusion in the report of progress made to meeting priorities previously identified by the community. APPRC emphasized the need to reinforce the integration of strategic resource allocation with the advancement of the University’s academic goals as identified in the new UAP and conditioned on the current environment.

Members identified what they thought were key issues in the resource planning landscape to highlight in the consultation exercise. They appreciated the clear link between resourcing student supports and the student-centred priorities in the UAP. Members offered advice about where greater detail would enrich the community discussions. Providing full and clear information on IT infrastructure investments, the efforts to recover enrolments, Markham Centre Campus planning, and strategies for responding to emerging provincial post-secondary initiatives will facilitate informed and meaningful conversations with faculty colleagues.

APPRC considered it critical that the consultations on resource allocation acknowledge the current on-the-ground reality of faculty colleagues’ experiences sustaining academic activities during the pandemic. The rapid shift to remote operations has meant that program delivery and supervision, research, supporting students and administrative functions have largely transformed to virtual modes. The committee suggested that greater detail about plans to address the related resource challenges would be valued by faculty colleagues.

Academic Policy, Planning and Research Committee Report to Senate

The Committee looks forward to hearing the community's feedback on where resources should be directed to help advance progress on York's academic goals.

3. Markham Centre Campus

Preliminary discussions about academic governance structures and processes for the Markham campus have commenced. Principles to inform the development of a collegial governance system on the campus were articulated in conjunction with the original 2017 plans for the campus. The re-set MCC plan made clear that the exercise of defining the governance structures for the campus should also start afresh and that academic governance as collegial decision-making distinct from academic administration be made as clear as possible. This work will continue and APPRC will keep Senate apprised as it evolves, seeking its input where appropriate.

4. Organized Research Units Sub-Committee Report

APPRC has a Sub-committee on Organized Research Units to help the Committee fulfill its responsibilities in the domain of ORUs. The sub-committee brings forward recommendations to the full Committee for the charter of new or renewed research units, reports on reviews of existing centres and institutes and recommendations for changes arising from such reports. Sophie Bury is its Chair this year.

The Sub-committee convened in late October. In addition to reviewing the changes to the *Institute for Research on Digital Learning* brought to Senate for approval this month, the Sub-committee also reported the following:

- Approval of a one-year extension of the charter for the *Centre for Research on Language and Culture Contact* from 1 July 2020 to 30 June 2021 due to extenuating circumstances at the Centre.
- Its review of the individual 2019-2020 ORU annual reports on their activities, membership, progress made in the implementation of plans, and funding. Collectively, they confirm that the units are actively sustaining their mandates, securing grants and pursuing their missions. The discussion of the reports included a briefing on the impact of the COVID-19 pandemic on ORUs. Most units are responding to the circumstances constructively and continuing to deliver their activities virtually. Positive developments have emerged from the shift to a virtual medium in that the ORU events have broadened their scope and international reach. For example, the *Bee Ecology, Evolution and Conservation* ORU shifted its inaugural conference online and was astounded to have participants from 18 countries. Another centre is being innovative and framing an event for external participants to respond to its graduate students' papers. The ORU Directors expect that some virtual elements of activities will be sustained post-pandemic as a long-distance strategy to expand their reach.

Academic Policy, Planning and Research Committee Report to Senate

- the decision that neither the *Centre for Research on Mass Spectrometry* (housed in the Faculty of Science) nor the *Centre for Automotive Research* (housed in the Lassonde School of Engineering) will be seeking renewal once their five-year charters expire on 30 June 2021. In accordance with the *Sunset (Winding Up) Provisions* of the Senate ORU Policy, arrangements are being made to transfer any physical assets of the unit to the Faculty upon the end of the charter.
- Director searches are in progress for the *Robarts Centre for Canadian Studies*; the *York University Centre for Aging Research and Education* (YU-CARE) and the recently established *Centre for Indigenous Knowledges and Languages*. All the searches are expected to be completed this academic year, with the successful candidates beginning their term on 1 July 2021.
- The sub-committee received and briefly discussed the report on the internal audit of the adequacy and effectiveness of the resource allocation framework for Organized Research Units.

5. Report on Audit of Organized Research Units

Having provided the report from the internal audit of the Organized Research Units to APPRC's Sub-committee on ORUs, the Vice-President Research and Innovation shared the results of the exercise with the full Committee. The purpose of the audit was to assess the overall framework supporting resource allocation and the assessment of outcomes from the utilization of these resources in support of York's overall research objectives.

The audit exercise produced a series of recommendations aimed at the overall goal of ensuring the University's investment in research is adequately supporting institutional priorities and improving processes to ensure ORUs reach their full potential. Building the units' engagement in seeking external grants and increasing funding success are priorities intended to help reverse a recent decline in grant applications and Tri-Council funding. The VPRI Office is undertaking several measures to implement the audit recommendations, including:

- a review of the ORU Annual Reporting process and tools used to monitor the progress of the units towards their objectives, including revising the annual reporting forms to capture more consistent and quantifiable measures of activity;
- Potentially leveraging the work around e-CV to facilitate the capturing of quantifiable data regarding scholarly outputs;
- Educate the community (e.g. ORUs and ROs) about the classification of applications for external grant funds (Faculty vs ORU) and the additional benefits of submitting through the ORU; and
- undertake a review of space assignment and utilization of the ORUs

Academic Policy, Planning and Research Committee Report to Senate

6. Faculty Complement Renewal Strategy

The Committee received and discussed with the Provost the Faculty Complement Renewal Strategy. Following circulation of a draft document for feedback last year, which included consultation with Senate at its meeting in October 2019, the final version of the plan has been released to the community. The APPRC discussion touched on matters pertaining to strategic hirings, international hiring procedures and units' shift to development of hiring plans with a longer horizon.

Brenda Spotton Visano
Chair of APPRC

**Academic Standards, Curriculum and
Pedagogy Committee**

Report to Senate

At its meeting of 26 November 2020

Consent Agenda

1. Revisions to the Senate Policy on York University Grading Schemes

ASCP recommends that,

Senate approve the following revisions to Section 4.1.a. of the Senate *Policy on York University Grading Schemes*, effective immediately:

Current Policy	Proposed Revision																																															
<p>Section 4.1 Grading Schemes</p> <p>a. Three different grading schemes are in use at York University, as set out below.</p> <p>Osgoode Grading Scheme</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td rowspan="2">Excellent</td> </tr> <tr> <td>A</td> </tr> <tr> <td>B+</td> <td rowspan="2">Good</td> </tr> <tr> <td>B</td> </tr> <tr> <td>C+</td> <td rowspan="2">Acceptable</td> </tr> <tr> <td>C</td> </tr> <tr> <td>D+</td> <td rowspan="2">Marginal</td> </tr> <tr> <td>D</td> </tr> <tr> <td>F</td> <td>Fail</td> </tr> <tr> <td>AL</td> <td>Allowed</td> </tr> </tbody> </table>	Grade	Descriptor	A+	Excellent	A	B+	Good	B	C+	Acceptable	C	D+	Marginal	D	F	Fail	AL	Allowed	<p>Section 4.1. Grading Schemes</p> <p>a. Three different grading schemes are in use at York University, as set out below.</p> <p>Osgoode Hall Law School JD Grading Scheme</p> <table border="1"> <thead> <tr> <th>Grade</th> <th style="color: red;">GPA</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td style="color: red;">4</td> <td rowspan="2">Excellent</td> </tr> <tr> <td>A</td> <td style="color: red;">3.8</td> </tr> <tr> <td>B+</td> <td style="color: red;">3.3</td> <td rowspan="2">Good</td> </tr> <tr> <td>B</td> <td style="color: red;">3</td> </tr> <tr> <td>C+</td> <td style="color: red;">2.3</td> <td rowspan="2">Acceptable</td> </tr> <tr> <td>C</td> <td style="color: red;">2</td> </tr> <tr> <td>D+</td> <td style="color: red;">1.3</td> <td rowspan="2">Marginal</td> </tr> <tr> <td>D</td> <td style="color: red;">1</td> </tr> <tr> <td>F</td> <td style="color: red;">0</td> <td>Fail</td> </tr> <tr> <td>AL</td> <td style="color: red;">0</td> <td>Allowed</td> </tr> </tbody> </table>	Grade	GPA	Descriptor	A+	4	Excellent	A	3.8	B+	3.3	Good	B	3	C+	2.3	Acceptable	C	2	D+	1.3	Marginal	D	1	F	0	Fail	AL	0	Allowed
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Rationale

Subsequent to Senate’s approval of the *Policy on York University Grading Schemes* at the 22 October 2020 meeting, it was surfaced that the GPA values for the Osgoode Hall Law School JD Grading Scheme, approved in principle by Senate in November

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

2017, had not been replicated in the Policy. Accordingly, this revision seeks to update the Policy to reflect the intended Osgoode JD Grading Scheme. Osgoode has been advised of the plan to bring this revision forward. While it is proposed that revisions will be incorporated into the Policy effective immediately, the Policy as a whole will not come into effect until FW2023-2024 as previously approved by Senate. The Policy in full with proposed revisions incorporated is provided as ASCP Appendix A.

Approvals: ASCP 18 November 2020

For Information

a. Minor Modifications to Curriculum

The following items were approved by ASCP.

Faculty of Education

Discontinuation of the stop-out pathway for the Bachelor of Education program

Faculty of Graduate Studies

Changes to admission requirements for the Master of Business Analytics program,
Schulich School of Business

Changes to admission requirements for the Master of Management in Artificial
Intelligence program, Schulich School of Business

Changes to Graduate Studies Regulations on Academic Honesty, Balance of Degree
Fees and Registration

b. Implementation of the New Grading Schemes

ASCP has begun initiating implementation activities associated with the transition to the new grading schemes following Senate's approval of a suite of recommendations from the Committee at the 22 October meeting, including the establishment of the *Policy on York University Grading Schemes* effective FW2023-2024. A communication has been distributed to Faculties outlining the required implementation activities associated with the transition, specifically the process and timelines for submitting program and academic regulation changes to ASCP with a deadline of 7 April 2021. A [webpage](#) has been set up on the Committee website to house information about implementation activities.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate

Included among next steps is a review of Senate policies and regulations that reference a GPA value with proposed revisions to be brought forward to Senate in due course.

Chloë Brushwood Rose, Chair



University Policy

Policy on York University Grading Schemes

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Approval Date:	22 October 2020
Effective Date:	1 September 2023
Last Revised:	26 November 2020 (pending)

1. Purpose and Principles

- 1.1. This policy sets out the grading schemes for York University and the pan-University regulations at the undergraduate level for academic standing, progression in Honours programs, and academic sanctions.
- 1.2. A core principle of this policy is the balancing of the maintenance of academic standards and fairness to students by seeking to facilitate students' progression through their degree programs while upholding rigorous academic standing requirements.

2. Scope and Application

- 2.1 This policy applies to all undergraduate students registered in a degree program in every Faculty at York University.
- 2.2 While the Faculty of Graduate Studies and Osgoode Hall Law School grading schemes are set out below, regulations applicable to those Faculties are covered in Faculty regulations.
- 2.3 This Policy is not applicable to the Master of Environmental Studies programs housed within the Faculty of Environmental and Urban Change, which follow a pass/fail grading scheme.

3. Definitions

Academic Decision: An undergraduate student's progression status in their program as determined by their final grades at the end of each academic session (e.g. Eligible to Proceed, Required to Withdraw). Academic decisions appear on students' grade report.

Credit/No Credit Course: A course which is offered on an ungraded basis only, and where the failing grade is to count as zero in the grade point average.

Cumulative Grade Point Average (CGPA): The weighted average based on grades obtained in courses taken over all academic sessions.

Grade Point Average (GPA): The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

Pass/Fail Grading Option: An option whereby undergraduate students may elect to take a graded course on an ungraded basis and receive credit for such courses without impacting their GPA.

Sessional Grade Point Average (SGPA): The weighted average based on grades obtained in courses taken over a single academic session.

Session: A prescribed period of time designated for the delivery of courses. York's sessions are Fall/Winter and Summer.

Year of Study: An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are set out below.

University-Wide Undergraduate Scale

Year Level	Study Level
Year 1	0 to 23 credits
Year 2	24 to 53 credits
Year 3	54 to 83 credits
Year 4	84 credits

Bachelor of Engineering Scale

Year Level	Study Level
Year 1	0 to 35 credits
Year 2	36 to 71 credits
Year 3	72 to 107 credits
Year 4	108 credits

Additional definitions are available in the Pan-University Academic Nomenclature.

4. Policy

4.1. Grading Schemes

- a. Three different grading schemes are in use at York University, as set out below.

Undergraduate Grading Scheme

Letter Grade	Percent Range	GPA
A+	90-100	4.00
A	85-89	3.90
A-	80-84	3.70
B+	77-79	3.30
B	73-76	3.00
B-	70-72	2.70
C+	67-69	2.30
C	63-66	2.00
C-	60-62	1.70
D+	57-59	1.30
D	53-56	1.00
D-	50-52	0.70
F	0-49	0.00

Graduate Studies Grading Scheme

Letter Grade	Percent Range
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
F	0-59

Osgoode Hall Law School JD Grading Scheme

Grade	GPA	Descriptor
A+	4	Excellent
A	3.8	
B+	3.3	Good
B	3	
C+	2.3	Acceptable
C	2	
D+	1.3	Marginal
D	1	
F	0	Fail
AL	0	Allowed

- b. In addition to the schemes above, students may be graded on a Pass/Fail or Credit/No Credit basis. The Pass/Fail grading option allows undergraduate students to take a graded course on an ungraded basis, with the grade excluded from GPA calculations. Details are available in the *Pass/Fail Grades Policy*. Credit/No Credit courses are offered on an ungraded basis only and are included in GPA calculations, with a failing grade to count as zero in the GPA.

4.2. Academic Standing

- a. Undergraduate students' study level at the University is determined based on the number of earned credits, as set out in the Year of Study scales in the Definitions section of this Policy.
- b. Students' academic standing is assessed based on courses taken at the University following each Fall/Winter and Summer session, and results in an academic decision as described in the Definitions section.

c. There are five categories of academic standing at the University, as set out below.

- i. **Good Academic Standing (Honours Progression):** This is defined at the University as a cumulative GPA (CGPA) of 2.00 or above. Each academic program also may identify its own definition of Honours progression for that program as long as it meets the minimum University standard.
- ii. **Good Academic Standing:** This is defined at the University as a CGPA of 1.70 or above. Each academic program also may identify its own definition of good academic standing for that program as long as it meets the minimum University standard.
- iii. **Academic Warning:** An academic decision granted to students whose CGPA falls below 1.70. Once students receive this academic decision, they may remain at the University for a reviewing period as described in the Academic Sanctions section.
- iv. **Required Withdrawal for One Year:** An academic decision granted to students who do not meet the conditions of academic warning which requires them to withdraw from the University for a period of one year or three consecutive terms. Once students return to the University, they will be placed on a debarment warning as described in the Academic Sanctions section.
- v. **Debarment for Two Years:** An academic decision granted to students who fail to meet the conditions placed upon them following their return to the University from Required Withdrawal.

4.3. Progression in Honours Programs

a. The University-wide minimum standards for progression in an Honours degree program are as follows.

- i. Students' eligibility to proceed in Honours will initially be assessed after they have completed 53 earned credits. After the completion of 53 earned credits:
 1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing;
 2. Students whose CGPA is between 1.70 and 1.99 may continue in their Honours program on warning for a reviewing period of 30

earned credits and will be reassessed after the completion of 83 earned credits; or

3. Students whose CGPA is below 1.70 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.
- ii. Students' eligibility to proceed in Honours will be assessed for a second time after they have completed 83 earned credits. After the completion of 83 earned credits:
 1. Students whose CGPA is at or above 2.00 may proceed in Honours in good standing; or
 2. Students whose CGPA falls below 2.00 will be exited from their Honours program and will be required to transition to a 90-credit degree program, guided by their home Faculty.
 - iii. In alignment with principles of fairness to students, the eligibility of students admitted with transfer credit to proceed in Honours will not be assessed before they have earned at least 12 credits at York
- b. Some academic programs may wish to set additional requirements beyond the minimum University standard, such as major GPA requirements, course grade requirements, graduation requirements, and Honours progression assessment for students admitted with transfer credit. Any additional requirements must be approved through the appropriate Faculty- and University-level governance channels, including by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate.

4.4. Academic Sanctions

- a. Academic Warning: Students whose CGPA falls below 1.70 after the completion of 18 credits taken at the University will be placed on academic warning with the following conditions.
 - i. Students may continue on academic warning if they achieve a sessional GPA (SGPA) of 2.00 or greater until their CGPA reaches 1.70 or above.
 - ii. Students whose SGPA falls below 2.00 will be required to withdraw for one year as outlined below.

- b. Required withdrawal for one year: Students on Academic Warning whose SGPA falls below 2.00 and CGPA is below 1.70 are required to withdraw from the University for one year (the three consecutive terms) subsequent to the academic decision identifying that the conditions of academic warning have not been satisfied.
 - i. In accordance with the *Registration Eligibility in Summer Courses Policy*, students who have received a required withdrawal decision may enrol in summer courses.
 - ii. If their SGPA at the end of the summer term does not return them to good academic standing (1.70 CGPA), they will be required to withdraw for a period of one year or three consecutive terms subsequent to that summer term.
 - iii. Those students who return to good academic standing (1.70 CGPA) after the summer session will be eligible to continue at the University in the subsequent Fall/Winter term.
- c. Returning to the University after a required withdrawal. Students returning to the University after a required withdrawal will be placed on debarment warning with the following conditions:
 - i. Students whose SGPA is 2.00 or greater may continue on debarment warning until their CGPA reaches 1.70 or above.
 - ii. Students whose SGPA falls below 2.00, will be debarred from the University for a period of two years (six consecutive terms) subsequent to the academic decision identifying that the conditions of debarment warning have not been satisfied and must reapply.
- d. Debarment for two years: Following a debarment, students must reapply to the University to resume their studies.

5. Roles and Responsibilities

- 5.1. It is the responsibility of students to:
 - a. Be proactive in monitoring their academic standing in their program in consultation with academic advising staff as needed.
 - b. Be aware of the University academic standing requirements as well as any additional requirements of their academic program.

- c. Carefully review notifications from the Office of the University Registrar, their Faculty, Department and/or program about their academic standing.
- 5.2. It is the responsibility of the Office of the University Registrar, Faculties, Departments and academic programs to:
- a. Ensure that academic and program regulations are clear.
 - b. Communicate academic decisions to students in a timely manner.

6. Review

This policy shall be reviewed every five years.

Legislative history:	Approved by Senate 22 October 2020
Date of next review:	October 2025
Policies superseded by this policy:	Common Grading Scheme for Undergraduate Faculties Progression Requirements to Maintain Honours Standing Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)
Related policies, procedures and guidelines:	Pan-University Academic Nomenclature Registration Eligibility in Summer Courses Policy Pass/Fail Grades Policy

Appendix

Undergraduate Grading Scheme Qualitative Descriptors

Letter Grade	Numerical Range (%)	Grade Point	Descriptor
A+	90-100	4	Excellent Thorough knowledge of concepts and/or techniques; high degree of skill and/or originality in using them to satisfy the requirements of an assignment or course.
A	85-89	3.9	
A-	80-84	3.7	
B+	77-79	3.3	Good Good knowledge of concepts and/or techniques; considerable skill in using them to satisfy the requirements of an assignment or course.
B	73-76	3	
B-	70-72	2.7	
C+	67-69	2.3	Satisfactory Acceptable level of knowledge of concepts and/or techniques; basic competence in using them to satisfy the requirements of an assignment or course.
C	63-66	2	
C-	60-62	1.7	
D+	57-59	1.3	Marginal Minimal level of knowledge of concepts and/or techniques; some ability in using them to satisfy the requirements of an assignment or course.
D	53-56	1	
D-	50-52	0.7	
F	0-49	0	Unsatisfactory/Fail Inadequate knowledge of concepts and/or techniques needed to satisfy the learning outcomes of an assignment or course.

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Zoom Meeting: Thursday, October 22, 2020, 3:00 pm

A. Macpherson (Chair)	J. Goodyer	D. Neu
M. Roy (Vice-Chair)	S. Grace	S. Murphy
P. Robichaud (Secretary)	C. Graham	J. O’Hagan
A. Annisette	J. Grant	R. Ophir
M. Armour	R. Grinspun	S. Paradis
J. Aryaan	D. Gruspier	L. Philipps
A. Asif	S. Gururani	M. Poon
A. Bajic	M. Guzman	C. Popovic
T. Baumgartner	M. Hamadeh	A. Pyee
S. Bay-Cheng	A. Hatamnejad	S. Rehaag
A. Belcastro	M. Herbert	M. Reisenleitner
D. Berbecel	E. Hessels	I. Roberge
R. Bhatla	R. Hornsey	G. Rosano
K. Bird	D. Hosale	S. Rosenbaum
S. Brooke	A. Hovorka	B. Ryder
C. Brushwood -Rose	U. Idemudia	L. Sanders
D. Cabianca	M. Jacobs	D. Scott
N. Canefe	M. Karakul	T. Shanahan
C. Chapdelaine-Feliciati	S. Karimi	L. Sloniowski
K. Chung Lo	M. Kazubowski-Houston	B. Spotton Visano
T. Choi	A. Kimakova	S. Sudarsan
J. Clark	J. Kirchner	P. Theophanidis
E. Clements	T. Knight	P. Timmerman
K. Collier	P. Kholer	T. Torry
J. Conder	L. Korrick	G. Turlakis
J. Connolly	I. Kwidzinski	R. Tsushima
S. Cote-Meek	F. Latchford	C. van Daalen-Smith
J. Crocker	V. Lehan- Streisel	G. Vanstone
C. Da Silva	R. Lenton	A. Veins
S. Day	S. Liaskos	R. Wang
S. Dinyarian	T. Loebel	S. Watson
M. Dodman	J. MacDonnell	N. Waweru
C. Douglas	N. Madras	R. Wellen
J. Etcheverry	N. Mammoliti	M. Winfield
L. Fawcett	L. Martin	S. Winton
D. Fernandez	A. Maxwell	L. Wood
R. Fournier	C. McAulay	N. Zamisa
L. Fromowitz	K. Michasiw	G. Zhu
D. Gelb	J. McMurtry	
L. Ginsburg	S. Militello	
M. Giudice	N. Morales Caceres	

The Senate of York University – Minutes

1. Chair's Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and acknowledged the recent passing of Professor Gene Denzel, a stalwart of York for decades who, through his numerous service contributions, left a strong legacy of collegial governance in the Department of Mathematics and Statistics and across the wider University.

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 shared highlights from the President's 2019-2020 Annual Report, Creating Positive Change, the first digital iteration of the document, which is situated in the context of the conclusion of two University planning documents this year – the Provostial White Paper, Building a More Engaged University: Strategic Directions for York University 2010-2020, and the University Academic Plan (UAP) 2015-2020 – and the launch of the new UAP 2020-2025. The Report documents the impressive progress made by the York community to advance priorities and goals over the past year despite the challenges of the pandemic.

Other announcements and updates shared by President Lenton included the following:

- the improved financial outlook for the University as the implications of the pandemic on enrolment numbers were not as significant as anticipated in the spring
- gratitude for the generous donations from the family of the late Avie Bennett, former Chancellor of York, to support the Canadian Writers in Person course, and from the Bratty Family to support the construction of Markham Centre Campus
- highlights from the “Kudos” report, including the establishment of a global network of Emergency and Business Continuity Management by Master of

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Disaster and Emergency Management graduates Alisha Khan and Magda Sulzycki

Responding to a question regarding the discontinuation of pre-university studies courses geared towards helping mature students acquire the requisite background for admission to the University, President Lenton and Provost Lisa Philipps explained that the program as structured was not serving the cohort as intended. Given York's ongoing commitment to access, alternate options are being explored to create similar opportunities for mature students, with additional information to be provided to Senate at a later date.

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. Establishment of the Faculty of Environmental and Urban Change Faculty Council

Following the provision of Notice of Motion in September, it was moved, seconded and *carried* **"that Senate approve the establishment of the Faculty of Environmental and Urban Change Faculty Council, effective September 1, 2020."**

b. Election of Members of Non-Designated Senate Committees

The Vice-Chair reported that no further nominations had been received and presented the nominee to Senators. It was moved, seconded and *carried* **"that nominations be closed"** for the election to Senate Committees. As a result of the vote, Professor Jeffrey S. Everett, Schulich, was acclaimed to the Tenure and Promotions Committee.

c. Information Items

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities and approval of a recommendation from the Provost that all outstanding final exams or assessments from the FW2019-2020 year must be brought to completion, with options available to facilitate this process outlined in its written Report

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- encouragement for Senators to assist in the process of identifying prospective candidates to fill the remaining vacancies on the Tenure and Promotions and Tenure and Promotions Appeals Committees
- its approval of Senate Committee members nominated by Faculty Councils
- its review of Senate committee priorities for 2020-2021
- the plans for its Sub-Committee on Equity to discuss how the collegium will take up the call to operationalize anti-Black racism and equity, diversity and inclusion (EDI) measures within academic governance and processes
- its review of the Faculty Council rules and procedures of the Lassonde School of Engineering
- temporary actions taken by the Committee to support a Faculty Council experiencing uncertainty
- the completion of the mandate of the Temporary Sub-Committee established to review and resolve cases of outstanding provisional grades assigned as a result of the labour disruption in Winter 2018
- a consolidated report on actions taken by Senate in 2019-2020
- an update on its membership for 2020-2021

Responding to a question about the Equity Sub-Committee's shepherding of anti-Black and anti-Indigenous racism and EDI measures within academic governance, it was clarified that the Sub-Committee, with its membership composed primarily of faculty members and Senate leadership, serves as a good representation of the collegium, will inform itself of related initiatives underway across the University, and will liaise and consult in its deliberations, including with Senate.

6. Academic Policy, Planning and Research

a. Provost's Autumn Report on Complement and Enrolment

In introducing the item, APPRC Chair Senator Brenda Spotton Visano, indicated that, as the Committee responsible for recommendations to Senate on academic plans and advising on allocation of resources, APPRC previewed and discussed the Provost's Report on complement and enrolment earlier in the month, with its reflections detailed in the written Report. This year, the Provost's report includes an update on the multi-year budget presentation made to Senate in June with revised information reflecting the fuller knowledge of the enrolment picture currently available.

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Speaking to presentation slides included in the appendices to the agenda, Provost Philipps highlighted that complements are rebuilding with a net increase in tenure-stream positions since 2016-2017. Of the tenure track appointments made thus far in 2020-2021, 83% of professorial stream hires and 61% of teaching stream hires identify as a member of one of the federally designated groups. There will continue to be ongoing investment in faculty complement renewal to improve student-faculty ratios and to further diversity in the faculty population. On the enrolment front, the significant decline in enrolments anticipated in the spring did not materialize, with undergraduate enrolments slightly ahead of targets owing to high retention of continuing students. However, in view of the significant drop in new undergraduate and graduate research intakes, strategies are being considered to counteract the low intake year in future years. Vice-President Finance and Administration Carol McAulay confirmed that, given the state of enrolments, amendments are not required to the budget approved by the Board of Governors in June.

In response to questions from Senators about the Report, the following items were noted:

- the possibility of providing more disaggregated data in future years, specifically a separate breakdown of the male-female proportion in the professorial and teaching streams
- the importance of continuing to support professional development and other opportunities for contract faculty in tandem with efforts to renew the full-time complement, in part by inviting long-serving contract faculty who meet certain criteria to interview for tenure-track positions
- the status of the SHARP budget review, with adjustments to the model anticipated
- confirmation that the majority of hires are in the professorial stream but that there continues to be flexibility to pursue a greater number of teaching stream hires while staying within the limit set in the YUFA collective agreement
- details about the assumptions used to estimate the total number of enrolments in the out-years of the budget

b. Information Items

APPRC reported on the following items:

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- its confirmation of 2020-2021 priorities, with a key focus on setting the stage to advance and track progress on UAP 2020-2025 priorities
- its identification of Markham Centre Campus as a priority, plans to include it as a standing agenda item for each meeting, and receipt of a briefing from the Provost on the status of campus planning earlier in the month
- its review of the results of the 2019-2020 Senator and Senate committee member surveys
- an update on its membership for 2020-2021

7. Academic Standards, Curriculum and Pedagogy

- a. Revision to the *Common Grading Scheme for Undergraduate Faculties* and Honours Progression Requirements

It was moved and seconded **“that Senate approve, effective FW2023-2024,**

- 1. The establishment of the *Policy on York University Grading Schemes*;**
- 2. The rescission of the *Common Grading Scheme for Undergraduate Faculties, Progression Requirements to Maintain Honours Standing, and Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng)*; and**
- 3. The establishment of corresponding qualitative descriptors for the undergraduate grading scheme as an appendix to the *Policy on York University Grading Schemes*.”**

In introducing the item, Senator Chloë Brushwood Rose, ASCP Chair, advised Senators that the recommendations had been put forward at the September Senate meeting and withdrawn in response to the views expressed and questions that remained at that time. Hearing the comments made by Senators Kimakova, Sanders and Waweru during the September 2020 meeting regarding the implications of the *Policy on York University Grading Schemes* for students admitted to York with transfer credit, ASCP worked to revise the Policy to address the matter. Accordingly, the motions were brought before Senate again with the addition of two adjustments to section 4.3 of the Policy.

An engaged discussion about the Policy ensued, in which clarification was provided about the extent to which the new Honours progression requirements align with those of other Ontario universities and the intent of the Policy to introduce a University-wide

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standard for academic standing, Honours progression and academic sanctions while allowing for Faculties and/or programs to overlay additional regulations as appropriate.

Following the discussion, the motions were *carried*.

It was moved, seconded and *carried by the necessary two-thirds majority* **“that the meeting be extended to 5:15 pm.”**

b. Information Items

ASCP’s information items included:

- its approval of changes to Leaves of Absence and Registration Status regulations, Faculty of Graduate Studies
- its confirmation of the sessional dates for three academic years, from SU2021 to SU2024, with an update to follow on the scheduling of Fall 2021 orientation activities

8. Awards Committee

a. Information Items

With the call for nominations for the President’s Research Awards issued earlier in the month, Senators were encouraged to submit nominations and promote the submission of nominations among their colleagues.

9. Other Business

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

Consent Agenda Items

10. Minutes of the Meeting of September 24, 2020

The minutes of the meeting of September 24, 2020 were *approved by consent*.

11. Changes to coursework and language requirements for the PhD program in English, Graduate Program in English, LA&PS / FGS

Senate *approved by consent* changes to coursework and language requirements for the PhD program in English, housed within the Graduate Program in English, Faculty of

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Liberal Arts & Professional Studies / Faculty of Graduate Studies, effective FW2020-2021.

12. Synopsis of the October 6, 2020 Meeting of the Board of Governors

A synopsis of the Board meeting of October 6, 2020 as conveyed by Senators Etcheverry and Hamadeh was noted.

A. Macpherson, Chair _____

P. Robichaud, Secretary _____