



# York University Senate

## Notice of Meeting

Thursday 25 March 2021, 3:00 pm – 5:00 pm

Via Videoconference

### AGENDA

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1. **Chair’s Remarks (Alison Macpherson)**

2. **Business arising from the Minutes**

3. **Inquiries and Communications**

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4. **President’s Items (R. Lenton)**

- a. Government relations update
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6. **Academic Policy, Planning and Research (B. Spotton Visano).....10**

- a. Change in Name of the Department of Communications Studies
- b. Annual Report on Research (Vice-President Research & Innovation)

7. **Academic Standards, Curriculum and Pedagogy (C. Brushwood-Rose) .....13**

- a. Change to Name of Honours BA and iBA degree programs in Communication Studies, LA&PS

8. **Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (C. Brushwood-Rose / B. Spotton Visano).....25**

9. **Other Business**

P. Robichaud, Secretary

# York University Senate

## Consent Agenda

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

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11. Changes to the mechanism for approving courses to satisfy the Indigenous and Aboriginal Law Requirement, Osgoode Hall Law School Juris Doctor Program (page 14)
12. Changes to the requirements for the GIS/Remote Sensing Certificate, Faculty of Environmental and Urban Change (page 17)
13. Changes to the requirements Sustainable Energy Certificate, Faculty of Environmental and Urban Change (page 18)
14. Minor amendments to Senate policies and regulations to reflect new grading schemes: Letters of Permission Policy; Undergraduate Co-Registration Options Policy; Undergraduate Certificates Guidelines and Procedures (page 19)

## Information

15. Senators on the Board Governors re: Synopsis of the Board Meeting of 2 March 2021 M. Hamadeh / J. Etcheverry; for information) .....33

## Appendices

### Academic Policy, Planning & Research:

- Appendix A: Change to the Name of the Communications Studies Department, Faculty of Liberal Arts & Professional Studies
- Vice-President Research and Innovation Report

### Academic Standards, Curriculum & Pedagogy:

- Appendix A: Change of the name of the BA and Honours iBA programs in Communication Studies, Faculty of Liberal Arts & Professional Studies
- Appendix B: Senate Policy on Letters of Permission; Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions; Undergraduate Certificate Guidelines and Procedures

# **Report to Senate on Meeting of COU Academic Colleagues**

**February 16-17, 2021: Zoom Meeting**

## **Conversation with Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of online learning**

Dr. Alison Flynn joined the colleagues for a conversation on the topic of “Online Learning: Lessons Learned and the Future of Education after the Pandemic.” As a relatively new medium for education that has expanded rapidly in response to pandemic-related school closures, online learning presents several key challenges that Dr. Flynn believes should be addressed: 1) Ensuring equitable access to technology and making online spaces fair and inclusive; 2) Maintaining a sense of community both inside and outside of class; 3) Focusing on the desired goals and outcomes of online learning and tailoring the experience in a way that makes the most of the online setting, while promoting academic integrity.

Dr. Flynn listed access to technology, internet service and working space as material obstacles that students face, but family and work obligations at home can also limit students’ access to online courses. She stressed the importance of building community in online courses, and of prioritizing consideration of mental health, wellness and resilience throughout the curriculum.

Many Colleagues agreed that online learning is here to stay in some form, probably in a blended/bimodal form, and that faculty and students would benefit from more formal training in online teaching and learning.

Colleagues discussed how student and faculty attitudes towards online learning have evolved as the pandemic has progressed. The sense of achievement many felt after completing their first full semester online has shifted to burnout as the pandemic continues without a fixed end point. Several mentioned the importance of checking in regularly with students and holding regular town halls to hear campus perspectives.

## **Update on COU Strategic Plan**

COU President and CEO Steve Orsini presented an updated Draft COU Strategic Plan. Academic Colleagues discussed the draft and offered recommendations for changes.

## **COU Information Update**

### **COVID-19**

COU is doing a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel that can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

COU continues to advocate to expand the number of university health programs that can be exempt from the 10-person limit for in-person training. There is confusion about the criteria that was used to select programs. For example, nutrition and speech language pathology are exempt from the 10-person limit, but dentistry and optometry are not.

## ***Strategic Management Agreements***

Early in the pandemic, the ministry agreed to de-couple SMA3 performance-based evaluations from funding to respond to the instability created by COVID. The government also indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation.

The Year 1 evaluations for SMA3 have concluded and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the ministry's website in late-Spring 2021.

## ***Mental Health***

On February 9, the ministry announced that it will provide an additional \$7 million in one-time funding to support Ontario's students in publicly-assisted colleges and universities. Institutions will receive a fixed base amount of \$100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs but the government notes the importance of virtually delivered mental health services and other hybrid models and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups (Indigenous, racialized, LGBTQ students and students with disabilities) are met through these supports.

## ***Equity, Diversity and Inclusion***

The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

## ***Micro-credentials***

On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-ministry technical working group to develop micro-credential policy and programming.

## ***Financial Sustainability***

The ministry has recently increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is one of the most transparent. Publicly available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO) and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students.

## **Report to COU Academic Colleagues from the Quality Council**

February 2021

**Routine Business of the Quality Council:** The Quality Council continues its routine business of approving new programs, reviewing audits and cyclical program reviews, etc.

**Quality Assurance During a Pandemic:** The Quality Council received and reviewed feedback from COU institutions on their quality assurance processes during the pandemic. Quality assurance processes have experienced only minor delays, with external reviews taking place virtually rather than on-site. Some institutions expressed concerns about workload (both of QA staff and academic leaders), technological challenges, and difficulties created by the working-from-home environment.

Also of interest were responses relating to pandemic-related program adjustments (e.g., compassionate grading schemes, changes to work placement programs, library access, etc). The Secretariat will determine how best to share this information and best practices with Key Contacts; it appears that a number of institutions are already sharing this information with each other through various channels.

**Quality Assurance Framework – Protocols:** The Protocols document of the new Quality Assurance Framework has been subject to consultation and is nearing completion. This is the document that sets out the specific procedures to be followed for new program approvals, cyclical program reviews, and audits. It includes flow charts and examples, as well as an explanation of how the processes of the Appraisal Committee and Audit Committee interact with the final decision-making of the Quality Council.

**Micro-Credentials:** The introduction of micro-credential programs is giving rise to questions regarding quality assurance, which normally only applies to degree or diploma programs. It may create particular issues where micro-credential programs can be “laddered” or “stacked” into an existing degree program. Does this create a new program or major modification, and if so, at what point should it be reviewed? There is the potential that new programs will be created without undergoing the normal quality assurance process. At the same time, one of the advantages of micro-credentials is their flexibility. They have the potential to reach new groups of students and improve access to higher education, so they should not be unduly stifled.

The Quality Council’s 2019-20 Annual Report was published in late fall.



# PRESIDENT'S KUDOS REPORT

MARCH 2021



Osgoode Hall Law School Professor Poonam Puri and alumna Susan Kyle [not pictured] have each been awarded the Law Society Medal for their outstanding career achievements and contributions to their communities and to the legal profession.



York University is one of six founding partners of a new global UNESCO network, [Education for Sustainable Development and Societal Transformations](#), which will foster sustainable development and peace through research, policy development and implementation that focuses on teacher education.



A fundraising drive named "25K in 25 Days" that supports [The Jean Augustine Chair in Education, Community & Diaspora](#) at York has received more than \$200,000 in donations.

Relatedly, York received a \$1.2 million donation from the [RBC Foundation](#) as part of RBC Future Launch, directly supporting the work of the Jean Augustine Chair, held by education Professor Carl James.



The [ELLA \(Entrepreneurial Leadership & Learning Alliance\) accelerator program](#) launched Ascend 2021, a five-month accelerator program designed to help 17 women entrepreneurs scale their businesses at a fast-tracked pace.



[Three major research projects](#) led by York researchers have received more than \$9 million in research infrastructure funding from the Canada Foundation for Innovation:

- Distinguished Research Professor Eric Hessels has been awarded \$3,360,000 for the project Tabletop Probe of PeV-scale new physics;
- Professor and York Research Chair Derek Wilson has been awarded almost \$2.1 million as principal investigator of the project Technology-Enhanced Drug Development and Manufacturing (TEndev): MirrorLab; and
- Professor George Zhu has been awarded almost \$3.6 million for the project Intelligent Additive Manufacturing Technology for Space Exploration.





Osgoode Hall Law School has announced that it will commit \$1 to \$1.5 million toward a student relief plan that will assist Juris Doctor students who are experiencing financial hardship due to COVID-19.



Three students were recognized with TLN Teletatino Awards from the [Centre for Research on Latin America and the Caribbean](#) for their outstanding work on the experiences of the Latin American diaspora in Canada. The 2020 recipients are:

- PhD student Tamara Toledo, Department of Visual Art and Art History;
- MFA film student Jean Pierre Marchant, Department of Cinema and Media Arts; and
- An honorable mention was also awarded to PhD student Asheda Dwyer, Graduate Program in Social and Political Thought.



The University launched its new [Service Excellence program](#), which will enhance our ability to provide higher quality and more efficient services to our students and community members, and support the priorities set out in *Building a Better Future: York University Academic Plan 2020–2025*.



Osgoode Hall Law School JD student [Maryam Hassam](#) was recognized with the Osler Diversity and Inclusion Scholarship for her commitment to being a leader for diversity, equity and inclusion within the law school, the legal profession and the broader non-law community.



[Marcia Salmon](#), a digital scholarship metadata librarian at York University Libraries, created a webliography – a list of electronic documents, websites, or other resources – published in the *Journal of Consumer Health on the Internet* (2020) to serve as a guide for consumers to identify reliable organizations that provide information on influenza pandemics.



Osgoode Hall Law School JD students [Joshua White](#) and [William Lewer](#) won awards for best cross-examination and best closing, respectively, at the 2021 Ontario Trial Lawyers Association Cup.



Four Lassonde School of Engineering geomatics graduate students placed in the top five at this year's Graduate Student Poster Session organized by the Association of Ontario Land Surveyors:

- First Prize: Sowmya Natesan, Ph.D. student, Dept. of Earth & Space Science & Engineering;
- Third Prize: Sudha Vana, Ph.D. student, Dept. of Earth & Space Science & Engineering;
- Fourth Prize: Nacer Naciri, Ph.D. student, Dept. of Earth & Space Science & Engineering;
- Fifth Prize: Agata Szeremeta, M.Sc. student, Dept. of Earth & Space Science & Engineering.

APPOINTMENTS



Felicia Mings will join the Art Gallery of York University as the gallery's new curator on April 21, 2021.



Wendy Miller has been appointed Assistant Vice-President Finance and Chief Financial Officer, effective April 5, 2021. As a senior member of the leadership team in the Division of Finance and Administration, Miller will support strategic and operational decision making for the Finance portfolio, and work to advance York's vision for service excellence.



Osgoode Hall Law School Professor Signa Daum Shanks was appointed to the Independent Advisory Board for Supreme Court of Canada Judicial Appointments.



Vice-President Advancement Jeff O'Hagan was selected to become Vice-President, University Advancement at Western University.



# Executive Committee – Report to Senate

At its meeting of 25 March 2021

## FOR INFORMATION

### 1. Monitoring the Pandemic Disruption

The Executive Committee is continuing to monitor the impact of the COVID-19 pandemic on academic activities at the University.

Senate Executive issued *Principles to Guide Course Planning for Fall 2021* on 2 March 2021. The Principles were informed by input provided by Senators in its discussion of the planning assumptions in February.

Planning discussions are underway in all Faculties to identify priorities for in-person / on campus learning in Fall 2021 and FW2021-22 full-year courses. The Office of the Provost has established a community of practice group with several peer universities in the province to share information and inform planning in a best-practices context. The use of outdoor spaces for instructional use in the summer is an option being piloted to support the partial return to in-person activities; the success of the pilot will determine whether the outdoor spaces can be put to greater use in the Fall term.

Faculties' Fall planning exercises are surfacing operational challenges. From the discussion that ensued, Senate Executive shared advice with the Provost that touched on the following:

- Providing resources and capacity to manage the organizational components of planning for and the delivery of in-person options are needed for the very large first and second year courses
- Providing swing space / “high-flex” spaces on the campuses available for booking will help meet the needs of Faculties to accommodate the parameters governing in-person activities
- Allowance for local unit decision-making on their respective priorities for in-person delivery of courses / activities
- Ensuring good communication channels are employed to share critical information on plans and implementation details, particularly on space use planning and decisions

# Executive Committee – Report to Senate

## 2. Senate Consultations on the Reappointment of President Lenton

The Committee met in closed session at its meeting of 16 March to receive and review the summarized submissions of Senators, and will meet with the Executive Committee of the Board of Governors on 6 April, in accordance with the approved procedures.

## 3. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate

Senate Executive Committee has issued its annual call for expressions of interest in membership on Senate committees and other positions elected by Senate. All terms begin 1 July 2021. Information about membership opportunities and committee mandates has been posted on the Senate website at - <https://secretariat.info.yorku.ca/files/Senate-Vacancies-and-Criteria-2021.pdf?x89488>

Senators are strongly encouraged to assist in the process of identifying prospective candidates. An online form is available for the purpose of suggesting the names of individuals; it is posted at - <https://univsec.apps01.yorku.ca/forms/view.php?id=23949>. Questions on this process may be communicated directly to Cheryl Underhill of the University Secretariat ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

The Committee hopes to fill vacant positions on the following committees:

- Academic Standards, Curriculum and Pedagogy (full-time faculty members and a contract faculty member)
- Appeals
- Awards
- Joint Sub-committee on Quality Assurance (new composition taking effect FW'21)
- Tenure and Promotions
- Tenure and Promotions Appeals

In addition, the Committee will seek candidates for the Vice-Chair of Senate (and subsequent term of Chair of Senate), and one of two Senate nominees to the Board of Governors (a two-year term of 2021-2023).

## 4. Review of Faculty Council Rules and Procedures

The Committee recently reviewed changes to the Faculty Council rules and procedures of the School of Arts, Media, Performance & Design and Glendon - the latter of which includes a newly established *Special Committee on Recruitment, Retention, and Communications*. Recommendations were shared to enhance clarity where beneficial; overall the Committee confirmed that the revised Rules are generally consistent with principles of collegial governance and practices elsewhere in the University.

## Executive Committee – Report to Senate

Additionally, Faculty Councils have been in the process of instituting structural changes to reflect the evolution of graduate studies at the University. All Councils save one, have integrated graduate program curriculum review within their formal Council structure. Accordingly, Councils are moving forward with the implementation of their new structures. Concurrently, the Faculty of Graduate Studies has revised its role in the curriculum development process for graduate degree / diploma programming. The formal revision to its Council and committee mandates is currently in progress. The FGS webpage has been updated to reflect the devolution of curriculum to the Faculties, and it includes links to Faculty-specific contacts and/or to their respective procedures governing curriculum development: <https://gradstudies.yorku.ca/faculty-staff/academic-affairs/curriculum-development/>

### 5. Chancellor Search

Last month, Executive advised Senate that the search for a new Chancellor is commencing shortly. The composition of the search committee has been finalized, including the three members of the Senate Executive Committee who participate on behalf of Senate. The membership is as follows:

- Paul Tsaparis, Chair of the Board (Chair)
- Alison Macpherson, Chair of Senate
- Rhonda Lenton, President
- Marie-Helen Armour, Senate Executive, Faculty of Science
- Marcia Annisette, Senate Executive, Schulich School of Business
- Issa Jamaa, Student as appointed by the Student Senator Caucus
- Konata Lake, Board of Governors, Executive Committee
- Julie Lassonde, Board of Governors, Executive Committee
- Shamshad Madhok, Alumni member as appointed by the Alumni Board
- Pascal Robichaud, Secretary

The committee is holding its inaugural meeting on 15 April 2021.

*Alison Macpherson, Chair*

*Mario Roy, Vice-Chair*

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 25 March 2021

FOR ACTION

### 1. Change to the Name of the Communications Studies Department, Faculty of Liberal Arts & Professional Studies

APPRC recommends

**That Senate approve a change in the name of the Department of Communications Studies to the Department of Communication and Media Studies, effective immediately.**

#### Rationale

The proposal to change the name of the Department of Communications in the Faculty of Liberal Arts & Professional Studies to *Communications and Media Studies* is a companion initiative to revise the name of the BA and iBA degree programs housed in the Department to the same name (the latter recommended to Senate by ASCP, Item 7a on the agenda). The matter has been under review for some time, and the proposed new name of the academic unit enjoys the strong support of the department and the Office of the Dean. As the supporting documentation sets out in detail (Appendix A), there are several advantages to be gained from the re-naming:

- a better description of the scholarly identity of the undergraduate programs;
- a more representative depiction of what the Department does to prospective students, potential employers, and other external communities;
- ensuring that the program maintains its currency in the increasing use of the term ‘media’ to describe academic departments and programs within universities; and
- incorporating and acknowledging nomenclature now in frequent use to describe the content and focus of the degree programs, as illustrated in the table in the proposal.

Changing the name of an academic unit requires consultation with relevant parties or individuals. The Department of Communications sought input on the intended name from the School of Arts, Performance, Media & Design (AMPD), which houses programs with ‘media’ in the title, in addition to having it in the name of the School. After lengthy discussions, statements of support from the academic leadership of both LA&PS and AMPD confirm that a cross-Faculty collaborative approach is being taken to distinguish the University’s various ‘media’ programs and departments to external audiences.

# Academic Policy, Planning and Research Committee Report to Senate

The Committee is recommending that Senate approve the new name as proposed.

**Approvals:** APPRC 19 March 2020, with supplemental information 25 February 2021 •  
LA&PS Council 12 September 2019, with supplemental documentation on 5  
March 2020.

## FOR INFORMATION

### 2. Vice-President Research and Innovation Report

Having discussed it with APPRC, Vice-President Asif will present his annual report on research to Senate this month. The presentation slides are attached as Appendix B to the APPRC report.

Senators will note that the report highlights particularly important information that points to accomplishments and ongoing challenges relevant to academic planning and the pursuit of University Academic Plan and Strategic Research Plan goals. It does not paint the full picture of York's research activities, of course, but does open important spaces for dialogue. For example, in our consideration of the report, the Committee noted:

- amid the strong performance on total sponsored research income again in 2020, the significant progress peer universities are making on this measure places them at the heels of York in the ranking position
- the 5-year trend of research productivity growth year over year in Ontario shows York is comparable, but also reveals fluctuations among all three granting councils, with dips in performance in all three
- improving the research intensity measurement remains a challenge
- the focus on equity, diversity and inclusivity (EDI) in the selection of the York Research Chairs and the Canada Research Chairs is continuing, and that once again York met the EDI targets for the CRCs in 2020.

We encourage Senators to review the report in advance to prepare comments and questions.

### 3. Academic Planning Forum

Members of the community were invited to attend the first of two APPRC-sponsored planning sessions on 11 March 2021 centred on the *2020-2025 University Academic Plan*. The focus of this session was supporting the UAP teaching priorities, specifically exploring ways to take up Experiential Education opportunities and the actions needed over the next one to two years to keep our academic mission on track and purposefully shape the post-pandemic future of the University.

## **Academic Policy, Planning and Research Committee Report to Senate**

There was a good turnout of faculty, students and staff at the virtual forum, and robust discussions were held in the small break-out groups. APPRC is reviewing the input shared from participants, gathered both through polling done at the session on a set of defined questions and comments provided, and will prepare a full report for Senate at its next meeting in April.

Brenda Spotton Visano  
Chair of APPRC

**Academic Standards, Curriculum and  
Pedagogy Committee  
Report to Senate**

**At its meeting of 25 March 2021**

**For Approval**

**1. Change of the name of the BA and Honours iBA programs in Communication Studies • Faculty of Liberal Arts & Professional Studies**

ASCP recommends that,

**Senate approve the change of the name of the BA and Honours iBA programs in Communication Studies to Communication and Media Studies, Faculty of Liberal Arts & Professional Studies, effective FW 2021-2022.**

**Rationale**

The proposal to change the name of the BA and Honours iBA programs in Communication Studies in the Faculty of Liberal Arts & Professional Studies to *Communications and Media Studies* is a companion initiative to revise the name of the Department of Communications to the same name (the latter recommended to Senate by APPRC, Item 6a on the agenda). The matter has been under review for some time, and the proposed new name of programs enjoys the strong support of the department and the Office of the Dean. As the supporting documentation sets out in detail (Appendix A), there are several advantages to be gained from the re-naming of the programs:

- a better description of the scholarly identity of the undergraduate programs;
- a more focused and representative depiction of what the programs will offer for prospective students, potential employers, and other external communities;
- ensuring that the programs maintain currency in the increasing use of the term ‘media’ to describe academic departments and programs within universities; and
- incorporating and acknowledging nomenclature now in frequent use to describe the content and focus of the degree programs, as illustrated in the table in the proposal.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Changing the name of programs and academic units requires consultation with relevant parties or individuals. The Department of Communications sought input on the intended name for the programs from the School of Arts, Performance, Media & Design (AMPD), which houses programs with 'media' in the title, in addition to having it in the name of the School. After lengthy discussions, statements of support from the academic leadership of both LA&PS and AMPD confirm that a cross-Faculty collaborative approach is being taken to distinguish the University's various 'media' programs and departments to external audiences.

Complete documentation is provided as ASCP Appendix A.

**Approvals:** Approved by LA&PS Council on 12 September 2019 and ASCP on 18 March 2020. Approval confirmed by ASCP on February 24, 2021.

## Consent Agenda

### Non-Major Modifications

#### 2. Change to the Academic Rules governing the Indigenous and Aboriginal Law Requirement • Osgoode Hall Law School Juris Doctor Program

ASCP recommends that,

**Senate approve changes to the Osgoode Hall Law School Academic Rules governing the Indigenous and Aboriginal Law Requirement for the Osgoode Hall Law School Juris Doctor Program to accommodate a waiver of the requirement in specific circumstances, effective immediately.**

#### Rationale

The change adds a mechanism to the Osgoode Hall Law School Academic Rules by which courses taken at a Faculty of Law at another university, such as prior to transferring to Osgoode or while on a letter of permission at another university, can be approved to satisfy Osgoode's Indigenous and Aboriginal Law (IALR). Osgoode's IALR is a graduation requirement in the Juris Doctor (JD) program. The IALR requirement was introduced and became effective in 2018.

There are 5 courses that are listed in **rule 3.9** of Osgoode's Academic Rules that satisfy the IALR. Rule 3.9 includes a process for adding courses to this list, however, it currently does not provide a mechanism for dealing with two situations:



## Academic Standards, Curriculum and Pedagogy Committee Report to Senate

1. Students who transfer to Osgoode from another faculty of law who have already taken a course that is substantially the same as one of the courses listed in rule 3.9(c). It is not appropriate to require these students to take substantially the same course at Osgoode, because the convention is that students are prohibited from receiving credit in two different courses for the same work.
  
2. Students who study at another faculty of law on a letter of permission, and who need to fulfill the IALR to graduate but will be studying at another faculty of law. In these cases, students are requesting to complete a term or a year at another faculty of law in another city for compassionate or medical reasons, some of which trigger obligations under the Ontario Human Rights Code. These students need to be accommodated to comply with the Code obligations, and so they should not be prevented from studying at another faculty of law if that faculty has a course they can take that is substantially similar to the IALR courses listed in rule 3.9.

The proposed change in rule 3.9. is highlighted in yellow below:

Current Version	Proposed New Version
<p>3.9 Indigenous and Aboriginal Law Requirement [<b>For students entering Fall 2018 and beyond</b>]</p> <p>a. All graduates of the JD program must have completed at least one course that fulfills the Indigenous and Aboriginal Law Requirement (IALR)</p> <p>b. A course fulfills the IALR when it meets the following criteria:</p> <ul style="list-style-type: none"> <li>i. It is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;</li> <li>ii. The course content focuses primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:</li> </ul>	<p>3.9 Indigenous and Aboriginal Law Requirement [<b>For students entering Fall 2018 and beyond</b>]</p> <p>a. All graduates of the JD program must have completed at least one course that fulfills the Indigenous and Aboriginal Law Requirement (IALR)</p> <p>b. A course fulfills the IALR when it meets the following criteria:</p> <ul style="list-style-type: none"> <li>i. It is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;</li> <li>ii. The course content focuses primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:</li> </ul>

## Academic Standards, Curriculum and Pedagogy Committee Report to Senate

<p>i. Indigenous law (that stems from Indigenous communities);</p> <p>ii. Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people);</p> <p>iii. Aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism.</p> <p>The following courses fulfill the IALR:</p> <p>i. Indigenous Peoples and the Canadian Law (2110.04, lecture course);</p> <p>ii. Directed Reading: Indigenous Realities and Perspectives (6001.04, seminar);</p> <p>iii. Comparative Law: Indigenous Legal Traditions (3040.03, seminar);</p> <p>iv. Rights &amp; Reconciliation: Indigenous Peoples and Law (3390.03, seminar);</p> <p>v. Comparative Law: Indigenous Rights in Four Settler States (3041.03, seminar).</p> <p>d. A course not listed above can be recommended as fulfilling the IALR by approval of the Associate Dean (Academic) in consultation with the Academic Policy and Planning Committee and with ultimate approval from York Senate. Such an application would only be possible when the course</p>	<p>i. Indigenous law (that stems from Indigenous communities);</p> <p>ii. Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people);</p> <p>iii. Aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism.</p> <p>The following courses fulfill the IALR:</p> <p>i. Indigenous Peoples and the Canadian Law (2110.04, lecture course);</p> <p>ii. Directed Reading: Indigenous Realities and Perspectives (6001.04, seminar);</p> <p>iii. Comparative Law: Indigenous Legal Traditions (3040.03, seminar);</p> <p>iv. Rights &amp; Reconciliation: Indigenous Peoples and Law (3390.03, seminar);</p> <p>v. Comparative Law: Indigenous Rights in Four Settler States (3041.03, seminar).</p> <p>d. A course not listed above can be recommended as fulfilling the IALR by approval of the Associate Dean (Academic) in consultation with the Academic Policy and Planning Committee and with ultimate approval from York Senate. Such an application would only be possible when the course</p>
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## Academic Standards, Curriculum and Pedagogy Committee Report to Senate

instructor is considered knowledgeable in both Aboriginal and Indigenous law.	instructor is considered knowledgeable in both Aboriginal and Indigenous law.  e) A course which a student takes at another Faculty of Law fulfills the IALR if it meets the criteria listed in 3.9(b). This includes courses taken before transferring to Osgoode Hall Law School or while studying at another Faculty of Law on a letter of permission. The Associate Dean (Academic), in consultation with the Director of Indigenous Outreach (or a designate) will determine whether the criteria in 3.9(b) have been met.
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**Approvals:** Approved by the Osgoode Faculty Council on 19 November 2020 and ASCP on 17 March 2021.

### 3. Changes to the requirements for the GIS/Remote Sensing Undergraduate Certificate • Faculty of Environmental and Urban Change

ASCP recommends that,

**Senate approve changes to the requirements for the Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate, Faculty of Environmental and Urban Change, effective FW2021-22 as follows:**

- a. revising the certificate title from GIS/Remote Sensing to *Geomatics*.
- b. revising the LA&PS/Geography's GIS and Remote Sensing Certificate and harmonizing to the new Faculty;
- c. closing the ES GIS and Remote Sensing Certificate;
- d. reducing core requirements by 9.0 credits;
- e. moving the requirement of GEOG 1000 6.0 or 1400 6.0 and GEOG 2420 3.0 to a prerequisite for the Geomatics Certificate;
- f. replacing the 9 credits with a list of elective courses that are relevant to the certificate.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

- g. proposing a title change for certificate to *Geomatics*, as well as title changes for the core courses; and
- h. adding a direct entry option.

## Rationale

The establishment of the new EUC Faculty and creation of several majors has necessitated some revisions and updates to some of the Faculty's certificates. The BES GIS/Remote Sensing certificate is being retired and the GEOG GIS/Remote Sensing certificate is being modified. The three main actions are to clean up course offerings that are no longer necessary and change the certificate title to *Geomatics*. The new title is a better reflection of the modified program. The BES certificate had a direct entry option and so it is also carried over to the revised EUC certificate. The appropriate consultations were undertaken with the Department of Electrical Engineering and Computer Science, Lassonde School of Engineering, and the Information Technology program, Faculty of Liberal Arts & Professional Studies.

**Approvals:** Approved by EUC Faculty Council on 25 February 2021 and ASCP on 17 March 2021.

## 4. Changes to the requirements for the Sustainable Energy Undergraduate Certificate • Faculty of Environmental and Urban Change

ASCP recommends that,

**Senate approve changes to the requirements for the Sustainable Energy Undergraduate Certificate, Faculty of Environmental and Urban Change, effective FW2021-2022 as follows:**

- a. revising the certificate title from *Sustainable Energy* to *Climate Solutions and Sustainable Energy*;
- b. updating the core courses. The number of core courses has not changed, but we have updated the core courses;
- c. updating electives course given the curricular changes (i.e., new majors in the new EUC faculty. A few courses were retired or amalgamated in course revamping, e.g., two ENVS GIS courses are now GEOG GIS courses); and
- d. adding a direct entry to concurrent option.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## Rationale

The establishment of the new EUC Faculty and creation of several majors has necessitated some revisions and updates to some of the Faculty's certificates. The requirements and learning outcomes for the Sustainable Energy Undergraduate Certificate are also revised to better align with the themes in the University Academic Plan (UAP) around climate change and the achievement of the UN Sustainable Development goals, and technical and policy developments in the area of sustainable energy. The title change to *Climate Solutions and Sustainable Energy* includes climate solutions to reflect the rapidly changing terminology associated with this field. Changes to core course requirements have been made to better align with UAP themes. A change was also implemented to make the certificate a direct entry option. Consultations were undertaken with the Business program in the Schulich School of Business; Departments of Electrical Engineering and Computer Science, Civil Engineering, and Mechanical Engineering, Lassonde School of Engineering; the Department of Biology, Faculty of Science; and the Department of Economics, Faculty of Liberal Arts & Professional Studies.

**Approvals:** Approved by EUC Faculty Council on 25 February 2021 and ASCP on 17 March 2021.

## Senate Policies

### Implementation of the New Grading Schemes

#### 5. Minor Amendment to the Senate Policy on Letters of Permission

ASCP recommends that,

**Senate approve the following amendment to the Senate Policy on Letters of Permission, effective FW2023-2024:**

<b>Current Policy</b>	<b>Proposed Revision</b>
4.3 Important Notes b. Results of "Pass" or "Credit Achieved" at the host will not be accepted for transfer credit to a York degree. A minimum of 60 per cent or equivalent is required for credit.	4.3 Important Notes b. Results of "Pass" or "Credit Achieved" at the host will not be accepted for transfer credit to a York degree. A minimum of <b>C- / 60%</b> or equivalent is required for credit.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## Rationale

This amendment is proposed to reflect the new undergraduate grading scheme, approved by Senate in October 2020. The Policy in full, with the proposed revision incorporated, is provided as ASCP Appendix B.

**Approvals:** ASCP 10 February 2021

## 6. Minor Amendments to the Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions

ASCP recommends that,

**Senate approve the following revisions to the Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions, effective FW2023-2024:**

<b>Current Guidelines / Procedures</b>	<b>Proposed Revision</b>
<p><b>2. Guidelines</b></p> <p>2.2 Academic Regulations Governing Co-registration Options for York Students</p> <p>1. Students must have Honours standing to be eligible for a co-registration option. Students on academic warning, debarment warning, <del>academic probation</del>, or who have committed a breach of academic honesty will not be eligible. Similarly, students who are no longer in good standing or become ineligible to proceed will have their enrolment in courses at the partner institution revoked.</p> <p>4. Where necessary, final grades achieved in courses taken at the</p>	<p><b>2. Guidelines</b></p> <p>2.2 Academic Regulations Governing Co-registration Options for York Students</p> <p>1. Students must have Honours standing to be eligible for a co-registration option. Students on <b>academic warning or debarment warning</b>, or who have committed a breach of academic honesty will not be eligible. Similarly, students who are no longer in good <b>academic</b> standing or become ineligible to proceed will have their enrolment in courses at the partner institution revoked.</p> <p>4. Where necessary, final grades achieved in courses taken at the partner institution will be converted to</p>

## Academic Standards, Curriculum and Pedagogy Committee Report to Senate

<p>partner institution will be converted to the York <del>9.0</del> grade scale according to established correlations used by the York University Registrar’s Office.</p> <p>5. All co-registration courses and the York equivalent grade achieved will be included on York students’ transcripts. Consistent with the <del>Senate Common Grading Scheme for Undergraduate Faculties</del>, credit will be awarded for courses in which a York-equivalent grade of D or above is achieved.</p>	<p>the York <b>4.0</b> grade scale according to established correlations used by the York University Registrar’s Office.</p> <p>5. All co-registration courses and the York equivalent grade achieved will be included on York students’ transcripts. Consistent with the Senate <b><i>Policy on York University Grading Schemes</i></b>, credit will be awarded for courses in which a York-equivalent grade of <b>D- / 50%</b> or above is achieved.</p>
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### Rationale

This amendment is proposed to reflect the new undergraduate grading scheme, approved by Senate in October 2020. The Policy and Guidelines in full, with the proposed revision incorporated, is provided as Appendix B.

**Approvals:** ASCP 24 February 2021

### 7. Minor Amendments to the Undergraduate Certificate Guidelines and Procedures

**ASCP recommends that,**

**Senate approve the following amendments to the Undergraduate Certificate Guidelines and Procedures, effective FW 2023-2024:**

<b>Current Guidelines / Procedures</b>	<b>Proposed Revision</b>
<p>Categories of Certificates</p> <p><i>Cross-Disciplinary Certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative grade point average (GPA) of</p>	<p>Categories of Certificates</p> <p><i>Cross-Disciplinary Certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative grade point average (GPA) of</p>

## Academic Standards, Curriculum and Pedagogy Committee Report to Senate

<p>4.0 or greater in the courses taken to satisfy certificate requirements.</p> <p><i>Disciplinary Certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of 4.0 or greater in the courses taken to satisfy certificate requirements</p> <p><i>Certificate of Proficiency</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of 4.0 or greater in the courses taken to satisfy certificate requirements, although language certificates normally have higher requirements.</p> <p><i>Professional certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of 4.0 or greater in the courses taken to satisfy certificate requirements.</p> <p>General regulations</p> <p>Program requirements are reviewed and approved by Faculty Council and Senate. Normally, Undergraduate Certificates will be completed concurrently with an undergraduate degree program and are differentiated from a degree program by a higher GPA requirement (the 4.0 specified above is a lower limit) or a more focused selection of courses.</p>	<p><b>1.70</b> or greater in the courses taken to satisfy certificate requirements.</p> <p><i>Disciplinary Certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of <b>1.70</b> or greater in the courses taken to satisfy certificate requirements</p> <p><i>Certificate of Proficiency</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of <b>1.70</b> or greater in the courses taken to satisfy certificate requirements, although language certificates normally have higher requirements.</p> <p><i>Professional certificate</i></p> <p>Minimum Standards: In order to receive the certificate candidates must present a cumulative GPA of <b>1.70</b> or greater in the courses taken to satisfy certificate requirements.</p> <p>General regulations</p> <p>Program requirements are reviewed and approved by Faculty Council and Senate. Normally, Undergraduate Certificates will be completed concurrently with an undergraduate degree program and are differentiated from a degree program by a higher GPA requirement (the <b>1.70</b> specified above is a lower limit) or a more focused selection of courses.</p>
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# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

## **Rationale**

The amendments are proposed to reflect the new undergraduate grading scheme, approved by Senate in October 2020. The Guidelines and Procedures in full, with the proposed revisions incorporated, is provided as Appendix B.

**Approvals:** ASCP 10 February 2021

## **For Information**

- a. Minor Modifications to Curriculum / Academic Standards

The following items were approved by ASCP effective FW2021-2022 unless otherwise noted.

### ***Faculty of Health***

Minor changes to the requirements for the degree options in the BSc program in Global Health

Minor changes to the requirements for the degree options in the BSc programs in Kinesiology

Minor changes to the requirements for the Specialized Honours BSc Program in Neuroscience

Minor changes to the requirements for the degree options in the BSc programs in Psychology

### ***Faculty of Science***

Minor changes to Degree Requirements for the BSc programs in the Department of Biology

### ***Lassonde School of Engineering***

Minor change to complementary studies requirement for BEng degree programs

### ***Schulich School of Business***

Establishment of a Specialization in Digital Transformation within the MBA program.

Minor changes to degree requirements for the Bachelor of Business Administration (BBA) and International Bachelor of Business Administration (iBBA) programs

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

## ***Glendon / FGS***

Changes to admissions requirements for the MA in Translation Studies program (related to the new grading scheme implementation), effective FW2023-2024

## ***Faculty of Graduate Studies***

Changes to the Graduate Courses and Grading Regulations (related to the new grading scheme implementation), effective FW2023-2024

Changes to English Language Proficiency requirements, effective immediately (related to the changes to undergraduate and graduate admission requirements (Language Proficiency))

Chloë Brushwood Rose, Chair

# Academic Policy, Planning and Research

## Academic Standards, Curriculum & Pedagogy

### Joint Report to Senate

At its meeting of 25 March 2021

#### FOR INFORMATION

##### 1. Markham Centre Campus

The Academic Planning, Policy and Research and Academic Standards, Curriculum and Pedagogy Committees met in late February to discuss academic programming for the Markham Centre Campus. Professor Alice Pitt, *Senior Advisor for Markham Academic Strategic Planning*, led the discussion. Members were briefed on the academic programming plans at the new campus, with the discussion highlighting how the planning is animating the campus vision and focused on providing students a rich experience at the new site.

A guiding principle for the Markham campus is that all students be provided a *Work Integrated Learning (WIL) / Experiential Education (EE)* component within their degree program. Program proponents and the home Faculties are developing those plans. Work on the development of the shared curriculum and general education structures is also in the planning stage. It is a significant element of the academic planning exercise. Principles are being established to guide this element, which needs to encompass the seven programs and five degree designations to be housed on the campus at its launch in FW 2023. Synergies and collaboration among the programs at the campus will be sought for the delivery of the shared curriculum and general education courses. Ideas are being generated from models in place at other universities with multi-campus that deliver shared programming.

Enrolment modelling for the new campus is being conducted and a segregated Markham budget will be developed in the coming months.

Observations and advice conveyed by APPRC and ASCP members include:

- Draw on the experience to date in the delivery of EE at the Keele campus; consider a centralized unit at the campus to coordinate the EE programming and support across the units versus individual program support
- consider whether there will be a virtual component / offerings at MCC, and draw on the successes and student demand for online course delivery coming out of the shift to online delivery caused by the pandemic

- identify whether there are governance processes needed to respond to new forms of curriculum being planned for MCC, such as pan-university / pan-campus courses
- for online courses offered at Keele that will be available to students at MCC, consider whether in-person examinations / assessments used for those courses at Keele can also be provided to students at MCC
- develop for inclusion in each curriculum proposal a common preamble that articulates the context for the academic programming at the campus and how collectively the new programming supports the Markham campus vision and the student experience goals

The participants found it a constructive discussion that provided committee members a valuable orientation to and perspective on the project and illuminated advice for the planners in the next stages of their work. Reconvening the committees in late spring is planned to keep the conversations and exchanges going.

C. Brushwood Rose, Chair, ASCP  
Brenda Spotton Visano, Chair, APPRC

## The Senate of York University – Minutes

**Zoom Meeting:** Thursday, February 25, 2021, 3:00 pm

A. Macpherson (Chair)	L. Fawcett	A. Maxwell	C. Torry
M. Roy (Vice-Chair)	L. Fromowitz	C. McAulay P. McDonald	P. Tsaparis
P. Robichaud (Secretary)	D. Gelb	JJ. McMurtry	R. Tsushima
N. Agrawal	J. Gilbert	K. Michasiw	I. Uwanyiligira
J. Al-Hussain	L. Ginsburg	S. Militello	G. Vanstone
J. Allen	M. Giudice	S. Murphy	A. Veins
A. Annisette	C. Graham	K. Murray	R. Wang
M.H. Amour	J. Grant	D. Neu	F. Warsame
J. Aryaan	R. Grinspun	A. Norwood	S. Watson
A. Asif	D. Gruspier	J. O’Hagan	N. Waweru
G. Audette	M. Guzman	S. Paradis	R. Wellen
T. Baumgartner	A. Hatamnejad	P. Park	R. Wildes
S. Bay-Cheng	M. Herbert	L. Philipps	R. Zacharias
A. Belcastro	E. Hessels	P. Phillips	G. Zhu
D. Berbecel	R. Heynen	B. Pietro	
R. Bhatla	R. Hornsey	M. Poon	
K. Bird	D. Hosale	C. Popovic	
N. Blake	A. Hovorka	A. Pyee	
C. Brushwood -Rose	B. Hu	P. Rahimpoor-Marnani	
N. Canefe	M. Jacobs	S. Rehaag	
T. Choi	I, Jamma	M. Reisenleitner	
J. Clark	S. Karimi	G. Rosano	
E. Clements	J. Kirchner	S. Rosenbaum	
M. Cobblah	T. Knight	B. Ryder	
N. Collier	P. Kholer	K. Saningong Azinwi	
J. Conder	L. Korrick	T. Shanahan	
S. Cote-Meek	F. Latchford	L. Sloniowski	
J. Crocker	R. Lenton	B. Spotton Visano	
A. Czekanski	S. Liaskos	C. Steele	
C. Da Silva	K. Lo Chung	K. Tassa	
A. Davis	T. Loebel	P. Theophanidis	
S. Day	J. MacDonnell	K. Thomson	
M. Dodman	N. Madras	P. Timmerman	
C. Douglas	J. Marchessault		
J. Etcheverry	A. Maxwell		
	C. McAulay		

### 1. Chair’s Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting. She acknowledged with sorrow the recent passing of

## The Senate of York University – Minutes

Professor Emeritus Ian Sowton, a long-serving faculty member in the Department of English and Calumet College Head.

### 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

Comments made by President Lenton included the following:

- an update on Markham Centre Campus construction progress and ongoing academic planning and program development including a new quarterly newsletter that will first launch in March.
- an update on York's collaboration with McKenzie Health and the City of Vaughan regarding an innovative, community-focused health initiative that will provide opportunities for health-related research, epidemiology and data sharing, clinical placements and training, professional development education for health sector workers, digital health solutions, and more.
- the recent release of *Addressing Anti-Black Racism: A Framework on Black Inclusion* and the accompanying *Draft Action Plan on Black Inclusion – For Further Consultation*, and the plans for VP Equity, People and Culture, Sheila Cote-Meek and Professors Carl James and Andrea Davis to lead a virtual town hall on the framework and action plan on March 18.
- a report on a recent meeting of Ontario's university Presidents with Ross Romano, Minister of Colleges and Universities, advocating for more provincial support to offset the impacts on universities and its students as a consequence of the pandemic.
- optimism about the university's budget for 2021-2022 due to the efforts of the community to advance strategic enrolment management and careful budget and capital planning.

## The Senate of York University – Minutes

- acknowledgement of the efforts of all faculty and units across the university in continuing to advance the priorities of the university in the context of the ongoing impacts of the pandemic.
- highlights from the “Kudos” report, including the work of Sociology Professor Pat Armstrong who co-authored *Re-imagining Long-term Residential Care in the COVID-19 Crisis*, a report for the Canadian Centre for Policy Alternatives that provides government stakeholders with recommendations for improving long-term residential care.

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. Senate Membership for 2021-2023

Following the providing of Notice of Motion in January, it was moved, seconded and *carried*, **“that Senate approve the membership of Senate for the period of July 1, 2021 to June 30, 2023 with a maximum of 168 and distribution as set out in the report”**.

##### b. Facilitated Discussion on the Principles to Guide Course Planning Fall 2021 Term

Under the auspices of the Executive Committee, the Provost delivered a presentation and engaged Senators in a facilitated discussion on planning assumptions and key elements being imagined for the new set of Principles to Guide Course Planning for the Fall 2021 term. Necessarily, the planning assumptions are tied to the public health context, and the implications they carry for the University’s return to campuses. The terrain is complex and there are critical implementation details that will necessarily need to follow once the Principles are finalized. A separate implementation guide will be prepared in consultation with Faculties, units and decanal offices. Senators’ input was gratefully received and will inform planning for fall term course delivery and the resumption of in-person academic activities as circumstances allow.

##### c. Information Items

The Executive Committee’s information items included the following:

## The Senate of York University – Minutes

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities including a decision on online proctoring of examinations and further actions pertaining to the disruption outlined in its written Report
- the launch of the search committee for York’s next Chancellor
- the Senate consultation process pertaining to the renewal of the President’s term
- its discussion on Post-pandemic Governance Delivery

### 6. Academic Policy, Planning and Research

#### a. Information Items

APPRC reported on the following items:

- preparations for the March planning forum
- discussion with the Vice-Presidents Research & Innovation Equity, People & Culture and on decolonizing research administration
- ongoing discussions about academic governance structures and processes for Markham Centre Campus, and its recent joint meeting with the Academic Standards, Curriculum and Pedagogy Committee (ASCP) on program planning for the Campus

### 7. Academic Standards, Curriculum and Pedagogy

#### a. Establishment of a Minor program in English Language Studies, Faculty of Liberal Arts & Professional Studies

The documentation was noted. It was moved, seconded and carried, **“That Senate approve the establishment of a Minor in English Language Studies, within the English as a Second Language Section, Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.”**

#### b. Establishment of a Certificate in Psychological Methods and Data Analysis, Department of Psychology, Faculty of Health

The documentation was noted. It was moved, seconded, and carried, **“that Senate approve the establishment of a Disciplinary Certificate in Psychological Methods**



## The Senate of York University – Minutes

**and Data Analysis, within the Department of Psychology, Faculty of Health, effective FW2021-2022.”**

- c. Restructuring of the Specialized Honours BSc in Environmental Science / Faculty of Science / Faculty of Environmental and Urban Change

The documentation was noted. It was moved, seconded and carried, **“that Senate approve the restructuring of the Specialized Honours BSc in Environmental Science and changes to degree options, within the Department of Biology, Faculty of Science, and the Faculty of Environmental and Urban Change, effective FW2021-2022.”**

- d. Changes to degree requirements Specialized Honours BFA in Intermedia and Program name, Department of Computational Arts / Department of Visual Arts and Art History, School of the Arts, Media Performance & Design

The documentation was noted. It was moved, seconded and carried, **“that Senate approve the changes to degree requirements for the Specialized Honours BFA in Intermedia and to the program name, to Integrative Arts, within the Departments of Computational Arts and Visual Arts and Art History, School of the Arts, Media, Performance and Design, effective FW 2021-2022.”**

- e. Information Items

ASCP’s information items included an update on the Sessional Dates for SU2021 to 2024, reflecting a revised Fall 2021 Orientation Day, and the approval of a pilot for a new winter term in Lassonde, beginning in Winter 2022 for undergraduate students. The following minor changes were approved by the Committee effective FW2021-2022:

### ***Faculty of Environmental and Urban Change***

Minor changes to coursework requirements for the BA programs in Global Geography  
Minor changes to coursework requirements for the BES programs in Sustainable Environmental Management

### ***Faculty of Health***

Minor change to admission requirements for the Internationally Educated Nurses and the Second Entry BScN programs  
Minor changes to degree requirements for the BHS Specialized Honours program in Health Policy and Management

# The Senate of York University – Minutes

## ***Faculty of Liberal Arts & Professional Studies***

Minor changes to degree requirements for the BA Honours and Specialized Honours programs in Sociology

Minor changes to degree requirements for the BA programs in Work and Labour Studies

Minor changes to degree requirements for the BA (Honours) programs in Creative Writing associated with a change in rubric for Creative Writing courses

## **8. Appeals Committee**

The Appeals Committee presented its annual reports for the 2019-2020 academic year on student appeals statistics, Faculty- and Senate-level petitions and appeals decisions, and Faculty-level academic honesty statistics.

## **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 January 28, 2021**

The minutes of the meeting of January 28, 2021 were approved by consent.

### **11. Changes to degree requirements for the BES programs in Environmental Arts and Justice, Faculty of Environmental and Urban Change**

Senate approved by consent changes to coursework requirements for the BES programs in Environmental Arts and Justice, housed within the Faculty of Environmental and Urban Change, effective FW2021-2022.

A. Macpherson, Chair \_\_\_\_\_

P. Robichaud, Secretary \_\_\_\_\_

# York University Board of Governors

## Synopsis

468th Meeting held on 2 March 2021

### Appointments/Re-appointments

#### *Governors*

- Renewal of Paul Tsaparis as Chair of the Board for a two-year term starting 1 July 2021 and ending 30 June 2023.

#### *Pension Fund Board of Trustees*

- Bruno Bellissimo, as a YURA nominee, effective March 1, 2021 for a three-year term.
- Tammy Paglia, as a YUSA nominee, effective March 1, 2021 for a three-year term.

### Approvals

March 2021 Report on Tenure and Promotion.

An increase of \$2M (from \$8M to \$10M), inclusive of HST, for the design and construction of the new building for the Joan and Martin Goldfarb Art Gallery of York University.

In accordance with the Ministry of Colleges and Universities' current Tuition Fee Framework, the domestic tuition fees for fiscal 2021-22 as follows:

- Maintain the 2020-21 Board approved tuition fees during the 2021 spring/summer sessions for domestic students in programs eligible for provincial operating grants.
- When it is released, align any increases in domestic tuition fees for students in undergraduate arts and science with the new government Tuition Fee Framework for the period September 1, 2021 to April 30, 2022, but not to exceed a 3% increase.
- No fee increases are being requested for students in research-based graduate programs.

International tuition fees for fiscal 2021-22 as follows:

- Freeze tuition fees for new international students in undergraduate programs (arts and science, and professional) for the period May 1, 2021 to April 30, 2022 at the 2020-21 levels.

# York University Board of Governors

## Synopsis

- Freeze tuition fees for continuing international students in undergraduate programs (arts and science, and professional) for the period May 1, 2021 to April 30, 2022 at the 2020-21 levels.
- Tuition fee increases ranging from 0% to 5% for international professional masters programs for 2021-22 as proposed by Faculties. These fees have taken into consideration market demand and pricing in comparison to peer institutions.
- No fee increases are being requested at this time for international research-based graduate programs.

A 1.90% increase in centrally collected ancillary fees in 2021-2022, effective May 1, 2021 as follows:

- For undergraduate students, the recommended increase is \$0.44 per credit, from \$22.91 to \$23.35, resulting in an increase from \$687.30 to \$700.50 for full-time students (enrolled in 30 credits).
- For graduate students in professional programs, the recommended increase is \$6.53, from \$343.64 to \$350.17, for programs charged on a per-term fee basis. Part-time graduate students pay 50% of the full-time fee.

Revisions to the list of signing officers on University bank accounts, effective April 5, 2021.

## Presentations

From the President on long-term planning, focused on emerging trends in employment and the economy, financial health indicators, driving forward the University Academic Plan 2020-2025, and aligning the Strategic Plan to support the achievement of the academic goals within the context of the post-secondary education landscape. Updates on FW 2020-21 enrolments, external developments in the post-secondary environment in the context of the pandemic, planning for the 2021-2022 academic year, and Markham Centre Campus progress.

From Dean Sarah Bay-Cheng, School of the Arts, Media, Performance & Design and Dean Jane Goodyer, Lassonde School of Engineering on academic and strategic planning initiatives and innovations in their respective Faculties.

# York University Board of Governors

## Synopsis

### Reports and Remarks

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

Remarks from the President and Chair of the Board expressing appreciation to Jeff O'Hagan, Vice-President Advancement, who is leaving the University, for his long-standing contributions and service to York.

The agenda for the meeting is posted on the Board of Governors website:  
<https://secretariat.info.yorku.ca/files/board-agenda-20201201.pdf?x17096>

Pascal Robichaud, Secretary