



# York University Senate

## Notice of Meeting

Thursday 22 April 2021, 3:00 pm – 5:00 pm

Via Videoconference

### AGENDA

Page

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

10min

2. **Business arising from the Minutes**

3. **Inquiries and Communications**

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

4. **President’s Items** (R. Lenton)

20min

- Provincial and federal government relations and advocacy efforts
- University planning
- Kudos Report

### Committee Reports

5. **Executive Committee** (M. Roy)

15min

6. **Academic Policy, Planning and Research** (B. Spotton Visano) .....1

10min

7. **Academic Standards, Curriculum and Pedagogy** (C. Brushwood Rose).....3

- Establishment of Graduate Diploma (Type II) in Creative Writing, LA&PS
- Establishment of Graduate Diploma (Type III) in Foundations of Canadian Law, Osgoode Hall Law School
- Establishment of new Major in Cities, Regions, Planning for BES degree program, EUC
- Changes to degree requirements MA and PhD programs in Science and Technology Studies, Department of Humanities, LA&PS

20min

# York University Senate

- e. Changes to the requirements for the Film Program, Media Arts Stream, Department of Cinema and Media Arts, AMPD
- f. One-Year extension for Academic Forgiveness Policies

5 min

8. **Awards** (S. Rosenbaum)

9. **Other Business**

P. Robichaud, Secretary

## Consent Agenda

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

10. Minutes of 25 March 2021 Meeting
11. Changes to the Requirements for the Master of Conference Interpreting degree program and Graduate Diploma Program in General Interpreting, Glendon
12. Changes to degree requirements for the BA programs in History, Department of History, Glendon
13. Changes to degree requirements for the BA programs in Political Science, Department of Political Science, Glendon

## Appendices

### Academic Standards, Curriculum & Pedagogy

- Appendix A: Graduate Diploma (Type II) in Creative Writing, housed in the Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.
- Appendix B: Graduate Diploma (Type III) in Foundations of Canadian Law housed in Osgoode Hall Law School, effective January 2022.
- Appendix C: BES Major in Cities, Regions, Planning housed in the Faculty of Environmental and Urban Change, effective FW2021-22.
- Appendix D: Changes to the degree requirements for the MA and PhD programs in Science and Technology Studies housed in the Department of Science and Technology Studies, Faculty of Liberal Arts & Professional Studies, effective FW2021-22.

## **York University Senate**

- Appendix E: Changes to the requirements for the Film Program, Media Arts Stream, Department of Cinema & Media Arts, School of the Arts, Media, Performance & Design, effective FW2021-22
- Appendix F: Academic Forgiveness Policies, effective FW2021-22

## **Academic Colleague's Report to Senate, 22 April 2021**

### **Update from COU Council Meeting April 1, 2021**

#### **Reports Received**

**Report from the Standing Committee on Government and Community Relations** on its meeting March 11, 2021.

The report covered an update on the COU Provincial Budget Advocacy Strategy leading up to the 2021 Ontario Budget. The COU strategy focused on ensuring government viewed the university sector as critical to addressing the immediate needs of Ontarians, as well as having a pivotal role in the recovery and prosperity of Ontario. The strategy was supported through a public-facing statement posted on the Ontario's Universities website outlining the financial challenges faced by the sector and the need for sector-wide COVID cost recovery. The report covered as well as a summary of the committee's discussion of enhancements to stakeholder engagement with a particular focus on innovation and intellectual property (IP). Members were apprised of COU's sector-wide IP advocacy and Ontario Council on University Research (OCUR) priority to explore regional innovation hubs. Issues related to these foci included the evolving role of Regional Innovation Clusters (RICs) and the complex challenges in coordinating effective partnerships between universities and RICs; the development of patents and the challenges with commercializing in Canada; helping government understand the gaps in Ontario's innovation policy and its impact on helping start-ups scale; and the critical role of universities in this area. Emphasis was laid on building relationships with local communities for local synergies.

**Report from the Standing Committee on Relationships with Other Postsecondary Institutions** on its meeting March 22, 2021.

The committee received a report from COU President Steve Orsini emphasizing the importance of relationships in effective advocacy, citing a recent joint message from COU and Colleges Ontario on the vital role both Ontario's universities and colleges must play in supporting the province through COVID-19 and the economic recovery. He outlined several important partnerships COU has built with key stakeholders, including Colleges Ontario, the Ontario Chamber of Commerce, the Ontario Hospital Association, the Ontario Long-Term Care Association, the Registered Nurses Association of Ontario, and the Ontario Medical Association. Other partnerships and cooperative efforts include participation in the Long-Term Care "Staffing Supply Accelerator Group," the Higher Education Quality Council of Ontario, ongoing dialogue with the Indigenous Institutes Consortium, Ontario Undergraduate Student Alliance (OUSA), and noted early discussions with the Ontario Chamber of Commerce.

The group discussed several topics that will help inform future COU policy and advocacy:

- The need for greater government clarity on the role of universities and colleges in the postsecondary sector.

- The importance of strengthening COU’s relationship with Ontario’s Indigenous Institutes. Potential opportunities where universities and colleges can collaborate locally.
- Opportunities to improve partnerships with the K-12 sector to better support students interested in pursuing a postsecondary education.
- Opportunities for sector collaboration to advance environmental, social, and governance priorities and other broader societal issues.

The committee also discussed issues related to institutional development and quality. Executive Heads expressed interest in COU providing information about the expansion of degree-level education by colleges, private institutions, and international institutions operating in Ontario. COU engaged the services of Peter Gooch and Associates to undertake research and analysis pertaining to the expansion of degree-level education in the province. Summary findings include,

- Ontario’s colleges currently offer 164 bachelor’s degree programs, which represents just 6% of undergraduate degree enrolment in Ontario.
- Degree programs are not a large part of activity in the college sector. Enrolment in degree programs is less than 10% of full-time enrolment.
- Like universities, colleges are highly differentiated. Most college degree-granting is concentrated in four institutions in the Toronto–Kitchener corridor: Humber, Sheridan, Conestoga, and Seneca.
- College degree program offerings grew between 2013–2018 but has been showing signs of slowing since, for reasons that are not clear at this time.
- Universities have been evolving their own degree programs in response to societal needs and student demand.
- Quality assurance processes for universities (Ontario Universities’ Council on Quality Assurance) and colleges (Post-Secondary Education Quality Assessment Board) were generally believed to follow comparable quality review standards.
- There is a lack of regulatory parity in degree-granting between universities and colleges. For example, corridor funding for colleges are capped for all programming, while the enrolment corridor for university programs are separately capped at the undergraduate and graduate levels.

### **Council Discussion: Planning for the Post-Pandemic University**

The full Council of Executive Heads and Academic Colleagues discussed issues related to planning for the post-pandemic environment, with a focus on four themes: Equity, Diversity, and Inclusion; Online and Blended Learning; Student Mental Health; and Accessibility. The discussion was framed by two general questions as well as several sub-questions related to the above four themes.

1. What have we learnt from the past year and how we can apply those lessons in the future?
2. What can we do to ensure that we provide better and more inclusive learning experiences and support for our students?

Academic colleagues presented brief overviews of the issues and concerns related to each of the four themes. The overviews and ensuing discussion surfaced matters relating to data gaps, appropriate supports and needed investments in IT and people, workloads for instructors and students, academic integrity, harnessing positive changes, processes for implementing transformational initiatives, as well as noting the stress of the past year.

## **COU Sector Updates**

### **Fall 2020 Enrolment**

Overall total Fall full-time enrolment increased by 2.1% across the sector. There were, however, strong differences across the sector, level of study and immigration status.

#### **Undergraduate**

Total undergraduate enrolment increased by 2.3%—with domestic increasing by 1.7% and international by 5.3%.

##### ***Domestic undergraduate***

Growth in domestic undergraduate enrolment is primarily due to the sector experiencing the highest transition rates in at least the last 10 years. We also know that there has been an increase in the number of students moving from part-time to full-time studies and students in three-year programs continuing to complete a four-year degree. Enrolment in the summer, which is not included in these numbers was also significantly higher than in previous years.

##### ***International undergraduate***

Growth in international undergraduate enrolment was not due to higher transitions but by flow-through enrolment. Over the last 6 years, international enrolment has increased by between 9% and 18%. Fall 2020 transition rates at their lowest in the past 6 years.

#### **Graduate enrolment**

Graduate enrolment increased by 1.4%, with domestic increasing by 3.6% and international decreasing by 3.7%. The drop in international enrolment was at the master's level, which experienced an 8.1% decrease in enrolment. Doctoral enrolment increased by 8.7%.

## **2021 Ontario Budget and other Ontario funding announcements**

Budget 2021 centers on two key pillars: Protecting People's Health and Protecting Our Economy. The Budget focuses on "defeating COVID-19" through a series of actions and increases COVID-19-related funding to \$51 billion over four years.

The ministry did not provide detailed information about funding for universities and colleges. COU has reached out to the ministry and is waiting for a response.

There were also no announcements related to tuition.

### **COVID-19 Relief Funding (re-announcement)**

On March 19, government announced \$106.4 million for COVID-19 funding for PSE “directed to those institutions facing the greatest financial impacts from COVID and [taking] into account size and relative financial health/availability of resources.”

### **Ontario Jobs Training Tax Credit**

The Budget announced the temporary Ontario Jobs Training Tax Credit to help individuals aged 25 to 65 upskill as a response to the pandemic. This temporary, refundable tax credit applies to the 2021 tax year and applies to individuals earning an income of between \$10,000 and approximately \$150,000. The credit is designed to cover 50% of eligible tuition and course fees (e.g. ancillary fees and charges, examination fees) from an eligible educational institution (e.g. university, college) up to a maximum of \$2,000.

### **Mitac internships (re-announcement)**

On March 10, the government announced an investment of \$39.5 million to help Mitacs create up to 8,000 paid innovative research internships and upskilling opportunities for postsecondary students

### **Digital Learning and Micro-credentials**

Budget 2021 announced a new investment of \$21.4 million (\$10.7 million in each of 2021-22 and 2022-23) toward the Virtual Learning Strategy. This builds on the previously announced \$50 million in funding available to PSE institutions through [eCampusOntario \(December 11, 2020\)](#)

Budget 2021 announced a new \$2 million allocation for a platform that will support the Virtual Learning Passport, building on and integrated with the micro-credential and Virtual Learning Strategy. The platform will be designed to issue digital credentials for life-long learners.

On March 18, the government confirmed the expansion of the *Ontario Student Assistance Program* (OSAP) to include nearly 600 micro-credential programs. This follows the previous announcement of a \$59.5 million investment over three years in a micro-credential strategy as part of the government’s overall virtual learning strategy.

### **Mental Health**

The Budget re-announced funding of \$7 million to help increase access to mental health and addiction services for postsecondary students during COVID-19 that was announced on [February 9, 2021](#).

This funding builds on the \$19.25 million investment announced in October 2020 to support mental health supports for postsecondary students in 2020–21, an increase of \$3.25 million over last year. This one-time funding will provide services to those studying on campus or virtually and is expected to focus on the needs of vulnerable and diverse groups, such as Indigenous students, LGBTQ+ students and students with disabilities.

The budget announced that Ontario is providing additional funding of \$175 million in 2021–22 as part of the investment of \$3.8 billion over 10 years to develop and implement a comprehensive and connected mental health and addictions strategy.

### **Capital & Facilities Renewal**

The Budget announced \$493 million over three years for postsecondary facilities renewal building on the Budget 2020 facilities renewal announcement.

\$90 million in funding was announced to support the College Equipment Renewal Fund (CERF) and a new universities' Training Equipment Renewal Fund (TERF).

This new funding for universities is \$30 million over three years (\$10 million per year) and will be application-based with expanded project eligibility.

While MCU is not yet in a position to confirm institutional allocations to COU members for 2022-23 or 2023-34 for the FRP envelope, over the three years, universities are expected to receive approximately 64.4% of the envelope, which is an increase compared to the share allocated to universities in 2020.

### **Intellectual Property (IP)**

The Budget stated that the government is working with universities, colleges and research institutes to clarify the commercialization mandates of postsecondary institutions with the objective of ensuring that IP generated through taxpayer-funded research will have social and economic benefits for Ontario. MCU has communicated to COU that they are currently planning consultations on this item in the spring and more information will be available shortly.

Government announced a new investment of \$1.5 million in funding to support the Special Implementation Team on Intellectual Property. This funding will support the advancement of web-based IP curriculum, as well the development of a centralized Ontario resource and creation of a robust IP policy to help protect home-grown ideas and prioritize commercialization to drive Ontario's innovation ecosystem.

Shared in the lock-up, but not reflected in the budget document, is that the government will provide \$6.16 million in funding over two years (\$3.16 million in 2021-22 and \$3 million in 2022-23) to develop an Ontario Health Data Platform IP Policy, which will create rapid access pathways to data for researchers. The government has committed to working closely with the sector on development and implementation.



## **Other Research Items**

The Budget announced a \$56.4 million investment over the next four years to create the Ontario Vehicle Innovation Network (OVIN). OVIN will accelerate the development of electric, connected and autonomous vehicles by fostering collaboration and partnerships between small and medium-sized enterprises (SMEs), academia, the auto industry and battery sector.

## **College Investments**

The government is investing \$121 million to support almost 9,000 personal support workers (PSWs), including \$115 million to train up to 8,200 PSWs through publicly funded colleges.

In February 2021, the government announced an investment of \$4.1 million for eight training projects, including in regions hardest hit by the pandemic, to support the training of 373 new PSWs. The government also provided up to \$2.4 million through a pilot scholarship program to fund the training costs of up to 300 students for PSW positions in the Ottawa area.

Colleges (but not universities) are included along with community organizations and training providers in the \$60.8 million to upgrade internet and digital infrastructure under employment and training supports.

## **Digital Main Street Platform**

The government is investing an additional \$10 million in the Digital Main Street platform for 2021-22. This follows an initial \$57 million investment announced in June 2020 in partnership with the federal government. This platform is designed to help SMEs in Ontario improve their online presence and achieve digital transformation. To date, this platform has hired over 600 students to work on projects with independent businesses. These investments will generate up to 1,400 new jobs for students and recent graduates.

## **Invest Ontario**

The Budget announced a \$400 million investment over four years to create the Invest Ontario Fund, which will support Invest Ontario, the new provincial agency focused on promoting the province as a key investment destination, and encourage investments in the advanced manufacturing, technology and life sciences sectors. The agency will provide expertise and customizable investor services to support investment opportunities, such as available financial assistance, talent support, advisory supports and concierge services. One of the objectives of Invest Ontario is to leverage “the expertise of the business community, regional partners and other levels of government to inform the Corporation and the Minister on investment priorities and to enhance co-ordination with regional partners on investment opportunities in Ontario,” where regional partners are postsecondary institutions.

## **Anti-Racism and Anti-Hate Grant**

Ontario is investing \$1.6 million over two years to support the Anti-Racism and Anti-Hate Grant program, which will support community-based anti-racism initiatives focusing on anti-Black racism, anti-Indigenous racism, anti-Semitism and Islamophobia.

## **Employment and Training Support**

The Budget announced an investment of an additional \$614.3 million for 2020-21 and 2021-22 to provide targeted employment and training supports. This includes up to:

- \$85.0 million to support the Skills Development Fund to help training and employment organizations assist workers during the province's economic recovery.
- \$117.3 million to assist women, racialized individuals, Indigenous peoples, youth and people with disabilities who are facing the highest rates of unemployment during the pandemic.
- \$157.2 million to provide workers in the hardest-hit sectors with career counselling and urgent training to find new careers and good jobs.
- \$60.8 million to upgrade and expand high-speed internet and other digital infrastructure.
- \$194 million to support Ontario workers with additional employment and training programs.

# PRESIDENT'S KUDOS REPORT

APRIL 2021



York University has released its first-ever list of [Top 30 Changemakers](#) Under 30, shining a spotlight on remarkable young alumni who are making a difference in their communities, the country, and around the world. Included in the list are:

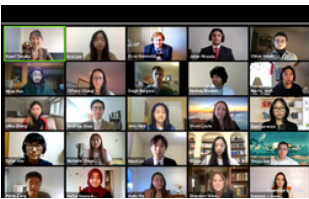
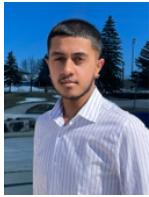
- Ajith Thiyagalingam, BA '15, JD '18, Liberal Arts & Professional Studies, Osgoode Hall Law School
- Alexandra Lutchman, BA '14, Liberal Arts & Professional Studies
- Aurangzeb Khandwala, BA '18, Liberal Arts & Professional Studies
- Bailey Francis, BA '19, Liberal Arts & Professional Studies
- Basia Pozin, BBA '17, Schulich School of Business
- Bo Cheng, BSC '17, MMAI '20, Science, Schulich School of Business
- Christine Edith Ntomba Dikongué, BA '14, Glendon
- Dani Roche, BDES '13, School of Arts, Media, Performance & Design
- David (Xiaoyu) Wang, MSCM '20, Schulich School of Business
- David Marrello, BBA '15, Schulich School of Business
- Deanna Lentini, BSC '16, Health
- Eunice Kays, BA '17, Liberal Arts & Professional Studies
- Farzia Khan, BA '17, Lassonde School of Engineering
- Giancarlo Sessa, BBA '19, Schulich School of Business
- Iman Mohamed, BA '14, Liberal Arts & Professional Studies
- Isabella Akaliza, BA '20, Liberal Arts & Professional Studies
- Jillian Lynch, BA '19, Health
- Krystal Abotossaway, BHRM '13, Liberal Arts & Professional Studies
- Larissa Crawford, BA '18, Liberal Arts & Professional Studies
- Luke Reece, BA '15, School of Arts, Media, Performance & Design
- Maneesha Gupta, JD '17, Osgoode Hall Law School
- Matthew Ravida, BCOM '18, Liberal Arts & Professional Studies
- Mikhaela Gray Beerman, BA '14, MED '18, Glendon, Education
- Miranda Baksh, BES '17, MES '19, Environmental & Urban Change
- Nicole Doray, IBA '17, MES '19, Glendon, Environmental & Urban Change
- Prakash Amarasooriya, BSC '15, Health
- Rana Nasrazadani, BA '20, Liberal Arts & Professional Studies
- Rowena Tam, BA '17, School of Arts, Media, Performance & Design
- Shant Joshi, BFA '17, School of Arts, Media, Performance & Design
- Shaquille Omari, BA '15, Liberal Arts & Professional Studies



York University [Professor Huaiping Zhu](#) has received \$2.5 million in federal funding to build a new network of researchers and collaborators who will bring a “One Health” approach to disease modelling in order to better predict, prevent, and respond to emerging infectious diseases.



[Three teams from the Schulich School of Business](#) made it to the top 10 in the national finals of the L'Oréal Brandstorm case competition, with one team earning second place. The second-place team members consisted of Anne Villeneuve (BBA '22), Ananthen Karunakaran (BBA '22), and Hugo Pinto (BBA '22).



[Three students from the Japanese Studies Program in the Faculty of Liberal Arts & Professional Studies](#) earned first-place prizes during the Canadian National Japanese Language Speech Contest. Heshan Wadumasethrige, Peter Wenxiang Zang, and Lilika Zheng earned the top spots in the Beginner, Intermediate, and Open categories during the contest. These three students were also the first-prize winners in their respective categories at the 2021 Ontario Japanese Speech Contest.



York University PhD student [Giovanni Hernández-Carranza](#) from the Department of Sociology and undergraduate student [Enzo Flores Montoya](#) from the Department of Languages, Literatures, and Linguistics were named the recipients of the 2020 Michael Baptista Essay Prize from the Centre for Research on Latin America and the Caribbean.



On behalf of Osgoode Hall Law School's [Environmental Justice & Sustainability Clinic](#), Professors Dayna Nadine Scott and Estair Van Wagner have been awarded \$225,000 in funding from the Impact Assessment Agency of Canada to develop practical guidance for working with Indigenous Governing Authorities as partner jurisdictions to assess major projects under the Impact Assessment Act.



York University Professor [Joel Katz](#), Distinguished Research Professor of Psychology and Canada Research Chair in Health Psychology, was the recipient of the Senior Investigator Award by the Health Psychology/Behavioural Medicine section of the Canadian Psychological Association. The annual award recognizes exceptional researchers who have supported and contributed to health psychology and behavioural medicine in Canada.



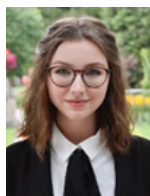
Canadian poet and York University alumna [Canisia Lubrin](#) was named one of two winners of the Windham-Campbell Literature Prize in poetry. In addition to a citation and award, winners of the prizes receive an unrestricted grant of US\$165,000 to support their writing.



[Franz Newland](#), Associate Professor, Teaching, and Undergraduate Program Director in the Department of Earth and Space Science & Engineering at the Lassonde School of Engineering, has been awarded the prestigious St. Lawrence Section Outstanding Teaching Award from the American Society for Engineering Education.



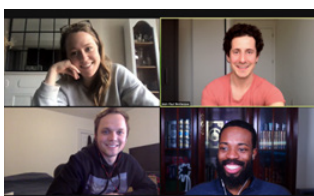
[Four York University Lions](#) student-athletes have been selected as the recipients of the 2021 Lions Legacy Awards. Men’s hockey player Kaleb Dahlgren, women’s hockey standout Lauren Dubie, women’s soccer player Teni Odetoynbo, and track and field athlete Monique Simon-Tucker were presented with the awards, which are given to graduating student-athletes who have made outstanding contributions to varsity sport at York.



York University graduate [Amanda Sears](#) (BA '20) was among 20 Canadians chosen as inaugural McCall MacBain Scholars, recipients of the country’s first comprehensive leadership-based scholarship that supports master’s and professional studies. York graduates Christina Hoang, Betty Nwaogwugwu, and Kaitlyn Smoke were also offered McCall MacBain Finalist Awards, and Berta Kaisr was offered a McCall MacBain Regional Award.



[Zhen Ming \(Jack\) Jiang](#), Associate Professor in the Department of Electrical Engineering and Computer Science, has been awarded the CS-Can | Info-Can Outstanding Early-Career Computer Science Researcher Prize for excellence in research.



[Osgoode Hall Law students](#) Jessie Armour, Joshua Harriott, and Thomas Prentice won the Client Advocate Category at the International Academy of Dispute Resolution International Law School Mediation Tournament. They also garnered additional awards: first for Individual Mediator for Joshua Harriott, and first for Individual Client-Advocate Pair for Jessie Armour and Joshua Harriott.



[Joan Judge](#), Professor of History at the Faculty of Liberal Arts and Professional Studies, was named a 2021 Guggenheim Fellow in the field of East Asian Studies.



[Dr. Peter Park](#), Associate Professor, Lassonde School of Engineering, was part of a team that was awarded with \$11 million in funding from the National Sciences and Engineering Research Council for their “CLUE: City Logistics for the Urban Economy” initiative, which will help fill major knowledge gaps about the Canadian urban freight system.



[Teams from Osgoode Hall Law School](#) placed first and second out of a field of 26 teams from Canada and the United States in the annual Hockey Arbitration Competition of Canada. The winning team members were Jordan Kazan Baigrie and Jeremy Wright and the semi-finalists were Nolan Cattell and Vaughan Rawes.

## Appointments



[E. Louise Spencer](#) has been appointed acting Vice-President, Advancement.

# Executive Committee – Report to Senate

At its meeting of 22 April 2021

## FOR INFORMATION

### 1. Monitoring the Pandemic Disruption

Planning for the Fall 2021 term is continuing. Faculties' course delivery plans have been submitted to the Provost and are being reviewed. The submissions conceive of a combination in-person activities in both the *required* and *requested* categories of academic activities, and collectively propose an increase of on-campus activities from the 5% that occurred in spring 2020 to 25% for Fall 2021. The positive trend is encouraging, aligns with the Senate-informed *Principles to Guide Course Planning for Fall 2021* and the health and safety protocols that continue to apply to the University.

The requirement to comply with the public health regulations prompted an examination of additional campus spaces to be utilized for in-person activities. Ten sites have been identified on the Keele campus. Faculties were canvassed for their interest in using this option. Three of the sites are slated for use for the Summer 2021 term as a start, with the ability to include the others to meet demand. It is important to preserve flexibility in the use of the outdoor spaces for academic – and possibly research - use to balance space needs in conjunction with the health and safety protocols. The process of cross-mapping in-person activities, safety requirements and campus spaces on the Keele campus is in progress now. The need for outdoor spaces at Glendon is being monitored at this time.

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

Senate Executive 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. Keep in mind the requirements of the Senate Rules that:

- no individual shall serve simultaneously on two Senate committees
- candidates must be eligible for membership and available at the standing meeting time of the committee
- nominees to the Board of Governors must be a Senator at the time of election with membership continuing for two-years

## Executive Committee – Report to Senate

An online form for nominations is used to gather candidates; 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 ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

### 3. Review of Faculty Council Rules and Procedures

The Committee recently resumed its review of the inaugural Rules and Procedures for the Faculty of Environmental and Urban Change Faculty Council. The set of Rules for the newly established Council were approved by Senate in October, with the proviso that a pending matter identified by Executive be finalized to its satisfaction. Efforts to bring consistency between the EUC Rules with principles of collegial governance and practices with Faculty Councils across the University are continuing.

### 4. Faculty Councils' Discussions of Fall/Winter 2021-2022 Planning

In November, Executive facilitated a Senate discussion (through *Committee of the Whole*) of planning for the Fall/Winter 2021-2022 academic year. Senate's input was sought at that time to inform decision-making on possible options for course delivery that took into account instructors' and units' preferred pedagogy, program needs, student expectations and public health regulations. Senate was consulted again in February as the *Principles to Guide Course Planning for the Fall 2021 term* were being prepared.

When Executive decided last autumn to engage Senate in Fall planning discussions, it also requested that Faculty Councils do the same and share the collegium's views, challenges and suggestions raised with Executive to further inform its disruption-related responsibility to oversee the process of directing and implementing the necessary remedial action. The Faculty Council dialogues unfolded over the ensuing months. Summary reports were received from several Councils, and the collection was reviewed by Executive this month. There is considerable symmetry between Council and Senate discussions on the experience with remote delivery of academic activities this past year, as well as on concerns and opportunities associated with the shift to online delivery. Themes identified from Council discussions include:

- challenges encountered by students and faculty members, such as students' unequal access to technology and study spaces, and the additional demands on faculty to suddenly provide online course delivery
- the value of the greater ease of connecting virtually with colleagues around the world for scholarship and research purposes, and for bringing in guest lecturers to classes to enhance students' learning
- the importance of preserving academic integrity



## **Executive Committee – Report to Senate**

- taking up opportunities to examine possibilities that online courses present to meet students' needs and course directors' interests and enhancing learning experiences post-pandemic; maximizing technology to enhance pedagogy and student learning

Executive is grateful that Councils afforded time to have these discussions. The input has aided the Committee's ability to understand the broad and difficult impact this lengthy disruption is having, and to determine forms of accommodation to mitigate it. Executive is also encouraged by the Councils' identification of longer-term opportunities to innovate and strengthen program delivery options. At the appropriate time, the University would benefit from focused discussions about lessons to be learned from the shift to remote delivery of academic programming to address systemic challenges and mitigate future risks, but also to facilitate open conversations about technology-enabled learning options and hybrid models of program delivery moving forward, and, importantly, how governance can support defined directions.

*Alison Macpherson, Chair*

*Mario Roy, Vice-Chair*

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 22 April 2021

### FOR INFORMATION

#### 1. 2021 Academic Planning Forums

As reported to Senate last month, the first of two APPRC-sponsored planning sessions centred on the *2020-2025 University Academic Plan* was held in mid-March. The focus of that 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. APPRC has carefully reflected on the input shared from participants and is formulating recommended courses of action.

The second forum is scheduled for **Thursday, 13 May 2021, 9:30-11:00am**, where the focus will be exploring the challenges being encountered to sustain research and knowledge creation in the current environment, and seeking novel ways to engage scholarship in this context. The format will replicate that of the March forum with attendees participating in smaller breakout groups facilitated by members of APPRC, followed by interactive polling of participants on a set of framing questions. The collective feedback will lead to the identification of main ideas and inform recommendations from APPRC.

The mandate of APPRC is, among other responsibilities, to monitor and report on the implementation of UAP objectives. The Committee will provide to Senate this year a monitoring report which will be informed by the intelligence gathered through the planning initiatives it led during 2020-2021, including the two planning forums. The report will incorporate summaries of the collective input provided by forum participants as well as a concrete set of recommendations from APPRC to support the UAP priorities.

#### 2. Discussions with Faculty Planners

A prominent feature of the annual planning cycle for APPRC is a conversation with Faculty academic planners. The objective of the individual meetings with each Dean and Principal is to discuss the Faculty's progress toward the University Academic Plan priorities. The input from those meetings informs the Senate Committee's work to monitor and report to Senate on progress of the University Academic Plan.

The usual objective of the individual meetings with each Dean and Principal is to discuss the Faculty's progress toward the University Academic Plan priorities. This year, given the

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

challenges and opportunities of the current environment, the Faculty planners were asked instead to comment specifically on pandemic pivots and adaptations needing to be made that may have affected progress on their academic planning initiatives during the inaugural year of the 2020-2025 University Academic Plan. APPRC will draw on the reports and discussions with the Deans / Principal to identify patterns and issues that should be brought to Senate's attention or may benefit from Senate's consideration.

Discussions with the Deans / Principals unfolded over two meetings this month. On 8 April the Deans of LA&PS, Graduate Studies, Osgoode, Schulich, Science and the Libraries spoke with the Committee. The balance of the decanal meetings - with Lassonde, Health, Glendon, Environmental & Urban Change, Education and AMPD - are occurring the morning of day of the Senate meeting, 22 April.

The input from the conversations with Faculty academic planners informs the Senate Committee's work to monitor and report to Senate on progress of the UAP. Accordingly, APPRC's upcoming monitoring report on UAP progress will encompass the Faculties' successes, challenges and opportunities to implement academic goals as discussed in the decanal meetings.

### **3. 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. It 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 early March and reported the following to APPRC:

- Approval of a one-year extension of the charters for the *Centre for Aging Research and Education* and the *Jack and Mae Nathanson Centre on Transnational Human Rights, Crime and Security* both to 30 June 2022 due to extenuating circumstances at the Centres.
- Approval of a six-month extension of the charters for the *Centre for Research in Earth and Space Science* and the *LaMarsh Centre for Child and Youth Research* both to 31 December 2021 due to the impact of the pandemic and / or challenges within the unit.

# Academic Policy, Planning and Research Committee Report to Senate

## 4. Concurrence with Recommendation to Establish a Chair

At its meeting of 25 March 2021, the Committee concurred with the recommendation of the Provost to establish the *George Weston Ltd Chair for Sustainable Supply Chains* in the Schulich School of Business. In accordance with the joint Senate-Board *Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships*, the Committee is required to inform Senate of its decision and to convey confirmation to the Academic Resources Committee of the Board of Governors, which is responsible for recommending the formal establishment or renaming of chairs to the Board. Senators may wish to review the Policy and its associated guidelines on the Senate *Policies, Procedures and Regulations* - <http://secretariat-policies.info.yorku.ca/policies/establishment-and-designation-of-research-and-teaching-chairs-professorships-and-distinguished-fellowships-guidelines-and-procedures/>

## 5. Markham Centre Campus

As reported by the Provost to APPRC, work on the development of the academic components of the new Markham campus is continuing, specifically:

- Coming out of the joint APPRC-ASCP meeting, a common preamble articulating the campus vision and student experience goals is being developed for inclusion in curriculum proposals for Markham-housed programs to provide context and guidance in their assessment by Faculty Councils, ASCP and Senate
- Gathering the input of Faculty Councils on the academic structures and governance models for the new campus

Brenda Spotton Visano  
Chair of APPRC

**Academic Standards, Curriculum and  
Pedagogy Committee**

**Report to Senate**



**At its meeting of 22 April 2021**

**For Approval**

**New Program Proposals**

**1. Establishment of a Graduate Diploma (Type II) in Creative Writing • Faculty of Liberal Arts & Professional Studies**

ASCP recommends that,

**Senate approve the establishment of a Graduate Diploma (Type II) in Creative Writing, housed in the Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.**

**Rationale**

As outlined in the full proposal, provided as ASCP Appendix A, the establishment of a Graduate Diploma (Type II) in Creative Writing, housed in the Faculty of Liberal Arts & Professional Studies is proposed.

The Graduate Diploma in Creative Writing is intended to enhance and extend the critical reading and writing skills that are already prioritized in the graduate degrees in English Literature. It will offer a clear framework for extending the different forms of writing and thinking the English program's graduate students are already being trained to do. English graduate students are enrolled in a traditional academic, theoretical, and scholarly program, one that concentrates on the development of advanced critical thinking skills, an extensive range of reading, and research and scholarly expertise.

The Graduate Diploma in Creative Writing is integrated into the traditional MA and PhD programs in English Literature and is not a stand-alone degree which is consistent with the definition for Type II Diplomas. It is designed for students admitted to a highly selective graduate program in English, with the advanced critical reading and writing skills expected in such a program, who may also wish to further develop a strength in

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

creative writing. Students who elect to complete the Graduate Diploma in Creative Writing will learn new techniques for conceiving and presenting academic research within an innovative, globalized core curriculum. They will become more aware of publishing trends and opportunities which bridge the literary, trade publishing, and academic worlds. They will develop and refine skills unique to literary and creative writing. Finally, they will have the means to make contacts within creative organizations and activities, and their range of employment prospects will grow hence making the diploma well-aligned with the priorities and goals outlined in the university's Strategic Mandate Agreement (SMA) and University Academic Plan (UAP).

The proponents undertook consultations with academic and non-academic units across the University, as evidenced by statements of support included in the documentation, including one from the Provost and Vice-President Academic, decanal statements from the Faculty of Liberal Arts & Professional Studies, and the Faculty of Graduate Studies, as well as from the Departments of English, Cinema & Media Arts, and Writing.

Complete documentation is provided as ASCP Appendix A.

**Approvals:** Approved by LA&PS Faculty Council on 14 January 2021 and ASCP on 3 March 2021.

### **2. Establishment of a Graduate Diploma (Type III) in Foundations of Canadian Law • Osgoode Hall Law School**

ASCP recommends that,

**Senate approve the establishment of a Graduate Diploma (Type III) in Foundations of Canadian Law housed in Osgoode Hall Law School, effective January 2022.**

#### **Rationale**

The documentation attached as ASCP Appendix B sets out the details of the proposed establishment of Graduate Diploma (Type III) in Foundations of Canadian Law, a standalone diploma, to be housed within Osgoode Hall Law School (Osgoode), delivered by Osgoode Professional Development (OsgoodePD). The Diploma will have both full-time and part-time options.

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

the Graduate Diploma in Foundations of Canadian Law is designed for those with previous university education, including internationally educated lawyers, who are seeking a strong foundation in Canadian law for professional reasons or as a precursor to further legal education. The title “Graduate Diploma” distinguishes this program from the Professional Master of Laws (LLM) programs currently offered by OsgoodePD.

The Diploma program is intended to replace the existing Certificate in Foundations for Graduate Legal Studies which was established in 2016, the success of which led to the development of credential-granting diploma program to meet the student demand.

This program is primarily designed for people with law degrees from outside Canada. It is also suitable for those with a minimum of a bachelor’s degree who do not have a law degree but have had some professional exposure to legal issues, risk, or responsibility. The Diploma is designed to cover the major tenets of Canadian graduate legal studies, including substantive topics such as Canada’s legal history and structure, and skills-focused topics such as legal research and writing. Graduates will have a critical awareness of current legal issues in major public and private law areas. They should be able to apply an existing body of knowledge and information they have acquired in class to the critical analyses of a new question or issue in a different setting. The assessment methods include exams, written assignments, and presentations, with the expectation that students will have the ability to understand and analyze issues at an advanced level, and will be able to communicate ideas, issues, and conclusions clearly. The Diploma is well-aligned with York’s UAP and SMA, particularly in the areas of skills and jobs outcomes, and a commitment to lifelong learning by reengaging professionals in academic study that combines practical and theoretical content.

A decanal statement is included among the documentation as well as a letter from the Provost and Vice-President Academic which indicates that it is not anticipated that significant additional resources will be needed to support the diploma.

Complete documentation is provided as ASCP Appendix B.

**Approvals:** Approved by Osgoode Faculty Council on 1 March 2021 and ASCP on 17 March 2021.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## Major Modifications

### 3. Establishment of a new BES Major in Cities, Regions, Planning • Faculty of Environmental and Urban Change

ASCP recommends that,

**Senate approve the establishment of a new BES major in Cities, Regions, Planning housed in the Faculty of Environmental and Urban Change, effective FW2021-2022.**

#### Rationale:

As outlined in the full proposal set out in Appendix C, this modification is related to the program re-visioning for the Faculty of Environmental and Urban Change.

The new BES major is a modification of the existing BES area of concentration in Urban and Regional Environments. The new Faculty of Environmental and Urban Change, composed of the former Department of Geography and the Faculty of Environmental Studies, houses faculty with diverse research and teaching expertise in the areas of environmental studies, geography, and urban planning. The teaching strength in the new Faculty is both multidisciplinary and interdisciplinary and stretches from the humanities to qualitative and quantitative social sciences and to the natural sciences, from foundational research to professional practice. The proposed BES major in Cities, Regions, Planning therefore builds on the combined strengths in the legacy programs of geography, and urban and regional environments, with its constitutive programs, analysis, planning and design.

The new major will create opportunities to grow undergraduate enrolments and further develop graduate-focused study in programs in EUC. The program will prepare its students for employment positions in the professional private sector and consultancies, municipal and provincial governments, program and policy positions in local and international agencies as well as non-governmental organisations. New course offerings in the proposed program are designed to expand its present curricular strengths and specifically improve the program delivery in cities, regions, and planning in light of societal demands related to climate and social justice concerns. The curriculum will provide students with the best foundational approaches to core questions of urban life in an era characterized by climate emergency, pandemic response and preparedness, social upheaval around questions of social and racial



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

justice, themes which are well-aligned with York's UAP and SMA. The program will also increase York's reputation, nationally and globally, in policy, environmental, developmental and cultural issues relating to the trend towards urbanization of the world's populations as well as related opportunities and challenges.

The appropriate consultations were undertaken with the Department of Social Science in the Faculty of Liberal Arts & Professional Studies and other academic and non-academic units. The letters of support include those from the Dean, Faculty of Liberal Arts & Professional Studies, the Program Coordinator for Urban Studies, the Dean, Faculty of Environmental and Urban Change, and the Provost & Vice-President, Academic.

Complete documentation is provided as ASCP Appendix C.

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

#### **4. Changes to the degree requirements for the MA and PhD programs in Science and Technology Studies • Department of Humanities • Faculty of Liberal Arts and Professional Studies**

ASCP recommends that,

**Senate approve changes to the degree requirements for the MA and PhD programs in Science and Technology Studies housed in the Department of Humanities, Faculty of Liberal Arts and Professional Studies, effective FW2021-22.**

#### **Rationale:**

As outlined in the full proposal, provided as ASCP Appendix D, the proposed changes to the Science and Technology MA and PhD program include the addition of new program requirements as well as changes to the existing program requirements.

The Program was created in 2009 around a "field" structure comprising four research areas: Biosciences and Biotechnologies; Human-Machine Interactions; Public Science; and Physical Systems. Graduate courses are aligned with these four fields, reflecting the interests of the founding faculty members in STS. As such, the identity and

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

structure of the Program emerged from the research interests of the most active faculty members at the time of its foundation.

Since STS has changed considerably since 2009, the proposed changes will create a new structure that is more flexible and adaptable to current and future changes in STS as a discipline. Furthermore, the changes are in response to the recommendations of the Program's first cyclical program review in 2017. The feedback from external reviewers was that there is a need for significant changes in the Program, both academically and structurally. In part, this feedback reflected the challenges faced by the Program as a result of the resourcing arrangements for interdisciplinary graduate programs like STS. Overall, the aim of the restructuring is to provide the Program with a way to grow by taking advantage of its greatest assets; namely, its diverse and internationally renowned faculty members and its diverse and excellent graduate students. In so doing, the Program aims to improve the student experience and career outcomes for graduates of the MA and PhD program.

The proposed changes align with priorities in the UAP and the University's Strategic Research Plan, particularly in the areas of providing innovative, quality programs for academic excellence, and advancing exploration, innovation and achievement in scholarship, research, and related activities. The appropriate consultations were undertaken with the Department of Humanities and Department of Social Science in the Faculty of Liberal Arts & Professional Studies and the Office of the Dean of the Faculty of Graduate Studies. The letters of support include one from the Associate Dean, Graduate Studies & Research in the Faculty of Liberal Arts & Professional Studies.

Complete documentation is provided as ASCP Appendix D.

**Approvals:** Approved by the Faculty of Liberal Arts & Professional Studies on 11 February 2021 and ASCP on 31 March 2021.

### **5. Changes to the requirements for the Film Program, Media Arts Stream • Department of Cinema & Media Arts • School of the Arts, Media, Performance & Design**

ASCP recommends that,

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

## **Senate approve changes to the requirements for the Media Arts Stream in the BFA Film program housed in the Department of Cinema & Media Arts in the School of the Arts, Media, Performance & Design effective FW2021-2022.**

The documentation attached as ASCP Appendix E sets out the details of the proposed changes to the Media Arts Stream in the Film program housed in the Department of Cinema & Media Arts. Credit value changes have been proposed for core studio courses and significant course additions have been proposed in the areas of virtual media production, writing and technical training. The proposed changes are to address heavy workload in studio courses, to encourage more collaboration between Departments in the School of the Arts, Media, Performance & Design, and to bolster skills development for the program's students. The modifications align with two academic plan priorities: 21st Century Learning and Knowledge for the Future. The courses will help students build skills in virtual production at a time when more creative industries employ digital worlds, interaction, and immersive technologies to tell stories, entertain, train, and deliver content.

The appropriate consultations were undertaken with relevant academic units within the School of the Arts, Media, Performance & Design including the Department of Visual Arts, and the Department of Computation Arts and Theatre. A decanal statement is included among the documentation which indicates that it is not anticipated that significant additional resources will be needed to support the diploma.

Complete documentation is provided as ASCP Appendix E.

**Approvals:** Approved by School of the Arts, Media, Performance & Design Faculty Council on 25 January 2021 and ASCP on 31 March 2021.

### **Senate Policies**

#### **6. One-Year Extension of the Academic Forgiveness Policies Pilot**

ASCP recommends,

That Senate approve a one-year extension of the Academic Forgiveness Policies pilot for one year to FW2021-2022.

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

## **Rationale**

Three Academic Forgiveness policies were approved by Senate in 2016: the Policy and Guidelines on Withdrawn from Course Option (the “W”), the Policy on Course Relief, and an amended Policy on Repeating Passed or Failed Courses for Academic Credit. Aimed at better enabling York students to complete their degree program at York through reasonable options that balance academic integrity and fairness to students, all three policies were approved as four-year pilots for the academic years 2016-2017 through to 2019-2020, with a one-year extension approved by Senate in February 2020 for the 2020-2021 year. ASCP committed to monitor and assess the effectiveness of them, which has consisted of an annual review of data on the usage of the Policies.

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

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

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

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

When ASCP discussed the policies in 2019-2020, it was agreed that other sources of data should be considered to provide ASCP with a strong foundation upon which to make a recommendation to Senate. To this end, a formal communication to the Faculties with an invitation to respond to a number of questions about the policies was distributed to stakeholders on 2 February 2021. Based on the feedback received as part of this consultation process, ASCP agreed that the Pilot for the policies has been generally successful and that it would make sense to recommend that they be approved as permanent Senate legislation. ASCP also agreed that there were compelling reasons combine the three policies together as one “Academic Forgiveness Policy”, a task which will involve more time to undertake.

Accordingly, in order for the Registrar’s Office to be able to reinstate the policies for FW2021-22, and in the ongoing context of the pandemic, it is proposed that the Academic Forgiveness Pilot be extended for an additional year FW2021-22. In terms of next steps, ASCP’s Coordinating & Planning Sub-Committee will shepherd efforts to revise the policies into one Academic Forgiveness Policy document over FW2021-2022 which could then be recommended to Senate as permanent legislation for implementation in FW2022-23.

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

**Approvals:** ASCP 14 April 2021

### **Consent Agenda**

#### **Non-Major Modifications**

##### **7. Changes to the Requirements for the Master of Conference Interpreting Degree Program and Graduate Diploma Program in General Interpreting • Glendon**

ASCP recommends that,

**Senate approve changes to the requirements for the Master of Conference Interpreting degree program and Graduate Diploma in General Interpreting program at Glendon effective FW2021-2022 as follows:**

- **Reduce the total number of credits in the program from 60 to 54.**

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

- **Delete the mention of nine credits in “background courses” (which students previously took in other master’s programs).**
- **Make up the missing three credits with one existing first-year course (INTE 5790: Mentoring Practicum in Interpreting).**

### **Rationale:**

In September 2012, the Master of Conference Interpreting degree program admitted its first cohort of students. At that time, the program had funding to be able to cover the teaching costs in other master’s programs associated with the background courses so that the program’s first cohort was able to enroll in them. When this funding ran out, subsequent cohorts of students were not given permission by the other programs to take those courses. Consequently, eight cohorts of students have since been granted waivers for the missing background courses. In other words, since 2013, the MCI has operated as a 54-credit program.

Currently, MCI students take five courses per term, rather than the two courses per term which is the norm in research-based programs. However, MCI students do not need to master the theoretical frameworks that are the focus of most graduate-level courses in other fields. As interpreters, they need the vocabulary and institutional knowledge make sense of the settings where they work. Furthermore, in February 2021, the Ontario Universities Council on Quality Assurance revised its Quality Assurance Framework to include a definition of a “Professional Master’s Program”, noting that it prepares students for a career in a specific field focusing on real-world application. This distinguishes it from a traditional master’s program that is intended to provide experience in research and scholarship, and which leads to a doctoral program. The original background courses that MCI students took were all in traditional master’s programs. However, the time that students spent engaged in research for these courses was time spent away from their professional aims (e.g., logging in enough practice time to reach professional levels of performance), and it was not applied enough for their purposes. The learning objectives that students were to attain through those background courses will now be met by other courses offered in the program including in areas such as healthcare, the courts, and international relations.

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

In addition, the heavy workload in the program has been the focus of student concern and is something that has been flagged repeatedly in annual program reviews. The changes to the program also align with the York's SMA and UAP, particularly in the areas of capacity building in under-professionalized areas in the field that support marginalized populations, and collaboration with international organizations.

**Approvals:** Approved by the Glendon Faculty Council on 26 March 2021 and ASCP on 14 April 2021.

### **8. Changes to the Breadth Requirement Categories and Requirements for the History program • Department of History • Glendon**

ASCP recommends that,

**Senate approve changes to the breadth requirement categories and requirements for the History program at Glendon effective FW2022-2023 as follows:**

- **Changing the breadth requirement categories FROM “The Americas, Europe and the World pre-1800, Europe and the world post-1800” to “Latin America, Canada, Europe”.**
- **Changing the required breadth requirements FROM six credits in each of the three former categories above to six credits in each of two of the three new categories: Canada, Latin America, and Europe, plus six credits in pre-1800.**

#### **Rationale:**

The program is updating its breadth requirements to give students more options for those interested in non-European history for three related reasons: 1) to reflect the broad disciplinary trend across North America to de-center European history in the undergraduate curriculum, 2) to address student concerns about the implicit Euro-centric emphasis in our current breadth requirement, and 3) to reflect the evolution of our department's faculty complement in relatively recent years. The proposed changes do not impact its existing learning outcomes. As the previous breadth requirements divided Europe into two temporal fields and required six credits in each and amalgamated Canada, the US, and Latin America into one field, the program's new

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

formulation will provide students with a broader range of geographical knowledge, while diminishing the implicitly higher status granted to Europe (currently two-thirds of the breadth requirement). The temporal requirement of six credits in pre-1800 history will not change.

**Approvals:** Approved by the Glendon Faculty Council on 26 March 2021 and ASCP on 14 April 2021.

### **9. Changes to the Required Core Courses for the Political Science Program • Glendon**

ASCP recommends that,

**Senate approve changes to the required core courses for the Political Science program at Glendon effective FW2022-2023 as follows:**

- **Replacing four required 6-credit core courses at the 2000-level (24 credits) with one new 3.0 credit required course at the 2000-level.**
- **Addition of four new required 3-credit core courses at the 3000-level (15 credits).**

#### **Rationale:**

The proposed changes to the program aim to increase the breadth of knowledge its students will be required to accumulate for the Political Science program. Under the current program structure, students are required to take core courses in three out of four subfields of Political Science. The proposed changes restructure the core courses in such a way that students will be required to take core courses in all four subfields, thereby enhancing the learning outcome to “demonstrate an understanding of main fields of Political Science in Canada: Political Theory, Canadian Politics, International Relations, Comparative Politics.”

The proposal also enhances the program’s learning outcomes at the 2000-level, including “knowledge of methodologies”, “application of knowledge”, “communication skills, and “awareness of limits of knowledge.” As the changes will reduce the program’s required credits at the 2000-level from 18.0 to 3.0, students will have new opportunities take non-required POLS courses at the 2000-level on statistical methodology (POLS 2610 and 2620, cross-listed with the math department) and on



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

ancient political theory and philosophy (POLS 2632 and 2633, cross\*listed with the philosophy department.) Previously, the 18-credits of required POLS courses at the 2000-level disincentivized students from taking these or other 2000-level courses.

The rest of the learning outcomes remain unchanged, and the proposed restructuring of the core courses will provide more flexibility for the program to deliver its learning outcomes. Furthermore, the proposed changes will help to maximize and enhance course offerings and flexibility through 3-credit rather than 6-credit requirements and reduce barriers to entry for transfer students, due to fewer requirements at the 2000-level. In addition, the changes will bring the program up to-date with currents in the field, including a more fluid and integrated delineation of subfields at the foundational level and the flexibility to mount new, cutting edge courses at 3000 and 4000 level as well as additional options at the 2000-level. Finally, the changes will help to maximize and enhance course offerings and flexibility, through 3-credit rather than 6-credit requirements which will support continued curricular renewal, including through the creation of new courses to respond to developing University and Faculty objectives.

**Approvals:** Approved by the Glendon Faculty Council on 26 March 2021 and ASCP on 14 April 2021.

### **For Information**

#### a. Minor Modifications to Curriculum / Academic Standards

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

#### ***Glendon***

Changes to the program regulations for Business Economics; Certificate in the Discipline of Teaching English as an International Language; Economics; English; Mathematics; Psychology; and Refugee and Migration Studies (related to the new grading scheme implementation effective FW2023-2024)

#### ***Liberal Arts & Professional Studies***

Changes to the program regulations for Culture and Expression, Department of Humanities (related to the new grading scheme implementation effective FW2023-2024)

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

## ***Osgoode Hall Law School***

Minor changes to the requirements for the Disability Law Intensive program

## ***Faculty of Science***

Minor changes to the requirements for the Bachelor of Science degree programs in the Faculty of Science

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

Minor change to the English Language Proficiency Test scores required for admission to the Bachelor of Business Administration and International Bachelor of Administration (effective FW2022-2023)

Minor changes to the admission requirements for the Master of Finance program (effective Summer 2021)

Minor changes to the course rubrics in the Diploma program in Advanced Accounting (effective Summer 2021)

Minor changes to the course rubrics in the Diploma program in Intermediate Accounting (effective Summer 2021)

Minor Changes to the course rubrics in the Master of Accounting program (effective Summer 2021)

## ***Temporary Exemptions from the Senate Policy on Sessional Dates and the Scheduling of Examinations***

Temporary exemption from Section 3 of the Senate Policy on *Sessional Dates and the Scheduling of Examinations* for *C4: The Cross-Campus Capstone Classroom* and the *ENG4000 Course* in the Lassonde School of Engineering to allow students in the courses participating in the virtual York Capstone Day on April 30, 2021 to have a percentage of their final mark assessed at the event (effective Winter 2021 only).

Chloë Brushwood Rose, Chair

# Senate Committee on Awards

## Report to Senate

At its meeting of 22 April 2020

### FOR INFORMATION

#### 1. 2019-2020 Undergraduate Award Disbursement Report

The Senate Committee on Awards received the annual report on the disbursement of student awards for the previous fiscal year from Student Financial Services (SFS). The full report is provided as Awards Appendix A.

Table A in the report provides a summary of all funding disbursed to undergraduate students in the 2019-2020 fiscal year (May 1, 2019 to April 30, 2020) categorized by Funding Source and Recipient Headcount, with comparative data for 2018-2019 and 2017-2018.

In their presentation to the Committee, SFS representative Karen Warner highlighted the following:

- Compared to 2018-2019, the overall amount of award and bursary funding increased 3.6% to \$34.8M while the number of recipients increased 15% to 35,558. The overall year-over-year average of award value per student decreased by \$105 to \$980.
- Overall, there was a decrease to the disbursement of Entering Student Awards by \$300K and there was a decrease in the recipient headcount by 235 compared to 2018-2019, due largely to a reduction in expenditures for the Student Life Award and a decrease in the number of students who qualified for the Award. However, the reduction in Student Life Award disbursements was offset by increases to other entrance scholarships as detailed in the full report.
- 2019-2020 saw an increase in Continuing Student Awards spending (a 5.3% increase over 2018-2019 to \$15,817,709) and headcounts (a 27% increase to 18,531), partially attributed to emergency bursary programs created to provide Covid-19 relief to students impacted by the pandemic.
- Government funded awards also experienced an increase over 2018-2019, by 11.5% to \$1.74M, with the headcount also increasing by 19% to 1,539,

# Senate Committee on Awards

## Report to Senate (cont'd)

attributed in part to an increase in bursary disbursements in the Ontario Bridging Participant Assistance Program to multiple cohorts of students. Government funding varies year-to-year depending on funding directives of the provincial government and on the applicant pool.

- In terms of Endowment and Private Donation Endowments, spending increased by 6.8% to \$7.9M and headcounts increased by 14% to 4,675 which is partially attributed to SFS disbursement of surplus funding from the Award for Aboriginal Students and the Chancellor Bennett Entrance Award for the Westview Partnership (\$180K) and the \$104K increase in disbursements from the Lassonde Scholarship. York has been able to increase awards from endowments and donations every year and it is hoped that the University will see enhanced growth going forward.
- In looking at the breakdown by Faculty, the professional Faculties (i.e., Osgoode, Lassonde and Schulich) have higher percentages of students receiving awards due in large part to the higher tuition. OSAP has caps on tuition, and the Student Access Guarantee (SAG) requires the University to provide additional funding to students with financial need whose direct educational costs (tuition, books and mandatory course fees) have not been met through OSAP.
- Additional supports were introduced in 2019-2020 to address the financial pressures students may be facing as a result of the COVID-19 pandemic. These include an Undergraduate Emergency Bursary (Undergraduate, Domestic, and International), Emergency Travel Disruption Bursary (Undergraduate and Graduate, Domestic and International), and an International Student Award (Undergraduate and Graduate, Domestic and International).
- SFS is in the process of finalizing a new Student Financial Assistance Strategy, which will align with the principles in the University Academic Plan 2020-2025 by re-imagining access for prospective and current students, supporting retention and strategic enrolment management for current students and increasing student engagement in NSSE High Impact Practices.

### **2. 2020 New Awards Report**

Attached as Awards Appendix B is the annual report on new awards approved during the 2020 calendar year, with comparative data for 2019 and 2018, prepared by Student Financial Services (SFS). SFS approves the awards according to Senate-

# Senate Committee on Awards

## Report to Senate (cont'd)

approved guidelines and reports annually to Senate through the Senate Committee on Awards.

The following items were highlighted to the Committee during the presentation by SFS representative Karen Warner:

- Overall, the number of new awards increased over the previous calendar year (90 in 2020 vs 86 in 2019), continuing the trend of fairly consistent year-over-year values. There was also an increase in donor funded awards (60 in 2020 vs 49 in 2019).
- Non-Faculty Specific awards experienced a significant increase in new awards which is partially attributed to the creation of 10 new awards in Calumet and Strong College and the various supports created to assist students who have been financially impacted by the pandemic. New awards in other Faculties remained relatively consistent year-over-year
- York University lost three students in the tragic plane crash in Iran that occurred on January 8, 2020. In remembrance of the students, York established the Iranian Students Memorial Award (to be annually awarded at a value of \$4,000) and was given \$30,000 in provincial funding to award the Ontario Remembrance Scholarship (awarded in 2020-21 to three students at \$10,000 each).
- Black Excellence at York University (BE YU) provides Black students with the supports they need to transition to university and maximize their student experience on the path to graduation. The University has approved a special program which allows for the establishment of awards specifically designated to support black students and to-date, SFS has approved 11 new awards under this program.

### **3. 2018-2019 Graduate Award Disbursement Report**

The Senate Committee on Awards received the annual report from the Faculty of Graduate Studies on Graduate Awards for 2019-2020, with comparative data for the previous 4 years. The full report is attached as Awards Appendix C.

In presenting the Report to the Committee, FGS representative Yuko Sorano highlighted the following.

- In 2019-2020, external award disbursements, from the Tri-Councils, Ontario Graduate Scholarships (OGS) and other sources, totaled \$10.8M indicating a

## Senate Committee on Awards

### Report to Senate (cont'd)

small decrease in the total value compared to the previous year, while the number of awards increased slightly.

- While relatively stable, CIHR funding comprises the smallest source from among the Tri-Councils due to the formula used to determine York's Master's funding allocation and to the smaller number of doctoral awards in comparison to the other agencies. A quota system has been introduced for the doctoral awards starting in the 2020-2021 year which may result in improved outcomes for York going forward. Both the number and value of NSERC awards increased this year, while the value of the SSHRC awards decreased slightly.
- The quota for CIHR, NSERC and SSHRC scholarships for master's students (Canada Graduate Scholarships – Master's) is linked to an institution's proportion of the total sum of grant and award funding received by both faculty and students at all institutions. A quota system also is used for NSERC and SSHRC doctoral scholarships, with those scholarships linked to the success of York doctoral students over the preceding years. As noted above, a quota system will be introduced for CIHR doctoral scholarships starting in 2020-2021.
- The value of OGS awards declined slightly in 2019-2020 while the number of awards increased slightly as York's allocation for this award is correlated to enrolments which have experienced fluctuations in recent years.
- Graduate Studies has been involved in several discussions aiming to increase access to graduate education for historically disadvantaged groups, including Black and Indigenous students, and has been working with the Advancement offices to identify priorities and seek opportunities to increase support in the high priority areas.
- The Tri-agency continues to work towards achieving a more equitable, diverse, and inclusive Canadian research enterprise and has implemented several initiatives in this regard. At the university level, Graduate Studies has also focused on ensuring that its adjudication processes are aligned with the EDI principles. This included the addition of EDI training for the adjudication committee members, as well as providing resources to applicants to meet the requirement of EDI aligned research design.

*Shayna Rosenbaum, Chair*

## The Senate of York University – Minutes

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

A. Macpherson (Chair)	D. Gelb	A. Norwood
M. Roy (Vice-Chair)	L. Ginsburg	P. Nugen
P. Robichaud (Secretary)	M. Giudice	J. O’Hagan
N. Agrawal	J. Goodyer	P. Park
J. Al-Hussain	S. Grace	L. Philipps
A. Annisette	C. Graham	P. Phillips
M.H. Amour	J. Grant	M. Poon
J. Aryaan	R. Grinspun	C. Popovic
A. Asif	S. Guruani	S. Premji
G. Audette	M. Guzman	A. Pyee
A. Bajic	M. Hamadeh	P. Rahimpoor-Marnani
T. Baumgartner	A. Hatamnejad	S. Rehaag
S. Bay-Cheng	M. Herbert	M. Reisenleitner
A. Belcastro	E. Hessels	G. Rosano
D. Berbecel	R. Heynen	B. Ryder
K. Bird	R. Hornsey	D. Scott
s. Brooke	D. Hosale	T. Shanahan
C. Brushwood -Rose	A. Hovorka	L. Sloniowski
N. Canefe	B. Hu	B. Spotton Visano
T. Choi	I. Jamma	C. Steele
J. Clark	M. Karakul	P. Theophanidis
E. Clements	S. Karimi	K. Thomson
J. Conder	J. Kirchner	R. Tsushima
M. Condon	T. Knight	I. Uwanyiligira
J. Connolly	P. Kholer	C. van Daalen Smith
S. Cote-Meek	K. Krasny	G. Vanstone
J. Crocker	R. Lenton	D. Vasquez
A. Czekanski	S. Liaskos	A. Veins
C. Da Silva	T. Loebel	R. Wang
S. Day	J. MacDonnell	F. Warsame
M. Dodman	A. Maclennan	N. Waweru
C. Douglas	L. Martin	R. Wellen
D. Fernandez	M. Masood	R. Wildes
M. Fiola	C. McAulay	M. Winfield
R. Fournier	P. McDonald	S. Winton
T. Frattaroli	JJ. McMurtry	L. Wood
L. Fromowitz	K. Michasiw	R. Zacharias
	N. Morales- Caceres	G. Zhu

### 1. Chair’s Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting and extended a special acknowledgement to all who have

## **The Senate of York University – Minutes**

been impacted by the pandemic, especially those who have been ill, and those who have lost loved ones.

### **2. Business Arising from the Minutes**

There was no business arising from the minutes.

### **3. Inquiries and Communications**

#### **a. Academic Colleague to the Council of Ontario Universities (COU)**

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on the February COU meetings in which members engaged in conversation with Dr. Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of “Online Learning: Lessons Learned and the Future of Education after the Pandemic.” In addition, a number of updates were provided on policy matters and initiatives under discussion at the provincial level, including the advocacy of the OCAV Micro-credential Working group regarding the Ministry’s emerging micro-credential framework.

### **4. President’s Items**

Comments made by President Lenton included the following:

- a report on the recent release of the 2021 Ontario Budget which is focused on pandemic recovery. Highlights include the government’s commitment to the investment of over \$500 million to support healthcare research initiatives undertaken in universities, colleges and academic hospitals, an additional \$7 million to help postsecondary students during COVID-19 to increase access to mental health and addiction services, and a new Ontario Jobs Training Tax Credit which would provide up to \$2,000 towards eligible training expenses.
- an update that the Ontario government is expanding the Ontario Student Assistance Program (OSAP) to include nearly 600 micro-credential programs. Through this initiative, the province is ensuring loans and grants will be available to more learners looking to rapidly upskill and reskill for the in-demand jobs of today and tomorrow.



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- an update on campus planning for fall 2021 and the partial return to campus in September beginning with the gradual reopening of the campus over the summer while keeping consistent with government and public health guidelines and prioritizing the health and safety of the community.
- acknowledgement of the significant challenges for students and faculty in the context of the pandemic in reference to a recent student accommodation matter, and emphasis that York University is committed to upholding and promoting the values of respect, equity, diversity, and inclusion across its campuses and in communications.
- acknowledgement of the open letter to the President and the Board of Governors from the *York University Fossil Free Campaign* advocating for divestment in fossil fuels and York’s leadership, in addition to its investment strategies, in lowering its carbon emissions to advance its institutional Sustainable Development Goals.
- an announcement that in recognition of all the efforts of 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, a special York Wellness Day will be instituted on Friday, July 2, to provide an extended 4-day long weekend.
- highlights from the “Kudos” report including three major research projects led by York researchers Professors Eric Hessels, Derek Wilson, and George Zhu, which have received more than \$9 million in research infrastructure funding from the Canada Foundation for Innovation (CFI).

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

### Committee Reports

#### 5. Executive Committee

##### a. Information Items

The Executive Committee’s information items included the following:

- 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 Senate of York University – Minutes

- the Senate consultation process pertaining to the renewal of the President’s term
- the launch of the call for Expressions of Interest in membership on Senate committees and other positions elected by Senate
- its review of the Faculty Council rules and procedures of the School of Arts, Media, Performance & Design, and Glendon.
- the launch of the search for York’s next Chancellor

### 6. Academic Policy, Planning and Research

- a. Change in the name of the Department of Communication Studies to the Department of Communication and Media Studies

The documentation was noted. It was moved, seconded and carried, **“That Senate approve a change in the name of the Department of Communication Studies to the *Department of Communication and Media Studies*, Faculty of Liberal Arts & Professional Studies, effective immediately.”**

- b. Vice-President Research and Innovation Annual Report

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Research & Innovation Amir Asif presented the Vice-President Research and Innovation Annual Report.

- c. Information Items

APPRC reported on the following items:

- its ongoing monitoring of UAP Implementation including the spring planning forum session on the UAP teaching priorities focusing on ways to take up Experiential Education opportunities that took place on 11 March 2021.

### 7. Academic Standards, Curriculum and Pedagogy

- a. Change to Name of Honours BA and iBA degree programs in Communication Studies, Faculty of Liberal Arts & Professional Studies

The documentation was noted. It was moved, seconded and carried, **“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.”**

## The Senate of York University – Minutes

### b. Information Items

ASCP's information the following minor changes that were approved by the Committee, 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

#### ***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))

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### 8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

Speaking to the written report included in the agenda, APPRC Chair Senator Brenda Spotton Visano, reported on joint meeting with ASCP in late February to discuss the academic programming for the Markham Centre Campus, highlighting how the planning is animating the campus vision and focused on providing students a rich experience at the new site. Professor Alice Pitt, Senior Advisor for Markham Academic Strategic Planning, led the discussion.

### 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 February 25, 2021

The minutes of the meeting of February 25, 2021 were approved by consent.

#### 11. Changes to the mechanism for approving courses to satisfy the Indigenous and Aboriginal Law Requirement, Osgoode Hall Law School Juris Doctor Program

Senate approved by consent change 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.

#### 12. Changes to the requirements for the GIS/Remote Sensing Certificate, Faculty of Environmental and Urban Change

Senate approved by consent changes to the requirements for the Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate housed within the Faculty of Environmental and Urban Change, effective FW 2021-2022.

#### 13. Changes to the requirements Sustainable Energy Certificate, Faculty of Environmental and Urban Change

Senate approved by consent changes to the requirements for the Sustainable Energy Undergraduate Certificate, housed within Faculty of Environmental and Urban Change, effective FW 2021-2022.

## The Senate of York University – Minutes

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

Senate approved by consent 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

15. Senators on the Board Governors re: Synopsis of the Board Meeting of 2 March 2021

A synopsis of the Board meeting of 2 March 2021 as conveyed by Senators Etcheverry and Hamadeh was noted.

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

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