

**York University
Faculty of Health Council**

Notice of Meeting

**Wednesday, December 2, 2020
3:00 pm – 4:30 pm
Via Zoom**

Agenda

- 1. Chair’s Remarks**
- 2. Business arising from the minutes**
- 3. Dean’s Remarks**
- 4. Report of the Executive and Planning Committee**
- 5. Curriculum Committee Report**
- 6. Discussion:** Fall/Winter 2021-2022 planning for the delivery of Academic Programming
- 7. Senator’s Report**
- 8. Other Business**

Consent Agenda

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

1. Minutes of the Meeting of November 4, 2020

Faculty of Health meetings support our mission to provide an innovative and supportive environment for learning, discovery and engagement. To ensure our common value of diversity is fully reflected, our events, publications and meetings make every effort to be accessible to all.

2020-2021 Faculty of Health Council Meetings, 3:00pm–4:30pm:

- Wednesday, January 13, 2021
- Wednesday, February 3, 2021
- Wednesday, March 3, 2021
- Wednesday, April 7, 2021
- Wednesday, May 5, 2021

All are welcome and encouraged to attend!

**Faculty of Health
FACULTY COUNCIL
Wednesday, November 4, 2020
Virtual Meeting - ZOOM
Minutes**

Attendance: K. Ali; I. Aslam, M. Barranti, R. Bassett-Gunter, A. Belcastro, M. Bertram, Y. Bohr, S. Bowerman, C. Buick, M. Castro, M. Chaudhry, J. Check, A. Cheng, T. Cleworth, J. Connolly, C. Da Silva, A. Daftary, M. Dastjerdi, A. Day, A. De Lisio, J. DeSouza, J. Drake, S. Evans, O. Eyawo, M. Fallah, K. Fergus, P. Fotoohi, V. Geer, T. George, L. Ginsburg, J. Goldberg, M. Hamadeh, L. Harris, A. Hatamnejad, M. Herbert, S. Hillier, R. Jamnik, , E. Jensen, H. Jordan, A. Josse, N. Khanlou, C. Kurtz-Landy, L. Lum, S. MacDonald J. MacDonnell, A. Macpherson, I. Maimets, C. Mallette, P. McDonald, A. Moore, S. Moradian, C. Murray, S. Murtha, L. Nicholson, K. Page-Cutrara, K. Parr, A. Paul, E. Peisachovich, T. Penney, A. Perry, A. Phillips, M. Poirier, S. Premji, P. Rahimpoor-Marnani, H. Rassol, J. Rawana, N. Richardson, R. Robbio, A. Rullay, M. Ruram, J. Ruttle, E. Schraa, L. Sergio, L. Seto Nielsen, M. Singh, R. Steele, N. Stuckless, L. van Dreumel, A. Viens, J. Weiss, G. Wong, T. Xerri

Guests: R. Bishop, F. Clarke, C. Corson, Y. Delaviz, G. Gringhuis, R. Gritsyuk, J. Hard, K. Hetherington, P. Hur, S. Mitchell-Hutson, A. Mohammed, L. Solomon, A. Stypka, J. Sundaramoorthy, B. Tepperman, M. Verrilli, A. Wiscicka

1. Chair's remarks

Chair M. Singh welcomed Council members and explained how the meeting would be conducted online. House-keeping items related to asking questions and voting were also addressed.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. United Way Cares Campaign

N. Dar was unable to attend the meeting to present. The presentation materials were posted to the website for Council members to review.

4. Dean's Remarks

Dean McDonald welcomed Council members and began his remarks by congratulating Professor M. Boni on receiving the President's University-Wide Teaching Award.

He discussed an additional call for faculty complement requests. The Faculty of Health submitted a request for additional positions including three CLA position and thirteen tenure-stream faculty.

Dean McDonald discussed the future of the Collaborative Nursing program and indicated that at the request of the current college partners, the program will be dissolved. As a result, the School of Nursing will have an opportunity to develop a direct-entry undergraduate program and to become the largest comprehensive program in the country with three very different pathways for undergraduate nursing education.

5. Report of the Executive and Planning Committee

On behalf of the Executive and Planning Committee, Professor M. Singh provided the report.

There was a call for nominations for the at-large” seat on the Petitions Committee. The position will remain vacant until filled and expressions of interest can be sent to Katie Hetherington (khether@yorku.ca).

The Committee provided a Notice of Motion pertaining to creation of a Teaching Awards Committee as a Standing Committee of Council. This item will be addressed at the December meeting of Council.

6. Curriculum Committee Report

Professor E. Jensen provided the report on behalf of the Curriculum Committee.

Professor E. Jensen motioned, seconded by Professor S. Hillier that Faculty Council approve a change to a course substitution in the Bachelor of Health Studies in the School of Health Policy and Management housed in the Faculty of Health, as set out in Appendix A, effective FW 2021-22. The motion carried.

7. Presentation: Colleges at 2020 Update

Professor Jennine Rawana, Head of Calumet College and Professor Mazen Hamadeh, Head of Stong College together with College staff members presented the update.

Professors Hamadeh and Rawana provided some context regarding the Colleges Strategic Plan 2015-2020 and the programming initiatives that will evolve throughout 2020.

The College staff spoke about the student success programming including the current program priorities and the strengths, challenges and opportunities encountered within the programs. They discussed what some of the upcoming changes might be to the program structures as the programs grow and develop. The staff also addressed implications of COVID on the development and implementation of these programs and the need to adapt programming to support students in a virtual context.

With the recent development of the York University UAP 2020-2025, the Colleges will be reviewing their Strategic Plan and ask members to provide some input regarding Colleges @ 2025 Revisioning.

8. Senator’s Report

Professor C. Da Silva provided the October Senator’s report.

Highlights of President Lenton’s remarks included:

- The improved financial outlook of the University

- The impact of COVID on overall enrolment numbers was not as significant as originally projected
- Gratitude for donations from the Bennett family to support the Canadian Writer's in Person course
- Gratitude for donations from the Bratty family to support Markham Centre Campus construction
- the establishment of a global network of Emergency and Business Continuity Management by Disaster and Emergency Management graduates Alisha Khan and Magda Sulzycki.

VP Finance and Administration C. McAulay provided a university budget update including more current enrolment information.

Senate approved the establishment of a Faculty Council for the Faculty of Environmental and Urban Change effective September 2020. They also approved the revisions to the common grading scheme and honours progression for undergraduate faculties effective 2023-2024.

The Senate Executive continues to monitor the ongoing impact of COVID-19 on academic activities. There is a plan for the Sub-Committee on Equity to coordinate and facilitate the implementation of anti-Black and anti-Indigenous racism and equity, diversity and inclusion measures within governance processes.

There was a call for nominations for the President's Research Awards. Senators were encouraged to promote the submission of nominations of colleagues.

9. Other Business

There was no other business.

The meeting adjourned.

2020-2021 Faculty of Health Council Meeting dates are as follows:

December 2, 2020

January 13, 2021

February 3, 2021

March 3, 2021

April 7, 2021

May 5, 2021

R. Bishop, Secretary

**Report of the Executive and Planning Committee
of the Faculty of Health
December 2020**

ITEMS FOR ACTION (2)

1. Call for Nominations

The Faculty of Health Executive and Planning Committee has one vacancy for an 'at large' member on the Petitions Committee.

a) 'At large' seat on Petitions Committee (1 vacancy)

One 'at large' seat on the Petitions Committee (two-year term of office, July 1, 2020 - June 30, 2022).

Continuing 'at large' member:

Heather Jenkin, Department of Psychology

*The two members who are elected 'at-large' by Council shall not be from the same School/Department.

Nominations can be made to Katie Hetherington (khether@yorku.ca). The position will remain vacant until filled.

2. Establishment of the Teaching Awards Committee as a Standing Committee of Faculty Council

The Faculty of Health Executive and Planning recommends that the Teaching Awards Committee become a standing committee of council.

Rationale:

One of the priorities for the 2020-2025 University Academic Plan is titled 21st C learning. Therefore, a major objective for the Faculty of Health is to offer high quality, relevant, courses and programs that contribute to students' academic success, timely graduation, and life-long learning. One of the actions we have proposed to help us to achieve this objective is to reward high quality teaching and educational leadership pedagogical/curricular innovations.

We have done this by redesigning and updating the Deans Excellence in Teaching award and creating two awards: one for teaching excellence, the other for educational leadership, pedagogical/curricular innovation. We formulated terms of reference for an ad hoc teaching awards committee and with the help of the chairs/director enlisted faculty members and one senior undergraduate student to adjudicate the files for those nominated for these awards this year.

The final task is to add the teaching awards committee as a standing committee of council.

As a standing committee it will ensure that Teaching awards are adjudicated by our peers. And it will keep quality teaching in the foreground by making sure the criteria for teaching excellence remain up to date and align with future university and Faculty academic plans.

<p>23. STANDING COMMITTEES</p> <p>Standing committee duties shall be defined by Council from time to time. Standing committees will report at least annually to Council.</p> <ol style="list-style-type: none"> a. Executive and Planning Committee b. Undergraduate Curriculum Committee c. Committee on Examinations and Academic Standards d. Committee on Research and Awards e. Petitions Committee f. Committee on Tenure and Promotions g. Graduate Committee 	<p>23. STANDING COMMITTEES</p> <p>Standing committee duties shall be defined by Council from time to time. Standing committees will report at least annually to Council.</p> <ol style="list-style-type: none"> a. Executive and Planning Committee b. Undergraduate Curriculum Committee c. Committee on Examinations and Academic Standards d. Committee on Research and Awards e. Petitions Committee f. Committee on Tenure and Promotions g. Graduate Committee h. Teaching Awards Committee <p>31h. Teaching Awards Committee The Faculty of Health Teaching Awards Committee (TAC) will review the nominations for Teaching and Educational Leadership, Pedagogical and/or Curricular Innovation awards and will make recommendations to the Dean, who will make the final decisions on the recipients.</p> <p>The Committee shall be responsible for:</p> <ul style="list-style-type: none"> • Assessing and ranking nominated candidates and making recommendations to the Dean for the awards. • Recommending changes to the Dean where necessary to award criteria and nomination procedure. • Advising the Dean on award
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	<p>procedures and coordinating with other bodies as necessary.</p> <p>The composition of the committee will aim to be diverse; at least one committee member will be each from the Teaching and Professorial Tenure stream. The AD Learning, Teaching, Academic Programs will co-chair the committee. The committee will be comprised of:</p> <ul style="list-style-type: none">• One faculty member representative from each school and department in the Faculty of Health• One senior undergraduate and/or one graduate student of the Faculty of Health, a student may also serve as the school/Dept representative• Educational developer (Ex-officio, non-voting)• Associate Deans of Students & Learning, Teaching, Academic Programs (Ex-officio, non-voting).
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ITEMS FOR ACTION:

1. Establishment of six credits within Faculty out of major option • Faculty of Health

The Curriculum Committee recommends:

That Council approves a change to establish a faculty-specific option to take specified Faculty of Health courses as a substitute for humanities and social sciences general education courses. Courses to be listed at Approved General Education Courses effective FW 2021-22.

Rationale:

The intent of this major modification proposal is to make it possible for our students to become more academically capable and resourceful by enrolling in first year (and some second year) courses within our Faculty that are redesigned or currently designed with transition pedagogy in mind. There are a number of reasons why we have to take some responsibility for developing academic capability and resourcefulness within our own curriculum including that fact that students would prefer to have academic skill development embedded within their courses and not have to take external workshops to develop (for example) writing skills. The reason for this is 1) offering external workshops tends to reinforce the deficit theory of education contributing to students feeling stigmatized that they need to have their deficiencies corrected. And 2) External workshops are often difficult for students to attend (given we are considered a commuter campus). Typically, we have relegated academic skill development to the general education courses. But we cannot control 1) what is done in these course as they are not usually taught by us; 2) what courses students take as a general education course; 3) at what year level they enroll in their general education courses, or 4) whether they take them at York (e.g., transfer students often have their general education requirement granted through transfer credits). In addition, breadth can be acquired anytime throughout the degree, but academic capability and resourcefulness needs to be embedded within the program so that students have the opportunity to develop skills prior to having to use those skills in upper-level courses.

If students enroll in their gen ed courses within the first two years of the program and get access to a course that teaches them the critical analytical and writing skills along with satisfying the breadth requirement then that is still a good outcome for the student. However, it is unrealistic to have general education courses satisfy all of our program needs for all of our students.

Therefore, we are reinforcing that it is good pedagogical design for our programs to embed within the curriculum specific components of transition pedagogy that will contribute to academic capability and resourcefulness in our students. The literature on transition pedagogy would suggest that this change will help our students transition successfully from lower year to upper year courses as it will start them on the path to learning how to be a better learner.

Specifically, the framework developed by the working group defined pedagogy to aid transition (PAT) as embedding within our first year and some second year courses learning activities that 1) facilitate students making connections between theory and real word experiences; 2) provide opportunities for group/teamwork; 3) use a model of distributed practice/scaffolded learning with timely feedback; 4) contribute to students developing self-regulation capacity through

mindfulness and metacognition; and 5) provide opportunities for reflection on in-class learning and broader lives that builds oral and written communication skills.

Ultimately, we are proposing a reconfiguration of how the general education credits can be acquired so that students can have the option of fulfilling 6 of their general education credits by enrolling in a course outside their major but within our first year (and some second year) courses.

2. Change to the General Education Requirement in Bachelor of Science Degree Programs • Faculty of Health

The Curriculum Committee recommends:

That Council approves a change to the general education requirement from 18 to 12 credits in Bachelor of Science degree programs offered in the Faculty of Health, as set out in Appendix A, effective FW 2021-22.

Rationale:

Mainly the general education courses help students completing the BSc degree to be exposed to human inquiry outside the science discipline, breadth and critical thinking skills.

The original rationale for 18 credits for BSc degree in KHS and PSYC came out of a harmonization exercise in 2008 soon after the Faculty of Health was newly formed. The change to requiring 18 credits across our programs in 2008 was done in order to harmonize various sets of rules including various general education requirements across BA and BSc degrees offered by different programs forming the Faculty of Health. Part of the rationale for choosing 18 credits was because many of the general education credits offered in the Social Sciences and Humanities were 9 credit courses at that time, and so to have fewer credits would have made it more difficult for our students to find courses to enroll in. This issue no longer exists. We also now know the impact of this change on the BSc students. BSc students have difficulty enrolling in and completing in their first two years 18 general education credits, because they are taken along with basic math and science, computation methods, laboratory, and first year major requirements. This heavy load on first year courses usually results in students refraining from enrolling in their general education course until their 3rd or 4th year. They end up taking them at a time when they need them the least, and if they do poorly in them, then it can have a negative impact on their GPA.

Currently students enroll in a varying number of general education credits depending on the discipline and Faculty across York. For example, students are required to complete 12 non-science general education credits in the Faculty of Science, 12 general education credits in the interdisciplinary Neuroscience program between Science and Health, 12 general education credits for the BScN (Bachelor of Science in Nursing) in Health, and 18 general education credits in the remaining three BSc programs in Health (Kinesiology & Health Sciences (KHS), Psychology (PSYC), and Global Health GH).

To address the barriers mentioned and to bring the number of General education credits in alignment with the other programs offering BSc degrees, we propose to lower the number of general education credits from 18 to 12.

The Senate of York University

Memorandum

To: Chairs, Faculty Councils

From: Alison Macpherson, Chair, Senate

Date: 20 November 2020

Subject: Facilitated Council discussions of Fall/Winter 2021-2022 planning

I am writing to convey the request of Senate Executive and the Provost and Vice-President Academic that a facilitated discussion of planning for the delivery of academic programs in the Fall/Winter 2021-2022 academic year be held by each Faculty Council at their earliest opportunity.

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

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

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

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

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

Faculty Council discussions of the same framing question are sought so that the views and advice received are inclusive of the academic collegium. Reflections and recommendations arising from the Senate and Council dialogues will inform local and pan-University planning and decision-making as appropriate for the 2021-22 academic year.

Your support of this request is greatly appreciated, and Executive looks forward to hearing of the outcome of your Council's discussion. The University Secretariat is pleased to liaise with Council Secretaries on arrangements as necessary, through the Senior Assistant Secretary of the University, Cheryl Underhill (underhil@yorku.ca).

cc. Secretaries of Faculty Councils