

NOTICE OF MEETING

86th Meeting of Faculty Council
May 14, 2020
3:00 pm – 5:00 pm, Zoom Meeting Room

AGENDA

1. Call to Order and Approval of the Agenda
2. Chair's Remarks
3. Minutes of the April 9, 2020 meeting.....2
4. Business Arising from the Minutes
5. Reports of Standing Committees of Council
 - Executive Committee
 - Item for Information: Election Results.....12
 - Committee on Student Academic Petitions and Appeals
 - Item for Action: approval of a third person from the Department of Administrative Studies to serve on the Committee on Student Academic Petitions and Appeals
 - Committee on Curriculum Curricular Policy and Standards.....17
 - Item for Action: Major Modification: New Minor in English Language Studies
 - Item for Action: Minor Change to Existing Program: Department of Economics: Business Economics
 - Item for Action: Minor Change to Existing Program: Department of Economics Business Economics: Financial and Business Economics
 - Consent Agenda.....20
6. Dean's Report to Council and Update on COVID-19
7. Question Period
8. University Academic Plan: Draft Plan Discussion.....21
9. Item for Information: Update on Discussions Regarding Amending the Non-Degree Studies Sub-Committee of the Committee on Curriculum, Curricular Policy and Standards.....35
10. Item for Information: Senate Synopsis.....42
11. Other Business

2019- 2020 Liberal Arts & Professional Studies Faculty Council Meetings are normally on the second Thursday of the month at 3:00pm in the Robert Everett Senate Chamber, N940 Ross.

June 11, 2020

council.laps.yorku.ca

**York University
Faculty of Liberal Arts & Professional Studies
Faculty Council**

Zoom Meeting Room
Minutes of the 85th Meeting of Council
April 9, 2020

Please find the Attendance List from the meeting enclosed.

1. Call to Order and Approval of Agenda

The meeting was called to order. Minoos reminded members that the polling feature in Zoom will be used to take quorum for today's meeting.

A motion to approve the agenda was moved, seconded, and passed.

2. Chair's Remarks

The Chair welcomed all to the 85th meeting of Faculty Council (**FC**) and acknowledged that this is the first council meeting held over the video conferencing application, Zoom. Until we return to campus, future council meetings will take place over Zoom. She reminded everyone to contact Cory Strul if anyone experiences any technical issues. Participants who wish to speak should click the raising hand icon to be added to the speakers list. During the meeting, if a member would like to call a motion under s. 4.4 (iii) of the Liberal Arts & Professional Studies (**LAPS**) *Rules and Procedures of Council*, they are to do so in the chat function and send the message to everyone rather than a specific person. In order to confirm quorum, members were asked to ensure that their name in the participant list is showing as first and last name followed by their membership status in brackets.

She explained that an attendance list will be generated based on the Zoom participants list for this meeting. Quorum will be verified during and after the meeting. The council team confirmed that quorum was achieved.

If quorum was not achieved, the agenda and voting items would be voted on via e-vote at a later time.

3. Minutes of the March 12, 2020

It was moved, seconded, and carried to approve the minutes of the March 12, 2020 meeting.

4. Business Arising from the Minutes

In response to a question raised by a member with respect to the Dean's address, the Dean stated that any teaching concerns in the time of COVID-19 should be brought in the form of requests to himself and Anita Lam.

5. Reports of Standing Committees of Council

5.1. Curriculum, Curricular Policy and Standards

- **Item for Action: Minor Change to Existing Program: Department of Languages, Literatures & Linguistics**

The item was moved, seconded and passed.

5.2. Executive Committee

- **Item for Information: Election Results for Immediate Vacancies**

The Vice-Chair announced that some of the immediate vacancies on FC standing committees have been filled and welcomed the new members.

- **Item for Information: Opening Nominations: LA&PS Council and Standing Committees**

The Vice-Chair announced that a few vacancies remain on FC standing committees and an email calling for nominations has been sent out. Nominations for the newly constituted graduate committee are also being called for. The Vice-Chair thanked the graduate task force members for their work in helping form the

new graduate committee and confirmed that the task force committee's work is now complete. Nominations open today at 4:30 and close on April 30 at 11:59 pm for the 16 positions open on the following standing committees:

- Executive committee (1 vacancy)
 - Committee on Curriculum, Curricular Policy and Standards (2 vacancies)
 - Tenure and Promotions Committee (1 vacancy)
 - Committee on Student Academic Petitions and Appeals (6 vacancies)
 - Graduate committee (6 vacancies).
- **Item for Information: Elections Opening: LA&PS Full-Time Faculty Representatives on Standing Committees, Senate and the Senate Executive Committee**

The Vice-Chair advised that voting opens today at 4:30 and ends April 17, 2020 for the following positions:

- Academic Policy and Planning Committee (3 vacancies)
- Committee on Research, Policy and Planning (2 vacancies)

She announced that voting opens today at 4:30 pm for LAPS full-time faculty representatives on Senate (3 vacancies) and on the Senate Academic Policy and Planning and Research Committee (1 vacancy).

The Vice-Chair stated that results will be made available to council when available and the council website will be update throughout each stage of this process.

6. Dean's report to Council

The Dean thanked everyone for pulling together during this difficult time. Things are changing everyday with respect to the COVID epidemic. Before the emergency was in full effect most of our classes were meeting in person and they have now been converted to an online format. Moving to a summer semester, we have those planned online courses that were intended to be online and those courses that are being taught remotely due to the crisis. Most of what is happening

now is dictated by the Federal Government and the university is responding to that.

The Dean discussed deep structural inequalities that are being made worse by the COVID pandemic and that our community is responding well. University wide programs are in place to support our international students.

100 percent of our seats will be available to students during the summer semester. The future is less clear. Many of us wonder what will happen in the fall and winter semesters.

The Dean stated that the budget is being wrapping up on April 31 and the fiscal year will end in a positive situation. The Dean stated that he will share the details of that final budget, hopefully by next council meeting.

The Dean stated that enrollment for the summer is looking so far robust and on pace. Students will be contacted with the list of courses available for the summer. International students will be able to enroll in summer courses. Hopefully the numbers for the summer term will stay stable. The numbers moving forward for fall and online are not positive. We are seeing significant losses and reductions in applications for international students, which is probably result of people trying to adjust to the pandemic. The Dean stated that he hopes LAPS will be able to offer 100 percent of its courses in the fall.

7. Question Period

Questions were asked throughout the presentation.

In response to a member's comment, the Dean stated that he highlighted international students because some of their situations are the most egregious, as people cannot go home, cannot pay their rent, and have parents who are experiencing financial difficulties due to COVID. Our domestic students, some of our staff and contract faculty are also in a situation that is very tricky. The Dean stressed that for him, at this point, although obviously the revenues for the faculty and the university matter for us to stay viable, that is not why he is concerned. In response to the member's question of whether the courses will be offered online in the fall, the Dean stated that there is no final assumption that classes will be online and remote in the fall,

but he thinks we need to start thinking about what the fall will look like. The Dean acknowledged there are collective agreement, personal and pedagogical issues we need to confront. The university as a whole is trying to figure out what this will look like once we get summer moving. Unions have been discussing how they will address this.

A number of members raised concerns about maintaining academic integrity when conducting assessments, due to different forms of cheating, such as the use of online services that will take exams for students. The Dean reassured Council that this is a large concern and that LAPS has been able to secure the services of Proctortrack, which is sponsored by the Ontario government to address some of these issues. The Dean clarified that we still must pay for it, as sponsorship here does not mean that it is free. Part of the problem is that because of the sudden impact of COVID moving us online, this is not an option for the completion of the winter semester. For the summer semester, two of the Associate Deans (**ADs**) have taken the training for Proctortrack. The Dean has a number of concerns with it. Another option is to try to create assignments that are not as vulnerable to that service out there. The Dean stated that there are conversations with university council and other universities to try to prosecute purveyors. We will be in touch with instructors who are having this problem and try to work with colleagues to find ways to improve courses to make them less cheatable. Alternatively, perhaps we need to use Proctortrack with other options.

The Dean stated that we will have to look carefully at exam results and how they match up against previous years and look at anomalies; this is a period of enormous stress for students and while no one wants cheating to occur, the vast majority of students are working through incredible difficulties to try to complete their studies during this very difficult period; we are working hard to deal with it; and that it is not just York, it is across the country, which is why the province has stepped in with Proctortrack.

The Dean expressed that this is an opportunity to evaluate how we evaluate students and acknowledged that this would look very different for different subjects. It is a good idea for everyone to think about this and discuss with your colleagues.

The Dean stated that from his and the university's perspective there is no desire to move everybody online away from face-to-face instruction. There is a huge value in face-to-face teaching for international and domestic students.

In response to a member's question about when LAPS will have to decide whether the fall term will be online, the Dean stated that he does not know the deadline. He stressed that we need to focus on preparing for the summer before we think about the fall, but we need to make the decision as soon as possible, because our students, staff and faculty need as much time as possible to adjust and provide the supports. The summer is a much smaller set of offerings and thus in some ways is much easier to do, while the fall is a much bigger question. The Dean stated that the deans, provost and president are talking about this again on Tuesday. It is possible that we could be returning in person in the fall, but whatever our new normal will be in the fall will not be the normal we knew on March 1.

In response to a member's question about whether there will be a way to find out if students are planning to continue in a course before we start developing the remote delivery of summer courses, the Dean stated that students are being contacted to let them know that by April 17 we will know the slate of courses that will be available; we are reaching out to students early next week after the long weekend to let them know what courses that will be available to them; there has been an uptake in students asking to come to York and students asking which courses they can enroll in; we are advocating for provincial government support through OSAP; and the summer semester has been delayed a week so instructors will have more time to prepare.

In response to members who raised concerns about graduate students currently involved in or ready to embark on research that involves face-to-face research, and asked where conversations are going not only with respect to extensions but extensions with support for students whose research is delayed due to not being able to conduct face to face research or the type of research that is required, the Dean stated that this issue is top of mind for FGS. We have to look at how we will adjust in the short and long term. Where possible, students may have to revise their research topics or research plans.

Lily Cho stated that the applications for field work may come in this spring, but we will hold the award for at least 12 months. If the COVID situation extends beyond that, the students who applied this round will be able to still access those funds as soon as the restrictions are lifted. She stated that one of the difficulties she is experiencing is that they are drafting policy and then the day it is drafted something significant changes. If there is something we are missing, please write directly to the ADs. Much has been worked out on a case-by-case basis depending on the project.

The Dean also stated that we don't have the financial capacity to address the need for everyone at the same time and part of what we are trying to do is provide the most support in the quickest way possible to the most vulnerable in our community and we will continue to try to roll out supports and to provide updates.

In response to member's question concerning when students will receive the emergency bursary, Lily Cho stated that students who have applied for the LAPS international emergency bursary fund have generally received a decision from her within 24 hours. The files have to be assessed by our staff before she gets the files and the whole process takes about a week at most. The York central emergency COVID relief bursary fund has received over 25000 applications so far. We have assessed 130 of those and are working as fast as they can. There is a small lag because all applications have to be assessed to ensure fairness. Students can feel free to reach out to her directly.

With respect to a member's question about student accommodations, the Dean stated that the default solution for students is to let the Dean or AD Peter Avery know the situation. We are trying to take measures to address concerns while trying to find a balance between being sympathetic to students while maintaining the quality of the educational system.

In response to a member's concern that class sizes will be larger online and will require and significantly increased workload of faculty members, the Dean stated that we are maintaining the class sizes that we would have had if it were not for COVID. Remote classes are a response to a unique situation. Online courses would have been offered as online prior to COVID. He stated that we are hopeful that moving to the remote delivery can be somewhat similar to in-person.

The Dean confirmed that this is not a desire to increase workload. It is driven by a desire to keep things going. Students buy papers all the time in face-to-face settings. These are problems that already exist. If anyone has issues with workload, please be in touch with the AD teaching and learning, AD programing and the Dean to try to workshop those concerns. There are supports to help people move online and suggest pedagogies that can try to achieve similar results. There are processes in the Collective Agreements dealing with workload issues that we will have to address. The Dean stated that he hopes that everyone can work collectively to avoid extra workloads.

8. Item for Information: Senate Synopsis

9. Other Business

There was none.

10. Motion to Adjourn Meeting

It was moved, seconded, and passed to adjourn.

Minoo Derayeh, Chair of Council

Lisa Lutwak, Secretary of Council

Faculty Council Meeting of April 9, 2020

Attendance List

Meeting ID: 2256369928

Emily Blyth's Personal Meeting Room

Full-Time Faculty Members

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Faculty Council Meeting of April 9, 2020
Attendance List

Ex-Officio Non-Voting Members

Name (Screen Name)
Emily Blyth

User Email
erb3@yorku.ca

Faculty Council Meeting of April 9, 2020
Attendance List

Non-Members

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Faculty Council Meeting of April 9, 2020
Attendance List

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Executive Committee Report to Council

Appendix A

Full-Time and Contract Faculty Representatives on Faculty Council Standing Committees and Senate Committees.

2019-20/2020-21 Faculty Council Committees and LA&PS Representatives on Senate Committees

Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
Derayeh	Minoo	DES	Social Sciences	July 1, 2019	June 30, 2020
McKenzie	Andrea	WRIT	Humanities	July 1, 2020	June 30, 2021

Vice Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
McKenzie	Andrea	WRIT	Humanities	July 1, 2019	June 30, 2020
Waweru	Nelson	ADMS	Professional Studies	July 1, 2020	June 30, 2021

Executive Committee (6 Faculty + 3 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Davis	Andrea	HUMA	Humanities	July 1, 2017	June 30, 2020
Waweru	Nelson	ADMS	Professional Studies	July 1, 2017	June 30, 2020
Khaiter	Peter	ITEC	Professional Studies	July 1, 2017	June 30, 2020
Ferrara	Ida	ECON	Professional Studies	July 1, 2019	June 30, 2022
Young	Kathy	GEOG	Social Sciences	July 1, 2019	June 30, 2022
Jacobs	Merle	DES	Social Sciences	March 1, 2020	June 30, 2022
Ricci	Antonio	HUMA	Humanities	July 1, 2020	June 30, 2023
Solis	Adriano	ADMS	Professional Studies	July 1, 2020	June 30, 2023
Vacancy					

Academic Policy and Planning Committee (7 Faculty + 2 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Magee	Joanne	ADMS	Professional Studies	July 1, 2017	June 30, 2020
Keeping	Joseph	HUMA	Humanities	July 1, 2017	June 30, 2020
Baxter	Paul	SOSC	Social Sciences	July 1, 2018	June 30, 2021
Agrawal	Nirupama	ADMS	Professional Studies	July 1, 2018	June 30, 2021
Bernholtz	Marlene	WRIT	Humanities	July 1, 2019	June 30, 2022

Quirt	Maggie	DES	Social Sciences	July 1, 2019	June 30, 2022
Khaiter	Peter	ITEC	Professional Studies	July 1, 2020	June 30, 2023
Ojo	Tokunbo	COMN	Social Sciences	July 1, 2020	June 30, 2023
Henders	Susan	POLS	Social Sciences	July 1, 2020	June 30, 2023

Committee on Curriculum, Curricular Policy and Standards (7 Faculty + 2 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Obar	Jonathan	COMN	Social Sciences	July 1, 2017	June 30, 2020
Simoulidis	John	SOSC	Social Sciences	July 1, 2017	June 30, 2020
Dauphinee	Elizabeth	POLS	Social Sciences	July 1, 2017	June 30, 2020
***Porporato	Marcela	ADMS	Professional Studies	July 1, 2019	June 30, 2022
Marjollet	Christian	FR	Humanities	July 1, 2018	June 30, 2021
Buckley	Neil	ECON	Social Sciences	July 1, 2019	June 30, 2022
Reisenleitner	Markus	HUMA	Humanities	July 1, 2019	June 30, 2022
Ophir	Ron	ADMS	Professional Studies	July 1, 2020	June 30, 2023
Vacancy					
Vacancy					
Vacancy					

***Marcela Porporato is stepping down, so 3 vacancies to be filled.

Tenure and Promotions Committee (15 Faculty + 6 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Sheptycki	James	SOSC	Social Sciences	July 1, 2017	June 30, 2020
Ladd-Taylor	Molly	HIST	Humanities	July 1, 2018	June 30, 2021
Bailey	Steven	HUMA	Humanities	July 1, 2018	June 30, 2021
Turner	Alicia	HUMA	Humanities	July 1, 2018	June 30, 2021
Karakul	Mustafa	ADMS	Professional Studies	July 1, 2018	June 30, 2021
Erechtchoukova	Marina	ITEC	Professional Studies	July 1, 2018	June 30, 2021
Basu	Ranu	GEOG	Social Sciences	July 1, 2018	June 30, 2021
Brzozowski	Mateusz	ECON	Social Sciences	July 1, 2019	June 30, 2022
Carbonell	Pilar	ADMS	Professional Studies	July 1, 2019	June 30, 2022
Gekas	Athanasios (Sakis)	HIST	Humanities	July 1, 2019	June 30, 2022
MacLennan	Anne	COMN	Social Sciences	July 1, 2019	June 30, 2022
Smith	Miriam	SOSC	Social Sciences	July 1, 2019	June 30, 2022
Visano	Brenda	ECON	Social Sciences	July 1, 2020	June 30, 2023
Narayan	Chandan	DLLL	Humanities	July 1, 2020	June 30, 2023
Dodman	Maria	DLLL	Humanities	July 1, 2020	June 30, 2023
Vacancy					

Committee on Teaching, Learning and Student Success (9 Full-Time Faculty + 1 Contract Faculty + 2 Teaching Assistants + 3 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Pelham	Judy	PHIL	Humanities	July 1, 2017	June 30, 2020
Ophir	Ron	ADMS	Professional Studies	July 1, 2017	June 30, 2020
Davies	Megan	SOSC	Social Sciences	July 1, 2017	June 30, 2020
Cakmak	Gizem	Teaching Assistant		Sep 1, 2019	June 30, 2020
Grimaldi	Virginia Lynn	Teaching Assistant		Sep 1, 2019	June 30, 2020
Valente	Andrea	DLLL	Humanities	March 1, 2020	June 30, 2020
Ouedraogo	Awalou	DES	Social Sciences	July 1, 2018	June 30, 2021
Singh	Jakeet	POLS	Social Sciences	July 1, 2018	June 30, 2021
Colby	Gordana	ECON	Social Sciences	July 1, 2018	June 30, 2021
Anderson	Katharine	HUMA	Humanities	July 1, 2018	June 30, 2021
Neill	Natalie	EN	Humanities	July 1, 2018	June 30, 2021
Karimi	Sirvan	PPA	Social Sciences	July 1, 2019	June 30, 2022
Ruddy	Karen	WRIT	Humanities	July 1, 2020	June 30, 2023
Davis	Hilary	PHIL	Humanities	July 1, 2020	June 30, 2023
Lim	Hyunwoo	ADMS	Professional Studies	July 1, 2020	June 30, 2023
Vacancy		Contract Faculty			
Vacancy		Teaching Assistant			
Vacancy		Teaching Assistant			

Committee on Research Policy and Planning (7 Faculty + 2 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Birch	Kean	GEOG	Social Sciences	July 1, 2017	June 30, 2020
Hadj-Moussa	Ratiba	SOCI	Social Sciences	July 1, 2017	June 30, 2020
**Wright	Cynthia	GSWS	Humanities	July 1, 2018	June 30, 2021
Martel	Marcel	HIST	Humanities	July 1, 2018	June 30, 2021
Coombe	Rosemary	SOCI	Social Sciences	July 1, 2018	June 30, 2021
Canefe	Nergis	POLS	Social Sciences	July 1, 2019	June 30, 2022
Thomson	Kelly	ADMS	Professional Studies	July 1, 2019	June 30, 2022
Chatterjee	Soma	SOWK	Professional Studies	July 1, 2020	June 30, 2023
Yu	Xiaohui	ITEC	Professional Studies	July 1, 2020	June 30, 2023
Jammal	Manar	ITEC	Professional Studies	July 1, 2020	June 30, 2023

**Member stepping down effective July 1, 2020; hence, 3 vacancies filled from available election results instead of 2

Committee on Student Academic Petitions and Appeals (16 Faculty + 8 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Davidson	Deborah	SOCI	Social Sciences	July 1, 2018	June 30, 2020
Kwak	Laura	SOSC	Social Sciences	July 1, 2018	June 30, 2020
Morrison	Louise	FR	Humanities	July 1, 2018	June 30, 2020

Goitom	Mary	SOWK	Professional Studies	July 1, 2018	June 30, 2020
Law	Tuulia	SOSC	Social Sciences	July 1, 2018	June 30, 2020
Rodde	Stefan	PHIL	Humanities	July 1, 2018	June 30, 2020
Podolsky	Mark	HRM	Professional Studies	July 1, 2018	June 30, 2020
Hepburn	Shamette	SOWK	Professional Studies	July 1, 2019	June 30, 2021
Karagyozyova	Tsvetanka	ECON	Social Sciences	July 1, 2019	June 30, 2021
Kennedy	Eric	ADMS	Professional Studies	July 1, 2019	June 30, 2021
Knouzi	Ibtissem	DLLL	Humanities	July 1, 2019	June 30, 2021
Makinina	Olga	DLLL	Humanities	July 1, 2019	June 30, 2021
Malik	Sadia	ECON	Social Sciences	July 1, 2019	June 30, 2021
Robinson	Chris	ADMS	Professional Studies	July 1, 2019	June 30, 2021
Shae	Victor	HUMA	Humanities	July 1, 2019	June 30, 2021
Tungohan	Ethel	POLS	Social Sciences	July 1, 2020	June 30, 2022
Vacancy					

Graduate Committee (6 Faculty + 4 Students)

Last Name	First Name	Department/School	Area	Term Start	Term End
Vacancy					

Elected-At-Large LA&PS Faculty Representatives on Senate (14 Full-Time Faculty + 2 Contract Faculty) *

Last Name	First Name	Department/School	Area	Term Start	Term End
Medovarski	Andrea	HUMA	Humanities	July 1, 2017	June 30, 2020
Magee	Joanne	ADMS	Professional Studies	July 1, 2017	June 30, 2020
Koleszar-Green	Ruth	SOWK	Professional Studies	July 1, 2017	June 30, 2020
Lehan-Streisel	Vanessa	Contract Faculty		July 1, 2019	June 30, 2020
Steele	Carolyn	Contract Faculty		July 1, 2019	June 30, 2020
Sanders	Leslie	WRIT	Humanities	July 1, 2018	June 30, 2021
Grinspun	Ricardo	ECON	Social Sciences	July 1, 2018	June 30, 2021
Wellen	Richard	SOSC	Social Sciences	July 1, 2018	June 30, 2021

Reisenleitner	Markus	HUMA	Humanities	July 1, 2018	June 30, 2021
Agrawal	Nirupama	ADMS	Professional Studies	July 1, 2019	June 30, 2022
Bird	Kymberly	HUMA	Humanities	July 1, 2019	June 30, 2022
Canefe	Nergis	POLS	Social Sciences	July 1, 2019	June 30, 2022
Neill	Natalie	EN	Humanities	July 1, 2019	June 30, 2022
Vanstone	Gail	HUMA	Humanities	July 1, 2019	June 30, 2022
Zacharias	Robert	EN	Humanities	July 1, 2019	June 30, 2022
Ophir	Ron	ADMS	Professional Studies	July 1, 2019	December 31, 2020
Karakul	Mustafa	ADMS	Professional Studies	July 1, 2020	June 30, 2023
Karimi	Sirvan	PPA	Social Sciences	July 1, 2020	June 30, 2023
Phillips	Patrick	PHIL	Humanities	July 1, 2020	June 30, 2023
Vacancy		Contract Faculty			
Vacancy		Contract Faculty			

*Chairs/Directors of each academic department/school are automatically LA&PS senators

Faculty-Based Representatives on Senate Committees

Committee of Senate	Name	Department/School	Area	Term Start	Term End
APPRC	Joanne Magee	ADMS	Professional Studies	July 1, 2017	June 30, 2020
APPRC	Leslie Sanders	HUMA	Humanities	July 1, 2020	June 30, 2023
Honorary Degrees	Laura Kwak	SOSC	Social Sciences	July 1, 2018	June 30, 2021
Executive	Richard Wellen	SOSC	Social Sciences	July 1, 2019	June 30, 2022

Committee on Curriculum, Curricular Policy and Standards

May 2020

ITEMS FOR ACTION (3):

The Committee on Curriculum, Curricular Policy and Standards recommends that Council approve the following curricular proposal:

1. Major modification: New Minor in English Language Studies

The English as a Second Language (ESL) Section of the Department of Languages, Literatures and Linguistics proposes to create a Minor degree in English Language Studies. This degree is intended for undergraduate students who use English as a second language and seek to enhance their English language proficiency in ways that will specifically apply to their chosen field of study and careers as graduates. Currently, individual credit ESL courses support language development in the first year of study. Student needs related to language proficiency, however, change with advanced academic study. A degree program will offer courses that allow all students the opportunity to develop language and communication skills that meet the demands of their major programs as they progress through their studies.

Academic Rationale

The designation of a Minor will offer international students an opportunity to enhance their degree program with an academic credential attesting to their communication abilities for academic and professional purposes. In Canada, two universities offer degree programs in ESL: Bishop's University in Sherbrooke, Quebec, and the University of Ottawa, in Ontario. Both serve primarily francophone communities. This proposal draws on models in Australia where there are currently four universities offering degree programs in English language studies to international students.

We propose the term English Language Studies for this degree program, rather than the current title of ESL. The title reflects current perspectives of multilingualism and is aligned with a cross-disciplinary focus that will allow students greater self-direction across personal and professional contexts. This term is also consistent with the academic requirements of a degree program responsible to support a range of institutional degree and program level outcomes. Bishop's University and the University of Melbourne in Australia both use the term English Language Studies to identify their Minor degree programs. Other terms in use are English as an Additional Language, English for Speakers of Other Languages, and English as a Foreign Language, which we feel do not adequately reflect the goals and values of the proposed degree program. In

consideration of the terms English as a Second Language (ESL) and English for Academic Purposes (EAP) and English for Specific Purposes (ESP), these terms are more commonly used in non-credit, continuing studies contexts or for individual credit courses but are not aligned with the nature of a degree program.

2. Minor Change to Existing Program: Department of Economics: Business Economics

1. Students in the BUEC program are required to take AP/ITEC 1010 3.0. The Department proposes to expand this requirement by adding the option of taking AP/ECON 1280 3.0 in lieu of AP/ECON ITEC 1010 3.0.

2. The change would allow students with an interest in the risk management profession and insurance industry to be exposed to the possibilities earlier in their studies. There are no significant changes at the program level. The topics are of most relevance to the BUEC majors, and the course simply affords them the opportunity of exposure.

Academic Rationale

Business Economics (BUEC) integrates aspects of economics and business studies, focusing on the use of economic analysis and statistical methods to deal effectively with management problems in practical business fields, but, like any other economics or economics-based program, it is concerned with decision making and the allocation of scarce resources among competing uses. As uncertainty is an inevitable aspect of life and thus an inevitable consideration in everyday decision making, understanding uncertainty, the risks associated with it, and the mechanisms to cope with it is most relevant to the discipline. Indeed, some of the core courses in each of the three programs the Department of Economics offers (BUEC, ECON, and FBEC) consider analytical and quantitative tools to handle decision under uncertainty. Yet, the analytical coverage is limited (e.g., uncertainty is one of many topics considered in the intermediate microeconomic theory courses), and the quantitative coverage (e.g., through statistics) remains theoretical and does not lend itself to the consideration of risk management and insurance decisions.

The proposed course will address the above-mentioned problem by providing a comprehensive and overarching discussion of the principles of risk management and insurance. The course is vital for educating high-quality risk professionals; importantly, it will provide York graduates with a competitive advantage as other economics and related programs do not boast a similar course in their curricula. Furthermore, any student completing the course will have the opportunity of continuing in the Diploma in Risk and Insurance Management, which will culminate with internship opportunities through a competitive process

3. Minor Change to Existing Program: Department of Economics Business Economics: Financial and Business Economics

1. Students in the FBEC program are required to take AP/ITEC 1010 3.0. The Department proposes to expand this requirement by adding the option of taking AP/ECON 1280 3.0 in lieu of AP/ECON ITEC 1010 3.0.

2. The change would allow students with an interest in the risk management profession and insurance industry to be exposed to the possibilities earlier in their studies. There are no significant changes at the program level. The topics are of most relevance to the FBEC majors, and the course simply affords them the opportunity of exposure.

Academic Rationale

Financial and Business Economics (FBEC) combines a rigorous quantitative and analytical approach with practical application and is designed for students interested in understanding the workings of financial markets, but, like any other economics or economics-based program, it is concerned with decision making and the allocation of scarce resources among competing uses. As uncertainty is an inevitable aspect of life

and thus an inevitable consideration in everyday decision making, understanding uncertainty, the risks associated with it, and the mechanisms to cope with it is most relevant to the discipline. Indeed, some of the core courses in each of the three programs the Department of Economics offers (BUEC, ECON, and FBEC) consider analytical and quantitative tools to handle decision under uncertainty. Yet, the analytical coverage is limited (e.g., uncertainty is one of many topics considered in the intermediate microeconomic theory courses), and the quantitative coverage (e.g., through statistics) remains theoretical and does not lend itself to the consideration of risk management and insurance decisions.

The proposed course will address the above-mentioned problem by providing a comprehensive and overarching discussion of the principles of risk management and insurance. The course is vital for educating high-quality risk professionals; importantly, it will provide York graduates with a competitive advantage as other economics and related programs do not boast a similar course in their curricula. Furthermore, any student completing the course will have the opportunity of continuing in the Diploma in Risk and Insurance Management, which will culminate with internship opportunities through a competitive process.

Committee on Curriculum, Curricular Policy and Standards

Consent Agenda May 2020

New Course Proposals

SOSC 2112 3.00 Graphic Medicine: Narrative Medicine, Graphic Novels and Healing
SOSC 4148 3.00 Food and Health

Change to Existing Course Proposals

SOSC 3211 6.00 Work for A Change: Strategic Research, Organizing and
Communications
SOSC 4144 6.00 Engaging Health in the Community

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it

Please contact the Secretary to the Committee (apccps@yorku.ca) if you have any questions regarding the changes to existing courses section.

Building a Better Future: York University Academic Plan 2020-2025

The University Academic Plan (UAP) 2020-2025 is about coming together to make positive change for our students, our campuses, and our local and global communities.

This UAP is launching at a moment of unprecedented trial for human and planetary health, security, and well-being. In the midst of a global pandemic, York University has demonstrated our fundamental solidarity and commitment to serving the public good while caring for all of our members. As a leading generator of knowledge, York has brought expertise from across disciplines to better understand the myriad dimensions of this historic crisis and to build new tools and strategies to overcome it. Notwithstanding physical distancing, we have truly come together as a community. In the process, we have proven once again York's commitment to an enduring and distinctive set of core values:

- We strive for **Excellence** in fulfilling all aspects of our mission.
- We are **Progressive**, encouraging open minded inquiry, innovative approaches, and forward looking solutions.
- We champion **Diversity and Inclusivity**, embracing differing perspectives, peoples, and ways of knowing, and fostering global fluency and cross-cultural knowledge.
- We are passionate about advancing **Social Justice and Equity** through critical insight, creative problem solving, and socially responsible action.
- We uphold **Sustainability** - environmental, social, and fiscal - as a vital compass for decisions and initiatives.

These values are embedded in York University's Mission and Vision statements:

Mission

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied, and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect. York University is part of Toronto: we are dynamic, metropolitan, and multi-cultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns. A community of faculty, students, staff, alumni, and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance. York University makes innovation its tradition. *Tentanda Via*: The way must be tried.

Vision

York's vision is to provide a broad sociodemographic of students with access to a high quality education at a research intensive University that is committed to enhancing the well-being of the communities we serve.

The Journey to 2020

After a decade of rapid development York has arrived as a fully comprehensive, research-intensive, multi-campus, urban University. We combine groundbreaking scholarship, discovery, and artistic creation with renowned strengths in community engaged and industry partnered research for maximum social and economic impact.

We are a full spectrum University, increasingly recognized for excellence in health, engineering, and sciences, while we continue to lead in liberal arts, creative and performing arts, and professional studies. The comprehensive strengths of our Keele campus are enhanced by our bilingual Glendon campus, our downtown professional learning sites devoted to law and business, and our international campuses in Hyderabad, India and Las Nubes, Costa Rica.

York boasts one of the largest and most diverse undergraduate and graduate student bodies in Canada, almost 18% of whom are now international students. Through the ingenuity of our faculty, we have dramatically grown the opportunities for students to access our programs virtually from anywhere in the world, and to learn experientially through community placements, capstone projects, and research internships. Students are embracing new programs in emerging areas like Global Health, Indigenous Studies, Digital Media, and Management of Artificial Intelligence. Our School of Continuing Studies has quickly become one of North America's largest and most successful, offering cutting-edge and flexible pathways to education for adult learners looking to retool their careers.

Through the growth of Innovation York, we have emerged as a thriving regional hub for entrepreneurship and knowledge mobilization. We value our deep connections to local and global partners, who work with us to contribute to the wellbeing of both people and communities. York University has a global alumni network of over 325,000 people in more than 170 countries, who are making a positive impact on their communities and excelling in every field of human endeavour.

Where We Are Going

York is entering a new phase of purposeful expansion in directions that anticipate the needs of future learners, both locally and globally, as well as the evolving needs of society. We will launch a new campus in Markham centred on technology and entrepreneurship. We will develop an integrated health precinct with partners in Vaughan. We will take steps to realize the potential of the Lands for Learning at our flagship Keele Campus. We will elevate our international partnerships and profile, and the global connectivity of our research and our graduates. To enable this future-oriented vision, we will invest in robust professional development for our instructors and in the significant renewal of our research and teaching infrastructure, both physical and virtual.

York has scaled up its health-related teaching, research, and innovation based on a vision of keeping more people healthier, longer. We are well placed over time to establish a medical school that is designed in a manner consistent with this vision, to serve one of Canada's fastest

growing and most diverse regions through a community-based care model that integrates physicians into broader health and wellbeing promotion teams.

Focusing on the next five years, this Plan charts a path to positive change in relation to six Priorities that are foundational to York University's mission, vision, and identity. For each Priority the Plan explains the reasons why action is imperative and the key aims that will guide us. Permeating all six Priorities is a theme of *coming together* as both a precondition and an outcome of fulfilling the Plan. A better future must be rooted in strong relationships – among the members of our own institution, across our multiple campuses, with our closest neighbours and Indigenous communities, and with our burgeoning networks of partners near and far.

In the spirit of coming together, the people of YorkU have also expressed a strong desire to bring our unique capacities to bear on some of the most urgent issues facing the planet, from climate change to inequality to truth and reconciliation to forced migration, among others. Over the next five years, we will challenge ourselves as a University to deepen our collective contributions to the United Nations' Sustainable Development Goals (SDGs). The York University SDG Challenge will transect all of our Priority areas and will be open to all interested members of our community. York is already recognized globally for our excellence in SDG-relevant research, education, innovation, and civic action. The SDG Challenge will further elevate our engagement and project our distinctive ethos as a community of changemakers.

York University's Planning Ecosystem

The UAP 2020-2025 marks a new beginning. At the same time, it builds on the transformational work already underway across the institution. This Plan is designed to function as a meta-document that links our existing academic plans and initiatives into a coherent whole. It embeds and affirms the University's Strategic Research Plan, its Indigenous Framework, and a new Internationalization & Global Engagement Strategy, among others. These focused strategies are embraced as vital elements that infuse the UAP as an overarching statement of our direction over the next five years.

The UAP also informs our operational and budget plans. York is known as a leader in Integrated Resource Planning (IRP) to ensure that high-level strategies do not sit on a shelf but are translated into concrete implementation plans. Every faculty and administrative unit has an IRP that lays out the specific actions it is taking to implement the UAP with timelines and regular progress reports, so that human and financial resources are continually aligned to support our stated academic priorities and goals.



Six Priorities for Action

York University has an enduring commitment to critical inquiry and the pursuit of knowledge that comes from many differing perspectives and ways of knowing. As a learning community, we believe in the power of research, scholarship, creativity, education, and dialogue to transform ourselves and the world around us for the better. We share a collective belief in the university as a public trust.

This Plan is designed to uphold the fundamental values of the University, even as we evolve its role and reach to ensure our graduates are equipped for a future that will be defined by dramatic change.

- Climate and environmental change raise urgent questions for virtually every field of endeavour and a need to come up with innovative solutions.
- People are ever more connected through digital networks and physical mobility, generating complexity as well as immense possibilities to accelerate collaboration and problem solving.
- Technology is simultaneously enabling, enhancing, and disrupting every sphere of life and work, as well as revolutionizing how people learn, think, and create.

- Global power shifts translate into local tensions and inequities, highlighting the need for meaningful strategies to enhance international cooperation, economic inclusion, and social cohesion.

York University brings distinctive capabilities to the table to meet these challenges and find the opportunities that lie within them. This UAP positions York clearly as an agent of positive change for our students, for higher education, for society at large, and for the planet. We believe that at this juncture, to make a better future, the world needs more of York University.

Each of the six Priorities focuses on a key dimension of positive change that York University will pursue over the life of the Plan. The Priorities are conceptualized as a wheel to reflect their fluidity and interdependence. Each Priority depends upon the others to fully realize the UAP, just as the people of YorkU depend upon each other to thrive as a whole community.



21st Century Learning: Diversifying Whom, What, and How We Teach

Why: Every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant.

This Priority speaks to the unparalleled diversity of our student body as a source of pride and a comparative advantage that differentiates York University as an institution. York has become a global magnet for talented people drawn by our academic excellence, cosmopolitan character, and commitment to making a positive difference. The next five years will see:

- continued efforts to make York an attractive destination for more Indigenous students, in line with our Indigenous Framework; and
- additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.

This Priority also highlights the value we place on diversity of thought. To prepare our students to live, work, and act meaningfully in the world, we will:

- continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
- pursue inclusive excellence by decolonizing curriculum and ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews
- build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively in a variety of media

Finally, this Priority speaks to diversifying how we teach in an era of perpetual, universal learning. Rather than acquiring static knowledge, the hallmark of a quality education is now intellectual agility, adaptability, and knowing how to learn in any context. To meet this challenge we will:

- offer a wider range of credentials and flexible delivery options, in person and online, to expand access to learning for diverse individuals at multiple stages of their lives and careers
- attain our goal of providing every student with an experiential learning opportunity, regardless of program
- create more physical and virtual capacity for active and collaborative learning, so that students gain skills in working with others along with the joy of belonging to a learning community, wherever they are located

- encourage students to become lifelong learners with the curiosity, research and creative skills, and habits of mind to continually question and update their own knowledge
- enhance and update teaching and professional development supports for all instructors, including tenure-stream and contract faculty as well as teaching assistants.

Knowledge for the Future: From Creation to Application

Why: As change accelerates around us, we aim to be more responsive to our communities by generating critical knowledge and works of art, ideas that engage multiple perspectives, and innovations that propel Ontario as a global knowledge-economy leader.

We have laid out an ambitious agenda for the continued growth and application of our research, scholarship, and creative activity in our Strategic Research Plan (SRP) 2018-2023: Towards New Heights. We remain committed to this agenda, including in particular:

- increasing the research participation of faculty and trainees at all levels across the institution
- accelerating growth in the number and diversity of our scholarly and artistic outputs and research funding base
- expanding the influence of our work through broadening and deepening our external partnerships and engagement in the generation and sharing of knowledge and creative works
- maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities
- implementing our Open Access Policy (2019)

Based on a thorough scan of activity across the University, the SRP mapped our established research and creative strengths across six intersecting themes, in which we are demonstrating national and international leadership:

Advancing Fundamental Inquiry and Critical Knowledge	Analyzing Cultures and Mobilizing Creativity
Building Healthy Lives, Communities, and Environments	Exploring and Interrogating the Frontiers of Science and Technology
Forging a Just and Sustainable World	Integrating Entrepreneurial Innovation and the Public Good

We expect to continue to grow and excel in these areas, with the help of investments that are already underway in enhanced infrastructure and in supports for our faculty. These include maintaining consistent high quality supports for individual investigators across the institution, as well as more focused investments in large-scale, collaborative research programs that cross disciplines and often borders with an array of partners. York University enters this UAP with an expanded cohort of graduate students and post-doctoral fellows from Canada and around the world, who will both participate in and accelerate this agenda.

The continued growth of our research and creative activities also demands that we support scholarly communities in keeping with the theme of *coming together*. York's excellence in inter- and transdisciplinary research is renowned and positions us for leadership in addressing the most complex and pressing issues of the day, such as those highlighted by the UN's SDGs. During this Plan, we will further cultivate this way of thinking across disciplines by means of our Organized Research Units and beyond, and find ways to infuse it deeply in student learning as well as in our research and creative activities and output.

The SRP 2018-2023 identified five areas where York has a clear opportunity to achieve new levels of research success in ways that bring a distinctively York perspective to addressing compelling challenges of our time:



Exciting initiatives are already underway, which include a new Centre for Indigenous Knowledges and Languages and an AI Taskforce, examining how York can become a distinctive leader in research and teaching that engages critically and humanistically with the development of technologies including artificial intelligence and machine learning.

Over the life of this UAP, we will continue to resource these efforts in particular by implementing our Faculty Complement Renewal Strategy, which calls for continued growth, renewal, and diversification of our tenure-stream faculty complement, including the use of cluster hiring to advance strategic priorities. This will also require focused efforts to meet current and future research infrastructure needs, to provide mentorship for an incoming generation of scholars, and to ensure that our faculty's research and creative outputs are disseminated ever more widely and recognized both internally and externally.

From Access to Success: Next Generation Student Supports

Why: With many of our students facing current challenges and uncertain futures, York will devote additional attention to supporting students of all backgrounds and circumstances to complete their studies successfully and to realize their full potentials.

A core value of York University since its inception has been to provide access to all eligible students so that no talent is left behind. We serve large numbers of students who are new Canadians, Black, Indigenous, racialized, from lower income backgrounds, or who are among the first in their families to attend university. We are proud that our campuses teem with students of diverse sexualities, abilities, nationalities, religions, political beliefs, and linguistic backgrounds. Indeed, it is this vibrancy and promise that attract many people to come to York or to support our work.

We also recognize that many of our students may have substantial work and family commitments, or face systemic barriers as part of the experience of belonging to a minority in society or at university. As a large institution that has grown quickly, York also recognizes that we must reduce the complexity of navigating our University in order to improve the experience of all students: whether graduate, undergraduate, or those engaged in continuing studies.

With progress already happening in many areas, we will redouble our efforts over the course of this UAP to achieve positive change for our students in the following areas:

- more seamless, timely, and reliable access to excellent academic and career advising, as well as accessibility and other supports, through a combination of in-person service and digital systems, including our recently launched Student Virtual Advisor
- earlier feedback to students on their academic standing, and the use of data analytics to enable proactive, early interventions with students who are struggling
- more robust resources to assist international students with their distinctive needs
- achievement of our Faculty Complement Renewal Strategy to diversify our faculty to better reflect the makeup of our student body
- increased opportunities to practice relationship-building across differences
- more chances to learn about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples
- new systems to track our progress on improving outcomes for all of our students and especially those from underrepresented groups

Advancing Global Citizenship

Why: York University draws people from around the world who seek to learn from each other and to gain the global fluencies needed to work locally and across borders toward a better future.

More than ever, universities have a responsibility to contribute to positive change through global cooperation and borderless education. York is already wellknown for its strengths in global languages and internationally engaged research and teaching, with alumni and partners around the world. Our Glendon campus provides a unique environment for cross-linguistic and cross-cultural teaching, research, and dialogue. We have an eco-campus in Las Nubes, Costa Rica and offer global management education at our campus in Hyderabad, India. In addition, we are embedded in one of Canada's most multicultural and economically vibrant urban regions, where many employers seek highly qualified personnel with a global orientation.

York University is launching an Internationalization and Global Engagement Strategy (2020), which sets the stage for a new phase of development that will bring greater resources and coordination to our efforts in this area and will reinforce our commitment to ethical internationalization. The pan-university consultation informing this Strategy has underlined the importance of promoting values of integrity, reciprocity, reflexivity, inclusivity, and sustainability in our international programs and activities. It sets an agenda for action in four areas:

- global outlook and fluency – informing curricula and global learning, while leveraging our own diversity
- global nature of research – attracting international scholars and supporting international collaborative research
- international students – robust recruitment from a broader sweep of countries, creating a supportive and inclusive environment, and supporting transitions to careers or further study
- global reach and profile – communicating more actively, enhancing global reputation, expanding partnerships, and fostering alumni connectivity

York is committed to supporting this agenda with enhanced resources and activities in each of these areas. We will work with Universities Canada and other partners to ensure that York can fully leverage new public investments such as the federally funded Outbound Student Mobility Program.

Working in Partnership

Why: York University understands that by partnering with other entities and sectors we gain vital insights and capacity to create positive impact for our students, our campuses, and our broader communities.

York has always embraced the view that we have much to learn from the communities we serve. We are a longtime leader in community-engaged research, teaching, and civic action. Our interactions with entrepreneurs and industry have grown exponentially in recent years with the launch of Innovation York, YSpace in Markham, and several Faculty-based innovation hubs. Through our Indigenous Framework, we are committed to engaging and supporting Indigenous

communities and recognizing the support they provide to York. We know from experience that by working with other kinds of organizations we broaden our field of vision and increase our collective problem-solving capacities, while bringing our students into contact with valuable learning and career opportunities.

Over the course of this Plan, we will continue to build cross-sector and inter-community partnerships that can serve as vital catalysts for positive change. As a university, we will model new and deeper forms of collaboration with industry, government, alumni, donors, and community partners, engaging all of our campuses and orienting students to both career paths and social responsibilities. Signature activities will include the following:

- developing with partners in Vaughan an integrated, interdisciplinary health precinct that will serve the needs of a growing region, while creating synergies for health-related research, teaching, and innovation
- establishing a UN-sponsored CIFAL¹ centre to provide cross-sectoral training and development programs that will advance the UN SDGs
- attracting partners to help realize the potential of our Keele campus Lands for Learning to support both our academic mission and our social and environmental responsibilities
- implementing York University's social procurement policy, one of the first among Canadian academic institutions, as part of our broader commitment to being an anchor institution for the region
- continuing to work with York's Indigenous Council to strengthen the Indigenous presence on campus
- connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario

Living Well Together

Why: Making positive change requires that all members of our diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

Anishnaabe teachings refer to the gift of Mino Bimaaddiziwin or the Good Life. Given the scale and breadth of York University, with many people engaging remotely or commuting some distance to our campuses, and with 325,000 alumni living and working around the world, we must make a conscious effort to know each other and to build a community reflective of this Good Life. Our students, staff, and faculty have let us know that a stronger sense of connection, inclusion, and wellbeing are among the key changes they are seeking in their daily experience

¹ CIFAL stands for Centre international de formation des autorités et leaders' (in English: International Training Centres for Authorities and Leaders). The CIFAL Global Network aims to strengthen capacities of government officials and civil society leaders to advance sustainable development: <https://unitar.org/about/offices-training-centres-around-world/cifal-global-network>.

of life at the University. Our alumni are seeking more opportunities to remain engaged with the University. In support of this Priority, we will pursue the following over the course of this Plan:

- renewing our physical environment with inspiring and humane natural and built spaces, including an expanded Joan and Martin Goldfarb Art Gallery of York University within a revitalized Harry Arthurs Common;
- enhancing our virtual presence to offer compelling and intuitive ways to connect with the University and build a broader, networked community of learning and mentorship;
- continuing to implement mental health and wellbeing strategies, policies, and collective actions that create supportive and empowering environments for all members of the community;
- purposeful efforts to foster dialogue, respect, kindness, empathy, active listening, and open-mindedness to diverse points of view;
- drawing upon our strengths in the creative and performing arts to create social connection and community pride;
- continued actions to support reconciliation through our Indigenous Framework, including additional Indigenous spaces and art works;
- systematic efforts to embed human rights, equity, diversity, and inclusion training across the University;
- enhanced efforts to engage and support our vibrant network of alumni and donors; and
- committing to a culture of service excellence, in which we all are responsible to support each other's success.

Answering the Call: A University-Wide Challenge to Contribute to the UN Sustainable Development Goals

In addition to the six foundational Priorities above, members of the York University community have expressed a strong desire to make a difference on compelling issues of the day. Community members have pointed to a range of complex societal issues to which York is ideally placed to contribute, given our commitment to social responsibility, our extensive network of partnerships, and our excellence in thinking across disciplines. It is striking that most of the issues that surfaced in these conversations are referenced in the United Nations Sustainable Development Goals (SDGs), a framework that calls on member countries to take urgent action in seventeen areas that are critical to ensure peace and prosperity for people and the planet. The impact of the COVID-19 pandemic has further highlighted the urgency of this agenda.

SUSTAINABLE DEVELOPMENT GOALS



York University is already recognized as an international leader in SDG-relevant research, teaching, partnerships, and campus practices. By challenging ourselves to deepen this work over the next five years, and to track and report on our contributions, we reaffirm longstanding York values of social justice, equity, sustainability, and excellence in all that we do. This SDG Challenge will galvanize our community in coming together to engage critically with the SDGs and to take meaningful steps, both small and large, toward a more just and sustainable future.

Beginning in this 75th anniversary year of the United Nations, York's SDG Challenge will be a pan-University exercise to support and recognize a wide range of grassroots activities that may touch on any of the Priorities in the Plan. These activities may be purely internal or they may engage others from our nearest neighbourhoods to the farthest corners of the world. They may involve fundamental inquiry and artistic creation, or seek immediate changes in skills, policies, aesthetic practices, or behaviours. They may emanate from any academic discipline or administrative unit, or spark new collaborations across different areas of the University. They might even involve some friendly competition for a good cause. By supporting students, faculty, contract instructors, staff, alumni, donors, and volunteers to come together for SDG-related learning and initiatives, we will create leadership opportunities for our people and forge stronger relationships along the way. By telling the story of our SDG-related work, we will build community pride and put a spotlight on the qualities that make York University a truly unique and special place.

What will the York SDG Challenge mean in practice? Fully answering this question will require the further engagement of the York community. The Challenge will be most successful if ideas

for how best to "answer the call" are crowd-sourced from all those who want to get actively involved in the work. This suggests a bottom-up approach with an emphasis on personal initiative as well as collaboration, educating ourselves and others, and building all of our skills and capacities for acting meaningfully in relation to the Goals.

The University is committed to providing a support infrastructure to facilitate groups coming together around SDG-related projects or activities, to enable their work with a variety of resources, and to document outcomes so that we can build engagement and convey to ourselves and others the positive impact that we are having. The allocation of resources among the different SDGs and among different activities will follow the evolving interests of the York community.

To take one obvious example, Climate Action (SDG #13) is an area of strong interest and expertise at York, crossing virtually all disciplines and functions. By drawing on existing reports and information, we can generate a baseline understanding of how this Goal is being advanced currently through our academic curricula, research and creative activities, student clubs and extra-curriculars, campus operations, local and international partnerships, innovation and entrepreneurship programs, alumni engagement, capital planning, and other activities. This would serve as a directory of ongoing initiatives that could benefit from more people getting involved, as well as revealing opportunities to join forces or to create new initiatives. From here, a Convening Group could be established, including both academic and professional staff leaders, with support to organize launch events open to all interested members of the York community. Launch events could be imagined in a host of different ways to generate ideas, share knowledge, and define projects of interest. Those who already have an idea could be invited to submit proposals through an open call. As each year draws to a close, a culminating event could showcase accomplishments, reset agendas, and invite new participants to join in next steps.

By furthering SDG-related work that intersects with the Priorities, this Plan will highlight the distinctive ethos of York as a University committed to shaping a better future and having a positive impact on our students, our communities, and the world around us.

Non-Degree Activities: Rationale for Updating the Terms of Reference for the Committee on Curriculum, Curricular Policy, and Standards

In June 2019, [Senate approved an updated framework](#) to guide faculties in the governance of non-degree curricula (i.e. not-for-credit courses and programs). The Vice Provost Academic has instructed the deans' offices to report on the creation of updated procedures that align to the Senate-approved framework. In LA&PS, the Committee on Curriculum, Curricular Policy and Standards already has a sub-committee for the review and approval of non-degree curricula; however, the sub-committee has not been convened in several years and its terms of reference are now out-of-date. Membership, for example, requires updating to remove administrative positions that no longer exist. This item for information is being brought forward at this time to notify members of Council that the Senate policy has been updated, that the Faculty's terms of reference require updating to align to the Senate policy, and to solicit feedback. The Office of the Associate Dean, Programs will bring forward an item for action at a subsequent Council meeting with proposed revised terms of reference for the sub-committee which is intended to report on its activities through the Office of the Council to the Vice Provost Academic and to the Senate committees Academic Planning & Research (APPRC) and Academic Standards, Curriculum & Pedagogy (ASCP). Please see below the tracked changes to the existing Terms of Reference for CCPS and its sub-committees.

Committee on Curriculum, Curricular Policy and Standards

Mandate

Approved June 2014

In discharging its functions the Committee shall:

- i. Review and recommend to the Council via the Academic Policy and Planning Committee the approval of new academic initiatives including new certificates, new degrees, new programs of study, major changes to existing program requirements and matters related to curricular policy and standards;
- ii. Review, report and recommend for approval or other appropriate action, Faculty regulations and practices regarding academic standards; admissions policy; General Education; University Undergraduate Degree Level Expectations (UUDLEs); **quality assurance protocols**, degree and program requirements including policies on part-time, visiting, and evening study students; **and the curriculum, including** non-degree courses, certificates and programs;
- iii. Make recommendations on all matters concerning examinations and academic standards, including the rules and regulations, and oversee Faculty-level academic grades exercises and reappraisals, examinations, student honours, and the application of the Senate Policy on Academic Honesty. The Committee may initiate reviews on academic standards as necessary.
- iv. Facilitate the development of interdisciplinary, multidisciplinary, and inter-Faculty programs with support from the appropriate decanal offices;

- v. Constitute sub-committees on Curriculum, Non-Degree Studies, General Education, and from time to time establish ad-hoc working groups to deal with emerging priorities in relation to curriculum, curricular policy and standards.
1. **Curriculum Review Sub-committee** (chaired by a member of CCPS), reviews curriculum submissions for new course proposals, changes to existing course proposals, and minor changes to degrees/certificates from Schools/Departments. The **Sub-Committee's** recommendations will be submitted to the Council as consent agenda items.
 2. **Non-Degree Studies Sub-Committee** (chaired by a member of CCPS) reviews and examines proposals for non-degree programs, certificates, and courses, and recommends to the [Faculty Council \(via Academic Policy and Planning for major modifications, new programs or program closures\)](#) for concurrence, flagging for attention areas of concern bearing on academic policy prior to approval.
 3. **General Education Sub-Committee** (chaired by a member of CCPS) provides coordination, oversight, and governance over the Faculty's General Education Requirements. In discharging this function, the Sub-Committee shall:
 - a. Develop, and from time to time review and propose changes in, common criteria to which every General Education course should conform;
 - b. Review and approve new (or substantive changes to existing) Humanities, Modes of Reasoning and/or Social Science General Education courses offered by the Faculty where these proposals have already received area approval;
 - c. Receive proposals from Faculties that wish to develop and/or deliver General Education courses that would be made available to Faculty of Liberal Arts and Professional Studies students, and will consider and direct to the appropriate area level Committee requests from Faculties that wish to have a General Education course developed for their students;
 - d. Liaise with any pan-university General Education Committee that may be established by Senate and the General Education Committee of Faculties whose courses serve Faculty of Liberal Arts & Professional Studies students.

Membership:

Seven faculty members elected at-large for a three-year term

Two students appointed by the Student Council of the Liberal Arts & Professional Studies on an annual basis

Ex-officio (non-voting) members

Dean or dean's designate

Staff Representative(s) from the Centre for Student Success

Chair of Faculty Council or designate

Secretary of Council or designate

Faculty members will be elected at-large for a three-year rolling cycle. Members elected at-large will not be from the same School/Department. Each year, one-third of the membership turns over and will be replaced on a rotational basis by other faculty members from different Schools/Departments who are not already represented on the Committee. At all times there shall be at least one member from each of the professional, humanities, and social sciences Departments/Schools.

The Chair of the Committee is selected by the voting members of the Committee for a two-year term.

At least half of the voting members of the Committee, the majority of whom are full-time faculty members, constitutes a quorum.

Curriculum Review Sub-Committee Membership:

All elected-at-large faculty members of the Committee on Curriculum, Curricular Policy and Standards are voting members and participate on the Curriculum Review Sub-Committee on a rotational basis, normally in panels of three.

Curriculum Review Sub-Committee panels will normally consist of three voting members (to the extent possible, ensuring that each of the three areas – Humanities, Professional Studies and Social Sciences – are represented). The Dean or dean's designate, Representative from the Centre for Student Success and Secretary of Council or designate are ex-officio members of the Committee. Quorums for the committee are the three voting members.

Non-Degree Studies Sub-Committee Membership:

~~Dean or dean's designate~~

~~Two~~ One faculty members elected by and from the Committee on Curriculum, Curricular Policy and Standards

One faculty member elected by and from the Committee on Academic Policy and Planning

~~Director for the Division of Continuing Education~~

~~Chair of Faculty Council or designate~~

~~Secretary of Council or designate~~

Ex-officio members (non-voting):

Dean or dean's designate

Chair of Faculty Council or designate

Secretary of Council or designate

General Education Sub-Committee Membership:

One faculty member elected by and from the Committee on Curriculum, Curricular Policy and Standards

One faculty representative elected at-large from each of the four General Education areas: Humanities, Modes of Reasoning, Natural Science and Social Science

Two faculty representatives elected at-large, one from the professional programs and one from the liberal arts programs

One student elected by and from the Committee on Curriculum, Curricular Policy and Standards

Ex-officio members (non-voting):

Dean or dean's designate

Chair of the Writing Department

Staff Representative from the Centre for Student Success

Chair of Faculty Council or designate

Secretary of Council or designate



Secretariat Policies

Non-Degree Activities, Principles and Procedures

Topic:	
Approval Authority:	Senate
Approval Date:	27 June 2019
Effective Date:	1 July 2019

Introduction

Non-degree activities advance the overarching priorities of academic quality, student success and community engagement that are reflected in York University's planning documents. The Advisory Committee on Non-Degree Studies is mandated to provide oversight to ensure that high quality courses and programs offered outside of the "for credit" approval structures enhance the University's reputation and provide real benefits in terms of student success, whether through an access lens, or as a professional development, or life-long learning opportunity.

1. Principles Governing Non-Degree Studies

- 1.1. Non-degree studies will complement the academic mission of a Faculty or of the University and not compete with degree programs.
- 1.2. Faculties, the School of Continuing Studies, and other offering units will be responsible for their own non-degree studies activities.
- 1.3. Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree program activity.
- 1.4. Faculties, the School of Continuing Studies, and other offering units will act co-operatively in non-degree studies activities and in relation to degree studies so that duplication and competition are avoided.
- 1.5. The regulatory framework governing non-degree studies will be flexible and efficient, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight.

2. Definitions and Parameters

2.1. The following activities are encompassed by the term "non-degree" and subject to this framework:

- a. All courses of instruction associated with the name of York University or its Faculties that are neither offered nor approved as degree credit for which a fee beyond incidental costs is paid.
- b. Non-degree activities may include courses, course modules and workshops.

2.2. The following are outside the scope of non-degree activities and are not subject to this framework:

- a. Symposia and colloquia organized by internal units or external entities.
- b. Lecture series, workshops and professional development programs for undergraduate and/or graduate students.
- c. Community outreach activities.

2.3. Admissibility of Students:

- a. Students need not be admitted or admissible to a degree program to enroll in non-degree studies.
- b. Non-degree studies courses and programs may establish admission requirements

2.4. Offering Units": Normally, and subject to the necessary authorization, non-degree studies may be established by any of the following, either separately, in combination or in collaboration with entities external to York University:

- a. Faculties;
- b. The School of Continuing Studies;
- c. Organized Research Units established by Senate charter;
- d. Non-academic units.

3. Advisory Committee on Non-Degree Studies

3.1. Composition

- a. The members of the Advisory Committee on Non-Degree Studies are determined by the Provost & Vice-President Academic and will include:
 - i. A Dean/Principal (or designate) from each Faculty offering non-degree studies activities or preparing to begin offering activities;
 - ii. The Assistant Vice-President (AVP) of Continuing Studies;
 - iii. The Vice-President Research and Innovation (or designate);
 - iv. The Chair of the Senate Committee on Academic Standards, Curriculum and Pedagogy or a member designated by that Committee;
 - v. The Vice-Provost Academic (Chair).

3.2. Terms of Reference

- a. The Advisory Committee ensures compliance with Senate policy, promotes consultation and liaison, and provides advice on matters relating to non-degree studies at York. In doing so it carries out the following specific responsibilities:
 - i. Receives approval processes, guidelines and other relevant regulations;
 - ii. Reviews the directory of non-degree activities;
 - iii. Reviews the annual report to Senate on non-degree activities transmitted by the Vice-Provost Academic.
- b. The Advisory Committee maintains the principles set out in this document and recommends revisions to the document as needed. It meets once annually at a minimum.

4. Principles/Procedures for Approval Processes

- 4.1. The University must respond quickly to non-degree opportunities in an evolving educational and labour market landscape to remain current and competitive. It is acknowledged that the expertise for program development and the responsibility for approving programs reside with the Offering Units. The Provost retains oversight and is charged by Senate with ensuring that programs are of high quality, enhance York's standing and profile, and maintain rigorous standards within the legislative framework.
- 4.2. Offering Units will have in place processes for approving new programs, assuring quality, closing programs, and making decisions about the frequency of offerings.
- 4.3. Processes for the review and approval of non-degree activities will be approved by the Dean/Principal and the relevant Faculty Council, or in the case of Organized Research Units, by the Vice-President Research & Innovation, and in the case of the School of Continuing Studies and any shared service or other non-academic offering units, the Provost & Vice-President Academic.
- 4.4. Approved process documents will be submitted to the Office of the Vice-Provost Academic for review and retention by the Advisory Committee on Non-Degree Studies. All changes in process must be submitted to the Office of the Vice-Provost Academic.
- 4.5. New activities will be subject to approval processes by Offering Units that take into account the following:
 - a. Identification of participants in approval process;
 - b. Identification of audience;
 - c. Purpose of the course, program or workshop;
 - d. Process undertaken prior to program development (consultation with partners, accrediting bodies, etc., market need and demand analysis);
 - e. Qualifications of the program development team;
 - f. Qualifications of instructor/s;
 - g. Consultation process followed to demonstrate adherence to principles identified above, including consultation with other relevant Faculties / degree-offering units;
 - h. Program description, delivery mode, delivery location, number of hours of instruction, program structure, expected enrolment;
 - i. Criteria and procedures for assessing quality;
 - j. Terms for initial offering on pilot basis;
 - k. Advertising and marketing information.

4.6. Administration

a. The Office of the Provost & Vice-President Academic will maintain an up-to-date directory of all non-degree units offering programs, courses, and activities at York University and will report to Senate through its Academic Policy, Planning & Research (APPRC) and Academic Standards, Curriculum & Pedagogy (ASCP) committees on all non-degree activities.

b. Deans of Faculties, the Principal of Glendon, the Assistant Vice-President of Continuing Studies, the Vice-President Research and Innovation and heads of non-academic units offering non-degree studies activities will provide the Office of the Vice-President Academic and Provost with all the necessary information to update the directory and compile the annual report.

5. Records and Record Retention

5.1. All Offering Units will have in place a process for keeping participation records for reporting purposes (see below) and for program evaluation. Permanent student records must be maintained as per the Common Records Schedule of York University. <https://crs.apps06.yorku.ca/record/147>

6. Financial and Operational Viability

6.1. Responsibility for the budgetary and administrative aspects of non-degree activities rests with the Provost & Vice-President Academic and the heads of Offering Units. The Provost & Vice-President Academic's regular budget planning discussions include reference to the role and financial position of non-degree activities within the overall financial state of the Faculty or unit in order to ensure that these activities are financially sound and support the academic enterprise. Consideration will be given to general operating and logistical matters (e.g. space, staff, information technology requirements).

7. Compliance with University Policies

7.1. Non-degree studies activities are expected to comply with standard York and/or provincially legislated policies regarding employee relations, financial operations, human rights and accommodations for persons with disabilities, conflict of interest, etc.

7.2. All current University academic and non-academic policies are posted online at <http://secretariat-policies.info.yorku.ca/>

7.3. In particular, Non-degree Studies instructors will be in compliance with the University's policies (non-academic), for example, Conflict of Interest for Faculty and Librarians (<http://secretariat-policies.info.yorku.ca/policies/conflicts-of-interest-policy-and-guidelines-for-faculty-and-librarians/>); Conflict of Interest for Employees (<http://secretariat-policies.info.yorku.ca/policies/conflict-of-interest-policy-and-guidelines-for-employees/>).

7.4. In cases where an individual with administrative authority in relation to non-degree programs (or anyone considered not to be at arm's length from that individual) might receive additional compensation (e.g. acting as a consultant, providing instruction, etc.), the process of awarding such contracts must be carried out by an appropriate arm's length process and, where necessary, an additional reporting line to the Dean/Principal/AVP should be added.

7.5. Normally, draft contracts and agreements with external partners/agencies will be reviewed by the University Counsel prior to signing. This process should not delay the approval of a non-degree studies activity.

7.6. Offering Units providing non-degree activities will have a process for resolving complaints or disputes that arise between students and instructors or between students and staff, for dealing with breaches of academic integrity and for accommodating students with disabilities.

8. Limitation on Activity

8.1. From time to time, the Provost & Vice-President Academic may declare a limitation on activity in a particular area to protect degree programs under development. Such limitation will be reviewed with the Advisory Committee on Non-Degree Studies on a regular basis.

Legislative History:	Approved by Senate: 23 March 1995; revised and approved November 2002; revised and approved 27 June 2019
Date of Next Review:	June 2024

The Senate of York University Synopsis

The 665th Meeting of Senate held on Thursday, April 23, 2020 via Zoom

Remarks

The Chair, Professor Alison Macpherson of the Faculty of Health, expressed sorrow at the tragic events that took place in Nova Scotia earlier in the week, and also acknowledged members of the University community facing challenges as a result of the COVID-19 pandemic. The Chair thanked Senate Executive members for their time and attentiveness to the time-sensitive matters that have arisen since the *Disruptions Policy* was invoked on March 13, 2020.

Considering the impact of the ongoing health emergency on academic activity and noting concerns raised by Senators, the Chair indicated that the meeting would be managed with flexibility, dedicating as much time as required to York's response to COVID-19. Speaking to a slide presentation available on the Senate website, President Rhonda Lenton briefed Senators on the University's response and planning. Highlights included:

- thanks and appreciation to community members for their support of the transition to the required services model across all campuses
- the context for York's institutional response, which is guided by the strategic plan, enterprise risk management, and the emergency planning documents and structure which features an Emergency Operations Committee
- the three scenarios modelling the impacts of COVID-19 moving forward and the anticipated impact of each scenario on enrollment in the 2020-2021 year
- the next steps, including conducting further analysis to confirm the most likely scenario and estimation of budget implications
- recent successes for the University, including the federal government's announcement of the Canada Emergency Student Benefit and the University's recognition by the Times Higher Education International Impact Rankings, which ranked York 33 of 767 universities

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

Committee Information Reports

Executive (Professor Mario Roy, Vice-Chair)

The Executive Committee's information items included the following:

- the collection of actions taken by the Executive Committee since the *Disruptions Policy* was invoked, as noted in Appendix A

The Senate of York University

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- the decision to hold Senate meetings by electronic means using Zoom audio / videoconferencing beginning with the April 23, 2020 meeting and continuing throughout the duration of the required services model
- the deferral of the Chancellor search for the time being, with Chancellor Sorbara continuing in the role until a successor is selected

Academic Policy, Planning and Research (Professor Carl Ehrlich, Chair)

To accommodate the update and discussion on the University's COVID-19 response and planning, APPRC deferred the notice of motion and facilitated discussion of the University Academic Plan 2020-2025.

Academic Standards, Curriculum and Pedagogy (Professor Chloë Brushwood Rose, Chair)

The following proposals were approved by ASCP.

Faculty of Health / Faculty of Science

Editorial change to calendar copy for the Specialized Honours BSc program in Neuroscience, Department of Psychology / School of Kinesiology and Health Science / Department of Biology

Faculty of Graduate Studies

Minor changes to requirements for the Diploma in Curatorial Studies and Visual Arts, Graduate Program in Art History

Lassonde School of Engineering

Minor changes to degree requirements for the BSc programs in Science, Dean's Office

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (Professors Carl S. Ehrlich and Chloë Brushwood Rose, Chairs)

APPRC and ASCP conveyed a joint report in which a report from the Joint Sub-Committee on Quality Assurance was transmitted to Senate.

Awards (Professor Jonathan Obar, Chair)

The Awards Committee advised Senators of and conveyed congratulations to the recipients of the President's Research Awards, who had been selected as a result of the Committee's adjudication in Winter 2020.

2020 President's Research Excellence Award

Eric A. Hessels, Physics and Astronomy, Science

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2020 President's Research Impact Award

Debra J. Pepler, Psychology, Health

2020 President's Emerging Research Leadership Award

Engineering, Science, Technology, Health and Biomedicine Cluster: Christopher G. R. Perry, Kinesiology and Health Science, Health

Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster:
Theodore J. Noseworthy, Schulich

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, April 23, 2020 meeting for details about these items.

<http://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/>

May Meeting of Senate

Senate's next meeting will be held at 3:00 p.m. on Thursday, May 28, 2020.