

NOTICE OF MEETING

**96th Meeting of Faculty Council
May 13, 2021
3:00 – 5:00 pm, Zoom Meeting Room**

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liberal arts & professional studies



- 10. **Item for Information: Senate Synopsis: April 22, 2021**96
- 11. **Other Business**

Liberal Arts & Professional Studies Council Meetings are normally on the second Thursday of the month at 3:00pm in the Robert Everett Senate Chamber, N940 Ross. During the COVID-19 pandemic, Faculty Council meetings are held virtually over Zoom.

June 10, 2021

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

Zoom Meeting Room
Minutes of the 95th Meeting of Council
April 8, 2021

Please find the Attendance List from the meeting enclosed.

1. Call to Order and Approval of the Agenda

The meeting was called to order.

The Chair called on a member who sent advance notice of a hortative motion with the intent to add the motion to today's agenda. The member read the motion language. The mover of the motion said that he would like to have the opportunity to discuss this important matter.

A motion to add the additional item to the agenda was moved, seconded, and passed.

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

2. Chair's Remarks

The Chair welcomed all to the 95th meeting of Faculty Council ("FC"). She advised that the Vice-Chair is unable to attend today's meeting and that member of the Executive Committee, Professor Ida Ferrara, has volunteered to serve as Acting Vice-Chair today.

3. Minutes of the March 11, 2021 Meeting

A motion to approve the minutes of the March 11, 2021 Faculty Council meeting was moved, seconded, and passed.

4. Business Arising from the Minutes

There was none.

5. Reports of Standing Committees of Council

5.1. Committee on Curriculum, Curricular Policy and Standards (CCPS)

The Chair of CCPS reminded members of the new course proposal deadline of end of June. The June 1 deadline was waived this year due to unusual circumstances around new course proposals. While we will continue to be generous about deadlines for new course proposals, members are asked to pay attention to the June 1 deadline for new course proposals for 2022-2023 academic year.

- **Item for Action: Major Modification: Religious Studies**

The Chair of CCPS said this major modification is a consequence of cyclical program review and the restructuring of the Humanities.

A motion to approve this major modification was moved, seconded, and passed.

- **Item for Action: New Course Proposal: University 101**

The Chair recused herself and handed the Chair-ship to the Acting Vice-Chair.

The Chair of CCPS made a minor change to the University 101 course proposal which erroneously stated the grading scheme as pass/fail. Pass/fail, according to Senate legislation is a grading option that can only be selected by student for eligible courses. The correct grading scheme should be credit/no credit.

The Chair of CCPS reminded members that this item was brought before Council in the past and signification questions were raised, the most substantial question being whether this course may be temporarily housed in the Dean's Office. In response to an inquiry from the Chair of FC on whether there is a rule preventing this course from being housed in the Dean's Office, the university secretariate stated that no rule prevents courses from being housed in a Dean's Office.

The approval will automatically expire in two years. After a period of maximum two years, the course will be housed in an academic unit.

The Chair of CCPS said that in response to the second question raised, being the relationship and potential overlap and exclusions between this course and the Fundamentals of Learning 1000 course, the two courses target different audiences.

The third question raised was whether contract faculty may teach this course. He confirmed that contract faculty will be eligible to teach this course.

The fourth question raised was whether any units are interested in housing this course. He confirmed that there are units that are interested.

The Dean confirmed that the Dean's Office has no intention to house this course in the long term and is actively communicating with several departments to discuss resources and all the relevant pieces to find the course a home. He asked colleagues to reflect on the unusual nature of this course, which is in response to the pandemic.

Many Council members spoke for and against this course. Some of the comments made expressing concern about this proposal were as follows:

- the proposed location and legislative pathway to which the course came to Council is concerning;
- the credit/no credit distinction does not fit with the course;
- the course has not received the approval of any academic unit;
- the Dean is listed on the course proposal as the originating faculty member, but he is not a faculty member in his role as Dean;
- the Dean's office is not an academic unit; it is an administrative one;
- allowing the Dean's office to house this course will set a precedent that will allow this to happen again in the future.

Some of the points raised in favour of the motion were as follows:

- this course, although is academic, is not discipline-specific. It falls between disciplines, therefore it doesn't necessarily need to be housed in an academic unit;
- there is a pressing need for this course due to the pandemic. If this proposal doesn't pass, it will negatively affect students;
- the course has been reviewed and approved by CCSP;
- the pilot version of this course was offered to 109 students with a very positive response;
- this course is important because it helps students navigate the transition from high school to university, especially first-generation and international students.

The Associate Dean ("AD"), Programs, expressed his thought that there is some over-exaggeration on the threat of the creation of the course and the idea of establishing precedent. He asked members to consider that the motion is voting on a recommendation from CCPS, a committee elected by this Council. There have been courses administered by this Dean's office and others in the university, as well as entire programs administered by other Dean's offices at the university.

A member asked who would determine who would teach the course if it is housed in the Dean's Office and what the process is for that decision-making? The AD, Programs, said that there was overload teaching available for those who volunteered to teach the course.

A member said that the course proposal states that it is designed for direct entry high school students and expressed that the exclusions of 105s is problematic. He observed that the expected enrollment is as many as 1000 students per year and asked where this number comes from. Even if 1000 students benefit from this course, then 70-75% of entry level students do not. He asked about the implications of the success of this course if only one quarter of entry-level students can take it. The AD, Programs, said that not all students would choose to take the course and it would not be possible to scale it to be that large.

A motion to approve the new course proposal: University 101 was moved and seconded. The motion was defeated.

The chair-ship was then returned to the Chair. Due to the close vote, the Chair requested FC staff to check the vote after the meeting, with the results of the check to be emailed to members.

- **Consent Agenda**

5.2. Academic Policy and Planning Committee

- **Item for Information: LA&PS Academic Plan Development**

The Chair of APPC said that APPC has concluded unit consultations with schools, departments and colleges and a draft of the LA&PS Academic Plan (“AP”) was created and sent for review to the Executive Committee.

A member said that in the IRP there are academic proposals such as the Black Studies program and Liberal Arts program. She asked why they are in the IRP and if it can be expected to see those proposals in the AP. The Chair said that the AP does not speak to curricular proposals, but it does discuss principals about diversifying curriculum.

The Dean stated that in the case of the Black Studies program, it will be a cross-faculty proposal which has resource implications. In the case of the Liberal Arts degree, the IRP talks about moving forward with NOIs. The Dean said they will be reviewed by the collegial governance process.

5.3. Committee on Research Policy and Planning

- **Item for Information: Call for Nominations: Dean’s Awards for Distinction in Research**

The Chair said that the call for nominations for the Dean’s Award for Distinction in Research will close May 1 and encouraged members to nominate colleagues who are suitable candidates.

5.4. Graduate Committee

- **Consent Agenda**

6. Dean’s Report

The Dean presented his slide deck, which can be found on the Council website under Additional Documents.

7. Item for Information: Principles to Guide Course Planning for Fall 2021 by Senate Executive

8. Item for Information: Senate Synopsis: March 25, 2021

9. Other Business

A member read a hortative motion: “Consistent with the mandates on sustainable development and climate action in the 2020-2025 University Academic Plan and York University’s sustainability goals, LA&PS Faculty Council calls on President Rhonda Lenton and the board of Governors to divest from fossil fuels and invest in a just and climate-safe future.”

A discussion took place with members speaking both for and against the motion.

The hortative motion brought from the floor was moved, seconded, and passed.

10. Adjournment

A motion to adjourn the meeting was moved, seconded, and passed.

Andrea McKenzie, Chair of Council

Lisa Lutwak, Manager - Faculty Council

Faculty Council Meeting of April 8, 2021
Attendance List

Full-time Faculty Members

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Teresa	Abbruzzese	FT Faculty	teresa@yorku.ca
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**Faculty Council Meeting of April 8, 2021
Attendance List**

Retiree (Emeriti Faculty) Members

First Name	Last Name	Membership Category	Email
Jaime	Llambias Wolff	Retirees (Emeriti Faculty)	jlwolff@yorku.ca

Contract Faculty Members

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Ex-officio Members

First Name	Last Name	Membership Category	Email
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**Faculty Council Meeting of April 8, 2021
Attendance List**

Alumni Members

First Name	Last Name	Membership Category	Email
Zack	Bhatia	Alumni	zakir.bhatia@hotmail.com
Avreen	Kochhar	Alumni	avreen21@my.yorku.ca

Student Members

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Executive Committee Report to Council

May 2021

ITEMS FOR INFORMATION (4)

1. Election Results: General Education Sub-Committee of CCPS

The Executive Committee is pleased to welcome the following members to the General Education Sub-Committee of CCPS (Committee on Curriculum, Curricular Policy and Standards), elected or acclaimed during the recent nomination (March 11, 2021 - April 1, 2021) and election (April 12, 2021 - April 16, 2021) period.

Last Name	First Name	Department / School	Area	Membership Category	Term Start	Term End
Kulak	Avron	HUMA	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Manafu	Alexandru	PHIL	Modes of Reasoning	FT Faculty	July 1, 2021	June 30, 2024
MacLennan	Anne	COMN	Social Science	FT Faculty	July 1, 2021	June 30, 2024
Ebrahimi	Sepideh	ADMS	Professional Programs	FT Faculty	July 1, 2021	June 30, 2024
Sufrin	Jon	WRIT	Liberal Arts Programs	FT Faculty	July 1, 2021	June 30, 2024

2. Election Results: Special Committee

The Executive Committee is pleased to welcome the following members to the Special Committee of Faculty Council, tasked with recommending the terms of reference for a proposed Equity, Diversity & Inclusivity Committee of Faculty Council, elected or acclaimed during the recent nomination (March 11, 2021 - April 1, 2021) and election (April 12, 2021 - April 16, 2021) period.

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Allen	Laura	WRIT	Humanities	FT Faculty	TBD	TBD
Ufodike	Akolisa	ADMS	Professional Studies	FT Faculty	TBD	TBD
Rahmani	Fereydoon	DES	Social Sciences	FT Faculty	TBD	TBD
Mafuna	Suzette	DES		Undergraduate Student	TBD	TBD
Ly	Tammy	HRM		Undergraduate Student	TBD	TBD
Williams	Rameila			Staff	TBD	TBD

3. Election Results: Standing Committees of Faculty Council and Senate Representation

The Executive Committee is pleased to welcome the following members to the following Standing Committees of Faculty Council and as LA&PS Senate Representatives, elected or acclaimed during the recent nomination (March 11, 2021 - April 1, 2021) and election (April 19, 2021 - April 23, 2021) period:

Academic Policy and Planning Committee

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Glasbeek	Amanda	SOSC	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Kwan	Amy	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024

Committee on Research Policy and Planning

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Hepburn	Shamette	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024

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

Last Name	First Name	Department / School	Area	Membershi p Category	Term Start	Term End
Gazso	Amber	SOCI	Social Sciences	FT Faculty	July 1, 2021	June 30, 2023
Li	Na	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2023
Duncan	Liisa	DLLL	Humanities	FT Faculty	July 1, 2021	June 30, 2023
Song	Heejin	DLLL	Humanities	FT Faculty	July 1, 2021	June 30, 2023

Committee on Teaching, Learning and Student Success

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Lieghio	Maria	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
McKeown	Robert	ECON	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024

Tenure and Promotions Committee

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Strebinger	Andreas	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Goitom	Mary	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Karakul	Mustafa	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Halsall	Alison	HUMA	Humanities	FT Faculty	July 1, 2021	June 30, 2024
Rahmani	Fereydoon	DES	Social Sciences	FT Faculty	July 1, 2021	June 30, 2024
Erechtchoukova	Marina	ITEC	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024

Note: Further election results will be added to the report as they become available.

4. Request for Nominations – Liberal Arts & Professional Studies Faculty Council and Standing Committees

The Executive Committee would like to announce a second round of nominations to fill the remaining vacancies on the Faculty Council and Standing Committees. The nomination period will run from **May 3, 2021 to May 14, 2021**. The intended election period is from May 31, 2021 to June 4, 2021.

For certain standing committees, members elected-at-large must not be from the same School or Department. For detailed information on standing committee membership requirements, please review the [Council's Rules and Procedures \(PDF\)](#).

[Below is a list of the vacant positions, effective July 1, 2021:](#)

Vice-Chair of Council (1 vacancy, full-time faculty)

- Term: 1 Year
- The Vice-Chair of the Council shall be elected from the members of the Council for a one-year term. The Vice-Chair is the Chief Teller and Chief Returning Officer for all elections.
- The Vice-Chair normally assumes the Chair in the following year.
- Should the position of Vice-Chair become vacant prior to the end of the normal term, an election shall be called.
- Should the Vice-Chair-elect resign prior to the beginning of her/his term of office, an election for Vice-Chair shall be called.
- The Vice-Chair presides over meetings of the Committee of the Whole.
- For more information, see the [Council's Rules and Procedures \(PDF\)](#).

There are currently 4 vacancies on Standing Committees of Council for 2021-2022.

Committee on Research Policy and Planning (CRPP)
(1 vacancy, FT faculty)

- Term: 3 Years
- Nominee MUST be from Humanities area
- Nominee MUST NOT be from POLS, ADMS, ITEC, or SOCI
- Normally meets on the fourth Monday of each month from 12:00pm – 2:00pm. Timing may change to 12:30pm-2:00pm for the year 2021-2022.
- More information can be found here: [Committee on Research Policy and Planning | Faculty of Liberal Arts & Professional Studies \(yorku.ca\)](#)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Hepburn	Shamette	SOWK	Professional Studies	FT Faculty	July 1, 2021	June 30, 2024
Canefe	Nergis	POLS	Social Sciences	FT Faculty	July 1, 2019	June 30, 2022
Thomson	Kelly	ADMS	Professional Studies	FT Faculty	July 1, 2019	June 30, 2022
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2020	June 30, 2023
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2020	June 30, 2023
Wu	Cary	SOCI	Social Sciences	FT Faculty	Jan. 14, 2020	June 30, 2023
Vacancy				FT Faculty	July 1, 2021	June 30, 2024

Committee on Student Academic Petitions and Appeals (CSAPA)
(3 vacancies, FT faculty)

- Term: 2 Years
- Nominee MUST NOT be from SOCI, ADMS, DLLL, WRIT, or SOSC.
- The Committee will normally meet twice a week every other week on Monday, Tuesday, Wednesday & Thursday in four rotating panels. Each panel meets twice per month.
- More information can be found here: [Committee on Student Academic Petitions and Appeals | Faculty of Liberal Arts & Professional Studies \(yorku.ca\)](#)

Last Name	First Name	Department / School	Area	Membership Category	Term Start	Term End
Gazso	Amber	SOCI	Social Sciences	FT Faculty	July 1, 2021	June 30, 2023
Li	Na	ADMS	Professional Studies	FT Faculty	July 1, 2021	June 30, 2023
Duncan	Liisa	DLLL	Humanities	FT Faculty	July 1, 2021	June 30, 2023
Song	Heejin	DLLL	Humanities	FT Faculty	July 1, 2021	June 30, 2023
Tahani	Nabil	ADMS	Professional Studies	FT Faculty	July 1, 2020	June 30, 2022
Shivener	Rich	WRIT	Humanities	FT Faculty	July 1, 2020	June 30, 2022
Totten	Tyler	SOSC	Social Sciences	FT Faculty	July 1, 2020	June 30, 2022
Sriskandarajah	Anuppiriya	HUMA	Humanities	FT Faculty	July 1, 2020	June 30, 2022
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2020	June 30, 2022
Ojong	Nathanael	SOSC	Social Sciences	FT Faculty	July 1, 2020	June 30, 2022
Davidson	Deborah	SOCI	Social Sciences	FT Faculty	Nov. 12, 2020	June 30, 2022
Macias	Teresa	SOWK	Professional Studies	FT Faculty	Nov. 12, 2020	June 30, 2022
Lande	Kevin	PHIL	Humanities	FT Faculty	Nov. 12, 2020	June 30, 2022
Vacancy				FT Faculty	July 1, 2021	June 30, 2023
Vacancy				FT Faculty	July 1, 2021	June 30, 2023
Vacancy				FT Faculty	July 1, 2021	June 30, 2023

5. Request for Nominations – Liberal Arts & Professional Studies Representatives on the Special Committee that is to Recommend the Terms of Reference for the Proposed Equity, Diversity & Inclusivity Committee of Council

The Executive Committee would like to announce a second round of nominations to fill the remaining vacancies on the Special Committee that is to recommend the terms of reference for the proposed Equity, Diversity & Inclusivity Committee of Council. The Special Committee will commence as soon as the membership is elected. The second nomination period will run from **May 3, 2021 to May 14, 2021**. The intended election period is from May 31, 2021 to June 4, 2021.

- Vacancies:
 - 3 FT Faculty (1 from each area: Humanities, Social Sciences, Professional Studies)
- Term: Expected term of the Special Committee is 6 months, which may be extended.
- Meeting Schedule will be finalized by the Special Committee itself in its first meeting.

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Allen	Laura	WRIT	Humanities	FT Faculty	TBD	TBD
Ufodike	Akolisa	ADMS	Professional Studies	FT Faculty	TBD	TBD
Rahmani	Fereydoon	DES	Social Sciences	FT Faculty	TBD	TBD
Mafuna	Suzette	DES		Undergraduate Student	TBD	TBD
Ly	Tammy	HRM		Undergraduate Student	TBD	TBD
Williams	Rameila			Staff	TBD	TBD
Vacancy				FT Faculty	TBD	TBD
Vacancy				FT Faculty	TBD	TBD
Vacancy				FT Faculty	TBD	TBD

Legend

Items listed in bold	Position held for the 2021/2022 term
	Full-time faculty position vacancy
	Most recently acclaimed/elected members

From: Hillary Barron <hbarron@yorku.ca>

Sent: April 19, 2021 4:32 PM

To: Andrea McKenzie <acmckenz@yorku.ca>; Chloë Brushwood Rose <brushwood-rose@edu.yorku.ca>

Cc: Markus Reisenleitner <mrln@yorku.ca>; Nelson Waweru <waweru@yorku.ca>

Subject: RE: Query for Senate ASCP Committee from LA&PS Faculty Council

Please see below communication sent on behalf of Chloë Brushwood Rose, Chair, Academic Standards, Curriculum & Pedagogy Committee (ASCP).

Dear Andrea,

At its meeting on April 14, ASCP considered the request you brought forward to the Committee seeking guidance on whether Senate rules and policies allow for-credit courses to originate from and be housed within a Dean's office (or another administrative unit). ASCP agreed to engage in a conversation on the matter in the context of the three specific questions that were posed, with the understanding that a decision on the course in question has already been determined at the LA&PS Faculty Council meeting on April 8.

ASCP's purview under Senate is the collegial oversight of academic standards, program development and approval, and quality assurance, while for-credit course development and approval is the purview of Faculty curriculum committees and Councils. ASCP strongly supports the spirit and integrity of this collegial governance process, and reaffirmed the idea that all course development should have oversight from Faculty-level curriculum committees and councils. That being said, ASCP is also aware of some larger discussions that are occurring at York regarding pan-university courses, and the need to develop an appropriate framework for these to be governed and administered effectively across the University. These conversations will likely be relevant for thinking about pan-Faculty courses in Faculties which are departmentalized. ASCP is participating in these discussions and there will be more guidance around this that will be developed in future.

In the meantime, and following careful deliberation, ASCP's responses to the questions that were posed are as follows:

1. Are there Senate rules and policies that allow for credit courses to originate from and be housed in the Dean's office?

ASCP confirms that there are no existing Senate Policies that define where a course may or may not be housed, or from where/whom a course can originate.

2. Are there implications for quality assurance, such as a unit Curriculum Committee not having discussed and approved the course proposal, and the course not being part of cyclical program reviews?

ASCP determined that courses like the one in question are similar to the many electives across the University that are approved at Faculty Councils and not

assigned to a particular program. These types of electives do not normally fall under cyclical reviews for programs, however core courses for degree programs and majors are subject to quality assurance review.

3. Finally, if a sunset clause was included in such a course proposal – for example, a two-year sunset clause – would that change any existing perspective?

ASCP did not feel that instituting a sunset clause would have an impact on the matter at hand either way.

Many thanks to you and the Vice-Chair of LA&PS Faculty and the Chair of the LA&PS CCPS Committee for bringing this matter to ASCP's attention, and for providing an opportunity for the Committee to engage in thoughtful discussion about some broader trends it is seeing across the University.

Sincerely,
Chloë

Dr. Chloë Brushwood Rose | she/her | Associate Professor
Faculty of Education | York University | Toronto (Treaty 13)
brushwood-rose@edu.yorku.ca

Committee on Curriculum, Curricular Policy and Standards

Consent Agenda May 2021

New Course Proposals

KOR 4700 3.00 Korean Popular Music as Transnational Cultural Phenomenon
JP 2010 6.00 Intermediate Written Communication in Japanese
ANTH 2220 3.00 From Settler Colonialism to Multiculturalism: An Anthropological Approach
ANTH 2220 6.00 From Settler Colonialism to Multiculturalism: An Anthropological Approach
SOSC 1030 6.00 Mediated Life: Structure and Agency in a Digital World

Change to Existing Course Proposals

ECON 1010 3.00 Introduction to Macroeconomics
GWST 3533 3.00 Girlhood: Feminist Perspectives
HREQ 3561 6.00 Racism, Human Rights, and the Law in Canada

Reactivate Retired Course Proposal

HUMA/CLST 4106 3.00 Writing in a Culture of Letters: Ancient Greek Epistolary Literature

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.

Graduate Committee

Graduate Curriculum

May 2021

ITEMS FOR INFORMATION (1):

The Graduate Committee would like to inform Council of a minor revision to a proposal approved by Faculty Council in March 2021:

Non-Major Modification Proposal

1. Graduate Diploma: Latin American and Caribbean Studies

During its review of the proposal, Academic Standards, Curriculum, and Pedagogy recommended to the proponent that, in addition to the other proposed changes to align the graduate diploma to current university standards, the one-page statement previously required from students to reflect on their engagements with the social and cultural spaces and people of Latin America, the Caribbean, and the diasporas should now be a five- to ten-page statement. The proponent has provided evaluation criteria for the longer statement requirement and this information has been included in the revised proposal which will be reviewed again by ASCP at an upcoming meeting.

Graduate Committee

Curriculum

Consent Agenda May 2021

New Course Proposals

GFWS 6907 3.00 Islamophobia and Gender in North America and Europe

Change to Existing Course Proposal

GFWS 6001 3.00 Women's History

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 Graduate Manager (lgonder@yorku.ca) if you have any questions regarding the changes to existing courses section.

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

Faculty Council

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

Memorandum

To: Faculty Council Members

From: Executive Committee

Date: May 13, 2021

Subject: Advance Questions for Consultation on Collegial Governance
Proposals for Markham Centre Campus Discussion

To facilitate discussion and to enable as many members to ask questions and comment as possible, we ask that members with complex questions email them in advance to the Faculty Council team (lapsfc@yorku.ca) and Andrea McKenzie, Chair, Faculty Council (acmckenz@yorku.ca) by noon of May 11, 2021. .

We will also be accepting questions from the floor during the discussion, with each speaker having up to three minutes to present a question or comment.



Collegial Governance Proposals for the Markham Centre Campus

1. Background and Scope

This proposed academic governance model has been developed by the Office of the Provost for discussion with the York community. It builds on an earlier Draft Options Paper (link) which formed the basis for University consultations in 2017-18 and has been updated to reflect the vision for the Markham Centre Campus (MCC) as evolved since that time. The overarching vision for the new campus, as approved by the province in July 2020, is captured concisely on the MCC website (link):

[quote Campus Vision – needs to be updated]

Governance is a broad topic touching almost all aspects of how the University functions. The proposals set out here focus on collegial governance, defined as governance of academic matters through Senate and its Committees, through academic units including Faculties, Departments, Divisions and Schools, and through academic administrative offices including the Deans/Principal.

Other important aspects of governance are beyond the scope of these proposals and will need to be addressed elsewhere, including the nature and role of student organizations at MCC, the organizational and reporting structure for administrative staff, and governance of external community partnerships.

2. Starting Points

It is worth stating (or restating) a number of fundamental assumptions that underpin these proposals.

- a) MCC is fully a part of York University including its collegial governance and other operating frameworks.

The York University Act applies to the entire institution and, as with any other activity of the University, MCC is overseen by Senate and the Board of Governors. The University's normal governance policies, processes and norms will extend to MCC. This includes the University Academic Plan, Strategic Research Plan and other pan-University planning documents, as well as our Strategic Mandate Agreement with the Province. Further, all collective agreements between York University and its bargaining units will be respected in regard to employees located at the Markham campus.

The purpose of this paper is to propose how the University's existing collegial governance system should evolve to accommodate the creation of a new campus and to help it thrive). Any specific changes to the status quo will be brought through normal approval processes.

- b) MCC will not be a separate Faculty at the outset.

Several existing Faculties will offer academic and research programming at MCC when it opens in September 2023. Programming leading to degrees will initially be offered by AMPD, Lassonde, LA&PS and Science, with scope for other Faculties to participate in offering courses or modules within the broader shared curriculum. The primary advantage of this model is to maximize pan-University coordination and ensure clear differentiation of MCC activities. Academic programs will be in defined new areas not currently covered at our existing campuses, or in areas where demand is sufficiently high to call for additional capacity at MCC. Research clusters will be identified that build upon University research strengths and opportunities and that take advantage of the specific disciplinary mix at MCC, without duplicating existing Organized Research Units.

Reconstituting MCC as a Faculty of its own is certainly possible down the road as the campus develops. This is our model at Glendon, and it has been the trajectory of some other multi-campus universities in North America (eg University of Toronto). Others have continued with an integrated structure in which Faculties or Colleges span more than one campus (eg. Simon Fraser University; Arizona State University). The proposals set out here are intended to launch MCC without separate Faculty status, while leaving future possibilities open.

- c) MCC will have its own dedicated academic leadership.

An academic administrator will be appointed to serve as Deputy Provost Markham (DPM). Though not a separate Faculty, MCC will need overarching academic leadership to implement and further develop the vision for the campus, to nurture and build the campus as a scholarly community, and to represent MCC within York University and externally in York Region. The role, authority and responsibilities of the DPM are discussed further below, along with academic leadership at the level of units and programs.

- d) The collegial governance model for MCC must strike a balance between integration and autonomy.

MCC poses a new and unique set of circumstances for academic governance at York University. To build a research intensive campus with a distinctive identity and an excellent, seamless student experience, MCC colleagues must have agency to work collectively across disciplines to advance the campus vision. At the same time, faculty members based at MCC, who will belong to different Faculties and Faculty Councils that are centred at the Keele campus, must become full members of those communities. Departments may be spread across two campuses in some cases; in other cases, a Faculty may create a new department for MCC. MCC colleagues will likewise need to be integrated into the larger University including the work of Senate and its

committees. The proposals below aim to strike an appropriate balance at a high level, building in mechanisms for ongoing collegial discussion of how continually to fine tune this balance between autonomy and integration in operationalizing the new campus.

3. Academic Governance of MCC Programs

A basic tenet of the proposed governance model is that all academic credit programs offered at MCC should have the benefit of academic leadership that is based at MCC.¹ Being “based at MCC” refers to having one’s office, any research space, and all or the bulk of one’s teaching and service at MCC. Having locally-based program leadership is considered imperative so that planning and administration of MCC programs is responsive to the needs and experiences of students, faculty and staff at MCC. Local leadership will also help to build community at MCC and to ensure that every program has a representative voice in developing the campus as a whole. A further responsibility of local academic leadership will be to foster connections between MCC and the broader University.

The form of local program leadership may vary depending on the nature and size of the program in question. All of the Faculties that will initially offer programs at MCC are departmentalized, and the question of program leadership is therefore linked to the issue of departmental affiliation of programs². It is proposed that all academic credit programs offered at MCC should be clearly affiliated either with an existing unit of the offering Faculty or a new unit established by the Faculty to house an MCC program or programs.

Each of these alternatives is considered below.

- a) *Existing Unit*: In some cases, the planning for MCC programs is being led by existing units that have significant unmet demand for programs they currently offer at Keele. The additional capacity at MCC will enable them to bring in new cohorts of students and to add streams or specializations that are complementary yet closely related to their existing programs. In this case the existing unit might simply expand to offer programming at both campuses. If so, it is proposed that the unit would need to have faculty members and academic leadership based at each of the Keele and Markham campuses.

The group of colleagues based at MCC may be smaller, but it will need to have sufficient capacity and autonomy to run the MCC program day to day; to engage in local planning including teaching and service assignments for MCC-based faculty; to discuss how best to meet pedagogical, curricular and student support needs at MCC; to build research culture including graduate student participation where appropriate; and to participate in campus-level, cross-disciplinary academic planning and research collaboration at MCC. Given the

¹ For current purposes a “program” is defined to include a one-year foundation or capstone program that forms only part of a degree program.

² This paper uses “department” generically to include units within a Faculty whether they are called a Department, School, Division, etc.

scope of these governance needs, Faculties should consider creating a role such as MCC Co-Chair or Associate Chair for any units that will offer their programs across both campuses. As an alternative, a Faculty may choose to assign an Associate Dean to MCC, to have their office at MCC, and to provide overall academic leadership for the Faculty's research, teaching and service activities at MCC. Depending on the size and complexity of programs being offered, additional roles such as program director, associate director, or coordinator may be needed. No doubt other alternatives can be imagined, provided they address the need for meaningful academic leadership to be based at MCC for every Faculty offering programs at the campus.

- b) *New Unit*: Some Faculties are designing programs for MCC which are more novel and distinct from their existing programs and not clearly affiliated with any one existing unit. In such cases it is recommended that the Faculty establish a new Department and Chair to be based at MCC. Again, the goal is to ensure meaningful academic leadership based at MCC to enable effective local planning and delivery of programs, an excellent student experience, and the building of research and collegial culture. Ideally the new Department would be established prior to opening MCC in September 2023, so that newly hired faculty members can be appointed to that unit from the outset. However, if the establishment of a new Department is considered premature while programs are still being planned or are in their infancy, programs should be clearly affiliated in the meantime with an existing unit.

It is true that precedents exist for launching new programs without departmental affiliation, with teaching provided by faculty members from various units until a new Department or School can be created to house the program (eg BA Digital Media, BA Global Health). This can be a viable temporary option, but experience suggests that it can be challenging to coordinate teaching, hiring, and curriculum across different units. Launching a new program at MCC will be a unique challenge in its own right, and the success of the faculty charged with doing so will best be enabled by having a common unit of appointment with local academic leadership. If this is not provided through a new, MCC based Department and Chair, one of the Keele based units should be expanded, either temporarily or permanently, to offer programs at both campuses (see *Existing Unit* above).

In addition to collegial development of academic programs and research culture, the question of unit affiliation has implications for the career progress of tenure stream faculty. Processes for Markham-based faculty to progress through the ranks will need to be thought through carefully. Absent a change in the Senate tenure and promotion document, the "three" collegial committee levels would remain the same: department, Faculty and Senate. The creation of new departments at MCC would necessitate establishing a departmental committee (if the department is sufficiently large) and developing unit standards. Where MCC programs are part of existing departments, the departments may need to consider changes to the composition of their committee (and possibly unit standards) to reflect the expertise of colleagues based at MCC. Otherwise, the existing department committees and unit standards would be used. Any pre-tenure faculty members who relocate from Keele to Markham would be entitled to apply for tenure based on the terms and standards that applied at the time of their initial appointment.

To summarize, this section has proposed a model for academic governance of programs offered at MCC by those Faculties that will be extending their operations to the new campus and also identified some of the implications for related units and faculty members. It has focused on enabling the new campus to thrive as an academic community in its own right by ensuring local governance has sufficient autonomy and capacity to create an excellent, productive environment for students, faculty and staff. At the same time, it will be important for the governance model to facilitate connection and integration of MCC programs and colleagues with their home Faculties and with Senate and its Committees.

4. Integrating MCC into Faculty and Senate Governance

Faculties that will be extending their operations to MCC need to consider how best to adapt their own collegial governance processes, including the make-up of Faculty Council and its committees, to include an effective voice for those based at MCC. Beyond formal structures of representation, it will be important to foster dialogue and interaction among colleagues who are based at different campuses but belong to the same Faculty or unit. This is one area where the University should benefit from our newfound experience with virtual meetings during the pandemic. Going forward it will be important to equip all of our campuses with state-of-the-art video conferencing technology, while also facilitating in person meetings through means such as:

- Shuttle or bus services and/or parking arrangements that facilitate inter-campus travel
- Alternating meeting locations between campuses

The composition of Senate and its committees should also be revisited in light of the new campus. Senate membership is governed by statutory rules that are reviewed every two years (with the next review being scheduled for 2021). York's Senate remains one of the largest in Canada. Although Senate itself has expressed its desire to restrain growth, new Faculties and other developments have resulted in a number of Senators that exceeds the ceiling of 150 contemplated in past membership reforms. The upper limit is currently 167 [confirm – still accurate?]. Senate and its committees include Librarians and Archivists, College Heads, and individuals designated by collective bargaining units. Smaller Faculties are guaranteed at least 4 elected faculty members. Glendon has a larger allocation than the proportionality formula would produce because of its special nature. By convention (but implemented by statute) Vice-Provosts are members of Senate.

In the short term it is proposed that the composition of Senate be amended to add one seat for the Deputy Provost Markham. In addition, the composition should be revisited to provide for elected representation of Markham based faculty and students. This could be achieved either by increasing the total number of seats, or by requiring those Faculties with faculty and students at Markham to allocate some number of their existing Senate seats to MCC representatives. Senate Committee membership will also need to be reviewed to consider how best to incorporate representation of the Markham campus. Determining the precise form will require greater clarity about the academic unit and program array, the appointment status of faculty members, and the size of the dedicated complement and student body. It is proposed that the Provost work with

Senate Executive and the Senate Secretariat, in the course of their regular review of the composition of Senate, to bring forward additional proposals related to the Markham campus.

Any change to the statute regulating Senate membership would be effected by motions put by Senate Executive in two stages: a notice of motion, when Senate is provided with as much detail as possible and discussion is permitted, followed at a subsequent meeting where consideration is activated by a motion, and debate results in a vote.

5. The Role of the Deputy Provost Markham and MCC Campus Governance

As MCC will not be a separate Faculty, no one Dean will have responsibility for the campus. Rather, a Deputy Provost Markham (DPM) will be appointed as the lead academic administrator at MCC with oversight of campus affairs. The DPM will report directly to the Provost & Vice-President Academic, with a second “dotted” reporting line to the President and will sit as a member of the Presidents and Vice-President’s Group (PVP). They will also work closely with the Vice-President Research & Innovation who will have lead responsibility to support the development of research strengths and culture at MCC. The DPM will play a key role in representing MCC externally and in forging mutually beneficial relationships with community stakeholders in Markham and York Region. Like all other academic administrators, the DPM will be appointed as a tenure stream faculty member within a unit appropriate to their disciplinary background and expertise.

The DPM will take a leadership role in implementing the vision for MCC and further developing that vision as the campus grows. They will have authority delegated by Deans to resolve local issues as needed to support the smooth delivery of academic programs and student services.

The DPM will work closely with MCC-based faculty (including academic administrators), students and staff to operationalize and build MCC. Without a Faculty in the legal sense, there will be no Faculty Council. Yet MCC colleagues will need to create pan-campus assemblies or fora in order to know their community and build consensus about how the needs and aspirations of the campus should be advanced locally and represented within the wider University. In particular, the DPM should convene an academic coordinating group to work on the continued development of curricula, pedagogy and learning opportunities at MCC. This coordinating group should have representation from all Faculties with significant presence at Markham, with a mandate to:

- develop recommendations for continued curriculum development that will realize synergies and opportunities for cross-disciplinary learning within programs and by way of ‘outside the major’ offerings;
- create a seamless experience for students;
- respond to student demand for additional offerings; and
- develop MCC in a manner that is consistent with its distinctive identity and that complements program offerings at other campuses.

The fruits of this coordinated planning effort would need to be brought through appropriate Faculty Council and Senate processes to confirm specific curricular changes and new offerings or any other decisions touching on Senate policy. Proposals relating to MCC could be brought forward by Faculty representatives on MCC's academic coordinating group. Alternatively, Faculty Councils may wish to consider adding the DPM as a member, so they can participate directly in decision making that impacts MCC (if they are not already a member by virtue of being appointed in the Faculty).

As discussed above it is proposed that the DPM serve as a member of Senate (see section 4).

6. Next Steps

The Provost is seeking feedback on these proposals from APPRC and Senate, and they will be posted for comment by any member of the York community until ----. Once feedback has been incorporated, an implementation plan will then be posted to guide next steps that require action by Deans offices, Faculty Councils, Senate or others.

DRAFT

York University Senate

Memorandum

To: Faculty Councils
Petitions and Appeals Committees
Associate Deans Students

From: Chloë Brushwood Rose, Chair, Senate Academic Standards,
Curriculum and Pedagogy Committee
Jen Gilbert, Chair, Senate Appeals Committee

Date: 19 February 2021

Subject: Revisions to Senate *Policy on Academic Honesty*: Consultation on
proposed new Academic Conduct Policy and Procedures

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) and the Senate Appeals Committee (SAC) have undertaken a review of the Senate [Policy on Academic Honesty](#). Having prepared a draft Academic Conduct Policy and associated procedures, intended to supersede the existing Policy, ASCP and SAC invite you to participate in a consultation on the documents, guided by the questions on the pages that follow. Appended for your consideration are the draft Policy and Procedures and a briefing note outlining the background, process and principles of the Policy review.

We ask that undergraduate and graduate committees of Faculty Councils that deal with petitions and appeals include time on their upcoming meeting agendas to discuss the proposed new Policy and Procedures. Faculty Councils also may wish to hold discussions about the documents. In addition, this documentation may be circulated widely within your respective Faculties in order to ensure that feedback provided to ASCP and SAC represents a broad range of perspectives. Both coordinated responses from Councils, committees or Faculties and individual responses will be accepted. Following the consultation, ASCP and SAC will consider input and adjust the Policy and

Procedures as appropriate with a view to bringing forward a recommendation to Senate.

Please communicate input in writing to the Secretary of ASCP at hbarron@yorku.ca by 30 April 2020. Any questions you have may be directed to both the ASCP and SAC Secretaries (hbarron@yorku.ca and awasser@yorku.ca).

cc: Senate Executive Committee
Lyndon Martin, Vice-Provost Academic
Pascal Robichaud, University Secretary
Lara Ubaldi, Director, Student Advising and Academic Services
Hillary Barron, Secretary to ASCP
Amanda Wassermuhl, Secretary to SAC

Questions

1. As addressed in the briefing note, the high-level goals of the revisions to the Policy include:
 - adapting to new realities in the academic conduct landscape
 - streamlining investigation procedures to encourage formal resolution while maintaining alignment with principles of procedural fairness and natural justice
 - providing enhanced flexibility on sanctions
 - enhancing University-wide consistency in terms of procedures and documentation and record-keeping protocols
 - clarifying language and minimizing legalistic terminology

Drawing on your experience, do the proposed new Policy and Procedures achieve these goals?

2. Do the proposed sanctions provide sufficient options and flexibility at both the undergraduate and graduate levels?
3. Are there other relevant items that should be included in the University-level policy?
4. Taking into consideration your Faculty's existing petition and appeals structures and resources, are the new Policy and Procedures aligned with them or would modifications be required to implement the Policy and Procedures?

5. A new aspect of the Policy and Procedures being proposed in direct response to Faculties' advice and request relates to high volume academic misconduct. Do you think the proposed procedures for high volume academic misconduct address the current challenges in your Faculty?
6. Another new element being proposed is the Office of the University Registrar's jurisdiction over investigations related to admissions fraud. Taking into consideration your experience with allegations of this nature in your Faculty, what are your views on this possible change in practice and what are some of the procedural elements that will need to be addressed if this approach is pursued?
7. Given the current pandemic situation, you may wish to review the Policy and Procedures through the lens of remote course delivery in order to assess whether they address such circumstances sufficiently.

Appendices

- a. Briefing Note on Revisions to the Senate *Policy on Academic Honesty*
- b. Draft Academic Conduct Policy and Procedures

Briefing Note: Revisions to the Senate *Policy on Academic Honesty*

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) and the Senate Appeals Committee (SAC) wish to engage the University community in consultations on the draft Academic Conduct Policy and Procedures, intended to supersede the existing Senate [*Policy on Academic Honesty*](#).

Background

In March 2017, the Office of the Vice-Provost Academic, in collaboration with the AVP Teaching & Learning, convened a small working group to survey the landscape of academic integrity at York and beyond in view of the changing context in higher education as a result of technological advances and increased emphasis on collaborative learning and experiential education.¹ The Working Group was tasked with examining the Senate *Policy on Academic Honesty* and tools and procedures being utilized, and considering proactive preventative measures that could be implemented. To that end, the Working Group explored recent literature, participated in meetings of professional organizations and consulted with colleagues at York to deepen its understanding of the current context and identify challenges and issues.

The Working Group's activities culminated in a number of observations and recommendations about academic integrity at York, including the lack of sufficient and reliable data about the scope of academic honesty offences, the prevalence of informal resolution of offences and the underreporting of offences due in part to the real and perceived onerousness of administering the Policy, cross-Faculty administrative and communication challenges due to variation in unit- or Faculty-level processes, and the view of community members that academic integrity is not a visible part of the York culture. Accordingly, the Working Group recommended that a number of actions be undertaken, chief among them a comprehensive review of the Policy.

In response, in Winter 2020, ASCP and SAC convened the Academic Honesty Policy Review Working Group to develop a proposed new policy framework, based on a draft prepared by former University Secretary and General Counsel Maureen Armstrong.² The Policy Review Working Group's efforts from February to June 2020 culminated in the development of the draft Academic Conduct Policy and Procedures, which were

¹ The Working Group on Academic Integrity was comprised of Co-Chairs Amy Gaukel, Lassonde, and Mike Zryd, AMPD, and Tom Scott, Libraries, and Karthiga Sandrasri, AVP Teaching & Learning Office.

² The members of the Academic Honesty Policy Review Working Group were: Peter Avery (LA&PS), Suprakash Datta (SAC member, Lassonde), Rob Heynen (Chair; ASCP member, LA&PS), Amy Gaukel (Lassonde), Michael Scheid (Science), Mike Zryd (AMPD), Alice Pitt (then Vice-Provost Academic), with Secretariat support from Terry Carter, Amanda Wassermuhl and Kathryn White.

reviewed by ASCP and SAC in Fall 2020. At this time, ASCP and SAC invite the University community to review and provide input on the draft Policy and Procedures.

Principles

The principles underpinning the Policy Review Working Group's activities included:

- Adapting to new realities in the academic conduct landscape, such as contract cheating, falsified credentials and collaborative learning
- Streamlining investigation procedures to encourage formal resolution while maintaining alignment with principles of procedural fairness and natural justice, including:
 - allowing for the possibility of course director-led resolution within specified parameters
 - developing procedures specific to investigations of cases of high volume academic misconduct
- Providing enhanced flexibility on sanctions, including the addition of sanctions geared towards the graduate level
- Enhancing University-wide consistency in terms of procedures and documentation and record-keeping protocols, including the development of consistent record-keeping practices and language, and processes for communications across Faculties and units
- Clarifying language and minimizing legalistic terminology

The above principles resulted in a number of changes in the approach employed in the draft Policy and Procedures compared to that of the existing Policy, chief among them the removal of the requirement to hold an exploratory meeting for all investigations. This is replaced with the ability of course directors or other designated people (person of primary responsibility or their designate[s]) to handle the investigation and make a decision, and students having the ability to appeal those decisions.

Chronology

A chronology of major milestones in the Policy review to date are listed in the table below

Timing	Activity
March 2017	Working Group on Academic Integrity convened
Winter and Spring 2019	Findings and recommendations of Working Group on Academic Integrity conveyed to ASCP and Senate (summary available in the March 28, 2019 Senate agenda package)
Fall 2019	Draft Academic Conduct Policy and Procedures received from former University Secretary and General Counsel Maureen Armstrong
February 2020	First meeting of ASCP-SAC Academic Honesty Policy Review Working Group
May 2020	Review of draft Academic Conduct Policy by ASCP and its Coordinating & Planning Sub-Committee
June 2020	Final meeting of Policy Review Working Group
July to September 2020	Policy and Procedures updated to reflect input from Working Group and Office of the Counsel
October 2020	Review of updated draft Academic Conduct Policy and Procedures by SAC and ASCP's Coordinating & Planning Sub-Committee
November 2020	Review of updated draft Academic Conduct Policy and Procedures by ASCP
February 2021	Community consultations on draft Policy and Procedures launched
Spring 2021 (tentative)	ASCP and SAC review of consultation input and finalization of Policy and Procedures
Spring/Fall 2021 (tentative)	Senate review and approval of Policy



University Policy

Academic Conduct Policy and Procedures

Topic:	Academic Honesty and Student Appeals
Approval Authority:	Senate
Approval Date:	TBC
Effective Date:	TBC
Last Revised:	

1. Purpose and Principles

1.1. This Policy establishes the general obligation on all members of York University to maintain the highest standards of academic conduct by avoiding behaviours which can or do create unfair academic advantage or that unfairly disadvantage others. It identifies a range of actions that constitute academic misconduct and establishes sanctions, and outlines principles to guide the processes by which allegations of academic misconduct will be addressed.

1.2. This document is to be read in conjunction with the following University policies:

- a. Code of Student Rights & Responsibilities
- b. Senate Policy on Responsible Conduct of Research
- c. Student Professional Behaviour Policy (BScN)

1.3. This Policy is guided by the universal principles of the International Center for Academic Integrity as set out in its 2013 edition of the *Fundamental Values of Academic Integrity*, which defines academic integrity as “a commitment ... to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action.”

1.4. Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice. Specifically, the following will apply;

- a. the student will first be informed of the allegations against them and then will have access to the evidence against them;
- b. the student will be provided with an opportunity to respond to the allegations and evidence against them;
- c. the student will be informed of their right to have a Support Person throughout the process;
- d. while admissibility is not governed by the formal rules of evidence, appropriate weight will be given to evidence based on its credibility or reliability; and
- e. the student will have the right to request leave to appeal a decision.

1.5 Findings of academic misconduct are made according to a balance of probabilities and not bound by formal rules of evidence applicable in courts of law.

2. Scope and Application

2.1 This Policy applies to allegations of academic and research misconduct committed by:

- a. all students registered in an academic course and/or program, including non-degree activities;
- b. students who have submitted academic work for evaluation or academic records in order to gain admission to the University or reactivate their registration; and
- c. students who have graduated or withdrawn from the University where it is alleged that they engaged in academic misconduct while a registered student or in order to gain admission to the University, or reactivate their registration.

2.2. In place of or in addition to procedures under this Policy, the University may also invoke other University policies and any civil, criminal or other remedies that may be available to it as a matter of law.

3. Definitions

Academic Misconduct: Any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This

includes a wide range of behaviour including cheating, plagiarism, misrepresentation of identity or performance, fraudulent conduct and research misconduct. Detailed definitions of each form of academic misconduct are available in Section 4 of this Policy.

Bias: The existence of a lack of neutrality, which may have the outcome of influencing or affecting the application of this Policy and its associated procedures in an unfair manner.

Course Director (CD): The instructor or supervisor of a course.

Expulsion: Permanently terminating a person's right to continue as a student in the University and to reactivate their registration. Expulsion from the University may be imposed only by the Faculty Appeals Committee, which is recognized by a Faculty Council as the responsible body to assign this sanction.

Faculty Appeals Committee(s): The committees in each Faculty responsible for considering appeals relating to any decision taken by the Course Director (CD), PPR or PPR designate in relation to this Policy. Faculty Appeals Committees must have a minimum of three members, the majority of whom must be faculty members, and must be recognized by a Faculty Council as the body responsible for considering appeals relating to the Policy.

High Volume Academic Misconduct: Allegations of academic misconduct involving 10 or more students within one course where the breach is of the same nature and results in consistent outcomes.

Impartiality: Freedom from bias or prejudice, ensuring fairness and neutrality in the application of this Policy and its associated Procedures. Impartiality does not exist when a course director, PPR or PPR designate have a significant personal or professional relationship with the student they are investigating, or when the alleged academic misconduct directly impacts the course director, PPR or PPR designate. For example, if a student plagiarizes a course director's intellectual property.

Person of Primary Responsibility: Each Faculty and appropriate unit shall identify a person of primary responsibility (PPR) who shall coordinate the implementation of this Policy in their Faculty or unit. The PPR will normally be an Assistant or Associate Dean who is knowledgeable about Academic Conduct matters. The Faculty PPR is responsible for coordinating the activities of PPR designates, ensuring the consistent implementation of the Policy and reporting annually to Senate.

PPR Designate: Normally a UPD, GPD, or Department Chair who has been delegated authority for certain Academic Conduct matters by the PPR and who is knowledgeable about Academic Conduct matters.

Senate Appeals Committee: Senate Committee responsible for hearing appeals from members of the University regarding decisions of Faculty Appeals Committees in respect of petitions concerning academic regulations, grade re-appraisals and charges of academic misconduct.

Support Person: A student involved in an academic misconduct process may be assisted by a Support Person, who may be internal or external to the University and may include legal counsel, a peer or family member. At proceedings held at the Faculty-level and below, the support person may provide support and advice but may not speak on behalf of the student.

Suspension: A sanction of a variable but limited period during which the student may not register in the University. A student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension expires or is lifted. This sanction may be imposed only by a Faculty Appeals committee which is recognized by a Faculty Council as the responsible body to assign this sanction.

Student: Refers to individuals referenced in the Scope and Application, Section 2.1, of this Policy.

Student file, record, transcript: A student file is the official record of a student's academic misconduct case, to be kept in the student's home Faculty. A student's record is the electronic record housed in the Student Information System. A transcript is the official record of a student's academic history at York, providing a comprehensive summary of course enrolment, grades earned and academic decisions.

4. Policy

4.1 A clear understanding of and appreciation for good academic conduct and responsibility is fundamental to good scholarship. This Policy recognizes the general responsibility of all course directors to foster acceptable standards of academic conduct and of all students to be mindful of and abide by such standards.

4.2 While the consequences and sanctions of misconduct can vary significantly depending upon severity, all forms of academic misconduct violate the University's academic standards.

4.3 It is a breach of this Policy to engage in any form of academic misconduct. This encompasses a wide range of behaviour, including cheating, plagiarism, misrepresentation of identity or performance, fraud and research misconduct, and includes but **is not limited to the following**:

Cheating – the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include but are not limited to:

- Obtaining a copy of all or parts of an examination, test or course material before it is officially available;
- Copying another person's answer to an examination question;
- Consulting an unauthorized source during an examination;
- Disrupting an academic evaluation by any means;
- Obtaining assistance by means of documentary, electronic or other aids that are not approved by the instructor;
- Changing a grade, score or a record of an examination result;
- Submitting the work one has done for one class or project to another class, or as another project, without the prior informed consent of the relevant instructors;
- Submitting work prepared in collaboration with one or more class member or other person when collaborative work on a project has not been authorized by the instructor;
- Preparing work in whole or in part for another that is to be submitted by a student for appraisal;
- Circumventing the anti-cheating safeguards when completing in-person or remote exams, tests or assignments; and
- Representing another's substantial editorial or compositional assistance on an assignment as the Student's own work.

Plagiarism – the misappropriation of the work of another whether published, unpublished or posted electronically, attributed or anonymous, without proper acknowledgement. This includes but is not limited to:

- Presenting all or part of another person's work as something one has written, where work includes, but is not restricted to, text, code, technical and creative production, and other forms that constitute intellectual property;
- Paraphrasing another's writing without proper acknowledgement;
- Representing another's artistic or technical work or creation as one's own;
- Reproducing without citation the same student's own work originally presented elsewhere; and

- Failing to follow proper citation practices, even if inadvertent. Citation practices may differ within Faculties and/or disciplines, and course directors must advise students of expectations.

Misrepresentation of personal identity or performance – includes but is not limited to:

- Submitting an assignment, exam or research that is stolen, donated or purchased;
- Impersonating someone or having someone impersonate you, whether in person, in writing or electronically;
- Falsifying one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University or a program or access to a course, or seeking to reactivate their registration.

Fraudulent conduct – includes but is not limited to:

- Selling or offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- Submitting work prepared in whole or in part by another person, whether for money or otherwise, and representing that work as one's own;
- Submitting altered, forged or otherwise falsified medical or other certificates or documents to gain a deadline deferral, extension, postponement or advantage under false pretences;
- Altering or having another person alter a grade on academic work after it has been marked;
- Altering, stealing or destroying the academic work of another to gain academic advantage or to disadvantage another;
- Accessing without authorization, stealing or tampering with course-related material or with library materials; and
- Using intellectual property of others for distribution, sale or indirect profit without permission or licence from the owner of rights in that material, including slides and presentation materials provided in a class or course.

Student Research Misconduct - any action or attempted action of misconduct in the collection, use or dissemination of research including but not limited to:

- Dishonest reporting of investigative results, either through fabrication or falsification;
- Taking or using the research results of others without permission or due acknowledgement;

- Misrepresentation or selective reporting of research results or the methods used;
- Knowingly publishing information that will mislead or deceive readers, including the falsification or fabrication of data or information, the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work; plagiarism is also considered a form of misconduct in publication;
- Disseminating data or other products of research done by or with a member of faculty or another student for publication or presentation without permission;
- Using or releasing ideas or data of others that were given with the express expectation of confidentiality; and
- Listing of potential collaborators without their agreement (see also Responsible Conduct of Research Policy, Section 4 a. ix.).

Violation of specific departmental or course requirements – Course directors may outline other specific academic conduct requirements as long as these are consistent with this Policy. Any additional requirements must be published in the course outline/syllabus.

4.4 Sanctions

- a. Violations of this Policy may lead to one or more of a range of sanctions, which may be imposed for individual or combined violations. Multiple violations of required remediation may compound sanctions. Sanctions **may include but are not limited to** the following:
 - i. Written warnings or reprimands
 - ii. Educational development actions. Completion of one of the below items may be required as a stand-alone consequence of a violation or may be in combination with other measures instead of a more severe sanction. In the event that actions are not completed, more serious sanctions will be applied.
 1. mandatory participation in educational activities relating to academic conduct
 2. required completion of an academic honesty assignment
 - iii. Course-based sanctions within the course where the finding of academic misconduct occurred:
 1. restrictions on the student’s ability to withdraw from the course
 2. resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade sanction

3. the required completion of a make-up assignment or other form of assessment
 4. a lowered or failed grade (including a grade of zero or a failing grade) on the assignment in question
 5. a lowered or failed grade in the course
 6. a permanent grade of record wherein the grade assigned shall remain as the one grade of record for the course even if the course is repeated; this can be added to any other sanction
- iv. Research-based sanctions:
 1. required completion of a research survey paper
 2. revocation of research ethics approvals and required resubmission of ethics protocols
 3. denial of permission to use facilities of the University, including computer facilities, studios, and laboratories, for a designated period of time
 - v. suspension from the University for a definite period, from one term to up to six consecutive terms (two years), whether it is effective immediately or at the conclusion of the academic session during which the sanction is imposed; students may or may not be permitted to complete courses that are ongoing at the time of the decision but will be withdrawn from any courses in which they have registered and which would begin during the suspension
 - vi. expulsion from the University
 - vii. withholding or rescission of a York degree, diploma or certificate, or other credential offered by the School of Continuing Studies
 - viii. rescission of admission to the University
 - ix. transcript notation, which may be combined with any sanction but will always be included with suspensions, expulsions and the withholding or rescission of a degree, diploma, certificate or other credential

4.5 Suspension or expulsion from the University may only be imposed by the Faculty Appeals Committee recognized by a Faculty Council as the responsible body to impose these sanctions. Expulsions must be reported to the Senate Appeals Committee on behalf of Senate. Withholding or rescission of a degree may only be imposed by the

Faculty Appeals Committee with the approval of the Senate Appeals Committee on behalf of Senate.

4.6 Sanctions will be imposed having regard to all of the circumstances of the case including:

- a. whether it is a first or subsequent offence;
- b. the relative weight of the assignment in question;
- c. level of the student's academic experience;
- d. the severity of the conduct;
- e. whether the student has accepted responsibility for the conduct;
- f. the extent to which the integrity of the student evaluation process was impaired;
- g. the extent of the harm caused to the University, one or more of its members and/or third parties;
- h. whether the student is at the undergraduate or graduate level, as academic misconduct by a graduate student will generally result in more severe consequences than for undergraduate students; and
- i. extenuating circumstances or aggravating factors that may help explain the action taken by a student, with due weight to be attached to those circumstances.

4.7 Investigations

- a. Investigations of allegations of academic misconduct of a student may be initiated and conducted by a course director, the Person of Primary Responsibility (PPR), the PPR designate or, in cases of falsification of identity, academic record or other admissions-related material for the purpose of gaining admission to the University or reactivating registration, the PPR or PPR designate in the Office of the University Registrar
- b. An investigation may encompass multiple allegations of academic misconduct involving the same student.
- c. Each Faculty and the Office of the University Registrar shall designate a PPR, defined in Section 3, who shall coordinate the implementation of this Policy in their Faculty.
- d. The PPR may delegate authority for certain Academic Conduct matters to a PPR designate, defined in Section 3. Such delegations may vary according to the size of the Faculty, its departmental structure, and its disciplinary standards for academic conduct.

- e. Direct resolution by a course director: If a course director (CD) believes that a student in their course has engaged in academic misconduct or has been informed of alleged misconduct, the CD may investigate and resolve the case in accordance with principles of procedural fairness outlined in Section 1.4 above (including the students' right to notification, response, access to evidence and appeal) and the associated Academic Conduct Procedures, subject to the following conditions:
 - i. The course director must notify the PPR or PPR designate of their intention to investigate a case. If there is a record of previous academic misconduct by the student, the case must be processed by the Faculty PPR or PPR designate.
 - ii. The value of the assessment in question is less than or equal to 30% of the final grade.
 - iii. The only sanction that may be assigned by way of direct resolution is a lowered or failed grade on the assessment in question.
 - iv. The course director must report decisions to the PPR or PPR designate.
- f. Resolution by Faculty PPR: In any case that is not resolved through direct resolution by a course director, outlined in Section 4.7 e) the allegations shall be investigated and resolved at the Faculty level by the PPR or PPR designate, in accordance with principles of procedural fairness outlined in Section 1.4 and the associated Academic Conduct Procedures.
- g. High Volume Academic Misconduct: Cases of High Volume Academic Misconduct will be referred to the Faculty PPR or PPR designate to administer in accordance with the process outlined in the associated Academic Conduct Procedures.
- h. Impartiality: Impartiality, as defined in Section, is required of the CD, PPR or PPR designate investigating an academic misconduct case to ensure fairness and neutrality. If a student has reason to believe that the Course Director, PPR or PPR designate investigating their case is not impartial, they may request that the investigation be referred to another individual, as described in the associated Academic Conduct Procedures.

4.8 Normally, a decision is in force as soon as it is officially communicated to the student. Requests from students for a stay of sanction pending appeal may be addressed to the Chair of the Senate Appeals Committee who will make a determination.

4.9 Records and notations of decisions

- a. Sanctions will be noted on the student's record in the following manners:
 - i. sanctions noted in 4.4(a)(i) to (iv) inclusive will remain on the internal record for five years or until the student graduates, whichever is less;
 - ii. sanctions noted in 4.4(a)(v) to (viii) inclusive will remain on the internal record permanently.
- b. A record of each finding of academic misconduct will be maintained by the office of the responsible PPR or a central repository. The purpose of this record, which shall be kept separate from any other of the student's records, is to determine whether there has been a previous offence in the event a new case is opened, and to aid in determining sanctions in subsequent cases. Such a record of offences shall not be used for any other purpose.
- c. When no period is specified for a transcript notation, a student may petition to the Faculty Appeals Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University and withholding or rescinding a degree, diploma or certificate.
- d. Students may submit a petition for the destruction of permanent records of offences, as outlined in the Procedures. Such a petition cannot be submitted until at least five years after the decision. If the petition is granted, however, the record shall not be destroyed before the student is eligible to graduate.
- e. If, at any time in the investigation or process, it is determined that misconduct did not occur, the allegation will be dismissed and all records of the allegation destroyed.
- f. If the student is found to have committed academic misconduct in work related to a funded research project, the central Research Office shall be notified and determine whether to notify the granting agency.
- g. If a student from another institution enrolled in a joint program or attending York on Letter of Permission is found to have committed academic misconduct, notice of the findings will be sent to the other institution by the Office of the University Registrar.

4.11 Jurisdiction

- a. Allegations of academic misconduct in a course shall be dealt with by the Faculty offering the course. For students in joint programs or where allegations arise in more than one Faculty, the Faculty PPRs can agree that one of them will have jurisdiction over the proceedings.
- b. Allegations of academic misconduct pertaining to the falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University, a program or course or reactivating registration shall be dealt with by the Office of the University Registrar.
- c. Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty or unit shall have carriage of the matter.
- d. Where appropriate, academic misconduct allegations will be communicated to relevant units, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming.
- e. All findings of academic misconduct shall be communicated to the PPR and/or PPR designate in the student's home Faculty.

5. Roles and Responsibilities

5.1 All members of the University community (students, faculty, instructors, staff and invigilators) have responsibility for the maintenance of good academic conduct in all elements of academic life, including research, teaching, learning and administration. All members of the University have the responsibility to:

- a. detect and report incidents of academic misconduct in a timely manner to the designated unit or Faculty office;
- b. provide assistance and co-operation in investigations and adjudication processes; and
- c. engage in the promotion of education and related remedial activities associated with this Policy.

5.2 It is the responsibility of students to:

- a. be familiar with this Policy and comply with the principles of good academic conduct set out herein;
- b. use course and exam software in a manner that maintains academic standards.

5.3 It is the responsibility of course directors to:

- a. foster acceptable standards of academic conduct;
- b. report all suspected incidents of academic misconduct to the PPR or PPR designate whether the matter is resolved by the course director; and
- c. collect or assist in the collection of necessary information, to participate in any investigation and to be prepared to act as a witness at any hearing of the matter.

5.4 It is the responsibility of the persons charged with administering the Policy to comply with this Policy and its associated Procedures as well as any Faculty-level procedures.

6. Review

6.1 This policy will be reviewed every five (5) years or at such shorter interval as Senate deems necessary.

7. Appeals

7.1 Appeals of decisions taken by the CD, PPR or PPR designate in relation to this Policy may be appealed to the Faculty Appeals Committee recognized by a Faculty Council as the body responsible for considering appeals relating to the Policy.

7.2 Appeals of decisions of a Faculty Appeals Committee are considered by the Senate Appeals Committee.

8. Procedures

8.1. Reporting Suspicion of Academic Misconduct

- a. Any person who believes academic misconduct has occurred may report it to:
 - i. the course director of the course in which it has occurred,
 - ii. if not course related, the PPR or PPR designate of the Faculty in which the misconduct occurred (see Appendix for a list of faculty PPRs and PPR designates) who will undertake to ensure the information is communicated to the appropriate University authority,
 - iii. in matters involving academic misconduct of a graduate student, to the PPR or PPR designate in the Faculty of Graduate Studies who will undertake to inform the relevant supervisor or graduate program,
 - iv. in the case of suspected falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to

the University, a program or course, or reactivating registration, to the Office of the University Registrar.

8.2. Responsibility for initiating and conducting an investigation

- a. Course Directors (CDs) may initiate and conduct an investigation of allegations of academic misconduct or may choose to refer the matter to the PRR or PPR designate. The Course Director may conduct an investigation only in situations where all of the following criteria are met:
 - i. The allegation consists of plagiarism or cheating in a course, in accordance with Section 4.3, and the assessment(s) in question is/are worth no more than 30% of the course grade within a course the CD is conducting;
 - ii. The student has no previous record of academic misconduct; and
 - iii. The CD must be impartial, as defined in Section 3.
- b. In cases where the CD decides not to conduct an investigation, or where the criteria in 7.3(a) are not met, the CD will refer the matter to the Person of Primary Responsibility (PPR) or PPR designate who will initiate and conduct an investigation.
- c. When the CD refers an investigation to the PPR, the responsibility for the decision lies with the PPR, who will consult with the CD on the provision of evidence and may invite the CD to any subsequent hearing on the matter.
- d. In cases where neither the CD nor the PPR have clear jurisdiction, an investigation will be initiated and conducted by the appropriate Faculty or University level body, to be identified by the Senate Appeals Committee.
- e. In cases where a student has reason to believe that the individual responsible for conducting the investigation is not impartial, they may request that the PPR or PPR designate refer the investigation to another individual. If the PPR or PPR designate agrees with the student's assessment, the investigation will be referred accordingly:
 - i. If the investigation was initially to be conducted by a CD, it will be referred to the PPR or PPR designate.
 - ii. If the investigation was initially to be conducted by a PPR or PPR designate, it will be referred to another PPR designate within the Faculty or unit.

- f. In cases of suspected falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University, a program or course or reactivating registration, the PPR or PPR designate in the Office of the University Registrar will initiate and conduct an investigation.

8.3. General procedures for initiating and conducting an investigation

- a. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the responsible authority as outlined in 8.2 will:
 - i. Notify the PPR or PPR designate who shall post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, withdraw from the University, or obtain transcripts until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed but, if the student is found to have performed academic misconduct, the recipients of the transcript will be provided automatically with an updated transcript.
 - ii. Notify the student in writing at the first available opportunity of the allegation and the evidence available and advise that a sanction may be imposed;
 - iii. Notify the PPR in other relevant units, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming, within no more than two calendar days of notifying the student.
 - iv. Advise the student, normally within no more than two calendar days, that they are not permitted to withdraw from the course and that a hold will be placed on the student's record pending the outcome of the investigation;
 - v. Inform the student of their right to provide a response to the allegation(s) and to be assisted by a Support Person if they choose. At the Faculty level and below, the Support Person may provide support and advice but may not speak on behalf of the student;
 - vi. Provide the student with sufficient time to respond either in writing or in person to the allegations, normally within 10 calendar days;

- vii. Share with the student any additional evidence that becomes available over the course of the investigation and provide the student with the opportunity to respond to it; and
- viii. Assess all available evidence, including but not limited to: reviewing documents and other records; reviewing audio or video recordings or photographs; reviewing evidence produced by plagiarism or cheating detection software; interviewing the student; interviewing witnesses; examining physical evidence.

8.4. Direct Resolution by a Course Director

- a. If a CD believes that a student in their course has engaged in academic misconduct or has been informed of alleged misconduct under 8.1(a)(i), the CD will advise the PPR or PPR designate of the matter who shall immediately put a hold on the student record pending the outcome of any proceedings
- b. If, upon receipt of the notice from the CD, the PPR or PPR designate finds that the student has previous academic misconduct findings in their record, the PPR or PPR designate will initiate and conduct the investigation.
- c. If the CD elects to deal with the matter, subject to the conditions set out in 8.3(a), the CD will advise the student, in writing, of the suspected misconduct and supporting evidence, and provide an opportunity to respond. The student may respond within 10 calendar days in writing and/or request that a meeting (in-person, telephone, or video-conference) be held. The CD may determine the appropriate action having regard to the circumstances of the case.
- d. The maximum sanction that may be imposed by the CD is a grade of zero on the assessment in question if the value of the assessment is 30% or less. If, during the investigation, the CD uncovers additional allegations of academic misconduct, requiring a more severe sanction, then the CD will refer the matter to the PPR.
- e. If, during the course of the investigation, the CD finds evidence that other student(s) were active participants in the academic misconduct, the CD will refer the matter pertaining to the other student(s) to the PPR.
- f. The CD will report the outcome of the investigation to the PPR who will notify the student in writing of the decision and will keep that record. The student may appeal the decision to the Faculty Appeals Committee.

- g. If, after conducting the investigation, the CD is persuaded that no academic misconduct took place, the CD will advise the PPR. The PPR will communicate the outcome to the student. All records of the alleged incident will be destroyed.

8.5. PPR Investigation

- a. In cases where the CD decides not to conduct an investigation, or where the criteria in 8.3(a) are not met, the matter will be referred to the PPR or PPR designate to undertake an investigation and to decide on the matter.
- b. In cases where the PPR or PPR designate is not impartial, as defined in Section 3, the investigation will be referred to an alternative PPR or PPR designate.
- c. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the PPR or PPR designate will follow the general procedures set out in Section 8.3(a).
- d. The PPR will advise the student, in writing, of the suspected misconduct and supporting evidence, and provide an opportunity to respond. The student may respond within 10 calendar days in writing and/or request that a meeting (in-person, telephone, or video-conference) be held. The PPR may determine the appropriate action having regard to the circumstances of the case.
- e. Once the investigation is completed, the PPR or PPR designate will determine, on a balance of probabilities whether a breach has occurred and will decide on an appropriate sanction having regard to the circumstances of the case and the sanction guidelines.
- f. The decision will be provided to the student in writing and will include the following:
 - i. a summary of the allegation(s) and relevant timelines;
 - ii. an overview of the investigation process including relevant timelines;
 - iii. a summary of the key evidence obtained during the investigation, including the response of the student to the allegation;
 - iv. an indication of which key evidence was considered credible and reliable;
 - v. the decision reached on a balance of probabilities and the reasons for the decision;
 - vi. the sanction, if any, being imposed including a rationale for the sanction; and
 - vii. if a sanction is being imposed, information regarding the student's right to appeal.

- g. Faculties and units are encouraged to use the template decision letters available on the Senate website to serve as a reference.
- h. A copy of the decision will be provided to the PPR in the student's home Faculty, if applicable, and the Office of the University Registrar.

8.6. High Volume Academic Misconduct

- a. High Volume Academic Misconduct is defined in Section 3.
- b. The CD will refer cases of high volume academic misconduct to the PPR or PPR designate. The PPR or PPR designate shall immediately put a hold on the students' records pending the outcome of the proceedings and review students' records to identify any previous academic misconduct findings. Those students with previous academic misconduct findings will be excluded from this process and the PPR or PPR designate will initiate and conduct a separate investigation following the procedures set out in Sections 8.3 and 8.5.
- c. The PPR or PPR designate will notify students in writing at the first available opportunity, normally within no more than two calendar days, that they are implicated in an investigation of high volume academic misconduct, that the students are not permitted to withdraw from the course, that a hold will be placed on their records pending the outcome of the investigation, and advise that a sanction may be imposed.
- d. The PPR or PPR designate will investigate at least five of the alleged breaches of misconduct, assessing all available evidence including but not limited to: reviewing documents and other records; reviewing audio or video recordings or photographs; reviewing evidence produced by plagiarism or cheating detection software; interviewing the student; interviewing witnesses; examining physical evidence. If the PPR or PPR designate concludes that academic misconduct of the same nature occurred in the majority of the cases, the decision may be applied to the other students implicated in the investigation.
- e. The PPR or PPR designate shall send a letter to the students referenced in section 8.6. c., providing a report with details of the findings and evidence and communicating the decision with the sanction(s).
- f. Upon receipt of the decision, the student may request, within 10 calendar days, that their case be reviewed individually by the PPR or PPR designate. The PPR or PPR designate will reassess the evidence and, if the original decision is confirmed, will impose a new sanction that may diverge from that assigned in the group decision.

- g. The PPR or PPR designate decision may be appealed to the Faculty Appeals Committee.

8.7. Records of Academic Misconduct Findings

- a. Records of academic misconduct findings will be kept in accordance with Section 4.9.
- b. In cases where a finding results in a sanction of transcript notation, the following language will be used:
 - i. For the withholding or rescission of a degree: “York degree withheld/rescinded by the University on (date of decision).”
 - ii. For suspension from the University: “Suspended by the University for academic misconduct for ___ months effective (date suspension starts).”
 - iii. For limitations on students’ registration: “Registration limited by the University for (dates of the terms for which limits were applied).”
 - iv. For removal from the student’s program of study: “Removed from program of study by the University for academic misconduct for ___ months effective (date suspension starts).”
 - v. For expulsion: “Expelled by the University for academic misconduct (effective date).”

8.8. Appeals

- a. Appeals relating to any decision taken by the Course Director (CD), PPR or PPR designate in relation to this Policy shall be considered by the Faculty Appeals Committee, as defined in Section 3.
- b. The student must submit a notice of appeal form to the Faculty Appeals Committee within ten calendar days of receiving the decision.
- c. Upon receipt of a notice of appeal, the Committee will notify the PPR or PPR designate and give them an opportunity to submit a response to the notice of appeal.
- d. All documents considered by the PPR or PPR designate will be considered by the Committee and a copy given to the student. The student may submit additional supporting documentation by no later than three calendar days prior to the hearing.

- e. The Committee also will provide the student with a copy of the procedures to be followed.
- f. All parties will receive not less than 15 calendar days' notice of the time and location of the hearing.
- g. Both parties must inform the committee of their intention to call witnesses and file names of these witnesses at least seven calendar days prior to the hearing.
- h. Only the committee members, Committee Secretary, PPR or PPR designate, the student and their Support Person, and the witnesses may be present at a hearing. The faculty member(s) or person(s) who reported the academic misconduct or other persons with knowledge of the allegation may attend as witness(es). Committee members shall be impartial in the academic misconduct investigation, as defined in Section 3. The student's Support Person may attend the Appeals Committee hearing but may not speak for the student.
- i. Witnesses shall be present at the hearing only while testifying, but exceptions may be made at the discretion of the Committee. The Chair of the Committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the Committee may be required to leave.
- j. If a student fails to appear at a hearing after proper notice, the hearing may proceed, and the Committee may issue a decision, unless the student can establish, in advance of the hearing and to the satisfaction of the Committee, that there are circumstances beyond their control which make an appearance impossible or unfairly burdensome.
- k. Electronic recordings of hearings may be permitted if all parties agree. The Secretary is responsible for coordinating and maintaining the sole electronic record of the hearing.
- l. The Committee shall consider the facts and circumstances of the case, having purview to determine the decision and sanction.
- m. If a sanction is imposed that requires an alteration of a student's academic record, a copy of the decision of the Committee will be sent to the Office of the University Registrar for the sanction to be implemented. The decision will be retained by the Office of the University Registrar for a time consistent with Section 4.9.

- n. A record of the proceeding will be kept in the student's file to be housed in the home Faculty. The Record of the Proceeding shall include:
 - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty committee
 - ii. notice of the Hearing
 - iii. decision of the committee
- o. The Secretary is responsible for ensuring all relevant records of the proceeding are included in the file and filed appropriately.
- p. The student may subsequently appeal the decision of the Faculty Appeals Committee to the Senate Appeals Committee (SAC) according to SAC criteria.

Legislative history:	
Date of next review:	
Policies superseded by this Policy:	Senate Policy on Academic Honesty
Related policies, procedures and guidelines:	

**FACULTY OF
LIBERAL ARTS
&
PROFESSIONAL
STUDIES**

**Committee on
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Learning and
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Memorandum

To: Andrea McKenzie, Chair, LA&PS Executive Committee
Cc: Lisa Lutwak, Manager, Faculty Council
From: Natalie Neill, Chair, Committee on Teaching, Learning and Student Success
Date: April 26, 2021
Subject: Feedback on Revisions to Senate Policy on Academic Honesty

Dear Members of the LA&PS Executive Committee:

The LA&PS Committee on Teaching, Learning and Student Success (CTLSS) discussed the *Revisions to Senate Policy on Academic Honesty* based on the attached Senate memo received last month. The inputs provided by the committee members are captured in this memo, organized by the questions asked in the Senate memo. CTLSS received feedback from the Manager, Student Academic Affairs, Achievements & Awards based on her consultation with Undergraduate Program Directors, which has been attached as an addendum. A CTLSS member from the Writing Department also shared inputs from her colleagues in the Writing Centre, which have also been attached as an addendum to this memo. It is our intention that this memo be included for further discussion on this item at the Faculty Council Meeting.

- 1. As addressed in the briefing note, the high-level goals of the revisions to the Policy include:**
 - **adapting to new realities in the academic conduct landscape**
 - **streamlining investigation procedures to encourage formal resolution while maintaining alignment with principles of procedural fairness and natural justice**
 - **providing enhanced flexibility on sanctions**
 - **enhancing University-wide consistency in terms of procedures and documentation and record-keeping protocols**
 - **clarifying language and minimizing legalistic terminology****Drawing on your experience, do the proposed new Policy and Procedures achieve these goals?**

The role of the Person of Primary Responsibility (PPR) is not clearly defined, and this lack of clarity could lead to unfairness and inconsistencies across units and faculties.

Currently, unit-level exploratory meetings play a role in ensuring procedural fairness and consistency. Their removal is a significant change. Training for CDs and clear guidelines will be needed to ensure fairness and consistency in cases where there is direct resolution by a CD.



From a fairness-to-students perspective, how will the students be able to refuse a meeting with the CD or ask for a UPD-level meeting? In general, more attention should be given to students' rights and how they will be supported through the process.

While CD-led resolutions may allow for more expedient decisions, this proposed change could create more work for CDs. The change could lead to underreporting. We have concerns about Contract Faculty having to take on higher workloads. In cases of CD-led resolutions, the process of reporting could be streamlined by a MachForm style process.

The document outlines principles and values. We must not forget that these are applicable to faculty and staff as well, not only the students. The document is a mix of policy and procedure. These can be separated. To make York a more student friendly place, we can start with writing policies in a student friendly manner.

It is worth making discussions about academic integrity more student-centred. According to section 5.2.a, it is the students' responsibility to "be familiar with this Policy and comply with the principles of good academic conduct set out herein" (18). Many CDs include links to the Senate policy in their course outlines. Yet, we find that the document is not student friendly. If this is a document that is meant to hold students accountable, it would be helpful if it is written in a way that makes sense to students. We want a document that is legible and intelligible to students. We recommend more consultations with students.

If a student fails to do proper citation, even if it is unintentional, is it plagiarism? We do not think so, and we recommend the removal of the words "even if inadvertent" on the top of page 12 (last point under Plagiarism).

It seems the definition of academic misconduct has been expanded. Sometimes we suggest students seek editorial help from the Writing Centre or engage in peer editing or carry out group work; how will the CD know when it reaches the level of academic misconduct? Clearer guidelines are needed.

Based on the definitions under Plagiarism in the document, is it the CD's responsibility to mention explicitly on each assignment that plagiarism should not happen?

The lists under section 4.3 (examples of types of academic misconduct) could be numbered instead of bulleted for ease of reference and citation (11–13).

There is some confusion and overlap among the types of academic misconduct. For example, the first point under "Misrepresentation of personal identity or performance" and the second point under "Fraudulent conduct" are not clearly distinguished (12).

2. Do the proposed sanctions provide sufficient options and flexibility at both the undergraduate and graduate levels?

We support the enhanced flexibility on sanctions as outlined on pages 13 and 14 (section 4.4), especially the use of educational development sanctions and course-based sanctions like assignment resubmission. First-year students, in particular, will benefit from an educational approach. However, in the proposed policy, CDs are not empowered to apply these useful educative sanctions (20). It does not make sense to us that course-based

sanctions like assigning a re-write can only be applied at a higher level. In cases of CD-led resolutions, we recommend that CDs be given more flexibility when it comes to applying educational sanctions.

We welcome the inclusion of section 4.6, which lists various factors that should be considered when sanctions are applied (e.g., year level of student, extenuating circumstances, severity, student's acceptance of responsibility) (15).

3. Are there other relevant items that should be included in the University-level policy?

Currently, there are administrative or managerial staff providing a great deal of support in handling the academic breaches or writing decision letters for simple breaches, as designate of the relevant committee or department. This critical role played by the staff is not noted in the policy documents. We recommend more consultations with staff.

Understanding different types of misconduct is important. It has been seen in hearing panels that sometimes the breach is about the violation of department or course requirements; it is not an academic integrity issue, but a matter of the student not following the directions for an assignment. Understanding conduct requirements vs. course requirements can be a grey area.

When the new policy includes the violation of specific course or departmental requirements as a 'new' violation of academic honesty (i.e., an example explicitly included in this revised Senate policy that was not included in the current policy), it blurs cases of academic dishonesty with course- or departmental-specific rules and expectations. This blurring can have the effect of introducing course- or department-level inconsistencies in which some students are more likely to be caught up in the academic honesty process than others.

The changes in policy are addressing a whole range of issues that do not necessarily have compatible solutions. It is important to deal with Course Hero, admission scams, and mass cheating. However, given the many new types of misconduct, there is now an even greater need than before for consistency among and within departments about academic penalties. It would be useful to have clear guidelines about what sanctions are appropriate in different cases (depending on the type of misconduct and degree).

One purpose of the Senate policy should be to develop and foster a culture of Academic Integrity. In particular, the roles and responsibilities of faculty and staff in promoting academic integrity could be clarified and expanded.

4. Taking into consideration your Faculty's existing petition and appeals structures and resources, are the new Policy and Procedures aligned with them or would modifications be required to implement the Policy and Procedures?

There are potential privacy concerns. Currently, any information on past breaches is held at the Faculty level; so, any breach is treated as an independent case at the department level. With changes in the policy, the departments might need to address the continuous breaches issue as well. Also, they will need access to private information. We have concerns about the removal of the confidentiality of a student's past record, as individual faculty would have to know whether it was the student's first breach or not (4.6).

- 5. A new aspect of the Policy and Procedures being proposed in direct response to Faculties' advice and request relates to high volume academic misconduct. Do you think the proposed procedures for high volume academic misconduct address the current challenges in your Faculty?**

CTLSS discussion did not generate any considerable inputs on this question.

- 6. Another new element being proposed is the Office of the University Registrar's jurisdiction over investigations related to admissions fraud. Taking into consideration your experience with allegations of this nature in your Faculty, what are your views on this possible change in practice and what are some of the procedural elements that will need to be addressed if this approach is pursued?**

We support the decision to take 'admissions fraud' cases to the RO as this type of misconduct is beyond the purview of courses and assignments. On the occasions when such cases came to the LA&PS panel, we were a bit unsure about how to proceed, and the RO representative did a lot to present/clarify the case. However, we are concerned that we don't know what the process will be in the RO – will students have a chance to respond? Who will present/assess the cases? Is it an entirely administrative process? None of that was clarified in the draft.

Another issue to be addressed by the RO is enrolment fraud (e.g., seat selling in courses).

- 7. Given the current pandemic situation, you may wish to review the Policy and Procedures through the lens of remote course delivery in order to assess whether they address such circumstances sufficiently.**

The pandemic has created a circumstance where students are operating in a remote space and building a constituency among them that creates more opportunity to share information. If there is an uptick in cheating, it may reflect the ease with which it can be accomplished, as well as the considerable stresses that students are experiencing.

The bigger idea to focus on is why students engage in academic misconduct. We need to work on understanding the causes, prevention, support, and education. Can this document better support those crucial goals?

One way we can think about this distinction is to analogously think of it in terms of causes and symptoms. The new policy might be able to address how we deal with the 'symptoms' of academic dishonesty, but it does not provide us with remedies that would directly impact the causes of academic dishonesty (e.g., student stress, perceived lack of enforcement or perceptions that academic dishonesty is rampant among students, etc.).

To summarize our broadest concerns: we recommend more consultations with students and staff; greater clarity around the role of the PPR; steps to ensure consistency and fairness in cases of CD-led resolution; and remedies that address the causes of academic misconduct.

We appreciate the work that has gone into the creation of the revised policy.

Sincerely,

Dr. Natalie Neill
Chair, Committee on Teaching, Learning and Student Success
Faculty of Liberal Arts & Professional Studies

Faculty of LA&PS – Proposed Academic Integrity Policy Feedback from UPDs and UPAs

Preamble:

On Friday, April 16, two hour-long feedback sessions were held to provide academic integrity practitioners within the Faculty of Liberal Arts & Professional Studies with the opportunity to speak to the proposed changes to the policy on Academic Integrity at York. The mediator & note taker was Sarah Burley Hollows, Manager, Student Academic Affairs, Achievement and Awards and the participants were Undergraduate Program Directors and Assistants from across the Faculty.

This document is a summary of the conversations held, organized by the following topics: Consistency & Workload, the Philosophy of Academic Integrity, Educational Opportunities, and Resources Needed, and Technical and Administrative Considerations.

Consistency & Workload

There is concern that the attempt to make the policy and procedures streamlined has instead led to the downloading of work to Course Directors. This has numerous implications regarding consistency:

- Under-reporting of suspected breaches because of the amount of work expected
- Types of penalties and inconsistencies across departments (and faculties) depending on types of training course directors receive. There was also a concern that bias or ‘hurt feelings’ could affect penalties. A participant wanted to be clear here to say that with great respect to Course Directors, there is a potential concern that there may be a small few who take advantage of the ability to dole out penalties.
- Unfair to contract/CUPE colleagues who would likely take on a higher workload
- CDs would have to have access to master-list/flag system in Student Information System to have an idea of whether this was a student’s first breach – which is also unfair to the student to have someone making a decision with access to that information, instead of treating each case separately.

The suggestion was made that there was hope the policy would provide options and a toolkit for how to deal with minor infractions (eg. First time plagiarism in first year of studies) with educative opportunities and methods of keeping the minor infraction out of the onerous reporting process.

There was an appreciation expressed for the current process in LA&PS. For context – a Course Director provides the UPD with notice of a suspected breach. The UPD organizes an exploratory meeting where there is an opportunity to investigate and meet with the student. This provides consistency in investigatory conversations and recommended penalties. It also provides a sense of fairness and protection to the student and the Course Director to have the UPD and UPA as third parties in the room during what can be a tense discussion. ‘Decisions’ made at the department level are considered recommendations to the Faculty level oversight committee (including staff from the Dean’s Office as designates) which allows for privacy for the student (regarding any previous breaches), and consistency in decisions and penalties. A participant noted that this process was appreciated but that there is a delay in processing in our current process for the student because of the multiple steps involved.

A potential solution suggested was to create space for the Course Director to notify the PPR (would this be the UPD? Or would the UPD be a designate of a PPR from the Committee/Faculty level?) to discuss

and prepare for the conversation with the student, as the PPR would hopefully be trained on bias, process, and policy – however, this does seem like duplication of work.

Philosophy of Academic Integrity, Educational Opportunities, and Resources Needed

It was observed that the document is extremely long. Resource suggestions:

- A handbook and/or toolkit for faculty and/or staff (academic integrity administrators)
- A handbook and/or toolkit for students
- A one page executive summary on the policy
- A one page executive summary on the process

It was noted that the document, while it states that it is based on the fundamental values of academic integrity, is a document that speaks directly to rules a student should follow, and consequences of breaking rules. There was a suggestion that students should be taught the culture of academic integrity as specific to York, why academic integrity matters, and how to be successful at York. It was also noted that while there are some cases where academic misconduct is intentional, so much is not intentional and is done in terms of “survival”/making bad decisions in tough circumstances. Students, staff and faculty should have the opportunity to learn about these different circumstances and how to navigate resources.

The fundamental values from ICAI include expectations of the entire institution (students, staff, and faculty) – and there was an observation that a policy document could include expectations of staff and faculty as well. There was then discussion on the difference between promotion of the culture of academic integrity, and the philosophy of academic integrity specifically at York, versus a policy document.

The importance of consistency across campus was noted, as well as the intricacies and nuances of LA&PS and how the procedure document may have to be individualized per faculty while still being accountable to the policy. (This is essentially how LA&PS functions now – all within the purview of the policy.)

It was highly encouraged that students be provided the opportunity to read this policy proposal and provide feedback and suggestions.

There was great appetite for educative opportunities (as opposed to penalties) as noted in the policy – but also a concern that there be options available to those making decisions on such penalties and opportunities. Questions arose as to who would provide those educative opportunities, would they be standard across campus, which stakeholders would be involved in the creation of such workshops/assignments/modules etc. For context – the Faculty of LA&PS and the Learning Commons =have begun collaborating on a pilot program of academic integrity workshops this past semester. There have also been cases where individual Course Directors have provided assignments, some have asked for online modules to be conducted, and some have directed them to the pilot workshops.

The conversation continued regarding educative opportunities to include suggestions of mandatory modules or courses to regarding Academic Integrity for incoming students to York. Discussion of how this could happen (unit level, faculty level, York level). Suggestions included foundations courses, modules, assignments, monthly workshops, e-class modules, videos. Suggestion for further support and

understanding of resources available to faculty and students – and that the resources on campus are sound and not threatening to academic integrity.

A suggestion was made that part of the educational opportunities be training for staff and faculty with the following topics:

- a) Policy and process of Academic Integrity at York including how to make this an educative process, and not treated as a ‘criminal’ or ‘legal’ process. It could also include philosophies on why students turn to academic misconduct (intentional, ignorance, or survival).
- b) Bias and Equity training (including cultural differences in understanding AI).
- c) How to use academic integrity tools correctly – eg. Turnitin, Online sources, e-Class – how to deal with needed evidence that is behind a firewall (eg. Chegg, Course Hero) – how to deal with copyright infringements.
- d) Record keeping best practices (There was a compliment made here on the move to online process in LA&PS, and some questions about where and how records are kept).

Technical and Administrative Considerations

Definitions 3

PPR: the definition of PPR is placed after the short form is already used multiple times in the document. Suggest that it is confusing and should be written in long form until the definition is provided.

High Volume: there was excitement that high volume cases numbers are 10+ (For context, LA&PS has been working on 20+).

Suggestion to add “Pending” or some sort of definition or explanation of the inability to withdraw from a course unless dismissed.

Listing of Breaches 4.3

Section 4.3 speaks to examples of breaches. It is suggested to remove the following sentences from the end of the Plagiarism section “...even if inadvertent. Citation practices may differ within faculties and/or disciplines, and course directors must advise students of expectations.” The participants agreed with the sentiment that intention is important; however, placing this at this point in the document could lead to disputes between Course Directors and Students about intention while discussing the breach itself. Participants preferred to speak to unintentional plagiarism either as a lower-level breach that doesn’t come through the academic integrity process or that intention is mentioned in the penalty phase.

In **section 4.6** it is noted that sanctions are imposed with the understanding of whether it is a first breach or a subsequent breach. This would lead to all Course Directors needing access to the Student Information System or a Faculty Master List of all Academic Integrity issues which is significant concern and not part of the current process. The current systems are also imperfect – for example, at this time, Academic Integrity staff also contact other faculties to confirm if there are previous breaches on a student’s record if the student in question is taking an LA&PS course but not is an LA&PS student. It is not reasonable for Course Directors to have this information.

It is also perceived to be unfair to have Course Directors who have found the suspected breach make final decisions on penalties.

Investigations 4.7

4.7. e – It was noted, with respect to colleagues, that there may be some who are perhaps either not properly trained in academic integrity or cynical about the process. In particular, there was concern for a) the direct resolution of a case with the caveat of the value of the assessment being 30% or less – could an instructor redesign their course material so there is no oversight for Academic Integrity cases? And b) concerns of bias if only notification is needed to the “PPR” and not oversight – suggestion that there has to be at least consultation with the PPR.

Reporting 8.1

There was general concern of how the process would be translated to the Faculty. There is confusion about the position of PPR/PPR designate. There is concern that there is no Exploratory Meeting (meeting that includes UPD) and the importance of these as investigation opportunities where students see the evidence and are heard by the department for the first time (and where cases can even be dismissed before moving along to the next level), and the importance of these meetings to include the third party mediation from the UPD.

There is concern that there is no listing of what rights students have within this process. There is discussion of what students should receive in terms of timelines and communications, but not enough of what their rights are throughout. Students should be supported throughout the process.

Investigations & Evidence 8.3

8.3 iv: 2 calendar days is a bit short as once the breach is reported, the staff has to send the PDG request to the Registrar’s Office and then receive confirmation the PDG has been posted before notifying the student. With the amount of cases that the Faculty experiences alone (nevermind campus wide) the turnaround time is too short.

8.3 v. Clarification needed on who can be a support person. “May not speak for the student” – legal representation? Family/friends? Translators?

8.3 vi: At what point is this the chance to respond? After an exploratory meeting?

8.3 vii. There was a question as to how to handle providing all evidence to students when in the current climate there are many “whistleblowers” who prefer to remain anonymous. There is hope that this would be explained in procedures/addressed in the policy to maintain that documents can be redacted to protect innocent students.

8.3 viii. There is also a concern that wording in this section should be clear that this is not an exhaustive list and should potentially include electronic/online evidence such as e-class logs as is happening more often in the remote learning climate.

Resolutions

8.4 g: Seems like an addition to the process to have to ask the PPR to dismiss a case, when the Course Director currently does this and is already (within this document) given the autonomy to make penalty decisions.

PPR Investigations 8.5

8.5 d: Points a to c mention PPR or PPR designate but here it says that for ALL cases the PPR will contact the student to notify them of the case? Shouldn't this say the PPR or PPR designate will notify the student?

8.5 d: As noted in the "Reporting" section there is a concern about how students are communicated with about their options and what their rights are through the process which should be noted in 8.5 d and e: Given 8.5e, should 8.5 d state "the PPR/designate will notify the student that they have 10 days to respond or ask for a meeting and after that date a penalty will be rendered"? The student must be told that this is their opportunity to speak up before a penalty is decided. Otherwise many students told "please contact us within 10 days if you would like to respond" may be caught off guard when they are informed "you fail the course" 11 days later if they do not respond.

High-Volume Cases 8.6

There was a concern that the section on High Volume Cases does not address the significant amount of resources that are needed to address these types of cases. Each student's file should still be dealt with on an individual basis which includes the gathering of evidence and creation of files for each student. (This is also noted with the context that LA&PS has created a high-volume case procedure that cuts down on the amount of individual meetings held with students, but still allows for each student to be considered individually to preserve fairness.)

There is also a consistency and fairness issue that concerned participants about both the current policy and the proposed policy. Procedure needs to be clarified regarding collection of evidence and scenarios where some students may have more evidence against them than others. There may also be scenarios where some students who agree to breaches end up with penalties but those that dispute it may end up with less severe penalties or dismissals because of lack of evidence.

8.6 f – This particular section assumes that evidence in a high-volume case is the same for each student and that is usually not the case. Each case should still be considered individually with its individual evidence within the high-volume administrative process. If a student wishes to dispute a suspected breach in a high-volume case, they should still have the right to meet with the Course Director and UPD (or PPR) – essentially they should have an exploratory meeting which appears to have been removed from this policy.

Record Keeping 8.7

- i) It is suggested that section 4.9 section a should be clarified to distinguish between an academic record and a record of academic misconduct
- ii) It is suggested that the last sentence of section 4.9 b "Such a record of offenses shall not be used for any other purposes" be examined. In particular, LA&PS uses these records to confirm no academic breaches when hiring for student leaders positions directly tied to academic success in the departments (eg. PASS leaders who are expected to uphold a high standard of academic success and honesty).

Additional Notes: Sarah Burley Hollows, Manager, Student Academic Affairs

As the academic integrity practitioner within the Dean's Office of the Faculty of LA&PS, Sarah has provided some further notes for consideration that are not already covered in the compiled feedback.

8.4 Direct Resolution by a Course Director

- Sarah echoes many of the sentiments provided by participants in the feedback sessions regarding the downloading of work to the Course Directors and the concern of inconsistency/inequity.
- Regarding sanctions that Course Directors could allocate – there would need to be significant training to be consistent across the departments with the Faculty.
- The hold/pending on the student record is done through the Registrar's office and requires a certain amount of time that is not noted in this policy and can not be done by Course Directors.
- Sarah has a general concern that UPDs aren't noted within this policy where they are heavily involved in the current process. The policy doesn't address the work and processes that are undertaken by academic integrity practitioners (staff, UPAs, Registrar's office) across the Faculty and University.

8.8 Appeals

This would be a new addition to the context of LA&PS and will call for some changes in process. Specifically, the Faculty Presenter of cases in Panel Hearings is an Associate Dean, and the Manager of the process (including guidance and advice to students and the panel) is through the Manager and her staff. All appeals currently go through Senate, not through the Faculty, and a process change would have to be significant to ensure no conflicts of interest.

Writing Centre Feedback on Revisions to Senate *Policy on Academic Honesty*

To: Natalie Neill, Chair, Committee on Teaching, Learning and Student Success

From: Karen Ruddy (Member, CTLSS) on behalf of the Writing Centre

In response to the proposed revisions to the Senate Policy on Academic Honesty, the Writing Centre (housed in the Writing Department) suggests that ASCP and SAC consider the following as it refines the draft policy: clarifying language regarding definitions of misconduct & penalties; possible problems with consistency; fairness to students; and the educative role of faculty.

1. Definitions of Misconduct & Penalties

The language used to define possible forms of academic misconduct may be easily misconstrued by readers. The Writing Centre offers the following recommendations to clarify the language in the policy

a. Cheating (p.11 – editorial or “compositional assistance”)

Recommendation: remove the following clause on page 11 under “Cheating” and rephrase more directly the activity it is attempting to target

~~“Representing another's substantial editorial or compositional assistance on an assignment as the Student's own work” (11).~~

Rationale: The wording of the clause is unclear and may lead both faculty and students to assume that seeking writing and editorial instruction from the Writing Centre is a form of academic misconduct. Such misunderstandings would mean that many of our students may be deterred from taking advantage of the Writing Center and the individual and group writing instruction that it offers to undergraduate and graduate students. Although the Writing Centre is not an editing or proofreading service, our faculty work closely with students to help them develop compositional, revision and editing strategies to improve their academic and professional writing.

In addition, sanctions against “compositional assistance on an assignment” may deter and prevent course directors and tutorial leaders from working with their students, in a meaningful way, on their course writing assignments. This is especially the case for scaffolded writing assignments and assignments that include peer feedback/revision.

Perhaps ASCP and SAC could be asked to more specifically name the activities that they were trying to eliminate with the “substantial editorial and compositional assistance” clause. The ASCP and SAC could rephrase the clause to more directly address the targeted activities, while also exempting the services provided by the Writing Centre from such activities.

b. Plagiarism (inadvertent plagiarism)

Recommendation: remove “even if inadvertent” from the following example of plagiarism on page 12; clarify “failing to follow proper citation practices”

“Failing to follow proper citation practices, ~~even if inadvertent~~. Citation practices may differ within Faculties and/or disciplines, and course directors must advise students of expectations” (12).

Rationale: Writing and composition studies scholarship has long demonstrated that learning the norms of academic citation practices in the Western university can take many years, even for our most high-achieving students. Inadvertent errors in citation practices do not in-and-of themselves constitute academic misconduct. Some minor failures to follow proper citation practices may be due to technical errors and accidental omissions, while others may be the result of a student’s status as a novice member of an academic discipline.

Removing “even if inadvertent” from the wording of the Senate policy would leave faculty and PRPs with enough flexibility to find students in breach of academic conduct if their failure to follow proper citation practices is widespread and has the effect of presenting someone else’s work as their own.

The definition of “proper citation practices” is also unclear: it does not distinguish between failures to cite (which are covered under the first two bullet points under “plagiarism”) and technical errors in use of conventions for citations and references. If failures to cite are already amply enumerated in the first two bullet points, ASCP and SAC may want to consider removing “failing to follow proper citation practices” from the list of possible offenses.

c. Sanctions for Research Misconduct

Recommendation: The sanctions for research misconduct should include warnings and educational development workshops.

Rationale: Faculty should have the same flexibility to offer progressive sanctions as they do for other violations of academic misconduct.

2. CD-led Resolution & Consistency

The new policy promises to grant CDs greater roles in the resolution of some AH cases. CD-led resolution of some cases offers the important addition of allowing for more educative (and perhaps less legalistic) discussions with students than currently permitted under the exploratory meeting model. The CD-led resolution also promises to allow for more expedient decisions.

But the increased responsibilities placed on CDs to make decisions about AH breaches may lead to substantial inconsistencies in reporting of misconduct and in the kinds penalties that are

assigned in response to findings of academic misconduct. Research on equity and academic misconduct cases shows that racialized and international students are over-reported for academic misconduct and often receive harsher sanctions than other students (Beasley, 2016; Eaton, 2020; Larwood and Rankin, 2010; Sacks, 2008). Given York's commitment to equity, diversity and inclusion, the new Senate policy should provide for measures to ensure that students are not differentially treated based on demographic factors.

If Senate decides to allow for CD-led resolution of certain cases, we would strongly recommend that Senate ensure that university-wide professional development training and education be provided to all faculty members to guarantee fairness and consistency in AH cases. Such training should also include modules on implicit bias, teaching and assessment strategies to support development of requisite academic reading and writing skills and awareness of strategies, such as patchwriting, that contribute to acquisition of academic language and discourse (Goldschmidt & Ousey, 2011; Howard, 1995; Ouellette, 2008; Pecorari, 2003).

3. Fairness to students

The proposed policy does not appear to adequately account for power imbalances between faculty and students. While students have the right to ask for the PRP to hold an investigative meeting in cases where the students believes that the CD is not impartial, one is left to wonder how many students would feel comfortable exercising this right given that the CD is also the student's professor. The current exploratory meeting model appears to better protect student rights than the proposed model that transfers decision-making to CDs.

In addition, while the proposed policy seeks to promote a culture of academic honesty, students are addressed in the policy primarily as those who engage in, and are to be punished for, academic misconduct. The document should also address students as novice academics who are learning the norms of academic conduct and who are to be welcomed into our academic communities as members who can contribute to building a culture of academic integrity and ethics.

4. Educative role of faculty

The policy could go much further in addressing the role that faculty must play in academic honesty education. The Writing Center endorses a more educative approach to academic honesty that emphasizes the key role that the university must play in helping students adjust to academic culture and the norms of academic honesty.

For instance, the description of Roles and Responsibilities in Section 5 prioritizes detection, reporting and assistance/cooperation in investigations and adjudications. Education is listed third (and as an indirect responsibility – 'engage in the promotion of education and related remedial activities'). Education should be listed first: we must educate students about academic values and practices before we sanction them for failures.

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**Academic Policy and Planning Committee
Item for Discussion
For: Faculty Council meeting, May 13, 2021**

Revised draft of LA&PS Academic Plan 2021-2026

Based on feedback received at the April 20, 2021 Special Meeting of Faculty Council and via email submissions from LA&PS students, staff, and faculty from April 20-30, APPC is pleased to share the revised draft of the Academic Plan 2021-2026, *Rising Together: Building a Better Future Through Excellence and Inclusion*.

Substantive editorial changes include the following:

- Dedication (p.5) 
- Revised statement of Values (p.6) 
- Revised Mission statement (p.7) 
- 'Vision 2026' statements (throughout) 
- New principle on Research (p.17) 
- New principle on Teaching (p.18) 
- New language re: Strategies and Actions (p.23) 



Cover art credit: Jessica Hoang, LASO '21

Rising Together: Building a Better Future Through Excellence and Inclusion

LA&PS Academic Plan 2021-2026

Land Acknowledgement

La Faculté d'arts libéraux et d'études professionnelles, en tant que partie intégrante de l'Université York, reconnaît sa présence sur le territoire traditionnel de nombreuses nations autochtones.

La région connue comme Tkaronto a été préservée par la nation Anishinabek, la Confédération Haudenosaunee et les Hurons-Wendats. Elle est désormais le foyer d'un grand nombre de communautés autochtones, inuites et métisses.

Nous reconnaissons les titulaires actuels du traité, la première Nation des Mississaugas de Credit. Ce territoire est soumis au traité de la ceinture wampum (« Dish with One Spoon »), entente définissant le partage et la préservation pacifiques de la région des Grands Lacs.

The Faculty of Liberal Arts & Professional Studies, as an integral part of York University, recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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Dedication

#1

This Academic Plan belongs to everyone in LA&PS. It is the product of the combined input of hundreds of voices from across the Faculty and has benefitted considerably from feedback received over a period of several months.

Whether you are a transfer student passing through for a term, a Program Assistant helping students navigate degree requirements, or a professor creating course learning outcomes, we hope you will see yourself reflected in the academic mission articulated in these pages.

We are a diverse Faculty, we are dynamic, and we are exemplary. Over the next five years, we will continue to share our research and teaching strengths with the communities we serve. It is a journey we take together in the pursuit of lifelong learning and academic excellence.



Values



Home to a rich diversity of people and programs in the social sciences, humanities, and professional fields, LA&PS is strongly committed to:

- student-centered accessible education
- preparation for professional careers
- excellence in research and teaching
- innovative academic programs
- experiential learning
- community engagement
- internationalization
- accountable governance

Through its endeavours, LA&PS strives to promote social justice, the recognition and valuing of diversity, and a sustainable environment. These values are not just legacies of our past, but the foundation for our future.



Mission

#3

Guided by its values, the mission of LA&PS is to strive for:

Academic Excellence

- Through high quality programs and innovative teaching grounded in our commitment to student success, community engagement, social justice, and global connections, as well as sustainability and stewardship for future generations

Education of the Whole Student

- By fostering an academic culture that supports students' social and cultural learning and personal growth with academic programs, experiential education, and co-curricular activities that prepare students to be engaged citizens who are effective in their future careers

Leadership in Research

- Through research excellence, promoting community engaged and industry-partnered scholarship, and enhancing supports for knowledge mobilization and dissemination

Access and Inclusion

- By promoting principles of equity, diversity, and inclusion in our academic endeavours, maintaining effective support services, and reducing barriers to access and academic success for all students



Overview

The Faculty of Liberal Arts & Professional Studies (LA&PS) at York University is the largest and most diverse Faculty of its kind in Canada. Currently, more than 22,000 students pursue studies here in one or more of our 90+ undergraduate degree and certificate options, and our 22 Master's and 16 PhD programs. Hundreds of faculty members bring their outstanding research into the classroom, teaching across our three areas of scholarly focus: humanities, social sciences, and professional studies.

History

The Faculty of Liberal Arts & Professional Studies was created on July 1, 2009 with the unification of the Faculty of Arts and the Atkinson Faculty of Liberal and Professional Studies. This merger produced a vibrant teaching and research space with 21 academic units and 4 colleges, offering disciplinary and interdisciplinary programs across the humanities, social sciences, and professional studies. With more than 27,000 students enrolled in the new Faculty at the time of its inception in 2009, LA&PS quickly established itself as an integral part of York University.

The consultation process

The task of developing and monitoring the Faculty's Academic Plan is one of the primary responsibilities of the Academic Policy & Planning Committee (APPC), a standing committee of LA&PS Faculty Council. Under the committee's [mandate](#), APPC is to work "in tandem with the Dean and in close consultation with Departments/Schools & Colleges [to] oversee the development of the Faculty Academic Plan, oversee coordination/implementation of the plan, and report to Council on its initiatives".

Following Senate approval of [Building a Better Future: York University Academic Plan, 2020-2025](#) in June 2020, APPC began developing the first Academic Plan for LA&PS. To this end, APPC hosted a number of virtual consultation sessions during the 2020/21 academic year, including 3 Town Halls and 21 unit-level visits to LA&PS Schools, Departments, and Colleges. The committee also conducted 2 online surveys, maintained a dedicated email address for inquiries and suggestions about the Academic Plan, and hosted an eClass site, the "LA&PS Academic Plan Consultation Repository," where participants could engage in discussion forums and access documents relevant to the planning process. These opportunities, as well as the Town Halls, were made available to all students, staff, and faculty in LA&PS. The unit-level visits were attended by YUFA and CUPE instructors, student representatives, and staff.

The consultation sessions focused on three main themes:

1. Recognizing historical strengths within the Faculty, as well as areas for further growth.
2. Identifying opportunities for alignment with *Building a Better Future: York University Academic Plan, 2020-2025*.
3. Establishing guiding principles to direct our academic mission over the next five years.

APPC analyzed the data received, identifying common themes that resonated across a number of units. Some of the recurring topics of our collegial consultations included the following:

- enhancing student supports
- building on our capacity for interdisciplinarity
- supporting internationalization
- addressing the needs of non-traditional students
- maintaining our commitment to social justice
- improving the digital infrastructure
- supporting access initiatives
- improving our physical spaces
- promoting experiential education

Drawing on these common themes, APPC drafted a preliminary set of principles and shared them for feedback with members of Faculty Council in April 2021. The committee also undertook a cover art contest, encouraging LA&PS students to use the common themes gleaned from the unit-level consultations as inspiration for artwork to include on the cover of the Academic Plan. That contest ran concurrently with the drafting work done by APPC.

Because the Academic Plan was developed in consultation with all of the constituent units of LA&PS, the principles contained in these pages represent our collective aspirations for enhancing the strengths of our Faculty and identifying areas for further growth.



Academic planning in context

This academic plan was developed in the context of three significant areas of social challenge and opportunity:

1. The **global Covid-19 pandemic**, which necessitated a period of intensified remote learning and working beginning in March 2020 and extending into the 2021/22 academic year.
2. Worldwide **solidarity against anti-black racism**, initiated mainly in response to repeated incidences of entrenched and persistent police brutality, but also as a reaction to institutional violence more generally.
3. The ongoing commitment to centre **reconciliation** efforts to promote the resurgence of First Nations, Métis, Inuit, and all Indigenous peoples.

Accordingly, this Academic Plan focuses on healing and recovery in myriad ways. We have heard from colleagues that building connections will be important for our academic work in the years to come, both in order to recover from our long hibernation of social distancing, and also to confront the twin legacies of settler colonialism and the forced migration of peoples of African descent through enslavement and colonization. These particular histories inform the institutional choices that we make in terms of curriculum; hiring and representation; and funding and resource allocation. In our consultation visits, colleagues expressed a desire for LA&PS to address anti-black racism, support Indigenous scholars, and enhance inclusion as foundational principles within our academic mission. We take up that challenge here.

Related planning documents

The LA&PS Academic Plan 2021-2026 is one of two key documents that shape the academic mission of the Faculty. While the Academic Plan is a statement of principles outlining the values we collectively determine, the Integrated Resource Plan (IRP) is the administrative planning and implementation document that guides resource allocation on the basis of the principles set down in the Academic Plan.

The LA&PS Academic Plan 2021-2026 also exists in relationship to a number of other important institutional frameworks. It is guided by [Building a Better Future: York University Academic Plan, 2020-2025](#), and aligns with the goals set out in that foundational document. These include the Six Priority Areas for Action and the 17 UN Sustainable Development Goals. The Six Priority Areas for Action are: living well together; 21st century learning; knowledge for the future; from access to success; advancing global engagement; and working in partnership.

YORK UNIVERSITY
2020-2025 UAP PRIORITIES



The 17 United Nations Sustainable Development Goals are as follows:

- No Poverty
- Zero Hunger
- Good Health and Well-Being
- Quality Education
- Gender Equality
- Clean Water and Sanitation
- Affordable and Clean Energy
- Decent Work and Economic Growth
- Industry, Innovation, and Infrastructure
- Reduced Inequalities
- Sustainable Cities and Communities
- Responsible Consumption and Production
- Climate Action
- Life Below Water
- Life on Land
- Peace, Justice, and Strong Institutions
- Partnerships for the Goals



Just as the UAP influences the Academic Plans of the 11 York Faculties, the LA&PS Academic Plan inspires planning documents at the unit-level for the 20 schools and departments in the Faculty, as well as the colleges and Organized Research Units. Thus, the LA&PS Academic Plan bridges the macro, meso, and micro levels by establishing guiding principles to inform institutional planning for our constituent LA&PS units.

In addition, the following important documents inform the goals and principles set out here, and express the vision of the university at the present juncture relative to teaching, learning, research, and community outreach.

Addressing Anti-Black Racism: A Framework on Black Inclusion



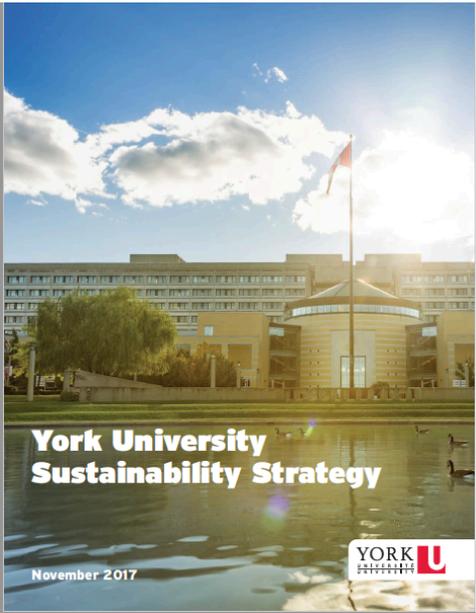
Opportunities for alignment

- eliminate barriers to access and academic advancement for Black scholars
- support the recruitment and academic success of Black students
- ensure that Black scholarship is represented in the curriculum
- include, acknowledge, and elevate Black perspectives within research, information resources, and collections across all disciplines
- promote a climate of respect and support for Black students, staff, and faculty
- enhance representation of Black tenured faculty, instructors, staff, and senior administration, and support the emotional labour that they often undertake

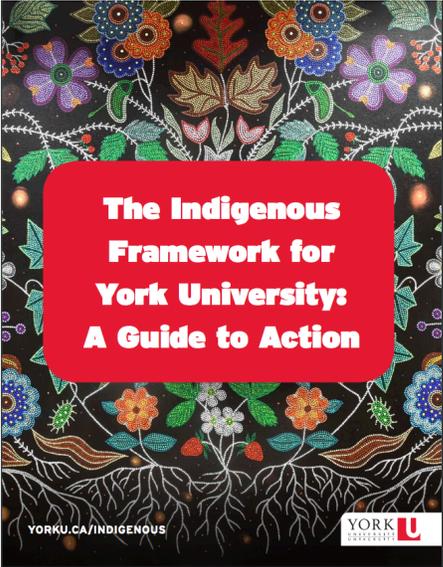
York University Sustainability Strategy

Opportunities for alignment:

- enhance options for studying sustainability within LA&PS academic programs, including experiential education opportunities that focus on sustainability
- include learning outcomes in undergraduate and graduate programs that address the sustainability challenges facing our world
- foster a culture of sustainability within our spaces of academic learning
- integrate sustainable practices into our roles as researchers and scholars



The Indigenous Framework for York University: A Guide to Action



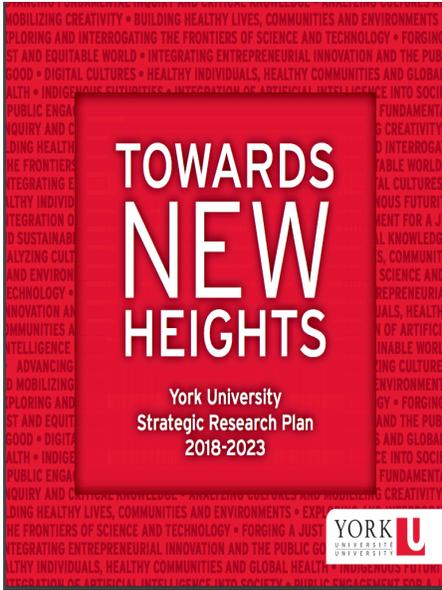
Opportunities for alignment:

- work with the Indigenous Council to expand Indigenous programming and curricular offerings
- seek guidance from the Indigenous Council in the hiring of Indigenous faculty and support the inclusion of more Indigenous instructors generally
- support the recruitment and academic success of Indigenous students
- enhance outreach to Indigenous communities to build reciprocal learning relationships and promote academic opportunities

Towards New Heights: York University Strategic Research Plan 2018-2023

Opportunities for alignment:

- foster research excellence and the development of new knowledge and creative activities
- support research initiatives that cross disciplinary boundaries
- develop and implement knowledge mobilization strategies
- deliver research that positively affects the communities we serve
- maintain our commitment to social justice and responsibility in our research endeavours



Guiding principles

Principle 1: Prioritize student learning, excellence, and success

- a) Engage in a sustained effort to enhance the **academic experience of LA&PS students**, supported by co-curricular and extra-curricular initiatives, including those led by the Colleges, and build up students' skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence-based scholarly inquiry
- b) Foster a **sense of connection for students** through such means as smaller class sizes, more interaction with peer mentors and professors, and an impactful affiliation with one of the LA&PS Colleges
- c) Create **safe and welcoming spaces** where students can study and learn, surrounded by facilities and resources that are responsive to their academic needs and where their presence is acknowledged and respected
- d) Maintain a seamless model of **student advising, services, and supports** to ensure students' successful engagement with both in-person and online learning
- e) Support **mental health initiatives** and a commitment to **sustainable development** to encourage students' sense of security and optimism for their future, and to promote their academic success overall

Vision 2026:

Students will be attracted to LA&PS because it provides a positive and engaged academic experience that nurtures the whole person, with readily identifiable and effective supports for the obstacles they face, and will graduate with 21st century skills and competencies to ensure their future success.



#4

Principle 2: Enhance connections and collaborations

- a) Build on our shared history to encourage **integration ‘across the ampersand’** of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty
- b) Increase engagement with **LA&PS Alumni**, College Fellows, and research partners in industry, government and the community to promote learning opportunities for all LA&PS students
- c) Promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a **positive local impact** on the communities we serve
- d) Build on our longstanding alliance with the **Black Creek community via the York U – TD Community Engagement Centre** to promote pathways for collaboration between local neighbourhoods and LA&PS Units and Colleges
- e) Support initiatives within and beyond LA&PS to advance the UN’s 17 **Sustainable Development Goals** through cross-unit collaboration

Vision 2026:

LA&PS will be an integrated Faculty where members from all areas of study will be able to participate fully, maximizing their academic potential and collaborating on initiatives to engage local communities and promote sustainability.

Principle 3: Promote excellence in research

- a) Foster a strong and active research culture emphasizing **internationally, nationally, and locally impactful** research, and recognizing the diversity of approaches to theory, fieldwork, and investigative inquiry
- b) Support innovative and **cross-disciplinary research clusters** across and within the various Schools, Departments, Colleges, and Organized Research Units in LA&PS to better reflect the interdisciplinary nature of the Faculty, while maintaining research excellence in specific disciplines
- c) Promote **research, knowledge mobilization, and dissemination** that responds to emerging issues and changing needs in society, including opportunities to collaborate with community, industry, government, and other public and private partners
- d) Honour the importance of conducting research within the protocols set down by participating communities, and advance principles of **reciprocity and sustainability in research endeavours**
- e) Recognize the contributions that **graduate students** make to the diverse research pursuits of the Faculty, and build on the foundation of research excellence demonstrated by our existing graduate programs

Vision 2026:

LA&PS will be a research leader, recognized for innovative, impactful, and interdisciplinary inquiry; ethical community engagement and collaboration; and effective dissemination and knowledge mobilization.

Principle 4: Foster innovation in teaching and curriculum development



#6

- a) Offer a broad range of **rigorous curricular programs** that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development
- b) Promote and support **curricular and pedagogical innovation** across all units and all levels of study, with particular **attention to the first-year experience** and **experiential learning** opportunities for students in all programs
- c) Provide a framework for **general education** that focuses on critical skills building, breadth, and interdisciplinarity, including qualitative methodologies and quantitative skills that incorporate emerging technical methods
- d) Support opportunities for **professional development** and **curricular collaboration**, where colleagues from different units can advance their skills and work together on options to enhance student engagement
- e) Ensure **high-functioning technological infrastructure** to support in-person, blended, and online learning

Vision 2026:

LA&PS will be a leader in pedagogical innovation, offering dynamic curricular options that give students the knowledge, competencies, and experiential learning opportunities needed to become effective scholars and professionals, and curious and critically minded lifelong learners.

Principle 5: Recognize, value, and support diversity

- a) Building on our leadership role in promoting principles of **equity, diversity, and inclusion**, develop and support sector-leading policies and practices in both research and teaching that will enhance the lived experience and intellectual vitality of LA&PS students, staff, and faculty
- b) Recognize the **diversity of the LA&PS student body** and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups
- c) Extend initiatives to **diversify and decolonize the curriculum** to recognize and benefit from a plurality of voices, perspectives, and worldviews, and to acknowledge in our practices, teaching, and curriculum the legacies of settler colonialism
- d) Enhance our outreach to **Indigenous communities** to promote the Truth & Reconciliation Commission of Canada's goal of inclusive education for Indigenous students
- e) Build on efforts to **diversify our faculty** by actively recruiting and hiring qualified applicants from historically underrepresented groups

Vision 2026:

All members of LA&PS will feel recognized and included in the academic work, priorities, and vision of the Faculty, and will see their communities reflected in curricular offerings, among the student body, and across the teaching spectrum.

Principle 6: Connect students and faculty scholars to global opportunities

- a) Enhance internationalization opportunities for LA&PS students, including **study abroad** options, **exchanges**, and other **immersive experiences**, and promote cultural sensitivity awareness
- b) Promote the integration of **global fluencies and mindsets** into LA&PS undergraduate education by both supporting language learning and building competencies for working effectively in diverse and intercultural environments
- c) Develop **local opportunities to internationalize a LA&PS degree** through outreach with community organizations that connect with regions around the globe
- d) Continue to establish and strengthen **partnerships with other universities**, faculties, and postsecondary institutions around the globe to enhance learning and research opportunities for LA&PS students, staff, and faculty
- e) Build on global research initiatives that advance the UN's 17 **Sustainable Development Goals**

Vision 2026:

LA&PS will be a key hub for international activity, both as a destination for scholars from around the world and as a source of expertise, as students pursue careers and civic engagement opportunities drawing on their global fluencies and mindsets.

Principle 7: Promote access, social justice, and community engagement

- a) Fully realize the commitment to **social justice** that is a defining feature of our Faculty by eliminating barriers that may hinder the full involvement of LA&PS students, staff, and instructors in the academic life of the Faculty
- b) Enhance **access initiatives** and **academic bridging opportunities** for local community members, non-traditional students, mature students at various stages of their lives and careers, first generation students, part-time students, students with precarious immigration status, students from across the ability spectrum, and students from equity-seeking groups
- c) Build on our regional partnerships with the City of Toronto, Peel Region, and York Region/Markham to provide high-impact **community learning opportunities** for LA&PS students and eliminate barriers between the Faculty and our surrounding communities
- d) Support the creation of **non-profit, for-profit, and social enterprise opportunities** by LA&PS Schools, Departments, and Colleges to promote community engagement and mobilize transformational knowledge and research
- e) Advance our commitment to **knowledge dissemination**, supporting researchers in efforts to bring their scholarship into the classroom and out to local and global communities

Vision 2026:

LA&PS will be a place where access initiatives are supported and barriers are dismantled, allowing for greater research and teaching engagement with the communities we serve.

Principle 8: Strengthen collegiality, accountability, and communication

- a) Enhance **collegiality** and **willingness to listen and learn from others**, recognizing that the university is a space where a diversity of perspectives can be expressed and discussed within an environment that upholds academic freedom
- b) Prioritize **transparency** and **accountability** in all aspects of academic governance, from curricular development to budgetary decisions
- c) Build on the tradition of the **LA&PS Colleges** as places where faculty, staff, and students can come together over shared academic and extracurricular interests to build a sense of belonging and identity
- d) Recognize the valuable teaching, research, and service contributions to the Faculty of both **contract faculty and teaching assistants**
- e) Sustain and renew the ideals and practices of the modern university by drawing from our own tradition of **self-examination** and **reflection**

Vision 2026:

LA&PS will be a space where academic planning and governance are collegial, democratic, and inclusive processes, and where a commitment to respect others and care for their well-being guides Faculty endeavours.

Implementation

The principles in the LA&PS Academic Plan, along with those in the University Academic Plan, provide a set of priorities for allocating resources. Drawing on the principles established here, the Faculty’s Integrated Resource Plan (IRP) is created in accordance with institutional-level requirements. The IRP outlines how the Faculty will operationalize its planning priorities in certain areas, “identifying both the ongoing and new activity the area intends to undertake given its current financial and staff resources, and specifies Strategies/Actions; key Measures/Metrics/Milestones; and Timelines.”¹



#7

The Academic Policy & Planning Committee (APPC) of LA&PS Faculty Council is mandated to regularly review the implementation strategies outlined in the IRP and advise the Dean on the interplay of academic and budget issues within the Faculty.

At regular intervals, but at least once annually, the Dean and APPC will report to Faculty Council on the scope of activities being undertaken to align the work of the Faculty with the principles of the Faculty Academic Plan. At the unit-level, colleagues can review their own governance documents to find areas of alignment and inspiration, reinvigorate curricular offerings to ensure that key principles outlined here are reflected in the content of courses, and promote pedagogical and research initiatives that reflect these principles. Units can also continue to contribute toward a sense of belonging and connectedness for their students through initiatives such as mentoring, providing safe spaces and opportunities for student gatherings, and prioritizing access.

The *LA&PS Academic Plan 2021-2026, Rising Together: Building a Better Future Through Excellence and Inclusion*, presents an opportunity for individual students, staff, and faculty to contribute toward our shared academic mission. A common theme we heard across our consultations was the need for the York experience to be both positive and transformative. Each one of us can contribute to this goal by working together to co-create a culture of excellence and inclusion, and to prioritize community engagement and social justice. Our research, classroom practices, and frontline actions can foster the positive and transformative environment we seek, as can our reactions and interactions every day and at every level.

In fulfilling our academic mission, we have the opportunity to lead with receptive listening, open engagement, and transparent practices that value and enhance the contributions of all members of both the academic and the broader York communities. The principles outlined here provide a framework for change that will inform our teaching practices, administrative policies, research proposals, and funding applications, and will be the basis for setting priorities within LA&PS and for aligning those priorities with those of the University. This is our journey to 2026.

¹ <https://irplans.info.yorku.ca/>



The Senate of York University

Synopsis

The 675th Meeting of Senate held on Thursday, April 22, 2021 via Zoom

Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, welcomed Senators to the meeting. She acknowledged with sorrow the recent passing of two faculty colleagues, Professors Emeriti John Ridpath and Austin Clarkson.

President Lenton's remarks to Senate included the following information:

- highlights of the federal government's 2021 budget, which includes investment in work-integrated learning, the Canada Student Financial Assistance program, and supports for Indigenous students.
- an update on the University's ongoing provincial government relations and advocacy efforts in concert with the Council of Ontario Universities.
- the importance of planning for the Fall 2021 term and the planned gradual increase of in-person activities on campus, all in accordance with public health guidelines.
- acknowledgment of the efforts of faculty and community members in maintaining a high quality learning experience for York students during the pandemic.
- the University's recognition by the Times Higher Education Global Impact Rankings, which ranked York 11th in Canada and 67th overall.
- York's designation as one of Canada's Greenest Employers for the ninth consecutive year.
- the recent release of York's inaugural *Economic and Social Impact Report 2020* which examines the University as a ladder of opportunity, an engine for social progress, and a driver of economic growth.
- the appointment of Louise Spencer as Acting Vice-President Advancement.

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

The Senate of York University

Synopsis

Reports

Academic Colleague to the Council of Ontario Universities (COU)

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on its April meeting in which members engaged in a discussion on several updates including, the COU Provincial Budget Advocacy Strategy and planning for the post-pandemic environment. In addition, COU President Steve Orsini provided an update on the recent joint message from COU and Colleges Ontario regarding the vital role Ontario's universities and colleges must play in supporting the province through COVID-19 and the economic recovery.

Approvals

On the recommendation of its Academic Standards, Curriculum and Pedagogy Committee, Senate approved:

- the establishment of the Graduate Diploma (Type II) in Creative Writing, housed in the Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.
- the establishment of the Graduate Diploma (Type III) in Foundations of Canadian Law, housed in the Osgoode Hall Law School, effective January 2022.
- the establishment of a new major in Cities, Regions, Planning for the BES degree program housed in the Faculty of Environmental and Urban Change, effective FW2021-2022.
- changes to the degree requirements for the MA and PhD programs in Science and Technology Studies housed in the Department of Humanities in the Faculty of Liberal Arts & Professional Studies, effective FW2021-22.
- changes to the requirements for the Media Arts Stream in the BFA degree program in Film housed in the Department of Cinema & Media Arts in the School of the Arts, Media, Performance & Design effective FW2021-2022.
- a one-year extension of the Academic Forgiveness Policies pilot to FW2021-2022.
- changes to the requirements for the Master of Conference Interpreting degree program and Graduate Diploma in General Interpreting at Glendon, effective FW2021-22.

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- changes to the breadth requirement categories and requirements for the BA degree program in History, Department of History at Glendon, effective FW2021-22.
- changes to the required core courses for the BA degree programs in Political Science, Department of Political Science at Glendon, effective FW2022-2023.

Committee Information Reports

Executive

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities and planning for the Fall 2021 term.
- the Senate and Faculty Councils' consultation process pertaining to Fall/Winter 2021-2022 planning and course delivery.
- A reminder of the call for expressions of interest in progress for membership on Senate committees and other positions elected by Senate.
- An update on the review of the inaugural Rules and Procedures for the Faculty of Environmental and Urban Change Faculty Council.

Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- its ongoing monitoring of University Academic Plan implementation, including preparations for the second APPRC-sponsored planning forum.
- recent discussions with Faculty academic planners on progress toward University Academic Plan priorities.
- receipt of a report from APPRC's Sub-committee on Organized Research Units.
- its concurrence with the recommendation of the Provost to establish the *George Weston Ltd Chair for Sustainable Supply Chains* in the Schulich School of Business.
- ongoing discussions about the development of the academic components of Markham Centre Campus.

Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP's information items included the following minor changes that were approved by the Committee, effective FW2021-2022 unless otherwise noted:

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Glendon

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

Liberal Arts & Professional Studies

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

Osgoode Hall Law School

Minor changes to the requirements for the Disability Law Intensive program

Faculty of Science

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

Schulich School of Business

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

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

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

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

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

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

Temporary exemption from Section 3 of the Senate Policy on *Sessional Dates and the Scheduling of Examinations* for C4: *The Cross-Campus Capstone Classroom* and the *ENG4000 Course* in the Lassonde School of Engineering to allow students in the

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courses participating in the virtual York Capstone Day on April 30, 2021 to have a percentage of their final mark assessed at the event (effective Winter 2021 only).

Awards

The Awards Committee's information items included the following:

- the annual report on the disbursement of undergraduate student awards for the 2019-2020 year.
- the annual report on new awards approved during the 2020 calendar year.
- the annual report from the Faculty of Graduate Studies on Graduate Awards for 2019-2020.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, April 22, 2021 meeting for details about these items.

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

May Meeting of Senate

Senate's next meeting will be held at 3:00 pm on Thursday, May 27, 2021.