

NOTICE OF MEETING

97th Meeting of Faculty Council

June 10, 2021

3:00 – 5:00 pm, Zoom Meeting Room

AGENDA

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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.

York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Zoom Meeting Room
Minutes of the Special Meeting of Council
April 20, 2021

Please find the Attendance List from the meeting enclosed.

1. Call to Order

The meeting was called to order.

2. Chair's Remarks

The Chair welcomed all to the 96th meeting of Faculty Council (**FC**).

3. Discussion: Draft LA&PS Academic Plan

The Chair introduced the Chair of APPC, who provided an overview of the LA&PS Academic Plan (**AP**) scope and development. She explained that the process included twenty unit consultations, three town halls and two surveys. APPC heard mostly from faculty but also staff and students. The current draft is a combination of those visits. Two of the main recurring themes were student supports and interdisciplinarity. The AP document has a 5-year timeline from 2021-2026.

A member said the mission statement on page four of the draft AP states, "internationally recognized research" and suggested removing the word "internationally" so that non-internationally recognized research is valued as well.

A member stated that the consultation process has been impressive and appreciates the way the AP has been positioned amongst the UAP and the unit plans. She thinks it is well-reflective of the consultations she attended. She commented on the balance between the teaching and research pieces and asked if there is an opportunity to raise the research profile.

A member asked if more light can be shed on the use of "effective" as the descriptor of teaching. He asked if there were any recent discussions on that adjective. The Chair of APPC said there haven't been but she recognized that it is an important thing to be cognizant of. The member asked if we could consider something more inspirational than "effective". The Chair of APPC said this language was inherited and we need to consider the appropriate level of detail in a mission statement. She said revising the values and mission statement for the Faculty is an important discussion. The member pointed out that the language "effective" appears in the values as well.

A member commented that the emphasis on applied research and community outreach was great, but there is not much space for investigator-driven research. The Chair of APPC said that harnessing intellectual curiosity would address something that is missing in the plan.

A member was very pleased with the document and thankful that the role of the colleges is included. The member suggested an additional bullet point to the mission statement, being "to advance and promote an academically and intellectually stimulating environment that fosters social learning while enabling the personal growth and development of all the members of our inclusive, diverse communities". Members spoke up in support. Another member suggested adding the term 'cultural' before social learning. A member said that this phrase is very vague and should be more concrete.

A member spoke about principle 6, especially about transparency and accountability. The member would like to see stronger language about recognizing reliance on precarious labourers.

A member said that there may be room to enhance LA&PS distinctiveness in the AP document. The member added that there should be more emphasis on the uniqueness of LA&PS other than social justice. The member noticed that two specific groups were highlighted and asked how students, staff and faculty who are racialized and/or transgendered would see themselves in this document other than "diversity"? The Chair of APPC said that the combination of liberal arts and professional studies seemed to be a

distinctive feature according to many of the consultations. In terms of who will see themselves in the document, there are university-level commitments to certain initiatives which is why the Indigenous framework and anti-Black racism are highlighted.

A member could not see any of the points raised at the ADMS consultation in the plan and wanted to know why. The Chair of APPC said her sense of that unit level meeting was there were concerns expressed of an imbalance across the ampersand. APPC thought they should be encouraging colleagues to work across the ampersand and tried to address the feeling of professional schools feeling excluded.

A member noticed that no mention was made of general education and asked if that was deliberate. The Chair of APPC said it's not a deliberate omission and APPC will need to think of how that can be worked in. She confirmed the member was referring to the structure of general education in the faculty and having it linked to interdisciplinarity in the plan.

A member suggesting adding "learning" for principle 1 as follows, "Prioritize student access, experience, learning, and success".

A member said actions are variously identified, some more concretely than others. She asked what APPC was thinking when framing the AP and where the Faculty will be in five years. The Chair of APPC said there was a desire amongst APPC to change the narrative around the student experience. They want students to be able to say they were supported during the academic journey and that the issues they had were adequately addressed. In terms of where we want to be in five years' time, it became a recurrent theme to retire the rhetoric around students being passed around to different departments.

4. Adjournment

It was moved, seconded, and carried to adjourn the meeting.

Andrea McKenzie, Chair of Council

Lisa Lutwak, Manager, Faculty Council

Faculty Council Meeting of April 20, 2021
Attendance List

Full-time Faculty Members

First Name	Last Name	Membership Category	Email
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Faculty Council Meeting of April 20, 2021
Attendance List

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Faculty Council Meeting of April 20, 2021
Attendance List

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York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Zoom Meeting Room
Minutes of the 96th Meeting of Council
May 13, 2021

1. Call to Order and Approval of the Agenda

The meeting was called to order.

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

2. Chair's Remarks

The Chair welcomed all to the 96th meeting of Faculty Council (FC).

3. Minutes of the April 8, 2021 Meeting

It was moved, seconded, and carried to approve the minutes of the April 8, 2021 meeting.

4. Business Arising from the Minutes

There was none.

5. Reports of Standing Committees of Council

5.1. Executive Committee

The Vice-Chair announced the acclamations and election results for FC Standing Committees, the General Education Subcommittee, and the Special Committee tasked with recommending the terms of reference for a proposed Equity, Diversity and Inclusivity Committee.

The Vice-Chair announced a new nomination period from May 3rd to May 14th and an election period from May 31st to June 4th to fill the remaining vacancies.

The Vice-Chair also drew members' attention to the Response from Senate ASCP Committee to LA&PS Faculty Council Query about the Dean's Office housing courses.

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

- Consent Agenda

5.3. Graduate Committee

- Item for Information: Non-Major Modification Proposal: Graduate Diploma: Latin American and Caribbean Studies

- Consent Agenda

6. Motion: Change in FC Agenda Order

A member brought a motion to move the Dean's Report up on the agenda. The motion was seconded and approved. The Chair moved the Dean's Report to immediately after the Consultation on Collegial Governance.

7. Item for Discussion: Consultation on Collegial Governance Proposals for Markham Centre Campus

The Chair introduced Lisa Phillips, Provost & Vice-President Academic, and Alice Pitt, Senior Advisor, Markham Academic Strategic Planning to speak on this item. The Provost spoke about the campus vision and governance. There are two options for faculties that are operating at MCC; they can choose to expand an existing unit or create a new unit.

In response to a question, the Provost said that if a current department is developing a program for Markham, it could become a two-campus department. The department should then think about ensuring there is local academic leadership for Markham. This speaks to colleagues being able to solve their own issues on a day-to-day basis and to do their own planning.

A member mentioned that there should be increase in faculty representation at Senate in response to the opening of the Markham campus. The Provost said that we have a few options available and she will take this question back and ensure it is considered.

A member expressed concern about adding another layer of administration, which can create more administrative work and delayed approval of items. A one-size-fits-all policy for all faculties is unlikely to work. The member appreciates the flexibility of being able to work across different campuses.

The Provost spoke to next steps. LA&PS needs to have conversations about what the model is for different program offerings that are being prepared for MCC.

A member said that as the last 14 months were spent working across geographical locations and connecting well, there is a great opportunity to think about collaboration across locations.

A member asked if students at MCC will be offered general education courses, and if there is an objective of breadth for courses under the School of Global Health that will be offered. The response was that the expectations are that students are able to meet the requirements for their degrees at MCC but other campus offerings will also be accessible to them. Additionally, a framework is being developed for how to invite faculty to offer courses of across all four years.

8. Dean's Report

The Dean celebrated the achievements of Professors Andrea Davis and Joan Judge and congratulated our students who graduated this year. He announced that the Board of Governors approved the renovations of Vari Hall.

The Dean announced that Senate Executives and the Provost have engaged in a fall planning exercise that has a goal of 40-50% of courses in-person for the fall semester and a full return in the winter, all aligned with public health advisories. He said that part of what has motivated Senate, the President and Provost to require plans for in

person classes in the fall is to align with the plans of other universities and the demands of students.

A member said that the principles speak to every unit offering in-person instruction of some kind to 40-50% of courses. There is a concern over the requirement to do one over the other for department offerings and for individual instructors. How is the Dean's Office navigating this flexibility? The Dean confirmed that every unit is ready to offer in-person instruction of some kind in 40-50% of their courses, at a minimum. In some cases, there may be a splitting in some larger first and second year classes. In terms of accommodations, the normal route of applying for workplace accommodations is in place.

A member asked about the percentage of courses offered in person and asked whether the desired number of in-person class engagements is on a volunteer basis? The Dean made a distinction between what must be done now to plan for the possibility of in-person classes dependent on the recommendations of public health. Fundamental changes are currently being made such as WHO reducing the social distancing space from 2 metres to 1 metre. Colleagues at other universities are saying to their students that they will be 100% or close to 100% in person in the fall. If there is a fourth or fifth wave at that point, then public health protocols will continue to be followed. There is a distinction between what will happen in September and planning for it. The Dean's Office is not the one driving that decision. It is very much instructions from the Provost and President.

A member asked if this plan is produced and the numbers are met, it is understood that there is a possibility that the plan will not be followed. Has it been considered that this may go in the opposite direction and things may improve? Is the university also prepared to pivot to come completely back in person if the situation drastically improves? The member also asked about the practicality of students making tutorial selections based on the desire to come back on campus or not. A concern was also expressed for CUPE members. How fast will we be able to keep abreast of the level of demands? The Dean said that he can't see a scenario where students will fall naturally into a 50/50 split. Part of what this exercise will demonstrate is where student demand is.

A member expressed concerns about the current model and the university's health related accommodations exercise. The Dean said that the planning exercise is only one step in the process and the 40-50% is a minimum target. Accommodations and adjustments will have to be made over the course of the summer.

A member expressed concerns about the workplace accommodations process. If there is a delay in the approval process, what would faculty do in the meantime? Why can't the same accommodations process that students have be offered for faculty and staff? What instructions has the Dean's Office received around equity considerations in terms of making determinations of which courses will be online and which will be in-person? There is concern that more vulnerable faculty will have less choice if pressed to teach in-person. Lastly, if public health and government guidelines do not align, what will be followed? The Dean said that these questions will be resolved over the summer.

A member said that given courses are going onto the website in June, it can no longer be considered a planning exercise. The member asked if the number of students are limited in class, how would this work pedagogically? In the townhall, it was said that students would have to pick their classes in-person or online and would not be able to change that choice. The member asked the Dean's Office to consider a realistic plan where we stick to our values. The Dean said that it is a planning exercise that will begin to be enacted. As far as students are concerned, York has the most flexible plan in the country where students have a choice. As planning goes forward, we will see how students respond and how public health unfolds. The Dean is equally concerned with supporting students and faculty.

Motion to Extend the Meeting

A motion to extend the meeting to 5:30 pm was moved, seconded, and passed.

Dean's Report (continued)

A member wondered how international students will be accommodated. The Dean said that international students will be accommodated depending on their situations, especially for departments that have a higher proportion of international students.

A member asked how it was determined which courses would be redesignated to in-person and which would remain remote. She expressed deep concerns, including stability and equity issues. She also expressed concerns about student safety, especially those who are vulnerable. The Dean said that he understands the concerns and they will have to be looked into further. He said that vaccine clinics have prioritized students in those communities. The AD said that they had sent back recommended plans to the unit on how to meet the in-person requirements, which were spread across the course levels with a focus on first and second years. The unit was able to make changes while still staying within the percentages.

A member said that the usual accommodations process may not be equipped to handle the rate of submissions anticipated to be coming through. The member echoed concerns about workload. Additionally, given the fluid nature of the situation, and students having to make last minute decisions, there is a need for flexibility. Particularly in LA&PS, there is concern from colleagues teaching higher level classes about ventilation in spaces they are expected to teach in. He asked about the possibility of having mandated vaccines for students and staff. He suggested a 0.5 course release for faculty as a means of accommodation and to help with the transition. The Dean said he will continue to advocate for these issues including an expedited accommodations process.

A member expressed that the percentage is a good place to start but is a terrible plan long-term. If faculty are to teach part of their classes online and part in-person, it will be difficult in terms of space and time. The member asked if there are spaces available for students to attend online classes. The member said that the university is losing the opportunity to set themselves aside from the competition by prioritizing safety. The Dean responded by saying that there will be space for students on campus to attend online classes.

Another member said it is not clear why the information flow does not seem to go to bottom to top. When consulted, the member said that, as an AC of Finance at School of Administrative Studies, the member has reported back to the director that no full-time faculty want to go back to teaching in the fall and only one instructor said they would be

indifferent. Most areas, if not all, are in the same situation. The questions were as follows; first, when the fall term comes around, what will happen when in-person classes are full enough to be offered but there are not enough instructors? Second, if a section has 60/80 capacity and it is full, would it be split to 2 sections? If so, where would they find instructors to teach the split sections? Lastly, how are faculty members to teach back-to-back sections online and in-person? The Dean said that according to the current planning assumptions, classes can be accommodated up to 100 students or even more. The numbers would be submitted to see which spaces are available. He stated that issues in scheduling and accommodations happen every year, just not to this scale and adjustments will be made as needed.

A member said that students will be driving enrollment in the sense that they will be deciding demands for in-person and online classes. Undergraduate students are not the wisest and so, we've already seen ways in which younger folks might vote with their feet by signing up for courses that are not in their best interest. The member also expressed concern about international students who may come to Canada expecting in-person classes which may not occur. This may be considered as lying to students. The member said that many universities who are offering in-person classes are outside of metropolitan areas, but the York campus is in a hotspot. She said that telling students enrolled in full year classes that the first semester will be online, and the second semester will be in-person will be safer. The Dean said that in the winter term, there will be no additional in-person classes but we will get an understanding of what types of courses students are choosing and if they have to switch to more online offerings, they will. He assured colleagues that there is no plan for increasing the in-person beyond what is planned for.

Motion to Extend the Meeting till 5:45

A motion to extend the meeting to 5:45 pm was moved, seconded, and passed.

9. Item for Discussion: Revisions to Senate Policy on Academic Honesty: Consultation on proposed new Academic Conduct Policy and Procedures

The Chair introduced the guest speaker, Chair of the Committee on Teaching, Learning and Student Success, Natalie Neil. She then recused herself and handed the chairship to the Vice-Chair.

Natalie Neil said that CTLSS was asked by the Senate and Executive Committee to discuss the proposed changes to the proposed changes to the academic policy. The memo captures the rich discussion had and incorporates comments as well as consultation notes from two units. She summarized the proposed revisions made to the Academic Conduct Policy and Procedures.

She outlined three concerns:

- The draft policy introduces a new position; the person of Primary Responsibility (PPR) who they think will be the AD Students of each faculty and also, the person of Primary Responsibility Designate, who will likely be the Undergraduate Program Director. However, they would like to see more clarity and definition around the roles to have more consistency around faculty and units.
- The revised policy leaves room for individual course directors to resolve cases directly in some circumstances. This could lead to unfairness and inconsistency as well as potential workload concerns.
- The new document could be written in a more student-centred way and CTLSS would like to recommend more consultations with staff and students.

A member asked if it has been considered to have a committee of the whole and open consultations for the faculty. Natalie Neil said that what was prepared was not meant to represent FC or the faculty, and they would like the draft circulated more widely and would welcome advice from members.

A member stated that the discourse in the document speaks about maintaining academic integrity by avoiding plagiarism. The member expressed that policies that focus on avoidance and text-based strategies are doing students a serious disservice. Another member added that there should be educational elements as well.

10. Item for Discussion: Draft LA&PS Academic Plan

The Chair introduced Maggie Quirt, the Chair of APPC. The Chair of APPC thanked LA&PS community members for their feedback. She said that feedback was also solicited online from students and staff. They have attempted to incorporate sustainability and climate change more robustly in the values and mission. She highlighted the new cover art created by a student as well as other changes that were made, including two new principals. The Chair showed members the new strengthened implementation section

11. Item for Information: Senate Synopsis: April 22, 2021

12. Other Business

There was none.

13. Adjournment

It was moved, seconded, and carried to adjourn.

Andrea McKenzie, Chair of Council

Faculty Council Meeting of May 13, 2021
Attendance List

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Faculty Council Meeting of May 13, 2021
Attendance List

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Carolyn	Steele	steelec@yorku.ca	C Faculty
Andrea	Valente	valentac@yorku.ca	C Faculty

UFE Members

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Ravi	De Costa	adres@yorku.ca	UFE
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David	Mutimer	adfa@yorku.ca	UFE

Staff Members

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Luis	Quesada	quesada@yorku.ca	Staff
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Ex-officio Members

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Lisa	Philipps	provost@yorku.ca	Ex-officio

Faculty Council Meeting of May 13, 2021
Attendance List

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Siram	Tortumlu	siramt@my.yorku.ca	Non-Member

Executive Committee Report

1. Item for Information: Results of 2nd Nomination Period

The Executive Committee is pleased to welcome Farimah Zadeh to the Special Committee of Faculty Council, tasked with recommending the terms of reference for a proposed Equity, Diversity & Inclusivity Committee of Faculty Council, acclaimed during the recent nomination period (May 3, 2021 to May 14, 2021).

2. Item for Action: Close of Nominations – Liberal Arts & Professional Studies Faculty Council and Standing Committees

The Executive Committee would like to announce a new round of nominations to fill the remaining vacancies on the Faculty Council and Standing Committees. **The nomination period will run for the duration of the Faculty Council meeting on June 10th, 2021. Nominations will be presented and closed on the floor.**

Anyone wishing to nominate a member for a position or to self-nominate should communicate their nomination to **Cory Strul (cdstrul@yorku.ca)** and **Siram Tortumlu (siramto@yorku.ca)**, before the meeting to ensure the nominee is eligible for the position. Should an election be necessary, the dates will be announced for later in June.

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)

Vice Chair of Council (1)

Last Name	First Name	Department/School	Area	Term Start	Term End
				July 1, 2021	June 30, 2022

- 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.

Vacancy FT Faculty July 1, 2021 to June 30, 2024
Committee on Research Policy and Planning (CRPP)
(1 vacancy, *FT faculty*)

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
				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

- 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 \(yorku.ca\)](#)

Vacancy FT Faculty July 1, 2021 June 30, 2024
Committee on Student Academic Petitions and Appeals (CSAPA)
(3 vacancies, *FT faculty*)

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	Anuppiriyaa	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
				FT Faculty	July 1, 2021	June 30, 2023
				FT Faculty	July 1, 2021	June 30, 2023
				FT Faculty	July 1, 2021	June 30, 2023

- 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 \(yorku.ca\)](https://www.yorku.ca/faculty-liberal-arts-professional-studies/committee-student-academic-petitions-and-appeals)

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 new 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.

- Vacancies:
 - 2 FT Faculty (1 from each area: Humanities, Social Sciences)
- 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
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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	HRM		Staff	TBD	TBD
Zadeh	Farimah		Professional Studies	FT Faculty	TBD	TBD
			Humanities	FT Faculty		
			Social Sciences	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
	Stepped down

Committee on Curriculum, Curricular Policy and Standards

Consent Agenda
June 2021

Change to Existing Program Proposal

Law & Society

Add four courses to the list of Law & Society Courses.

These new courses update the curriculum and create more choices for students in fulfilling degree requirements.

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.

Memorandum

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Academic Policy and
Planning Committee**

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To: Professor Andrea McKenzie, Chair, Faculty Council
From: Professor Maggie Quirt
Chair, Academic Policy and Planning Committee (APPC)
Date: May 21, 2021
Subject: LA&PS Academic Plan 2021-2026, final draft

The Academic Policy and Planning Committee has completed revisions to the LA&PS Academic Plan 2021-2026 and is in a position now to share the final draft with the Executive Committee for review. Below please find the motion and rationale that we would like to include in the June Faculty Council agenda:

Motion:

The Academic Policy and Planning Committee moves that the final draft of the LA&PS Academic Plan, 2021-2026 be approved.

Rationale:

Since fall 2020, the Academic Policy and Planning Committee has engaged in extensive consultation with students, staff, and faculty across LA&PS to draft the 2021-2026 Academic Plan. We have held three town halls; conducted 21 visits to the schools, departments, and colleges in LA&PS; solicited feedback via a dedicated website; and engaged in a number of additional email, phone, and videoconference discussions with colleagues. All of this input has been essential in shaping an academic plan that reflects the views of our collegium.

Outlined here are the principles that will guide our academic planning through until 2026. An initial draft of this document was shared with colleagues at a special meeting of Faculty Council on April 20, 2021; changes suggested at that meeting, and via our online submission portal (open to all LA&PS students, staff, and faculty) were incorporated into a substantially improved draft that was circulated to Faculty Council in advance of its regular meeting in May. This final version includes suggestions received after the May 16 Faculty Council meeting.

It is the view of APPC that the final draft presented here reflects, connects, and coordinates the diverse aspirations of our LA&PS community in terms of academic planning through to 2026.

Sincerely,

Professor Maggie Quirt
Chair, Academic Policy and Planning Committee
Liberal Arts & Professional Studies





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 peacefully share and care for the Great Lakes region.

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Dedication

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

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 encouraging intellectual curiosity and investigator-driven research, promoting community engaged and industry-partnered scholarship, and supporting 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. In the short term, this will help us recover from our extended period of isolation and social distancing. On a more profound level, building connections will be an important first step in confronting 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.



The 17 United Nations Sustainable Development Goals are as follows:

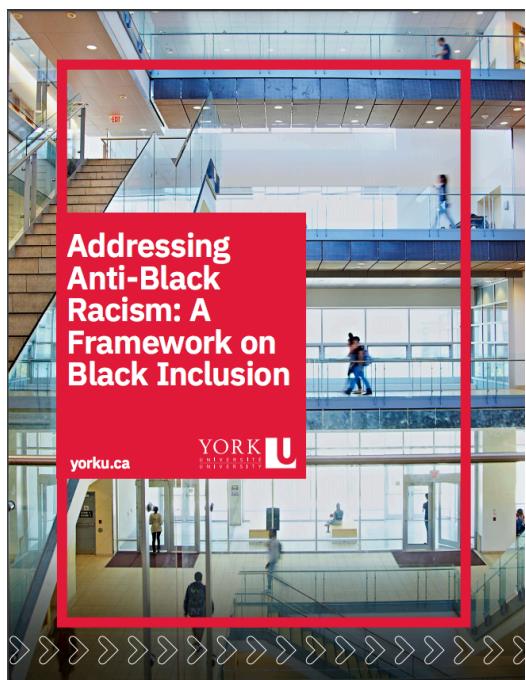
- No Poverty
- Zero Hunger
- Good Health and Well-Being
- Quality Education
- Gender Equality
- Clean Water and Sanitation
- Affordable and Clean Energy
- Decent Work and Economic Growth
- Industry, Innovation, and Infrastructure
- Reduced Inequalities
- Sustainable Cities and Communities
- Responsible 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



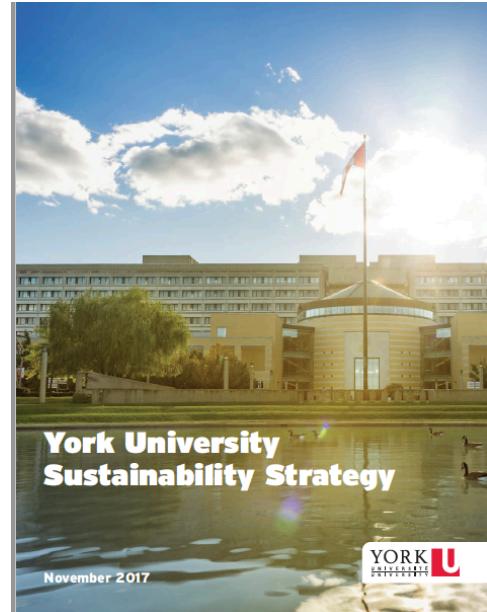
Opportunities for alignment

- 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

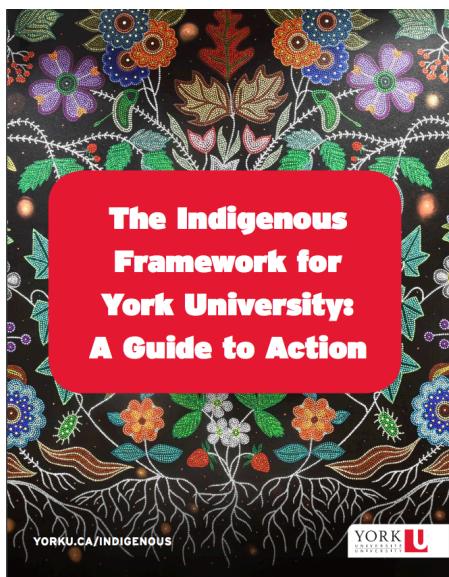
York University Sustainability Strategy

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



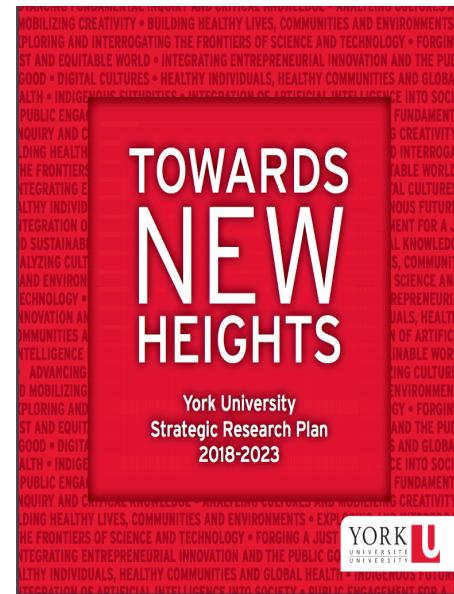
Opportunities for alignment:

- 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 they will receive 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.

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 that emphasizes **internationally, nationally, and locally impactful** research; recognizes the diversity of approaches to theory and fieldwork; and supports intellectual curiosity and investigator-driven 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 and impactful interdisciplinary inquiry; ethical community engagement and collaboration; and effective dissemination and knowledge mobilization, and will nurture intellectual curiosity and investigator-driven inquiry.

Principle 4: Foster innovation in teaching and curriculum development

- 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 detailed in this LA&PS Academic Plan are the product of considerable collegial consultation. Together with the Priority Areas for Action in the University Academic Plan, they provide a guiding framework for the Dean with respect to the allocation of resources within the Faculty. Drawing on these principles, the Faculty's Integrated Resource Plan (IRP) is created in accordance with institutional-level requirements.

The IRP does not replace collegial governance procedures. It is a long-range planning document that ensures the Faculty has the resources set aside to fulfil the will of the Faculty in terms of existing and proposed initiatives. Examples of this type of undertaking include major curricular proposals and new programs or units. Preliminary planning with resource implications in mind will ensure that the Faculty has the capacity to launch such initiatives, following all established collegial governance procedures for review and approval.

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, objectives, and visions set out in the Faculty Academic Plan. The Dean's reports will explain how progress on implementing the Faculty Academic Plan is being monitored and evaluated, and preview major initiatives at the planning stage.

While regular updates at Faculty Council will be necessary to implement the principles in the Academic Plan, this is not the only place where such work can occur. At the unit-level, colleagues can –

- review their own governance documents to find areas of alignment and inspiration,
- reinvigorate curricular offerings to ensure that academic planning principles are reflected in the content of courses,
- promote pedagogical and research initiatives that reflect these principles, and
- 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 that emerged 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.



The Senate of York University

Synopsis

The 676th Meeting of Senate held on Thursday, May 27, 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 Professor Emeritus Alain Baudot, a founding member of Glendon College, and Robert Everett, a long-serving and cherished member of the University Secretariat.

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

- an update on York's mental health and well-being strategy for staff, faculty, and students.
- an update on the University's plans to establish a new School of Medicine that will focus on training family and community doctors in an integrated setting.

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

Approvals

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

- changes to the degree requirements for the BScN programs in Nursing housed in the School of Nursing, Faculty of Health, effective FW2021-2022.
- the merger of the BA degree programs in Humanities and Culture & Expression housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective FW2021-22.
- the closure of the BA Culture and Expression program housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies, effective FW2021-2022.
- the establishment of the Undergraduate Faculty Rules and Regulations for the Faculty of Environmental and Urban Change, effective FW2021-2022.

The Senate of York University

Synopsis

- changes to the existing admission requirements for YUBridge students from 80% to that of the entrance average for each respective direct-entry program, effective immediately.

Senate approved two substantive motions pertaining to the application of the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes and Other Causes*:

- that, for the duration of the current disruption, the requirement of “reasonable alternative access” for students unable to attend in-person academic activities will be understood to have been met by the principle that ensures students will have reasonable access to academic activities delivered remotely.
- that, for the duration of the current disruption and when time permits as per rules and processes to hold regular or special meetings of Senate, Senate Executive consult Senate for input and advice to aid decision-making and preparations on matters of significant import that affect program delivery plans prior to Executive exercising the authority vested in the Committee to approve such matters during a disruption.

Senate Elections

Senate approved a slate of candidates presented by the Executive Committee with the result that a number of individuals were acclaimed to positions on Senate committees while others will be elected as the result of a ballot conducted from May 31 to June 4.

Committee Information Reports

Executive

The Executive Committee’s information items included the following:

- the authorization of Senate’s consideration of two substantive motions pertaining to the application of the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes and Other Causes*.
- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities at the University, including a special meeting on 6 May 2021 to approve revisions to the *Principles to Guide Course Planning for the Fall 2021 term*.

The Senate of York University

Synopsis

- its review of substantive changes to the rules and procedures for the Faculty of Education Faculty Council.
- an update on the annual survey of Senators and Senate committee members.

Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- its ongoing monitoring of University Academic Plan implementation, including preparations for a report to Senate on academic planning that draws on the comprehensive feedback from the recent community forums and decanal discussions.

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:

Glendon

Minor Changes to the Entrance Requirements for the MA in Études françaises and PhD in Études francophones program (related to the new grading scheme implementation FW2023-2024)

Faculty of Health

Minor Changes to the Graduate Diploma in Quantitative Methods, Department of Psychology, Faculty of Health

Faculty of Graduate Studies

Removal of fees for the External Student Status, and Elective Categories in the Leaves of Absence Regulation

Faculty of Science

Minor Changes to the Admission Requirements for the MA and PhD programs in Biology (related to the new grading scheme implementation effective FW2023-2024)

Schulich School of Business

Minor Changes to the Bachelor of Business Program, BBA, Schulich School of Business (effective Summer 2021)

The Senate of York University

Synopsis

Awards

The Awards Committee advised Senators of and conveyed congratulations to the recipients of the President's Research Awards, who had been selected as a result of the Committee's adjudications in Winter 2021.

2021 President's Research Excellence Award

Jennifer Hyndman, Faculty of Environmental and Urban Change

2021 President's Research Impact Award

Carl E. James, Faculty of Education

2021 President's Emerging Research Leadership Award

Pouya Rezai, Lassonde School of Engineering

Rebecca Bassett-Gunter, Faculty of Health

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, May 27, 2021 meeting for details about these items.

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

June Meeting of Senate

Senate's next meeting will be held at 3:00 pm on Thursday, June 24, 2021.