Notice of Meeting

Meeting of LA&PS Faculty Council
February 8th, 2024 | 3:00 p.m.-5:00 p.m.
Zoom Meeting Room

AGENDA

Item	Topic	Time
1	**Call to Order and Approval of the Agenda**	3:00-3:05
2	**Chair's Remarks**	3:05-3:10
3	**Approval of Minutes:** January 11th, 2024, Faculty Council Meeting	3:10-3:15
4	**Business Arising from the Minutes**	3:15-3:20
5	**Reports of Standing Committees of Council** • Committee on Curriculum, Curricular Policy & Standards ○ Consent agenda • Graduate Committee ○ Consent agenda • Committee on Teaching and Learning ○ Item for Action: Approval for Dean's Awards for Excellence in Teaching Terms of Reference • Academic Policy & Planning Committee ○ Item for Discussion: LA&PS Academic Plan (2021- 2026) Survey Report	3:20-3:50
6	**BREAK**	3:50-4:00
7	**Item for Presentation: York University Sustainability Strategy (Chief Sustainability Officer, Mike Layton)**	4:00-4:20
8	**Dean's Report to Council** • Budget Updates	4:20-4:50
9	**Item for Information:** Senate Synopsis	4:50-4:55
10	**Other Business**	4:55-5:00

Note: LA&PS Faculty Council Meetings are held on the second Thursday of each month from 3:00 pm-5:00 pm EST. Currently, Faculty Council meetings will be held virtually over Zoom.

York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Minutes of the 122nd Meeting of Council
January 11, 2024, 3:00 pm to 5:00 pm | Zoom Meeting Room

In attendance:
G. Alboiu, O. Alexandrakis, U. Anucha, R. Arata, I. Badr, S. Bailey, H. Bartel, D. Baus, S. Bawa, S. Bell, M. Bernholtz, D. Bisram, S. Boatswain, E. Bogdan, S. Brooke, N. Buckley, M. Budworth, P. Burgher, I. Carozza, K. Case, M. Chaktsiris, N. Coulter, N. Couto, A. Crosby, D. Cuff, H. Davis, R. de Costa , D. de Jesús, M. Ebrahimi, C. Ehrlich (Chair), P. Evans, D. Fairman, J. Falzon, B. Franco Arellano, E. Fresco, M. Frial-Brown, P. Fu, P. Giritharan, M. Giudice, A. Glasbeek, M. Goitom, R. Green, K. Gribbons, K. Hall (Guest), E. Haque, M. Harper, S. Hepburn, W. Ho, S. Ingram, M. Johnson, A. Kalmin, T. Karagyozova, R. Kenedy (Vice Chair), E. Kennedy, A. Kwan, S. Kwon, M. Lambert-Drache, G. Langlois, T. Macias, M. Maciel Jorge, A. MacLennan, S. Malik, J. Marcus, C. McAulay (Guest), E. McDonough, W. McKeen, A. McKenzie, T. McLagan, J. McMurtry, C. Mecija, D. Meghdadi, W. Miller, D. Neill, J. Ng, K. Ogata, J. Onorati, R. Ophir, A. Parala, J. Pelham, L. Philipps (Guest), P. Phillips, D. Pilon, M. Poon, E. Prince, M. Quirt, I. Roberge, S. Roburn, A. Rodrigues, K. Ruddy, T. Samuels-Jones, D. Sargla, N. Savdie, L. Semmelhaack, M. Sestito, A. Shabtay, R. Singh, D. Skinner, H. Song, I. Splettstoesser, B. Spotton Visano, I. Stedman, C. Steele, A. Strebinger, N. Tahani, T. Tahereen, T. Taylor, J. Tremblay, S. Tweyman, A. Valeo, G. Vanstone, S. Warwick, A. Weaver, K. Weiser, A. Weiss, R. Wellen, J. Williams, R. Williams

1. Call to Order and Approval of Agenda

Chair called the meeting to Order.

Agenda was approved.

2. Chair's Remarks

The Chair welcomed Faculty Council (FC) members to the 122nd FC meeting and wished all a productive year, good health, and a year full of kindness and blessings.

3. Item for Presentation and Discussion: York University President's Budget Consultation, Fall/Winter 2023-2024

The Chair welcomed Provost L. Philipps and Vice-President of Finance & Administration C. McAulay. Provost Phillips wished everyone a Happy New Year.

Provost Philipps shared that the strategic framework is rooted in the Senate-approved University Academic Plan and that the whole purpose of the budget is to align resources to the University's Strategic Plan.

Additionally, the Provost highlighted some budgetary priorities and foreseeable constraints:
- Ongoing provincial government funding/grant freezes
- The university has missed the international student targets for the past few years, and international student enrollment has declined significantly post-pandemic.
- International universities are becoming extremely competitive and have become increasingly active and savvy over time in attracting students.
- Bill 124 has been struck down resulting in the reopening of wage discussions with all unions. The resolution of this situation will impact the budget going forward.
- SMA3 (Strategic Mandate Agreement 3) introduced new performance metrics that would have negative financial consequences attached if the annual targets were unmet starting in 2023-2024.
- The University Fund was created because all universities need a central reserve fund or contingency fund, and this is the University Fund in York's case. Its aim is to help fund institutional priorities and to redistribute monies to faculties for

equalization and strategic support funds reserved for meeting the common strategic goals of the faculties and the university.

- [Auditor General of Ontario – York Report](#) to be discussed at the President's town hall that is planned for mid-January 2024. Also, a special Senate meeting is scheduled to take place on January 18, 2024, to discuss the questions arising from the report.

Questions:

Q) Two council members inquired about establishing a legal decision-making body that is inclusive of faculty on budgets and resource allocation. They emphasized that it is extremely rare to have such bodies without regular membership including faculty and student representation.

The Provost responded that budget consultations with faculty councils, union groups, and other bodies for early input, as well as the Dean's participation both in the budget committee and through a standing seat at the University Fund Council, are ways this is achieved.

Q) The second question was regarding the Auditor General's (AG) report pointing out the substantial increase in the size of the senior administration at York, despite stable enrollment and reduced revenue, and recommending that the university provide the rationale for the creation of these additional positions.

The Provost shared that, in terms of senior administration growth, the Auditor General focused on nine new positions with 2 associate vice president and 2 assistant vice president positions, which were due to the creation of a new division at the University, namely the Office of the Vice President Equity, People, and Culture. Only two new positions were created (AVP Faculty Affairs and AVP Indigenous Initiatives). The other two AVPs were reclassifications of the Executive Director of Human Resources and Executive Director of Labor Relations to Assistant Vice Presidents.

Q) The third question was about the AG report's mentioning that the University conducted a profitability forecast for the Markham campus, but it did not consider how long it would take to recover its initial capital cost.

Provost Philipps stated that the Markham campus is new and starting to admit its first class of students. Keeping the enrollment on track is directly related to how long it will take to pay off the building.

Q) The next question was about the declining international student enrollment, especially in LA&PS with 61% of its total tuition revenue generated from two countries, China and India. Does a recruitment strategy target a wide variety of countries rather than just rely on a few countries?

The Provost noted that for international students, China and India are the largest source countries, they are the most populous, and they have the most demand to study abroad. York is visiting additional countries, but it takes a while to build relationships, but the University is indeed looking to diversify its international student pool.

Q) A question was raised by council members as to why net university fund expenditures, transfers, and contributions are so much higher over time. What is causing the increase? These financial decisions have real impacts on local grassroots departmental decision-making.

The Provost shared that, during the last few years, the University has transitioned between SHARP 1.0 and SHARP 2.0. At the time of SHARP 1.0, a very modest University fund was established. Hence, there was an increase once SHARP 2.0 was implemented.

In the bicameral governance system, the Board of Governors approves the budget, Deans have budgetary responsibility, and the Senate is informed and has input into prioritizing academic matters in the budget. The purpose of moving to SHARP 2.0 was to increase transparency about what faculties were bringing in revenues and what they were

contributing to the shared services, institutional strategy, and how redistribution was occurring to support activities that were not able to cover themselves.

Q) A member inquired whether the expansion of the Markham campus and the medical school is being pursued at the expense of other existing priorities.

The provost said that creating a new Markham campus was important because the York region has one of the highest projected growth rates in the 18 to 21-year-old age bracket. The growth spurt is expected to accelerate over the next few years, and York University has an early presence in the area to capture that growth.

The question of the medical school comes down to strategic priorities and long-term vision and success. Over the long term, it helps build York's reputation and makes it a magnet not only for students studying medicine but also for those interested in premed, allied health, and other programs. In addition, medical schools are major factors in determining international university ratings and rankings and impact funding/grants from the government.

Q) A council member asked if there is some form of equity rather than equality between faculties contributing to the University Fund. The changes to the YU-card processing /usage and changes to the grade scale from a 9.0 to a 4.0 scale have been a hugely costly experiences because the University was unable to hire the right people for the job. In addition, student recruitment and retention are shared responsibilities across all levels of the University. There is a lack of communication when decisions are made impacting the budget and community morale.

The Provost shared that the YU-card issues have been mostly resolved. As to the grade scale, we are careful about the right balance between centrally run services and locally delivered services and the relationship between them. We strive to be most effective and efficient and not to duplicate things across the University and to assess the viability of all capital projects.

The Provost mentioned that the proportion of contributions to the University Fund is based on 8% of the revenues brought in by the faculties. However, the redistribution cannot be strictly proportional at the end. The allocations are going to reflect the decisions made.

4. BREAK

5. Approval of the Minutes: December 7th, 2023, Faculty Council Meeting

Approved.

6. Business Arising from Minutes

There was no other business.

7. Reports of Standing Committees of Faculty Council

Committee on Curriculum, Curricular Policy & Standards:

Consent agenda: Having received no objection to the consent agenda, it was deemed approved.

8. LA&PS Dean's Budget Presentation and Report

Dean McMurtry shared a warm message of gratitude. He thanked everyone for their hard work, time, and participation, and for attending the Faculty Council. Then he wished everyone a prosperous year ahead.

The discussion started by reviewing the overall climate for universities in Ontario and globally. The decline in international students and its implications were mentioned. Dean shared that Queen's University is facing disruptions due to budget cuts, and an article in the Toronto Star

stated that about 10 universities are expected to fall below the MCU provincial metrics threshold (no action, low action, and high action categories). A sector-wide series of events is impacting all universities. In these circumstances, we must analyze all expenditures at a budgetary level. He encouraged everyone to review the enrollment presentation slide deck available on the Faculty Council website.

The Dean noted that the Ontario Universities' Application Centre (OUAC) is open until Jan. 15, 2024. Historically, the numbers are dynamic and change from day to day. The final number of applications will be available later this month or in early February. OIPA Quick Facts is an open resource available to all. Based on the stats and figures available at this time, the trends are as follows:

- Undergraduate student headcounts have been declining since 2016-2017 but were masked by COVID-19 because students enrolled in more courses.
- 101 and 105 Visa and International student applications and enrolments have been declining since 2021.
- The gap between domestic student enrollments and international student enrollments is widening at an exponential rate.
- Graduate domestic and international student numbers have remained relatively consistent and stable over the years with less significant variations.
- Student enrolments are reported three times annually, and the number of ineligible students for government grants has increased impacting the overall budget.
- Markham has started receiving applications, and trends will be observed over time to make informed decisions about growth and programs.

The Dean spoke about these trends and their budget implications for the Faculty and the University. He mentioned that all colleges and most universities in Ontario are facing similar challenges with declining numbers of international students. International students face visa difficulties, and the rise in inflation has contributed to an increase in the cost of living. The expectation is that over time these obstacles will be alleviated. If, however, that does not happen, then the York University President and Provost have built recovery measures into their budget projections to compensate for this.

A Council member raised a concern about the AG's report mentioning programs with low enrollments and questioning the University on the financial contribution and profitability of departments and academic programs.

The Dean shared that, from a nonprofit educational institutional perspective, the expectation from the public is that education is a public good, which is the reason the government provides funding to run these institutions. LA&PS looks at the programs and most importantly at the courses and the fill rate of the courses. If a course is filled with students, it is considered a viable course.

A Council member observed that the application numbers do not look good on the first choice. Are there concerns about enrollment numbers at Markham this coming fall?

Dean McMurtry responded that the programs that LA&PS launched at Markham are new and that it is hard to market fully with limited time. There is still a lot that is being done and that needs to be done. The newness of the program is a factor as well. That hope is that, over time, things will work themselves out and that these programs will catch momentum. Markham numbers will be confirmed in late January/early February.

A Council member inquired about the applications received for the Bachelor of Commerce program at Markham, and if these applicants could have applied to other programs in other faculties at York. Are students counted as one regardless of the number of programs to which they apply or is each application they submit counted individually? How

can we get student to come to York? And does our ranking impact their decision?

The Dean responded that the question has been raised how to figure out how students and applications are counted, and how to figure out which applicants have applied to multiple programs. Ranking sometimes matters and sometimes it does not, but the most important thing is that the applicants do not get confused by the messages sent to them by the University. Also, clarity in communication would help eliminate issues such as which program to enrol in and which campus they could attend.

A Council member commented that small programs have been trying to sell and promote themselves in these trying times. There is a need to coordinate efforts and spend some time with communication teams to build outreach materials to build branding and establish relationships with potential/future/current students in multimodal ways. The Dean affirmed that faculty members with ideas about how to engage potential applicants and their families should connect with the AD Programs and share their experiences and ideas to bring efforts to implementation.

9. Item for Information
The Senate meeting scheduled for December 14, 2023 was not held. Hence, there is no December Senate Synopsis included.

10. Announcements
None.

11. Adjournment
The Chair thanked all in attendance.
The meeting was adjourned.

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Carl S. Ehrlich, Chair of Council

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Tejas Kittur, Secretary of Council

Committee on Curriculum, Curricular Policy and Standards (CCPS) Consent Agenda

February 2024

ITEMS FOR INFORMATION (41):

New Course Proposals

AP/ANTH 4210 3.00 Indigenous Rights in the Settler State: Legal Anthropology and Colonialism in Canada
AP/ECON 1520 3.00 Foundations of Mathematical Analysis in Economics
AP/EN 4405 6.00 Postcolonial Drama of the Global South
AP/EN 4415 6.00 The South Asian Diaspora in Literature
AP/HIST 4795 6.00 Gender and Sexuality in Modern India
AP/SPRT 1010 3.00 Introduction to Sport Management
AP/SPRT 1020 3.00 Sport and the Legal Environment
AP/SPRT 1030 3.00 Sport and Society

Change to Existing Course Proposals

AP/ADMS 4010 3.00 Organization and Administrative Theory
AP/ADMS 4210 3.00 International Marketing
AP/ADMS 4235 3.00 New Product Management
AP/ADMS 4240 3.00 Advertising and Communications
AP/ADMS 4250 3.00 Marketing Strategy Development and Implementation
AP/ADMS 4285 3.00 Brand Management
AP/ADMS 4501 3.00 Advanced Portfolio Management
AP/ADMS 4502 3.00 Ethics for Investment Managers
AP/ADMS 4503 3.00 Derivative Securities
AP/ADMS 4504 3.00 Fixed Income Securities and Risk Management
AP/ADMS 4509 3.00 Financial Risk Management
AP/ADMS 4535 3.00 Financial Statement Analysis
AP/ADMS 4536 3.00 Security Valuation
AP/ADMS 4537 3.00 Sustainable Investing
AP/ADMS 4541 3.00 Applied Corporate Finance
AP/ADMS 4542 3.00 International Financial Management
AP/EN 3060 6.00 Healing Fiction: The Meaning of Care
AP/GWST 2512 6.00 Race, Gender & Sexuality
AP/GWST 3555 6.00 Genealogies of Feminist Theorizing
AP/GWST 4524 6.00 Easy Reads? Feminist Stories, Graphic Narratives, and the Art of Drawing Politics

AP/GWST 4528 3.00 Feminism, Dance and The Body: Identity, Performance, Movement and Transformation
AP/HND 2700 6.00 South Asian Literature and Culture
AP/HND 3600 3.00 South Asian Literary Activism: Self-identified Women Writers and Filmmakers in South Asia and the Diaspora
AP/HND 3610 3.00 Writings of Premchand (1880-1936)
AP/HND 3710 3.00 Contemporary Literatures of the South Asian Diaspora
AP/HUMA 3105 6.00 Greek and Roman Religion
AP/HUMA 3795 3.00 A Cultural History of Satan: Personified Evil in Early Judaism and in Christianity
AP/PRWR 3014 3.00 Rhetorics of Beer, Food, and Beyond
AP/PRWR 3810 3.00 Technical Writing for Information Design
AP/SOCI 3060 6.00 Sociological Social Psychology
AP/SOSC 1430 9.00 Introduction to International Development Studies
AP/WKLS 3211 6.00 Work for a Change: Strategic Research, Organizing and Communications
AP/WRIT 3740 3.00 Fundamentals of Editing for Non-majors

Minor Change to an Existing Degree or Certificate Proposals

Anthropology Program

Proposed modification(s): The Department of Anthropology proposes to add AP/ANTH 2222 6.00, a study away version of AP/ANTH 2220 6.00 to the options within the major credit requirements. The proposal also requests to add AP/ANTH 4320 3.0, AP/ANTH 4140 3.0 and AP/ANTH 4210 3.00 the options within upper-level credit levels.   These courses will expand the options available to students in world literature beyond the conventional canon of Anglo-American-Canadian works in terms of postcolonial literature and drama.

B.A. / B.A. Hons., English (re: 4405 AND 4415):

The Department of English proposes to add two newly approved courses EN 4405 6.00 (Postcolonial Drama of the Global South) and EN 4415 (The South Asian Diaspora in Literature (6.00) the course list of **4000 Level Category C: Literatures in and Across History, Global**. These courses will add to our coverage of global literatures. In addition, EN 4405 will expand our offerings in drama, particularly contemporary drama.

Children, Childhood & Youth (CCY)

Children, Childhood & Youth Program in the Department of Humanities proposes to add the following courses to the program's extended list of CCY Courses: AP/CCY 2300 3.00; AP/CCY 2700 6.00; AP/CCY 2990 3.00 and AP/CCY 3687 6.00

Certificate in French Language Proficiency – Advanced:

The proposal is to change the title of the certificate from Certificate in French Language Proficiency-Advance to **Certificate in French Language Proficiency - Proficient User (CEFR Level: C1)** and replace the existing minimum grade requirement of B in every course by a required OGPA of B (6.00).

Work & Labour Studies (re: SOSC 3211)

Work and Labour Studies program proposes to remove a retired course SOSC 3211 6.00 from and add the 3.00 credit version of the course to the course list of **"Inequality, Global Labour Movements and Workplace Democracy."**

Work & Labour Studies (re: SOSC 3444)

The Work and Labour program proposes to add SOSC 3444 3.00 to the course list of **Climate Crisis, Migration and the Future of Work**.

Cross-Disciplinary Certificate on Public History

The proposal seeks to add 25 courses to the designated course list for the Cross-Disciplinary Certificate in Public History. Those courses include: AP/HIST1791 6.0, AP/HIST2900 6.0, AP/HIST2920 6.0, AP/HIST3490 3.0, AP/HIST3490 6.0, AP/HIST3801 3.0, AP/HIST4470 6.0, AP/HIST4515 6.0, FA/ARTH 3345 3.0, FA/ARTH 3630 3.0, FA/ARTH 3650 3.0, FA/ARTH 3680E 3.0, FA/ARTH 3680M 3.0, FA/ARTH 3680N 3.0, FA/ARTH 3680Q 3.0, FA/ARTH 4110 6.0, FA/ARTH 4340B 3.0, FA/ARTH 4631 3.0/ AP/HUMA 4631 3.0, FA/ARTH 4800J 3.0, FA/VISA 4620F 3.0, FA/DESN 4103 3.0, GL/HIST 3450 3.0 EN, GL/HIST 4200 3.0 EN, GL/HIST 4200 3.0 FR, GL/HIST 4410 3.0 EN). It will remove 6 designated courses (FA/ARTH 2800B 6.0, FA/ARTH 3800B 6.0, FA/ARTH 4720F 3.0, FA/ARTH 4720G 3.0, FA/ARTH 4800I 3.0, and GL/HIST3425 6.0). Also, the proposal seeks to add a clarified language on the availability of the certificate to concurrent and consecutive students to the academic calendar.

Speech and Language Sciences (SPLS)

The Speech and Language Sciences program seeks to clarify the minimum degree specific and cumulative GPA requirement for SPLS students in order to remain in the program. The change is: continuation in, and graduation from, the program requires that students maintain Continuation in, and graduation from, the program requires that students maintain a cumulative grade point average of 5.00 (C+) in the current grading scheme or 2.30 (C+ in new grading scheme) as well as at least a 6.00 (B) in the current grading scheme or 3.00 (B in new grading scheme) average in all 57 SPLS major credits.This change is to provide a clarification description of the timing and nature of the grade point average audit.

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 Consent Agenda

February 2024

ITEMS FOR INFORMATION (9):

The Graduate Committee recommends that Council approve the following proposals:

New Course Proposals

GS/HIST 5195 3.00 Histories of Black Canada in Global Context
GS/SPTH 6106 3.00 Social and Political Thought: Theories, Approaches, and Methods I
GS/SPTH 6107 3.00 Social and Political Thought: Theories, Approaches, and Methods II

Change to Existing Course Proposals

GS/HUMA 6129 3.00 Black Women's Writing in the African Diaspora
GS/HUMA 6345 3.00 The Politics of Environmentalism: Discourses, Ideologies, and Practices
GS/SPTH 6104 6.00 Social and Political Thought: Theories, Approaches, and Methods
GS/HUMA 6102 Cr=3.00 EN Experiences of Translation in the Americas (new cross-listing with GS/TRAN 5135 Experiences of Translation in the Americas)

Minor Change to an Existing Degree or Certificate Proposals

Graduate Program in Social and Political Thought - PhD in Social and Political Thought

Proposed modification: To delete the current 6.00-credit course (SPTH 6104) and replace with two new 3.00-credit courses (SPTH 6106 and 6107). SPTH 6104 is a core course that introduces students to key concepts. New courses SPTH 6106 must be taken in the first year while SPTH 6107 should normally be taken in the third year. This change significantly supports students to complete their academic milestones in a timely manner.

yorku.ca/laps

LA&PS Graduate Programs Thesis and Dissertation Format(s)

Proposed modification: In response to the Faculty of Graduate Studies updated regulations on thesis and dissertation formats, effective summer 2024 graduate programs that include theses and/or dissertations as part of their degree requirements must outline the types (formats) of theses/dissertations they support in the academic calendar: formats are outlined in the updated FGS Regulations: Monograph, Manuscript-based, Complex Digital, and Multimodal. A 5th format (Special Format) is reserved for exceptional circumstances and does not need to be outlined in a program's calendar copy. In compliance with the request that Graduate Programs that include thesis and/or dissertations as part of their degree requirements. The following programs have confirmed the types of formats they accept since inception;

- Communication and Culture
- Development Studies
- Economics
- English
- History
- Human Resource Management
- Humanities
- Interdisciplinary Studies
- Information Systems
- Technology
- Linguistics and Applied Linguistics
- Philosophy
- Political Science
- Social Anthropology
- Social and Political Thought
- Social Work
- Socio-Legal Studies

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Current Terms of Reference

Denote Deletions with a ~~strikethrough~~
Example: ~~Delete this text~~

Dean's Award for Excellence in Teaching
Terms of Reference

Online Nomination Package Submission

2022-2023 Deadline: May 30, 2023

These awards have been created in order to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies. Exceptional teachers ~~are~~ nominated by their teaching community (i.e. colleagues and students), ~~rather than self-nominated~~. In so doing, ~~this award~~ recognize~~s~~ quality teaching as one of the ~~Faculty's~~ reputational strengths~~, with the following specific objectives in view:~~

~~• To promote the adoption of excellent teaching practices that foster deep, engaged learning;~~
~~• To recognize and promote commitment to teaching in innovative and transformative ways to foster student success;~~
~~• To recognize and promote faculty members' commitment to York's instructional priorities in the areas of first year experience, Experiential Education and e-learning;~~
• To recognize and promote faculty members' commitment to Teaching, Learning and Student Success.

Eligibility:

One award will be offered in the following categories each year. All teaching faculty within the following categories are eligible:

• Faculty (tenured or probationary tenure-stream faculty) with four years of teaching experience in LA&PS
• Contract faculty, adjunct faculty, or CLAs who have taught a minimum of 30 credits in LA&PS.
• Teaching Assistants who have been a TA in courses equal to or exceeding ~~9.0 credits~~ in LA&PS.

Award winners become eligible again after six years. Members of the Committee on Teaching, Learning and Student Success and members of the Dean's Award for Teaching Excellence Adjudication Sub-Committee are not eligible to apply for this award during their year(s) of service. The Committee on Teaching, Learning and Student Success looks forward to receiving nominations from all units.

Application Process:

Nomination packages of 15 pages or fewer, with the following components welcomed: Please note that application packages greater than 15 pages will not be considered.

Approved at Council: January 11, 2018

Proposed Terms of Reference

Denote additions in bold, blue, underlined type
Example: **Add this text**

Dean's Award for Excellence in Teaching
Terms of Reference

Online Nomination Package Submission

2023-2024 Deadline:

These awards have been created to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies and to recognize and promote faculty members' commitment to teaching, learning and student success. Exceptional teachers **must be nominated** by their teaching community (i.e. colleagues and students). In so doing, **these awards recognize quality teaching as one of the reputational strengths of the Faculty.**

Criteria

Listed below are the key principles on which we assess the strengths of nominations. The list is not exhaustive, and nominees may wish to include additional relevant elements in their file. The Adjudication Sub- Committee will also weigh these criteria differently, as appropriate, to the different categories: tenured or tenure-stream faculty, contract, and teaching assistant.

i. Evidence of deep and sustained student learning;
ii. Evidence of support for student growth and development**, which may include support for Decolonization, Equity, Diversity and Inclusion (DEDI);**
iii. Clear learning objectives and priorities, appropriately aligned with teaching methods, assessments, and assignments;
iv. Engagement with and contributions to scholarship and/or a community of practice in the field of teaching and learning;
v. Evidence of contributions to curricular development and/or leadership in teaching.

Eligibility

Each year, departments are encouraged to nominate candidates in each of the categories (Faculty, Contract Faculty, Teaching Assistant) as follows:

• Large departments: up to three nominations per category;
• Medium departments: up to two nominations per category;
• Small departments: up to one nomination per category.

The total number of nominees should not exceed four across all categories per department.

One award will be offered in the following categories each year. All current teaching faculty and graduate students within the following categories are eligible:

Proposed at Faculty Council: 8 February, 2024

Current Terms of Reference
Denote Deletions with a ~~strikethrough~~
Example: ~~Delete this text~~

Nomination packages should include:

1) Nomination letter from the Department or a nominating colleague
(maximum 1000 words.)
2) Statement of Teaching ~~and Learning~~ (maximum 2000 words.)
3) Letters of support from students and colleagues (maximum 5 letters and 1000 words
per letter; at least two from students and one from a supporting colleague.)
4) Summary of course evaluations, if available.

Below are some suggestions on what might be considered within these four categories:

1) Nomination letter:

Each year, Departments are encouraged to nominate candidates in each of the above
categories as follows (not to exceed a total of four nominations across all categories per
department):

• Large departments: up to three nominations per category
• Medium departments: up to two nominations per category
• Small departments: up to one nomination per category.

The Department or a nominating colleague may submit a nomination letter, outlining the
nominee's particular distinctions in teaching within the unit.

2) Statement of Teaching ~~and Learning (Philosophy and Practice)~~ (maximum 2000 words)
   • ~~To include a statement of teaching philosophy~~
   • To provide succinct examples of the methods used to achieve teaching goals relevant
   to the award (examples may include retention rates, course outlines, syllabi,
   assignments, tests, learning outcomes, etc.).

3) Letters of support from students and colleagues (maximum 5 letters and 1000 words per
   letter; at least two from students and one from a supporting colleague):
   a) Guidelines for students include:
      • *In what capacity do you know this instructor (course, tutorial etc.)?*
      • *Can you describe a significant learning experience you had with this instructor?*
      • *What significance or impact has this learning had on you?*
      • *How has this instructor guided, mentored or supported your learning?*
      • *Are there any additional comments you would like to make about this instructor?*

   b) Discipline Expert's Letter:

Approved at Council: January 11, 2018

Proposed Terms of Reference
Denote additions in **bold, blue, underlined** type
Example: **Add this text**

- Faculty (tenured or probationary tenure-stream faculty) with four years of teaching experience in LA&PS;
- Contract faculty, adjunct faculty, or CLAs who have taught a minimum of 30 credits in LA&PS;
- Teaching Assistants who have been in courses equal to or exceeding 6.0 credits in LA&PS.

Award winners become eligible again after six years. Members of the Committee on Teaching, Learning and Student Success (CTLSS) and members of the Dean's Award for Teaching Excellence Adjudication Sub-Committee are not eligible to apply for this award during their year(s) of service. The Committee on Teaching, Learning and Student Success looks forward to receiving nominations from all units.

Application Process for Teaching Assistants

The following components **are welcomed:**

1. **Signed approval from the Chair of the Department or nominating faculty member. A template is available.**
2. **Statement of Teaching Philosophy (maximum 1000 words).**
   o **Statement of Teaching Philosophy should reflect on past teaching practices, effectiveness, and student feedback.**
3. **A letter of support from a course director who has supervised the nominee to provide context to their responsibilities as teaching assistant (maximum 500 words).**
4. **One or more letters of support from students and faculty (maximum 3 letters, 500 words per letter; at least one letter from a student.**
5. **Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).**
6. **An Updated Curriculum Vitae (C.V.).**

Course evaluations are not required for teaching assistants. Please note that application packages that exceed the maximum pages or word counts will not be considered.

Application Process for Faculty and Contract Faculty

The following components **are welcomed:**

1. Nomination letter from the Department or a nominating colleague (maximum 1000 words).
2. Statement of **Teaching Philosophy** (maximum 2000 words).
3. Letters of support from students and colleagues (maximum 5 letters and 1000 words per letter; at least two from students and one from a supporting colleague).
4. Summary of course evaluations **presented using a summary form available from CTLSS.**

Current Terms of Reference

Denote Deletions with a ~~strikethrough~~
Example: ~~Delete this text~~

A discipline expert (from York or from outside York) would focus on teaching and learning issues, which can only be addressed from the perspective of the discipline. Ideally, this person would be familiar with the course outlines, required readings and assignments in courses taught by the nominee and could comment on how well the nominee addresses unique challenges of the course.

c) Teaching Colleague:

A teaching colleague could focus on pedagogical practices of the nominee, their strengths as an educator, the clarity of learning objectives, pedagogical tools used, and the effectiveness and creativity of teaching methods and assessments.

d) Undergraduate Director, or Program Coordinator, or Chair

This referee could provide context for the nominee's teaching with the overall program curriculum.

e) Other Letters:

Other letters may be from teaching assistants or other colleagues who have worked with or are familiar with the nominee's work.

4) Summary of Course Evaluations

~~It is recommended that~~ course evaluation results be presented in a consistent fashion, using the summary form provided by the Committee on Teaching, Learning and Student Success, with an explanation for any missing course data.

Tenured or probationary tenure-stream faculty would include summary data from the most recent four years of teaching, indicating the standard teaching load in the unit.

Contract faculty would include summary data for the most recent courses totaling 30 credits taught in LA&PS.

~~Teaching Assistants would include summary data, if available, for courses equaling a minimum of 9 credits taught in LA&PS.~~

Criteria:

Below are the key principles on which we assess the strengths of nominations. It is not an exhaustive list and nominees may wish to include additional relevant elements in their file.

The Adjudication Sub- Committee will also weigh these criteria differently, as appropriate, to the different categories: tenured or tenure-stream faculty, contract and teaching assistant categories.

Approved at Council: January 11, 2018

Proposed Terms of Reference

Denote additions in **bold, blue, underlined type**
Example: **Add this text**

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5. **Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).**
6. **Updated Curriculum Vitae (C.V.)**

Please note that application packages that exceed the maximum pages or word counts will not be considered.

Additional Information on the Application Process

Below are some suggestions on what might be considered within these categories:

Nomination letter

The Department or a nominating colleague may submit a nomination letter, outlining the nominee's particular distinctions in teaching within the unit. **Teaching assistants only need to submit a template form signed by their Department Chair or nominating faculty member.**

Statement of **Teaching Philosophy**

- **Statement of Teaching Philosophy should reflect on past teaching practice, effectiveness, and student feedback, and**
- Provide succinct examples of the methods used to achieve teaching goals relevant to the award (examples may include retention rates, course outlines, syllabi, assignments, tests, learning outcomes, etc.)
- **The York University Senate and Teaching Commons can provide additional resources to assist in creating an effective statement of teaching philosophy.**

Letters of support from students and colleagues

a) Guidelines for students include:

- *In what capacity do you know this instructor (course, tutorial etc.)?*
- *Describe a significant learning experience you had with this instructor?*
- *What significance or impact has this learning had on you?*
- *How has this instructor guided, mentored or supported your learning?*
- *Are there any additional comments you would like to make about this instructor?*

b) Discipline Expert's Letter

A discipline expert (from York or from outside York) would focus on teaching and learning issues, which can only be addressed from the perspective of the discipline. Ideally, this person would be familiar with the course outlines, required readings and assignments in courses taught by the nominee and could comment on how well the nominee addresses unique challenges of the course.

c) Teaching Colleague

Current Terms of Reference
Denote Deletions with a ~~strikethrough~~
Example: ~~Delete this text~~

Proposed Terms of Reference
Denote additions in **bold, blue, underlined** type
Example: **Add this text**

i. Evidence of deep and sustained student learning;
ii. Evidence of support for student growth and development;
iii. Clear learning objectives and priorities, appropriately aligned with teaching methods, assessments and assignments;
iv. Engagement with and contributions to scholarship and/or a community of practice in the field of teaching and learning;
v. Evidence of contributions to curricular development and/or leadership in teaching.

Adjudication Process:

The Adjudication Sub-Committee is appointed by the Committee on Teaching, Learning and Student Success, and consists of faculty members who have distinguished themselves in teaching, to include:

• One YUFA ~~colleague~~ from the humanities
• One YUFA ~~colleague~~ from the social sciences
• One YUFA ~~colleague~~ from professional studies
• One contract faculty member
• One undergraduate student representative recommended by the LA&PS Student Council.
• One Teaching Assistant
• One *ex-officio* representative from the Committee on Teaching, Learning and Student Success who will chair the Sub-Committee and report on the process of deliberation.

The Sub-Committee will review the nominations and recommend candidates to the Dean. The Sub-Committee may declare a failed process if its members judge that the nomination files in a category do not satisfy the criteria for the award. The Sub-Committee also reserves the right, in exceptional circumstances, to carry the nominations forward to a subsequent year. The Sub-Committee may also notify the unit Chair of nominations it judges to be ideal candidates for the University-wide teaching award and for other external awards to encourage wider recognition of the teaching excellence.

Timelines:

May – deadline for submission of nominations
June – adjudication Sub-committee to make its recommendation to the Dean
September/October – recognition and awards announced

Recognition and Award:
It is recommended that:
• Awards be presented at Faculty Council with a reception to recognize teaching award winners.
•Award winner(s) receive funding to attend the STLHE conference, or an alternate teaching conference or to complete a teaching project
•The names of winners be published on the LA&PS Teaching and Learning webpage and on University webpages (e.g. Y-File, Teaching Commons).

Approved at Council: January 11, 2018

A teaching colleague could focus on pedagogical practices of the nominee, their strengths as an educator, the clarity of learning objectives, pedagogical tools used, and the effectiveness and creativity of teaching methods and assessments.

d) Undergraduate Director, or Program Coordinator, or Chair

This referee could provide context for the nominee's teaching with the overall program curriculum.

e) Other Letters

Other letters may be from teaching assistants or other colleagues who have worked with or are familiar with the nominee's work.

Summary of Course Evaluations

Course evaluations are best presented in a consistent fashion, using the summary form provided by the Committee on Teaching, Learning and Student Success. Any missing course data should have an explanation detailing why the data is unavailable.

Tenured or probationary tenure-stream faculty would include summary data from the most recent four years of teaching, indicating the standard teaching load in the unit.

Contract faculty would include summary data for the most recent courses totaling 30 credits taught in LA&PS.

Curriculum Vitae (C.V.)

An academic CV is typically more extensive than a standard resume as it emphasizes your contributions to academia and showcases your expertise. An academic C.V. includes research experience, teaching experience (including teaching assistantships), academic appointments, grants and fellowships, awards, professional memberships, conferences and workshops, service, community outreach, languages, and technical skills.

Adjudication Process

The Adjudication Sub-Committee is appointed by the Committee on Teaching, Learning and Student Success, and consists of faculty members who have distinguished themselves in teaching, to include:

• One YUFA colleague from the humanities
• One YUFA colleague from the social sciences
• One YUFA colleague from professional studies
• One contract faculty member

Proposed Terms of Reference
Denote additions in bold, blue, underlined type
Example: **Add this text**

- One undergraduate student representative recommended by the LA&PS Student Council.
- One Teaching Assistant
- One *ex-officio* representative from the Committee on Teaching, Learning and Student Success who will chair the Sub-Committee and report on the process of deliberation.

The Sub-Committee will review the nominations and recommend candidates to the Dean. The Sub-Committee may declare a failed process if its members judge that the nomination files in a category do not satisfy the criteria for the award. The Sub-Committee also reserves the right, in exceptional circumstances, to carry the nominations forward to a subsequent year. The Sub-Committee may also notify the unit Chair of nominations it judges to be ideal candidates for the University-wide teaching award and for other external awards to encourage wider recognition of the teaching excellence.

Timelines

- May – deadline for submission of nominations
- May/June – adjudication Sub-committee to make its recommendation to the Dean
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Recognition and Award

CTLSS recommends that:

- Awards be presented at Faculty Council with a reception to recognize teaching award winners.
- Award winner(s) receive funding to attend the STLHE conference, or an alternate teaching conference or to complete a teaching project.
- The names of winners be published on the LA&PS Teaching and Learning website and on University webpages (e.g. Y-File, Teaching Commons).

Dean's Award for Excellence in Teaching
Terms of Reference

Online Nomination Package Submission

2023-2024 Deadline:

These awards have been created to celebrate and honour excellence in teaching in the Faculty of Liberal Arts & Professional Studies and to recognize and promote faculty members' commitment to teaching, learning and student success. Exceptional teachers must be nominated by their teaching community (i.e. colleagues and students). In so doing, these awards recognize quality teaching as one of the reputational strengths of the Faculty.

Criteria

Listed below are the key principles on which we assess the strengths of nominations. The list is not exhaustive, and nominees may wish to include additional relevant elements in their file. The Adjudication Sub- Committee will also weigh these criteria differently, as appropriate, to the different categories: tenured or tenure-stream faculty, contract, and teaching assistant.

   i.   Evidence of deep and sustained student learning;
   ii. Evidence of support for student growth and development, which may include support for Decolonization, Equity, Diversity and Inclusion (DEDI);
   iii. Clear learning objectives and priorities, appropriately aligned with teaching methods, assessments, and assignments;
   iv. Engagement with and contributions to scholarship and/or a community of practice in the field of teaching and learning;
   v.   Evidence of contributions to curricular development and/or leadership in teaching.

Eligibility

Each year, departments are encouraged to nominate candidates in each of the categories (faculty, contract faculty, teaching assistant) as follows:

- Large departments: up to three nominations per category;
- Medium departments: up to two nominations per category;
- Small departments: up to one nomination per category.

The total number of nominees should not exceed four across all categories per department.

One award will be offered in the following categories each year. All current teaching faculty and graduate students within the following categories are eligible:

- Faculty (tenured or probationary tenure-stream faculty) with four years of teaching experience in LA&PS;
- Contract faculty, adjunct faculty, or CLAs who have taught a minimum of 30 credits in LA&PS;
- Teaching assistants who have been in courses equal to or exceeding 6.0 credits in LA&PS.

Award winners become eligible again after six years. Members of the Committee on Teaching, Learning and Student Success (CTLSS) and members of the Dean's Award for Teaching Excellence Adjudication Sub-Committee are not eligible to apply for this award during their year(s) of service. The Committee on Teaching, Learning and Student Success looks forward to receiving nominations from all units.

Application Process for Teaching Assistants

The following components are welcomed:

1. Signed approval from the Chair of the Department or nominating faculty member. A template is available.
2. Statement of Teaching Philosophy (maximum 1000 words).
   o Statement of Teaching Philosophy should reflect on past teaching practices, effectiveness, and student feedback.
3. A letter of support from a course director who has supervised the nominee to provide context to their responsibilities as teaching assistant (maximum 500 words).
4. One or more letters of support from students and faculty (maximum 3 letters, 500 words per letter; at least one letter from a student.
5. Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).
6. An Updated Curriculum Vitae (C.V.).

Course evaluations are not required for teaching assistants. Please note that application packages that exceed the maximum pages or word counts will not be considered.

Application Process for Faculty and Contract Faculty

The following components are welcomed:

1. Nomination letter from the Department or a nominating colleague (maximum 1000 words).
2. Statement of Teaching Philosophy (maximum 2000 words).

3. Letters of support from students and colleagues (maximum 5 letters and 1000 words per letter; at least two from students and one from a supporting colleague).
4. Summary of course evaluations presented using a summary form available from CTLSS.
5. Nominees are encouraged to include materials created for class such as slides, lesson plans, activities, and new resources (maximum 5 pages).
6. Updated Curriculum Vitae (C.V.)

Please note that application packages that exceed the maximum pages or word counts will not be considered.

Additional Information on the Application Process

Below are some suggestions on what might be considered within these categories:

Nomination letter

The Department or a nominating colleague may submit a nomination letter, outlining the nominee's particular distinctions in teaching within the unit. Teaching assistants only need to submit a template form signed by their Department Chair or nominating faculty member.

Statement of Teaching Philosophy

- Statement of Teaching Philosophy should reflect on past teaching practice, effectiveness, and student feedback, and
- Provide succinct examples of the methods used to achieve teaching goals relevant to the award (examples may include retention rates, course outlines, syllabi, assignments, tests, learning outcomes, etc.)

Contact CTLSS for information on additional resources to assist in creating an effective statement of teaching philosophy.

Letters of support from students and colleagues

a) Guidelines for students include:

- *In what capacity do you know this instructor (course, tutorial etc.)?*
- *Describe a significant learning experience you had with this instructor?*
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- *Are there any additional comments you would like to make about this instructor?*

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A discipline expert (from York or from outside York) would focus on teaching and learning issues, which can only be addressed from the perspective of the discipline. Ideally, this person would be familiar with the course outlines, required readings and assignments in courses taught by the nominee and could comment on how well the nominee addresses unique challenges of the course.

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A teaching colleague could focus on pedagogical practices of the nominee, their strengths as an educator, the clarity of learning objectives, pedagogical tools used, and the effectiveness and creativity of teaching methods and assessments.

d) Undergraduate Director, or Program Coordinator, or Chair

This referee could provide context for the nominee's teaching with the overall program curriculum.

e) Other Letters

Other letters may be from teaching assistants or other colleagues who have worked with or are familiar with the nominee's work.

Summary of Course Evaluations

Course evaluations are best presented in a consistent fashion, using the summary form provided by the Committee on Teaching, Learning and Student Success. Any missing course data should have an explanation detailing why the data is unavailable.

Tenured or probationary tenure-stream faculty would include summary data from the most recent four years of teaching, indicating the standard teaching load in the unit.

Contract faculty would include summary data for the most recent courses totaling 30 credits taught in LA&PS.

Curriculum Vitae (C.V.)

An academic CV is typically more extensive than a standard resume as it emphasizes your contributions to academia and showcases your expertise. An academic C.V. includes research experience, teaching experience (including teaching assistantships), academic appointments, grants and fellowships, awards, professional memberships, conferences and workshops, service, community outreach, languages, and technical skills.

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- One *ex-officio* representative from the Committee on Teaching, Learning and Student Success who will chair the Sub-Committee and report on the process of deliberation.

The Sub-Committee will review the nominations and recommend candidates to the Dean. The Sub-Committee may declare a failed process if its members judge that the nomination files in a category do not satisfy the criteria for the award. The Sub-Committee also reserves the right, in exceptional circumstances, to carry the nominations forward to a subsequent year. The Sub-Committee may also notify the unit Chair of nominations it judges to be ideal candidates for the University-wide teaching award and for other external awards to encourage wider recognition of the teaching excellence.

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- Award winner(s) receive funding to attend the STLHE conference, or an alternate teaching conference or to complete a teaching project.
- The names of winners be published on the LA&PS Teaching and Learning website and on University webpages (e.g. Y-File, Teaching Commons).

Academic Policy and Planning Committee

January 2024

ITEM FOR INFORMATION: LA&PS Academic Plan Survey 2023 Report

BACKGROUND:
The Academic Policy and Planning Committee (APPC), a standing committee of LA&PS Faculty Council is mandated with the task to develop the LA&PS Academic Plan, oversee its implementation, and report to the Faculty Council on its initiatives. Together with the University Academic Plan, the LA&PS Academic Plan provides a guiding framework for the Dean with respect to the allocation of resources within the Faculty.

The current Academic Plan (2021-26) developed by APPC, in close consultation with all the constituent units of the Faculty, contains eight guiding principles to inform institutional planning for LA&PS units and its vision related to teaching, learning, research, and community outreach. These principles include 1) prioritize student experience, excellence, and success 2) enhance connection and collaborations 3) promote excellence in research 4) foster innovation in teaching and curricular development 5) recognize, value, and support diversity 6) connect students and faculty scholars to global opportunities 7) promote access, social justice, and community engagement 8) strengthen collegiality, accountability, and communication.

Since the current Academic Plan (2021-26) reached is midpoint last year, the APPC met in the Winter 2023 to discuss its mandate to oversee the implementation of the Plan. The committee decided to seek collegial input on the Plan's purpose, values, and role in the faculty in general and for Departments/Schools and Colleges in particular. To this end, a survey was sent to all constituent units of LA&PS to seek insights into the application and usage of the LA&PS Academic Plan (LAP) as well as the University Academic Plan (UAP).

The survey was initially disseminated on August 30, 2023, with a deadline of October 9, 2023. To solicit more responses APPC Co-Chairs A. Gekas and S. Malik, presented the survey to the LA&PS Chairs and Directors caucus and extended the deadline to December 1, 2023.

In total, ten (10) departments/schools chair/directors and one (1) college head affiliated with LA&PS completed the online survey with approximately 47% response rate. We would like to extend our gratitude and thanks to all the department/school/college Chairs and Directors who had completed this survey and shared their insightful feedback.

Faculty wide consultations, sought to answer four (4) relevant and key questions. The responses to which have been summarized below as follows:

SUMMARY OF FINDINGS AND CONCERNS:

1) Usage of LA&PS Academic Plan

Multiple departments/units reported using the LA&PS Academic Plan principles 1-7 in following ways:

- Curriculum planning, developing new programs and courses (undergraduate and graduate) and determining the objectives, goals and learning outcomes for courses.
- Fostering student success by creating a positive academic culture; devising domestic and international student success initiatives, and improving the quality and diversity in undergraduate and graduate programs.
- Fostering pedagogical innovation in teaching through experiential education.
- Developing interdisciplinarity, global opportunities and mentorship programs.
- Developing relations with external partners, communities, and students.
- Mobilizing the creation of knowledge, fostering excellence, and leadership in research.
- Guiding Cyclical Program Review Process specifically self-study reports.
- Faculty complement renewal planning and revisions to the hiring documents.
- Providing guidance on the inclusion of anti-black racism framework and the indigenous framework.
- Attracting, recruiting, hiring, and retaining competitive and diverse Tenure stream faculty complement.
- Colleges utilize LAP for funded curricular and program development.

We did not receive any response on the usage of principle # 8 (strengthen collegiality, accountability, and communication).

2) Limitations of the Plan

There was significant feedback regarding the limitations of using this document:
- The document needs to provide stronger illustration of how LA&PS realizes its vision of social justice and community engagement through academic programs.
- The Plan should develop standalone principles regarding interdisciplinarity and global community.
- Lack of specificity about planning priorities prevents its use in future planning.
- It lacks clarity and guidance on issues of race and gender. Suggestion was to take an intersectional approach more explicitly and provide indicators of how this can be mapped in practice.
- LAPS guiding principle 7, overlooks the need for community engagement within and across LA&PS. For students, it is essential to feel a sense of inclusion, belonging, and connectedness to their programs and faculty. There is a need to provide spaces for community building interactions. However, reserving and finding space on campus is an ongoing issue. LA&PS and York brand needs to invest in building a community so students can relate and adopt values as their own, resulting in increased retention of students and alumni contributions.
- College Leads find the LA&PS Academic Plan does not speak to their needs.

3) The relationship between the LA&PS Academic Plan (LAP) and the University Academic Plan (UAP)

While acknowledging the benefits of having multiple resources, many respondents highlighted the complementary nature of LAP and UAP. They exhibit a hierarchical relationship: LAP is derived from UAP and SDG's. Therefore, the 8 guiding principles of LAP are closely aligned with the 6 action priorities of UAP and support common goals. Both are in essence principles and "aspirational documents" ultimately providing general ambitions which do not necessarily support the end result of

setting tangible, and achievable goals for the departments, yet the implementation of both is relatively different.

LAPS plan could more clearly highlight the unique contributions that the Faculty makes to the UAP by building its principles in closer relation to the academic programs within LAPS. The Faculty can better highlight its strengths by clarifying how the liberal arts and social sciences do these things in unique and important ways (as compared to other faculties).

MOVING FORWARD:

The feedback that the APPC received through this survey is crucial for future planning, addressing deficiencies, and bridging the gaps in utilization of the LAP and UAP. In light of the feedback received, the APPC is planning to move forward and initiate its consultative work on the next Academic Plan (2026-2031). The Committee is soliciting further suggestions to devise an Academic Plan that represents our collective aspirations for enhancing the strengths of our Faculty and identifying areas of further growth.

Sustainability Office Updates

Winter 2024

YORK U

Agenda for Today

1 Answering the call

2 Sustainability at York - Governance, Academic and Operational Priorities & Activities

3 Sustainability Strategy Renewal Update

4 Transitioning to new Sustainability Framework

5 Sustainability Innovation Fund

IT'S OFFICIAL:
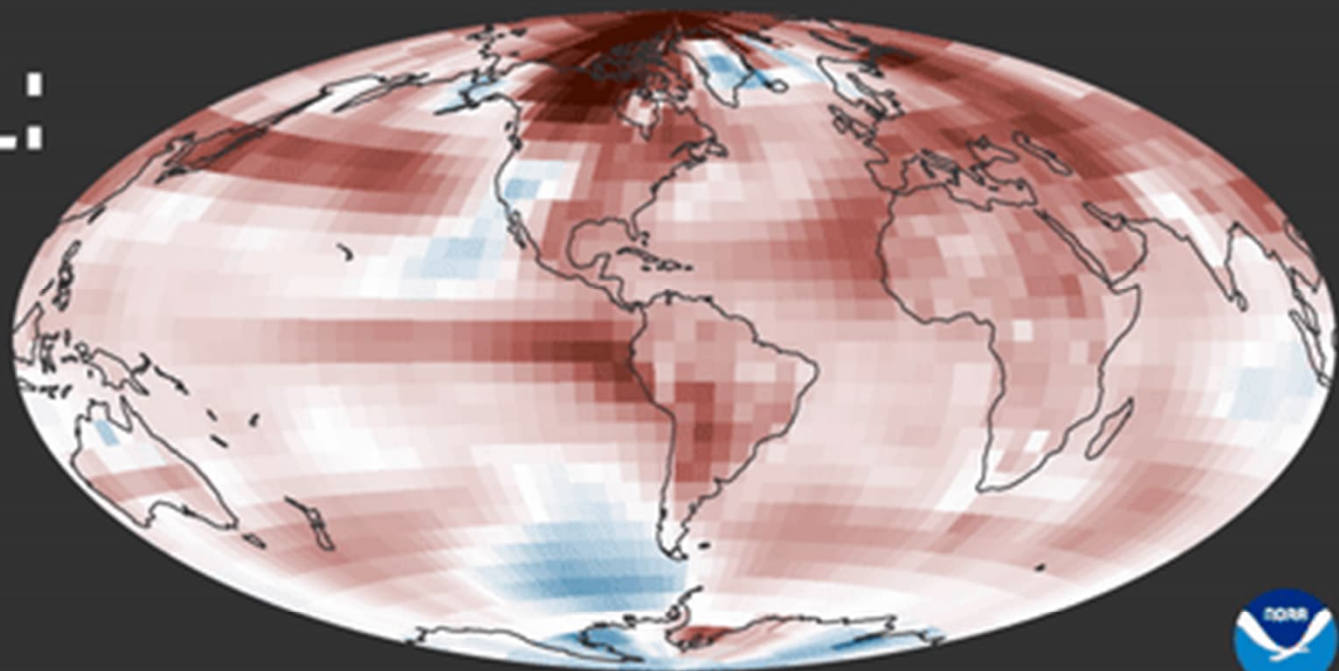
Difference from 1991–2020 average (°F)

−5   0   5

1.0°C   2.0°F

0.0°C   0.0°F

1976   1980   1985   1990   1995   2000   2005   2010   2015   2020

yearly temperature compared to 20th-century average
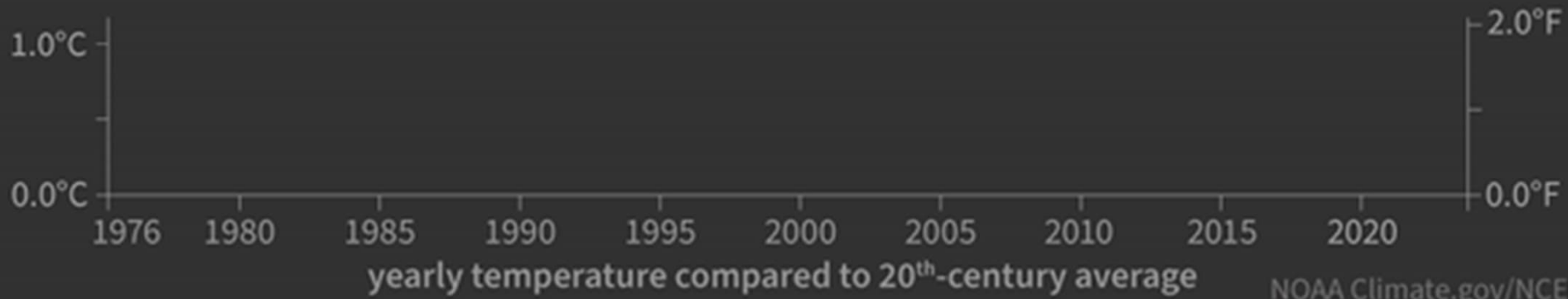
NOAA Climate.gov/NCEI

Selected Significant Climate Anomalies and Events: Annual 2023

GLOBAL AVERAGE TEMPERATURE
The Jan–Dec 2023 average global surface temperature was the highest since global records began in 1850.

CANADA
Wildfires across Canada burned more than 45.7 million acres, shattering a record (2.6 times over) for the most acres burned in Canadian and North American history. These fires caused widespread air quality deterioration across much of Canada and the U.S.

ARCTIC SEA ICE EXTENT
The 2023 Arctic maximum and minimum extents were third- and sixth-smallest on record, respectively.

NORTH AMERICA
2023 was North America's warmest year on record.

EUROPE
Europe had its second-warmest year on record.

ASIA
2023 was Asia's second-warmest year on record.

CALIFORNIA
Nine back-to-back atmospheric rivers pummeled California in Jan 2023, which brought a total of 32 trillion gallons of rain and snow to the state.

WESTERN NORTH PACIFIC TYPHOON SEASON
Below-average activity: 17 storms, including 12 typhoons

EASTERN NORTH PACIFIC HURRICANE SEASON
Above-average activity: 17 storms, including 10 hurricanes

ATLANTIC HURRICANE SEASON
Above-average activity: 20 storms, including seven hurricanes

CYCLONE DANIEL
On Sep 10, Storm Daniel brought strong winds and an unprecedented amount of rain to eastern Libya, which caused massive destruction—dams burst across many towns and led to the death of more than 10,000 people, making it the deadliest and costliest tropical cyclone of 2023.

SUPER TYPHOON MAWAR
Super Typhoon Mawar passed within 100 miles of Guam in the Western Pacific on May 24 as a Category 4 storm. Mawar resulted in heavy rainfall and widespread power outages on Guam.

HAWAII
On Aug 8, winds from Hurricane Dora exacerbated a wildfire on the island of Maui in Hawaii that destroyed the historic town of Lahaina and became the deadliest wildfire in the U.S. in over a century.

AFRICA
2023 was Africa's warmest year on record.

NORTH INDIAN OCEAN CYCLONE SEASON
Above-average activity: eight storms, including four cyclones

TROPICAL CYCLONE MOCHA
Cyclone Mocha was the North Indian Ocean's first named storm of 2023, and made a devastating landfall as a Category 4 cyclone in Myanmar on May 14.

SOUTH AMERICA
South America had its warmest year on record.

HURRICANE OTIS
On Oct 25, Hurricane Otis made landfall as a Category 5 hurricane near Acapulco on Mexico's southern Pacific coast after increasing wind speed by 115 mph within 24 hours and bringing catastrophic damage to a city of nearly one million people.

GLOBAL TROPICAL CYCLONES
Above-average activity: 78 storms, including 45 hurricanes/cyclones/typhoons

SOUTH INDIAN OCEAN CYCLONE SEASON*
Above-average activity: nine storms, including seven cyclones

OCEANIA
Oceania had its 10th-warmest year on record.

GLOBAL OCEAN
For nine consecutive months (Apr–Dec), global ocean surface temperatures were record warm.

AUSTRALIA CYCLONE SEASON*
Above-average activity: nine storms, including five cyclones

SOUTHWEST PACIFIC CYCLONE SEASON*
Below-average activity: six storms, including three cyclones

ANTARCTIC SEA ICE EXTENT
The Antarctic had record-low annual maximum and minimum sea ice extents during 2023.

*Cyclone season runs from June 2022–July 2023

Please note: Material provided in this map was compiled from NOAA's State of the Climate Reports. For more information please visit: https://www.ncei.noaa.gov/access/monitoring/monthly-report/global/

"The consequences are clear, and they are tragic: children swept away by monsoon rains; families running from the flames; workers collapsing in scorching heat."

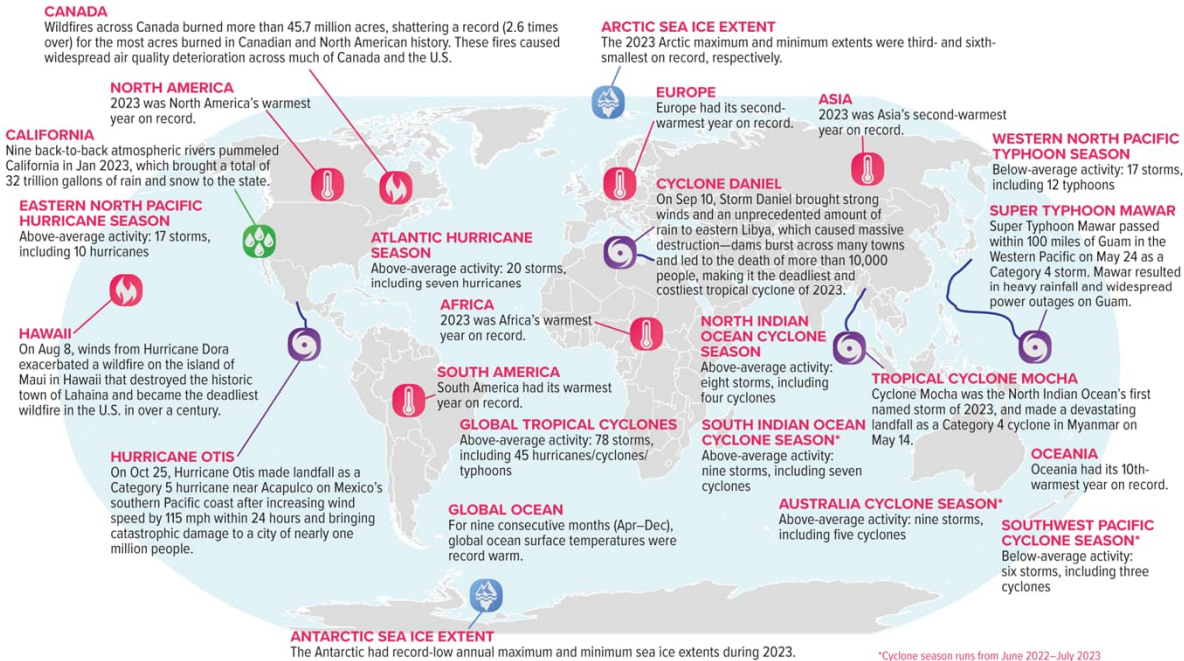– Secretary General, UN

YORK U

Sustainability at York - Governance, Academic and Operational Priorities

York Sustainability Recognition

Top 40 for advancing UN SDGs

THE Impact Ranking

Canada's Greenest Employer

11th Consecutive Year!

Climbed 100 spots in QS Sustainability ranking

118th Overall, 16th in Canada

AASHE STARS – Going for Gold!

Currently Silver (2016)

YORK U

Sustainability Governance Priorities

Sustainability Policy

A new policy was approved by the Board of Governors Summer 2023

Sustainability Strategy

Community consultation process underway to inform the renewal of the strategy

Sustainability Framework

A new action-oriented framework with a steering committee, taskforce and working groups

Sustainability Innovation Fund

$1M funding for sustainability projects

Awareness, Engagement & Events

Community engagement and programs to inspire and empower action (ie. Training module, events & office certification)

Living Labs

Faculty, staff and students collaborate on projects to support operations, research and teaching

Whole-Institution Approach

Embed sustainability into all aspects of the University – operations, teaching and research

YORK U

Sustainability Academic Priorities

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

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

104 Courses with Sustainability Focus

38 (65%) departments have sustainability course offerings with 1,531 graduate and undergraduate courses that are sustainability-inclusive

Joint programs between faculties

Joint sustainability programs between Environment & Urban Change, Law, Science, Business, Education and Public Health

Organized Research Units

One Water, Micro mobility (MOVE), York Emergency Mitigation, Centre for Bee Ecology, Centre for Research in Earth and Space Science, City Institute, and more

Faculty Initiatives

Centre for Excellence in Responsible Business, SDGs in the classroom, CIFAL York – Unitar, Ecological Footprint Initiative, Los Nubes eco-campus, Sustainable Energy Initiative, C4-Capstone challenges, hackathons and more

Student Engagement

SDG Student Hub, WWF Certification, Student Clubs, Work Study students, Placement students

YORK U

Sustainability Operational Priorities

Energy Management

Roadmap to Net Zero;
$2M Funding for Energy Management Information System

Food Services

Local purchasing, reducing waste, composting, plant-based, Friendlier, gluten free and cultural food diversity

Waste Management

Eliminating waste on campus and moving towards a circular economy.

Sustainable Transportation

Public transportation network, including two subway stations on campus, bike share, carpool options and bike repair stations

Procurement

Social Procurement – purchasing from local and diverse equity seeking group Sustainable Procurement – RFP Contracts. Fair trade Campus designation

Green Building

7 LEED buildings on campus; 3 built to TGS, developing building green standards

Grounds & Maintenance

Naturalization, biodiversity and ecosystem regeneration, Green Office, event and classroom certification

Campus Fleet
Electrifying campus fleet

YORK U

2023 Sustainability Policy

4. Policy

The President will:

4.1 Develop a University Sustainability Strategy with an aim to achieve Net-Zero on Scope 1 and 2 emissions at York University and to significantly reduce Scope 3 emissions before 2040; consistent with global best practices to foster positive ecological, social, and economic outcomes.

4.2 develop and maintain a framework to shape and drive sustainability initiatives across the University community in its operations, and build capacity and awareness across the York community, locally and globally.

4.3 develop and implement a process to track, measure, evaluate and report to the Board on progress toward achieving the goals established under the University Sustainability Strategy, including milestones and implementation plans underpinned by conservation, decarbonization and innovation, applied to Scope 1, 2, and 3 emissions.

5. Roles and Responsibilities

The President will be responsible for the implementation of this policy and has the authority to develop procedure to that effect, namely regarding but not limited to:

5.1 the establishment of sustainability standards for transportation, energy, procurement, waste management, biodiversity protection, land use planning and capital construction.
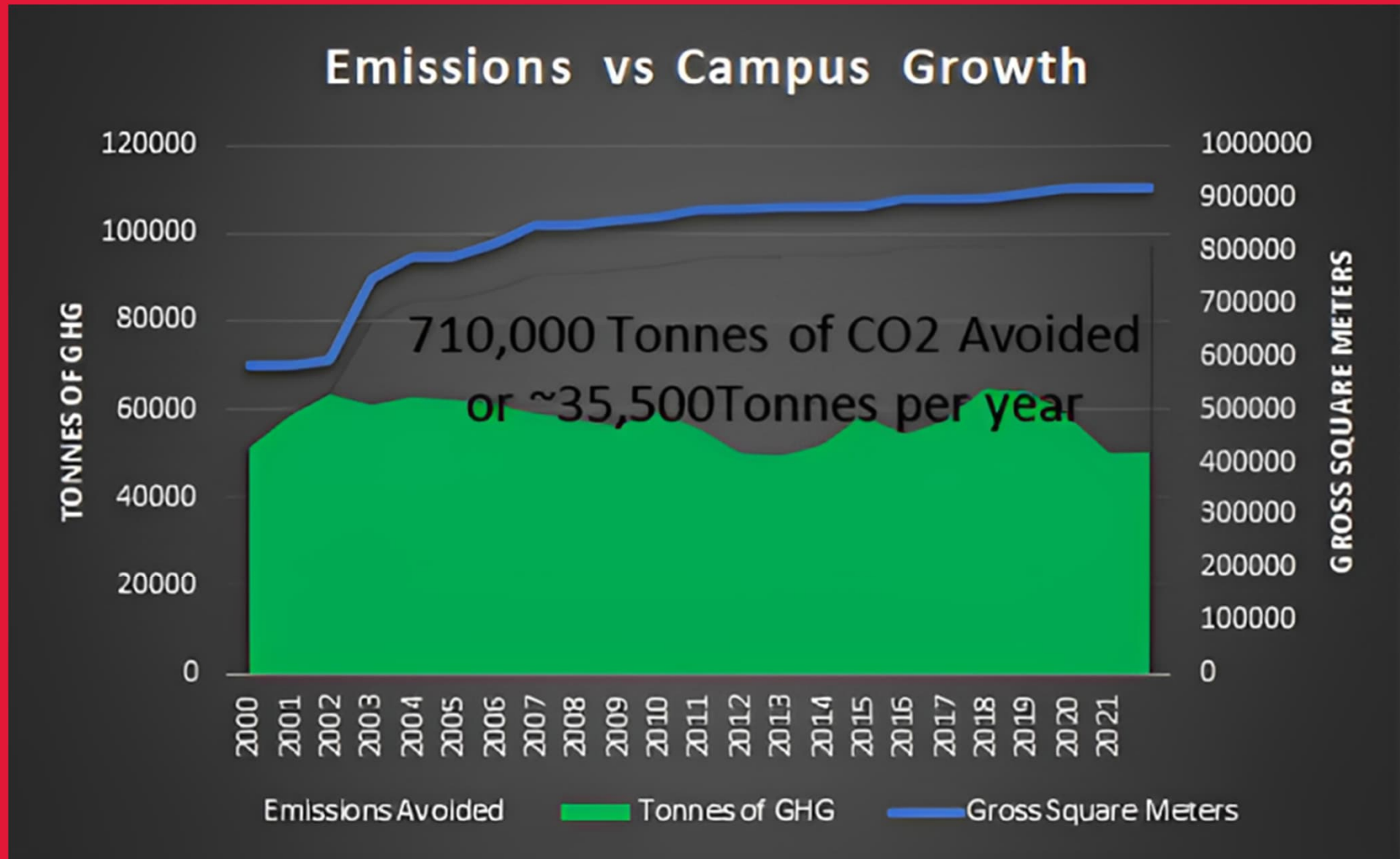
5.2 establish mechanisms to implement the University Sustainability Strategy.

5.3 define processes through which all divisions and units must track, measure, evaluate and report to the President on their progress toward achieving the goals established under the University Sustainability Strategy.

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Defining Emissions by Scope – (CAUBO)

SCOPE 1 Emissions (Direct)	SCOPE 2 Emissions (Indirect)	SCOPE 3 Emissions (Supplemental)		
Emissions from sources that are owned or controlled by the institution	Emissions generated in the production of electricity, heat or steam consumed by the institution	Emissions from sources not owned or directly controlled by the institution that are a consequence of the activities of the institution		
Institution	**Upstream Activities**	**Upstream Activities**	**Upstream & Downstream Activities**	**Downstream Activities**
Facilities (on-site electricity and combustion equipment)	Purchased electricity, steam, heating and cooling for own use	Purchased goods, services and capital goods	Leased assets	Institution investments
Fleet vehicles		Fuel- and energy related activities		
		Business travel		
		Staff & student commuting		
		Waste generated in operations		

YORK U

Historic Scope 1 & 2 Emissions

Achieving Paris Target - 45% by 2030 (Scope 1 & 2)

2030 Emission Reduction Plan
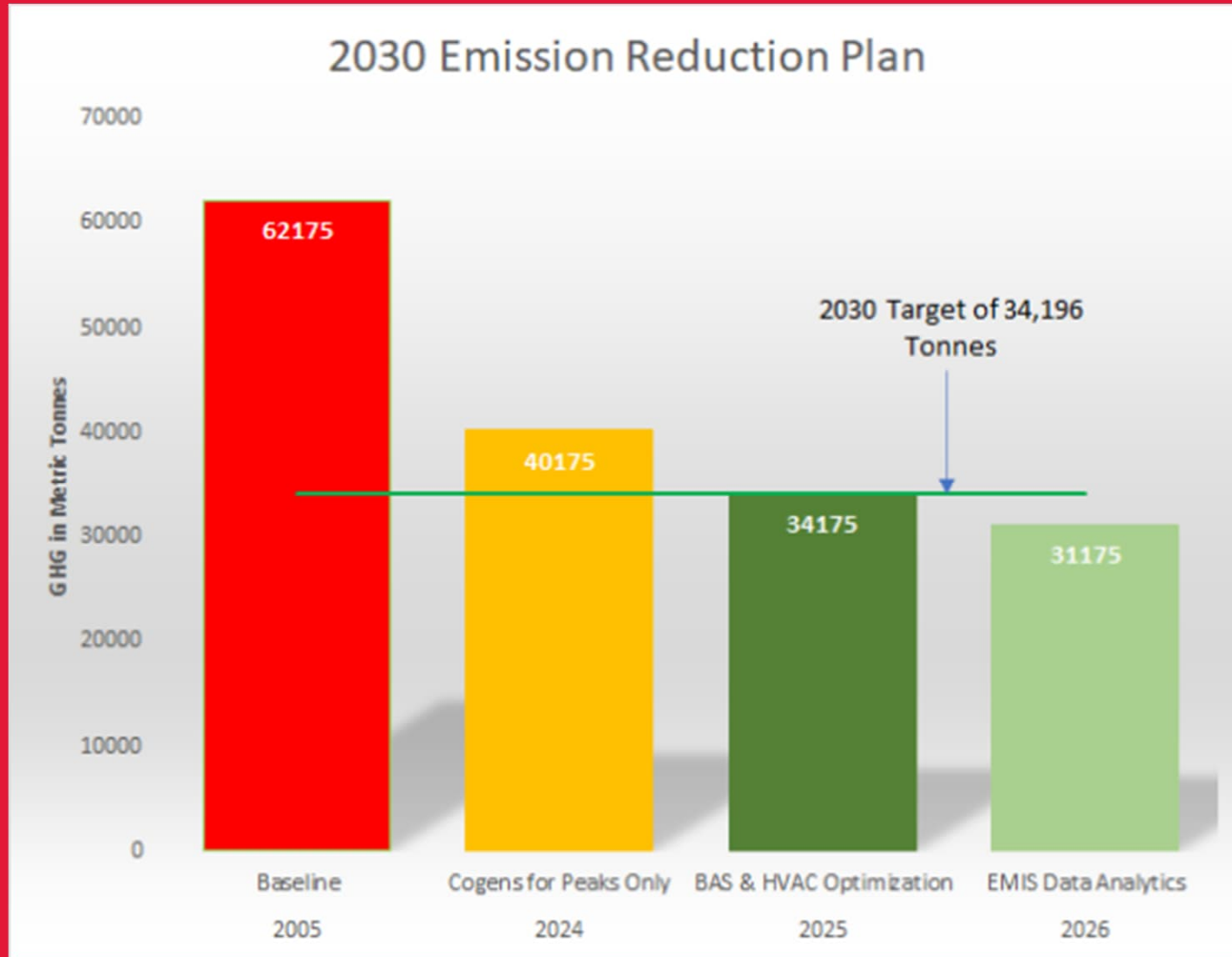
- 80% of the way to our 2030 goal already by simply changing our utility operations

- $0 investment

- net $3.0M energy saving in future years

- Co-generation Operations Shift (2024/2025) 22,000 tonnes

- Building Automation, HVAC Optimization & Recommissioning (2025/2026) 6,000 tonnes

- EMIS, Data Integration, Data Analytics (2026/2027) 3,000 tonnes

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Beyond 2030 to Net Zero - Potential Initiatives

- Right size our campuses
- Geothermal & High Temperature Heat Pumps
- Thermal Energy Storage – Aquifers, Tanks, Reservoir
- Sewer Heat Recovery
- Tunnel Heat Recovery
- Small Modular Reactors
- Electrification
- Renewable Fuels – Hydrogen, Renewable Natural Gas, BioMass
- Solar
- Battery Storage
- Introduction of technology not yet developed today
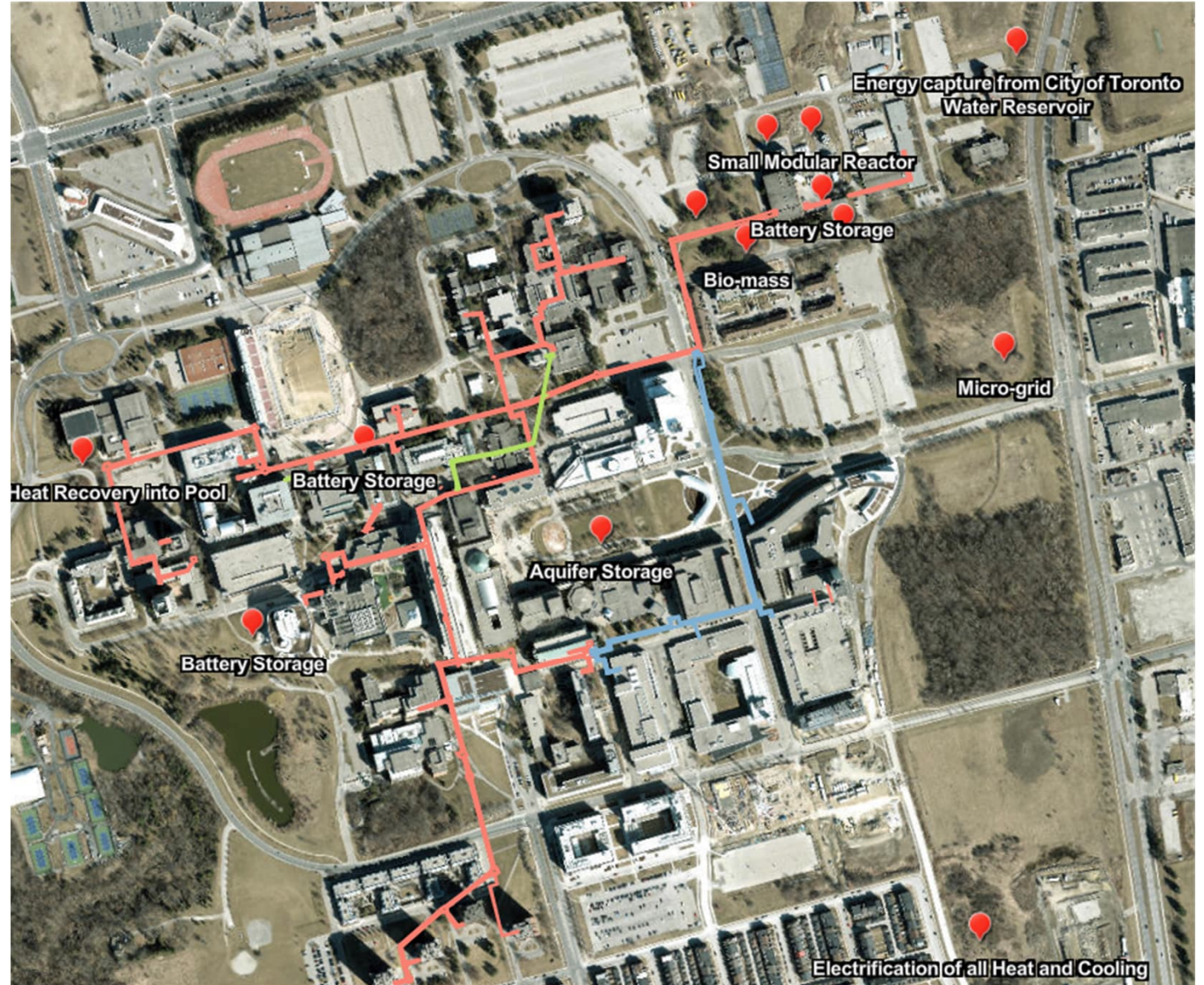
Proposed Glendon Campus Noventa sewage heat recovery

GHG Reduction

2,300 tCO$_2$e /yr.

Less GHG emissions vs conventional system

92% Reduction

Energy Reduction

11,500 MWh$_e$

Less energy consumption vs conventional system

78% Reduction

Resiliency

Futureproofing

Retiring $19M in Deferred Maintenance
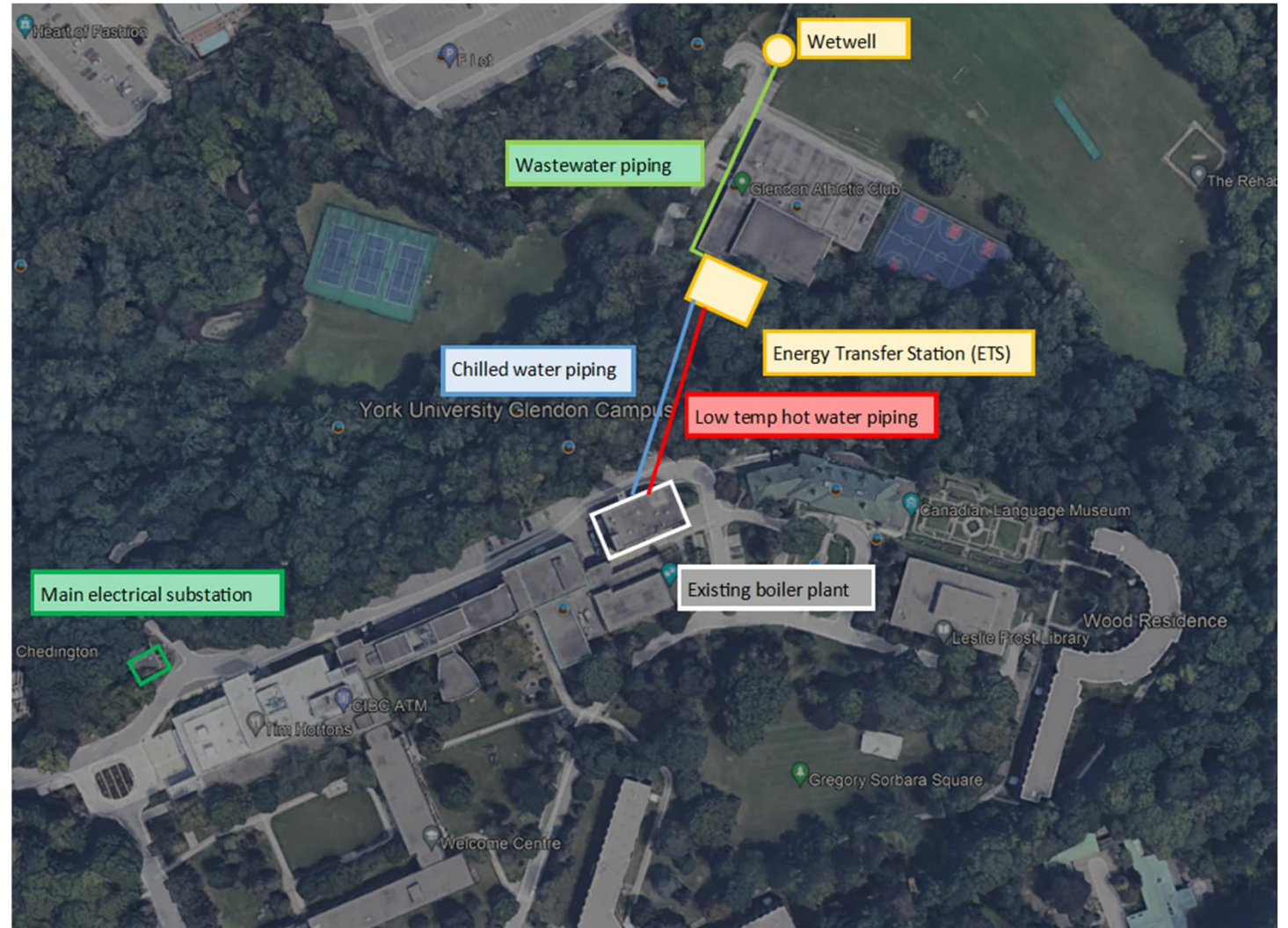
Generating Annual Operational Cost Savings

Reliability

Back-Up Generator

Full electrical back-up for the entire campus

YORK U

Proposed Glendon Campus Noventa sewage heat recovery footprint

> **Wetwell**
- Wetwell located beside soccer field, adjacent to trunk sewer running through Sunnybrook ravine.
- Working through approvals process with TRCA

> **Energy Transfer Station (ETS)**
- Located to the south of the Glendon Athletics Club

> **Distribution Piping**
- New hot and chilled water distribution piping from ETS to existing boiler plant

Wetwell

Wastewater piping

Glendon Athletic Club

Chilled water piping

Energy Transfer Station (ETS)

York University Glendon Campus

Low temp hot water piping

Main electrical substation

Existing boiler plant

Canadian Language Museum

Leslie Frost Library

Wood Residence

Chedington

CIBC ATM

Tim Hortons

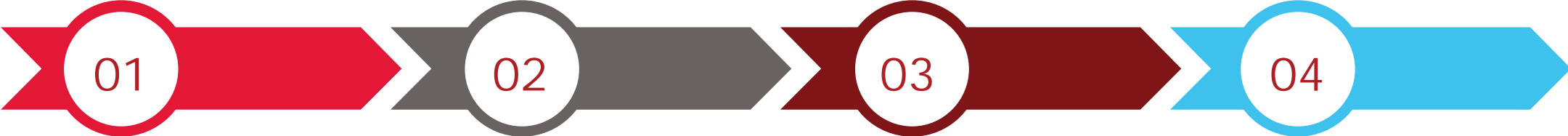Gregory Sorbara Square

Welcome Centre

Sustainability Strategy Renewal, Engagement Process and Draft

Sustainability Strategy - Community Engagement Proposed Timelines
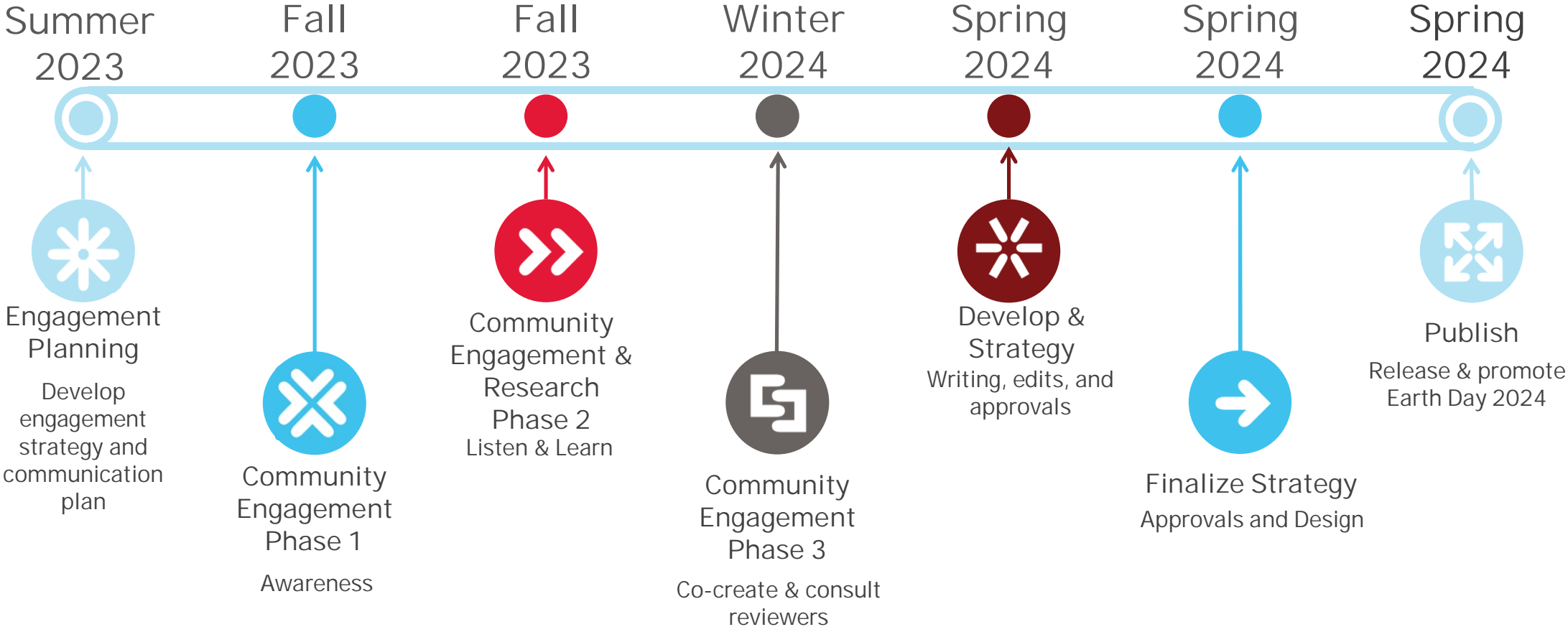
Engagement Process

01
Planning

Develop a robust pan-university engagement & communication plan in consultation with PSC and senior staff

Engagement Goals:
Cultivate an atmosphere of trust exploration, innovation, fun and optimism

Build a comprehensive snapshot of sustainability at York and develop a narrative

02
Community Engagement Phase 1 & 2
Build Awareness & Listen

Build awareness of sustainability at York and SDGs

Presentations
Faculty Councils
Workshop,
Town Hall,
Survey,
MachForm Feedback

Peer to peer engagement
Tabling,
Campus interception
Gamification (fun)

03
Community Engagement Co-create Phase 3

With advisory body and working groups, organize core themes and preliminary action items from Phase 1&2

Report back core themes, respond to questions and outline action items

Here is what we heard?
What needs to be in the strategy?
What needs to be prioritized?

Indigenous circle, Glendon/Keele engagement

04
Edit, finalize, approve and publish

Final round of presentations and review

External reviewers

Seek approvals

Release and roll out

Sustainability Strategy 2030 update - FOR DISCUSSION

DRAFT REPORT PLACEHOLDER

YORK U

2017 Architecture & 2024 Proposed Architecture

2017

2024 Proposed

2017	2024 Proposed
Vision	Call to Action /Vision
Pillars (People, Knowledge, Place)	Values / Guiding Principles
Strategic Goals	Pillars
	Goals / Targets / Objectives
	Strategic Actions

Answering the Call

Call to action (Climate, biodiversity crisis, peace, justice, SDG)

2017 Vision with proposed revisions

Our planet is at a critical moment is history. The ==catastrophic== potential of climate change and biodiversity loss, the destabilizing impacts of growing inequality and the devastating impacts of war are fundamentally altering the ecological, economic, and social systems that support all of us. ~~Sustainability is an embedded value at York, and a lens through which all operations are viewed.~~ A world leader in sustainability in its teaching, research and operations, York is a living lab, an incubator for sustainability leaders, a disrupter of old ways of thinking and a ~~catalyst~~ lighthouse for transformative approaches. York's campuses ==are== limit their emissions and ecological footprint, are accessible by multiple modes of transportation, they are ecologically ~~rich~~ regenerative campuses that reshape our relations with nature ~~with access to green space~~, ~~they~~ that support a healthy community life where people live, work, and study, ~~and have easy access to a wide and well-developed network of recreational and social pursuits~~. As anchor institutions in their neighbourhoods, York's campuses support local economies, ecosystems, and communities and serve as hubs of open space, services and facilities. Using the UN SDGS are our guide, York endeavors to have a positive impact in our global community through research, partnerships, advocacy and preparing leaders for the challenges ahead.

BP0

YORK U

BP0   How is this? We are about to develop green space at Keele.

Brad Parkes, 2024-01-15T14:06:05.584

Values/Guiding Principles

YORK'S VALUES

- Excellence
- Progressive
- Sustainable
- Justice/Equity
- Diversity/Inclusion

UAP – ANSWERING THE CALL

Campus – Local - Global
- Living Well together
- 21st century learning
- Knowledge for the Future
- From access to success
- Advancing Global Engagement
- Working in partnership
- SDGs
- * Climate and environment (Key priority)

RELEVANT INSTITUTIONAL STRATEGIES/FRAMEWORKS

- DEDI (DoS/Wellness)
- Wellbeing (DoS/SRP)
- Create our future (DoS)
- Leadership (DEDI)
- Reconciliation (DEDI)
- Indigenous Rights (DEDI)
- Decolonization (DEDI)
- Diversity/Inclusion (DEDI/SRP/GES)
- Rights of Planet (DEDI)
- Campus Climate (DEDI)
- Intersectionality (DEDI)
- Innovation (Wellness/SRP/GES)
- Collaboration (Wellness)
- Heathy Lives & Communities (SRP)
- Global Challenges (SRP/GES)
- Social Justice (DEDI/SRP)
- Climate Action (SRP)
- Partnership (GES)
- Impact (GES)
- Experiential learning (GES/DoS)
- Interdivisional (SRP)

BEST PRACTICES

- Urgency
- Inclusive/diversity
- Interdisciplinary
- Impact
- Ambitious
- Circularity
- Just transition
- Healthy environment
- Empowering
- Indigenous knowledge
- Our connection to nature
- Holistic
- Long-term
- Decarbonization
- Transformative
- Regenerative

POSSIBLE GUIDING PRINCIPLES

- Leadership – lighthouse
- Empowering
- Innovation - transformative
- Intergenerational wellbeing
  - planet/Youth
- Interconnected - interdisciplinary
- Indigenous Knowledge
- Local and Global
- Partnerships
- *Data informed*
- *Prioritize hierarchy - Avoid/Shift/Improve (Reduce, Reuse, repair, recycle)*
- Social & ecological justice/equity
- Ecological integrity/regenerative
- Reshaping Relations with nature
- Wellness
- DEDI
- Community engagement
- Digitalization/AI
- Democracy & Peace
- Accountability

YORK U

# Guiding Principles

Excellence

- Show leadership by demonstrating a sense of urgency in our actions and act as a lighthouse to inspire transformative action, while advancing practical solutions.

- Support impact and innovation in all our actions - operations, teaching, research, and advocacy.

Progressive

- Respond to the interconnectedness of global challenges by establishing interdisciplinary, integrated, hierarchical (rightsizing), and circular as principles of program design.

- Ensure accountability as a core component of planning, maintain open and transparent reporting, and seek measurable outcomes to demonstration action.

Sustainability

- Reshape our relations with nature and respect **ecological** integrity by ensuring actions aspire to be rege**nerative** and biocentric.

- Embed resilience into planning and desired outcomes, and ensure actions can adapt to changes in local and global conditions.
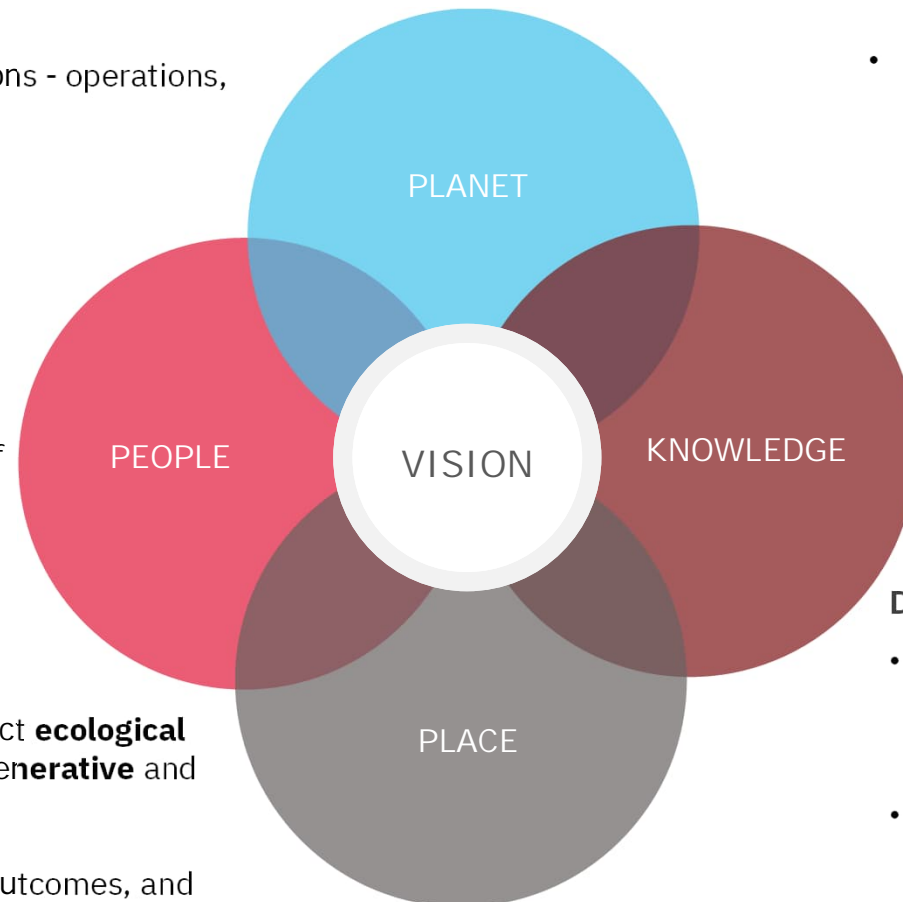
Justice/Equity

- Centre local Indigenous Knowledge Systems and worldviews into planning and actions, *and recognize this distinct relationships with the natural environment.*

- Respect for the community of life, social and **e**cological justice, rights of the planet, *and honouring **o**ur relations.*

Diversity/Inclusion

- Focusing on strong partnerships and community engagement to foster innovating, lasting solutions and magnify impact.

- Meaningful inclusion and amplification of under-represented and diverse perspectives and empower marginalized communities.

PLANET

PEOPLE

VISION

KNOWLEDGE

PLACE

YORK U

Outcomes (or targets/goals)

- Net zero emissions by 2040 for Scope 1 & 2 emissions and develop targets for scope 3 emissions wherever feasible.
- Facilities as a model of sustainable design with all new buildings and building renovations to build to net zero and where possible net positive.
- Towards Zero Waste campus – Aspire to be a zero-waste campus upholding the principles of circularity and the 3Rs.
- Reduced Water use on campus and maintain water use levels below the industry standard.
- Maximize stormwater repurposing on-site and minimize stormwater runoff.
- Increase the proportion of people using low emissions options for commuting and business travel.
- Decrease the overall ecological impact of food consumed on campus.
- Support initiatives that address food insecurity on campus and in our community.
- Ecological, accessible, healthy, and inviting campuses embedding regeneration of local ecosystems, habitat and soil, water and air quality, on campus and the community (2017 Sustainability Strategy and Wellbeing Strategy).
- Reduce the use and release of toxics in all operations
- Achieve AASHE Platinum by 2026

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Outcomes (or targets/goals) - continued

- Demonstrate and foster a culture of sustainability across all community members.
- Integrate sustainability in long term planning and day to day operations, and incorporating into financial plans, IRP and investment plans.
- Sustainability as an established and visible core value of the University's work and community.
- Holistic approach includes social sustainability, embedding York as an anchor institution in our local and contribute to global action on SDGs.
- Increase proportion of goods and services procured that meet Sustainable procurement goals, both environmental and social considerations.
- TBD - Academic - Learning Objectives including identifying and articulating global sustainability challenges, and faculty, staff and students engage in public discourse on global and local issues consistent with the University Academic Plan.
- TBD - Consistent with the Strategic Research Plan, York build an international reputation for sustainable teaching and research attracts students, recognized as world leader in applied research, Faculty & staff work together to conduct and apply leading edge research and facilitate research that reflects indigenous knowledge and learning.
- TBD - Establish campuses as a **Living Labs**, reduce barriers to projects on campus and increase participation in classroom-based exercises
- TBD - Include the Indigenous Council in sustainability planning and action, and ensure that the perception and experience of indigenous community members are reflected in the classroom, on campus and in university life Indigenous (from the Indigenous Framework).
- TBD - Enhance the physical environment to be more inclusive and equitable where everyone has the potential to feel a sense of belonging and that they are respected (from DEDI strategy).

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Strategic Actions

1. Space utilization and maximizing efficiency <mark>BP0</mark>
2. Utility decarbonization – develop a strategy to decarbonize central utilities on all campuses.
3. Building and major renovations standard towards net positive – Develop a standard for major renovations and new building construction that are net zero or better.
4. Fleet decarbonization policy – Develop an institution <mark>side</mark> strategy to right size and decarbonize fleet vehicles.
5. Corporate travel policy
6. Micro-mobility and active transportation plan.
7. Commuting de<mark>BP1</mark>bonization plan.
8. Enhance purchasing, policies and procedures to include environmental sustainability, along-side existing social considerations, and implement for all purchasing categories, and as part of this work, set targets and report back on progress.
9. Water…Use and stormwater
10. Waste Reduction Plan
11. Develop and implement Campus-wide Biodiversity Regeneration Plans– ensuring York facilities, campuses and operations are ecologically regenerative and serve as islands of habitat for species and an inviting and positive space for humans

YORK U

BP0   Leases and rentals as well
             Brad Parkes, 2024-01-15T14:02:24.719

BP1   Is this not part of an active transportation plan?
             Brad Parkes, 2024-01-15T14:03:26.669

ML1 0   We had intended that the active transportation plan typically looks at walking and cycling. Micro-mobility includes small electric devices, but we could merge
             together.
             Mike Layton, 2024-01-15T14:30:37.668

Strategic Actions - Continued

12. TBD - Maintain an investment policy that addresses inherent risk of climate change, actively promotes transition to low carbon economy and follows the world-class metrics for ESG approaches and report back regularly on progress.
13. Food…..Student outreach, engagement and assessment
14. Staff outreach, engagement and assessment
15. Implement Sustainability Framework…..
16. Embedding sustainability in job descriptions and IRP?
17. Maintain emissions inventory for scope 1,2 & 3 Emissions (EFI Accounts)
18. Academic TBD - Faculty sustainability plans BP1
19. Academic TBD - Program review
20. Academic TBD – Maintain tools and community of practice for instructors to integrate SDGs into their teaching.
21. Academic TBD – Regularly assess students literacy of sustainability and the SDGs
22. TBD – Maintain a Sustainability Innovation Fund for innovative campus-based projects
23. TBD – Develop a framework for removing barriers to implementing Living Lab project on campus and in the community, and support classroom-based living lab learning experiences.
24. TBD - Support the advancement of research in sustainability through actively organizing grant applications and collaborations between faculties, researchers, ORUs, and outside partners
25. TBD Community Engagement?
26. TBD Arts for Social/Environmental Change?
27. TBD Youth Leadership and Empowerment
28. TBD DEDI
29. TBD Wellness Strategy
30. Anchor Institution – Maintain and strengthen the Anchor York U Framework

YORK U

BP0   Are 30 Strategic Action too many? Can we group some together to create a shorter list?
       Brad Parkes, 2024-01-15T14:08:20.099

ML0 0 A good point for discussion. We wanted them to be specific enough so as to increase accountability, but open for a shorter list.
       Mike Layton, 2024-01-15T14:31:57.184

BP1   Already taking place, we have to report annually, third party verified
       Brad Parkes, 2024-01-15T14:08:49.492

ML1 0 Yes, we want to highlight work we wish to continue moving forward as this is an important part of our Sustainability strategy overall.
       Mike Layton, 2024-01-15T14:31:13.371

SUSTAINABILITY FRAMEWORK
& PATH FORWARD

Transition to action-oriented Sustainability Framework

Level 1 – Working groups
> Action Plans
> Major initiatives
> Advance research, align operations, coordinate initiatives

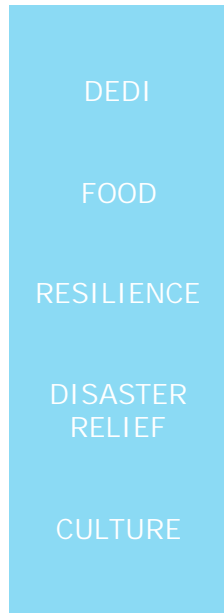## Level 2 – Taskforce
> Vision/Implement/Shape institution-wide plan
> Make recommendations on new policy and resources
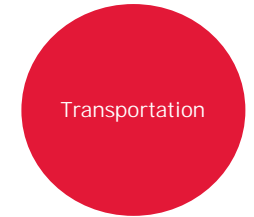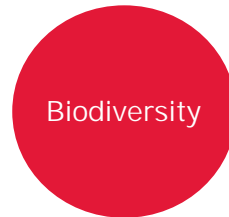> Award Innovation fund

Level 3 – Steering Committee
> Lead long-term sustainability vision
> Oversight
> Resource approval

cross cutting

DEDI

FOOD

RESILIENCE

DISASTER RELIEF

CULTURE

Water

Zero Waste

Energy & Buildings

Teaching & Learning

Biodiversity

Sustainable Procurement

Transportation

Communications /Reporting

Living Lab

Sustainability Taskforce

Steering Committee

Office of Sustainability
Convenor/Advisor

Working Groups

Working groups will be composed of community members whose expertise and responsibilities are needed to execute the projects. Membership might be composed of colleagues on a major research project and/or involve staff from one or more offices depending on the scope of the project.

Energy & Buildings

Water

Zero Waste

Biodiversity

Teaching & Learning

Sustainable Procurement

Transportation

If you are interested in participating in any of the working groups, please let us know.
Email: sustainability@yorku.ca

Sustainability Innovation Fund (SIF) Winter 2024 Recipients

Stay Connected with the Office of Sustainability

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The Senate of York University

Meeting Synopsis

The 702nd Meeting of Senate
Held on Thursday, 25 January 2024, via Zoom

Remarks

The Chair, Poonam Puri, thanked members for attending the January 18 special Senate meeting. The Chair also shared that Amanda Wassermuhl, Assistant Secretary of the University, is leaving the University Secretariat to take on a new opportunity at Osgoode Hall. She joined her Secretariat colleagues in thanking Amanda for her valuable contributions supporting governance and her warm collegiality, and wished her success at Osgoode.

The President spoke to the financial pressures facing the University, including uncertainties and deficits projected by many institutions, and the anticipation of the government's response to the Blue Panel Report regarding funding. She highlighted missed international enrollment targets and the imposition of federal caps contributing to substantial deficits. The University's response to these financial challenges involved beginning to prioritize for the 2025-2030 University Academic Plan (UAP), expanding research in alignment with Strategic Research Plan, increasing external revenue, and engaging with COU to advocate for government funding in the upcoming provincial budget.

Approvals

Senate approved the recommendations of the Academic Standards, Curriculum and Pedagogy Committee to:

- Add two new fields to the MA and PhD degree programs in Humanities, Faculty of Liberal Arts and Professional Studies, effective Fall 2024

- Add a new field in Indigenous History, rename the East Asian History field to Asian History, and merge the British History field with the European History field in the MA and PhD degree programs in History, Faculty of Liberal Arts and Professional Studies, effective Fall 2024

- Establish 90-credit BA and BSc degree programs in Movement and Health, School of Kinesiology and Health Science, Faculty of Health, effective May 2024

- Revise the Policy and Procedure on Academic Accommodation for Students' Religious Observances

- Revise the definition of *Professional Masters* in the University Academic Nomenclature

York University Senate

- Addition of a part-time entry option for the Master in Environmental Studies, Faculty of Environmental and Urban Change, effective Fall 2024

Reports

Senate received the December 2023 written report from the Academic Colleague, Senator William van Wijngaarden.

Under the auspices of the Academic Policy, Planning and Research Committee, Vice-President Research & Innovation presented the 2022 Annual Report on Research.

Notice of Statutory Motions

The Executive Committee provided Notice of Statutory Motion for revisions to the Senate Rules.

APPRC provided Notice of Statutory Motion for the establishment and disestablishment of academic units at Glendon and engaged Senators in a preliminary discussion about the proposed changes.

Committee Information Items

Executive

The Executive Committee's information items included the following:

- Senate ASCP Committee's priorities for 2023-2024
- Status of its review of the Senate Policy on Academic Implications of Disruptions of Cessations of University Business Due to Labour Disputes or Other Causes

Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- The Committee's discussion of the Value-for-Money Audit: York University Operations and Capital report and actions in resonse to the audit recommendations
- Progress report on the implementation of plans for the delivery of academic programming at the new Markham Campus, launching FW 2024-2025

Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP reported on the following items:

York University Senate

- Minor modifications to degree requirements at the Glendon, Health, Lassonde and Schulich Faculties
- The Committee's review of the Senate policy on Sessional Dates and the Scheduling of Examinations
- The implementation of the digital YU identification card
- The Committee's ongoing review of other Policy items, including the Senate Policy on Academic Conduct, the Attending Physician Statement and Grading Schemes

A Synopsis of the November 27, 2023 meeting of the Board of Governors was received for information.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the **25 January 2024** meeting for details about the items reported.

Senate's next meeting will be held at **3:00 pm on Thursday, 15 February 2024.**