Notice of Meeting

Meeting of LA&PS Faculty Council
April 18th, 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:** March 14th, 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**
	
	• Executive Committee Report
	    o Item for Action: Close of Nomination 2024-2025
	    o Item for Information: Election 2024-2025
	
	• Committee on Curriculum, Curricular Policy & Standards
	    o Consent Agenda
		3:20-3:30

6	**Item for Presentation: Strategic Scheduling Evaluation** (Frances Billingsley, Associate Registrar & Director, Student Records & Scheduling)	3:30-3:45
7	**BREAK**	3:45-3:55
8	**Dean's Report to Council** • Budget Updates and Presentation	3:55-4:30
9	**Item for Information:** Senate Synopsis	4:30-4:35
10	**Other Business:** (For Which Due Notice Has Been Given) 1. Motion from the Department of Humanities RE: General education courses and changes to their modes of delivery	4:35-5:00

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.

council.laps.yorku.ca

York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Minutes of the 124th Meeting of Council
March 14th, 2024, 3:00 pm to 5:15 pm | Zoom Meeting Room

In attendance:
T. Abbruzzese, I. Akaliza, R. Akhbari, M. Alam, G. Alboiu, O. Alexandrakis, H. Ali, J. Allen, R. Arata, H. Arian, R. Arthur, I. Badr, S. Bailey, K. Barker, H. Bartel, R. Barua, D. Baus, S. Bawa, P. Baxter, B. Beauchemin, S. Bell, S. Bell, K. Bergstrom, J. Berland, K. Bernhardt-Walther, M. Bernholtz, A. Bickford, K. Bischoping, D. Bisram, S. Blake, S. Boatswain, E. Bogdan, N. Braganza , J. Braimoh, D. Breaugh, J. Brethour, N. Buckley, M. Budworth, A. Bunting, P. Burgher, S. Burley Hollows, A. Buturovic, I. Carozza, K. Case, M. Cauchi, D. Cecchetto, M. Chaktsiris, S. Chatterjee, S. Chaudhry, T. Choi, S. Cianfarani, D. Clipperton, C. Cohen, R. Coombe, A. Corey, L. Costa, N. Coulter, N. Couto, C. Cowdy, A. Crosby, D. Cuff, T. Das Gupta, A. Davis,H. Davis, R. de Costa, L. de la Cour, D. Demos, D. Domian, E. Dua, L. Duncan, M. Ebrahimi, J. Edmondson , C. Ehrlich(Chair), Z. El Nabolsy, D. Elliott, D. Fairman, J. Falek, C. Fanelli, E. Feltes, I. Ferrara, J. Finkel-Freyger, S. Frederiksen, M. Frial-Brown, P. Fu, S. Gekas, C. Gemmell, W. Geniusz, M. Giudice, A. Glasbeek, M. Goitom, L. Goldring, M. Gonzalez, M. Goodman, G. Goshulak, R. Green, K. Gribbons, N. Habib, R. Hadj-Moussa, J. Hadlaw, S. Hamann, E. Haque, M. Harper, J. Hellman, S. Hepburn, Z. Hirji, W. Ho, T. Hooper, S. Ingram, W. Jenkins, T. John, M. Johnson, J. Jones, T. Juric, A. Kalmin, M. Kang, T. Karagyozova, M. Karakul, K. Kaul, R. Kenedy(Vice Chair), E. Kennedy, M. Khimji, D. Kikulwe, A. Kim, H. Ko, D. Koffman, C. Kraenzle, A. Kulak, N. Lagerlöf, M. Lambert-Drache, N. Langin, G. Langlois, T. Law, G. Lawrence, N. Laywine, J. Letkiewicz, S. Liaskos, E. Lim, J. Limnidis, R. Loeppky, T. Macias, M. Maciel Jorge, A. MacLennan, H. MacRae, F. Maleka, T. Maley, S. Malik, G. Man, J. Marcus, M. Martel, M. Mawhinney, E. Mbugua, C. McAllister, E. McDonough, A. McKenzie, R. McKeown, T. McLagan, A. McManus, JJ. McMurtry, K. McPherson, C. Mecija, A. Medovarski, M. Mekouar, E. Merson, K. Michasiw, A. Mitchell, O. Mohammed, R. Mongia, E. Morera, A. Murnaghan, D. Mutimer, K. Nastovski, N. Neill, J. Ng, E. Nielsen, A. Noordeh, A. O'Connell, K. Ogata, B. Ogunyemi, G. Onorati, R. Ophir, K. O'Regan, M. Ornstein, A. Ouedraogo, G. Pan, S. Peacock, N. Persram, J. Petropoulos, P. Phillips, D. Pilon, B. Pitawanakwat, S. Plekhanov, M. Poon, M. Porporato, L. Pourtavaf, E. Prince, A. Propper, H. Qudrat-Ullah, M. Quirt, E. Rakitskaya, M. Rampersaud, S. Rangwala, K. Reid, M. Reisenleitner, D. Richards, S. Roburn, A. Rosales, K. Ruddy, T. Samuels-Jones, C. Sanchez Rodriguez, K. Sandford , S. Saravanamuttu, D. Sargla, S. Sarkar, N. Savdie, R. Schnoor , S. Scott, M. Sehgal, I. Seo, M. Sesay, M. Sestito, A. Shabtay, J. Singh, H. Singh, M. Smith, A. Solis, H. Song, Z. Spicer, I. Splettstoesser, B. Spotton Visano, A. Sriskandarajah , G. Stalker, C. Steele, J. Steigerwald, J. Stephen, J. Sufrin, D. Szablowski, N. Tahani, T. Tahereen, M. Tegelberg, M. Thomas, O. Topak, R. Tordoff, T. Totten, J. Tremblay, C. Turgut, S. Tweyman, A. Valeo , S. Van Viegen, G. Vanstone, C. Victor, J. Vig, L. Visano, S. Warwick, A. Weaver, J. Webber, J. Weerasinghe, K. Weiser, A. Weiss, R. Wellen, J. Williams, A. Wilson, D. Winland, R. Wong, E. Wong, C. Wu, S. Yildirim, R.Zacharias,

Call to Order and Chair's Remarks
The Chair welcomed all in attendance and thanked them for their participation. The Chair addressed and acknowledged the challenging times currently faced by members of the York community.

1. Approval of Agenda FC March 14, 2024

Approved with amendments.

Motion: To amend the agenda by moving item #9 Dean's Report- Labour Disruption and Academic Implications and #10 Committee of the Whole - Labour Disruption and Academic Implications to the forefront by replacing item #5 and moving item #5 Reports of the Standing Committees to the end of the agenda.
Motion was moved, seconded, and approved by the majority of members. Motion passed.

Council members expressed their concerns, highlighting the urgency of the matter. Commencing the discussion earlier would enable a robust discussion, which is imperative given the prevailing circumstances.

A council member mentioned that Item#5-Reports of the Standing Committees has an item for action, specifically a program proposal that needs attention.

Motion: To include a hortative motion in the agenda and provide an opportunity for it to be addressed under new agenda item #5 concerning the labour disruption and its academic implications. This would ensure that the discussion take place within the relevant framework.
Motion was moved, seconded, and approved by more than a 2/3 majority vote. Motion passed.

2. Approval of the Minutes: Feb 8, 2024, Faculty Council (FC) Meeting

Approved

3. Business Arising from Minutes

There was no other business.

4. LA&PS Dean's Report to Council: Part II – Labour Disruption and Its Academic Implications

Dean McMurtry acknowledged that this has been a difficult time for all, impacting classes, students, staff, and faculty members. The Senate Executive Committee has been actively deliberating on the next steps to be taken. The primary objective remains to uphold academic integrity and ensure fairness towards the students.

Next, the Chair explained that the executive committee recognized the need for Council members to engage in a thorough discussion by opening the floor of FC for a committee of the whole. The Vice Chair of the FC will take over the responsibilities of chairperson for the committee of the whole. Council members will have the opportunity to raise their concerns about relevant issues multiple times.

Motion: Move to the committee of the whole.
Motion was moved, seconded, and approved unanimously. Motion passed.

5. Committee of the Whole Discussions on the Labour Disruption and Its Academic Implications

- Members raised concerns regarding the lack of academic integrity in LA&PS's decision-making and the lack of collegiality exhibited towards faculty members whose professional expertise in such matters is not being solicited.
- Members felt that the departments' capacity to make decisions on how best to proceed, their academic independence, and student experiences are being challenged.
- A member mentioned that the Senate's lack of proper guidance is causing inconsistencies and differences in approaches across the faculty and the university. Top-down decisions from the Dean's Office have caused significant inequalities. The side effect of the lack of clarity from the Senate is leading to a crisis in governance.
- Council members were disconcerted by automated and preset responses being sent in response to requests to suspend teaching during the current labour dispute, without consideration of the academic rationales submitted.
- A Council member shared that the response received to the form submitted for course suspension was not an invitation for dialogue but simply the denial of the suspension of courses and the imposition on colleagues of the decision to continue teaching their courses.

- Council members inquired about the processes and criteria used by the Dean's Office in making the decisions in assessing the rationales submitted by faculty members.
- A Council member shared that the reality of the situation is that CUPE members are teachers and TAs, and that this Council's indifference to their plight is disheartening. We need to care for all collectively as an extension of academic integrity.
- In some past strikes, all courses were suspended; this year is different. This will create inconsistencies as some courses for students will be finished and others will remain incomplete. A lack of systematic ways creates more discontent, so it is imperative to have a clear policy.

Considering these inquiries, a Council member made the following points: First, it was suggested that Senate Executive strictly adhere to its mandate and follow common labour disruption policies. Second, that the Senate Executive has confirmed that individual instructors hold the authority to assess the academic integrity of their respective course(s). It appears that the LA&PS Dean's Office may have disregarded some of the rationales put forth by the faculty members.

Dean McMurtry claimed that Senate policy was utilized to assess the requests that were submitted. Several rationales and justifications lacked sufficient details. Consequently, faculty members were invited to engage in discussions and conversations. Lack of clarity was an unfortunate side effect. While some students expressed a desire to continue with their classes, others did not. The Dean's Office was working towards striking a balance in determining a feasible plan for the semester, considering that half of the term had already passed. The focus was on identifying the immediate needs of students and determining the best course of action for present and future academic integrity. The aim was to address how to proceed with the courses in a way that does not disempower faculty members while enabling students to complete their programs and courses within the usual timelines. For example, in the Faculty of Health most courses are ongoing, and some of their students are taking LA&PS courses. Hence, canceling all courses a priori would impact their times of completion.

Rise and report: From the discussion, it seems very clearly and overwhelmingly that academic integrity around the strike and academic matters are of utmost importance to all. Impacts on CUPE members, faculty members, and students overall are extensive. It is evident from the thoughtful discussion that academic integrity and academic components of courses need to be considered with great caution and attention. The impacts and the consequences of all decisions for students are significant.

Hortative Motion: LA&PS Faculty Council calls on Senate to revisit its decision (from the recent Special Senate meeting) not to take up the issue of the suspension of courses at York during the labour disruption, and calls on Senate, in such a reconsideration, to clearly assign the final responsibility for decisions to suspend courses to individual course instructors. Individual instructors, in consultation with their chairs/directors, are best placed to make decisions about their courses that respect academic integrity, equity, consistency of policy and practice, and fairness to students.
Motion was moved, seconded, and approved by the majority of members. Motion passed.

Motion: To move out of the committee of the whole.
Motion was moved, seconded, and approved by the majority of members. Motion passed.

BREAK

6. LA&PS Dean's Report to Council: Part I - Budget and Related Issues

Dean McMurtry expressed gratitude to all for sharing their concerns, perspectives, and inquiries and provided updates on the budget and enrollment. Referring to the details presented in his PowerPoint presentation, the Dean urged all Council members to consult the budget slides that have been posted on the FC website.

- Clarified that this year, there has been a significant decline in admission applications, acceptances, and enrollments. This downward trend in admissions leads to 3 to 4 years of decline in flow through.
- Compared to the previous year's, there is a projected 25% decrease in international student applications, acceptances, enrolments, and visas/permits. The already dire situation is exacerbated by government caps and restrictions.
- First and second choice applications are down, leading to presumed lower conversion and retention rates.
- Strikes have always had a deleterious effect on admissions, as evidenced by past occurrences. Acceptances and enrollments decrease substantially.
- Decline in enrollment leads to a decrease in revenues and budget, which is expected to be approximately $27 million.
- LA&PS is required to save $11.5 million over the next few months and to demonstrate efforts made to achieve the objective. There might be no central rebate if the savings are not realized.

Dean McMurtry stressed that the Faculty is making cost reduction plans without having to layoff and cut the human resources to the best of their ability.

- One way to achieve this goal is to find efficiencies by making changes to courses without eliminating the total number of seats and rationalizing the provision of the courses. This is where the General Education courses presented the most plausible options. One solution is to combine sections, thereby addressing the current pressing budgetary needs.
- Courses that have low enrollments cannot be offered and course cancellations will be imperative.
- Since last year there has been a pause in support staff hiring, concurrent with a full-time faculty hiring freeze for the next three years.
- All CPM and YUSA professional development opportunities have been paused within the Faculty.
- In terms of operations, all renovations, deferred maintenance projects, and equipment purchases are on hold.
- Since 2023 all hospitality expenses and student recruitment and retention events have been significantly reduced.
- MRG is at minimum, DARE, Dean's Award for Excellence in Research, and other awards, grants, and scholarships are being either paused or fulfilled at minimum with leftover funds or endowments.

Dean McMurtry shared that these are trying times and welcomed all to provide their input on advancing cost-saving measures without resorting to layoffs or decreasing the number of staff and faculty, except through natural attrition and temporary hiring pauses, to ensure the Faculty's preparedness for recovery and sustainability in practice in the future.

Motion: Extend the time of the meeting by 15 minutes until 5:15 pm. Motion was moved, seconded, and approved by the majority of members. Motion passed.

Some members shared their concerns:

- The short frame for savings and cuts is added stress for the units and the Dean's Office.

- Markham Campus expenses are detrimental to the revenue-generating faculties.
- Reducing the student experience is not beneficial for the LA&PS faculty.
- LA&PS should raise concerns about shifting priorities, budget issues are partly constructs of the decisions that are made and whose priorities are being met.
- APPC to issue statements and budget-related clarifications from the Provost and request for clarification on how these significant budget cuts are possible in such a short period.

7. Committee of the Whole Discussion on Budget and Related Issues

Discussed in #7

8. Reports of Standing Committees of Faculty Council

Executive Committee Report

The Vice Chair presented the slate of 31 vacancies in the Faculty Council and its subcommittees for the academic year 2024-2025. He encouraged all to nominate themselves and others to volunteer for vacant positions for effective functioning of governance in LA&PS.

Committee on Curriculum, Curricular Policy & Standards

Since no objection to the consent agenda was received, it was deemed approved.

Item for Action: Major Modification Proposal – Communication & Media Studies Program, Degree Designation: BA (90 credit)
Motion was moved, seconded, and unanimously approved. Motion carried.

Graduate Committee

Since no objection to the consent agenda was received, it was deemed approved.

9. Item for Information

Senate Synopsis for February 2024 was included as item #11.
JSQA Report to Senate February 15, 2024
Drop Deadline Memo from the Senate (Winter 2024)

10. Other Business

None

11. Adjournment

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

_____
Carl S. Ehrlich, Chair of Council

_____
Tejas Kittur, Secretary of Council

Executive Committee Report to Council

Report 1
March 2024

ITEM FOR INFORMATION (1):

1. **Nominations – Liberal Arts & Professional Studies Faculty Council Standing Committees & Contract LA&PS Representatives on the Senate – Closure of Nominations**

The Executive Committee of LA&PS Faculty Council proposes to end the nominations & elections period for Annual Faculty General Election and move to begin an election. The nomination period of nomination begen on March 15, 2024, and a final call shall be given from the floor of Faculty Council on April 11, 2024. The Nomination period sought to fill 33 Vacancies on Faculty Council standing Committee, including the position of Vice-Chair of Council for the 2024-2025 academic year.

Should there be more nominations than vacancies, an election shall be called. Nominations are also accepted from the floor of Council. Council Committees which received fewer nominations than the available vacancies will follow the acclamation process. Final approval for the slate of nominees is given by Council on a motion that nominations be closed, as moved by the Vice-Chair of Council

There are currently 38 submitted nominations on the Standing Committees of Council for 2024 – 2025 as follows:

Vice-Chair of Council

- The Vice-Chair of the Council shall be elected from the members of the Council for a one-year term after at least two nominations have been submitted by the Executive Committee. The Vice-Chair is the Chief Teller and Chief Returning Officer for all elections.
- The Vice-Chair normally assumes the Chair in the following year.
- Should the position of Vice-Chair become vacant prior to the end of the normal term, an election shall be called.
- Should the Vice-Chair-elect resign prior to the beginning of her/his term of office, an election for Vice-Chair shall be called.
- The Vice-Chair presides over meetings of the Committee of the Whole.

Nominees:
Mehraneh Ebrahimi, *Department of English*

Executive Committee
(two vacancies)

- Terms are specified in the relevant table.
- Normally meet on the last Wednesday of each month from 10:00am to 12:00pm
- https://www.yorku.ca/laps/faculty-council/committees/executive/

Nominees:

Current Membership:
Mehraneh Ebrahimi, *Department of English*
Ron Ophir, *School of Administrative Studies*
Robert Kenedy, Department of Sociology (Chair of Faculty Council)
Peter Khaiter*, School of Information Technology*
Saskia Van Viegen, *Department of Languages, Literatures and Linguistics*

Tenure and Promotions Committee
(Six vacancies)

- Terms are specified in the relevant table.
- Committee liaises with Senate and programs to review all tenure and promotions candidates in LA&PS and maintain T&P standards across the Faculty.
- Committee of the whole meets on the first Thursday of each month from 11:00am to 1:00pm.
- https://www.yorku.ca/laps/faculty-council/committees/tenure-promotions/

Nominees:
Mark Cauchi, Department of Humanities
Kael Reid, Department of Humanities
Arash Habibi Lashkari, School of Information Technology

Current Membership:
Susan Ingram, Department of Humanities
Ann Kim, Department of Sociology
Matias Cortes, Department of Economics
Mustafa Karakul, School of Administrative Studies
Fereydoon Rahmani, Department of Equity Studies
Stevie M. Bell, Writing Department
Mateusz Brzozowski, Department of Economics
Arthur Redding, Department of English
Daniel Cohn, School of Public Policy, and Administration

Committee on Research Policy and Planning
(*Three vacancies*)
- Terms are specified in the relevant table.
- Works in tandem with the Dean to oversee the implementation and coordination of the Faculty Research Plan, while also enhancing the scholarly climate of the Faculty by developing overarching faculty strategies to advance research scholarship and creative work.
- Committee meets on the fourth Monday of each month from 12:30pm to 2:00pm.
- https://www.yorku.ca/laps/faculty-council/committees/research-policy-planning/

Nominees:
>Kenton Kroker, Department of Social Science
>Pilar Carbonell-Foulquie, School of Administrative Studies

Current Membership:
>Brandee Easter, Writing Department
>Gajindra Maharaj, School of Administrative Studies
>Natalie Neill, Department of English
>Selcuk Ozyurt, Department of Economics
>Shirley Roburn, Department of Communication & Media Studies

Student Academic Petitions & Appeals Committee
(*Eight vacancies*)
- Terms are specified in the relevant table.
- Committee works to create a fair and open environment in LA&PS by supporting hearings for student academic petitions and appeals in the Faculty.
- https://www.yorku.ca/laps/faculty-council/committees/student-academic-petitions-appeals/

Nominees:
>Romi-Lee Sevel, School of Administrative Studies
>Ayana Samuel, Department of Philosophy
>Deanne Williams, Department of English
>Marcel Martel, Department of History
>Matthew Bucemi, Writing Department
>Margaret O'Brien, Department of Philosophy
>Johannes Mahr, Department of Philosophy

Current Membership:
>Anuppiriya Sriskandarajah, Department of Humanities
>Ann Marie Murnaghan, Department of Humanities
>Arik Senderovich, School of Information Technology
>Christopher Morris, Department of Writing
>Emma Feltes, Department of Anthropology
>Ibtissem Knouzi, Department of Languages, Literatures and Linguistics
>Jake Pyne, School of Social Work
>Jay Ramasubramanyam, Department of Social Sciences
>Kinnon Ross MacKinnon, School of Social Work
>Na Li, School of Administrative Studies
>Tom Hooper, Department of Equity Studies
>William Wicken, Department of History

Committee on Teaching, Learning and Student Success
(Four vacancies; 3 Full-Time, 1 Contract)

- Terms are specified in the relevant table.
- Committee recommends policies that promote effective assessment of teaching and learning and develops policies to recognize and promote innovative pedagogy and student excellence.
- https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/

Full-Time Nominees:
Lisa Davidson, Department of Anthropology
Christopher Morris, Writing Department
Kate Kaul, Writing Department
Tanja Juric, Department of Social Science
Jinyue Li, Department of Economics
Sirvan Karimi, School of Public Policy

Contract Nominees:
Andrea Kalmin, Department of Social Science

Current Membership:
Carolyn Steele, Department of Humanities
Damilola Adebayo, Department of History
Fernanda Carla-Salsberg, Department of Languages, Literatures and Linguistics
Gail Vanstone Department of Humanities
Manar Jammal, School of Information Technology
Saikat Sarkar, School of Administrative Studies

Committee on Curriculum, Curricular Policy, and Standards
(Two vacancies)

- Terms are specified in the relevant table.
- Committee reviews, reports and recommends on matters pertaining to entrance requirements, degree expectations, and Faculty regulations and practices regarding academic standards.
- https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/

Nominees:
Jeremy Trevett, Department of History
Laura Allen, Writing Department
Marlene Bernholtz, Writing Department

Current Membership:
Anirban Kar, School of Administrative Studies
Karen Bernhardt-Walther, Department of Economics
Ian Roberge, School of Public Policy and Administration
Ling Jiang, School of Information Technology
Olga Makinina, Department of Languages, Literatures and Linguistics

General Education Sub-Committee
(Four Vacancies)

- Sub-Committee of CCPS & Chaired by a Member Elected from CCPS
- Provides coordination oversight and governance over the Faculty's General Education Requirements, while developing and receiving proposals relating to General Education courses.

Membership shall contain the following:
- o One faculty representative elected at-large from each of the General Education areas.
- o One faculty representatives elected at-large from the liberal arts programs.

Current Nominees:
Hilary Davis, Department of Philosophy
Na Li, School of Administrative Studies
Lykke de la Cour, Department of Social Science
Sonya Scott, Department of Social Science

Current Membership:
Karen Bernhardt-Walther, Department of Economics
Pan Gang, Department of Languages, Literatures and Linguistics

Academic Policy and Planning Committee
(Two vacancies)

- Terms are specified in the relevant table.
- Committee works in tandem with the Dean to oversee the development of the Faculty Academic Plan, make recommendations on the feasibility of new Departments/Schools, and advises the Dean on the interplay of academic and budget issues.
- https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/

Nominees:

Current Membership:
Athanatios (Sakis) Gekas, Department of History
Jean-Thomas Tremblay, Department of Humanities
Maurice Poon, School of Social Work
Sadia Mariam Malik, Department of Economics
Xiaohui Yu, School of Information Technology

Graduate Committee
(Two vacancies)

- Terms are specified in the relevant table.
- Promotes and coordinates Graduate Studies in the Faculty, while also planning and encouraging cooperation among graduate programs.
- https://www.yorku.ca/laps/faculty-council/committees/teaching-learning-student-success/

Nominees:

Current Membership:

> *Arash Habibi, School of Information Technology*
> *Miguel Gonzalez, Department of Sociology*
> *Victor Shea, Department of Humanities*
> *Zachary Spicer, School of Public Policy and Administration*

Contract Faculty Representative on the Faculty Council
(*Thirty vacancies*)

- One (1) Year Term
- Members represent the interests of contract faculty members and provide insight and guidance on how proposed motions to Faculty Council may affect staff support and managerial staff. Representatives have full suffrage and may vote on Faculty Council motions.

Current Nominees:

> *Karrie Sandford, Department of Social Science*
> *Keith O' Regan, Writing Department*
> *Carlos Torres, Department of Equity Studies*
> *Sylvia Peacock, Department of Social Science*

Staff Representatives on Faculty Council
(Ten vacancies; 5 YUSA & 5 CPM)

- One (1) Year Term
- Members represent the interests of CPM & YUSA members of the faculty and provide insight and guidance on how proposed motions to Faculty Council may affect staff support and managerial staff. Representatives have full suffrage and may vote on Faculty Council motions.

Current Nominees:

> *Diana Sargala, YUSA*
> *Kshipra Kulkarni, YUSA*
> *David Cuff, CPM*
> *Amanda Rodrigues, CPM*
> *Lindsay Gonder, CPM*

There are currently 2 vacancies for the LA&PS Representative on the Senate for 2024 – 2025 as follows:

<u>**Full-Time Faculty Senators Elected-at-Large**</u>
(One Vacancy)
- Terms are specified in the relevant table.
- Members represent the interests of LA&PS at the Senate, while also providing the perspective of a contracted member of the faculty on policies proposed and discussed.

   Current Nominees:
   Sheetala Bhat, Department of English
   Kym Bird, Department of Humanities
   Matthew Bucemi, Writing Department
   Ron Ophir, School of Administrative Studies
   Mary Goitom, School of Social Work

<u>**Contract Faculty Senators Elected-at-Large**</u>
(Two vacancies)
- Terms are specified in the relevant table.
- Members represent the interests of LA&PS at the Senate, while also providing the perspective of a contracted member of the faculty on policies proposed and discussed.

   Current Nominees:
   Andrea Kalmin, Department of Social Science
   Sylvia Peacock, Department of Social Science
   Julie Allen, Department of Philosophy

There will be a call for nominations for the Spring round at the March meeting of Faculty Council. The nominations call will close at the April Meeting of Faculty Council followed by an elections period if there are more nominations than vacancies in a standing committee. An updated Executive Report will be uploaded on the Faculty Council website on the day of Faculty Council meeting. For any information about the above document or about the process of nominations and elections within LA&PS, please reach out to the Office of Faculty Council. For a representative breakdown of the committees, please refer to Appendix A and Appendix B of the report.

Appendix A
2024-25 Faculty Council, Standing Committees, and Senate Membership
(Elected/Acclaimed)

Chair of Council (1)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Kenedy	Robert	SOCI	Social Sciences	FT Faculty	July 1, 2024	June 30, 2025

Vice Chair of Council (1)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2025**

Executive Committee (6 Faculty + 3 Students)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Khaiter	Peter	ITEC	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Van Viegen	Saskia	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**

Note: At least one nomination must be from one from Social Sciences.

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

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Gekas	Athanatios (Sakis)	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Malik	Sadia Mariam	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Poon	Maurice	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Tremblay	Jean-Thomas	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Yu	Xiaohui	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026

Note: At least one nomination must be from one from Social Sciences.

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

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Bernhardt- Walther	Karen	ECON	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Jiang	Ling	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Kar	Anirban	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Makinina	Olga	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Roberge	Ian	SPPA	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**

General Education Sub-Committee (7 Faculty + 1 Student)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Vacancy			Humanities	FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy			Modes of Reasoning	FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy			Social Science	FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy			Professional Programs	FT Faculty	**July 1, 2024**	**June 30, 2027**
Sufrin	Jon	WRIT (designate)	Ex-Officio for Writing Department	FT Faculty	July 1, 2021	June 30, 2024
Berhardt-Walter	Karen	ECON	Social Sciences (appointed by CCPS)	FT Faculty-CCPS Member	July 1, 2023	June 30, 2026
Gang	Pan	DLLL	Liberal Arts Programs	FT Faculty	Dec 7, 2023	June 30, 2026
Vacancy				**Student-CCPS Member**		
Metcalfe	Robin	Science	Natural Science	FT Faculty-Natural Science	July 1, 2021	June 30, 2024

Tenure and Promotions Committee T&P (15 Faculty + 6 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Bell	Stevie M.	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Brzozowski	Mateusz	ECON	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cohn	Daniel	PPAS	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Cortes	Matias	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Ingram	Susan	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Karakul	Mustafa	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Kim	Ann	SOCI	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Redding	Arthur	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Peng	Songlan (Stella)	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**

Note: Nominations are open to all departments except from ADMS and ECON.

Committee on Teaching, Learning and Student Success CTLSS (9 Full-Time Faculty + 1 Contract Faculty + 2 Teaching

Assistants + 3 Students)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Carra-Salsberg	Fernanda	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Damiloal	Adebayo	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Jammal	Manar	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Sarkar	Saikat	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vacancy				Contract Faculty	**July 1, 2024**	**June 30, 2025**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				**FT Faculty**	**July 1, 2023**	**June 30, 2027**

Note: At least one nomination must be from one from Social Sciences. Nominations are open to all departments except from HUMA.

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

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Easter	Brandee	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Maharaj	Gajindra	ADMS	Professional Studies	Ft Faculty	July 1, 2022	June 30, 2025
Neill	Natalie	EN	Humanities	FT Faculty	July 1, 2023	June 30, 2026
Ozyurt	Selcuk	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Roburn	Shirley	COMN	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Vacant				**FT Faculty**	**July 1, 2023**	**June 30, 2027**
Vacant				**FT Faculty**	**July 1, 2023**	**June 30, 2027**

Committee on Student Academic Petitions and Appeals (20 + 8 Students)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Feltes	Emma	ANTH	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Hooper	Tom	EQST	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Knouzi	Ibtissem	DLLL	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Li	Na	ADMS	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
MacKinnon	Kinnon Ross	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Morris	Christopher	WRIT	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Murnaghan	Ann Marie	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Pyne	Jake	SOWK	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Ramasubramanyam	Jay	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Senderovich	Arik	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2025
Sriskandarajah	Anuppiriya	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Wicken	William	HIST	Humanities	FT Faculty	July 1, 2023	June 30, 2025
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2026**

Note: Nominations are open to all departments except from HUMA and SOWK.

Graduate Committee (6 Faculty + 4 Students)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Gonzalez	Miguel	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2025
Habibi	Arash	ITEC	Professional Studies	FT Faculty	July 1, 2023	June 30, 2026
Shea	Victor	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Spicer	Zachary	PPA	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**
Vacancy				FT Faculty	**July 1, 2024**	**June 30, 2027**

Contract Faculty (30) (1-year term)

Last Name	First Name	Department/ School	Area	Membership Category	Term Start	Term End
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2024	June 30, 2025
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024
Vacancy				CUPE	July 1, 2023	June 30, 2024

Staff (5-CPM, 5-YUSA) (1-year term)

Last Name	First Name	Membership Category	Term Start	Term End
Vacancy		CPM	**July 1, 2024**	**June 30, 2025**
Vacancy		CPM	**July 1, 2024**	**June 30, 2025**
Vacancy		CPM	**July 1, 2024**	**June 30, 2025**
Vacancy		CPM	**July 1, 2024**	**June 30, 2025**
Vacancy		CPM	**July 1, 2024**	**June 30, 2025**
Vacancy		YUSA	**July 1, 2024**	**June 30, 2025**
Vacancy		YUSA	**July 1, 2024**	**June 30, 2025**
Vacancy		YUSA	**July 1, 2024**	**June 30, 2025**
Vacancy		YUSA	**July 1, 2024**	**June 30, 2025**
Vacancy		YUSA	**July 1, 2024**	**June 30, 2025**

LA&PS Representative on the Senate (3-year term)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Crosby	**Alison**	**GSWT**	**Humanities**	**Acting Chair/Director**	**July 1, 2023**	**June 30, 2024**
Maurice	Poon	SOWK	Professional Studies	Acting Chair/Director	July 1, 2023	December 31, 2023
Valeo	Antonella	DLLL	Humanities	Acting Chair/Director	July 1, 2023	December 31, 2023
Warwick	**Susan**	**HUMA**	**Humanities**	**Acting Chair/Director**	**July 1, 2023**	**June 30, 2024**
Brooke	**Stephen**	**HIST**	**Humanities**	**Chair/Director**	**July 1, 2023**	**June 30, 2024**
Budworth	Marie-Hélène	HRM	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Chapman	Chris	SOWK	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Clements	Elicia	HUMA	Humanities	Chair/Director	July 1, 2024	June 30, 2026
Couto	Naomi	PPA	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Dodman	Maria Joao	DLLL	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Giudice	Michael	PHIL	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Glasbeek	Amanda	SOSC	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Ho	Wai-Ming	ECON	Social Sciences	Chair/Director	July 1, 2022	June 30, 2025
Lambert-Drache	Marilyn	FR	Humanities	Chair/Director	July 1, 2022	June 30, 2025
Langlois	**Ganaele**	**COMN**	**Social Sciences**	**Chair/Director**	**July 1, 2021**	**June 30, 2024**
McKenzie	**Andrea**	**WRIT**	**Humanities**	**Chair/Director**	**July 1, 2021**	**June 30, 2024**
Othon	**Alexandrakis**	**ANTH**	**Social Sciences**	**Chair/Director**	**July 1, 2021**	**June 30, 2024**
Ouedraogo	**Awalou**	**DES**	**Social Sciences**	**Chair/Director**	**July 1, 2021**	**June 30, 2024**
Pilon	Dennis	POLS	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Prince	Enamul Hoque	ITEC	Professional Studies	Chair/Director	July 1, 2022	June 30, 2025
Thomas	Mark	SOCI	Social Sciences	Chair/Director	July 1, 2023	June 30, 2026
Waweru	Nelson	ADMS	Professional	Chair/Director	July 1, 2022	June 30, 2025

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
			Studies			
Weaver	Andrew	EN	Humanities	Chair/Director	July 1, 2023	June 30, 2026
Vacancy				**Contract Faculty**	**July 1, 2024**	**June 30, 2025**
Vacancy				**Contract Faculty**	**July 1, 2024**	**June 30, 2025**
Ebrahimi	Mehraneh	EN	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ehrlich	Carl	HIST	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ferrara	Ida	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026
Green	Ruth	SOWK	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Karimi	Sirvan	PPA	Social Sciences	FT Faculty	July 1, 2022	June 30, 2025
Magee	Joanne	ADMS	Professional Studies	FT Faculty	July 1, 2022	June 30, 2025
Michasiw	Kim	WRIT	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Ophir	Ron	ADMS	Professional Studies	FT Faculty	July 1, 2021	
Spotton Visano	Brenda	ECON	Social Science	FT Faculty	July 1, 2023	June 30, 2026
Steele	Carolyn	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Vanstone	Gail	HUMA	Humanities	FT Faculty	July 1, 2022	June 30, 2025
Wellen	Richard	SOSC	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Senate: Academic Policy, Planning and Research Committee (3-year term)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Davies	Andrea	HUMA	Humanities	FT Faculty	July 1, 2023	June 30, 2026

Senate: Executive Committee (3-year term)

Last Name	First Name	Department/School	Area	Membership Category	Term Start	Term End
Spotton Visano	Brenda	ECON	Social Sciences	FT Faculty	July 1, 2023	June 30, 2026

Appendix B

School/Department Area Affiliations

School/Department Full	Affiliation
Writing Department	Humanities
Department of Languages, Literatures & Linguistics	Humanities
Department of English	Humanities
Department of French Studies	Humanities
Department of History	Humanities
Department of Humanities	Humanities
Department of Philosophy	Humanities
School of Women's Studies	Humanities
School of Administrative Studies	Professional Studies
School of Human Resources Management	Professional Studies
School of Information Technology	Professional Studies
School of Social Work	Professional Studies
Department of Anthropology	Social Sciences
Department of Communication Studies	Social Sciences
Department of Economics	Social Sciences
Department of Equity Studies	Social Sciences
Department of Geography	Social Sciences
Department of Political Science	Social Sciences
School of Public Policy and Administration	Social Sciences
Department of Sociology	Social Sciences
Department of Social Science	Social Sciences

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

April 2024

ITEMS FOR INFORMATION (7):

New Course Proposals

AP/CRIM 4668 6.00 Criminalization of Poverty
AP/SOSC 2347 6.00 Business and the Environment: Resources and Power

Change to Existing Course Proposals

AP/ITEC 2620 3.00 Introduction to Data Structures
AP/ITEC 3710 3.00 Principles of Information Assurance and Security
AP/LING 4260 3.00 Communication Disorders: Research and Clinical Perspectives

Minor Change to an Existing Degree or Certificate Proposals

Criminology Program

The Department of Social Science has proposed updating the Academic Calendar of the Criminology Program reflect current and proposed courses. These changes add a new 4000-level option for Criminology majors and update the 'extended list' of Criminology courses. The proposed changes are:

- AP/CRIM 4668 6.00 Criminalization of Poverty (cross-listed to SOSC 4668 6.00) will be added to align with other 4000-level Criminology courses
- AP/PHIL 2050 6.00 Philosophy of Law, a retired course, will be removed and replaced with the equivalent existing course (AP/PHIL 2050 3.00 Philosophy of Law)
- AP/ANTH 3020 6.00 Race, Racism and Popular Culture will be removed and replaced with the equivalent existing course AP/ANTH 2020 6.00 Race, Racism & Popular Culture
- HREQ 4410 3.00 The Anthropology of Human Rights no longer exists and will be removed
- SOCI 2070 6.00 Social Order and Social Organization no longer exists and will also be removed

Health and Society Program

The Department of Social Science has proposed the addition of four courses – which have already received formal curricular approval – to the Health and Society Academic Calendar (both for 90-credit degree and for all honours degree options), as well as the removal of a one course:

- AP/SOSC 3103 3.00 "Health: International and Comparative Perspectives, AP/SOSC 3122 3.00 "Childhood and Health", AP/SOSC 4147 6.00 "Health and Place" AP/SOSC 4149 3.00 "Epidemics and the Modern World: Local, National, and Global Configurations of Disease" (cross-listed to SC/STS 4780 3.00 and AP/HIST 4088 3.00) are proposed to be added to the Academic Calendar
- The Department has also proposed the removal of AP/HUMA 3320 6.00 "Caribbean Thought: A Post-colonial Perspective" (which appears to be cross-listed or duplicated as AP/MIST 3320 6.0 "Caribbean Thought: A Post-colonial Perspective")

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.

York University 2022

Strategic Scheduling Evaluation

February 13, 2023

York University Final Report

Consultants:
Lisa Hunter, Christine Stewart, Laura Kelley

Introduction

Project Overview

The Academic Scheduling Unit at York University has been advocating for several years for an external, objective review of scheduling practices and processes to ensure that the institution is operating as effectively and efficiently as possible while ensuring student success.

After a competitive procurement process, York University made the decision to partner with Ad Astra to conduct a qualitative and quantitative review of course scheduling processes, policies, procedures, course offerings, and classroom capacity.

The goal is to have this partner, Ad Astra, provide a list of recommendations to York University that will improve the academic scheduling practices and processes to achieve better utilization of space and creates a student-centered academic schedule.

Key Questions

- **Is York utilizing classroom space as effectively and efficiently as possible?**
  - **Are there enough seats and courses to meet student demand?**

The qualitative review or *Course Scheduling Infrastructure Evaluation* consisted of the following two components.

1. Course Scheduling Infrastructure Diagnostic Survey
2. Key Stakeholder Focus Groups

The quantitative review or *Strategic Scheduling Checkup* consisted of an analysis of the following two components.

1. Course Offerings
2. Classroom Capacity

Methodology

Steering Committee

To begin the project, York identified key stakeholders to serve on a steering committee. The role of the steering committee is to provide input and feedback to Ad Astra consultants throughout the length of the project, as well as serve as campus liaisons for York stakeholders.

The following individuals agreed to serve on the steering committee.

- Frankie Billingsley (Associate Registrar & Director, Student Records & Scheduling)
- Laurie Mobilio (Director, Student Systems)
- Dr. Mike Scheid (Associate Dean, Students, Faculty of Science)
- Dr. Julie Clark (Faculty Member, Natural Sciences, Faculty of Science)
- Dr. Maggie Quirt (Associate Dean, Programs, Faculty of Liberal Arts & Professional Studies)
- Dr. Michael Darroch (Associate Dean, Academic, School of Arts, Media, Performance & Design)
- Dr. Karin Page-Cutrara (Associate Dean, Teaching, Learning & Academic, Faculty of Health)
- Dr. Merv Mosher (Faculty Member, Kinesiology, Faculty of Health)
- Bradley Parkes (Facilities)
- Helen Psathas (Director, Campus Planning)
- Emily Rush (Provost's Office)
- Pam Edgecombe (Director, Strategic Policy & Planning, Lassonde School of Engineering)
- Paul Elliott (Executive Officer, Faculty of Environmental & Urban Change)
- Laura Crane (Director, Academic Affairs & Operations, Faculty of Education)
- Gilles Thibodeau (Director, Academic Services, Glendon)
- Luba Pan (Director, Student & Enrolment Services, Schulich School of Business)
- Karen Willoughby (International & Academic Programs Coordinator, Osgoode Hall Law School)

- Wesley Moir (Associate Director, Graduate Academic Affairs, Faculty of Graduate Studies)
- Carolyn Sebastian (Faculty Assistant, Faculty of Liberal Arts & Professional Studies)
- Cristina Bregar (University Lead, Academic Advising, Office of the University Registrar)
- Mark Conrad (Director, Strategic Intelligence and Predictive Analytics, Office of Institutional Analysis & Planning)

Members of the Steering Committee attended a project kickoff meeting with the Ad Astra consultants, which consisted of a project overview and an opportunity for members to ask questions of the consultants and discuss internal processes. Additionally, two project kickoff meetings, open to all campus members, were held in April 2022.

Project Timeline

The project consisted of the following components:
- Feb 2022-pre- Kickoff
- March 2022- Ad Astra/York- project touchpoints
- April 2022- Project kickoff
    - June/July 2022- Focus Group Meetings
    - June 7th: Deans
    - June 7th: Associate Deans
    - June 10th: Academic Scheduling Team
    - June 13th: Advising Community
    - June 21st: Faculty Members
    - June 27th: Scheduling Leads
    - June 27th: Registrar
    - June 29th: Additional Session for Steering Committee
    - July 7th: Facilities Management
- August 2022- Ad Astra/York- project touchpoint meetings
- Sept 2022- Final review call- small group
- November 2022- Ad Astra/York- project touchpoint meetings
- December 2022: Data review meetings
- January 2023: Ad Astra/York- project touchpoint
- Feb 2023; Final Presentation- Steering Committee

Results

Course Scheduling Infrastructure Diagnostic Survey

The [Course Scheduling Infrastructure Diagnostic](#) (CSID) survey questions and results are organized into the categories of student success, sustainability, schedule grid, classroom scheduling, student information system, faculty scheduling, and policy & procedure. The survey results are compared against other institutions that have completed the survey in a similar engagement as a reference point for institutions to gauge where there may be strengths and opportunities. This is not a benchmark and should not be interpreted as such. Scoring lower or higher than peers is a reference point only to begin further exploration.

Table 1 shows the overall comparison results in each category. York University respondents scored themselves lower than other institutions in the categories of student information system, classroom scheduling, policy and procedure, and schedule grid. The executive summary presentation (included in the appendix) includes a slide for every category and all survey statements; however, the remainder of this section of the report will focus on these four categories.

Table 1 – CSID Overall Comparison Results

Course Schedule Infrastructure Diagnostic

	Student Success	Sustainability	Schedule Grid	Classroom Scheduling	Student Information System	Faculty Scheduling	Policy & Procedure
York University - York University-CA	0.37	0.11	0.01	-0.13	-0.29	0.13	-0.12
All Results	0.37	0.09	0.07	0.18	0.18	0.05	0.32
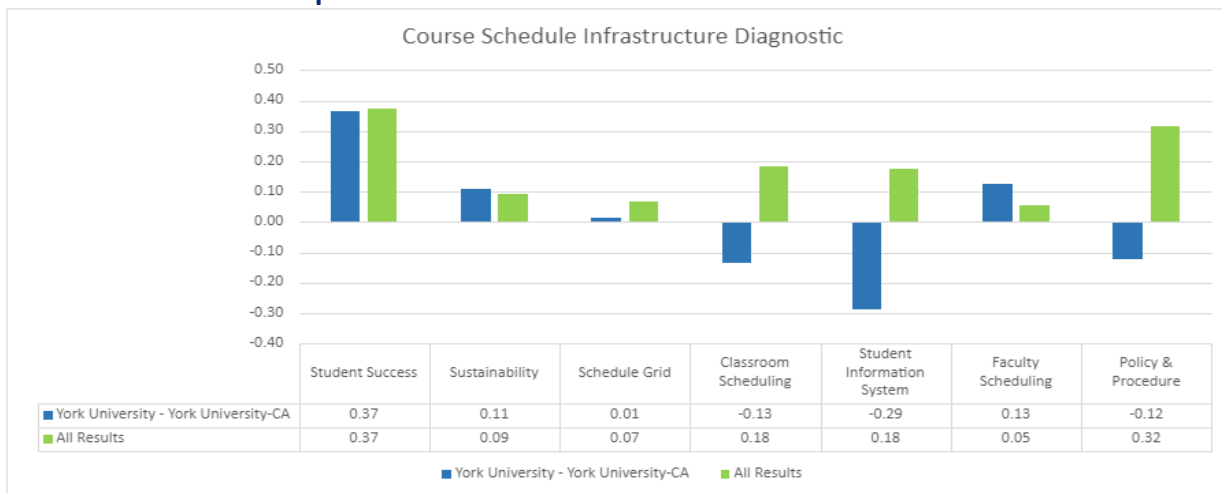
Student Information System

Questions in the student information system section of the survey allow the institution an opportunity to review and discuss how much detail course scheduling stakeholders do know and should know about key areas of the student information system as related to the course schedule. The results, as illustrated in the chart below, indicate not only a high number of undecided respondents but also quite a bit of a gap between the agree and disagree responses. Specifically, project consultants would encourage York to further investigate responses around the last prompt "The rules in the student information system are organized in a way that enforces program requirements, institutional policy, and supports student success." Having the student information

system align to course scheduling policies and procedures is critical to course scheduling infrastructure.

Classroom Scheduling

The results of the classroom scheduling section of the survey indicate an opportunity for growth for York University. However, it should be noted that there is 63% agreement around the statement "room scheduling interventions include strategic interventions that match room size with class size." This response would indicate that many course scheduling stakeholders are aware of and agree that these efforts are taking place. The consultants would encourage the institution to consider galvanizing around a set of key metrics that can be tracked to measure classroom scheduling effectiveness term over term. Key metrics should be determined based on goals and might include standard and prime week utilization, seat fill based on enrollment, and off-grid waste. York should also explore metrics available within the current room scheduling software to determine what is possible and how well it fits with classroom scheduling goals.

Classroom Scheduling - York University

Question	Agree
Classroom Scheduling Total	31%
There is a consistent and regular process to review academic space needs:	17%
Classroom scheduling and events scheduling processes are complementary. Event scheduling does not interfere with classroom scheduling:	43%
Room scheduling practices include strategic interventions that match room size with class size:	63%
Classroom utilization metrics are used to regularly review effective use of space:	9%
Classroom utilization metrics are consistently tracked and reported:	4%
There are clear guidelines in place for assigning department-scheduled rooms.	50%

■ Agree ■ Undecided ■ Disagree

Policy & Procedure

When considering course scheduling policies and procedures, it is important to differentiate those that are published and the ad hoc practices that are in place that may or may not follow published guidelines. It is the consultants' understanding that no published course scheduling guidelines within an academic scheduling policy exist. The consultants noted a 42% agreement among respondents on the statement, "Departments and scheduling stakeholders collaborate to create the course schedule." This is wonderful to report, and the consultants encourage York to continue this effective practice. The consultants would encourage stakeholders to discuss how best to create awareness around and form an academic scheduling policy emphasizing course scheduling guidelines based on the results illustrated below.

Policy & Procedure - York University

Category	Agree
Policy & Procedure Total	27%
Departments and scheduling stakeholders collaborate to create the course schedule:	42%
The final exam schedule is aligned with classroom availability:	29%
The final exam schedule is published in advance of the first day of classes and in time to be included in syllabi:	0%
Scheduling stakeholders regularly collaborate during the schedule building process:	33%
The student information system enforces the course scheduling guidelines:	13%
Course scheduling guidelines are aligned with classroom availability:	29%
Course scheduling guidelines allow for courses to be evenly spread across the grid:	25%
Course scheduling guidelines are well known by all scheduling stakeholders:	38%
Course scheduling guidelines are widely published and easily accessible to all scheduling stakeholders:	33%

Legend: ■ Agree ■ Undecided ■ Disagree

Schedule Grid

Congratulations to York for having a course scheduling grid (set meeting patterns) that is distributed to course scheduling stakeholders during the schedule building process. Results from the strategic scheduling checkup below will review how well courses align with the established meeting patterns and the effectiveness in supporting student success. Upon review of this section of the survey, the consultants would encourage York to consider reviewing and including an exception process for off-grid scheduling within an approved academic scheduling policy. Survey results would indicate that several respondents are not aware of the exception processs, and including it within an approved academic scheduling policy would help address this issue.

Schedule Grid - York University
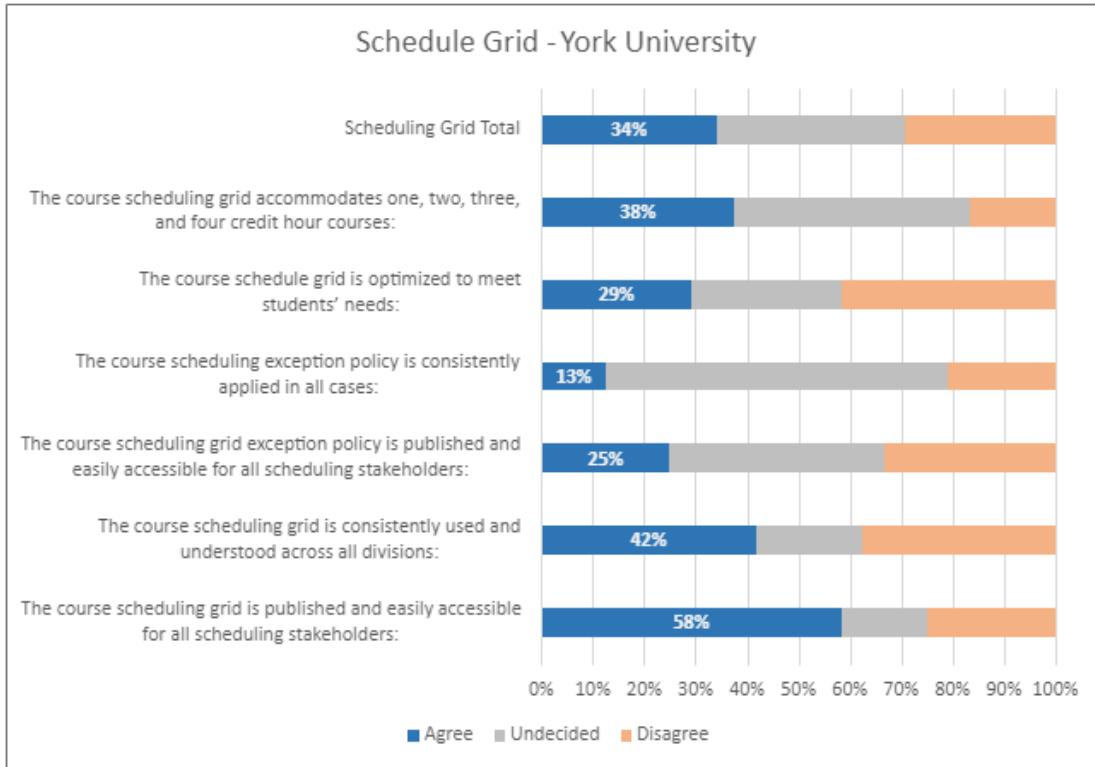
Key Stakeholder Focus Groups

Key stakeholder focus groups consisted of 45-60 minutes conversations structured as a stop, start, continue exercise. Upon collection of all the qualitative focus group data, the consultants analyzed the feedback to identify emerging themes. The following themes were identified.

Strengths
- Commitment to data-informed continuous improvement
  - It has been clear throughout the entirety of the engagement that the stakeholders involved with the project are committed to using data to improve outcomes and inform their decisions. Stakeholders are supportive of the goals of the project and willing to change the ways processes are being done to ensure a stronger, more sustainable route.
- Academic Program Requirements
  - Stakeholders report that undergraduate academic program requirements are published and easily accessible to students. While there are some differences across the institution with availability of courses and processes for registration and scheduling, stakeholders agree that students are clear on what courses are needed to complete their degree. It should be noted that focus groups with students were not a part of this engagement; consequently, this sentiment has not been verified with a student group.
- Overall Student Success
  - Project stakeholders care about students, York University's mission, and the integrity of their work. There is a strong desire to remove barriers for students, especially within

the population of students that each stakeholder group represents, serves, or supports.

Opportunities
- Classroom Scheduling
  - The current process for course scheduling and for room scheduling includes a high degree of manual touch and use of spreadsheets.
  - A theme also emerged around confusion of scheduling the RAC rooms vs non-RAC rooms.
- Policies and Procedures
  - A theme emerged around the need for conceptual agreement about the primary goal or outcomes of the course schedule. Some stakeholders are optimizing for student success (i.e., a conflict- free schedule, alignment to students' needs), and others are optimizing for faculty requests, still, others are optimizing to balance the two.
  - Other themes emerged around the need for an outline for clear roles/responsibilities for course scheduling, awareness of and adherence to the off-grid exception process, and review/optimize the timeline for schedule planning, course schedule publication, and registration. Clear roles and responsibilities for course scheduling and the off-grid exception process should be included in an approved academic scheduling policy.
- Schedule Grid
  - A theme emerged around no break or passing period between time blocks, creating the need for instructors to let students out of class early to get to the next class on time. This also creates a bottleneck for instructors who need to enter a specific room and prep for the next class, instructors that need to help students after class, etc.
  - In general, there is a desire to have more visibility into the scheduling grid and the off-grid exception policy.
  - A theme emerged around the need to further review and refine final exam scheduling.
- Student information system
  - The current student information system is home-grown and therefore has certain limitations that are impacting the ability of stakeholders to carry out their roles and responsibilities effectively and as efficiently as possible. These limitations include but are not limited to, the ability to integrate with other software, the ability to automate internal processes that align with course scheduling guidelines. There is also a need for stakeholders to understand more about the student information system functionality and guidelines. This may help stakeholders overcome some of the current limitations.

Strategic Scheduling Checkup Analysis

The Strategic Scheduling Checkup leverages data within the Higher Education Scheduling Index™ to benchmark existing scheduling effectiveness and highlight the opportunities and approaches needed to realize them. It is important to note that the percentile ranking is based upon the 371 institutions included in our Higher Education Scheduling Index (HESI™) benchmark. Ad Astra reviewed Fall data from 2017-2021 for the course offering analysis. For the capacity analysis, results have been provided for both Fall 2019, as well as Fall 2021 for Classroom/Lecture Hall spaces on the Keele campus.

The Course Offering Summary below shows the Enrollment Ratio (fill rates) of Fall 2021 courses at York University. This provides some initial insight into how courses are filling. The Course Offering Analysis provides an overview of the recommendations that Ad Astra has made for Fall 2021 based on the historical trend data for individual course/campus combinations. These recommendations come in the form of what are called candidates. Addition candidates are defined as courses in which the historical trend suggests that an additional section could be filled to at least 50%. Reduction candidates use the same historical trend, but the data suggests that an entire section could be removed, and there would still be enough seats available to meet the historical demand for that course/campus combination.

Please make a note of the data below for Overloaded Courses and Addition Candidates. While the historical trend only suggests a need to add 4 sections in Fall 2022, the Course Offering Summary shows that 200+ courses were overloaded (filled > 95%) in Fall 2021. The "math" involved in the linear trend may not suggest the need to add a section that could be filled to at least 50%. Given the large section sizes at York University, that trend would need to be significant. The opportunity here lies in a deeper dive into the Overloaded Courses from Fall 2021 to determine where additional seats may be gained and offered in the Fall 2022 schedule.

Conversely, there are 50 potential sections for reduction. It is important to review if these courses are single section offerings, which may require further review of student need for the Fall 2022 term. However, this data could uncover opportunities to reallocate resources (space/faculty) to allow for the addition of needed seats/sections in the bottlenecked/overloaded courses.

Course Offering Summary

Strategic Scheduling Check-Up

Course Offering Summary – Fall 2021

Measurement	Percent	Courses	All Institutions Percentile
Enrollment Ratio (85% target)	79%		61st
Overloaded Course Ratio (>95% Enroll Ratio)	15%	202 of 1,338 courses	64th
Balanced Course Ratio (>70% <95% Enroll Ratio)	50%	669 of 1,338 courses	95th
Underutilized Course Ratio (<70% Enroll Ratio)	35%	467 of 1,338 courses	72nd

Course Offering Analysis

Course Offering Analysis – Fall 2022

Measurement	Percent	Sections	All Institution Percentile
Reduction Candidates	2%	50 sections	90th
Addition Candidates	0.19%	4 sections	94th

The capacity analysis provides insights into your Classroom/Lecture space at the Keele Campus. As mentioned above, analysis is provided for both Fall 2019 and Fall 2021.   Ad Astra reviews utilization metrics in two different ways: standard utilization and primetime utilization. Standard Utilization reviews the utilization during the hours the campus is "open," whereas primetime utilization reviews metrics during the peak hours in an academic schedule. The images below provide data around these metrics, as well as a visual to show the difference between classroom usage from 2019 to 2021.

Space Utilization Summary

Space Utilization Summary

Measurement	2019 Percent	2019 Percentile	2021 Percent	2021 Percentile
Standard Utilization	51%	80th	27%	19th
Primetime Utilization	68%	65th	39%	8th
Primetime Compression	34%	83rd	43%	67th

Space Utilization Parameters

Standard Week (67.5 hrs)

Monday	8:30 AM – 10:00 PM
Tuesday	8:30 AM – 10:00 PM
Wednesday	8:30 AM – 10:00 PM
Thursday	8:30 AM – 10:00 PM
Friday	8:30 AM – 10:00 PM

Primetime Week (30 hrs)

Monday	11:30 AM – 5:30 PM
Tuesday	11:30 AM – 5:30 PM
Wednesday	11:30 AM – 5:30 PM
Thursday	11:30 AM – 5:30 PM
Friday	11:30 AM – 5:30 PM

2019
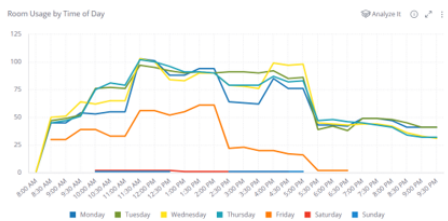
2021
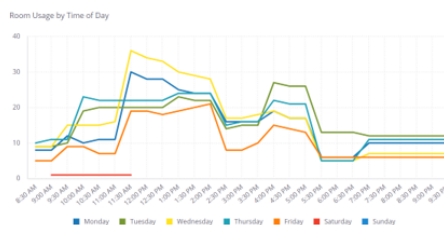
When reviewing how space is being utilized at the Keele Campus for classroom and lecture halls, it is helpful to consider the different meeting patterns being used within that Standard and Primetime to ensure the space is being used as efficiently as possible. Overall, there were 225 meeting patterns used in 2019, and that dropped to 107 in Fall 2021. Within these terms, the data shows Off-grid Waste to be 13% in 2019 and 19% in 2021. Off-grid waste is defined as the percentage of capacity wasted by scheduling non-standard meeting patterns during the prime-time hours. This increasing percentage of off-grid waste, which occurs when established patterns are not followed, can be a warning signal associated with scheduling conflicts for students. In Fall 2019, the Keele Campus was approaching the room bottleneck status (defined as 80% in primetime) at 68%. In Fall 2021, primetime utilization was down to 39%. Given these utilization metrics, overall, York University seems to have sufficient open space in Classroom/Lecture Hall rooms during prime-time and throughout the scheduling week. A review of unique meeting patterns may uncover the opportunity to optimize the meeting patterns to benefit York University's capacity concerns and result in fewer scheduling conflicts for students.

Meeting Pattern Analysis

Measurement	Percent (Fall 2019)	Percentile (Fall 2019)	Percent (Fall 2021)	Percentile (Fall 2021)
Off Grid Usage	35%	15th	19%	45th
Off Grid Waste	13%	44th	19%	14th

Recommendations

The options and recommendations below are based on the results of triangulating the data and feedback collected from three data sources (course scheduling infrastructure diagnostic, stakeholder interviews, and strategic scheduling checkup). York University already has a project steering committee in place to oversee the project. The next phase of the project is to create an action plan with the steering committee. In this phase, the steering committee in collaboration with appropriate stakeholders and leadership approval will determine how York shall proceed to achieve their goals and an appropriate timeline for action.

Policy & Process Recommendations (York University)

- Create an academic scheduling policy

- o Qualitative feedback indicates that there are multiple processes and systems being used among the faculties to build, refine, and communicate the course schedule. Multiple systems create inconsistencies and increase the likelihood of user error.
- o Clear policies and procedures ensure clarity and transparency across the institution for any complex endeavor that includes multiple stakeholders. The development of supporting documentation can ensure input and feedback from key stakeholders. An academic scheduling policy would greatly benefit stakeholders when building, editing, and publishing the course schedule. When there is stakeholder or leadership transition, such policy will help ensure the success of future stakeholders. There is already a strong governance process in place to approve important policies. The consultants believe that using the governance processes already in place to create an academic scheduling policy is of prime importance to the institution and should be started as soon as possible.
- o The academic scheduling policy would include guiding principles that would provide structure to assist when departments/faculties are requesting the same space. An Academic Scheduling Policy should outline the roles, responsibilities, and functions of key scheduling stakeholders. It should provide clear policy language and serve to answer stakeholder questions. Some of the suggested items to include in the policy are also listed as separate recommendations and are discussed in detail in the recommendation. Please note that these are not the only components of an academic scheduling policy. York is encouraged to customize the policy according to the needs of the institution.
  - ▪ Priority Room Scheduling Guidelines (see priority room scheduling recommendation below)
  - ▪ Approved Meeting Patterns and Exception Guidelines (see meeting pattern analysis recommendation below)
- Include Priority Room Scheduling Parameters and Guiding Principles in an Academic Scheduling Policy
  - o Priority room scheduling refers to a process and timeline that allow certain departments or faculties to assign classroom spaces before those classrooms become general classroom spaces for academic scheduling. After a certain date in the course scheduling process, classrooms that remain unscheduled are used by the academic scheduling unit for general classroom assignments to optimize classroom space and efficiency.
  - o Classroom space and room scheduling emerged as a significant concern across data sets. The consultants also want to highlight the willingness of stakeholders to collaborate and share classroom space to support the institution's needs. Additionally, there are concerns about how best to collaborate while ensuring the needs of departments that have primary responsibility for maintaining a space are still met. The consultants encourage York to consider creating and adopting clear, transparent priority room scheduling guidelines within an academic scheduling policy.
  - o Priority room scheduling guidelines serve the purpose of making clear what rooms departments can schedule, priority scheduling timeline and access, and when unused classrooms in the priority scheduling pool will be turned over to the academic scheduling office for general classroom scheduling.

- o Should York want to use data to inform such guidelines within an academic scheduling policy, York can engage with Ad Astra to do a more in-depth capacity analysis around RAC and non-RAC rooms compared with department enrollment numbers. This capacity analysis can be included in the Meeting Pattern Analysis service from Ad Astra, mentioned in a later recommendation. For some institutions, this type of analysis can be used to maintain their classroom inventory and guidelines for departmental priorities for classroom space.

- Establish and Adhere to Standard Meeting Patterns
  - o As indicated in the results above, concerns emerged through qualitative and quantitative analyses about the meeting patterns used at York. Concerns included no break or passing period and exclusively one day per week class times. Additionally, the data indicated more off-grid usage than on-grid usage of the set meeting patterns. An intensive deep dive into these issues was not within the scope of this project; however, the consultants encourage York to consider how current meeting patterns may be causing barriers for students and instructors, impacting effective and efficient use of classrooms, and other unintended consequences. If York would like assistance with this work from Ad Astra, the Meeting Pattern Analysis consulting service recommended below will support this area.
  - o There is no single meeting pattern grid that is universally recommended by the consultants but analyzing the percentage of sections that fall into contact hour bands can be useful in determining options for an institution. For example, most of York's offerings are taught as three contact hour sections. Therefore, the meeting pattern grid should optimize for this majority use case. Pedagogy should be the main driver of the patterns, but the industry seems to be moving to a combination of a 3-day/week 50-minute (MWF) and 2-day a week 75–80-minute (T/TH) patterns as the most desirable for students and faculty.
  - o It is recommended that York include language around the adoption and use of approved meeting patterns in an academic scheduling policy as well as how York will handle exceptions to care for appropriate use cases when courses/sections can be scheduled outside the approved meeting patterns.
- Consider Additional Course Demand Analyses
  - o The consultants want to acknowledge that course scheduling stakeholders are committed to using data to better inform the building of the course schedule. From the analyses, the priority should be on eliminating bottleneck courses to remove barriers and pent-up demand for specific courses.
  - o To take action on this recommendation, York could begin by reviewing all courses that are completely full at the census date for the previous like term. Evaluating whether these courses are always full (in like terms and in other terms) can help to prioritize situations where a lack of seats may be contributing to an inability for students to register for required courses. More advanced data analysis can be conducted utilizing software to perform a historical and predictive analysis of course demand. Some institutions can conduct this analysis on their own; however, Ad Astra is able to provide this type of software should the Steering Committee pursue this as an action item.
- Utilize Data to Support Student-Centric Course Scheduling Through Pathways

o The post-pandemic landscape of higher education will continue to evolve, as will the needs of York's students. The consultants encourage continuous dialogue among the steering committee, executive leadership, and course scheduling stakeholders about how best to balance students' course scheduling needs and faculty course day/time requests and classroom needs. As the course scheduling infrastructure matures using the recommendations above, there will be additional ways to use data to support success through scheduling. The steering committee can have productive conversations about understanding or predicting student demand, analyzing student preferences for specific course or degree requirements, and refining pathway offerings to ensure students can register for the courses they need in the appropriate term. Such strategic planning ahead of schedule building will support the institution's desire to keep the completion promises they make to students upon admission to York University.

Existing Software & Service Recommendations (York University)

- Business Process Review and Audit Use of Room Scheduling Software (R-25)
  o One of the recurring themes that emerged from the qualitative data is the significant amount of manual work that is taking place to build and monitor the course schedule, as well as the difficulty of effectively and efficiently scheduling classrooms. The more manual work and data entry that takes place, the more room there is for human error and inefficiencies regarding the use of space. The consultants acknowledge that the room scheduling software has recently been fully implemented. Once the university has been using the software for two full scheduling cycles, it is suggested that a business process review and subsequent audit be completed to ensure that the room scheduling software is supporting the course scheduling business processes.
- Continue Implementing Current Plan for SIS and Optimize to Support Course Scheduling Business Processes (Oracle)
  o There was significant feedback regarding the limitations of using and maintaining a home-grown, antiquated student information system. It is a recommendation of the consultants for York to continue prioritizing moving toward an established student information system product that integrates easily with other student success and business intelligence software already in place or planned for use in the future. The student information system is an integral piece of course scheduling infrastructure, and the capacity within an updated system would allow stakeholders to eliminate errors and automate and enforce course scheduling policies and procedures. As an example, course credit exclusions are not automatically handled in the student information system so students may register in error for a course where they have already received credit. This impacts scheduling because unnecessary seats of certain courses may be offered.

Software & Service Recommendations (Ad Astra)

- Registration Monitoring and Tracking (Ad Astra - Monitor Software)

- o Registration monitoring and tracking software would allow key stakeholders to easily watch and track registration velocity and provide key data on courses such as modality, enrollment, number of sections, and location to help make important decisions during student registration.
- Meeting Pattern Analysis (previously included in the RFP)
    - o While York University could make progress on establishing common meeting patterns without additional Ad Astra analysis, this service offering would allow the consultants to dive deeper into the noted capacity concerns. The quantitative data indicates that York University is not as constrained in classroom utilization as it feels during scheduling. The current overlapping meeting pattern usage (for most patterns, off-grid usage is higher than on-grid usage) is creating constraints felt in classroom utilization. This additional analysis would allow York to determine the structure of a meeting pattern grid that can accommodate pedagogical needs while optimizing available space.
- Pathways Analysis (A combination of previously titled Cohort Enrollment Health and Degree Velocity in original proposal).
    - o Pathways or degree maps (the term-by-term list of courses required) provide students with a clear and direct path to degree completion. The creation of pathways is the simplest, most cost-effective, and highest return action an institution can take to facilitate students' on-time degree completion. When created and implemented effectively, pathways can improve student degree velocity, graduation rates, and retention rates. If selected, this service will help guide the institution through the process of creating pathways and analyzing them across the curriculum to ensure successful implementation at scale. Building a pathways infrastructure would allow York to create synergy in offerings and increase a student's time to completion.
    - o During the sales process, Ad Astra identified several service opportunities for York to consider. This consulting service has since been renamed at Ad Astra and combines two of the opportunities provided during the sales process (Cohort Enrollment Health and Degree Velocity). Degree Velocity measurements (how quickly students are progressing) can only be assessed against the pathways.

Appendix A
Original RFP Service List

The current project was part of an RFP. In the RFP response by Ad Astra, three additional services were mentioned based on the knowledge that Ad Astra had the time that was believed to align best with York's goals. For reference, the consulting services listed in the RFP were as follows:

Meeting Pattern Analysis
Scope

This engagement analyzes current scheduling practices around meeting patterns in use, dominant meeting patterns based on sections offered, and space utilization to ensure that an institution's meeting pattern grid is promoting student success. Understanding academic space constraints, as well as the institution's scheduling goals, help to inform recommendations for scheduling grid changes to meet those needs while allowing flexibility where needed. This analysis can also provide insights into proposed scheduling grid changes and the impact on the institution post-implementation.

Cohort Enrollment Health
Scope

Institutions are faced with tough decisions about how best to sustain enrollments in academic programs. Delivery methods and modes of institutional offerings significantly impact whether an academic program can be sustainable. The number of campuses, restricted day/evening cohort programs, online-only offerings, accelerated programs, while designed to meet students' needs better, often divide programs to the point of being unsustainable. Pathway or course program requirements can cause further division by dispersing students among several courses versus concentrating enrollment in fewer options. This service provides a data-informed planning framework to manage student cohorts and progression through pathways.

Degree Velocity
Scope

Degree velocity is a comprehensive analysis of students' progress through their academic program pathway. A combination of a productive and unproductive credit hour and program pathway data are used to determine a current velocity rate and projected completion time. Results are reported by academic program pathways using average student velocity, allowing institutions to determine where critical bottlenecks may be impeding student progress. Unlike graduate rate data, a post hoc analysis using a cohort that already graduated, degree velocity uses real-time student progress data that is representative of full-time and part-time students to produce actionable results.

Since the RFP was submitted, Ad Astra has renamed some of the service offerings above. In addition, the consultants are using the results of the current project to make service recommendations based on what will best serve York in attaining its goals.

2022–2023
Course Scheduling User Manual
Office of the University Registrar

Table of Contents

Overview

The Course Scheduling User Manual provides assistance in the process of retrieving, updating and submitting the following spreadsheets and reports involved in the course scheduling process:

- retrieving, updating and submitting the **Initial Offering (IOF) Spreadsheet**
- submitting **Course Notes**
- retrieving, updating and submitting the **Confirmation of Offering (COF) Spreadsheet**

Symbols used in the manual

important **A reminder of key information**

warning **An alert to common trouble spots**

SUMMER 2022 COURSE OFFERING DEADLINES - ALL FACULTIES

Dates	Description	Source/Destination
Currently available	▶ **Initial Offering (IOF) Report available** Spreadsheet is available for download, review and update**.**	download spreadsheet from **www.sis.yorku.ca**
Thursday October 7– 2 to 4 PM **Tuesday October 12 – 9 to 11 AM** **Wednesday October 13 - 2 to 4 PM** **Tuesday October 19 – 2 to 4 PM**	▶ **Scheduling Forums** 4 available options to attend. Attendance is required.	**https://acadschd.apps01.yorku.ca/machform/view.php?id=14181** Note: form will be available for submissions as of Monday October 4, 2021
November 1, 2021	▶ **Initial Offering (IOF) due** Submission of Summer 2021 Course Offerings is due from departments. **Please DO NOT submit changes between Nov 2 to Nov 17, 2021.**	submit updated spreadsheet to **acadschd@yorku.ca**
November 29, 2021	▶ **Confirmation of Offerings (COF) Report available** Spreadsheet available for download, review and update.	download spreadsheet from **www.sis.yorku.ca**
December 20, 2021	▶ **Confirmation of Offerings (COF) due** Submission of changes for Summer 2021 Course Offerings is due from departments. **Please DO NOT submit changes between Dec 21 to Jan 14, 2022.**	submit updated spreadsheet to **acadschd@yorku.ca**
January 13, 2022	▶ **Course Access Specifications (CAS) Report available** Reports available for download, review and update.	download from **www.sis.yorku.ca**
January 24, 2022	▶ **Course Notes** submission due.	submit course notes online at **http://intranet.registrar.yorku.ca/policies/notes/**
January 24, 2022	▶ **Course Access Specifications (CAS) due** Submission for CAS Updates due from departments.	submit updated spreadsheet to: **acadcas@yorku.ca**
February 1, 2022	▶ Course Timetable online.	**https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm**

FW 2022-2023 COURSE OFFERING DEADLINES - ALL FACULTIES

Dates	Description	Source/Destination
Currently available	‣ **Initial Offering (IOF) Report available** Spreadsheet is available for download, review and update.	download spreadsheet from **www.sis.yorku.ca**
November 9– 9:00 to 11:00 AM	‣ **Scheduling Forum** Refresher, attendance not required	**https://acadschd.apps01.yorku.ca /machform/view.php?id=14181** Note: form will be available for submissions as of Monday October 4, 2021
November 30, 2021	‣ **Initial Offering (IOF) due** Submission of FW 2021-2022 Course Offerings is due from departments. **Please DO NOT submit changes between Dec 1 to Dec 17, 2021.**	submit updated spreadsheet to **acadschd@yorku.ca**
January 24, 2022	‣ **Confirmation of Offerings (COF) Report available** Spreadsheet available for download, review and update.	download spreadsheet from **www.sis.yorku.ca**
February 1, 2022	‣ **Confirmation of Offerings (COF) due** Submission of changes for FW 2022-2023 Course Offerings is due from departments. **Please DO NOT submit changes between Feb 2 to Feb 18, 2022.**	submit updated spreadsheet to **acadschd@yorku.ca**
February 1 to February 18, 2021	Academic Scheduling available to review unplaced course offerings for FW 2022-2023.	submit email to **dcloss@yorku.ca, larms@yorku.ca**
February 24, 2022	‣ **Course Access Specifications (CAS) Report available** Reports available for download, review and update.	download from **www.sis.yorku.ca**
March 7, 2022	‣ **Course Access Specifications (CAS) due** Submission for CAS Updates due from departments.	submit updated spreadsheet to **acadcas@yorku.ca**
March 21, 2022	‣ **Course Notes submission due.**	submit course notes online at http://intranet.registrar.yorku.ca/poli cies/notes/
April 4, 2022	‣ **Course Timetable online.**	**https://w2prod.sis.yorku.ca/Apps/ WebObjects/cdm**

Quick Guide: Reports / Tasks and Contacts

COURSE OFFERING INQUIRIES & REQUESTS	CONTACT	
Course offering and CAS changes	acadschd@yorku.ca	
Ad Hoc Booking Requests	https://yulink-new.yorku.ca/group/our-academic-scheduling/room-booking	
Yu Link OUR-Academic Scheduling	https://yulink-new.yorku.ca/group/our-academic-scheduling/home	
Academic Scheduling Team (AST)	**Denise Closs**	Assistant Director
	Aaron Ross	Manager
	Lisa Armstrong	Team Lead
	Anna Graniero	Analyst
	Deena Nguyen	Analyst
	Enza De Bellis	Analyst

CLASSROOM INFORMATION	CONTACT
Guest Speakers and Temporary Use of University Space: Procedures / Applications	http://tuus.info.yorku.ca/
Ordering Classroom Equipment	http://ceo.yorku.ca/
Request for Special Classroom Software a standard set of software that is already installed - see the list of software applications	http://staff.computing.yorku.ca/faculty-staff/teaching-research-computing/classroom-technology/list-of-applications-available-in-classrooms/
REPORTING CLASSROOM PROBLEMS	
Issues with Room Configurations, Room Temperature, Broken or Missing Furniture Locked Classrooms (7am to 4pm Monday to Friday)	facilities@yorku.ca Work Control Centre, CSBO extension 22401
Issues with Room AV	ASKIT@yorku.ca UIT Help Desk extension 55800
Locked Classrooms (after 4pm Monday to Friday and on weekends)	Security extension 58000
Emergencies	Security extension 33333

Initial Offering (IOF) Spreadsheet (All Faculties)

Dates and Deadlines
For dates and deadlines concerning the Initial Offering (IOF) Spreadsheet, please refer to p. 4, 5.

Retrieving the Initial Offering (IOF) Spreadsheet

Retrieve the offerings from the previous Academic Period. Modify offerings for the upcoming Academic Period.

1. Go to the Student Information System (SIS) website at www.sis.yorku.ca
   - Click on **Administrative Reports (SRM)** under the **For Administration** section.
   - Log in to Passport York (if prompted).
   - Expand the **Courses** button. Click on **BLM Load file for Course Delivery.**

NOTE: IF YOU DO NOT HAVE ACCESS TO SIS ADMINISTRATIVE REPORTS, PLEASE CONTACT YOUR DIRECT MANAGER.

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2. Choose from SU 2021 offerings:
   - ▸ To retrieve SU 2021 offerings.
     - Choose *2020* as the **Academic Year** (Academic Year).
     - Choose *SU* as the **Session** (Study Session).
     - If you want to download the course sections your Faculty/Department is responsible for, choose from the **Resp Fac Sec** and/or **Resp Unit Sect** drop down menus.
       - ▷ If your department does not have offerings in other departments, then choose from the **Fac** (Faculty) and **Subj** (Subject) drop down menus.
     - Click the **Get Excel Report** button. The report will open in Excel.

Student Information Systems Administrative Reports v3.2.1

BLM Load file for Course Delivery

Purpose:

Returns: Act, Seq Crs View, Fac, Subj, Crs Num, Rub Var, Cred Wei, Lang, Acad Year, Session, Per Fac, Per, Resp Fac, Resp Unit, Pre- req, Is Preco, Enf Pre- req, Sect, Lang Sect, Max Enr Sect, Targ Enr Sec, Resp Fac Sec, Enr, Day, Hour, Dur., Book Prio, Rm R1, Rm R2, Rm R3, Rm R4, Rm R5, Rm R6, Rm R7, Rm R8, Rm R9, Rm R10

Search: May be used to search any information contained in the report. For example, entering "Geography" will return all occurrences of Geography, regardless of where that appears.

Any combination of the drop down menus may be used.

search [   ]

[Fac ▾] [Subj ▾] [Crs Num ▾] [2020 ▾] [SU ▾] [Per Fac ▾] [AP ▾] [ECON ▾]

[Get Report] [Get Excel Report]

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   - ▸ To retrieve FW 2022-2023 offerings
     - Choose *2021* as the **Academic Year** (Academic Year).
     - Choose *FW* as the **Session** (Study Session).
     - If you want to download the course sections your Faculty/Department is responsible for, choose from the **Resp Fac Sec** and **Resp Unit Sect** drop down menus.
       - ▷ If your department does not have offerings in other departments, then choose from the **Fac** (Faculty) and **Subj** (Subject) drop down menus.
     - Click the **Get Excel Report** button. The report will open in Excel.

September 2021

Student Information Systems Administrative Reports v3.2.1

BLM Load file for Course Delivery

Purpose:

Returns: Act, Seq Crs View, Fac, Subj, Crs Num, Rub Var, Cred Wei, Lang, Acad Year, Session, Per Fac, Per, Resp Fac, Resp Unit, Pre- req, Is Preco, Enf Pre- req, Sect, Lang Sect, Max Enr Sect, Targ Enr Sec, Resp Fac Sec, Resp U Enr, Day, Hour, Dur., Book Prio, Rm R1, Rm R2, Rm R3, Rm R4, Rm R5, Rm R6, Rm R7, Rm R8, Rm R9, Rm R10

Search: May be used to search any information contained in the report. For example, entering "Geography" will return all occurrences of Geography, regardless of where that appears.

Any combination of the drop down menus may be used.

search [_____]

[Fac ▾] [Subj ▾] [Crs Num ▾] [2021 ▾] [FW ▾] [Per Fac ▾] [AP ▾] [ECON ▾]

[Get Report] [Get Excel Report]

_____

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3. Before you begin working on the spreadsheet, save it as an excel spreadsheet.

📢 **DO NOT change the order of the columns or rows of the spreadsheet.**

Submitting the spreadsheet

4. Make your changes to the spreadsheet: (see the Add / Update / Delete section later in this manual).

- Save the file, and e-mail it to acadschd@yorku.ca

ⓘ DO NOT copy individual Academic Scheduling staff on the e-mail.

Reading the Initial Offering (IOF) Spreadsheet

The following section provides information about the various columns on the spreadsheet.

What is on the spreadsheet?
Depending on the options selected when you downloaded your spreadsheet, you should be looking at the complete list of meets that were offered in either SU 2022 or FW 2022-2023. This includes course meets that were cancelled, and course meets that were kept as back-ups (see Appendix B). Each meet has its own row on the spreadsheet, which means that some course sections may have more than one row. For example: A lecture (LECT) that was taught on Mondays, Wednesdays and Fridays would have three rows.

Sample of an Initial Offering (IOF) Spreadsheet
To make the spreadsheet easier to read in Excel:

1. change the orientation of the column titles from horizontal to vertical.
2. re-size the columns so that all content is visible.
3. freeze the top row (column titles), so it remains visible as you scroll down the rows.

Figure 1: Example of a downloaded IOF Spreadsheet

Example: The spreadsheet above shows AP/ADMS 1000 3.0 SU21 (SU=Session and 2020=Academic Year)

- **Column I** (Acad Year) indicates AP/ADMS 1000 3.0 was taught in academic year 2020.
- **Column L** (Period) indicates AP/ADMS 1000 3.0 was taught in period code SU.
- **Column R** (Section) indicate that Section B and C were taught as LECT while section D was taught as Fully Online. Note IOF spreadsheet does not include cancelled sections/courses. You can view all sections of ADMS 1000 3.0 SU21 including the cancelled section A via COS (see below).

📢 Only **Column F** (Rubric Variance) and **Columns (AI–AR)** (Room Requirements) may be left blank when you submit the Confirmation of Offering (COF) Spreadsheet.
Any spreadsheet containing additional blank columns will be returned to you for revision and only processed once we have received your corrected version.

Explanation of the Columns of the Initial Offering (IOF) Spreadsheet
The following tables explain each of the column titles and possible update options:

Column		Column Title	Spreadsheet Update Options/Examples	Explanation
Course ID Information 📢 **Columns (A-H) must be identical for ALL** meets of the same course. For cross-listed courses: The items in this section are for the original course ID. Do NOT change them to match the cross-listed course ID. See the "**Important Reminders**" section for more information on cross-listed and integrated courses.	**A**	**Act** (Action)	A = Add (to create a new course offering)	❶ In the first spreadsheet you submit to the Office of the University Registrar, ALL courses will be Action "A". **Change the "?" to "A".**
	B	**Seq Crs View** (Sequential Course View)	The Seq Crs View of the course that the offering is for.	📢 This field **MUST NOT be left blank.** If you are creating offerings for a course that was NOT offered in SU 2021 or FW 2021-2022, you will need to look up this number in COS. (See "Scenario 2: Adding a Course NOT currently on the Initial Offering (IOF) Spreadsheet" later in the manual).
	C	**Fac** (Faculty)	AP, ED, EU, FA, GL, GS, HH, LE, LW, SB, SC	Enter Faculty acronym.
	D	**Subj** (Subject)	ANTH, BIOL, etc.	Enter course subject acronym Use CAPITAL LETTERS.
	E	**Crs Num** (Course Number)	1010, 2021, etc.	Enter four-digit Course Number.
	F	**Rub Var** (Rubric Variance)	A, B, C etc. or Blank	Use if the course number has a letter immediately after it (e.g. HUMA 4000A 6.00). ❶ **This is NOT the section letter. This entry will be blank for most courses**.
	G	**Cred Wei** (Credit Weight)	0, 3.00, 6.00, 9.00, 12.00, 1.25 etc.	The academic Credit Weight of the course. It is essential that this be completed accurately.
	H	**Lang** (Language of Instruction)	EN, FR, etc.	The Language of instruction for the entire course (all sections).

Column	Column Title	Spreadsheet Update Options/Examples	Explanation
Course Offering Information			
I	**Acad Year** (Academic Year)	Enter 2021 for Summer or 2022 for Fall/Winter	**Academic Year course is offered. For SU 2022 change to 2021. For FW 2022–2023 change to 2022.**
J	**Session**	SU, FW	Academic Session course is offered.
K	**Per Fac** (Period Faculty)	AP, ED, EU, FA, GL, GS, HH, LE, LW, SB, SC	Matches Faculty acronym in Column C.
L	**Per** (Period)	F, W, Y, SU, etc.	Sessional date Period code for the course. 🔊 for Summer Period Codes, if offered in a condensed period, must adjust the offering dates must be adjusted, ie: S1 for a 6.0 course should be 4 days 180 mins.
M	**Resp Fac** (Responsible Faculty)	AP, ED, EU, FA, GL, GS, HH, LE, LW, SB, SC	Responsible Faculty for all the sections of the course.
N	**Resp Unit** (Responsible Unit)	ANTH, ADMS, BIOL, etc.	Responsible Unit/Department for all sections of the course.
O	**Pre- req**	Y or N	Use "Y" if the course has a pre- or co-requisite. Use "N" if it does not.
P	**Is Pre/co** (Is Pre/Co-requisite)	Y or N	Use "Y" if the course is a pre- or co-requisite. Use "N" if it is not.
Q	**Enf Pre- req** (Enforce Pre/Co-requisite)	Y or N	Use "Y" if your course repository officer has coded the course pre-requisites in COS and if you want to prevent students who don't meet the pre-requisites from enrolling. Use "N" if your course repository officer has coded the course pre-requisites in COS but you DO NOT want to prevent students who don't meet the pre-requisites from enrolling. Use "N" if your course repository officer has NOT coded the pre-requisites in COS. ⓘ If the **Enforce Pre-requisite** flag is checked and the pre-requisite information has not been coded in the repository, then students will not be able to enroll in the course.

	Column	Column Title	Spreadsheet Update Options/Examples	Explanation
Section Information	R	**Sect** (Section Key)	**SUMMER** | Term	Section
SU	A to Z
S1	A to L
S2	M to Y	 **FALL/WINTER** 	Term	Section
F	A to L
Y	A to Y
W	M to Y	 **EECS & MATH for LE ENG students** 	Term	Section
F	E
Y	Z
W	P		This is the section letter for the course and cannot be blank. ⓵ If a course is offered in more than one period code within the same academic session (Fall/Winter or Summer), they MUST have a different section letter. ⓵ If offering sections in overlapping Periods, (e.g. SU and S1, the offering in S1 must be the next letter - SU is Section A and S1 is Section B) ⓵ A course offered in F and Y cannot have the same section letter. The Y will begin at A and the F will follow. 📢 Except for EECS & MATH courses for LE ENG students, the section lettering MUST be sequential. If not, it will be changed by the Academic Scheduling staff.
	S	**Lang Sect** (Language of Instruction Section)	EN, FR, etc.	Language of instruction for the specific section.
	T	**Max Enr Sect** (Maximum Enrolment Section)	25, 100, etc.	
	U	**Targ Enr Sec** (Target Enrolment Section)		Target number of students allowed to enroll in the section. ⓵The Target will be activated at the start of term.
	V	**Resp Fac Sec** (Responsible Faculty Section)		Responsible Faculty for all meets for the current section of the course.
	W	**Resp Unit Sec** (Responsible Unit Section)		Responsible Unit/Department for all meets for the current section of the course.

	Column	Column Title	Spreadsheet Update Options/Examples	Explanation
Meet Information	**X**	**Inst** (Instructional Format)	BLEN = blended learning CLIN = clinical CORS = correspondence DIRD = directed reading DISS = dissertation FDEX = field experience FIEL = field trip IDS = individual directed study INSP* = internship ISTY = independent study LAB = lab LECT = lecture LGCL = language classes ONLN = online learning PERF = performance PRAC* = practicum REEV = research evaluation RESP = research paper REVP = review paper SEMR = seminar STDO = studio THES = thesis TUTR = tutorial WKSP = workshop	ⓘ *INSP and PRAC are excluded from using the Withdrawal (W) option as per Senate Policy. All other instructional Types are available for online Withdrawl.
	Y	**Grp** (Group Number)	01, 02, 03 etc.	Number for the meet. For a course with a LECT and multiple TUTR, the LECT would be 01, and the first tutorial would also be 01. The second tutorial would be 02.
	Z	**Req** (Frequency)	W = Weekly M = Monthly F = Fortnightly (every 2 weeks)	Indicates the frequency of the meet being taught. ⓘ For courses offered **monthly or fortnightly**, the specific dates must be added to the Notes column (Column AS).
	AA	**Campus**	YK, GL, OC	Location (campus) where meet is offered. YK = Keele campus GL = Glendon campus OC = Off Campus
	AB	**Lang Meet** (Language of Instruction of Meet)	EN, FR etc.	Primary language of the meet.
	AC	**Max Enr** (Maximum Enrolment)	100, 25 etc.	Total number of students allowed to enroll in the meet. ⓘ Multiple meets (within a section), must add up to the section maximum.
	AD	**Targ Enr** (Target Enrolment)	100, 25 etc.	Target number of students allowed to enroll in the meet. ⓘ If you have multiple meets (within a section), make sure that they all add up to match the section target.

	Column	Column Title	Spreadsheet Update Options/Examples	Explanation
Meet Information	**AE**	**Day** (Day of Week)	M = Monday T = Tuesday W = Wednesday R = Thursday F = Friday S = Saturday U = Sunday SU = Saturday and Sunday	Day of the week when the meet is taught. If the course doesn't meet (e.g. internet courses), leave this field blank. If the course is taught over several days (e.g. M, W and F) put each day on a different row in Excel.
	AF	**Hour**	8:30, 13:00 etc.	Based on the 24hour clock, the start of the meet, on the hour or the half-hour.
	AG	**Dur** (Duration)	30, 60, 180 etc.	The duration (in minutes) of the meet.
	AH	**Book Prio** (Room Booking Priority)	Note: If a change is required, a reason MUST be indicated in the Notes Column (Column AS) on the far-right side of the spreadsheet.	**0 = No Room Required**. **1 = Back-Up Sections/Tutorials.** **2 = Non-RAC Room** 📢 If arranging for a departmental room, you must ensure you have agreement with the booking office of the room prior to submitting to the Office of the University Registrar. The room must be listed in the Notes column. **3 = Taught With or Integrated in a Rac Room** (more than one course taught in same room). 📢 In the Notes column, the course it is "taught with" **MUST** be specified. **5 = Taught With in a Non Rac Room** (more than one course taught in same departmental room). In the Notes column, the course it is "taught with" **MUST** be specified and provide the Non Rac room that has been arranged. **7 = Medical Requests** 📢 MUST be submitted with your original offerings, accompanied with the name of the course instructor. This information is to be added in the Notes column (Column AS). Medical documentation is not to be submitted to the Office of the University Registrar but must be on file at the Department or Faculty. 🚫 If a Medical Priority is no longer required, indicate its removal in the Notes column. **9 = Keystone** Where a course is considered critical to student progression and/or preparation, it should be prioritized within the schedule for room allocation. Clarification on the course will be required from the faculty during the scheduling process where prioritization within a time block may be in question.

	Colum n	Column Title	Spreadsheet Update Options/Examples	Explanation
Room Requirement Information	AI	Rm R1 (Room Requirement)	Enter only the number that corresponds to the appropriate room requirement.	**Valid Room Requirements:** 4 – Room, Language Class Suitable 10 – Continuous Writing Surface 21 – Furniture, Lectern/Podium 25 – Windows 26 – Blackout Drapes/Blinds 27 – Chalkboard 28 – Extra Chalkboard 40 – Manual Projection Screen 43 – Cinema Grade Projector 46 – TV Display 49 – Dimmer Switch 66 - Dual Projection 69 – Video Camera (Video Streaming) 70 - Piano 72 - Document Camera 76 - Single Proector 85 – Electric Projection Screen 91 – Camtasia 95 - Crestron Touch Control 96 - PC Audio Recording 📢 Incorrect or conflicting requests will result in unplaced courses. ONLY these requirements will be considered, if not coded, the required AV may not be available. 📢 Room availability is also restricted by room capacity.
	AJ	Rm R2		
	AK	Rm R3		
	AL	Rm R4		
	AM	Rm R5		
	AN	Rm R6		
	AO	Rm R7		
	AP	Rm R8		
	AQ	Rm R9		
	AR	Rm R10		
Notes	AS	Notes	Enter any additional information that is relevant to the scheduling process.	Provide details of monthly and fortnightly meetings from Column Z (Meeting Frequency). Provide details of Medical (7), Integrated or Taught-With (3) and Non-RAC rooms (2) from Column AH (Booking Priority). Provide course Taught With or Integrated with. (If not provided the 3 or 5 WILL BE REMOVED causing incorrect room placements). Room requirements that can be coded as per column AI to AK will not be considered if listed as a Note.

Comparing the Spreadsheet Columns to COS

Accessing the Course Offering System (COS)

COS is accessed through the Citrix Receiver. Visit Set Up SIS Applications Using Citrix Receiver, at Computing for Faculty and Staff, for installation instructions.

COS can be used to find information needed to complete the spreadsheet such as the **Seq Crs View number (Column B)**. See scenario 2: Adding a course NOT currently on the Initial Offering (IOF) Spreadsheet for an example of how COS and the spreadsheet can be used together.

By using the course **AP HREQ 1880 Cr=6.00 [F09-W10 F AP]** as an example, Figures 2, 3 and 4 illustrate how to match the columns of the Initial Offerings (IOF) Spreadsheet to information found in COS.

1. Course Offering Information: **Comparing the spreadsheet Columns (C - Q) to COS**

Figure 2: Comparing the Initial Offering (IOF) Spreadsheet to COS - Columns (C - Q)

2. Course Section Information: **Comparing the spreadsheet Columns (R - W) to COS**

Figure 3: Comparing the Initial Offering (IOF) Spreadsheet to COS - Columns (R - W)

3. Course Meet Information: **Comparing the spreadsheet Columns (X - AR) to COS**

Figure 4: Comparing the Initial Offering (IOF) Spreadsheet to COS - Columns (X - AR)

Adding/Updating/Deleting Information on the Spreadsheet–the INITIAL Submission

Dates and Deadlines
For dates and deadlines concerning updating the Initial Offering (IOF) Submission, please refer to p. 4, 5.

Making changes to the Initial Offerings (IOF) Spreadsheet

In the downloaded spreadsheet you have an exact copy of what was offered in SU2021 or what is currently being offered for FW2021-2022. The next step is to adjust the file so that it reflects what is intended to be offered in SU2022 or FW2022-2023. There are three types of changes:

1. **ADD** new information (e.g. create an additional tutorial/section/course).

2. **UPDATE** existing information (e.g. adjust enrolment maximums, change meeting days).

3. **DELETE** information or lines from the spreadsheet if a course, section or tutorial will not be offered in SU2022 or FW2022-2023.

Scenario 1: Adding an Additional Meet

Example: instead of offering a three-hour lecture on Thursdays, the course changes to a two-hour lecture on Thursdays, and a one-hour lecture on Tuesdays.

1. Change the 180 duration for Thursdays to 120 duration and highlight it in red font

2. Select and **Copy** the entire row of the current Thursday meet. Choose **Insert Copied Cells** and the new row will be added to the spreadsheet. Change the Thursday to Tuesday and change the 180 duration to 60. Highlight this new row in red font.

Original:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
Act	Seq Crs View	Fac	Subj	Crs Num	Rub Var	Cred Wei	Lang	Acad Year	Session	Per Fac	Per	Resp Fac	Resp Unit	Pre- req	Is Preco	Enf Pre- req	Sect	Lang Sect	Max Enr Sect	Targ Enr Sec	Resp Fac Sec	Resp Unit Sec	Inst	Grp	Req	Campus	Lang Meet	Max Enr	Targ Enr	Day	Hour	Dur.	Book Prio	Rm R1	Rm R2
A	288058	AP	ADMS	1500		3	EN	2021	SU	AP	SU	AP	ADMS	N	Y	N	A	EN	100	100	AP	ADMS	LECT		1	W	YK	EN	100	100	R	19:00	180		66	72

After Update:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
Act	Seq Crs View	Fac	Subj	Crs Num	Rub Var	Cred Wei	Lang	Acad Year	Session	Per Fac	Per	Resp Fac	Resp Unit	Pre- req	Is Preco	Enf Pre- req	Sect	Lang Sect	Max Enr Sect	Targ Enr Sec	Resp Fac Sec	Resp Unit Sec	Inst	Grp	Req	Campus	Lang Meet	Max Enr	Targ Enr	Day	Hour	Dur.	Book Prio	Rm R1	Rm R2
A	288058	AP	ADMS	1500		3	EN	2021	SU	AP	SU	AP	ADMS	N	Y	N	A	EN	100	100	AP	ADMS	LECT		1	W	YK	EN	100	100	T	19:00	60		66	72
A	288058	AP	ADMS	1500		3	EN	2021	SU	AP	SU	AP	ADMS	N	Y	N	A	EN	100	100	AP	ADMS	LECT		1	W	YK	EN	100	100	R	19:00	120		66	72

Adding an Additional Section with Multiple Meets

Adding an additional section will often mean that you need to add multiple meets for a course taught over several days and/or with multiple meet types (e.g. LECT and TUTR).

If you are copying the structure of an existing section, it is best to copy all of the rows for the existing section and insert them into the spreadsheet. Then, change the section letter for all of the new rows, and make any necessary modifications.

Scenario 2: Adding a Course NOT currently on the Initial Offering (IOF) Spreadsheet

Instead of copying and pasting the existing information as in the previous scenario, refer to the Course Offering System (COS) and manually type in the new course identification on the spreadsheet.

Follow these steps to locate the necessary information in COS:

1. Log into the Course Offering System (COS).

2. Choose **Mode** > **Course Repository** > **List Courses** / **Create Offerings**.

3. The **List of Approved and Provisional Courses** screen will open.
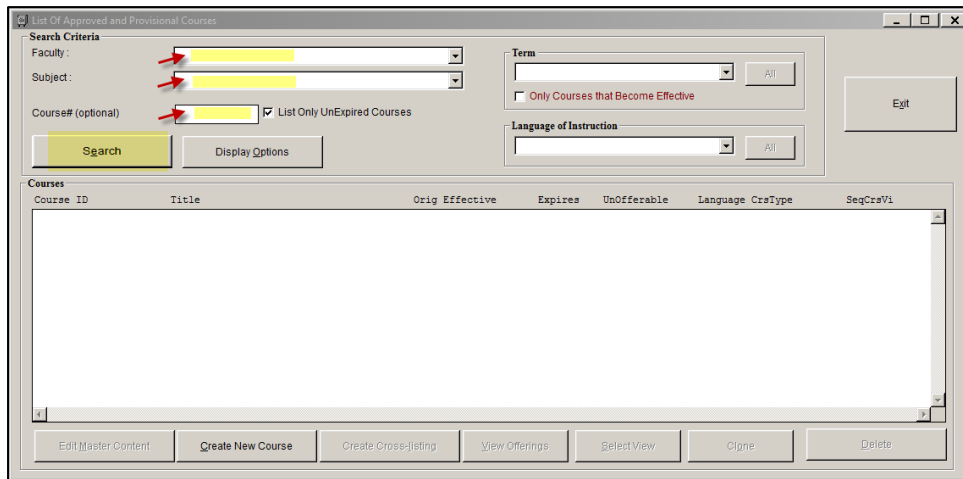
Figure 5: COS List of Approved and Provisional Courses screen

4. Choose the **Faculty**, **Subject** and **Course Number** for the course that you want to offer (see Figure 7).

   - Note: if the course is cross-listed, you must look up the original course information.

5. Click the **Search** button.

   - If no courses appear, the course has not been created in the repository. Contact your Faculty's repository officer for more information.

6. Check the search results.

   - If the **Orig** column says *Orig*, you have selected the correct course. If the **Orig** column says *Xlist*, you have selected the cross-listed course ID and you must modify your search to retrieve the Original course ID.

   - If you do not know the Original course ID, click on the **Edit Master Content** button. The screen that opens will show you the Original course, plus all cross-listings. Close the window, and search for the course again, using the Original course information.

7. Scroll to the right of the search results to view the 6 to 8-digit **SeqCrsVi** (Sequential Course View) number.

TIP: Maximize this window on your screen (see the red arrow in Figure 8) to reduce the need for scrolling and to maintain the alignment of the information in the columns with the column titles.
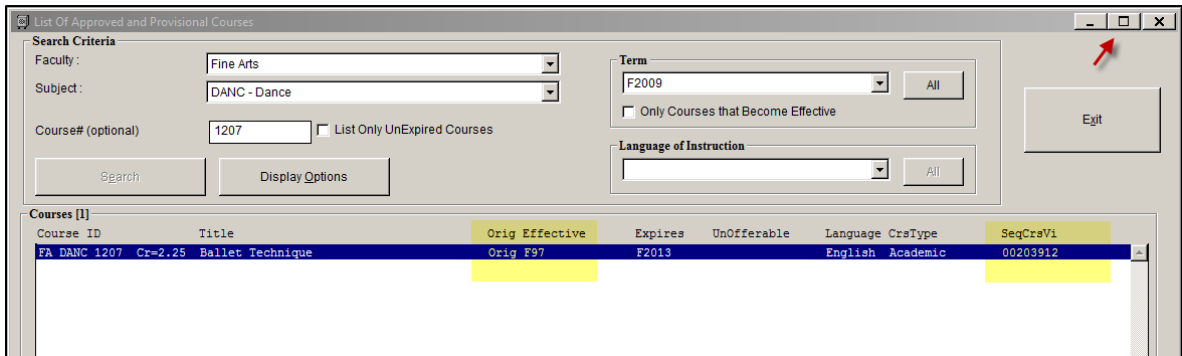
Figure 6: COS List of Approved and Provisional Courses screen - (SeqCrsVi)

8. Enter the **SeqCrsVi** number into **Column B** of the spreadsheet.

   📢 Do not leave **Column B** blank. If a **SeqCrsVi** number is NOT indicated, the spreadsheet cannot be uploaded, and it will be returned to you.

9. Fill in the Initial Offering (IOF) Spreadsheet **Columns C-G** with the **Course ID** information from COS (highlighted in yellow in Figure 9) for the Original course. Any inquiries regarding this view are to be directed to the Course Offering Repository Officer and NOT the Office of the University Registrar.
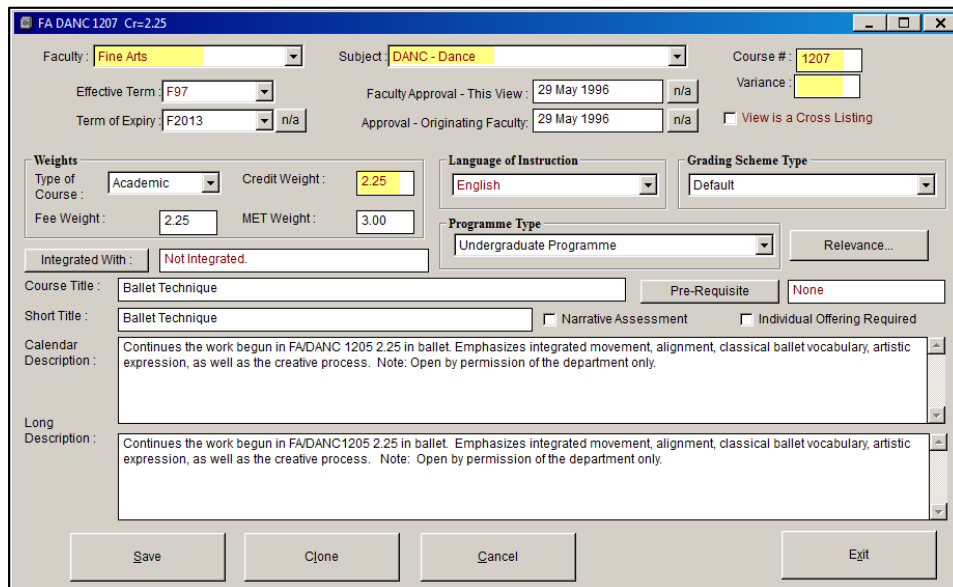
Figure 7: COS – Course ID information

10. Fill in **Column H** on the spreadsheet with the **Language of Instruction** indicated in COS.

11. **Columns I** to the end of the spreadsheet represent the course offering, section and meet information. Copy the information from a similar course and make any necessary adjustments.

📢 If you have a course that is either pending approval or has not been added to the course repository DO NOT include it in your spreadsheet submission. In this case, follow up with your Faculty repository officer.

Scenario 3: Updating the Academic Year

Column I on the Spreadsheet must be changed to Academic Year 2021 for SU2022 offerings, or Academic year 2022 for FW2022-2023 offerings.

📢 You have downloaded files of the current years (SU 2021 or FW 2021-2022) course offerings. You will be submitting these files to upload into SU 2022 and FW 2022-2023. To update the year, change the information in Column I (Academic Year) using YYYY format. This is mandatory. If you don't make this adjustment, the courses will be uploaded into the current session.

Original:

For **ALL** courses included in the INITIAL submission of the spreadsheet remove the "**?**" and add an "**A**" for add (Column A).

Update the Academic Year (Column I) to reflect your current offering

Act	Seq Crs View	Fac	Subj	Crs Num	Rub Var	Cred Wei	Lang	Acad Year	Session	Per Fac	Per	Resp Fac	Resp Unit	Pre- req	Is Preco	Enf Pre- req	Sect
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S1	AP	ECON	N	N	N	A
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S1	AP	ECON	N	N	N	A
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S2	AP	ECON	N	N	N	M
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S2	AP	ECON	N	N	N	M
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S2	AP	ECON	N	N	N	N
?	286222	AP	ECON	1000		3	EN	2020	SU	AP	S2	AP	ECON	N	N	N	N

After Update:

Act	Seq Crs View	Fac	Subj	Crs Num	Rub Var	Cred Wei	Lang	Acad Year	Session	Per Fac	Per	Resp Fac	Resp Unit	Pre- req	Is Preco	Enf Pre- req	Sect
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S1	AP	ECON	N	N	N	A
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S1	AP	ECON	N	N	N	A
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S2	AP	ECON	N	N	N	M
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S2	AP	ECON	N	N	N	M
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S2	AP	ECON	N	N	N	N
A	286222	AP	ECON	1000		3	EN	2021	SU	AP	S2	AP	ECON	N	N	N	N

Figure 80: Updating the Initial Offering (IOF) Spreadsheet

Scenario 4: Updating the Meet time

Original:

R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
Sect	Lang Sect	Max Enr Sect	Targ Enr Sec	Resp Fac Sec	Resp Unit Sec	Inst	Grp	Req	Campus	Lang Meet	Max Enr	Targ Enr	Day	Hour	Dur.
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	W	8:45	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	T	8:45	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	M	8:45	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	R	8:45	90

Figure 9: Initial Offering (IOF) Spreadsheet

In this example, the start time for this offering was 8:45am, however, the start time will be changed to 8:00am.

Please refer to Appendix A: **Block Schedules** for scheduling options.

After Update:

R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
Sect	Lang Sect	Max Enr Sect	Targ Enr Sec	Resp Fac Sec	Resp Unit Sec	Inst	Grp	Req	Campus	Lang Meet	Max Enr	Targ Enr	Day	Hour	Dur.
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	W	8:00	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	T	8:00	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	M	8:00	90
A	EN	33	32	FA	DANC	STDO	1	W	YK	EN	33	32	R	8:00	90

Figure 10: Updating the Initial Offering (IOF) Spreadsheet - updating the meet time (Column AF)

Scenario 5: Deleting a Meet / Section / Course

If you want to remove a meet, section or course, then delete it entirely from the spreadsheet.

1. Highlight the entire row by clicking on the row number at the far-left side of the spreadsheet.

2. Right click on the highlighted row. A popup menu will appear.

3. Choose **Delete** from the popup menu. The highlighted row will disappear.

4. Continue row by row until all of the information has been deleted.

(i) If you're deleting an entire section, make sure that you don't leave a meet remaining on the spreadsheet. For example, if the lecture (LECT) was previously offered on M, W, F, it will have three rows on the spreadsheet. You must delete all three rows.

> FA/DANC has decided to delete their Section B Wednesday Studio meet for DANC 1207 2.25 (row 25), but they will continue to teach the Monday and Thursday meets (rows 23 and 24).

Figure 11: Updating the Initial Offering (IOF)Spreadsheet - deleting a meet

Submitting Course Notes Online

Overview

A course note can be mounted against any course if there is information students should know when enrolling (e.g. the class has irregular class meets, auditions, special instructions for labs, etc.)

The academic scheduling staff is not responsible for mounting course notes for your offerings. All course notes must be submitted through the online Course Notes Submission Form only.

Dates and Deadlines

For dates and deadlines concerning Online Course Notes, please refer to p. 4, 5.

Go to http://intranet.registrar.yorku.ca/policies/notes/ Complete the Course Notes Submission Form.

If you want to submit one note for one course section, choose "an individual course note".

If you want to multiple notes for multiple course sections, choose "bulk course notes".
Please attach a file (saved in a comma-delimited *.csv* file format) containing ONLY the following data columns highlighted in yellow (see Figure 14).
Click Submit

	A	B	C	D	E	F
1	**SeqCrsView**	**Responsible Faculty**	**Academic Year**	**Course Period**	**Course Section**	**Course Note**
2	234476	FA	2014	F	A	Lab 04 is for non-majors only
3	234476	FA	2014	F	G	Sheridan-Trafalgar
4	241159	FA	2014	W	M	Lab 04 is for non-majors only

Figure 12: Bulk Course Notes - Excel Spreadsheet Format

Is the **SeqCrsView** still valid?
You can verify this number in COS

Include
the **Academic Year,** NOT
the Calendar Year

📢 Room assignments cannot be submitted as a course note without discussion with the Scheduling Office.

Inquiries

If you have problems uploading your Course Notes, please contact crsnotes@yorku.ca

If you have questions about your courses, please contact acadschd@yorku.ca

Confirmation of Offering (COF) Spreadsheet

Overview
Once the SU2022 and FW2022-2023 offerings for all Faculties have been processed and placed, departments can cross-check their course offerings using the **Confirmation of Offering (COF) Report.**

Dates and Deadlines
For dates and deadlines concerning the Confirmation of Offering (COF) Spreadsheet, please refer to p. 4, 5.

Retrieving the Confirmation of Offering (COF) Spreadsheet

1. Go to the Student Information System (SIS) website at www.sis.yorku.ca
    - Click on **Administrative Reports (SRM)** under the **For Administration** section
    - Log in to Passport York (if prompted)
    - Expand the **Courses** button. Click **COF Report**

NOTE: **IF YOU DO NOT HAVE ACCESS TO SIS ADMINISTRATIVE REPORTS, PLEASE CONTACT YOUR DIRECT MANAGER.**

2. Retrieve your current Course Offerings:

ⓘ Search cells cannot be blank. Use the symbol * if not entering details. See descriptions at the top of the report regarding information required for each search cell.

- ▸ To retrieve SU2022 Confirmation of Offerings Spreadsheet (COF), enter the following fields:
    - **Session**: enter SU22 (SSYY format) Session is either FW or SU followed by two-digit **calendar** year.
    - **Faculty**: enter two-character Faculty code.
    - **Subject Code**: enter four-character subject code.
    - **Course Number**: enter four-digit course code.
    - **Period Faculty**: enter period Faculty code.
    - **Responsible Faculty**: enter responsible Faculty code.
    - **Responsible Unit**: enter responsible unit code.
    - Click the **Get Excel Report** button. The report will open in Excel.

- ▸ To retrieve FW2022-2023 Confirmation of Offerings Spreadsheet (COF), enter the following fields:
    - **Session**: enter FW22 (SSYY format) Session is either FW or SU followed by two-digit **calendar** year.
    - **Faculty**: enter two-character Faculty code.
    - **Subject Code**: enter four-character subject code.
    - **Course Number**: enter four-digit course code.
    - **Period Faculty**: enter period Faculty code.
    - **Responsible Faculty**: enter responsible Faculty code.
    - **Responsible Unit**: enter responsible unit code.
    - Click the **Get Excel Report** button. The report will open in Excel.

3. Save the file before you begin working on it as an excel spreadsheet.

4. Make your changes to the spreadsheet: Add / Update / Delete information.

5. Review the report and, if necessary, record any concerns/questions.

Sample Confirmation of Offering (COF) Spreadsheet

Figure 13: Sample Confirmation of Offering (COF) Spreadsheet

ⓘ The COF spreadsheet has additional columns of unique information (highlighted in yellow see Figure 15 above) that do not appear on the Initial Offering (IOF) Spreadsheet. As a result, when viewed in Excel, the column letters for the two spreadsheets DO NOT match.

Pay close attention to the following when reviewing the COF Spreadsheet:

- Credit Weight (Column F)
- Period Fac (Column L)
- Section (Column T)
- Day (Column AI), Hour (Column AJ) and Duration (Column AK)
- Maximum Enrolment (Column AG) and Target Enrolment (Column AH)
- Book Priority (Column AL)-ensure that offerings coded as "Medical" have been placed appropriately

6. If a change or a correction is required, please make the change to the spreadsheet in red font and add a note to the Notes Column (column AU).

If the offering is complete, indicate "Confirmed" in the Notes Column (Column AU) of the COF spreadsheet. Save the file and send it to acadschd@yorku.ca

ⓘ DO NOT copy individual Academic Scheduling staff in your e-mail.

Explanation of the Columns of the Confirmation of Offering (COF) Spreadsheet

Column	Column Title	Explanation
A	Seq Crs View	For information or changes please contact the Course Repository Officer.
B	Fac	For information or changes please contact the Course Repository Officer.
C	Subj	For information or changes please contact the Course Repository Officer.
D	Crs Num	For information or changes please contact the Course Repository Officer.
E	Rub Var	For information or changes please contact the Course Repository Officer.
F	Cred Weight	For information or changes please contact the Course Repository Officer.
G	Fee Weight	For information or changes please contact the Course Repository Officer.
H	MET Weight	For information or changes please contact the Course Repository Officer.
I	Lang	For information or changes please contact the Course Repository Officer.
J	Acad Year	2021 for SU 2022. 2022 for FW 2022-2023.
K	Session	Academic Session course is offered.
L	Period Fac	Matches Faculty acronym from Column B.
M	Per	Sessional dated Period Code for the course.
N	Course Title	For information or changes please contact the Course Repository Officer.
O	Resp Fac	Responsible Faculty for **ALL** sections of the course.
P	Resp Unit	Responsible Unit/Department for **ALL** sections of the course.
Q	Pre-req	Y = course has a pre-requisite. N = course does not have a pre-requisite.
R	Is Pre-req	Y = course is a pre-requisite. N = course is not a pre-requisite.
S	Enf Pre-req	(i) If the **Enforce Pre-requisite** flag is checked and the pre-requisite information has not been coded in the repository, then students will not be able to enroll in the course. Y = prevents students who do not meet the pre-requisite from enrolling. N = will not prevent students who do not meet the pre-requisite from enrolling.

Column	Column Title	Explanation
T	Sect	**SUMMER** | Term	Section
SU	A to Z
S1	A to L
S2	M to Y | **FALL/WINTER** | Term	Section
F	A to L
Y	A to Y
W	M to Y | **EECS & MATH for LE ENG students** | Term	Section
F	E
Y	Z
W	P	
U	Lang Sect	For information or changes please contact the Course Repository Officer.
V	Enr Count Sect	Current Enrolment count.
W	Max Enr Sect	Total number of students allowed to enroll in the section.
X	Targ Enr Sect	Total number of students allowed to enroll in the section.
Y	Resp Fac Sect	Responsible Faculty for all meets for the **current section** of the course.
Z	Resp Unit Sect	Responsible Unit/Department for all meets for the **current section** of the course.
AA	Inst	The acronym for the format of the meet.
AB	Grp	Identifier for the meet.
AC	Freq	**Frequency** of the meet being taught. W = Weekly M = Monthly F = Fortnightly (every 2 weeks)
AD	Campus	**Location** (campus) where the meet is offered. YK = Keele Campus GL = Glendon Campus OC = Off Campus
AE	Lang Meet	For information or changes please contact the Course Repository Officer.
AF	Enr Count	Total number of students allowed to enroll in the meet.
AG	Max Enr	Total number of students allowed to enroll in the meet.
AH	Targ Enr	Total number of students allowed to enroll in the meet.

Column	Column Title	Explanation
AI	Day	Day of the week when the meet is taught. M = Monday T = Tuesday W = Wednesday R = Thursday F = Friday S = Saturday U = Sunday SU = Saturday and Sunday
AJ	Hour	The start of the meet, based on the 24 hour clock.
AK	Dur.	The duration (in minutes) of the meet.
AL	Book Prio	**Scheduling Priority** 9 = Keystone 7 = Medical 5 = Taught With, Non RAC room 4 = Out of Block 3 = Taught With 2 = Non RAC room 1 = Back-up (see Appendix B) 0 = No Room required
AM	Building	Letter code of building
AN	Room	Room number
AO	Assoc Crs Fees	As per information submitted to Student Financial Services Inquiries: Oana Alexandru, oana_a@yorku.ca.
AP	Course Dir	Add through **Academic Resource Management System** (ARMS) at www.yorku.ca/armhelp
AQ	Section Dir	Add through **Academic Resource Management System** (ARMS) at www.yorku.ca/armhelp
AR	Instructor	Add through **Academic Resource Management System** (ARMS) at www.yorku.ca/armhelp
AS	Seqmeeting	Not applicable
AU	Notes	Any changes required for Column AC (Freq) or Column AL (Book Prio) must have additional information added to the Notes Column. Provide Non Rac rooms and Taught With/Integrated with courses. Any additional information that should be highlighted should also be included. If the offering is complete, indicate "Confirm".

Appendix A: Block Schedules

Block Schedules – Courses with No Tutorial

- When scheduling courses, they should be distributed evenly throughout the day and throughout the week.
- Traditionally, there is a tendency for departments to avoid certain time slots (e.g. 8:30, late afternoons and Friday afternoons) and it has become increasingly difficult for the Office of the University Registrar to meet the needs of all departmental scheduling requests.

Note: Block schedule assumes 3 hours of contact (with some exceptions that will have 2 hours scheduled only).
Lectures with tutorials, please refer to the page "Block Schedules – Courses with tutorials".

ⓘ Courses that adhere to the block scheduling times will be scheduled first. Any courses that are outside of the official block scheduling times will not be placed until all other courses have been scheduled.

1-1-1	
MWF	8:30
MWF	9:30
MWF	10:30
MWF	11:30
MWF	12:30
MWF	1:30
MWF	2:30
MWF	3:30
MWF	4:30
MWF	5:30

1.5–1.5	
MW, WF, MF	8:00 – 9:30
TR	8:30 – 10:00
TR	10:00 – 11:30
MW, MR, TR, TF, WF, MF	11:30 – 1:00
MW, MR, TR, TF, WF, MF	1:00 – 2:30
TR	2:30 – 4:00
MW, MR, TR, TF, WF, MF	4:00 – 5:30
MW, MR, TR, TF, WF, MF	5:30 – 7:00

2	
M, T, W, R, F	8:30 – 10:30
M, W, F	10:30 – 12:30
M, T, W, R, F	12:30 – 2:30
M, T, W, R, F	2:30 – 4:30
M, T, W, R, F	4:30 – 6:30

2-1			
M	8:30 – 10:30	W	8:30 or 9:30
M	8:30 – 10:30	F	8:30 or 9:30
T	8:30 – 10:30	R	8:30 or 9:30
W	8:30 – 10:30	F	8:30 or 9:30
T	12:30 – 2:30	R	12:30 or 1:30
M	2:30 – 4:30	W	2:30 or 3:30
M	2:30 – 4:30	R	2:30 or 3:30
W	2:30 – 4:30	F	2:30 or 3:30

2-2	
MW	8:30 – 10:30
WF	8:30 – 10:30
TR	8:30 – 10:30
MW	10:30 – 12:30
MW	12:30 – 2:30
TR	12:30 – 2:30
WF	12:30 – 2:30
MW	2:30 – 4:30
TR	2:30 – 4:30
WF	2:30 – 4:30
Any combination of 2 days	4:30 – 6:30

3	
M, T, W, R, F	8:30 – 11:30
M, T, W, R, F	11:30 - 2:30
M, T, W, R, F	2:30 – 5:30
M, T, W, R, F	4:00 – 7:00
M, T, W, R, F	7:00 – 10:00

Block Schedules – Courses with Tutorials

- When scheduling courses, they should be distributed evenly throughout the day and throughout the week.
- Traditionally there is a tendency for departments to avoid certain time slots (e.g. 8:30, late afternoon and Friday afternoons) and it has become increasingly difficult for the Office of the University Registrar to meet the needs of all departmental scheduling requests.

ⓘ Courses that adhere to the block scheduling times will be scheduled first. Any courses that are outside of the official block scheduling times will not be placed until all other courses have been scheduled.

1-1	
MW	10:30-11:30
TR	10:30-11:30
MW	11:30-12:30
TR	11:30-12:30
WF	12:30-1:30

2	
M, T, W, R, F	8:30-10:30
M, W, F	10:30-12:30
M, T, W, R, F	12:30-2:30
M, T, W, R, F	2:30-4:30
M, T, W, R, F	4:30-6:30
M, T, W, R, F*	6:00-800 plus 2 hour tutorial*

1.5	
M, W, F	8:00-9:30
T, R	8:30-10:00
T, R	10:00-11:30
M, T, W, R, F	11:30-1:00
M, T, W, R, F	1:00-2:30
T, R	2:30-4:00
M, T, W, R, F	4:00-5:30
M, T, W, R, F	5:30-7:00

ⓘ Lecture hours must follow the Block guidelines. Tutorials (either 1 hour or 2 hours) may be scheduled at any time, on the half hour.

The block schedule assumes that there are three contact hours (2 hours of lecture and a one hour tutorial) with the exception of 9 credit courses which have 4 contact hours (2 hours of lecture, 2 hours of tutorial). A very small number of courses have 1.5 hour lectures and 1.5 hour tutorials. In the latter case, the tutorials MUST be scheduled during a 1.5 hour lecture block.
For courses with one lecture hour and 2 hour tutorials, the lecture may be scheduled at any hour on the half hour.

* The Lecture Block of 6:00pm to 8:00pm is restricted to 9 credit courses with two hours of lecture immediately followed by two hours of tutorial (4 hours total)

Appendix B: "Back-Up" Sections

Courses / Sections / Tutorials on "Back-Up"

1. **On your Initial Offering submissions (IOF) for SU2022 and FW2022-2023, all courses/sections will be considered ACTIVE**.

When the SU2022 and FW2022-2023 spreadsheets are downloaded, any course that was placed on back-up for these sessions will have a Room Scheduling Priority of "1". Departments **MUST add a MAX and a TARGET** which is greater than 1 to all backup sections from the previous year.

If the **back-up will not be offered for SU2022 or FW2022-2023**, the offering should be deleted on the spreadsheet.

2. **During the Confirmation of Offering (COF) process**, the departments must advise the Office of the University Registrar which offerings are to be placed on back-up. Indicate the back-up request in the Notes Column (Column AU) of the Confirmation of Offering (COF) Spreadsheet and change the Course MAX and Target to "0".

Agenda

📄 Project Introduction & Overview

✓ Infrastructure Review

📊 Course Scheduling Infrastructure Diagnostic Results

👥 Stakeholder Meetings Summary

🎯 Strategic Scheduling Checkup Results

Course Offerings

Capacity

💡 Recommendations

👣 Next Steps

Project Overview

- Insert Institution Image, students etc.

- Frankie to introduce/discuss project purpose and partnership with Ad Astra
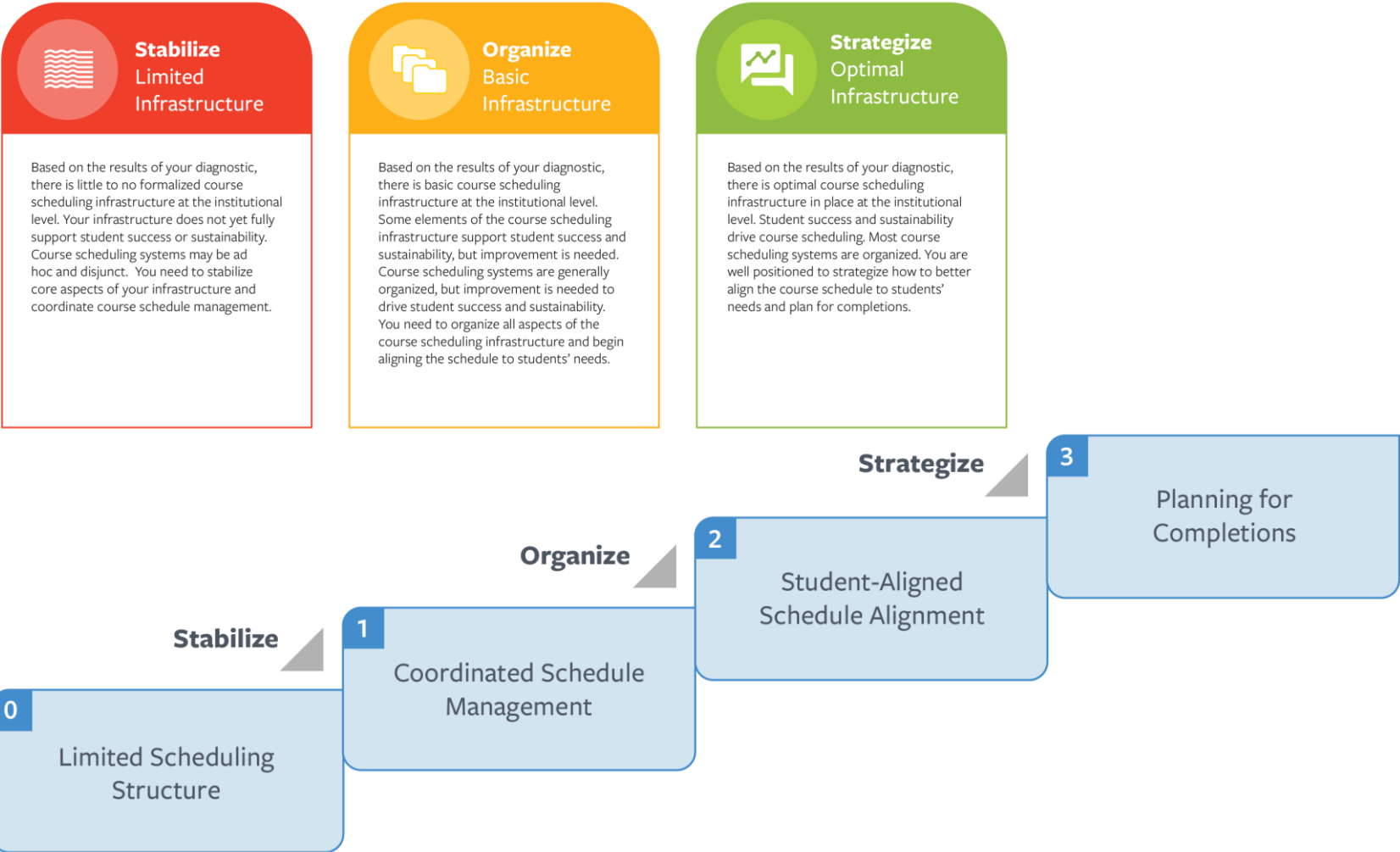
Course Scheduling Infrastructure
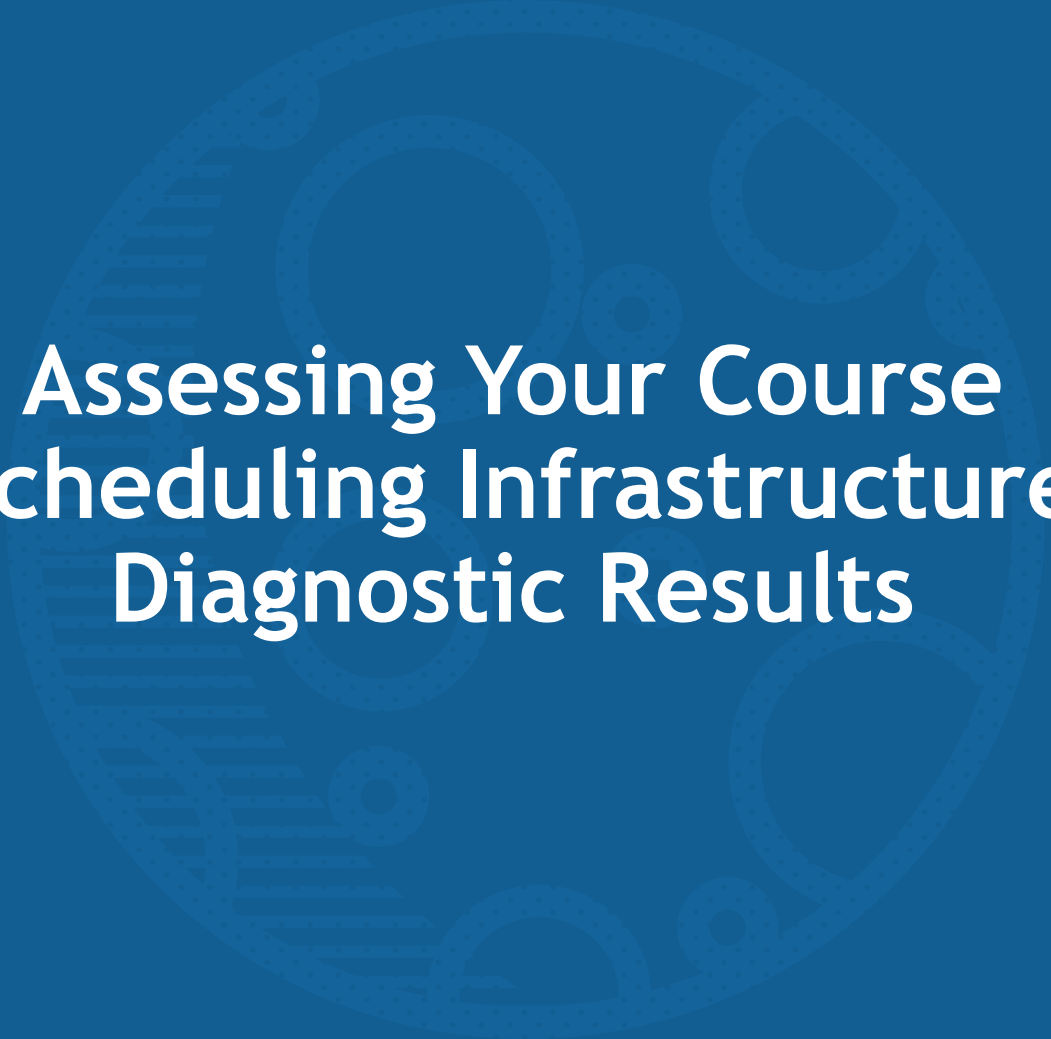
Core features of the institution that facilitate course scheduling *(course scheduling policies, procedures, physical/human/financial/technology resources)*

Course Scheduling Infrastructure Categories

- Student Success
- Sustainability: Enrollment & Financial Health
- Classroom Scheduling
- Student Information System
- Faculty Scheduling
- Course Scheduling Policies & Procedures

Infrastructure Supports a Course Schedule Designed for Completions

Stabilize
Limited Infrastructure

Based on the results of your diagnostic, there is little to no formalized course scheduling infrastructure at the institutional level. Your infrastructure does not yet fully support student success or sustainability. Course scheduling systems may be ad hoc and disjunct. You need to stabilize core aspects of your infrastructure and coordinate course schedule management.
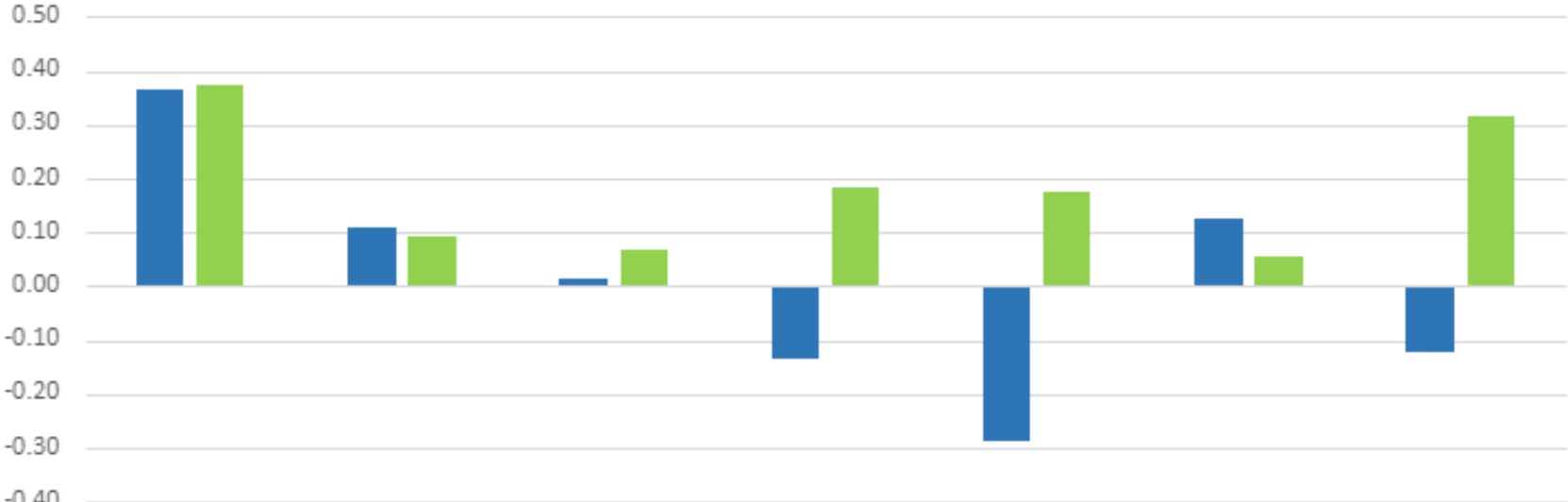
Organize
Basic Infrastructure

Based on the results of your diagnostic, there is basic course scheduling infrastructure at the institutional level. Some elements of the course scheduling infrastructure support student success and sustainability, but improvement is needed. Course scheduling systems are generally organized, but improvement is needed to drive student success and sustainability. You need to organize all aspects of the course scheduling infrastructure and begin aligning the schedule to students' needs.

Strategize
Optimal Infrastructure

Based on the results of your diagnostic, there is optimal course scheduling infrastructure in place at the institutional level. Student success and sustainability drive course scheduling. Most course scheduling systems are organized. You are well positioned to strategize how to better align the course schedule to students' needs and plan for completions.

Strategize

3 Planning for Completions

Organize

2 Student-Aligned Schedule Alignment

Stabilize

1 Coordinated Schedule Management

0 Limited Scheduling Structure

Assessing Your Course Scheduling Infrastructure Diagnostic Results

York University

Organize
Basic Infrastructure

Based on the results of your diagnostic, there is basic course scheduling infrastructure at the institutional level. Some elements of the course scheduling infrastructure support student success and sustainability, but improvement is needed. Course scheduling systems are generally organized, but improvement is needed to drive student success and sustainability. You need to organize all aspects of the course scheduling infrastructure and begin aligning the schedule to students' needs.

Areas of Greatest Concern:

- Student Information System
- Classroom Scheduling
- Policy & Procedure
- Schedule Grid

York University
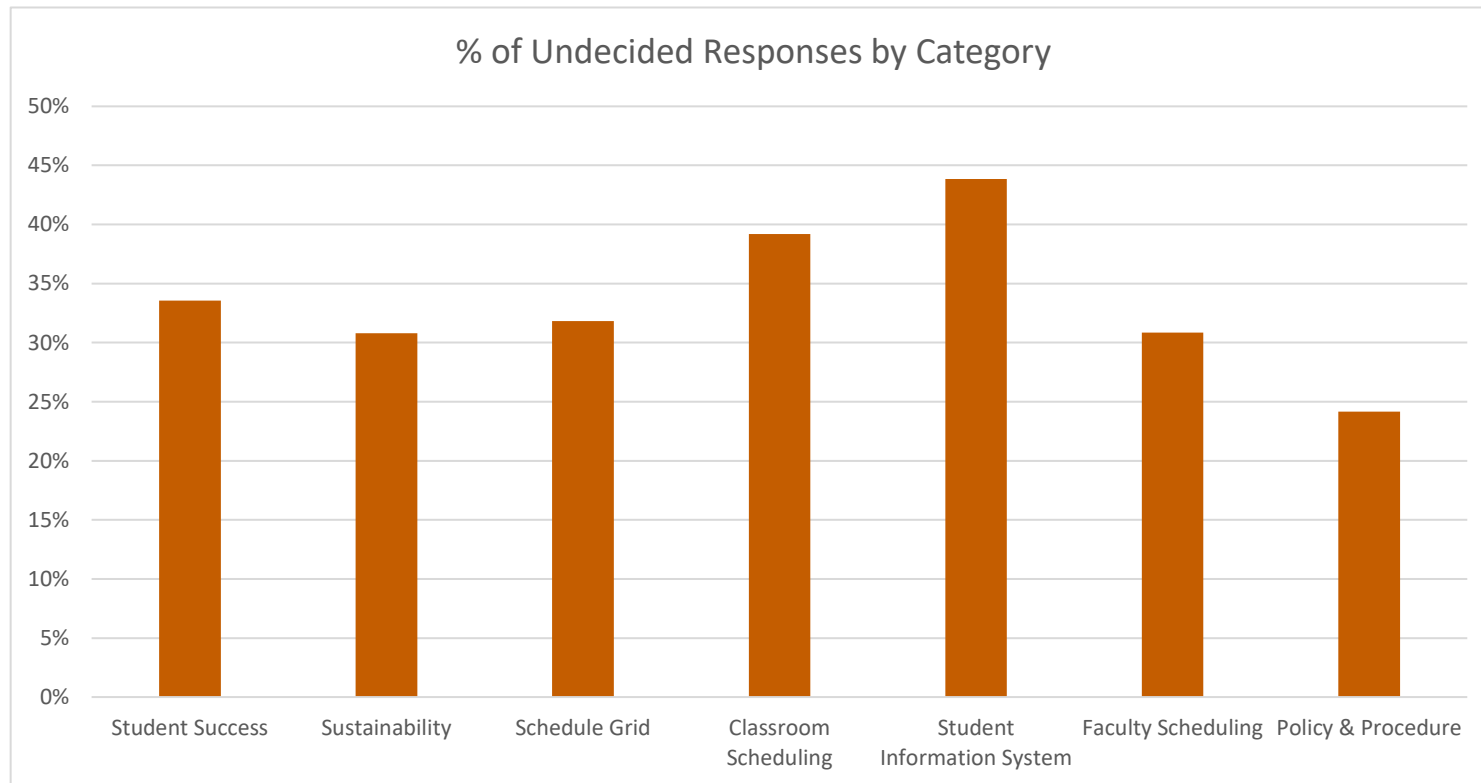

Course Schedule Infrastructure Diagnostic

	Student Success	Sustainability	Schedule Grid	Classroom Scheduling	Student Information System	Faculty Scheduling	Policy & Procedure
York University - York University-CA	0.37	0.11	0.01	-0.13	-0.29	0.13	-0.12
All Results	0.37	0.09	0.07	0.18	0.18	0.05	0.32

York University - York University-CA   All Results

Overall Results

Undecided Responses
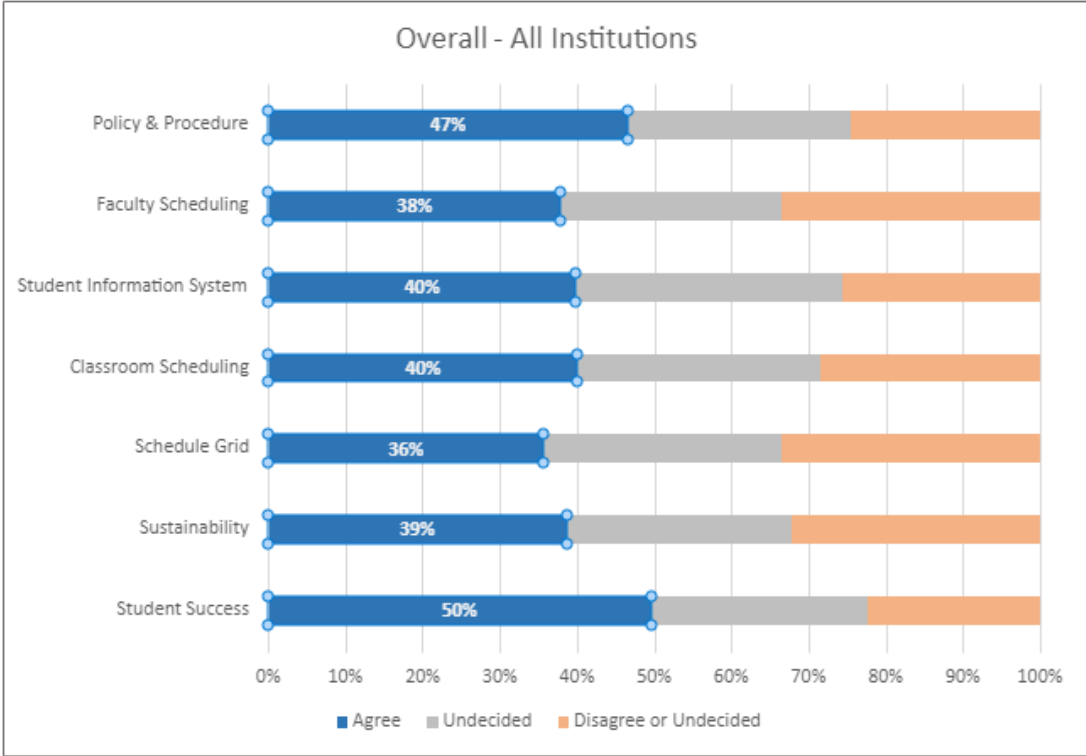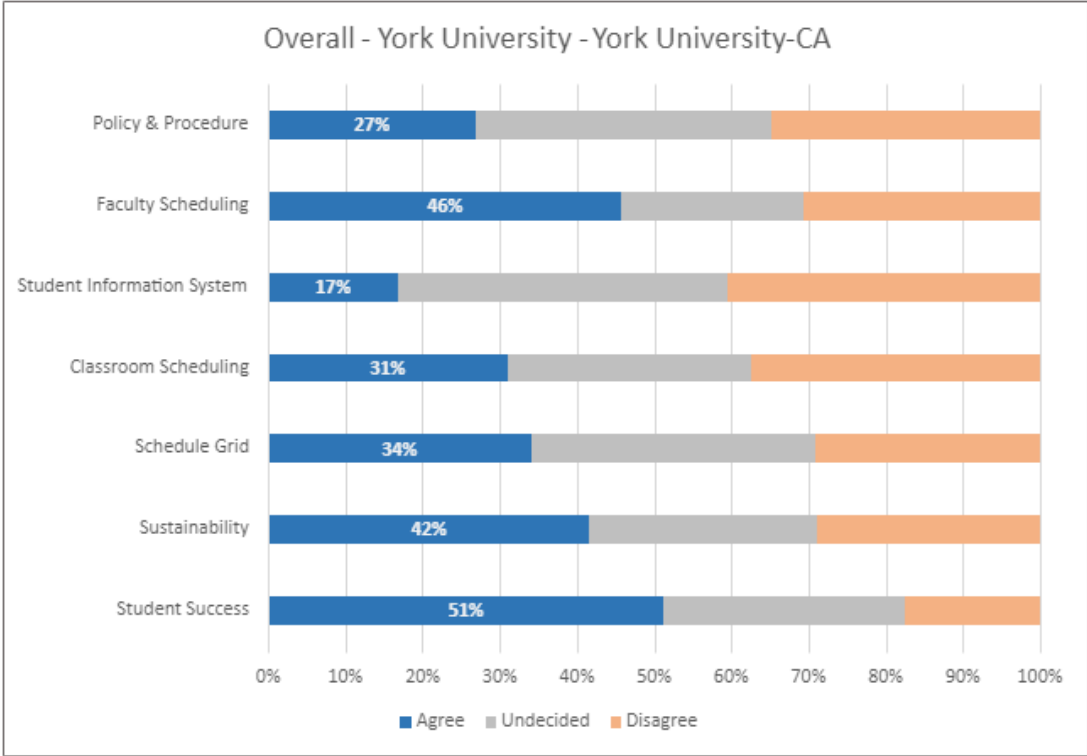
% of Undecided Responses by Category
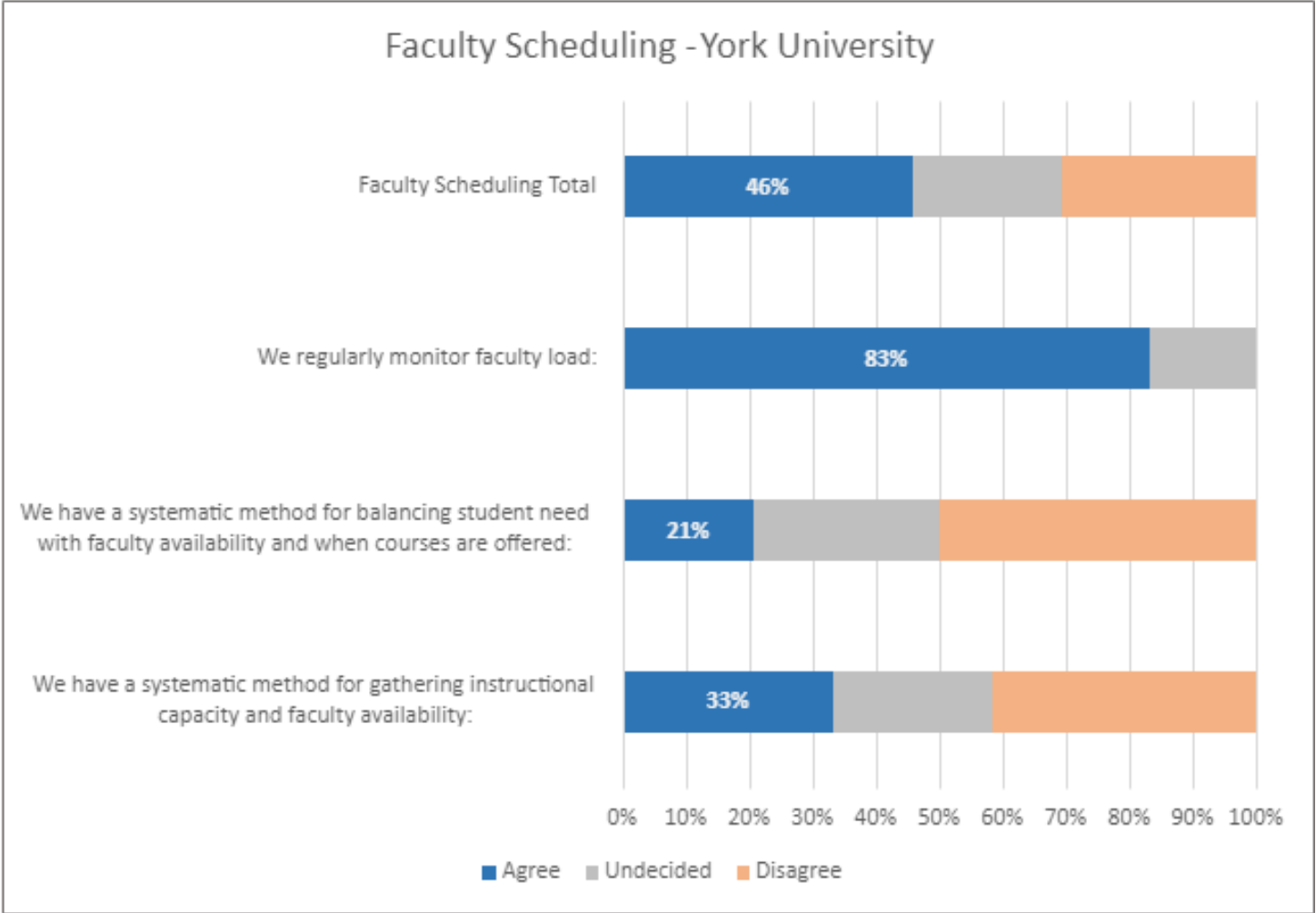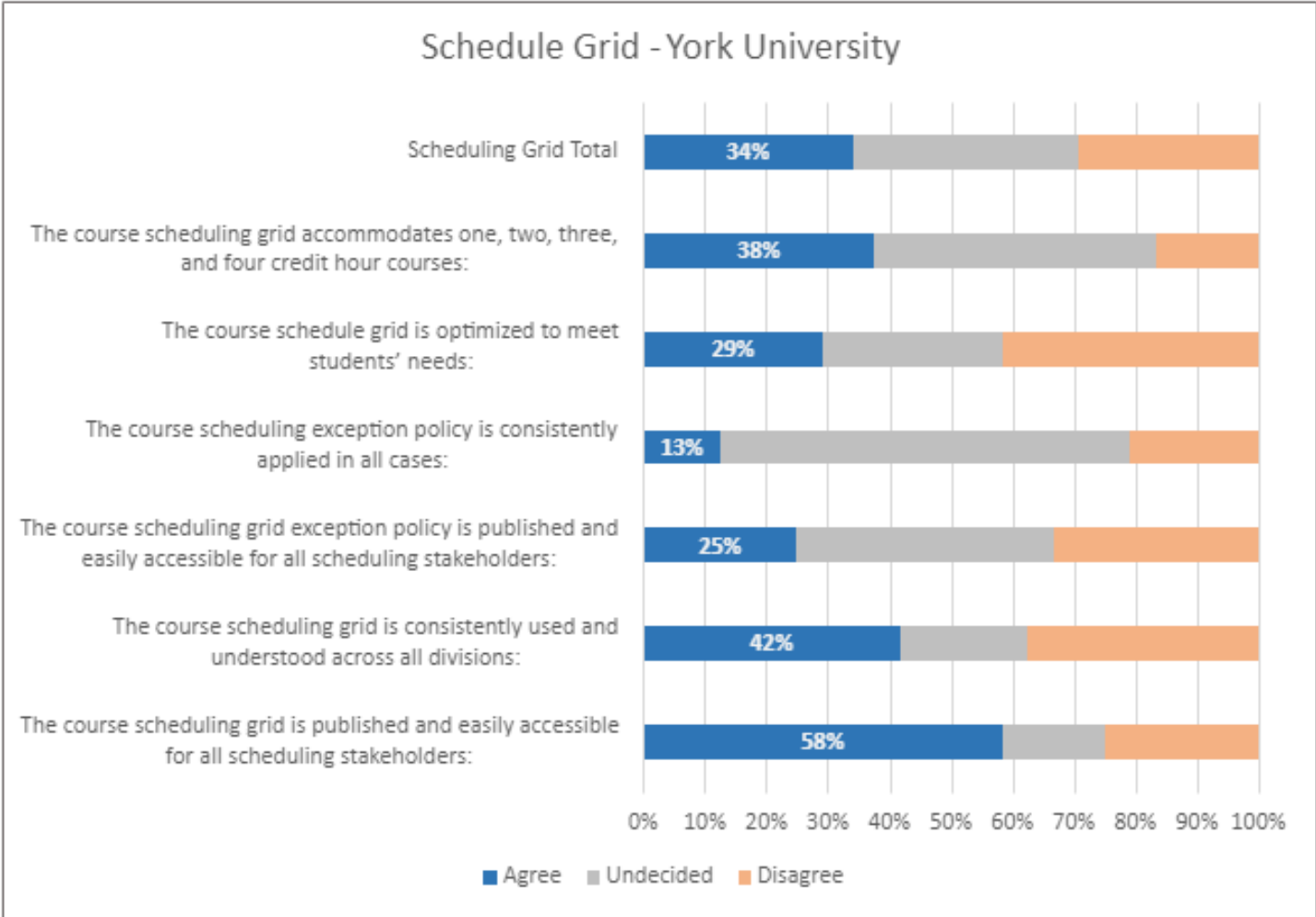
- Impact of 'undecided' responses

- Uncertainty in diagnostic statements?

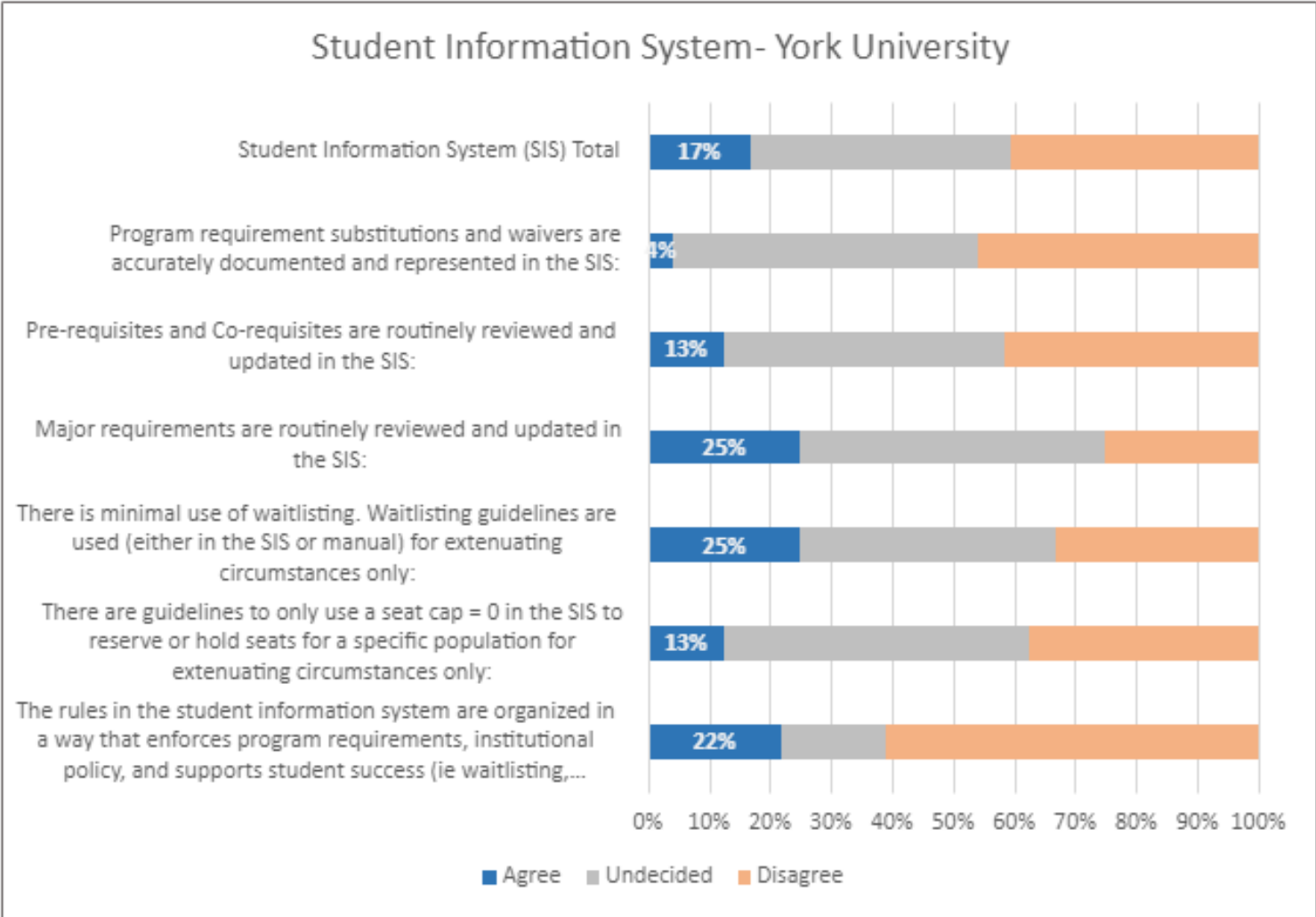- Communication and collaboration needed to understand these key areas of infrastructure
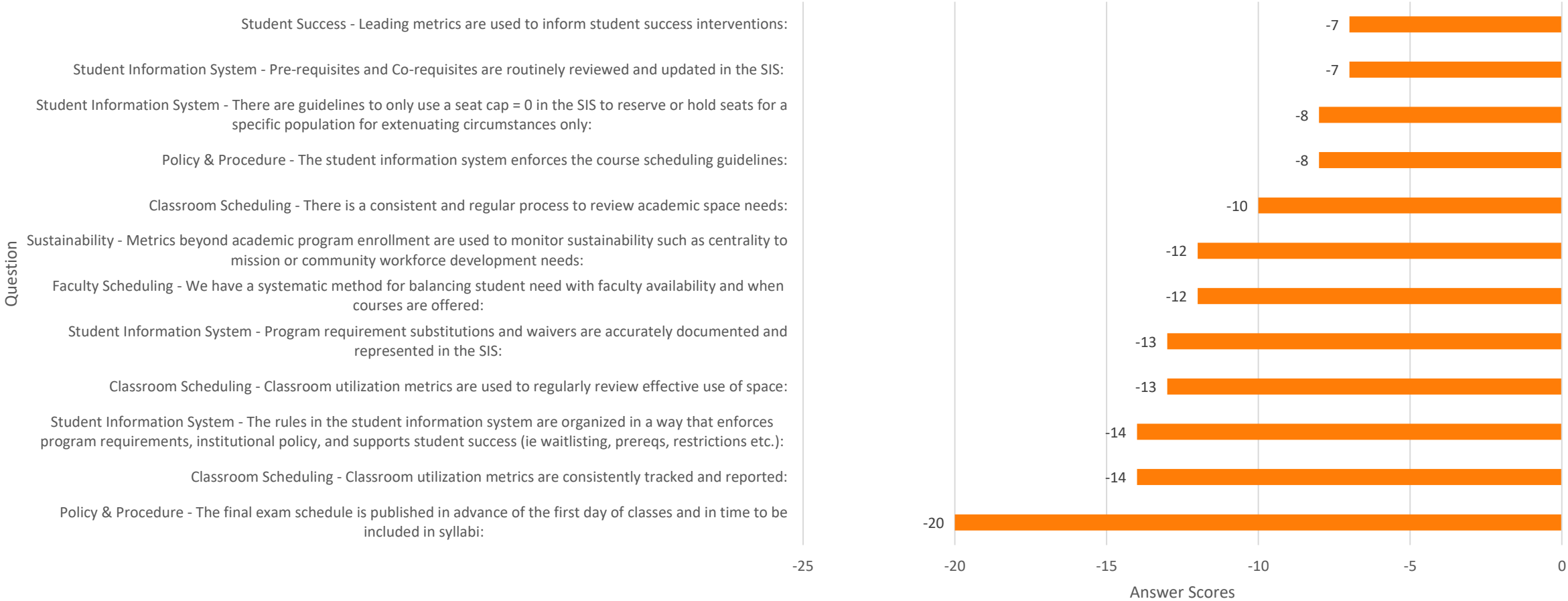
Faculty Scheduling

Faculty Scheduling - York University

Schedule Grid

Schedule Grid - York University

Student Information System

Statements Score - Strengths

Statements Score - Opportunities

Student Success - Leading metrics are used to inform student success interventions: **-7**

Student Information System - Pre-requisites and Co-requisites are routinely reviewed and updated in the SIS: **-7**

Student Information System - There are guidelines to only use a seat cap = 0 in the SIS to reserve or hold seats for a specific population for extenuating circumstances only: **-8**

Policy & Procedure - The student information system enforces the course scheduling guidelines: **-8**

Classroom Scheduling - There is a consistent and regular process to review academic space needs: **-10**

Sustainability - Metrics beyond academic program enrollment are used to monitor sustainability such as centrality to mission or community workforce development needs: **-12**

Faculty Scheduling - We have a systematic method for balancing student need with faculty availability and when courses are offered: **-12**

Student Information System - Program requirement substitutions and waivers are accurately documented and represented in the SIS: **-13**

Classroom Scheduling - Classroom utilization metrics are used to regularly review effective use of space: **-13**

Student Information System - The rules in the student information system are organized in a way that enforces program requirements, institutional policy, and supports student success (ie waitlisting, prereqs, restrictions etc.): **-14**

Classroom Scheduling - Classroom utilization metrics are consistently tracked and reported: **-14**

Policy & Procedure - The final exam schedule is published in advance of the first day of classes and in time to be included in syllabi: **-20**

Answer Scores

Stakeholder Meetings Summary

Strengths (Focus Group v Survey v Web)

Evidence of strong commitment to improve current state of classroom and course scheduling. Willingness to use data.

Program Pathways

Overall Student Success

Opportunity Themes

Student Information System

Room Scheduling

Policies & Procedures

Schedule Grid

Student Information System

- Homegrown system with limitations
  - Ability to integrate with other software
  - Ability to automate internal processes, checks & balances (pre-requisites, student attributes etc.)
  - Increase understanding around functionality and set guidelines

Room Scheduling

- Use of spreadsheets for schedule planning – CES

- Inventory of RAC (spelling?) rooms vs. Non-RAC rooms - CES
  - Guidelines for shared spaces

Policies & Procedures

- Conceptual agreement around primary goal for course schedule

  - Is it to optimize for student success (ie conflict free schedule), accommodate faculty requests, or some combination of the two

  - Vetted and adopted through proper governance channels

- Clear outline of roles/responsibilities for course scheduling - CES

- Exception policies – CES

- Opportunity to review timeline for schedule planning, publication, registration - CES

Schedule Grid

- No passing period – discussion of instructors needing to let students out early to get to next class

- Exam scheduling – CES

- Visibility into scheduling grid – CES
  - Exception policy

Strategic Scheduling Checkup Results
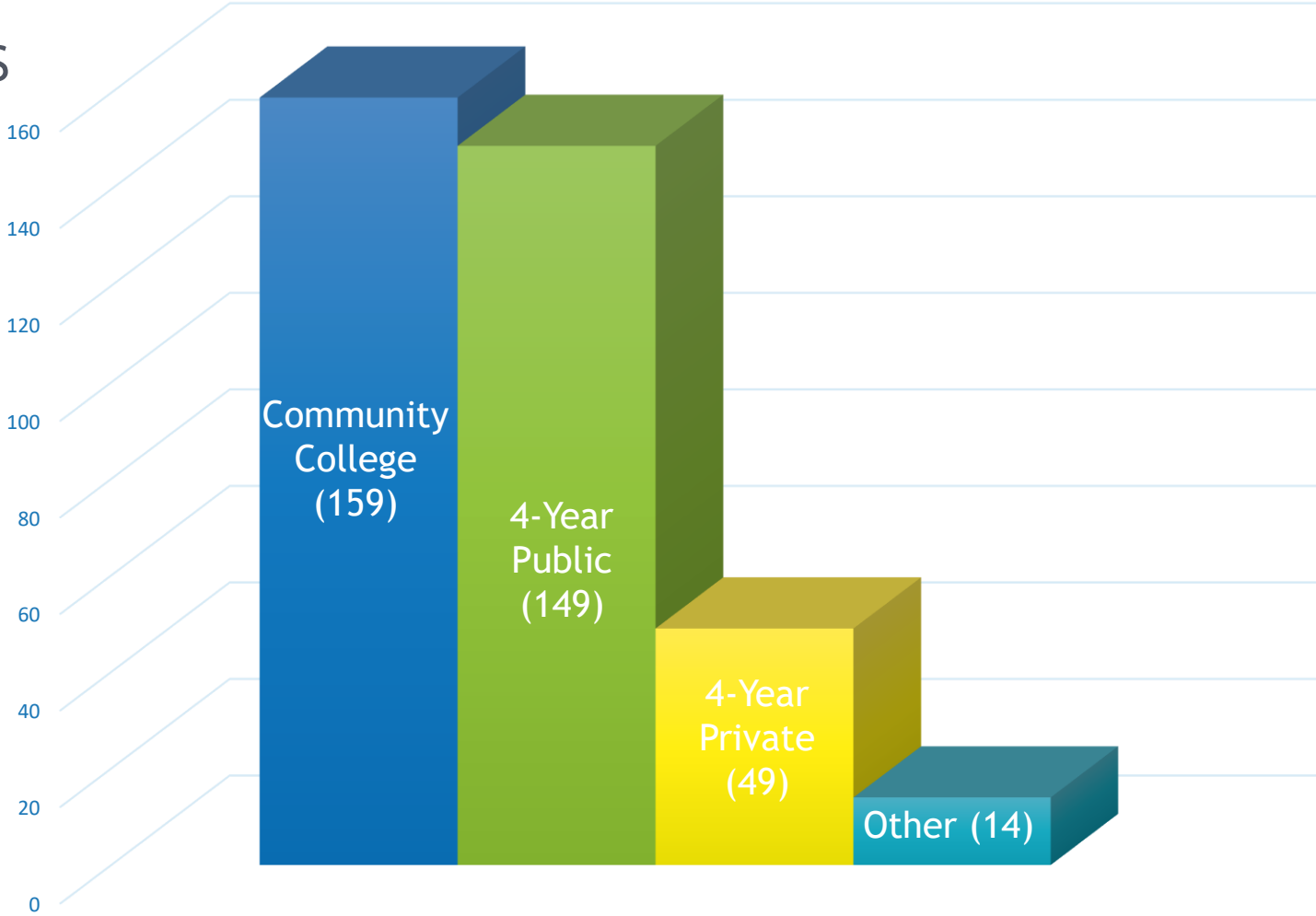
The Data

- Section data for Fall 2017-2021

- Eliminated the following:

  - Eliminated Actual Enrollments of 0

  - Eliminated graduate courses

  - Eliminated Section Status C

  - Eliminated the Following Sections:

    - Tutorials, Clinical, Correspondence, Directed Reading, Dissertation, Field Experience, Field Trip, Individual Directed Study, Internship, Independent Study, Performance, Research Evaluation, Research Paper, Review Paper, Studio, Thesis, and Workshop

- Capacity analysis ran using Fall 2019, Fall 2021 data, and Classroom/Lecture Hall room types

Course Offering Analysis

Enrollment Ratio – Fall 2021

60 Average Course Enrollment

79% filled

76 Average Course Capacity
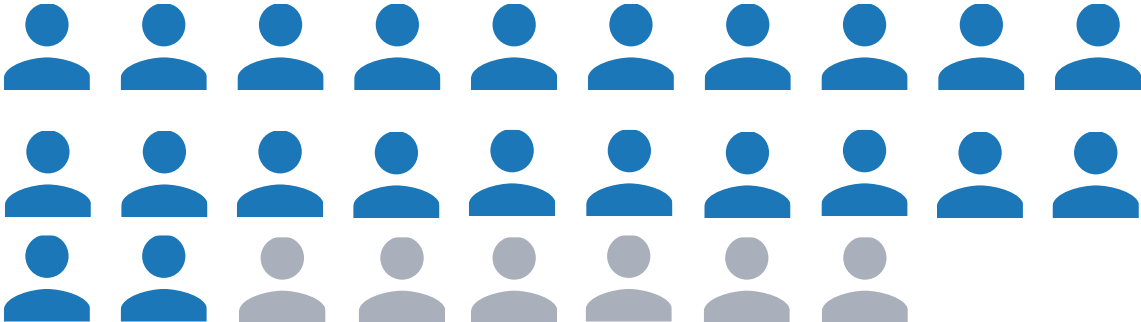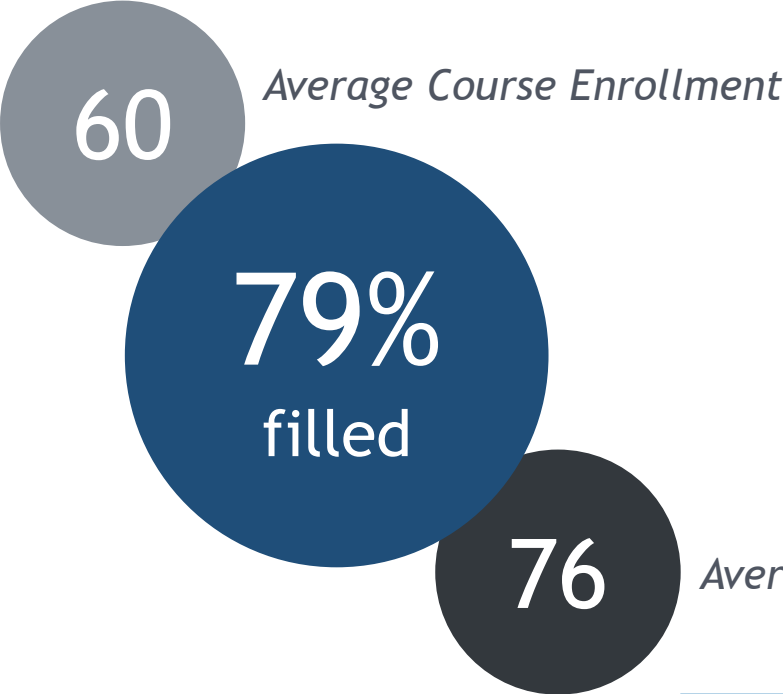
Enrollment Ratio: Overall average fill rate for course offerings calculated as census enrollment divided by Enrollment Capacity.

Course Offering Summary – Fall 2021

Average Enrollment / Average Enrollment Capacity	
York U	Mean
60 / 76	21 /27

Course Offering Summary – Fall 2021

Measurement	Goal	Percent	Courses	All Institutions Percentile
Enrollment Ratio	85% Target	79%		61st
Overloaded Course Ratio (>95% Enroll Ratio)	<10%	15%	202 of 1,338 courses	64th
Balanced Course Ratio (>70% <95% Enroll Ratio)	>65%	50%	669 of 1,338 courses	95th
Underutilized Course Ratio (<70% Enroll Ratio)	<30%	35%	467 of 1,338 courses	72nd

Course Offerings by Level – Fall 2021

Course Level	Courses	Sections	Enrollment Ratio	Overloaded Course Ratio	Underutilized Course Ratio
1000 Level	160	316	81%	12%	26%
2000 Level	258	442	80%	13%	36%
3000 Level	500	667	78%	16%	38%
4000 Level	420	514	78%	17%	34%
Undergraduate Total	**1,338**	**1,939**	**79%**	**15%**	**35%**

Course Offerings by Section Count – Fall 2021

- 54% of the undergraduate schedule is offered as a single section per course (71% average)

- Single sections are balanced on average; more analysis is needed on requirement vs elective

- Higher offering courses tend to be the highest filled

Courses by number of Sections Offered	Fall 2021 Sections Offered	Fall 2021 Enrollment Ratio
1 Section	1,054	75%
2 Sections	308	81%
3-5 Sections	370	82%
6-10 Sections	182	86%
11+ Sections	25	88%

Course Offering Analysis – Fall 2022

Measurement	Percent	Sections	All Institution Percentile
Reduction Candidates	2%	50 sections	90th
Addition Candidates	0.19%	4 sections	94th

Addition Candidates: The percentage of total sections in a schedule that could potentially be added to the schedule based on sufficient student demand to justify one or more additional sections, limited to courses offered in the analyzed term.

Reduction Candidates: The percentage of total sections/courses in a schedule that could potentially be removed based on insufficient demand.

Course Offering Takeaways

- Review reallocation candidates to shift appropriate resources to high offering sections

- Review addition and overloaded courses for term-to-term bottlenecks, specifically in potential general education bottlenecks

- Review single section offerings
  - Review for demand and timing
  - Utilize pathway analysis to further explore rotation options

Capacity Analysis

Keele Campus

Classroom and Lecture Hall
Room Type

Managing Scheduling Complexity
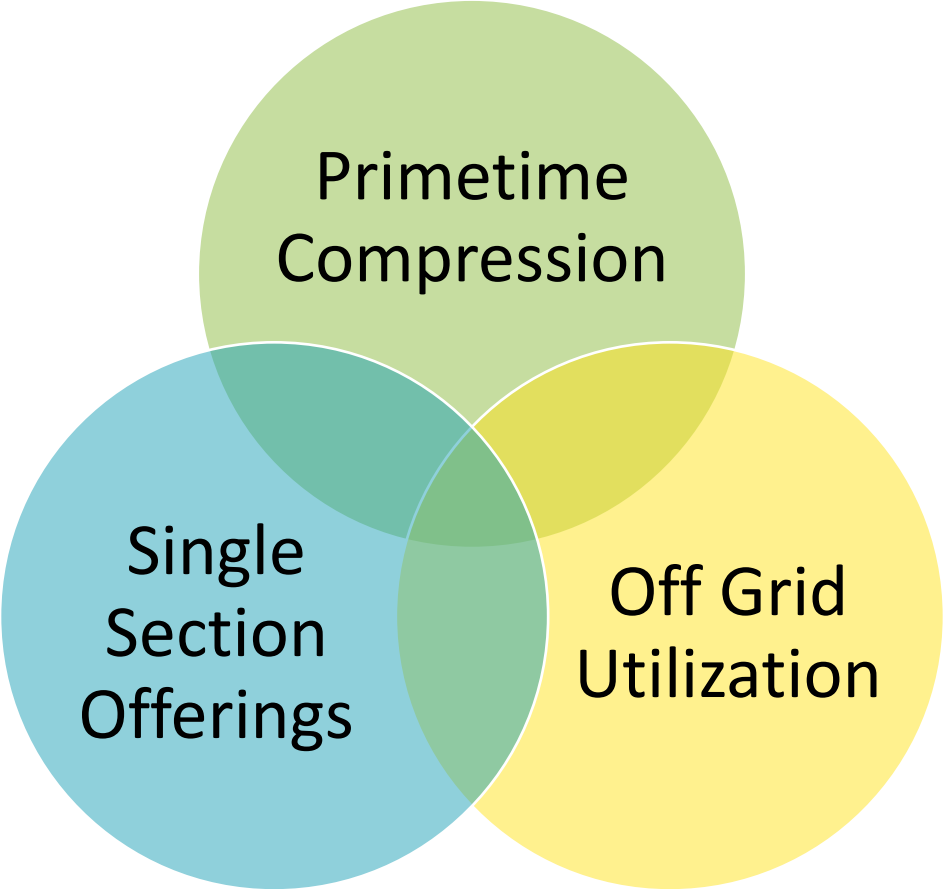
Space Utilization Parameters

Standard Week (67.5 hrs)

Monday	8:30 AM – 10:00 PM
Tuesday	8:30 AM – 10:00 PM
Wednesday	8:30 AM – 10:00 PM
Thursday	8:30 AM – 10:00 PM
Friday	8:30 AM – 10:00 PM

Primetime Week (30 hrs)

Monday	11:30 AM – 5:30 PM
Tuesday	11:30 AM – 5:30 PM
Wednesday	11:30 AM – 5:30 PM
Thursday	11:30 AM – 5:30 PM
Friday	11:30 AM – 5:30 PM
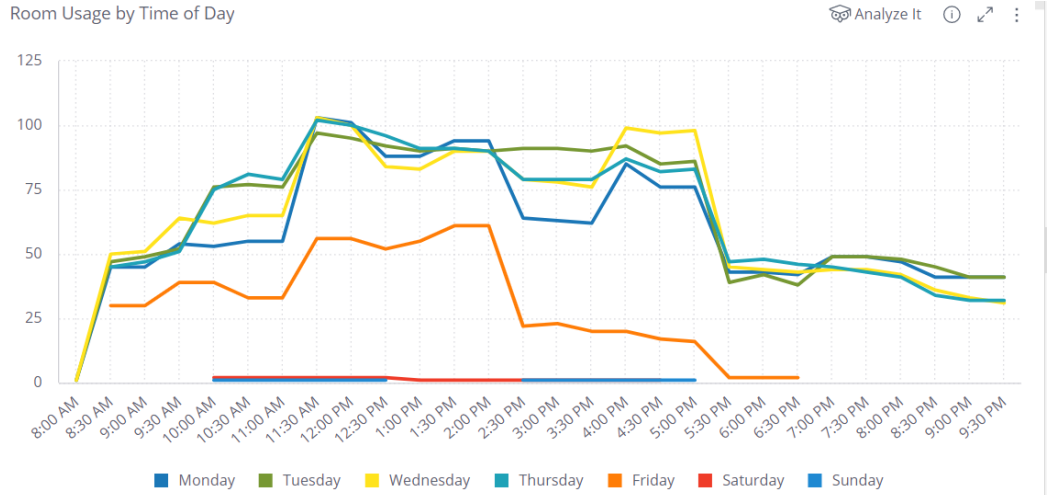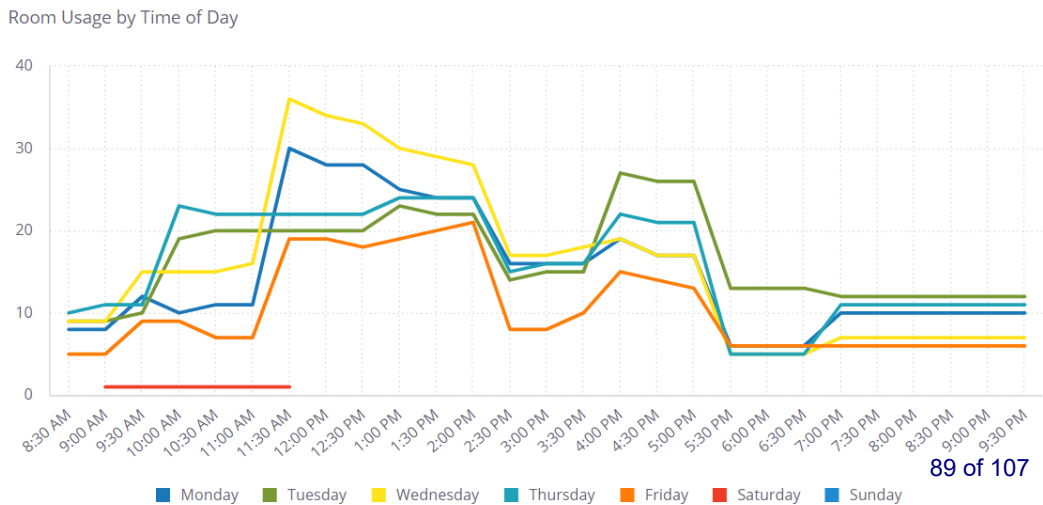
2019

2021

Space Utilization Summary

Measurement	2019 Percent	2019 Percentile	2021 Percent	2021 Percentile
Standard Utilization	51%	80th	27%	19th
Primetime Utilization	68%	65th	39%	8th
Primetime Compression	34%	83rd	43%	67th

Standard Utilization: The percentage of hours in a standard week (as defined by each institution's usage patterns) that a typical classroom is in use.

Primetime Utilization: The percentage of hours in the primetime subset of a standard week (as defined by each institution's usage patterns) that a typical classroom is in use.

Classroom Utilization by Size Category – Fall 2019

Seats	Rooms	Standard Week Utilization	Prime Week Utilization	Primetime Compression
1 - 15	2	16%	22%	39%
16 - 25	6	32%	48%	50%
26 - 50	73	46%	63%	38%
51 - 100	81	51%	69%	36%
100+	42	63%	79%	25%
Totals	**204**	**51%**	**68%**	**34%**

Classroom Utilization by Size Category – Fall 2021

Seats	Rooms	Standard Week Utilization	Prime Week Utilization	Primetime Compression
16 - 25	5	9%	19%	100%
26 - 50	58	24%	37%	55%
51 - 100	60	29%	41%	44%
100+	34	34%	43%	26%
Totals	**157**	**27%**	**39%**	**43%**

Classroom Utilization by Room Priority – Fall 2021

Seats	RAC Rooms	Non-RAC Rooms	RAC Prime Week Utilization	Non-RAC Prime Week Utilization
16 - 25	1	4	7%	22%
26 - 50	44	14	44%	12%
51 - 100	53	7	46%	9%
100+	34	0	43%	-
Totals	**132**	**25**	**44%**	**13%**

Enrollment Ratio Impact on Seat Fill Utilization

- **Seat Fill Utilization – Enrollment**: The percentage of seats in use (based on enrollment) in a classroom when it is scheduled (Average Enrollment divided by room capacity).

- **Seat Fill Utilization – Enrollment Cap**: The percentage of seats in use (based on section enrollment caps) in a classroom when it is scheduled (Average Enrollment Capacity divided by room capacity).

Enrollment Ratio Impact on Seat Fill Utilization – Fall 2019

Avg Room Capacity

92

78%
Goal: 90%
Seat Fill Enrollment Cap

Avg Enrollment Cap

61%
Goal: 75%
Seat Fill Enrollment

72

78%
Goal: 85%
Enrollment Ratio

Avg Enrollment

56
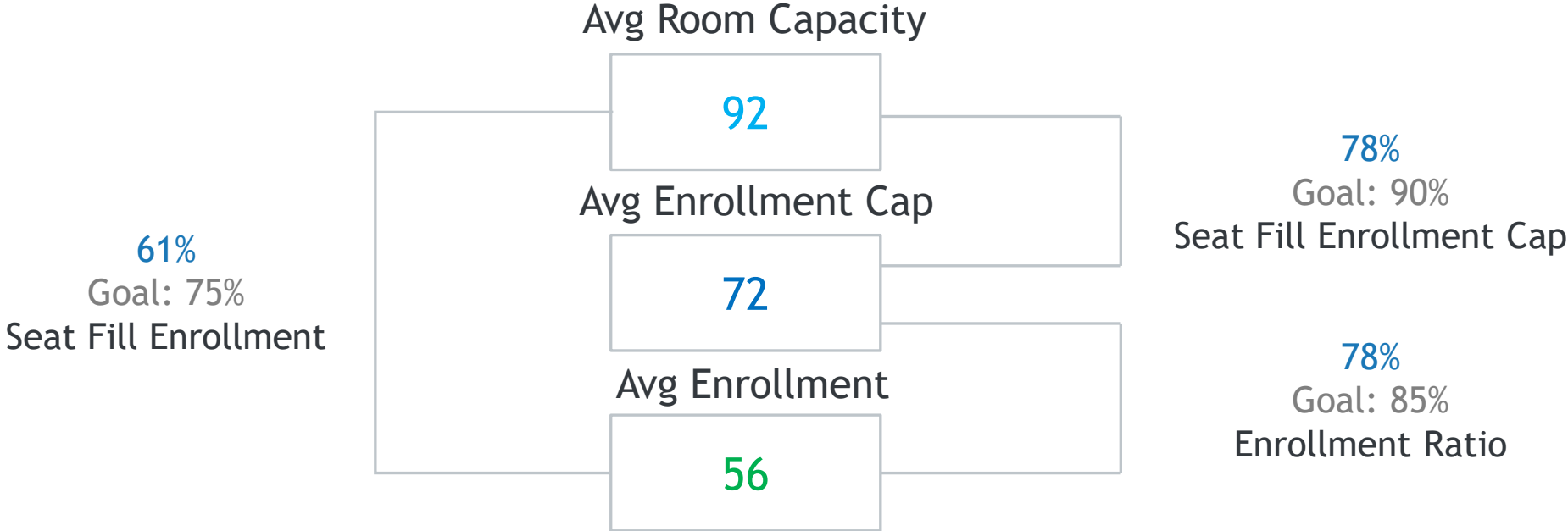
Measurement	Fall 2019 Percentile
Seat Fill (Enrollment) Ratio	61st
Seat Fill (Capacity) Ratio	56th

# Enrollment Ratio Impact on Seat Fill Utilization – Fall 2021

Avg Room Capacity

94

Avg Enrollment Cap

43

Avg Enrollment

33

35%
Goal: 75%
Seat Fill Enrollment

46%
Goal: 90%
Seat Fill Enrollment Cap

76%
Goal: 85%
Enrollment Ratio
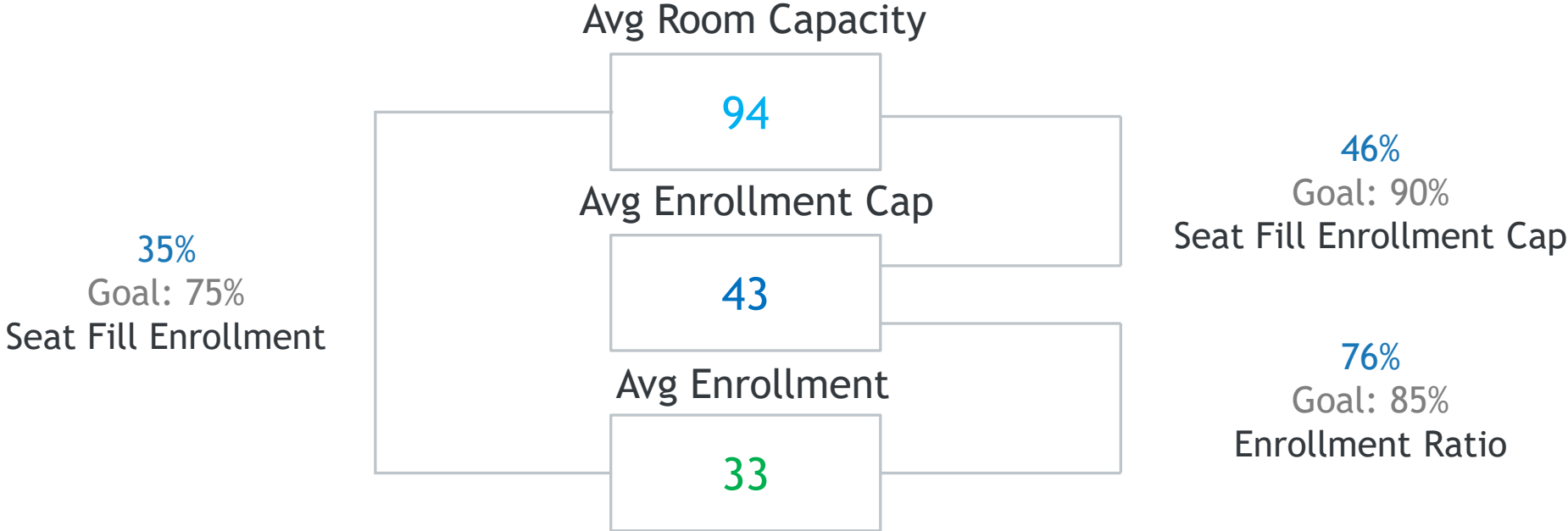
Measurement	Fall 2021 Percentile
Seat Fill (Enrollment) Ratio	6th
Seat Fill (Capacity) Ratio	2nd

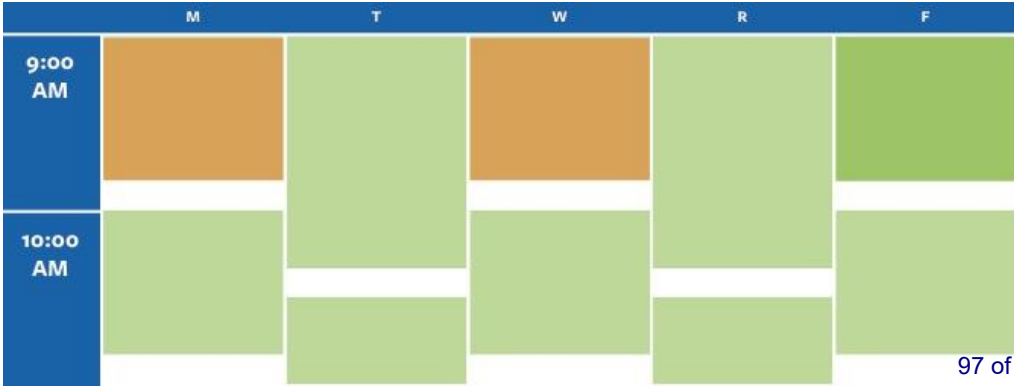# The Importance of On-Grid Scheduling

A Typical Primetime Meeting Pattern Grid
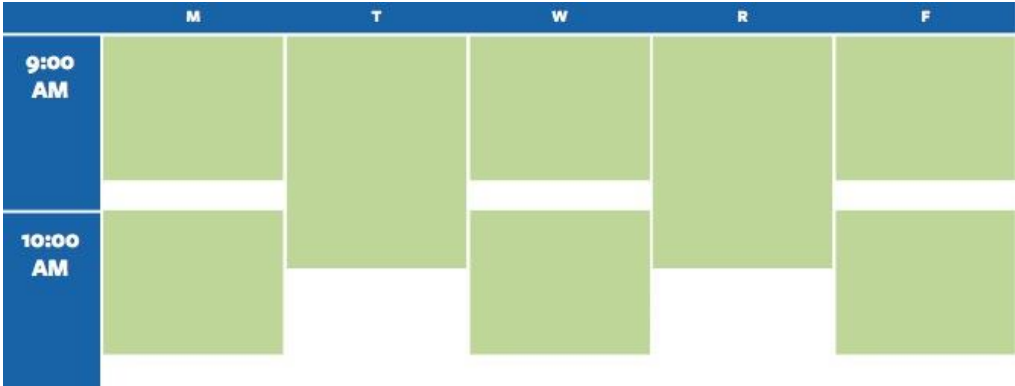
Problem Type 1: The Overlap
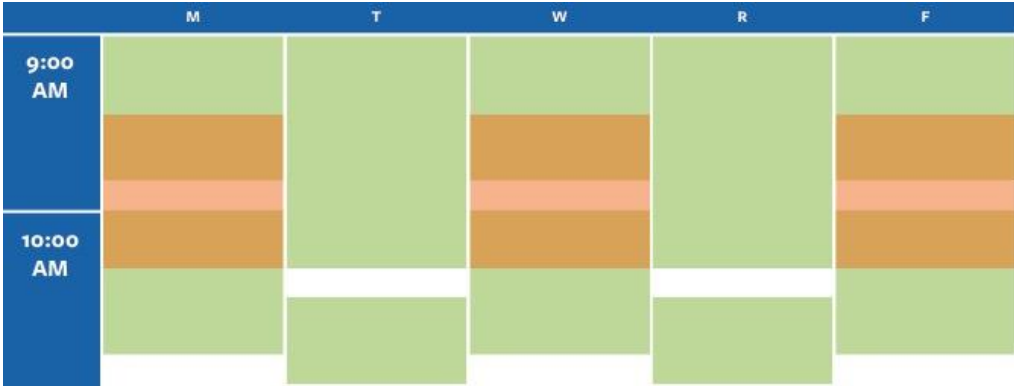
Problem Type 2: The Partial Block
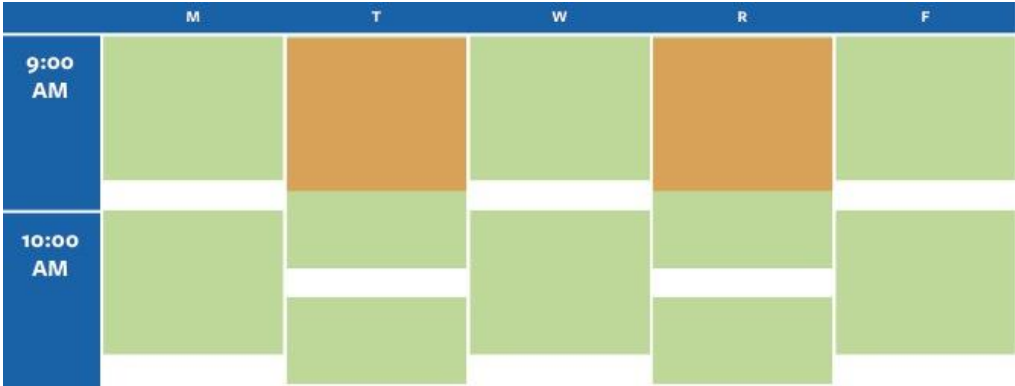
Problem Type 3: The Partial Week

Meeting Pattern Analysis – Fall 2019

Meeting Pattern	On-Grid Utilization	Off-Grid Utilization	Off Grid Waste
M 11:30 AM - 02:30 PM	36%	38%	14%
M 02:30 PM - 05:30 PM	28%	39%	17%
T 11:30 AM - 02:30 PM	39%	39%	8%
T 02:30 PM - 05:30 PM	35%	35%	12%
W 11:30 AM - 02:30 PM	41%	37%	13%
W 02:30 PM - 05:30 PM	40%	35%	11%
R 11:30 AM - 02:30 PM	39%	40%	11%
R 02:30 PM - 05:30 PM	33%	38%	14%
F 11:30 AM - 02:30 PM	24%	33%	17%
F 02:30 PM - 05:30 PM	12%	11%	10%
Total	**33%**	**35%**	**13%**

Meeting Pattern Analysis – Fall 2021

Meeting Pattern	On-Grid Utilization	Off-Grid Utilization	Off Grid Waste
M 11:30 AM - 02:30 PM	17%	23%	21%
M 02:30 PM - 05:30 PM	13%	19%	19%
T 11:30 AM - 02:30 PM	17%	22%	19%
T 02:30 PM - 05:30 PM	16%	17%	21%
W 11:30 AM - 02:30 PM	20%	23%	21%
W 02:30 PM - 05:30 PM	16%	19%	18%
R 11:30 AM - 02:30 PM	20%	19%	18%
R 02:30 PM - 05:30 PM	13%	19%	23%
F 11:30 AM - 02:30 PM	18%	18%	20%
F 02:30 PM - 05:30 PM	3%	8%	7%
Total	**15%**	**19%**	**19%**

Meeting Pattern Analysis

Measurement	Percent (Fall 2019)	Percentile (Fall 2019)	Percent (Fall 2021)	Percentile (Fall 2021)
Off Grid Usage	35%	15th	19%	45th
Off Grid Waste	13%	44th	19%	14th

Off-Grid Utilization: The percentage of scheduling using non-standard meeting patterns during Primetime Hours.

Off-Grid Waste: The percentage of capacity wasted by scheduling non-standard meeting patterns during Primetime Hours.

Analysis Takeaways

- Low-to-Moderate Classroom utilization

- Opportunities to enhance the schedule to decrease conflicts will require collaboration in the following areas:

  - Gen ed spread on higher demand course offerings

  - Continued adherence to on-grid meeting patterns

  - Decreasing the amount of unique meeting patterns

Recommendations

Policy & Process Recommendations

Create an academic scheduling policy

Include priority room scheduling parameters and guiding principles in an academic scheduling policy

Establish and adhere to standard meeting patterns

Consider additional course demand analyses

Utilize data to support student-centric course scheduling through pathways

Existing Software & Service Recommendations

Conduct a business process review and audit use of room scheduling software.

Continue implementing current plan for SIS and optimize to support course scheduling business processes

Ad Astra Software & Service Recommendations

Implement Monitor for registration monitoring and tracking

Partner with Ad Astra to do a deep dive meeting pattern analysis service

Partner with Ad Astra to do a pathways analysis

Next Steps

Provide	PDF presentation, recording, and report
Coordinate	Meeting to review recommendations (Effective Practices Workshop) and build action plan with steering committee
Design	Action Plan

The Senate of York University

Meeting Synopsis

The 705th Meeting of Senate
Held on Thursday, 28 March 2024, via Zoom

Remarks

The Chair, Poonam Puri, welcomed Senators to the 705th meeting of Senate.

The President spoke to implications of the federal government international students cap, the compounded impact of continued tuition fee freezes and share of PSE provincial grant monies, and a focused strategy to advance academic priorities.

Inquiries & Communications

A synopsis of the 24 February 2024 meeting of the Board of Governors was presented for information. The approval of an increase to the Budget of $20.0M (from $260.5M to $280.5M), inclusive of a budget contingency amount of $5.6M and HST, to complete the construction of the Markham Campus building was discussed.

Approvals

Senate approved the recommendation of the Executive Committee to reduce the length of the 2024 Winter term by two weeks for the remediation period that will follow the end of the disruption for the resumption of courses that were suspended, except for programs that have accreditation requirements that define the length of term / number of contact hours.

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

- create an exception to the Senate Policy on Bridging Programs, for a pilot period of five (5) years, to allow the School of Continuing Studies to increase the number of credits that could be earned in the Year-1 Language Pathway Program from 9 credits to 24 credits, to be done in partnership with other York Faculties, effective F2024;

- modify Glendon Academic Regulations on language requirements for BA degree programs, to include Indigenous Language as an option for self-identified Indigenous students to satisfy the requirement of a non-dominant language, effective F2024;

- make three interrelated programming changes to the Master of Accounting degree program, the Diploma in Intermediate Accounting (Type 3), and the Diploma in

Advanced Accounting (Type 1) housed in the Schulich of Business, effective May 2024; and

- add a 90-credit degree option to the BA degree program in Communication and Media Studies, LA&PS, effective F2024.

Notice of Statutory Motions

The Academic Policy, Planning and Research Committee provided Notice of Statutory Motion for the establishment and disestablishment of academic units in the School of Arts, Media, Performance & Design, and engaged Senators in a preliminary discussion about the proposed changes.

Committee Information Items

Executive

The Executive Committee's information items included the following:

- a chronology of actions taken by Senate Executive prior to and since the beginning of the disruption that began on 26 February 2024,

- a Statement to clarify its understanding of Senate policy on matters of maintaining the academic integrity of courses during a disruption, posted on the publicly accessible Senate website, in response to a request from Senators, and

- a communication from the Faculty of Graduate Studies Faculty Council expressing a set of considerations to be weighed in remediation planning pertaining to graduate courses and programs.

Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- a status update on undergraduate and graduate applications and enrolment projections at Markham Campus for FW 2024;

- the new federal Policy on Sensitive Technology Research and Affiliations of Concern (STRAC), introduced to protect Canada's research ecosystem from foreign influence by research institutions connected to military, national defense, or state security entities; and

- information related to the expansion of the Horizon Europe Research program to include eligibility of Canadian researchers and innovators to ensure York's community of scholars is aware of the potential offered by the expansion.

York University Senate

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ASCP reported on Minor modifications to degree requirements at the AMPD, Glendon, Health, LA&PS, and Schulich Faculties, effective FW 2024.

Additional Information about this Meeting

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Senate's next meeting will be held at **3:00 pm on Thursday, 25 April 2024.**

Memorandum

LA&PS

Dept. of Humanities

Cheryl Cowdy
UPD, Humanities

204 Vanier College
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736-2100
EXT 77021

ccowdy@yorku.ca

To: Tejas Kittur, Secretary

From: Cheryl Cowdy, UPD, Dept. of Humanities

Date: April 1, 2024

Subject: Notice of Motion - Revision

MOTION:

"The Department of Humanities moves that the changes to the F/W 2024/25 General Education curriculum and General Education course modes of delivery proposed by the Dean's Office be postponed until academic units have had the opportunity to participate in the planning process and to follow the approval processes of Faculty Council and its committees in accordance with established structures of academic governance."

RATIONALE:

Humanities had its strategic enrolment management meeting in the fall and developed and submitted our Summer and F/W curriculum plans based on the data provided. Requests to revise that envelope in relation to Gen Ed courses were presented on February 27th. The justification for these changes is falling enrollment and budgetary issues.

The changes, however, are to the size and modes of delivery of Gen Ed courses and not enrolment. That is, the Dean's Office is asking to keep the enrolment the same but change the mode of delivery from in-person to large on-line courses. No information on the cost savings to be realized by the proposed changes has been provided despite repeated requests. For F/W 24-25 the Dean's Office has asked that 32 Gen Ed courses be reduced to 9 with 500 seats each (with approximately the same number of students across the Gen Ed courses).

Article 18.28 of the YUFA Collective Agreement states:

"The parties recognize the importance of effective academic planning in maintaining the well-being of the University. In exercising its role in the academic planning process, in particular through its decisions concerning the disposition of the University's resources, the Employer shall respect the role of Senate in academic matters and shall also make reasonable efforts to ensure that all planning proposals are in conformity with the provisions of this Agreement. Further, in conformity with the collegial role in academic planning, the Employer shall inform academic units as early as possible of
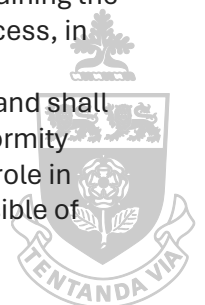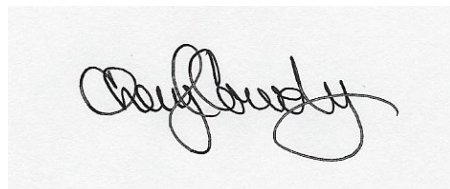
any proposal that would affect them, and shall provide academic units with reasonable opportunity to participate in the planning process."

The motion contends:

- That "effective academic planning" and "decisions concerning the disposition of the University's resources" shall make "reasonable efforts to ensure that all planning proposals" are in conformity with the provisions of academic governance, including the timely communication of any proposal that affects academic units and that provides them with reasonable opportunity to participate in the planning process.
- That substantive changes to curricula and modes of delivery must allow time to follow the approval processes of Faculty Council and its committees.
- That the General Education Sub-Committee of CCPS (the Committee on Curriculum, Curricular Policy, and Standards) provides coordination, oversight, and governance over the Faculty's General Education requirements. It specifies that changes to mode of delivery of courses provide information on the course learning outcomes and "an explanation of how academic integrity and learning outcomes will be maintained in the alternate mode."
- That the First-Year Experience should remain primarily in-person because learning on campus has meaningful pedagogical, social, emotional, and psychological benefits that cannot be understated or dismissed, as stated by the Senate Committee Task Force report on "The Future of Pedagogy."

Sincerely,

Cheryl Cowdy

Associate Professor, Humanities
Undergraduate Program Director, Dept. of Humanities

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