AGENDA

1. Call to Order and Approval of Agenda
2. Chair’s Remarks
3. Approval of September 8, 2020 Minutes
4. Inquiries and Communications
   4.1 Senate Synopsis of meetings held on September 24, 2020
5. Business Arising
6. Dean’s Remarks
7. Associate Deans’ and Head of Bethune College Remarks
8. Reports from Science Representatives on Senate Committees
9. Reports from Standing Committees of Council
   9.1 Executive Committee
      9.1.1 Ratification and Call for Nominations for Senate and Standing Committee of Council
      9.1.2 Vacancies report on the Standing Committees of FSc Council (items for action)
10. Other Business
    10.1 EDI initiative – Gerald Audette
    10.2 Agenda Items for Information
       10.2.1 Instructor Participation in online surveys - Mary-Helen Armour & Carl Wolfe
       10.2.2 New pan-university strategic entrepreneurship plan – Sarah Howe & Chris Caputo
1. Call to Order and Approval of Agenda:

   The Chair of Council, C. Storry, called the meeting to order and the Agenda was adopted with one additional item added, 6. Associate Deans’ and Head of Bethune College Remarks.

2. Chair’s Remarks:

   The Chair of Council, C. Storry welcomed Faculty and wished them a safe and healthy return to the school year.

3. Approval of May 12, 2020 Minutes:

   A motion was moved, seconded and carried to approve the Minutes with amendment to page 3, changing the sentence “M. Scheid and A. Mun took a few courses from Council members” to “M. Scheid and A. Mun took a few questions from Council members”.

4. Business Arising:

   There was no business arising.
5. Dean’s Remarks:

Dean Wang welcomed Faculty Council members to the meeting and praised the strong attendance (51 people).

Dean Wang reported that Summer 2020 enrolment numbers increased by 32.3% and that this success can be linked directly to the big efforts of our faculties and staff. S4F (York Science Summer Student Success Fund) initiative launched by the Faculty of Science this summer provided 439 students with a $50 coupon each when purchasing required or recommended textbooks for their 2020 Summer term courses. Another initiative launched was the Summer Transition Program, a 5-week module program coordinated and led by Associate Dean, Students, M. Scheid. He thanked and highlighted the Faculty members who designed, delivered, and completed the modules – A. Skelton, L. Sorab, C. Storry, M. DeRobertis, T. Mikovich, V. Pavri & S. Domenikos.

Dean Wang updated Faculty that the August contingency plan predicted that there would be a 9.3% FFT loss and a 16.5% tuition revenue loss (8 million dollar loss) in the Fall/Winter terms, but the September contingency plan predicts an improvement of a 6.5 FFT loss and 6.1% tuition-revenue loss (2.9 million dollar loss).

Dean Wang gave an update on the Faculty Complement, and explained that the Faculty of Science planned with University Central to delay Faculty hiring until next year; hiring only 4 new Faculty members instead of 12: Carswell Chair (refill), 2 Markham Campus positions (who will support Keele campus until 2023) and 1 Black Designated Faculty member (1/12 Black Faculty positions being created at York).

Dean Wang announced 2020-2021 new and renewed Leadership members:

C. Storry – Chair of Faculty Council
S. Watson – Chair, Department of Mathematics & Statistics
P. Hall – Chair, Department of Physics & Astronomy
R. Tsushima – Chair, Department of Biology
V. Pavri – Chair, Department of Science & Technology Studies
J. Amanatides – Bethune College Head
M. Bayfield – Markham Campus Special Advisor to the Dean

Dean Wang highlighted some Faculty achievements:
• Strong presence in the media during the summer, both COVID and non-COVID related. Science Engagement Program was completely virtual this year.
• Allan Carswell Observatory implemented online public viewing, livestream, YouTube public viewing and hosted the first ever fully online Canadian Astronomical Society Conference.
• The Centre for Bee Ecology, Evolution and Conservation (BEEc)—which includes Biology Professors A. Zayed, S. Rehan, and L. Packer, and J. Heffernan (Mathematics & Statistics)—became an Organized Research Unit which was approved by Senate and launched several conferences.

• I. Farah (Mathematics & Statistics) received a Tier 1 York Research Chair position

• S. Krylov (Chemistry) received Distinguished Research Professor

• P. Wilson (Biology) received a President’s University-wide Teaching Award

• M. Salzarulo (Mathematics & Statistics) received 2019 President’s Voice of York University Award

Dean Wang highlighted some Student achievements:

• PhD student, Laura Keane, (supervised by I. Moyles, Mathematics & Statistics) received a Vanier Canada Graduate Scholarship. She is the only award recipient from the NSERC category at York University

• Master’s student, Maria Amuchastegui (supervised by E. Hamm, Science & Technology Studies) won the Richard Hadden Award for the best student paper of the 2020 meeting of the Canadian Society for the History and Philosophy of Science.

• 3 recent Graduates in Biology and Physics & Astronomy received Thesis & Dissertation Prizes from our Faculty of Graduate Studies

6. Associate Deans’ and Head of Bethune College Remarks

Associate Dean, Students, M. Scheid presented a Fall 2020 Updates PowerPoint, highlight the following:

• Deferred exam period on campus has not been determined of scheduled

• Faculty of Science has >750 deferred exams from W20 and S20

• Meeting place(s) for students who have on-campus activities has not yet been communicated by Central yet

• ProctorTrack continues to be available for Fall exam period

M. Scheid reported on student enrolments and noted that the Faculty of Science has reached 78% of the admission target set by Central vs. 88% reached at this time last year.

He continued by giving a summary of his led initiative this summer, the Science Summer Transition Program, a series of five summer module courses (SMC) for High School students entering University in the Fall. The completion rate was 90% and a lot of positive feedback was received.

Associate Dean, Research & Graduate Studies, J. Steeves presented a 2020 Graduate Enrolments per Department PowerPoint and noted which targets were met or had a shortfall. J. Steeves advised Faculty Council that domestic numbers across all Departments had a shortfall.
7. Reports from Science Representatives on Senate Committees

There was none.

8. Reports from Standing Committees of Council

8.1 Executive Committee

8.1.1 Ratification and Call for Nominations for Senate and Standing Committee of Council

A motion was moved, seconded and carried to ratify all nominations as presented.

8.1.2 Vacancies report on the Standing Committees of FSc Council (items for action)

The Chair of Council of Council, C. Storry, noted the following outstanding vacancies:

Sub-Committee on Honorary Degrees & Ceremonials: 1 member at large
Petitions: 2 members at large
Graduate Program Committee:1 member from Faculty of Health OR Lassonde and 1 member at large

8.2 Appeals Committee (item for information)

8.3 Committee on Teaching and Learning (item for information)

8.4 Committee on Examination and Academic Standards (item for information)

8.5 Curriculum Committee (item for information)

8.6 Petitions Committee (item for information)

8.7 Committee on Research and Awards (item for information)

8.8 Senate (T & P) Review Committee (item for information)

8.8.1 T & P memo to File Preparation Committees, Adjudicating Committees & Chairs

9. Other Business

9.1 Agenda Items for Information

9.1.1 Dean Space Strategy Task Force, White Paper

Dean Wang shared a Dean Space Strategy Task Force Report and explained the taskforce was created to tackle a top priority of the Faculty; space. He advised that this report would initiate the faculty-wide consultation, with October 15 being the target for completion.

9.1.2 FSc Teaching Buyout Policy

Associate Dean, Faculty Affairs, G. Audette gave a summary on the Course Buy-Out policy. Faculty was reminded to coordinate with the Dean’s Office when applying.

9.1.3 Faculty-level committee on EDI

Associate Dean, Faculty Affairs, G. Audette advised Faculty that there will be a notice of motion to create a Committee on Equity, Diversity and Inclusivity (CEDI) at the October 13
Faculty Council meeting. He noted this was the result of a series of meetings in the Spring with Equity, Diversity and Inclusivity (EDI) faculty members.

Meeting adjourned.

C. Storry, Chair of Council
T. McFarlane, Assistant Secretary of Council
The Senate of York University
Synopsis
The 669th Meeting of Senate held on Thursday, September 24, 2020 via Zoom

Remarks

The Chair of Senate, Professor Alison Macpherson of the Faculty of Health, greeted continuing and new Senators, and extended wishes for success in research, teaching and learning this year and appreciation for everyone’s commitment and resiliency in these challenging times. The Chair acknowledged with sorrow the passings over the summer months of Professor Hélène Massam, a longtime faculty member in the Department of Mathematics and Statistics; Professor Gabriele Scardellato, a faculty member with the Department of Languages, Literatures and Linguistics; and Professor Gregory Malszecki, a longtime faculty member in the School of Kinesiology and Health Science.

Reiterating comments made at the June meeting, the Chair expressed her hope that, as a measure of moving forward progressively in governance at the University in the context of local and global uprisings against anti-Black racism, a diversity of voices be heard during Senate’s discussions.

President Rhonda Lenton wished Senators health and success in the year ahead, and reported on the following items:

- gratitude to members of the University community for their resilience during these challenging times and to Senate for continuing to advance important business and priorities, such as the University Academic Plan
- appreciation for the engagement of those who participated in the community consultations on anti-Black racism and the plans to embark on a number of initiatives to address systemic barriers within the University, including the development of an Anti-Black Racism Framework and funding to support targeted hires to address the underrepresentation of Black faculty members
- the recent disruption to eClass and the hard work of UIT, in collaboration with Oracle, to bring the system back online and to continuously improve the reliability of the platform
- an update on the enrolment picture for the University, which has improved considerably in comparison to Spring projections, with the Provost to provide additional details at the next Senate meeting
- the start of construction at Markham Centre Campus, marked with a physically distanced groundbreaking event on site earlier in the week
- an update on the Free Speech Working Group which held its inaugural meeting over the summer
The Senate of York University

Synopsis

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

Reports

Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities (COU), Senator Brenda Spotton Visano, described the role and function of COU and its activities in support of Ontario universities during the pandemic, and reported on changes in the leadership of the organization, including the appointments of President Lenton as Vice-Chair of Council and Steve Orsini as President. Senator Spotton Visano also reported on Colleagues’ August meeting which featured a discussion on anti-Black racism facilitated by York Professor and Senior Advisor on Equity and Representation Carl James.

Approvals

Senate approved the recommendation of its Executive Committee to elect Professor Clara Chapdelaine-Feliciati, Glendon, to the Awards Committee, and Professor Nombuso Dlamini, Education, to the Tenure and Promotions Committee.

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

- revise the Senate Policy on Letters of Permission, effective FW2020-2021, exempting students in the BA programs in Jewish Studies and the Advanced Certificate in Hebrew and Jewish Studies, Department of Humanities, Faculty of Liberal Arts & Professional Studies, and the Jewish Teacher Education option within the BEd program, Faculty of Education

- authorize the granting of degrees at the University’s convocations held in Fall 2020, February 2021 (Convocation In Absentia) and Spring 2021, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees

Committee Information Reports

The Chairs of Senate Committees briefly described their roles on behalf of Senate, how they conduct business and items Senate can expect to come to the floor from them during the year.
The Senate of York University

Synopsis

Executive (Professor Mario Roy, Vice-Chair)

The Executive Committee provided notice of statutory motion for the establishment of the Faculty of Environmental and Urban Change Faculty Council, effective September 1, 2020.

The Executive Committee’s information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report
- its decisions on temporary actions to be implemented for a Faculty Council experiencing ongoing uncertainty
- encouragement for Senators to assist in the process of identifying prospective candidates to fill the remaining vacancies on the Tenure and Promotions and Tenure and Promotions Appeals Committees
- its approval of Senate Committee members nominated by Faculty Councils
- its priorities for 2020-2021
- the results of the Senator and Senate committee members surveys conducted in June, and the Committee’s planned follow-up activities
- its receipt of a briefing from University Secretary Pascal Robichaud on the governance support initiatives for 2020-2021 to be taken up by the University Secretariat
- actions taken under Summer Authority
- the report on Senate attendance in 2019-2020
- the 2020-2021 Executive Committee membership
- Senate meeting dates for 2020-2021 with changes approved for December

Academic Policy, Planning and Research (Professor Brenda Spotton Visano, Chair)

APPRC reported on the following items:

- its preliminary planning related to the implementation of the University Academic Plan 2020-2025, with additional information to be provided to Senate in October
- its intention to provide monthly reports to Senate on Markham Centre Campus planning
- the membership of its Sub-Committees for 2020-2021
ASCP (Professor Chloë Brushwood Rose, Chair)

Discussion of an emerging proposal for revisions to the Common Grading Scheme for Undergraduate Faculties and Honours Progression requirements was held. Senators’ input was gratefully received and will inform the finalization of the policy framework.

ASCP reported on the membership of its sub-committees for 2020-2021 and on its approval of the following items.

**Faculty of Graduate Studies**
Temporary change to admission requirements for the MA and PhD programs in Psychology, Graduate Program in Psychology
Minor changes to promotion standards for the graduate programs housed within the Schulich School of Business
Minor change to English language proficiency requirements for the MASc and PhD programs in Civil Engineering, Graduate Program in Civil Engineering

**Faculty of Health**
A temporary waiver of degree requirements for graduating students in the BA and BSc programs in Kinesiology and Health Science, School of Kinesiology and Health Science

**Schulich School of Business**
Changes to promotion standards for the BBA and iBBA programs

**Academic Standards, Curriculum and Pedagogy / Academic Policy Planning and Research (Professors Brenda Spotton Visano and Chloë Brushwood Rose)**

APPRC and ASCP jointly conveyed two reports from the Joint Sub-Committee on Quality Assurance.

**Additional Information about this Meeting**
Please refer to the full Senate agenda and supplementary material posted online with the Thursday, September 24, 2020 meeting for details about these items.

[https://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/](https://secretariat.info.yorku.ca/senate/meeting-agendas-and-synopses/)

**October Meeting of Senate**
Senate’s next meeting will be held at 3:00 pm on Thursday, October 22, 2020.
October 6, 2020

Ratification of Nominations

Graduate Education Committee
Ellie Abdollahi

Curriculum Committee
S. Domenikos
### Senate

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<th>Term</th>
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<td>R. Avilkin</td>
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<td>R. McLaren</td>
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<td>R. Wang</td>
<td>2019 - 2021</td>
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<td>P. Lakin-Thomas</td>
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### Senate Committees

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### Curriculum Committee

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### Senate Raps on Senate Committees

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<td>1 member from FSc</td>
<td>G. Audette</td>
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### FSc Reps on Senate Committees

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### 2020-2023 FSc Report on vacancies for Senate and FSc Standing Committees

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<th>Meeting Time / Membership</th>
<th>Notes</th>
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<td><strong>CEAS</strong></td>
<td>In addition to the above membership in the committee, Council shall elect an alternate member from each of the Departments specified above. The alternate member shall be the person pulling the next highest number of votes to those elected to the committee from each Department. The alternate for the student member will be selected by the Science Student Caucus from one of its Members-at-Large. An alternate can only vote in the event that first elected members are not in attendance.</td>
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<td>Associate Dean - Students, Ex officio</td>
<td>M. School</td>
<td>Inaugurated</td>
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<td>2020</td>
<td>2022</td>
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<td>Chemistry</td>
<td>M. Huang, P. Schmidt, S. Conner</td>
<td>2020</td>
<td>2021</td>
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<td>Biology</td>
<td>M. Khayyamian, A. Miotto, J. H. Wijngaarden</td>
<td>2020/2018</td>
<td>2021/2023</td>
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<td>Math &amp; Stats</td>
<td>M. Chen (Winter) Y. He, (member in Summer)</td>
<td>2018/2019</td>
<td>2020/2022</td>
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<tr>
<td>Physics &amp; Astronomy</td>
<td>M. M. Yousef (member in Fall), V. Reiner</td>
<td>2020</td>
<td>2021</td>
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<td><strong>Petsitions</strong></td>
<td>The Petitions Committee for the purpose of hearing student petitions shall consist of an Associate Dean (Ex officio), six members of Council, and two student members of Council. The Committee may decide the wording by splitting the Committee membership into two panels of four people each. A quorum shall consist of either (a) two faculty voting faculty members and one student member or (b) three voting faculty members.</td>
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<tr>
<td>Associate Dean, Ex officio</td>
<td>M. School</td>
<td>Inaugurated</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>Inaugurated</td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>Member at Large</td>
<td>Inaugurated</td>
<td>2020</td>
<td>2023</td>
</tr>
<tr>
<td>Biology</td>
<td>M. N.</td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>Chemistry</td>
<td>M. F. Motyka</td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>Math &amp; Stats</td>
<td>Y. Wu (Winter), ALT C. Fu</td>
<td>2019/2018</td>
<td>2022/2023</td>
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<tr>
<td>Physics &amp; Astronomy</td>
<td>M. Chen-Sabbatical Jan 2021-Jun 2021</td>
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</tr>
<tr>
<td><strong>SRC T &amp; P Committee</strong></td>
<td>The Committee on Teaching and Learning shall consist of a minimum of two faculty members from each Department, the Associate Dean (Students, Ex officio), one staff member, one undergraduate student, and two graduate students. In addition to other members invited by the Dean, graduate students and staff members will designate their interest in serving on the committee in writing to the committee, who will then appoint by majority vote.</td>
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<tr>
<td>Associate Dean - Faculty, Ex officio</td>
<td>G. Audette</td>
<td>Inaugurated</td>
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</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>Inaugurated</td>
<td>2020</td>
<td>2022</td>
</tr>
<tr>
<td>Biology</td>
<td>J. Elwick/J. Rogerson</td>
<td>2020/2021</td>
<td>Dec - Feb</td>
</tr>
<tr>
<td>Chemistry</td>
<td>M. Horbatsch; P. Delaney (member in Fall), Saeed Rastgoo (member in Winter)</td>
<td>2018/2019</td>
<td>2020/2021</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>H. Wijngaarden (member in Fall, member in Winter)</td>
<td>Inaugurated</td>
<td>2018/2019</td>
</tr>
<tr>
<td><strong>CoTL</strong></td>
<td>Currently, the Committee on Teaching and Learning shall consist of a minimum of two faculty members from each Department, the Associate Dean (Students, Ex officio), one staff member, one undergraduate student, and two graduate students. In addition to other members invited by the Dean, graduate students and staff members will designate their interest in serving on the committee in writing to the committee, who will then appoint by majority vote.</td>
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<tr>
<td>Associate Dean - Students, Ex officio</td>
<td>M. School</td>
<td>Inaugurated</td>
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</tr>
<tr>
<td>Grad Student Representative</td>
<td>Inaugurated</td>
<td>2018</td>
<td>2022</td>
</tr>
<tr>
<td>Undergraduate Student Rep</td>
<td>Inaugurated</td>
<td>2018</td>
<td>2022</td>
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<tr>
<td>Math &amp; Stats</td>
<td>M. Chen</td>
<td>2018</td>
<td>2022</td>
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<tr>
<td>Physics &amp; Astronomy</td>
<td>M. P.</td>
<td>2018</td>
<td>2022</td>
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<tr>
<td>Biology</td>
<td>M. Jang/ALT</td>
<td>2018</td>
<td>2022</td>
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<tr>
<td>Chemistry</td>
<td>M. N.</td>
<td>2018</td>
<td>2022</td>
</tr>
<tr>
<td><strong>SR M-JSC</strong></td>
<td>SRC and M-JSC will normally meet every other Thursday of each month (September to May) from 10:00 am - 11:00 am in LUM 305B.</td>
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<tr>
<td><strong>SR M-JSC</strong></td>
<td>Each panel meets once a month on Wednesday or Thursday from 2:30 pm - 4:00 pm</td>
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</tbody>
</table>
### Committee on Research & Awards

The Committee on Research and Awards shall consist of one member elected by Council from each of Biology, Chemistry, Mathematics and Statistics, Science and Technology Studies/Network Science, and Physics and Astronomy, one student member of Council and an Associate Dean (ex officio) who will serve as the Chair.

The Research & Awards Committee will meet when grants and awards need to be adjudicated.

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
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<tbody>
<tr>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Physics &amp; Astronomy</td>
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<td>STS</td>
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</table>

### Appeals Committee

The Appeals Committee for the purpose of hearing student appeals shall consist of four elected faculty members from Science units, an Associate Dean (ex officio) and two student members of Council. A quorum shall consist of either two faculty members and one student member or three faculty members.

Meeting is held once a month and times are polled by the Committee Secretary.

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
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<tbody>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<tr>
<td>Physics &amp; Astronomy</td>
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<td>STS</td>
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</table>

### Graduate Program Committee

The Graduate Program Committee is responsible for the review and recommendation to Council by the Academic Policy and Planning Committee of all proposals received from Graduate Programs with respect to: New Course Proposals, Course Change Proposals, Minor Changes to Program Academic Requirements, Major Modifications to Program Academic Requirements, New Graduate Diplomas, New Graduate Degree Programs, and Appointments to Graduate Programs.

The Graduate Program Committee shall consist of:
- Associate Dean – Research & Graduate Education (ex officio)
- Graduate Program Director or designate who must be a member of the graduate program
- Full-time faculty member from the Faculty of Health
- One full-time faculty member from the Lassonde School of Engineering
- A member at large with knowledge of graduate programming and experience with curriculum approvals at the Faculty level

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
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<tbody>
<tr>
<td>Biology</td>
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<td>Physics &amp; Astronomy</td>
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<tr>
<td>STS</td>
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</tr>
</tbody>
</table>
**Proposed Amendment to the Rules and Procedures of Council**

Notice of Motion given to FSc Council during September 2020 meeting by Assoc. Dean G.F. Audette

**Item for Action:** Creation of a Standing Committee responsible for Equity, Diversity and Inclusivity (The Committee on Equity, Diversity and Inclusivity)

**Mandate**

To provide broad review and leadership to Council on matters of Equity, Diversity and Inclusivity issues with respect to:

- Tenure and Promotions
- Hiring and Retention of members form EDI groups
- Approaches to addressing gender bias in the workplace
- Research engaging equity recognized groups
- Workload and service contributions of EDI members
- EDI experiences in Teaching and Learning

**Membership**

The Equity, Diversity and Inclusivity committee shall consist of:

- Associate Dean, Faculty Affairs (ex officio)
- Associate Dean, Research & Graduate Education (ex officio)
- One primary and one alternate member from each of Biology, Chemistry, Mathematics & Statistics, Physics & Astronomy and Science & Technology Studies.
- Two graduate students or postdoctoral fellow/visitors (one primary and one alternate) from any graduate program within the Faculty of Science
- One undergraduate student

The Chair of the Committee is selected by the voting members of the Committee for a one-year term.
Changes to the Rules of Faculty Council

**Standing Committees**

26. The following shall be the Standing Committees of Council, whose duties are defined in the Rules of Council and may be revised by a vote of Council. Ex officio members shall be non-voting. Chairs or their designates serve as departmental representatives on some Council committees, such as the Undergraduate Curriculum Committee. In such cases, Chairs or their designates are not considered ex officio, and have full voting rights. Standing Committees will report on at least a yearly basis to Council.
   a) Executive Committee
   b) Academic Policy and Planning Committee
   c) Undergraduate Curriculum Committee
   d) Graduate Education Committee
   e) Committee on Examinations and Academic Standards
   f) Petitions Committee
   g) Appeals Committee
   h) Committee on Tenure and Promotions
   i) Committee on Research and Awards
   j) Committee on Teaching and Learning

Please amend 26 as follows:

27. The following shall be the Standing Committees of Council, whose duties are defined in the Rules of Council and may be revised by a vote of Council. Ex officio members shall be non-voting. Chairs or their designates serve as departmental representatives on some Council committees, such as the Undergraduate Curriculum Committee. In such cases, Chairs or their designates are not considered ex officio, and have full voting rights. Standing Committees will report on at least a yearly basis to Council.
   a) Executive Committee
   b) Academic Policy and Planning Committee
   c) Undergraduate Curriculum Committee
   d) Graduate Education Committee
   e) Committee on Examinations and Academic Standards
   f) Petitions Committee
   g) Appeals Committee
   h) Committee on Tenure and Promotions
   i) Committee on Research and Awards
   j) Committee on Teaching and Learning
   k) Committee on Equity, Diversity and Inclusivity

In Section 36, please amend:

i) The Committee on Teaching and Learning

   to

j) The Committee on Teaching and Learning
In Section 36, please add:

k) The Committee on Equity, Diversity and Inclusivity

The Committee on Equity, Diversity and Inclusivity shall consist of members from Biology, Chemistry, Mathematics & Statistics, Physics & Astronomy and Science & Technology Studies. Membership shall also consist of two graduate student or postdoctoral fellow/visitor members, one undergraduate student member selected from the Student Caucus, and the Associate Deans Faculty Affairs (ex officio) and Research & Graduate Education (ex officio). The Committee’s membership shall be composed of no less than 80% of members who are recognized as being a member of an EDI group. The Chair of the committee shall be elected annually from the faculty members on the committee.

It is the mandate of the Committee to provide broad review and leadership to Council on matters of Equity, Diversity and Inclusivity with respect to tenure and promotions, hiring and retention of members form EDI groups, approaches to address Gender Bias in the workplace, research engaging equity recognized groups, recognition of workload and service contributions of EDI members, and EDI experiences in teaching and learning.
Summer 2020 Online Surveys – First Impressions

Carl Wolfe and Mary-Helen Armour

These comments are based on a first pass through all the surveys and unless otherwise indicated are highly qualitative in nature.

A total of 19 courses were surveyed: 8 in NATS, 3 in PHYS, 5 in MATH, 2 in CHEM, and 1 in BIOL. A total of 472 responses were received. Just under 46% of respondents reported having taken an online course in the past. Many of those were taken at York.

With responses coming from students in the Faculties of Science, Engineering, LA&PS, and Health (predominantly), there is an opportunity to examine whether student preferences and experiences depend on their academic inclinations. On a first pass there do appear to be some differences which will be pursued.

Respondents were asked to indicate why they took their course online. Not surprisingly, the number one reason was that courses were only offered online this summer. But the other major reasons were (i) the course was needed to graduate, scheduling convenience, and that the student was doing extra coursework while unable to work due to the Covid-19 lockdown (which was still in place when the survey was launched).

Respondents were also asked which method they prefer for the delivery of content in online courses. Result reinforce evidence from previous surveys that students greatly prefer recorded content (or synchronous lectures) over posted text or textbook readings in online courses. (See the graph below.) It will be of interest to later examine i) whether, among students who have never taken an online course before, the mode of delivery of the course they’re taking influences their preference, and ii) what the preference is among those who have taken one or more previous online courses.

Both YouTube and Khan Academy were mentioned as additional resources used by students to supplement those provided by their instructor. Here there appears to be a notable difference between Science and NATS students, with the former making much more use of Khan Academy than the latter.

With regards to expectations of interaction with peers, students were asked to rank the importance of interacting with the online student community on a scale of 0 (not important) to 100 (very important). The results (shown below) reveal a community that seems to be of two minds.
There is clearly a group of students (not a small one) that doesn’t see peer interaction as important, or at least no important enough to bother picking a ranking. However, far more students attribute at least some importance to this aspect of online courses. Whether there is any correlation between this ranking and other factors (eg. Academic discipline, reasons for taking an online course, etc.) will be a subject of future analysis.

Students were also asked if they wanted more synchronous activity as a part of their online course. Although we have not yet examined whether there is a correlation between the response here and the existing amount of synchronous activity in the course taken, 60% of students reported being satisfied with the existing synchronous activity or not caring either way.

On the assessment front, students were asked whether they thought the assessment structure of their online course was more, or less, challenging than if they had taken a face-to-face course. There is undoubtedly a lot of analysis to be done here, but in aggregate most students considered their online course assessment structure to be more challenging, or about the same.

However, the initial survey of results also found that there was a great deal of variation in response patterns from course to course. Indeed, in some courses students seemed convinced that the assessment had been made extra challenging, as a deterrent to cheating, precisely because of the online nature of the course. More analysis will be needed to determine whether this sentiment is meaningfully correlated with other factors.
Students were asked for their view of the advantages and disadvantages of online assessment. However, these questions appear to have been misinterpreted, with most responses corresponding to advantages and disadvantages of online courses generally. The frequency of different types of responses has not yet been extracted, but some strong themes emerged from the initial review of responses.

Most common advantages:

- Time savings due to not having to commute to York
- The comfort of working from home
- Flexibility of scheduling
- The ability to revisit lecture recordings over and over again

Most common disadvantages:

- The difficulty of asking questions in the online format
- The lack of a “human” connection with the instructor and/or with peers
- Assessment being made harder
- Technical issues surrounding internet connectivity and platforms such as Crowdmark and Turnitin

The vast majority of students evidently do not find it harder to submit work online. But among those who did report difficulties there was focus on at least one specific platform. Crowdmark came in for strong criticism due to the cumbersome and failure-prone mechanism for submitting assigned work, particularly in the context of tests/exams. The need to create and upload a separate scan for each question received some criticism, especially when under the time pressure of the end of a test.

More students (about 47%) did seem to experience some challenges with time management though, with distractions at home being frequently mentioned. However, many students also pointed to the absence of the discipline that a regular lecture schedule imposes as a factor in their reduced motivation. This is consistent with other focus groups results that suggest students need timeline structure to keep them engaged with the course. Experience with a model with few deadlines prior to the end of the course suggest that frequent small stakes deadlines are beneficial in keeping students engaged in online activities.

The above are observations based mainly on a rapid review of the results from individual courses as well as some aggregate features that could be quickly extracted. But they already point to a few lessons that could be incorporated into the design of courses going forward…
Contents

1. Context, Objectives and Methodology
2. Purpose Statement
3. Guiding Principles
4. Strategic Objectives and Priorities
Context, Objectives and Methodology
Context, Objectives and Methodology

In April 2019, the Strategic Entrepreneurship Council (SEC) at York University launched a strategic planning process for entrepreneurship at the University. A third-party consultancy was engaged to support the development of a strategic plan, which would advance the University Academic Plan and the Strategic Research Plan.

The SEC identified the following objectives for the strategic planning process:

• Develop an Entrepreneurship Purpose and Guiding Principles that support York’s strategic direction.
• Create a deliverable that is an energizing “positioning document”, which elevates the reputation of York.
• Capture and communicate the intentionality and value proposition of the entrepreneurship offering at York.
• Develop a differentiated offering for entrepreneurship at York, for both the short- and long-term, with a view to the competitive context.
• Engage in energetic consultations that market entrepreneurship, while capturing deep insights from important audiences.
• Engage key stakeholders who have varying perspectives from inside of the University and outside, including experts and entrepreneurs themselves.
• Ensure that the language and approaches used in the report are authentic to York.
Context, Objectives and Methodology

Stakeholder research was undertaken to support informed decision-making for the strategic planning process. The objective of this research was to gather perspectives on entrepreneurship at York University and related potential strategic opportunities.

**Methodology and Participants**

Participants were engaged through live focus groups with up to 30 participants each.

The following audiences were engaged in the consultations:

**External**
- Entrepreneurs/Intrapreneurs (with a current or former connection to York)
- Individuals in ‘the Business of Entrepreneurship’ (other institutions, not-for-profits, funding organizations, entrepreneurial companies who want to engage with resources on campus, etc.)

**Internal**
- President and Provost
- Deans and Associate Deans
- Strategic Entrepreneurship Council (SEC)
- Faculty representation from the Faculty of Health, Faculty of Liberal Arts & Professional Studies, Lassonde School of Engineering, Osgoode Law School, and Schulich School of Business

**Students**
- Student Clubs
- Student Entrepreneurs

Note: This involved representation from undergraduate and graduate programs, including the Faculty of Health, Faculty of Liberal Arts & Professional Studies, Lassonde School of Engineering, Glendon Campus, Osgoode Law School and Schulich School of Business.
Context, Objectives and Methodology

On January 9th, 2020, representatives from the SEC met for a full-day strategic planning session. The objective of the session was to reflect upon key learnings from the stakeholder research and co-create key elements of a draft strategic plan for entrepreneurship at York, including a Purpose Statement and Guiding Principles that support York’s strategic direction.

This document summarizes the draft elements of the strategic plan developed on January 9th.
Purpose Statement
A purpose statement is a unified statement that reflects the role and central aspiration of an entity. It speaks to why an entity exists.

This statement is meant to:

- Be aspirational, yet achievable
- Help to differentiate from other organizations
- Demonstrate the group’s role, but not everything it does
- Be short & memorable
- Express a profound belief about what’s good for the world
- Be a simple, unified prism for decision-making
- Timeless
- Ultimately reflect what we are doing, and how we will achieve it
Purpose Statement - Drafts

There is a shared understanding that the purpose of entrepreneurship at York would align to – and advance – the University’s Mission.

Additional considerations were explored including “potential” and “passion”.

Unleash the talent of our students and community through the spirit of purposeful entrepreneurship

“Purposeful” was added to align with the notion of a new kind of entrepreneurship that is unique to York.
Guiding Principles
Guiding Principles - Context

Guiding principles capture how an organization performs its work, manifested through the actions and interactions of people.

These principles are meant to be:

- Action-oriented
- Focused on not only what we do, but also how we will do it
- Unique and differentiating
Guiding Principles - Drafts

The following Guiding Principles shape a culture of entrepreneurship at York.

**Experiment, learn and grow.** We encourage people to try new things, learn from failure and celebrate successes as we move forward. In this way, we live our motto, *the way must be tried.*

**Be courageous.** We chase curiosity and are bold in our approach to try what has never been done before.

**Insist upon diversity.** We demand diversity of thought, experience, and ideas; we are inclusive in our approach.

**Make entrepreneurship accessible, friendly and fun.** While fostering the entrepreneurial mindset, we are intentional with our behaviour; we are respectful, open and collaborative.

**Be wary of the wake.** We are self-aware and considerate of the potential consequences – both positive and negative – that come from our actions.

**Listen to mobilize.** We actively listen; we pay attention and have a pulse on what is next. We anticipate our community’s needs and have a bias for action.

As we live our Guiding Principles, we will create a new kind of entrepreneurship.
Strategic Objectives and Priorities
Strategic Objectives and Priorities

Strategic Objectives are the areas where we will focus our efforts and resources.

Strategic Priorities define the actions we will take to deliver on our Strategic Objectives.
Strategic Objectives and Priorities

**Strategic Objective #1**: Develop and deliver purposeful and impactful interdisciplinary programming

**Strategic Objective #2**: Establish energizing real and virtual hubs in accessible, neutral spaces

**Strategic Objective #3**: Position York as a leader in entrepreneurship research

**Strategic Objective #4**: Make entrepreneurship at York self-sustaining

**Strategic Objective #5**: Build strong connections and enthusiastic engagement through strategic partnerships
Strategic Objectives and Priorities

**Strategic Objective #1: Develop and deliver purposeful and impactful programming**

*Short-term Strategic Priorities:*

- Connect with executive education and continuing studies.

*Medium-term Strategic Priorities:*

- Integrate entrepreneurship into the curriculum through one or more cross-faculty entrepreneurship courses open to all students.

*Long-term Strategic Priorities:*

- Equip our educators to help students build an entrepreneurial mindset (e.g. problem solving, teamwork, communication).
- Develop courses, programs and co-curricular activities grounded in research and what works (e.g. an entrepreneurship minor).
Strategic Objectives and Priorities

**Strategic Objective #2: Establish energizing real and virtual hubs in accessible, neutral spaces**

**Short-term Strategic Priorities:**
- Centralize all the available virtual resources into a one-stop-shop online.

**Medium-term Strategic Priorities:**
- Create a new faculty-agnostic entrepreneurial space on Keele campus.
Strategic Objectives and Priorities

Strategic Objective #3: Position York as a leader in entrepreneurship research

Medium-term Strategic Priorities:
• Create an organized research unit for entrepreneurship.

Long-term Strategic Priorities:
• Build an entrepreneurship institute.
Strategic Objectives and Priorities

Strategic Objective #4: Make entrepreneurship at York self-sustaining

Short-term Strategic Priorities:
• Secure diverse sources of entrepreneurship funding.
• Create a brand for entrepreneurship at York.
• Gain buy-in and engaged support from internal audiences.

Medium-term Strategic Priorities:
• Make entrepreneurship a priority for advancement and, specifically, Alumni Relations. Leverage our alumni and donors to tell the stories of our student and alumni champions.
• Develop a fund to support entrepreneurship.
• Articulate the brand of entrepreneurship at York to external audiences.

Long-term Strategic Priorities:
• Understand and leverage the University’s financial and reward incentives, systems and processes. (tenure and promotion).
Strategic Objectives and Priorities

**Strategic Objective #5: Build strong connections and enthusiastic engagement through partnerships**

**Short-term Strategic Priorities:**
- Build strong, creative and welcoming partnerships with our local communities and key stakeholders.
- Amplify and connect existing initiatives.
- Connect entrepreneurship to the University academic, capital, and strategic research plans.