



# York University Senate Notice of Special Meeting

Thursday, August 2, 2018, 3:00 pm to 5:00 pm

Senate Chamber, N940 Ross Building

## AGENDA

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1. Chair's Remarks (F. van Breugel)

### Committee Reports

2. Executive Committee (For action and information, A. Macpherson) ..... 1
  - a. Temporary Amendment of the Senate Policy on Sessional Dates and the Scheduling of Examinations to Permit Deferred Remediation Activities during Fall Reading Week
  - b. Consultation with Senate Following the End of the Disruption of Academic Activities that began on March 5

### Meeting Notes

- This special meeting has been called in accordance with clause 3.3.4.2 of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes requiring that "Senate Executive shall consult with Senate as it continues to discharge its mandate under this policy, and as soon as possible after the end of the Disruption."
- At a special meeting of Senate, only business identified on the agenda page can be transacted (i.e., there is no "Other Business")

M. Armstrong, Secretary

## Executive Committee – Report to Senate

At its Special Meeting of August 2, 2018

### FOR ACTION

#### 1. Temporary Amendment of the Senate Policy on Sessional Dates and the Scheduling of Examinations to Permit Deferred Remediation Activities during Fall Reading Week

Senate Executive recommends

that Senate approve a temporary amendment to the Senate Policy on Sessional Dates and the Scheduling of Examinations such that, for 2018 only, and with the mutual agreement of students and course directors, deferred remediation activities will be permitted during Fall Reading Week.

#### Rationale

A temporary amendment of clause 4. d of the “Sessional Dates Policy” will make it possible for some remediation activity to occur during the Fall Reading Week. It is expected that some students will not be able to complete their course work in the defined remediation period in July and August and will be granted deferrals. For example, it is known that some international students will not return to campus until September. While the numbers may be small, the amendment will be beneficial to both students and instructors.

#### *Current text of 4. d:*

Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Thanksgiving. These days shall be designated Fall Reading Week.

#### *Text of 4. d with proposed revision:*

Classes, examinations and tests will not be held on the weekend preceding and on the Tuesday, Wednesday, Thursday and Friday following the public holiday of Thanksgiving. These days shall be designated Fall Reading Week. **For 2018 only, and with the mutual agreement of students and course directors, deferred remediation activities are permitted during the Fall Reading week.**

This proposal was forwarded to the Coordinating and Planning Sub-Committee of ASCP for their input.

# **Executive Committee – Report to Senate (cont'd)**

## **FOR INFORMATION**

### **2. Senate Executive and the Disruption of Academic Activities**

A final chronology of the Committee's meetings and decisions prior to and during the academic disruption that began March 5 has been updated to incorporate all meetings, e-mail canvasses and decisions. See Appendix A for details.

The Committee plans to reflect on matters of policy and procedure that arose during the disruption a step urged by several Senators. One of the focal points in this regard will be a process designed to clarify the responsibilities of the Board of Governors and the Senate in a disruption. The Chairs and Vice-Chairs of the two governing bodies have met informally on two occasions to develop advice on this process for their respective Executive committees. It is expected that recommendations on the membership and mandate of a group charged with undertaking this task will come to Senate for approval in the early autumn.

As reported in May, the Committee received a communication from two Senators asking that "the Senate Rules, Procedures and Guidelines be amended to strengthen provisions regarding the behaviour of Senators in meetings and when communicating as Senators outside of meetings." They also suggested that "the rules be amended to strengthen expectations of non-Senators when attending meetings." The Committee will refer these requests to the Nominations Sub-Committee, which is customarily tasked with developing recommendations on rules for the full Committee and Senate. A comprehensive review is slated for 2018-2019 in anticipation of publishing Senate's Rules, Procedures and Guidelines on the required triennial cycle. Other suggestions are welcome from Senators at any time.

Members of the Executive Committee made exceptional commitments on behalf of Senate as they oversaw implementation of the Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes. They devoted countless hours to frequent and lengthy meetings and participated in numerous e-mail consultations. Discussions were thorough, sophisticated and inclusive. Decisions were not always unanimous but they were, we believe, sensitive and sound.

Although the Committee built on precedents from previous disruptions, establishing options for the completion of courses and finalization of grades is always complex. The timing, length and special dynamics of this strike created unique challenges. The Committee was provided with continuous and vital support from the staff of the University Secretariat, Office of the Provost, Office of the Vice-Provost Academic and Office of the University Registrar. Deliberations were enhanced by thoughtful input from Senators, the Deans, Principal and University Librarian, Associate Deans and Principals, Faculty Councils, departments and programs, and individual members of the community. We are grateful for their assistance.

Now that the strike has ended it is time to heal divisions and move forward. Senate can

## Executive Committee – Report to Senate (cont'd)

play a leading role in promoting a positive environment by embracing and extolling the University's mission, upholding York's values, maintaining a steady watch on the attainment of objectives in the University Academic Plan and Strategic Research Plan, encouraging and supporting innovations and excellence, and restoring momentum to significant initiatives including the Markham Centre Campus. Senate Executive commits to playing its part in promoting collegiality.

Documentation is attached as Appendix A.

### 3. Approval of Individuals Nominated by Faculty Councils for Membership on Senate Committees

The Committee has approved the membership of Professor Bruce Ryder as Osgoode's member on Senate Executive.

### 4. Extension of Membership on the Senate Appeals Committee

To ensure that quorum is attained in July and August, the Committee has approved a two-month extension of the membership of student Senator Talha Tanweer as a member of the Appeals Committee. Such extensions have been agreed to by the Executive Committee in the recent past.

### 5. Nominations and Expressions of Interest in Senate-Elected Positions

The Committee seeks candidates for the following positions, with terms beginning immediately upon election and ending June 30, 2021 (or June 30, 2020 in the case of the Academic Colleague to the Council of Ontario Universities).

It is not necessary to be a Senator to serve on a Senate committee apart from the Executive. In constructing slates of candidates for election to Senate committees, the Executive Committee takes a number of factors into account including rank, skills, experience and expertise, and the historic distribution of members among Faculties. The names of individuals we receive are considered as suggestions only. The Nominations Committee will review the suggestions in view of membership principles and other considerations for selecting a final slate of nominees, and the Executive Committee will make a formal recommendation to Senate.

**Academic Colleague to the Council of Ontario Universities** 1 vacancy, two-year term, full-time faculty member (COU meets 5 times per year; Senate meets the fourth Thursday of each month from September to June; APPRC meets twice monthly from September to June)

**Academic Standards, Curriculum and Pedagogy:** 2 vacancies, three-year terms, full-time faculty members (ASCP meets Wednesdays at 1:30 twice monthly)

## **Executive Committee – Report to Senate (cont'd)**

**Tenure and Promotions Appeals Committee:** 2 vacancies, three-year terms, full-time faculty members (T&P Appeals meets at the call of the Chair as needed)

Franck van Breugel, Chair  
Alison Macpherson, Vice-Chair

## Senate Executive Committee Chronology of Meetings and Actions Disruption of March-July 2018

<p>March 1 <b>Special Meeting</b></p>	<p>With a strike appearing possible within days (“imminent” in the words of the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>), the Committee held a special meeting. At this meeting the Committee</p> <ul style="list-style-type: none"> <li>• reviewed the Policy</li> <li>• confirmed an understanding of the legislative framework governing the continuation of classes in the context of a disruption and agreed to issue a commentary explaining that understanding</li> <li>• signed off on communications to be issued when a strike appeared imminent (on March 2) and the first day of a strike if one commenced on March 5</li> </ul>
<p>March 2 <b>Communication</b></p>	<p>In accordance with the <i>Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>, the Committee issued a declaration that a disruption appeared imminent. The communication was posted on a dedicated page on the Senate Website and distributed on Senate and Secretariat-Faculty Council listservs.</p> <p>The Committee also transmitted to Senators a “Commentary on the Continuation of Classes” in which it described the legislative framework governing authority to cancel classes in the event of a disruption.</p>
<p>March 3</p>	<p>The Chair of Senate received a petition signed by 27 Senators calling for a special meeting to discuss the role of Senate and Senate policy in the context of the disruption expected to commence on March 5. The petitioners asked that a special meeting be held on March 5.</p>
<p>March 4-5 <b>Email canvas</b></p>	<p>In an e-mail canvas, the Chair of Senate sought the advice of Senate Executive members as to the timing of a special meeting as requested in the March 3 petition. A majority concluded that the special meeting should be held on Thursday, March 8 at 3:00, the normal meeting time of Senate, in order to maximize attendance.</p>
<p>March 5 <b>Communication</b></p>	<p>On the first day of the strike by CUPE 3903, the Committee issued a formal declaration that there had been a significant disruption of academic activities. The Secretary received draft motions prepared for the special meeting of March 8. The Committee agreed to review them at a meeting on March 7 to determine if they were in order and ready for Senate consideration. The agenda for the special Senate meeting of March 8 was posted.</p>
<p>March 7 <b>Special Meeting</b></p>	<p>The Committee held a special meeting to determine the status of draft motions submitted for consideration by Senate. Although they were received after the Committee had agreed to hold a special meeting for the purpose identified by petitioners, the Chair felt it would be helpful to review them as a courtesy to the drafters and as an aid to the Committee’s preparations for the special meeting of Senate on March 8. The Committee made the following decisions:</p>

	<ul style="list-style-type: none"> <li>- the agenda will be based on a report from Senate Executive that responds to the petitioners' request for an opportunity to discuss the role of Senate and Senate policy</li> <li>- consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee</li> </ul> <p>The Committee received "Notes on the Disruptions Policy and the <i>Class Cancellation Policy</i>" from the Secretary and agreed to share the document with Senate as an appendix to the Senate Executive report.</p> <p>The Committee agreed that there would be an extension of the drop date by which students can withdraw from a Winter term course without receiving a grade and the period during which students could elect a transcript notation of W. The decision will be communicated widely and promptly. New dates will be announced as the remediation framework takes greater shape. The change is applicable to undergraduate studies and will not apply to Faculties in which the Winter term withdrawal dates fell before the disruption began on March 5. No other decisions were made about a possible extension of full year courses or graduate courses.</p>
<p>March 8 Senate (Special Meeting)</p>	<p>At a special meeting of Senate, the Executive Committee reported that the purpose of the meeting was to discuss "the role of Senate and Senate policy in relation to the...strike." The Committee also provided a chronology of actions taken by the Committee prior to and since the outset of the disruption of academic activities that began on March 5 because of a strike, a commentary on the legislative context for the cancellation of classes prepared by the Secretary of Senate, and a commentary on the status of motions received by the Committee concerning the cancellation of classes that were withheld pending the discussion requested by petitioners.</p>
<p>March 9 Special Meeting</p>	<p>At a special meeting Provost Philipps reported that:</p> <ul style="list-style-type: none"> <li>• as of March 8 the online TIMS course repository (for both undergraduate and graduate courses) showed that 58 per cent of primary course meets were active (meaning that course directors are instructing); active course percentages vary by Faculty (ranging from 30 to 100 per cent); in only three Faculties is the active course list under 50 per cent</li> <li>• anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range</li> <li>• the dedicated Website housing FAQs is updated as needed (and reflects the Executive Committee's communications); students are also being informed of developments through direct e-mail; when misinformation comes to light, or students have concerns about their rights, the Deans / Principal or their associates are following up with instructors</li> <li>• some placements have been put on hold, including Faculty of Education and Nursing program students; internships with public, private and not-for-profit organizations have also been impacted on a case-by-case basis; remediation planning must be sensitive to the special circumstances of such students</li> </ul>

	<ul style="list-style-type: none"> <li>• gate counts at the Scott Library are down from 13,000-14,000 visits daily to approximately 5,000, a still-considerable number of users</li> <li>• graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary</li> <li>• faculty members have been provided with assistance in managing course Moodle sites in order to facilitate and expedite remediation</li> </ul> <p>Reports from Faculty Councils were received. The Committee received the text of motions regarding the disruption dealt with by Faculty Councils.</p> <p>The Committee deferred consideration of guidance on the applicability of the Senate Policy on Course Evaluations. It did review an illustrative list of options for completing courses and finalizing grades based on the remediation framework developed during a strike in 2015. Members agreed that it was essential to lay out options as soon as possible so that the community is assured that courses can be completed albeit with remedies that do not guarantee the “same learning experience that they would have received in the absence of a Disruption” in the words of the policy.</p> <p>The Committee signed off on a communication, provided for in the Disruptions Policy, drafted in anticipation that the strike would reach the one-week mark on March 12.</p>
<p>March 12 Communication</p>	<p>The Committee issued a communication declaring that the Disruption that began on March 5 had exceeded one week in length. It was noted that:</p> <ul style="list-style-type: none"> <li>• a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued</li> <li>• there will be modifications to normal academic regulations</li> </ul> <p>A set of options for completing courses and finalizing grades is in development and will be communicated shortly. Some of the options will depend on how long the disruption lasts.</p>
<p>March 13 Regular Meeting</p>	<p>At its regular March meeting the Committee:</p> <ul style="list-style-type: none"> <li>• received a statement submitted by members of the community on authority to suspend academic activities</li> <li>• heard an oral report from the Provost on the impact of the disruption</li> <li>• reviewed an updated report from Faculty Councils</li> <li>• agreed that the formal examination period for courses that have continued through the disruption – and students participating in those courses – would end no later than April 23</li> <li>• reflected on discussion of disruption-related matters at the special Senate meeting of March 9</li> <li>• discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate</li> <li>• began discussing a fuller set of options for completing courses and finalizing grades</li> </ul>



<p>March 14 <b>Communication</b></p>	<p>The Committee issued a communication conveying its decision that the last day of the formal examination period for classes that have continued and students participating in those classes would be no later than April 23.</p>
<p>March 15 <b>Special Meeting</b></p>	<p>At a special meeting the Committee</p> <ul style="list-style-type: none"> <li>• took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils</li> <li>• received reports on the impact of the disruption from the Provost</li> <li>• agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19</li> <li>• reviewed an updated report from Faculty Councils</li> <li>• agreed to include, as Other Business for Which Due Notice Has Been Given, a hortative motion concerning the authority to suspend academic activities on the agenda of the regular Senate meeting of March 22, 2018; in doing so it noted that another draft motion had been withdrawn; the Committee endeavored to clarify the status of a second hortative motion about the suspension of Glendon courses</li> </ul>
<p>March 17-March 18 <b>Email canvas</b></p>	<p>In an e-mail consultation, members contributed to the refinement of the document “Completion of Courses and Finalization of Grades” consolidating decisions made on March 16 and as previously communicated.</p>
<p>March 18 <b>Communication</b></p>	<p>The Committee issued a declaration that the disruption had reached its 14<sup>th</sup> day and explained the importance of this milestone for the length of terms.</p>
<p>March 19 <b>Communication</b></p>	<p>The Committee issued the document “Completion of Courses and Finalization of Grades.” Members were also canvassed for their advice about a draft hortative motion about Glendon course submitted for Senate consideration. A special meeting was called for March 20.</p>
<p>March 20 <b>Special Meeting</b></p>	<p>At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology.</p> <p>The Committee returned to the options for completing courses and finalizing grades. It was confirmed that instructors may re-weight assignments but that students should retain the ability to complete the course requirements according to the original grading scheme. Regarding assessed grades, it was understood that a student can elect this option if they have completed 70 per cent of assignments. Course directors have the discretion to adjust the weight of assignments if 60 per cent of course work has been completed. Faculty members may also substitute and reweight assignments in consultation with students. The document should be clear that changes should not disadvantage students.</p> <p>The Committee confirmed that the Senate Policy on the Student Evaluation of Teaching continues to apply and that surveys may be conducted for all courses to ensure that students can provide faculty members with important feedback. Faculties should develop the means by which faculty members may communicate their desire to have evaluations conducted for their courses. The results of the evaluations conducted are to be used at the discretion of individual instructors.</p>
<p>March 22 <b>Senate</b></p>	<p>At the regular March meeting Senate voted on two hortative motions (the term hortative refers to an expression of opinion; the passage of the motions</p>

	<p>had no substantial impact and will not, for example, result in classes being cancelled). In doing so it approved a motion that</p> <p style="padding-left: 40px;">Senate hereby expresses its view that Senate, in conjunction with Senate Executive, has the authority to direct and determine that classes be suspended on the basis of academic integrity.</p> <p>It defeated a motion that:</p> <p style="padding-left: 40px;">It is the opinion of Senate that all classes on the Glendon campus should be suspended for the duration of the CUPE3903 strike.</p> <p>On a point of order, the Chair ruled that Senate Executive has followed clauses of the “Disruptions Policy” requiring a meeting of Senate within fourteen days and consultations with Senate. This ruling was challenged. On a vote, the Chair’s ruling was upheld meaning that Senate agreed the Executive Committee’s actions were in accordance with the Policy.</p> <p>The Chair advised Senate that the Chair of the Board had expressed to her the view that the Board’s legislated responsibilities for the conduct, business and affairs of the university includes decisions with respect to continuing or not classes and other University activities in a strike. The Board Chair acknowledged the significant function Senate performs on its own and through the Senate Executive in addressing the academic implications of a labour disruption.</p>
<p>March 23 <b>Communication</b></p>	<p>The Committee updated the document “Completion of Courses and Finalization of Grades.”</p>
<p>March 25 <b>Communication</b></p>	<p>The document “Completion of Courses and Finalization of Grades” was updated to include text on “Supporting Students” which identified resources available to students.</p>
<p>March 27 <b>Special Meeting</b></p>	<p>At a special meeting held on this date the Committee received reports from the Senate Appeals Committee on the impact of the disruption on petitions and appeals, and from the Provost. The Committee also agreed to update the March 19 “Completion of Courses and Finalization of Grades” document to reflect the following decisions:</p> <ul style="list-style-type: none"> <li>• students may choose an assessed grade of their own volition if they have attained the requisite 70 per cent threshold and the course is eligible</li> <li>• the last day by which to exercise the assessed grade choice will be moved to April 9 from April 6 for courses that have continued, and to the first day of the revised examination schedule for those that are suspended (or for students who have not participated in continuing courses)</li> <li>• assessed grades will be revoked if students elect to undertake the final assignment</li> <li>• participation grades can be used to attain the 70 per cent threshold; adjustments must retain proportionality</li> </ul>

	<ul style="list-style-type: none"> <li>• language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students</li> <li>• although the 90-credit Computer Science program in Lassonde is not accredited, given the migration of students between programs, constituent courses will be ineligible for assessed grades</li> <li>• Thursday, April 5 was originally scheduled as a study day, but will be available for make-up classes for those courses that were suspended but have since resumed</li> </ul>
<p>March 28 Communication</p>	<p>An updated version of the Committee’s “options” document, reflecting decisions made at the March 27 meeting, was posted and distributed on Senate and Secretariat-Faculty Council listservs.</p>
<p>March 29 Communication</p>	<p>The document “Completion of Courses and Finalization of Grades” with the addition of guidance on the Osgoode Credit/No Credit option and refinements to the language on dropping a course without receiving a grade (in contrasting to withdrawing with a W transcript notation) and the date by which students could revert to an evaluated grade from Pass/Fail.</p>
<p>April 3 Special Meeting</p>	<p>The Committee held a special meeting at which it was agreed that the “options” document:</p> <ul style="list-style-type: none"> <li>• given the need for flexibility in the completion of courses, a provision of the Sessional Dates Policy will be relaxed such that remediation activities may be scheduled during the formal examination period of April 9 -22, provided that instructors and individual students agree to proceed; protections for students articulated in the Sessional Dates Policy will remain in place</li> <li>• the earliest that Summer term classes will begin is Tuesday, May 22; Schulich School of Business summer graduate courses will begin as planned on April 30; any other exceptions are subject to approval</li> <li>• in the hopes of maintaining full length terms in the summer, consideration of shortening the SU, S1 and S2 terms was <i>deferred</i> pending the outcome of the supervised vote, the results of which were expected to be announced on April 9</li> <li>• in cases where some students in a course have completed assignments worth 70 per cent and others have not, instructors are encouraged to exercise their discretion generously and re-weight other assignments to ensure all students are treated equitably</li> </ul> <p>Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question. The Committee confirmed that Senate must be engaged in the process. As a first step, it was agreed to propose that the Chairs and Vice-Chairs of the Executive committees meet to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. Given his expertise and</p>

	willingness to assist, Dean Sossin will be invited to participate in the discussions.
April 3 Communication	An updated version of the Committee's "options" document was posted and distributed on Senate and Secretariat-Faculty Council listservs. Also posted this date was a communication from the Chair of the Board of Governors on the matter of authority to cancel classes in which it was proposed that a process by which to resolve the question.
April 10 Special Meeting	<p>At a special meeting the Committee received a motion intended for consideration at a special meeting of Senate on Thursday, April 12 at 3:00 p.m. The motion was cleared for debate. The Committee also agreed to submit a motion of its own on academic integrity and fairness to students.</p> <p>Reports were received from the Provost, Registrar and, through the Secretary, several Faculty Councils.</p> <p>The Committee approved changes to the document "Completion of Courses and Finalization of Grades" such that the following refinements will be incorporated:</p> <ul style="list-style-type: none"> <li>• the addition of a number of smaller graduate and undergraduate programs that will begin Summer 2018 terms according to the original schedule under the Sessional Dates policy</li> <li>• expanded text on the ability of course directors to assist students in completing courses and finalizing grades</li> </ul> <p>The Chair advised members that the Chair of the Board had accepted a proposed process to develop preliminary advice on the mandate, composition and timelines of a group that would take up the authority question. It was reiterated that this advice would be subject to the approval of the governing bodies.</p>
April 12 Senate (Special Meeting)	<p>At a special meeting, Senate approved a motion from the Executive Committee calling on faculty members and administrators to</p> <ol style="list-style-type: none"> <li>1) take a flexible, reasonable approach to balancing the pillars of the Disruptions Policy – academic integrity with fairness to students,</li> <li>2) maintain open communication with students and respond in a timely way to inquiries from students, and</li> <li>3) be responsive to unique needs of students, with special emphasis on those for whom real time limits are being internally or externally imposed, making continued participation in the course impossible or significantly disadvantageous to students, including those poised to graduate this spring.</li> </ol> <p>Also approved was a hortative motion expressing the view that "Senate urges both sides in the labour disruption to immediately return to the bargaining table and take the necessary steps to settle the dispute as soon as possible"</p>

	The Executive Committee's information items included an updated chronology of actions taken by the Committee prior to and since the outset of the disruption that began on March 5 as a result of the CUPE 3903 strike.
April 17 Regular Meeting	<p>At the regular April meeting of Senate Executive, the Committee took up a number of matters related to the disruption, and in doing so:</p> <ul style="list-style-type: none"> <li>• reflected on discussion of the Committee's report at the special Senate meeting of April 12 at which two motions were approved (one on academic integrity and fairness to students which was incorporated into the "Completion of Courses and Finalization of Grades" document, the other calling for parties to resume bargaining)</li> <li>• paid special attention to comments on the possibility of expanding Pass / Fail grading to additional courses and permitting students to elect a Pass grade if they have completed 50 per cent of assignments with a grade of C</li> <li>• agreed to additions to the list of courses that will remain on the original schedule for Summer terms</li> <li>• agreed to provide Associate Deans with guidance on the processing of requests for assessed grades</li> <li>• agreed to extend drop deadlines to December 21, 2018</li> <li>• agreed, subject to further clarification from the proponents, to include a draft motion guiding Senate Executive in the matter of "actions and decision leading to a clarification of the authority and role of Senate"</li> <li>• agreed, subject to further consultation among members, to submit a motion of its own on the matters raised in the draft motion</li> </ul>
April 20 E-Mail Canvas	<p>Members received the final wording of a motion submitted for consideration by Senate on April 27 under Other Business for Which Due Notice Has Been Given.</p> <p>Members also exchanged views on a motion drafted for consideration by Senate in the Committee's name on the process to address the respective roles of Senate and the Board in a labour disruption to be approved by Senate. The Committee did not proceed with this motion.</p>
April 24 Special Meeting	<p>At a special meeting, the Committee reviewed the Provost's Message to the Community of April 19, 2018 as background to its deliberations. It also agreed to recommend Senate approval of a proposal to temporarily broaden the Senate Policy on Pass / Fail Grades. It was agreed that the Film 4190.6.0 Field Placement course could proceed on the original Sessional Dates schedule and that graduate students will be permitted to register for Summer terms but will not be required to do so.</p> <p>There was concern that the wording of the motion slated for "Other Business for Which Due Notice Has Been Given" imposed unwarranted restrictions on the Executive Committee's capacity to fulfil its mandate. The Secretariat was asked to clarify the intentions of the mover.</p>
April 27 E-Mail Canvas	As the result of an e-mail canvas initiated on April 27, the Committee agreed that the following Lassonde courses could begin on the original Sessional

	Dates summer schedule: EECS4070 Directed Studies, EECS4080 Computer Science Project, and EECS4480 Computer Security Project.
May 1 E-Mail Canvas	As the result of an e-mail canvas initiated on May 1, 2018 the Committee deferred consideration of a request that the following Faculty of Graduate Studies MATH course could begin on the original schedule. The request was taken up at a special meeting held on May 2, 2018.
May 2 Special Meeting	<p>Based on advice from the Provost, the Committee agreed that it would be appropriate to proceed with SU and S1 terms on May 22 and to treat post-strike remediation terms separately and running them when the disruption ended (with remediation possible at any time). Instructors will be urged to exercise maximum flexibility in completing courses (by, for example, adjusting or substituting assignments)</p> <p>It was also agreed to:</p> <ul style="list-style-type: none"> <li>• update the “options” document to emphasize reassurances that credit will be earned by students for Y and W terms with structured remediation periods following the strike</li> <li>• reinforce messages with language from the Disruptions Policy regarding immunity from penalty and alternative access, and stressing that students must not be left with take-it-or-leave-it remediation options</li> <li>• explore with the Teaching Commons resources for identifying and illustrating creative solutions (e.g. substitution of assignments, changes in weighting or kind, etc.)</li> <li>• encourage an easing of Letters of Permission regulations for the summer and, if possible, allow for the possibility of alpha-numeric grading [it was subsequently learned that this was not feasible]</li> <li>• communicate that the protections in the Disruptions Policy apply if the strike continues while Summer terms are in progress but that the remediation options instituted for Y 17-18 and W 18 courses will <u>not</u> apply to Summer courses; any other remediation matters would be taken up following May 22 as necessary</li> <li>• urge programs to permit students to take pre-requisites out of sequence</li> <li>• allow students with grades outstanding who might be otherwise ineligible to progress to enrol in courses without petitioning</li> </ul> <p>A proposal to temporarily institute “provisional grades” based on an averaging of GPA in majors and overall on courses completed was approved. Agreement was based on and understanding that:</p> <ul style="list-style-type: none"> <li>• a grade <b>based on evaluation</b> will be entered following when assignments were completed and graded</li> <li>• a distinction between major and overall GPAs can be captured [the Registrar subsequently confirmed this]</li> </ul>



	<p>The Committee received requests for courses to proceed prior to the revised Sessional Dates May 22 start date for Summer terms. Based on rationales provided it was agreed:</p> <ul style="list-style-type: none"> <li>• PSYC 6965 may proceed as planned</li> <li>• MATH 6645 did not meet the criteria for beginning; the decision will be communicated informally to FGS</li> <li>• a Schulich School of Business remediation request was <i>accepted</i> provided that the Registrar confirmed its viability [this was subsequently confirmed and communicated]; protections afforded by the Disruptions Policy will apply to Schulich courses</li> <li>• any new requests to proceed on the original schedule will only be entertained in the most dire or unusual circumstances</li> </ul> <p>In the course of deliberations, it was confirmed that it was not necessary for all students to agree to attend a course in order for it to proceed.</p>
<p>May 7 E-Mail Canvas</p>	<p>As the result of an e-mail canvas initiated on May 2, the Committee agreed that the following Environmental Studies course could begin on the original Summer schedule: ENVS 4001</p>
<p>May 15 Regular Meeting</p>	<p>The Committee received a brief report advising that approximately 30 per cent of students applying to convocate in June will be able to do so. The number may rise as provisional grade requests are processed. The Vice-Provost Academic reported that Associate Deans will discuss administrative responsibilities for processing provisional grade requests (e.g. only by students' home Faculties or others) and report back.</p>
<p>May 24 Senate</p>	<p>The Executive Committee's information items included an updated chronology of actions taken by the Committee prior to and since the outset of the disruption that began on March 5 as a result of the CUPE 3903 strike.</p>
<p>June 5 Regular Meeting</p>	<p>The Committee received data on the number of students eligible to graduate and the number of students seeking and receiving provisional grades. The Committee agreed that students deemed eligible to graduate will be permitted to do so, which in some cases means on the basis of attested assessed grades or provisional grades.</p>
<p>June 6-7 E-Mail Canvas</p>	<p>The Committee agreed that, while course evaluations may proceed for Summer terms, Core Institutional Questions will not be released, results will not be provided to administrators, results will be provided to instructors who will use at their own discretion.</p>
<p>June 14 Senate</p>	<p>The Committee provided Senate with an updated chronology of actions taken prior to and since the disruption that began on March 5. This was deemed to be received by Senate by the Executive Committee at its meeting of June 19.</p>
<p>June 19 Special Meeting</p>	<p>With the return to work of members of Unit 2 of CUPE 3903 on June 18, the Committee met to review the changed circumstances and determine if there were any decisions required under the Disruptions Policy. The following documents were received:</p> <ul style="list-style-type: none"> <li>• Institutional Remediation Guideline as provided by the Provost</li> </ul>

	<ul style="list-style-type: none"> <li>• key dates for the SU, S1, and S2 terms along with the projected dates for the formal remediation period</li> <li>• a report on the number of unreported grades</li> <li>• recommendations presented by the Office of the University Registrar</li> </ul> <p>The Committee endorsed the scheduling of a formal remediation period from July 23-August 30 and a July 9 start date for S2 courses. Other remediation-related decisions made at the meeting were as follows:</p> <ul style="list-style-type: none"> <li>• it would be consistent with the terms of the Disruptions Policy and the principles of the overall remediation framework for students to have the option of attending make-up classes and completing assignments as set out in the original course syllabi</li> <li>• students are not required to submit course work before July 23</li> <li>• students can elect deferrals without course director permissions or petitions committee decisions; a form will be made available for this purpose by the end of June; forms must be submitted no later than August 31</li> <li>• the due date for the submission of remaining assignments and completion of tests / examinations for Y and W terms is December 21, 2018.</li> <li>• for students that received their grades following remediation, the reappraisal deadline will be October 13, 2018; students with deferred standing will have until February 15, 2019 to request a reappraisal</li> <li>• Students with deferred standing in courses suspended by the labour disruption will remain eligible to proceed in their programs for the Y 2018-2019 academic year; their program status will not change for that academic year following the release of Y 2017-2018 and W 2018 grades and normal academic progression decisions will apply for the following academic year, Y 2019-2020 based on their sessional and cumulative GPAs at the end of Y 2018-2019</li> </ul> <p>The Committee also authorized an electronic vote on recommendations from Senate Executive, APPRC and ASCP that were not dealt with at the June 14 meeting of Senate because of an early adjournment.</p>
<p>June 20 <b>Communication</b></p>	<p>The Committee updated the document “Options for the Completion of Courses and Finalization of Grades” to include decisions made at the June 19 special meeting.</p>
<p>June 22 to June 25 <b>E-Mail Canvas</b></p>	<p>The Committee reviewed a draft communication from the Provost to YUFA instructors and suggested refinements.</p>
<p>June 28 to July 1 <b>E-Mail Canvas</b></p>	<p>The Committee reviewed text for a communication from the Faculty of Graduate Studies and concluded that it was consistent with the overall remediation framework.</p>
<p>July 5 <b>Special Meeting</b></p>	<p>At a special meeting, the Committee discussed draft FAQs accompanying the Provost’s communication to YUFA instructors and recommended emphasis be placed on the variety of scenarios when courses resume, and encouraged language that emphasizes this diversity. The Committee agreed that a canvas of classroom needs through normal program channels would be appropriate.</p>



	It was also agreed that the Committee would issue special guidance to the community on provisional grades to promote understanding of the commitment to complete coursework that flow from this option.
July 6 to July 9 E-Mail Canvas	A draft communication “Understanding Provisional Grades: Guidance from the Executive Committee of Senate” was circulated and members suggested revisions incorporated into the final version.
July 10 Communication	The Committee posted “Understanding Provisional Grades: Guidance from the Executive Committee of Senate” on the site dedicated to disruption-related communications. A link to the guidance was added to the document “Completion of Courses and Finalization of Grades,” which was also modified to clarify the date when deferred standing forms would be made available online.
July 19 E-Mail Canvas	The Committee reviewed and commented on a draft communication to YUFA instructors conveying “Full-Time Faculty FAQ for Formal Remediation Period: Summary of Expectations and Answers to Specific Questions.”
July 26 Communication	Following passage of legislation to end the strike by two units of CUPE 3903, the Committee declared an end to the disruption of academic activities that began on March 5.
July 26 E-Mail Canvas	The Committee reviewed a schedule developed by the Office of the University Registrar to accommodate remediated courses delayed from starting until July 30. It also agreed to recommend Senate approval of a temporary amendment to the Sessional Dates policy such that, for 2018, deferred remediation activities can be conducted during Fall Reading Week with the agreement of instructors and students. (The proposed amendment was brought to the attention of members of the Coordinating and Planning Sub-Committee of ASCP, as was the accommodation of delayed courses.)
August 2 Senate (Special Meeting)	At a special meeting of Senate, called in accordance with the “Disruptions Policy” requirement that the Executive Committee consult with Senate “as soon as possible after the end of a disruption,” the Committee submitted a report highlighting actions taken prior to and since the outset of the disruption that began on March 5 and solicited input from Senators.