

York University Senate



Notice of Meeting

Thursday, September 27, 2018, 3:00 pm

Senate Chamber, N940 Ross Building

AGENDA

An orientation for new and continuing Senators facilitated by the Chair and Secretary will precede the business meeting at 1:30 p.m. in the Senate Chamber.

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1. Chair's Remarks (F. van Breugel)
2. Business Arising from the Minutes
3. Inquiries and Communications
4. President's Items (R. Lenton)
 - a. Kudos Report..... 1

Committee Reports

5. Executive Committee 15
 - a. Election of Members of Non-Designated Senate Committees (for approval)

Note: Senate Executive may recommend other candidates prior to the meeting. In accordance with Senate rules, any additional nominations must be communicated to the Chair and Secretary prior to the start of the meeting to confirm eligibility and agreement to stand.

6. Academic Policy, Planning and Research (L. Jacobs)..... 22
 - a. Provost's Autumn Report on Complement and Enrolment
7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) 27
 - a. Accounting Bridging Program, Liberal Arts and Professional Studies: Closure (for approval)
 - b. Diploma in Theatre & Performance Studies, Arts, Media Performance and Design / Graduate Studies: Closure (for approval)
8. Appeals (S. Pisana)
9. Awards (B. Spotton Visano)..... 31
10. Tenure and Promotions (T. Baumgartner / L. Cho)
11. Tenure and Promotions Appeals (TBA)

York University Senate

12. Other Business

Consent Agenda

Consent agenda items are deemed to be approved or received unless, prior to the start of the meeting, one or more Senators ask that they be dealt with as regular business.

13. Minutes of the Meeting of June 14 and August 2, 2018 (for approval)..... 33
14. Master of Real Estate and Infrastructure Program, Schulich / Graduate Studies:
Minor Changes to Degree Requirements (ASCP report, for approval, page 28)
15. Granting of Degrees, Certificates and Diplomas (Fall 2018 to Spring 2019; ASCP
report, for approval, page 29)
16. Senators on the Board of Governors re: June Meeting of the Board (D. Mutimer / G.
Tourlakis, for information) 39

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Academic Standards, Curriculum and Pedagogy Committee:

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- Appendix B: Degrees, Undergraduate Certificates and Graduate Diplomas
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M. Armstrong, Secretary

PRESIDENT'S KUDOS REPORT

SEPTEMBER 2018



Peter Constantinou, Professor in the School of Public Policy & Administration, fulfilled his childhood dream of climbing Mt. Kilimanjaro with his daughter this summer, and they carried York's flag to the summit. He says, "I emphasize in my teaching that without the prospect of failure, there is no opportunity to learn and grow. A big part of this is walking the talk."



Four York Professors were inducted into the [Royal Society of Canada](#), and one was inducted into the Royal Society of Canada's College of New Scholars, Artists and Scientists:



- Wenona Giles, Professor, Department of Anthropology, LA&PS
- Joan Judge, Professor, Department of History, LA&PS
- Paul Sych, Associate Professor, Department of Design, AMPD
- David Vaver, Professor, Osgoode Hall Law School
- and to the College of New Scholars, Artists and Scientists: John Moores, Assistant Professor of Space Engineering, Department of Earth & Space Science & Engineering, Lassonde School of Engineering.



York launches the new [Black Canadian Studies Certificate](#) in September for the 2018-19 academic year through the Department of Humanities in the Faculty of Liberal Arts and Professional Studies. Students enrolled in the certificate will study Black Canada through four humanities and fine arts approaches: cultural studies, history, literature and music.



A [York lab](#) is among 11 flagship laboratories launched by the Fields Centre for Quantitative Analysis and Modelling (Fields-CQAM) that aim to solve commercial problems using applied mathematics research. Based at York, the Mathematics for Public Health Lab (MfPH) will be run by director and York Mathematics Professor Jianhong Wu in collaboration with other investigators.



Two LA&PS researchers [Professors Carla Lipsig-Mummé and Andrea O'Reilly](#) have been shortlisted for the prestigious SSHRC Impact Awards. These awards recognize outstanding researchers and celebrate their achievements in research, research training, knowledge mobilization and outreach activities funded partially or completely by the Social Sciences and Humanities Research Council of Canada.



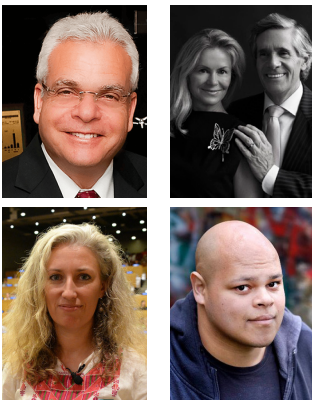
[A new logo and brand](#) were unveiled on August 22, 2018, which will take the Lions into the next era of athletics and recreation at York.



York University English Language Institute has been named 2018-19 World Language School of the Year (North America), the highest award for a language institution, by [iStudy Guide Magazine](#). The title is awarded based on student satisfaction, diversity and use of technology, among other criteria.

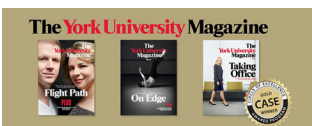


The Faculty of Education, in partnership with the Toronto District School Board, has created a new degree program, [Wabaan Indigenous Teacher Education](#), in response to the Truth and Reconciliation Commission Report. Designed by Professor Susan Dion to address the persistent need for more Indigenous educators across Ontario, the program will be opening in 2019.



The [Bryden Alumni Awards](#) celebrate outstanding York alumni who have achieved the extraordinary and made remarkable contributions in their fields, communities and to the University. This year's winners, who will be celebrated in November, are:

- Paul Sanberg (BSc '76);
- Cheryl and Rob McEwen (MBA '78, LLD '05);
- Pernille Ironside (JD '99);
- and Jamil Jivani (BA '10).



The York University Magazine won an international gold award from the Council for Advancement and Support of Education (CASE) in the [Digital Magazines](#) category of the Circle of Excellence competition. The publication also won a bronze for Best Magazine in the Canadian Council for the Advancement of Education (CCA) 2018 Prix d'Excellence competition.



With a \$3-million investment, made in partnership with Professor Emeritus Allan Carswell and the Carswell Family Foundation, York will share the wonders of the universe with students, youth in the community and the public through the creation of a the new [Allan I. Carswell Chair for the Public Understanding of Astronomy in the Faculty of Science](#).



The Economist has ranked the [Schulich School's Executive MBA program](#), run in partnership with Kellogg School of Management at Northwestern University, among the top 10 in the world, citing the opportunities it offers for personal development, educational experience and career development.



Innovation York announced the winners of the first round of the National Research Council Canada-Industry Research Assistance Program (NRC-IRAP) funded, Artificial Intelligence Industry Partnership Fund. [Five projects](#) were selected from the 23 applications that were received (only four can be named):

- Dapasoft and York Mathematics and Statistics Professors Steven Wang and Hongmei Zhu for their project "Improving Patient Gridlock conditions in Emergency Department ED using Machine Learning or other AI Technology";
- Nuco and Schulich School of Business Professor Henry Kim for "Applying Deep Neural Networks for Blockchain Interoperability";
- Samco and York Mathematics and Statistics Professor Michael Chen for "Optimization of Industrial Machinery through Artificial Intelligence";
- and uBioDiscovery and York Mathematics and Statistics Professors Steven Wang and Xin Gao and Biology Professor Gary Sweeney for "Using AI to identify personalized linkage patterns between microbiome profiles and lifestyle parameters".



Lassonde School of Engineering graduate students Abdullah Sawas, Abdullah Abuolaim and Mahmoud Afifi, under the supervision of Professor Manos Papagelis, received the best paper award at the 19th [Institute of Electrical and Electronics Engineers International Conference](#) on Mobile Data Management. The group's paper is titled "Tensor Methods for Group Pattern Discovery of Pedestrian Trajectories."



The International Council for Canadian Studies (ICCS) awarded a Certificate of Merit to Professor [Colin Coates](#), coordinator of the Canadian Studies program at Glendon Campus for his important and diverse contributions in both French and English to historical and interdisciplinary scholarship on Canada, intervening in the fields of environmental history and francophone Canada studies.



Athletics and Recreation and the School of Kinesiology and Health Science will welcome four student-athletes, one coach and, for the first time in school history, a team as inductees into the [York University Sport Hall of Fame's](#) class of 2018. This year's inductees are:

- Mark Bellai, basketball player;
- Craig Cavanagh, track and field athlete;
- Tammy Holt, field hockey player;
- Cheryl Phillips, rugby player;
- Eric Bojesen, tennis coach;
- and the 1969-70 men's hockey team.



Dozens of Grade 11 students from the Toronto area took part in a newly-expanded [Summer Student Research and Mentorship Program](#) at Lassonde School of Engineering. The expanded program this year is supported by a \$160,000 donation from the Carswell Family Foundation, continued support from the Association of Ontario Land Surveyors, and a donation from computer engineering alumnus Abdullah Merei (BASC '09; MBA '15).

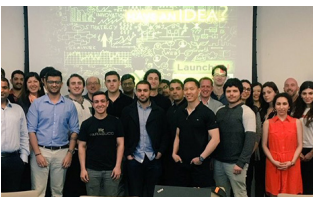


Kinesiology student [Syed Hassan](#) won the first-place award at the Summer Undergraduate Research Conference.



Four Osgoode Hall Law School alumni are among *Canadian Lawyer's* [Top 25 Most Influential](#) in the justice system and legal profession in Canada for 2018:

- Esi Codjoe LLM '12;
- Brian Greenspan LLB '71;
- Naiomi Metallic LLM '16;
- and Rachel Notley LLB '90.



York's entrepreneurship program, LaunchYU, awarded [five startups](#) from the 2018 cohort of its AccelerateUP program with \$3,000 in development funds:

- Blade Filters, which creates activated carbon air filters that encompass a replaceable carbon cartridge that is exchanged once the carbon becomes exhausted;
- Candy Cutlery, the first brand to create environmentally friendly edible utensils for the food service industry;
- Nugget, a talent discovery platform that helps employers create and launch task-based assessments to find the right candidate fit, solving personalized recruitment at scale;
- Ohh Foods, which innovates healthier snacking alternatives with "free from" attributes. All snacks manufactured by Ohh Foods are free from the eight most common food allergens in Canada;
- RedPine Music, which is changing the way artists and venues book concerts as artists booking with RedPine crowdfund shows.



Undergraduate student [Aleria McKay](#) was the first Indigenous contestant to win a Miss Teenage Ontario title, and is using the platform to raise awareness of Indigenous youth suicide rates and to advocate for increased mental health services.



Professor [Michael Jenkin](#) will lead the 'interactive autonomy' theme in the new NSERC Canadian Robotics Network (NCRN), which received \$5.5 million in funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) as part of the \$78-million Strategic Partnership Grant (SPG).



The [Canadian Association for Graduate Studies](#) (CAGS) announced that York's Faculty of Graduate Studies is the winner of the 2018 Award for Excellence and Innovation in Enhancing the Graduate Student Experience (GSE). Specifically, CAGS seeks to recognize the outstanding achievements of the [Wellness Consultation](#) Service, which provides graduate students at York University with access to specialized mental health resources, consultation, and counselling services.



Faculty of Education PhD candidate [Kyo Maclear](#) was named winner of the Trillium Book Award for her memoir *Birds Art Life*. Maclear is a children's and youth literature and film scholar who also received a prestigious Vanier Graduate Scholarship in 2015.



Following the highly successful launch of its one-of-a-kind York Science Communicator in Residence program last year, the Faculty of Science has selected [three impressive science communicators](#) for 2018-19:

- Molly Segal;
- B.D. Colen;
- and Dan Falk.



[Six York professors](#) received Social Sciences and Humanities Research Council of Canada Connection grants. The grants, which are valued at up to \$25,000 each, support events and outreach activities geared toward short-term, targeted knowledge mobilization initiatives related to the professors' research. The recipients are:

- Susan McGrath, professor, LA&PS - Connecting Emerging Scholars and Practitioners to Foster Critical Reflections and Innovation on Migration Research, ongoing to March 31, 2019;
- Richard Saunders, professor, LA&PS - Resource Nationalism in Southern Africa: Emerging Challenges and New Opportunities, September 22 to 26;
- Marlis Schweitzer (with co-applicant Banting postdoctoral Fellow Heather Fitzsimmons Frey), professor, AMP&D - Playing with History: A Performance-Based Historiography Symposium, October 11 and 12;
- Jamie Cameron, professor, Osgoode Hall Law School - Defamation Law and the Internet, May 3;
- Joseph DeSouza, professor, Faculty of Health - First International Symposium for Dance and Well-Being: Advancing Research, Policy and Practice, May 24 to 26;
- and Philip Girard, professor, Osgoode Hall Law School - Beyond Harvard; Transplanting Legal Education International Conference, June 5 and 6.





Nine York community members were appointed to the [Order of Canada](#), which recognizes outstanding achievement, dedication to the community and service to the nation:

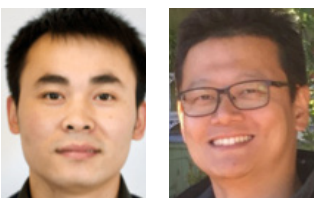
- Cindy Blackstock, O.C. (LLD [Hon.] '17 - Osgoode) for her leadership as a champion of Indigenous children and for her efforts to build a culture of reconciliation;
- Hedi Bouraoui, C.M., a longtime York faculty member and esteemed poet, novelist and essayist;
- Roberta Bondar, C.C., O.Ont. (DSc [Hon.] '92 - Glendon) for her contributions to society's awareness of environmental sustainability and her pioneering work in space medicine research;
- Barry Callaghan, C.M., professor emeritus of English at York. He was recognized for his contributions, as a publisher and writer, to the promotion of Canadian literature in Canada and abroad;
- Wendy Craig, O.C., O.Ont., (MA '89, PhD '93), a Bryden Award recipient and York alumna recognized for her seminal research on bullying and its impact on youth, and for her groundbreaking work in linking basic research, public policy and community action to address the issue;
- Agnes Di Leonardi, C.M., (BBA '82) for her leadership in the automotive industry and her commitment to mentoring and supporting Canadian women leaders through her work with the International Women's Forum of Canada;
- Sheila Fraser O.C., (LLD [Hon.] '10 - Faculty of LA&PS), for her dedication to enhancing the accountability of governmental institutions and to promoting Indigenous rights across Canada;
- Ted (Edward) H. Garrard, C.M., (BA '80, MA '81), who was recognized for his leadership in the charitable sector as an innovator who has developed giving strategies in the fields of health care and education;
- and Beverley McLachlin, P.C., C.C., (LLD [Hon.] '99 - Osgoode), for her impact on Canada's legal landscape, notably as the longest-serving chief justice of Canada, and the first woman in the role.



Japanese-to-English translator and humanities Professor [Ted Goossen](#) is the recipient of the Order of the Rising Sun, Gold Rays with Rosette, an honour celebrating his achievements in promoting Japanese culture on a global scale.



Schulich Professor [Dirk Matten](#) received the prestigious Academy of Management Review (AMR) "Paper of the Decade" award for his paper entitled, "'Implicit' and 'Explicit' CSR: A Conceptual Framework for a Comparative Understanding of Corporate Social Responsibility", co-authored with Jeremy Moon (Copenhagen Business School).



[Junjie Kang](#) and [Peng Li](#), two PhD students at the Lassonde School of Engineering, are among the only five Canadians to ever receive the highly prestigious COSPAR Outstanding Paper Award for Young Scientists. Both were named recipients of the 2018 Committee on Space Research (COSPAR) award for their papers published in COSPAR's journal, *Advances in Space Research*.



Shayan Nandi, who begins studies in biomedical science in the Faculty of Science this fall, was selected by a random draw from 13,000 entries as the winner of the [Open Your Mind First-Year Free Tuition Contest](#).



Alumna [Cynthia Beretta](#) is among the winners of the Canadian Grocer's 2018 Star Women Award.



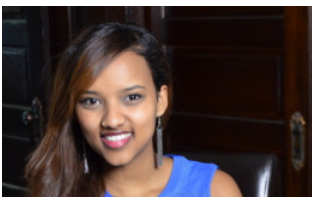
Lions' Women's Wrestling Team member [Alex Town](#) won the bronze medal in the Canada Cup, while teammate [Christelle Lans](#) took home gold in the Ontario Cup.



[The Faculty of Education](#) has launched the Equity in Education Hub, an online repository for research reports that will include identity-based student data. The growing collection will shine a light on the lived experiences and schooling realities in Kindergarten to Grade 12, largely in the Greater Toronto Area.



Professor [Marin Litoiu](#) is one of 18 professors nationwide to win the Natural Sciences and Engineering Research Council of Canada's 2018 CREATE competition. Dr. Litoiu's interdisciplinary research, which focuses on Internet of Things applications, will receive \$1.65 million in funding.



Business & Society undergraduate student [Semhar Berhe](#) will take part in the Killam Fellowship Program, which allows undergraduate students from Canada and the United States to participate in a program of binational residential exchange. Semhar will study public policy at American University this fall.



[Five PhD students](#) have been awarded prestigious Vanier Canada Graduate Scholarships to support their research projects:

- Ogamauh annag qwe miinwa Waasaunda qwe (Susan Bell Chiblow), Environmental Studies;
- Leigha Comer, Sociology;
- Rivka Green, Psychology;
- Natasha Henry, History;
- and Hannah Rackow, Theatre & Performance Studies (not pictured).



Beginning this fall, the [York Research Chairs \(YRC\) Program](#) will be expanding, with seven centrally supported Chairs available and there will also be up to two additional Chairs linked to the Vision: Science to Applications (VISTA) Canada First Research Excellence Fund program. This expansion of the YRC program places particular emphasis on York's outstanding emerging researchers who are within the first five years of their careers.



York has officially launched the [President's Ambassador Program](#), which offers opportunities for current students to serve as representatives of the University and to share their experiences as York students with fellow students, staff, faculty and alumni.



Osgoode PhD candidate [Jake Okechukwu Effoduh](#) is one of 90 environmentalists from Canada who recently received training from former U.S. vice-president and Nobel laureate Al Gore on mobilizing action around the issue of climate change.



Social science professor [Kamala Kempadoo](#) is the 2018 recipient of the Caribbean Studies Association (CSA) Lifetime Achievement Award for her influential research contributions to feminist gender, sexuality and labour studies.



Undergraduate students [Katrina Carver](#) and [Jack Wawrow](#) are among the 2018 Schulich Leaders, and have been awarded scholarships for the promise they show as innovators in STEM.



A \$200,000 investment from the Ontario Trillium Foundation's Youth Opportunities Fund has been awarded to Business and Society student [Jamar Grandison](#) and his colleagues from Black Physicians of Tomorrow.



After the success of [the pilot program](#) in partnership with the FCJ Refugee Centre, 16 more students with precarious immigration status joined York this fall to pursue a degree.



Biology Professor [John McDermott](#), who is the McLaughlin Research Chair in the Faculty of Science, has received funding to explore how gene expression is controlled in the heart.



Professor Emeritus [Bryn Greer-Wootten](#) was presented the prestigious Karel Engliš Honorary Medal for Merit for his outstanding scholarly contributions in the social and economic sciences.



Amenda Chow (Mathematics & Statistics) received an award from the Academic Innovation Fund to develop an [experimental math space](#).



Graduate student [Sepideh Sharif](#) (supervised by Mike Organ, Chemistry) was awarded a prize for a poster she presented at the Chemical Society Conference in Edmonton.



[Dirk Matten](#), Professor of Strategy and Hewlett-Packard Chair in Social Responsibility at Schulich, was the only academic selected for this year's "Top 100 Corporate Social Responsibility Influence Leader" list.



[Antonnia \(Kiana\) Blake](#) was recognized at June Convocation as the recipient of the 2018 Murray G. Ross Award for excellence in scholarship and outstanding participation in undergraduate student life.



At Fall Convocation, York will honour five outstanding honorary degree recipients:

- Dr. Frances Shepherd, eminent medical oncologist;
- Dame Moya Greene, global business leader;
- Anna Maria Tremonti, award-winning journalist;
- Colleen Johnston, business and community leader;
- And Thandika Mkandawire, international leader in development studies.

and two Distinguished Research Professors:

- Professor Anne Russon, Dept. of Psychology, Glendon Campus;
- And Professor Nantel Bergeron, Dept. of Mathematics and Statistics, Faculty of Science.



Professor [Lisa Philipps](#) was appointed York's Provost & Vice-President Academic, effective July 1, 2018. Professor Philipps has served as Interim Provost since May 2017.



Dr. [Rui Wang](#) was appointed the inaugural Deputy Provost Markham of York's Markham Centre Campus.



Dean [Ananya Mukherjee-Reed](#) of the Faculty of Liberal Arts & Professional Studies was appointed Provost and Vice-Principal Academic at the University of British Columbia's Okanagan campus.



Professor [John Justin \(J.J.\) McMurtry](#) has been appointed Interim Dean of the Faculty of LA&PS.



Professor [Donald Ipperciel](#) was appointed the Chief Information Officer at York.



Professors [Dominique Scheffel-Dunand](#) and [Ian Roberge](#) were appointed Co-Interim Principals of Glendon Campus.



Dean [Ray Jayawardhana](#) of the Faculty of Science was appointed the Harold Tanner Dean of the College of Arts and Sciences at Cornell University.



Professor [EJ Janse van Rensburg](#) was appointed Interim Dean of the Faculty of Science.



Former Interim Dean of the Faculty of Graduate Studies and Associate Vice-President Graduate [Fahim Quadir](#) was appointed vice-provost and dean of the School of Graduate Studies at Queen's University.



Professor [Thomas Loebel](#) has been appointed Dean of our Faculty of Graduate Studies and Associate Vice-President Graduate.



Professor [Jane Goodyer](#) was appointed the new Dean of the Lassonde School of Engineering.



Professor [Alice J. Hovorka](#) was appointed the new Dean of the Faculty of Environmental Studies.



Dr. Lori Walls has been hired as York's new Director of Student Counselling & Development (SCD).



Professor [Gertrude Mianda](#) has been appointed director of the Harriet Tubman Institute for Research on Africa and its Diasporas at York. In addition to continuing the Institute's ongoing work, Dr. Mianda aspires to expand membership to include members of the francophone community.



Vinitha Gengatharan was appointed the inaugural Executive Director of [York International](#).



[Eleonora Dimitrova](#) has been appointed director of the Law in Action Within Schools (LAWS) program, an innovative partnership between Osgoode Hall Law School, the University of Toronto Faculty of Law and the Toronto District School Board.



The first holder of the Allan I. Carswell Chair for the Public Understanding of Astronomy in the Faculty of Science for a three-year term will be University Professor and Senior Lecturer [Paul Delaney](#).



[Three York professors](#) have earned Massey College appointments for the 2018-19 academic year:

- Jennifer Steele, associate professor, Psychology, Faculty of Health (York-Massey Fellowship);
- Gabrielle Slowey, associate professor, Politics, LA&PS (York-Massey Visiting Scholarship);
- and Joan Judge is a professor in the Department of History, LA&PS (York-Massey Visiting Scholarship).



[Tina Cook](#) has been named assistant coach of the York Lions' women's soccer program.



Alumnus [Thomas Kehoe](#) (MBA '94) was added to the Board of Directors of Raise Production Inc.



Pollution Probe appointed alumnus [Christopher Hilkene](#) (MES '96) as Chief Executive Officer, effective August 1, 2018.



Alumnus [Doug Downey](#) has been named Parliamentary Assistant to the Minister of Finance.



Alumna [Effie Triantafilopoulos](#) was named the Parliamentary Assistant to the Minister of Health and Long-Term Care.



Alumna and environmental lawyer [Hannah Askew](#) was appointed Executive Director of Sierra Club BC.



[Janice Fukakusa](#) (MBA; LLD '16) has been named the new Chancellor of Ryerson University.



[Naomi Adelson](#), who was previously associate dean, research at the Faculty of LA&PS, was appointed as Ryerson University's first associate vice-president, research and innovation.



York honorary degree recipient [Steve Paikin](#) has been appointed for a second term as Chancellor of Laurentian University.

Executive Committee – Report to Senate

At its meeting of September 27, 2018

FOR ACTION

1. Election of Members of Senate Committees and Other Positions Elected by Senate

Senate Executive recommends the following candidates for election to Senate Committees (open seats) for the remainder of terms beginning immediately and ending June 30, 2021. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded prior to the Senate meeting of September 27.

Final approval for a slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

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

Robert Heynen, Assistant Professor, Communications Studies, LA&PS
Pamela Millett, Associate Professor, Faculty of Education

FOR INFORMATION

2. Senate Committees in Scope at Today’s Meeting

The Executive Committee has asked that chairs of other Senate committees take a few moments to describe the role played by their committees on behalf of Senate, how they conduct business, and what major items to expect in the coming year. We will work with committee chairs and secretaries throughout the year to respond to suggestions identified in surveys and other interactions about substantive items of interest and how best to engage Senators.

3. Approval of Committee Members Nominated by Faculty Councils

The Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees with terms beginning July 1, 2018 and ending June 30, 2021.

Executive Committee – Report to Senate (cont'd)

Academic Policy, Planning and Research

Sophie Bury, York University Libraries
Peter Timmerman, Faculty of Environmental Studies

Honorary Degrees and Ceremonials

Chris Ardern, Associate Professor, Health
Laura Kwak, Assistant, Professor, Liberal Arts & Professional Studies
Tina Rapke, Assistant Professor, Education
Irene Henriques, Professor, Schulich School of Business

4. Actions Taken Under Summer Authority

In accordance with Senate rules as amended in October 2006, “between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.”

The Committee took no actions other than to discharge its responsibilities under the Disruptions Policy (which is reported separately, below) and call a special meeting to consult with Senate as soon as possible after the disruption ended.

The Committee explicitly decided that it would not invoke Summer Authority to approve action items not dealt with when the June Senate meeting was adjourned. Instead, e-votes were held on ASCP and APPRC action items.

In approving the membership of Professor Bruce Ryder as a member of the Executive (July 5), and taking note of the formation of a Faculty of Education ad hoc review group (June 19), the Committee was acting on its own authority. The Committee also advised Senate that it had extended the term of student Senator Talha Tanweer on the Appeals Committee by two months to ensure that quorum was attained in July and August.

5. Monitoring the Academic Disruption

Attached as Appendix A is an updated chronology of the actions taken by Senate Executive and Senate prior to, during and since the labour disruption of March to July. The Committee has had a preliminary discussion of strike-related phenomena informed by members’ reflections and input from the community. Further consideration is essential, and the Committee will focus its deliberations on the development of options for the completion of courses and finalization of grades, how they were implemented, the impact they had, and their advantages and disadvantages. We will be grateful for insights shared with us by Senators.

Executive Committee – Report to Senate (cont'd)

A preliminary discussion identified these key issues:

- It is clear that many in the community are concerned by the intrusion of labour relations into the academic realm during the disruption.
- Students may have acted without knowing the full range of options available at the outset, or the consequences of their decision-making.

The “Disruptions Policy” seeks to balance academic integrity and fairness to students. These principles must be at the forefront as we learn from recent experiences.

6. Priorities for 2018-2019

In the recent past committees have established priorities in the autumn and shared them with Senate.¹ Priority-setting has a number of virtues:

- emphasizing matters of greatest importance
- shaping agendas and ensuring that appropriate attention is paid to key items through work plans
- signaling to Senators the major initiatives planned by committees, and creating space for questions, comments and suggestions
- building capacity to track progress through the year

Of paramount concern to Senate Executive is the vitality of collegial governance. The Committee re-dedicates itself to enhancing governance and promoting the collegiality so essential to positive, productive processes. We will do this in partnership with Senators, Senate committees and Faculty Councils and all those who have a stake in the institutions of governance. We will actively seek and address inputs such as survey results and address them in a timely, meaningful fashion.

With this overarching theme in mind, the Committee has identified the priorities below. Senators are invited to share their thoughts on them.

Process for the Determination of Responsibilities in a Disruption	In concert with the Executive Committee of the Board of Governors, the Committee agreed to bring forward recommendations on the mandate and membership of a group tasked with determining the responsibilities of the Board, Senate and Administration in the event of a Disruption.
Senate Membership Review	Senate Rules provide for a review of Senate’s membership every two years. A comprehensive review was last conducted in 2016-2017 leading to approval by Senate in April 2017 .

¹ Other committee are in the process of confirming their priorities for the coming year. They will be transmitted in October.

Executive Committee – Report to Senate (cont'd)

	The Nominations Sub-Committee will develop advice for the Committee.
Senate Rules Review	Senate’s Rules, Procedures and Guidelines are published every three years which normally occasions a thorough review. The Rules were last published in February 2016 . Minutes of meetings in 2018, survey results and correspondence from Senators identified rules issues that should be part of a review.
Senate Policy on Accommodations for Students with Disabilities	The Policy was amended in June 2017. The next phase aims to present changes to the accompanying Guidelines and Procedures after consultations carried out by the Equity Sub-Committee.

7. University Secretariat Support for Governance and Senate

Senate Secretary Maureen Armstrong and her University Secretariat colleagues are working on a number of innovations in support of Senate and its committees. They include the following:

- creating a message board for Senators to share views, one that provides the same functionality as Senate–D while addressing concerns about periodic e-mail floods
- developing secure, real-time electronic voting capabilities at Senate meetings
- deploying videoconferencing for remote participation to facilitate participation by Senators and committee members on all campuses
- finalizing a standard template for policies, procedures and regulations together with a calendar for reviewing policies

A new Assistant Secretary has recently joined the University Secretariat. Kathryn White returns to York from the Council of Ontario Universities where she was Council Coordinator and Policy Analyst from 2011 and 2017 and most recently served as the Associate Secretary to Council. She brings a wealth of knowledge, experience and strategic acumen to her new role working with the Board of Governors, Senate and their committees. Kathryn is a double York alum having earned a BA in History and Canadian Studies from Collège universitaire Glendon and an MA in History. Kathryn’s Senate duties include serving as the Secretary of ASCP. The appointment has been made as part of a staffing plan that will free up time over the short term for long-planned, governance-related projects.

8. Suggestions by Committees for Facilitated Discussions at Senate

In June APPRC reported on a briefing by Librarians and Archivists as part of an ongoing exploration of incomparable metrics (qualitative and quantitative indices that will tell the fullest and fairest story of York’s scholarship and impact). APPRC expressed the belief that “a facilitated discussion at Senate would be appropriate, and we hope that the

Executive Committee – Report to Senate (cont'd)

Executive Committee will agree to create space for this at a meeting in the autumn of 2018.”

In May ASCP hosted members of the Indigenous Council for a discussion of *The Indigenous Framework for York University: A Guide to Action*. It suggested that “Senate too may wish to give consideration to having a facilitated discussion of *The Indigenous Framework* at an upcoming meeting.”

Senate Executive agrees that these topics merit special attention at upcoming meetings.

The Committee welcomes the advice of Senators on other academic topics that could be taken up in facilitated discussions.

9. Senate Meeting Dates

The Executive Committee has approved the schedule of Senate meetings for 2017-2018.² Departures from the rule that Senate meets on the fourth Thursday of the month are highlighted in bold font below. December meetings are often cancelled, and Senators will be advised well in advance if a meeting that month is necessary. The schedule is posted online with other Senate documents.

September 27, 2018

October 25, 2018

November 22, 2018

December 13, 2018 (if necessary)

January 24, 2019

February 28, 2019

March 28, 2019

April 25, 2019

May 23, 2019

June 27, 2019

10. Senator and Senate Committee Member Survey

A survey of Senators and Senate committee members was conducted in June and the results are found in Appendix B. Both surveys confirm that interest, duty and the desire to learn about University developments remain prominent motivators for Senators who attended regularly. Interest remains high even if members did not always actively participate in discussions. In some respects the surveys reflect a high degree of satisfaction on the part of respondents.

² Senate rules stipulate that Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August but provide that “Senate Executive may set an alternate meeting time and day.” (see Senate Rules A, IV, 1 and 3).

Executive Committee – Report to Senate (cont'd)

Many Senators took the opportunity to stress the importance – indeed urgency -- of clarifying Senate rules. The Committee has already agreed to look at language about decorum and behaviour. The results point to other matters that can be taken up when the Committee reviews the rules this year.

Senate Executive will ensure follow-up on the surveys and in doing so:

- assess best practices in framing agenda items
- ensure frequently cited items of interest are brought forward as part of the UAP series and ongoing reporting (Markham, SHARP, research matters etc.)
- ensure discussion and debate is respectful and enables contributions from diverse members
- work with other committees to take up items identified by respondents

The Committee is grateful to all those who participated in the surveys, and is always open to suggestions from Senators and committee members about topics and ways to promote attendance, engagement and effectiveness.

Documentation is attached as Appendix B.

11. Agenda Package Layout

One survey respondent suggested that all appendices to committee reports be placed at the end of agenda package. ASCP endorsed this idea. So, too, has Senate Executive. Appendices are accessible from bookmarks embedded in the PDF version of agenda packages. As always, some documents will be posted online, including those distributed after agenda packages have been issued

12. Senate in 2017-2018: Year End Report on Actions and Attendance

A consolidated report on actions taken by Senate in 2017-2018 is posted online. The document was provided to Senate in June, and its contents may be particularly helpful in providing new Senators with a sense of the nature and breadth of actions during the year. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year.

Attendance from September to May can also be reviewed. Senate Executive is aware that many Faculty Councils are also struggling to promote attendance and participation. Some have been forced to cancel meetings due to a lack of quorum. It is proving difficult to populate committees fully and in a timely fashion. The University Academic Plan 2015-2020 emphasizes the need to enhance collegial governance and commits to “facilitating the collegial participation of all community members – full-time and contract faculty, staff and students – in our local level and institutional planning processes.”

Documentation is posted online with the agenda for this meeting.

Executive Committee – Report to Senate (cont'd)

13. Committee and Sub-Committee Membership 2018-2019

The Committee is pleased to welcome its newest members Bruce Ryder (Osgoode Hall Law School) and George Turlakis (Senator on the Board of Governors). It is hoped that other members, including the two students, will be named soon. Professor Ryder has agreed to join Vice-Chair Macpherson on the Equity Sub-Committee. A slot has been reserved for one of the two students on Senate Executive. We are pleased that ASCP and APPRC have moved quickly to designate their members to this important group:

APPRC	Dayna Scott
ASCP	Negriz Canefe and Pam Millett

Franck van Breugel, Chair
Alison Macpherson, Vice-Chair



Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of September 27, 2018

FOR INFORMATION

APPRC met on September 13 and submits the following report for information.

1. Fulfilling APPRC's Mandate

The inaugural meeting of 2018-2019 began with a thorough discussion of the Committee's mandate informed by the terms of reference, examples of recent major initiatives, a history of planning at York, and an overview of major initiatives in progress or planned for the coming year. Senate has high expectations of APPRC. Members of the Committee are committed to living up to them, and to providing Senators with the kind and quality of information, recommendations, evaluation, monitoring and support they need to fulfill their own important roles at Senate, in their Faculties, and in their local units and programs. Senate meetings are short and we will endeavor to focus on the highest priorities and help frame discussions in ways that empower and maximize participation.

Much of the Committee's work pivots around the University Academic Plan. Initiatives undertaken are grounded in goals organized around the seven priority areas of the 2015-2020 iteration. The Committee's webpage provides a number of resources that may be of value to Senators:

- current members
- terms of reference
- Senate organization chart with APPRC and its sub-committees highlighted
- information about the work of Sub-Committees
- meeting dates and locations (2 meetings will be held at Glendon)
- documents related to major initiatives in progress
- links to key planning documents such as the University Academic Plan 2015-2020 and the Quality Assurance website (VP Academic & Provost)
- academic freedom resources
- a history of academic planning at York
- documents related to major initiatives, including "incomparable metrics," posters on display at last February's Forum of Ideas, and Faculty and YUL planning

The pages will expand as initiatives unfold this year.

The Committee welcomes questions about APPRC's agenda and reports at any time, and invites suggestions about how we can best serve Senate and the collegium. Input can be given to the Chair at Senate meetings or addressed to the Committee's Secretary Cheryl Underhill (underhil@yorku.ca).

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

2. Concurrence with a Proposal to Establish the Carswell Chair for the Public Understanding of Astronomy

As the result of an e-mail canvas of the membership conducted from July 31 to August 3, APPRC concurred with a recommendation of the Provost to establish the Carswell Chair for the Public Understanding of Astronomy. In accordance with the procedures associated with the Board-Senate Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships the Committee communicated its decision to Board of Governors and now informs Senate. The Executive Committee of the Board approved the Chair under its summer authority. Professor Paul Delaney has been named the first holder of the Chair.

Documentation is attached as Appendix A.

The procedures may be accessed from the Senate Website at

<http://secretariat-policies.info.yorku.ca/policies/establishment-and-designation-of-research-and-teaching-chairs-professorships-and-distinguished-fellowships-guidelines-and-procedures/>

3. Budget Consultations

As many Senators know, this autumn will see a round of consultations on budget priorities undertaken on behalf of the University Budget Advisory Committee. The Committee is scheduled to meet with the President, Provost and Vice-President Finance and Administration on September 27 as the consultations open. For details on the consultation, see the minutes of the Senate meeting of May 24, 2018.

4. Priorities for 2018-2019

In the autumn, Senate committees develop priorities for the year. To do so helps ensure that the most pressing issues receive appropriate attention. This exercise is now in progress and APPRC will report to Senate Executive soon on its priorities for 2018-2019 following the receipt of advice from the Technical Sub-Committee. Items that are likely to be candidates for priority status include the following:

- further work on the development of “incomparable metrics,” responses from the Deans and Principal to questions posed by APPRC last year, and follow-up to the February Forum of Ideas jointly sponsored with ASCP, along with ways to engage Senators and the community
- planning for the Markham Centre Campus
- a UAP recommendation to review the University’s academic unit structures so as to achieve a structural array that is appropriate to York’s overall mission and support the achievement of objectives; including supporting the initiative to

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

establish the new Faculty (FES-Geography-Others) approved in principle by Senate in Spring 2017

- preliminary forecast on the process and framing of the 2020-2025 UAP

Once established, priorities will be conveyed to Senate Executive, provided to Senators and posted on the Committee's Website.

5. Markham Centre Campus Planning

Markham Centre Campus planning is a standing item on the Committee's agenda. Based on a discussion at Senate in November 2015 APPRC will "report monthly to Senate; it will facilitate reports – oral and written -- by the Provost; it will ensure Senate is fully informed of developments and engaged; and provide its own commentary as appropriate."

The committee received a comprehensive briefing from the Provost at its September 12 meeting on the status of campus planning. Key areas covered include:

- The commencing of the inaugural Deputy Provost position by Rui Wang, and his immediate focus
- Collegial governance, both the Markham campus-Keele campus, and the internal Markham campus structure perspectives
- Faculty complement
- Academic program mix
- The common first-year model
- Fostering the research identity of the campus
- Phase 1 building construction timelines
- Operational readiness

A full update to Senate on the Markham Centre Campus is anticipated at its meeting in October. Questions and comments about Markham planning are welcome at all Senate meetings and may also be addressed to APPRC's Secretary, Cheryl Underhill (underhil@yorku.ca).

6. Enrolment Outlook and Faculty Complement Plan

Provost Philipps will provide Senate with a preliminary report on FW 2018-2019 enrolments at the September meeting of Senate. She shared the enrolment outlook and a remediation status update with APPRC in early September, noting that on the whole the results are encouraging given the challenging landscape.

A robust faculty complement plan for 2019 appointments has been finalized and was transmitted to APPRC by the Provost; a summary of the appointment breakdown by Faculty is attached as Appendix A. A total of 160 hires have been authorized, which includes a mix of professorial, research intensive and alternate stream appointments to

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

help advance the University's teaching, pedagogy and research objectives. Included in the appointment totals are 11 faculty hires for the Markham Centre Campus. The Provost will speak to the report at the Senate meeting.

Documentation will be distributed at or before the meeting.

7. Student / Faculty Ratios

As reported in June, the Committee received additional information about student/faculty ratios by Faculty. The Provost provided the data. Further exploration of the data with the Provost is planned in conjunction with ongoing faculty complement planning discussions.

8. Electronic Curriculum Vitae Exercise

Last spring APPRC asked Vice-President Haché to lead a campus-wide conversation on the development and implementation of an electronic CV (ECV) tool for York faculty members. In response a collegial Task Force will be established this fall to evaluate the various ECV management software systems for eventual implementation at York. The membership of the task force will include representation from all Faculties and the Libraries, APPRC, a Postdoctoral Fellow and graduate student, with support provided by office of the VPRI and a research data analyst. Modernizing the University's practices and tools on this matter can introduce significant benefits to a wide range of University constituents and processes. Those benefits will be thoroughly explored in this exercise. To ensure there is broad community input informing the initiative, town-hall / open forums will be held. APPRC remains mindful of the need to ensure that data collection does not violate collective agreement stipulations regarding CV utilization

More information about the Task Force will be shared as the initiative progresses. The Committee will facilitate a canvas of faculty members interested in participation. In February of last year, Vice-President Haché briefed Senate on electronic CVs. His presentation can be accessed from the documentation for the Senate meeting of February 15, 2018 (pp. 176-179) from this link:

<http://secretariat.info.yorku.ca/files/senate-agenda-20180215.pdf>

9. Sub-Committee Members for 2018-2019

The Committee has nearly completed the process of populating its sub-committees. Confirmed membership to date is as follows:

Sub-Committee	Members
Technical Sub-Committee	Lisa Philipps, Provost <i>Chair</i> Robert Haché, VPRI Franck van Breugel, Chair of Senate

Academic Policy, Planning and Research Committee Report to Senate (cont'd)

	Lesley Jacobs, Chair of APPRC Robert Tsushima, Science
Quality Assurance (Joint Sub-Committee with ASCP)	Joanne Magee, LA&PS Richard Irving, Schulich
Organized Research Units	Robert Haché (Ex officio - VPRI) Les Jacobs, ORU Director on APPRC 2-3 members of APPRC, TBA
Equity Sub-Committee (Senate Executive)	Dayna Scott, Osgoode

10. Changes to the SSHRC Research Opportunity Grants Program

The Committee concurred with changes to the SSHRC Institutional Grants programs as recommended by its Research Opportunity Grants Sub-Committee. The changes flow out of SSHRC-mandated adjustments and are summarized as follows:

- SSHRC Research Opportunity Grant is renamed the SSHRC Explore Grant, and its guidelines and forms revised to align with SSHRC requirements
- SSHRC Conference Opportunity Grant is renamed the SSHRC Exchange-Conference Grant and its guidelines and forms revised to align with SSHRC requirements
- establishment of SSHRC Exchange-KMb Grant competition, with its guidelines and forms aligned with SSHRC requirements

Updated application forms will be posted on the VPRI Website in the near future.

11. Chair for 2018-2019

Les Jacobs has returned as the ORU Director designated for APPRC membership. He has also been elected as the Chair for 2018-2019 after serving in this capacity in 2016-2017.

12. Welcome to New Members

The Committee is pleased to welcome new members Sophie Bury (Librarian and Archivist) and Peter Timmerman (Environmental Studies). Arthur Redding will serve as YUFA observer in the coming year. Three faculty members seats are vacant and we hope that they will be filled soon. There is also a vacancy resulting from the need to elect an Academic Colleague to COU. We are also looking forward to welcoming the two student members when they have been confirmed by Senate Executive.

Lesley Jacobs
Chair of APPRC

Academic Standards, Curriculum and Pedagogy Committee Report to Senate

At its meeting of 27 September 2018

For Action

1. Closure of the College - University Accounting Bridge Program • Liberal Arts & Professional Studies

ASCP recommends,

That Senate approve the closure of the 15-credit College - University Accounting Bridge Program, housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies, effective immediately.

Rationale

The bridging program offered Ontario college 2-year business diploma graduates a pathway for admission to the third year of the then Bachelor of Administrative Studies (now BCom) Specialized Honours degree program in Accounting at York (or other universities' accounting programs) with a total of 60 transfer credits. The bridge program consisted of five 3-credit academic courses offered in the summer session. The objective of the bridge program was to address the gap in learning outcomes between the college accounting diploma and the first two-years of the BAS accounting program, thereby preparing students to successfully complete the requirements of the degree program within two years.

Subsequent to the design of the bridging program, the Ministry of Training, Colleges and Universities Ontario authorized colleges to offer Honours Bachelor of Commerce degrees; that development largely made the bridging program at York redundant. The closure will allow the Faculty and University to tighten the inventory of active programs, aligning with the UAP principles of sustainability and creating clearer messaging about programming. The program closure will have no impact on students or faculty members.

Approvals: Executive Committee of LA&PS Faculty Council on behalf of LA&PS Faculty Council 30 May 2018 (summer authority) • ASCP 12 September 2018

2. Closure of Diploma in Theatre & Performance Studies • School of the Arts, Media, Performance & Design / Faculty of Graduate Studies

ASCP recommends,

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

That Senate approve the closure of the Diploma in Theatre & Performance Studies, a in the Graduate Program in Theatre & Performance Studies, Faculty of Graduate Studies, effective immediately.

Rationale

The closure of the Diploma in Theatre & Performance Studies is proposed for the following reasons:

- The program has not attracted any students since 2007 and there has only been one diploma student since the founding of the program in 2006.
- The MA program in Theatre & Performance Studies has been a more attractive option for students for two reasons:
 - The Master's is an asset on the teaching job market, as it serves as one of the paths to a Qualifications Evaluation Council of Ontario (QECO) category requirement for increased compensation, and
 - Students accepted into the diploma program are not eligible for funding packages, while students in the MA program, which requires only an additional 12 credits, are eligible for funding packages.

The formal closure of the program aligns with the UAP principle of sustainability. The closure will have no impact on students or faculty.

Approvals: FGS Academic Planning & Policy Committee on behalf of FGS Council 11 July 2018 (summer authority) • ASCP 12 September 2018

Consent Agenda

3. Changes to the requirements for the Master of Real Estate and Infrastructure program

ASCP recommends,

That Senate approve, effective Fall/Winter 2019-2020, the following changes to the Master of Real Estate and Infrastructure (MREI) degree program housed in the Schulich School of Business:

- Replacing the current application requirement for a GMAT or GRE score with submission of test scores only if students wish to provide further evidence of academic potential or if requested by the Admissions Committee if further evidence of academic performance is required

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

- Removing and retiring a 3.0 credit core course, SB/PROP 6250 Site Planning and Design
- Increasing the credit value of SB/PROP 6080 Creative Workshop from 3.0 to 6.0 credits
- Updating the program expected learning outcomes to a competence-based format

Rationale

Details of the specific changes, the reasons for them and the updated mapping of the revised requirements to the program learning outcomes are set out in the full proposal, attached as Appendix A. The application requirements are being revised following a review of the academic performance of MREI students and their GMAT scores, which indicated no correlation between the two; in addition, feedback from Schulich's admissions department indicates that the GMAT is a perceived barrier to some applicants. The removal and retirement of SB/PROP 6250 is in response to an overall review of the first year of the MREI program, which indicated that the learning outcomes for this course are covered by other core courses. The credit value for SB/PROP 6080 is being increased to reflect the content and required workload for the course. The program learning outcomes have not changed, but are being updated to focus the learning outcomes to a set of more concise learning objectives.

In addition, the program start date will be changed from Winter to Fall, bringing it into line with most programs.

Approvals: FGS Academic Planning & Policy Committee on behalf of FGS Council 13 June 2018 (summer authority) • ASCP 12 September 2018

4. Granting of Degrees, Certificates and Diplomas (Fall 2018 to Spring 2019)

ASCP recommends that:

- a. Senate authorize the granting of degrees at the University's convocations held in Fall 2018, February 2019 (Convocation *In Absentia*) and Spring 2019, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix B.
- b. Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2018, February 2019 (Convocation *In Absentia*) and Spring 2019, and individually to students at any point during the year who have fulfilled the requirements for receipt of the diplomas and certificates listed in Appendix B; and that

Academic Standards, Curriculum and Pedagogy Committee Report to Senate (cont'd)

- c. Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education.

Approvals: ASCP 12 September 2018

For Information

a. Minor Modifications

A minor change was approved to degree requirements for the Honours Minor program in Marketing housed in the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

b. Markham Campus Discussion

The development of the suite of academic programs at the Markham Centre Campus is a focus for ASCP. At its inaugural meeting of this academic year, the Vice-Provost Academic, and the AVP Teaching and Learning led a discussion of several components of that initiative, including program delivery design (electives, general education courses, etc.), incorporating graduate attributes and work-integrated learning into the programming. The Committee also was briefed on the status of the planned new program proposals for the Markham Campus, which will begin to come forward to the Committee and Senate this year.

c. Report on External Program Decisions: Ministry Approved Programs 2017-18

Once new academic programs have been approved by Senate and the Quality Assurance Council has approved them to commence, new "non-core" undergraduate program proposals and all new graduate program proposals must be submitted to the Ministry of Training, Colleges and University (MTCU) for funding approval. The new programs must also be ministry-approved in order for students who are enrolling in these programs to be eligible to receive assistance from the Ontario Student Assistance Program (OSAP).

The list of all Ontario university program approval decisions issued by MTCU in December 2017 and May 2018 is attached as Appendix C for Senate's information.

Kim Michasiw, Chair

Senate Committee on Awards

Report to Senate

At its meeting of September 27, 2018

FOR INFORMATION



The Senate Committee on Awards met on September 14 and submits the following report for information.

1. Confirmation of Chair for 2018-2019

Brenda Spotton Visano (LA&PS) was confirmed as Chair for the 2018-2019 year.

2. President's Research Awards

In the 2017-2018 year, the Committee recommended a number of changes to the President's Research Awards – the Research Excellence Award, the new Research Impact Award, and the Emerging Research Leadership Award. These changes, which were approved by President Lenton and Vice-President Research and Innovation Haché, include the creation of a new Research Impact Award and the introduction of disciplinary clusters.

The new Research Impact Award is for faculty members who have been appointed for at least five years and celebrates research which has had notable impact on “communities, individuals, public policies or practice, or translated successfully into impactful commercial or other applications.”

The two disciplinary clusters are 1) Engineering Science, Technology, Health and Biomedicine, and 2) Social Sciences, Art & Design, Humanities, Business, Law and Education. The Emerging Research Leadership Award will be conferred to two researchers annually, with one award for a researcher in Cluster 1 and one award for a researcher in Cluster 2. The Research Excellence award will be conferred to one researcher annually on an alternating basis between the two clusters.

The Committee decided that this year the Research Excellence Award will be open to researchers in Cluster 2, Social Sciences, Art & Design, Humanities, Business, Law and Education, and the following year it will be open to researchers in Cluster 1. The schedule of award conferral for the next four years is reproduced below:

2018-2019 – Cluster 2: Social Sciences, Arts & Design, Humanities, Business, Law and Education

2019-2020 – Cluster 1: Engineering, Science, Technology, Health and Biomedicine

Senate Committee on Awards Report to Senate (cont'd)

2020-2021 – Cluster 2: Social Sciences, Arts & Design, Humanities, Business, Law and Education

2021-2022 – Cluster 1: Engineering, Science, Technology, Health and Biomedicine

The call for nominations for the Research Awards will be distributed by the end of September. More details about the call for nominations are available on the [Awards Committee webpage](#).

Senators are encouraged to promote the submission of nominations among their colleagues.

3. Increasing the Number of Award Nominations

The Committee discussed ideas for promoting nominations for all awards, such as distributing the calls for nomination more broadly within the university community.

4. Equity, Diversity and Inclusion (EDI) Principles in Award Adjudications

On the recommendation of last year's committee, for ensuring the fullest recognition of our diverse achievements in teaching, learning, and research, all committee members reviewed the [Canada Research Chairs \(CRC\) Unconscious Bias Training Module](#) in advance of the September 14 meeting. Members indicated that they found the module to be a helpful training tool for award adjudications.

B. Spotton Visano, Chair

The Senate of York University – Minutes



Meeting: Thursday, June 14, 2018, 3:00 pm
Accolade Building West, Room 206

L. Beagrie (Chair)	R. Irving	B. Pilkington
F. Van Breugel (Vice-Chair)	R. Kenedy	A. Pitt
M. Armstrong (Secretary)	M. Khalidi	C. Popovic
T. Abdullah	A. Kimakova	F. Quadir
R. Allison	T. Knight	M. Rajabi Paak
J. Amanatides	R. Koleszar-Green	A. Rakhra
K. Amoui	R. Lee	T. Salisbury
I. Azari	R. Lenton	L. Sanders
A. Belcastro	D. Leyton-Brown	V. Saridakis
M. Biehl	S. Liaskos	M. Schweitzer
K. Birch	T. Loebel	L. Sergio
K. Bird	M. Macaulay	M. Sers
K. Blake	J. MacDonnell	J. Sharma
J. Clark	J. Magee	V. Shea
J. Clodman	L. Martin	D. Skinner
A. Czekanski	J. Mayberry	A. Solis
R. Desai-Trilokekar	C. McAulay	P. Szeptycki
Y. Dina	P. McDonald	K. Thomson
C. Ehrlich	A. Medovarski	C. Till
L. Farley	K. Michasiw	G. Turlakis
I. Ferrara	J. Michaud	E. van Rensburg
N. Fisher-Stitt	P. Millett	G. Vanstone
L. Fromowiz	A. Mukherjee-Reed	R. Wellen
G. Georgopoulos	D. Mutimer	L. Wood
A. Glasbeek	A. Norwood	J. Wu
L. Hammill	J. O'Hagan	J. Yeomans
R. Hornsey	A. Perry	A. Zalik
R. Innacito-Provenzano	L. Philipps	

1. Chair's Remarks

In her final meeting as the Chair of Senate, Professor Lesley Beagrie, paid tribute to all those responsible for another productive year in collegial governance: Senators, Senate committee and Faculty Council chairs, members and secretaries, and the staff of the University Secretariat. Members of Senate Executive had worked tirelessly throughout the disruption, participating in many additional, long meetings and e-mail canvasses as they thoroughly debated options. She expressed heartfelt gratitude for having the opportunity to serve as Chair and pride at having met and worked with faculty members, student and staff throughout the University. She wished all Senators well, and encouraged them to attend Convocation ceremonies to join with families and friends to celebrate graduating students.

The Senate of York University – Minutes

2. Minutes

At the request of a Senator, the minutes were moved to the regular agenda. It was moved and seconded “**that the minutes of the meeting of May 24, 2018 be approved.**” It was moved and seconded that item 3 of the minutes, Inquiries and Communications, be amended by adding a phrase to distinguish between “**statements made by those who are ideologically motivated and those that are not.**”

A Senator objected to the Chair’s ruling that statements such had been made are not debatable, and it was moved and seconded to “**challenge the ruling of the Chair.**” On a vote, the Chair’s ruling was *upheld*.

On a vote, the amendment to the minutes *carried*. On a vote, the motion to approve the minutes as amended *carried*.

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

A Senator indicated a desire to address Senate. The Chair reminded Senators of the need to provide notice of communications to ensure their relevance. The speaker would not accept the Chair’s authority in this regard, and began to criticize the administration’s handling of negotiations with CUPE 3903. Citing her duty to focus discussions on matters within Senate’s mandate, the Chair directed the speaker to desist. Amid general consternation following refusals to do so, the speaker’s remarks were rendered inaudible and were ended.

5. President’s Items

President highlighted the following:

- Board appointment of new Deans for the Faculty of Environmental Studies and the Lassonde School of Engineering (along with her appreciation that Interim Deans had agreed to stay on until their arrival), and the expectation that recommendations will be made soon for the positions of Provost, Deputy Provost Markham and Dean of the Faculty of Graduate Studies
- opportunities for York to partner with the organizers of the winning 2026 FIFA World Cup United North American bid in ways that showcase the University, Keele campus athletic facilities and student athletes
- the acknowledgement of National Indigenous Peoples Day in Spring Convocation ceremonies, which will also feature another banner crop of honorary degree

The Senate of York University – Minutes

recipients and those who have been earned prestigious awards for faculty members and students

- changes to the President’s Research Awards program, including expansion and refinements to the Emerging Research Leadership Award and the addition of a new Research Impact category
- sobering preliminary enrolment data and efforts to mitigate the impact of the strike on acceptances and retention
- efforts to position York in a positive light as a new government takes office at Queen’s Park, where 18 MPPs sitting in the Provincial Legislature have a York affiliation

A Senator began prefacing a question with a personal rebuke. The Chair agreed with a point of privilege that barbed remarks about any Senator constituted an attack on all members. The speaker apologized but resumed confrontational remarks of a personal nature and refused the Chair’s request to relent.

It was moved, seconded and *carried* “**that Senate adjourn.**”

L. Beagrie, Chair

M. Armstrong, Secretary

Consent Agenda

6. Degree Requirements, iMBA Program, Schulich School of Business / Faculty of Graduate Studies: Revision

Senate approved a recommendation of the Academic Standards, Curriculum and Pedagogy Committee to revise degree requirements for the IMBA Program by adding the option for students to pursue the program on a part-time basis in the second year (terms 4 and 5), broaden the standard for the second language proficiency exit requirement, increase in the number of elective credits from 21 to 24 and effect minor changes to the set of required courses.

7. Temporary Adjustment of the Application of the Senate Policy on Organized Research Units to Re-Sequence Charter Reviews

On a recommendation of the Academic Policy, Planning and Research Committee Senate, approved a temporary adjustment of the *Senate Policy on Organized Research Units* reviews such that, for the next two review cycles, clause 5 (Nature and Duration of Charters) will be applied to permit a re-sequencing of charter reviews with the consequence that certain charters will be extended.

The Senate of York University – Minutes

Special Meeting: Thursday, August 2, 2018, 3:00 pm
 Senate Chamber, N940 Ross Building, Keele Campus

F. van Breugel (Chair)	L. Frew	A. MacLennan
A. Macpherson (Vice-Chair)	A. Glasbeek	J. Magee
M. Armstrong (Secretary)	J. Goldberg	J. Mayberry
M. Abdulhafiz	R. Grinspun	C. McAulay
T. Abudallah	R. Haché	K. Michasiw
H. Ali-Hassan	M. Hamadeh	P. Millett
C. Altilia	L. Hébert	J. Moores
J. Amanatides	D. Hastie	L. Philipps
A. Avolonto	R. Hornsey	A. Pitt
E. Bernado-Ciddo	R. Irving	S. Premji
A. Czekanski	I. Janiszewski	M. Reisenleitner
J. D’Angelo	A. Karim	L. Sanders
K. Davis	A. Kimakova	L. Sergio
R. De Costa	R. Koleszar-Green	P. Szeptycki
W. Denton	K. Kroker	E. van Rensburg
R. Desi-Trilokekar	R. Lee	G. Vanstone
H. Edgell	R. Lenton	L. Wood
C. Ehrlich	T. Loebel	A. Zalik
		D. Zwick

1. Chair’s Remarks

In his first remarks as the Chair of Senate, Professor Franck van Breugel of the Lassonde School of Engineering welcomed new and continuing Senators and thanked them for attending a rare summer meeting. Professor Alison Macpherson of the Faculty of Health was introduced as the new Vice-Chair and those appointed to academic leadership positions were congratulated. The Chair expressed appreciation to all those who are assisting students to complete courses and finalize grades. Senators were invited to attend an orientation session held prior to the regular meeting of Senate in September.

At a special meeting held on July 5, the Executive Committee considered the timing and form of consultation with Senate “as soon as possible” after the end of a disruption as provided for in the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*. It was agreed that a special meeting of Senate should be held shortly after the strike was over and that Senators would be provided with an updated chronology of actions taken by the Executive Committee prior to and since the outset of the disruption that began on March 5.

Committee Reports

The Senate of York University – Minutes

2. Senate Executive

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

It was moved and seconded “**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.**”

Asked why this option required Senate approval when other elements of the remediation framework had been approved by the Executive Committee alone, the Chair responded that it constituted an amendment of Senate policy for which there was no precedent.

On a vote the motion *carried*.

- b. Senate Executive and the Disruption of Academic Activities

A chronology of actions taken by Senate Executive to inform consultations with Senate following the end of the disruption was *noted*.

It was moved and seconded “**that Senate move into Committee of the Whole for the purpose of discussing information item 2 of the Executive Committee report.**” The Vice-Chair assumed the Chair and provided an overview of the chronology. One of the commitments made by the Executive Committee going forward was to take up a suggestion to consider expanded language on decorum as part of the triennial review of the Rules, Procedures and Guidelines that will be undertaken by an augmented Nominations Sub-Committee. Correspondence from two Senators conveying this request had been posted on Senate-D.

Discussion of the Executive Committee report was limited, but a Senator did express concern about certain aspects of Senate Executive’s decision-making and relayed perspectives gathered from colleagues. According to the Senator, although the Executive Committee’s commitment to reconciliation was welcome, it was imperative that words be matched with concrete deeds to overcome the frustration and alienation felt by some members of the community. This challenge was magnified by a sense that collegial governance had eroded, not least at Senate. Some immediate steps could be taken to address this, among them active approval of documents such as Strategic Mandate Agreements and the Institutional Integrated Resource Plan and membership on the University Budget Advisory Committee. The powers of the Board and Senate must be addressed in ways that instill confidence.

President Lenton pledged to do what she can to foster harmony given the harm to the University’s mission and reputation resulting from recurrent strikes. Healing will take

The Senate of York University – Minutes

time and good will. Even so, some positive actions cannot be delayed. In this light, bridge funding has been made available to accelerate full-time faculty hiring in the coming year, and the Provost will establish a process to develop an ambitious five-year complement plan geared toward increasing the proportion of classes taught by full-time faculty members and pursuing other academic planning objectives. In response to these comments, a Senator stressed the importance of diversifying the makeup of collegium through affirmative action in hiring. Regarding the Budget Advisory Committee, the President reiterated the rationale for this model as previously discussed at Senate and stressed that consultations will be thorough and open.

Questions were asked about the compensation for striking PhD students who would, in some instances, receive less than the amount described in letters of offer. It was said that striking employees have not been guaranteed full compensation following a strike and that the Faculty of Graduate Studies, mindful of some discrepancies, has encouraged hiring units to prioritize those who, for example, were originally assigned S term teaching assistantships. Graduate students facing hardship may apply for bursaries and other forms of assistance.

It was moved and carried “**that the Committee of the Whole rise and report.**”

With the Chair again presiding, the Vice-Chair reported that Senate had a productive discussion that will be summarized for the Executive Committee.

c. Other Information Items

The Executive Committee advised that it had approved the membership of Professor Bruce Ryder, Osgoode Hall Law School, on Senate Executive and extended the membership of student Senator Talha Tanweer as a member of the Appeals Committee. There are five remaining vacancies on Senate committees, and expressions of personal interest or suggestions can be forwarded to the Secretary.

It was moved, seconded and *carried* “**that Senate adjourn.**”

F. van Breugel, Chair -----

M. Armstrong, Secretary _____

York University Board of Governors

Synopsis

455th Meeting held on 26 June 2018

Remarks

This being his final meeting, the Chair of the Board, Rick Waugh, expressed appreciation for the opportunity to give back to the University. He is a proud alumnus, and has enjoyed seeing York grow and thrive over the years to become a burgeoning university that now hosts over 300,000 alumni worldwide. Determined, capable, full of promise and wiser from its challenges, York will build on its strengths to reach new heights. Gratitude was extended to the governors for their generous commitment of time, acumen and support for the advancement of the University. The administration and staff were thanked for their intellect, dedication, and labours.

The President expressed her deep gratitude to Mr Waugh for his leadership, guidance and warm support as Chair of the Board. She also welcomed Mr Tsaparis as the incoming Chair, and thanked retiring members of the Board for their many contributions during their terms.

Approvals

The following senior administrative appointments:

- Lisa Philipps, Provost & Vice-President Academic, effective 1 July 2018 – 30 June 2022
- Rui Wang, Deputy Provost, Markham Centre Campus, effective 1 July 2018 for 5 years
- Thomas Loebel, Dean, Faculty of Graduate Studies, effective 1 July 2018 for 5 years
- EJ Janse vans Rensburg, Interim Dean, Faculty of Science effective ,1 September 2018
- Ian Roberge and Dominique Scheffel-Dunand, Interim Co-Principals, Glendon, effective 1 July 2018

The following appointments to the Board of Governors, effective 1 July 2018:

- Maxwell Gottlieb for a four-year term
- Francesca Accinelli, alumni nominee, for a four-year term
- Anita Ramjattan, non-academic staff nominee, for a 2-year term
- Ilana Lazar, undergraduate student nominee, for a 2-year term
- George Turlakis, Senator nominee, for a 2-year term

The following appointments of Board Committee Chairs effective 1 July 2018:

- Randy Williamson, Land and Property
- Bobbi-Jean White, Academic Resources
- Jacques Demers, Investment and Pension Fund Board of Trustees

York University Board of Governors

Synopsis

The following 3-year appointments to the Pension Fund Board of Trustees, effective 1 July 2018:

- Jasmine Halsband, CUPE 1356-01 nominee
- Ran Lewin, President's nominee

The President's June 2018 report on appointments, tenure and promotion.

The 3-year operating budget for 2018-2019 to 2020-2021.

The University financial statements for fiscal 2018.

A 10-year lease agreement with Ruland Properties Inc for the YSpace Markham facility.

Tuition fees for the following new programs housed in the Schulich School of Business:

Master of Marketing

- the domestic full-time tuition fee rate for 2018-2019 of \$13,319.76 per term effective Fall 2018 (excludes centrally collected ancillary and student referenda fees), and
- the international full-time tuition fee rate for 2018-2019 of \$25,001.22 per term effective Fall 2018 (excludes centrally collected ancillary fees and student referenda fees).

Master of Supply Chain Management

- the domestic full-time tuition fee rate for 2019-20 of \$20,438.15 per term for 2019-2020, effective Spring 2019 (excludes centrally collected ancillary fees and student referenda fees).
- the international full-time tuition fee rate for 2019-20 of \$26,251.28 per term effective Spring 2019 (excludes centrally collected ancillary fees and student referenda fees)

The University's authorized signing officers for 2018-2019.

Presentations

The President's year-end report on achievements in 2017-2018 and looking ahead.

From Ms Alloul on the activities of the Student Representative Roundtable in 2017-2018.

From the Vice-President Finance & Administration, presentations on the 3-year budget plan and the 2018 University financial statements.

Reports Received

Briefing on *Impact – The Campaign for York University* from the President.

Completed cyclical program review Final Assessment Reports from the Academic Resources Committee.

York University Board of Governors

Synopsis

2017 Annual Investment Report from the Investment Committee.

Brief reports from each of the Executive, External Relations, Finance and Audit, Governance and Human Resources and Investment committees on matters discussed in their meetings this Board cycle.

The agenda and supporting documentation is posted on the Board of Governors website:

<http://secretariat.info.yorku.ca/files/board-agenda-20180501.pdf>

Maureen Armstrong, Secretary

APPENDICES

Executive Committee:

- Appendix A: Monitoring the Academic Disruption – chronology of the actions taken by Senate Executive and Senate
- Appendix B: Senator and Senate Committee Member Survey

Academic Policy, Planning and Research Committee:

- Appendix A: The Carswell Chair for the Public Understanding of Astronomy

Academic Standards, Curriculum and Pedagogy Committee:

- Appendix A: Master of Real Estate and Infrastructure (MREI) Program Change Proposal
- Appendix B: Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University
- Appendix C: New Program Approvals by the Ministry of Training, Colleges and Universities 2017-18

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

<p>March 1 Special Meeting</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"> • reviewed the Policy • 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 • 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
<p>March 2 Communication</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 Email canvas</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 Communication</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 Special Meeting</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"> - 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 - consideration of the motions will be deferred pending discussion at the special meeting and reflections by the Committee <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"> • 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 • anecdotal information indicates that student participation in courses that are continuing likewise spans a wide range • 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 • 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

	<ul style="list-style-type: none"> • 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 • graduate thesis defenses are proceeding where they were previously scheduled and students wish to proceed; off-site locales are being used as necessary • faculty members have been provided with assistance in managing course Moodle sites to facilitate and expedite remediation <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"> • a disruption of one full week or more means that some adjustments to class schedules will be necessary for courses that have not continued • there will be modifications to normal academic regulations <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"> • received a statement submitted by members of the community on authority to suspend academic activities • heard an oral report from the Provost on the impact of the disruption • reviewed an updated report from Faculty Councils • 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 • reflected on discussion of disruption-related matters at the special Senate meeting of March 9 • discussed draft motions on aspects of the disruption and the authority for the suspension of academic activities submitted for consideration by Senate • began discussing a fuller set of options for completing courses and finalizing grades

March 14 Communication	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.
March 15 Special Meeting	At a special meeting the Committee <ul style="list-style-type: none"> • took note of statements and motions on the suspension of classes transmitted by units and Faculty Councils • received reports on the impact of the disruption from the Provost • agreed to a number of options for the completion of courses and finalization of grades to be announced on March 19 • reviewed an updated report from Faculty Councils • 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
March 17-March 18 Email canvas	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.
March 18 Communication	The Committee issued a declaration that the disruption had reached its 14 th day and explained the importance of this milestone for the length of terms.
March 19 Communication	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.
March 20 Special Meeting	At a special meeting the Committee received statements on the disruption by colleagues in the Faculty of Education and the Department of Psychology. 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. 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.
March 22 Senate	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>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 Communication</p>	<p>The Committee updated the document “Completion of Courses and Finalization of Grades.”</p>
<p>March 25 Communication</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 Special Meeting</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"> • 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 • 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) • assessed grades will be revoked if students elect to undertake the final assignment • participation grades can be used to attain the 70 per cent threshold; adjustments must retain proportionality

	<ul style="list-style-type: none"> • language should be added that calls on faculty members to be flexible and reasonable when balancing academic integrity and fairness to students • 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 • 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
<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"> • 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 • 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 • 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 • 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 <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"> • 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 • expanded text on the ability of course directors to assist students in completing courses and finalizing grades <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"> 1) take a flexible, reasonable approach to balancing the pillars of the Disruptions Policy – academic integrity with fairness to students, 2) maintain open communication with students and respond in a timely way to inquiries from students, and 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. <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"> • 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) • 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 • agreed to additions to the list of courses that will remain on the original schedule for Summer terms • agreed to provide Associate Deans with guidance on the processing of requests for assessed grades • agreed to extend drop deadlines to December 21, 2018 • 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" • agreed, subject to further consultation among members, to submit a motion of its own on the matters raised in the draft motion
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"> • 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 • 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 • explore with the Teaching Commons resources for identifying and illustrating creative solutions (e.g. substitution of assignments, changes in weighting or kind, etc.) • 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] • 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 • urge programs to permit students to take pre-requisites out of sequence • allow students with grades outstanding who might be otherwise ineligible to progress to enrol in courses without petitioning <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"> • a grade based on evaluation will be entered following when assignments were completed and graded • a distinction between major and overall GPAs can be captured [the Registrar subsequently confirmed this]

	<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"> • PSYC 6965 may proceed as planned • MATH 6645 did not meet the criteria for beginning; the decision will be communicated informally to FGS • 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 • any new requests to proceed on the original schedule will only be entertained in the most dire or unusual circumstances <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"> • Institutional Remediation Guideline as provided by the Provost

	<ul style="list-style-type: none"> • key dates for the SU, S1, and S2 terms along with the projected dates for the formal remediation period • a report on the number of unreported grades • recommendations presented by the Office of the University Registrar <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"> • 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 • students are not required to submit course work before July 23 • 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 • the due date for the submission of remaining assignments and completion of tests / examinations for Y and W terms is December 21, 2018. • 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 • 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 <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 Communication</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 E-Mail Canvas</p>	<p>The Committee reviewed a draft communication from the Provost to YUFA instructors and suggested refinements.</p>
<p>June 28 to July 1 E-Mail Canvas</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 Special Meeting</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>

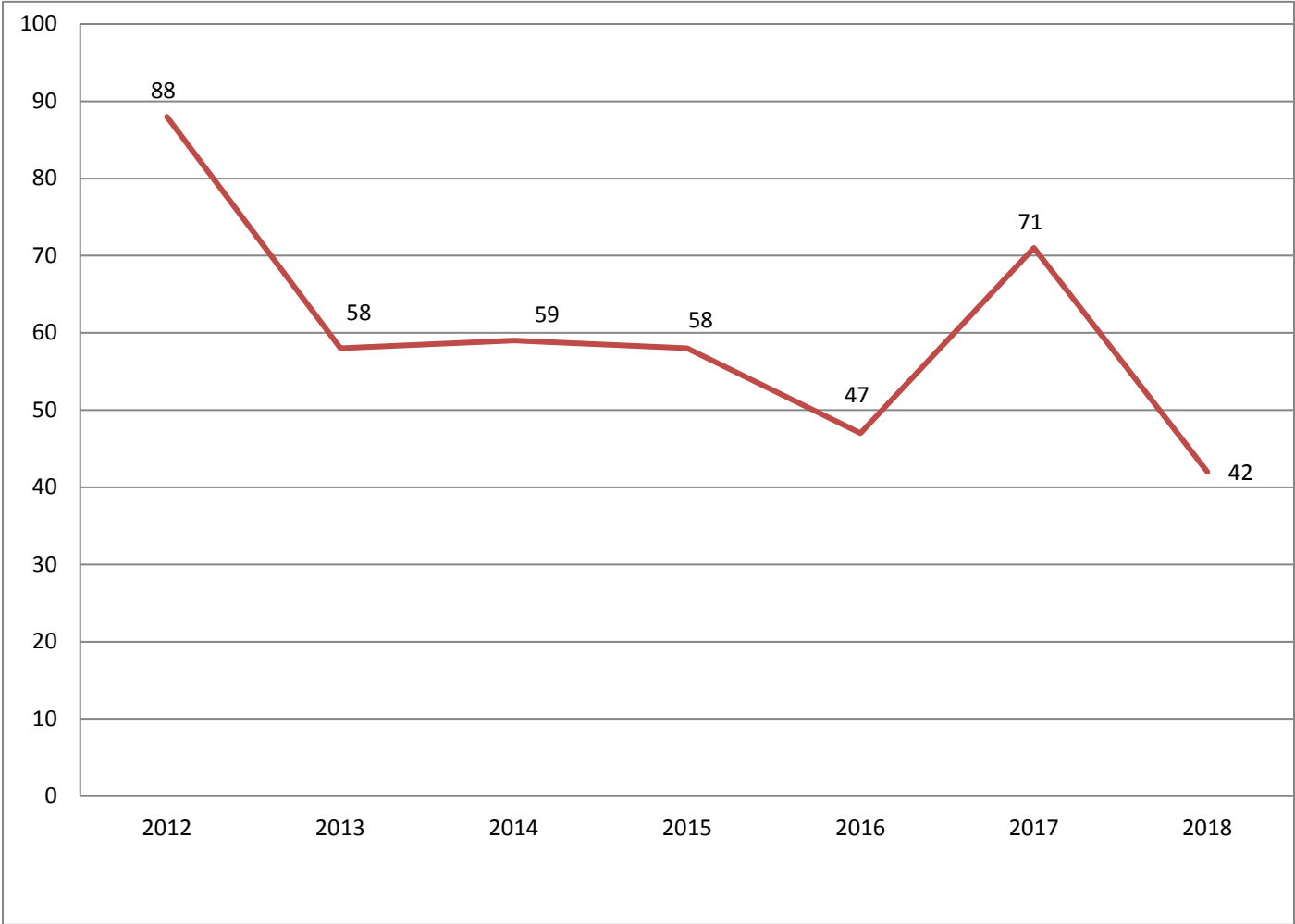
	It was also agreed that the Committee would issue special guidance to the community on provisional grades to promote understanding of the commitment to complete coursework that flow from this option.
July 6 to July 9 E-Mail Canvas	A draft communication “Understanding Provisional Grades: Guidance from 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 in starting until July 30. It also agreed to recommend Senate approval of a temporary amendment to the Sessional Dates policy such that, for 2018, some deferred remediation activities can be conducted during Fall Reading Week with the agreement of instructors and students. [The amendment was subsequently approved by Senate.]
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 key follow-up actions, and solicited input from Senators.
August 29 E-Mail Consultation	With the August 31 date by which to request deferrals in the offing, the Committee received a communication from the Provost outlining efforts to reach each student to ensure that they have discussed a satisfactory plan to complete the course with their instructors, or have submitted a request to defer their course work to the fall. In most cases, students have been working with their instructors and are progressing well toward course completion. There is, however, a group of students who have not yet been in touch to take the necessary steps for either course completion, or deferred standing. The Provost reported that the Faculties and Office of the University Registrar are being consulted to identify options to assist students in the first week of September to address outstanding work from 2017-2018 courses to mitigate difficulties in progressing in programs and planning 2018-2019 courses.
August 31 E-Mail Consultation	Following on the August 29 communication, the Provost relayed advice from the Deans and the Office of the University Registrar strongly suggesting “that the best course forward for students with coursework pending who have this far not communicated their intentions, is to have Faculties work directly with them to find timely solutions as they return at the start of the Fall term. Providing tailored advising to students with questions or concerns at this late juncture is a proactive response that is expected to be more helpful than a

	<p>blanket extension of the deadline. Deans' offices will exercise the existing flexibility they have to extend deadlines for students with extenuating circumstances."</p> <p>It was stressed that the December 31, 2018 deadline for the completion of Fall/Winter and Winter term deferred coursework approved by Senate Executive remains in effect. Students will receive an appropriate communication on the morning of September 4.</p>
<p>September 18 Regular Meeting</p>	<p>Assisted by the Registrar and Deputy Registrar, the Provost briefed the Committee on the status of grade processing. It was learned that significant progress has been made to finalize grades for 2017-2018 courses. Efforts are being made to connect with students who have outstanding grades or who have not yet fulfilled the terms under which they were assigned provisional grades in order to graduate. The Provost will consult with the Deans and Principal and return with recommendations about the ways to ensure the completion of courses and degrees. The Committee agreed with proposals to:</p> <ul style="list-style-type: none"> • adjust the final date by which to drop a course without receiving a grade from December 31, 2018 to January 10, 2019 for logistical reasons (online systems are less reliable when the University is closed) and • allow the Office of the University Registrar to make accommodations for students who have formally deferred assignments beyond the December 21 date if they are conflicts between F and W 2018-2019 examinations and remediation activities <p>The Committee also reflected on lessons learned from the implementation of the Disruptions Policy in anticipation of engaging Senate.</p>

Senator Survey 2018

A survey of Senators was conducted in June 2018. Last year the survey was conducted in April, which appeared to improve participation. Survey answers were in some cases dominated by issues associated with Senate itself – relations with other bodies, procedures and decorum in the context of decisions, meetings and discussions during the academic disruption beginning March 5. For the first time, Senators were asked to describe how they saw their role or roles in the wider context of collegial governance (Q3).

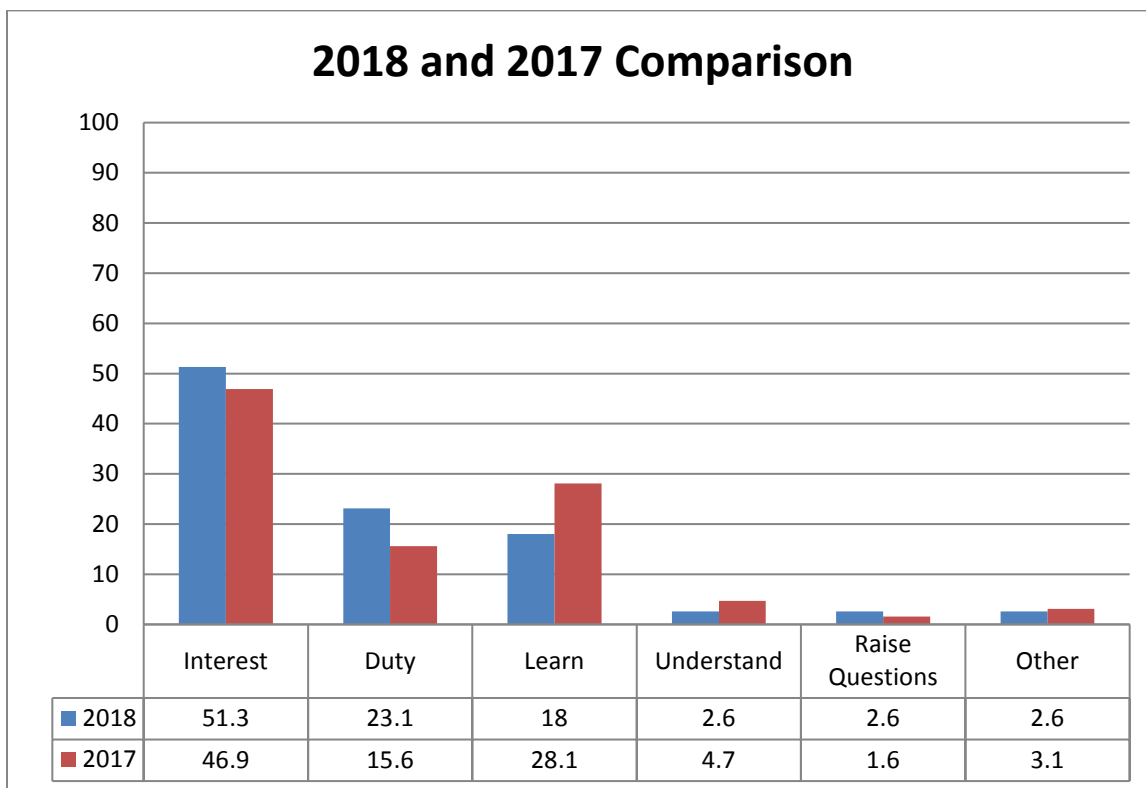
**Survey Participation
by Number of Participants and Year¹**



¹ Maximum size of Senate in most years 167. Average membership approximately 160 with vacancies.

**Q1. If you attended all or most Senate meetings this year (minimum 5)... What factor most influenced your attendance?
(n = 39; Skipped question 3)**

	Per Cent	Total
Interest	51.3	20
Duty	23.1	9
Learn about University developments and directions	18.0	7
Understand impact of Senate decisions	2.6	1
Raise issues and concerns	2.6	1
Other (see comments)	2.6	1



Comments

All of the above really, although I'm too green to raise issues. But I have learned a great deal about the University as a result of my membership as hoped.

Elected partway through the year so attended as many meetings as I could. I am not sure whether it was 5 or 6 given the special meetings.

As the strike unfolded, I found myself chagrined and intrigued. The University is in peril and I can see that it is best to focus on research and teaching and hoop for the best.

I also attend out of interest.

I also attended to keep pace with development in York University's decisions and directions

I feel it is my responsibility as Senator to attend. However, that doesn't mean the other reasons do not apply. I am concerned about the misuse of Senate by a small number of Senators and feel it is my duty to attend to ensure that my voice is heard in the form of votes as necessary. I rarely speak in Senate as I find it extremely intimidating. Until I achieved tenure I never spoke.

And to raise concerns. I don't mean to imply that the other reasons are not operating.

I value Senate as the body governing the academic affairs of the university, so that's a serious responsibility. By attending and taking Senate seriously we can best preserve its role in governance against the drift towards the model of a university governed by administrators with limited accountability.

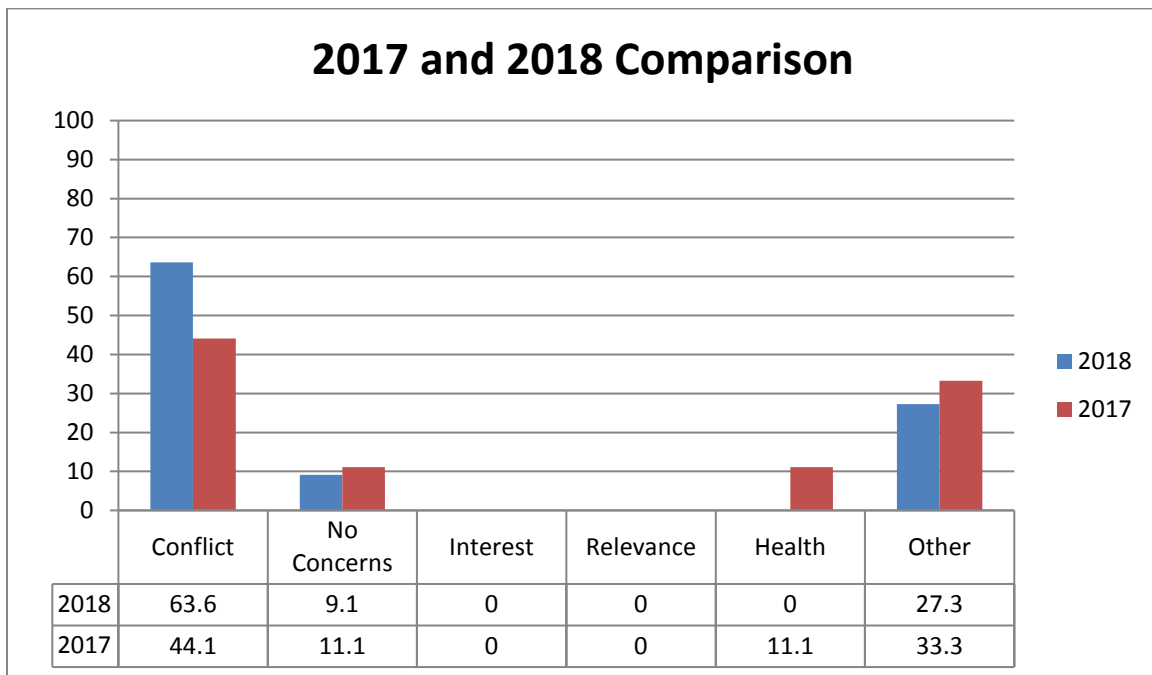
Answer 2-5 were all motivating factors

Most of the above apply. I certainly take my duties seriously and want to learn.

Q2. If you attend 4 or fewer meetings of Senate this year...What factor most influenced your attendance?

(n = 31; skipped question: 11)

	Percentage	Total
Other commitments interfered	63.6	7
Reviewed documents and had no concerns	9.1	1
Items not always interesting or too routine	-	0
Items not always relevant to my unit or group	-	0
Health	-	0
Other (see comments)	27.3	3



Comments

I always try to attend Senate - it's a priority and a responsibility for me

I didn't join Senate until March.

I work quite far from campus, and a combination of scheduling conflicts, as well as getting caught twice in the picket lines got in the way. I was there about half of the meetings, and I wanted to attend all, but it proved considerably more difficult than prior years.

I'm a senator from alumni board. And there are 2 of us. So, we have to take off time from work to attend- pay for parking etc. When the meetings are disrupted and cancelled early it is a disappointment and waste of time.

Classes

Q3. (New Question): How would you describe your role or roles as a Senator in the context of collegial governance

As a senior administrator, I both support collegial governance and play a role in helping shape it

A Student Senator who is a liaison between students and administration & faculty through my involvement in the Senate, Faculty of Health, and Student Success Council

Two-way carrier

A partaker in the evolution of York University

Tried to promote collegial governance since I think Senators have a responsibility to do so.

I attended on behalf of my colleagues and reported back to them.

Listening and learning/ voting on key matters

Engaged and focusing on the best interests of the university and its students

Dutiful.

To affect university decisions on academic matters.

Chair

Important

unbiased, nonpartisan, a listener, curious

My role is to uphold the academic integrity of the university's diplomas as well as collegial governance.

Passive

I attended to learn more about University developments and to share this information with members in my department; my role was passive at the Senate meetings, but I learned a lot and was able to share the information with others.

I am there to listen to and read senate materials and to vote on motions or speak up as I see fit.

Getting Indy and speaking up

Interested participant

Active (when needed!)

Oversight and approval

Senate keeps me informed; I am a program chair

Helping to ensure that Senate is a serious forum of discussion and debate of all matters affecting the academic mission of the University as well as the overall well-being of the University. There is an interest by senior administration and some members of Senate Executive to reduce Senate to a rubber stamp body where we hear reports. I see myself aligned with those Senators who see collegial governance is fundamental to what a vibrant university is. Allowing debate and even controversy on the floor of Senate is crucial even if it is at times uncomfortable.

representing my Faculty's and the University's academic interests

Active, engaged, interested

Represent colleagues, service

It is important for Chairs to have a voice in Senate on behalf of their departmental colleagues to support the vision of their programs.

Kind of pointless

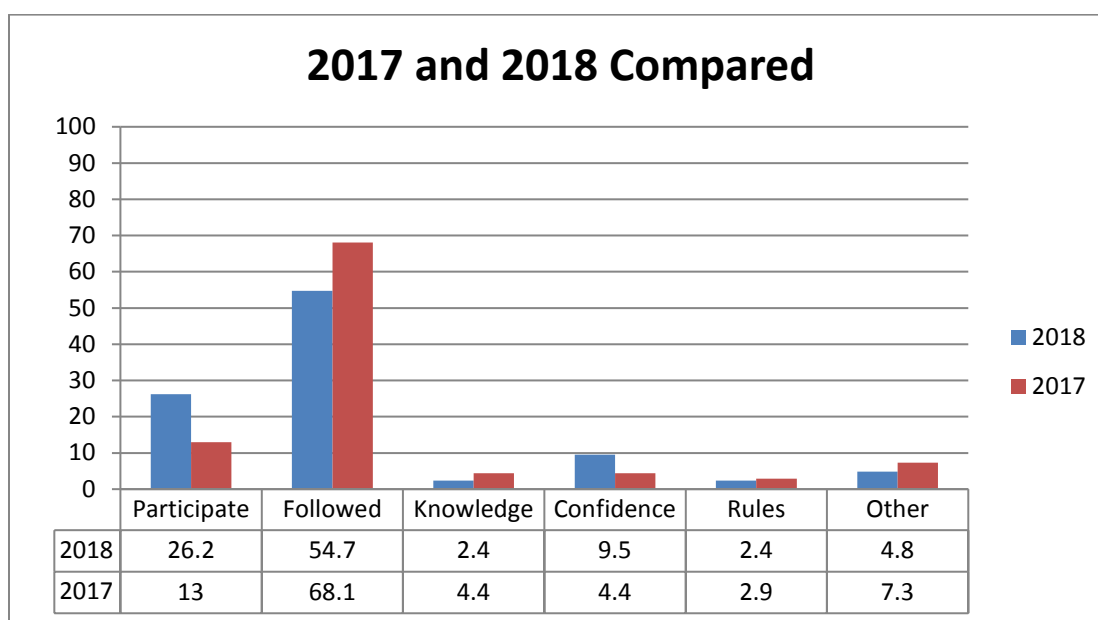
Increasingly debased

As an observer, generally.

Spectator

**Q4. Which of the following best describes your participation at Senate?
(n= 42; skipped question: 0)**

	Percentage	Total
Participated in discussions	26.2	11
Followed discussions with interest but did not feel my contributions were necessary	54.7	23
Did not always feel knowledgeable enough about items	2.4	1
Did not always feel confident enough to contributed	9.5	4
Felt unsure about rules or how to get on a speaker's list	2.4	1
Other	4.8	2



Comments

I participate at a level that is appropriate

Could we e-mail our desire to speak to an issue? They line speakers up before a meeting in the House of Commons.

I'd love a short, in-person orientation session with a small group of other "newbie" Senators.

Change rules so that labour issues do not disrupt discussions.

There is no good answer. I felt my participation wasn't wanted or needed. I was amazed. I don't want to be a part of this anymore.

Focus conversation and participants into useful and productive content. Disallow political speeches, make the Senate more about the content of the agenda, and less about personal and useless attacks.

In addition, it seems that at times those who make comment at Senate come under ridicule following Senate which does make one think twice about saying anything.

I would appreciate more guidance on what is expected of a senator. I notice a number of senators (two or three) who seem to speak to very minor issues multiple times, while others remain silent. I am curious why these (mainly older white men) feel entitled to speak up on what is often a minor or irrelevant point while others who may have more substantive contributions to make sit in silence.

Not allowing those with political agendas and intimidation tactics to take over the floor over and over again

I was able to participate most of the time, but I did self-censor as well. There was some fear that if I said something critical of the administration or their policies it would be categorized as somehow un-collegial. Talking with other Senators who fear the same, we need the Chair to make a clear statement that she/he does not see collegiality or civility as meaning falling in line with safe or accepted views, or agreeing with the administration. That jeopardizes the role of Senate and the strength of the university itself as an academic institution.

Every meeting this year was dominated by a few voices in the first hour. The President's remarks always way too long. Why not a written report. Some of the proceedings were appalling. No respect for Senate. Sad.

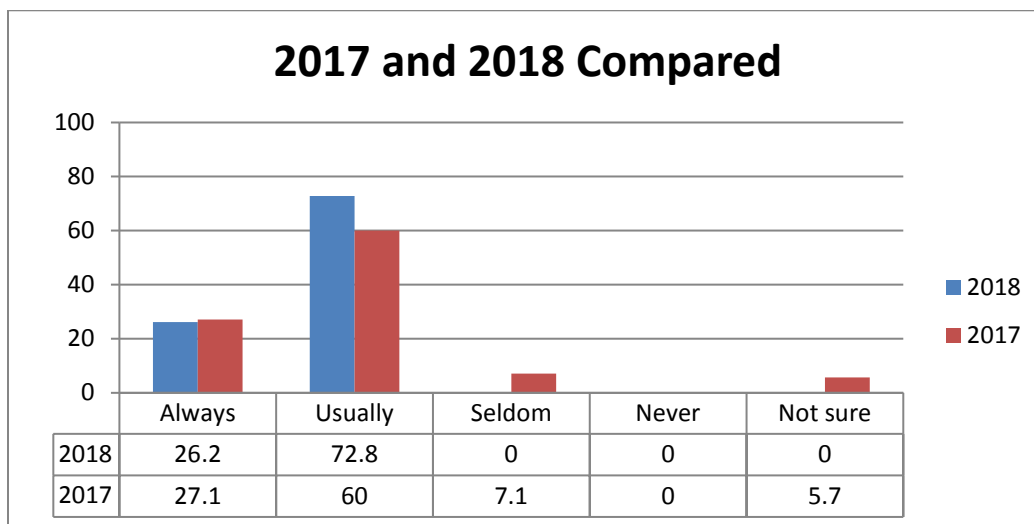
I participated in some discussions but avoided contentious ones.

A more collegial environment. I am not afraid of the executive or the administration, but I am afraid of the left-wing members who could make life hell for people speaking against them.

Followed discussions with interest but sometimes felt it best to stay silent. There should be more active (and useful, relevant) discussion on the mailing list, to allow more time for preparation or reflection.

**Q5. Do the documents provided by Committees and others convey the necessary and appropriate information to enable good governance and decision-making?
(n = 42; skipped question 0)**

	Percentage
Always	26.2
Usually	77.8
Seldom	-
Never	-
Not sure / No opinion	-



Comments

I wonder if Senate needs executive summaries for curriculum decisions. The proposals are long and often quite convoluted (something that I would also like to address) and they should generate more interest.

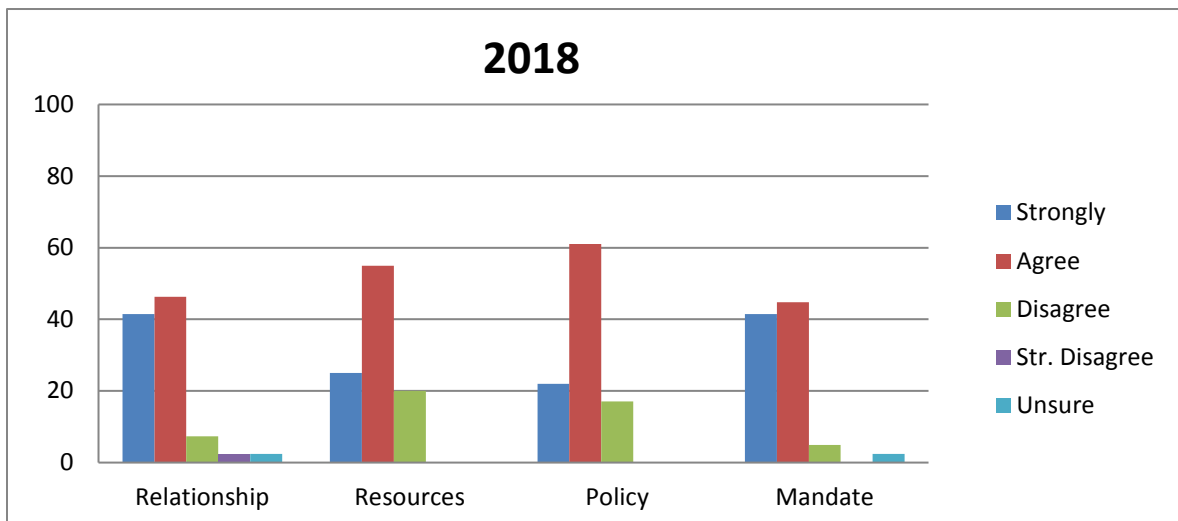
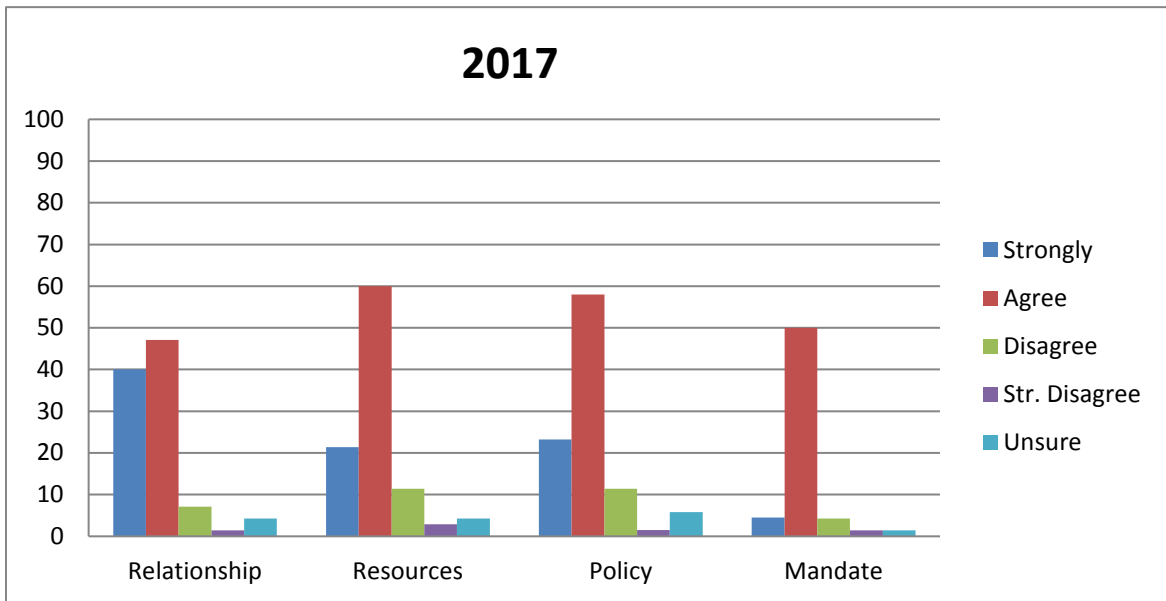
Sometimes it is unclear to me what the consequences are of a decision. For example, it took me a while to understand the significance (or lack) of a hortative motion as opposed to other motions,

Bookmarks are fine but separate items would be better. Agendas are just paper versions online instead of digital.

Put appendices to committee reports at end of entire agenda under an "appendices" section, not end of committee report

**Q6. I feel knowledgeable about the following
(n = 41; skipped question 1)**

	Agree	Disagree	Strongly Disagree	Not Sure / No Opinion
Senate's relationship to other governing bodies	46.3	7.3	2.4	2.4
Academic resources and allocations	55.0	20.0	-	-
Postsecondary education policy	61.0	17.1	-	-
Senate's mandates and major responsibilities	48.8	5.9	2.4	2.4



Comments

I answered "not sure" as the last item due to the considerable debate that ensued this spring over Senate's mandate where academic disruptions are concerned. I look forward to seeing where this important conversation goes.

Not sure why Senate has to be disrupted by labour issues.

Of course, these questions have come into dispute for some; however, I feel clear that senate does (or should) affect academic decisions and that those decisions not be dictated by the Board or administration but rather matters brought to the floor to be debated and voted on by senators. The question of bicameral governance means, to me, that such matters can be raised or generated by senators themselves.

In light of the way certain Senators continuously hijack the meetings, I feel I have lost the connection and knowledge about the mandate and purpose of the Senate.

Senate's relationship to other governing bodies is hard to understand as we learned this year.

I think I am knowledgeable, but I have no way of testing if I am accurate in my assessment. I would appreciate a guide to Senate, information for Senators about the specific role, mandate, duty etc. for Senate and Senators, and clear guidance as to what does and does not fall within purview. I would also appreciate clear information about issues such as who can speak when, how to register disapproval or disagreement in an appropriate way.

Since the commencement of the strike I do not feel confident of Senate's relation to any other bodies or to the university as a whole. I question what senate's role now is

Relationship to Faculty Councils is clear. To the Board? We are all a little confused.

Could do with more discussion about external PSE environment

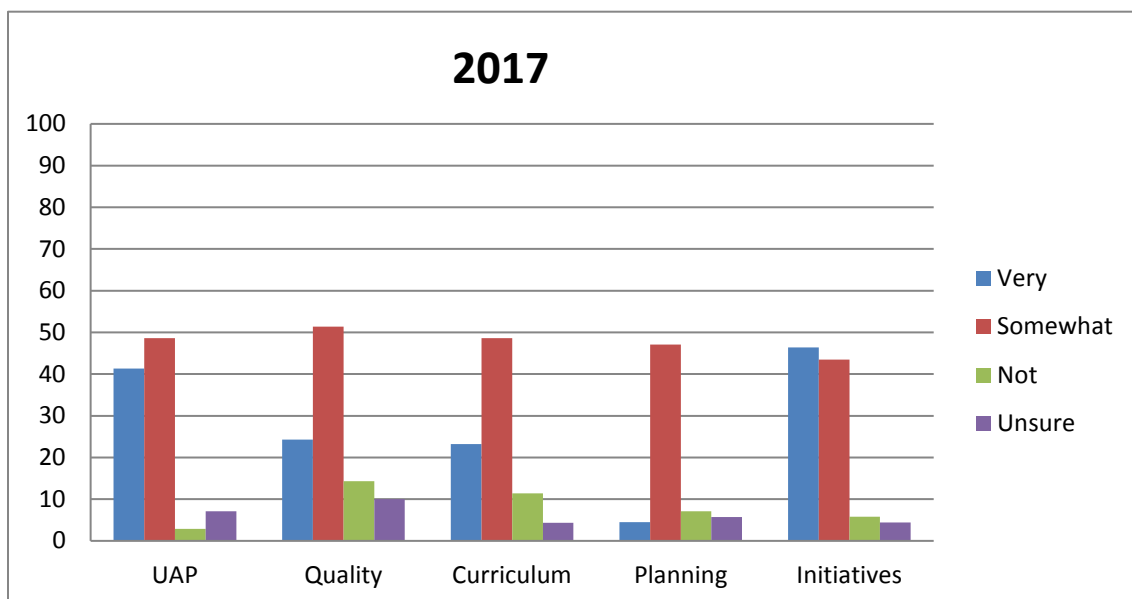
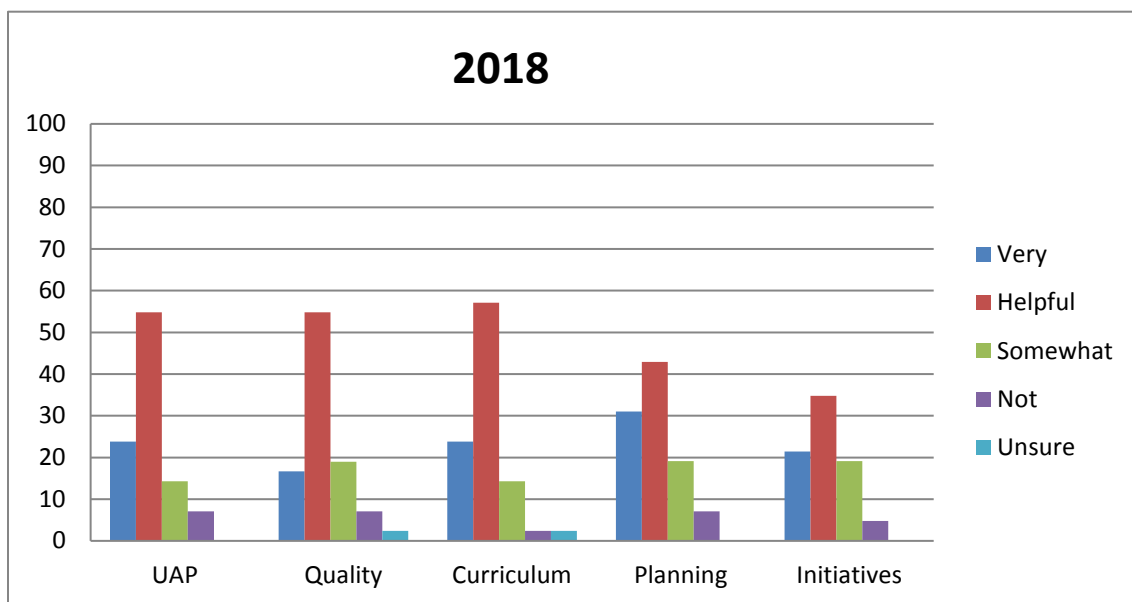
About Senate's mandate: I know about what it's supposed to be like, but as to what it's actually like these days, that's different, isn't it?

Student senators should be invited to new senator orientation

Q7. How helpful are the documents and reports (written and oral) provided to Senate been in understanding....

(n = 42; skipped question 0)

	Very helpful	Helpful	Somewhat helpful	Not helpful	Not sure / no opinion	Total
Progress in attaining UAP objectives	23.8	54.8	14.3	7.1	-	42
Quality assurance processes and objectives	16.7	54.8	19.0	7.1	2.4	42
Curriculum development	23.8	57.1	14.3	2.4	2.4	42
Academic planning challenges / opportunities	31.0	42.9	19.1	7.1	-	42
Major planning initiatives	21.4	34.8	19.1	4.8	-	42



Comments

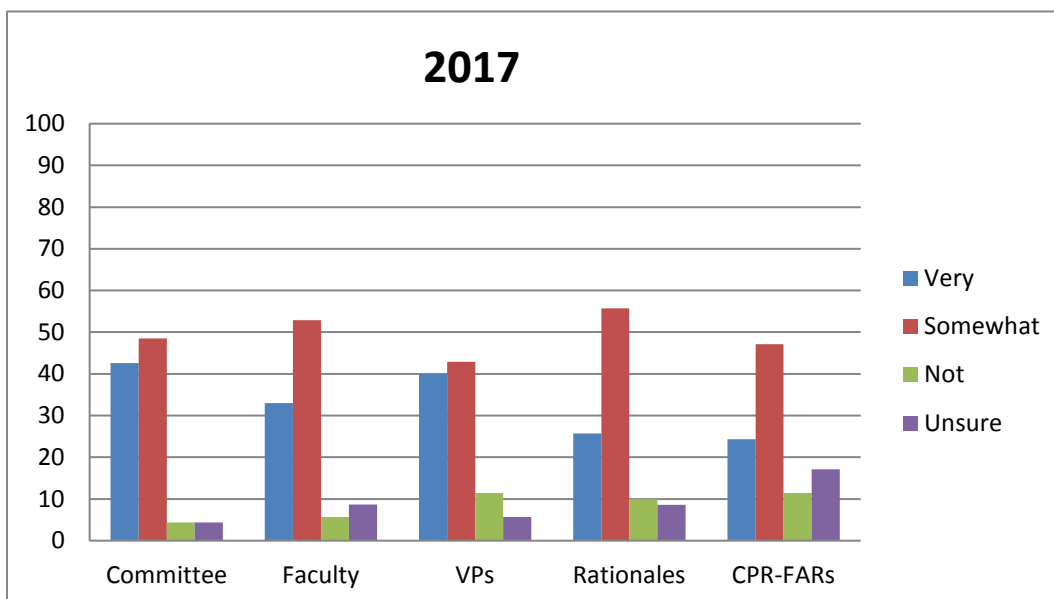
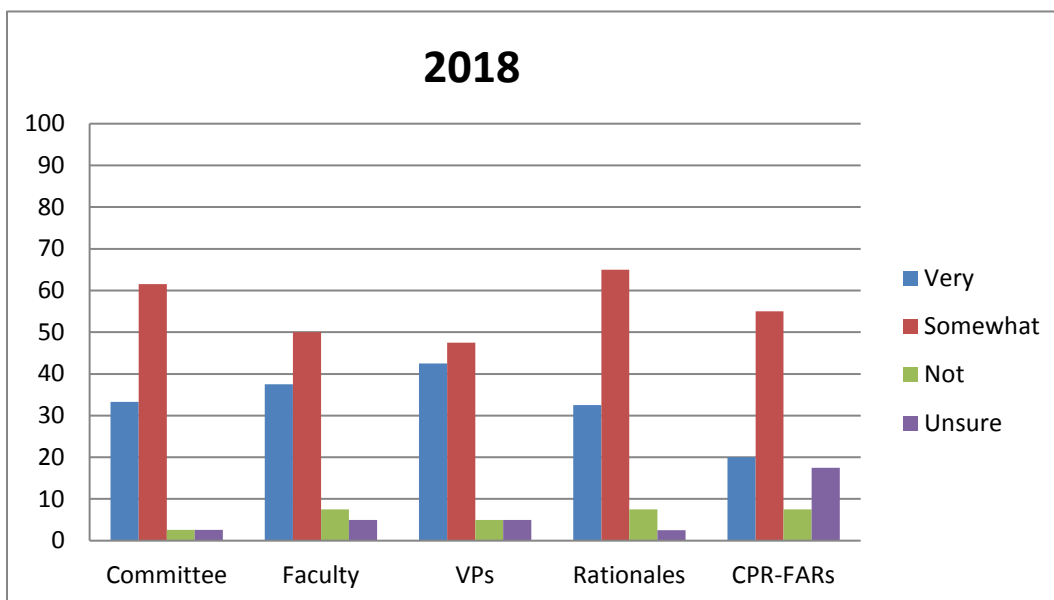
Quality Assurance processes and objectives are not really a topic. they are buried within proposals

Not sure of their total veracity

The APPRC reports were good, especially the last one. Chair is great. Next year should be very important for that committee and Senate. Let's be honest about the quality of programs and do something.

Q8: The University Academic Plan is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?
 (n = 40; skipped question: 2)

	Very helpful	Somewhat helpful	Not helpful	Not sure / no opinion	Total
Committee reports	33.3	61.5	2.6	2.5	39
Faculty planning reports and APPRC overviews	37.5	50.0	7.5	5.0	40
Vice-Presidents' reports	42.5	47.5	5.0	5.0	40
Rationales in support of major initiatives	32.5	65.0	-	2.5	40
Final Assessment Reports for Cyclical Program Reviews	20.0	55.0	7.5	17.5	40



Comments

Think we might all improve articulation of UAP priorities in relation to reports.

I have been chair for many years. I sometimes do not recognize my own program in these reviews.

These reports are often pro-forma: polished reports for general consumption. Senate is beginning to feel like a rubber stamp for these bodies

We don't know enough about the UAP and especially about objectives. APPRC could do a report. What can Senators do to help achieve goals?

**Q9. What items of business – continuing or new -- should be addressed by Senate?
(Answered 29; all comments included and categorized)**

Items Categorized	Specific Comments
Academic Budgets	<ul style="list-style-type: none"> • University spending priorities – infrastructure – how decisions are / have been made • SHARP and budget decisions • More expansive budget report (VPFA) • Funding
Academic Planning / University Academic Plan	<ul style="list-style-type: none"> • Metrics (APPRC, VPRI, Colleague?) • Academic policy • UAP • University academic and research plans (see also Research, below) • UAP
Academic Programs and Quality	<ul style="list-style-type: none"> • Curriculum innovation and development • New programs
Academic Standards [may related to disruption]	<ul style="list-style-type: none"> • Academic standards • Academic integrity • Academic standards
Enrolments and Recruitment	<ul style="list-style-type: none"> • Enrolment management strategy, not just numbers • Enrolments and budgets after the strike
External Relations (new category; relates to academic planning)	<ul style="list-style-type: none"> • Inter-university relations: relations/cooperation between York and other universities • Strategic Mandate Agreement
Faculty Complement	<ul style="list-style-type: none"> • Faculty complement • Future directions of York (faculty complement planning – how is this made?) • More professors • Faculty renewal
Markham Centre Campus	<ul style="list-style-type: none"> • Markham campus – disciplines offered, funding • Markham • Markham • Markham – clarify who will offer what
Administrative Reports (new category)	<ul style="list-style-type: none"> • More expansive / frequent state of the University reports
Research	<ul style="list-style-type: none"> • University academic and research plans • Research intensification • Research cultures and rankings
Senate / Governance / Rules and Procedures	<ul style="list-style-type: none"> • We need to tackle specificity of role of Senate and responsibilities associated with collegial governance • Conduct of Senators during and between meetings • Collegial governance • Collegial governance • Relationship between Board and Senate • Roles of various bodies involved in governance (Senate, Board etc.) • Board taking over from Senate • Governance crisis • Role of Senate in relation to all other bodies at York • Role of Senators: what do you want? • Appropriate communication guidelines • Upholding the role of Senate and fighting managerial governance

	<ul style="list-style-type: none"> • Code of conduct for Senators • Governance • Role of chair is like the role of Speaker; must be affirmed • Role of Senate generally • Redefining, or at least simplifying, Senate's role in the University • Guidance around communications – who can give them, when and how Senate can respond • Division caused by the strike, bullying all around • Role of a Senator • Governance – make it clear to all what the role is and isn't for Senate. For example, that it is not the same as a Senate in government • Committees should recruit the best people, not “interns” • Etiquette and consequences for breaking it • Splits at the University • More direct reports from Faculties to Senate • Civil proceedings • Mandatory governance training for Senators
Senate and Academic Disruptions [when specified]	<ul style="list-style-type: none"> • Clear role of Senate during labour disruptions • I deplore the way the administration called into question Senate's right to governance and the chaotic results of the recent / current CUPE 3903 strike have been exacerbated because of it. The administration, should, in my opinion pull in its horns and let Senate do what Senate does best, govern academic matters. • Governance issues and Senate jurisdiction during labour disruption • Jurisdiction of the Senate/Board on labour disruption • Recovery from CUPE strike • Academic standards in relation to labour disruptions
Senior Academic Appointments / Searches	<ul style="list-style-type: none"> • Role in searches for academic leaders
Student and Campus Experience	<ul style="list-style-type: none"> • Enhancing student experience • NSSE plus more student engagement strategy • Role of Colleges in student success, citizenship and leadership • Initiatives for student success • Focus funding on matters that influence student experience, academically and leadership / citizenship
Teaching and Learning	<ul style="list-style-type: none"> • How to improve the academic reputation of York – teaching, not just research • Quality of teaching in undergraduate courses
University Values	<ul style="list-style-type: none"> • Protecting free speech within Senate

**Q. 10 We value your comments and suggestions. Please feel free to share your thoughts on any aspect of Senate and your experience as a Senator in the space below.
(Skipped question: -)**

Comments

I have found being a Senator (year 2 now) to be interesting and a privilege. I have also found it to be deeply disturbing and frustrating. The last Senate of the year was particularly awful, of course, but many of the others have been quite dreadful too. I think it might be easier for the Chair to exercise control if we were all clearer about the rules. As it is, a small number of senators can easily dominate simply by claiming a certain behaviour is acceptable, regardless of the truth. For example, the motion to say that Senate can cancel classes was simply not based on fact, but it went ahead because it wasn't challenged sufficiently. Some senators do not seem to understand the difference between asking a question (e.g. after the President's report) and making a political statement. Some do not seem to understand the concept of a point of order or how to make such a point. All of this could be addressed if we had thorough training and a clear code of conduct

ASCP (and perhaps APPRC could be involved as this is a UAP issue too) has to reaffirm that our students are students, not "clients". Some recent ASCP-proposed legislation (e.g., three-peats, W) were more like Eatons' "satisfaction or your money back" (regrettably Senate approved) motions.

We have a lot of extended speeches posing as questions or communications and inquiries. This is very tedious and not simply limited to labor unions challenging administration (although this is part of it). There needs to be room for dissent and issues arising but also needs to be the ability to get to the business of the meeting. As part of the rule review process it would be helpful to develop some clear rules about what constitutes a question (surely 10 minutes of 'context' is not appropriate but what is?) and when debate and discussion is allowed and when it is not. This will help avoid tedious debate over procedural rules.

The last year was marked by a long and protracted strike which led to unique challenges for Senate. We need to defend the role and jurisdiction of Senate against encroachment. That was made evident during the early stages of the strike. Senate Executive should see itself primarily as the agent of Senate rather than as a separate body of governance. We also need to avoid letting the "civility police" determine the direction of Senate affairs. The Chair's response to those who are uncomfortable with outspoken Senators should not be to silence those Senators with strong views. There are other creative approaches like imposing time limits on speeches, and so on. The Chair of Senate should remind people that we need to listen to everyone, and promote debate, not stigmatize dissenters. For Senate to be relevant we need to allow the diversity of views to be represented and articulated, even if that is uncomfortable at times.

I want a senate that makes a difference to the running of the university and not a senate that yes "yes sir" to an administration that is not entirely forthcoming in its actions. I also am impatient with a senate that is "stacked" with administrators who DO NOT have a free voice

I heard the June meeting was a disaster. Glad I missed it. Talk about labour relations is out of control. Senate is not the place. have a town hall. Senate Executive deserves credit for working through the academic issues. Worried it went too far and our reputation will suffer, but given the circumstances there was little choice.

Assumptions of collegial respect and collaboration have really broken down in Senate. Some voices--usually the loudest--are over-represented. Dissenting or more thoughtful voices (I believe mine falls

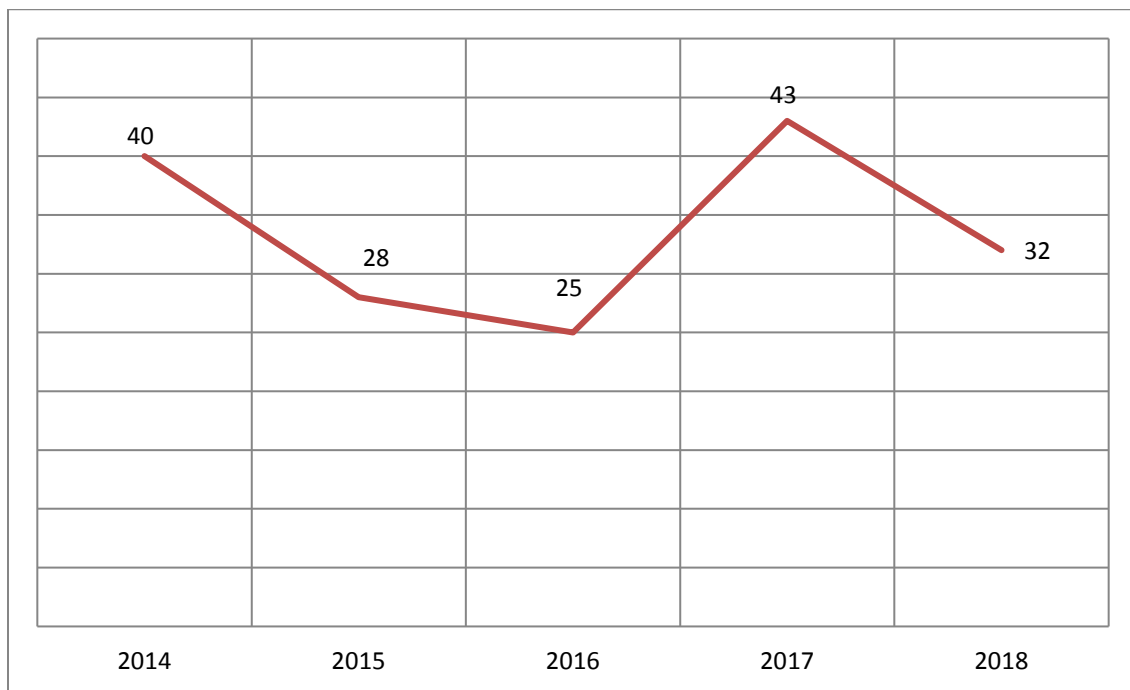
into the latter) are not encouraged to participate. For my part I assiduously avoid all contentious debates because I believe I will be vilified both in and outside Senate meetings. This is no way to conduct business critical to the success of the university and its students.

With the strike it's a bit hectic. Processes should be followed but it seems like a free for all lately.

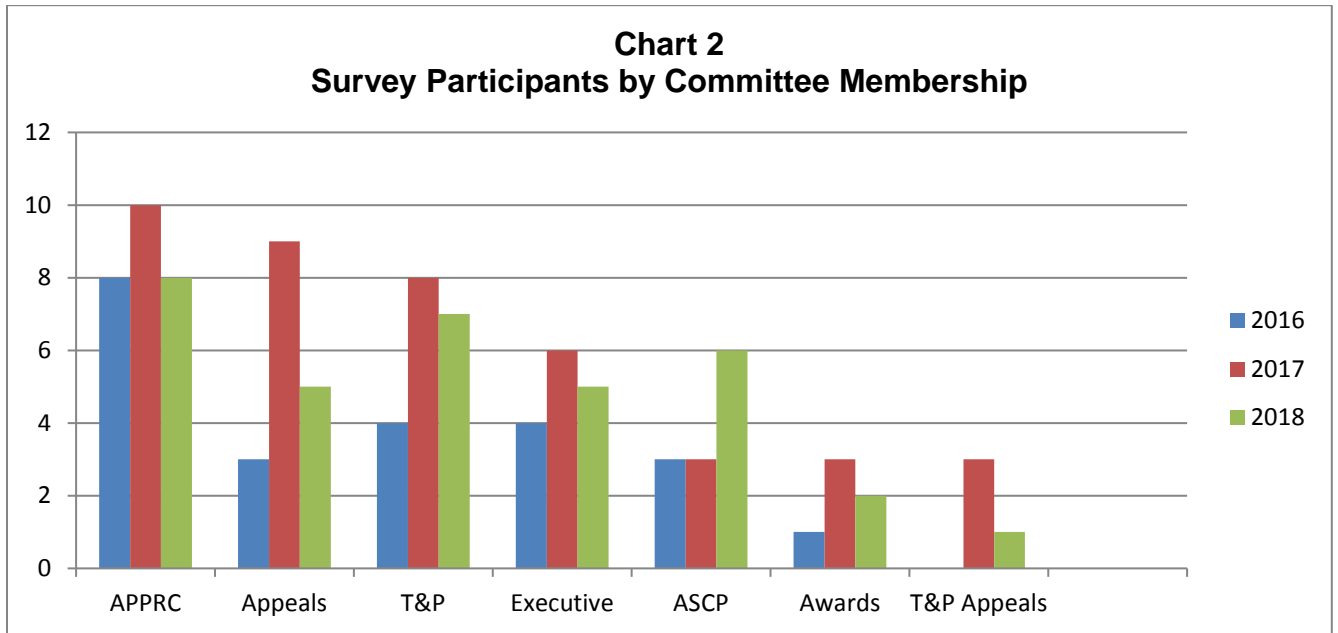
Senate Committee Survey 2018

A survey of Senate committee members was conducted in June 2018. The number of responses fell this year after rising in 2017 when the survey was conducted in April. For the first time, members were asked to describe the role they play in the wider context of collegial governance (question 2).

Chart 1
Survey Participation by Year
2014 to 2017



**Q1. Of which Committee were you a member in 2017-2018?
(Answered 32; skipped question: 0)**



APPRC continued to have the highest response rate. (Note: Members of Honorary Degrees and Ceremonials were again not canvassed.)

Q2: (New Question) How would you describe your role or roles as a Senate committee member in the context of collegial governance?

(Answered 23; skipped 9)

I represent my fellow senators, but also my Faculty and those who are not senators but are an integral part of the York community. My role is to inform YorkU members and to channel their voices into committee debates. (APPRC member)

Gain a university perspective, provide input on major initiatives, liaison with colleagues. (APPRC member)

ORU representative (APPRC member)

My role is to represent our academic unit on the committee to have relevant input on changes that might affect our programs. (APPRC member)

Difficult, somewhat unclear question ...? I suppose I might say that I think my role, in the context of collegial governance, is to keep academic priorities and the academic mission of the university at top of mind throughout the university's administrative processes. It must be Senate's role to prevent full-time administrators from apprehending the university solely through the lens of its budget and finance model or through their own administrative role. That is, everything we do must be in service of teaching, inquiry, knowledge transmission, and knowledge creation for the benefit and edification of our students and society at large. A lot of what happens at York seems geared toward its own institutional success within a difficult political environment, driven by a business model of operation that can be at odds with the aforementioned priorities. It should be Senate's job to keep the business model in check if and when it is so at odds. (APPRC member)

Participation on APPRC allows me to represent my faculty; participate in new initiatives; learn about and respond to academic/research activities in other faculties and to communicate significant information with my home faculty. It is important collegial governance. (APPRC member)

I chair ASCP and was seconded to Executive after the first week of the strike. The role of ASCP is to perform final quality control over curricular and related developments. By the time the committee sees proposals, the greater part of the work has been done, and usually done very effectively. Executive, during a disruption, is a very different thing, though it certainly reflects on proposals from the senior administration, it also develops policy within itself. its role is more than oversight, as ASCP's could be if there were mechanisms in place allowing for "early intervention." (ASCP member)

I am ex officio - I support the committee and the committee's mandate aligns with many of my responsibilities. The committee provides university oversight for program

approvals and policy implementation, revision, and renewal, all of which are key aspects of collegial responsibility. (ASCP member)

As a committee member I review the decisions of Faculty level committees and hear cases where students have successfully appealed decisions. This provides oversight of collegial decision making to ensure processes are fair and follow established guidelines and procedures. (Appeals member)

Necessary and useful (Executive member)

Integral, and in accordance to committee mandate

I sat on SAC, adjudicating students cases. (Appeals member)

The Executive seems to be a particularly important collegial body, as it has carriage over the work of the Senate, and acts for the Senate in a number of important instances -- particularly this year. My participation in Executive gave me the opportunity to make a significant contribution to collegial governance. (Executive member)

I participate fully in the decision making of the committee. I read all documents and come prepared for a fulsome discussion. (Awards member)

Role includes: as a representative from Faculty of Health, bringing perspectives that support curriculum and student success in new programs/degrees/course groups; context to specialized degrees, experiential learning. (ASCP member)

Engaged (APPRC member)

Reviewing the work of departmental committees to ensure standards across the university

n/a (Awards member)

Dealing with students appeals (Appeals member)

Member, not chair (T&P member)

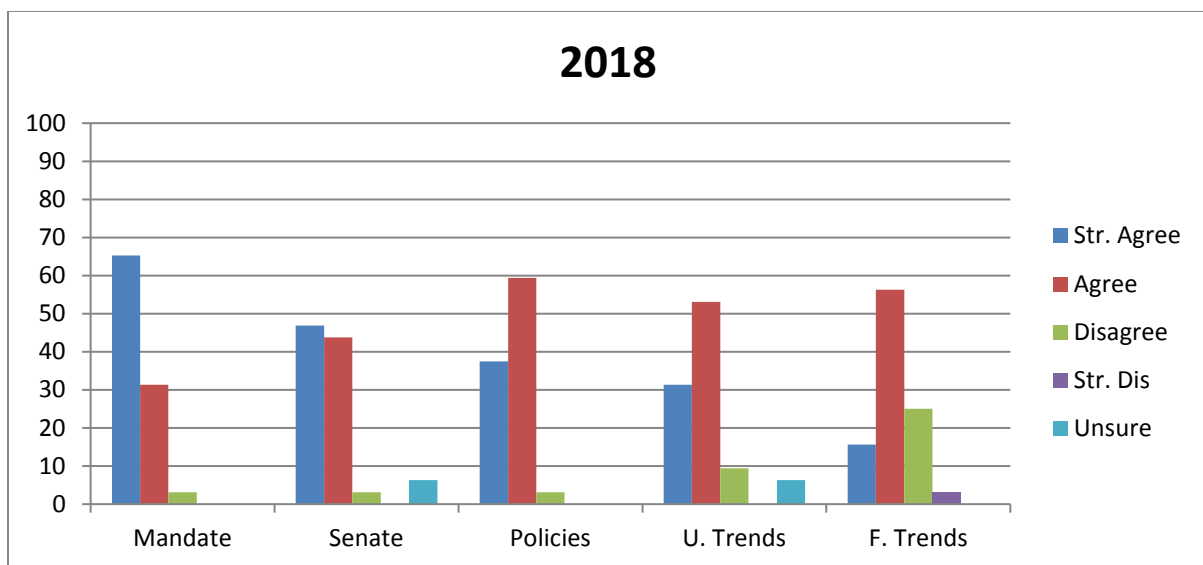
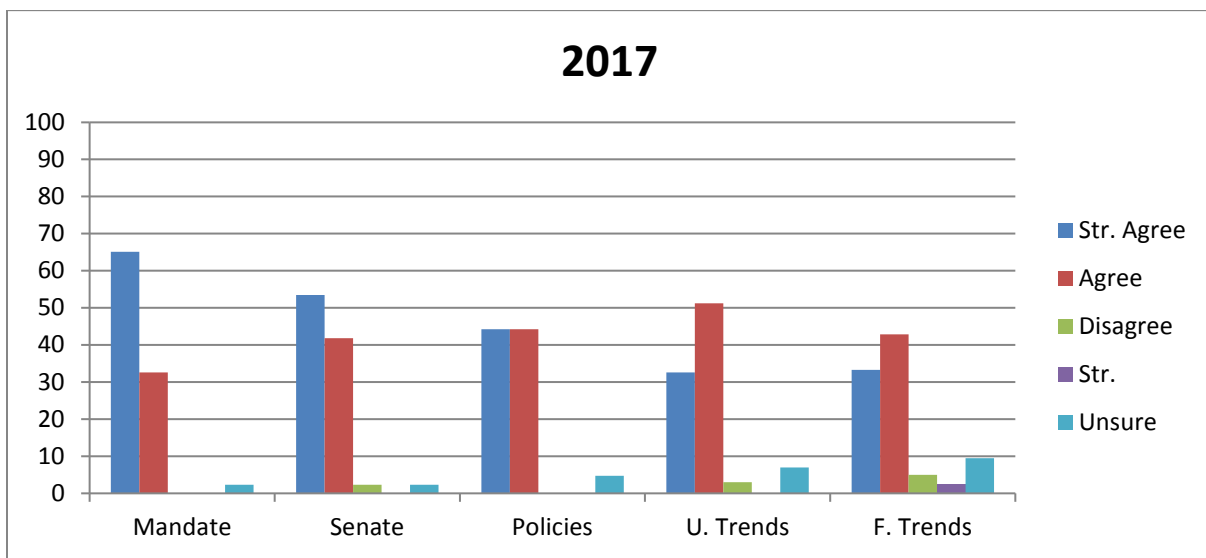
I don't know what you mean. My role is to participate and contribute to the committee and help realize its mandate. (T&P member)

Participant in carrying out the policies established by Senate. (T&P member)

Important role in reviewing and monitoring the process of the T&P (T&P member)

**Q3. I feel knowledgeable about the following:
(Answered 32; skipped question: 0)**

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure / No opinion
The Committee's mandate and those of sub-committees	65.6	31.3	3.1	-	-
The Committee's relationship to Senate	46.9	43.8	3.1	-	-
Applicable policies and procedures that are relevant to decision-making (including adjudications)	37.5	59.4	3.1	-	-
University academic trends and issues	31.3	53.1	9.4	-	6.3
Faculty-specific academic trends and issues	15.6	56.3	25.0	3.1	-



Comments

I have found some degree of double-speak and dissimulation in Senate and in committee discussions which can be a barrier to the open discussion of real, key issues. Not everything is really up for discussion, lots left unsaid, and those not already in the know can find it hard to have any impact. (APPRC member)

It's part of the responsibilities of this kind of service that one be able to "strongly agree" with all of the above in #3. (APPRC member)

I think that I have a good idea of what the committee's role is and how it fits into the governance structure of the university. I would like to know more about "bigger picture" trends, but we often have little time for such discussions because of the need to deal with day-to-day matters. In terms of trends and issues in specific faculties outside of my own, I often feel that we only learn about them in relationship to specific proposals and that we are largely reliant on the proposing unit for informing us. But, of course, this is a difficult problem to address... (ASCP member)

Like pretty well everyone who works on a Senate committee, I am dependent on the vast knowledge of members of the Secretariat. Moreover, like most other faculty members, I'm more than a bit parochial, knowing my own Faculty, and my particular corner of my Faculty far better than the rest of the university. Committee that require a member from each of York's constituent Faculties are unwieldy bodies, but that breadth of membership, and the representation of the many academic cultures here are sources of great strength. (ASCP member)

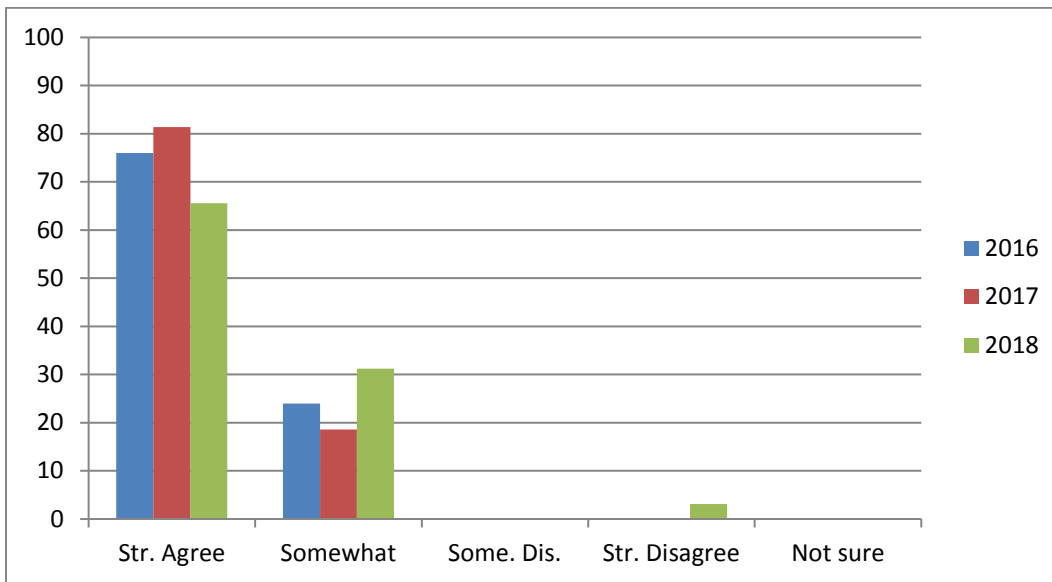
I see some documents that address faculty-specific academic trends and issues but perhaps not all. (ASCP member)

At one year in, still on the learning curve. (ASCP member)

My level of faculty understanding varied between faculties. It was helpful when the same members regularly served on the same faculty committees. For instance, the timing of Health's meetings worked and I got to know their norms and issues better by serving as Senate rep there more often. (T&P member)

**Q4. I feel well informed and prepared to participate in meetings
(Answered 32; skipped question: 0)**

	2016	2017	2018
Strongly Agree	76.0	81.40	65.6
Somewhat Agree	24.0	18.60	31.2
Somewhat Disagree	0.0	0.0	0
Strongly Disagree	0.0	0.0	3.1
Not sure / No opinion	0.0	0.0	0



Comments

Bob Everett does a great job of supporting the committee on these issues. (APPRC member)

The meeting at the beginning of the year to prepare me, run by Terry, was very useful. My only complaint was that the documents arrived at the last minute in a few cases, but this seems to have been less of an issue recently. (Appeals member)

It would help to get materials a bit earlier but that may not always be possible. (Appeals member)

I did not participate as much as I should have. Unfortunately. (Appeals member)

Materials provided in advance were comprehensive. (ASCP member)

I need to make more time for preparation. (ASCP member)

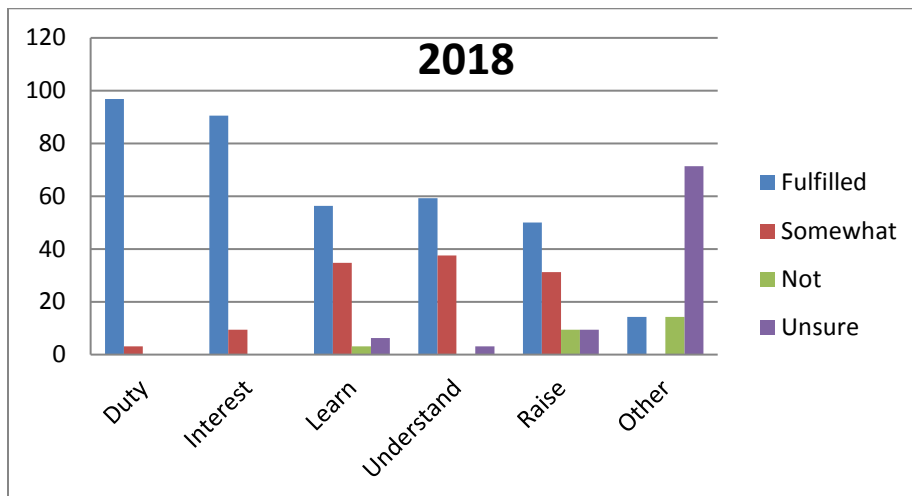
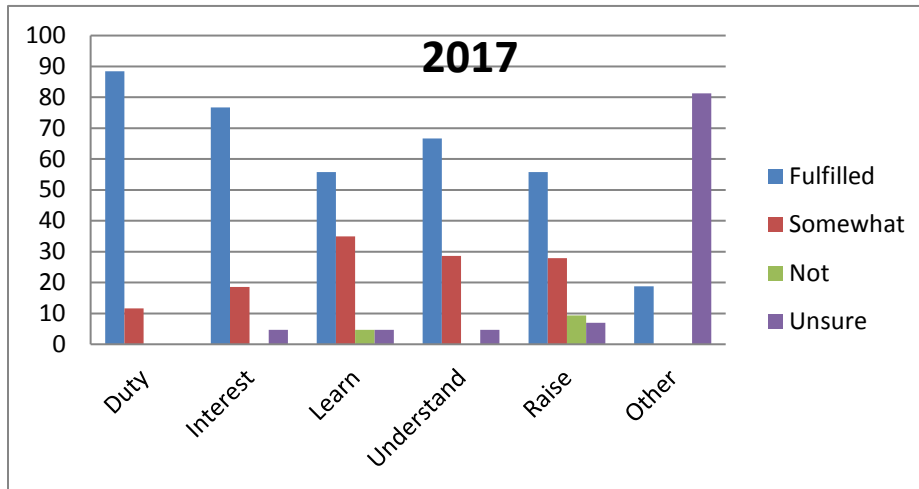
Shorter agendas? (or, more properly speaking, shorter appendices to the agendas wherein the proposals are accounted in full. (ASCP member)

All too frequently documents are provided only hours or less than an hour before the meeting, or at the meeting. In some cases, this may be reasonable. In at least one key instance it was not. Given the widespread concern about senate exec decision-making, every effort should be made to ensure exec members have a reasonable opportunity to review materials before making decisions. (Executive member)

Would be great if more facilities moved to online files. They can be challenging to get used to but LAPS has a good repository system. (T&P member)

**Q5. Were your expectations met with regard to factors influencing your decision to serve as a member of the Committee?
(Answered 32; skipped question: 0)**

	Fulfilled	Somewhat Fulfilled	Not Fulfilled	Not Sure	Total
Duty	96.9	3.1	-	-	32
Interest	90.6	9.4	-	-	32
Learn about University developments and directions	56.3	34.4	3.1	6.3	32
Understand decision-making processes	59.4	37.5	-	-	32
Raise issues	50.0	31.3	9.4	9.4	32
Other (please specify in comments box)	14.3	14.3	-	71.4	7



Weird year, with the strike ... many critical issues seemed to be out of bounds for senate and committee discussion. Bizarro world. Clearly, the strike was about more than just this one contract - but about competing visions for the role of the university in society, its basic goals and governance and who has the right to lead, in which direction. Should this not be a topic for Senate (??) (APPRC member)

I still feel that Senate committees and certainly Senate as a whole do not have a particularly influential or decisive role in the directions and results of planning. Mostly we have a commentary and facilitation role (which sometimes feels like rubber-stamping or stepping aside), or at least that's how we have become disciplined by others and ourselves. Mostly we take the path of least resistance from lack of any belief that we play any influential role, will be listened to, and can affect change. The phrasing sounds too negative. Perhaps the reality is more dire: we are just inured and ultimately bored. (APPRC member)

Very rewarding (APPRC member)

I didn't really have any issues to raise. That's not why I joined at all. (Appeals member)

Meet colleagues from other faculties and understand their points of view on issues. (ASCP member)

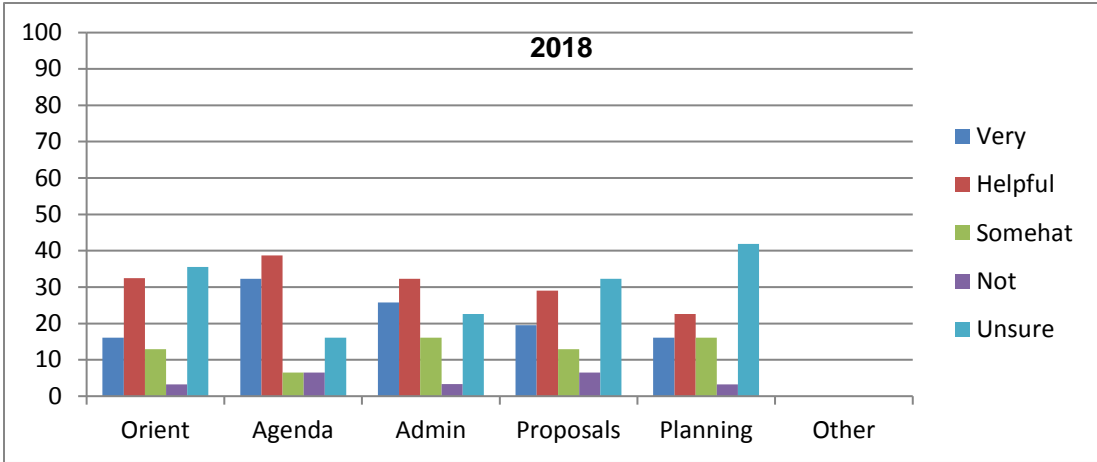
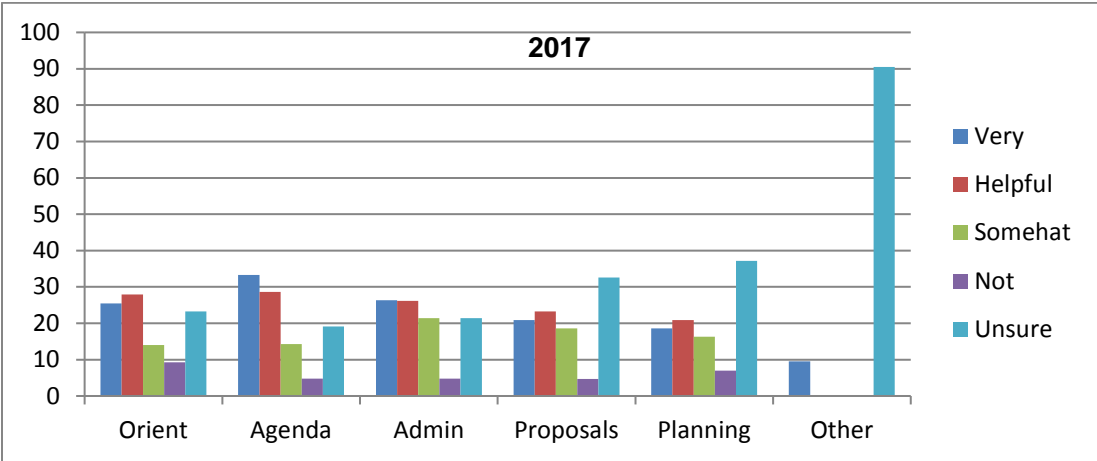
This committee is a very busy and is not able to address everything it would like to. In particular, issues relating to the P fall to the side. The AVP T&L now attends the meeting but the role is not well-defined. (ASCP member)

To be honest, I did not decide to serve as a member of this Committee, it is an add on to another role I did elect to undertake. On balance, it was a welcome addition, although this year.... (Executive member)

Q6. The University Academic Plan 2010-2015 is intended to guide academic planning and define academic priorities. How would you rate the following in terms of helping to understand and advance UAP goals and to monitor progress?

(Answered 31; skipped question: 1)

	Very helpful	Helpful	Somewhat Helpful	Not Helpful	Not sure / No opinion
Committee orientation	16.1	32,1	12.9	3.2	35.5
Committee agenda	32,3	38.7	6.5	6.5	16.1
Reports by administrators	25.8	32.3	16.1	3.2	22.6
Faculty and department proposals	19.4	29.0	12.9	6.5	32.3
Faculty planning submissions	16.1	22.6	16.1	3.2	41.9
Other (please use comments box to identify)	-	-	10.0	-	90.0



Comments

It is a big, unwieldy institution. It is hard to have meaningful information percolate upwards from departments/faculties, etc. to know what is really going on. It is hard to get meaningful data from administrators that shed light on the university's delivery of its academic mission (as opposed to its solvency.) Of course, solvency is important. But there seem to be trade-offs being made in service of solvency that have implications for the academic mission (Senate's purview) yet very little transparency to Senate about those trade-offs and the decision-making behind them. (APPRC member)

Faculty Planning submissions are very individual and informative. To understand overall trends or points of connection between faculties it would be useful for the submissions to be organized by themes or initiatives or challenges. (APPRC member)

Administrators' reports are sometimes not created in a format that regular faculty members want -- namely, with all the information that would answer questions. The reports don't seem to be generated in anticipation of faculty members' needs. (APPRC member)

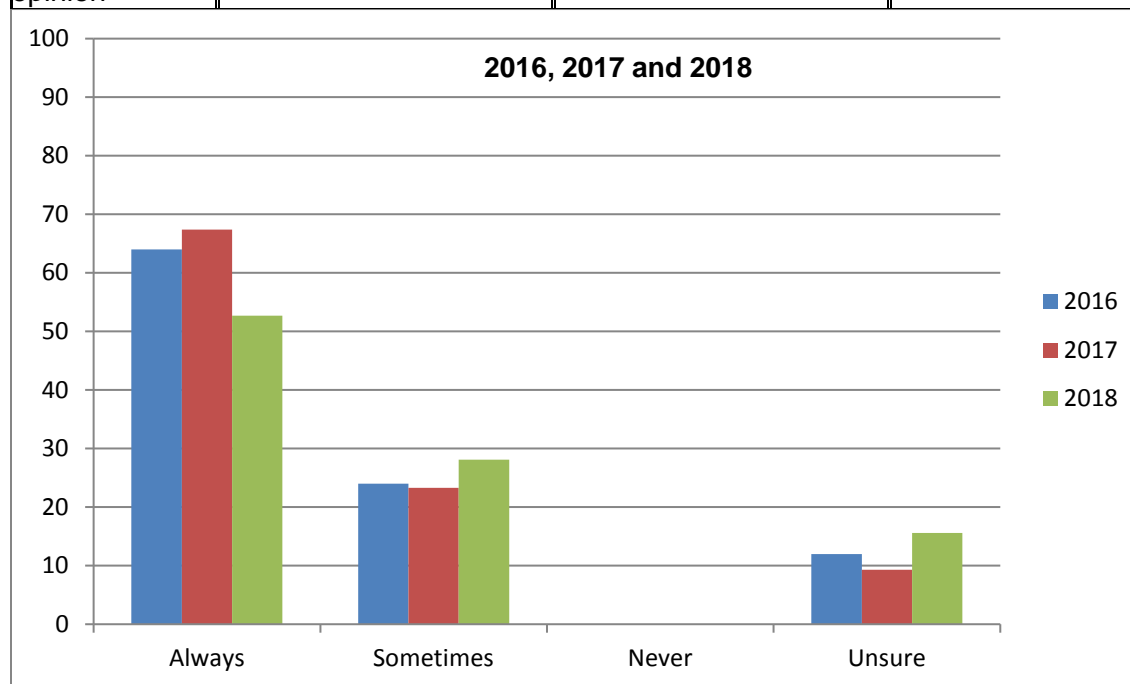
ASCP, given its mandate, spends a great deal of its time in the weeds, and less time than I think it might on bigger pictures. I hope to help the committee to work on that in the coming year. (ASCP member)

We do not see faculty planning submissions. Proposals vary in terms of how well they address UAP context (ASCP member)

Given the committee I served on, the UAP did not factor in our work heavily (if at all). (T&P Appeals member)

**Q7. Committees establish their own priorities in the autumn or have a core work schedule. Do you feel that the Committee devoted appropriate time to priority items / core functions during the year?
(Answered 31; skipped question: 1)**

	2016	2017	2018
Always	64.0	67.4	52.7
Sometimes	24.0	23.3	28.1
Never	0	0	0
Not sure / No opinion	12.0	9.3	15.6



Comments

The Chair was very competent in this respect. (APPRC member)

We still haven't hit the right balance with the Deans' reports and Faculty Plans (APPRC member)

I felt we could have done more to get the new Faculty off the ground. This should be a priority next year. (APPRC member)

ASCP managed its curriculum oversight well, despite the disruption. Some of its longer-term planning functions did get a bit lost after the strike began. (ASCP member)

Because there is so much business that ASCP sees in a year, it is hard to have enough time for everything during meetings. (ASCP member)

More to do than there is time (ASCP member)

Not sure this is a reasonable year to judge, given the focus of the Executive Committee since, well, let's say the beginning of March.... (Executive member)

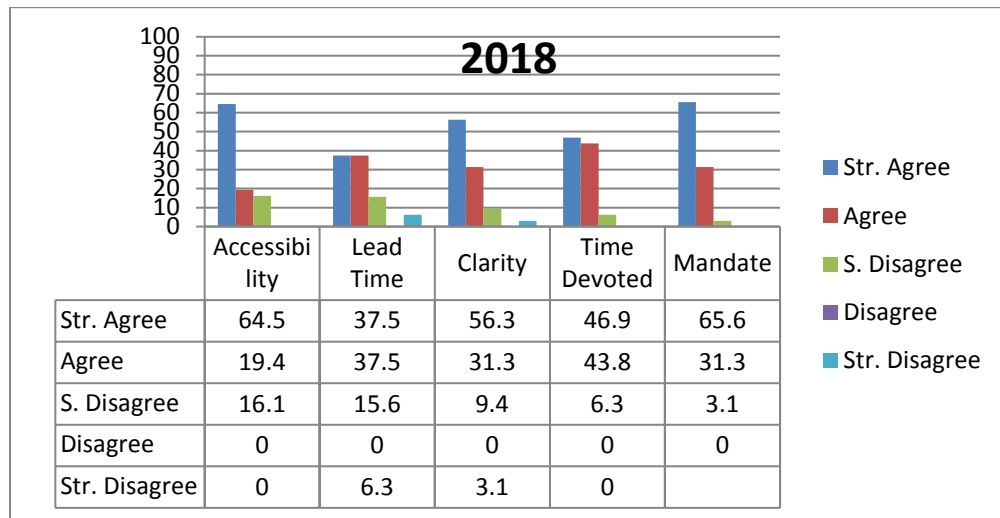
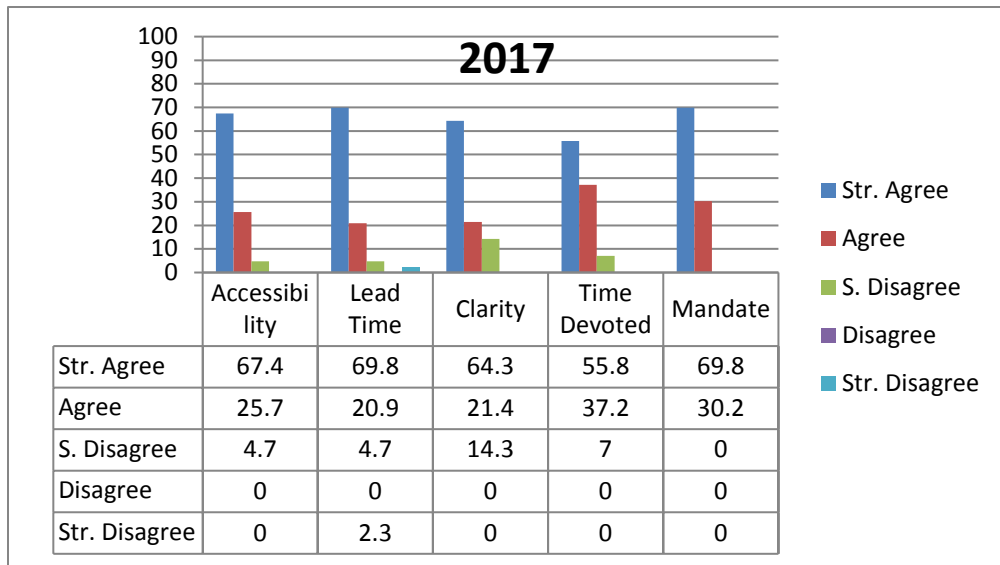
The real problem-- the fact that NOT all files get to the committee. The process under which we are instead assigned to Faculty Committee is disastrous in terms of harmonization, monitoring, and fair and reasonable advance planning. Terry Carter has done an admirable job in juggling -- but it has been impossible to control all factor in an environment that not all files get the same treatment. (T&P member)

**Q8. Are there items that should have / should receive more attention?
(Answered 9; skipped question: 23)**

APPRC	<ul style="list-style-type: none"> • The tension between collegial governance and top-down decision making • "Problems and Prospects of the Multi-Campus University" • Faculty plans / ways of engaging the UAP • SHARP and budget allocations – always • Markham • Quality and UAP
ASCP	<ul style="list-style-type: none"> • Ways of aiding coordination of parallel developments across Faculty boundaries • How new Faculties are to be made
Appeals	X
Awards	<ul style="list-style-type: none"> • Equity, diversity and inclusion: countering the history of inequities regarding awards
Executive	<ul style="list-style-type: none"> • Board / Executive responsibilities
T&P	<ul style="list-style-type: none"> • Student teaching evaluations
T&P Appeals	X

**Q9. Please comment on logistical matters.
(Answered 32; skipped question 0)**

	Strongly Agree	Agree	Somewhat Disagree	Somewhat Disagree	Disagree	Strongly Disagree
Documents were easily accessible from the Committee's Website	64.5	19.4	16.1	-	-	-
Documents were available with enough lead time before meetings	37.5	37.5	15.6	3.1	-	6.3
Documents were well-organized and clear	56.3	31.3	9.4	-	-	3.1
Items were given the appropriate amount of time	46.9	43.8	6.3	3.1	-	-
Items were considered within the Committee's mandate	65.6	31.3	3.1	-	-	-



Comments:

I wish we had more time for regular reports from administrator/members. (ASCP member)

Given the ever-changing topography of the disruption, a number of key documents arrived at Exec rather late in the day (often literally). I know this is unavoidable under the circumstances, but that does not make the situation ideal. More generally, ASCP sees many proposals at a point when asking for substantive changes threatens the proposal's capacity to meet external deadlines. The urgent need to approve in some cases forces the committee's hand and requires that it avert its collective eye from flaws. (ASCP member)

YUQAP can still play a larger role in the structure of proposals. Proposals tends to be long and perhaps not as well developed in key areas as they should be. (ASCP member)

I put "somewhat agree" above, but it is inevitable that some P & T files are organized more carefully than others. (T&P member)

Minutes of the previous meeting were inconsistently included in each meeting's document.

Again, with so much information being seen by ASCP, it is hard to ensure enough time for everything beforehand. (ASCP member)

First option is N/A for me -- I need to see the files in print and was happy with the delivery procedure

Kudos to Terry! (T&P Appeals)

Q10. We value your comments...
(Answered 7; skipped question: 25)

Thanks to Tom L. for his capable and committed work as Chair. (APPRC member)

Very interesting and important. Thomas and Robert are a hoot but also serious and committed. Some loose ends from this year. (APPRC member)

The agenda is largely driven by Vice-President's reports. I had the sense at times that there were concerns from committee members that they were audience but not necessarily involved in actively setting the agenda. The strike was never discussed, for example, although it hung heavy in the air. Markham campus also seemed to be driven by forces elsewhere. (APPRC member)

Secretarial support is excellent! (ASCP member)

Clearly the work of the Committee was dominated by the strike. It does seem to me that, for the second in row, the nature of the Executive and its relationship to Senate was brought into question by a good number of Senators. I think we would do well to revisit the issue once the dust settles a bit, because it erodes collegial governance to have one of the primary organs of that governance attacked by the collegium! (Executive member)


Mostly, my colleagues make the committee work well. Occasionally there are digressions and reiteration of viewpoints that unnecessarily extend the meeting time. (T&P member)

Please see response to #7. (The real problem-- the fact that NOT all files get to the committee. The process under which we are instead assigned to Faculty Committee is disastrous in terms of harmonization, monitoring, and fair and reasonable advance planning. Terry Carter has done an admirable job in juggling -- but it has been impossible to control all factor in an environment that not all files get the same treatment.) (T&P member)

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 & VICE-PRESIDENT
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Memorandum

To: Chair, APPRC 

From: Lisa Philipps, Provost & Vice-President Academic

Date: July 30, 2018

Subject: The Carswell Chair for the Public Understanding of Astronomy

I am writing to seek the concurrence of APPRC for the establishment of an endowed Chair, the Carswell Chair for the Public Understanding of Astronomy, in accordance with University Policy on the Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellowships. The proposed Chair will further enhance the Faculty of Science's youth engagement, public outreach and science education efforts, through optimal use of the Allan I. Carswell Observatory as well as through related broader initiatives, consistent with institutional priorities. The Chair will be funded by an endowment from the Carswell Family Foundation, supplemented by matching funds allocated by York University.

The establishment of this Chair will:

- Support the development and deployment of innovative astronomy and science outreach programs both on and off campus for youth, community groups and others (general public, educators, university students, media and industry groups) that keep pace with emerging technologies such as Virtual Reality, evolving pedagogical approaches, and changes in the educational landscape and adapt to the ever-changing needs of our communities.
- Support the involvement of graduate, undergraduate and high school students in the development and delivery of science outreach programs as well as in research projects using the Observatory and associated facilities.
- Build capacity in the Science Communicator in Residence program to collaborate with the Observatory and enhance undergraduate and graduate learning opportunities in science communications theory and practice.



The Chair would be held by either a professorial or alternate stream faculty member, who will lend visionary direction to the Faculty of Science's goal of transforming the Allan I. Carswell Observatory and its associated initiatives into Toronto's premier public astronomy engagement provider.

The Chair will facilitate interdisciplinary projects that will shape Allan I. Carswell Observatory programs into a distinctive brand that is synonymous with excellence and innovation in public outreach and education. Moreover, the Chair will use the Observatory's unique offerings to bridge the University to our community, city, province and nation, and especially to those most in need of STEM and post-secondary learning experiences.

The York University Policy on Endowed Chairs and Professorships indicates that in such situations as this, where the proposed Chair is consistent with an existing Senate-approved teaching program and where the other terms and conditions set out in the policy are met, the Provost & Vice-President Academic may ask for the concurrence of APPRC so that the Board of Governors might consider the proposal. By this memorandum, I confirm that the proposed Chair satisfies the expectations of the University policy, and unless APPRC has questions about it, I will ask that this matter be placed on the agenda of the Board of Governors for consideration at its next meeting.

Cc: Ray Jayawardhana, Dean, Faculty of Science
EJ Janse Van Rensburg, Incoming Interim Dean, Faculty of Science
Robert Everett, Assistant Secretary of the University

MEMORANDUM

To: Faculty Council.

From: James McKellar, Director, Brookfield Centre in Real Estate and Infrastructure

Date: March 19, 2018

RE: Master of Real Estate and Infrastructure (MREI) Program Change Proposal

Motion 1: That Faculty Council approve the following program changes to the MREI program.

1. Replace the current application requirement for a GMAT or GRE score with the following:

Rationale: Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), are not required upon submission of your application. However, submission of these test scores:

- Is optional should you wish to provide further evidence of academic potential.
- May be requested by the Admissions Committee if further evidence of academic performance is required.

The changes reflect the experience with two rounds of admissions to the MREI and a review of the academic performance of the first class as compared to their GMAT scores. A review indicated no correlation between GMAT scores and academic performance in the program. Also, feedback from our admissions department indicates that the GMAT is a perceived barrier to applicants with extensive work experience.

2. Update the MREI Program Expected Learning Outcomes to a competence-based format

Rationale: The MREI program learning outcomes have not changed. The purpose of this update is to focus the learning outcomes from the current version to a set of more concise learning objectives that are supported by learning paths in the program and to also provide student assessments that allow the measurement of these learning outcomes.

3. Approve Changes to Course Requirements

Rationale: These changes include the removal from the curriculum and retirement of SB/PROP 6250 3.00, Site Planning and Design, which was a core course, and the expansion of SB/PROP 6080, Creative Workshop, from 3.00 to 6.00 credits. These adjustments are the result of an overall review of the curriculum and experience with the first year of the MREI taking into account how best to satisfy the Expected Learning Outcomes for the program, balance course load across the three terms, and address student feedback. The learning outcomes for SB/PROP 6250 are substantially covered in two other courses. The increase in credits for SB/PROP 6080, the program's capstone course, reflects the workload students are already experiencing.

For Information: Change the start date for the MREI from the Winter to the Fall

The shift to a Fall start is in line with that of most programs, which will make it easier and more attractive for applicants to join the program. The new start date will also shift the optional part-time internship from Fall to Summer, which is preferable to potential employers. Existing courses and co-curricular activities, some of which are shared with students in the MBA/IMBA PROP specialization, will be easier to coordinate and more suitable for MREI students. MREI students will also be more easily able to partake in School activities, including student governance, club activities and competitions.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

The following information is required for all proposals involving a minor modification to program/graduate diploma academic requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma:

Master of Real Estate and Infrastructure (MREI)

2. Effective Session of Proposed Change(s):

FW 2019/2020

3. Proposed Change(s) and Rationale

a) A description of the proposed modification(s) and rationale, including alignment with academic plans.

A. PROGRAM CHANGES TO THE MREI

The program proposes to (1) remove the GMAT / GRE requirement, (2) retire a 3.00 credit core course from Term 2 and (3) increase the credit value of the program's cumulative course from 3.00 to 6.00 credits in Term 3. The total number of required credits would remain 42.00 while rebalancing the work load in the program. The remainder of this section outlines the requested changes in detail.

A1) Replace the current application requirement for a GMAT or GRE score with the following:

Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), are not required upon submission of your application. However, submission of these test scores:

- Is optional should you wish to provide further evidence of academic potential.*
- May be requested by the Admissions Committee if further evidence of academic performance is required.*

RATIONALE: The changes reflect the experience with two rounds of admissions to the MREI and a review of the academic performance of the first class as compared to their GMAT scores. A review indicated no correlation between GMAT scores and academic performance in the program. Also, feedback from our admissions department indicates that the GMAT is a perceived barrier to applicants with extensive work experience, the very students that we want to attract. It is also a perceived barrier to potential applicants we wish to attract with backgrounds in certain disciplines where such standardized testing is unfamiliar, such as architecture and planning. The GMAT can still be requested for some applicants at the discretion of the Admissions Committee.

A2) Remove and retire SB/PROP 6250 3.00 Site Planning and Design as a required course for the MREI (core course, Term 2)

RATIONALE: This deletion is a result of an overall review of the experience with the first year of the MREI taking into account how best to satisfy the Expected Learning Outcomes for the program,

balance course load across the three terms, and address student feedback. The review also indicated that the learning outcomes for this course are essentially covered in PROP 6200 and PROP 6080. The 3 credits currently assigned to the course in the curriculum will be assigned to PROP 6080 (see below).

A3) Increase the credit for SB/PROP 6080 Creative Workshop (core, Term 3) from 3.00 to 6.00 credits

Rationale: This capstone course was taught for the first time in Fall 2017. The content and required workload far exceeded that of a 3-credit course. Realistically, it represents the workload of two courses as the course addresses the role of creative thinking on value creation across economic, social and environmental factors and contains a major project that integrates all that the students have learned over their time in the MREI program. It was also clear that the number of contact hours provided was insufficient to accomplish the objectives for the course. In addition to the lectures, there will be a 2-hour weekly tutorial session to support students in completing their term project. As a result of the increase in the courses' credit value, the required credits to graduate from the program remain unchanged.

Experience has shown, that, despite the course load of 12 credits in term 3 and careful scheduling of the courses, the completion of a full time optional internship is nearly impossible. The program will hence recommend to its students to complete the optional internship on a part time basis. The program and the Associate Dean's Office will schedule courses such that students will have three full weekdays at their disposal for the internship. As well, the only change in the calendar description now clarifies that the program facilitates a part-time, rather than full-time, internship.

A4) Update the MREI Program Expected Learning Outcomes to a competence-based format.

The MREI program learning outcomes have not changed. The purpose of this update is to focus the learning outcomes from the current version to a set of more concise learning objectives that are supported by learning paths in the program and to also provide student assessments that allow the measurement of these learning outcomes. The reduction in the number of learning outcomes enables easier communication of these outcomes and a more strategic approach to managing the core MREI curriculum and key student assessments. Updated MREI program learning outcomes are attached to this document (Appendix 1).

B. FOR INFORMATION

Change the start date for the MREI from the Winter to the Fall

RATIONALE: There are a number of reasons for the proposed change. Most importantly, the shift to a Fall start is in line with that of most programs, which will make it easier and more attractive for applicants to join the program. The new start date will also shift the optional part-time internship from Fall to Summer, which is preferable to potential employers. Existing courses and co-curricular activities, some of which are shared with students in the MBA/IMBA PROP specialization, will be easier to coordinate and more suitable for MREI students. MREI students will also be more easily able to partake in School activities, including student governance, club activities and competitions.

b) An outline of the changes to requirements and associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The revised Program Level Goals and Learning Objectives and their assessment framework are enclosed in Appendix 1. As outlined above, the removal of PROP 6250 will not have a significant impact as the course’s learning outcomes are essentially covered in two other courses. The expansion of PROP 6080 to 6.00 credits merely reflects the observed workload students are experiencing. This change also has no major impact on the program’s learning outcomes. The internship, while very valuable for students, has not been, and will not be, part of the learning outcomes framework, due to its optional status. Thus, clarifying the part-time nature of the internship has no impact on the achievement of the program’s learning outcomes.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

These changes were approved by the full-time faculty in the program based on a review of the first year of the MREI. This faculty is also responsible for the specialization in the MBA / IMBA programs. Consultations were also undertaken with the Associate Dean, Academic, Student Services and International Relations, including the Admissions Department, and the MBA and IMBA directors. Consultations outside the Faculty are not necessary as the program is entirely contained within the Schulich School of Business.

d) A summary of any resource implications and how they are being addressed.

There are no implications on resources.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

No implications for current students in the MREI as the changes will be implemented with the start of a new cohort. Should any students carry over from the current cohort, they will be accommodated as appropriate.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MASTER OF REAL ESTATE & INFRASTRUCTURE</p> <p>The Graduate Program in Real Estate & Infrastructure is a one-year, three-term master’s program offered by the Schulich School of Business that provides students with a comprehensive understanding of, and a broad skill base in, real estate and infrastructure management.</p>	<p>MASTER OF REAL ESTATE & INFRASTRUCTURE</p> <p>The Master of Real Estate and Infrastructure (MREI) offered by the Schulich School of Business provides students with a comprehensive understanding of the theory and skill base necessary to pursue careers in real estate and infrastructure.</p>

The curriculum emphasizes leadership as well as development, investment and finance in both the real estate and infrastructure industries. It also provides a set of co-curricular activities, including field trips, mentoring and career planning that supports the curriculum and the student's professional development. The result is an intense academic and industry interaction, with experiential learning driving the curriculum. Students take a common set of courses in the first two terms and select either real estate or infrastructure electives in the final term. Courses in the final term are scheduled to facilitate an optional internship.

The program starts in January of each year. For more information, please visit:
<http://schulich.yorku.ca/programs/mrei/> .

ADMISSION

Applicants normally should possess a 4-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. A candidate with a 3-year degree may be considered for admission with a minimum of one year of work experience.

Applicants with 2-5 years of relevant full-time work experience are strongly preferred.

Applicants are required to take Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof.

Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component score of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS

Students must successfully complete:

- 48 credits of course work, consisting of:
- 42 credits of core courses, and
- 6 credits of electives

All other requirements are identical to those of Schulich's other Masters programs.

The curriculum emphasizes leadership as well as development, investment and finance in both real estate and infrastructure. It also provides a set of co-curricular activities, including field trips, mentoring and career planning that supports the curriculum and a student's professional development. The result is intense academic and industry interaction with experiential learning exercises reinforcing the curriculum. Students take a common set of courses in the first two terms and can select either real estate or infrastructure electives in the final term in addition to the required Creative Workshop. Courses in the final term are scheduled to facilitate an internship in industry or a research project.

The program starts in September each year. For more information, please visit: <http://schulich.yorku.ca/programs/mrei/>

ADMISSION

Applicants normally should possess a 4-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. A candidate with a 3-year degree may be considered for admission with a minimum of one year of work experience.

Applicants with 2-5 years of relevant full-time work experience are strongly preferred.

Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) are not required. Submission of these test scores is optional if you wish to provide further evidence of academic potential and may be requested by the Admissions Committee if further evidence of academic performance is required.

Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component score of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS

Students must successfully complete:

- 42 credits of course work, consisting of:
- 36 credits of core courses, and
- 6 credits of electives

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>1. Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> • Graduates should understand the global scope of real estate and infrastructure and the social, political, environmental and economic forces which impact risk and opportunity within these industries • Graduates should be sensitive to the role that real and infrastructure developers, financiers and investors play in shaping the quality of the built environment and impacting the social and economic success of the communities within which they operate • Graduates should be able to describe the structure of each industry and the roles, responsibilities, activities and relationships amongst the main industry players • Graduates should be able to differentiate amongst the various property and infrastructure types by reference to the activities, users, functional characteristics and business models in each case 	<p>Students take a required set of core courses in both real estate and infrastructure aggregating 36 credit hours. Students take an additional six credit hours in either real estate or infrastructure or a combination of both. The program addresses a broad spectrum of knowledge and skills, combines theory and practice, includes macro and micro perspectives and examines local and international environments.</p>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

LEARNING OUTCOMES	How are the learning outcomes achieved?	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<ul style="list-style-type: none"> Graduates should have the fundamental knowledge and skills to evaluate and manage real estate and infrastructure developments, investments and operations 		√	√	√	√	√	√						√		√		
<p>2. Knowledge of Methodologies</p> <ul style="list-style-type: none"> Graduates should have the ability to relate effectively to the planning, design, construction and project management issues encountered in major capital projects Graduates should be familiar with the challenges and opportunities associated with the environmental impact and sustainability performance of real estate and infrastructure projects Graduates should be able to distinguish, quantify and analyze demand and supply factors that describe market conditions and set prices Graduates should be able to apply financial analytical methods, tools and techniques to assess investment opportunities Graduates should understand the regulatory and contractual framework governing real estate and infrastructure development and investments 	<p>Several of the required courses teach fundamental industry skills and methods including analytical methodologies, design and construction solutions, project management and the legal framework of prototypical transactions.</p>				√	√	√		√			√		√		√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>3. Level of Application of Knowledge</p> <ul style="list-style-type: none"> Graduates should have the ability to estimate investment returns including the impact of income tax and leverage Graduates should be able to assess the economic viability of a proposed development site and to assess its highest and best use Graduates should be able to translate user and performance requirements; market intelligence; and site, building and regulatory constraints into a schematic building form Graduates should be able to identify features that contribute to enhanced building performance and sustainability Graduates should be able to evaluate mortgage, direct real estate, REIT, private equity fund and international real estate investment opportunities in the context of portfolio strategy Graduates should be able to describe and analyze various business models and approaches to partnership arrangements for infrastructure including the structure of contractual arrangements and the allocation of risk 	<p>Extensive use is made of case work in which knowledge and skills taught in the courses must be integrated and applied. The creative workshop serves as a capstone project in which students are guided through a creative process requiring the use and application of the skills and knowledge taught throughout the Program.</p>		√		√		√		√			√	√	√	√	√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>4. Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> Graduates should be able to identify critical analytical assumptions Graduates should be cognizant of the need to utilize multiple analytical procedures and to synthesize quantitative and qualitative information Graduates should be able to identify and assess sources of risk in the context of development, finance and investment and to propose appropriate risk mitigation strategies 	<p>All courses emphasize sound research and critical thinking as an approach to risk management. Through case work, readings and guest lectures courses incorporate examples of failures, as well as successes, in order to convey the risks attached to poor research, analysis, execution and/ or governance.</p>	√	√					√				√		√	√	√	√
<p>5. Level of Communication Skills</p> <ul style="list-style-type: none"> Graduates should demonstrate literacy in the language and constructs of real estate and infrastructure development, finance and investment Graduates should have the ability to communicate analysis and recommendations clearly and persuasively in report form and oral presentations Graduates should have intermediate negotiating skills 	<p>The Skills for Leadership course serves as the base line for the acquisition and refinement of communication and negotiation skills. Most courses require students to write reports and make individual or group presentations. Written reports are evaluated based on content and clarity of exposition. Oral presentations present the opportunity to hone public speaking and general presentation skills. Cases requiring role playing are used to develop negotiation skills.</p>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>6. Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> • Graduates should recognize the value of one’s professional reputation and what it embodies in terms of integrity, ethical practices and social responsibility • Graduates should be able to characterize the organizations and firms involved in real estate and infrastructure and identify potential career options and competency requirements • Graduates should have an appreciation of the value of building a strong professional network and have the skills required to do this • Graduates should have an appreciation for the role of vision and entrepreneurship in advancing the industry and turning ideas into realities • Graduates should have the ability to work effectively in teams 	<p>Teamwork is emphasized throughout the program culminating in the Creative Workshop experience. Career paths are explored throughout many of the courses in the Program. The Skills for Leadership course encourages self awareness and prepares students to manage their careers. The importance of personal integrity, ethical practices and social responsibility is highlighted in this course and is reflected throughout the curriculum via the selection of case studies and guest speakers.</p>	√	√		√	√		√		√		√		√	√	√	√

Schulich School of Business
Master of Real Estate and Infrastructure (MREI)
Program Curriculum Map March 2018

I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1						Term 2				Term 3		
Program Level Goals & Learning Objectives	PROP 6001 0.00 Leadership in Real Estate and Infrastructure I	PROP 6110 3.00 Real Estate Finance and Investment	PROP 6210 3.00 Development Prototypes	PROP 6050 3.00 Changing Landscapes: Historical Perspectives	PROP 6300 3.00 Partnership Models for Infrastructure Delivery	PROP 6150 3.00 Markets and their Behaviour	PROP 6002 0.00 Leadership in Real Estate and Infrastructure II	PROP 6450 3.00 Life of a Project	PROP 6550 3.00 Sustainable Cities	PROP 6850 3.00 Structuring Development Transactions	PROP 6750 1 3.00 Financing Large Scale Infrastructure	PROP 6003 3.00 Leadership in Real Estate and Infrastructure III	PROP 6080 6.00 Creative Workshop
Goal 1: Develop Complex Problem Solving Skills													
1.1 Apply critical thinking and creative problem solving skills in order to arrive at informed decisions in the field of real estate and infrastructure.	I	I	I		I	I	R	R	D	R		R	A
1.2 Evaluate and analyze scenarios in the field of real estate and infrastructure using analytical frameworks to address issues pertaining to financing, investment and development		I	I		I	I		D	D	D	R	R	A
Goal 2: Effective Communication													

2.1 Engage in active listening and negotiations with a range of stakeholders affecting the development, financing and investment to develop relationships and foster consensus in the field of real estate and infrastructure	I		I	I	I		D			D		R	A	
2.2. Clearly and persuasively communicate written analysis and recommendations appropriate for the target audience			I	I	I	I	D	D	D	D		R	R	A
2.3 Prepare and deliver effective oral presentations.	I		I	I	I		D	D	D	D		R	A	
Goal 3: Ethical Leadership & Social Responsibility														
3.1 Identify and respond to ethical, social or environmental issues arising in real estate and infrastructure decision making	I		I	I	I		D	D	D	D	D	R	A	
Goal 4: Global Perspective														
4.1 Analyze and evaluate issues and potential approaches to real estate and infrastructure decision-making in the global context.				I	I	I	R	R	R		D	R	A	

OFFICE OF THE FACULTY COUNCIL CHANGE TO EXISTING DEGREE or CERTIFICATE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

Proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Prior to completing this form, proponents are asked to consult Kathryn Doyle, Faculty Curriculum Manager, doyleka@yorku.ca, for definitions of major versus minor modifications.

Completed Submission Deadline: 11/30/2017

Department: **Contact:**

Degree/Certificate Title:

Stream (if applicable):

Effective Session for Change: **Term:** (e.g., Fall; Winter; Summer) **Year:**

Minor Change Description: (e.g. what is the change requested, what does this change mean for the degree, certificate, etc.):

To add AP/ADMS 2310 3.0 Business Statistics Through Applications to the list of required courses (or compulsory credits)

The addition of ADMS 2310 will not change the total number of credits needed to complete the degree program, which will still remain as 30 credits in total.

The addition of ADMS 2310 will increase the number of required courses from 6 to 7 and reduce the number of elective courses from 4 to 3. The newly proposed structure (i.e., 7 required courses and 3 elective courses) is very much in line with the program structure of other Business-related Honours Minors offered at York. For example, the Business Honours Minor consists of 7 required courses and 3 elective courses (<http://sas.laps.yorku.ca/minor-programs/business-honours-minor/>) and the BDEM Honours Minor in disaster and emergency management consists of 8 required course and 2 electives (<http://sas.laps.yorku.ca/bdem/honours-minor>).

Academic Rationale for Change:

ADMS 2310 is currently listed as a prerequisite to one of the required courses in the Marketing Minor, namely ADMS 4260 Marketing Research I. A selected number of programs within York offer equivalent courses for ADMS 2310 (e.g., HH/KINE 2050 3.0, AP/ECON 2500 3.00, AP/POLS 3300 6.0) but the majority of York programs do not. Since the program was launched, we have received many expressions of interest from York students enrolled in majors that do not offer equivalency for ADMS 2310. For them, completing the Marketing Minor currently means effectively having to complete 33 credits (30 credits in the Marketing Minor and 3 credits for ADMS 2310 as a prerequisite for a mandatory course of the Marketing Minor). Sometimes, they are not able to use the additional 3 credits of ADMS 2310 for their Major. We know that some of these students eventually lose interest in the program due to the fact that they would need to take an extra course in order to complete the Marketing Minor. Those students who nonetheless decide to enroll in the Minor feel and are at disadvantage compared to other York students whose programs offered equivalency for ADMS 2310. It seems therefore appropriate to add ADMS 2310 to the list of required courses to ensure equity and make the program more accessible to the broad community of York students while maintaining academic standards regarding statistical knowledge and skills required in the Minor.

We note that the Business Honours Minor also includes one introductory statistics course as a required course of the program.

Please note: the Committee on Curriculum, Curricular Policy and Standards requires that degree or certificate requirements, as listed in the Undergraduate Calendar ([click here](#)), be included below in their entirety.

*Please denote additions in **bold, blue, underlining**, and ~~strikethrough~~ for deletions.*

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Example: Delete this text.</p> <p>Minor credits: 30 credits including:</p> <p>(i) Compulsory credits:</p> <p><u>AP/ADMS 1000 3.00</u> Introduction to Business; <u>AP/ADMS 2200 3.00</u> Introductory Marketing; <u>AP/ADMS 3210 3.00</u> Consumer Behaviour; <u>AP/ADMS 3220 3.00</u> Applied Marketing Management; <u>AP/ADMS 4250 3.00</u> Marketing Strategy; <u>AP/ADMS 4260 3.00</u> Marketing Research I.</p>	<p>Example: <u>Add</u> this text.</p> <p>Minor credits: 30 credits including:</p> <p>(i) Compulsory credits:</p> <p><u>AP/ADMS 1000 3.00</u> Introduction to Business; <u>AP/ADMS 2200 3.00</u> Introductory Marketing; <u>AP/ADMS 2310 3.00 Business Statistics Through Applications or equivalent (*)</u> <u>AP/ADMS 3210 3.00</u> Consumer Behaviour; <u>AP/ADMS 3220 3.00</u> Applied Marketing Management; <u>AP/ADMS 4250 3.00</u> Marketing Strategy; <u>AP/ADMS 4260 3.00</u> Marketing Research I.</p>

(ii) ~~twelve~~ additional credits chosen from:

AP/ADMS 4200 3.00 Personal Selling and Sales Management;
AP/ADMS 4210 3.00 International Marketing;
AP/ADMS 4211 3.00 Live-Client Learning Marketing;
AP/ADMS 4215 3.00 Business to Business Marketing;
AP/ADMS 4225 3.00 Retailing Marketing;
AP/ADMS 4230 3.00 Marketing Channels;
AP/ADMS 4235 3.00 New Product Management;
AP/ADMS 4240 3.00 Advertising and Communications;
AP/ADMS 4245 3.00 Digital Marketing;
AP/ADMS 4255 3.00 Customer Relationship Management;
AP/ADMS 4265 3.00 Marketing Research II;
AP/ADMS 4275 3.00 Services Marketing;
AP/ADMS 4280 3.00 Non-Profit Marketing;
AP/ADMS 4285 3.00 Brand Management;
AP/ADMS 4286 3.00 Advanced Brand Management;
AP/ADMS 4421 3.00 Qualitative Methods.

In order to enroll in AP/ADMS 4260 3.00, a required course in the Marketing Minor, students must have completed an introductory course in Statistics.

(ii) nine additional credits chosen from:

AP/ADMS 4200 3.00 Personal Selling and Sales Management;
AP/ADMS 4210 3.00 International Marketing;
AP/ADMS 4211 3.00 Live-Client Learning Marketing;
AP/ADMS 4215 3.00 Business to Business Marketing;
AP/ADMS 4225 3.00 Retailing Marketing;
AP/ADMS 4230 3.00 Marketing Channels;
AP/ADMS 4235 3.00 New Product Management;
AP/ADMS 4240 3.00 Advertising and Communications;
AP/ADMS 4245 3.00 Digital Marketing;
AP/ADMS 4255 3.00 Customer Relationship Management;
AP/ADMS 4265 3.00 Marketing Research II;
AP/ADMS 4275 3.00 Services Marketing;
AP/ADMS 4280 3.00 Non-Profit Marketing;
AP/ADMS 4285 3.00 Brand Management;
AP/ADMS 4286 3.00 Advanced Brand Management;
AP/ADMS 4421 3.00 Qualitative Methods.

(*) Note: Students who have completed a course listed under Course Credit Exclusions of AP/ADMS 2310 3.0 have to replace AP/ADMS 2310 3.0 with an additional 3.0 credits from the list of elective courses

Program Learning Outcomes:

Addition/ Removal of Courses

Please describe how each course being added or removed will contribute to the program learning outcomes. *Please note: Proponents are asked to specifically make reference to the Degree-Level Expectations for the program/degree when completing this section.*

Course Number and Title	Add or Remove the course from the program?	Is the course <u>Required</u> or <u>Optional</u> ?	How will this course contribute to the program learning outcomes?
ADMS 2310	Add	Required	As a first applied statistics course for students, the course immerses students in developing their analytical competency by learning to collect and analyze data in hands-on exercises and assignments, often guided by real-life examples. The course prepares students for AP/ADMS 4260 3.0 Marketing Research I for which it is a prerequisite.
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Confirmation of Consultation/Approval:

The Committee on Curriculum, Curricular Policy and Standards will not consider proposals that have not been approved by the Department/School responsible for offering the course.

Please ensure that all fields are filled below, and that appropriate consultation/approval documentation is attached.

Has consultation been completed? (please check) **Yes** **Not applicable**

Is evidence of consultation attached? (please check) **Yes** **Not applicable**

Departmental Curriculum Approval:

Pilar Carbonell	Area Coordinator - Marketing	October 2, 2017
Name	Position	Date
Gary Spraakman	Chair – Curriculum and Coordinators Meeting October 2017	October 10, 2017
Name	Position	Date
Marcela Porporato	Undergraduate Program Director – Member of the School Meeting October 2017	October 26, 2017
Name	Position	Date

Notes: Approved at SAS Curriculum and Coordinators Meeting on October 10th, 2017

Approved at School of Administrative Studies (SAS) Meeting on October 26th, 2017

Submitted by Marcela Porporato, UPD:



Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University

Degrees

Faculty of Liberal Arts & Professional Studies

Bachelor of Arts, Bachelor of Arts (Honours)
 International Bachelor of Arts (Honours)
 Bachelor of Commerce, Bachelor of Commerce (Honours)
 Bachelor of Disaster & Emergency Management
 Bachelor of Disaster & Emergency Management (Honours)
 Bachelor of Human Resources Management
 Bachelor of Human Resources Management (Honours)
 Bachelor of Public Administration (Honours)
 Bachelor of Social Work (Honours)

Faculty of Education

Bachelor of Arts, Bachelor of Arts (Honours)
 Bachelor of Education
 Bachelor of Education, Indigenous Teacher Education Program (ITEP)
 Bachelor of Education (Technological Education)

Faculty of Environmental Studies

Bachelor in Environmental Studies
 Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design

Bachelor of Arts, Bachelor of Arts (Honours)
 Bachelor of Fine Arts (Honours)
 Bachelor of Design (Honours)

Glendon College / Collège universitaire Glendon

Bachelor of Arts, Bachelor of Arts (Honours)
 Bachelor of Science, Bachelor of Science (Honours)
 International Bachelor of Arts (Honours)
 International Bachelor of Science (Honours)
 Baccalauréat ès arts
 Baccalauréat ès arts (Spécialisé)
 Baccalauréat international ès arts (Spécialisé)

Faculty of Graduate Studies*

Doctor of Philosophy
 Master of Accounting
 Master of Applied Science
 Master of Arts
 Master of Business Administration
 Master of Business Analytics
 Executive Master of Business Administration
 International Master of Business Administration
 Master of Conference Interpreting
 Master of Design
 Master of Disaster and Emergency Management Degree
 Master in Environmental Studies
 Master of Education
 Master of Fine Arts
 Master of Finance
 Master of Financial Accountability
 Master of Fitness Science

Master of Human Resources Management
 Master of Kinesiology
 Master of Laws
 Master of Leadership & Community Engagement
 Master of Management
 Master of Marketing+
 Master of Public and International Affairs
 Master of Public Policy, Administration & Law
 Master of Real Estate & Infrastructure
 Master of Science
 Master of Science in Nursing
 Master of Social Work
 Master of Supply Chain Management+

Faculty of Health

Bachelor of Arts, Bachelor of Arts (Honours)
 Bachelor of Science
 Bachelor of Science (Honours)
 Bachelor of Health Studies
 Bachelor of Health Studies (Honours)
 Bachelor of Science in Nursing (Honours)

Lassonde School of Engineering

Bachelor of Engineering
 Bachelor of Applied Science (Honours)
 Bachelor of Arts, Bachelor of Arts (Honours)
 International Bachelor of Arts
 International Bachelor of Arts (Honours)
 Bachelor of Science
 Bachelor of Science (Honours)
 International Bachelor of Science (Honours)

Faculty of Science

Bachelor of Arts, Bachelor of Arts (Honours)
 Bachelor of Science
 Bachelor of Science (Honours)
 Bachelor of Science (Technology)
 International Bachelor of Arts
 International Bachelor of Arts (Honours)
 International Bachelor of Science (Honours)

Osgoode Hall Law School

Bachelor of Laws/*Juris Doctor*

Schulich School of Business

Bachelor of Business Administration (Honours)
 International Bachelor of Business Administration (Honours)

*Master or Magisteriate / Doctor or Doctorate

Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies

Advanced Certificate in Hebrew and Jewish Studies
Advanced Certificate in Gender and Women's Studies
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate of French Language Proficiency (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business (Basic, Intermediate and Advanced)
Certificate of Language Proficiency in Modern Greek
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Modern Hebrew Language
Cross-Disciplinary Certificate in Anti-Racist Research and Practice
Cross-Disciplinary Certificate in Culture, Medicine & Health+
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Sexuality Studies
Cross-Disciplinary Certificate in Public History+
Disciplinary Certificate in Black Canadian Studies+
Disciplinary Certificate in Advocacy & Public Engagement+
General Certificate in Law and Society
General Certificate in Refugee and Migration Studies
General Certificate in Gender and Women's Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources Management for Internationally Educated Professionals
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education

Certificate in Educational Studies
Diploma in Teacher Preparation in the Education of Deaf and Hard-of-Hearing Students

Faculty of Environmental Studies

Certificate in Geographic Information Systems and Remote Sensing
Certificate in Sustainable Energy
Cross-Disciplinary Certificate in Cultural and Artistic Practices for Environmental & Social Justice
Cross-Disciplinary Certificate in Urban Ecologies
General Certificate in Refugee & Migration Studies

School of the Arts, Media, Performance & Design

Cross-Disciplinary Certificate in Digital Media
Disciplinary Certificate in Dance Science
Professional Certificate in Digital Design

Glendon College / Collège universitaire Glendon

Bilingual Certificate in Public Administration and Public Policy
Certificat en rédaction professionnelle
Certificate in Bilingualism, French & English
Certificate in English/Spanish, Spanish/ English Translation
Certificate in Law and Social Thought
Certificate in the Discipline of Teaching English as an International Language
Certificate of Bilingual Excellence
Certificate of Trilingual Excellence
Cross-Disciplinary Certificate in Sexuality Studies
General Certificate in Refugee & Migration Studies
Proficiency Certificate in Technical & Professional Communication
Proficiency Certificate in Spanish for Business and Professional Communication+

Faculty of Health

Certificate in Psychometrics
Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Professional Certificate in Athletic Therapy (Concurrent Option)
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Program Cert.

Lassonde School of Engineering

Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Meteorology
Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship

Schulich School of Business

Certificate in International Management+

Faculty of Science

Professional Certificate in Actuarial Science

Access/Bridging Programs

Certificate of Completion

Certificate of Completion in Educational Studies

College - University Accounting Bridge Program

Transition Year Program Certificate of Completion

Graduate Diplomas

Faculty of Graduate Studies

Diploma in Advanced Accounting (Type 1)

Diploma in Advanced Hebrew & Jewish Studies (Type 2)

Diploma in Arts, Media and Entertainment Management (Type 2)

Diploma in Asian Studies (Type 2)

Diploma in Business and the Environment (Type 2)

Diploma in Comparative Literature (Type 2)

Diploma in Curatorial Studies in Visual Culture (Type 2)

Diploma in Democratic Administration (Type 2)

Diploma in Early Childhood Education (Type 2 and 3)

Diploma in Education in Urban Environments (Type 2 and 3)

Diploma in Environmental/Sustainability Education (Type 2 and 3)

Diploma in Financial Engineering (Type 2 and 3)

Diploma in German and European Studies (Type 2)

Diploma in Health Industry Management (Type 2)

Diploma in Health Psychology (Type 2)

Diploma in Intermediate Accounting (Type 3)

Diploma in International & Security Studies (Type 2)

Diploma in Interpreting (Type 1)

Diploma in Jewish Studies (Type 3)

Diploma in Justice System Administration (Type 2)

Diploma in Language, Literacy and Education (Type 2 and 3)

Diploma in Latin American and Caribbean Studies (2)

Diploma in Mathematics Education (Type 2 and 3)

Diploma in Neuroscience (Type 2)

Diploma in Non-Profit Management (Type 2)

Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)

Diploma in Professional Accounting (Type 3)

Diploma in Refugee and Migration Studies (Type 2)

Diploma in Theatre Studies (Type 3)

Diploma in Value Theory and Applied Ethics (Type 2)

Diploma in Voice Teaching (Type 2 and Type 3)

Diploma in World Literature (Type 2)

Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+New / Revised for 2018-2019

New Program Approvals by the Ministry of Training, Colleges and Universities 2017-18

University	Program
Algoma University	BA (General) In Anishinaabe Studies
Carleton University	MSc in Management
Lakehead University	MSc in Chemical Engineering
OCAD University	BFA in Creative Writing
Queen's University	MPhil in English Language and Literature
	PhD in Health Quality
Ryerson University	Master of Engineering, Innovation and Entrepreneurship
Trent University	BSc in Conservation Biology
	Master of Management
	Master of Bioenvironmental Monitoring and Assessment
	Graduate Diploma (Type 3) Bioenvironmental Monitoring and Assessment
	Graduate Diploma (Type 3) in Mental Health and Addictions Nursing
	Master of Instrumental Chemical Analysis
	Graduate Diploma (Type 3) in Instrumental Chemical Analysis
	MSc in Forensic Science
	Master in Educational Studies
University of Ottawa	BA (Honours) in Social Innovation
University of Toronto	Master of Health Sciences in Medical Genomics
	Master of Accounting and Finance
University of Waterloo	BASc in Architectural Engineering
	Graduate Diploma (Type 3) in Climate Risk Management
	PhD in Sustainability Management
Wilfrid Laurier University	BSc (Honours) in Data Science