

York University Senate

Notice of Meeting

Thursday, June 27, 2019, **2:00pm** – 5:00pm

Dr Robert Everett Senate Chamber, N940 Ross Building

PLEASE NOTE THE CHANGE IN START TIME OF THE MEETING

AGENDA

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- Appendix B Senate Policy on Open Access
- Appendix C Principles and Procedures Governing Non-Degree Studies
- Appendix D Preliminary Perspectives on UAP Progress and Planning: 2019
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M. Armstrong, Secretary

Executive Committee – Report to Senate

At its meeting of June 27, 2019

FOR INFORMATION

1. Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities: Revised

Last month Senate was advised that Executive's Sub-committee on Equity was engaged in a process to revise the *Senate Guidelines on Academic Accommodation for Students with Disabilities* which was nearing completion. Consultation on the draft revisions with several campus organizations with special interest in the subject concluded in recent weeks, facilitating preparation of a final version of the Guidelines. At its meeting in June, Senate Executive approved the Guidelines as revised. They are transmitted to Senate for information, attached as Appendix A, and will be posted on the Senate Policies, Procedures and Regulations website at <http://secretariat-policies.info.yorku.ca/> .

2. Senate Rules, Procedures and Guidelines: Revisions

At its May meeting, Senate was provided Notice of Motion of revisions to the *Senate Rules, Procedures and Guidelines*, with formal review slated for Senate in June. During the discussion, a request was made to defer the review for approval to September since several Senators will miss the June meeting. The Chair agreed to the deferral at that time. Following the meeting it was clarified that the responsibility to set the Senate agenda lies with the Executive Committee. In establishing the June agenda for Senate, Executive confirmed deferring the Rules review until the fall.

At the May meeting and in a written communication to Executive thereafter, disappointment was expressed that the Senators completing their terms this academic year would lose the opportunity to participate in the vote on the Rules. It was emphasized that several such Senators may have contributed their thoughts and concerns about recommended changes derived from their experience on Senate over the length of their term. The Executive Committee weighed carefully the considerations, finding merit with deferring the item to September. However, members found persuasive the argument that those who served on Senate ought to have an opportunity to record their input on the revisions. To that end, Executive is conducting a short electronic survey to gather views of current Senators on the substantive changes to the Rules, Procedures & Guidelines. Responses will be considered by Executive before finalization of the proposed revisions presented to Senate for approval in September. Notice of the survey was distributed via the Senate list-serve and is active now at <https://www.surveymonkey.com/r/2DDPD2L>

3. Senate Attendance 2018-2019

Senate attendance in 2018-2019 was consistent with average turnout over a number of years, however, a decline over the prior academic year occurred, changing from 62% in 2017-2018 to 57% this year. The circumstances at the University in 2017-2018 likely influenced attendance upward that year. The somewhat disappointing results mirror the attendance and quorum challenges hampering several Faculty Councils. Executive

Executive Committee – Report to Senate

Committee will continue to reflect on measures to broaden and sustain collegial participation in governance and foster pan-university engagement in institutional planning processes. The attendance report may be found at Appendix B.

4. Senate Committees' 2018-2019 Priorities

At the outset of each new academic year, Senate committees establish priorities that support the advancement of UAP priorities. APPRC, ASCP, Appeals, Awards, Tenure & Promotions Committees and the Executive Committee provided summative reports on their respective progress towards defined actions. The reports were reviewed by both the Executive Committee and Senate committee chairs when they met this month.

Collectively, many initiatives and goals were completed or advanced to next stages; tasks that are being carried forward to 2019-2020 have been noted. Senators are encouraged to review the committees' summaries, attached as Appendix C.

5. Senator and Senate Committee Survey

The annual survey of Senators and Senate committee members was conducted between late May – early June. The Executive Committee will receive and assess the results, and share reflections with Senate in the autumn.

6. Expressing Appreciation

Continuing members and staff of the University Secretariat wish to convey their sincere gratitude to members of Senate Executive whose terms end on June 30: Robert Allison, Adam Garisto, David Mutimer, John Wu and Brenda Gainer. Their contributions to the work of the Committee were exemplary, and we send them off with best wishes for their future endeavours. Special thanks to Senator Mutimer for fulfilling so splendidly the role of Interim Vice-Chair this past term.

The June meeting also marks the final Senate gathering for Maureen Armstrong, who has been the Secretary of Senate since 2014. Her care and passion for upholding the University's pillars of governance have been witnessed from the start of her career at York, and we have been extremely well served by her dedication and wisdom. Current and past Senate Chairs and Vice-Chairs have benefitted from her warm and earnest support, and we have appreciated those times when Maureen's *esprit de corps* kept us energized. Senate extends profound thanks and appreciation for all that Senator Armstrong has contributed to the University, and offers best wishes for the chapters that lie ahead.

Franck van Breugel, Chair
David Mutimer, Interim Vice-Chair

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of June 27, 2019

FOR ACTION

1. Chartering of Organized Research Units¹

Academic Policy, Planning and Research recommends

That Senate approve the chartering of the following Organized Research Units:

Centre for Feminist Research (Institutional-based)

The City Institute (Institutional-based)

Israel and Golda Koschitzky Centre for Jewish Studies (Institutional-based)

Institute for Research on Digital Learning (Institutional-based)

Innovation in Computing at Lassonde (IC@L) (Faculty-based)

Rationale

APPRC has agreed to recommend the chartering of these five Organized Research Units based on recommendations from its Sub-Committee on ORUs, and is satisfied that all of them are of high academic caliber, are predicated on appropriate strategic planning, have plans for sustainable resourcing, and in the case of the faculty-based ORU, has strong support from the Dean. Applicants will be in attendance at the Senate meeting to answer specific questions about the ORU applications. With the charter of these units, there will continue to be 25 ORUs at the University.

Documentation is attached as Appendix A.

Approvals: Sub-Committee on ORUs 15 May 2019 • APPRC 13 June 2019

2. Establishment of a Senate Policy on Open Access

APPRC recommends

That Senate approve the establishment of the Senate Policy on Open Access as set out in Appendix B, effective 1 July 2019.

Rationale

Last month, Senate received a presentation on open access from members of the *Open Access and Open Data Steering Committee*. It was also provided a draft version of the

¹ Documentation in support of ORU charter expectations is extensive. Senate is provided with the “Terms and Expectations” document for each charter proposal. As in the past, Senators may review the full dossier – including application, letters of support, and APPRC Sub-Committee overview, on request. Members of APPRC who are actual or prospective members of an ORU under review must absent themselves from discussions of charter recommendations.

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

Senate Policy on Open Access to review and discuss coincident with the broader information on open access imparted by Dean Kirchner and AVP Pillai-Riddell. The questions raised and observations offered were subsequently considered by the Steering Committee and APPRC, leading to the finalization of the policy.

There are both internal and external thrusts for governing legislation in the realm of open access. The policy elaborates on these drivers, which are summarized as follows:

Externally:

- to be compliant with the *Tri-Agency Open Access Policy on Publications* which requires all Tri-Council funded peer-reviewed journal articles be open access within a year following publication
- to position York within the rapidly developing global landscape of open access publication in the academy and beyond
- establishing the medium by which the University can affect its commitment to the *Guidelines of the Budapest Open Access Initiative*²

Internally:

- the 2015-2020 UAP's call to expand open access to York research in support of Priority 2, Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities
- the recommendation in the 2016 *Plan for the Intensification and Enhancement of Research* (PIER) to develop transparent open access publishing policies
- enhancing York authors' rights vis-à-vis publishing negotiations
- educating the University community about the external landscape of open access publishing and supporting its implementation
- transparency

The Steering Committee broadly consulted the University community about the policy, distributing and discussing drafts with each Faculty Council, Senate and in an open town hall. Feedback on an early version of the document was provided by members of the Senate Academic Policy, Planning & Research Committee in March and over the course of two additional meetings; it recorded its approval on May 30. The final document presented to Senate for approval reflects comprehensive, pan-university input.

The scope of the policy is important to note. Compliance with the federal Tri-Agency *Open Access Policy on Publications* obliges peer-reviewed journal articles resulting from Tri-council funding be Open Access and, therefore, the Senate Policy applies. For all other published scholarship, the policy is intended to provide choice architecture to build the

² The goal of the *Budapest Open Access Initiative* is to see the convergence of the willingness of scientists and scholars to publish the fruits of their research in scholarly journals without payment, for the sake of inquiry and knowledge together with the capacity of the internet. The public good they bring together is world-wide electronic distribution of the peer-reviewed journal literature and completely free and unrestricted access to it by all scientists, scholars, teachers, students, and other curious minds. Removing access barriers to this literature will accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge.

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

culture and practice of open access at the University. The ideal sought is the default position of depositing scholarship in open access repositories unless there is a need to opt out.

Also of significance is that at present, the forms of scholarship within focus of the policy do not capture the full breadth of creative activities conducted by York researchers. The proposed legislation however, is a first step towards instituting open access at the University, with plans for expansion. Commitment has been expressed by the proponents to review the policy after its first year of application, at which time needed enhancements and / or expanded capacity can be explored.

APPRC is pleased to recommend the approval of the policy.

Approved: APPRC 30 May 2019

3. Revisions to Principles and Procedures Governing Non-Degree Studies

APPRC recommends,

That Senate approve revisions to the Principles and Procedures Governing Non-Degree Studies, as set out in Appendix C, effective 1 July 2019.

Background and Rationale

By way of background, the Principles and Procedures document was approved by Senate in 1995 and last revised in 2003. The next milestone in the realm of non-degree studies was the shift to the School of Continuing Studies in 2014. That direction was aligned with the 2010-2015 University Academic Plan, which emphasized enhanced continuing education within the seven constituent elements of the Teaching and Learning section committing York to “fostering lifelong learning through expansion and enhanced coordination of continuing and professional education programming.” The UAP also called for “extending and developing enhanced coordinating structures for continuing and professional education to better serve a broad range of students.”

Since 2014, non-degree and non-credit studies have grown and thrived both within the School of Continuing Studies, and in other Faculties that offer such activities, often generating overall net revenues in support of York’s academic mission. There are opportunities for further expansion as university graduates and working adults increasingly seek out flexible and concentrated programs to adapt their skills and knowledge to technological and labour market changes.

Identified as one of APPRC’s priorities for this year, it and ASCP have been engaged in discussions of revisions to the *Principles and Procedures* document. The goal of the exercise is to update the governance framework for non-degree studies to reflect the transition to the *School of Continuing Studies*, bring needed clarity about the approval processes and enhance oversight of non-degree and non-credit activities at the University. The review has been grounded in the principles for non-degree studies articulated by Senate in 1995, which emphasize that continuing education activities should be characterized by a high degree of coordination and consultation as well as non-

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

competition. They drive toward a flexible approach to non-degree studies and maintaining nimbleness for the offering units. This should not be lost in the legitimate desire for transparency, definitional clarity, and effective coordination. Within this context, there is agreement that processes must be transparent and robust, and that degree and non-degree studies must be delineated and actively monitored.

The review of the governing legislation this year re-emerged earlier queries communicated with APPRC about the coordination of programming between related degree and non-degree programs, specifically pertaining to issues of overlap and academic quality. It was noted as well that several Faculties are embarking on the development / expansion of continuing education initiatives. Considering both of those circumstances, APPRC shared with Faculty Councils the proposed revisions to the *Principles and Procedures* to receive input and surface any continuing questions. Faculties' responses were discussed at length by the committee earlier this month.

Among the Faculties, there is agreement on the importance of maintaining a set of Senate-ascribed principles that guide the development and delivery of non-degree studies at the University. Some suggested that Senate exercise its oversight through a direct decision-making role in the approval of individual continuing studies activities. Units offering non-degree programming assert that the ability to respond quickly to non-degree opportunities in an evolving educational and labour market is paramount for success in the competitive landscape of continuing education, which argues in favour of maintaining program approval at the local level through established procedures and reporting to the Office of the Provost. APPRC weighed carefully both positions. Noting that the procedures as proposed enjoin units to consult other relevant Faculties / units to adhere to the principles of coordination and non-competition, and incorporate steps to evaluate program quality, the Committee is satisfied that the responsibility for the administration of the units' approval process lie with the Office of the Provost. Senate oversight of the guiding principles is maintained two ways:

- the participation of the Chair of the Academic Standards, Curriculum & Pedagogy (ASCP) Committee on the Advisory Committee on Non-Degree Studies;
- the annual reporting function to ASCP and APPRC and through them to Senate on non-degree studies

One further point to highlight is the addition of a dispute resolution mechanism to the Procedures to facilitate agreement between / among offering units if necessary. Feedback from the Faculties signaled this would be a favourable enhancement to the process.

Approved: APPRC 13 June 2019

FOR INFORMATION

4. Budget Context for Academic Planning: Spring Report

As has become the practice in recent years, a joint report on the University budget context for academic planning was provided to APPRC by the Provost and the Office of

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

the Vice-President Finance & Administration in advance of the presentation and discussion of the topic with Senate.

Through various reports, updates and discussions this year, Senate has been kept apprised of the circumstances that are generating significant pressure on the University's budget and planning assumptions. Provincial government measures will produce a sizeable reduction in tuition fee revenues next year, which has an inevitable compounding effect for future years. And the anticipated direction of the Province's changes to other postsecondary policies – notably the SMA-3 which will define enrolment corridors, performance based funding and associated metrics - are giving rise to difficult budget scenarios. Internally, the 2018 labour disruption had a definitive impact on the University's reputation, in turn producing weakened enrolments (both recruitment and retention) for FW 2019-2020 that the Committee believes may yet linger in subsequent sessions. Several Faculties produced favourable in-year budget results for the 2018-2019 year, but Senators are aware that tuition fees represent a growing proportion of revenues. The adage that enrolment health equals fiscal health succinctly portrays the challenging budget picture at present. Accordingly, Faculties have built in contingencies to mitigate the risk of unmet enrolment targets for the immediate future. On a very positive note, the faculty complement is re-building at a rate faster than retirements due to dedicated resources for the Provost's complement renewal strategy, a course that will certainly help advance the objectives underlying the UAP priority to *[Advance] Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities*.

The focal point of APPRC's budget discussion became the enrolment growth plan that is predicated on increased international students and largely static domestic enrolments. That budget model plans for a student population of over 63,000 students by the year 2021-2022 which the committee imagined could have a fundamental impact on the University by year three. The conversation generated forecasting scenarios that members thought worthy of reflection and discussion with Senate to inform budget planning, specifically:

- if the enrolment targets are met, capacity on the campus(es) would need to be addressed to be increased to keep step with the needs of a student body that size;
- the enrolment growth plan is in tension with the short-term impact of the 2018 labour disruption on reputation and evident weakened domestic enrolment;
- responding to the need and demand of a notably larger international student cohort could swing the pendulum further to the already top-heavy business / economics / professional programs that typically draw York's international students, and which currently attract the bulk of undergraduate domestic applications; the impact on program mix across the University could be significant in that scenario;
- resources to provide comprehensive support for international students (e.g., academic, language, mental health, financial, etc.) would presumably need to increase in proportion with the enrolment levels

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

- would enrolment growth command resources that would offset funding for initiatives aligned with enhancing the numerous quality imperatives articulated in the current) UAP priorities?

The committee looks forward to a robust discussion at the Senate meeting aided by the Provost and the Vice-President Finance & Administration. Documentation will be distributed before the meeting, and Senators are strongly encouraged to review the material in advance.

5. Organized Research Unit Sub-Committee Report

In addition to endorsing recommendations to charter the ORUs, the Sub-Committee has also reported the following:

- For needed clarity, a blanket revision was approved for Institutional ORU Terms and Expectations which confirms that the \$35K provided by the Office of the VPRI to institutional ORUs towards the salary and benefits of a Coordinator position shall only be used for that purpose. The change takes effect 1 July 2019.
- a one-year extension of the charter of the *LaMarsh Centre for Child and Youth Research* was approved, from 1 July 2019 to 30 June 2020 due to extenuating circumstances, with confidence that the charter process can be carried out in the 2019-2020 academic year.
- It received a list of new Director appointments taking effect on 1 July 2019 for the *Centre for Feminist Research* and the *Centre for Refugee Studies*; and extensions of existing Directors' terms for various lengths of time for the *City Institute*, the *Centre for Vision Research* and the *Institute for Social Research*
- The set of 2017-2018 ORU Annual Reports were received by the Sub-committee as required by the Senate ORU policy.

6. Preliminary Perspectives on UAP Progress and Planning: Spring 2019 discussions with the first cohort of Deans

Over two meetings in April and May, APPRC hosted individual engagements with the Deans of *Education, Engineering, Environmental Studies, Health, Schulich* and the *Libraries* in the context of tracking progress on UAP priorities. A summary report on the discussion has been prepared for Senate, and is attached as Appendix D.

7. Annual Reports of APPRC Sub-Committees Supported by the VPRI Office

The three sub-committees supported by the Office of the Vice-President Research and Innovation that report to APPRC and Senate have submitted annual reports for 2017-2018. Documentation is attached as Appendix E.

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

8. Development of the New Faculty

It was reported to Senate last month that a temporary Sub-Committee of ASCP was established to assist in deliberations and consultations on the curriculum planning for the new Faculty. This will be done through a series of discussions with other Faculties and programs as well as the Indigenous Council. Summaries of the discussions will be provided to colleagues in the Faculty of Environmental Studies and Geography who have been tasked with designing curriculum. They will also be shared with other participants in this round of consultation and posted on the web. The Special Sub-Committee has a dedicated site off the ASCP home page that contains important information about the round of consultations this spring and other background documents relating to the initiative – <https://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/special-sub-committee-on-new-faculty-curriculum/>

FES and Geography have established collegial working groups to focus on matters that will be covered in the final proposal to establish the Faculty that will be submitted to Senate and the Board for approval. Colleagues are focusing on curriculum, administrative makeup, collegial governance and other elements.

The Facilitating Group, co-chaired by Professor Michasiw and myself, agreed to produce regular updates on the new Faculty initiative to ensure that the community is informed of developments and made aware of how they can contribute. Progress reports will be issued at least monthly and will be distributed widely on collegial governance listservs and posted on the Senate website. The Deans of Environmental Studies and Liberal Arts & Professional Studies have reiterated their commitment to timely information exchanges.

9. Guidelines for Cross-Faculty Degree Programs

The goal of this year's *Forum of Ideas* was to share the knowledge gained at last year's event on program re-visioning and curriculum reform, and provide specific, tangible guidance on institutional support and resources for interdisciplinary / cross-Faculty program development. From both the 2018 and 2019 Forum discussions, the clear need for a cross-Faculty framework and guidelines to support the development of interdisciplinary program arrangements emerged. Proponents - including Deans - have identified challenges encountered in developing inter-Faculty programs and navigating the concomitant budget, teaching and administrative arrangements. Establishing a framework to facilitate collaborative programming was identified as a needed tool to enhance coordinated planning efforts, for both curriculum development and teaching / graduate supervision needs. APPRC saw this as a fundamental undertaking to advance the UAP priority of fostering innovative, quality academic programs.

The Committee received and discussed a draft document prepared by the Provost. Suggestions and ongoing points of discussion emerged. Work to finalize the Guidelines is continuing.

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

10. E-CV Management System

A *Request for Information* was issued in March to learn about available electronic curriculum vitae management platforms, better understand the market of tools, the fit with the University's enterprise architecture and general costing for the E-CV management system. Responses from five vendors helped shape the development of an RFP which, with university-funding committed, will be issued this month. It is anticipated that the new system will be implemented by 2019 calendar year end.

11. Progress on 2018-2019 Priorities

APPRC made good progress on the priorities it established in the autumn of 2018, with most tasks under its charge brought to successful completion. The committee has reported on the status of its priorities to Senate Executive, which will provide commentary to Senate on the collective work of the committees to advance their annual goals.

12. Thanks to Members Completing Terms

The close of this governance year will see Ellen Gutterman, Dayna Scott, Martin Sers and myself completing terms on APPRC. Having served with them while twice chairing the committee in the past three years, I wish to extend appreciation to my colleagues for their stellar contributions to the work of the committee and Senate during these past years. I have found participating in collegial governance rewarding and convey best wishes to the collegium in your ongoing activities.

Lesley Jacobs
Chair of APPRC



Budget Plan 2019-20 to 2021-22

Carol McAulay, VP Finance & Administration
Lisa Philipps, Provost and VP Academic

Agenda

1. Budget Context affecting Major Planning Assumptions
2. Budget Parameters
3. Major Planning Assumptions
4. Budget Plan 2019-2020 to 2021-2022
5. Major Budget Risks
6. Key Messages

Budget Context

Major Planning Assumptions

1. Budget consultations – what we heard
2. Provincial government announcements
 - a) Tuition fees reduction and freeze
 - b) Student Choice Initiative
 - c) Strategic Mandate Agreements – SMA3
 - d) Markham
3. Labour disruption and effect on enrolments
4. Compensation
5. Capital markets—Implications to Pension Plan and Endowments

Budget Parameters

- Within the planning context the Community developed budgets based on the following parameters:
 - Balanced Divisional operating budgets over the three years, and balanced in year 3. Carryforwards can be used to facilitate this.
 - Budget cut to administrative/central units of 4.5% in 2019-20 and a further 1% in 2020-21, a result of tuition rollback.
 - SHARP model review will proceed as planned in summer/fall of 2019, which may lead to some rebasing changes in outer years
 - Faculties with negative carryforwards can invest 50% of their 2018-19 surplus (above budget) in new investments

Major Planning Assumptions

Budget Consultations

- University conducted comprehensive budget consultations for the first time in the fall of 2018
- Over 19 consultation sessions with 883 participants – Faculty Councils, Student groups, Union leadership, Town Halls, Board of Governors
- Consultations provided valuable input into the development of the 2019-20 budget and related strategic investments

Budget Consultations – what we heard



Provincial Government Announcements: Tuition and other Student Fees Revenue

(\$ millions)

	2018-19		2019-20	2020-21	2021-22
	Budget	Actuals	Budget	Budget	Budget
Student Fees					
Credit Tuition Fees	\$ 546.6	\$ 540.1	\$ 585.1	\$ 643.8	\$ 719.8
Continuing/Professional Education Tuition	54.8	61.5	65.4	69.7	73.2
Centrally Collected Ancillary Fees	30.4	31.7	31.8	32.1	32.4
Student Referenda	8.5	8.9	8.5	8.6	8.7
Application Fees	3.8	4.7	4.7	4.7	4.7
Total Student Fees	\$ 644.2	\$ 647.0	\$ 695.6	\$ 759.1	\$ 838.8

Figures may not add due to rounding.

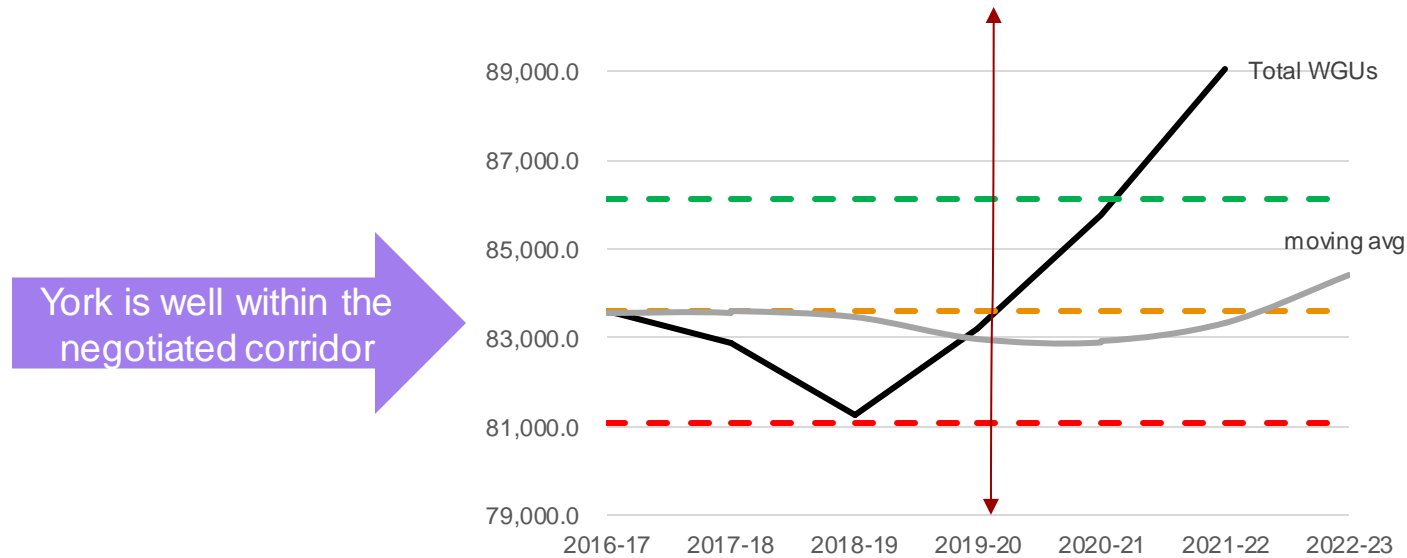
Tuition Fees

- Domestic Students – Tuition Fee Framework
 - 10% Tuition roll-back for 2019-20 and freeze through 2020-2021
 - Assume the next tuition framework will allow a 3% increase (the previous norm) to domestic tuition rates in 2021-2022
- International Students -not subject to Tuition Fee Framework
 - Tuition fees increasing from 0-10% depending on the program, for 2019-2020, 2020-2021 and 2021-2022, as approved by the Board

Other Student Fee Revenue: Student Choice Initiative

- The government introduced new guidelines allowing students to opt out of ancillary and referenda fees, if the service is considered non-essential
- Centrally Administered Ancillary Fees
 - All of the University's Ancillary fees qualify as essential
- Referenda Fees
 - Referenda fees are a mixture of essential and non essential
 - Reflected in the budget at the same levels as 2018-19, as there is no experience with effect of opt out choice; however, revenue is flow-through and has no impact on the University's operating budget

SMA2 – A Look at our Corridor



- Government funding is based on a corridor, and Universities are funded at a negotiated mid-point

Provincial Government Announcements: Strategic Mandate Agreements—SMA2 and SMA3

	2018-19		2019-20	2020-21	2021-22
	Budget	Actuals	Budget	Budget	Budget
Total Government Operating Grants	\$ 307.5	\$ 308.9	\$ 306.9	\$ 306.2	\$ 305.2

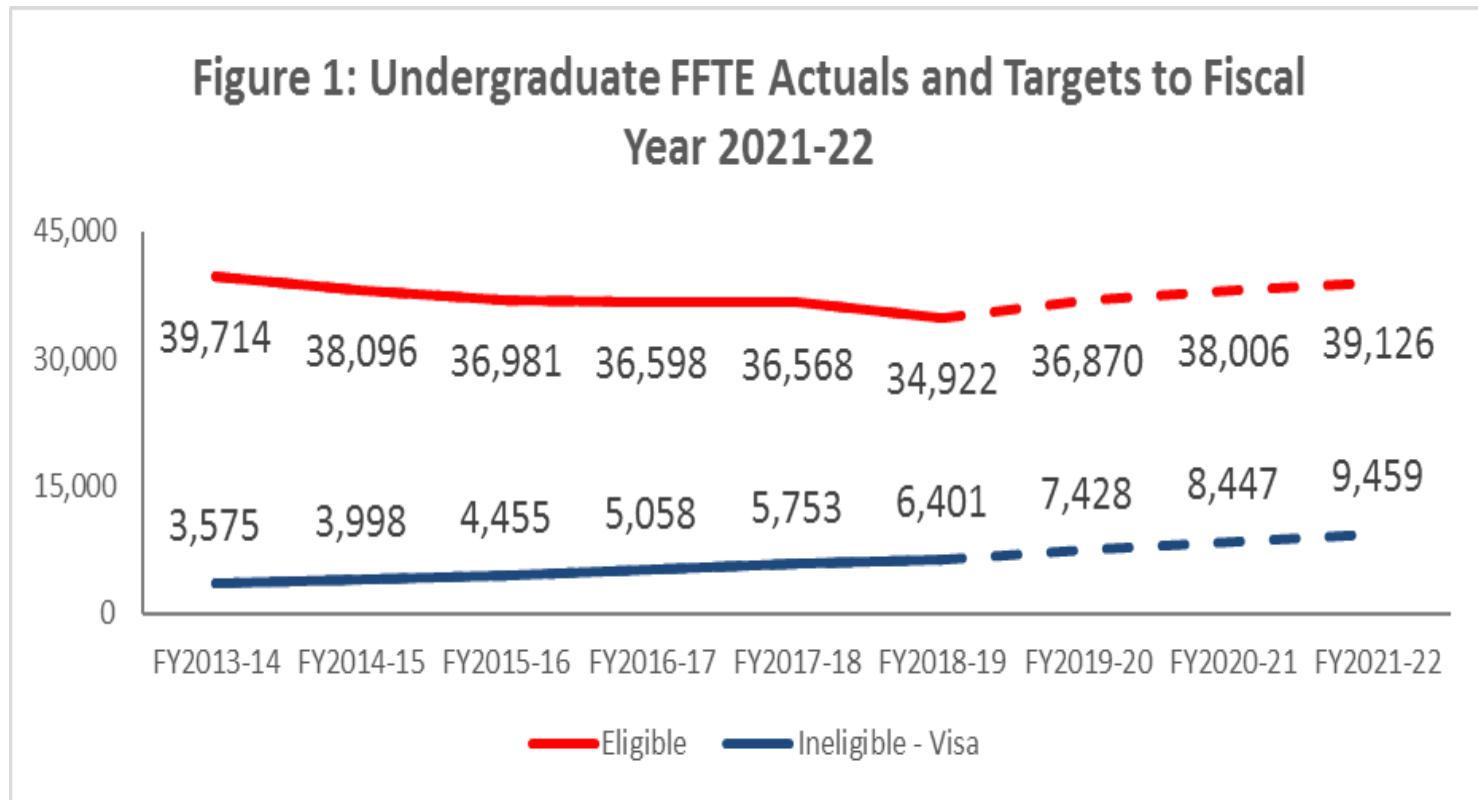
- **SMA2** – three years, 2017-2018 to 2019-2020
 - No change is anticipated in government grants for 2019-2020
- **SMA3** – five years, 2020-2021 to 2024-2025
 - Corridor funding mid-point to be negotiated as part of SMA3
 - Performance based funding is being introduced
 - Linked to 10 performance metrics
 - Performance based funding will increase each year, from 25% in 2020-2021 (\$76M) to 60% in 2024-2025 (\$169M)
 - Budget Plan assumes same level of government grants in 2020-2021 and 2021-2022 as in 2019-2020, i.e., no funding loss due to missed performance metrics

Provincial Government Announcements: Markham Centre Campus

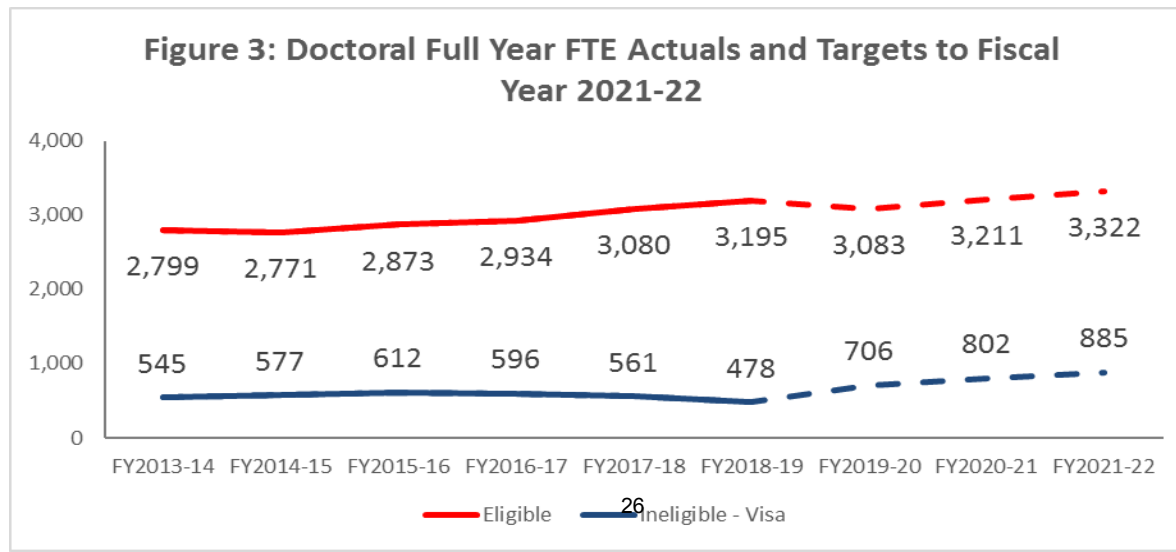
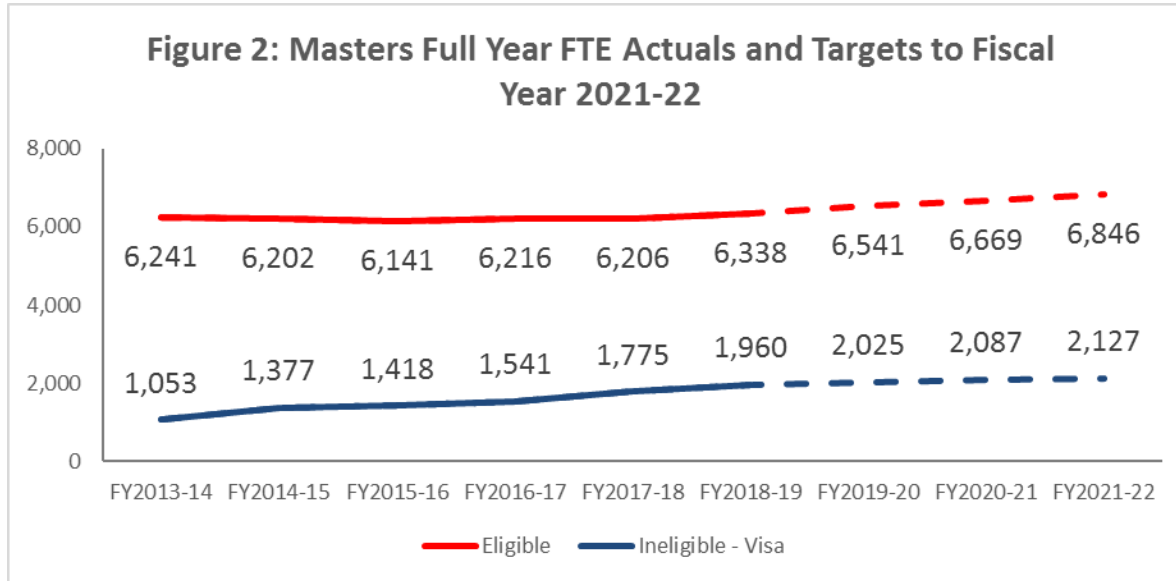
- In October 2018 the Provincial government announced the cancellation of \$127M in capital funding for the Markham Centre Campus
- Similar announcements for other two satellite campuses awarded under Major Capacity Expansion (MCE) program – WLU in Milton and Ryerson in Brampton
- Government invited the University to submit a business case if it intends to go ahead with the project
- Business case in development; seeking operating funding support in separate enrolment corridor

Enrolment

Undergraduate FFTE Enrolment Contracts to 2021-2022



Graduate FFTE Enrolment Contracts to 2021-2022



Enrolment Contracts

Labour Disruption and Effect on Enrolments

- Labour disruption has had an unfavourable impact on reputation, applications and registrations. 2018-2019 undergraduate enrolment was below plan by 1,141 domestic FTEs and 57 international FTEs. 2019-2020 applications for students were approximately 4.2% lower for domestic and international, on a year over year basis.
- Enrolment contracts for undergraduate international students show significant year over year increases at the same time when other universities are also focusing on recruiting international students
- Given these circumstances, Faculties are budgeting a contingency against enrolment targets

Faculty	2019-20 Budget	2020-21 Budget	2021-22 Budget
	\$millions		
Arts, Media, & Performance Design	\$ 1.7	\$ 3.6	\$ 4.4
Education	-	-	-
Environmental Studies	1.0	1.0	1.0
Glendon	1.0	1.0	1.0
Health	-	2.0	2.0
Liberal Arts & Professional Studies	13.7	24.8	37.8
Lassonde	0.5	1.2	2.0
Osgoode	-	-	-
Schulich	-	-	-
Science	1.0	2.0	2.0
Total	\$ 18.9	\$ 35.7	\$ 50.1

Figures may not add due to rounding.

Major Planning Assumptions: Compensation

	2018-19		2019-20	2020-21	2021-22
	Budget	Actuals	Budget	Budget	Budget
Salaries and Wages	\$ 567.8	\$ 557.5	\$ 590.4	\$ 615.9	\$ 640.6

- Compensation increases driven by collective agreements; these have been factored into budgets of Faculties, schools and central service units
- Under SHARP Budget model Faculties are responsible for funding salary and benefit increases in the Faculty
- Central service units receive only 50% of salary increments and are responsible to fund the remaining portion
- Implications to compensation assumptions as a result of *Protecting a Sustainable Public Sector For Future Generations Act, 2019*, introduced June 5, 2019
 - Typically salary increments amount to approximately \$12M, using a ~2% increment
 - A 1% cap introduced in the legislation would reduce overall compensation costs by approximately \$6M, annually, when fully implemented.
 - Announcement has not been factored into budget plan

Major Planning Assumptions: Capital Market Performance

Pension Fund Performance (Calendar Year End)		
	Fiscal YTD 12 months ended December 2018	Calendar YTD 4 months ended April 2019
Net Rate of Return	-0.6%	9.8%
Benchmark	0.0%	10.2%
Value Added	-0.6%	-0.4%

Endowment Performance		
	Fiscal YTD 12 months ended April 2019	Calendar YTD 4 months ended April 2019
Rate of Return	9.1%	10.8%
Policy Benchmark	9.6%	11.9%
Value Added	-0.5%	-1.1%

Note the Pension plan has a December year end while the Endowment has an April 30 year end.

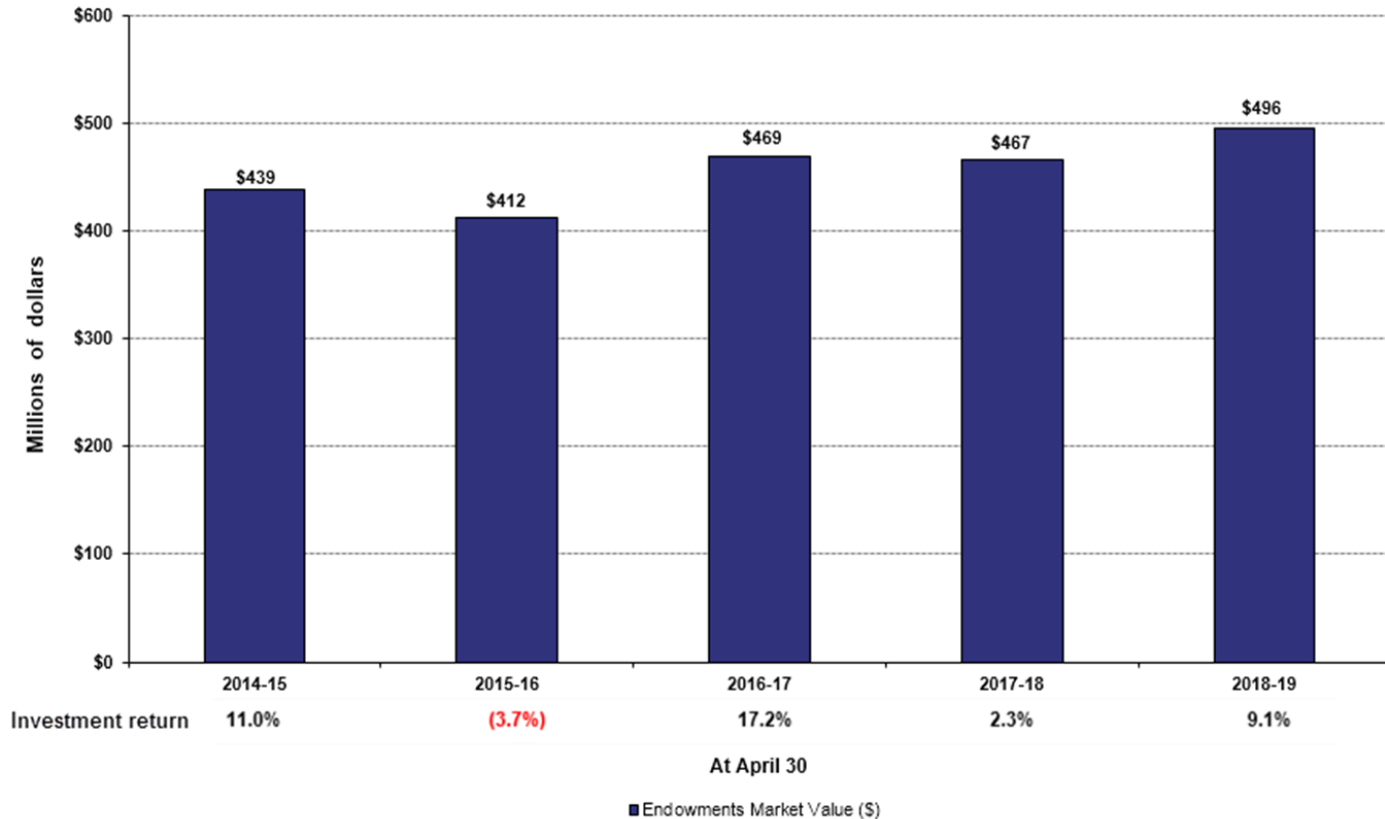
Pension Plan

	December 31, 2018	December 31, 2017
Assets		
Actuarial value of assets	\$ 2,501.9	\$ 2,554.8
Money purchase account balance	<u>1,151.0</u>	<u>1,177.4</u>
Defined Benefit Assets	\$ 1,350.9	\$ 1,377.4
Going Concern Liabilities		
Active members	\$ 92.8	\$ 74.0
Disabled members	0.8	0.5
Suspended members	0.4	0.2
Deferred vested members	1.7	0.7
Retired members and beneficiaries	1,122.8	1,068.2
Non-reduction reserve	24.7	22.2
Retirement reserve	50.6	51.8
Deferred indexing reserve	0.4	44.4
Additional liabilities due to PfAD	<u>104.8</u>	<u>95.0</u>
Total Accrued Liabilities	\$ 1,399.0	\$ 1,357.0
Going Concern Position	\$ (48.1)	\$ 20.4
Prior year credit balance	<u>(1.5)</u>	<u>(1.3)</u>
Surplus (Unfunded Accrued Liability)	\$ (49.6)	\$ 19.1

- Unfavorable calendar 2018 investment return (-0.65%) yielded losses resulting in the Going Concern Surplus of \$19.1M at December 31, 2017 turning to a loss of \$49.6M at December 31, 2018.
- The University is not filing December 31, 2018 valuation. Had a valuation been filed contributions would increase by \$6.9M/year beginning 2020.
- A \$4.5M contingency for future contribution increases is set aside annually in the Budget Plan

Endowment Fund

Endowment Growth



Endowments are an important source of funding for the University. Returns for fiscal 2018-19 will allow the University to continue a payout of approximately \$12M per year.

2019-2020 to 2021-2022 Budget Plan

Operating Fund – In Year Positions

	2018-19		2019-20	2020-21	2021-22
	Budget	Actuals	Budget	Budget	Budget
VP Academic	(47.2)	32.1	2.4	(6.4)	26.6
President	(0.3)	0.5	(0.9)	0.2	0.1
VP Advancement	(1.7)	0.5	(3.1)	0.5	0.1
VP Finance	(3.5)	1.1	(6.1)	(3.5)	(3.8)
VP Research	(1.1)	0.8	(2.9)	(1.0)	(0.6)
In Year Divisional Surplus/ (Deficit)	\$ (53.9)	\$ 35.1	\$ (10.6)	\$ (10.2)	\$ 22.3
University Fund	27.3	27.5	15.4	4.8	(0.2)
Institutional Reserves	39.8	(31.8)	(1.0)	(0.7)	(2.3)
In Year Surplus/(Deficit) for Operating Fund	\$ 13.1	\$ 30.8	\$ 3.8	\$ (6.1)	\$ 19.8

- Budget is balanced at the Divisional level over three years
- The Operating Fund is in a cumulative surplus position over the three years
- The deficit in 2020-21 of (\$6.1M) is largely caused by the down payment (\$10M) by the School of Continuing Studies, on its new building (a one-time capital item)
- In addition, if the University realizes some of the Enrolment Contingency the results for 2019-20, 2020-21 and 2021-22 will be better than presented above

Figures may not add due to rounding.

Divisional Year End Results 2018-2019

Division	Opening Cumulative Position (A)	Approved Budget In-Year Surplus (Deficit) (B)	Actual In-Year Surplus (Deficit) (C)	Variance to Approved Budget Surplus (Deficit) (C-B)	Actual Ending Cumulative Position (A+C)
President	2.2	(0.3)	0.5	0.9	2.7
VP Advancement	2.9	(1.7)	0.5	2.2	3.4
VP Academic					
Arts, Media, & Performance Design	(16.6)	0.0	0.7	0.7	(15.9)
Education	6.6	(0.8)	0.9	1.7	7.5
Environmental Studies	(4.5)	(1.7)	(1.9)	(0.2)	(6.4)
Glendon	(10.0)	(1.7)	(1.4)	0.3	(11.4)
Health	6.3	(1.2)	0.9	2.1	7.2
Liberal Arts & Professional Studies	(46.5)	3.4	11.1	7.7	(35.4)
Lassonde	(10.9)	(4.5)	1.5	6.0	(9.4)
Osgoode	16.5	0.1	6.1	5.9	22.6
Schulich	(11.0)	(3.4)	(0.9)	2.4	(12.0)
Science	(1.5)	0.0	4.2	4.2	2.8
Continuing Studies	22.1	0.6	9.9	9.3	32.0
Provost's Contingency Fund	24.7	(33.7)	1.4	35.1	26.0
Total Faculties & Schools	(24.8)	(42.7)	32.5	75.3	7.7
Graduate Studies	2.9	(0.7)	(0.2)	0.5	2.7
Libraries	1.8	0.0	1.1	1.1	2.9
Vice Provost Students	12.5	(2.5)	(1.2)	1.3	11.3
PVPA	0.1	(1.3)	(0.1)	1.2	0.0
VP Academic Total	(7.5)	(47.2)	32.1	79.4	24.7
VP Finance & Administration	12.6	(3.5)	1.1	4.7	13.8
VP Research	3.3	(1.1)	0.8	1.9	4.1
Total All Divisions	13.5	(53.9)	35.1	89.0	48.6

Operating Fund – Closing Carryforwards

	Appendix Reference	2018-19		2019-20	2020-21	2021-22
		Budget	Actuals	Budget	Budget	Budget
Closing Accumulated Position, by Division:						
President		\$ 1.8	\$ 2.7	\$ 1.8	\$ 2.0	\$ 2.0
VP Advancement		1.2	3.4	0.3	0.8	0.9
VP Academic		(54.7)	24.7	27.0	20.6	47.2
VP Finance & Administration		9.1	13.8	7.7	4.2	0.4
VP Research		2.2	4.1	1.3	0.2	(0.4)
Closing Divisional Accumulated Surplus/(Deficit)		(40.4)	48.6	38.1	27.9	50.2
University Fund	[Appendix 9]	58.2	58.4	73.8	78.6	78.4
Institutional Reserves	[Appendix 9]	230.7	159.1	158.0	157.3	155.0
Closing Accumulated Surplus/(Deficit) for Operati	[Appendix 7]	\$ 248.4	\$ 266.2	\$ 269.9	\$ 263.8	\$ 283.6

- Approximately half of Institutional Reserves are restricted
- Divisional Carryforwards are positive:

2019-20 \$38.1M; 2020-21 \$27.9M; 2021-22 \$50.2M

Figures may not add due to rounding.

Strategic Investments – Complement Renewal

- The University Budget Plan includes an assumption to hire 174 new faculty members in 2019-20, for a net increase of 113 new hires when retirees and departures are taken into account

Projected Faculty Hires

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
New Hires			
Tenure Track	164	69	58
CLAs	10	0	0
Total	174	69	58
Retirements/Departures			
Tenure Track	31	28	31
CLAs	30	8	2
Total	61	36	33
In-Year Increase (Decrease)			
Tenure Track	133	41	27
CLAs	(20)	(8)	(2)
Total	113	33	25
NOTE: These are budgeted numbers only, and do not represent approved hires at this time			

Strategic Investments – Deferred Maintenance

(in millions)	2019-20	2020-21	2021-22
	\$	\$	\$
Existing Deferred Maintenance			
Charged to Faculties	6.4	6.5	6.5
Facilities Renewal Program (2019 Provincial Budget)	4.3	5.7	5.1
	10.7	12.2	11.6
Incremental Funding			
From University Fund	4.2	3.5	3.5
Repurpose capital reserve	2.5	2.5	2.5
	6.7	6.0	6.0
Total	\$ 17.4	\$ 18.2	\$ 17.6

University is making a significant investment in deferred maintenance.

(numbers may not add due to rounding)

Strategic Investments – From University Fund

(in millions)	Commitments	Commitments	Commitments
	2019-20	2020-21	2021-22
Academic Support	\$ 2.9	\$ 2.6	\$ 1.9
Faculty Complement Renewal	3.1	3.1	3.1
Student Support	2.0	3.5	1.1
Research	0.6	1.4	1.4
Classroom renewal	2.0	2.0	2.0
Deferred Maintenance (as per previous slide)	4.2	3.5	3.5
Total commitments	\$ 14.8	\$ 16.1	\$ 13.0

(numbers may not add due to rounding)

Strategic Investments – From Reserves

(in millions)	Commitments	Commitments	Commitments
	2019-20	2020-21	2021-22
	\$	\$	\$
Reputation enhancing	\$ 2.7	\$ -	\$ -
Strategic research plan	-	2.1	3.0
UIT System Upgrades	0.2	0.6	0.6
Community Safety	0.2	0.2	0.2
Total	\$ 3.2	\$ 2.8	\$ 3.8

Reserves are being repurposed to make investments in reputation enhancing campaign, strategic research plan, technology upgrades, and community safety.

(numbers may not add due to rounding)

Strategic Investments - Major Capital Investments

- \$43.5M for Sherman Health Science Research Centre
- \$41M for a new Student Information System
- \$61.2M for a new building for the School of Continuing Studies, which will be funded entirely by the School

Faculty Strategic Investments – Funded from 2018-19 Surpluses

(in millions)		
AMPD	\$	0.7
LAPS		7.7
Lassonde		1.5
Education		2.2
Health		6.0
Science		4.5
	\$	22.6

Faculties with positive carryforwards or with in year results better than budget transferred a portion of their surplus to capital reserves, which will be used to fund priority Faculty specific projects (wet laboratory spaces, offices facilities renewal, etc)

(numbers may not add due to rounding)

University Fund

	Appendix Reference	2018-19		2019-20	2020-21	2021-22
		Budget	Actuals	Budget	Budget	Budget
Closing Accumulated Position, by Division:						
President		\$ 1.8	\$ 2.7	\$ 1.8	\$ 2.0	\$ 2.0
VP Advancement		1.2	3.4	0.3	0.8	0.9
VP Academic		(54.7)	24.7	27.0	20.6	47.2
VP Finance & Administration		9.1	13.8	7.7	4.2	0.4
VP Research		2.2	4.1	1.3	0.2	(0.4)
Closing Divisional Accumulated Surplus/(Deficit)		(40.4)	48.6	38.1	27.9	50.2
University Fund	[Appendix 9]	58.2	58.4	73.8	78.6	78.4
Institutional Reserves	[Appendix 9]	230.7	159.1	158.0	157.3	155.0
Closing Accumulated Surplus/(Deficit) for Operating	[Appendix 7]	\$ 248.4	\$ 266.2	\$ 269.9	\$ 263.8	\$ 283.6

- The University Fund for strategic initiatives - :
- **2019-2020 \$73.8M; 2020-2021 \$78.6M; 2021-2022 \$78.4M**

Figures may not add due to rounding.

Major Budget Risks

- Enrolment
 - Recovery from Labour Disruption
 - Achieving targets in domestic and growing international
- Impact of 10% Tuition reduction and freeze for 2019-20 and 2020-21
- New tuition framework beyond 2020-21
- Future Labour Relations
- Performance Based Government Funding, beginning in 2020-21
- Realignment of enrolment and budget plans based on the Province's new funding formula
- Changing Political Landscape
- Achieving successes in Service Transformation

Key Messages

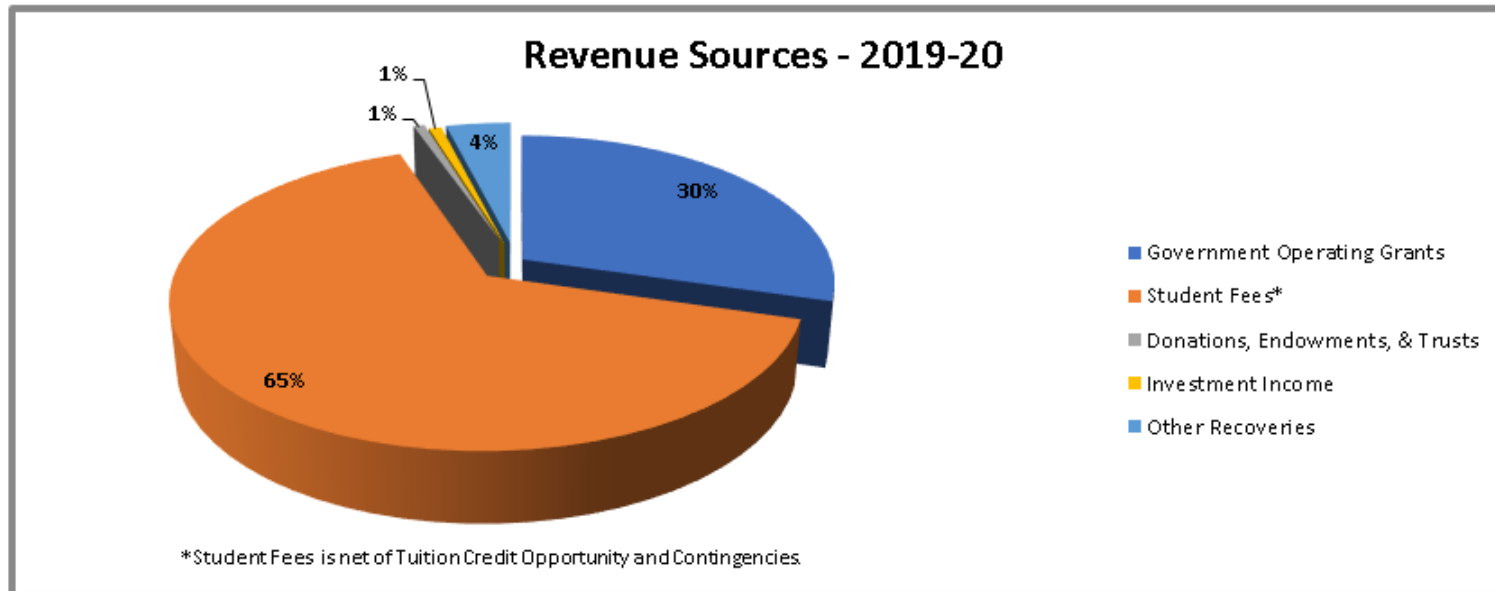
- The University's budget position is fundamentally strong
- Investments are being made in strategic priorities
- SMA3 negotiations provide an opportunity to balance growth with academic quality
- Attention to providing efficient, high quality services to support academic priorities

Appendices

Revenue Sources

Revenue Sources [Appendix 1A of Multi Year Budget Plan]						
	2019-20		2020-21		2021-22	
	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>
Government Operating Grants	306.9	30%	306.2	28%	305.2	27%
Student Fees*	676.7	65%	723.4	67%	788.6	69%
Donations, Endowments, & Trusts	7.1	1%	6.1	1%	5.5	0%
Investment Income	7.9	1%	6.0	1%	4.7	0%
Other Recoveries	40.9	4%	40.3	4%	42.2	4%
Total Revenue, Net of Contingencies	\$ 1,039.6	100%	\$ 1,082.0	100%	\$ 1,146.4	100%

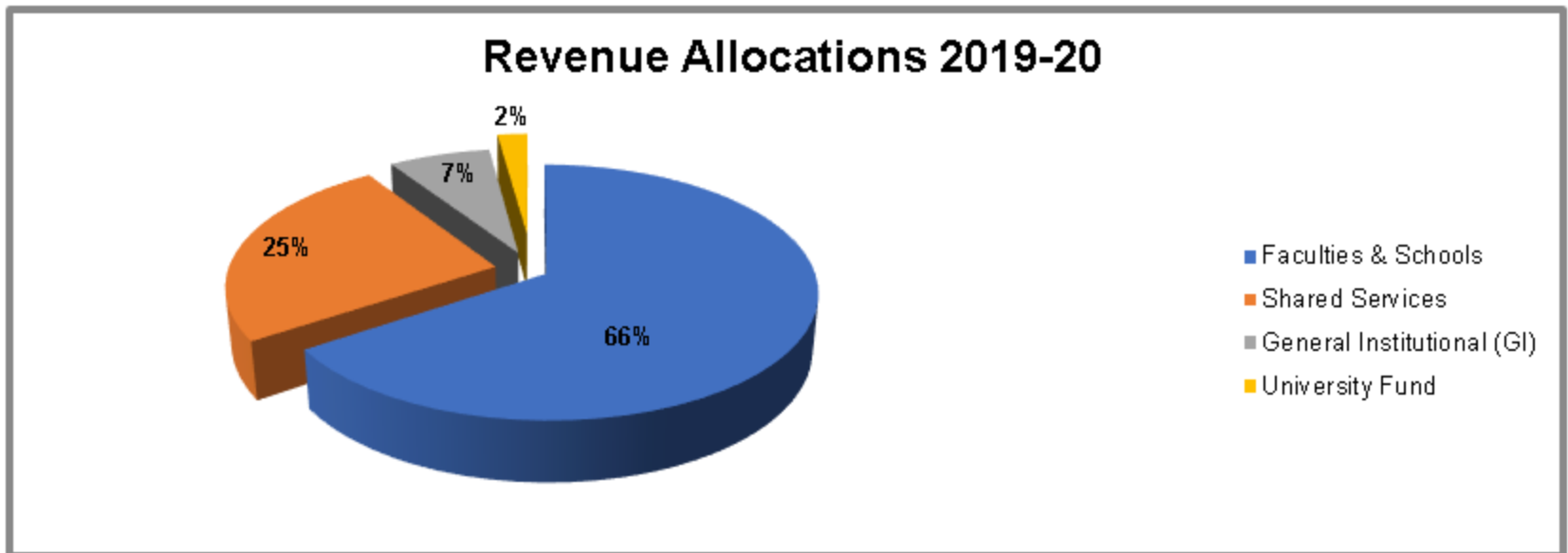
*Student Fees is net of Tuition Credit Opportunity and Contingencies



Figures may not add due to rounding.

Revenue Allocations

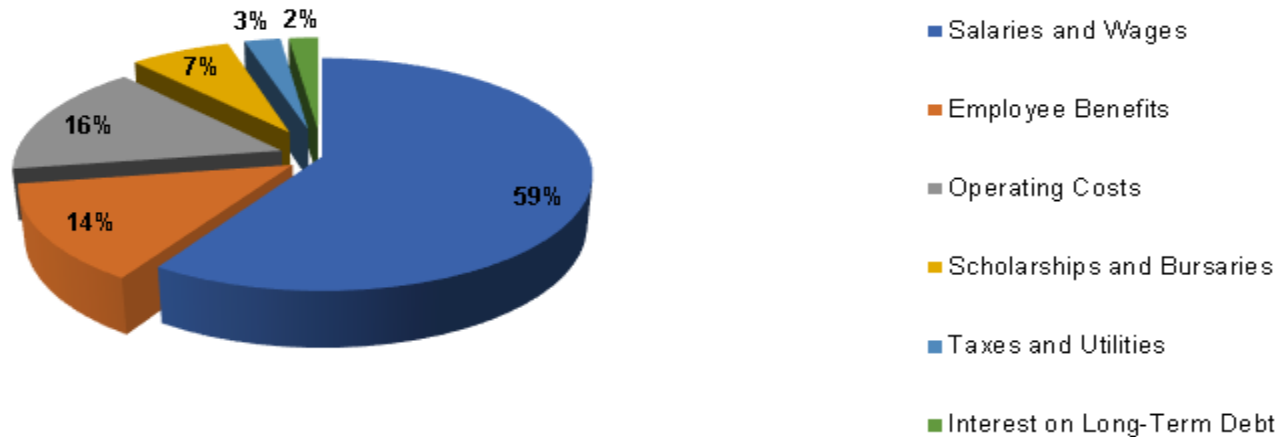
Revenue Allocations [Appendix 1B of Multi Year Budget Plan]						
	2019-20		2020-21		2021-22	
	Amount	% Share	Amount	% Share	Amount	% Share
Faculties & Schools	681.9	66%	732.5	68%	799.2	70%
Administrative Units	261.4	25%	263.0	24%	265.3	23%
General Institutional (GI)	74.1	7%	75.5	7%	75.8	7%
University Fund	22.3	2%	11.0	1%	6.1	1%
Total Allocations	\$ 1,039.6	100%	\$ 1,082.0	100%	\$ 1,146.4	100%



Expenditures by Category

Operating Expenditures by Category [Appendix 1A]						
	2019-20		2020-21		2021-22	
	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>	<u>Amount</u>	<u>% Share</u>
Salaries and Wages	590.4	59%	615.9	59%	640.6	59%
Employee Benefits	135.4	14%	140.9	14%	147.8	14%
Operating Costs	156.8	16%	162.1	16%	170.8	16%
Scholarships and Bursaries	71.7	7%	72.5	7%	71.7	7%
Taxes and Utilities	26.0	3%	28.6	3%	29.3	3%
Interest on Long-Term Debt	21.1	2%	21.3	2%	21.5	2%
Total Operating Expenditures	\$ 1,001.3	100%	\$ 1,041.3	100%	\$ 1,081.6	100%

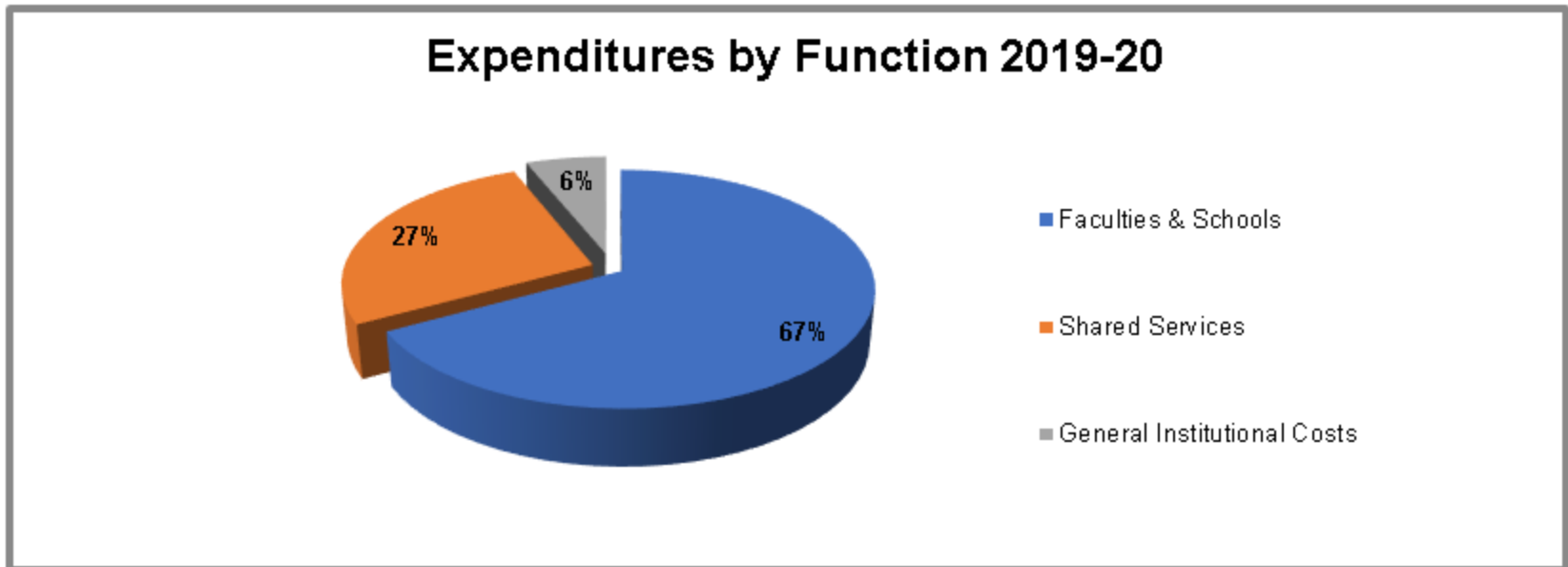
Expenditures by Category 2019-20



Figures may not add due to rounding.

Expenditures by Function

Operating Expenditures by Function						
	2019-20		2020-21		2021-22	
	Amount	% Share	Amount	% Share	Amount	% Share
Faculties & Schools	670.7	67%	710.4	68%	745.9	69%
Administrative Units	269.7	27%	269.2	26%	272.0	25%
General Institutional Costs	61.0	6%	61.8	6%	63.7	6%
Total Operating Expenditures	\$ 1,001.3	100%	\$ 1,041.3	100%	\$ 1,081.6	100%



Figures may not add due to rounding.

Strategic Investments – From University Fund Commentary

University Fund Allocations

	Commitments	Commitments	Commitments	Comments
	2019-20	2020-21	2021-22	
	\$	\$	\$	
Academic and Institutional Support				
Faculty of Education	600,000			SHARP transition funding
Faculty of Science--Strategic Research Initiatives	200,000	200,000		Commitment made to Faculty of Science for strategic research initiatives.
Glendon	125,000			Glendon Branding Plan
YU Start	250,000	250,000		Ystart Support
VPS Wayfinding	250,000	250,000		Wayfinding
International recruitment	570,000	570,000	570,000	To support international recruitment
Digital Program Marketing	280,000	280,000	280,000	Funding for marketing of programs
York International		349,000	335,000	Additional staffing to support international students
Provost office	500,000	500,000	500,000	Markham support
Research	150,000	150,000	150,000	Yspace support
	2,925,000	2,549,000	1,835,000	
Faculty Complement Renewal	3,100,000	3,100,000	3,100,000	Commitment to support faculty complement renewal
Student Aid/Scholarships	2,024,000	3,521,000	1,121,000	Student Support, Work Study, etc
VPRI and Research Support				
Electronic CV Management	351,000	231,000	210,000	To implement an electronic CV management system
Investment in Strategic Research Plan		1,000,000	1,000,000	Funding towards a strategic fund
NCE Institutional Support	217,803	217,803	217,803	Central support for National Centre of Excellence
	568,803	1,448,803	1,427,803	
Classroom Renewal	2,000,000	2,000,000	2,000,000	Classroom technology renewal
Deferred Maintenance				
Incremental Funding for Deferred Maintenance	3,500,000	3,500,000	3,500,000	To address deferred maintenance
Scott Library	650,000			Scott Library enhancements
	4,150,000	3,500,000	3,500,000	
40 Total	\$ 14,767,803	\$ 16,118,803	\$ 12,983,803	

2018-2019 Variance against Budget

	\$millions
Divisional Budgeted Deficit	\$ (53.9)
Remove Enrolment Contingency, which was budgeted as a result of Labour Disruption	40.9
Divisional Budget, Deficit	<u>(13.0)</u>
Divisional Results, Surplus	35.1
Positive To Budget	<u>48.1</u>
Variations related to Budget Envelopes	
Domestic UG Tuition, under Budget	(5.5)
International UG Tuition, better than Budget	10.2
Graduate Tuition, better than Budget	3.4
Enrolment based Grants, attributable to Faculties	(5.6)
Lower Tuition Waivers	1.3
Lower Bad Debts	4.2
Lower Benefit Costs, relative to Budget	13.6
Transfer to Capital, for Faculty Renewal and Investment	(22.5)
Budget Lines, under Budgets, in Faculties	
Salaries and Benefits (failed searches for YUFA; support staff)	24.9
Operating Costs	7.7
Graduate Support, budgeted higher than actual	5.8
Tuition Credit Opportunity	(16.3)
TCO Transfer to Faculties, from University Fund	8.1
School of Continuing Studies, better results than Budget	9.3
Other Variations	
Advancement	2.2
Division of Students	1.3
Division of Finance and Administration	4.7
Division of Research and Innovation	1.9
All other Variations	(0.6)
Positive To Budget	<u>48.1</u>

Components of Reserve Balances
(\$ millions)

	Appendix Reference	2018-19		2019-20	2020-21	2021-22
		Budget	Actuals	Budget	Budget	Budget
University Fund	[Appendix 8]	<u>\$ 58.2</u>	<u>\$ 58.4</u>	<u>\$ 73.8</u>	<u>\$ 78.6</u>	<u>\$ 78.4</u>
Institutional Reserves						
Collective Agreement Benefit Commitments		9.3	9.6	8.4	6.8	4.7
Pension & Post Retirement Benefits		14.8	25.4	29.2	33.0	36.8
Institutional Reserves and Contingencies		75.3	58.2	54.5	51.6	47.7
Other Obligations (GAAP Adjustments)		131.2	65.9	65.9	65.9	65.9
Total Institutional Reserves		<u>\$ 230.7</u>	<u>\$ 159.1</u>	<u>\$ 158.0</u>	<u>\$ 157.3</u>	<u>\$ 155.0</u>
Closing Reserve Balances		<u>\$ 288.8</u>	<u>\$ 217.5</u>	<u>\$ 231.9</u>	<u>\$ 235.9</u>	<u>\$ 233.4</u>

- Operating fund has Institutional Reserves for Contingencies.
- The other Institutional Reserves (Commitments under Collective Agreements, Pension and Post Retirement Benefits, and Other GAAP related obligations are allocated for specific purposes and are generally unavailable for any other purposes).

Figures may not add due to rounding.

Report to Senate

At its meeting of 27 June 2019

For Approval

1. Proposed Revisions to Pass/Fail Grades Policy

ASCP recommends,

That Senate approve revisions to the Pass/Fail Grades Policy, as set out in Appendix A, effective 1 September 2019.

Rationale

At the beginning of 2018-2019, ASCP identified a number of priorities for the year with a view to supporting the academic priorities articulated in the 2015-2020 University Academic Plan (UAP), in particular the priority of a student-centred approach. Included among ASCP's priorities was a review of select Senate academic policies and regulations in the context of UAP priorities and emerging pressures to address any gaps in policy, with Pass/Fail Grades identified as a policy in need of revision.

The Policy permits undergraduate students in good standing to take a specified number of credits on an ungraded basis, but ASCP found that elements of the Policy in its current form are restrictive and are not reflective of a student-centred approach. For example, students cannot choose the option in their first year of study, must choose it within the first two weeks of class, and cannot revert to taking a course on a graded basis after the last date to drop a course without receiving a grade. The Policy also makes a distinction between the number of credits that Bachelor's and Honours Bachelor's students may take on an ungraded basis, with 6 credits permitted for the former and 12 for the latter.

The Coordinating & Planning Sub-Committee oversaw the revision of the Policy with assistance from the Registrar's Office, to enhance flexibility and consistency for students with a view to advancing a student-centred approach. To that end, the proposed revisions allow students who have completed less than 24 credits (i.e. first year students) to use the option for up to 3 credits. It also is proposed that students be permitted to select the Pass/Fail option until the last day to drop a course without receiving a grade and to revert to the graded option until the last day of classes in a term. The revised Policy sets a maximum of 12 credits for all undergraduate students, thereby removing the distinction between Bachelors and Honours Bachelors students. This approach was suggested by the Registrar's Office in the event that Honours students find themselves in the Bachelors degree after having taken courses on a

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Pass/Fail basis. At that point, it would be too late for those students to revert to the graded option.

The proposed revisions were discussed and reviewed by Associate Deans at a meeting of 3 April, and their feedback has been incorporated into the current version of the revisions.

Appendix A includes a side-by-side comparison of the current regulation and proposed revision, as well as the proposed revised policy in the new policy template developed by the University Secretariat.

Approvals: ASCP 5 June 2019

2. Establishment of a BSc Specialized Honours program in Neuroscience • Department of Psychology and Department of Kinesiology and Health Science • Faculty of Health / Department of Biology • Faculty of Science

ASCP recommends,

That Senate approve the establishment of a BSc Specialized Honours program in Neuroscience, housed jointly within the Department of Psychology and the Department of Kinesiology and Health Science in the Faculty of Health and the Department of Biology in the Faculty of Science, effective FW 2020-2021.

Rationale

The proposal and supporting documentation are included in Appendix B, with supplementary materials posted separately on the Senate webpage. In view of the interdisciplinary nature of neuroscience, the program will be jointly housed in the Department of Psychology and the Department Kinesiology and Health Science in the Faculty of Health and the Department of Biology in the Faculty of Science. In the context of the growing importance of understanding the brain and its impact on behavior and health, the Neuroscience program seeks to provide students with a sound understanding of neuroscience at the cellular and molecular, cognitive and behavioural, and systems levels that will provide them with a direct undergraduate pathway to graduate studies or to neuroscience-related careers in academe, hospitals or industry.

It is proposed that students enter the program through one of three pathways in their first year – through Psychology, Kinesiology and Health Science, or Biology – with a space secured in the Neuroscience program beginning in their second year as long as they complete the required number of first year credits and achieve the required GPA. They will complete the requirements of their home program in their first year as well as the 1 credit NRSC 1001 Frontiers in Neuroscience course where students will be

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

introduced to their cohort and the discipline of neuroscience. The benefits to this approach include enabling students to return to their originating program if they are unsuccessful in Neuroscience and, for students who are successful, allowing them to build on their knowledge of Neuroscience in the context of the three different disciplinary backgrounds and bring that knowledge to the upper year Neuroscience courses. Mandatory advising will be provided to students to ensure that they register in the appropriate courses in their first year, including the Frontiers in Neuroscience course.

Unique program learning outcomes have been articulated for the Specialized Honours BSc program, which will be comprised of 64 credits, including existing courses and six new core Neuroscience courses which will use the rubric “NRSC”. Depending on the pathway through which students enter, the requirements of their program will differ, with the six Neuroscience courses serving as overlap for all students. Of the 64 credits, 24 will be dedicated to the stream requirement to ensure that students are exposed to a breadth of topics within the discipline. Students must select a minimum of 12 credits from one of the three streams – Molecular and Cellular Neuroscience, Behavioural and Cognitive Neuroscience, and Systems Neuroscience – and a minimum of 12 credits from the other two streams. The program will culminate in a 4000-level capstone experience, where students will have the option to enroll in an individual research thesis course in a lab or clinical environment or a team-based group project course where students will develop solutions to applied research problems, likely in a hospital or industry setting.

The proposed Neuroscience program differs from the two curriculum offerings at York that relate to the brain and nervous system – the stream in Cognitive Neuropsychology within the Psychology program at Glendon and the Cognitive Science BA program within the Department of Philosophy at LA&PS – as it will expose students to a scientific study of the structure and function of the nervous system and the brain and to a depth and breadth of topics from molecular to whole systems. The interdisciplinary nature of the program and the second-year entry model also serve to distinguish it from other similar programs available at Ontario universities, such as the Neuroscience program at the University of Toronto.

The program furthers several UAP goals, in particular, growing the University’s profile in science and health, increasing the breadth of research and scholarship at the university, and advancing interdisciplinarity through a program with cross-Department and cross-Faculty connections. It is apparent that the Faculties and Health and Science have given thorough consideration to the administration of the cross-Faculty program as evidenced by the proposed governance model detailed in an appendix of the proposal.

The breadth of tenured faculty expertise in Neuroscience, including four Canada Research Chairs and a Distinguished Research Professor, means the Faculties of

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Health and Science are well positioned to deliver a high-quality program. In view of the demand for research opportunities and supervision of the program's capstone courses, additional faculty hires may be needed to supplement the current cohort of Neuroscience researchers and instructors.

The external appraisers endorsed the program. Statements from the Deans of Health and Science as well as from the Psychology, Kinesiology and Health Science, and Biology programs confirm consultation on and support for the program. Statements from the Provost confirm the resources for the new program and an openness to considering requests for additions to the faculty complement as the program grows.

Approvals: Faculty of Health Council 1 May 2019 • Faculty of Science Council 14 May 2019 • ASCP 15 May 2019 • APPRC 30 May 2019 (concurrence)

Consent Agenda

- 3. Changes to admission requirements for the MSc program in Electrical Engineering and Computer Science and to the degree requirements and program learning outcomes for the specialization in Artificial Intelligence within the program • Graduate Program in Electrical Engineering and Computer Science • Faculty of Graduate Studies**

ASCP recommends,

That Senate approve changes to the admission requirements for the MSc program in Electrical Engineering and Computer Science and to the degree requirements and program learning outcomes for the specialization in Artificial Intelligence within the program, housed within the Graduate Program in Electrical Engineering and Computer Science, Faculty of Graduate Studies, effective FW 2019-2020.

Rationale

The proposed changes include the removal of the recommendation that applicants complete the Graduate Record Examination computer science subject test from the admission requirements, the addition of a core course – PHIL 5340 Ethics and Societal Implications of Artificial Intelligence – to the specialization in Artificial Intelligence within the program, and updates to the learning outcomes for the specialization.

As the Graduate Record Examination computer science subject test has been discontinued, it is no longer being recommended for applicants.

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

In order for the specialization in Artificial Intelligence to be recognized by the Vector Institute and for students to be eligible for funding from the Institute, the specialization is required to include learning outcomes related to the ethics and societal implications of Artificial Intelligence. Accordingly, the Ethics and Societal Implications of Artificial Intelligence course is being added as a core course for the specialization and the specialization's learning outcomes have been modified to more closely align with the requirements set out by the Vector Institute.

Approvals: FGS Academic Planning and Policy Committee on behalf of FGS Council 4 June 2019 (summer authority) • ASCP 5 June 2019

For Information

a. Advancing 2015-2020 UAP Priorities: ASCP

Each spring the Senate Committee on Academic Standards, Curriculum & Pedagogy reviews progress made towards the priorities it defined in the autumn. This year, the penultimate year of the *2015-2020 University Academic Plan (UAP)*, ASCP took stock of how its activities and outcomes are advancing the UAP goals. Attached as an appendix to the Senate Executive Report is a mapping of ASCP activities between 2015-2019 - both curriculum approvals and policy initiatives - to UAP priorities and sub-priorities. The matrix captures all key outcomes and links them to the respective UAP goals, including instances where one activity supports more than one goal.

b. Minor Modifications to Curriculum

ASCP approved the following minor changes:

Glendon

- The establishment of Honours Major-Minor degree options with the Faculty of Environmental Studies

Health and Science

- The establishment of the NRSC rubric for the BSc Specialized Honours program in Neuroscience

Lassonde

- Editorial correction to the calendar for the number of credits required for BSc (Honours) and BSc Specialized Honours degrees

c. Expressions of Thanks and Appreciation

Academic Standards, Curriculum and Pedagogy Committee

Report to Senate (cont'd)

Members of ASCP express their thanks and gratitude to Tom Wesson, completing his three-year term this month, who has been a thoughtful contributor to the Committee and to its Coordinating & Planning Sub-Committee. Members had previously said farewell to other members who departed earlier in the year: Nergis Canefe, who served as an ASCP representative on the Senate Executive Equity Sub-Committee, and Celia Popovic, who served as an ASCP member of the APPRC-ASCP Joint Sub-Committee on Quality Assurance. The committee also thanks Richard Gasparini for his contributions as the contract faculty member on ASCP during this academic year and as an ASCP member of the Joint Sub-Committee on Quality Assurance.

Kim Michasiw, Chair



**Academic Policy, Planning and Research
Academic Standards, Curriculum & Pedagogy**

Joint Report to Senate

At its meeting of 27 June 2019

FOR INFORMATION

1. Annual Report on Non-Degree Studies

Vice-Provost Pitt has submitted the most recent annual report on Non-Degree Studies. A new practice adopted this year was also providing a separate report on Bridging Programs at the University. The Committees received the reports at meetings in May and June.

Coming out of the Committees' discussions of the annual reports last year, was the initiative to modernization the Principles and Procedures document. That exercise proceeded as planned, and revisions to the governing legislation appear elsewhere on the Senate agenda for approval.

The two annual reports are transmitted to Senate, in Appendix A.

2. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix B is a report from the Joint Sub-committee on Quality Assurance.

K. Michasiw, Chair, ASCP

L. Jacobs, Chair, APPRC

Senate Committee on Awards

Report to Senate

At its meeting of 27 June 2019

FOR ACTION

1. Revisions to the Policy on Honorific Professorships

The Awards Committee recommends,

That Senate approve revisions to the Policy section of the *Senate Policy on Honorific Professorships*, as set out in Appendix A, effective 1 July 2019.

Rationale

During the Awards Committee's adjudication of the 2019 University Professorship, the Committee found that the award criteria did not sufficiently highlight the intent of the award to recognize exceptional service above teaching and scholarship and agreed that it would be beneficial to refine the criteria. In view of this, the Committee approved revised wording for the definition of University Professor within the Honours and Criteria sections of the Policy and recommends that Senate approve the same.

The Policy has been placed in the new policy template developed by the University Secretariat and other revisions have been made to fulfill the requirements of the template, including the addition of Purpose, Scope and Application, Roles and Responsibilities, and Review sections.

The proposed revisions to the University Professor definition and the additions to satisfy the new template are presented in a side-by-side comparison in Appendix A in bolded **red** text. Also included as Appendix A is the Policy with all proposed revisions incorporated.

FOR INFORMATION

2. Revisions to the Procedures for Nomination in the Senate Policy on Honorific Professorships

The Committee approved revisions to the Procedures for Nomination of the *Senate Policy on Honorific Professorships*, to specify the number of letters of support required for University Professor and Distinguished Research Professor nomination files and the additional requirements associated with the letters for Distinguished Research

Senate Committee on Awards

Report to Senate (cont'd)

Professor nominees. These requirements have been conveyed in the call for nominations for some time, but the Committee wishes to incorporate them into the Policy to enhance clarity for nominators. In the new policy template, these changes are in sections 6.1 and 6.2 while they were sections 4.1 and 4.2 in the previous version of the Policy.

The revisions are presented in a side-by-side comparison in Appendix A in bolded **green** text and in the Policy with all revisions incorporated.

Although changes to the Policy section of the Policy must be approved by Senate, as is the case in item 1 of the Report, Senate approval is not required for the Procedures section.

3. 2019 Honorific Professorship Recipients

The 2019 recipients of the Honorific Professorships were announced at the Senate meeting of 23 May. More information about the recipients is provided below.

2019 University Professors

A University Professorship is awarded to a member of the faculty who has made extraordinary contributions to scholarship, teaching and participation in University life.

Avi Cohen, Department of Economics, Faculty of Liberal Arts & Professional Studies, a renowned scholar on the history of economic thought, has been a leader in teaching innovation and enhancing the educational experience of students, in particular through the adoption of technology in the classroom. Professor Cohen spearheaded the development of resources for faculty colleagues to support the incorporation of technology into their courses and was a key contributor to the preparation of an e-learning strategy for the Faculties of Health and Liberal Arts & Professional Studies, a project that greatly influenced the development and support of online learning at York.

Kim Michasiw, Department of English and Writing Department, Faculty of Liberal Arts & Professional Studies, has held a wide range of service roles at the Department, Faculty and University level, including as Chair of the English and Writing Departments, Associate Dean Programs and Vice Dean in LA&PS, Chair of the Senate Academic Standards, Curriculum and Pedagogy Committee, and a member of Senate for close to twenty years. In these capacities, Professor Michasiw has played a critical leadership role in curricular transformations and in shaping the development of several Faculties, in particular as Vice Dean of LA&PS following the amalgamation of the former Faculties of Arts and Atkinson.

Senate Committee on Awards

Report to Senate (cont'd)

2019 Distinguished Research Professor

A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through research.

Stephanie Ben-Ishai, Osgoode Hall Law School, is internationally recognized for her research on contracts, bankruptcy and financial distress, the regulation of financial products and its relationship to consumer protection and access to justice. With her primary focus on the intersection of financial distress with legal and policy issues, such as housing, consumer and welfare law, the role of women in the economy and reconciliation with Indigenous communities, Professor Ben-Ishai's scholarly work has demonstrated the importance of good social and economic policy for dealing with consumer, corporate and sovereign debt.

4. Recipients of Prestigious Awards for Graduating Students

Governor General's Gold Medals

The Committee is pleased to announce that **Cynthia Kwakyewah**, Graduate Program in Psychology, **Meghan Hughes**, Graduate Program in Kinesiology & Health Science, and **Qiyi Tang**, Graduate Program in Electrical Engineering & Computer Science, are the recipients of the 2019 Governor General's Gold Medals.

The Gold Medal is awarded to a student who has demonstrated the highest distinction in scholarship during graduate studies at York. The number of medals awarded is based on the University graduate enrolment. In previous years two medals were awarded; starting in the 2017-2018 year, the University began to award three gold medals. Selection is done by the Faculty of Graduate Studies.

Cynthia Kwakyewah received her MA in Interdisciplinary Studies in Winter 2019. Her thesis, "Doing *Just* Business: An Empirical Analysis of Mining Multinationals, Human Rights and Sustainable Community Development in Western Ghana," was noted for making important contributions to the literature examining the relationship between business and human rights in Africa. She is currently pursuing a PhD in Sociology at the University of Oxford (UK) under the supervision of Leigh Payne.

Meghan Hughes received her PhD in Kinesiology & Health Science in Spring 2019. Her dissertation, "Exploration of the Mitochondria as a Potential Therapeutic Target in Duchenne Muscular Dystrophy," identified a new cause, in addition to exploring therapies for, muscle strength in patients with Duchenne Muscular Dystrophy – a remarkable feat for a PhD student. As such, her promising results have led to presentations with pharmaceutical companies and leading neuromuscular disease clinics aiming to develop new treatments for the disease.

Senate Committee on Awards

Report to Senate (cont'd)

Qiyi Tang received her PhD in Electrical Engineering & Computer Science in Fall 2018. Her dissertation, "Computing Probabilistic Bisimilarity Distances," focused on algorithms to compute probabilistic bisimilarity distances to improve performance and accommodate larger systems. She completed her doctoral studies in three years and two terms – an outstanding feat in the field – and published four papers as first author at leading conferences. She is currently a research associate in the Department of Computing at Imperial College London (UK).

Governor General's Silver Medals

The Committee is pleased to announce the winners of the 2018 and 2019 Governor General's Silver Medals. The Governor General's Silver Medals are awarded annually to the undergraduate students who have demonstrated the highest academic standing upon graduation. Due to the 2018 labour disruption, the 2018 recipients were not honoured at the Spring 2018 Convocation; they are being recognized this year, along with the 2019 recipients.

2019 Recipients

Nicholas Chrobok, Faculty of Science, BSc (Honours) in Biology, First Class with Distinction

Zackary Grant Goldford, Faculty of Liberal Arts & Professional Studies, BA (Honours) in Law and Society, Summa Cum Laude

Avreen Kaur Kochhar, Faculty of Liberal Arts & Professional Studies, Honours Bachelor of Human Resources Management, Summa Cum Laude

2018 Recipients

Antonnia Kiana Blake, Faculty of Liberal Arts & Professional Studies, BA Honours Double Major, Criminology & Human Rights and Equity Studies, Summa Cum Laude

Natalia Maria Ladyka-Wojcik, Glendon, BA Specialized Honours in Psychology, First Class

Maryam Samani, Faculty of Health, BSc (Honours) in Psychology, Summa Cum Laude

The Murray G. Ross Award

The Murray G. Ross Award, named after York's founding president, recognizes academic distinction and notable contributions to campus life and is the highest honour given to a graduating undergraduate student at York. The Committee is pleased to announce that the 2019 recipient is **Shalyn Isaacs**, Faculty of Liberal Arts & Professional Studies, who is graduating with a BA (Honours) in Psychology.

Throughout her time at York, Ms Isaacs' leadership, dedication to community-building, and passion for helping students succeed have made a mark on academic and campus

Senate Committee on Awards

Report to Senate (cont'd)

life. Ms Isaacs worked to enhance student leadership and mental health and well-being on campus throughout her academic career in a number of different capacities, notably as a Leadership Coach in Calumet and Stong Colleges and as the founder of the Women's Mental Health Talks student club and the Women's Mental Health and Leadership Conference. Ms Isaacs also has an impressive academic record, as demonstrated by her receipt of the Department of Psychology's Ivana Guglietti-Kelly Award for Qualitative Research for her Honours thesis on cultural values and attitudes toward mental health and illness in the South Asian community.

5. Review of 2018-2019 Priorities

At the beginning of the 2018-2019 year, the Committee set a number of priorities to guide its work, including: 1) reflecting on and assessing the extent to which the breadth of research conducted at York is fully and comprehensively celebrated, 2) more formally considering equity, diversity, and inclusion (EDI) principles in award adjudications, and 3) exploring ways to encourage award nominations from all Faculties.

In terms of the first priority, the Committee had noticed a trend in recent years for the research awards to predominantly recognize research in the sciences rather than in the arts and humanities. In response to this trend, 2018-2019 marked the introduction of a new award – the President's Research Impact Award to recognize research and scholarship with an impact on communities, individuals, public policies or practice beyond academe – and the two disciplinary clusters for the President's Research Excellence and President's Emerging Research Leadership Awards. The two clusters, with one broadly focused on the sciences and the other on the arts and humanities, were introduced to enhance the recognition of a greater breadth of research at York as the Research Excellence Award will be conferred to one researcher annually on an alternating basis between the two clusters and the Emerging Research Leadership Award will be conferred to two researchers annually, with one award for a researcher in each cluster. The Committee will monitor the effectiveness of these changes going forward and recommend refinements to the awards criteria and procedures as appropriate.

On the second priority, Committee members were encouraged to complete the Canada Research Chairs Unconscious Bias Training Module prior to award adjudications. EDI principles were front-of-mind in award adjudications, but the Committee's ability to formally employ the principles was limited in the absence of a self-identification declaration as part of the nomination package. The Committee plans to introduce a self-identification declaration in the 2019-2020 award competitions.

With respect to the third priority, calls for nomination in 2018-2019 were distributed more widely than in past years and the Committee will continue to think about ways of promoting nominations in future years.

Senate Committee on Awards

Report to Senate (cont'd)

6. Expressions of Thanks and Appreciation

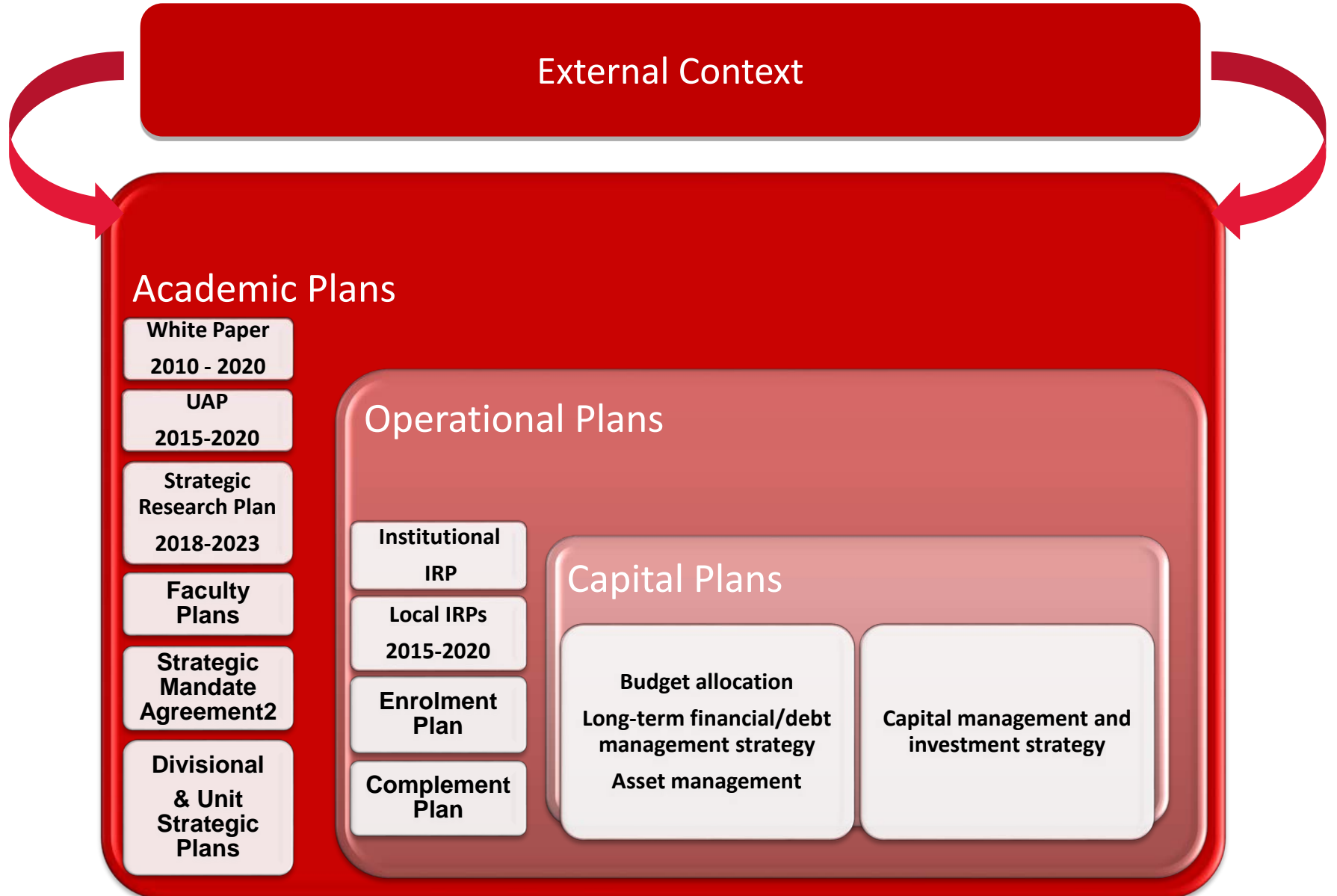
Members of the Awards Committee express their thanks and gratitude to members completing their terms on the committee this month – Yemisi Dina, Tara Haas, Paul Nguyen, and William van Wijngaarden. The Committee also thanks its two student members, Muhammad Abdulhafiz and Keith Davis, for their contributions this year. My term concludes this month and I wish to thank members for their commitment to advancing the Committee's 2018-2019 priorities.

Brenda Spotton Visano, Chair

Senate of York University Year-End Retrospective

Prepared by Rhonda L Lenton
June 2019

OVERVIEW OF YORK'S STRATEGIC PLAN



EXTERNAL CONTEXT – KEY DRIVERS OF HIGHER EDUCATION



HIGHER EDUCATION INNOVATION NEEDS

Student success

Access
Student mobility
Personalized student-centric approach for a diverse student body

Program relevance

Enhancing competencies for a changing labour market
Program excellence
Lifelong Learning
Microcredentials

Transformation of education

Experiential education
Technology Enhanced Learning
Work Integrated Learning

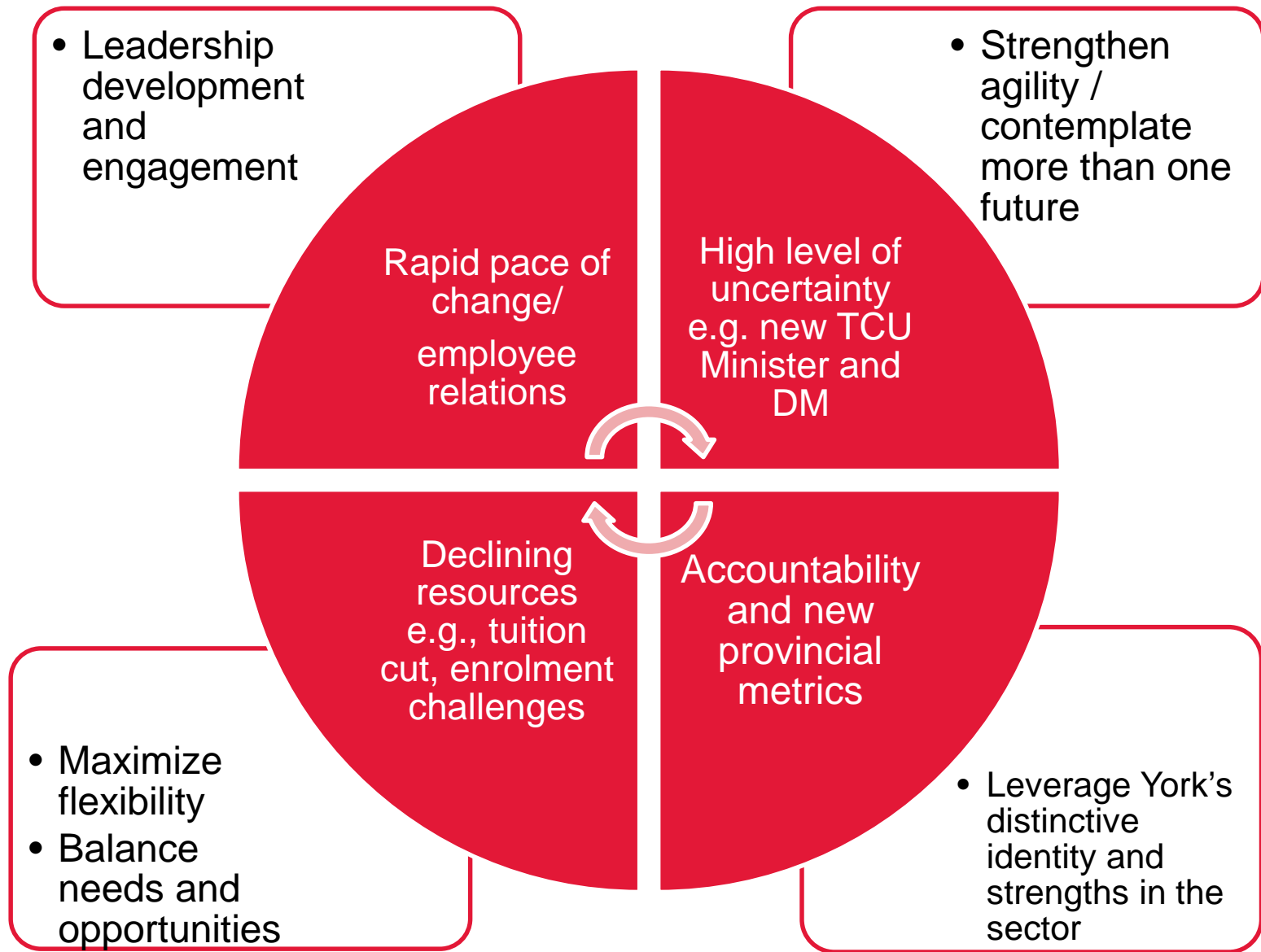
Mission-Driven Research:

Interdisciplinary
Comprehensive
Foundational and Applied
Driving economic development & innovation

Collaboration

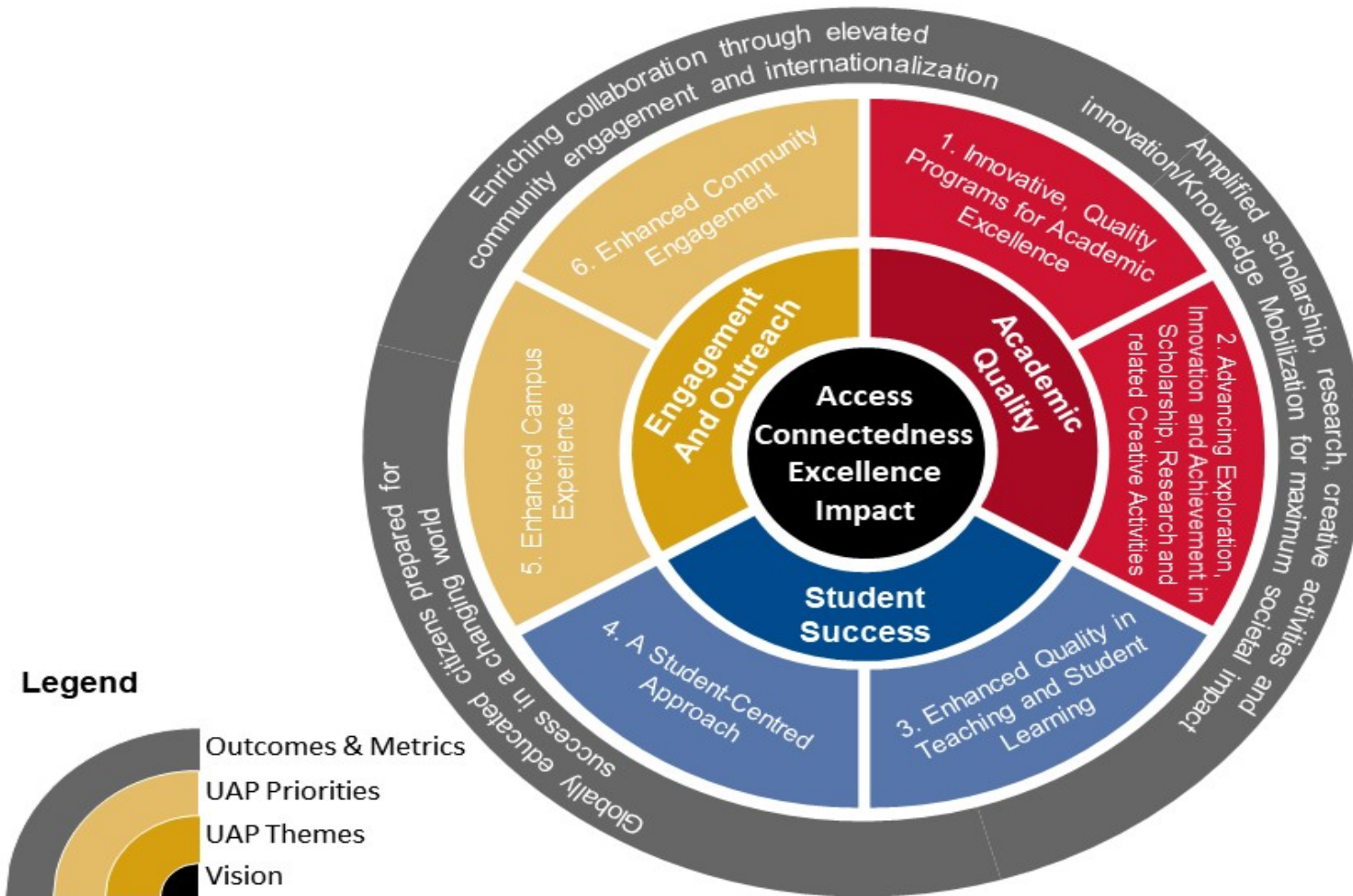
Engaging locally and internationally
Private sector, non-profit, government, other academic institutions

TURNING CHALLENGES INTO OPPORTUNITIES



THE VISION

Offering a broad demographic of students access to a high quality, research intensive University committed to the public good



Legend

- Outcomes & Metrics
- UAP Priorities
- UAP Themes
- Vision

7. Enabling the Plan

There are various enablers that support the above initiatives, some important considerations include: (1) aligning resources with priorities; (2) metrics and evaluation; (3) collaboration and partnership; (4) effective communication and consultation etc.

COMPONENTS OF THE VISION

- Responsive to external context:
 - Provincial focus on impact re: skills, jobs, the economy and the community
 - Federal priorities
- Consistent with York's mission and values:
 - progressive
 - inclusive and diverse
 - Social justice
 - excellence
 - sustainable
- Integrates four pillars that differentiate us in the higher education sector:
 - Access
 - Connectedness
 - Excellence
 - Impact
- Meets needs of our multi-stakeholders:
 - Students first and foremost
 - But local and global community needs more generally

WHERE ARE WE IN THE JOURNEY?

At the end of 2018-2019, we have:

- Animated our vision differentiating York throughout the sector
 - Aligned with strengthening York's reputation for impact
- Well-developed Academic Plans at institutional, divisional and unit level
- Fully aligned Operational Plans coordinated across institution through Integrated Resource Plans including well-articulated outcomes and metrics
- Updated Enrolment and Complement Plans responsive to external and internal context
- Outstanding progress (on track) advancing the priorities, objectives and actions in those plans:
 - Regained momentum post-strike
 - Continued to build the leadership team including new VP Equity, People and Culture
- Balanced budget
- Positioned York for 2019-2020 including:
 - A successful Board Retreat shaping strategic opportunities
 - Finalizing remaining components of Strategic Plan (e.g., updating asset management strategy, debt management strategy, etc.)
 - Further consolidating goals in the final year of the UAP 2015-2020
 - Undertaking next planning cycle - UAP 2020-2025 aligned with SHARP2 and SMA3
- Highlights are provided below for the 7 priorities of the University Academic Plan organized by the 4 pillars advancing the vision (see Appendix for detailed metrics/outcomes)

ACCESS

Priority 1: Student-Centred Approach
graduating globally
educating citizens

Priority 2: Enhanced
Quality in Teaching
and Learning



HIGHLIGHTS – 2018-19 Enrolment

		2017-18	2018-19	2018-19	2018-19 Performance	2018-19 Performance
		Actuals	Enrolment Contract Target	Actuals	to Target #	to Target %
Undergraduate Full-year FTEs	Eligible	35,947	36,062	34,922	-1,140	96.8%
	Ineligible - Visa	5,697	6,457	6,401	-56	99.1%
	Other Ineligible	275	274	281	7	102.6%
	Total	41,919	42,794	41,604	1,189	97.2%
Masters Fall FTEs	Eligible	2,209	2,322	2,298	-24	99.0%
	Ineligible - Visa	683	680	755	75	111.0%
	Total	2,892	3,002	3,053	51	101.7%
Doctoral Fall FTEs	Eligible	1,119	1,117	1,148	31	102.8%
	Ineligible - Visa	185	270	149	-121	55.2%
	Total	1,304	1,387	1,297	-90	93.5%

NOTE: Fall and winter term 2018/19 UG enrolments exceeded targets for those terms. Full-year performance to UG target was negatively impacted by reduced Summer 2018 session. (summer UG target = 4,763; summer UG actuals = 2,134)

HIGHLIGHTS

Access and student success:

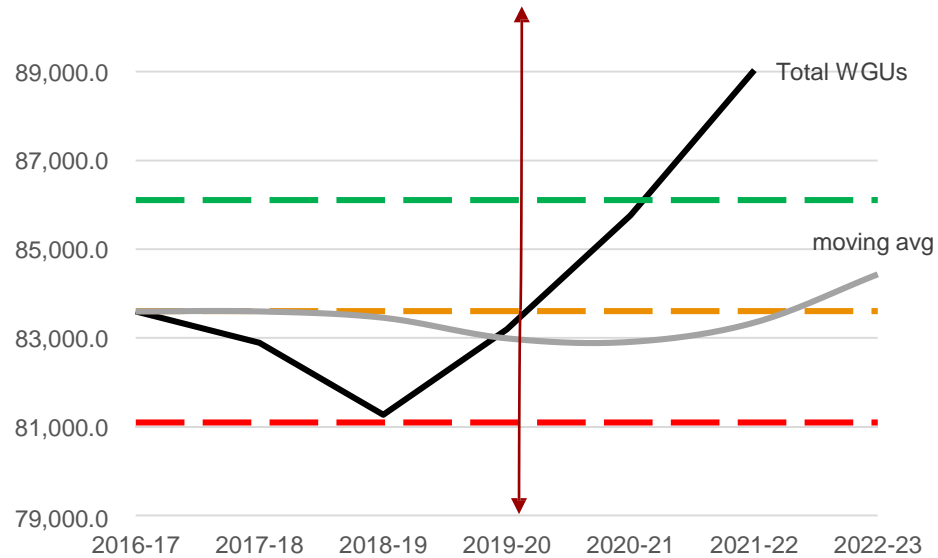
- Implemented *Strategic Indigenous Framework*
- Successful Watson pilot completed (student advising tech platform developed in collaboration with IBM) – negotiating next phase
- Successful launch of full year President's Ambassador Program with over 25 students

Enrolment recovery:

- SEM mitigated drop in 2019-2020 applications
- Despite being (8.8%) down in 2019 domestic applications, finished only (1.12%) down in confirmations
- Overall with VISA, applications were down (4.2%), confirmations landed at (3.7%) down
- Second, after U of Toronto, in market share Ontario 101 confirmations
- See longer-term implications for Enrolment Corridor- next page

SMA2 – A Look at our Enrolment Corridor

York is well within the negotiated corridor



- Government funding is based on a corridor, and Universities are funded at a negotiated mid-point

HIGHLIGHTS

Pedagogical Innovation:

- Continuing to position York as leader in higher education
- Exceeded SMA2 targets for increase in number of students having an Experiential Education/Work Integrated Learning opportunity
- First year of Shopify DevDegree – unique opportunity for students to spend 25% of their time in teams at Shopify with paid internships and tuition fees covered

CONNECTEDNESS

- Priority 3: Enhanced community engagement
- Priority 4: Enhanced campus experience



HIGHLIGHTS

External collaboration/partnerships:

- Markham Centre Campus
 - Exciting launch of first pilot located at IBM Fall 2019
 - Academic planning process re-initiated
 - Executive Steering Committee in place
 - Business case developed for MTCU
 - Returning to BOG in Fall to proceed
- Vaughan Health Precinct
 - feasibility study underway by city to explore collaboration opportunity between the city, Mackenzie Health, York University and VentureLab to establish academic health network
- Secured National Centre of Excellence funding for the *Making the Shift Youth Homelessness Innovation Lab*, a collaboration between York's Homelessness Hub and A Way Home Canada

HIGHLIGHTS

External collaboration/partnerships:

- MOU signed for York to be Canadian university in the Hemispheric University Consortium
- York University TD Community Engagement Centre located at Yorkgate Mall in Jane Finch – renewed with another \$1m donation from TD
- Collaborating with York Region to establish a UN UNITAR (international training centre) at York
- *York as Destination* – major events engaging broader community at York including inaugural CRAM event profiling innovative programs and research, YSpace part of *Doors Open Markham*, and Jane’s Walk
- York’s School of Kinesiology and Health Sciences partnering with City of Markham, Markham Pan Am Centre and the KIN Kids program to make Markham “Canada’s Most Active Community” (Yfile, May 26, 2019)

HIGHLIGHTS

Internal engagement:

- Established new Office of Government and Community Relations
 - Updated GR Strategy
 - New Community Relations Plan
 - established strong network of contacts at all levels of government
- New websites launching to support ongoing Freedom of Speech Working Group, SMA3 consultations.
- President's Council on Internationalization launched
 - Consultations in progress to establish new global engagement plan
- Post-strike Remediation and Recovery Committee struck and numerous initiatives launched including student issues, community consultations, development of new Special Renewable Contracts, working with CUPE 3903 Unit 2, progress towards establishing a new Division of People, Equity and Culture – new VP hired, and communications strategy (will remain a high priority)

HIGHLIGHTS

Enhanced campus:

- Community Safety Strategy completed
- Developed and implemented successful Board retreat
- Significant investment in deferred maintenance including classroom upgrades and bathroom renewals in progress supported by University Fund
- Major capital investments in progress including Sherman Building, Student Information System, School of Continuing Studies Building

EXCELLENCE

- Priority 5: Strengthening Innovative Quality Programs
- Priority 6: Advancing Exploration, Innovation and Achievement in Scholarship, Research and Related Creative Activities (SRC), Innovation and Knowledge Mobilization



HIGHLIGHTS

Program Innovation:

- Guidelines for Cross-Faculty Academic Degree Programs complete
- Rapid growth in School of Continuing Studies programs for upskilling digital professionals, e.g. \$10m positive variance in 2018-2019 cumulative position
- Revisioning of Faculty of Environmental Studies to Faculty of Environment on track with proposal expected to come forward to Board and Senate in Fall 2019 – laying foundation for strengthened program innovation
- Significant movement on closing programs, opening new programs – see Appendix for details
- AI Committee established to better position York in this rapidly emerging area

Intensification of SRC:

- New Strategic Research Plan 2018-2023 implemented
- Passed \$100m mark in faculty research income
- Procurement and implementation of eCV platform underway
- York Research Chair Program expanded
- New Research Commons developed for implementation in 2019-2020





Kinesiology & Health Sciences*

24th Globally

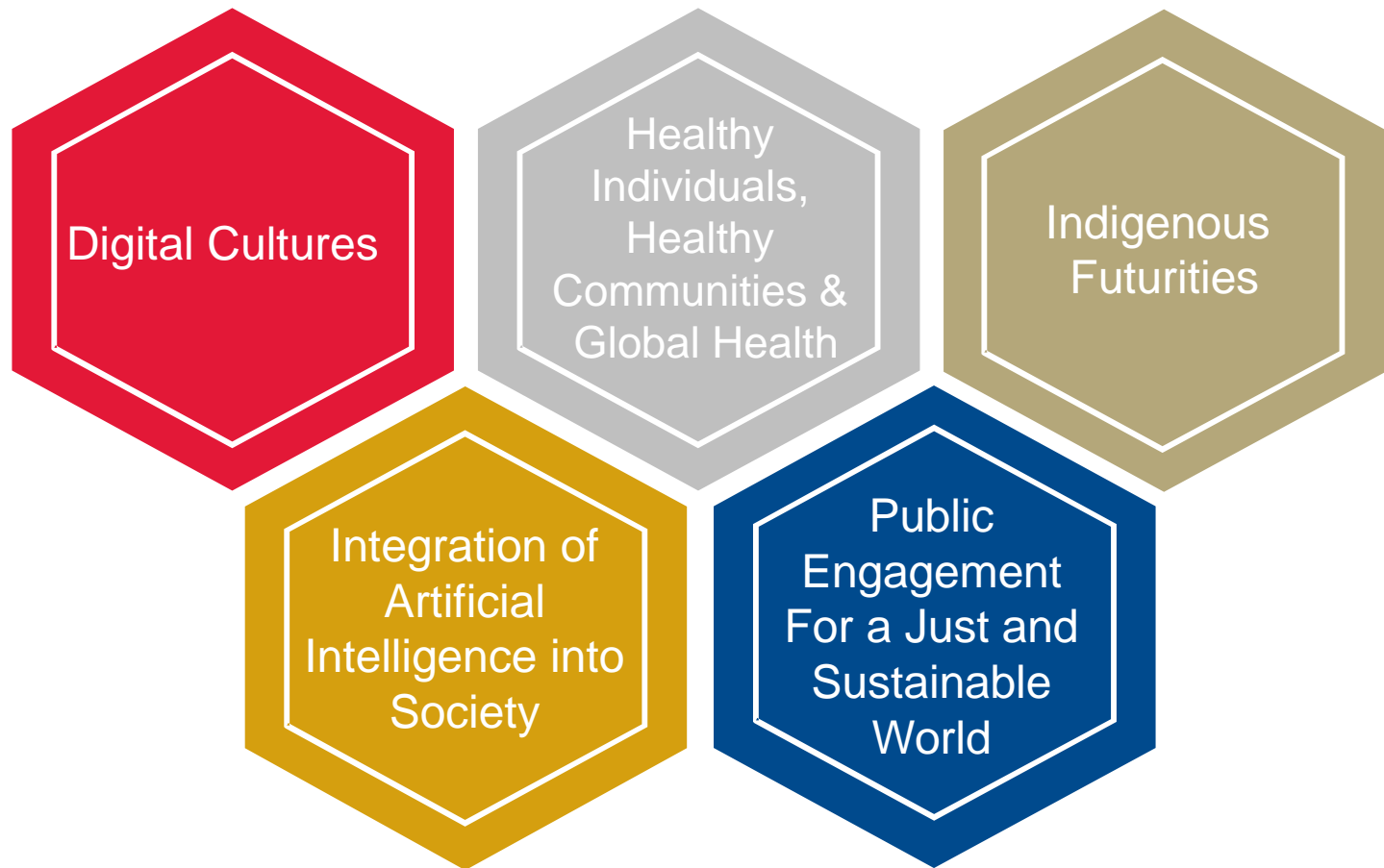
4th in Canada

1st in Ontario

* In Sports Sciences₈₇ Schools

STRATEGIC RESEARCH PLAN: 2018-2023

Compelling opportunities for the strategic development of research



IMPACT

Priority 7: Enabling the Plan

SUSTAINABLE DEVELOPMENT GOALS



HIGHLIGHTS

Leadership talent and succession:

- Successful transition of leadership for YUDC – providing leadership on Markham and Lands for Learning planning
- Successfully completed searches for:
 - VP Equity, People and Culture
 - AVP HR
 - Deans of AMPD and Osgoode starting July 1, 2019, Science starting January 1, 2020; Lassonde and FES started Fall 2018
 - Appointment of new Chief Information Officer – new IT Strategic Plan complete and implementation underway
- Other searches in progress – AVP LR almost complete, and Deans LAPS, Glendon, Schulich, and Director/Curator AGYU on track
- Enhanced leadership and professional development in place

HIGHLIGHTS

Stronger Complement:

- Implemented forward looking faculty complement plan including 95 completed hires in 2018-2019 (59 professorial and 36 teaching) with 42 more in progress
- Elevated role and status of teaching appointments
- Completed major exercise to develop Faculty Complement Strategy

Newly implemented budget process:

- Established new University Budget Committee
- Led first-ever round of budget consultations across university
- Plans underway to address three faculties with worsening financial picture – Glendon, FES and Schulich

Service transformation and effectiveness (on track):

- final phases of initial benchmarking and service effectiveness complete
- service transformation team launched

HIGHLIGHTS

Balanced budget:

- Fully implemented SHARP1
- Balanced budget despite 13% cut in 2019-2020 domestic tuition, no increase in 2020-2021, and negative impact of strike on enrolment applications
- Academic program development and Strategic Enrolment Management contributed to stronger than anticipated enrolment and budget results
- Finished 2018-2019 \$35.1m to the positive instead of (\$53.9m)
- Closing accumulated divisional surplus at year end 2018-2019 = \$48.6
- Balanced budget at divisional level over three years (2019-2022)
- Planned accumulated surplus at end of three year rolling budget 2019-2022 = \$50.2m
- Exceeded 2018-2019 advancement target – continuing to build strong alumni/friend network
- University Fund at \$58.4m at year end 2018-2019

HIGHLIGHTS

Comprehensive Strategic Plan:

- ✓ Environmental scan completed
- ✓ Differentiated vision animated throughout university and beyond
- ✓ Re-initiated Integrated Resource Planning (IRP) process including updated metrics/outcomes
- ✓ Developed PVP IRP to monitor strategic objectives with accountability at senior level
- ✓ Aligned all planning processes
- ✓ Aligned goals/performance evaluation for CPM/PVP
- Final stage underway to update capital working plans

HIGHLIGHTS

Enhanced Reputation:

- Expected to see some challenges post-strike:
 - Most evident among our own domestic students
- At the same time, Times Higher Education (THE) ranks York 5th in Canada and 26th in the world in terms of Impact (Canada's 2030 Agenda for Sustainable Development / UN *Transforming our World: the 2030 Agenda for Sustainable Development*)
- Leader in Sustainability – York named Greenest Employer 7th year in a row
- Successful establishment of Network Centre of Excellence on Youth Homelessness – Making the Shift – A Youth Homelessness Social Innovation Lab (interest by UN to establish the NCE as a world centre on youth homelessness)
- Increased research translation, knowledge mobilization and entrepreneurship through *Innovation York* engaging over 3,000 members of York community and hosting York's 200th start-up
- Enhanced equity, diversity and inclusion (EDI) practices across the University particularly in terms of the successful completion of Canada Research Chair EDI policy for York and application to all searches – top 10 in Canada
- Enhanced pan-university digital strategy to promote reputation
- Completed Phase 1 of brand differentiation exercise (post-strike) to support momentum that has been regained
- Updated and improved ERM to better monitor risks

LOOKING AHEAD

- *Culture of Engagement.*
 - Engage community in the development of a new UAP 2020-2025 and SMA3
 - Continue to enhance leadership development/PD including finishing any new / ongoing searches
 - Establish new Division of Equity, People and Culture
 - Continue to strengthen Employee Engagement including relationships with unions
- *Operational effectiveness:*
 - Continue to advance priorities, objectives and actions aligning York and provincial metrics
 - Achieve successes in service transformation – end-to-end reviews of HR and Finance
 - Significant progress in facilities renewal

UAP 2020-2025

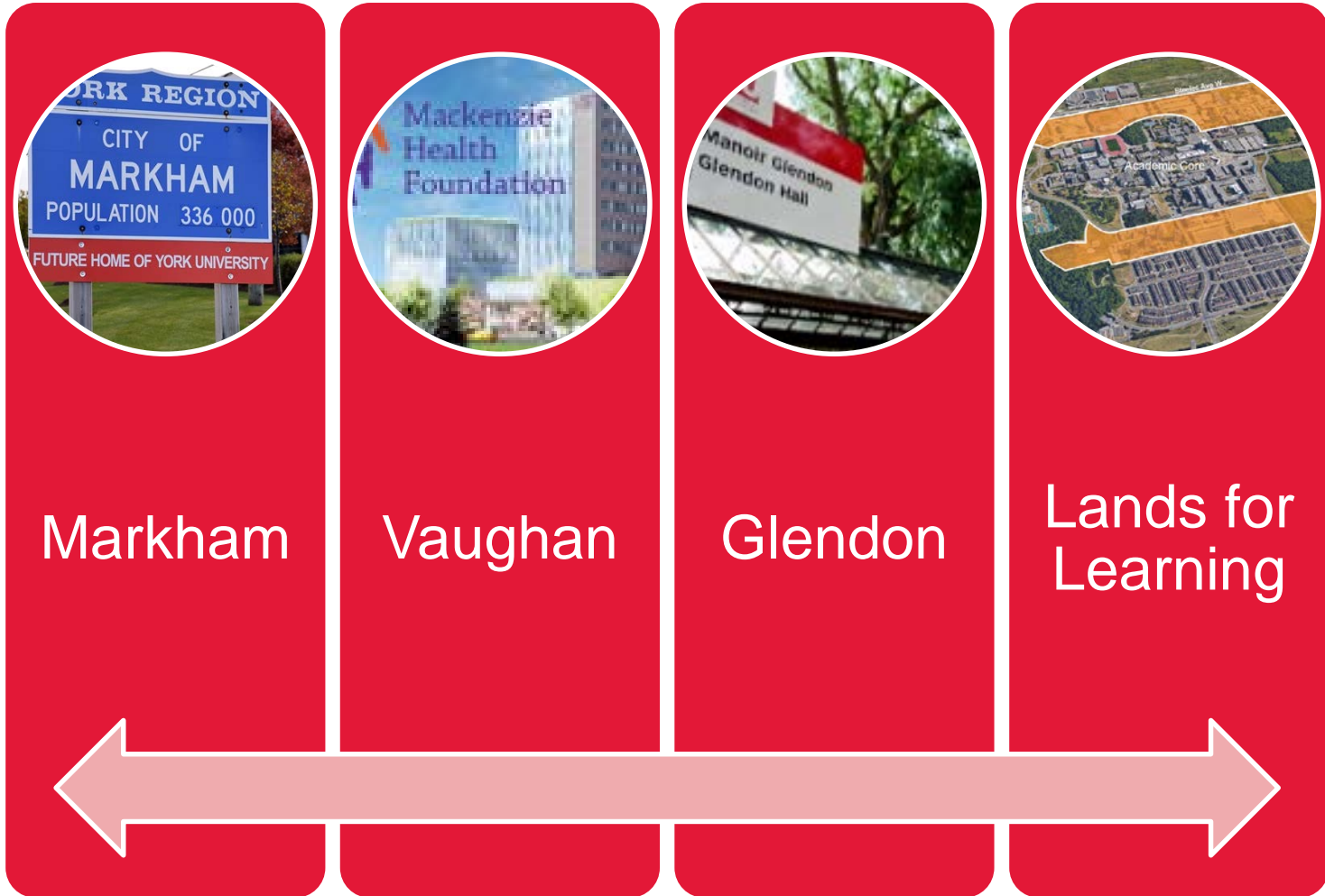


LOOKING AHEAD

- *Financial sustainability:*
 - Complete review of SHARP1
 - Develop and implement SHARP2 aligned with province's metrics and new funding formula
 - Continue to enhance resources
 - Finalize Strategic Plan:
 - ❖ Update working capital management and investment strategy
 - ❖ Update long term financial/debt management strategy
 - ❖ Develop a formal Debt Policy

OBJECTIVE: To ensure that York can fund strategic priorities appropriately balancing financial risk with strategic investments

LEVERAGE TRANSFORMATIVE OPPORTUNITIES





PRESIDENT'S KUDOS REPORT

JUNE 2019



Professor [J.J. McMurtry](#), interim dean of LA&PS, has received the 2019 Merit Award of the Canadian Association for Studies in Co-operation. The award recognizes individuals who have made significant contributions to teaching and research on the co-operative sector, both in Canada and beyond.



York women's volleyball coach [Merv Mosher](#) was inducted into the Ontario Volleyball Hall of Fame for his outstanding contributions to the sport over the past four decades.



Shalyn Isaacs is the recipient of the 2019 [Murray G. Ross Award](#), which is presented annually to a graduating student for scholarship and outstanding participation in undergraduate student life.



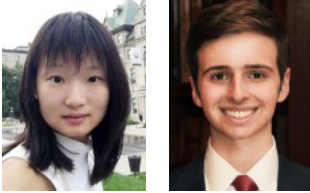
History professor [Jonathan Edmondson](#), a Distinguished Research Professor at York, has been awarded a prestigious diploma as a new Corresponding Member of the Deutsches Archäologisches Institut (DAI).



The Schulich School of Business has launched the [Sustainable Infrastructure Fellowship Program](#), and will be welcoming its first cohort of 16 Fellows. This program will teach students the latest advances in infrastructure financing and development to senior public sector infrastructure managers from emerging economies. Schulich has collaborated with Canadian and international investors and the Government of Canada to launch the program as part of a major G7 Investor Global Initiatives project.



AMPD professor [Patrick Alcedo's](#) latest documentary, *Dancing Manilenyos*, was an official selection at the Diversity in Cannes Short Film Showcase. The festival showcase promotes globally diverse filmmakers telling stories specific to marginalized groups.



Awarded for achieving the highest academic standing, three York University graduate students were this year's recipients of a Governor General's Gold Medal for 2019, and six undergraduate students were the recipients of a Governor General's Silver Medal for 2017 and 2018:

- Meghan Clare Hughes, Gold Medal
- Cynthia Kwakyewah, Gold Medal
- Qiyi Tang, Gold Medal
- Nicholas Chrobok, Silver Medal (FW18) [not pictured]
- Zackary Grant Goldford, Silver Medal (FW18)
- Avreen Kaur Kochhar, Silver Medal (FW18) [not pictured]
- Antonnia Kiana Blake, Silver Medal (FW17)
- Natalia Maria Ladyka-Wojcik, Silver Medal (FW17)
- Maryam Samani, Silver Medal (FW17)



Film MFA student [Jessica Johnson](#) won the Philip B. Lind Emerging Artist Prize for her work *Hazel Isle*, a 14-minute documentary shot in Scotland that explores how the loss of traditional language affects a rural community.

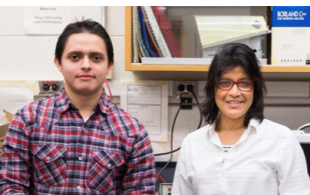


York University researchers have been awarded [48 Discovery Grants](#) by the Natural Sciences & Engineering Research Council (NSERC) to pursue promising research in the fields of science, engineering, health and more. The grants, which total almost \$8.5 million in funding, include twelve projects led by early career researchers and two [Discovery Accelerator Supplement Awards](#), which were awarded to Lassonde professors Aijun An and Gene Cheung, both from the Department of Electrical Engineering and Computer Science.

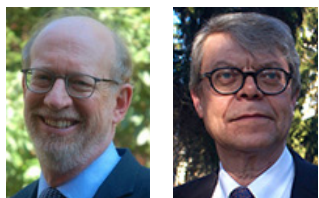


Two York University scholars have been named among this year's recipients of the prestigious [Banting Postdoctoral Fellowships](#):

- Sylvie Bodineau, whose project will explore the everyday social life of a group of ex-child soldiers 15 years after demobilization; and
- Melchisedek Chétima, whose research will examine Boko Haram through historically-mediated forms of violence, anti-state activity, and wealth creation.



Physics alumnus [Elder Pinzon Guerra](#) (PhD '18) has won the 2019 Thesis Prize presented by the Particle Physics Division of the Canadian Association of Physicists (CAP) for his work on neutrino oscillations in the Tokai to Kamioka (T2K) accelerator experiment.



Two York faculty members have been named University Professors, recognized for extraordinary contributions to scholarship and teaching and participation in University life. They will be honoured at Spring Convocation:

- Professor Avi Cohen, Department of Economics, Faculty of Liberal Arts & Professional Studies; and
- Professor Kim Michasiw, Department of English and Writing Department, Faculty of Liberal Arts & Professional Studies.



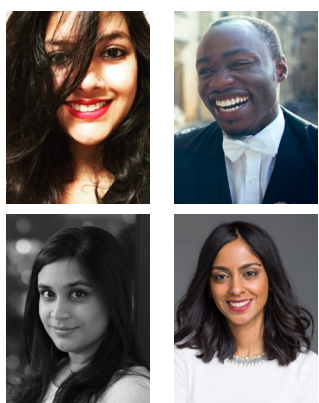
Osgoode professor Stephanie Ben-Ishai will also be honoured at Spring Convocation for having been named a Distinguished Research Professor, a title given to active members of the academy in recognition of their outstanding scholarly achievements in research.



Health professor [Raymond Mar](#) is the recipient of the 2019 Friedrich Wilhelm Bessel Research Award, which recognizes the outstanding research of scientists and scholars who show great potential for cutting-edge achievements. The research from Mar's lab centres on how imagined experiences during engagement with stories, such as watching Netflix or reading a novel, might affect how we think and behave in the real world.



Lassonde professor [Magdalena Krol](#) has been awarded the 2019 Early Career Hydrogeologist Award from the International Association of Hydrogeologists in recognition of her dedication to advancing research in the contaminant hydrogeology field.



Five York PhD students have been named [Vanier Scholars](#) for their academic excellence, research potential and leadership:

- Heather Bergen - Social Work; [not pictured]
- Shradha Chatterjee - Gender, Feminist & Women's Studies;
- Okechukwu Effoduh - Law;
- Nadha Hassen - Urban & Regional Studies; and
- Inbar Peled - Law.



Lassonde PhD student [Sowmya Natesan](#) won the Enbridge Graduate Student Award for her research on using technologies such as unmanned aerial vehicles and deep learning for efficient tree species identification.



Health professor [Brenda Oraziotti](#) has received the Registered Nurses Association of Ontario's Leadership Award in Nursing Education in recognition of her teaching excellence in the field.



Lassonde professor [Aleksander Czekanski](#) has received the prestigious C.N. Downing Award from the Canadian Society for Mechanical Engineering for his many years of distinguished service to the Society.



Four York University professors have received grants from the [New Frontiers in Research Fund](#), which supports early-career interdisciplinary research. The recipients, who will receive a combined total of \$996,430 in funding, are:

- Sheila Colla - "A biocultural and interdisciplinary approach to pollinator conservation through ecology, art and pedagogy"
- Aleksander Czekanski - "Zero-Gravity 3D Bioprinting of Super-Soft Materials"
- Valerie Schoof - "People and primates: a bio-geo-cultural approach to understanding human-wildlife interactions"
- Estair Van Wagner - "The Picklock of Property Relations in British Columbia's Private Forest Lands: Disentangling title, ownership and governance in Vancouver Island's forests"



Mathematics professor [Jianhong Wu](#), who is also a Canada Research Chair in Industrial and Applied Mathematics and a NSERC/Sanofi Industrial Research Chair in Vaccine Mathematics, Modelling and Manufacturing, received the 2019 CAIMS-Fields Industrial Mathematics Prize in recognition of his collaborative research with public health professionals in government and industry, and for applying his expert knowledge to infectious disease preparedness and mitigation strategies.

APPOINTMENTS



Dr. [Shelia Cote-Meek](#) has been appointed York University's first Vice-President, Equity, People and Culture. She will take office on October 1, 2019.



Professor [Gus Van Harten](#) has been appointed Associate Dean, Academic of Osgoode Hall Law School, effective July 1.



Osgoode professor [Pina D'Agostino](#) has been appointed Chair of the Advisory Committee for the new Alectra Utilities Green Energy & Technology Centre. The committee will advise on clean energy initiatives and community partnerships in order to make the centre a collaborative platform.

The Senate of York University – Minutes

Meeting: Thursday, May 23, 2019, 3:00 pm
Dr Robert Everett Senate Chamber, N940 Ross Building

F. van Breugel (Chair)	J. O' Hagan	C. Popovic
D. Mutimer (Interim Vice-Chair)	A. Perry	D. Priel
M. Armstrong (Secretary)	L. Phillips	A. Redding
T. Abdullah	B. Pilkington	I. Roberge
F. Babiker	A. Pitt	L. Sanders
T. Baumgartner	R. Irving	V. Saridakis
A. Belcastro	L. Jacobs	L. Sergio
L. Bellissimo	A. Karim	J. Sharma
D. Cabianca	R. Kenedy	B. Spotton Visano
M. Charles	A. Kimakova	P. Szeptycki
M. Condon	J. Kirchner	K. Thompson
A. Czekanski	B. Lawrence	G. Tourlakis
A. Davis	R. Lee	R. Tsushima
S. Day	R. Lenton	E. van Rensburg
W. Denton	S. Liaskos	G. Vanstone
R. Desi-Trilokekar	T. Loebel	R. Wang
Y. Dina	M. Macaulay	R. Wellen
H. Edgell	E. MacKinnon	B. Whitwell
C. Ehrlich	A. MacLennan	L. Wood
S. Ehrlich	L. Martin	D. Zwick
I. Ferrara	J. Maberry	
L. Fromowitz	C. McAulay	
J. Goldberg	P. McDonald	
R. Grinspun	J.J. McMurty	
S. Gururani	A. Medovarski	
D. Hastie	K. Michasiw	
L. Hérbert	J. Michaud	
A. Hovorka	M. Poon	

1. Chair's Remarks

The Chair, Professor Franck van Breugel, Lassonde, welcomed the recently appointed Interim Vice-President Research & Innovation, Senator Rui Wang, and acknowledged the recent passing of Professor Peggy Ng, School of Administrative Studies, a former Director of the School who served as a Senator from LA&PS on several occasions.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Academic Colleague to the Council of Ontario Universities

The Academic Colleague to the Council of Ontario Universities (COU), Professor Andrea Davis, reported that the discussion at the Colleagues' May meeting expanded

The Senate of York University – Minutes

the April focus on the assessment of student skills and learning outcomes. Marcia Moshé, project team leader for the SMA3 Pilot Projects at Ryerson, delivered a presentation on two Ryerson studies: one that tracked the development of competencies among co-op students using the University of Victoria's competency framework and another that assessed written communication among students in Liberal Studies courses using the VALUE Rubrics. The Colleagues also were joined by Martin Hicks, Higher Education Quality Council of Ontario (HEQCO), who reported on the findings of HEQCO's skills assessment pilot studies and its recommendation to implement large-scale skills assessment at Ontario universities, and Cecelia Brain, COU, who provided an overview of SMA3 metrics. The Colleagues discussed the provincial government's plans to use graduate employment and earnings as metrics and the impact that may have on universities' ability, particularly those with diverse student bodies, to satisfy those metrics in view of the differential hiring for visibly racialized and Indigenous graduates; those metrics may serve to discourage universities from continuing efforts to diversify the student body.

Senator Alice Pitt, Vice-Provost Academic, noted that York had participated in a HEQCO study, the Essential Adult Skills Initiative, and had come to different conclusions than HEQCO about the validity and reliability of the results; however, those conclusions were not reflected in HEQCO's final report on the study.

4. President's Items

Comments made by President Lenton included the following:

- a commitment to raise the issue of equity at the COU table, following on from Senator Davis' remarks about metrics
- an update on the process to be employed by the provincial government for the University's third Strategic Mandate Agreement (SMA3), which may result in limiting the engagement of Senate and Faculty Councils in the development of the SMA
- an update on the plans to establish a working group to take up the additional activities and consultations recommended by the Free Speech Policy Working Group, to be chaired by Senate Vice-Chair Alison Macpherson, with a call for expressions of interest from the University community to be circulated in Fall 2019
- the plans to undertake a feasibility study on a collaborative opportunity with the City of Vaughan and Mackenzie Health to support research in health
- congratulations to the recipients of the University's prestigious awards, as reported in the Awards Committee's Report

The Senate of York University – Minutes

- congratulations to the individuals who will be honoured with honorary degrees at Spring Convocation and the recipients of the 2019 President’s Staff Recognition Awards, listed in the Kudos report

Senators shared a range of views and asked questions about the President’s remarks. Included among them were:

- a request for more information about the plans for the free speech working group
- concern about the possibility that the SMA3 will be finalized before Senate has an opportunity to provide input
- an inquiry about any sector-wide advocacy activities in response to the provincial government’s approach to SMA3
- the suggestion that teaching in general and the annual Teaching in Focus Conference receive greater recognition within the University

Responding to the comments and questions, President Lenton affirmed her wish to give Senate and Faculty Councils an opportunity to provide input on the SMA3, possibly during a special meeting of Senate or a community forum. In terms of sector-wide advocacy on SMA3, the efforts coordinated by COU are focused on highlighting the important role of higher education in Ontario and engaging with HEQCO and other partners. President Lenton committed to discussing the appropriate recognition of teaching with Provost Lisa Philipps and the Deans.

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

Committee Reports

5. Executive Committee

a. Senate Rules, Procedures and Guidelines: Revisions (Notice of Motion)

The Executive Committee provided notice of motion for revisions to the Senate Rules, Procedures and Guidelines. The Vice-Chair, David Mutimer, spoke to the revisions, noting that they were being introduced at this time for a deliberated discussion and would come forward for approval at the Senate meeting of 27 June 2019. The Vice-Chair indicated that there are three key aspects to the proposed revisions: 1) a re-ordering of the document to improve the flow and linkages among the sections, 2) replacing the verbatim reproduction of Senate policies within the text of the Rules with links to the policies, and 3) changes and additions to the text to introduce needed refinements that enhance clarity.

Senators shared a range of views and asked questions about the revisions to the Rules. Included among them were:

The Senate of York University – Minutes

- concern about the elimination of the sections relating to the cancellation of classes in the Executive Committee section of Appendix B of the Rules
- the view that designated alternates should continue to be permitted for the CUPE, YUFA and YUSA representatives to Senate and that the move to disallow alternates constitutes an attack on organized labour, and concern about the lack of consultation with the unions on the proposed change to the Rules
- the perspective that members serve as Senators first and foremost rather than as representatives of particular constituencies and that it is inequitable to allow alternates for some groups but not others
- support for and opposition to the reduction from 7 to 3 minutes for the time allotted for a Senator to speak to a motion and the introduction of a new 3-minute limit for putting a question to a speaker
- the view that the changes to the Rules will serve to diminish the level of engagement and discussion on academic matters at Senate
- the perspective that Senate Executive in its preparation of the proposed revisions did not adequately consider the suggestions made in a letter submitted by 13 Senators in December 2018 regarding the Rules review
- concern about the plan to bring forward the motion to approve the revisions to the Rules at the June meeting, when many Senators will be absent

During the course of the discussion, a motion was introduced to direct Senate Executive to reconsider some of the proposed revisions. It was moved and seconded **“that Senate approve that Senate Executive be directed to make the following changes to the proposed revisions to the Senate Rules, Procedures and Guidelines prior to bringing the revisions forward to Senate for approval: 1) allot 7 minutes to a Senator to speak to motion and to ask questions about non-motion items of business in sections 5.3 and 6.5, 2) allow the mover of a motion to speak for a maximum of 7 minutes in section 5.3 a., and 3) introduce a new section, 5.3 d., to allow the Chair to use his/her discretion to call upon speakers to abbreviate their remarks where necessary to allow participation of other speakers.”** On a vote, the motion was *defeated*.

Responding to comments and questions, the Vice-Chair clarified that it is proposed to delete any text in the Rules that is duplicative of Senate policies and replace it with links to the relevant policies on the Secretariat website. As the content on the cancellation of classes is covered in the *Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*, it is not necessary for it to be reproduced in the Senate Executive Terms of Reference in Appendix of the Rules. Regarding the question of designated alternates, the Vice-Chair highlighted that Senate Executive wishes to make universal the principle that there is a single seat for a single member of Senate. The Vice-Chair committed to bringing the

The Senate of York University – Minutes

comments shared at the meeting to Senate Executive for discussion and encouraged Senators to submit additional input in writing.

In response to concerns about the motion to approve the revisions to the Rules coming forward at the June meeting, the Chair agreed to defer the vote to the Fall.

b. Election of Members of Non-Designated Senate Committees

The Vice-Chair reported that no further nominations had been received. It was moved, seconded and *carried* “**that nominations be closed**” for the elections to Senate committees. As a result of the vote, Senate elected Michael Zabrocki, Associate Professor, Science, to the Appeals Committee, and Hanna Kankowski, Associate Professor, Science, to the Awards Committee.

c. Information Items

The Executive Committee reported on the following items:

- the election of three members to ASCP as a result of the Senate e-vote held between April 29 and May 6: full-time faculty members Maggie Toplak, Associate Professor, Health, and Chloë Brushwood Rose, Associate Professor, Education, and contract faculty member Dagmara Woronko, LA&PS
- the establishment of a temporary Sub-Committee of Senate Executive to address the small number of outstanding provisional grades awarded to graduating students as a form of remediation in the 2017-2018 labour disruption where the grade affects the students’ graduating decision
- the circulation of the draft revisions to the *Guidelines and Procedures for Academic Accommodation for Students with Disabilities* for review by Senators
- a status review of its priorities for 2018-2019, with plans to shift some matters of business, including the planned discussion of the *Principles to Govern Presidential Search Committees*, to the Fall
- encouragement for Senators to complete the annual Senate and Senate committee survey

6. Academic Policy, Planning and Research

a. Open Access and Draft Policy: Presentation and Discussion

Senator Joy Kirchner, Dean of Libraries, and Rebecca Pillai Riddell, Associate Vice-President Research, delivered a presentation on Open Access at York University, filed with these minutes. The presentation addressed the requirements of the *Tri-Agency Open Access Policy on Publications*, which requires that all peer-reviewed journal articles resulting from Tri-agency grants must be made open access within 12 months of initial publication, and the efforts of the Open Access/Open Data Steering Committee to

The Senate of York University – Minutes

promote and support open access publishing at York. Senator Kirchner provided an overview of the draft *Open Access Scholarship Policy* which had been developed by the Steering Committee.

Responding to questions from Senators, Senator Kirchner confirmed that the intention of the Policy is to strongly encourage faculty members to submit their work to an open access platform and clarified that, while publications not supported by Tri-Agency grants are not required to be made open access, faculty are strongly encouraged to provide open access anyway. The two different open access pathways were noted – green, where an article is initially published in a journal and made open access later, and gold, where an article is published in an online open access journal – and Senator Kirchner recommended the use of the green route as it has been shown to provide greater visibility and impact for publications.

b. Information Items

APPRC provided information on these items:

- progress on the initiative to develop the new “Environment-Geography” Faculty, with plans to establish a Sub-Committee of ASCP dedicated to assisting in deliberations and consultations about the development of innovative curriculum and pedagogy that will express the Faculty’s vision
- its schedule of business for the balance of the 2018-2019 year

7. Academic Standards, Curriculum and Pedagogy

a. Revisions to the Regulation on Registration Eligibility for Summer Courses

Following brief remarks from Senator Michasiw, Chair of ASCP, about the rationale for the proposed revisions to the regulation, it was moved, seconded and *carried* “**that Senate approve revisions to the Registration Eligibility for Summer Courses (Summer Continuance) regulation, as set out in ASCP Appendix A, effective 1 July 2019.**”

b. Information Items

ASCP reported on the following minor changes to degree or certificate requirements.

Glendon

- Minor change to degree requirements for the BA (Honours) programs in Hispanic Studies
- Minor change to requirements for the Certificate in Spanish-English Translation

Graduate Studies

The Senate of York University – Minutes

- Minor change to degree requirements for the Master of Supply Chain Management program

Science

- Minor change to degree requirements for the Biomedical Sciences stream within the BA (Honours) programs in Biology

8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

a. Report of the Sub-Committee on Quality Assurance

APPRC and ASCP conveyed a report from the Joint Sub-Committee on Quality Assurance, in which eight Final Assessment Reports from completed Cyclical Program Reviews were transmitted to Senate.

9. Awards Committee

a. Information Items

The Awards Committee reported on the plans to update the criteria for the awards it adjudicates and encouraged Senators to attend the Spring Convocation ceremonies. Senators joined in saluting the following recipients of prestigious awards as selected by the Committee, which had been announced by President Lenton earlier in the meeting.

2019 President's University-Wide Teaching Awards

Senior Full-time Faculty: Russ Patrick Alcedo, Dance, AMPD

Full-time Faculty: Nicolette Richardson, Kinesiology and Health Science, Health

Contract and Adjunct Faculty: Alistair Mapp, Psychology, Health

Teaching Assistant: Mohamed Abdelhamid, Mechanical Engineering, Lassonde

2019 President's Research Excellence Award

Deanne Williams, English, LA&PS

2019 President's Research Impact Award

Julia Creet, English, LA&PS

2019 President's Emerging Research Leadership Award

Engineering, Science, Technology, Health and Biomedicine Cluster: Christine Till, Psychology, Health

Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster: Marcello Musto, Sociology, LA&PS

The Senate of York University – Minutes

2019 University Professors

Avi Cohen, Economics, LA&PS

Kim Michasiw, English/Writing, LA&PS

2019 Distinguished Research Professor

Stephanie Ben-Ishai, Osgoode

10. Other Business

There being no further business, it was moved, seconded and *carried* “**that Senate adjourn.**”

Consent Agenda Items

11. Minutes of the Meeting of April 25, 2019

The minutes of the meeting of April 25, 2019 were *approved by consent*.

12. Changes to Requirements for the General Certificate in Refugee and Migration Studies, Faculty of Environmental Studies / Department of Equity Studies, Faculty of Liberal Arts & Professional Studies

Senate *approved by consent* changes to the requirements for the General Certificate in Refugee and Migration Studies, housed within the Department of Equity Studies, Faculty of Liberal Arts & Professional Studies, effective FW 2019-2020.

Senate *approved by consent* changes to the requirements for the General Certificate in Refugee and Migration Studies, housed within the Faculty of Environmental Studies, effective FW 2019-2020.

13. Changes to Degree Requirements for the MA program in Music, Graduate Program in Music, Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements for the MA program in Music, housed within the Graduate Program in Music, Faculty of Graduate Studies, effective FW 2019-2020.

14. Changes to Degree Requirements for the Master of Marketing program, Schulich School of Business, Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements for the Master of Marketing program, housed within the Schulich School of Business, Faculty of Graduate Studies, effective FW 2019-2020.

The Senate of York University – Minutes

15. Establishment of a Transfer Credit program between the Departments in AMPD and Specialized Arts programs at Secondary Schools

Senate *approved by consent* the establishment of a Transfer Credit program between the Departments within the School of the Arts, Media, Performance & Design and Specialized Arts programs at secondary schools in Durham, Peel and York Regions, and Toronto, effective FW 2019-2020.

16. Closure of the Specialized Honours BA program in Individualized Studies, Department of Multidisciplinary Studies, Glendon

Senate *approved by consent* the closure of the Specialized Honours BA program in Individualized Studies, housed within the Department of Multidisciplinary Studies, Glendon, effective FW 2019-2020.

F. van Breugel, Chair _____

M. Armstrong, Secretary _____



York University Senate

Memorandum

To: Senate

From: Frank Van Bruegel, Chair, Senate

Date: June 27, 2019

Subject: Amendments to the Tenure and Promotions Policy Documents

Recommendation:

Senate Executive recommends that Senate approve, without amendment, changes to the *Alternate Stream Document* and the *Tenure and Promotions Policy, Criteria and Procedures* (the *Policy*) as outlined below.

Summary of changes:

The primary revision is the change in name of the Alternate Stream to the Teaching Stream, along with a change in the names of ranks in the Teaching Stream to Assistant Professor, Teaching Stream; Associate Professor, Teaching Stream; and Professor, Teaching Stream. The relevant policy thus becomes the *Teaching Stream Document*, and all references to the stream and the related ranks have been updated. The one reference to the Alternate Stream in the *Policy*, a footnote to section D.1.(b), has also been updated.

A further agreed upon change was to move to gender-neutral language by changing “his/her” to “their” and “he or she” to “they” throughout the documents.

In addition, the York University Faculty Association (YUFA) and the University have signed a Memorandum of Agreement, which is attached, to include a new section F.3.6(6) in the *Tenure and Promotions Policy, Criteria and Procedures* stipulating the procedures to be followed by the Senate Tenure and Promotion Appeals Committee (STAPAC) should it deem it necessary to seek information from the Senate Review Committee.

Rationale:

The University and YUFA reached agreement on revisions to the Tenure and Promotions Policy, Criteria and Procedures and Alternate Stream documents which are reflected in the renewed 2018-21 Collective Agreement, and subsequently reached agreement on the STAPAC Procedures.

Senate Executive is responsible for recommending Senate approval of changes to the *Tenure and Promotions Policy, Criteria and Procedures* and related documents. As they have been approved by the University and YUFA, the motion is not amendable.

May 13, 2019

Professor Frank Van Breugel
Chair, Senate Executive Committee
c/o University Secretariat
Kaneff Tower, 1050
York University

Dear Professor Van Breugel,

We are writing to request that the Senate Executive Committee forward the proposed revisions to the *Tenure and Promotions Policy, Criteria and Procedures*, the *Alternate Stream Document* and the *Procedures Governing the Advancement to Candidacy to Senate* at its meeting of June 27, 2019, with the recommendation that the amendments set out below be adopted in their totality.

1. The revisions in the attached, changing the name of the Alternate Stream to the Teaching Stream, and the titles from Assistant Lecturer, Associate Lecturer and Senior Lecturer to Assistant Professor, Teaching Stream; Associate Professor, Teaching Stream; and Professor, Teaching Stream, respectively. These proposed changes stem from negotiations between the York University Faculty Association and the University in the negotiations of the renewal 2018-2021 collective agreement.
2. The *Tenure and Promotions Policy, Criteria and Procedures* is to include a new section F.3.6(6) stipulating the procedures to be followed by STAPAC should it deem it necessary to seek information from the Senate Review Committee. The proposed changes stem from a memorandum of agreement between the York University Faculty Association and the University. The Osgoode Hall Faculty Association was invited to comment on the proposed amendment and has expressed no objections to the amendment being adopted.

Yours sincerely,



Maureen Armstrong
University Secretary and
YORK SIGNATORY
General Counsel



President, YUFA

YUFA SIGNATORY

Encl.

Amendments to Tenure & Promotions Policy, Criteria & Procedures

AMEND SECTION F.3.6 to include a new subsection 6.

6. Through its Chair, STAPAC may seek information from the Senate Review Committee (SRC) if it deems it necessary to do so. In this event:

- a. the appellant will be notified that submissions from the SRC will be sought and of the reasons for doing so;
- b. a copy of the notification to the appellant will also be provided to YUFA;
- c. the appellant will be provided a copy of any submission received from the SRC and will be given 15 days to provide a reply, or such longer period as STAPAC determines is reasonable in the circumstances; the appellant will also be advised of their right to seek advice from YUFA.

SUBJECT TO SENATE APPROVAL

MEMORANDUM OF UNDERSTANDING

BETWEEN:

YORK UNIVERSITY
(the "University")

- and -

YORK UNIVERSITY FACULTY ASSOCIATION
(the "Association" or "YUFA")

Re: Senate Tenure and Promotion Appeals Committee (STAPAC) Procedures for Tenure and Promotions Appeals

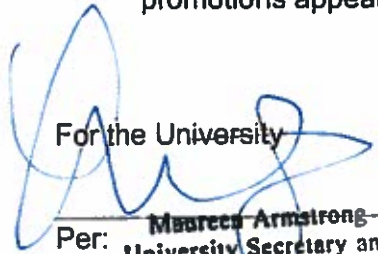
WHEREAS the Parties have achieved a shared understanding of the procedures the Senate Tenure and Appeals Committee (STAPAC) follows when a tenure or promotion appeal is brought before the Committee pursuant to Section F.3.6 of the *Tenure and Promotions Policy, Criteria and Procedures* document;

NOW THEREFORE the Parties agree that the following constitutes the procedure STAPAC will utilize in relation to such appeals:

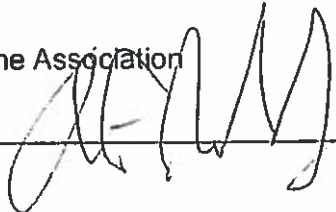
1. Through its Chair, STAPAC may seek information from the Senate Review Committee (SRC) if it deems it necessary to do so. In this event:
 - a. the appellant will be notified that submissions from the SRC will be sought and of the reasons for doing so;
 - b. a copy of the notification to the appellant will also be provided to YUFA;
 - c. the appellant will be provided a copy of any submission received from the SRC and will be given 15 days to provide a reply, or such longer period as STAPAC determines is reasonable in the circumstances; the appellant will also be advised of their right to seek advice from YUFA.
2. All existing rights under the *Tenure and Promotions Policy, Criteria and Procedures* document, per F.2 and elsewhere, continue to apply.
3. A copy of these procedures will be presented to the Senate Tenure and Promotions Committee for inclusion in the *Tenure and Promotions Policy, Criteria and Procedures* document.

- a. When the Parties next update the *Tenure and Promotions, Policy, Criteria and Procedures* document for publication, the procedures referenced in paragraph 1 above will be included in Section F.3.6. in manner that is mutually agreeable to the Parties.

- b. Until such time as the *Tenure and Promotions, Policy, Criteria and Procedures* document is updated both in print and online, a copy of STAPAC's procedures as clarified per this MoU will be given to all candidates who initiate a tenure or promotions appeal per Section F.3.6.

For the University

Per: ~~Maureen Armstrong~~
University Secretary and
General Counsel

June 7, 2019 .
Date:

For the Association

Per:

5-9-19
Date:

APPENDICES

Executive

- Appendix A Guidelines and Procedures for Academic Accommodation for Students with Disabilities
- Appendix B Senate Committees' Progress Reports on 2018-2019 Priorities

Academic Policy, Planning and Research

- Appendix A Chartering of Organized Research Units
- Appendix B Senate Policy on Open Access
- Appendix C Principles and Procedures Governing Non-Degree Studies
- Appendix D Preliminary Perspectives on UAP Progress and Planning: Spring 2019
- Appendix E Annual Reports of APPRC Sub-Committees Support by the VPRI Office

Academic Standards, Curriculum & Pedagogy

- Appendix A Proposed Revisions to Pass/Fail Grades Policy
- Appendix B Establishment of a Specialized Honours BSc Program in Neuroscience, Faculties of Health and Science

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

- Appendix A Annual Report on Non-Degree Studies
- Appendix B Report of the Sub-Committee on Quality Assurance

Awards

- Appendix A Proposed Revisions to the Senate Policy on Honorific Professorships

Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities

1. Purpose

- 1.1 These guidelines and procedures are intended to assist students, faculty and staff in implementing the Senate Policy on Academic Accommodation for Students with Disabilities. They provide guidance on the process to be undertaken to ensure that students with disabilities receive reasonable accommodation necessary to participate in and complete academic activity.
- 1.2 The guidelines are not intended to address all matters that may affect students with disabilities in their university life and is not an exhaustive description of guidance available for faculty and staff. Other relevant resources include:

For Students:

Student Accessibility Services –

<https://accessibility.students.yorku.ca/>

Accommodating Disability: A Guide for Students, Faculty and Staff –

<http://rights.info.yorku.ca/accommodating-disability-a-guide-for-students-faculty-and-staff/>

For Faculty and Staff:

Teaching Commons resources:

<https://teachingcommons.yorku.ca/resources/accommodations-and-inclusive-teaching/>

2. Definitions

Academic Integrity: Academic integrity refers to the upholding of essential requirements of courses and programs. All courses and programs have core or essential requirements against which students are evaluated as to whether they are demonstrating the skills, knowledge or attributes at the designated level of the course. Learning outcomes involve learning tasks and objectives that must be undertaken successfully without compromising the standard required for success in a course or program.

Course: Includes all elements of a given course of study, including standalone courses, and other non-course degree requirements such as comprehensive exams, practica, field placements and thesis and dissertation exams.

Course Director: Includes Instructor and Supervisor.

Disability: For the purpose of this policy, disabilities may be permanent or recurrent, past or present, mental and/or physical conditions. They are defined by the *Ontario Human Rights Code* as follows:

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual

impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;

- b. a condition of mental impairment or a developmental disability;
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d. a mental disorder; or
- e. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Reasonable Academic Accommodations: These are planned and agreed-upon variations in the manner in which students may receive course instruction, participate in course activities, or be evaluated. Accommodations are designed to eliminate or reduce barriers to participation in academic life and to ensure students are treated with dignity and respect. The University has a duty to provide accommodations up to the point of undue hardship, which may be related to the following factors identified in the *Ontario Human Rights Code*:

- a. Cost;
- b. Availability of outside sources of funding; and/or
- c. Health and safety requirements

Students: For the purposes of this Policy, “students” are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses.

Support Office: Refers to the Student Accessibility Services Office on the Keele Campus and the Accessibility, Well-being and Counselling Centre on the Glendon Campus.

Universal Design for Learning – UDL: The principles of UDL (sometimes referred to as Universal Instructional Design or Inclusive Curriculum Design) emphasize:

- a. multiple means of representation, to give learners various ways of acquiring information and knowledge,
- b. multiple means of expression, to provide learners alternatives for demonstrating what they know, and
- c. multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

3. Accessibility, Accommodation and Course Design

3.1 York University supports the development and implementation of fully accessible and inclusive curriculum for all students. Universal or inclusive course design helps prevent and eliminate barriers for students with disabilities by ensuring that they can participate fully and equitably in all aspects of academic life.

3.2 In the context of disability, inclusivity is achieved by the elimination of barriers. Development and implementation of a fully accessible and inclusive curriculum for all

students in all programs is the ultimate goal. Recognizing the wide range of disabilities and accommodation needs students may have, course curriculum, delivery and evaluation methods should be designed as inclusively as possible from the outset to reduce the need for students to request individual accommodation. Examples of inclusive learning design include offering different options for students to demonstrate their knowledge of material (for example, preparing a paper instead of a presentation) and providing material in multiple formats (such as a digital version as well as a hard copy).

3.3 Even when the principles of inclusivity (or Universal Design for Learning – UDL) have been applied, accommodations may be required and requested.

3.4 Providing appropriate accommodation for students with disabilities is a legal requirement, not a favour. It is a means by which students with disabilities can complete their academic endeavours without being disadvantaged.

3.5 Not every type of accommodation will be appropriate for every student, even those with the same or similar disabilities. It is recognized that different forms of accommodation may be needed at different times and/or by different students.

4. Privacy and Confidentiality

4.1 All documents and communications concerning accommodations must be kept confidential and may not be disclosed without consent except to the extent that disclosure is necessary for the implementation of accommodations, resolution of a disagreement, or as required by law. Community members with records containing personal information must take reasonable steps to ensure the information is securely stored, that only those individuals needing the information have access to it and that access is provided only to the extent necessary to implement accommodation, resolve a disagreement or comply with the law.

4.2 The fact that a student has a disability and the nature of the disability constitute highly sensitive personal information. The information can be particularly sensitive in the case with mental health diagnoses. It is not necessary for a course director to know the precise nature of a student's disability in order to provide appropriate accommodation. Course directors should not ask students to disclose details regarding their disability when requesting accommodation. What is most important is the nature and scope of the limitations requiring accommodation (for example, knowledge that a student is unable to sit for an extended period instead of knowledge of the disability that prevents the student from sitting for an extended period).

4.3 We respect a student's right to self-disclose a disability. However, students are not required to disclose the nature or diagnosis of their disability. They are required to obtain medical documentation confirming that there is a disability with related functional limitations and to provide that to the appropriate support office (see 5.1).

5. Roles and Responsibilities

5.1 Support Offices: Student Accessibility Services (Keele Campus) and the Accessibility, Well-Being and Counselling Centre (Glendon Campus) are the primary offices for processing requests, working with students and faculty members to develop accommodation plans, and providing appropriate resources for the community. In particular, these offices assist with obtaining necessary documentation from healthcare practitioners to support a request for accommodation and to recommend options for appropriate accommodation. They are responsible for informing students about the Senate Policy on Academic Accommodation and these guidelines and procedures.

5.2 Students are responsible for communicating their needs for accommodation, assisting with obtaining documentation necessary to develop an accommodation plan, and for fulfilling the role assigned to them in their accommodation plan. Requests for accommodation should be made through the appropriate support office noted in 5.1. The information provided must be sufficient for the specialized staff in the support office to determine the appropriate accommodations. Students are expected to communicate their accommodation needs and changes in those needs in a timely manner although it is recognized that occasionally this is not possible.

5.3 Instructors are responsible for advising students seeking accommodation to contact the support office to help coordinate appropriate accommodation. They should not ask students for any details regarding their disability. Instructors must take reasonable steps to accommodate in a manner consistent with these Guidelines and the information provided through the support office. Reasonable accommodation options identified by the support office should be implemented except where the instructor reasonably believes that doing so would have a substantial adverse effect on the student's learning outcomes or the academic integrity of the course.

6. Instruction-Related Accommodations

6.1 The range of instruction-related accommodations includes, but is not limited to:

- timely provision of reading lists and other course materials to allow for alternate format transcription / conversion,
- alternate format transcription / conversion,
- alternate scheduling for the completion of course, project, thesis work or competency examinations,
- reasonable, proportionate extensions to program completion time limits including to graduate program deliverables,
- use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., sound amplification systems worn by course instructors; computerized note takers in the classroom),
- use of oral and visual language interpreters and/or notetakers in the classroom
- permission to audio-record or video-record instruction for accommodation purposes only
- special accessible seating, wheelchair accessible tables, and
- adjustments to lighting

7. Accommodation in Examinations and Evaluations

7.1 Whenever possible, the usual procedures for writing tests and examinations shall be followed.

7.2 Test and examination accommodations include, but are not limited to:

- alternate scheduling of examinations and essays
- alternate forms of assessment (for example, oral assessments instead of written or vice versa)
- extended time to complete tests/examinations
- use of special equipment (computer, assistive technology, etc.)
- use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. Braille, audio-files, etc.)

8 Requesting Accommodations

8.1 Students with disabilities who require accommodations should contact the support office at the first available opportunity, ideally before or in the first week of classes and, once the office has determined the documentation necessary in the circumstances, provide all necessary documentation in a timely manner.

8.2 Support offices will help students to identify particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, to obtain or provide supportive documentation, and to assist the students and instructors in developing accommodation plans.

8.3 From time to time, a student with a disability may choose to speak directly with an academic advisor or course director to request accommodation without first contacting the support office. In many instances, the academic advisor or course director will be unable to address the request without the assistance of the support office. For this reason, it is advised that students arrange their accommodation needs through the support office.

8.4 In some instances, more than one accommodation option may be available. In such cases, course directors may elect the accommodation option that best fits with the learning outcomes and requirements of the course.

9. Accommodation Agreements and Dispute Resolution

9.1 In rare cases where the instructor and the student cannot agree about the provision of accommodations, the instructor will first discuss the recommended accommodations with the specialized staff in the support office. If the disagreement cannot be resolved at that level, the student may pursue normal dispute resolution processes. Where possible, the program, department or Associate Dean/Associate Principal will seek to resolve the disagreement and will act as quickly as possible to do so. Other dispute resolution processes include faculty petitions processes and filing a complaint with the Centre for Human Rights, Equity and Inclusion (REI).

Table 1
Senate Attendance, 2018-2019
by Category of Membership and Meeting Date
(n =163)¹

Membership by Category	Sep 2018	Oct 2018	Nov 2018	Dec 2019	Jan 2019	Feb 2019	Mar 2019	Apr 2019	May 2019
All Faculty Members (99)	69	63	58	43	64	65	65	52	45
LA&PS (37)	27	22	27	14	27	24	25	25	22
Education (4)	3	3	2	4	3	2	3	2	1
FES (4)	1	1	0	2	2	1	0	1	0
Arts, Media, Performance & Design (7)	6	4	4	4	4	6	5	3	2
Glendon (8)	5	5	6	2	2	4	4	3	2
Lassonde (7)	6	5	5	3	6	5	6	2	5
Health (12)	9	9	8	7	9	10	6	4	6
Osgoode (4)	1	1	0	1	1	1	3	2	1
Schulich (6)	4	3	3	0	2	3	4	2	1
Science (10)	6	9	2	5	7	10	8	6	4
Librarians and Archivists (2)	2	2	2	2	2	1	1	1	1
President/ Vice-Presidents (5)	3	2	5	5	4	5	4	4	5
Deans/Principal/Librarian (12)	7	8	7	10	10	8	6	10	9
Students (28)	16	12	15	7	12	13	7	6	5
Committee Chairs (2)	2	2	1	2	2	2	2	2	1
Other Members (13)	10	9	7	9	10	7	5	7	7
Number of Senators Attending (Percent)	108 (66.3)	98 (59.5)	94 (57.7)	77 (47.2)	103 (63.2)	101 (62.0)	90 (55.2)	81 (49.7)	73 (44.8)

¹ The maximum size of Senate is 167. However, totals in the tables and graphs do not include the Chancellor, members of the Board of Governors, and committee chairs who were already Senators when elected to their positions.

Table 2
Senate Attendance 2014-2015 to 2018-2019
by Category of Membership and Percentage

Membership Category	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
All Faculty Members (99)	58.0	58.2	57.0	58.2	59.4
Education (4)	32.1	41.2	59.3	62.5	63.9
Environmental Studies (4)	61.3	50.0	37.5	50.0	22.2
Arts, Media, Performance & Design (7)	35.2	22.7	23.4	28.6	60.3
Glendon (8)	54.5	45.3	45.3	52.5	45.8
Health (12)	68.7	75.0	67.0	58.3	63.0
Lassonde (7)	67.2	75.0	70.0	67.1	77.8
Liberal Arts and Professional Studies (37)	63.4	60.3	62.0	63.2	63.2
Osgoode (4)	39.3	37.5	47.0	52.5	30.6
Schulich (6)	64.3	75.0	59.0	58.3	40.7
Science (10)	49.4	72.2	68.0	62.0	66.7
Librarians and Archivists (2)	64.3	69.5	56.5	80.0	77.8
President / Vice-Presidents (5)	93.2	82.5	87.5	80.0	88.2
Deans / Principal / Librarian (12)	63.7	49.5	55.2	61.7	69.4
Students (28)	45.4	35.2	44.0	43.6	36.9
Committee Chairs (2)	67.6	55.0	60.0	100	88.9
Other Members (13)	64.3	75.0	72.1	73.1	60.6
Percentage Attendance	58.0	56.3	57.0	61.9	57.2

Table 3
Attendance in 2018-2019 by Category
Ranked in Descending Order

Membership Category	Attendance (by %)
Committee Chairs	88.9
President/ Vice President	82.2
Librarian and Archivists	77.8
Lassonde	77.8
Deans/ Principal	69.4
Science	66.7
Other Members	60.6
Education	63.9
Liberal Arts and Professional Studies	63.2
Health	63.0
Arts, Media, Performance & Design	60.3
All Faculty Members	59.4
Glendon	45.8
Schulich	40.7
Students	36.9
Osgoode	30.6
Environmental Studies	22.2

Table 4
Senate Attendance in 2018-2019
by Meeting Date (n = 163)

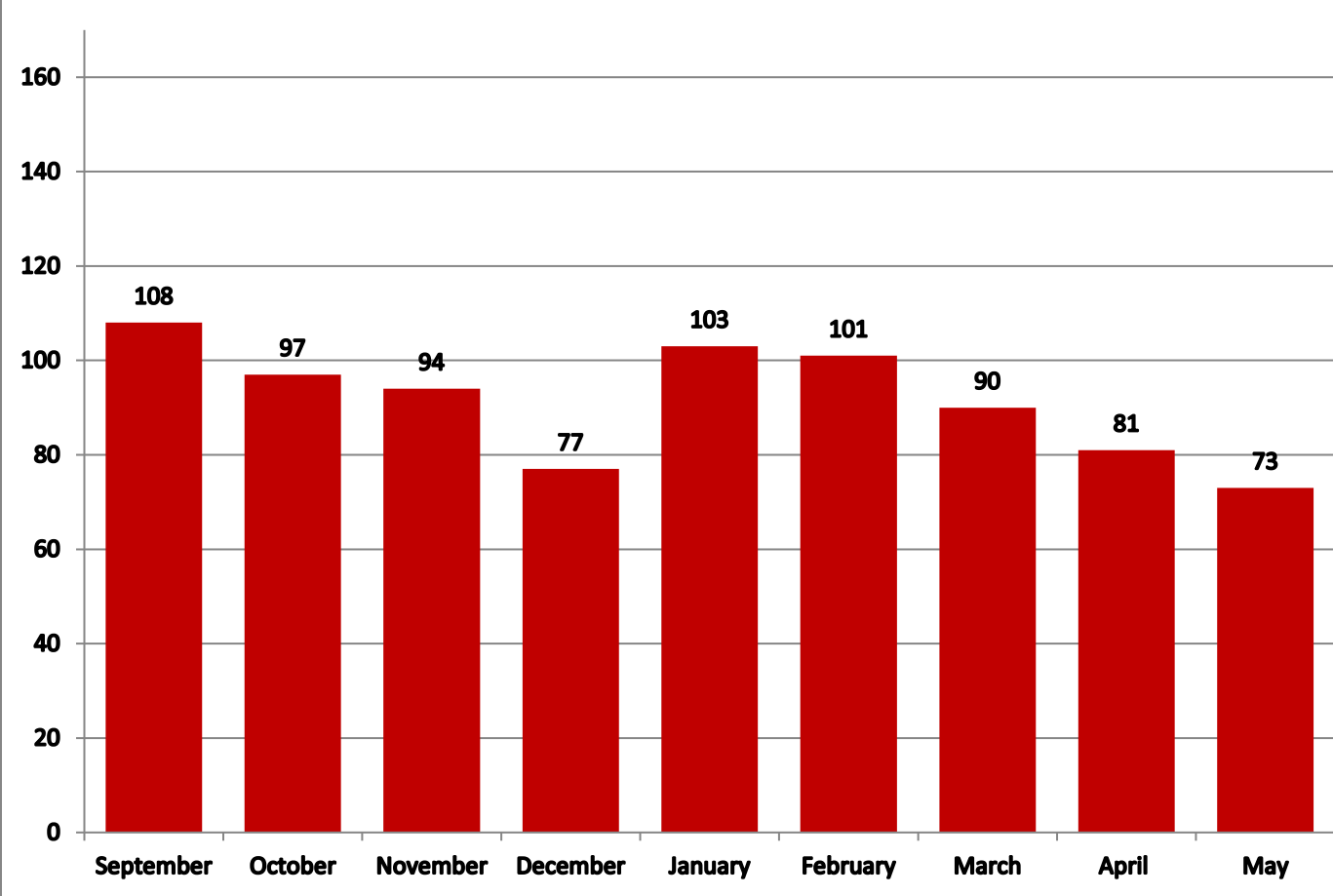
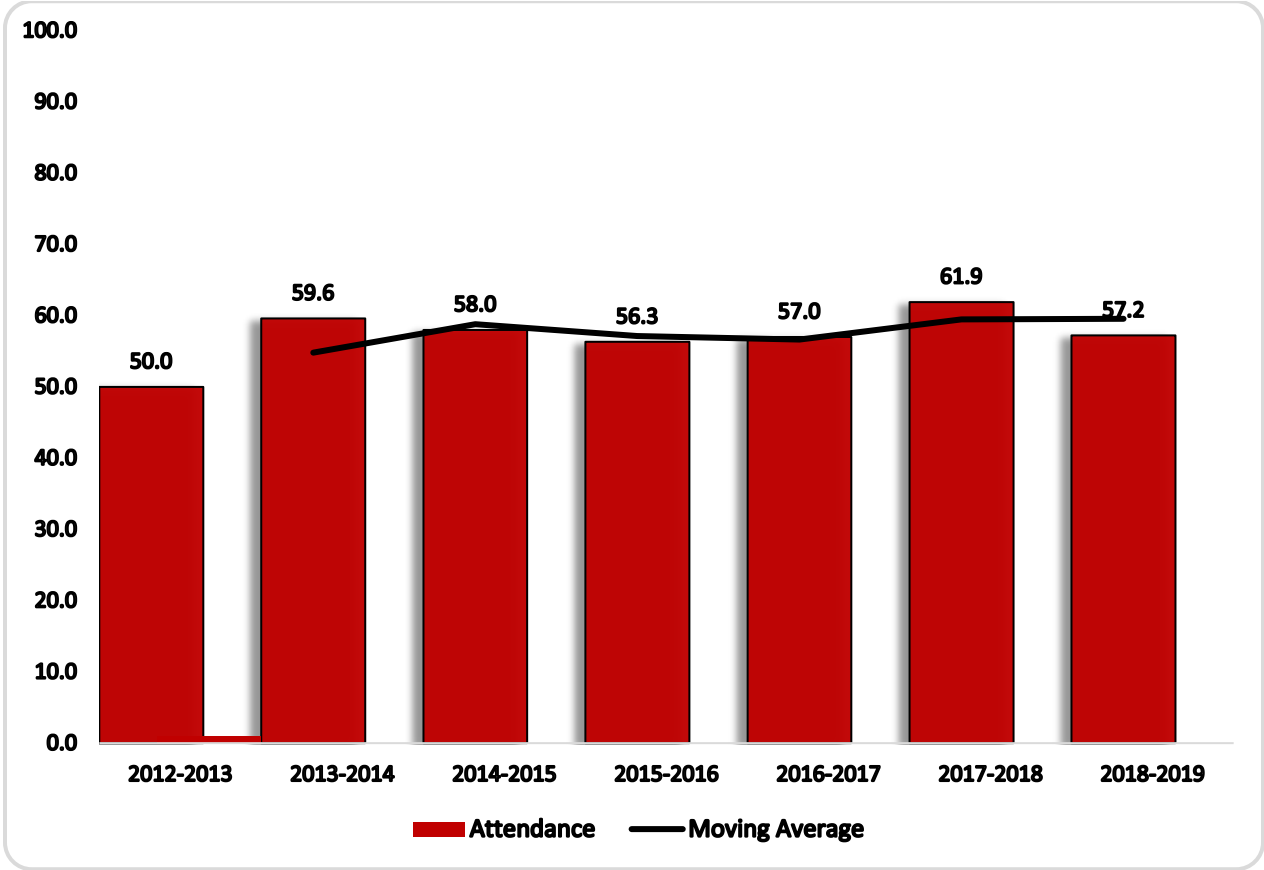


Table 5
Senate Attendance
2012-2013 to 2018-2019
by Yearly Average and Moving Average



Senate Executive 2018-2019 Priorities: Status Report June 2019

Item	Commentary	Process	Status
1. Labour Disruption Follow-up Initiatives:			
i. 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.	Executive developed a process for the review exercise: a joint Senate-Board Working Group with a mandate to facilitate accord on the matter of jurisdiction for the suspension of classes during a labour disruption. Equal representation from Senate and the Board, with a student member.	To be Determined. Senate approved proposed Joint Senate-Board Working Group February. Insufficient number of Senators to participate. Alternative path being discussed by Chairs of Senate and Board.
ii. Review relevant Senate policies to address questions and need for clarity on matters that emerged: <ul style="list-style-type: none"> • Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes • Class Cancellation Policy • Sessional Dates and the Scheduling of Examinations 	The review will address implementation questions raised about vague or broad language in the policies. Enhancements to the policies will better position the University to respond to any future disruptions.	Approach to be confirmed. Coordinate with ASCP's planned review of the Sessional Dates policy.	Delayed; carry forward to 2019-2020. Planned as the second stage of the item 1(i) above. Carry forward the policy review exercise to Fall 2019. Review of the Sessional Dates policy to be coordinated with ASCP.
iii. Create a comprehensive record of remediation options and actions taken by	Post-strike reflections resulted in a recommendation to create a	Senate Executive to receive and discuss an annotated record	In Progress. Chronology of Executive and

Item	Commentary	Process	Status
<p>the Executive Committee and Senate during the disruption; evaluate the effectiveness of the actions; create a formal reference document of options for future use.</p>	<p>comprehensive record of the decisions taken by Executive. It will detail each action taken and identify some of the advantages and disadvantages of each. From the analysis of the record, a concrete reference document - informed by past practice and experience - will be prepared to assist decision-making in any future disruptions.</p>	<p>of Executive and Senate decisions made during the disruptions.</p>	<p>Senate actions finalized, transmitted to Senate September 2018.</p> <p>Creation of a formal reference document of options for future use to be completed.</p>
<p>2. Senate Rules and Membership Review:</p>			
<p>i. Senate's Rules, Procedures and Guidelines review</p>	<p>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.</p>	<p>Led by the Nominations Subcommittee.</p> <p>Minutes of meetings in 2018, survey results and correspondence from Senators identified rules and issues for review.</p> <p>Draft revisions to the Rules to be presented to Executive for feedback and confirmation of next steps.</p>	<p>Complete pending Senate approval.</p> <p>List of rules and issues for review transmitted to Senate in November 2018 to identify additions to the list.</p> <p>Draft revisions to Senate Executive May 2019.</p> <p>Notice of Motion to Senate May 2019; revisions for approval to Senate in either June or September 2019.</p>
<p>ii. Senate Membership Review</p>	<p>Senate Rules provide for a review of Senate's membership every two years. A comprehensive review was last conducted in 2016-2017 leading to</p>	<p>Input to be sought on needed changes with the establishment of the Markham Campus.</p>	<p>Completed.</p> <p>Notice of Motion to Senate in March 2019.</p> <p>Senate approved April 2019.</p>

Item	Commentary	Process	Status
	approval by Senate in April 2017.		
iii. Establishment of a review cycle of Senate Policies	Drawing on the experience of the 2018 labour disruption, it was decided that a regular review of Senate policies would keep the legislation current and create timely opportunities to address issues that arise.	The University Secretariat is preparing a proposal to this effect, including a policy template to bring consistency to the format of existing policies, and to guide the development of new policies.	<p>In progress. Review cycle established January 2019. Review to proceed in phases. Phase 1 to commence in 2019-2020.</p> <p>ASCP making progress on policy revisions under its oversight.</p>
3. Review of Principles Governing a Presidential Search	<p>In January 2018 Executive Committee received and discussed a request from three Senators to have a discussion about searches for academic appointees. In response President Lenton shared with Senate changes she authorized to the <i>University Procedures for Decanal Appointments</i> at the February meeting, covering that aspect of the Senators' request.</p> <p>On the matter of the <i>Principles to Govern Presidential Search Committees</i>, then-Chair Beagrie, reported Senate Executive's view that it would be appropriate and valuable to discuss the Guidelines in a properly framed discussion, and</p>	Senate Executive to prepare the framing of the discussion and the timing of the item.	<p>Deferred.</p> <p>Discussion of the Principles initially scheduled for June Senate.</p> <p>Deferred to Fall 2019.</p>

Item	Commentary	Process	Status
	<p>agreed that time will be set aside at a future meeting. The disruption to activities during the balance of the last academic year delayed the item of business.</p>		
<p>4. Senate Policy on Accommodations for Students with Disabilities</p>	<p>The Policy was amended in June 2017.</p> <p>The next phase aims to present changes to the accompanying Guidelines and Procedures after consultations carried out by the Equity Sub-Committee.</p>	<p>In 2017-2008 the Sub-Committee developed a consultation plan and commenced meetings with some stakeholders. Once it is reconvened this academic year, it will resume that exercise.</p> <p>Resulting revisions to the Guidelines and Procedures to proceed to Executive Committee for review and approval.</p>	<p>Completed.</p> <p>Revisions to the <i>Guidelines and Procedures</i> endorsed by Senate Executive May 2019.</p> <p>Distributed for comment to relevant units / groups.</p> <p>Revisions being finalized by Executive in June; will be transmitted to Senate for information in June.</p>

APPRC Priorities for 2018-2019: June 2019

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status of APPRC 2018-2019 Outcomes
Incomparable Metrics	<p>Advance the development of inclusive quantitative & qualitative indicators to tell the York research story in a fuller way.</p> <p>Input into York's SMA-3 metrics, influence on system-wide.</p> <p>Enhance data analytics to better support tracking of UAP priorities</p> <p>Establish Open Access legislation</p>	<p>Objectives in Priority 7. Enabling the Plan</p> <p>Addressed in "The External Landscape" section.</p> <p>Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities:</p> <p>-expand open access to York research</p>	<p>Partially completed.</p> <p>Reviewed Faculty Council submissions and summary report (October)</p> <p>Plan of Action confirmed by committee November.</p> <p>Role for incomparable metrics in SMA-3 to be determined given new provincial metrics.</p> <p>Senate Open Access policy; input from APPRC in March and May; facilitated discussion and draft policy to Senate for approval in June</p>
Advancing innovative academic programs	<p>Foster collegial understanding of quality imperatives.</p> <p>Facilitate programs' sharing of knowledge and experiences gained from developing and renovating curriculum.</p> <p>Host a follow-up Forum of Ideas - jointly with ASCP - to explore ideas and issues identified in the first event in 2017-2018.</p>	<p>Priority Area 1: Innovative, Quality Programs for Academic Excellence</p> <p>-enhance the quality of our academic programs;</p> <p>-facilitate opportunities to enhance innovative curriculum through interdisciplinary curriculum, research... or distinct programs;</p> <p>-strengthen comprehensiveness and interdisciplinarity by... enhancing program quality including innovative new degree combinations;</p> <p>-create more Faculty-spanning curriculum</p>	<p>Completed.</p> <p>Forum held on 7 February 2019.</p> <p>Follow-up discussion by Committee held on 14 February.</p> <p>An outcome from the Forum is the creation of a Cross-Faculty framework to facilitate interdisciplinary program arrangements.</p> <p>APPRC reviewed and provided feedback on a draft Framework 30 May</p>

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status of APPRC 2018-2019 Outcomes
Furthering the development of E-CV platform	<p>Exploration of opportunities to offer pan-University software to faculty members</p> <p>Inform and support the work of the Vice-President Research & Innovation to develop an electronic CV platform.</p> <p>Member of APPRC to serve on the VPRI-led Task Force.</p>		<p>Completed.</p> <p>Committee endorsed the Task Force to examine possibilities in this domain (September 13)</p> <p>APPRC member of Task Force confirmed.</p> <p>APPRC's Incomparable Metrics Discussion Paper transmitted to the E-CV Task Force January 2019.</p> <p>VPRI presentation to Senate in March 2019; and regular progress reports to APPRC</p>
Tracking 2015-2020 UAP progress	<p>Firm intelligence on the University's progress towards the UAP priorities in the Plan's penultimate year.</p> <p>Resumption of Deans / Principal meetings to discuss and gather tangible progress on UAP priorities and the challenges encountered to move others forward; half of the Deans visit Spring 2019, other half in Fall 2019.</p>	Objectives in Priority 7. Enabling the Plan	<p>Nearing Completion.</p> <p>First cohort of decanal reports and visits held April 18 and May 2, 2019; balance in Fall 2019.</p> <p>IRP status reports reviewed, input gathered on Faculties' progress on UAP priorities and recommendations for next UAP.</p> <p>Summary report to Senate in June.</p>
New Faculty (FES- Geography- Others)	<p>Following Senate's approval in principle to establish a new Faculty composed of Geography, FES and other unspecified units, APPRC will work this year to:</p> <ul style="list-style-type: none"> Clarify and support the process for the development of a new Faculty. 	<p>Priority Area 1: Innovative, Quality Programs for Academic Excellence</p> <p>-enhance quality of our academic programs;</p> <p>-facilitate opportunities to enhance innovative curriculum through interdisciplinary curriculum,</p>	<p>Ongoing.</p> <p>Facilitating Group, co-chaired by APPRC and ASCP Chairs, established to provide oversight to the initiative.</p> <p>Timelines for Faculty proposal reset; deferred to Fall 2019.</p> <p>ASCP Sub-committee established to support</p>

Priority	Specific Outcomes for 2018-2019	UAP Objective(s)	Status of APPRC 2018-2019 Outcomes
		research...or distinct programs; -strengthen comprehensiveness and interdisciplinarity...	development and review of new programs critical for the new Faculty.
Markham Campus Planning	Timely, meaningful discussion of academic dimensions of the campus. Consideration of specific proposals. Advice to the Provost and others.	Priority 5. Enhanced Campus Experience Priority 2: Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities	Paused. In light of the government decision to withdraw funding, some aspects of the planning have paused. Planning discussions for the Markham campus are recommencing as a decision-point on its status is nearing.
Non-Degree Studies	To clarify approval process and enhance oversight of programming. An updated governance process and structure for non-degree studies.	Objectives in Priority 7. Enabling the Plan	Nearing Completion. Report and proposal from the Provost discussed by APPRC November, feedback provided. Revisions to the <i>Principles</i> document to Faculty Councils for feedback April – May. Faculty feedback and revisions to the document to APPRC June 13; to Senate for approval in June 2019.

Advancing 2015-2020 UAP Priorities: ASCP

This report is representative of what ASCP has completed up to 2017-2018 and captures all major activities in 2018-2019 that are in alignment with UAP priorities.

UAP Priority	ASCP / Senate Activity
Priority 1: Innovative, Quality Programs for Academic Excellence	
1. Develop and implement Faculty plans to enhance the quality of our academic programs	
<ul style="list-style-type: none"> Faculty plans will seek opportunities to enhance innovative curriculum through interdisciplinary curriculum, research activities, cutting edge or distinct programming, etc. 	<p>New MAsc and PhD programs in Civil Engineering</p> <p>New 90-Credit BA Degree Option in Digital Media</p> <p>New Game Arts Stream in Digital Media BA Program</p> <p>New Specialized Honours BSc program in Neuroscience (pending)</p>
<ul style="list-style-type: none"> Faculty plans will address program challenges including overly complex degree requirements, program duplication and declining enrolments ensuring that programs are coherently structured by investing, revising, consolidating or closing programs where appropriate 	<p>Closure of degree programs:</p> <ul style="list-style-type: none"> Master in Public Administration Program BA program in Italian Culture Joint York-Seneca BSc (Tech) Program in Applied Biotechnology BA program in Canadian Studies BA program in Latin American and Caribbean Studies BA program in South Asian Studies BA program in Multicultural and Indigenous Studies BA program in European Studies BA program in United States Studies BA program in Environmental and Health Studies BA program in Individualized Studies <p>Closure of Certificates and Diplomas:</p> <ul style="list-style-type: none"> Certificate in Non-Profit Management Certificates of Proficiency in Italian Language Cross-Disciplinary Certificate in South Asian Studies

	<ul style="list-style-type: none"> • Certificate in Psychometrics • General Certificate in Professional Ethics • Diploma in Theatre & Performance Studies • Diploma in Real Estate & Infrastructure <p>Merger of seven 90-credit BA and BSc degree options in Mathematics & Statistics into one 90-credit degree option in Applied Mathematics</p> <p>Closure of the College-University Accounting Bridge Program</p>
<p>2. Strengthen our comprehensiveness and interdisciplinarity by:</p>	
<ul style="list-style-type: none"> • Developing innovative degree programs in business, education studies, engineering, health, professional studies and science that excel in curricular design and delivery, and align with societal needs as appropriate for our campuses 	<p>New BSc program in Mathematical Biology</p> <p>New MASC and PhD programs in Mechanical Engineering</p> <p>New Diplomas in Advanced Accounting and Intermediate Accounting</p> <p>New Diploma in Professional Accounting</p> <p>New Cross-Disciplinary Certificate in Aging</p> <p>New Chemistry and Biochemistry Co-Registration Option between York and Seneca</p> <p>New Cross-Disciplinary Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship</p> <p>New Professional Certificate in Actuarial Science</p> <p>New Master of Management in Artificial Intelligence</p> <p>New stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology</p> <p>New Specialized Honours BSc program in Neuroscience (pending)</p> <p>New Graduate Diploma in Culture, Communication and Leadership in</p>

	<p>Canadian Business</p> <p>New Graduate Diploma in Law for Law Enforcement Professionals</p> <p>Restructured stream in Supply Chain Management within the Specialized Honours Bachelor of Commerce program</p>
<ul style="list-style-type: none"> Championing liberal and creative arts by seeking out opportunities to promote their value, enhancing program quality including innovative new degree combinations 	<p>New Cross-Disciplinary Certificate in Public History</p> <p>Changes to the BA programs in Human Rights and Equity Studies</p> <p>Restructured BA degree program in Indigenous Studies</p> <p>Changes to Certificates:</p> <ul style="list-style-type: none"> Certificate in Anti-Racist Research and Practice General Certificate in Refugee and Migration Studies Certificate in Indigenous Studies <p>Establishment of a consecutive option for the Black Canadian Studies Certificate</p> <p>Establishment of a Transfer Credit program between AMPD and Specialized Arts programs in Secondary Schools in Durham, York and Peel Regions and Toronto</p> <p>Changes to the Bachelor in Disaster and Emergency Management program</p>
<ul style="list-style-type: none"> Achieving the optimal size and breadth in engineering leading to increased impact and reputation of engineering education 	<p>Mechanical Engineering, MAsc / PhD Programs</p> <p>Broadening of PhD program in Electrical Engineering to add computer, electrical, software engineering fields</p>
<ul style="list-style-type: none"> Enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate “finishing year”, as well as professional and course-based Masters programs 	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training</p> <p>New Cross-Disciplinary Certificate in Culture, Medicine and Health</p> <p>New Masters of Leadership and Community Engagement program</p> <p>New Master of Management program</p> <p>New Master of Real Estate and</p>

	<p>Infrastructure program</p> <p>New Cross-Disciplinary Certificate in Aging</p> <p>New Master of Management in Artificial Intelligence</p>
<p>3. Ensure that the quality assurance framework is refined and respected including the submission of learning outcomes for every program and the alignment of assessment with LOs.</p>	<p>Revisions to YUQAP templates for cyclical program reviews and Major Modification curriculum proposals to improve clarity and maintain consistency with the quality imperatives of the UAP, and keep our protocols in line with best practices</p>
<p>4. Create more Faculty-spanning curriculum (i.e., drawing on more than one academic unit) with incentives for cooperation</p>	<p>New 90-Credit BA Degree Option in Digital Media</p> <p>New Game Arts Stream in Digital Media BA Program</p> <p>New PhD, MSc, MA programs in Digital Media</p> <p>New BFA program in Intermedia</p> <p>New Cross-Disciplinary Certificate in Public History</p> <p>New Specialized Honours BSc program in Neuroscience (pending)</p>
<p>Priority 3: Enhanced Quality in Teaching and Student Learning</p>	
<p>1. Incorporate to the extent possible an experiential component in every program including activities such as classroom-based labs and studios, clinical and intensive labs, community based or community service learning, local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.</p>	
<ul style="list-style-type: none"> Increase the number of EE opportunities both internally and on campus including for example student participation in Organized Research Units 	<p>New Honours Minor degree option and Certificate in Advocacy and Public Engagement Training</p> <p>BEng and BSc Engineering Programs Co-Op Option</p> <p>Restructured BA degree program in Indigenous Studies</p> <p>New Specialized Honours BSc program in Neuroscience (pending)</p>
<p>2. Expand technology enhanced learning including the number of courses, modules and programs</p>	<p>New BA and BSc Honours Minor options in Global Health</p>

online or through blended learning	
3. Expand internationalization in the curriculum as well as international experiences such as summer programs, international internships, and exchanges	
<ul style="list-style-type: none"> Promoting opportunities for York students interested in studying abroad and broadening the diversity of their experiences 	<p>New BA and BSc Honours Minor options in Global Health</p> <p>New International Studies iBA York – EM Lyon Dual Credential program</p> <p>New York-Laval Public & International Affairs Master’s dual credential program</p>
Priority 4: A Student-Centred Approach	
1. Develop a new integrated advising model clarifying the roles and responsibilities of the Division of Students, the Faculties and Colleges and providing comprehensive advising processes and online resources to ensure that our students have the confidence to navigate degree requirements; have access to academic , career, library and financial support ,	<p>Revision to the Senate Common Grading Scheme for Undergraduate Faculties</p> <p>Conferral of Degrees Outside of Convocation</p>
2. Actively monitor student learning needs and develop appropriate academic supports.	<p>Establishment of the Senate Policy on Course Relief</p> <p>Establishment of the Senate Policy and Guidelines on Withdrawn from Course (W) Option</p> <p>Amendments to the Senate Policy on Repeating Passed or Failed Courses for Academic Credit</p> <p>Establishment of the Senate Policy, Guidelines and Procedures on Academic Accommodations for Students’ Religious Observances</p> <p>Establishment of pan-university academic nomenclature</p> <p>Amendments to the Registration Eligibility in Summer Courses regulation</p> <p>Amendments to the Senate Pass/Fail Grades Policy (pending)</p>
6. Further advance our SEM approach	Revisions to the Thesis and Dissertation

<p>including enhancing student supports tailored to different student segments <i>improving retention and time-to-completion of degrees</i> by undergraduate and graduate students</p>	<p>Supervisory Committee Guidelines</p> <p>Revisions to the degree requirements for the Masters in Environmental Studies</p> <p>Change to Degree Requirements for the MA Program in Applied Linguistics</p> <p>Merger of seven 90-credit BA and BSc degree options in Mathematics & Statistics into one 90-credit degree option in Applied Mathematics</p> <p>Revisions to Policy on Graduate Supervision</p> <p>Revisions to the requirements for the PhD Program in Gender, Feminist & Women's Studies</p> <p>Revisions to degree requirements for the MA program in Social and Political Thought</p> <p>Revisions to degree requirements for the MA program in Music</p> <p>Revisions to requirements for the Graduate Diploma in Mathematics Education</p> <p>Revisions to degree requirements for the MA program in Economics</p>
<p>Priority 6: Enhanced Community Engagement</p>	
<p>3. Expand community outreach and engagement with our larger communities by:</p> <ul style="list-style-type: none"> • Solidify existing strategic partnerships aligned with priorities of research achievement, enhanced student learning, and increased student success while reaching further out to increase the number and diversity of external academic partnerships 	<p>New Industry Partnership Stream within the BSc Program in Computer Science</p> <p>New Master of Management in Artificial Intelligence</p> <p>New Stream in Cognitive Neuropsychology within the BA and BSc (Honours) programs in Psychology</p>

Progress on Senate Committee Priorities

Senate Appeals Committee (SAC):

Draft Guidelines for Faculty petitions and appeals are ready for consultation. Those from Faculties who expressed interest in participating (primarily staff, Associate Deans, committee members) will be contacted in June to review the draft as a working group prior to broader consultation.

Revision of the Senate Policy on Academic Honesty is underway, under the leadership of ASCP with the participation of SAC members.

Senate Committee on Tenure and Promotions:

Review of unit-level standards by the Senate committee is complete; feedback has been sent to some Faculties and will be completed by end of June.

Senate Tenure and Promotion Appeals Committee (STAPAC):

Procedures for consideration of T&P appeals has been agreed to by YUFA and will go to Senate for approval in June.

Report on Awards Committee Priorities 2018-2019

Priority	2018-2019 Activities
<p>Reflect and assess the extent to which the breadth of research conducted at York is being fully and comprehensively celebrated</p>	<ul style="list-style-type: none"> • Implemented the new President's Research Impact Award. • Implemented the new disciplinary clusters in the President's Research Excellence and President's Emerging Research Leadership Awards. • Reflected on the nomination files received for the Impact Award and will revise the criteria for the 2019-2020 competition to place a greater emphasis on researchers' impact on communities, individuals, public policies or practice beyond academe.
<p>Streamline and clarify awards criteria</p>	<ul style="list-style-type: none"> • The Committee introduced changes to the Senate Policy on Honorific Professorships and the President's University-Wide Teaching Award criteria to allow for reconsideration of files not selected for three years, if nominee remains active at York. • Additional revisions to the Policy on Honorific Professorships are pending to highlight the service component in the University Professor criteria and to specify the number of support letters required. • There are plans to introduce restrictions around students nominating a current instructor in the Teaching Awards criteria due to concerns about conflict of interest.
<p>More formally consider the application of equity, diversity and inclusion principles in award adjudications</p>	<ul style="list-style-type: none"> • Members were encouraged to complete the Canada Research Chairs Unconscious Bias Training Module. • EDI principles were front-of-mind in adjudications, but the Committee's ability to employ EDI principles was limited in the absence of a self-identification declaration.

	<ul style="list-style-type: none"> • There are plans to introduce an EDI self-declaration in the 2019-2020 competitions. • There also are plans to discuss the consideration of EDI principles in relation to the content of a nominee's work, whether or not the nominee is a member of a designated group.
<p>Encourage nominations from all Faculties for awards</p>	<ul style="list-style-type: none"> • Calls for nominations were distributed more widely than in past years, but did not appear to result in a significant increase in nomination files.

**Terms and Expectations
Centre for Feminist Research (CFR)
2019 – 2024 Charter**

1. Mandate

Established in 1991, the Centre for Feminist Research/Le Centre de recherches féministes is an internationally recognized Centre for research on gender, race, class, indigeneity, disability, sexuality, and women's issues. Its mandate is to promote feminist activities and collaborative research at York University by working to establish research linkages between York scholars and local, national, international and transnational communities.

2. Lead Faculties

As the lead Faculty, the **Faculty of Liberal Arts & Professional Studies (LA&PS)** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CFR in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CFR, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for CFR as warranted. The lead Faculty further agrees to consider integrating CFR objectives into their strategic research planning and to champion the development of CFR as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CFR will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, **Faculty of Environmental Studies (FES), School of the Arts, Media, Performance and Design (AMPD), Faculty of Graduate Studies (FGS), Faculty of Health (Health), Faculty of Education (Education) and Osgoode Hall Law School (Osgoode)** agree to play a supportive role in promoting the development of CFR and to provide a representative to its Board.

3. Board

The Board for CFR has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CFR with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CFR achieve its objectives. Composition of the Board for CFR will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)

- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Vice-Chair)
- c. Dean (or designate), Faculty of Environmental Studies
- d. Dean (or designate), School of the Arts, Media, Performance and Design
- e. Dean (or designate), Faculty of Graduate Studies
- f. Dean (or designate), Faculty of Health
- g. Dean (or designate), Faculty of Education
- h. Dean (or designate), Osgoode Hall Law School
- i. Graduate Program Director (rotating amongst programs of key importance to CFR community) (non-voting)
- j. Director of Development, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2019-2024

Research Opportunities

General nature of the research program:

Our research program will ensure that CFR remains the cornerstone of intersectional, interdisciplinary, collaborative feminist research and knowledge sharing at York University and a nationally and internationally recognized leading centre for feminist research. The program has been developed through broad consultation with our membership (including our Executive and External Advisory Group) and the York community, beginning with our Council of Associates meeting in April 2017 where we reviewed our current program and discussed future directions. A survey was sent out to our membership over the summer, and four focus groups were held in September 2017 with our Associates, who then received a draft of this application for their review. These consultations provided important input into CFR's current and future research plans, and the commitment of our membership to engaging therein. The Director also consulted with the Associate Deans of Research for FES, AMPD, LA&PS, Graduate Studies, Education, Health and Osgoode, and the AVP Research in the Office of the VPRI. Overall, the consultation process revealed a strong consensus that CFR maintain its current research strategy and direction, as described in the following areas:

(1) Supporting CFR Associates in developing individual and collaborative research grants

We will continue to work with Associates who are interested in developing research grants through CFR. The very broad and interdisciplinary base of our Associates provides an excellent foundation from which CFR can expand its research activities. Feminist research and scholarship is now established in many Faculties and disciplines, a trend that is reflected in the wide range of departments and Faculties from which CFR draws its members (our Associates come from seven Faculties and fourteen units within LA&PS).

(2) Developing research in cutting edge sub-fields of feminist scholarship in which York University has a cluster of scholars

As feminist research is constantly shifting, and new areas of interest emerge as sites of feminist debates, we will continue to work with our membership to promote academic exchanges, develop research projects and mobilize knowledge in these areas. Details of these research clusters are provided below. The research clusters that have been identified are areas in which there are especially compelling knowledge gaps and where the potential for external funding, publications, and strategic external linkages are the strongest. For each, there is a cluster of faculty at York working on individual and collaborative projects. In order to promote collaborative research, these targeted research areas will be given special attention in CFR events, communications and outreach.

(3) Strengthening York's national and international reputation as a leader in feminist research and scholarship

CFR will continue to support collaborative projects, events, and partnerships that enhance our national and international reputation. This will include fostering exchanges with other universities and community partners, hosting visiting scholars, developing our feminist activist scholar at risk program, and hosting international conferences. Securing a Canada Research Chair, a York Research Chair or supporting a strategic hire in areas that engage intersectionality and support marginalized communities, for example in Indigenous, critical race, transnational, queer, trans* or critical disability studies, continues to be high priority. We will also continue to implement strategies that recognize and promote the achievements of our members, including nominating them for internal and external research awards.

(4) Supporting junior faculty who work in feminist scholarship in developing research activities and grants

Maintaining CFR and York's reputation as a leader in feminist research nationally and internationally involves mentoring the next generation of feminist scholars. The Director will continue to annually identify new feminist faculty, and to assist those who become

CFR Associates in developing their research agendas and networks and applying for grants. We are committed to continuing to provide a strong community of support to Indigenous, racialized, queer, trans* and disabled faculty who are particularly marginalized within the academy.

(5) Enhancing the training and mentoring of graduate students and postdoctoral fellows

We will continue to provide a number of research and mentoring opportunities for graduate and post-doctoral students, including opportunities to participate as Research Assistants in research projects run by our Associates. This will include training and mentoring in a variety of feminist research skills—including literature reviews, interview methodologies, discourse analysis, archival research, editing documentaries, policy analysis, knowledge mobilization and event planning and organizing. We will also support student-led activities, including graduate student conferences and reading groups, and organize skills development workshops and seminars for graduate students run by prominent visiting speakers. We will host postdoctoral students, including those with SSHRC fellowships who are supervised by our Associates, those with other external funding, and through our Visiting Scholar in Sexuality Studies program. Our postdoctoral fellows will receive support in developing their research agendas and networks, applying for funding, and in tenure-track job searches. They will give talks to the York community, organize events and run workshops.

(6) Enhancing knowledge mobilization, research dissemination, and engagement

Knowledge mobilization, dissemination and engagement activities are a central way in which CFR fulfills its mandate. The aim of these activities is to draw attention to York's research strengths, to facilitate collaboration through workshops, seminars, lectures, or other events, and to foster collaborative research programs, conferences and other projects. The range of dissemination activities allows CFR to profile and draw attention to feminist research at York nationally and internationally. Such events will continue to play an important role in bringing together scholars located across Faculties and disciplines at York, thus promoting interdisciplinarity and collaboration. Events also attract faculty and student researchers to the CFR community. Our events will advance specific research programs and projects and help to build the existing research clusters. We will ensure that our events reflect the diversity of the subjects and disciplines that encompass feminist research. CFR will continue to implement a clear communication strategy to enhance our national and international standing. Social media tools, including Facebook and Twitter, are an important part of this communication strategy, highlighting CFR's events, achievements and interests, and we will expand our use of these tools.

Proposed organizing themes, focus areas or programs of research:

We will enhance our six existing research clusters and develop two new ones. These clusters highlight the scholarship of our members who are carrying out research in these areas. Building York's strength in these areas will allow CFR to meet the expectations that ORUs serve as a nexus for the development of large scale collaborative research, and enhance the impact and reputation of feminist studies at York nationally and internationally. Our Associates have been successful in securing research grants in each of these areas, creating external partnership opportunities, and a number of activities are ongoing from the current charter period. The research clusters include:

- **Critical Race and Indigenous Feminisms:** this cluster has been expanded, from Anti-Racist Feminist Interventions in the Academy, to encompass more broadly the work of our membership in these areas, and to reflect CFR's commitment to supporting Indigenous feminist scholarship, including our new Indigenous speaker series;
- **Feminist Cultural Production:** this includes our membership of the large-scale seven-year project, Bodies in Translation: Activist Art, Technology, and Access to Life;
- **Gender and Public Policy:** the cluster is applying for a SSHRC PG;
- **Trafficking and Sex Work** (expanded from Discourses of Trafficking, given that a number of our members are focusing on sex work);
- **Memory and Memorialization:** a conference is planned for June 2019 (funding will be sought from SSHRC);
- **Sexuality and Gender Studies and LGBTQ Activism** (expanded to include Gender Studies, particularly given the number of members working in trans* scholarship): includes a trans* studies graduate student conference, and follow up to the pilot Summer Institute in Sexuality Studies;
- **Transnationalism:** we already have a number of transnational projects and partnerships currently housed at CFR, and a number of Associates working in this area. We will continue to build our feminist activist scholar at risk program;
- **Feminist Histories:** this is an area that a number of our Associates are active in, and wanted to see more visibility within CFR for this work. A first activity in this cluster is an upcoming SSHRC funded workshop, Women, Men and Plants in 19th Century Canada: New resources, new perspectives.

Our members have also encouraged CFR to increase support to Humanities-based research and events, as well as further outreach to the feminist science community at York. We will be working to intensify research support in these areas over the next charter period, which may result in new clusters. We will also invite a science-based faculty member to join the Executive.

Deliverables and Metrics

(1) Supporting CFR Associates in developing individual and collaborative research grant projects

CFR will continue to assist Associates in developing research projects. The Director will be involved in on-going discussions with Associates to identify and refine possible research proposals. The goal is to encourage applications that reflect the breadth of feminist scholarship and policy issues related to our existing research clusters and to support emerging areas in feminist scholarship, and applications for conferences and workshops. CFR plans to support on average seven external grant applications each year.

(2) Developing research in cutting edge sub-fields of feminist scholarship in which York University has a cluster of scholars

Our research program includes eight specific sub-areas or research clusters that provide opportunities for scholars at CFR to make important contributions to feminist scholarship. CFR plans to continue to oversee the development of research agendas in these sub-areas. While it is hard to measure some of the benefits that accrue from discussion, debate and the sharing of ideas that leads up to successful scholarship, past evidence at CFR does suggest that this process does build the base for successful scholarship. Concretely, we will assess how successful each sub-area is in terms of the numbers of scholars involved, the numbers of activities initiated, publicity generated, publications, and research grants submitted, as well as the number of successful externally-funded research grants.

3) Strengthening York's national and international reputation as a leader in feminist research and scholarship

CFR will continue to support interdisciplinary and collaborative projects, events, and partnerships that enhance our national and international reputation. This will be measured through the quality of exchanges and partnerships developed with other universities and communities, the number of visiting scholars we host each year, and the number and stature of conferences and workshops we organize. We will work to secure funding for a sustainable Feminist Activist Scholar at Risk program. We will continue to implement strategies that recognize and promote the achievements of our members, including nominating them for internal and external research awards, profiling their work to transnational audiences, and working to secure a Canada Research Chair, York Research Chair or support to a hire in an area of strategic importance, e.g. in Indigenous, critical race, queer, trans*, critical disability or transnational feminisms.

(4) Supporting junior faculty who work in feminist scholarship in developing research activities and grants

The Director will continue to identify and mentor new faculty in developing their research agendas, with particular outreach to junior faculty from marginalized communities. To a certain extent, mentoring and its benefits resist quantification, but we would consider the frequency of meetings and events as a relevant metric and document: (a) the number of junior scholars who have had the opportunity to meet with the Director; (b) the number of activities organized for and by junior faculty in particular; (c) the number of research activities in which junior faculty participate; (d) the number of research grant applications and successful research grants that involve junior scholars.

(5) Enhancing the training and mentoring of graduate students and postdoctoral fellows

CFR will provide opportunities for the training and mentoring of graduate students that range from membership on the CFR Executive, being employed in research projects housed at CFR, attending workshops with international scholars, having opportunities to present and publish their work, participating in skills development workshops, and proposing and organizing student-led activities. Counting the numbers of graduate students involved and documenting the research skills that they develop will measure this (while acknowledging that the overall number of graduate students that CFR is able to meaningfully train and mentor will be reduced from the last charter period, given the loss of GAships). CFR and our Associates will continue to attract post-doctoral fellows. We aim to host one post-doctoral student each year.

(6) Enhancing knowledge mobilization, research dissemination, and engagement

CFR will continue to implement a broad program of dissemination activities annually to assist our Associates in their knowledge mobilization efforts, and offer a range of events that enable members of the York community to engage with contemporary feminist issues and research. These activities will include public lectures, workshops, symposia and conferences that bring scholars with international and national reputations as leaders in their fields to York. CFR will also continue to implement of a clear communication strategy with which to communicate the accomplishments of our membership. This strategy will include the use of multimedia tools, such as newsletters, websites, blogs, Facebook, Twitter, videos and podcasts, measured by the number of subscribers, followers, likes, shares and hits.

(7) Securing financial stability through administering research grants

CFR will continue to administer external research grants. We aim to administer between eight and ten grants at any given time, with a target of \$20,000 in cost recoveries and overhead in 2018-19, and \$30,000 in subsequent years.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure CFR has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CFR will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CFR.¹ However, as CFR continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding CFR receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to CFR meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As the Lead Faculty, LA&PS commits to consider including in its strategic planning the development of CFR in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty:

The Participating Faculties commit to contributing to discussions on how to enable CFR's research success in areas including membership, strategic research development, leadership of CFR, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

7. PIER

CFR commits to consult and incorporate PIER recommendations into their research and operational activities, and identify specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

<i>Faculty Members:</i>
Patrick Alcedo , Department of Dance, AMPD
Elaine Coburn , International Studies Department, Glendon
Alison Crosby , School of Gender, Sexuality and Women's Studies, LA&PS
Christo El Morr , School of Health Policy and Management, Health
Laura J Kwak , Department of Social Science
Deborah McGregor , Environmental Studies and Osgoode
Jacinthe Michaud , School of Gender, Sexuality and Women's Studies, LA&PS and Glendon
Allyson Mitchell , School of Gender, Sexuality and Women's Studies, LA&PS
Carmela Murdocca , Department of Sociology, LA&PS
Anna Zalik , Faculty of Environmental Studies
<i>Graduate Student Members:</i>
Daria Davydova , PhD candidate in the Graduate Program in Gender, Feminist and Women's Studies
Nicole Ritchie , PhD candidate in the Graduate Program in Social and Political thought
<i>Staff Member:</i>
Julia Pyryeskina , CFR Coordinator

Appendix B – Proposed Members of the Advisory Committee

Nadje Al-Ali , Professor of Gender Studies, SOAS, University of London
Micha Cárdenas , Assistant Professor, School of Interdisciplinary Studies, University of Washington
Paloma Mohamed , Senior Lecturer, Faculty of Social Sciences and Health Sciences, University of Guyana
Shahzad Mojab , Professor of Adult Education and Women's Studies, OISE/University of Toronto
Carla Rice , Professor and Canada Research Chair in Care, Gender and Relationships, University of Guelph
Irma Alicia Velasquez Nimatuj , Maya K'iche' anthropologist and journalist, Guatemala

Israel and Golda Koschitzky Centre for Jewish Studies: Terms and Expectations 2019 – 2024 Charter

1. Mandate

The Israel and Golda Koschitzky Centre for Jewish Studies occupies a unique place within York University. In addition to its ORU mandate as a centre for cutting-edge research on the broad range of Jewish Studies and its dissemination through publications and conferences, the Centre also oversees a graduate diploma program, a program in Jewish Teacher Education, maintains close relations with the B.A. program in Jewish Studies, and plays an important role as a liaison between York and the broader non-academic community.

2. Lead Faculty

As the lead Faculty, the **Faculty of Liberal Arts & Professional Studies (LA&PS)** agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CJS in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CJS, supplying a decanal representative to serve as Vice-Chair on its Board, and participating in the selection and approval of Directors for CJS as warranted. LA&PS further agrees to consider integrating CJS objectives into its strategic research planning and to champion the development of CJS as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CJS will be considered appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As participating Faculties, **Osgoode Hall Law School (Osgoode)** and **Faculty of Education (Education)** agree to play a supportive role in promoting the development of CJS and to provide a representative to its Board.

3. Board

The Board for CJS has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CJS with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CJS achieve its objectives. Composition of the Board for CJS will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Liberal Arts & Professional Studies (Vice-Chair)
- c. Dean (or designate), Faculty of Education
- d. Dean (or designate), Osgoode Hall Law School
- e. Vice-Provost (or designate)
- f. Chair, Humanities Department, LA&PS
- g. CJS Graduate Diploma Coordinator
- h. Director of Development, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2019-2024

Over the course of the five years, members will focus on intensifying research activity: including applying for grants as appropriate and ensuring dissemination of research outputs and engaging faculty members and students, both graduate and undergraduate, in these endeavours as appropriate. CJS will also continue engaging the various communities of students, colleagues, and the general public by offering them diverse programming examining different aspects of the field from multidisciplinary perspectives.

Short-Term Objectives (2019-2020)

The most important objective will be to apply for and secure one or more research grants to be run through the CJS and/or have demonstrably-related research outputs in the form of refereed journal articles and chapters, books (both monographs and edited collections), and conference presentations.

Other initiatives include additional symposia planned by various colleagues. CJS intends to offer a special program in the Fall 2019 term in honour of CJS' thirtieth anniversary.

A series of eight lunchtime "Torah Tea" sessions have been planned, which will include presentations by graduate students, faculty and external guests.

In addition to the regularly scheduled monthly luncheon programs, a number of other programs featuring visitors to Toronto are in the process of being planned.

These events will be supplemented by our Leonard Wolinsky Lectures on Jewish Life and Education (topic TBD), the Canadian Jewish Literary Awards, and the CJN Young Writers Awards.

Long-Term Objectives (2020 and beyond)

CJS' main priorities will include advocating for additional/replacement positions and for the continued existence of its undergraduate Jewish Studies program. Major funding initiatives will be launched in coordination with the rejuvenated CJS External Advisory Committee and the Office of the VP Advancement.

In June 2020, CJS will host the annual conference of the National Association of Professors of Hebrew, which, in spite of its name, is an important international conference that meets in different venues and countries each year.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure CJS has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement.

VPRI will ensure that CJS has access to funding to support a part time Coordinator throughout the term, should its own resources fall short. Any financial support provided for core operating resources must be used whenever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP Budget Model, CJS will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CJS.¹ However, as CJS continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support for every \$2 of net new overhead funding CJS receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to CJS meeting its ongoing responsibility to take maximum advantage of its endowments to cover staff and other operating costs (apart from Director benefits), and to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Lead Faculty:

As the Lead Faculty, LA&PS commits to consider including in its strategic planning the development of CJS in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty:

The Participating Faculties commit to contributing to discussions on how to enable CJS' research success in areas including membership, strategic research development, leadership of CJS, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

Osgoode, in particular, commits to working with CJS to continue the summer law student program at Hebrew University, and to assist in the search for resources to enable the program to be offered annually.

7. PIER

CJS commits to consult and incorporate PIER recommendations into its research and operational activities, and identifies specific actions taken and/or it will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Carl S. Ehrlich , Director, CJS
Thabit Abdullah , Chair, Department of History
Michael Brown , Professor Emeritus, Department of Humanities
Andrea Davis , Chair, Department of Humanities
Sara R. Horowitz , Graduate Diploma Coordinator, CJS
TBD , Associate Director, CJS
Laura Wiseman , Koschitzky Family Chair in Jewish Teacher Education

Terms and Expectations
The Institute for Research on Digital Learning (IRDL)
2019 – 2024 Charter

1. Mandate

The Institute for Research on Digital Learning has a broad interdisciplinary mandate to engage and facilitate discussion, information sharing, systematic inquiry, and pedagogic innovation related to the uses of technology and digital media in teaching and learning, the evolving nature of instructional tools and strategies in formal schooling and informal learning environments, and the profound impact of the digital age on culture, society, learning, economics, and socio-emotional wellbeing.

2. Lead Faculties

As the co-lead Faculties, the **Faculty of Education (Education)** and **Faculty of Liberal Arts & Professional Studies (LA&PS)** agree, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of IRDL in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in IRDL, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for IRDL as warranted. The lead Faculties further agree to consider integrating IRDL objectives into their strategic research planning and to champion the development of IRDL as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of IRDL will be considered appropriately into the Faculties' strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As the Participating Faculty, **School of the Arts, Media, Performance and Design (AMPD)** agrees to play a supportive role in promoting the development of IRDL and to provide a representative to its Board.

3. Board

The Board for IRDL has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion IRDL with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting IRDL achieve its objectives. Composition of the Board for IRDL will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Education (co-Vice-Chair)
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies (co-Vice-Chair)

- d. Dean (or designate), School of the Arts, Media, Performance and Design
- e. Director of Development, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2019-2024

Research Program (General)

As we near the beginning of the 3rd decade of the 21st century, it is ever more evident how and in what ways media and digital cultures are changing politics, economics, and the ways in which both children and adults learn. Looking ahead to the next 5 years as an institutionally based ORU, whose mandate is to examine digital cultures and their impact on youth, adults, learning, and higher education more generally, IRDL will expand its mandate both in terms of how we theorize and define learning, but also through its focus on culture/s and digital cultures in particular. This strategic direction is especially important at York, as it more fully captures the work of Faculty and students at this moment in time. For example, current IRDL members are examining how black girls ‘clapback’ in this highly competitive and media saturated world; how design for and with VR leaves out the body, literally, sometimes with serious consequences (injuries, falls, nausea, seizures, disorientation); how (re)mapping our current landscape using digital media reveals its colonial, racist, and sexist past and narratives; and how emerging technologies can be mobilized to create more inclusive and equitable music pedagogies adequate to contemporary sociotechnical contexts. Each of these projects, and many others, are examining how our current digital spaces and places are impacting learning and culture. IRDL examines digital cultures (and by implication learning) and their attendant practices, values, economics, technologies, and social media to better understand the world we live in.

Specific Research Activities & Projects

It is anticipated that IRDL projects over the next 5 years will follow a broad trajectory related to digital cultures and learning. Focus areas will include: youth and digital cultures, including a focus on black youth and girls; multimodal and critical multiliteracies approaches to learning inside and outside of schools and universities; and tracing the impacts of digital technologies, tools, and uses on society, culture, and education more broadly.

Building on and Complementing Institutional Strengths and Reputation

IRDL will build on existing institutional strengths and pursue research development opportunities over its 5-year mandate. We will do that through a focus on three thematic areas:

1. **Learning and Teaching in a Digital Age.** Building on its prior work, and related specifically to York's strategic research plan, IRDL will continue to build and expand its expertise as an institute that is focused on learning, learners, and teaching in a digital age.
2. **Race, Youth, and Digital Cultures.**
3. **Children, Youth, and the Production of Digital Media.** As part of IRDL's evolving mandate to include more scholarship from the fields of communication and media studies, the institute will explore the radical shifts taking place in the production ecologies of children's digital media industries and how young people are positioned as creative labourers and as audiences and customers.

Anticipated External Funding Sources

As stated previously, IRDL researchers will pursue the many different SSHRC (and going forward with new membership, NSERC) funding opportunities available. As we have done in the past successfully, we will seek out opportunities to engage in research and other projects that allow us to include overhead costs to help fund some of our activities. We will also seek out opportunities to work with Advancement to pursue Foundation monies or other potential avenues of support.

Plan for Enhancing the Training Environment for Students and Post-Doctoral Fellows

IRDL has and continues to be an important centre for training undergraduates, graduate students, and post-doctoral fellows. Looking to the next 5 years, we plan to expand this practice. First, we will continue our annual fall SSHRC/OGS workshop for doctoral and master's students interested in applying. We advertise the workshop through other ORUs and across campus through posters, and attendance has varied from 4 to over 15 students from very different departments. Second, we will continue the very successful drop-in sessions, *Shut up and Write*. These sessions provide an opportunity for collective writing and shared support, and have been attended by students and faculty both affiliated and not affiliated with IRDL. Third, starting in Fall 2018, we will hold a caucus for BIPOC (black, indigenous, people of colour) female graduate students. This caucus will run support, networking, and professional events for BIPOC graduate students. Additionally, we plan to extend these mentorship opportunities and work with graduate students to develop their professional skills through a series of events: 1) run a student-led Speaker Series for women of colour on campus; 2) apply for SSHRC connections grant funding on a theme based on graduate student interest to bring together a group of scholars and practitioners that would support their scholarship; 3) continue to provide an

outlet for students (undergraduate and graduate) to present their work and/or work in progress to York's community of researchers and staff; and 4) develop thematic workshops that are geared specifically to applying for jobs, such as CV writing or preparing for job interviews.

Plan for Engaging in KMb appropriate to the ORU's Research Area

IRDL will continue to foster an appreciation of both traditional and non-traditional outputs for research and dissemination. IRDL members will continue, for example, to publish and disseminate their research in traditional academic outlets (journals, books), as well as reports, white papers, academic presentations and workshops, and professional conferences. In addition, and related especially to new forms of dissemination, we will continue to grow our social media presence, concentrating especially on Twitter, the platform our members most use and are most active using publicly. Second, we will undergo an update to the IRDL website to reflect its inclusion of culture in its title and mandate (without formally changing ORU name or web domain), and to continue to grow its online public audience. Third, we will continue to sponsor a Speaker Series each year, with the theme for each year responding to current or future work/research that IRDL and its affiliates are carrying out. The Speaker Series provides multiple opportunities to support and foster a critical mass of scholarship that focuses on socially engaged research, and to maximize the benefits of that research. Our knowledge mobilization practices are bi-directional, and it is knowledge that is collaboratively produced among IRDL researchers, students, and community partners that informs decision making and forges collaborations and outcomes from policy to professional practice.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure IRDL has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director's course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the fullest extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used

wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, IRDL will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through IRDL.¹ However, as IRDL continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding IRDL receives.

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to IRDL meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As co-lead Faculties, Education and LA&PS commit to consider including in their strategic planning the development of IRDL in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

Participating Faculty:

The Participating Faculty commits to contributing to discussions on how to enable IRDL's research success in areas including membership, strategic research development, leadership of IRDL, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

7. PIER

IRDL commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Natalie Coulter , Assistant Professor, Communication Studies, LA&PS
Kurt Thumlert , Assistant Professor, Faculty of Education
Michael Longford , Associate Professor, AMPD
Heather Lotherington , Professor, Faculty of Education
Graeme Deans , Instructor, Schulich School of Business
Jonathan Obar , Assistant Professor, Communication Studies, LA&PS
Anne MacLennan , Associate Professor, Communication Studies, LA&PS
Detlev Zwick , Associate Professor, Schulich School of Business

Appendix B – Proposed Members of the Advisory Committee

Jennifer Jenson , Professor, Faculty of Education, University of British Columbia
Jason Nolan , Associate Professor, Early Childhood Studies, Ryerson University
Negin Dahya , Assistant Professor, Faculty of Information, University of Toronto

Terms and Expectations
The City Institute at York University (CITY)
2019 – 2024 Charter

1. Mandate

The City Institute was established in 2006 with a mandate to engage in intellectual exchange and to foster critical, interdisciplinary and collaborative urban research. It has a global reputation of excellence for its research in the GTA as well as in many cities in North America, Europe and the global South. While academic excellence is of prime importance, the Institute also considers effective intervention in urban public policy and community activism as salient aspects of its mandate.

2. Lead Faculties

As the co-lead Faculties, the **Faculty of Environmental Studies (FES)** and **Faculty of Liberal Arts & Professional Studies (LA&PS)** agree, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of CITY in collaboration with the Office of Vice-President Research & Innovation (VPRI).

This support includes promoting membership in CITY, supplying decanal representatives to serve as Vice-Chairs on its Board, and participating in the selection and approval of Directors for CITY as warranted. The lead Faculties further agree to consider integrating CITY objectives into their strategic research planning and to champion the development of CITY as a cornerstone of interdisciplinary research activity in the areas of its mandate. Development of CITY will be considered appropriately into the Faculties' strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Participating Faculties

As Participating Faculties, **School of the Arts, Media, Performance and Design (AMPD)**, **Faculty of Graduate Studies (FGS)**, **Faculty of Health (Health)**, and **Osgoode Hall Law School (Osgoode)** agree to play a supportive role in promoting the development of CITY and to provide a representative to its Board.

3. Board

The Board for CITY has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion CITY with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting CITY achieve its objectives. Composition of the Board for CITY will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)

- b. Dean (or designate), Faculty of Environmental Studies (co-Vice-Chair)
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies (co-Vice-Chair)
- d. Dean (or designate), School of the Arts, Media, Performance and Design
- e. Dean (or designate), Faculty of Graduate Studies
- f. Dean (or designate), Faculty of Health
- g. Dean (or designate), Osgoode Hall Law School
- h. Senior Development Officer, Faculty of Environmental Studies (non-voting)
- i. Director of Development, Faculty of Liberal Arts & Professional Studies (non-voting)

4. Directorship

The Office of the Vice-President Research & Innovation will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2019-2024

General nature of research program

Our research program ensures that CITY remains the cornerstone of interdisciplinary and collaborative research, scholarship and knowledge sharing at York University and a nationally and internationally recognized leading centre for urban research. The following research fields are those in which CITY has the most potential to proceed both in terms of the greatest intellectual interest and importance and in terms of the critical mass and academic expertise of urban scholars at York. Each of these research fields is significant in Urban Studies; they deal with pressing contemporary issues through an urban lens and draw on recent critical urban inquiry and debates that seek to promote democratic and progressive social, environmental and political change.

Organizing themes

The intellectual foci of the research profile of CITY in its current mandate includes a focus on critical urban theory, suburban forms and land, infrastructure and governance, urban politics, urban public space, urban health, urban education, urban natures, urban environments, urban citizenship and critical urban planning. In the forthcoming charter period, we will also further strengthen: feminist urban research and theory; comparative urban research; and queer urban research and theory. We also intend to create research foci on smart cities and the city in literature and film. We will continue to work with our membership to develop research projects and engage in KMB as new areas of interest emerge. In terms of geographical coverage, urban research at York has always incorporated scholarship on Canadian, other North American cities, European cities and those in the global South, where urban development is most prominent and rapid:

*Canadian and US-based urban research

*European urban research

*Global South urban based research

Expectations and Deliverables

CITY has two main expectations for the proposed charter period: first, to continue to fulfill its mandate; second, to succeed in implementing its research plan. Below is an outline of these expectations and of the deliverables associated with each expectation, each explained in relation to five key components of the research plan:

(1) Work with CITY Affiliates to develop individual and collaborative research projects in dynamic fields of urban scholarship in which York has a cluster of scholars, and securing financial stability.

The CITY's Director and Executive will play an active role in encouraging faculty to promote academic exchanges, develop research projects and mobilize knowledge. The areas that have been identified are those in which there is the need for new knowledge and where the potential for external funding, publications, and strategic external linkages are considered the strongest. In order to promote collaborative research, we will attempt to give these targeted research areas special attention in CITY events, communications and outreach. We will also compile a list of all urban scholars at York and ascertain their interest in developing structured research clusterings.

The Director of CITY will continue in her role of PI on the GenUrb Project (now in its 2nd year) as well as being involved in discussions with CITY members to identify and refine possible research proposals. The goal is to encourage applications that reflect our research interests but also to support younger scholars and PDFs to submit applications. At least one CITY affiliated faculty member is expected to submit a SSHRC grant application (or equivalent) each year (Insight, Connections or Partnership Development grant) with the intention that these will form the basis for future large-scale grant applications. The success of this component will be measured qualitatively and quantitatively. While it is hard to measure some of the benefits that accrue from discussion, debate and the sharing of ideas that lead up to successful scholarship, past evidence at CITY suggests that this process does build this base. Concretely, we will assess how successful we are in terms of the numbers of scholars involved, the numbers of activities initiated, publicity generated (visits to our website and number of twitter followers), publications and research grants submitted with explicit affiliation with the CITY, as well as the number of externally funded research grants submitted similarly affiliated.

(2) Building community by continuing to: (i) support junior faculty in developing research activities and grants; (ii) to welcome visiting scholars; (iii) to develop research and mentoring opportunities for graduates and PDFs; and (iv) hold public

events that encourage the participation of CITY affiliated scholars, the wider York University community and scholars outside York.

The Director will continue to identify and mentor new faculty and early career scholars in developing their research agendas in association with the Centre. To a certain extent, mentoring and its benefits resist quantification, but we would consider the frequency of meetings and events as a relevant metric and document of: (a) the number of early career scholars who have had the opportunity to meet with the Director; (b) the number of activities in which early career faculty in particular are encouraged to participate; (c) the number of research activities in which early career scholars participate; (d) the number of research grant applications and successful research grants that involve early career scholars making explicit reference to CITY in the applications and in the administration of those grants.

(3) Maintaining a broad program of public lectures, workshops and conferences to promote engagement in contemporary urban issues and the dissemination of research.

Public dissemination activities are a key part of CITY's activities – the aim of which is to profile and draw attention to our research strengths, to facilitate collaboration and to assist CITY's KMB efforts. CITY has made a point of ensuring that its events reflect as much as possible the diversity of the subjects and disciplines that encompass urban research and will continue to offer a range of events that enable members of the York community to engage with contemporary urban issues and research. These activities will include book launches, seminar series, workshops, reading groups, conferences, and visiting scholar presentations that profile York's urban scholars and also bring scholars with national and international reputations as leaders in their fields to York. The deliverable would be a minimum of six such events each year.

(4) Provision of research and mentoring opportunities for graduates, PDFs and visiting scholars.

CITY will provide opportunities for the training and mentoring of graduate students that range from membership on the CITY Executive, being assigned to CITY as a GA, being employed in research projects housed at CITY, attending workshops with international scholars, and having opportunities to present and publish their work with explicit reference to CITY. In addition, the experience of working at CITY provides important opportunities for enhancing interdisciplinary research skills. Counting the numbers of graduate students involved and documenting the research and management skills that they develop while working at CITY will measure this component. Further, the expectation is that CITY will continue to provide research activities for PDFs and to attract international PDFs as well as visiting scholars. The deliverable is that CITY would host at least one PDF annually.

(5) Expanding activities that articulate CITY’s standing and accomplishments to the external community—especially internationally through the development of a communication strategy that could position CITY as a hub for urban public intellectuals.

Social media tools, namely twitter, our website and listserv, offer possibilities to develop a communication strategy to highlight CITY’s events, achievements and interests, further enhancing its national and international standing. CITY will build on its existing contacts with a view to establishing higher profile linkages with organizations external to York University. The deliverable would be the development and implementation of a clear communication strategy, aided by an annual public lecture with a globally known Urban Studies scholar.

6. Resource Commitments

VPRI:

The Office of the VPRI will ensure CITY has access to core operating resources throughout the Charter term, including specialized research support services for the preparation of large-scale collaborative grant applications and support services in the areas of human resources, budgeting and finance, subject to overall capacity. VPRI will support Director development in areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

VPRI will continue to fund a) the Director’s course release, stipend and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$35,000 (including benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

In the normal course, ORUs are expected to use surplus carry-forwards to offset current operating costs to the full extent possible, prior to any new contributions being transferred. Any financial support provided for core operating resources must be used wherever possible as matching support to assist ORU members in attracting external funding.

In accordance with the SHARP budget model, CITY will receive 75% of unrestricted research overhead funds accrued to VPRI from research projects that run through CITY.¹ However, as CITY continues to mature, overhead funds from new projects will be applied to offset VPRI operating cost contributions on a 2:1 ratio. That is, VPRI will withdraw \$1 of core operating support (over and above the \$2000 annual contribution) for every \$2 of net new overhead funding CITY receives.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

Revenue generated from new endowments should also be used to offset costs where appropriate.

The above is subject to CITY meeting its ongoing responsibility to make good faith, concerted efforts to obtain new external funding to meet its other needs and priorities.

Notes: VPRI resource commitments may be adjusted over the term of the Charter based on the development of the University budget model and VPRI resourcing models. The goal of VPRI is to promote ORU success and self-sufficiency over time. ORU resourcing will be reviewed annually and may be adjusted based on progress toward expectations and the approval of the Board or other relevant bodies, provided that the ORU has continuous access to at least the core operating resources identified above.

Space allocations may also be adjusted based on the progress and needs of the ORU, availability of space, and overall institutional space demands.

Lead Faculty:

As co-lead Faculties, FES and LA&PS commit to consider including in its strategic planning the development of CITY in relevant areas, including faculty complement, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, internationalization, and advancement opportunities.

FES has also committed to continue providing CITY with six Graduate Assistant positions per annum to support its achievement of the charter terms and expectations.

Participating Faculty:

The Participating Faculties commit to contributing to discussions on how to enable CITY's research success in areas including membership, strategic research development, leadership of CITY, faculty complement planning, recruitment, education and mentoring of students and post-doctoral fellows, and advancement opportunities.

7. PIER

CITY commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

Linda Peake , Director, CITY
Teresa Abbruzzese , Assistant Professor, Department of Social Science
Harris Ali , Professor, Department of Sociology
Leeann Bennett , Grant Manager, GenUrb SSHRC Project
Francesca D’Amico-Cuthbert , Coordinator, CITY
Brandon Hillier , Student Representative, CITY Student Caucus
William Jenkins , Associate Professor, Department of Geography
Stefan Kipfer , Associate Professor, Faculty of Environmental Studies
Elsa Koleth , Post-Doctoral Visitor, GenUrb SSHRC Project
Doug Young , Associate Professor, Department of Social Science

Appendix B – Proposed Members of the Advisory Committee

Marcy L. Burchfield , Executive Director, Neptis Foundation
John Cartwright , President, Toronto and York Region Labour Council
Jane Farrow , Author, Broadcaster and Community Organizer, Department of Words & Deeds
Hibaq Gelle , Policy/Program Analyst, Ontario Ministry of Children and Youth Services
Glenn Miller , Previous Vice-President of Education and Research, Canadian Urban Institute

Terms and Expectations for Innovation in Computing at Lassonde (IC@L) 2019 – 2024 Charter

1. Mandate

The mandate of IC@L is to be a leading research unit focusing on the science of computing and its realization to enable novel solutions and technologies. The future of many disciplines depends on advances in computational science via theoretical, software, hardware and empirical research. IC@L collaborates with hospitals, industry and government to address the next generation of computational problems. It addresses critical issues for a knowledge society such as in health, environment, and business.

2. Sponsoring Faculty

As the sponsoring Faculty, the Lassonde School of Engineering (Lassonde) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of IC@L in collaboration with the Office of Vice-President Research & Innovation (VPRI). This support includes promoting membership in IC@L, supplying a decanal representative to serve as Chair of its Board, coordinating annual meetings of the Board, and facilitating selection and approval of Directors for IC@L as warranted. Lassonde will re-examine the alignment of IC@L objectives with its strategic research plan in 2020. Development of IC@L will be factored appropriately into the Faculty's strategic planning including with respect to faculty complement, recruitment of research chairs, undergraduate, graduate and post-doctoral fellow recruitment and training, communications, advancement opportunities, and other relevant areas.

3. Board

The Board for IC@L has responsibility for oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the Director. The Board is expected to champion IC@L with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting IC@L achieve its objectives. Composition of the Board for IC@L will be as follows:

- a. Dean (or designate), Lassonde School of Engineering (Chair)
- b. Vice-President Research & Innovation (or designate) (Vice-Chair)
- c. Chair, Department of Electrical Engineering & Computer Science
- d. Professor Michael Jenkin, Professor, Department of Electrical Engineering & Computer Science
- e. Director of Development (or designate), Lassonde School of Engineering (non-voting)

4. Directorship

Lassonde will appoint, following the Director search process and approval of VPRI and the Dean of the candidate, a Director for a 5-year term. Directorships are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every 5 years.

5. Objectives and Expectations for 2019-2024

General nature of research:

Computing is an integral component of research in virtually all disciplines. Despite its rapidly growing centrality, many disciplines leave development of new tools dealing with computation to technical staff and students rather than collaborating with computer scientists. As a result, the possibility of sub-optimal solutions is high, the likelihood of effort duplication is higher, solutions cannot scale to larger more significant problems, and the failure potential is large. Appropriate collaborative teams including computer scientists reduce these risks, but a central problem is how to match problems in one discipline with those that can best solve them from another? Whereas most disciplines certainly have the competence to simulate equations on a computer, the breadth of computation is far greater and includes:

1. Computation (eg., meaning and limits of computation, intractability);
2. Communication (eg., reliable data transmission, networks, visualization, user interfaces);
3. Coordination (eg., cooperation within networks);
4. Recollection (eg., data structures, storage and retrieval of information);
5. Automation (eg., meaning and limits of automation, control, planning);
6. Evaluation (eg., performance prediction, capacity planning); and,
7. Design (eg., building reliable hardware and software systems).

Most real-world problems require innovation encompassing many of these elements operating in concert. IC@L acts as an organized York focal point that might attract problems and resources, internal and external, where computation is central. IC@L will be a catalyst and visible external identity, matching problems with those who can develop solutions and providing appropriate infrastructure. Without it, such matching will continue to be a barrier and sub-optimal, small-scale efforts will persist.

Proposed organizing themes, focus areas, or programs of research:

In general, the goal of IC@L is to act as a magnet and catalyst for such projects and to actively encourage the right collaborative teams to coalesce around novel research tasks with high impact. Although the large majority of these research projects are based around a single PI, a growing number now feature teams of PIs and it is part of the responsibility of the IC@L Director and Executive committee to actively suggest matchings of problem and PIs as external contacts develop.

As important as these research projects are, it is equally important for IC@L to play a leadership role in fostering and enhancing the research culture of the Lassonde School of Engineering. Members were canvassed for ideas regarding what IC@L can do in order to enhance research activities, both individual and collaborative. The opportunities are organized into three groups, those involving direct research funding for groups of IC@L members, those related to enhancing research culture and those relating to assisting trainees.

In the first group the following are included. One group of 3 IC@L members are involved with a new proposal for significant 3-year research funding for collaborative projects from Huawei Technologies Canada. Another group of 7 IC@L members is involved in the successful 7-year CFREF VISTA (Vision: Science to Application) project. Two IC@L members have teamed up and submitted an NSERC RTI grant. These same two members are co-PIs in the successful NSERC Strategic Network NCRN (NSERC Canadian Robotics Network). Members also

expressed the need for common infrastructure and that IC@L could play the role of unifying funding requests for facilities useful to several members. This is currently in the planning stages.

The second group relates to ways to enhance research culture. These new or existing team efforts of the previous paragraph can be considered as enhancements to research culture because they create teams, PIs and their trainees, and once teams begin to work together, their overall perspectives change, they become more broadly educated and exhibit a greater tendency to form new future teams. A new activity is also proposed that addresses a comment heard from most, if not all, members, namely that most faculty do not have a good understanding nor appreciation of the research programs of other faculty members. In a previous yearly review for IC@L, it was suggested that IC@L sponsor a Faculty-wide workshop. This proved to be difficult. In its place, we propose the "Lassonde CakeTalk". IC@L will organize and fund a monthly afternoon presentation, open to the full complement of the Lassonde School. The CakeTalk will feature one of the Lassonde faculty, from any of its departments, who will give an accessible overview of his/her research program. As an additional incentive and something to add a bit of 'fun', the event will feature cakes from good bakeries in the city with coffee and tea. Mid-afternoon would be the preferred timing. Broad advertising will assist to bring in an audience and over time, it is hoped that the whole school will become better educated as to the existing research thrusts and, perhaps, new collaborations will emerge. Such a school-wide part social-part-academic event was witnessed during the current Director's sabbatical at MIT (there it was Monday afternoon ice cream for the whole institute!) and its level of engagement and success were impressive.

The third group will of course, continue the very successful Distinguished Speakers Series, bringing in 5 internationally known computer scientists each year for a public lecture followed by the Trainee Focus Sessions. Another direction that IC@L will pursue is to look for ways to create a synergy among the various NSERC Collaborative Research and Training Experience Program (CREATE) grants present in the school. IC@L members expressed the desire that the trainees become more aware of research and training opportunities across departments as well as within their own department. A side-effect would be that trainees may meet potential thesis committee external members that would be helpful for their research. It is further hoped that new collaborations may arise.

One final effort really spans the three groups. As the list of collaborating companies and organizations grows, it will likely be useful to IC@L, York and to those collaborators, to have a daylong "IC@LFEST". This event would showcase the breadth of IC@L research, would highlight the major successes, and provide a meeting ground for our collaborators, members and trainees. We will put some effort into surveying how such events are handled elsewhere and develop a plan that is suitable for our centre and university. The impact, if done correctly, could be important to the long-term health of IC@L.

Expectations, deliverables and evaluation metrics:

The expectations of IC@L remain ambitious and include the following:

1. To continue to involve an ever-increasing number of HQP in our activities. We will keep track of trainees affiliated with the centre as well as their placements after graduation; The survey will be reported to the Faculty each year.
2. To continue strong individual research programs, evidenced by publications in high impact venues, awards, and keynote/invited talks;
3. To continue to build the cadre of outside collaborating institutions and companies;

4. To continue to add more members, hopefully more from departments in Lassonde outside EECS;
5. To continue to encourage collaboration and the formation of research teams with the goal of attaining over the 5-year mandate that 50% of our membership will have co-authored at least one publication with another IC@L member;
6. To document and make public (on our web pages and through social media) the variety of research accomplishments and technology transfer results achieved by our members;
7. To continue to encourage members to put grants through IC@L administratively, especially those bearing overhead. Evaluation might proceed in a straightforward manner for each of the above. The items listed above all have natural 'counts'. Monotonically increasing counts for each can be indicators of success.

6. Resource Commitments

Lassonde:

The Faculty is committed to ensuring IC@L has access to sufficient resources throughout the Charter term to fund the Collective Agreement mandated course release, stipend and benefits for the Director. Lassonde will also contribute \$5,800 per annum to fund enhanced administrative and technical support for IC@L projects, subject to an expectation that the ORU will make best efforts to recover these costs from external sources.

Lassonde will also continue to provide IC@L members based in Lassonde with access to administrative services including basic grant and contract support, as well as regular technical support provided to faculty researchers. Lassonde welcomes IC@L to apply to its competitive programs for support of research events. Lassonde will facilitate approval of eligible faculty to serve as Director of IC@L.

Lassonde will continue to provide current spaces devoted to computer science research of IC@L members, and as new space becomes available, it will seek to provide other appropriate lab, office and student spaces as needed for IC@L to meet its mandate, subject to overall space demands and availability.

In accordance with the SHARP Budget Model, the Director will negotiate with the Faculty to determine the percentage of unrestricted overhead funds to be allocated to the ORU. The Faculty's allocation of overhead funds to the centre will use the VPRI model of 75% as a guide for consideration.¹

However, as IC@L continues to mature, overheads for new projects administered may be expected to be applied to offset Faculty operating cost contributions on a 2:1 ratio – the Faculty will withdraw \$1 of core operating support for every \$2 of net new overhead funding received by the ORU after any deductions made by the Faculty. Similarly, new endowments that generate increased revenue should contribute to offset central costs where appropriate.

¹ See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

VPRI:

The VPRI office will ensure IC@L has access to specialized research support services and appropriate matching funds for the preparation of large-scale collaborative grant applications. IC@L is welcome to apply for the regular internal funding opportunities offered by the VPRI Office. Further, the VPRI office will support Director in the development of areas such as advancement, strategic planning, project management and budget planning, depending on identified needs.

7. PIER

IC@L commits to consult and incorporate PIER recommendations into their research and operational activities, and identifies specific actions taken and/or will be taking in each year's annual report.

8. Appendices

Appendix A – Proposed Members of the Executive Committee

John Tsotsos , Director, IC@L
Marin Litoiu , Associate Professor, LA&PS
Jianhong Wu , Professor, Science
Melanie Baljko , Associate Professor, Lassonde
Aijun An , Professor, Lassonde

Appendix B – Proposed Members of the Advisory Committee

Sven Dickinson , Professor, Department of Computer Science, University of Toronto
Vic DiCiccio , Director, Institute for Computer Research, University of Waterloo
Kelly Lyons , Professor, Information Science, University of Toronto

April 23, 2019

Celia Haig-Brown
Associate Vice-President Research
Kaneff Tower, 509

Dear Celia,

I'm writing this letter to express our support for re-chartering of Centre for Innovation in Computing @ Lassonde (IC@L), Faculty-based Organized Research Unit (ORU) within Lassonde School of Engineering. I have consulted with Dean Jane Goodyer and Prof. Peter Cribb, Chair, Department of Electrical Engineering and Computer Science (EECS) and understand that we are in agreement to support the renewal of IC@L and the appointment of Prof. John Tsotsos for the directorship of this ORU.

I have reviewed the report form the external reviewer and understand that a few areas of IC@L operation are identified as "weak" including the establishment of world-class reputation. I am confident that within the next few years, under the leadership of Prof. Tsotsos, the unit will realize the full potential.

When the ORU was first established five years ago, data analytics and computing were identified as one of the key strategic areas of Lassonde; thus the IC@L initiatives were fully supported by the Faculty. In the next 12 months, Lassonde will be undergoing strategic planning for the next 5 years to identify the area of research strength and opportunities to clearly define priorities. Upon the completion of the strategic research planning (SRP) we will re-consider the level of support for this ORU. Meanwhile, we support the re-chartering of the ORU and will continue to work with the IC@L members to establish world-class research leadership.

Best Regards,



Regina S.K. Lee, Phd, PEng
Associate Dean, Research & Graduate Studies



University Policy/Procedures/Guidelines

Senate Policy on Open Access

Topic:	Open Access Scholarship
Approval Authority:	Senate
Responsible Office/Body:	APPRC
Approval Date:	TBD
Effective Date:	July 1, 2019
Last Revised:	May 25, 2019

1. Purpose

1.1 Purpose of an Open Access Policy

The enduring goal of a university is to create and disseminate knowledge. York University is committed to disseminating the research performed at the University in ways that make it widely accessible, while protecting the intellectual property rights of its authors. This policy acknowledges:

- the need to promote open access to scholarship in keeping with global trends, national initiatives and institutional documents
- changes in technology offer opportunities for new forms of both creation and dissemination of scholarship
- open access offers opportunities for York to fulfill its mission of creating and preserving knowledge in a way that opens disciplinary boundaries and facilitates sharing knowledge more freely with the world while increasing visibility and access to research conducted at the University
- the requirement of the University to comply with the *Tri-Agency Open Access Policy on Publications*

1.2 Principles and University Commitments

Supporting External Commitments

In May 2015 the federal Tri-Agency granting agencies, CIHR, NSERC and SSHRC, adopted the Tri-Agency Open Access Policy on Publications [1], which mandates that all peer-reviewed journal articles resulting from Tri-Agency grants must be open access within 12 months of initial publication. It is the policy of York University to comply in full with the granting agencies' requirements through this Policy on Open Access.

York University also expresses its commitment to disseminate the results of research and scholarship as widely as possible in alignment with the 2012 Guidelines of the Budapest Open Access Initiative [2].

Aligning with University Plans

The *University Academic Plan 2015-2020* (UAP) articulates a priority to *Advancing Exploration, Innovation and Achievement in Scholarship, Research and related Creative Activities*, under which a defined outcome is to “Expand open access to York research in order to enhance visibility, open disciplinary boundaries and facilitate sharing knowledge more freely with the world.” This Open Access Policy supports the advancement of the UAP priority.

The 2016 *Plan for the Intensification and Enhancement of Research* (PIER) sets out recommendations designed to strengthen York University’s research enterprise. This Open Access Policy responds to the PIER recommendation that “*York should develop transparent open access publishing and appropriate research data management policies that are inclusive and reflect the core values of the university.*”

2. Scope and Application

This policy applies to scholarship and publications that are:

- i. Subject to Tri-Agency funding and Legislation that requires scholarship to be made available open access
- ii. Non Tri-Agency scholarship and publications except those where the faculty member or other researcher opts not to make their research available open access

3. Definitions

Open Access: Open Access (OA) refers to free, unrestricted online access to research outputs such as journal articles, conference papers and books. Open Access content is open to all, with no access fees. In the context of this policy, Open Access refers to publishing scholarship in an open access publication (gold model) or ensuring the published work is made available through an open access repository (green model) such as *YorkSpace*.

Scholarship: In the context of this policy, scholarship is defined as research outputs typically presented in peer-reviewed scholarly articles, book chapters, and conference papers. Many products of faculty effort may not fall into this category: e.g. monographs and edited collections, newspaper and magazine articles, blogs and social media commentary, fiction and poetry, performances, artworks, ephemeral writings, lecture notes, lecture videos, software, or other such works.

Repository: A repository is an online database of open access works. Repositories differ from websites in that they are optimized for machine-readability and online discovery and indexing. Institutional repositories, such as *YorkSpace*, aim to host the research output of an institution, while disciplinary or central repositories aim to host the research output of a field. [3]

4. Policy and Guidelines

Policy Statement

As a publicly funded institution, York University is committed to ensuring the greatest possible scholarly and public access to the scholarship and creative works produced by the University community. In addition to securing the public benefit of such access, this policy is intended to serve the interests of researchers by promoting the greater reach and preservation of works and establishing norms and expectations around rights of authors and users in the context of rapidly changing technologies and publishing practices.

The University values and protects the academic freedom of its researchers. It is not the function of this policy to alter the rights or privileges of individuals defined by collective agreements.

Guidelines

The *Senate Policy on Open Access* supports:

- the development and provision of resources to help faculty members benefit from the increased visibility of their scholarship resulting from Open Access publication;
- the deposit of scholarship in an open access digital repository such as [YorkSpace](#), the University's institutional repository or the [Osgoode Digital Commons](#);
- the researcher's individual choice on where they can publish, alongside supporting decisions that encourage free access; and
- discipline- and field-specific conventions that encourage tailored choices regarding Open Access publications.

This policy does not, and is not meant to, address classes of work that lie outside the core forms of scholarship as defined in the context of this policy (Section 3). However, faculty members are urged to enhance the visibility and preservation of all research-related outputs and the democratization of knowledge by making these types of works, or excerpts of these works, available Open Access.

Timelines

- i. Peer-reviewed journal articles resulting from Tri-Agency grants must be open access within 12 months of initial publication.
- ii. Scholarly articles should be submitted to the repository as early as possible, ideally between the date of acceptance and the date of publication. If applicable, an embargo date can be set to meet publisher requirements.

Exceptions to the Open Access Policy

Exceptions to the Senate Policy on Open Access may be made for a particular work, or for a specified period of time, upon express direction in writing by an author or authors, and confirmed by the Dean of Libraries. However, the Tri-Agency Open Access Policy on Publications shall continue to hold as policy compliance is contractual upon receipt of funding.

5. Roles and Responsibilities

In accordance with its values and this policy, York University commits to make scholarship produced under its auspices freely available through open access. The commitment is realized by the collaboration of the University and its research community through a conscious choice to participate in the process of making its scholarship available without access restrictions.

For greater specificity:

- i. York University continues to provide a trusted open access repository optimized for online discoverability, for preservation and dissemination of research produced by York faculty members and affiliated researchers, and provide the appropriate supports, including publishing and author rights consultation services, to enable its full utilization;
- ii. Faculty members and other researchers affiliated with York University publish in an open access publication or deposit their scholarship in a trusted open access repository such as *YorkSpace*, *Osgoode Digital Commons* or an equivalent open access repository of their choice through a non-exclusive license;

Under the direction of the Dean of Libraries, York University Libraries are charged with the responsibility of oversight of the *YorkSpace* open access digital repository. Oversight includes the role of preservation and dissemination of scholarship submitted to the repository to assist York's scholars in meeting the open access policy and, if applicable, compliance with Tri-Agency open access requirements. The Libraries shall consult with the Office of the Vice-President Research & Innovation as appropriate in fulfilling this role.

6. Review

The policy will be reviewed initially 12 months after implementation, thereafter in accordance with the [Senate protocol for the review of Senate policies.]

7. Procedures

See the Related Resources (Section 8)

8. Related Resources

This policy is supplemented by a [general FAQ](#), as well as implementation-specific FAQs for infrastructure supports available on campus: [YorkSpace](#) and [Osgoode Digital Commons](#).

FAQ: <https://www.library.yorku.ca/web/open/open-access-at-york/faq/>

Website: <https://www.library.yorku.ca/web/open/open-access-at-york/draft-open-access-policy/>

Legislative history:	APPRC approval 30 May 2019 Senate approval [TBD]
Date of next review:	TBD
Policies superseded by this policy:	None
Related policies, procedures and guidelines:	

[1] Government of Canada, Innovation. *Tri-Agency Open Access Policy on Publications - Science.Gc.Ca.*

http://www.science.gc.ca/eic/site/063.nsf/eng/h_F6765465.html?OpenDocument.

Accessed 17 Mar. 2019.

[2] *Budapest Open Access Initiative*. <https://www.budapestopenaccessinitiative.org/>.

Accessed 17 Mar. 2019.

[3] Suber, Peter. *Open Access*. Cambridge, Mass.: MIT Press, 2012.

Senate Principles and Procedures Governing Non-Degree Studies: Revisions

Existing (1995)	Proposed
The following principles governing non-degree studies at York:	<p>Principles and Procedures Governing Non-Degree Activities at York University</p> <p>Introduction Non-degree activities advance the overarching priorities of academic quality, student success and community engagement that are reflected in York University's planning documents.</p>
a) Non-Degree studies activities should complement the academic missions of a Faculty or of the University, and should not compete with degree programmes.	a. Non-degree studies will complement the academic mission of a Faculty or of the University and not compete with degree programs.
b) Faculties should be responsible for their own non-degree studies activities.	b. Faculties, the School of Continuing Studies, and other offering units will be responsible for their own non-degree studies activities.
c) Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree programme activities.	c. Non-degree studies activities should be self-sufficient, preferably returning a profit to the Faculty or the University to assist in the funding of degree program activity.
d) Faculties and other offering units should act cooperatively in non-degree studies activities so that counterproductive competition is avoided.	d. Faculties, the School of Continuing Studies, and other offering units will act co-operatively in non-degree studies activities and in relation to degree studies so that duplication and competition are avoided.
e) The regulatory framework governing non-degree studies should be as flexible and efficient as possible, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight. Certificates and Diplomas shall be bound by the existing Senate legislation, as expressed in the CCAS Curriculum Handbook.	e. The regulatory framework governing non-degree studies will be flexible and efficient, maintaining the principles indicated above and ensuring appropriate administrative, budgetary and academic oversight.

Definitions and Parameters **NEW SECTION**

The following activities are encompassed by the term “non-degree” and subject to this framework:

- All courses of instruction associated with the name of York University or its Faculties that are neither offered nor approved as degree credit for which a fee beyond incidental costs is paid.
- Non-degree activities may include courses, course modules and workshops.

The following are outside the scope of non-degree activities and are not subject to this framework:

- Symposia and colloquia organized by internal units or external entities
- Lecture series, workshops and professional development programs for undergraduate and/or graduate students
- Community outreach activities

Admissibility of Students:

- Students need not be admitted or admissible to a degree program to enroll in non-degree studies
- Non-degree studies courses and programs may establish admission requirements

"Offering Units": Normally, and subject to the necessary authorization, non-degree studies may be established by any of the following, either separately, in combination or in collaboration with entities external to York University:

- Faculties
- The School of Continuing Studies
- Organized Research Units established by Senate charter
- Non-academic units

The Procedures have been re-framed and revised, and therefore presented with changes integrated for ease of reading.

2. Advisory Committee on Non-Degree Studies

Composition

The members of the Advisory Committee on Non-Degree Studies are determined by the Provost & Vice-President Academic and will include:

- A Dean / Principal (or designate) from each Faculty offering non-degree studies activities or preparing to begin offering activities
- The Assistant Vice-President (AVP) of Continuing Studies
- The Vice-President Research and Innovation (or designate)
- The Chair of the Senate Committee on Academic Standards, Curriculum and Pedagogy or a member designated by that Committee
- The Vice-Provost Academic (Chair)

Terms of Reference

The Advisory Committee ensures compliance with Senate policy, promotes consultation and liaison, and provides advice on matters relating to non-degree studies at York. It is mandated on behalf of Senate to ensure that high quality courses and programs offered outside of the “for credit” approval structures enhance the University’s reputation and provide real benefits in terms of student success, whether through an access lens, or as a professional development, or life-long learning opportunity. In doing so it carries out the following specific responsibilities:

- Receives approval processes, guidelines and other relevant regulations
- Reviews the directory of non-degree activities
- Reviews the annual report to Senate on non-degree activities transmitted by the Vice-Provost Academic

The Advisory Committee maintains the principles set out in this document and recommends revisions to the document as needed. It meets once annually at a minimum.

3. Procedures for Approval Processes

The University must respond quickly to non-degree opportunities in an evolving educational and labour market landscape to remain current and competitive. It is acknowledged that the expertise for program development and the responsibility for approving programs reside with the Offering Units. The Provost and Vice-President Academic is charged by Senate with oversight of the Procedures for non-degree studies and with ensuring that programs are of high quality, enhance York’s standing and profile, and maintain rigorous standards within the legislative framework.

Offering Units will have in place processes for approving new programs, assuring quality, closing programs, and making decisions about the frequency of offerings.

Processes for the review and approval of non-degree activities will be approved by the Dean/Principal and the relevant Faculty Council, or in the case of Organized Research Units, by the Vice-President Research & Innovation, and in the case of the School of Continuing Studies and any shared service or other non-academic offering units, the Provost & Vice-President Academic.

Approved process documents will be submitted to the Office of the Vice-Provost Academic for review and retention by the Advisory Committee on Non-Degree Studies. All changes in process must be submitted to the Office of the Vice-Provost Academic.

New activities will be subject to approval processes by Offering Units that take into account the following:

- Identification of participants in approval process
- Identification of audience
- Purpose of the course, program or workshop
- Process undertaken prior to program development (consultation with partners, accrediting bodies, etc., market need and demand analysis)

- Qualifications of the program development team
- Qualifications of instructor/s
- Consultation process followed to demonstrate adherence to principles identified above, including consultation with other relevant Faculties / degree-offering units
- Program description, delivery mode, delivery location, number of hours of instruction, program structure, expected enrolment
- Criteria and procedures for assessing quality
- Terms for initial offering on pilot basis
- Advertising and marketing information

Administration of the Procedures

The Office of the Provost & Vice-President Academic is responsible for the implementation of the Procedures governing the approval process of non-degree studies. Accordingly, the Vice-Provost Academic has been delegated responsibility for the following:

- a. maintaining an up-to-date directory of all non-degree units offering programs, courses, and activities at York University.
- b. reporting annually to Senate through its Academic Policy, Planning & Research (APPRC) and Academic Standards, Curriculum & Pedagogy (ASCP) committees on all non-degree activities. Deans of Faculties, the Principal of Glendon, the Assistant Vice-President of Continuing Studies, the Vice-President Research and Innovation and heads of non-academic units offering non-degree studies activities will provide the Office of the Vice-Provost Academic with all the necessary information to update the directory and compile the annual report.
- c. administering a dispute resolution process in the event of disagreement between two (or more) units on an offering of a non-degree program, course or activity where mutual agreement on the matter has not been reached internally by the parties.

4. Records and Record Retention

All Offering Units will have in place a process for keeping participation records for reporting purposes (see below) and for program evaluation. Permanent student records must be maintained as per the Common Records Schedule of York University.

<https://crs.apps06.yorku.ca/record/147>

5. Financial and Operational Viability

Responsibility for the budgetary and administrative aspects of non-degree activities rests with the Provost & Vice-President Academic and the heads of Offering Units. The Provost & Vice-President Academic's regular budget planning discussions include reference to the role and financial position of non-degree activities within the overall financial state of the Faculty or unit in order to ensure that these activities are financially sound and support the academic enterprise. Consideration will be given to general operating and logistical matters (e.g. space, staff, information technology requirements).

6. Compliance with University Policies

Non-degree studies activities are expected to comply with standard York and/or provincially legislated policies regarding employee relations, financial operations, human rights and accommodations for persons with disabilities, conflict of interest, etc.

All current University academic and non-academic policies are posted online at <http://secretariat-policies.info.yorku.ca/>

In particular, Non-degree Studies instructors will be in compliance with the University's policies (non-academic), for example, Conflict of Interest for Faculty and Librarians (<http://secretariat-policies.info.yorku.ca/policies/conflicts-of-interest-policy-and-guidelines-for-faculty-and-librarians/>); Conflict of Interest for Employees (<http://secretariat-policies.info.yorku.ca/policies/conflict-of-interest-policy-and-guidelines-for-employees/>).

In cases where an individual with administrative authority in relation to non-degree programs (or anyone considered not to be at arm's length from that individual) might receive additional compensation (e.g. acting as a consultant, providing instruction, etc.), the process of awarding such contracts must be carried out by an appropriate arm's length process and, where necessary, an additional reporting line to the Dean / Principal / AVP should be added.

Normally, draft contracts and agreements with external partners / agencies will be reviewed by the University Counsel prior to signing. This process should not delay the approval of a non-degree studies activity.

Offering Units providing non-degree activities will have a process for resolving complaints or disputes that arise between students and instructors or between students and staff, for dealing with breaches of academic integrity and for accommodating students with disabilities.

7. Limitation on Activity

From time to time, the Provost & Vice-President Academic may declare a limitation on activity in a particular area to protect degree programs under development. Such limitation will be reviewed with the Advisory Committee on Non-Degree Studies on a regular basis.

**The Senate of York University
Academic Policy, Planning and Research Committee**

**Preliminary Perspectives on Planning, Spring 2019:
Discussions with the first cohort of Deans**

Introduction

The Academic Planning, Policy & Research Committee takes primary responsibility on behalf of Senate for the production, approval and monitoring of progress of the University Academic Plan. This year it returned to its long-standing exercise of meeting with Faculty planners to gather and discuss their respective success in advancing UAP goals and individual Integrated Resource Plans, the latter instituted to buttress and advance the UAP's constituent objectives. *Tracking 2015-2020 UAP progress* is among the APPRC's priorities for 2018-2019. Being in the penultimate year of the Plan, it is a particularly significant point in time to take stock of where we locate our progress. Noting that two new Deans only commenced their terms this past Fall, and that there are several Interim Deans/Co-Principals, the committee decided to stagger the discussions with the academic planners this year between Spring and Fall 2019. Discussions were held with Faculty leaders in April and May from *Education, Engineering, Environmental Studies, Health, Libraries, and Schulich*. The balance of meetings will occur in the Fall 2019 term. The Committee is presenting therefore a snapshot of the preliminary feedback from the first cohort of Deans.

This year's discussions were appropriately framed in the current internal and external context. Complex and uncertain aptly describes the planning terrain at the University. The challenges include:

- increasing fiscal constraint owing to the Provincial government's cut to tuition fees by 10% for FW2019 and freeze for FW2020
- The SMA-3 is shifting to outcome-based funding for the differentiation and enrollment envelopes, and will include measurement by 10 metrics
- declining enrolments, a residual impact from the 2018 labour disruption
- uncertain status of the Markham campus and planned new programs

Amidst the trying circumstances are a variety of internal initiatives related to strategic enrolment management, complement renewal, research intensification, and fostering program innovation and quality. They include:

- the re-structuring of FES-Geography into a new Faculty that will add fresh and novel programming to its offerings
- a new multi-year faculty complement strategy which - following the authorization of 160 full-time faculty appointments in 2018-2019 - will collectively accelerate the renewal, diversification and growth of the full-time faculty complement
- the development of a formal Cross-Faculty framework to facilitate collaboration in curriculum, teaching and research
- the expansion of the York Research Chair program and the development of an inclusive E-CV platform

Ongoing adjustment to the SHARP budget model is also very much a reality of planners; it is a theme that emerged in both the written submissions and the decanal discussions. Full information about the new five-year Strategic Mandate Agreement, including the new funding-performance metrics, has not yet been shared by the Province, and negotiations are expected to commence in later summer / early fall. The UAP has constituted the foundation for York's SMA submission in the past, and Faculties have had input into that process. The unknown timing for universities' submissions, together with uncertainty about the scope of universities to shape their own performance metrics, adds to the complexity surrounding this planning exercise.

In a context in which constrained academic resources must be aligned with academic priorities, and reflecting on the progress towards their respective Faculty IRP goals, the Deans and Co-Principals were asked to respond to three questions:

1. **What are the local challenges you and your colleagues face, and what strategies are being taken in response?** Of particular interest are areas such as innovative academic program plans, collaborating with other Faculties on interdisciplinary programming; solidifying enrolments (including planned international targets) / retention; research intensification; enhancing experiential education and student success, and performance on SMA-2 metrics.
2. Are there one or two **measures, process or policy changes at the university-level that would fundamentally improve local planning efforts** and / or the ability to be nimble and act swiftly to respond to current challenges?
3. Noting that we are in the penultimate year of the 2015-2020 UAP, what **observations do you have about the existing UAP priorities:** do they remain timely and apt academic goals aligned with our circumstances? Do any of them need to be refreshed or moved forward? Are new ones needed? And do you have reflections that may help with the implementation of the priorities in the next iteration of the Plan?

They were asked to submit a document of no more than three pages in advance of the meetings. The written submissions have been posted with other Senate documentation. This report covers points that emerged in discussion with the Deans, in response to questions posed by members of APPRC.

In preparation for the encounters, committee members reviewed the Faculties' and Library's *Integrated Resource Plans* (IRP) progress reports that were submitted to the Provost in early April. APPRC urges Senators to review the written submissions for a fuller picture of the state of academic planning. Only selective examples of initiatives at the Faculty level are included in this report.

Question 1: Challenges and Strategies

Enrolments

Recent declines experienced in 101 and 105 applications generally persist in the undergraduate enrolment picture for FW 2019-2020. Some Faculties have weathered the storm with better success, while others have seen worsening results. Three labour disruptions in ten years seems to be a core driving factor of this scenario. Additionally, the increasingly louder calls to equip students with career competencies, tools, and credentials is exacerbating the already challenging narrative that downplays the value of the Liberal Arts degree. In tandem, these two causes compound the enrolment difficulties at York.

In response, several strategies are being employed by the Faculties we spoke with. Key examples include:

- The **development of 4 + 1 models**, whereby undergraduates are offered automatically entry into Masters programs if they achieve minimum requirements. This approach has the potential to motivate and retain students beyond their third year while boosting enrolments at the graduate level. Schulich has partnered with the Faculty of Science, AMPD and Glendon to offer this option for the Master of Management program. And Lassonde is actively investigating the direction. APPRC encourages the expansion of the option, particularly to those Faculties where undergraduate enrolments need to be bolstered.
- **Expansion of Experiential Education / work-integrated learning programming**, to provide students with competencies in addition to their degrees, and enhanced learning experiences. The Faculty of Health is particularly keen to advance in this direction, calling for the University to create a platform to work with organizations and employers to create pathways integrated learning-career opportunities that are mutually beneficial. Lassonde has recently launched a signature form of work-integrated learning for its Computer Science program in partnership with Shopify. Dean Kirchner A number of Faculties have or are considering hiring EE coordinators to achieve their plans. APPRC noted the alignment of this strategy with the third UAP priority of *Enhanced Quality in Teaching and Student Learning*.
- **Growing international enrolments** as a counter to declining domestic enrolments; a common strategy being pursued in many Faculties. The committee noted the prudent caution imparted by Dean McDonald that the provision of supplemental assistance for international students will need to keep in step to enable their success. The growing proportion of international students in several Faculties indicates the 15-20% target articulated in the 2015-2020 UAP may either be met or surpassed in the coming year, commanding a review of this metric for the next iteration of the Academic Plan.
- **Development of continuing / professional education programming**, is a direction several Faculties are heading to supplement undergraduate and graduate enrolments and / or introduce a new revenue generating tool. The trend towards life-long learning needs to be embraced and acted upon to sustain York's competitiveness as a comprehensive University that provides the educational needs and career tools of its communities. One Dean posited that continuing education will become our core business in the coming years, and opportunities must be tapped into now. Lassonde, Education and Health all signalled plans to chart this course, with Schulich firmly entrenched in that field with its Executive Learning program.
- **Collaboration with other Faculties to deliver competitive interdisciplinary programs** was a common theme that surfaced in the discussions. An exciting cross-Faculty initiative in this vein is the new undergraduate program in Neuroscience to be delivered in partnership by three units (Psychology, Kinesiology & Health Sciences, and Biology) in the Faculties of Health and Science. Other actions being explored and encouraged in this realm include expanding cross-listed courses, identifying natural academic synergies between programs to facilitate growth not possible by one Faculty on its own (Education); the 4+1 model referenced above; programming framed around the study of a complex problem that is tackled from a multi-disciplinary / cross-Faculty perspective; and, on a large scale, the

development of a new Faculty by Environmental Studies and Geography (and possibly other units) to combine its strengths for an enhanced external presence and draw increased, net new, enrolments.

APPRC notes York's size and comprehensiveness carries an advantage over smaller peer universities in its capacity to harvest its strengths to reap a multitude of formidable outcomes: the offering of cross-disciplinary programs unique to York; amassing our strengths in certain areas of scholarship to present York's collective expertise and renown to external audiences; opportunities for faculty members and programs to blend natural academic synergies; the ability to create an attractive pairing between in-demand programs and others with struggling enrolments to the benefit of both; employing to greater effect collaboration of Faculties with the University Libraries to support the development and delivery of innovative curriculum and experiential learning; and - critical in our environment of fiscal constraint - real possibilities for cost and resource-sharing. APPRC is of the view that the challenges York is facing demands a collective community-wide "digging out" response, one that sees pan-university efforts being lent to sustain and strengthen the institution as a whole. Collaboration is not without its challenges; that is discussed below under Question 2.

Space

More than one Dean highlighted space shortages in their Faculty. In the case of Health, enrolment growth in the decade since its establishment has created pressure. The lack of needed laboratory space is constraining its research intensification efforts, and limiting planned expansion into new forms of experiential education. Lassonde has cited space at its primary challenge to realizing its plans for both enrolment and research growth. It is employing several strategies for interim fixes, including exploring opportunities to collaborate and share spaces with Science and Health. Long-term solutions, however, are needed.

The Libraries have emphasized that due to the current state of their facilities, the University is losing its competitive edge as a tool to attract enrolments relative to peer universities in the GTA. The Dean identified an urgent need for its space to be re-furbished toward the creation of interactive space for faculty-student engagement, technology-enhanced learning facilities, flexible, better configured space to deliver innovative forms of pedagogy, experiential learning, and research activities.

SHARP

The introduction of the SHARP budget model in 2017-2018 carried concern that it would spur Faculties to maximize revenues by establishing regulations that discourage enrolment in courses offered by other Faculties. Despite formulae developed to ensure that revenue from enrolments is equitably apportioned and competition is discouraged, discussion with planners – and in APPRC conversations over the course of the year – confirm that further efforts are needed to better enable cross-Faculty programming. Precious time and resources are being dedicated to reaching agreement on the delivery of joint courses and programs. APPRC sees as paramount efforts to remove real and perceived barriers to the development and delivery of interdisciplinary programs, which are cited as a strength of York and critically tied to its UAP priorities. The Provost concurs, and is actively engaged in developing Cross-Faculty Principles to govern interdisciplinary program arrangements.

The imbalance in revenues for general education courses among undergraduate Faculties was also cited by one Dean as resulting in a significant cost for their Faculty, and prompted a call for re-balancing to achieve greater equity on this score.

Question 2: Measures, process or policy changes at the university-level that would fundamentally improve local planning efforts.

One overriding message for change was delivered with a unified voice from this group of Deans:

Streamline the cumbersome, resource-heavy process for the approval of new and revised curriculum proposals.

Dean Horvath imparted advice that change has become the norm in post-secondary education, and success in this milieu requires the ability to identify and move swiftly on new opportunities. This is most acute in academic programming. York resides in the heavily university-competitive GTA region. The subway to the Keele campus has gifted an easier transit path to one of our doorsteps; but it has also provided easier access to our downtown competitors. Offering programs that firmly tap into student need and demand and draw new enrolments is a critical focus for York. Our governance processes cannot hinder those efforts, yet that is the reported experience. While aiming to enhance the quality and sustainability of academic programs, the requirement to implement province-wide Quality Assurance protocols may have unintentionally protracted our processes. There was also an observation shared that improving the level of trust among one another would enhance decision-making processes and timelines. APPRC will collaborate with all relevant partners to take up possible remedies to this challenge.

Question 3: Observations about existing UAP priorities, recommendations for next Plan

As noted earlier in this document, we are nearing the end of the life of the 2015-2020 University Academic Plan. It is important to garner feedback on how well it has served the University at this point in its history as preparations for the succeeding Plan will commence in the Fall.

APPRC found the Deans' reflections on the UAP most enlightening and constructive. Views varied on certain aspects, but overall common observations were that the priorities are relevant and reflect pan-University capabilities and strengths. As discussions turned to aspirations for the next Plan, three discernable themes emerged.

Amplify "York" in the Next Plan

In the sea of academic plans at Canadian universities, impressions are that they sound remarkably similar, if not almost interchangeable. A collective suggestion from the Deans is to make our next Plan resolutely project the essence of York. In doing so, it should reflect our diverse community of faculty, students, staff, alumni, external partners and convey what among our programming, pedagogy, research, educational philosophies, ethos, goals and aspirations distinguish York from its peers. The articulation of its priorities should convey our progress and the differences we are making to communities outside the University walls. Recognizing areas in which the University excels does not diminish the collective significance of what we do; there may be value in stating what we want to highlight. In sum, the UAP should tell York's unique story and the contributions it gives rise to, and serve to inspire the whole community.

Expand its External Focus

Universities need to remain relevant and be active contributors to society's well-being. This seems to be an increasing need in the current global context, be it in political, socio-economic, environmental, health or technological spheres. As such, universities have the capacity to identify complex world-issues to which they can contribute in some measure knowledge, research and solutions. One school of thought expressed by at least two Deans is that York should consider local, national, global issues to concentrate on at a university-wide level drawing on its multitude of disciplinary strengths, and make them a feature of its academic plan. In other words, make York more than just about York.

Strike the Balance Between Provincial – University context

Significant changes are being introduced to post-secondary sector by the Province. New performance funding metrics, outcome-based funding for the differentiation and enrollment envelopes, reduced capital funding, and commercialization of research are all new realities for universities that must be carefully considered in academic planning exercises. While there is interplay between Strategic Mandate Agreements and the UAP, the Deans are in accord on the position that care must be taken to not let the SMA and its embedded metrics drive the UAP. It is imperative to measure progress on our goals, but not be completely beholden to external forces. The creation of the next Plan requires shrewd navigation of this context and strategic thinking to be able to optimize the playing field to our advantage.

The conversations about the UAP with the Faculty leaders in some instances touched on the time span for the Plan. Framing it as a 10-year plan versus a 5-year one was a twice offered suggestion to allow Faculties a longer horizon to stay the course and bring the strategies / goals to fruition.

APPRC is grateful to the Deans' for their support of the Committee's efforts to fulfill its role of monitoring progress of the *University Academic Plan*. Their reflections and suggestions were thoughtful and sage, and led to stimulating discussions on key academic planning issues. The stage has been nicely set for the next round of conversations with the second cohort of Deans / Co-Principals in the autumn. A comprehensive report on planning perspectives will be finalized at that time, which will in turn inform preparations for the development of the succeeding University Academic Plan.

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**Annual Report of the
ANIMAL CARE SUB-COMMITTEE (ACC)
2017-2018**

MEMBERSHIP UPDATE

Christopher Perry, *Kinesiology & Health Science*, **Chair**
 Ali Abdul-Sater, *Kinesiology & Health Science*
 Anna Wasiak, *Community Member*
 Georg Zoidl, *Biology*
 Jay Majithia, *Biosafety Officer*
 Joseph DeSouza, *Psychology*
 Julie Clark, *Biology*
 Julie Panakos, *Psychology, Vivaria Supervisor*
 Lisa Dennis, *Non-Animal User*
 Melissa Madden, *University Vet*
 Nicole Nivillac, *Biology*
 Patricia DiCiano, *Community Member*
 Scott Kelly, *Biology*
 Suzanne MacDonald, *Psychology*
 Tom Hodgson, *Facilities Manager – Health*
 Patrick Turnbull, *Student Rep*
 Alison Collins-Mrakas, ORE (Regulatory advice and support)
 Wendy Jokhoo, ORE (Administrative support)

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved **7 new protocols, 4 course protocols, 52 renewals, and 32 amendments** for the academic year 2017/18 for a total of **95** protocols reviewed. The attached spreadsheet provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of the protocols submitted to the committee were approved outright or with minor revisions of the protocol. These instances are noted in the minutes of the Animal Care Committee (ACC). A small number of protocols required further inquiry and/or clarification and revisions prior to being granted approval. These instances are noted in the minutes of the Animal Care Committee (ACC). Researchers were provided with the committee's queries/concerns and discussed the required changes with the Chair/Vet and/or Animal Care staff where necessary or applicable. Upon receiving a satisfactory explanation and a revised protocol, the protocol was then approved by the committee

FACILITIES INSPECTIONS

In compliance with relevant regulatory requirements, inspection(s) of the vivaria facilities was undertaken by the Animal Care Committee. Deficiencies and required changes were noted by Committee and recommended changes were addressed directly wherever possible. Significant facility upgrades and/or renovations were given the necessary attention of the relevant institutional offices (Office of the Vice-President Research and

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Innovation via the Vivaria User Committee.) Renovations and facilities upgrades are underway, completed or planned as required.

Similarly, Post Approval Monitoring (PAM) of current animal care protocols were conducted in accordance with the PAM inspection process. No significant protocol deviations and/or deficiencies were found.

REGULATORY INSPECTIONS

As per relevant legislation/regulations, the Provincial Veterinarian/OMAFRA undertook a site visit for the purposes of conducting an inspection of the animal care facilities. A number of facility related deficiencies and/or findings of non-compliance were identified and were responded to.

The animal care facilities are currently registered and have a current certificate of Good Animal Practice from the CCAC. The CCAC will conduct its tri-ennial inspection of the animal care facilities in November 2018.

ACC PROTOCOLS 2016-2017

ACC Protocols: New, Renewals and Amendments Approved 2017-2018

Protocol Type	Number of Protocols
Renewals	52
Amendments	32
Course	4
New	7
Total	95

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Annual Report of the BIOSAFETY COMMITTEE (BSC) 2017-18

MEMBERSHIP

Amro Zayed, *Biology*
 Andrew White, *Biology*
 Brad Sheeller, *Manager, Health Safety & Compliance, Science [Ex-officio]*
 Dorian D'Angelo, *Facilities Manager, Science [Ex-officio]*
 Edward Secnik, *Mgr., Health, Safety, Security & Facilities (Lassonde School of Engineering)*
 Jay Majithia, *Biosafety Officer*
 Jean-Paul Paluzzi, *Biology*
 Julie Panakos, *Vivaria Supervisor [Ex-officio]*
 Maria Mazzurco, *Biology*
 Olivier Birot, *Kinesiology & Health Science*
 Pouya Rezai, *Mechanical Engineering*
 Robert Peat, *H.E.P.A. Filter Services (Community member)*
 Tara Haas, *Kinesiology, Chair*
 Tom Hodgson, *Facilities Manager, Health [Ex-officio]*
 Wendy Jokhoo, *(ORE, Administrative support)*
 Alison Collins-Mrakas, *(ORE, Administrative support)*

PROTOCOLS REVIEWED AND APPROVED

The sub-committee reviewed and approved and/or provided renewed approval for protocols for the academic year 2017-18.

All protocols, presented to the committee for review, were approved with little or no comment. No research protocol submitted to the committee for review required more than minimal revision on the part of the Principal Investigator. There were no issues of concern with respect to biological safety and research activities.

Committee Activities

In the 2017-2018 academic year, the BSC and the Biosafety Officer undertook the following in support of the policy/process and or procedural improvements:

1. Biosafety Inspections

Total Laboratories Inspected	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FSE-Biology	8	7	4	6	6	10	11	1	9	12	19
FSE-Chemistry	1	4	1	3	0	5	3	1	2	0	0
Faculty of Health	2	1	6	3	3	7	6	1	6	0	10
Faculty of Engineering									9	1	0
Percent CL-2 Labs	73%	100%	27%	43%	78%	72%	68%	100%	81%	77%	93%

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As of 2017, there were currently 60 certified labs. The BSC agreed to increase the number of inspections performed annually such that each lab is inspected at least once a year and CL1 labs will be conducting self-inspection checklists. Compliance to basic lab safety rules must be ensured for each lab holding a biosafety certificate. In the event of an incidence of non-compliance (such as failure to wear appropriate PPE; failure to use appropriate sterilization), the issue(s) was discussed with and corrected by the PI/Faculty member in charge of the lab. There were no instances of prolonged or recurrent non-compliance.

2. Biosafety Training

Total Number of Authorized Users	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	93	102	141	137	137	146	194	153	167	173	159
Number of PIs Trained	3	2	15	8	1	8	24	0	0	0	0
Number of classes held	4	9	11	8	20	15	20	7	9	9	8

Biosafety training tests have now migrated onto Moodle and all personnel who undertake the class-based training will complete the test online.

The Biosafety Officer is working on a required online Biosafety training for investigators, as part of compliance to the Canadian Biosafety Standards.

3. Biological Safety Cabinet/Laminar Flow Hood Certifications

Total Number of Certified BSCs	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
	37	34	35	47	46	37	40	38	41	43	44

The number of biosafety cabinets (Class II/A2) fluctuates due to the decommissioning and/or purchasing of biological safety cabinets.

4. New/updated Documentation/Processes

In light of current and pending legislative changes, all current processes and forms will continue to be reviewed and, wherever required or appropriate, will be amended and updated accordingly.

Streamlined permitting process:

The streamlined Biosafety Permit application process has been implemented for over a year now and is working well. Through the term of the validity of a permit, new lab members will be added to permits by completing an Agreement on Biosafety for Lab Personnel, and new grants will be added to permits by completing a Project-Based Biosafety Risk Assessment form. This form will need to be in place prior to funding being released for newly awarded grants. Annual renewals have been replaced with increased lab inspections (at a minimum, one per year) and a new Biosafety permit required every three years.

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5. Government Contacts

Import Permits and Lab Accreditation:

As of December 1st, 2015, York University no longer requires import permits and compliance letters from the Public Health Agency of Canada regarding purchases and acquisition of Human Pathogens and Toxins. For all Animal Pathogens, import permits and compliance letters will be issued by the Canadian Food Inspection Agency and in order to import exotic biological agents for study. Lab areas must be certified in order to obtain a permit.

Public Health Agency of Canada

In April 2018, York was inspected by the Public Health Agency of Canada (accompanied by the President of PHAC, Dr. Siddika Mithani) to determine whether the licensed facilities met the physical and operational requirements for a Containment Level 2 laboratory work area, against the Human Pathogens and Toxins Act, pertaining regulations and the Canadian Biosafety Standard, 2nd Edition. The inspection has determined the compliance level of York U facilities as minor non-compliances. Details of the deficiencies have been shared with the Vice-President of Research and Innovation.

To correct the deficiencies identified by PHAC, York U's Biosafety Officer has implemented the following documents, approved by the Biosafety Committee:

1. Standard Operating Procedure (SOP) on Working with infectious material inside a BSC, addressing:
 - Glass Pasteur pipettes decontamination
 - Spread of contamination while working with infectious material
 - Movement/transport of infectious material
2. Guideline on Visual Inspection of in-line filters
3. PPE in Biosafety CL1 and CL2 Labs
4. Updated WHMIS poster outlining pertinent hazards in labs (according to updated WHMIS regulations), as well as entry/work requirements distinguished
5. Annual Emergency Refresher Topics and SOP on Biological Spills for 2019
6. Updated Project Specific Risk Assessment - 2019

In addition, all Biosafety Containment Level 2 labs that were re-constructed as part of the Major Health and Science Refresh Project have been inspected under the Canadian Biosafety Standards (2nd Ed) and approved by the Biosafety Officer. Minor deficiencies are being addressed with the Project Manager.

Processes continue to remain in place to streamline the administrative burden on researchers. Increased number of inspections have allowed for more interaction between the Biosafety Officer and researchers, allowing discussions regarding Biosafety and safe lab practices.

Focus for 2019-2020 – Biosafety Training to be migrated online (Moodle) as approved by the Biosafety Committee.

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Annual Report of the Human Participants Review Committee (HPRC) 2017-2018

MEMBERSHIP

Amalee Lavigne, *Community Member*
Anders Sandberg, *Environmental Studies*
Celia Popovic, *Education*
Cheryl Van Daalen-Smith, *Nursing*
Christine Kovacs, *Community Member*
Daniel McArthur, *Philosophy*
Denise Henriques, *Kinesiology & Health Science, Chair*
Erin Ross, *Psychology, Vice-Chair REB 1*
Jennifer Kuk, *Kinesiology & Health Science, Vice-Chair REB 2*
Jennifer Stephen, *History (on sabbatical)*
Josee Rivest, *Psychology*
Patricia Lynch, *Privacy Office, Ex-Officio*
Patrick Alcedo, *Dance*
Petros Faloutsos, *Electrical Engineering & Computer Science*
Sarrah Lal, *Community member*
Tamara Kelly, *Biology*
Yemisi Dina, *Osgoode*
Veronika Jamnik, *Kinesiology & Health Science (on sabbatical)*
Janessa Drake, *Kinesiology & Health Science*
Amelie Barras, *Social Science, Liberal Arts & Professional Studies*
Alison Collins-Mrakas (ORE, Administrative Support)
Wendy Jokhoo (ORE, Administrative Support)

PROTOCOLS REVIEWED AND APPROVED

The Office of Research Ethics (ORE) received a total of **1,369 protocols** (new, renewal, amendments, other) (Faculty and Graduate students) for review by the Human Participants Review Committee (HPRC) in the academic year 2017-18.

Certificates issued are listed in the following table:

Type of certificate issued	Number
HPRC Faculty – New – Hard Copy	127
HPRC Faculty – New – Online	266
HPRC Faculty – Renewals	421
HPRC Faculty – Amendments	197
Students – New	150
Students - Renewals	42
Students - Amendments	47
Other: Hospital (New/Renewal/Amendments)	29

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The committee as a whole reviewed and approved 441 new **faculty protocols** for the academic year 2017-18. The attached spreadsheet (Appendix A – Sheet Faculty) provides a detailed listing of all research protocols approved during the above noted academic year.

The majority of protocols submitted to the committee were approved outright or subject to minor revisions of the protocol and/or informed consent form. In a few limited circumstances, protocols required more thorough follow up and/or revisions. However, no protocols – student or faculty - were rejected by the committee. Similarly, there were no instances of revocation of a protocol by the committee. There were a number of protocol related queries and/or issues raised during the academic year 2017-2018 which required appropriate action be taken. All queries and/or issues were resolved expeditiously. Resolution was achieved without further actions or significant sanctions required (i.e. as per the Senate Policy on Research Misconduct).

Graduate student research ethics protocols continue to increase both in number and complexity. From June 2017 through May 2018, 192 new protocols were submitted to the Chair (and Vice-Chairs when the Chair is absent) for review. Though most student protocols are well constructed and require only minor revisions, due to the sheer volume of protocols submitted as well as the increasing complexity of student research and required increase in time commitment for review, student research ethics review continues to represent a significant workload for the Chair (and Vice-Chair) as well as Associate Dean(s), Research, Faculty of Graduate studies. As a result, the workload of the Chair, HPRC, is significant.

As per the TCPS and the process of delegated reviews, Faculty/Departmental Ethics Review Committees are responsible for the review and approval of all undergraduate course-related research, undergraduate independent research, graduate Major Research Papers and graduate course-related research. A summary chart (Appendix B) lists the number of protocols reviewed by Faculty/Departmental Ethics Review committees and is appended to this document.

COMMITTEE OPERATIONS and ACTIVITIES

Despite the substantial workload of the committee, the HPRC is a hard-working committee that continues to function very well with no operational issues. A breadth of academic disciplines as well as community member perspectives are well-represented on the committee ensuring a fulsome review of all protocols submitted.

The Aboriginal Research Ethics Review Advisory Group continues to broaden its advisory role. In 2017-18 the committee reviewed 26 protocols, thus greatly enhancing both compliance with regulatory guidelines and knowledge of research ethics considerations as they speak to Aboriginal research.

As of January 2017, to better ensure efficient and effective research ethics review, researchers were advised that ethics submissions should be made via the online system (though it should be noted that hard copy submissions are still accepted for those researchers that require it). This has resulted in a decrease - though not

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elimination - in hard copy submissions and an enhanced ability to provide a more efficient and timely review of protocols.

ORE continues to rely on our in-house online ethics submission system and continue to work with UIT to improve the functionality of the system. As of 2018, the system still does not have the capability to accept renewals and amendments; however, it is expected by Fall 2019 that this functionality will be added. The move away from paper-based renewal and amendment applications will alleviate some of the significant operational burdens we have been experiencing for the past 6/7 years. Maintaining paper based and on-line ethics protocols, renewals and amendments is labour intensive as this requires the manual review and approval of protocols as well as the manual issuance of certificates, filing of documentation and other records. ORE will continue to work with UIT in the coming term to take whatever steps possible to upgrade the in-house ethics protocol submission system

EDUCATIONAL INITIATIVES

As in past years, to facilitate a broad understanding of research ethics policy and procedures within the research community, the Office of Research Ethics has continued to provide education and outreach activities to a variety of stakeholders and audiences. Over the past term, the Office of Research Ethics provided over 50 ethics educational presentations, meetings, consultations and advisory sessions for staff, faculty and graduate and undergraduate student audiences. In addition to enhanced web-based resources (such as guidelines, forms, processes) ORE continues to offer a range of education and outreach activities including providing training for members of Faculty delegated ethics review committees; research ethics information for new Faculty as part of "New Faculty Day"; providing "ethics 101" to graduate and undergraduate students in a classroom setting and; in several cases as part of the curriculum.

In addition, ORE continues to host monthly Brown Bag seminars that provide brief overviews of ethics policy and procedure as well as introduce a new topic in research ethics for the purposes of answering researchers' questions or discussing issues that have arisen.

ORE staff provide direct assistance to faculty, students and staff through advisory and consultative services. ORE strives to ensure an effective and efficient ethics review process – from submission of a protocol to its review and approval. To that end, ORE staff work with researchers prior to submission of their protocols and throughout the ethics review process, to answer questions as they relate to research ethics policy, protocol completion and process requirements to better ensure a timely review.

ORE facilitates advisory meetings between researchers and members of our Aboriginal Research Ethics Review Advisory Group for the purposes of navigating the often complex processes associated with research involving First Nations, Metis and Inuit.

Under the direction of the HPRC, the Sr. Manager and Policy Advisor, Research Ethics, continued to liaise with the various Faculties and their respective Research Officers as well as senior staff and scholars, external agencies and colleagues to identify and better address discipline specific ethics review issues.

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CURRENT AND FUTURE ACTIVITIES

Throughout 2017/18, the Office of Research Ethics continued to work to provide services and resources that would facilitate efficient research ethics review and assist researchers with both research ethics protocol submissions and education regarding ethics policy and process. To that end and following on the completed operationalization of the new streamlined ethics protocol for faculty, graduate and undergraduate student research, ORE undertook a revamp of its website to better assist researchers in finding the information, forms and contacts they need to move forward with their research. The website reorganization was rolled out in the fall of 2017 and included new navigation features and resources that have greatly enhanced the ability of researchers to find the information they need to complete the research ethics protocol submission process.

Throughout 2017- 2018, ORE continued to liaise with staff and faculty to assess the effectiveness of both the website reorganization as well as the new protocol forms. In response to feedback received to date, further refinements of the protocol and/or related documentation has been undertaken. Continued refinements are expected to address changes in scope of research and regulations/policies regarding same.

APPENDIX A
THE OFFICE OF RESEARCH ETHICS
APPROVAL CERTIFICATES (06/01/16 - 05/31/17)

HPRC Appendix A - Faculty and Graduate Student Approvals (new protocols only) 2017-18

New Research Projects	No. of New Approvals
HPRC Faculty	393
HPRC Grad Students	150
TOTAL	543

OFFICE OF RESEARCH ETHICS
FACULTY / DEPARTMENTAL ETHICS REVIEW COMMITTEES (06/01/16 - 05/31/17)

APPENDIX B: Protocols Reviewed by Faculty/Departmental Ethics Review Committees

FACULTY	Undergrad course related	Grad Course related	Undergrad independent/individually directed research	Graduate major research papers	Theses	Dissertations	TOTAL (excluding Theses & Dissertations)
Arts, Media, Performance & Design	3	0	1	0	0	0	4
Education	1	0	0	9	0	0	10
Engineering	0	0	1	0	0	0	1
Environmental Studies	3	6	0	0	0	0	9
Glendon	6	0	13	0	0	0	19
Graduate Studies*	18	33	0	124	0	0	175
Health	14	0	2	1	7	0	17
Liberal Arts & Professional Studies**	16	0	3	0	0	0	19
Osgoode (Law)	1	0	15	4	0	0	20
Science	0	0	0	0	0	0	0
Schulich School of Business	3	8	0	0	0	0	11
TOTAL	65	47	35	138	7	0	285

** some departments are included in the totals for Grad Studies*

*** not all departments within the Faculty submitted reports*

ns = none submitted

na - not applicable

Proposed Revisions to Pass/Fail Grades Policy

Current Policy	Proposed Revisions
<p>Students in good standing who have completed a minimum of 24 credits towards an undergraduate degree program may elect to take up to 6 credits on an ungraded basis toward a Bachelor’s degree (90 credits) or 12 credits toward an Honours Bachelor’s degree (120 credits). The Pass/Fail grading option cannot be chosen by a student for the following:</p> <ul style="list-style-type: none"> • <i>major or minor courses</i> (including for- credit practica) • outside-the-major required courses¹ • courses taken to satisfy <i>General Education or Certificate</i> requirements • required 1000-level science courses for students in the Faculties of Science & Engineering and Health. <p>Students must confirm their eligibility to complete a course on an ungraded basis. Completed Pass/Fail Application Forms must be submitted to the relevant office within the first two weeks of class. Students who elect to complete a course on an ungraded basis may not revert to taking the course on a graded basis after the last date to drop a course without academic penalty.</p> <p>Exceptions</p> <p>The Pass / Fail grading option is not applicable for the following:</p>	<p>Purpose</p> <p>This policy sets out the criteria for the Pass/Fail Grading Option, which allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.</p> <p>Scope and Application</p> <p>Subject to limitations set out, this policy applies to all undergraduate students, except for those enrolled in the following degree programs:</p> <ul style="list-style-type: none"> • BEd degrees, • JD degrees, and • BBA and iBBA degrees. <p>Definitions</p> <p>Applicable definitions are available in the Pan-university Academic Nomenclature.</p> <p>Policy</p> <p>The Pass/Fail grading option allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.</p> <p>Students complete course work as usual and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a “Pass” or “P” under this option. The result is adjusted to a “Pass” or “Fail” by the Registrar’s Office based on the final grade submitted by the</p>

¹ It is the responsibility of students to be informed of and meet their degree program requirements.

<ul style="list-style-type: none"> • graduate degrees or diplomas • BEd and BEd (Technological Education) degrees • LLB/JD degree • BBA and iBBA degrees • Exchange courses taken at another institution <p>Approved by Senate June 25, 1998</p> <p>Revised by Senate 17 February 2011</p>	<p>instructor.</p> <p>Eligibility</p> <p>Undergraduate students may elect to take up to 12 credits on the Pass/Fail grading option.</p> <p>To qualify for the Pass/Fail grading option, students must:</p> <ol style="list-style-type: none"> 1) be in good academic standing and have completed at least 24 credits, and 2) submit a request to opt for a Pass/Fail grade to the Registrar's Office before the last day to drop a course without receiving a grade. <p>Newly admitted students who have not yet completed 24 credits may submit a request for the Pass/Fail option for up to 3 credits.</p> <p>Students may not use the Pass/Fail option for the following categories of courses:</p> <ul style="list-style-type: none"> • courses which satisfy major or minor requirements (including for-credit practica not already on a pass/fail grading scheme) • required courses outside the major • courses taken to satisfy Certificate requirements • required 1000-level science courses for students in the Faculty of Science, the Lassonde School of Engineering and the Faculty of Health • in and out requirements for students in the School of the Arts, Media, Performance & Design • bilingual requirements for students of Glendon <p>Any courses covered by the Transfer</p>
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	<p>Credit Guidelines must comply with the Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.</p> <p>Students who do not meet the required conditions will not be approved to take the course on a Pass/Fail basis.</p> <p>Reversing a Pass/Fail Request</p> <p>Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course.</p> <p>Roles and Responsibilities</p> <p>Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar's Office before the last day to drop a course without receiving a grade.</p> <p>The Registrar's Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and instructions about submitting a request for the Pass/Fail option. The Registrar's Office also is responsible for inputting "Pass" or "Fail" in the student's record based on the final grade submitted by the instructor.</p> <p>Review</p> <p>This policy shall be reviewed every five years.</p> <p>Related Policies, Procedures and Guidelines</p>
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	Common Grading Scheme for Undergraduate Faculties Pan-university Academic Nomenclature Guidelines and Implementation Procedures for the Assessment of Transfer Credit
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University Policy

Pass/Fail Grades

Topic:	Academic Standards, Grades, Conduct of Examinations
Approval Authority:	Senate
Responsible Office/Body:	
Approval Date:	1998
Effective Date:	1998
Last Revised:	17 February 2011

1. Purpose

This policy sets out the criteria for the Pass/Fail Grading Option, which allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.

2. Scope and Application

Subject to limitations set out, this policy applies to all undergraduate students, except for those enrolled in the following degree programs:

- a. BEd degrees,
- b. JD degrees, and
- c. BBA and iBBA degrees.

3. Definitions

Applicable definitions are available in the Pan-university Academic Nomenclature.

4. Policy

The Pass/Fail grading option allows students in undergraduate degree programs to receive credit for eligible courses without impacting their grade point average.

Students complete course work as usual and must achieve a passing grade, in accordance with the Common Grading Scheme for Undergraduate Faculties, in order to receive a “Pass” or “P” under this option. The result is adjusted to a “Pass” or “Fail” by the Registrar’s Office based on the final grade submitted by the instructor.

4.1. Eligibility

Undergraduate students may elect to take up to 12 credits on the Pass/Fail grading option.

To qualify for the Pass/Fail grading option, students must:

- a. be in good academic standing and have completed at least 24 credits, and
- b. submit a request to opt for a Pass/Fail grade to the Registrar’s Office before the last day to drop a course without receiving a grade.

Newly admitted students who have not yet completed 24 credits may submit a request for the Pass/Fail option for up to 3 credits.

Students may not use the Pass/Fail option for the following categories of courses:

- a. courses which satisfy major or minor requirements (including for-credit practica not already on a pass/fail grading scheme)
- b. required courses outside the major
- c. courses taken to satisfy Certificate requirements
- d. required 1000-level science courses for students in the Faculty of Science, the Lassonde School of Engineering and the Faculty of Health
- e. in and out requirements for students in the School of the Arts, Media, Performance & Design
- f. bilingual requirements for students of Glendon

Any courses covered by the Transfer Credit Guidelines must comply with the Guidelines and, consequently, must be taken on a graded basis, except in cases where the host institution employs a pass/fail or other assessment scheme.

Students who do not meet the required conditions will not be approved to take the course on a Pass/Fail basis.

4.2. Reversing a Pass/Fail Request

Students who elect to complete a course on a Pass/Fail basis may request to revert to taking the course on a graded basis up until the last date of classes corresponding to the term of the course.

5. Roles and Responsibilities

Students are responsible for reviewing degree program requirements prior to submitting a request for the Pass/Fail option and for submitting their request to the Registrar's Office before the last day to drop a course without receiving a grade.

The Registrar's Office is responsible for publishing sessional dates, including the last date to drop a course without receiving a grade, and instructions about submitting a request for the Pass/Fail option. The Registrar's Office also is responsible for inputting "Pass" or "Fail" in the student's record based on the final grade submitted by the instructor.

6. Review

This policy shall be reviewed every five years.

Legislative history:	Approved by Senate 1998. Amended by Senate 17 February 2011.
Date of next review:	30 June 2024
Policies superseded by this policy:	
Related policies, procedures and guidelines:	Common Grading Scheme for Undergraduate Faculties Pan-university Academic Nomenclature Guidelines and Implementation Procedures for the Assessment of Transfer Credit

Interdisciplinary Neuroscience New Program Proposal
BSc Specialized Honours Degree in Neuroscience
Faculty of Science & Health
York University

April 2019

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New Neuroscience Degree Program

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**New Undergraduate and Graduate Degree Program
New Program Brief Template**

The development of new undergraduate and graduate degree programs follows the protocol for new degree approvals as outlined in the York University Quality Assurance Process and also complies with the Quality Council's Quality Assurance Framework.

The Program Brief for new degree programs that require full approval includes two components for undergraduate programs and three components for graduate programs, as follows:

- program proposal, including letters of consultation/support and other relevant appendices
- curricula vitae of the faculty, including program-specific appointment criteria (for new graduate programs only)
- external reviewer nominations

To ensure that all of the evaluation criteria are addressed in the proposal under development, program proponents are required to submit the New Program Brief in the following format.

**York University
New Program Brief
of the
BSc Specialized Honours degree
in
Neuroscience
Updated March 2019**

1. Introduction

This document proposes the establishment of a BSc Specialized Honours program in Neuroscience. Neuroscience is a well-established field at the intersection of Biology, Psychology, and Health Science. Because of its interdisciplinary nature, a specialized honours program is appropriate and consistent with other interdisciplinary programs such as Biochemistry, Biophysics, and Global Health at York University.

2. Governance

Many details of the administration of the program are beyond the scope of this proposal, hence what we provide in Appendix A is a broad overview of a proposed governance model and some guiding principles for implementing the proposed neuroscience program. This model has been developed from best practices based on feedback from Vice-Provost Academic, and the shared council model such as used with the Digital Media program, and the Global Health program. Please refer to Appendix A for details.

3. General Objectives of the Program

Neuroscience involves the study of the nervous system, including: how it develops; how it is structured; how it works; how it malfunctions; and how it can be changed. More precisely, neuroscience is the interdisciplinary study of the nervous system, integrating and synthesising research on molecular and cellular mechanisms in nerve cells and on the relationship among the elements of neural systems, to the study of the behaviour of the whole organism. For example, central nervous system diseases related to aging and the incidence of mental health issues are two key contemporary concerns with significant global socioeconomic impact. The growing importance of better understanding the brain and its impact on behaviour and health is recognized by large amounts of research funding devoted to neuroscience in Europe, the USA, Canada, and many other countries.

The aim of the program is to not only provide students with a sound understanding of neuroscience, but also as an undergraduate path into graduate studies or to neuroscience related careers in academia, hospitals, or industry. As such, and as outlined in this proposal, this program is aimed at high-achieving students. Students will graduate with a broad and advanced understanding of cellular and molecular, cognitive and behavioural, and systems neuroscience. Given their breadth and depth of knowledge and skills, graduates will be prepared for employment opportunities in life sciences professions and industry that are afforded by the rapid expansion of clinical, technological, and entrepreneurial endeavours in neuroscience.

Growing the University's profile in the broad fields of science and health have been key elements of York's Academic Plan. Providing quality programs is also a key objective. Further, this new program aims to increase enrollments in the Faculties of Science and Health. Neuroscience is envisaged to be a competitive program of interest for top students, creating a reputational spin-off that will help the Faculties meet White Paper objectives of increasing undergraduate student quality. Such a program will encourage more high-achieving students to consider York as their institution of choice. Such top students are also more likely to consider graduate studies and hence we expect the program to contribute to research intensification at York, another key objective of University and Faculty missions.

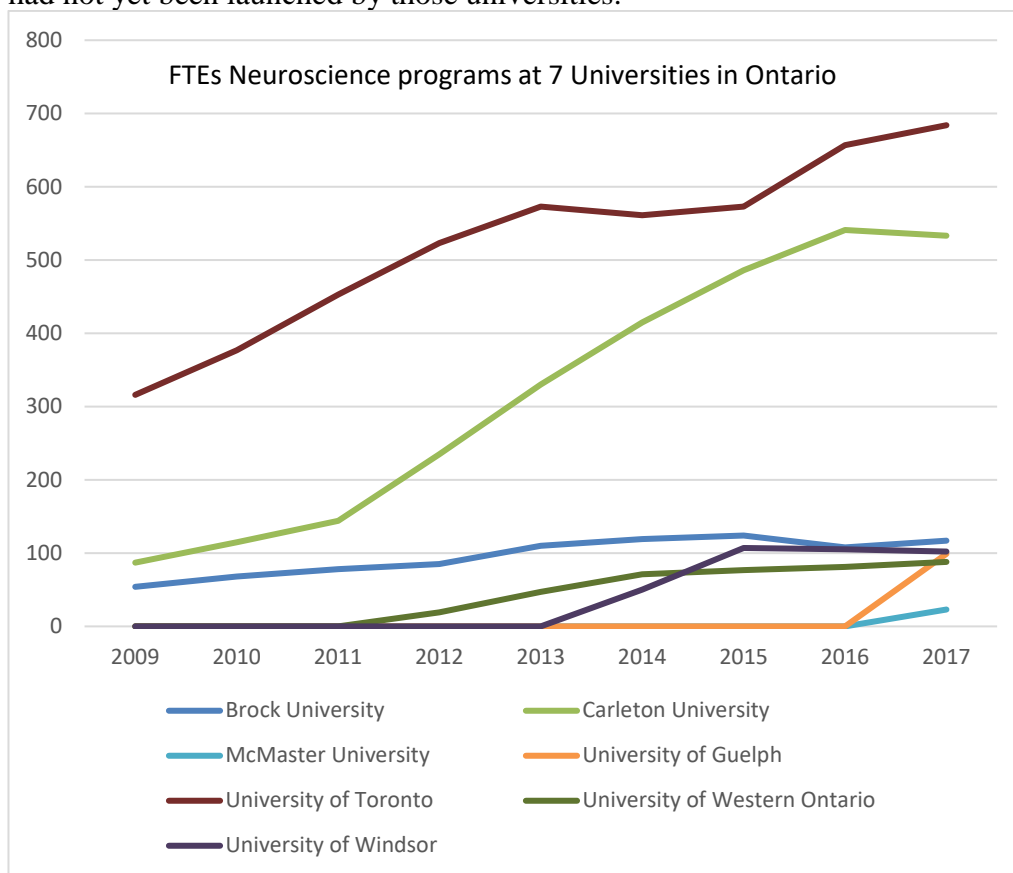
4. Need and Demand

We need a BSc. Specialized Honours program in Neuroscience at York University on the Keele campus as there are no other science-focused neuroscience programs. There is a Cognitive Neuropsychology stream offered by Glendon College by their Psychology program (see <http://www.glendon.yorku.ca/psychology/cognitive-neuropsychology/>). This stream requires the equivalent of 2.5 full courses, involves an applied research practicum, is bilingual, and is clinically focused on cognitive aging complementing their BSc/BA degrees. The proposed Neuroscience BSc program is different from the Cognitive Neuropsychology program offered by Glendon in that the proposed Neuroscience BSc will expose students to a depth and breadth of topics from molecular to whole systems. We also note that there is a Cognitive Science BA program offered by the Faculty of Liberal Arts and Professional Studies, primarily through the Department of Philosophy, with participation of the Faculty of Health. This cross disciplinary program studies the mind and the nature of its processes such as thinking, reasoning, language/linguistics, and memory. Although there are some topics in common (such as memory), there are many different topics (e.g., philosophy). The proposed Neuroscience BSc program is different from the Cognitive Science BA program because it is more focused on educating students about the scientific study of the structure and function of the nervous system and the brain.

The proposed Neuroscience program is unique in that it: (1) is interdisciplinary between Science and Health, providing students with a training environment that teaches them to integrate multiple disciplines through the different courses that make up the streams, and (2) incorporates a strong applied research component with laboratory experience and with an individualized or team-based capstone experience that engages students in research in a traditional lab, industry, or clinical settings. The proposed Neuroscience program will position York University as a provider of a distinctive research-intensive program.

Considering the Greater Toronto Area (GTA), there is no comparable program at Ryerson or UOIT. Neuroscience programs are offered at all three University of Toronto campuses. At St. George, the program is a collaboration between the Faculty of Medicine and the Faculty of Arts and Science. The St. George program is heavily based in molecular and cellular biology. One strength of the program we propose is that it is explicitly interdisciplinary, covering molecular and cellular physiology, behaviour and cognition, and systems neuroscience. This distinguishes it significantly from the St. George program. Additionally, the proposed Neuroscience program is to be offered at Keele Campus located in north Toronto adjacent to a major growth area in York Region. Keele Campus is not in close geographic proximity to any currently offered science programs in Neuroscience.

Across Ontario, there is also a demand for neuroscience education. Neuroscience has entered the imagination of aspiring young scientists at least as it pertains to the challenge of understanding the brain and manifold brain-related disorders and dysfunctions. A sign of demand is represented by the following figure showing an increase in enrollments over an interval of time between 2009 and 2017 (as reflected by Full-Time equivalents (FTEs)) across 7 universities that offer neuroscience programs in Ontario (data provided by York University’s Office of Institutional Planning and Analysis, Dec 2018). Note an FTE of zero means that we have no data for those earlier years and assume the program had not yet been launched by those universities.



Many opportunities for funding that targets neuroscience indicate the level of societal need, and potential opportunities for meaningful careers. Societal need for the neuroscience program is a critical factor for our proposed Neuroscience program. According to the Canadian Brain Research Strategy, understanding the brain is one of the greatest and most urgent scientific challenges we are facing. One in three Canadians will be affected by a brain or nervous system disorder. Currently, \$61 billion is spent annually on neurological and mental health disorders in Canada (Canadian Brain Research Strategy). In turn, the Government of Canada sees Neuroscience as a transformative area and has made an investment of \$100 million in federal funding to match private donations to support Canadian brain research. In the same way, Canada is among the countries with the greatest impact in neuroscience research (Canadian Brain Research Strategy: <https://www.canadianbrain.ca/>).

An indicator of both need and demand is that there are a variety of careers available for graduates of neuroscience programs. Many of the students enrolled in an undergraduate program in neuroscience will continue on to postgraduate education (especially medical school and graduate school). For students who do not wish to continue on to advanced degrees, they will be advised to seek additional opportunities (e.g., volunteer, research, internships, part-time jobs) and to build their network to

strategically position themselves for the marketplace. Careers listed in the table are associated with an undergraduate degree in neuroscience.

Highlights of Neuroscience Careers with a Bachelor Level Degree in Neuroscience

Position	Level
Clinical Data Collector	Entry-Level
Clinical Research Assistant	Entry-Level
Clinical Research Associate	Mid-Level
Community Program Coordinator	Mid-Level
Disability Case Manager	Mid-Level
Healthcare Manager	Mid-Level
Laboratory Assistant	Entry-Level
Laboratory Technician	Entry-Level
Medical Device Sales	Entry-Level
Natural Science Manager	Mid-Level
Patient Care Assistant	Entry-Level
Pharmaceutical Sales	Entry-Level
Regulatory Affairs specialist	Mid-Level
Rehabilitation Counsellor	Entry-Level
Research Assistant	Entry-Level
Research Associate	Mid-Level
Sales Assistant	Entry-Level
Science Advocacy	Entry-Level
Science Editor	Entry-Level
Science Technician	Mid-Level
Science Writer	Entry-Level
Teaching Assistant	Entry-Level

Source: Canadian Association for Neuroscience <https://can-acn.org/neuroscience-research-staff/>; Society for Neuroscience <https://www.sfn.org/Search?q=career%20report>; and Neuronline <https://neuronline.sfn.org/Career-Specific-Topics/Career-Paths>

A final indicator of need and demand for a neuroscience program at York is based on the results of a survey administered to students at York. In 2014, we surveyed prospective new students, i.e. those who had been offered admission to York University in F14, asking some 2900 students the following questions:

1. How interested are you in an undergraduate program in Neuroscience? (scale 1 to 5)
2. To what extent are you **more** interested in Neuroscience than the program to which you have currently applied? (scale 1 to 5)
3. To what extent are you interested in a minor in Neuroscience, i.e. a smaller set of courses that would complement your undergraduate program? (scale 1 to 5)
4. Are you **more** likely to accept admission to a Neuroscience program than to the program you've applied to at York? (scale 1 to 5)
5. If you were to study at the graduate (MSc) level at York to what extent are you interested in a graduate diploma in Neuroscience? (scale 1 to 5)

A detailed analysis of the survey results can be found in Appendix B. We note that approximately 60% of 1167 respondents were somewhat or very interested in an undergraduate Neuroscience program (Q.1). Briefly, the survey indicates that academically strong students (as determined by high school average) are interested in neuroscience (65% of those in the >90% range) and that 30% of such students are more likely to accept an offer of admission to a Neuroscience program than to the program they applied to. Also 30% of students who applied to a program as their second or higher choice are more likely to accept an offer of admission to Neuroscience. The survey clearly indicates strong interest in Neuroscience amongst students, and that a Neuroscience program would attract top new students, i.e. potentially ones who would not otherwise come to York.

5. Admission requirements

Students will be able to apply to the Neuroscience program for September 2020 to either the Faculty of Health or the Faculty of Science. Grade 12 performance (e.g., minimum 80%) will be used to ensure that over-enrollment in the program does not occur. Students applying to the Neuroscience major will be required to enroll in a newly created one-credit Neuroscience course (NRSC 1001 1.00) called *The Frontiers of Neuroscience*. Through this novel one-credit course they will be introduced to their cohort and the interdisciplinary collaborative nature of neuroscience, engaging in invited lectures and

extracurricular events spread out over two terms. This course will introduce students to research activity in the field of neuroscience at York and in the GTA, and to the faculty members at York conducting research in neuroscience.

Transfer and mature students (i.e., students not directly entering from high school) will be able to apply for entry into the neuroscience major in 2023 once all the newly designed neuroscience courses are rolled out and available.

6. A “Three pathways” program model

An environmental scan of 13 Ontario universities offering 20 different programs having a neuroscience focus revealed that all but five programs offer direct first year entry. McMaster, Queens, University of Toronto Mississauga, and Western offer second year entry with the requirement of retaining a particular GPA in first year core courses.

A key advantage of direct entry is that students enter in the unit in which they will likely remain, becoming their home base. Our proposal employs a hybrid model that combines the best of both direct entry and second year entry models, making it particularly attractive. For students who satisfy the proposed admission requirements for the Neuroscience program, a secure spot in the Neuroscience program beginning in their 2nd year is guaranteed, assuming they complete the required number of first year credits and maintain a specified overall GPA in their first year. We expect that students with diverse interests in neuroscience will apply to one of three academic units (Kinesiology & Health Science, Psychology, Biology), presumably the one that most suits their interests. These are the three alternative pathways. Although there will be exceptions and it will not be restrictive, those interested in working with people and in the life-sciences field may very well choose Kinesiology & Health Sciences or Psychology, while those interested in the cellular/molecular stream of neuroscience are more likely to choose Biology. Entering one of these three school/departments at the outset will provide students with a home base and a suitable first-year foundation for Neuroscience and will also allow them the confidence they can continue with the Neuroscience curriculum in second year.

We recommend that Senate approve the establishment of an Honours BSc degree program in Neuroscience jointly housed in the Departments of Psychology and Kinesiology & Health Science in the Faculty of Health, and the Department of Biology in the Faculty of Science, structured as follows:

Neuroscience – Psychology
Neuroscience – Kinesiology & Health Science
Neuroscience – Biology

The details are as follows:

- A. Students may apply for admission to the Faculty of Science (Neuroscience - Department of Biology) or Faculty of Health (Neuroscience - School of Kinesiology & Health Science or Neuroscience - Department of Psychology). All three academic units provide pathways to begin the Neuroscience specialization in second year. The nomenclature for capturing this novel interdisciplinary degree between two Faculties and three programs is proposed as follows:
 - Faculty of Health, B.Sc., Spec. Hons. Neuroscience – Psychology
 - Faculty of Health, B.Sc., Spec. Hons. Neuroscience – Kinesiology & Health Science
 - Faculty of Science, B.Sc., Spec. Hons. Neuroscience – Biology
- B. An overall fall intake cap for the three programs will be set initially in the neighbourhood of 70 students. This will be established by employing a model that considers (a) financial sustainability, (b) a desire to have the program remain relatively small, and (c) bottlenecks associated with the proposed second-year neuroscience techniques course and the fourth-year capstone course options. Proportions of that capped enrollment will be allotted among Psychology, Kinesiology & Health Science, and Biology. Allotments may be adjusted from year to year in accordance with the numbers and academic profiles of students applying to the three pathway degree programs.
- C. A high school cut-off grade in the neighbourhood of 80% will be set, based on the following four compulsory courses: 12U Advanced Functions, Biology, Chemistry, and English. If accepted into one of the three pathway degree programs, students will arrive with a secure spot in Neuroscience, provided they maintain a 7.5 GPA (or as may otherwise be determined) and earn at least 27 credits in their first year (September to April).

D. Students will join the cohort of the degree program into which they enrolled (i.e. Psychology, Kinesiology & Health Science, or Biology), and they will then follow the first-year requirements of their respective programs. Students will, however, receive mandatory advising that will require them to register for the NRSC 1001 1.00 course and that will enable them to move into the Neuroscience curriculum in their second year. This enrollment advising will vary among Psychology, Kinesiology & Health Science, and Biology students. (An example of the courses to be taken through each pathway program are provided in Appendix D):

- i) Students entering Faculty of Health, B.Sc., Spec. Hons. Neuroscience - Psychology, will take the following 25 credits, plus 6 others for a total of 31 credits:
- BIOL 1000 & 1001 6.00
 - MATH 1505 6.00
 - PSYC 1010 6.00
 - CHEM 1000 & 1001 6.00
 - NRSC 1001 1.00

Advising:

- Students will be advised they require EECS 1520/1540/570 3.00 by the end of second year.
- Because they will require 12 credits of General Education courses, they should take six General Education credits in their first year.
- Students will be advised that instead of MATH 1505 6.00, they may take MATH 1013 3.00 and MATH 1014 3.00.

ii) Students entering Faculty of Health, B.Sc., Spec. Hons. Neuroscience - Kinesiology & Health Science, will take the following 31 credits:

- BIOL 1000 & 1001 6.00
- MATH 1505 6.00
- KINE 1000 6.00
- KINE 1020 6.00
- PSYC 1010 6.00
- NRSC 1001 1.00

Advising:

- Students will be advised they require EECS 1520/1540/1570 3.00 and CHEM 1000 & CHEM 1001 3.00 to be completed by the end of second year
- Because they will require 12 credits of General Education courses, they should take at least six General Education credits in their second year.
- Students will be advised that instead of MATH 1505 6.00, they may take MATH 1013 3.00 and MATH 1014 3.00.

iii) Students entering Faculty of Science, B.Sc., Spec. Hons. Neuroscience - Biology –, will take the following 25 credits, plus 6 others for a total of 31 credits:

- BIOL 1000 & 1001 6.00
- MATH 1505 6.00
- CHEM 1000 & 1001 6.00
- PSYC 1010 6.00
- NRSC 1001 1.00

Advising:

- Enrollment in the PSYC 1010 6.00 course will result from mandatory advising.
- Students will be advised they require EECS 1520 3.00 by the end of second year.
- Because they will require 12 credits of non-Science General Education courses, they should consider taking six credits in their first year.
- Students will be advised that instead of MATH 1505 6.00, they may take MATH 1013 3.00 and MATH 1014 3.00.

E. Providing the students in these three pathway programs achieve a GPA of 7.5 in their first year (or as may otherwise be determined) and complete at least 27 credits in their first year, these students will have secured their admission to the Neuroscience program. In second year, they will begin to take the Neuroscience curriculum (12 credits in second year) and they will also take any of the following courses that they did not take in their first year:

- CHEM 1000 & 1001 6.00
- PSYC 1010 6.00

- EECS 15XX 3.00

Second Year Advising:

- Students will be advised that they require 12 non-Science General Education credits by the time they graduate, and that they should try to complete these courses by the time they have completed 60 credits.
- Students interested in delving deeper into a neuroscience technique, after learning about a breadth of them in NRSC 2200 3.00, will be advised to use some of their credits to enroll in an independent study course at the 3000 or 4000 level with a neuroscience faculty member, prior to the term in which they enroll in the Capstone 4000 level course.
- Students will be advised to enroll in required prerequisite courses for the 3000/4000 level courses that are part of the specialization streams.

Third and fourth year advising:

- Students enroll in required neuroscience courses (see Appendix D for an example of pathways for students through the program),
- Students enroll in the courses that are part of their chosen or alternative specialization streams.

F. Students will remain in their home School/Department, home Faculty (Health or Science), and home College for the balance of their degree, unless they apply to change programs in the manner open to all students. Therefore, Neuroscience - Psychology students will remain with Calumet College, Neuroscience - Kinesiology & Health Science students will remain with Stong College, and Neuroscience - Biology students will remain with Bethune College.

G. Assuming there is some attrition by the end of first year through changes of mind or through the failure to maintain the minimum GPA on at least 27 credits, this attrition will have two consequences. First, seats will become available for second year entry for students enrolled in non-Neuroscience B.Sc. degree programs in Psychology, Kinesiology & Health Science, Global Health, Biology, Biophysics, Biochemistry, and Integrated Science (ISCI) who have achieved a 7.5 GPA on at least 27 credits in their first year. Second, with the idea in mind of contributing to retention rates, neuroscience students who have not attained the minimum 7.5 GPA on at least 27 credits in first year will be eligible to remain in their respective entry programs, assuming they have the required GPA for that home program (or as they may arrange through advising in their home Faculty). For example,

- i) Students in Faculty of Health, B.Sc., Spec. Hons. Neuroscience - Psychology will be eligible for Faculty of Health, B.Sc., Spec. Hons. (requires a secondary application) or Hons. Psychology.
- ii) Students in Faculty of Health, B.Sc., Spec. Hons. Neuroscience - Kinesiology & Health Science will be eligible for Faculty of Health, B.Sc., Spec. Hons. Kinesiology & Health Science.
- iii) Students in Faculty of Science, B.Sc., Spec. Hons. Neuroscience - Biology will be eligible for Faculty of Science, B.Sc., Spec. Hons. or Hons. Biology.

H. Students must maintain a cumulative GPA of 6.00 (B). Those whose cumulative GPA falls below 6.00 will be eligible for any of the programs they qualify for in their home Faculty (or as they may arrange through advising in their home Faculty).

7. Program Content and Curriculum

The curriculum for this new major in Neuroscience is embedded within a specialized honours BSc degree. As part of this proposal we have designed seven new neuroscience courses, two of which are alternative capstone courses that students choose from to complete the program level objectives. We need a course code for the newly designed neuroscience courses so as part of this proposal we are introducing for approval a new course code i.e., "NRSC". The Neuroscience curriculum comprises 64 credits that includes six core neuroscience courses as well as existing courses clustered in three Neuroscience streams. The three streams are: Molecular and Cellular Neuroscience; Behavioural and Cognitive Neuroscience; and Systems Neuroscience. The Molecular and Cellular stream focuses on the molecular and cellular specialization of neurons and non-neuronal cells and synaptic and non-synaptic transmission. In the Behavioural and Cognitive stream, students delve into the neural basis of behaviour (cognition, sensation and perception, and neuropsychological processes). The Systems stream emphasizes how neural processes are translated to functional outputs of coordinated, distributed neuronal function. These streams build on the research strengths and expertise of 40 faculty members at York in the two Faculties, delivered through 28 currently existing courses. In the future, with the hiring of new faculty complement and additional new courses, Computational Neuroscience may

constitute a fourth specialized stream for this program. The neuroscience curriculum is designed to prepare students for an academic- or industry-based research-oriented career path in the neuroscience field (see Table in section 4 listing potential careers).

Neuroscience major (64 credits): The content for the major includes depth (from the new NRSC courses) and breadth (from the three specialization streams), building knowledge that includes molecular and cellular neuroscience, behavioural and cognitive neuroscience, systems neuroscience, research methods and statistics, and functional neuroanatomy. In their final year of study, students integrate and apply their knowledge in a 6-credit Capstone experience (see Capstone experience section).

Keystone course experience (1 credit): In their first year, students will register for a newly created one-credit Neuroscience course (NRSC 1001 1.00) called *The Frontiers of Neuroscience*. This novel, experiential course will lay the foundation for the academic tenure of the neuroscience program. Through this one-credit course, students will come together as a cohort, and they will be introduced to the interdisciplinary, collaborative nature of neuroscience by engaging in invited lectures and extracurricular events spread out over two terms. This course will familiarize students with research ethics and will explore neuroscience related facilities and organizations in the wider community, thereby introducing students to research activity in the field of neuroscience at York and in the GTA, and to York faculty members conducting research in neuroscience.

Capstone Experience (6 credits): The Capstone experience is intentionally flexible in format, allowing students to customize their experiential education and research in their senior year by enrolling in one of two courses (NRSC 4000 6.00 or NRSC 4002 6.00). The individual research thesis (NRSC 4000) engages students in a research-intensive experimental laboratory project or a clinically focused research project, either in a lab at York or with a partner in the community setting (industry or hospital). These research projects will be supervised by a faculty member in either the Faculty of Science or of Health. Supervision for this Capstone experience will be arranged in consultation with faculty members affiliated with the particular neuroscience area, similar to the way honours thesis supervisors are found in other programs.

The team-based group project course (NRSC 4002 6.00) will provide an opportunity for students to develop solutions to applied research problems, typically out in the community working with hospital and/or industry partners. Teams will be coordinated by the course director and projects will focus on research problems proposed by a neuroscience researcher, industry partner(s), or hospital partner(s). A team-based Capstone course like this has been successfully piloted in the Lassonde School of Engineering where projects are proposed by any faculty member or industry partner and students typically work in teams to develop solutions to applied problems. Projects will be supervised by neuroscience faculty members and/or the course director. Community partners in industry and/or hospitals (“advisers”) in collaboration with our neuroscience faculty members can propose research problems, answer questions, and/or provide additional information as needed, and be invited to the oral presentations.

Specialized Neuroscience streams (24 credits in total): As a topic area, neuroscience is interdisciplinary. Therefore, it is important that students completing a neuroscience major get exposure to the breadth of topics in neuroscience. To this end, students in the Neuroscience program will complete 24 credits from the Specialized Neuroscience streams to provide a depth and breadth of understanding in three cutting-edge areas that draw on the research strengths and expertise at York. A minimum of twelve credits are taken in the chosen stream (depth), and a minimum of twelve credits must be taken from the two alternative streams (breadth). When selecting courses from the two alternative streams, not all 12 credits can be taken within one stream. For example, students in the Molecular and Cellular Neuroscience stream could take three credits (one one-term courses) from the Behavioural and Cognitive Neuroscience stream and nine credits (three one-term courses) from the Systems Neuroscience stream to acquire their 12 alternative stream credits.

Prerequisite courses: All upper level courses in Psychology, Kinesiology & Health Science, and Biology require specific first year (and sometimes second and third year) prerequisite courses. For most courses, prerequisites are enforced. Students will be advised accordingly.

If warranted, changes in course credit exclusion status, or establishing the 2000 level NRSC courses as prerequisite courses to other upper level courses in Psychology, Biology, and Kinesiology & Health Science can be established through the normal curricular approval process as, or after, the Neuroscience program is implemented. In particular, the new neuroscience courses (NRSC) provide subject matter specific content that could be deemed suitable prerequisite substitutes by faculty members teaching upper level courses in Biology, Kinesiology & Health Science, and Psychology. For example, KINE 4230 *Neuronal Development for Activity and Health* requires as a prerequisite KINE 3012 *Physiology I*. The

core learning outcomes that are necessary to understand KINE 4230 regarding the neuroscience of the motor system are also covered (in fact, in more detail) in the newly proposed NRSC 2000 *Molecular and Cellular Neuroscience* course. Therefore, students without KINE 3012 could request permission from the instructor to enroll in the KINE 4230 course based on the fact that they have been familiarized with the required prerequisite knowledge from a required course in the neuroscience core. This may also be formalized through amendments to the required prerequisites for particular senior level courses.

Electives: Students will take remaining credits as electives. Credits available for electives can be also used for enrolling in prerequisite courses and for satisfying science requirements. For science credits, students can take any courses from the Lassonde School of Engineering, any courses from the Faculty of Science except Science and Technology Studies (STS) courses, and any courses from the Faculty of Health, with the exception of the following: HH/KINE 2380 3.00; HH/KINE 3240 3.00; HH/KINE 3250 3.00; HH/KINE 3360 3.00; HH/KINE 3420 3.00; HH/KINE 3430 3.00; HH/KINE 3440 3.00; HH/KINE 3490 3.00; HH/KINE 3510 3.00; HH/KINE 3530 3.00; HH/KINE 3580 3.00; HH/KINE 3620 3.00; HH/KINE 4310 3.00; HH/KINE 4315 3.00; HH/KINE 4340 3.00; HH/KINE 4350 3.00; HH/KINE 4360 3.00; HH/KINE 4370 3.00; HH/KINE 4375 3.00; HH/KINE 4420 3.00; HH/KINE 4430 3.00; HH/KINE 4480 3.00; HH/KINE 4485 3.00; HH/KINE 4490 3.00; HH/KINE 4495 3.00; HH/KINE 4530 3.00; HH/KINE 4560 3.00; HH/KINE 4620 3.00; HH/KINE 4630 3.00; HH/KINE 4635 3.00; HH/KINE 4645 3.00; HH/KINE 4646 3.00; HH/PSYC 3350 3.00; HH/PSYC 3430 3.00; HH/PSYC 3600 3.00; HH/PSYC 3620 3.00; HH/PSYC 3630 3.00; HH/PSYC 3670 3.00; HH/PSYC 4891 6.00, or as the list of non-science courses is amended from time to time.

Fulfillment of Degree Requirement (details provided in Appendix F): The proposed Neuroscience major curriculum requires 64 credits. In contrast, students are usually required to attain 54 or 60 credits in the major for the specialized honour BSc degree for Science or Health, respectively. Given the interdisciplinary nature of the Neuroscience major and its greater number of science credits required, this proposal waives the minimum of 9 additional science credits outside of the major normally required for Health and Science students.

Upper level requirements for BSc degrees specify that students must attain a minimum of 42 credits at the 3000 level or above, including 18 credits in the major at the 3000 level, 12 of which must be at the 4000 level. In the proposed Neuroscience major, students will take from 33 to 39 credits at the 3000/4000 level to satisfy their core requirements. (The range exists because there are 6 credits in the behavioural/cognitive stream that are at the 2000 level). Therefore, students will need to be advised to take the remaining three to nine 3000 and 4000 level credits as electives and/or that these credits may be taken within one of the streams.

To be fair and consistent to all students in this interdisciplinary BSc program and given the high number of credits prescribed for the major along with prerequisite courses required, we are recommending that BSc Faculty of Health students be required to complete the same minimum number of 12 (rather than 18) non-science general education credits, as is currently the case with Faculty of Science BSc students.

Summary of Neuroscience Requirements:

Seven new neuroscience (NRSC) course proposals are contained in Appendix C. Note there are two Capstone courses of which students must choose one.

The Neuroscience core comprises six NRSC courses (19 credits), two BIOL courses (6 credits), two PSYC courses (9 credits), one KINE course (3 credits), and one 3 credit statistics course taken from any of the home programs. The remaining 24 credits are acquired through courses from specialization streams: molecular/cellular neuroscience comprising three KINE (9 credits) and two BIOL (6 credits); behavioural/cognitive neuroscience comprising ten PSYC (33 credits) and one KINE (3 credits); and systems neuroscience comprising one BIOL (3 credits), four KINE (12 credits), and two PSYC (6 credits). Students must complete a minimum of 12 credits from one chosen stream and a minimum of 12 credits taken from the two alternative streams. Courses are listed as follows:

Course Code	Title	Credit	Status
BIOL 1000 3.00	Biology I	3	exists
BIOL 1001 3.00	Biology II	3	exists
PSYC 1010 6.00	Introduction to Psychology	6	exists
NRSC 1001 1.00	Frontiers of Neuroscience	1	new
NRSC 2000 3.00	Fundamental Molecular and Cellular Neuroscience	3	new
NRSC 2100 3.00	Systems, Behavioural and Cognitive Neuroscience	3	new
NRSC 2200 3.00	Neuroscience Techniques	3	new

PSYC 2021 3.00, or BIOL 2060 3.00, or KINE 2050 3.00	Statistics*	3	exists
NRSC 3000 3.00	Molecular and Cellular Neurobiology	3	new
PSYC 3250 3.00	Neural Basis of Behaviour	3	exists
KINE 3650 3.00	Functional Neuroanatomy	3	exists
NRSC 4000 6.00 or NRSC 4002 6.00	Neuroscience Capstone	6	new
	Chosen Specialized stream	12	exists
	Alternative Specialized stream	12	exists
	Total Credits:	64	

* In the future, the Neuroscience Committee will need to decide if there is a need to create a separate neuroscience specific statistics course.

Courses within the specialized Neuroscience streams are summarized below. Courses are assigned to streams based on its most representative content covered. No course is in more than one stream.

Molecular and Cellular Neuroscience

Course Code	Title	Credit	Status
KINE 3670 3.00	Molecular and Cellular Neuroscience with Applications to Health	3	exists
BIOL 4310 3.00	Physiology of Circadian Timing	3	exists
BIOL 4370 3.00	Neurobiology	3	exists
KINE 4230 3.00	Neuronal Development for Activity and Health	3	exists
KINE 4505 3.00	Neurophysiology of Movement in Health and Disease	3	exists

Behavioural and Cognitive Neuroscience

Course Code	Title	Credit	Status
PSYC 2220 3.00	Sensation and Perception I	3	exists
PSYC 2260 3.00	Cognition	3	exists
PSYC 3140 3.00	Abnormal Psychology	3	exists
PSYC 3265 3.00	Memory	3	exists
PSYC 3270 3.00	Sensation and Perception II	3	exists
PSYC 3495 3.00	Neuroscience of Aging & Cognitive Health	3	exists
PSYC 4080 6.00	Neuropsychology of Abnormal Behaviour	6	exists
KINE 4210 3.00	Disorders of Visual Cognition	3	exists
PSYC 4260 3.00	Seminar in Sensation and Perception	3	exists
PSYC 4270 3.00	Seminar in Memory and Cognition	3	exists
PSYC 4360 3.00	Visuospatial Memory and Goal-Directed Action	3	exists

Systems Neuroscience

Course Code	Title	Credit	Status
KINE 3020 3.00	Skilled Performance and Motor Learning	3	exists
BIOL 4380 3.00	Systems Neuroscience	3	exists
PSYC 4215 3.00	Neuroimaging of Cognition - fMRI Methods	3	new
KINE 4225 3.00	Principles of Neuro-motor Learning	3	exists
KINE 4240 3.00	Applied Human Factors	3	exists
KINE 4500 3.00	Neural Control of Movement	3	exists
PSYC 4380 3.00	Seminar in Neuroscience: Rhythms of the Brain	3	exists

Summary of Course Requirements:

Students in the Faculty of Health may have a different path to completion of the Neuroscience program requirements from those in the Faculty of Science in terms of courses taken each year. But all will have in common the Neuroscience core courses. NRSC 1001 1.00 is expected to be completed within the first 30 credits of study but if needed students can be given the opportunity to enroll in this course if they have not yet completed 60 credits. See Appendix D outlining what courses should be taken respectively by students coming from the Faculty of Science (i.e. Biology) and the Faculty of Health (i.e., Psychology or Kinesiology & Health Science). Appendix D outlines how a student from each program can complete their degree requirements within four years. As an advising note, students interested in using this degree as a launch to a professional program (e.g. medical school) will need to attend to the requirements specified by the universities to which they want to apply, as that will impact whether they need to take a full course load each year. Similarly, students wishing to apply to a specific type of graduate program

should pay attention to any additional qualifying courses they may need. Appendix E describes details of the courses taken for the Neuroscience degree.

We expect to admit approximately 70 students beginning in 2020. The new 2000-level Neuroscience courses could have enrolments of ~100-150 students. Some of the Neuroscience courses may be capped due to pedagogical constraints. For example, the NRSC 2200 3.00 *Neuroscience Techniques* course will only be open to Neuroscience majors.

Requirements as they will appear in the Undergraduate Calendar can be found in Appendix F.

8. Program Structure, Learning Outcomes and Assessment

The overriding objective of the program is to provide a thorough education in the methods and ethics of scientific inquiry, using neuroscience as the discipline for exploration, and to provide graduates with breadth and depth of understanding about the field of neuroscience that will position them for further advanced study and for employment in a variety of neuroscience-related professions or industries.

Students will develop proficiency in the following abilities from the chosen and alternative stream Neuroscience courses, and prerequisites and elective courses will enhance their competencies. At the end of the program, successful students should be able to:

1. Integrate and apply theoretical perspectives and major findings across broad areas of neuroscience, i.e., cellular and molecular, behavioural and cognitive, and systems.
2. Demonstrate knowledge of, and recognize the relationships between, the structure and function of molecules and tissues involved in neurobiological systems at all levels: molecular, cellular, and organismal.

Specific core knowledge demonstrated through written and oral assignments, and other course activities include:

- a. The core principles of nervous system structure and function.
 - b. The molecular and cellular fundamentals of neural excitability and synaptic physiology.
 - c. The principles of information processing in neuronal circuits and networks.
 - d. The fundamental principles of sensory processing across modalities.
 - e. The fundamental principles of motor system functioning.
 - f. The general organization of the brain and its relation to physiological and cognitive processes.
 - g. The basic principles of neural development.
 - h. The range of typical and atypical cognitive processes and the pathological mechanisms underlying common diseases and disorders of the nervous system.
 - i. The molecular, cellular, and cognitive bases of learning and memory.
 - j. The basic principles of cognition, attention, language, emotion, and consciousness and the development of these functions.
3. Demonstrate detailed knowledge in one of the specialized Neuroscience streams.
 4. Locate and retrieve scientific information, and to read, critique, and evaluate scientific articles, demonstrate scientific writing skills, and deliver oral presentations.
 5. Perform basic laboratory techniques used in neuroscience research and identify and apply principles of laboratory safety.
 6. Describe the diverse experimental research methods used in the broad areas of neuroscience and defend the use of these methods.
 7. Develop testable research questions based upon in-depth knowledge in one or more of the broad areas of neuroscience and apply research methods, experimental designs, and analysis techniques used to investigate such scientific questions.
 8. Represent information in a quantitative format to analyze and interpret quantitative information, including graphs and statistics.
 9. Analyze and interpret preexisting or novel data, including research findings, to develop lines of argument, propose solutions, and communicate findings in both oral and written formats to diverse audiences.
 10. Relate neuroscience to other disciplines, and apply learning from those disciplines within neuroscience, e.g., mathematics, computer science, physics, health sciences, sport, and society.
 11. Work effectively and collaboratively in teams.
 12. Demonstrate initiative, personal responsibility, and accountability in class and experiential settings.
 13. Demonstrate academic integrity, social responsibility, and respect for diversity and different points of view.

The following table summarizes how learning outcomes map to specific courses or selections of courses in the proposed course requirements of the program. For a comprehensive mapping of courses to the Neuroscience program level objectives and undergraduate degree level expectations please see the attached Excel spreadsheet (Appendix I). The map demonstrates how the courses achieve the Neuroscience program level objectives. The newly proposed Neuroscience (NRSC) courses (see Appendix C) were designed to contribute to and fulfill program level objectives.

Program Learning Outcome	Courses through which the outcomes are achieved
1	NRSC 1001 1.00; NRSC 2000 3.00, NRSC 2100 3.00, NRSC 2200 3.00, NRSC 3000 3.00; PSYC 3250 3.00; KINE 3650 3.00; NRSC 4000/4002 6.00. In addition, students select 12 credits which develop this outcome from one of three Specialized Neuroscience streams and 12 credits from the other two alternative specialized streams.
2	BIOL 1000 3.00; BIOL 1001 3.00; PSYC 1010 6.00; NRSC 1001 1.00; NRSC 2000 3.00, NRSC 2100 3.00, NRSC 2200 3.00; NRSC 3000 3.00; PSYC 3250 3.00; KINE 3650 3.00, NRSC 4000/4002 6.00. In addition, students select 12 credits from one of three specialized Neuroscience streams and 12 credits from the other two alternative specialized streams in which many of these outcomes are developed (e.g., KINE 3670, KINE 4230...)
3	Students select 12 credits from one of three Specialized Neuroscience streams: Molecular and Cellular Neuroscience, Behavioural and Cognitive Neuroscience, and Systems Neuroscience streams, and 12 credits at the 3000 and 4000 level which develop this outcome from the other two alternative specialized streams.
4	NRSC 2200 3.00; PSYC 3250 3.00; NRSC 4000/4002 6.00; as well as many of the specialized neuroscience courses (e.g., PSYC 3270, KINE 4225...).
5	BIOL 1000 3.00; BIOL 1001 3.00; NRSC 2200 3.00; NRSC 3000 3.00; 4000/4002 6.00.
6	NRSC 1001 1.00; NRSC 2100 3.00; NRSC 2200 3.00; NRSC 3000 3.00; KINE 3650 3.00; NRSC 4000/4002 6.00.
7	The set of lab courses progressively develop this outcome (i.e. BIOL 1000 3.00; BIOL 1001 3.00; NRSC 2200 3.00, and others), culminating in the 4000-level Capstone course (NRSC 4000/4002 6.00).
8	This is achieved through the mathematics courses MATH 1013 3.00; MATH 1014 3.00 or MATH 1505 6.00; the second-year statistics course, the computational courses (EECS 15XX 3.00); and the sequence of lab courses in which mathematical and computing skills are applied.
9	Required courses in second and third year, as well as most other courses, develop this outcome through written and oral assignments.
10	This is achieved through the multidisciplinary nature of the program. Mathematics, computing, psychology, biology, and kinesiology & health science courses are all part of the requirements.
11	BIOL 1000 3.00; BIOL 1001 3.00; PSYC 1010 6.00; NRSC 2000 3.00; NRSC 4000/4002 6.00; PSYC 4260 3.00; PSYC 4270 3.00; KINE 3020 3.00.
12	PSYC 1010 6.00; NRSC 2000 3.00; NRSC 4000/4002 6.00; KINE 4225 3.00; PSYC 4260 3.00; PSYC 4270 3.00; KINE 4225 3.00.
13	BIOL 1000 3.00; BIOL 1001 3.00; PSYC 1010 6.00; NRSC 2000 3.00; NRSC 4000/4002 6.00.

Methods and criteria for assessing student achievement

Across the program, student achievement is measured through a variety of assessment methodologies. The program emphasizes experiential learning and methods of assessments that match these experiences, such as interviews, case-studies/simulations, team critical reflections, and an independent or team-based Capstone project. When the 22 possible sample neuroscience careers available for students with a neuroscience background were explored using Talent Neuron (an online talent market intelligence portal that gathers data and analytics from 800 sources providing real-time labour market insights), the transferable soft skills such as oral and written communication, team work, ability to work independently, and problem solving appeared consistently across these careers. These soft skills are developed and evaluated through the Neuroscience courses proposed in this program.

Appendix G provides two tables. The first shows the alignment of program learning outcomes and assessment methodologies in Neuroscience (NRSC) courses. The second provides detailed criteria for assessing student achievement and/or success in acquiring these outcomes.

Neuroscience (NRSC) courses: These courses were created with specific methods and criteria for assessing student achievement, not only with the course in mind, but also the program learning outcomes. Each of the assessment methodologies focuses on ensuring the assessments are appropriate for the evaluation of student achievement for the intended program learning outcomes.

The assessment practices in the program include:

- Laboratory participation
- Critical reflections
- Case-studies/Simulations
- Neuroscientist interviews
- Team reflection presentation
- Peer to peer evaluation
- Public presentation
- Journal article critiques
- Tests & examinations
- Personal response systems
- Self-evaluation
- Research proposal
- Research Capstone final report

Much of the assessment of experiential learning in the program have been designed following principles of Universal Design. Many of the assessments in the program are flexible, accessible, and enable students to make choices to be more involved in the learning process. Central to these principles is the design of the Capstone project. The Neuroscience Capstone project (NRSC 4000/4002 6.00) provides students the choice of an intensive research project engaged in a laboratory or hospital setting or a team-based project to develop solutions to applied research problems in the lab or community (industry, hospital) settings. This Capstone project is described in more detail next.

Capstone Project: The program incorporates a research component with a uniquely flexible capstone experience that engages students individually (NRSC 4000 6.00) or in teams (NRSC 4002 6.00) in research in an independent lab, clinical settings, or with other community/industry partners. The assessments of the Capstone include: 1) a précis and reading list (5%); 2) an initial project proposal including the introduction and methods sections (25%); 3) oral presentation (20%); 4) final report (40%); 5) critical reflection or peer to peer/self-reflection (5%); and 6) laboratory involvement/citizenship (5%).

The project includes a student-supervisor/course director agreement outlining tasks and learning expectations for the project and detailing hours involved. Students either individually (NRSC 4000 6.00) or in a team (NRSC 4002 6.00) submit for approval a project proposal to the supervisor/course director. Within the first month of the course, a short précis (abstract) and reading/reference list will be submitted for evaluation (5% of the final grade). Based on this information, the supervisor/course director will provide formative feedback to the student/team on their proposed research proposal. Four months after beginning the project (approximately January 15th), the student(s)/team(s) will hand in to the supervisor/course director a draft of the Introduction and Methods of the project. The aim of submitting this early draft is to provide an opportunity for feedback on the student's writing (evaluated and worth 25%). At the same time the supervisor/course director will provide feedback on the performance of the student(s)/team(s) in terms of meeting the learning outcomes specified in the agreement. The format of this evaluation will vary from project to project, but the requirements of this evaluation will be specified in the original documents.

Students will also have a final presentation which will be evaluated (20%). All of the faculty members and students associated with the Neuroscience program will be invited to attend this presentation. This final presentation will be evaluated using a rubric adapted from the Oral Communication Value rubric proposed by AACU (American Academy of Colleges and Universities; see value@aacu.org) that evaluates skills such as reflection (e.g., uses concepts learned about neuroscience to draw further conclusions and links it to research, showing a recognition and ability to critique the beliefs and assumptions held), language (e.g., language supports the effectiveness of communication and is appropriate to the topic and audience as well as grammatical and clear, etc.); delivery (e.g., posture, gesture, eye contact, and vocal expressiveness showing confidence and authority, looking more often at the audience than at his/her speaking materials/notes, etc.); supporting material (e.g., explanations, examples, illustrations, statistics, analogies, and quotations from relevant authorities are appropriate); central message (e.g., compelling, precisely stated, appropriately repeated, memorable, and strongly supported, etc.).

Students will be assessed on their work in labs, modelling the importance of developing professional skills that are valuable to future careers. While lab meetings either at York or in the hospital/industry organization may look different from project to project, all students will be assessed on

research/laboratory citizenship (5% of their final grade) contributing to the creation and ongoing support of a positive, collegial, lab (research) environment.

For the individual research projects (NRSC 4000 6.00), students will submit to their supervisor a short, written, self-reflection (evaluated at 5%) designed to provide students with an opportunity to critically reflect on their experience. They will be asked to critique their own thoughts, attitudes, and actions related to neuroscience research, and describe how or why they have changed or stayed the same as a result of their research experience. They can be asked to identify at least one attitude/action that they think they could apply, do better, or do differently; this can apply to any aspect of their professional or academic life.

For the team-based projects (NRSC 4002 6.00), students will submit to their supervisor an evaluation of their collaboration (peer-to-peer and self, evaluated at 5%) designed to provide students with an opportunity to critically reflect on their experience conducting a team-based project in the neuroscience program. A collaboration rubric will be created or adapted from the Team Value rubric proposed by AACU (American Academy of Colleges and Universities; see value@aacu.org) whereby students assess and critique their contributions and their peers' contributions to the development of the project (e.g., role in researching and gathering information, ability to share and relay information, punctuality); responsibility in ensuring the project outcomes are fulfilled (e.g., fulfills team role & duties, contributes to the development of the final paper); and ability to be a valuable team player (e.g., listens to others, expresses self to others, makes fair decisions).

At the end of the term, the supervisor(s)/course director will provide the student with a grade of the final report (40%) and an assessment of the degree to which the student has met the agreed-upon expectations and the learning objectives.

Laboratory Participation: The program incorporates an applied research component with laboratory experiences in neuroscience through a culminating research-based Capstone experience where students will be assessed on their initial project proposal, public presentation, and final report.

Critical Reflections: Students will be assessed by critical reflections in individual or in teams in NRSC 1001 1.00, NRSC 2200 3.00, NRSC 3000 3.00, and NRSC 4000/40002 6.00 to assess skills such as integrating theoretical perspectives in neuroscience, demonstrating knowledge of neurobiological systems, analyzing and interpreting pre-existing or novel data, relating neuroscience to other disciplines, and working effectively in teams. Students will be asked to write critical reflections on guest lectures, journal articles, media postings, and/or laboratory techniques. The main assessment criteria evaluate students' abilities to address questions such as: "what?" (e.g., what did they learn about the Neuroscience process covered, what techniques were used to investigate the system), "so what?" (e.g., how does this information contribute to our knowledge in the field of neuroscience, or how do the techniques used further our understanding of this system), and "what now?" (e.g., what more would they like to know about this topic or what further research needs to be done, or, are there other techniques that could better investigate the system in this context).

Journal Article Critiques: There will be journal article critiques in NRSC 2000 3.00 and NRSC 2200 3.00 to assess students' knowledge of (a) neurobiological systems, (b) locating, retrieving, critiquing, and evaluating scientific information, (c) describing diverse experimental research methods, (d) analyzing data including research findings, and (e) relating neuroscience to other disciplines. Criteria for assessing student achievement for the journal critiques include: (a) analyzing a research article, (b) critically reflecting on the research process, and (c) discussing their emerging understanding of the purpose and process of these methodologies.

Tests and Examinations: There will be traditional tests and examinations measuring student knowledge, comprehension, and application of theoretical perspectives, major findings, and neurobiological relationships. The examinations in NRSC 2100 3.00 and NRSC 3000 3.00 will include multiple choice questions to assess whether students can correctly identify key course concepts, as well as matching and/or short answer questions designed to assess students' ability to describe and explain the structure and function of the human brain.

Case Studies and Simulations: Students will be assessed by response to case studies/simulations, such as classic cases of brain abnormalities in NRSC 2100 3.00. Students will be assessed on their engagement in the exercises (e.g., they must be present in class and complete the exercise), as well as their reflective responses. Responses will be assessed both on accuracy, as well as their ability to make critical connections among core course concepts.

Modes of delivery

Modes of delivery are often face-to-face with a lecture format in currently existing courses. The newly proposed neuroscience courses may be face-to-face with a lecture format or they may be blended or use a flipped classroom format. Blended or flipped classroom formats will be used in order to create the opportunity for student engagement and experiential activities. Experiential learning is integral to the program. This is particularly true of the Capstone course where mentorship and supervision are vital. As a mode of learning, such mentorship during the delivery of seminars, labs, and capstone experiences in NRSC 1001 1.00, NRSC 2200 3.00, NRSC 3000 3.00, and NRSC 4000/4002 6.00 is an effective approach to particularly achieving learning outcomes 3 through 13, listed at the beginning of section 8.

9. Resources

As indicated in Appendix H, there are significant faculty strengths in all areas of the program. In total, there are approximately 40 faculty members with strengths in the Neuroscience domain. Although there are more faculty members in the Behavioural/Cognitive and Systems area, there are also sufficient faculty members in the Molecular/Cellular area to easily mount the program with three streams. However, we flag this area as one which will need development in the future. Most faculty members operate research labs and therefore may be contributors to the new *Neuroscience Techniques* (NRSC 2200 3.00) course and to the Capstone thesis course. Faculty strength can also be seen in the presence of four Canada Research Chair holders and one Distinguished Research Professor.

The program does not rely on participation of emeriti faculty nor is it anticipated that contract faculty will be called upon. However, there are at least two recent retirees with expertise in neuroscience who may wish to participate, and they would be welcome to do so.

A number of existing courses required in the program are laboratory courses – namely BIOL 1000 3.00, BIOL 1001 3.00, CHEM 1000 3.00, and CHEM 1001 3.00. These are very large courses and we expect the additional students will be absorbed with very small impact on resources. Some courses in the specialized Neuroscience streams are also laboratory courses - namely KINE 3020 3.00 and KINE 4225 3.00. Similarly, we don't anticipate student demand will require significant additional resources.

The new *Neuroscience Techniques* course (NRSC 2200 3.00) is being designed as an innovative blended format course providing Neuroscience majors with an overview of, and exposure to, neuroscience techniques and methodologies in the fields of systems neuroscience, cognitive neuroscience, cellular and molecular neuroscience, and computational and theoretical neuroscience. These techniques could include any of the following: EEG, fMRI, behavioural methods such as psychophysics and eye/body tracking, electrophysiology, patch and dynamic clamp, transgenic mouse technology, molecular imaging, neuronal coding and communication, neuronal networks, and brain-machine interfaces. Research faculty members have a large array of research equipment, and we have a flagship fMRI Facility. There is not, however, enough space nor time in individual labs for the cohort of students enrolled (60-70) to learn multiple techniques and gain a hands-on experience with it. Therefore, the course proposes to use online simulations or computer lab activities that will allow students to explore different neuroscience techniques using software such as “Backyard Brains” (<https://backyardbrains.com/experiments/>). In addition, demonstrations of neuroscience techniques will be made available through video recordings of different techniques from research labs at York and posted in the course learning management system for students to review. Given the complexity of some of these techniques, students will also need to be provided tutorials that show them how to build and analyze graphs using different techniques and methods. Ultimately, students will be provided with a sample of data generated from the technique used and asked to produce a graph of the data, as well as a short explanation of their final product. Therefore, this course will require purchase of software and/or a license for software that emulates or simulates different neuroscience techniques, resources to video record different neuroscience techniques in the lab, and development of online tutorials to show how to build and analyze data based on different neuroscience techniques.

Faculty, Research and Administrative Resources

With the newly proposed Neuroscience courses and the anticipated increase in demand for research opportunities and supervision of Capstone projects, both Faculties will require additional faculty hires to supplement the current cohort of Neuroscience researchers and teachers.

Currently, research can be conducted in existing teaching laboratories and can leverage our unique research facilities (e.g. York MRI Facility). Research faculty members already have laboratory and research space, including space for graduate students. The two Faculties also have sufficient general office space for faculty members and graduate students. With new hires, additional space will be required.

For the first few years, we anticipate the need for a half-time administrative assistant position, but when steady-state student numbers reach more than 200, a full-time position will likely be required.

Other Supports and Services

Information technology and library facilities are also important elements of the academic quality, and we anticipate that University-wide facilities will be adequate.

Class sizes and capacity for supervision

With the exception of the new NRSC courses, class sizes will be determined by the Faculties and Departments/School offering the courses. Some of the NRSC courses will be open to students outside the Neuroscience program and, if lecture-based, may have elasticity in the class size to accommodate more students. Others such as NRSC 2200 3.00 *Neuroscience Techniques*, will be restricted to Neuroscience majors and hence have a class size of about 60-70 students.

The 4000-level Capstone course(s) expect to enroll up to 60-70 students working alone or in groups. The first cohort will be in 2023. These courses will require neuroscience faculty members to supervise student capstone projects. Given there are approximately 40 faculty members who either are core or affiliated with the neuroscience area, this is achievable if faculty members supervise at least 1 student each. The Capstone experience could also be completed by students enrolling in the team-based course (NRSC 4002). If other processes and procedures need to be put in place to ensure students are enrolled in a course they want, then this will need to be fleshed out by the Neuroscience committee.

10. Enrolment Projections

The table shows enrolment based on intake beginning at 70 students in the inaugural year of the program. Retention of 85% into year 2 and 90% into year 3 are built into the model. This results in steady state of 242 across both Faculties by 2024.

Enrolment projection for a proposed annual intake of 70						
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Total
Retention		0.85	0.9	1	0.1	
2020	70	-	-	-	-	70
2021	70	59.5	-	-	-	130
2022	70	59.5	54	-	-	183
2023	70	59.5	54	54	-	237
2024	70	59.5	54	54	5	242
2025	70	59.5	54	54	5	242
2026	70	59.5	54	54	5	242
2027	70	59.5	54	54	5	242

11. Support Statements

Support statements (found in Appendix J) are provided by:

- The Deans of the Faculties of Health and Science, with respect to the adequacy of existing personnel (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing personnel (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- Relevant Faculties/units/programs confirming consultation and support for the proposed program, as appropriate
- Professional associations, government agencies, or policy bodies with respect to the need and demand for the proposed program, as appropriate

APPENDICES

- Appendix A: Proposed Governance Model
- Appendix B: Student Survey
- Appendix C: New Course Proposals Summary and Details
- Appendix D: Neuroscience Paths to Completion for Students in Health and Science
- Appendix E: Description of Courses
- Appendix F: Calendar Copy
- Appendix G: Assessment of Student Achievement for New Neuroscience Courses
- Appendix H: Neuroscience Faculty Members (Core vs. Affiliated)
- Appendix I: Undergraduate Degree Level Expectations (UDLE) Mapping against Program Learning Objectives (Program Learning Outcomes) and Each Course in the Program (Excel spreadsheet)
- Appendix J: Supporting statements

Appendices A, D, H and I are included in the Senate agenda, as well as the supporting statements from the Provost, Deans, relevant departments and external reviewer.

Appendices B, C, E, F and G, along with supporting statements from the Librarian, Registrar and UIT, are posted separately on the Senate webpage.

Appendix A: Proposed Governance Model

Many details of the administration of the program are beyond the scope of this proposal, hence what we provide next is a broad overview of the governance model and some guiding principles for the proposed program. This model has been developed from best practices based on feedback from Vice-Provost Academic, the shared council model such as the Digital Media program and the Global Health program. In the future, this model may change, and an interdisciplinary undergraduate program may be anchored to a single program as the Vice-Provost Academic is working on developing a process for interfaculty undergraduate programs. In the meantime, the following is proposed:

Principle of Equitable and Fair Sharing - Governance of the Neuroscience Program will be equitable based on the revenue and costs between two Faculties (Health and Science) and among three departmental units (Department of Psychology, School of Kinesiology & Health Science, and Department of Biology). Not only will Course Directors share in the teaching and supervising students' Capstone projects, but also administrative responsibility and support will be shared.

Establishment of the Neuroscience Committee – The two Faculties shall establish a six-person Neuroscience Committee (the “Committee”) as a shared Committee. This Committee shall include an Associate Dean from each Faculty (*ex officio*), as well as a neuroscience program coordinator who will Chair this committee. For the first four years of running the program we would recommend that the remaining members of the committee be comprised of the Chair of the School or Department or his/her designate of each of the three programs. After four years, the Neuroscience committee may decide on a different make-up of the committee members (e.g. three members appointed annually in advance of the start of the academic year by the three participating units in accordance with their internal procedures). These members will be from the Department of Psychology, School of Kinesiology & Health Science, and Department of Biology. The person serving as Chair of the Committee shall rotate every three years, or as the Committee may otherwise decide, between the two Faculties.

Mandate of the Neuroscience Committee – The Committee will meet as needed to advise on matters related to a variety of governance issues. Central to the Committee's mandate will be review and revision of curriculum needs and initiatives, marketing, recruitment and enrolment. The Committee will also provide advice to the respective Faculties on matters related to advising, resources, and administrative support, and to the respective Deans on matters of advising, teaching assignments, TA assignments, and complement planning. An initial task of the Committee will be to establish terms of reference (terms of membership, goals, deliverables, decision making process, communication, determine approval processes for new curriculum, resources, etc.).

Supporting Positions - The Faculties will establish two positions to directly support the Neuroscience program, one at the Faculty level and one at the staff level. A Neuroscience Program Coordinator position will be filled by a Faculty member as a service responsibility, in accordance with the Academic Administrative Positions Appendix P in the Collective Agreement for medium sized interdisciplinary programs. This position will rotate every three years between the two Faculties, or as the Committee may otherwise decide, and the Coordinator should also serve as Chair of the Neuroscience Committee simultaneously. In the short term, we also propose that the neuroscience coordinator support marketing and recruitment initiatives, serve as the course director for the newly proposed 1 credit Frontiers in Neuroscience course and facilitate students' finding a supervisor(s) for the 6 credit Neuroscience Capstone Experience course. In the longer term the neuroscience committee members can propose next steps in supporting and resourcing these courses. A Neuroscience Program Assistant will be the key supporting staff position, hired or appointed as a joint endeavor of the two Faculties. The job responsibilities associated with the Neuroscience program may start as part-time and change over time as the program matures, but we foresee that in the beginning this person will be providing academic advice, following up with student queries related to program requirements, etc. In addition to the responsibilities of the Committee listed in the preceding paragraph, the Committee will also provide advice and direction to the Program Coordinator and to the Assistant, in the latter case through the leadership of the Executive Officers of each Faculty.

Applications and Enrolments - The initial intention is to cap the program at about 70 students per entering year, allowing for ½ of the enrollees annually from each Faculty. We propose that a suitable admission GPA (e.g. 80%) to ensure over-enrollment in the program does not occur. The Committee shall deliberate on enrolment cut-offs, and both Faculties will apply the same standards and grade cut-offs for the applicant pool from their respective Faculties. If in a particular year for one of the Faculties there are not ½ the students who meet the standard or who express interest in enrolling, then the unused spots may be filled by students in the other Faculty, providing they meet the cut-off or standard established by the Committee for that year. Although all students admitted to the program will have identical neuroscience program requirements, their respective home Faculties shall remain the home Faculty and they will be responsible for satisfying their home Faculty requirements (e.g., in terms of first year course requirements).

Finances - Under the SHARP budget model, there is a default mechanism for the distribution of costs and revenues where undergraduate students from one Faculty take courses offered by another Faculty. SHARP also sets out specific costs that are borne by each Faculty in their operations. Currently, for instance, enrollment revenues (tuition and government grants) are distributed 40% to the Faculty offering the course and 60% to the student's home Faculty. It is possible that this ratio may be adjusted by the university from time-to-time, or that a different mechanism may be employed in the future. Regardless of the detail, it is important to state the underlying principle that applies in general and will apply to the Neuroscience Program, particularly in those courses created for Neuroscience using the NRSC rubric: Where two Faculties are engaged in undergraduate teaching where there is, prior to adjustment, a greater cost in one Faculty and a greater benefit in another, the costs and revenues will be adjusted so that there is a fair distribution of such costs and revenues between the two Faculties. If this principle requires an adjustment to the ratios or other mechanisms set out in the SHARP budget, then those ratios and mechanisms will indeed be adjusted accordingly. Without limiting the generality of the foregoing, this fair distribution will consider revenues from student enrollments, administrative support costs, space costs, lab costs, and teaching assignments. Where such adjustments are made, they shall be approved by the Deans of the respective Faculties in order to give effect to the fairness principle, and similarly, they shall be approved by the Central Administration for the same reason.

Academic Misconduct, Petitions, Appeals - For matters of academic misconduct in courses with established rubrics (e.g. PSYC, KINE, BIOL, etc.), students will be subjected to the process established by the Faculty that has mounted that particular course, in the usual manner. For matters of academic misconduct in courses using the new NRSC rubric – which will be a shared rubric between the two Faculties – students will be subjected to the process used by their home Faculty, either Health or Science. For petitions and appeals, students will access the system established by their home Faculty.

Appendix D: Potential/example paths to completion**Path for BSc Spec. Hons. Psychology- Neuroscience**

This is an example pathway for completion of the BSc. Specialized Honours degree in Psychology-Neuroscience. In this example pathway, we have made the assumption that the student will select the Behavioural and Cognitive Neuroscience stream as their chosen stream. Their alternative streams are Molecular and Cellular Neuroscience and Systems Neuroscience. We assume that this example student selected to complete a minimum of 6 credits in Molecular and Cellular Neuroscience and minimum of 6 credits in Systems Neuroscience. Please note, this is one of the many ways a student in BSc Spec. Hons. Psychology- Neuroscience could choose to complete the program.

The following legend explains the color coding:

White Background with Black Text	Neuroscience Core Credits
Green Background with Black Text	Prerequisite courses for Neuroscience core credits and Neuroscience streams
Purple Background with Black Text	Molecular and Cellular Neuroscience credits
Red Background with Black Text	Behavioural and Cognitive Neuroscience credits
Blue Background with Black Text	Systems Neuroscience credits

Year 1:

Course Code	Title	Credit	Status	Term
BIOL 1000	Biology I - Cells, Molecular Biology and Genetics	3	exists	F
BIOL 1001	Biology II - Evolution, Ecology, Biodiversity and Conservation Biology	3	exists	W
PSYC 1010	Introduction to Psychology	6	exists	F or W
MATH 1013 and Math 1014 or MATH 1505	Applied Calculus I & Applied Calculus II, or Mathematics for Life and Social Sciences	6	exists	F and W
CHEM 1000 & 1001	Chemical Structure & Chemical Dynamics	6	exists	F and W
	HH general education	6	exists	
NRSC 1001	Frontiers of Neuroscience	1	new	Full year
	Total Credits:	31		

Year 2:

Course Code	Title	Credit	Status	Term
NRSC 2000	Fundamental Molecular and Cellular Neuroscience	3	new	F
NRSC 2100	Systems, Behavioural, and Cognitive Neuroscience	3	new	W
NRSC 2200	Neuroscience Laboratory Techniques	3	new	W
PSYC 2021 or KINE 2050 or BIOL 2060	Statistics	3	exists	F or W
EECS 1520/1540/1570	Computer Use Fundamentals, or Computer Use for Natural Sciences, or Introduction to Computing for Psychology	3	exists	F or W
PSYC 2220	Sensation and Perception I	3	exists	F or W
PSYC 2240	Biological Basis of Perception	3	exists	F or W
PSYC 2030 or KINE 2049	Introduction to Research Methods or Research Methods in Kinesiology	3	exists	F
	HH General Education	6	exists	
	Total Credits:	30		

Year 3:

Course Code	Title	Credit	Status	Term
NRSC 3000	Molecular and Cellular Neurobiology	3	new	F
PSYC 3250	Neural Basis of Behaviour	3	exists	W
KINE 3650	Functional Neuroanatomy	3	exists	F
PSYC 3140	Abnormal Psychology	3	exists	W
PSYC 3265	Memory	3	exists	F or W

PSYC 3495	Neuroscience of Aging & Cognitive Health	3	exists	F
KINE 2011	Human Physiology I	3	exists	F
KINE 3012	Human Physiology II	3	exists	W
KINE 3020	Skilled performance in Motor Learning	3	exists	W
	Elective/upper level requirement	3	exists	
	Total Credits:	30		

Year 4:

Course Code	Title	Credit	Status	Term
NRSC 4000 or NRSC 4002	Neuroscience Capstone	6	new	Full Year
PSYC 4215	Neuroimaging of Cognition – fMRI methods	3	exists	F
KINE 4210	Disorders of Visual Cognition	3	exists	W
KINE 3670	Molecular and Cellular Neuroscience with Applications to Health	3	exists	F
KINE 4230	Neuronal Development for Activity and Health	3	exists	W
	Electives/upper level credits	12	exists	
	Total Credits:	30		

Path for BSc Spec. Hons. Kinesiology- Neuroscience

This is an example pathway for completion of the BSc. Specialized Honours degree in Kinesiology-Neuroscience. In this example pathway, we assume the student will select the Systems Neuroscience stream as their chosen stream. Their alternative streams are Molecular and Cellular Neuroscience and Behavioural and Cognitive Neuroscience. We assume in this example that this student selected to complete 3 credits in Molecular and Cellular Neuroscience and 9 credits in Behavioural and Cognitive Neuroscience. Please note, this is one of the many ways a student in BSc Spec. Hons. Kinesiology- Neuroscience could choose to complete the program.

The following legend explains the color coding:

White Background with Black Text	Neuroscience Core Credits
Green Background with Black Text	Prerequisite courses for Neuroscience core credits and Neuroscience streams
Purple Background with Black Text	Molecular and Cellular Neuroscience credits
Red Background with Black Text	Behavioural and Cognitive Neuroscience credits
Blue Background with Black Text	Systems Neuroscience credits

Year 1:

Course Code	Title	Credit	Status	Term
BIOL 1000	Biology I - Cells, Molecular Biology and Genetics	3	exists	F
BIOL 1001	Biology II - Evolution, Ecology, Biodiversity and Conservation Biology	3	exists	W
MATH 1013 & 1014, or 1505	Applied Calculus I & Applied Calculus II, or Mathematics for Life and Social Sciences	6	exists	F and W
KINE 1000	Sociocultural KINE	6	exists	
KINE 1020	Fitness and Health	6	exists	
PSYC 1010	Introduction to Psychology	6	exists	F or W
PKINS x 2*			exists	
NRSC 1001	Frontiers of Neuroscience	1	new	Full Year
	Total Credits:	31		

*Note the School of Kinesiology and Health Science is beginning the process of changing their program requirements, revising their zero credit PKINs to 3 credit Integrated Physical Activity for Life (IPAL) courses. These will have to be accommodated into this path (e.g., taken instead of the general education course in first year) once they are developed and implemented.

Year 2:

Course Code	Title	Credit	Status	Term
NRSC 2000	Fundamental Molecular and Cellular Neuroscience	3	new	F
NRSC 2100	Systems, Behavioural and Cognitive Neuroscience	3	new	W
NRSC 2200	Neuroscience Laboratory Techniques	3	new	W

PSYC 2021 or KINE 2050 or BIOL 2060	Statistics	3	exists	W
CHEM 1000	Chemical Structure	3	exists	F
CHEM 1001	Chemical Dynamics	3	exists	W
EECS 15XX	Computer Science Course	3	exists	F or W
KINE 2049	Research Methods in Kinesiology	3	exists	F
	General Education	6	exists	
	Total Credits:	30		

Year 3:

Course Code	Title	Credit	Status	Term
NRSC 3000	Molecular and Cellular Neurobiology	3	new	F
PSYC 3250	Neural Basis of Behaviour	3	exists	W
KINE 3650	Functional Neuroanatomy	3	exists	F
BIOL 2030	Animals	3	exists	F or W
BIOL 2020	Biochemistry	3	exists	F
BIOL 2021	Cell Biology	3	exists	W
PSYC 2240	Biological Basis of Behavior	3	exists	F
KINE 3020	Skilled Performance and Motor Learning	3	exists	W
	General Education	6	exists	
	Total Credits:	30		

Year 4:

Course Code	Title	Credit	Status	Term
NRSC 4000 or NRSC 4002	Neuroscience Capstone	6	new	Full Year
PSYC 2220	Sensation and Perception I	3	exists	F
BIOL 3060	Animal Physiology I	4	Exists	F
KINE 4500	Neural Control of Movement	3	exists	W
BIOL 4380	Systems Neuroscience	3	exists	W
KINE 4225	Principles of Neuro-motor Learning	3	exists	F
PSYC 3265	Cognition	3	exists	F
PSYC 3140	Abnormal Psychology	3	exists	F or W
BIOL 4310	Physiology of Circadian Timing	3	exists	W
	Total Credits:	31		

Example Pathway for Completion for a Student in the Faculty of Science**Path for BSc Spec. Hons. Biology- Neuroscience**

This is an example pathway for completion of the BSc. Specialized Honours degree Biology-Neuroscience for a student in the Faculty of Science in Biology. In this example pathway, the student has selected the Molecular and Cellular Neuroscience stream as their chosen stream. Their alternate streams are Behavioural and Cognitive Neuroscience and Systems Neuroscience. We assume for this example that this student selected to complete 9 credits in Behavioural and Cognitive Neuroscience and 3 credits in Systems Neuroscience. Please note, this is one of the many ways a student in the Faculty of Science could complete the Neuroscience program.

The following legend explains the color coding:

White Background with Black Text	Neuroscience Core Credits
Green Background with Black Text	Prerequisite courses for Neuroscience core credits and Neuroscience streams
Purple Background with Black Text	Molecular and Cellular Neuroscience credits
Red Background with Black Text	Behavioural and Cognitive Neuroscience credits
Blue Background with Black Text	Systems Neuroscience credits

Year 1:

Course Code	Title	Credit	Status	Term
BIOL 1000	Biology I - Cells, Molecular Biology and Genetics	3	exists	F
BIOL 1001	Biology II - Evolution, Ecology, Biodiversity and Conservation Biology	3	exists	W

PSYC 1010	Introduction to Psychology	6	exists	F or W
MATH 1013 & 1014, or 1505	Applied Calculus I & Applied Calculus II, or Mathematics for Life and Social Sciences	6	exists	F and W
CHEM 1000	Chemical Structure	3	exists	F
CHEM 1001	Chemical Dynamics	3	exists	W
EECS 15XX	Computer science course	3	exists	F or W
NRSC 1001	Frontiers of Neuroscience	1	new	Full Year
	Non-science for general education	3	exists	
	Total Credits:	31		

Year 2:

Course Code	Title	Credit	Status	Term
NRSC 2000	Fundamental Molecular and Cellular Neuroscience	3	new	F
NRSC 2100	Systems, Behavioural and Cognitive Neuroscience	3	new	W
NRSC 2200	Neuroscience Laboratory Techniques	3	new	W
PSYC 2021 or KINE 2050 or BIOL 2060	Statistics	3	exists	F
KINE 2011	Human Physiology I	3	exists	F
KINE 3012	Human Physiology II	3	exists	W
BIOL 2020	Biochemistry	3	exists	F
BIOL 2021	Cell Biology	3	exists	W
BIOL 2030	Animals	3	exists	F or W
	Non-science for general education course	3	exists	
	Total Credits:	30		

Year 3:

Course Code	Title	Credit	Status	Term
NRSC 3000	Molecular and Cellular Neurobiology	3	new	F
PSYC 3250	Neural Basis of Behaviour	3	exists	W
KINE 3650	Functional Neuroanatomy	3	exists	F
KINE 3670	Molecular and Cellular Neuroscience with Applications to Health	3	exists	F
KINE 4230	Neuronal development for activity and health	3	exists	W
PSYC 2220	Sensation and Perception I	3	exists	W
BIOL 3060	Animal Physiology I	3	exists	F
PSYC 2240	Biological Basis of Behaviour	3	exists	F
	Non-science general education credits	6	exists	
	Total Credits:	30		

Year 4:

Course Code	Title	Credit	Status	Term
NRSC 4000 or NRSC 4002	Neuroscience Capstone	6	new	Full Year
KINE 4210	Disorders of Visual Cognition	3	exists	W
BIOL 4310	Physiology of circadian Timing	3	exists	W
BIOL 4370	Neurobiology	3	exists	F
PSYC 3265	Memory	3	exists	F or W
PSYC 3140	Abnormal Psychology	3	exists	F or W
	Electives	9	exists	
	Total Credits:	30		

Appendix H: Confirmed and Potential Neuroscience Faculty members

The neuroscience faculty are comprised of two types: core vs. affiliated.

1. Core Faculty would sit on a governing board and help determine the direction of the Program. They would have a negotiated (with their home department) fraction of their teaching duties devoted to the Neuroscience Program. They would also be able to supervise Capstone course projects in the Neuroscience Program. Someone from the core could serve as the Neuroscience Program coordinator.
2. Affiliated Faculty would occasionally teach courses in the Neuroscience Program. They would also be able to supervise Capstone course projects in the Neuroscience Program.

Confirmed core neuroscience faculty:

Christopher Bergevin (Physics and Astronomy)
Steven Conner (Biology)
Dorota Crawford (Kinesiology)
Doug Crawford (Psychology) Canada Research Chair
Joseph DeSouza (Psychology)
Logan Donaldson (Biology)
Mazyar Fallah (Kinesiology)
Ebrahim Ghafar-Zadeh (Computer Science and Engineering)
Vinod Goel (Psychology)
Laurence Harris (Psychology)
Denise Henriques (Kinesiology)
Shayna Rosenbaum (Psychology)
Lauren Sergio (Kinesiology)
Jennifer Steeves (Psychology)
Dale Stevens (Psychology)
Christine Till (Psychology)
Gary Turner (Psychology)
Niko Troje (Biology)
Georg Zoidl (Biology/Psychology) Canada Research Chair

Confirmed affiliated faculty

Ellen Bialystok (Psychology) Distinguished Research Professor
James Elder (Computer Science and Engineering)
Erez Freud (Psychology)
Mazen Hamadeh (Kinesiology)
Walter Heinrichs (Psychology)
Susan Murtha (Psychology)
Norm Park (Psychology)

Potential core faculty (not confirmed, new hires)

Robert Allison (Computer Science and Engineering)
Richard Murray (Psychology)
Thanujeni Pathman (Psychology)
Frances Wilkinson (Psychology, Emeritus)
Hugh Wilson (Biology, Emeritus)

Potential affiliated faculty (not confirmed)

Scott Adler (Psychology)
Ingo Freund (Psychology)
William Gage (Kinesiology)
Jorg Grigull (Mathematics and Statistics)
Terrance Kubiseki (Biology)
Pouya Rezai (Engineering)
Nicko Troje (CRC Tier 1 in Visual Science (VISTA) - (Biology)
Derek Wilson (Chemistry)
Laurie Wilcox (Psychology)
Madgalene Wojtowicz (Psychology)
Joel Zylberberg (CRC Tier 2 Visual Science (VISTA) - (Physics and Astronomy)

Appendix I: see separate attached Excel spreadsheet.

Note to populate this spreadsheet the proposed Neuroscience Program Level Objectives (PLOs) were mapped to the University Undergraduate Degree level expectations (UDLE) for a BSc degree. Then all the course outlines proposed to be a part of the new degree were reviewed for their learning outcomes and these were mapped to the PLOs. If a course outline did not indicate learning outcomes per se, but there was information provided about teaching objectives these were reviewed and mapped based on our best estimate, and/or the Course Instructors who taught the courses were asked for feedback on the mapping to ensure appropriate alignment of course objectives with PLO's.

After this first iteration, gaps were found and therefore modifications were made to the proposal adding in additional neuroscience program level objectives and a redesigning of the proposed new neuroscience courses to ensure that at least one if not more courses in the core had learning outcomes that mapped to the PLO's, and UDLE's. The final product of this exercise is shown in the Excel spreadsheet.

Appendix J: Supporting Documents

- Deans of the Faculties of Health and Science (Paul McDonald, and EJ Janse van Rensburg)
- University Librarian (Joy Kirchner)
- University Registrar (Lucy Bellissimo)
- Relevant programs (Chairs)
 - Kinesiology & Health Science (Angelo Belcastro)
 - Psychology (Joel Goldberg)
 - Biology (Robert Tsushima)
- Vice-President Academic and Provost (Lisa Phillips)

Plus, we have attached a letter of support from Learning Technology Services from Rob Finlayson for the new course proposals.

Statements from the Librarian, Registrar and UIT are provided with other supplementary information, posted separately on the Senate webpage.

February 27, 2019

Academic Standards, Curriculum
and Pedagogy Committee (ASCP)

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HEALTH

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Re: Letter of Support – Neuroscience Program

I am delighted to provide my enthusiastic support for the proposed new undergraduate program in neuroscience to be jointly offered by the Faculty of Health and the Faculty of Science. This is an outstanding example of how two faculties can come together to create an innovative, high-quality interdisciplinary program.

The neuroscience program is expected to enroll approximately 70 students annually, until the enrolment peaks at a steady state of 240 students over all years. Some of these students may have otherwise enrolled in one of the host units, but the majority are expected to be students who would not have come to York.

The program is distinctive in various ways. First, it is a hybrid between a traditional first and second entry program. This enables students to develop an affiliation with the neuroscience program as well as one of the three host academic units. Given that the program is expected to be highly demanding, it ensures that students who find the program too difficult can continue unabated in the program of their host unit. The program utilizes an efficient and unique blend of existing courses from each of the three host units, as well as a handful of new offers specifically designed to enhance the student experience in neuroscience. The program clearly integrates research into its curriculum. I have no doubt that the three host units have the necessary expertise and commitment to deliver an outstanding academic program which attracts students of the highest quality. Additional resource demand for the program are remarkably modest thanks to the utilization of mostly existing courses and faculty, and by sharing the administrative tasks across multiple units.

After undertaking a careful analysis, we project that the net new enrolments will produce enough revenue to hire the additional faculty and staff required to deliver the program. I am pleased to confirm that together with the Faculty of Science, the Faculty of Health is fully prepared to support this program with the necessary resources and infrastructure. We also commit to the principle of fairness in managing, and paying for this program, with respect to our respective partners.

Sincerely,



Paul McDonald, PhD, FRSPH, FCAHS
Dean, Faculty of Health



February 8th, 2019

Academic Standards, Curriculum
and Pedagogy Committee (ASCP)

FACULTY OF SCIENCE

Office of the Dean

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5051
T 416 736 5124

science.yorku.ca

Re: Letter of Support – Neuroscience Program

I am writing to express support for the proposed new Neuroscience Program to be jointly offered by the Faculty of Health and the Faculty of Science. This has resulted from a collaboration between our two Faculties in the true spirit of interdisciplinary excellence.

The Neuroscience program is expected to enroll about 70 students annually, maturing at about 240 students over all years. It comprises many existing courses, but it also proposes to add seven new courses specific to the program. Accordingly, we recognize that attendant with such a new program, there will be costs associated with administration, infrastructure, and teaching. I confirm that the Faculty of Science, working with the Faculty of Health is prepared to support this program with the necessary funds for personnel and infrastructure, and also to be mindful of the needs of the program as we consider our Faculty complement plans from year-to-year. We also confirm that the Faculty of Science will continue to respect the principles of fairness in managing, and paying for this program, with respect to our respective partners.

Sincerely,



EJ Janse van Rensburg
Interim Dean, Faculty of Science





March 14th, 2019

Academic Standards, Curriculum
and Pedagogy Committee (ASCP)

Re: Letter of Support – Neuroscience Program (NS)

**SCHOOL OF
KINESIOLOGY
AND HEALTH
SCIENCE**

Office of the Chair

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 5403
Fax 416 736 5774

The School of Kinesiology and Health Science is pleased to provide support for the proposed new undergraduate program in neuroscience to be jointly offered by the Faculty of Health and the Faculty of Science.

As one of the partners in delivering the NS program, we are proud to be associated with a unique program that brings together both the brain and mind aspects of NS, which most other programs fail to do. As well, the NS program's interdisciplinary approach, which focuses on integrating content across disciplines to provide positive student learning experiences, aligns very well with our School's approach to post-secondary education. The benefit of this approach will be to provide students the opportunity within the NS program to develop an affiliation with one of the three host academic Schools/Departments. This will be accomplished by the NS program utilizing a blend of existing courses across the three host academic units; and together with selected new course offerings enhance the student's theoretical and practical/research experiences in NS.

After reviewing our current and projected enrolments, course registrations and faculty and staff complement, there is little doubt that with some modest new investments in complement and space that the School of Kinesiology and Health Science, and the two other host units will have the necessary expertise and commitment to deliver an outstanding academic NS program. Moreover, we are committed to supporting the NS program by providing access to existing courses identified in the program proposal and by sharing the administrative tasks with our respective partners.

In summary, the School confirms support in implementation and delivering the neuroscience program.

Thank you for your attention and consideration in this matter,
Regards

A handwritten signature in black ink, appearing to read "A Belcastro".

Angelo N. Belcastro, Ph.D.
Professor and Chair





March 11, 2019

TO: Academic Standards, Curriculum and Pedagogy Committee

RE: Proposed BSc Specialized Honours Degree in Neuroscience

FACULTY OF
HEALTH

**Office of the Chair
Department of
Psychology**

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We are writing to express our overall endorsement of the most recent version of the proposal for a new BSc Specialized Honours Degree in Neuroscience at York (dated March 2019). In particular, we would like to note that Associate Dean Susan Murtha has diligently consulted with the Department of Psychology by meeting formally with our Undergraduate Studies Committee (USC) and also engaging in extensive, less formal in-person consultation and email correspondence with a number of faculty members over a span of several months.

Internal to our academic unit, feedback from Psychology faculty members at large, as well as from those faculty members affiliated with the Brain, Behaviour and Cognition Area was solicited. This input, combined with that of the USC, and an environmental scan we conducted of neuroscience undergraduate programs in Ontario, led to the development of a Feedback Report where we detailed our interests and concerns with respect to the October 22nd version of the Proposal (submitted to Dr. Murtha on January 9, 2019). On February 13, 2019, Dr. Murtha provided a written response to the Feedback Report indicating measures taken to address the majority of our concerns.

On January 10, 2019, Dr. Murtha along with colleagues in the Faculties of Health and Science held a large 'Stakeholder Meeting' with representatives from all of the participating Units to discuss a number of key issues such as supervision for the 'Capstone Experience' course.

In relation to the March 2019 version of the neuroscience proposal: We are in strong support of the proposed 'Three Pathways' program model that would enable Psychology students to obtain a Psychology degree while pursuing the Neuroscience curriculum, and also benefit from the infrastructural and student supports available to all Psychology undergraduate students. We also strongly endorse the nomenclature of 'Faculty of Health, B.Sc. Spec. Hons Neuroscience - Psychology.' Lastly, we agree that this new program requires a dedicated administrative assistant who possesses an intricate knowledge of the program and its curriculum and who could guide academic advisors in supporting student progress through the neuroscience program (or successful transitions to and from it).

There is one remaining curriculum issue that we are hopeful can be negotiated such that neither the Psychology degree nor the Neuroscience degree aspects are compromised. Specifically, we note that it would not be possible to fully adhere to the Psychology Spec. Hons. course requirements while fulfilling the NRSC curriculum (including NRSC required courses) as articulated in the current version of the proposal. Thus, in order to uphold the integrity of the Psychology Spec. Hons. component of the proposed B.Sc. Spec. Hons



Neuroscience - Psychology degree, consideration needs to be given to how we may be able to fulfill the Psychology Spec. Hons. requirements (within the neuroscience curriculum) *or* create justifiable grounds to grant an exemption for specific courses for Psychology students pursuing the Neuroscience program.

Specifically we are referring to:

At the 2000 level:

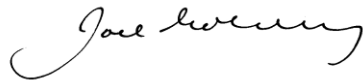
PSYC 2010 3.0 *Writing in Psychology*
PSYC 2022 3.0 *Statistics in Psychology II* (or equivalent)

At the 3000 level:

PSYC 3010 3.0 *Intermediate Research Methods*
PSYC 3031 3.0 *Intermediate Statistics Laboratory*
PSYC 3125 3.0 *History of Psychology*
PSYC 3000 3.0 *Professionalism and Communication in Psychology*

In general, we wish to convey our strong support for the overall direction of the current version of the neuroscience proposal. By the same token, we wish to document that these curricular details would still need to be ironed out where Psychology is concerned, moving forward. Please contact us if you require further information.

Sincerely,



Joel Goldberg, PhD, C.Psych
Chair & Associate Professor, Department of Psychology



Karen Fergus, PhD, C.Psych
Undergraduate Program Director, Associate Professor
Department of Psychology



March 11, 2019

Prof. Alexander Mills
Associate Dean Students
Faculty of Science
York University

Robert G. Tsushima, PhD
Chair & Associate Professor

Department of Biology
151C Farquharson Building
4700 Keele Street
Toronto ON
Canada M3J 1P3
Tel 416 736 2100 ext 20996
Fax 416 736 5698
tsushima@yorku.ca

Dear Alex,

I enthusiastically support the proposed new undergraduate program in Neuroscience; a joint venture between the Faculties of Science and Health. This program is truly interdisciplinary and multidisciplinary in its scope, which will involve the Departments of Biology and Psychology and the School of Kinesiology and Health Sciences. The field of neuroscience has a wide appeal to high school students, and the new program will add a much-needed undergraduate program at York. The Department of Biology currently has 3 exceptional neuroscience faculty, all of whom are Canada Research Chairs, who will contribute to the teaching and research training of the students. Other Biology faculty will have the opportunity to participate in the program.

I have participated in some of the dialogue and meetings during the development of the Neuroscience program. I commend the working group on the finalized program format, which acknowledges the feedback and concerns from Science and Health colleagues. The working group has addressed the complexities and challenges of administering a multi-Faculty academic program. The final curriculum will provide students with a breadth of learning opportunities through the different neuroscience streams ranging from molecular and cellular neuroscience, cognition and behaviour, and systems neuroscience. Moreover, students will have the opportunity to engage in comprehensive and experiential learning experiences.

I wish to congratulate you and Prof. Susan Murtha, and all those involved, for the tireless work in developing this program. The Biology department will be a strong advocate for the Neuroscience program, which I envision will be a showpiece at York.

Sincerely,

A handwritten signature in blue ink that reads "R. Tsushima".

Robert G. Tsushima, PhD



Office of the Provost and Vice-President Academic



Memorandum

To: Chair, Senate ASCP
Chair, Senate APPRC

From: Lisa Philipps, Provost and Vice-President Academic

Date: April 16, 2019

Subject: Proposal for Neuroscience Program

I have reviewed the proposal for a new interdisciplinary undergraduate program (Specialized Honours BSc) in Neuroscience to be jointly offered by the Faculty of Health and the Faculty of Science, as well as the letters of support from each of the Deans and from Department Chairs. I am pleased to offer my full support for the proposal at this stage in the approval process.

This proposed program, spanning the curricula of two Faculties and three units, provides an excellent example of collaborative program development, which is called for in the University Academic Plan. It is also a natural extension of York's offerings given that we are building a critical mass of neuroscience researchers including those involved in the VISTA (Vision Science to Application) project. This proposed undergraduate degree has been designed to take full advantage of this expertise by introducing students to a range of neuroscience faculty and laboratories at York through new courses, experiential learning opportunities, and a final capstone research project.

The strength of this proposal derives in large part from excellent planning practices adopted by the Faculties of Health and Science which can serve as an exemplar for the development of other collaborative, interdisciplinary curricula. These included:

Office of the Provost and Vice-President Academic

- a detailed environmental scan as well as student surveys to analyze need and demand for the program and to differentiate it clearly from those at other institutions;
- careful mapping of student pathways through a single, unified program that can be entered via three different units depending on the student's orientation and educational goals;
- Inclusion of a select group of new, purpose-built courses designed to create an undergraduate neuroscience community, to ensure student readiness for advanced study in the area, and to enhance opportunities for essential skills and knowledge acquisition through the incorporation of hands-on research and community based activities;
- Articulation of emerging labour market needs and diverse career paths open to graduates of the program, as well as tailored research-intensive pathways for those who wish to pursue graduate study;
- Establishment of a clear and explicit governance mechanism (the tri-partite Neuroscience Committee) charged with the smooth planning and delivery of the program across two Faculties and three Departments; and
- Agreement to adhere to principles of equity and fairness in sharing costs and administrative responsibilities for the program, as well as revenues, and if necessary to adjust the outcomes of the SHARP budget model if the normal application of its default principles does not achieve this objective.

Growth in the broad fields of science and health is a key element of York's strategic goals and academic plans to become an increasingly comprehensive and research intensive University. Our existing undergraduate degrees in Biology, Kinesiology and Psychology are already among York's most highly subscribed programs. Adding this specialized and growing area of study will attract additional highly qualified students to York, and will help us to continue building the excellence and capacity of our neuroscience graduate programs, post-doctoral researchers and faculty.

I am persuaded that the resource demands to launch this program will be modest given the reliance on existing courses and faculty, as well as the sharing of administrative costs across multiple units. I anticipate requests for additional faculty complement as the program grows, subject to budgetary approval. I applaud the commitment of both Faculties to program innovation, and to efficient management and collegial governance of the partnership.

Office of the Provost and Vice-President Academic

I look forward to discussion of the proposal and, in particular, to the report of the review team following its review of the materials and a site visit.

A handwritten signature in black ink, appearing to read "EJ Janse van Rensburg". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Cc: Vice-Provost Academic A. Pitt
Dean P. McDonald
Dean EJ Janse van Rensburg

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New BSc Specialized Honours in Neuroscience

External Reviewer(s): Gordon Binsted, PhD
Dean, Faculty of Health and Social Development
Associate Provost, Health
University of British Columbia, Okanagan

1. Outline of the Visit

On my review visit to York University (April 17-18, 2019), I had the opportunity to interview a wide range of people. These meetings included the Vice Provost, the supporting Deans (2), unit/program heads (6) as well as relevant faculty (15), staff (5), and students (10). Further, I toured the 1st teaching labs in Biology and Chemistry, 3 research labs (sensorimotor/developmental/clinical neuroscience), and one neuroimaging facility.

2. General Objectives of the Program

"Neuroscience involves the study of the nervous system, including: how it develops; how it is structured; how it works; how it malfunctions; and how it can be changed. More precisely, neuroscience is the interdisciplinary study of the nervous system, integrating and synthesizing research on molecular and cellular mechanisms in nerve cells and on the relationship among the elements of neural systems, to the study of the behaviour of the whole organism."

Growing the University's profile in the broad fields of science and health have been key elements of York's Academic Plan. Providing quality programs is also a key objective. Further, this new program aims to increase enrollments in the Faculties of Science and Health, with Neuroscience envisaged to be a competitive program creating a reputational boost for the Faculties and University. Top students in neuroscience are also more likely to consider graduate studies and hence contribute to research intensification at York, another key objective of University and Faculty mission. Students will graduate with a broad and advanced understanding of cellular and molecular, cognitive and behavioural, and systems neuroscience preparing for employment opportunities in life sciences professions and industry that are afforded by the rapid expansion of clinical, technological, and entrepreneurial endeavours in neuroscience

Based on this, the program name and degree designation are entirely appropriate and consistent with disciplinary norms and market understanding. Further, the program, both directly through student recruitment and indirectly through faculty recruitment will significantly contribute to the advancement of both York's academic and research aspirations.

3. Need and Demand

The proposed Neuroscience BSc program is different from all existing programs at York University (Cognitive Neuropsychology, Cognitive Science BA). Specifically, the proposed because it is more focused on educating students about the scientific study of the structure and function of the nervous system and the brain as opposed to either clinical interventions or theoretical constructs. The proposed Neuroscience program is further unique in that it provides students with a training environment that teaches them to integrate multiple disciplines and incorporates a strong applied research component with laboratory and capstone experiences. Further, based on surveys of both student and employer demand across the region/province/nation there is every increasing demand for students. Many national clinical and research bodies have opened opportunities for funding that targets neuroscience: indicative of a high level of societal need. According to the Canadian Brain Research Strategy (Canadian Brain Research Strategy: <https://www.canadianbrain.ca/>), understanding the brain is one of the greatest and most urgent scientific challenges we are facing. One in three Canadians will be affected by a brain or nervous system disorder and costing approximately \$61B annually.

In summary then, neuroscience is a significant and growing segment of the educational, healthcare, and industrial landscape that shows no sign of slowing. All indicators point to strong student, employer, and overall societal demand for individuals with formal training in neuroscience (see Table in section 4 listing potential careers).

4. Program Content and Curriculum

The curriculum for this new major in Neuroscience is embedded within a specialized honours BSc degree. As part of this proposal we have designed seven new neuroscience courses, two of which are alternative capstone courses that students choose from to complete the program level objectives. The Neuroscience curriculum comprises 64 credits that includes six core neuroscience courses as well as existing courses clustered in three Neuroscience streams: Molecular and Cellular Neuroscience; Behavioural and Cognitive Neuroscience; and Systems Neuroscience.

The curriculum, as proposed, represents an innovative and rigorous instance of neuroscience programming. In particular, the flexibility to allow students to study across a range of neuroscience foci (e.g., systems vs cellular) and the potential to expand to new or emerging specialties (e.g., computational) is a true hallmark of this program. Further, by integrating the teaching resources of Kinesiology, Biology, and Psychology, the program is able to give significant topical rigor (e.g. physiology labs) to prepare student for a broad career path. By extension, the collaboration of these programs also allows the projected class sizes to remain appropriate based on year levels and intensity of courses (e.g., smaller with year level). A final important feature embedded within the program is the ability for students to re-enter non-honours programming within their host department without academic penalty. Giving students the ability to change career paths is both a moral prerogative of modern programs, but also a strength of this particular program as it allows for more intensity and flexibility.

5. Program Structure, Learning Outcomes and Assessment

The overriding objective of the program is to provide a thorough education in the methods and ethics of scientific inquiry, using neuroscience as the discipline for exploration, and to provide graduates with a breadth and depth of understanding about the field of neuroscience. The proposed structure and curriculum employ a focus on experiential learning and provide for significant opportunities (e.g., laboratories, research projects) to enable the alignment of these across a variety of learning outcomes. Specifically, during each student's final year they are given the opportunity demonstrate topic mastery in a capstone project that highlights their final year achievement. Upon completion of the program, successful students should have core knowledge, demonstrated through written and oral assignments in:

- a) Nervous system structure and function.
- b) Neural excitability and synaptic physiology.
- c) Information processing in neuronal circuits and networks.
- d) Sensory processing across modalities.
- e) Motor system functioning.
- f) Organization of the brain and its relation to physiological and cognitive processes.
- g) Neural development.
- h) Typical and atypical cognitive processes and the pathological mechanisms
- i) Learning and memory.
- j) Cognition, attention, language, emotion, and consciousness

Across the program, student achievement is measured through a variety of assessment methodologies with a particular focus on experiential learning. Specifically, in order to determine student success, a variety of assessment techniques are proposed. Depending on the precise nature of each course these include: critical reflection, tests/examinations, case-studies, interviews, presentations, and final reports (amongst many more). By assessing students in such a broad fashion, instructors will be able to more accurately reflect student achievement and focus the learning environment. Further, the curriculum and assessment provide a unique lens on transferable soft skills such as oral and written communication, team work, ability to work independently.

In summary, the proposed modes of delivery and assessment tightly align to the identified learning outcomes. Students will be provided a wide variety of ways of learning as well as a spectrum of methods of assessment to allow them to demonstrate success. The curriculum was clearly designed to ladder critical concepts and skills such that the students are prepared to success each successive year while continuing to be challenged.

6. Admission Requirements

The Neuroscience program proposal employs a hybrid model that combines the best of both direct entry and second year entry models. Students can directly apply to the Neuroscience program from highschool for September 2020 through either the Faculty of Health or the Faculty of Science. A key advantage of direct entry is that students enter in the unit in which they will likely remain, becoming their home base. Grade 12 performance will be used to strategically manage enrollment in the program students applying to the Neuroscience being required to enroll in a one-credit Neuroscience course (NRSC 10011.00) called "The Frontiers of Neuroscience". A secure spot in the Neuroscience program beginning in their 2nd year is guaranteed to students who both satisfy the direct entry requirement while also maintaining a competitive overall GPA in their first year. Having students enter one of the three host units at the outset will provide an academic home base and a suitable first-year foundation for Neuroscience

In total, the admission requirements appear consistent with the proposed aim and learning outcomes of the Neuroscience Program. Further, the admissions provide sufficient detail to allow program articulation across programs both with York University and across campuses within the province.

7. Resources

The existing human and physical resources across the participating units/faculties is already highly adapted to provide the necessities for the new Neuroscience program. Specifically, York has a long history of academic and research expertise in a wide range of neuroscience domains. As such the faculty expertise to cover the core and elective curricula in all 3 neuroscience streams is pre-existing. The proposed program largely leverages existing classes and, where new courses are proposed, it utilizes existing facilities; library and laboratory resources are similarly in place. Further, given the program's tight alignment to the University strategic plan and the strong student/market interest, the financial and supplemental resources would similarly be expected to be sufficient. Finally, based on a review of the faculty compliment as well as in-person interviews with existing faculty, the York University expertise in neuroscience far exceeds the teaching, supervision, and research demands of this program. Moreover, the existing neuroscience faculty represent a significant university strength, with scholarly records in research and innovation that far outstrip most universities nationally universities.

Based on the proposal, York University has done significant planning to account for the proposed student cohort – both in existing and planned resources. Specifically, existing faculty and staff cover the bulk of the immediate demands with incremental growth needed as the program expands. Both participating Faculties have committed to expansion of both human and physical resources as the program expands – with the possibility of common facilities for participating faculty in the future. This overall plan allows for maintenance of competitive and curricularly appropriate class sizes as well as for supervision of honours research theses and capstone projects.

8. Quality of Student Experience

As mentioned previously, the faculty and staff at York University maintain a national reputation for excellence in research and graduate training in Neuroscience – so much so that I was in fact astounded that an undergraduate program did not already exist. Further, after seeing the breadth and quality of the research facilities, my appreciating for the quality of York University as a center of excellence in neuroscience has grown. Consistent with this, the structure of the program (along with the exceptional engagement of the faculty) will support an outstanding student experience. I have no doubt that student will receive outstanding training along with a great experience; employers will invariably also experience the quality of the program/faculty as they move to hire the graduates.

9. Other Issues - none

10. Summary and Recommendations

In summary, both in reviewing the documents and from my experience during my visit to York University, I see a program that will train outstanding students with a strong foundation in Neuroscience and the ability to focus their efforts into their stream of interest. Further, I would anticipate strong interest from various public and industrial sectors in hiring the graduates from this program. The overall strength of the participating Faculties and their constituent faculty lends added credibility to the program – the researchers and laboratories are truly world class.

June 5, 2019

York University Quality
yuqap@yorku.ca

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science.yorku.ca

Dear YUQAP,

We are pleased to confirm our enthusiastic support for proposed new undergraduate program in neuroscience. We would also like to confirm receipt of the external reviewer's report on the proposal. The comments have been noted and are being taken into account during the budgetary, complement, space and other planning processes for each of the Faculty of Health and the Faculty of Science to ensure the program is properly supported.

We are delighted by the overwhelmingly positive feedback provided by the reviewer. It is clear that he understood and appreciated the many significant attributes of this unique program. There is a growing array of evidence to indicate neuroscience is a growing area of need and interest in Canada and around the world. Graduates will have the opportunity to not only pursue careers noted in our proposal, but additional careers in areas such as computer and video game development, smart technology design, marketing and many others. Moreover, we also expect that many graduates will choose to pursue further study in professional school (e.g., medicine, rehabilitation, veterinary medicine, kinesiology, clinical psychology, etc.) or graduate education (bioinformatics, neuroscience, cognitive science, kinesiology, psychology, biology, computer science, engineering, etc.). The opportunity to design and implement this program as joint venture between two Faculties provides multiple benefits. For example, we have greater breadth and depth of faculty experience to enable students to specialize in different streams and integrate research and other experiential opportunities into their program. Given that this is expected to be a rigorous program, it provides students with a programmatic safety net should they struggle to meet progression requirements in neuroscience. Collectively the program should provide students with a truly outstanding experience.

In closing, we'd like to thank the many colleagues from both Science and Health who contributed to the proposal, and Associate Deans Susan Murtha and Alex Mills in particular. This joint venture across two Faculties demonstrates that working collaboratively toward a bold vision is not only possible, but empowering.

Yours Sincerely,



Paul McDonald, PhD, FRSPH, FACHS
Dean, Faculty of Health



EJ Janse Van Rensburg
Interim Dean, Faculty of Science

Cc: Alice Pitt, Vice Provost Academic



Office of the Provost and Vice-President Academic



Memorandum

To: Chair, Senate ASCP
Chair, Senate APPRC

From: Lisa Philipps, Provost and Vice-President Academic

Date: May 17, 2019

Subject: Proposal for Neuroscience Program – Final Support Letter

I have now had an opportunity to consider the report provided by the external reviewer regarding the proposal for a Neuroscience BSc program, as well as letters of support from the Deans of Health and Science. I am delighted that the reviewer's report strongly confirms the quality of the program, as well as its importance in relation to York's priorities around promoting interdisciplinarity and inter-unit collaboration and introducing programs that build on areas of teaching and research strength, particularly in key areas of health and the sciences, to respond in innovative ways to societal and student demand and offer the potential for enrolment growth.

I am therefore pleased to affirm my full support for the proposal as it moves forward to Senate committees, Senate, and then Quality Council, for all of the reasons detailed in my initial letter, dated April 16, 2019.

I look forward to welcoming the first cohort of students in September 2020.

Cc: Vice-Provost Academic A. Pitt
Dean P. McDonald
Dean EJ Janse van Rensburg

A handwritten signature in black ink, appearing to read "Lisa Philipps".

2017-2018 Annual Report on Non-Degree Studies

Prepared by Alice Pitt, Vice Provost Academic, March 2019

The following report highlights the Non-Degree Studies undertaken at York, making note of challenges and opportunities in their area of focus. The report begins with Faculty reports, followed by the Organized Research Units.

The University maintains a strong interest in the development and implementation of non-degree activities. These activities have the potential to enhance York's reputation as a comprehensive and innovative University, they promote lifelong learning, and they support access to post-secondary education. They also diversify revenue streams for the University and provide an opportunity for Faculties to explore new and emerging areas of study. The University Academic Plan 2015 – 2020 describes continuing education as “a further component of community engagement facilitating access to higher education at all points throughout the life cycle and diverse pathways for non-traditional students as well as for international students who need second language support.” In recognition of the important role that non-degree/non-credit studies play in across the University, the UAP also identified the need to “expand and enhance the coordination of continuing and professional education programming.”

An Advisory Committee made up of Deans or their delegates, often the Director of the Faculty's continuing education unit, meets at least once annually to discuss their programs, trends, and opportunities for collaborations. A report of non-degree activities at the University is provided annually to ASCP and APPRC and to Senate based on unit submissions that document program offerings and enrolments and describe the nature of programs and their landscape. This current report summarizes activities for the 2017-2018 year. Attached are the Senate approved Principles and Procedures Governing Non-Degree Studies (endorsed by CCAS and APPC in 2003).

Faculty of Education

The Office of Professional Learning (OPL) in the Faculty of Education offers a variety of innovative, responsive and sustainable professional learning options for educators locally and internationally. All online, in-class and blended courses provide rich and engaging content and learning environments that support all types of learners.

The OPL is one of the leading providers of Additional Qualification (AQ) courses for Ontario certified teachers, with a total of 85 different AQ courses accredited with the Ontario College of Teachers (OCT). Courses embrace an inquiry approach to learning and intentionally use collaboration, reflection and feedback as core instructional approaches. All courses include a collaborative Moodle component, fully facilitated by the Instructional Leader. As mandated by the OCT, all Instructional Leaders are OCT certified educators and hold qualifications in the areas they instruct.

A total of 668 AQ courses were offered in 2017-18, and enrolment totaled over 4500. 19% of these AQ offerings were customized courses through contracts with school districts and other education partners.

Through partnership agreements, the OPL also develops and delivers multiple non-accredited courses to provide focused and targeted professional learning opportunities to meet emerging trends and specific educational needs. In 2017-18, over 1000 local and international educators, academics and school leaders participated in customized certificate programs offered in both blended and fully online formats. The Office of Professional Learning works with education and community partners to design and develop these individualized professional learning opportunities.

With 43 different providers of Additional Qualification courses and a countless number of professional learning providers in the province, the OPL is committed to being a leader in the industry and providing courses of the highest quality to educators. To achieve this, efforts are focused on enhancing the functionality and design of online courses and ensuring that all Instructional Leaders are supported in the delivery and facilitation of all courses.

Glendon College

Glendon non-degree activities are mainly focused on enabling students to acquire or improve their proficiency in either of the official languages of Canada. Non-degree activities also provide Glendon with the opportunity to connect with its neighbours as well as with the francophone community. In addition to general language proficiency courses in French and English, such as FSL programs for federal employees and specialized French programs for Federal Judges. Glendon also houses the Explore program (FSL and ESL) for which some students receive a federal bursary. Programs and courses are designed by native speaker professionals to meet the language/skill acquisition and development needs of our students via small class sizes thus enabling us to meet individual needs and requests.

Programs are also designed to respond to particular needs identified by an individual, a group of individuals, a community of practice or a community at large.

Key developments 2017-2018 include:

- a new e-commerce online registration tool, streamlined data collection, curriculum standards, data/email validation
- site visits to Ryerson and University of Ottawa, professional consultation with CERIC (an organization promoting career counselling-related research) and the Canadian Association of University Continuing Education (CAUCE), market testing through fairs, pilot events and funding, modes of delivery testing, expanded data collection, segmented custom programming (EdTours, Child and Youth)
- degree alumni survey, non-degree e-blast and survey, established partnerships, career services integration, pilot web-based language/skills testing tool, new delivery practices (weekdays and minis, new courses and programs, marketing materials and plan.

In 2017-2018, Glendon non-degree activities were designed with a variety of partners (some new), promoted and delivered with a variety of partners, depending on the nature of the non-degree program or course:

- Non-credit ESL and FSL programs and courses are designed by program staff and language instructors following the Common European Framework of Reference (CEFR).
- The Explore Program design is determined by federal government requirements for accredited postsecondary institutions while delivery is determined by the Director and Coordinator of the Explore program in collaboration with language instructors and monitors.
- The Federal Judges FSL, program design, delivery, and marketing are determined by the federal government.
- The new Child and Youth FSL Programming, partners include the Ontario Camps Association (OCA), Toronto District School Board (TDSB), and the Canadian Parents for French (CPF).

Overall, there is an increased interest in bilingual professional development due in part to an increase in Francophone immigration to Canada and to the GTA in particular. The Department of Canadian Heritage has been conducting research demonstrating the economic and cultural benefits of bilingualism. The ability to speak and work in the two official languages has been and continues to be one of the key skills to thrive on the Canadian labour market. This means that people will continue to seek professional development opportunities in French.

Some of the challenges face include the limited classroom space available on campus, the availability of residential space for certain programs and the challenges of identifying qualified instructors to be able to teach a variety of programs bilingually.

In the 2017-2018 period, approximately 500 students took advantage of the opportunities at Glendon; most of these enrolments were in the Explore immersion programs.

Faculty of Health

The **Leadership & Learning Network (HLLN)** serves the health industry and community locally and nationally (professionals, management, leadership, front line staff, among others) as well as York alumni and other community members pursuing Life Long Learning and advancing their skills within health areas. HLLN's non-degree activities contribute to advancing the health industry approach to improving the health system, clinical care and its management, and our overall health as individuals and a society, providing leading edge skills, new knowledge and clinical leadership for the health industry. HLLN's programs focus on professional skills and competencies to be competitive and successful in new careers, career advancement and career change, health organizational development, clinical leadership and change, and provides continuing education required for maintaining and achieving professional licensing. HLLN serves the York community by keeping alumni connected to valuable networks, building a large marketplace in networks that would not otherwise have connected to York, providing the faculty members with a channel for knowledge mobilization and rich

channels for partnerships and collaborative activities. HLLN is an active two-way channel between the University (faculty, students and knowledge) and the community it serves, where knowledge through Life Long Learning can help our communities prosper and grow

Topics are based on health industry demands/gaps and they target jobs/careers, and personal goals (e.g. job skills, employer hiring, job trends, clinical practice/skills) from across the needs of the health industry and health care, prevention and “good health” promotion, as well as our larger society, and include our specialties in the Faculty of Health. Course ideas are drawn from consultations with our network and includes working professionals, leaders and staff, representatives of professional groups. They target practical and applied application of knowledge, use Adult Learning Principles for course design and delivery, and are aimed at meeting industry needs.

HLLN responds to the evolving health care priorities of the industry and is working to create Life Long Learning pathways to map to observed and predicted trends in health industry careers in Canada.

In 2017-2018 approximately 80% of the offerings are open enrolment and 20% are contracted offerings. For example, in response to Ontario’s Patients First: Action Plan for Health Care, which has created new jobs and the opportunity for continuing education at Universities to take leadership in defining skillsets (e.g. as patient navigators or similar to address chronic disease, increase in demand for wound care knowledge), HLLN has focused on developing courses that teach these skills (e.g. patient navigation coupled with chronic disease management).

Challenges include expanding competing offerings from universities as well as private and online providers. Competition for space and resources on campus is increasing as is access to instructors.

In 2017-2018 HLLN has been able to add managers in key roles to establish a strong leadership team. Programs continue to be refined and HLLN will expanding certificates and other offerings as well as the regions where offerings are available, including providing portions available online and on-demand.

HLLN continues to work at differentiating itself in the marketplace to maintain competitive edge, but does so using a “blue ocean” marketing approach, using the unique brand of the University to remain competitive.

York University Psychology Clinic

The Clinic provides continuing education programs for community-based professionals who provide therapy services (e.g., psychologists, social workers, psychotherapists). These programs are open enrolment. The primary focus of these programs has been to enhance skill development in emotion-focused therapy which was primarily developed by Dr. Les Greenberg, Distinguished Research Professor Emeritus. Dr Greenberg trains internationally and when the clinic opened he agreed to provide his Toronto training institutes through the clinic. At the request of the YUPC Faculty Advisory Committee the clinic has offered other continuing education programs – that are relevant to psychologists and sometimes are led by

faculty members within the clinical psychology graduate program thereby highlighting their research and clinical expertise. Except for one event in which we did include registrants from afar through web streaming, all the programs are delivered in a face-to face format as there is a major component on experiential learning.

In 2017-2018 there were over 300 participants in non-degree programs or courses offered by the Faculty of Health.

Lassonde School of Engineering

Lassonde's non-degree activities continue to be delivered primarily through its BEST entrepreneurship initiative. There is a range of audiences for these offerings, from high school students to professionals looking to participate in executive education programming for practicing engineers and entrepreneurs.

Please note that a suite of program-focused activities is under development, the current non-degree activities are being delivered in a few select areas:

1. Professional Development (Blockchain) - 289 participants
2. Entrepreneurship Bootcamp - 21 participants
3. Technion-Lassonde program for non-credit - 6 participants (offered w/credit course)

The focus of these activities is on technology and technology ventures for professionals. We are also exploring opportunities related to the increased emphasis on continued professional development for licensed engineers as Professional Engineers Ontario. The existing activities are being staffed by people affiliated with York in a face-to-face format, but there is an expectation that an increasing use of online delivery, which will allow partnership with other institutions and industry to offer a broader range of courses to the community. Over 300 students took advantage of these opportunities in the 2017-2018 period.

Lassonde's curriculum committee, the Learning, Curriculum, and Students Committee (LCS), is developing a governance structure to oversee academic and service quality as they move from a pilot phase to routine implementation to ensure that the offerings are consistent with the Senate approved Principles Governing Non-Degree Studies. The School is also developing a business model for Lassonde's 'executive education' structure that would include a business and implementation plan (including staffing, governance, and financial modelling for activities offered) for any non-degree activities offered by Lassonde in the future.

Osgoode Hall Law School

The Osgoode Hall Law School reports on two types of activities for 2017-2018: Osgoode Professional Development and the Learning and Leading Series.

Osgoode Professional Development creates and delivers programs for legal professionals (lawyers, paralegals and judges); other professionals and executives who have legal risks or

responsibilities in their jobs; and internationally-trained lawyers and law students. Participants include education administrators, law enforcement officers, financial services executives, government procurement officers, and senior healthcare executives, to name a few of the “non-legal” markets served. Programs range from legal updates; to licensing exam preparation; to comprehensive coverage of an area of law; to intensive skill-building programs in areas such as contract drafting, advocacy, dispute resolution and negotiation.

Programs are delivered face-to-face; by live web-stream; and through archived captures, available in scheduled offerings or through an on-demand catalogue. A number of programs are available in a blended format. Program topics are validated through market research and learning objectives and curriculum are developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

Almost all offerings are open-enrollment. A small but growing part of offerings is contract, often customized training for organizations including governments and corporations. In the period September 2017 through August 2018, approximately 6% of total non-degree revenue was from contract training.

Osgoode PD has a number of partners and collaborators for program design and delivery, The Advocates’ Society, Ministry of the Attorney General, Aboriginal Legal Services of Toronto, Canadian Association of Career Educators and Employers, Co-operative Education and Work-Integrated Learning Canada, Human Resources Professional Association, Society of Ontario Adjudicators and Regulators, Council of Canadian Administrative Tribunals, Forum of Canadian Ombuds, Family Dispute Resolution Institute of Ontario and the Alternative Dispute Resolution Institute of Ontario. In addition to organizations like these, dozens of lawyers and other professionals are involved in providing curriculum and instruction.

Since the adoption by the Law Society of Ontario of mandatory Continuing Professional Development for lawyers in 2012, Osgoode PD has faced increasing competition and strong downward price pressure. In response, offerings been expanded to non-lawyer markets, online offerings, legal skills training programs and have expanded our resources for contract training. E-learning programs are being developed for use by law firms and other organizations.

During this period, Osgoode PD opened a second location at Keele campus to serve full-time students in the Professional LL.M., and extensive renovations were done at its downtown Toronto location to revitalize its classrooms and communal spaces and add a multi-media studio. Upon completion of the downtown space, new opportunities for greater e-learning initiatives and collaborative projects will be available to staff, partners and participants.

In May 2018, Osgoode Professional Development selected five students to participate in the Institute for the Future of Law Practice (IFLP). IFLP is a new collaboration between Osgoode Hall Law School, three American law schools and numerous legal employers designed to equip students with skills needed for 21st century law practice, including process design, project management, data analytics, and legal technology.

Osgoode PD’s non-degree revenue has grown every year since 2005; our strategy continues to be a growth strategy.

The Learning and Leading Series (“LLS”) is a set of co-curricular programs designed to help Osgoode JD and full time professional LLM students prepare for their careers after law school. LLS programs are hands on and experiential in nature. Professional accreditations do not play a role in these programs. LLS programs include:

1. Business Fundamentals – students learn how to review and interpret balance sheets and financial statements
2. Tech Transformation & the Law – students learn about how technology and innovation are changing the legal landscape
3. Developing Client and Community Relationships – students learn the basics of emotional intelligence, networking and other relationship building skills
4. French Legal Terminology Roundtables – students learn French legal terminology and how to apply this terminology in legal practice (there is no charge or fee for this program)

Registrations in the opportunities described above were over 6000 in this past year.

Schulich School of Business: Schulich Executive Education Centre

The Schulich Executive Education Centre (SEEC) clients (“students”) are managers and executives in private, public and NGO sector organizations. They are middle/senior managers and executives in these organizations. They are both domestic and international.

The primary purposes of non-degree activities at SEEC is to allow life-long improvement of managerial skills in all sectors, thereby enabling higher performance and productivity by managers/executives and their organizations.

Programs are designed to achieve the purpose and meet client needs: from a blend of inputs:

1. Research: Market surveys of trends in global management practices, review of academic managerial research, briefings from organizations and individuals with expertise in management education are combined and program topics and themes determined.
2. Briefings from organizations domestically and globally for their talent training and development
3. Analysis of competitive offerings globally.
4. These inputs are transformed into training programs by expert instructors working with SEEC expert personnel and then marketed.
5. Programs that have achieved both commercial success and positive quality evaluations are repeated and those not achieving these standards are upgraded or replaced.

Programs are offered as either Open enrollment or as Custom programs:

Open – Domestic: 156 programs; 1,632 participants
Custom – Domestic: 199 programs, 4,803 participants
Custom – International: 39 programs, 1,487 participants

A new open program for the 2017-2018 period was “Managing Across Generations for Stronger Teams” offered as an online coaching program.

Some of the new custom domestic programs included:

- WIN thinking in People Leadership for Meridian Credit Union (3 sessions)
- People Leadership for OSFI
- Successfully Coaching and Mentoring Individuals and Teams for Hood Packaging
- Leading Engagement: Strategies and Tools for Success for Organizational Solutions
- Management Development Program for Toyota
- Executive Development Program for City of Toronto (3 sessions)

Examples of new custom international programs included:

- Sino Canadian Centre for Teacher Development, Beijing, China
- Sales and Marketing Skills for Saigon Newport Corporation

SEEC works with a variety of partners and collaborators in design, delivery, marketing of offerings, including various Schulich and York faculty, faculty from other Business Schools internationally, professional management education organizations and individuals and the SEEC University Partner network

Marketing communications is carried out by SEEC with assistance of two marketing communications agencies: Mindshape and Unified; as well as Web and Digital suppliers

Professional accreditation plays a role in some topic areas (e.g. Project Management).

A summary of trends, opportunities and challenges is below:

1. Increased demand for training and coaching in:
 - Leadership in the Black Swan/VUCA (Volatility, Uncertainty, Complexity and Ambiguity) environment
 - Fuller Talent development planning and execution emerging
 - Global management
 - Improved performance-oriented training e.g. Lean and Six Sigma, Business Analytics, Financial acumen
 - Team leadership especially for diverse groups in age, gender and culture.
2. Increased competition from consultants and private sector training organizations
3. Great use of technology in blended programs.

SEEC has responded with the development of new classroom programs (e.g., AI, Blockchain programs, expansion of Analytics programs etc.) plus the launch of a number of blended and online programs. In addition, a powerful personnel evaluation tool has been developed and is being used by the SEEC Talent Centre group and in the expansion of the SEEC University Partner network in China).

School of Continuing Studies

The School of Continuing Studies has two areas of focus: Continuing Professional Education and the York English Language Institute.

The Continuing Professional Education (CPE) department has offers part-time programs that serve working professionals (career advancers and career crossers), and several full-time programs to serve recent graduates (career starters) recruited both domestically and internationally. CPE courses may be aligned with professional certification (where applicable) and are available as in-class, blended, or online.

CPE primarily offers accelerated certificate programs in social services, business and technical fields. These include certificates in family mediation, dispute resolution, accounting, human resources, business, cyber security, risk management, big data and machine learning.

The School actively engages with employers (from industry, government, and non-government sectors) and faculty on an ongoing basis in the design, development, updating, and promotion of programs through Program Advisory Councils.

In 2017-2018, 1124 students participated in CPE programs. Course enrolments totaled 5778.

New programming launched in 2017-2018 includes:

- Post-Graduate Certificate in Advanced Professional Accounting (began fall 2017)
- Certificate in Risk Management (began fall 2017)
- Certificate in Big Data Analytics (began fall 2017)
- Certificate in Advanced Data Science & Predictive Analytics (began winter 2018)

The York University English Language Institute (YUELI) offers English as a Second Language Programs that are pathways to academic degrees. Among these are the YUELI Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Pre-Graduate Preparation Program, and Pre-MBA/Specialized Master's program. There are also Summer and Winter Language Programs. These programs are face to face and the Pre-Destination York program is offered overseas to York University applicants. YUELI works closely with Faculties and academic programs to ensure adequate preparation of applicants for their desired programs. In addition, YUELI offers an IELTS preparation course.

In 2017-2018, 2,614 students participated in YUELI programs. Course enrolments totaled 3760.

The changes emerging as a result of the impact of AI, automation and globalization, what is known as the 'Future of Work,' are already dramatically impacting the needs of Canadian employers with respect to being able to fill skills gaps through recruitment and re-skilling of the workforce. Between 35% and 60% of jobs are expected to be impacted with significant changes to their work. For the most part, workers will need to learn new skills as some of their job functions become automated. However, it is estimated that by 2030, the jobs of more than 10 percent of Canadian workers could be threatened unless they acquire new skills. There is

an increasing need for universities to respond rapidly and with agility to the changing needs of employers and fill these gaps with short non-degree programs and to partner with employers to deliver custom workforce training programs. Unfortunately, these emerging needs also mean that subject matter expertise is hard to find, and development and maintenance of these programs are extremely expensive.

The School of Continuing Studies has made a commitment to develop several new programs a year to meet these emerging skills gap and works closely with employers and leverages market data to identify and fill these needs. The School is also exploring other formats and market niches that are not being met by universities in the GTA. Furthermore, these needs are not just local and not all universities in Canada have the capacity to respond. Therefore, York has begun partnering with other universities in secondary markets to deliver our programs via a co-branded partnership. The School of Continuing Studies was built on a model dramatically different than traditional university continuing education, and is confident that it is suited to the demands of the 21st century workforce needs and to be seen as a national leader in this regard.

The School, however, is extremely concerned about the current geo-political risks, as many of their students are international. Currently, YUELI recruits 40% of York's incoming international student body. And, the majority of full-time continuing education students are also international. Diversification of geographical source and development of new programs are a priority.

Organized Research Units

The Vice-President Research and Innovation has oversight of York University's Organized Research Units (ORU). Among them, two of these offer courses, the Centre for Refugee Studies and the Institute for Social Research.

Centre for Refugee Studies

The Centre for Refugee Studies (CRS), one of the largest and most active refugee studies centres in the world, is committed to assisting with building and updating the increasing and changing knowledge needs of refugee scholars and practitioners.

The Summer Course on Refugees and Forced Migration is an internationally acclaimed, non-credit course for academic and field-based practitioners working in the area of forced migration. It serves as a hub for researchers, students, practitioners, service providers and policy makers to share information and ideas. The Summer Course provides an interdisciplinary, interactive and experiential approach to the study of forced migration. Through attending lectures and related small group sessions, course participants develop a deepened understanding of the political, economic, social and cultural contexts of forced migration, and the major state and non-state institutions involved in refugee protection and advocacy. Participants will have an opportunity during the course for structured networking and idea collaboration through panels and small group discussion.

The 2017 summer course held in May had 57 participants.

Institute for Social Research and Innovation

The Institute for Social Research and Innovation (ISR) has, for fifty years, conducted applied and academic social research. In addition to research, data management and analytics, their statistical consulting service, ISR offers short courses in support of researchers (faculty members, students at the doctoral, masters and undergraduate levels, postdocs and other researchers) undertaking empirical research at York University. Examples of these courses are the following courses: The Survey Research Process, Questionnaire Design and Data Analysis; Conducting Focus Groups for Social Research; Interpreting Qualitative Data: An Overview; Practical Power Analysis; Modeling and Analysis of Longitudinal and Nested Data; Introduction to SAS for Windows, Introduction to Structural Equation Modeling (SEM); An Introduction to R Graphics. Each year approximately 250 individuals register in short courses.

2017-2018 Annual Report of the Vice President Academic and Provost on Bridging Activities

Prepared by Alice Pitt, Vice Provost Academic, March 2019

The following report summarizes bridging programs and courses undertaken at York during the 2017-2018 academic year.

Liberal Arts and Professional Studies

School of Gender, Sexuality and Women's Studies – Bridging courses for Women

The School of Gender, Sexuality and Women's Studies at York University offers academic Bridging Courses for women who want to upgrade their writing and speaking skills and explore the possibility of university study. Course participants must be 20 years of age or over, permanent residents of Ontario, and comfortable in both spoken and written English. Students achieving a grade of 'B' or better may be accepted for admission as a mature student into degree programs in LAPS and other Faculties with 3 credits of advanced standing.

In 2017-2018, the Bridging Course was offered three times with a total of 46 students.

Department of Sociology - Bridging Course - Critical Approaches to Migration and Uprootedness

Following the 2015 Toronto Pan Am/Parapan Games, the City of Toronto invited proposals to the *Community Legacy Initiative Fund*, a one-time grant program to build capacity, address systemic barriers and contribute to long-term economic and/or social benefits for Toronto's Latin American, South American and Caribbean communities. Together, the FCJ Refugee Centre and York University's Vice Provost Academic's Office and CERLAC co-developed a successful proposal. The proposed project was awarded two years of funding to support the development of two pathways to increase access to post-secondary education among Toronto youth with precarious immigration status. The two access pathways were designed to facilitate admission into undergraduate degrees either through a bridging course or via direct entry. There was strong collaboration from the Office of the University Registrar, The Department of Sociology agreed to house the bridging course, Critical Approaches to Migration and Uprootedness.

The Bridging courses were offered in Winter 2017, Summer 2017 and Fall 2018. Approximately 70 students took the course with a third completing it. Nine students successfully transitioned to degree programs at York University. Students participating are from Latin America, the Caribbean, Africa, Asia and the Middle East.

School of Continuing Studies

The York University English Language Institute (YUELI) offers English as a Second Language Programs that are pathways to academic degrees. Among these are the YUELI Academic Program, Destination York Program, Pre-Destination York Program, YUBridge Program, Pre-Graduate Preparation Program, and Pre-MBA/Specialized Master's program.

YUBridge admits students in Fall, Winter or Summer. In 2017-2018 there were over 300 students took advantage of this.

A few historical bridging courses remain with very low uptake, for math and social sciences. Each course was offered three times over the reporting period. The Academic Bridging course in Social Science had 44 participants and the Math for Admission Waiver was offered to 75 participants.

Transition Year Program

The Transition Year Program* (TYP) at York University is a cohort-based full-time access program for youth (19+) and adults who are passionate about attending university. TYP@York combines academic and non-academic activities over a two-term (September to April) session. Students enrol in a combination of university credit courses and non-credit workshops. Courses and workshops bridge the gap between a student's prior experience and level of education and the formal educational credentials to qualify for admission to a university degree program.

Upon completion of TYP@York, students may transfer 18 academic credits towards a university degree. An ongoing challenge continues to be determining which students can successfully commit to a full-time study program.

Twenty-four (24) students began the program in September 2017. Nearly half completed the year and transferred to degree studies at York. Students who were not able to complete TYP faced barriers such as financial barriers, mental health issues, and family issues.



Joint Sub-Committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on May 6, 2019 and submits the following report to the full Committees.

Members present were as follows:

Joanne Magee, Chair (Member designated by APPRC)
Rick Irving (Member designated by APPRC)
Tom Loebel (Dean of Graduate Studies, ex officio)
Alice Pitt (Vice-Provost Academic, ex officio)

Cheryl Underhill (APPRC) and Kathryn White (ASCP) serve as the Sub-committee's secretaries. Additional support was provided by Julie Parna (Office of the Vice-Provost Academic).

No members designated by ASCP were present.

1. Cyclical Program Reviews (CPRs): 18 Month Follow-up Reports

At the May meeting the Sub-Committee received and reviewed eighteen 18-month follow up reports and was satisfied that, in the majority of cases, programs have paid due regard to recommendations arising from the CPR process. Subsequent to the meeting it was found that the Sub-Committee's questions with respect to three follow-up reports were addressed through additional information.

Follow-up reports from five programs have been referred back with a request that they be updated by no later than September 30, 2019 to include additional, more current details about the activities underway in support of the recommendations of the Final Assessment Reports. If the Sub-Committee determines that adequate progress has not been made, it will request a meeting with the relevant Dean(s) to discuss program planning and implementation timelines.

With confirmation of their follow-up reports, the cyclical program reviews have been completed for the following programs:

- Children's Studies (now Children, Childhood and Youth), Undergraduate, Humanities Department, LA&PS
- Drama Studies, Undergraduate, Department of Multidisciplinary Studies, Glendon
- Economics, Graduate, LA&PS

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

- Geography, Undergraduate and Graduate, LA&PS and Science
- Health Studies, Undergraduate and Graduate, Health
- Human Resources Management, Undergraduate and Graduate, LA&PS
- Information Technology (ITEC), Undergraduate and Graduate, and Master of Information Systems and Technology, LA&PS
- Interdisciplinary Studies, MA, LA&PS
- Music, Graduate, AMPD
- Professional Writing and English Studies, Undergraduate, LA&PS
- Psychology, Undergraduate and Graduate, Health
- Public Policy and Administration, Bachelor of Public Administration (BPA) and Master of Public Policy and Law (MPPAL), School of Public Policy and Administration, LA&PS
- Theatre, BA/BFA, MFA Theatre, MA/PhD Theatre & Performance Studies, AMPD

In executing its mandate, the Sub-Committee endeavors to bring out matters that extend beyond individual programs that have Faculty-wide or pan-University relevance. This is a fundamental perspective to bring to the oversight function since the University Academic Plan enjoins us to “develop and implement Faculty plans to enhance the quality of our academic programs (aligned to the extent possible with cyclical program reviews).”

In its review of the follow-up reports, the Sub-Committee:

- reiterated its reflection from its March 4 meeting that there is a need for more focus on program governance, particularly for programs not directly linked to cognate undergraduate programs. Going forward, York University Quality Assurance Protocols and Procedures (YUQAP) templates for proposals and CPRs will reflect the need to discuss processes for collegial decision-making and inter/intra-Faculty collaboration.
- noted that some of the 18-month follow-up reports that it received were almost a year old. In future, the Sub-Committee will endeavor to review and provide feedback on such reports on a more timely basis by scheduling more frequent meetings.

2. 2019-2020 Rota of Program Reviews

The 2019-2020 Rota of CPRs was provided to the Sub-Committee. The Rota, which has been updated slightly since the May 6 Sub-Committee meeting is posted on the Quality Assurance website at <http://yuqap.info.yorku.ca/rota-schedule-for-201415/>.

Joint Sub-Committee on Quality Assurance

Report to the Full Committees

3. Science & Technology Studies Program Review

The Sub-Committee received a status report from the Vice-Provost Academic and the Dean of Graduate Studies on the Science & Technology Studies program review. The review was suspended in 2018 and is still suspended.

4. Aligning York's Implementation Plans and Final Assessment Reports (FARs) with the Quality Assurance Framework

The Sub-Committee reviewed feedback from the Ontario Universities Council on Quality Assurance on the FARs and Implementation Plans finalized and submitted as a result of its March 4 meeting. The Council noted the improvements the University has made to its FARs. To further improve the Executive Summaries of the FARs, the Quality Council suggested that they include additional context about the follow-up actions to enhance clarity.

5. Planned Revisions to YUQAP and the Quality Assurance Policy

The Sub-Committee engaged in discussion about the planned revisions to YUQAP and the Quality Assurance Policy and the process for consultation on proposed revisions.

As part of the revisions, consideration will be given to possible adjustments to the composition and structure of the Joint Sub-Committee on Quality Assurance as well as the scheduling of more frequent meetings.

J. Magee
Chair

Proposed Revisions to the Senate Policy on Honorific Professorships

Current Policy	Proposed Revisions
<p>Policy</p> <p>1. Honours</p> <p>1.1 <i>University Professor</i> The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her scholarship, teaching and particularly participation in University life or contribution to the University as a community.</p> <p>1.2 <i>University Professor Emeritus/a</i> Upon retirement, a University Professor will be named University Professor Emeritus/a.</p> <p>1.3 <i>Distinguished Research Professor</i> A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.</p> <p>1.4 <i>Distinguished Research Professor Emeritus/a</i> Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.</p> <p>1.5 <i>Emeritus/a</i> The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of</p>	<p>1. Purpose This policy outlines the definitions and criteria related to the University’s Honorific Professorships, the University Professorship and the Distinguished Research Professorship.</p> <p>2. Scope and Application This policy applies to the Honorific Professorships, the University Professorship and the Distinguished Research Professorship.</p> <p>3. Policy</p> <p>3.1 Honours</p> <p>a. University Professor The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her participation in University life and/or contribution to the University as a community, as well as appropriate levels of scholarship and teaching success.</p> <p>b. University Professor Emeritus/a Upon retirement, a University Professor will be named University Professor Emeritus/a.</p> <p>c. Distinguished Research Professor A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.</p> <p>d. Distinguished Research Professor Emeritus/a Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.</p> <p>e. Emeritus/a The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of</p>

<p>continued involvement in the intellectual life of the University.</p> <p>2. Criteria</p> <p>2.1 University Professor A University Professor will be a long-serving tenured faculty member who has made an extraordinary contribution to the University as a colleague, teacher and scholar. Such achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i) significant long-term contribution to the development or growth of the University or of its parts; ii) significant participation in the collegium through mentorship, service and/or governance; iii) sustained impact over time on the University's teaching mission; iv) recognition as a scholar. <p>2.2 Distinguished Research Professor The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfils the following requirements:</p> <ul style="list-style-type: none"> i) includes sustained and continuing contributions to the field or fields of scholarship involved; ii) the work is of excellent quality; iii) the work has made a major impact on the discipline or field of study involved; iv) the work is recognized within and appreciated beyond the University; v) the nominee will have an international reputation in the field of study involved. <p>2.3 Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee on Awards, are not eligible</p>	<p>continued involvement in the intellectual life of the University.</p> <p>3.2 Criteria</p> <p>a. University Professor A University Professor will be a long-serving tenured faculty member who has demonstrated a commitment to participation in University life and/or contribution to the University as a community, as well as appropriate levels of scholarship and teaching success. Such achievement fulfills the following requirements:</p> <ul style="list-style-type: none"> i. significant long-term contribution to the development or growth of the University or of its parts; ii. significant participation in the collegium through mentorship, service and/or governance; iii. sustained impact over time on the University's teaching mission; iv. recognition as a scholar. <p>b. Distinguished Research Professor The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfils the following requirements:</p> <ul style="list-style-type: none"> i. includes sustained and continuing contributions to the field or fields of scholarship involved; ii. the work is of excellent quality; iii. the work has made a major impact on the discipline or field of study involved; iv. the work is recognized within and appreciated beyond the University; v. the nominee will have an international reputation in the field of study involved. <p>c. Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee</p>
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<p>all Faculties by the Senate Committee on Awards.</p> <p>ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ul style="list-style-type: none"> • the nominee’s c.v. • a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria • letters of support from those in a position to comment on the nominee’s achievements and contributions. <p>iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee’s home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>iv) Nominators will be advised of the committee’s decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</p>	<p>b. ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ol style="list-style-type: none"> i. the nominee’s c.v. ii. a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria iii. three letters of support from those in a position to comment on the nominee’s achievements and contributions. <p>c. The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee’s home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>d. Nominators will be advised of the committee’s decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</p>
<p>4.2 <i>Distinguished Research Professor</i></p> <p>i) Nominations for the Distinguished Research Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.</p> <p>ii) Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ul style="list-style-type: none"> • the nominee’s c.v. • a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria • letters of support from those in a position to comment on the nominee’s achievements and 	<p>4.2 Distinguished Research Professor</p> <p>a. Nominations for the Distinguished Research Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.</p> <p>b. Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:</p> <ol style="list-style-type: none"> i. the nominee’s c.v. ii. a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria iii. three letters of support from those in a position to comment on the nominee’s achievements and contributions, two of which will be from individuals external to the

<p>contributions.</p> <p>The committee may make additional inquiries as it sees fit.</p> <p>iii) The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>iv) When the committee is considering nominations for Distinguished Research Professor, it shall invite the Vice-President Research and Innovation, and the Vice-President Academic & Provost to attend.</p> <p>v) Nominators will be advised of the committee's decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</p> <p>4.3 After assessment of nominations, the Senate Committee on Awards shall inform the President and report to Senate for information on the award of the honours.</p> <p>5. Term and Number of Awards</p> <p>5.1 Normally, no more than two appointments shall be made in each of the University Professor and Distinguished Research Professor category in a year.</p> <p>5.2 At any one time there shall be no more than twenty five active University Professors and twenty five active Distinguished Research Professors.</p> <p>5.3 These honours once bestowed shall be in effect until death, voluntary</p>	<p>University who must be at arm's length from the nominee. The individuals providing external letters of support are asked to include in their letters a statement as to their relationship, if any, with the nominee.</p> <p>c. The committee may make additional inquiries as it sees fit.</p> <p>d. The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.</p> <p>e. When the committee is considering nominations for Distinguished Research Professor, it shall invite the Vice-President Research and Innovation, and the Vice-President Academic & Provost to attend.</p> <p>f. Nominators will be advised of the committee's decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.</p> <p>6.3 After assessment of nominations, the Senate Committee on Awards shall inform the President and report to Senate for information on the award of the honours.</p>
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<p>resignation of the title, or termination of full-time status by retirement by the respective incumbents, at which time they will adopt the style "Emeritus/a."</p>	
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University Policy and Procedures

Senate Policy on Honorific Professorships

Topic:	Appointments, Tenure and Promotion, Awards and Honours
Approval Authority:	Senate
Responsible Office/Body:	
Approval Date:	22 April 1982
Effective Date:	22 April 1982
Last Revised:	22 November 2018 (Procedures only)

1. Purpose

This policy outlines the definitions and criteria related to the University's Honorific Professorships, the University Professorship and the Distinguished Research Professorship.

2. Scope and Application

This policy applies to the Honorific Professorships, the University Professorship and the Distinguished Research Professorship.

3. Policy

3.1 Honours

a. University Professor

The University Professorship is awarded to a member of the faculty whom the University recognizes for his or her **participation in University life and/or contribution to the University as a community, as well as appropriate levels of scholarship and teaching success.**

b. University Professor Emeritus/a

Upon retirement, a University Professor will be named University Professor Emeritus/a.

c. Distinguished Research Professor

A Distinguished Research Professorship is awarded to a member of the faculty who has made outstanding contributions to the University through Research.

d. Distinguished Research Professor Emeritus/a

Upon retirement, a Distinguished Research Professor will be named Distinguished Research Professor Emeritus/a.

e. Emeritus/a

The status of Emeritus/a will be conferred on all retiring full-time faculty members and professional librarians with the expectation of continued involvement in the intellectual life of the University.

3.2 Criteria

a. University Professor

A University Professor will be a long-serving tenured faculty member who has **demonstrated a commitment to participation in University life and/or contribution to the University as a community, as well as appropriate levels of scholarship and teaching success.** Such achievement fulfills the following requirements:

- i. significant long-term contribution to the development or growth of the University or of its parts;
- ii. significant participation in the collegium through mentorship, service and/or governance;
- iii. sustained impact over time on the University's teaching mission;
- iv. recognition as a scholar.

b. Distinguished Research Professor

The Distinguished Research Professor will have demonstrated scholarly achievement by sustained publication or other recognized and accepted demonstrations of sustained authoritative contributions to scholarship. Such achievement fulfills the following requirements:

- i. includes sustained and continuing contributions to the field or fields of scholarship involved;
- ii. the work is of excellent quality;
- iii. the work has made a major impact on the discipline or field of study involved;
- iv. the work is recognized within and appreciated beyond the University;
- v. the nominee will have an international reputation in the field of study involved.

c. Members of any committee under the purview of Senate which has policy or adjudicative responsibility for these honours, such as the Senate Executive Committee and the Senate Committee on Awards, are not eligible for nomination to either University Professor or Distinguished Research Professor during the academic year(s) in which they sit on those committees.

3.3 Relationship to the Tenure Stream

a. There is no implied relationship between honorific professorships and the ranking of the tenure stream of the University.

3.4 Term and Number of Awards

- a. Normally, no more than two appointments shall be made in each of the University Professor and Distinguished Research Professor category in a year.
- b. At any one time there shall be no more than twenty-five active University Professors and twenty-five active Distinguished Research Professors.
- c. These honours once bestowed shall be in effect until death, voluntary resignation of the title, or termination of full-time status by retirement by the respective incumbents, at which time they will adopt the style “Emeritus/a.”

4. Roles and Responsibilities

The Senate Committee on Awards is responsible for selecting the recipients of the Honorific Professorships, following the assessment of nominations, and shall inform the President and report to Senate for information on the award of the honours.

5. Review

This policy shall be reviewed every five years.

6. Procedures for Nomination

6.1 University Professor

- a. Nominations for the University Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.
- b. Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:
 - i. the nominee’s c.v.
 - ii. a detailed letter of nomination explaining how the candidate’s achievements conform to the general criteria
 - iii. **three** letters of support from those in a position to comment on the nominee’s achievements and contributions.
- c. The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee’s home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.
- d. Nominators will be advised of the committee’s decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.

6.2 Distinguished Research Professor

- a. Nominations for the Distinguished Research Professors will be solicited regularly from all Faculties by the Senate Committee on Awards.
 - b. Nominations may be made by all tenured faculty members, who shall provide a complete nomination file, including:
 - i. the nominee's c.v.
 - ii. a detailed letter of nomination explaining how the candidate's achievements conform to the general criteria
 - iii. **three** letters of support from those in a position to comment on the nominee's achievements and contributions, **two of which will be from individuals external to the University who must be at arm's length from the nominee. The individuals providing external letters of support are asked to include in their letters a statement as to their relationship, if any, with the nominee.**
 - c. The committee may make additional inquiries as it sees fit.
 - d. The committee shall, in confidence, provide a complete copy of the file to the Dean of the nominee's home Faculty and shall invite the Dean to provide a confidential letter of commentary on the nomination.
 - e. When the committee is considering nominations for Distinguished Research Professor, it shall invite the Vice-President Research and Innovation, and the Vice-President Academic & Provost to attend.
 - f. Nominators will be advised of the committee's decision after the deliberations. Files of those not selected will be held for three years for reconsideration by the committee, provided the nominee remains active at the University. Nominators may choose to revise or update the nomination file in subsequent years.
- 6.3 After assessment of nominations, the Senate Committee on Awards shall inform the President and report to Senate for information on the award of the honours.

Legislative history:	Approved by Senate 1982/04/22; Date Effective: 1982/04/22. Revised and Amended by Senate: 1983/02/25; 1989/05/25; 1990/11/22; 1992/03/26; 2004/11/25; 2008/09/25; 2010/01/28, 2013/06/27. Procedures revised and amended by the Awards Committee: 2017/09/28; 2018/11/22.
Date of next review:	30 June 2024
Policies superseded by this policy:	
Related policies, procedures and guidelines:	