

# York University Senate

## Notice of Meeting

Thursday, May 23, 2019, 3:00 pm

Dr Robert Everett Senate Chamber, N940 Ross Building

### AGENDA

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1. Chair's Remarks (F. van Breugel)
2. Business Arising from the Minutes
3. Inquiries and Communications
  - a. Academic Colleague to the Council of Ontario Universities (A. Davis) ..... 1
4. President's Items (R. Lenton)
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### Committee Reports

5. Executive Committee (D. Mutimer) ..... 10
  - a. Senate Rules, Procedures and Guidelines: Revisions (Notice of Motion)
  - b. Election of Members of Non-Designated Senate Committees
6. Academic Policy, Planning and Research (L. Jacobs)..... 16
  - a. Open Access and Draft Policy: Presentation and Discussion (J. Kirchner)
7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) ..... 19
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  - a. Report of the Sub-Committee on Quality Assurance
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10. Other Business

M. Armstrong, Secretary



# York University Senate

## Consent Agenda

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

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12. Changes to requirements for the Certificate in Refugee and Migration Studies Faculty of Environmental Studies / Department of Equity Studies, Faculty of Liberal Arts & Professional Studies (Page 20)
13. Changes to the degree requirements for the MA program in Music, Graduate Program in Music, Faculty of Graduate Studies (Page 21)
14. Changes to the degree requirements for the Master of Marketing program, Schulich School of Business, Faculty of Graduate Studies (Page 22)
15. Establishment of a Transfer Credit program between the Departments in AMPD and Specialized Arts programs at Secondary Schools (Page 23)
16. Closure of the Specialized Honours BA program in Individualized Studies, Glendon (Page 24)

## Appendices

### Executive

- Appendix A Senate Rules, Procedures and Guidelines: DRAFT Revisions
- Appendix B Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities: DRAFT Revisions

### Academic Policy, Planning and Research

- Appendix A DRAFT Senate Policy on Open Access
- Appendix B Statement of Support from Provost on ASCP Sub-committee

### Academic Standards, Curriculum & Pedagogy

- Appendix A Revisions to the regulation on Registration Eligibility for Summer Courses

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

- Appendix A Report of the Sub-Committee on Quality Assurance

## **COU Academic Colleague's Report**

**Meeting Dates: May 15-16, 2019**

**Prepared by: Andrea Davis**

**Submitted: May 16, 2019**

The May meetings of COU colleagues expanded the April focus on the assessment of student skills and learning outcomes.

### **Marcia Moshé provided an overview of SMA3 learning outcomes pilot projects at Ryerson University**

Marcia Moshé, Professor of Psychology, was the project team leader for the SMA3 Pilot Projects at Ryerson University. Her team used the University of Victoria's competency framework to track the development of competencies among co-op students. These competencies—including continuous learning, project and task management, communication, commitment to quality, and teamwork—were skills identified as desirable by employers. Students and supervisors all rated improvements with supervisors consistently rating students higher than they rated themselves.

Professor Moshé reported further on the success of the VALUE Rubrics at Ryerson (also used at Queen's University and discussed at the April meeting). While the project at Queen's assessed critical thinking, the pilot project at Ryerson assessed written communication among students in Liberal Studies courses in English, Philosophy and Sociology.

### **HEQCO is recommending the implementation of large-scale skills assessment**

Martin Hicks, Executive Director, Data & Statistics, Higher Education Quality Council of Ontario, also presented findings from HEQCO's skills assessment pilot studies. Based on these studies, HEQCO is recommending the implementation of large-scale skills assessment involving all students at an institution or faculty that is integrated into students' program requirements.

1. Essential Adult Skills Initiative (EASI): Beginning in 2016, HEQCO administered Education and Skills Online, the commercial version of the OECD's PIAAC test of adult skills. ESO is meant to assess the real-world application of literacy, numeracy and problem solving in technology-rich environments. More than 4,600 Ontario college and university students across 19 institutions participated in the pilot. The report, [Measuring Essential Skills of Postsecondary Students: Final Report of the Essential Adult Skills Initiative](#), provides a full analysis of the initiative and its findings.

2. Postsecondary and Workplace Skills (PAWS): In 2016–17, HEQCO administered the HEIghten Critical Thinking assessment. HEIghten is based on a review of 10 previously used instruments and evaluates ability to analyze evidence, understand implications

and consequences, and develop valid arguments. It has been tested at 35 institutions in the US. More than 2,900 college and university students at two institutions participated in the pilot. The report, [Measuring Critical-thinking Skills of Postsecondary Students](#), provides an analysis of this project and its findings.

### **HEQCO's studies found that a quarter of final-year students do not have the level of literacy and/or numeracy proficiency they need for long-term success in the labor market**

The two pilot studies conducted by HEQCO found that one in four of the graduating participants scored below Level 3 in literacy and/or numeracy and less than a third of graduating students scored at advanced Levels 4 or 5. The findings raised many questions for academic colleagues:

- Why are one in four university graduates not scoring at Level 3 in literacy and numeracy (the level demanded by most companies), and what strategies can address that gap?
- Why is the degree of skills gain between incoming and graduating students haphazard, and where, for whom and for what reasons is growth not occurring?
- What pedagogical approaches work best at teaching transferable skills, and can they be replicated at other institutions and in other programs of study?
- What are the outcomes at a program level, or for students from different backgrounds and starting points?
- Do colleges and universities face similar or different challenges instilling transferable skills in their students?
- What is the benefit of asking universities to place so much resources into collecting this kind of data, rather than in complement planning or in supporting students?

### **Universities will need to decide how best to respond to government-mandated SMA3 Metrics**

Cecilia Brain, Senior Policy & Data Analyst at COU, provided a SMA3 metrics overview, confirming that universities are being measured against themselves using historical data and a pass / fail approach. While universities may lose funding by falling below targets, there is no extra funding for exceeding targets. Colleagues discussed at some length how the government would measure graduate employment and salaries, and community and local impact. Statistics Canada has already been linking graduation statistics from universities with Revenue Canada data, so this information is readily available.

Colleagues discussed differential hiring for visibly racialized and Indigenous graduates and how these might impact universities, like York, with very diverse student bodies. Since universities begin where they are, there may be no pressure to change the existing composition of student populations at already diverse institutions, but universities with largely white, middle-class students will have no incentives to diversify.



# PRESIDENT'S KUDOS REPORT

MAY 2019



Health professor [Mary Fox](#) was awarded a one-year Canadian Institutes of Health Research (CIHR) Transitions in Care: Best & Wise Practices grant of \$100,000 to investigate how to improve transitional care for patients in rural communities.



Three York University [Lions football players](#) were selected in the 2019 Canadian Football League (CFL) entry draft:

- Nikola Kalinic was selected by the Hamilton Tiger-Cats in the second round, 10th overall;
- Jacob Janke was tabbed by the Saskatchewan Roughriders in the fourth round, 35th overall; and
- Colton Hunchak was selected by his hometown Calgary Stampeders in the eighth round, 73rd overall.



York University has been named one of [Canada's Greenest Employers](#) for the seventh consecutive year. The University has embarked on several environmentally friendly initiatives that alter the footprint of campus buildings, including five green roofs, a solar-powered electric vehicle charging station, and two LEED Gold certifications.

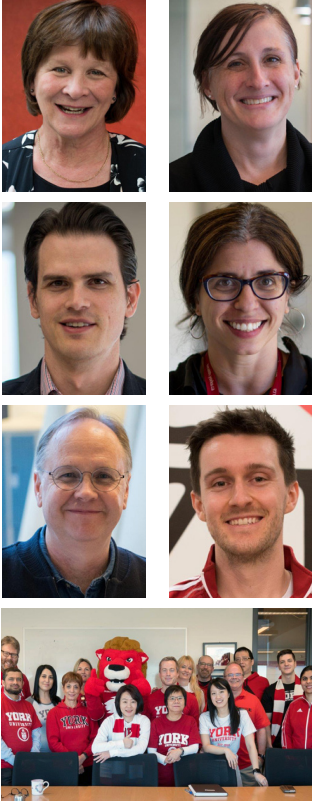


Glendon alumna [Chantal Hébert](#) (BA '76), a longtime Toronto Star columnist on federal politics, received the 2019 Charles Lynch Award for outstanding public affairs coverage, one of the highest honours in Canadian journalism.



A group of [three Schulich MBA students](#) won the grand prize at the Deloitte Data VizArt Student Challenge, a nationwide competition for visualization and data storytelling. Their winning project, "What is a Good Place to Call Home?," seeks to provide a decision support toolbox for new immigrant consulting. The group members are:

- Priyanka Luthra (MBA '19),
- Aldo Nurpissov (MBA '19),
- and Aleksei Rogatinskii (MBA '19).



The recipients of the [2018 President's Staff Recognition Awards](#) were announced. The Awards recognize and celebrate the excellence of our dedicated staff members and the impact they are making at the University and beyond:

- Jenny Pitt-Clark, communications coordinator, YFile editor, Strategic Communications, Communications & Public Affairs - The Ronald Kent Medal
- Maureen Barnes, director, Student Accessibility Services - The Deborah Hobson York Citizenship Award
- Cameron Rogers, director, Budgets and Planning, Office of Budgets and Planning, Finance - The President's Leadership Award
- Patricia Gagliardi-Ursua, executive assistant, Ancillary Services - The President's Voice of York Award
- Terry Wright, manager, Facilities, Health and Safety, and Technical Services, AMPD - The Phyllis Clark Campus Service Award
- Greg Langstaff, coordinator, YU START New Student Transition Program, Student Success Centre - The Gary Brewer Emerging Leader Award
- Office of Institutional Planning & Analysis (OIPA) - The Harriet Lewis Team Award for Service Excellence
  - Richard Smith, director, Institutional Research, Reporting and Analysis, OIPA;
  - Mark Conrad, director, Institutional Enrolment and Research Planning, OIPA;
  - Melissa Schiralli, administrative coordinator, OIPA;
  - Sonia Pettinella, senior advisor, Policy and Process, OIPA;
  - Sahar Sheikh, senior institutional analyst, OIPA;
  - Sylvia Lin, senior institutional analyst, OIPA;
  - Aziz Quadri, senior SAS technical advisor, OIPA;
  - Josephine Tang, SAS programmer, OIPA;
  - Iris An, senior financial analyst, OIPA;
  - Stephen Childs, senior institutional analyst, OIPA;
  - Patrick Cernea, business intelligence strategist, OIPA;
  - Mira Miller, Senior Institutional Analyst, OIPA;
  - Howard Ye, research data analyst, OIPA/Office of the Vice-President Research & Innovation.

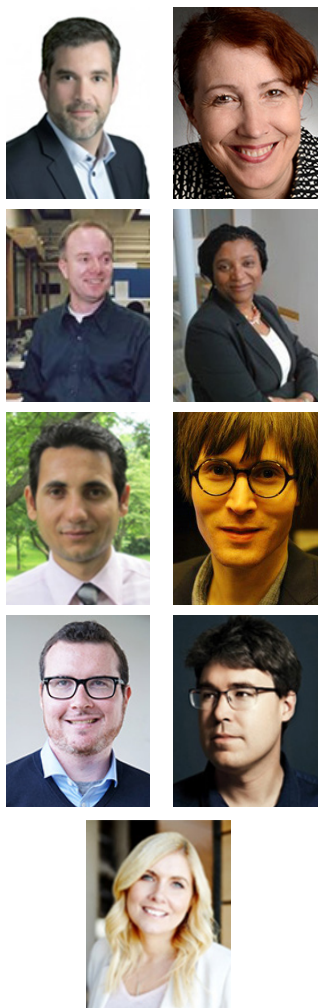


The [2018 York Research Leaders](#) were announced and recognized for leadership in their fields and a commitment to advancing innovative research projects across a variety of disciplines. This year's President's Research Awards recipients were:

- English professor Deanne Williams - the Research Excellence Award;
- Sociology professor Marcello Musto - the Emerging Research Leadership Award;
- Psychology professor Christine Till - the Emerging Research Leadership Award; and
- English professor Julia Creet - the Research Impact Award.

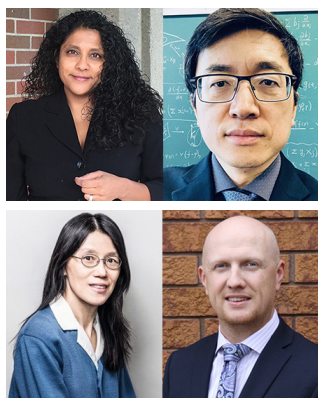


A multidisciplinary initiative co-led by Lassonde professor [Magdalena Krol](#) has received a \$4-million grant from the Ontario Research Fund to study the long term stability of used nuclear fuel containers for deep underground repositories.



Nine outstanding researchers across the University will join the [York Research Chairs](#) program, York University's internal counterpart to the national Canada Research Chairs program. Researchers include:

- Benjamin L. Berger, Professor, Osgoode Hall Law School;
- Janine Marchessault, Professor, Cinema and Media Studies;
- Gary Sweeney, Professor, Biology;
- Uzo Anucha, Professor, Social Work;
- Hany Farag, Professor, Electrical Engineering and Computer Science;
- Ryan Hili, Professor, Chemistry;
- Brent Lyons, Professor, Organization Studies;
- John Moores, Professor, Earth and Space Science and Engineering; and
- Amy Muise, Professor, Psychology.



A team of York University researchers was awarded a [\\$1.89-million grant](#) from the Canadian Institutes of Health Research, the Social Sciences & Humanities Research Council, the Natural Sciences & Engineering Research Council of Canada, and community partners. The project, "Rebooting Infant Pain Assessment," will use machine learning to improve neonatal intensive care unit practice. The research group, a team of 16 individuals located across two countries and six sites, includes:

- Associate Vice-President, Research and psychology professor Rebecca Pillai Riddell, principal investigator;
- Science professor Steven Wang, co-principal investigator;
- Lassonde professor Aijun An, co-investigator; and
- Osgoode professor Ian Stedman, researcher.



Science professors [Sergey Krylov](#) and [Ryan Hili](#) have been awarded a grant of more than \$900,000 from the Natural Sciences & Engineering Research Council of Canada to design new ways to automate key processes of drug development in order to facilitate quicker routes to clinical testing.



York University recognized the achievements of student-athletes and coaches at the [York Lions' 51st Annual Varsity Banquet](#), where award recipients were celebrated for their dedication and athletic excellence. Recipients included:

- Brittany Crew - Female Athlete of the Year;
- Pierce LePage - Male Athlete of the Year;
- Cadence Currie - Lions Legacy Award;
- Bailey Francis - Lions Legacy Award;
- Jenna Gray - Lions Legacy Award;
- Sara Vollmerhausen - Lions Legacy Award;
- Christy Ihunaegbo - Charles Saundercook Memorial Trophy;
- Erin McAleenan - Coach of the Year;
- DeAndrae Pierre - Male Rookie of the Year; and
- Kalifornia Mitchell - Female Rookie of the Year.



Art Gallery of York University (AGYU) interim director and curator [Emelie Chhangur](#) has been named a finalist for the 2019 Toronto Arts Foundation's Margo Bindhardt and Rita Davies Cultural Leadership Award, which recognizes individuals who have demonstrated creative leadership in the development of arts and culture in Toronto.



[Guggenheim Fellowships](#), which recognize individuals who have demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts, were granted to two York faculty members:

- Michael Helm, Associate Professor, Faculty of Liberal Arts & Professional Studies; and
- Mark Jurdjevic, Professor and Chair of the Department of History at Glendon Campus.



Osgoode alumnus [Scott Franks](#) (JD '16) has been named one of two recipients of the 2019-2020 CBA Viscount Bennett Fellowship for graduate legal studies, which he will use to pursue his LLM at Osgoode.



Faculty of Health Distinguished Research Professor [Joel Katz](#) was endorsed to become a Fellow of the Society of Clinical Child and Adolescent Psychology (Division 53) of the American Psychological Association (APA). He has been recognized with this prestigious honour for his extensive contributions to pain research.



History professor [Molly Ladd-Taylor](#)'s book, *Fixing the Poor*, has been shortlisted for the 2019 Wallace K. Ferguson Book award. This prestigious prize recognizes an outstanding scholarly book in a field other than Canadian history.





Nursing professor [Eva Peisachovich](#) was awarded the 2019 D2L Innovation Award in Teaching and Learning from the Society for Teaching and Learning in Higher Education. The award, created in partnership with Desire2Learn, recognizes educators who are redefining the learning experience of students through innovative practices.



Lassonde recognized six exceptional graduate students from the Department of Mechanical Engineering with their annual Excellence Awards for Graduate Research. The 2019 award recipients are:

- Hossein Abdoli, MASc;
- Mohammadmehdi Aghelinejad, PhD;
- Ahmed Elkholy, PhD;
- Yehia Ibrahim, MASc;
- Arezoo Khalili, PhD; and
- Shuzhe Wang, MASc.



Schulich alumnus [Naeem Farooqi](#) (BBA '08) was named to the 2019 Clean 50 Emerging Leaders list, which recognizes Canadians under 35 for their leadership in sustainability and environmentally responsible business practices.



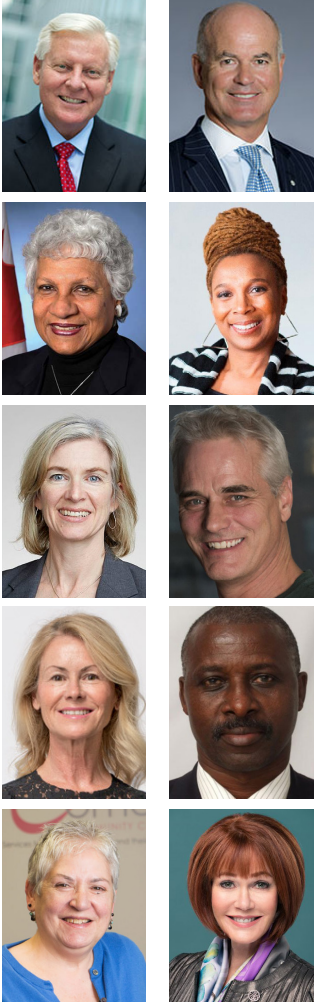
A group of five LA&PS students won the [Graduate Diploma in Professional Accounting](#) case competition, which offers participating students the opportunity to report on complex accounting cases and receive advice from industry professionals. The winning team consisted of students Zakir Bhatia, Charlene Lv, Arpita Haque Bhuiya, Jonathan Ishak, and Marianne Martinez.



York alumna [Jessica J. Lee](#) (PhD '16) has been named the winner of the 2019 RBC Taylor Emerging Writer Award, which provides recognition and assistance to a published Canadian author who is working on the first draft of a literary non-fiction writing project.

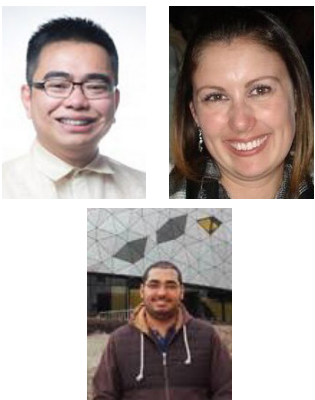


Faculty of Health Professor [Rebecca Pillai Riddell](#) has been awarded the prestigious 2019 Jeffrey Lawson Award for Advocacy in Children's Pain Relief. The award, which is presented by the American Pain Society, recognizes her advocacy efforts to improve management of pain in children.



At Spring Convocation, York will honour ten distinguished individuals with honorary degrees:

- Paul Alofs, award-winning innovator;
- Gregory Belton, business leader and philanthropist;
- Anne Cools, social and civil rights activist;
- Kimberle Crenshaw, civil rights advocate and scholar;
- Jennifer Doudna, human genomics researcher;
- Paul Gross, renowned actor, director and writer;
- Cheryl McEwen, philanthropist and entrepreneur
- Marangu Njogu, national development leader;
- Marcie Ponte, social service activist; and
- Lynn Posluns, brain health advocate.



The recipients of the 2019 President's University-Wide Teaching Awards were announced. The four recipients will be recognized at Spring Convocation for their teaching excellence:

- Professor Russ Patrick Alcedo of the School of the Arts, Media, Performance & Design in the category of full-time tenured faculty with 10 or more years full-time teaching experience;
- Professor Nicolette Richardson of the Faculty of Health in the category of full-time faculty (tenured/tenure stream/CLA) with less than 10 years teaching experience;
- Professor Alistair Mapp of the Faculty of Health in the category of contract and adjunct faculty; [not pictured]
- Mohamed Abdelhamid of the Lassonde School of Engineering in the category of teaching assistants.

## APPOINTMENTS



Professor [Mary Condon](#) has been appointed Dean of Osgoode Hall Law School, effective July 1, 2019. Professor Condon has served as Interim Dean since May 2018.



Alumna [Yemisi Dina](#) (MPPAL '12) has been appointed chief law librarian at Osgoode Hall Law School. Dina has served as interim chief law librarian since November 2017.



Osgoode Professor [Poonam Puri](#) has been appointed to the Board of Directors at Tethyan Resources.

# Executive Committee – Report to Senate

At its meeting of May 23, 2019

## Notice of Statutory Motion

### 1. Amendments to Senate’s Rules and Procedures

It is the intention of Senate Executive to put the following statutory motion to Senate:

“that Senate approve amendments to the Rules and Procedures as set out in Appendix A.”

#### Rationale

Consistent with the requirement to publish updated Senate Rules every three years (Sec II.2.a), one of Senate Executive’s priorities for the year has been a Rules review.

In November 2018, the preliminary inventory of suggestions for the 2018 Rules review exercise was distributed to Senators with a call for additional suggestions. Draft revised Rules may be found at Appendix A with changes marked in yellow.

Over the course of two meetings this spring, the Committee discussed Senators’ suggestions and identified constructive revisions that it believes aptly respond to the feedback received over the past year.

There are three key aspects to the proposed revisions:

- i. A re-ordering of the document to improve the flow and linkages among its many sections;
- ii. Replacement of the verbatim reproduction of Senate policies and /or legislation within the text of the Rules with links to the online posting of the policy; and
- iii. actual changes and additions to the text to introduce needed enhancements, provide clarity on certain matters.

The first type of change is relatively self-explanatory. Amendments made to the Rules over the years culminated in a somewhat partitioned document. The re-ordering, and in some places merging of replicated information, results in a clearer, less repetitive document that is easier to navigate. The second change - to remove the places where Senate policies / procedures are wholly reproduced within the body of the Rules – is also an updating function. The former Senate Handbook document is no longer produced in hard copy. It is posted and maintained as an electronic document on the Senate website. Similarly, Senate policies are formally housed online on the Senate site. Noting that policies and procedures are often revised / updated, whereas the Senate Rules are reviewed less frequently, it is preferable to format the Rules as a digital document with links to the policies / procedures rather than embedded in the document itself. A correlated change also proposed therefore, is re-naming the document *York University Rules of Senate. Guidelines* was the third arm of the title, which is also a legacy of the hardcopy Senate Handbook, which included the collection of rules, procedures and guidelines.

# Executive Committee – Report to Senate

Regarding the third category of amendments, the following are the primary areas and nature of changes being proposed:

- the Duties of the Chair (Section III, 2) to make explicit that the duty of preserving order in Senate meetings is part of the function
- reduction from 7 to 3 minutes for the time allotted for a Senator to speak to a motion (Section VI 11 a) and the introduction of a new 3 minute limit for putting a question to a speaker
- additions to the Decorum section to be more fulsome with respect to its meaning
- revision of the Senate Committee quorum rule (Section C, 18) to include all voting members of committees in determining quorum
- clarification that only full-time faculty members are eligible for election to the Board of Governors
- to clarify there are no substitutes, proxies or designated alternates
- editorial revisions to reflect changes in nomenclature and / or position titles (i.e., Dean of Libraries)

A preliminary discussion of the proposed changes in May allows for first reflections to be shared and deliberated and a final considered document brought back for approval in June.

## FOR ACTION

### 2. Election of Members of Senate Committees and Other Positions Elected by Senate

Senate Executive recommends the following candidates for election to the Appeals and Awards Committees. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate rules, nominators must report prospective nominees to the Secretary prior to the start of the meeting in order to determine their eligibility.

Additional nominees may be forwarded prior to the Senate meeting of May 23, 2019.

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

**Appeals** (1 vacancy; term beginning 1 July 2019, ending June 30, 2021. Committee meets at the Call of the Chair, in panels. Full Committee meets 1-2 times annually.)

# Executive Committee – Report to Senate

Michael Zabrocki, Associate Professor, Department of Mathematics & Statistics,  
Faculty of Science

**Awards** (1 vacancy; term beginning 1 July 2019, ending June 30, 2021. Committee meets 3-4 times yearly on Friday mornings).

Hanna Jankowski, Associate Professor, Department of Mathematics & Statistics,  
Faculty of Science

## FOR INFORMATION

### 3. Election of Members of Senate Committees and Other Positions Elected by Senate and Remaining Vacancies

In April, Senate confirmed the slate of nominees for both the full-time and contract faculty members on the Senate Academic Standards, Curriculum & Pedagogy Committee. A Senate e-vote for the election of individuals to serve ASCP was held between 29 April – May 6. The following were elected:

Full-time faculty members:

Maggie Toplak, Associate Professor, Psychology, Faculty of Health  
Chloë Brushwood Rose, Associate Professor, Faculty of Education

Contract-faculty member: Dagmara Woronko, Communications, Social Science, LA&PS

#### *Remaining Senate Committee Vacancies*

The Executive Committee continues to seek prospective candidates to fill the remaining three (3) vacancies on the Tenure and Promotions Appeals Committee. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to either the Vice-Chair of Senate, David Mutimer ([dmutimer@yorku.ca](mailto:dmutimer@yorku.ca)), or the University Secretariat, through Cheryl Underhill ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

### 4. Process to Conclude Remediation from the FW2017-2018 Labour Disruption

Throughout this year, Executive Committee has continued to discharge its mandate to oversee the process of directing and implementing the necessary remedial action for outstanding academic matters from the disruption in Winter 2018. Through reports from the Provost, the Committee was kept apprised of the status of FW 2017-2018 remediation. The conversion of provisional grades to final grades was a remaining form of remediation that carried into this academic session.

For context, the Executive Committee wishes to offer to Senate observations regarding the experience of the initial use of provisional grades as a form of remediation for graduating students:

## Executive Committee – Report to Senate

- the decision to employ provisional grades as a tool to facilitate graduating students' academic year and their convocation was a sound one; a high majority of students benefitted from it, and had grades successfully cleared.
- a total of 3,281 students received provisional grades. 75% of those grades were cleared by submission of outstanding work/grades at the end of the disruption and formal remediation period. By end of the deferred standing deadline in December 2018, 92% of the grades were cleared. Presently, only 15 students (0.4%) remain with one or more provisional grade.
- there were some challenges in its implementation, two aspects specifically:
  - Communication of details was sometimes difficult among all parties / units / with students, all in the context of extremely tight timelines
  - students who were eligible to graduate with a provisional grade(s) did not always know which of their grades were provisional

The Executive Committee has identified certain actions that could be deployed in future when provisional grades are used to minimize challenges, notably:

- flag the grade as Provisional on the transcript
- restrict the option to Honours degrees, not 90-credit ones
- communicate with students clearly indicating that the University reserves the right to rescind the degree if the conditions of the provisional grades option are not met

Considerable follow-up work has been done over the past six months to communicate with the relatively small number of students where grade changes or absent grades were going to impact graduating decisions. As noted above, just 15 students still have a provisional grade(s) recorded. The circumstances of each student vary, as do the number of courses which remain to be finalized. All cases, however, must be resolved to finalize the status of the students' degrees. The home Faculties of the 15 students in question are Health and Liberal Arts & Professional Studies.

The Executive Committee anticipated from the outset last spring the likelihood that there would be some students with outstanding grades needing to be finalized. Progress reports were provided by the Provost throughout the year and discussions held. With the news that a very small number of cases remain to be resolved, the Committee has developed a process to address them. In sum:

- one final attempt will be made to contact absent students to confirm arrangements for finalizing their outstanding provisional grade(s)
- under the authority of Sections 3.3.4.3 and 3.3.4.5 of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes*, a temporary sub-committee of Senate Executive will be established with a mandate to review the outstanding cases

## Executive Committee – Report to Senate

and make decisions to address them. This could involve granting aegrotat<sup>1</sup> standing in courses to students with outstanding provisional grades where appropriate. Decisions to grant aegrotat standing will be on the basis that their academic record taken as a whole justifies the assumption that they would have successfully passed the course(s), or alternatively on the basis of extenuating circumstances demonstrated by the student through a petition to the sub-committee. The composition of the sub-committee will be five members made up of the Health and LA&PS members of Senate Executive, one additional faculty member from each of Health and LA&PS appointed by the Dean, and one student from either Faculty appointed by the Dean.

- Until each case can be reviewed, the student's academic record will be frozen so no transcript may be ordered or confirmation of degree obtained.

The majority of the 15 cases involve challenges in contacting the students. In a small number, the student indicates the work was completed for the course(s) but the University's records do not show having received it.

The Sub-committee is expected to be convened in the coming weeks.

### **5. Guidelines and Procedures for Academic Accommodation for Students with Disabilities: Draft Revisions**

In 2016-17, the Senate Sub-committee on Equity commenced efforts to revise the *Senate Policy on Academic Accommodation for Students with Disabilities* and its accompanying Guidelines. Throughout the course of that academic year, the sub-committee undertook consultation across the university to obtain feedback on the policy and guidelines and invite comment broadly from across the university. From the consultation it became apparent that the subject of academic accommodation was of significant interest and that there were many differing views on the subject across students, faculty and staff. Given the many questions raised around the guidelines, the sub-committee proceeded with changes to the *Policy on Academic Accommodation for Students with Disabilities* (which were approved by Senate in June 2017), and has been continuing to work further on amending the Guidelines.

After interruption to the guideline review last academic year, efforts re-focused this year. Having received input from many community stakeholders including student groups, a set of revised Guidelines has been produced. The draft version is being shared with Senate concurrently with its distribution to several campus organizations with special interest in the subject. Senators are encouraged to review the document and convey feedback to the University Secretary Maureen Armstrong ([maureena@yorku.ca](mailto:maureena@yorku.ca)). The Guidelines, and a side by side comparison to the current version, are attached as Appendix B.

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<sup>1</sup> In cases where a student cannot be expected to complete the work for a course, the phrase "aegrotat standing" is substituted for a grade on the transcript. Aegrotat standing, although seldom granted, is an available remedy through petitions for exceptional circumstances where deferred standing or late withdrawal from the course is inappropriate.



# Executive Committee – Report to Senate

## 6. Senate Executive Priorities 2018-2019: Status Review

At its meeting in May, the Committee reviewed progress on its priorities established at the beginning of the academic year. Jointly with progress reports from all Senate committee on their priorities, Executive will provide a comprehensive written report to Senate in June. However, the committee wanted to advise Senate at this point of one necessary change to the planned schedule of items. In keeping with the decision of the predecessor Chair of Senate, Executive had planned to facilitate a discussion of the *Principles to Govern Presidential Search Committees* at the June meeting of Senate. The Senate committees have alerted Executive to the action items of business that will be coming forward in June, of which there are many. Accommodating these time-sensitive matters for approval on the agenda requires shifting of items of business for information that do not have immediate deadlines attached. One such item is the discussion of the *Principles to Govern Presidential Search Committee*, which will be carried forward to early Fall 2019.

## 7. Senator and Senate Committee Survey

The annual survey of Senators and Senate committee members will be conducted from May 27 to June 3. All members of Senate are encouraged to participate in this important exercise as your feedback helps inform practices and the written Rules, and importantly, the community's Senate experience.

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

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of May 23, 2019

### FOR INFORMATION

#### 1. Development of a Senate Policy on Open Access: Presentation and Discussion

The *Open Access and Open Data Steering Committee* was established at the University in 2016 for three broad goals: coordinating campus-wide education on open access and data management; articulating a framework and service models to support faculty with these requirements; and creating a pan-university forum for discussion of the elements of open access with a view to identifying systems, structures and policies needed to support a robust open access framework. The Committee was created under the auspices of the Offices of the Provost and the Vice-President Research & Innovation. It is co-chaired by the Dean of Libraries, Joy Kirchner, and the Associate Vice-President Research, Rebecca Pillai-Riddell, and composed of several faculty members from across the University, two Associate Deans Research, an Associate Librarian, the Chief Information Officer and the Director, Information, Privacy & Copyright. Additional information about the Committee is posted at <https://www.library.yorku.ca/web/open/>.

In support of APPRC's focus on the development of Incomparable Metrics, a group of Librarians and Archivists met with the Committee last spring to discuss Library-supported electronic repository databases that can project a fuller range of York's academic strengths and research profile. That conversation included updates on the work of the *Open Access and Open Data Steering Committee* and its key initiative to develop a *Senate Policy on Open Access*. APPRC reported last year that a facilitated discussion on these matters at Senate was being planned for this academic year.

To that end, Dean Kirchner and a member of the Steering Committee will provide a presentation on open access that shares knowledge about the model, its benefits and advantages for the University as a whole and individual researchers at York. It will also speak to the development of the Open Access Policy. APPRC has reviewed and discussed draft versions of the policy at two meetings this term. Work on it is continuing with the Dean of Libraries and members of the Steering Committee to address questions the committee has about the scope of the initiative and the process by which it will be implemented. The current draft version of the policy is being presented to Senate coincident with the Open Access presentation to facilitate a full discussion of the proposed new direction; it is attached as Appendix A. The committee looks forward to receiving Senators' feedback on this topic.

#### 2. Faculty Blue Facilitating Group

APPRC has reported in recent months that the timelines for the establishment of the new "Environment-Geography" Faculty envisioned a proposal coming to Senate for approval

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

this spring. At recent meetings, the Facilitating Group focused on resetting the timeline for the remaining stages in the development process. Of particular importance at this point is giving shape to the innovative curriculum and pedagogy that will express the Faculty's vision. Our governing bodies rightly expect that new, compelling curriculum initiatives will be at an advanced stage as the Faculty *per se* goes through the final, formal phases of approval anticipated for the autumn of this year.

Given this priority, the Facilitating Group considered ways to ensure that curriculum development benefits from an arrangement that takes full advantage of existing collegial structures. It accepted an offer from the Chair of Senate ASCP to establish a temporary Sub-Committee wholly dedicated to assisting in deliberations and consultations. The ASCP Sub-Committee will include the Chair of ASCP, the Vice-Provost Academic (a current ASCP member), along with individuals from Environmental Studies and Geography who are most closely involved with curriculum design. The Chair of ASCP will serve as Chair of the sub-committee. It is anticipated that it will be convened for the period of (late) May 2019 – 31 December 2019.

There are precedents for short-term, task-oriented sub-committees of Senate standing committees. There are also considerable advantages to this approach, especially these:

- Senate's policy committees have maintained close involvement in the process since 2017 and retain a desire to provide timely and effective assistance; ASCP's mandate and expertise will be valuable aids to processes
- a defined time frame for the sub-committee will help reinforce timelines and maintain focus on curricular innovations
- those who are most closely involved in curriculum development will be able to participate in regular meetings with professional governance support
- linkages to ASCP (and APPRC) will ensure timely and effective coordination and cooperation
- the composition of the sub-committee will be equitable and inclusive
- processes can be streamlined and accelerated without compromising thoroughness and integrity
- because the sub-committee will have explicit accountabilities, it will uphold Senate's expectations about the form and nature of proposals, including the stipulations of the Quality Assurance framework
- crucially, the sub-committee will have express responsibilities for undertaking consultations with allied programs and keeping lines of communication open.

The Vice-President Academic & Provost has recorded her support for establishing the ASCP Sub Committee; a copy of her written statement is attached as Appendix B. A draft version of a proposal for the establishment of the new Faculty has been in circulation for several weeks. As the ASCP Sub-Committee completes its work in the months ahead, efforts to refine the full proposal in alignment with the curriculum planning will continue apace. As noted above, it is the expectation that a final proposal for the establishment of the Faculty will now be ready for review in the autumn by Faculty Councils, Senate and the Board of Governors.

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

Distinct from the new Faculty proposal, individual curriculum proposals for new and revised programs destined for the new Faculty will emerge from the ASCP Sub-Committee and proceed through the normal governance route to Senate for approval.

All the work to be carried out will be characterized by the good will, openness and active outreach in a highly consultative mode that has been a hallmark of the process to date.

### **3. Schedule for Balance of 2018-2019**

Two meetings remain this governance year, and the planned items of business are as follows:

<p>May 30</p> <p><b>At Glendon</b></p>	<p><b>Report of the Sub-Committee on ORUs</b> (Charter Recommendations)</p> <p><b>Annual Report on Non-Degree Studies</b></p> <p><b>Revised Principles and Procedures Governing Non-Degree Studies</b></p> <p><b>Senate Policy on Open Access</b></p> <p><b>Draft Cross-Faculty Principles for interdisciplinary programming</b></p> <p><b>Establishment of new undergraduate program in Neuroscience</b> (For concurrence with ASCP recommendation)</p> <p><b>Annual Reports from Research Sub-committees: HPRC, Animal Care and Biosafety</b></p> <p>Provost's Items (Standing item)</p> <p>VPRI's Items (Standing Item)</p>
<p>June 13</p>	<p><b>Budget Context for Academic Planning</b> (Provost and VPFA)</p> <p><b>Report of the Joint Sub-committee on Quality Assurance</b></p> <p>Provost's Items (Standing item)</p> <p>VPRI's Items (Standing Item)</p>

Several of these items are expected to proceed to Senate for approval or information accordingly in June, specifically:

- Charter of several Organized Research Units
- Revised Principles and Procedures Governing Non-Degree Studies
- Establishment of a Senate Policy on Open Access
- Establishment of new undergraduate program in Neuroscience (by ASCP)
- Spring report on the budget context for academic planning from the Provost and Vice-President Finance & Administration
- Annual Report on Non-Degree Studies
- Annual Reports from the Research Sub-committees

Lesley Jacobs  
Chair of APPRC

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate

At its meeting of 23 May 2019

### For Approval

#### 1. Revisions to Registration Eligibility for Summer Courses (Summer Continuance) Regulation

ASCP recommends,

That Senate approve revisions to the Registration Eligibility for Summer Courses (Summer Continuance) regulation, set out in Appendix A, effective 1 July 2019.

### Rationale

At the beginning of the 2018-2019 year, 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 Summer Continuance identified as a regulation in need of revision.

The Summer Continuance regulation permits students who have received an "ineligible to proceed" decision in May based on their cumulative GPA results calculated at the end of the FW session, to complete any Summer Term course(s) in which they enrolled prior to receiving their May grade report. Currently, the Senate regulation does not speak to the circumstance of a student's GPA increasing as a result of their summer term course(s) to an average at or above the minimum required for eligibility to continue in their program. In such scenarios, students are required to petition for a waiver of the required withdrawal / debarment academic decision. In many cases, students who meet eligibility requirements as a result of their summer courses and petition for a waiver are permitted to continue in the subsequent FW term.

ASCP's Coordinating & Planning Sub-Committee oversaw the revision of the regulation to allow students who raise their GPA over the summer to continue in the subsequent FW term, thereby formalizing current practice with a view to enhancing the student experience. The regulation has been updated based on wording provided by the Registrar's Office and placed in the new policy template developed by the University Secretariat. The revised regulation incorporates one additional change suggested by the Registrar's Office – to remove the requirement that students be enrolled in Summer session courses prior to receiving their FW grade report due to challenges associated with enforcement.

# **Academic Standards, Curriculum and Pedagogy Committee**

## **Report to Senate (cont'd)**

The proposed revisions were reviewed and discussed by Associate Deans at a meeting held on 3 April 2019.

Appendix A includes a comparison of the current regulation and proposed revision, as well as the proposed revised regulation in the new policy template.

**Approvals:** ASCP 1 May 2019

### **Consent Agenda**

#### **2. 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**

ASCP recommends,

That Senate approve changes to the requirements for the General Certificate in Refugee and Migration Studies, housed in the Department of Equity Studies, Faculty of Liberal Arts & Professional Studies.

That Senate approve changes to the requirements for the General Certificate in Refugee and Migration Studies, housed in the Faculty of Environmental Studies.

### **Rationale**

The General Certificate in Refugee and Migration Studies is available to students of Glendon, the Faculty of Environmental Studies, and the Faculty of Liberal Arts & Professional Studies, with the organized research unit the Centre for Refugee Studies playing a coordination role. FES and LA&PS both independently submitted separate proposals for changes to the Certificate which, following approval by their respective Faculty Councils, were transmitted to ASCP. While this Certificate has the same name, it is clear that it has evolved to be quite distinct within each of the three Faculties.

The changes proposed for the LA&PS Certificate include the reduction of the number of required credits from 30 to 24, the addition of another option to satisfy the core requirement, and a number of changes to the list of elective courses. Currently, the core course is HREQ/GEOG 2310 6.0 Introduction to Refugee and Migration Studies; HREQ 3010 6.0 Imperialism, Racism and the Global Economy is being added as another option for students to fulfill the core requirement. The remaining 18 credits are to be selected from a list of approximately a dozen courses which have a more explicit focus on issues pertaining directly to refugee and migration studies than the previous elective options. The reduction in the number of required credits brings the Certificate in line with

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate (cont'd)

similar curricular options in LA&PS and more clearly marks it as a standard certificate option to students.

Similarly, changes are proposed to the core and elective courses for the FES Certificate, including the reduction in the core course options and the removal of some elective courses. GEOG 2310 6.0 Introduction to Refugee and Migration Studies will remain a core course while SOSC 1130 International Migration and REI 2000 Introduction to Refugee and Migration Studies have been removed as core options. The remaining 18 credits are to be selected from a list of approximately ten courses which offer students a comprehensive and diverse overview of refugee and migration issues in an interdisciplinary environmental studies context. In addition, students may have the option to select other relevant courses to fulfill Certificate requirements, if approved by the Education Coordinator in the Centre for Refugee Studies. The requirement that students complete a minimum of 12 credits at the 3000 and 4000 levels has been removed as all elective options are now upper year courses.

In order to minimize confusion for students about the variations in a Certificate program that shares the same name, ASCP recommended that LA&PS and FES include language in the calendar copy indicating that there are three pathways to the Certificate, with each one offering a different focus and having different requirements.

**Approvals:** LA&PS Faculty Council 10 January 2019 • ASCP 1 May 2019  
FES Faculty Council 27 September 2018 • ASCP 1 May 2019

### **3. Changes to degree requirements for the MA program in Music • Graduate Program in Music • Faculty of Graduate Studies**

ASCP recommends,

That Senate approve changes to the degree requirements for the MA program in Music, housed within the Graduate Program in Music, Faculty of Graduate Studies.

#### **Rationale**

There are two program pathways within the MA program in Music, in the Ethnomusicology/Musicology and Composition areas of study. Currently, there are thesis and coursework options for the MA in Ethnomusicology/Musicology and a thesis option for the MA in Composition. It is proposed that the thesis and defense requirement for both programs be replaced with a major research paper as the terminal document and to eliminate the coursework option for the MA in Ethnomusicology/Musicology. In addition, it is proposed that the number of required credits be reduced from 24 to 18 and

# **Academic Standards, Curriculum and Pedagogy Committee**

## **Report to Senate (cont'd)**

the testing of a relevant second language in the Ethnomusicology/Musicology area be removed as a requirement.

These changes are in line with the current trend in the Music field and at the Master's level more generally to replace the thesis requirement with a rigorous MRP component and to eliminate second language requirements. The curriculum in both areas of study will remain otherwise unchanged and the learning outcomes will continue to be supported.

Current students will have the option of satisfying degree requirements by completing a thesis and defense or by completing an MRP. The translation test of a non-English language will not be required of any student presently enrolled in the program.

**Approvals:** FGS Council 4 April 2019 • ASCP 1 May 2019

### **4. Changes to degree requirements for the Master of Marketing program • Schulich School of Business • Faculty of Graduate Studies**

ASCP recommends,

That Senate approve changes to the degree requirements for the Master of Marketing program, housed within the Schulich School of Business, Faculty of Graduate Studies.

### **Rationale**

The changes proposed include the removal of MGMT 5100 Business Decision Making and MKTG 6230 New Topics in Digital Marketing and the corresponding addition of two electives from among the marketing course offerings, as well as the replacement of MGMT 6810 Creativity and Innovation with MKTG 6810 Creativity in Marketing. It also is proposed to allow students who have successfully completed university-level courses in financial accounting, management accounting and introductory finance to request a "waiver for replacement" for ACTG 5200 Financial Decisions for Managers.

The removal of MGMT 5100 is proposed in response to student surveys which revealed significant overlap between the course and MKTG 5200 Marketing Management. MKTG 6230 is being removed as it became apparent that there is not sufficient content for 12 lectures and developments in digital marketing are covered in other courses in the program. As a result, students will be able to take additional elective courses in marketing, giving them the opportunity to specialize in marketing topic areas, thus enhancing their ability to gain employment in an area of marketing that most closely aligns with their interests. The replacement of MGMT 6810 with MKTG 6810 is



# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate (cont'd)

proposed as the latter, a general MBA course focused on innovation in business, did not achieve the specific learning outcomes relating to creativity in marketing; MKTG 6810 will focus directly on creativity in marketing.

The waiver with replacement for ACTG 5200 is being introduced in recognition of entering students' divergent capabilities in quantitative methods and knowledge of finance and accounting. For students who have an undergraduate or graduate degree in business or a professional designation in accounting, the course content overlaps with previous learnings. Students who request the waiver will be required to take an additional three credits in a marketing elective course.

**Approvals:** FGS Council 2 May 2019 • ASCP 15 May 2019

### **5. Establishment of Transfer Credit Program between the Departments within the School of the Arts, Media, Performance & Design and Specialized Arts Programs at Secondary Schools • School of the Arts, Media, Performance & Design**

ASCP recommends,

That Senate approve the establishment of a Transfer Credit program between the Departments within AMPD and Specialized Arts programs at Secondary Schools in Durham, Peel and York Regions, and Toronto.

### **Rationale**

As provided for under the *Senate Policy and Guidelines on Advance Credit Programs for Ontario Secondary School Students*, the School of the Arts, Media, Performance & Design is proposing the establishment of a Transfer Credit program between all its Departments and secondary schools in the GTA with specialized arts programs, with specific schools to be determined. A specialized arts program is a designation of the Ministry of Education for which high schools and school boards must apply.

The Transfer Credit program will allow students in their final year of school at specialized arts schools who show high promise to enroll in a three-credit course from among a list of specified courses to be provided annually by AMPD. Students may take up to six credits through the program. Upon successful completion of a course, it will be credited towards an undergraduate degree program should the students subsequently enroll at York.

A program of this nature currently exists between AMPD's Department of Music and St. Elizabeth Catholic High School, approved by ASCP and Senate in 2015. In response to

# **Academic Standards, Curriculum and Pedagogy Committee**

## **Report to Senate (cont'd)**

the positive experiences of St. Elizabeth students who have participated in the program, the Vice-Principal requested that AMPD extend this opportunity to students with other creative interests. Following discussions within AMPD, it was decided to propose an umbrella arrangement between all departments in AMPD and specialized arts programs in secondary schools in the GTA.

The proposed program advances AMPD's objectives of developing constructive relationships between neighbouring educational institutions and promoting advanced education opportunities to high-achieving high school students in the arts. It also serves as a valuable recruitment tool for AMPD and the University as a whole, as students who successfully complete the program and enroll in a degree program at AMPD must complete courses outside their home Faculty as part of their degree requirements.

Upon Senate's approval, an articulation agreement between York University and the selected schools and school boards will be signed by the Provost & Vice-President Academic on behalf of the University.

AMPD Dean Norma Sue Fisher-Stitt, Associate Dean Academic Judith Schwarz, and the Chairs of AMPD's Departments submitted statements in support of the program, with the decanal statement confirming the resources required to offer and deliver the program.

**Approvals:** AMPD Council 20 March 2019 • ASCP 15 May 2019

### **6. Closure of the Specialized Honours BA program in Individualized Studies • Department of Multidisciplinary Studies • Glendon**

ASCP recommends,

That Senate approve the closure of the Specialized Honours BA program in Individualized Studies, housed within the Department of Multidisciplinary Studies, Glendon.

### **Rationale**

The Individualized Studies program was created to allow highly motivated students to develop their own non-traditional and coherent program of study by combining courses from different programs and disciplines. Areas of study chosen in the past include Visual Arts, Medieval and Renaissance Studies, and Communications. However, the original intent of the program has been compromised in recent years, as it has been attracting entering students who had not decided on a specific area of interest and students who could not meet the requirements of their chosen major. In the case of the

# Academic Standards, Curriculum and Pedagogy Committee

## Report to Senate (cont'd)

former, those students turned to Individualized Studies for a less demanding version of their initial program of study, which is at odds with the original goals of the program.

Other challenges include the reduction in the number of courses available in areas that previously attracted students to the program due to changes in the faculty complement and the expansion of other programs at Glendon. Defining program learning outcomes also presents challenges as the program is housed within the Department of Multidisciplinary Studies (MDS) but students' chosen programs of study chosen are often in other areas; as a result, MDS cannot ensure that a course identified to meet the defined learning outcomes for a student's program of study will be offered and that a substitution will offer the same outcomes.

Now that a bilingual Communications program has been established at Glendon, the demand for Individualized Studies has lessened. The number of majors in the program has not exceeded 10 since its cyclical program review in 2010 and there currently is only one confirmed major in the program.

**Approvals:** Glendon Faculty Council 26 April 2019 • ASCP 15 May 2019

## For Information

### a. Minor Modifications to Curriculum

Minor changes to degree or certificate requirements were approved for the following programs:

#### *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*

- 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

Kim Michasiw, Chair



**Academic Policy, Planning and Research  
Academic Standards, Curriculum and Pedagogy  
Joint Report to Board Academic Resources**

**At its meeting of April 29, 2019**

**FOR INFORMATION**

**1. Report of the Joint Sub-Committee on Quality Assurance**

Attached as Appendix A is a report from the Joint Sub-committee on Quality Assurance, transmitting to Board a collection of Final Assessment Reports from completed Cyclical Program Reviews as required by the York University Quality Assurance Procedures.

K. Michasiw, Chair, ASCP

L. Jacobs, Chair, APPRC



# Senate Committee on Awards

## Report to Senate

At its meeting of 23 May 2019

### FOR INFORMATION

#### 1. 2019 Prestigious Award Recipients

##### 2019 President's University-Wide Teaching Awards

The President's University-Wide Teaching Awards honour those who, through innovation and commitment, have significantly enhanced the quality of learning by York students. The following individuals were selected by the Awards Committee as the 2019 recipients.

**Senior Full-time Faculty:** Russ Patrick Alcedo, Department of Dance, School of the Arts, Media, Performance & Design

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

**Contract and Adjunct Faculty:** Alistair Mapp, Department of Psychology, Faculty of Health

**Teaching Assistant:** Mohamed Abdelhamid, Department of Mechanical Engineering, Lassonde School of Engineering

##### 2019 President's Research Excellence Award

This award recognizes senior full-time faculty at the rank of Professor, with distinguished scholarly achievements who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. This year marked the introduction of two disciplinary clusters for the Award, which is to be conferred annually on an alternating basis between the two clusters: 1) Engineering, Science, Technology, Health and Biomedicine, and 2) Social Sciences, Art & Design, Humanities, Business, Law and Education. This year, the Award was open to researchers in Cluster 2.

**Deanne Williams, Department of English, Faculty of Liberal Arts & Professional Studies**, was selected as the recipient in recognition of her groundbreaking research on medieval and Shakespearean Studies, which has culminated in the publication of several monographs that have had a major impact on the field. Particularly notable is Professor Williams' study of girlhood in Shakespeare's works, a previously unexplored area of inquiry.

# Senate Committee on Awards

## Report to Senate (cont'd)

### 2019 President's Research Impact Award

The York University President's Research Impact Award, a new award which had its inaugural competition this year, recognizes full-time, active faculty members whose body of research or scholarship has translated into a notable impact on communities, individuals, public policies or practice, or translated successfully into impactful commercial or other applications, while significantly and positively contributing to the University's research culture and reputation. The inaugural recipient, **Julia Creet, Department of English, Faculty of Liberal Arts & Professional Studies**, is recognized for her research on digital privacy, data mining, genealogy and memory which explores topics that are relevant and pressing in the context of the expansion of genealogical enterprises like Ancestry.com and 23andme.com. Producing both traditional research outputs and innovative contributions, including a documentary film entitled *Datamining the Deceased: Ancestry and the Business of Family*, Professor Creet's research reaches a wide range of audiences, from scholars to policy-makers to the general public.

### 2019 President's Emerging Research Leadership Award

This award recognizes full-time faculty members within 10 years of their first academic appointment, who have had a notable impact on their field(s) and made a significant contribution to advancing the University's international reputation for research excellence while significantly and positively contributing to one or more aspects of the York community's intellectual life. This year marked the introduction of the conferral of the Award to two recipients, one from each of the two disciplinary clusters described above.

This year's Cluster 1 recipient, **Christine Till, Department of Psychology, Faculty of Health**, has produced groundbreaking research on the neurotoxicity of fluoride exposure, including the discovery of an association between ADHD and public water fluoridation, and is currently spearheading a project that examines how early life exposure to fluoride contributes to child health outcomes. In view of the public health and public policy implications associated with Professor Till's research, it has received a great deal of international, national and local attention.

**Marcello Musto, Department of Sociology, Faculty of Liberal Arts & Professional Studies**, was selected as the Cluster 2 recipient for his contributions to understandings of Karl Marx through his engagement with original and complete manuscripts, particularly the final chapters of Marx's career, his impressive publication record of five books in the four years since he joined the tenure stream, and his organization of events bringing together international scholars, including the event "Marx after 150 Years: Critique and Alternative to Capitalism."

Brenda Spotton Visano, Chair

## The Senate of York University – Minutes

**Meeting:** Thursday, April 25, 2019, 3:00 pm  
Dr Robert Everett Senate Chamber, N940 Ross Building

F. van Breugel (Chair)	L. Hébert	L. Phillips
D. Mutimer (Interim Vice-Chair)	A. Hovorka	B. Pilkington
M. Armstrong (Secretary)	R. Irving	S. Pisana
T. Abdullah	L. Jacobs	A. Pitt
R. Allison	J. Heather	M. Poon
M. Annisette	A. Karim	C. Popovic
G. Audette	M. Kazubowski-Houston	S. Premji
I. Azari	R. Kenedy	D. Priel
T. Baumgartner	A. Kimakova	A. Redding
A. Belcastro	J. Kirchner	M. Reisenleitner
R. Buchanan	R. Koleszar-Green	I. Roberge
J. Clark	K. Kroker	B. Ryder
M. Condon	B. Lawrence	L. Sanders
A. Czekanski	T. Loebel	V. Saridakis
W. Denton	M. Macaulay	M. Schweitzer
Y. Dina	E. MacKinnon	M. Sers
C. Dumont	W. Mackwood	J. Sharma
H. Edgell	A. MacLennan	A. Solis
C. Ehrlich	J. Magee	B. Spotton Visano
S. Ehrlich	C. McAulay	P. Szeptycki
B. Evans	M. Mekouar	G. Tourlakis
L. Farley	J. Mensah	P. Tsaparis
M. Feehan	K. Michasiw	R. Tsushima
I. Ferrara	J. Michaud	G. Vanstone
N. Fisher-Stitt	P. Millet	R. Wellen
L. Frew	L. Nasr El Hag Ali	B. White
A. Glasbeek	A. Norwood	D. Wilson
R. Grinspun	J. O' Hagan	D. Woronko
R. Haché	S. Paradis	J. Yeomans
M. Hamadeh	J. Patel	G. Zhu
D. Hastie	A. Perry	G. Zwick

### 1. Chair's Remarks

The Chair, Professor Franck van Breugel, Lassonde, extended thanks and appreciation on behalf of Senate to Senator Robert Haché whose tenure as Vice-President Research & Innovation comes to a close as he heads to Laurentian University to become its next President and Vice-Chancellor. The Chair expressed appreciation for Senator Haché's commitment to advancing York's research priorities and partnership with the Academic Policy, Planning and Research Committee and Senate on shared goals and strategies, and highlighted that York's growing research success is a testament to his impact on the University.

### 2. Business Arising from the Minutes

## The Senate of York University – 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, LA&PS, reported that the discussion at the April COU meetings focused on the assessment of student skills and learning outcomes, specifically on new ways to measure transferable skills, such as critical thinking, problem solving, communication, and lifelong learning. In the Council meeting, where Colleagues and university Executive Heads met together, they received a presentation from Queen's University guest speakers that shared the results of a recent four-year longitudinal study that measured and tracked student learning outcomes as students progressed through their education at Queen's.

### 4. President's Items

To set the context for the 2019 Ontario Budget, President Rhonda Lenton restated the challenges of the current financial context, including the ongoing impacts on enrolment from the 2018 labour disruption, the tuition fee reduction for 2019-2020 and freeze for 2020-2021, and the cancellation of provincial government funding for Markham Centre Campus. The alignment of the federal government's 2019 budget with York's priorities was noted, with investment in work-integrated learning, graduate student scholarship and supports, lifelong learning, and an international education strategy.

President Lenton reported on the initiatives announced in the 2019 Ontario Budget that relate to the post-secondary education sector. Included among them are:

- the increase of performance-based funding tied to the Strategic Mandate Agreement (SMA) in SMA3
- plans to introduce amendments to the MTCU Act to address concerns about the increasing age of retirement amongst university professors
- pay for performance for executives
- the creation of an expert panel on intellectual property and commercialization
- consultation on compensation growth within collective agreements
- the cancellation of capital funding for graduate expansion, resulting in a loss to the University of approximately \$1.6M annually

Performance-based funding will comprise 25% of the grant in 2020-21 and gradually increase to 60% of the grant in 2024-25. Universities' performance will be measured against 10 metrics aligned with government priorities in skills and job outcomes and with economic and community impact. One of the metrics will be a negotiated institution-



## The Senate of York University – Minutes

specific metric in the area of economic and community impact. Universities' achievement of the 10 metrics will be on a pass/fail basis with a band of tolerance and there will be limited flexibility for institutions to weight the metrics that best reflect their differentiated strategic goals. Additional information about the implementation and administration of performance-based funding will be reported to Senate as it becomes available.

Prior to the SMA3 negotiations, which will begin over summer 2019, it will be important to initiate discussions within the University community about the weighting of the metrics, institutional strengths and the one institution-specific metric.

Other comments made by President Lenton included the following:

- the important long-term strategic opportunity that Markham Centre Campus presents to the University and the plans to reengage the committees tasked with planning for the campus to consider next steps
- York's ranking as 26th in the world and 5th in Canada in the Times Higher Education Impact Ranking which assesses universities based on the United Nations Sustainable Development Goals

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

- the view that in the current environment it may be advisable to revisit the plans to establish a medical school, which were under consideration prior to the 2008 recession, as that may present more opportunities for York than Markham Centre Campus
- concern about the government's plans relating to faculty renewal
- expressions of umbrage at the provincial government's decisions and the view that criticism of the Budget should be conveyed by the President and the Council of Ontario Universities
- the suggestion that efforts be concentrated on the identification of partners to support the universities' messaging to the government and the public

Responding to the comments and questions, President Lenton highlighted that, in an uncertain environment, it is important to engage in planning multiple different strategies to enhance York's agility and ability to capitalize on opportunities as they emerge. The information gathered by the committees tasked with planning for Markham will help the University to make an informed decision about proceeding with the Campus. While the government has not shared details about its plans for faculty renewal, it is anticipated that the relationship between pension and salaries may be reviewed. While university presidents and COU have a role to play to counter negative messaging about

## The Senate of York University – Minutes

universities, all members of the University community – faculty, staff and students – also can play an important role in advocating for universities and voicing their concerns about the provincial government’s initiatives relating to the post-secondary sector.

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 Membership for 2019-2021 (Statutory Motion)

Having provided notice of the motion at the Senate meeting of March 28, 2019, the recommendation to approve the membership and distribution of Senate for the period July 1, 2019 to June 30, 2021 was brought forward to Senate.

It was moved, seconded and *carried* “**that Senate approve the membership of Senate for the period July 1, 2019 to June 30, 2021 with a maximum of 168 and distribution as follows:**

**Members specified by the York Act (Total of 21)**

**Chancellor (1)**

**President (1)**

**Vice-Presidents (5)**

**Deans and Principal (11)**

**Dean of Libraries (1)**

**Two-to-four members of Board (2)**

**Faculty Members Elected by Faculty Councils (Total of 99)**

**Arts, Media, Performance and Design 7 (minimum of 2 chairs)**

**Education 4**

**Environmental Studies 4**

**Glendon 8 (minimum of 1 Chair)**

**Health 12 (minimum of 2 Chairs)**

**Lassonde 8 (minimum of 1 Chair)**

**Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract faculty members)**

**Osgoode 4**

**Schulich 5**

**Science 11 (minimum of 2 Chairs)**

**Librarians (Total of 2)**

## The Senate of York University – Minutes

### Students (Total of 28)

2 for each Faculty except 6 for LA&PS  
Graduate Student Association (1)  
York Federation of Students (1)

### Other Members (Total of 13)

Chair of Senate (1)  
Vice-Chair of Senate (1)  
Secretary of Senate (1)  
Academic Colleague (1)  
President of YUFA (1)  
YUSA Member (1)  
Member of CUPE 3903 (1)  
Alumni (2)  
College Heads (1)  
University Registrar (1)  
Vice-Provost Academic (1)  
Vice-Provost Students (1)

Chairs of Senate Committees who are not otherwise Senators (Estimated at a maximum of 5)."

#### b. Nominees for Election to Senate Committees and Senate-elected positions

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 and the Board of Governors. As a result of the vote, a number of individuals were acclaimed to positions on Senate committees and the Board while others were authorized for inclusion on a ballot to be conducted by e-vote from April 29 to May 6.

#### c. Information Items

The Executive Committee reported that there will be further consideration of options and next steps regarding the Special Joint Senate-Board Working Group on Jurisdiction Related to the Cancellation/Suspension of Classes during a Labour Disruption, as the call for nominations fell short of attaining the required three Senators.

Responding to comments and questions about the Working Group and the jurisdiction matter, both President Lenton and Senator Tsaparis, the Chair of the Board of Governors, shared the Board's view of its responsibilities vis-à-vis the suspension/cancellation of classes. Senator Tsaparis also highlighted that the intention of establishing this Working Group was to work toward the development of a shared understanding between the Board and Senate about the jurisdiction question.

# The Senate of York University – Minutes

## 6. Academic Policy, Planning and Research

### a. Information Items

APPRC provided information on these items:

- its tracking of 2015-2020 UAP progress and the commencement of discussions with the Deans / Co-Principals on their respective successes in advancing UAP goals
- progress on the initiative to develop “Faculty Blue”, with a draft proposal for the establishment of the new Faculty in circulation for feedback prior to its formal review by Faculty Councils in LA&PS and FES

## 7. Academic Standards, Curriculum and Pedagogy

### a. Presentation: Indigenous Framework

Senators Alice Pitt, Vice-Provost Academic, and Ruth Koleszar-Green, School of Social Work, LA&PS, delivered a thoughtful and engaging presentation on the Indigenous Framework for York University which provided Senators with an overview of the 10 Principles of the Framework.

Following the presentation, Senators asked questions about the potential risk of funding for Indigenous initiatives being eliminated due to the environment of constraint and about how community members can contribute to the advancement of Framework principles. In response, Senator Pitt confirmed that the funding commitments made by the Office of the Provost & Vice-President Academic are secure. President Lenton added that resources should be aligned with University priorities and, if the Framework is identified as a priority, funding will be dedicated to it. Senator Koleszar-Green noted that she plans to build learning bundles for faculty members that can be incorporated into their classes. As the number of Indigenous faculty members continues to grow, there will be a greater capacity to build resources for community members to access and use. Appreciation was conveyed to Senator Koleszar-Green for her shepherding of the Framework and to President Lenton for early support of Indigenous programming in her capacity as the Dean of Atkinson.

### b. Information Items

ASCP reported on a minor change approved by the Committee to the thesis and dissertation regulations relating to oral examinations in the Faculty of Graduate Studies.

## 8. Awards Committee

### a. Information Items

## The Senate of York University – Minutes

The Awards Committee conveyed the 2018 New Awards Report, with comments focused on the primary reasons for the decrease in donor-funded awards in 2018, supplemented by information from Senator O'Hagan, Vice-President Advancement. Senators were encouraged to refer students in financial crisis to the Office of Student Community Relations in the Bennett Centre to obtain information about the new York Emergency Assistance Fund, which provides support to students who are experiencing a financial crisis.

### 9. Other Business

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

### Consent Agenda Items

#### 10. Minutes of the Meeting of March 28, 2019

The minutes of the meeting of March 28, 2019 were *approved by consent*.

#### 11. Changes to Degree Requirements for the Bachelor of Disaster and Emergency Management (BDEM) programs, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

Senate *approved by consent* changes to the degree requirements for the Bachelor of Disaster and Emergency Management programs, housed within the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

#### 12. Changes to Degree Requirements for the Specialized Honours Bachelor of Commerce program and the Management Science stream within the program, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies

Senate *approved by consent* changes to the degree requirements for the Specialized Honours Bachelor of Commerce program and the Management Science stream within the program, housed within the School of Administrative Studies, Faculty of Liberal Arts & Professional Studies.

#### 13. Changes to Admission and Diploma Requirements for Graduate Diploma in Mathematics Education, Graduate Programs in Education and Mathematics & Statistics, Faculty of Graduate Studies

Senate *approved by consent* changes to admission and diploma requirements for the Graduate Diploma in Mathematics Education, housed within the Graduate Programs in Education and Mathematics & Statistics, Faculty of Graduate Studies.

## The Senate of York University – Minutes

### 14. Changes to Degree Requirements for the MA and PhD Programs in English, Graduate Program in English, Faculty of Graduate Studies

Senate *approved by consent* changes to the degree requirements for the MA and PhD programs in English, housed within the Graduate Program in English, Faculty of Graduate Studies.

F. van Breugel, Chair \_\_\_\_\_

M. Armstrong, Secretary \_\_\_\_\_

# APPENDICES

## **Executive**

- Appendix A Senate Rules, Procedures and Guidelines: DRAFT Revisions
- Appendix B Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities: DRAFT Revisions

## **Academic Policy, Planning and Research**

- Appendix A DRAFT Senate Policy on Open Access
- Appendix B Statement of Support from Provost on ASCP Sub-committee

## **Academic Standards, Curriculum & Pedagogy**

- Appendix A Revisions to the regulation on Registration Eligibility for Summer Courses

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

- Appendix A Report of the Sub-Committee on Quality Assurance

# YORK UNIVERSITY RULES FOR SENATE

DRAFT



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# 1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE

- 1.1. The Senate is responsible for the academic policy of the University and may recommend to the Board the establishment of Faculties, Schools, Institutes and Departments, and the establishment of Chairs, and may establish Councils in the Faculties, Schools or Institutes established, and may enact by laws, rules and regulations for the conduct of its affairs, and without limiting the generality of the foregoing, has power
- a. to consult with the Board and to make recommendations as to the appointment of the Chancellor and President
  - b. to determine and regulate the standards for the admission of students to the University, the contents and curricula of all courses of study, and the requirements for graduation
  - c. to conduct examinations and appoint examiners
  - d. to deal with matters arising in connection with the award of fellowships, scholarships, medals, prizes and other awards for academic achievement
  - e. to confer the degree of Bachelor, Master and Doctor and all other degrees, diplomas and certificates in all branches of learning that may appropriately be conferred by a university
  - f. after consultation with the Board, to confer honorary degrees.

(York University Act, Legislature of Ontario, 1965, c. 143, s.12)

- 1.2. Senate has a responsibility to conduct its business and carry forward its mandate of academic governance as described in the York Act.
- 1.3. The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles:
- a. Senate shall provide Senators with due notice of matters to be decided at a meeting.
  - b. Senate is open to the University community unless it duly resolves to move into closed session.
  - c. Senators have a duty to attend meetings of the Senate and to vote on resolutions which come before the Senate. In so doing, Senators have an obligation to act with civility and decorum.
  - d. Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made.

- e. Unless specifically indicated otherwise, Senate shall make its decisions on the basis of a simple majority of those Senators present and voting at a duly constituted meeting.
  - f. All Senators have the same rights and obligations under Senates rules.
- 1.4. The Chair of Senate shall enforce the rules in the spirit of these principles and, in so doing, will act fairly and impartially. [June 28, 2001]

#### **Matters Not Covered by These Rules**

- 1.5. These rules are inspired by the parliamentary traditions of Canada and other democratic jurisdictions and reflect these traditions as interpreted by recognized authorities.
- 1.6. These rules are intended to be comprehensive. When an issue not foreseen by these rules arises, the Chair, in keeping with the principles outlined in the preamble, shall make a ruling or consult with Senate Executive. The Chair shall report at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.

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## 2. MEMBERSHIP OF SENATE

- 2.1 Senate membership is established in accordance with section 12 of the York University Act. The current membership is set out in Appendix A.

### Election, Term of Office and Duties of Chair and Vice-Chair

- 2.2. The Chair shall be elected by Senate to serve for a period of eighteen months. The Vice-Chair is elected by Senate and serves for a period of eighteen months and succeeds the Chair for eighteen months. [March 27, 2003]

### Duties of the Chair

- 2.3. The Chair of Senate is responsible for giving leadership to the Senate in the pursuit of its mandate. Without limiting the generality of the foregoing, the Chair presides at all meetings of Senate, ensures order is preserved at meetings, acts as the official spokesperson for Senate, chairs the Executive Committee of Senate, and ensures that Senate and its committees operate in conformity with the rules enacted by Senate. [May 22, 1986]

### Duties of the Vice-Chair

- 2.4. The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice- chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings. [June 26, 1969 May 22, 1986]

### Secretary of Senate

- 2.5. The Secretary of Senate is appointed by the President and is responsible for the proper maintenance of Senate's records. The Secretary attends all meetings of the Senate and prepares minutes of all proceedings. The Secretary prepares all resolutions, reports or other documents which the Senate may direct, and all copies which may be required of any such document, prepares and countersigns all official documents, and generally discharges such other duties as may be assigned to him/her by the Senate or, when the Senate is not in session, by the Chair. In the case of the absence or illness of the Secretary, an Assistant Secretary shall act as Secretary pro tempore and for such period shall have all the powers of the Secretary. [May 22, 1986 February 25, 2016]

### Eligibility for the Election of Faculty Members

- 2.6. All full-time and contract faculty members are eligible for membership on Senate. [October 27, 1994]



## **Election of Student Senators**

- 2.7. Faculty Councils are responsible for reporting the results of elections of student representatives to Senate. [Amended October 26, 2006]

## **Term of Office for Elected Senators**

~~2.8. Faculty members elected by Council shall serve for a period of three years.~~

~~2.9. Students shall serve for a period of two years.~~

~~2.10. Contract faculty members elected to Senate by Councils shall serve for a period of one year.~~

## **Terms of Senators**

- 2.11. Apart from those Senators defined by the York University Act (1965) as ex officio members, all Senators shall serve for a three-year term (re-election being possible), one-third retiring each year, except for student Senators whose terms of office shall be for two years from July 1 and for representatives of contract faculty whose term of office shall be one year from July 1 following his/her election. [November 22, 1973 February 28, 1980 February 27, 1992]

## **Substitutes, Proxies and Designated Alternates**

~~2.12. Unless provision has been made for a designated alternate in the membership list found at Appendix A, Elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy. [Amended February 25, 2016]~~

~~2.13. Designated alternates may cast a vote only in the absence of the regular member.~~

~~2.14. Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member. [Amended February 25, 2016]~~

## **Failure to Attend Meetings, Temporary Absences and Resignation**

- 2.15. Elected Senators are deemed to have resigned upon accepting a full-time teaching position in another Faculty of York or at another University.
- 2.16. Senate Executive shall inform Faculty Councils of the names of elected Senators who miss three consecutive meetings. Councils may declare the seats vacant and elect replacements for Senators who have missed three consecutive meetings. [June 24, 2004]
- 2.17. Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be

taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats. [November 22, 1973]

- 2.18. In the case of Senators opting to retain their seats while on leave, a temporary replacement is elected by the appropriate body to serve for the period of the leave.
- 2.19. Senators on leave in the third year of their term are automatically deemed to have resigned their seats. [November 22, 1973]
- 2.20. Students who cease to be enrolled in the Faculty that elected them also cease to be Senators or members of a Senate committee. Students may continue to serve to the end of June if they graduate at the Spring Convocation. [February 27, 1992]
- 2.21. Elected Senators automatically vacate their elected seats when they accept an ex officio seat on Senate.

#### **Periodic Review and Publication of Senate Membership Reviews**

- 2.22. Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and **will recommend to Senate that** seats be reallocated as necessary.
- 2.23. Membership rules shall be published in **these Rules and the membership list provided in Appendix A.** ~~shall be section B of Senate's Rules, Procedures and Guidelines.~~ [June 28, 2013 amended February 25, 2016]

### **3. MEETINGS OF SENATE**

#### **Regular Meeting Date and Time**

- 3.1 Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August. No meeting may go beyond 5:00 p.m. unless a motion to this effect is passed by a two-thirds majority of Senators present and voting, or unless the agenda clearly indicates an alternate termination time as determined by the Executive Committee. [December 1988 March 27, 2003]

#### **Special Meetings**

- 3.2 The Chair may call a special meeting at any time. A special meeting shall also be called by the Chair on receipt of a signed petition submitted to the Secretary by a minimum of 18 Senators. The petition shall specify the purpose of and need for the special meeting. [June 28, 2001]. For the purpose of requesting a special meeting of Senate, individual petitioners may send an electronic communication in lieu of signing a petition.
- 3.3 Normal rules will be observed at special meetings of Senate with the following exceptions:
- a. Notice: The period of notice for a special meeting is a minimum of twenty-four hours, and
  - b. Business: Only items of business specifically identified in the notification of such meeting can be transacted at a special meeting (i.e., there is no "Other Business" on the agenda).

#### **Summer Authority**

- 3.4 Between the June meeting of Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority. [April 24, 1975 amended March 25, 1982 amended June 24, 1993 amended October 26, 2006]

#### **Alternative Meeting Dates and Times**

- 3.5 Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of two-thirds of the Senators present and voting or if the agenda clearly indicates an alternative termination time as determined by the Executive Committee. [March 27, 2003]

## **Transaction of Business by Electronic Communications**

- 3.6 In exceptional circumstances, the Executive Committee may authorize the transaction of Senate business by electronic communications. This may include the transmittal of reports or the conducting of votes on Senate business. The Executive Committee will provide a rationale for its authorizations. [February 25, 2016]
- 3.7 Senate committees may transact business by means of electronic communications. [Amended October 26, 2006]

## **Meeting Cancellation**

- 3.8 If the Executive Committee determines that there is insufficient business ready for consideration by Senate, it may agree not to hold a regular meeting.

## **Quorum**

- 3.9 Senate may convene and conduct business only when 20 per cent or more of its membership is present at a regular or special meeting. If, during a duly constituted meeting the Chair observes (independently or at the request of a Senator) that quorum is no longer present, the Chair may adjourn the meeting. [September 24, 1981]

## **Meeting Agenda and Order of Business**

- 3.10 The agenda of each regular meeting of Senate is set by the Executive Committee and is published or circulated to each member of Senate no later than six days prior to the meeting for which notice is being given. The accidental omission of notice to a member shall not invalidate a meeting which has otherwise been duly convened. The agenda page or reports shall identify any additional items which may be dealt with or supplementary documents that will be distributed prior to or at a meeting. [February 25, 2016]
- 3.11 Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow this order, without variation, except with the consent of two-thirds of Senators present and voting:
- a. Chair's Remarks
  - b. Business Arising from the Minutes
  - c. Inquiries and Communications (Colleague's Report and other items)
  - d. Report of the President
  - e. Reports of Standing Committees Reports of Special Committees
  - f. Unfinished Business

- g. Other Business for Which Due Notice Has Been Given
- h. Other Business
- i. Consent agenda (Minutes, Board synopsis and other items)

[February 28, 1974 amended November 28, 1974 amended October 26, 2006 amended February 25, 2016]

- 3.12 The Executive Committee may alter the order of the agenda for a particular meeting in order to prioritize matters coming before Senate provided that the order of business appears on the notice of meeting.
- 3.13 The notice of meeting may identify items to be dealt with by consent. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more Senators advises the Chair of a request to debate it.

### **Open and Closed Sessions**

- 3.14 Meetings of Senate are open to members of the University community, subject to the availability of space. [October 24, 1968 affirmed by Senate Executive, June 2001]

### **In Camera Meetings**

- 3.15 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed or in camera.
- 3.16 If notice has not been given by Senate Executive, a motion to conduct all or part of a meeting in camera requires a majority of Senators present and voting.
- 3.17 When Senate meets in camera, only Senators and staff of the University Secretariat may be present. [November 22, 2001]

### **Senate Documentation**

- 3.18 Documents shall only be distributed at Senate meetings with the approval of Senate Executive, the Chair of Senate or the Secretary of Senate.
- 3.19 All formal actions and decisions by Senate and its standing committees shall be recorded in minutes. The minutes of Senate and Senate committees are maintained in the University Secretariat, and documentation is available for examination with the exception of material that is identified as confidential. [October 26, 2006]
- 3.20 The agenda and minutes for each meeting of Senate shall be sent to the Secretary of each Faculty Council. [September 28, 1967]

- 3.21 A synopsis of the actions taken at each meeting shall be made available to Faculty Councils and published in the daily bulletin or other campus media.
- 3.22 Minutes of each Senate meeting shall be posted on the University Secretariat Website.
- 3.23 A synopsis of each meeting of the Board of Governors shall be provided to Senate.
- 3.24 Senate Executive may declare that certain documents are confidential.  
[September 28, 1967 October 26, 1967 January 23, 1975 September 6, 1966, June 28, 2001 amended October 26, 2006, amended February 25, 2016]

#### **Items for Information**

- 3.25 Information published in the agenda for a meeting of Senate or any matter distributed at a meeting of Senate, or transmitted to Senators by other means, is deemed to have been received by Senate.

#### **Audio and Visual Recording**

- 3.26 No audio or visual recordings of Senate meetings, whether live or through audio or video streaming, are permitted except with the agreement of the Chair, who shall announce the presence of persons authorized to make such recordings.

## 4. MOTIONS

- 4.1 All decisions are to be framed in the form of a motion and must be accompanied by a rationale which explains the import of the motion, outlines its intended consequences, and reports on the consultations undertaken in its preparation.

### Types of Motions

- 4.2 Motions are categorized as follows:
- a. Substantive motions: Substantive motions propose that Senate exercise its authority to achieve a specified substantive objective.
  - b. Statutory motions: Senate determines what matters are statutory in nature. Without limiting the generality of the foregoing, these include:
    - i the establishment of Faculties or other academic units (with the exception of research centres which are established according to the Senate Policy on Organized Research Units)
    - ii the establishment of Faculty Councils
    - iii the establishment of degrees
    - iv the establishment or dissolution of a Committee of Senate
    - v changes in Senate and committee rules including those related to membership
- 4.3 Procedural motions: Procedural motions relate only to process and not to substance (e.g. adjournment, referral, etc.).
- 4.4 Hortative motions express Senate's opinion on matters lying outside its jurisdiction [Amended October 26, 2006 amended February 25, 2016]

### Notice of Motion

- 4.5 Substantive and hortative motions intended for Senate's consideration at its regular monthly meeting or special meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate.
- 4.6 No notice is required for a procedural motion. [Amended October 26, 2006]

### Determining That Motions Are in Order

- 4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.
- 4.8 All motions circulated with the agenda are deemed to be in order.

- 4.9 All rulings by Senate Executive that a motion is out of order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to ~~challenge~~ **appeal**.
- 4.10 Substantive and hortative motions for which notice has not been given must be delivered to the Chair in writing before the commencement of a meeting for a determination whether or not a motion is in order.

### **Motions That Are Debatable**

- 4.11 The following motions are debatable:
- a. **Substantive, hortative and statutory motions** ~~including statutory motions~~
  - b. ~~hortative motions~~
  - c. amendments to substantive, hortative and statutory motions
  - d. sub-amendments to amendments, as above
  - e. referral (debate is limited to the issues raised by the referral)
  - f. changes to the order of the agenda
  - a. rescinding previous actions
  - g. limitations on the duration of a debate or on the length of time senators may speak.

### **Dividing (or “Severing”) a Motion**

- 4.12 If a motion raises more than one issue for decision, the Chair may, with the agreement of the mover and seconder, divide the motion in a manner which will help Senate deal effectively with the issues.
- 4.13 A motion may also be divided by means of a procedural motion to do so.
- 4.14 A motion to divide shall take precedence over the substantive or hortative motion under debate.
- 4.15 There is no debate on a motion to divide.

### **Amendments**

- 4.16 An amendment is designed to alter the main motion without substantially changing its intent and shall be strictly relevant to the business under consideration.
- 4.17 The Chair shall rule out of order any amendment which would negate or substantially alter the main motion
- 4.18 An amendment to a substantive or hortative motion may be moved without notice during debate on the main motion.



- 4.19 Normally the mover of an amendment is required to provide a written version of the amendment to the Chair.
- 4.20 If a motion to amend is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the amendment until the amendment is resolved.
- 4.21 Only one amendment to a motion may be on the floor at one time.
- 4.22 Each amendment must be resolved before another amendment or the main motion may be considered.

### **Sub-Amendments**

- 4.23 A sub-amendment is intended to amend an amendment under consideration.
- 4.24 A sub-amendment can only be moved when an amendment is on the floor.
- 4.25 Normally the mover of a sub-amendment is required to provide a written version of the amendment to the Chair.
- 4.26 A sub-amendment is out of order if it has the effect of negating the amendment or altering the amendment to such an extent that it significantly frustrates the purpose of the amendment.
- 4.27 If a sub-amendment is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the sub-amendment until such time as the sub-amendment is resolved.
- 4.28 Only one sub-amendment may be on the floor at one time and must be resolved before another may be considered.
- 4.29 Sub-amendments must be resolved before the amendment can be resolved.

### **“Friendly” Amendments**

- 4.30 During the course of debate, the mover and seconder may receive suggestions from the floor about the wording of motions. If the mover and seconder of a motion agree that the intent of the motion would be clarified by a change of wording, they may, with the agreement of the Chair alter the wording of the motion accordingly.
- 4.31 Any proposed change to the wording which significantly alters the intent of a motion is not a friendly amendment and may be ruled as such by the Chair.

### **Resolving a Motion, Amendment, or Sub-Amendment**

- 4.32 Motions, amendments, or sub-amendments which are moved, seconded, and recognized by the Chair to be on the floor of Senate for discussion must be

brought to a vote unless debate is ended by an intervening and overriding procedural motion.

- 4.33 A motion may be withdrawn by the mover and seconder if no Senator objects. If there is an objection the question of withdrawal may be put to a vote.
- 4.34 The Chair may request that the mover and seconder withdraw a motion if it appears that further debate is not in the best interests of Senate.

### **Procedural Motions**

- 4.35 Most procedural motions are not debatable.
- 4.36 If a non-debatable motion has been moved, the Chair may invite the mover of the motion to explain in brief the reason for the motion.
- 4.37 Procedural motions require a mover and seconder and take precedence over the substantive or hortative motions which are under at the time they are moved.
- 4.38 The Chair may recognize other procedural motions (such as a motion to recess for a specified time) in circumstances where the implementation of such a motion would assist Senate in conducting its business effectively.

### **Motion to Refer (Debatable in part)**

- 4.39 Although procedural in nature, a motion to refer has substantive elements that are debatable. In particular, a motion to refer must identify the person or body to whom the reference is made.
- 4.40 A motion to refer is in order when a substantive or hortative motion is on the floor of Senate for discussion. A motion to refer is not in order when an amendment or sub- amendment is on the floor.
- 4.41 When a motion to refer is on the floor, only issues relating to the nature of the proposed referral may be debated (for example, to whom the reference is made, why the reference is being made, when a report back should be expected, etc.).
- 4.42 If a motion to refer is defeated, no further motion to refer may be considered with respect to the specific substantive or hortative motion being considered unless, in the opinion of the Chair, significant new information has been provided in the debate which would warrant the re- consideration of a referral.

### **Motion to Put the Question**

- 4.43 A motion to put the question may be considered when a main motion, amendment, sub-amendment, or a debatable procedural motion is on the floor.

- 4.44 If a motion to put the question is resolved in the affirmative, the Chair invites the mover of the main motion to make concluding remarks and then puts the question to Senate.
- 4.45 If a motion to put the question is resolved in the negative, debate on the main motion resumes.
- 4.46 No further motion to put the question can be considered regarding the same motion unless, in the opinion of the Chair, the nature of the subsequent debate warrants the consideration of such motion.

#### **Motion to Introduce Business for Which Due Notice Has Not Been Given**

- 4.47 A motion to consider matters for which due notice has not been given shall be considered under the agenda item of "Other Business."
- 4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.
- 4.49 The consideration of new business for which due notice has not been given can only proceed with the consent of two-thirds of Senators present and voting.  
[Amended February 25, 2016]

#### **Motion to Move into Committee of the Whole**

- 4.50 A motion to move into Committee of the Whole is in order when any substantive or hortative motion, amendment, or sub-amendment is under consideration.

#### **Motion to Adjourn Debate**

- 4.51 A motion to adjourn debate is always in order.
- 4.52 If a motion to adjourn debate is carried, Senate shall move immediately to the next item of business.
- 4.53 The Chair, with the advice of the Executive Committee shall determine when and how the debate will be resumed.

#### **Motion to Adjourn the Meeting**

- 4.54 A motion to adjourn the meeting is always in order.
- 4.55 If a motion to adjourn the meeting is carried, the meeting ends immediately following the vote.

### **Motion to Extend and Further Extend the Meeting**

- 4.56 A motion to extend a meeting is always in order.
- 4.57 A motion to extend a meeting shall specify the new time by which the meeting will conclude.
- 4.58 If a motion to extend a meeting is defeated, only one other such motion to extend may be considered subsequently.
- 4.59 A meeting can only be extended with the consent of two-thirds of Senators present and voting.

### **Motion to Permit a Non-Senator to Address Senate**

- 4.60 A motion to permit a non-Senator to address Senate is always in order.
- 4.61 While there is no debate on such a motion, the mover shall provide a brief rationale.

### **Precedence of Motions**

- 4.62 The Chair shall give precedence to motions as follows (from highest precedence to lowest):
  - a. to adjourn the meeting
  - b. to adjourn debate (or “table” a motion)
  - c. to put the question
  - d. to move in camera
  - e. to move into Committee of the Whole
  - f. to permit a non-member of Senate to speak
  - g. to refer
  - h. to amend an amendment
  - i. to amend.

## 5. DEBATES AND MOTIONS

### Participation in Discussion and Debate by Senators and Non-Senators

- 5.1 Only Senators may participate in discussions and debates.
- 5.2 On occasion, Senate may wish to hear from persons who are not Senators. The Executive Committee or Chair may extend an invitation to a non-Senator to speak to Senate. Senate itself may, by majority resolution, agree to hear non-Senators on a particular subject for the purpose of adding new information within their expertise. [Amended February 25, 2016]

### Debating a Motion

- 5.3 Senators may speak to any debatable motion but may speak only once to each such motion ~~and for a maximum of 7 minutes.~~ To maximize Senator participation in debate, each may speak for a maximum of 3 minutes. Exceptions are as follows:
  - a. the mover of a motion is entitled to speak first and last and for up to 5 minutes,
  - b. the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues.
  - c. The Chair may rule out of order any remarks which are not relevant to the issue before Senate.

### Voting

- 5.4 Only Senators may vote at Senate meetings. Elected and *ex-officio* Senators enjoy the same voting rights.
- 5.5 Votes must be cast in person.
- 5.6 When the Chair is satisfied that the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.
- 5.7 When a question has been called, no motion can be made and no other intervention or discussion is permitted until the tally is completed and the results announced.
- 5.8 Unless otherwise specified by the Executive Committee or Senate, voting is conducted by a show of name placards. [Amended February 25, 2016].

### Votes by the Chair and Vice-Chair

- 5.9 The Chair may only vote in order to break a tie.

5.10 The Vice-Chair of Senate may vote on any motion.

#### **Abstentions Not Recorded**

5.11 Senators may choose not to vote. Abstentions are not votes, are not recorded, and are not factored in the tallying of votes (although Senators who are present and who choose not to vote are counted as part of quorum).

#### **Unanimous Consent**

5.12 On non-contentious issues, the Chair may dispense with taking a vote, provided no member objects.

#### **Reconsideration of Business**

5.13 When an issue is decided at a meeting of Senate, it may not be considered again during that meeting. Any subsequent consideration must conform to the notice provisions of these rules. [Amended October 26, 2006]

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## 6. CONDUCT OF PROCEEDINGS AND DECORUM

### Speaking Only When Recognized

6.1 No one may speak in Senate until they have been recognized by the Chair.

### Addressing the Chair

6.2 Remarks must be addressed to the Chair who will ensure that Senate business is conducted in an orderly manner consistent with the principles, rules and procedures in this document.

### Referring to Senators

6.3 Individual members of Senate are always referred to as Senator at meetings and in communications relating to Senate.

### Speaking to Items on the Floor

6.4 Speakers shall confine their remarks to items that are on the floor as determined by the Chair. [Amended February 25, 2016]

6.5 Senators may speak to or pose a question regarding a non-motion item of business but may do so only once with respect to the item and for a maximum of 3 minutes.

### Decorum

6.6 Decorum is to be observed at all Senate meetings. The expression of strongly held views and engagement in vigorous debate do not, of themselves, constitute a breach of decorum.

6.7 The use of offensive or threatening language toward fellow Senators or visitors at a Senate meeting is not permitted. Personal attacks, insults and abusive language or words are not in order. The Chair may require any Senator or observer to observe decorum. In dealing with perceived inappropriate language, the Chair will consider the tone, manner and intention of the Senator as well as the degree to which it is adversely affecting the proceedings.

6.8 If a Senator or an observer does not respect the Chair's request to observe decorum, the Chair may require that the Senator(s) or observer(s) leave the meeting. [Amended October 26, 2006]

### Points of Order

6.9 Points of order are made when it is alleged that there has been a breach of the rules of Senate.

- 6.10 Senators have a right and responsibility to rise on a point of order if they believe that the proceedings of a meeting are not consistent with these rules.
- 6.11 A point of order should be made as soon as the alleged irregularity occurs and should not be dealt with if other matters have intervened.
- 6.12 The Chair shall rule on a point of order without debate. (Amended October 26, 2006]

### **Points of Personal Privilege**

- 6.13 Senators may raise a point of privilege based on the belief that the integrity of Senate or a Senator has been compromised.
- 6.14 If the Chair agrees that a privilege has been violated, the Chair's ruling may include remedies such as requesting an apology or the withdrawal of a remark, correction of a document, or other actions consistent with the principles of Senate membership.
- 6.15 The Chair shall rule without debate. However, the Chair may seek the advice of Senators, and may also consult with the Executive Committee for disposition at a later time. In any event a ruling shall be made no later than the next regular meeting of Senate. [Amended October 26, 2006]

### **Committee of the Whole**

- 6.16 From time to time Senate may meet as the Committee of the Whole. The purpose of meeting as the Committee of the Whole is to facilitate discussion of important items of business on the floor by relaxing some rules.
- 6.17 The Vice-Chair of Senate (or, in the absence of the Vice-Chair, a member of Senate designated by the Executive Committee) is the Chair of the Committee of the Whole.
- 6.18 Proceedings of the Committee of the Whole are concluded by a non-debatable motion "to rise and report." The presiding officer then reports to the Chair on the outcome of the proceedings.
- 6.19 Normal rules apply to proceedings in Committee of the Whole with the following exceptions:
  - a. motions do not require a seconder
  - b. Senators are not limited in the numbers of times they may speak to a particular issue under consideration.



## Challenges to **Appealing** the Rulings of the Chair

- 6.20 **Senators may appeal a ruling of the Chair to the Senate.** When a ruling of the Chair is challenged **appealed** on a motion from the floor, the Chair shall seek a seconder for the motion.
- 6.21 If there is no seconder, the challenge **appealed** shall be declared to have failed.
- 6.22 If the motion to challenge **appeal** is seconded, the Chair shall surrender the chair to the Vice- Chair (or in the absence of the Vice-Chair, to the Secretary).
- 6.23 On assuming the chair, the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the challenge **appeal**. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to a challenge **appeal**.
- 6.24 At the conclusion of a vote involving a challenge **appeal**, the Chair shall resume the chair. [Amended February 25, 2016]

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## **7. STATUTES, RULES, POLICIES AND PROCEDURES**

### **Approval of Statutes**

- 7.1 Statutes shall be approved by the following procedure:
- a. a notice of motion, whereby
    - i Senate is informed at a regular meeting of a pending statutory motion
    - ii the notice of motion is accompanied by detailed documentation
    - iii when a notice of motion is on the agenda, Senators may comment on substantive matters within the normal rules applying to consideration of information items.
  - b. debate by Senate of the motion at a subsequent meeting. [Amended October 26, 2006]

### **Senate Policies and Associated Procedures (~~Definition and Authority~~)**

- 7.2 Policies are subject to the approval of Senate and may not be enacted or amended without Senate's approval.
- 7.3 Procedures for the implementation of policies do not normally require Senate approval but shall be reported to Senate for information when they are adopted or amended. [Amended October 26, 2006]

### **Changes to Rules, Procedures and Guidelines**

- 7.4 Substantive additions or alterations to or deletions from any of the rules of Senate shall not be made except by resolution of the Senate. [February 28, 2002]

### **Publishing Senate Rules, Procedures and Guidelines**

- 7.5 Not less frequently than every three years an updated version of Senate's Rules, Procedures and Guidelines shall be published online.
- 7.6 Nothing shall be included in Senate's Rules, Procedures and Guidelines that purports to be a statute, by-law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.
- 7.7 No modifications of Senate's Rules, Procedures and Guidelines shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.

- 7.8 The Executive Committee is responsible for overseeing the production of Senate's Rules and Procedures (and guidelines) and proposed changes are normally reviewed and recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to Senate's Rules and Procedures (and guidelines). [March 28, 2002 February 25, 2016]
- 7.9 Any written communication on any subject coming properly within the cognizance of any standing committee shall be referred to the Chair of that committee by the Secretary acting under the direction of the Chair.

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## **8. SENATE COMMITTEES**

### **Establishment of Standing Committees**

8.1 Senate may establish standing committees to assist it in pursuing its mandate.

### **Establishment of Special Committees**

8.2 Senate's rules on committees apply to special committees with the following exceptions:

- a. The mandate of a special committee must be articulated in the motion establishing such a committee. The committee is restricted to that mandate unless Senate decides otherwise.
- b. A special committee may exist no longer than two years, unless Senate extends its life for a specified period of time, not exceeding **an additional** two years.
- c. When a special committee is appointed by resolution of the Senate, the mover of such resolution shall, unless otherwise specified by Senate, be a member and the first convener of the committee and is charged with calling the first meeting of the committee within one week of the Senate meeting at which the special committee was established.

### **Faculty Councils**

8.3 Each Faculty of York University shall have a council which is responsible for academic governance in areas defined by Senate.

8.4 Faculty Councils are established by Senate by means of statutes.

8.5 Rules governing the membership of Faculty Councils are formally approved by Senate, and membership lists are approved by the Executive Committee of Senate on an annual basis.

8.6 Changes to the rules and procedures of Councils shall be reviewed by the Executive Committee to ensure their compliance with recognized principles and practices.

8.7 Faculty Councils may cite Senate's rules and procedures for disposition of an issue not adequately addressed in their own rules and procedures.

### **Student Membership on the Councils of Faculties and Colleges**

8.8 The number of student members of each of the Councils of Faculties and Colleges is determined by the respective Councils on the understanding that:

- a. the number of student members on Councils of undergraduate Faculties and
- b. Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and
- c. the number of student members on Councils of graduate Faculties and Colleges (including the Osgoode Hall Law School) not exceed twenty-five percent (25 per cent) of the total voting membership of each of those Councils. [January 1969]

### **List of Standing Committees**

- 8.9 Senate shall maintain the following standing committees whose terms of reference may be found at Appendix B.

Academic Policy, Planning and Research  
 Academic Standards, Curriculum and Pedagogy  
 Appeals  
 Awards  
 Executive  
 Tenure and Promotions  
 Tenure and Promotions Appeals

### **Composition of Senate Committees**

- 8.10 The number of faculty member seats on committees and legislated sub-committees of Senate is set at seven, except in those cases where Senate decides otherwise.

### **Election to Senate Committees**

- 8.11 Senate elects the members of Senate committees that do not have seats designated by Faculty. Faculty Councils nominate candidates for membership on Senate committees that have seats designated for particular Faculties. Faculty Council nominees are not members of committees unless and until the Executive Committee has approved their membership.
- 8.12 Members of Senate Committees that do not have seats designated for particular Faculties are elected by Senate, and all Senators are entitled to vote on nominations.
- 8.13 Members of Senate committees that have seats that are designated for particular Faculties are nominated by Faculty Councils through their normal elections processes. Senate Executive is responsible for formally approving members nominated by Faculty Councils. [October 23, 2003]

### **Eligibility for Committee Membership**

- 8.14 Committee membership is not confined to Senators.
- 8.15 No individual shall serve simultaneously on two Senate committees with the exception of ex-officio members.
- 8.16 Only tenured faculty members may serve on the Senate Committee on Tenure and Promotions and the Tenure and Promotions Appeals Committees. Candidates for election to these two committees shall have previously served on a unit or Faculty tenure and promotions committee. [April 22, 2010]

### **Nomination Process**

- 8.17 Senate Executive is responsible for developing and recommending to Senate slates of candidates for election to Senate committees that are not designated for Faculty membership.
- 8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.
- 8.19 The Executive Committee shall establish and publish guidelines and procedures for nominations. See Appendix C [April 22, 2010]

### **Non-Succession**

- 8.20 Normally, no elected faculty member shall serve for more than three consecutive years on a Senate committee or legislated sub-committee. Senate Executive shall provide a rationale for any recommendation that would have the effect of extending the membership of an individual beyond three years. [April 22, 2010]

### **Conflict of Interest**

- 8.21 No individual shall serve on a Senate committee or legislated sub-committee at a time when they will be the subject of adjudication (e.g., for an award, tenure or promotion) by that Senate committee. [April 22, 2010]

### **Timing of Elections**

- 8.22 Normally the process of electing members of all Senate committees shall conclude by July 1. [February 25, 2016]

## **Chairs and Vice-Chairs of Committees**

- 8.23 Each Senate committee and legislated sub-committee elects a Chair and Vice-Chair from among its members. Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year. [May 22, 1986]

## **General Rules Regarding Committee Membership**

- 8.24 The term of service for members on Senate Standing Committee is three years, except where the Senate, at the request of a particular committee, shall set a longer or shorter term. Students and contract faculty members serve one-year terms. [February 27, 1992]
- 8.25 Members of standing committees going on leave will be deemed to have resigned their seats.
- 8.26 Senators and members of committees must resign their seats if and when they register in another Faculty, end their employment at the University or change their Faculty appointment. Students who graduate at the Spring convocation may continue to serve until the end of June.
- 8.27 Committee members who are absent from three consecutive meetings shall be deemed to have resigned their seats except in cases of illness or other weighty grounds.
- 8.28 Only individuals who are Senators or who have been elected to Senate are eligible to be elected by Faculty Councils as members of the Executive Committee of Senate. Members of the Executive Committee elected by Faculty Councils shall only serve on the Committee coincident with their membership on Senate. The Faculty of Graduate Studies member of the Executive Committee shall be elected by the FGS Council from among Senators who hold appointments to that Faculty. [June 24, 2004 March 26, 2009]

## **Ex-officio Membership on Senate Committees**

- 8.29 The Chair of Senate is an *ex-officio* non-voting member of all Senate Committees with the exception of the Executive Committee (over which the Chair presides), the Committee on Academic Standards, Curriculum and Pedagogy, and the Academic Policy, Planning and Research Committee, where the Chair of Senate is an *ex-officio* voting member. [May 22, 1986 Amended March 26, 2009]
- 8.30 The President of the University is an *ex-officio* non-voting member of all Senate Committees with the exception of Executive, Academic Policy, Planning and Research, and Academic Standards, Curriculum and Pedagogy where the President is a voting member. [Amended May 28, 2009]

- 8.31 The Secretary of Senate is an ex-officio non-voting member of all Senate Committees. [February 22, 1979]
- 8.32 Unless otherwise directed by Senate, ex-officio members of all other standing committees shall have the right to vote on their particular committees. [February 22, 1979]
- 8.33 Ex-officio members of Senate committees may designate alternates to represent them.
- 8.34 They may also request the attendance and participation of others to assist in committee deliberations. [February 25, 2016]

### **Ratification of Student Membership on Senate Committees**

- 8.35 Student Senators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible. [May 24, 1979 amended October 26, 2006]

### **Student Membership on Senate Committees**

- 8.36 The student Senator caucus is composed of student Senators. The purpose of the caucus is to nominate students for membership on Senate committees and to provide a forum in which student Senators can discuss issues coming before Senate and its committees.
- 8.37 The Chair of the caucus shall be a member of Senate Executive. The Caucus shall nominate its Chair for the following year by June 30 in order that the Chair can serve on the Executive Committee during those months when summer authority is vested in the Executive Committee. The Chair shall be selected by the Caucus and quorum for this election shall be at least 25% of student senators.
- 8.38 Unless otherwise specified by Senate, students shall be members of all Senate committees. Normally there shall be two student members on each committee.
- 8.39 Normally, there shall be one graduate student and one undergraduate student on Senate Executive. Only student Senators shall be eligible to serve on Senate Executive.
- 8.40 Students who are not Senators may be nominated by the Caucus for membership on Senate committees (except Senate Executive) if student Senators are unable to accept nomination. In seeking to identify prospective nominees, the Caucus shall canvass the Graduate Student Association, York Federation of Students, and Faculty Councils for expressions of interest, and in doing so shall provide sufficient time for such organizations to notify their



membership and for prospective nominees to communicate their interest. [March 22, 2007 supersedes all previous rules approved by Senate]

### **Ex-officio Membership on Faculty and College Councils**

- 8.36 The President, the Vice-President Academic and Provost, and the Chair and Secretary of Senate are ex-officio members of all Faculty and College Councils. [May 22, 1986]

### **Committee Meeting Quorum**

- 8.37 Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of **voting directly elected faculty** members. Committees may establish a lower quorum for meetings held between 31 May and 30 September. [May 22, 1986 amended October 26, 2006]

### **Senate Committee Communications and Documentation**

- 8.38 Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee.
- 8.39 Minutes of all committees are kept in the Senate Secretariat and are available for inspection by members of the University. [Amended February 25, 2016]

### **Committee Reporting Requirements and Expectations**

- 8.40 Each committee is required to report to Senate at least once each year and each legislated sub-committee is required to report to Senate through its parent Committee at least once each year. [May 7, 1971 amended January 25, 1979]
- 8.41 Committees must report to Senate Executive when policy initiatives are underway.
- 8.42 Respecting the flow of information from the administration to Committees of Senate, the committees shall have a right to expect quick and accurate support from the administration and shall have a right to expect prompt assistance from the President in cases where that support is delayed.

### **Committee Sessions Held in Camera / Attendance of Non- Members**

- 8.43 Meetings of committees are open to Senators.
- 8.44 Senators may only speak if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. Committees shall not unreasonably deny requests by Senators to attend and participate.

- 8.45 When, in exceptional circumstances, all or part of a committee meeting is held in camera at the direction of the Chair or with the consent of a majority of members either in advance or present and voting, a rationale must be provided and recorded in the minutes.
- 8.46 Communications from Senators and other members of the community intended for committees shall be facilitated and brought to the attention of the Chair by the Secretary.
- 8.47 Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held in camera.
- 8.48 Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so.
- 8.49 Other members of the University community may request to attend meetings. Chairs may invite individuals to attend and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to so by the Chair or with the consent of 2/3 of the members present and voting.
- 8.50 Only members may attend meetings of sub- committees unless a non-member has been invited to do so. [Amended February 25, 2016]

### **Voting and Consensus**

- 8.51 Committees shall strive for consensus within the principles laid out in the preamble to these rules and procedures.
- 8.52 Relationship of Senate Committees to Faculty Councils and Presidential Committees.
- 8.53 Each committee shall review the range of matters within its jurisdiction in order to determine whether or not some of those matters could best be dealt with by delegating the authority to act on them to the Faculty Councils.
- 8.54 Each committee should seek to improve its liaison with its Faculty Council counterparts if such exists.
- 8.55 Whenever a Presidential Committee is established, it should be asked to report to the appropriate Senate Committee. [Amended October 26, 2006]

### **Senate's Nominees to the Board of Governors**

- 8.56 Senate's nominees to the Board of Governors shall be elected from among the **full-time faculty** members of Senate. [June 24, 2004]

## **Term of Office for the Academic Colleague**

- 8.57 The term of office for the Academic Colleague shall be two years. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. Colleagues relinquish their Faculty Council-elected seats upon election. [November 26, 1974 amended October 26, 2006 amended February 25, 2015]

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## 1. MEMBERSHIP OF SENATE

### 1.1 Membership specified by the York Act

- i the Chancellor
- ii the Chair of the Board
- iii the President
- iv the Principal of Glendon [Principal du Glendon]
- v the Dean of each Faculty
- vi the University Librarian
- vii the Vice-Presidents of the University
- viii the Chairs of Faculty departments, divisions and schools [minimum of 21 chairs]
- ix no fewer than two and not more than four members of the Board and
- x such numbers of other persons as the Senate may determine, provided that full-time members of the teaching staff shall always constitute a majority of the members of the Senate.

### 1.2 Membership of Senate as Determined by Resolution of Senate

For the period July 1, 2019 to June 30, 2021 the membership of Senate shall be a maximum of 168 as follows:

#### 1.2.1 Members specified by the York Act (Total of 21)

- Chancellor (1)
- President (1)
- Vice-Presidents (5)
- Deans and Principal (11)
- Dean of Libraries (1)
- Two-to-four members of Board (2)

#### 1.2.2 Faculty Members Elected by Faculty Councils (Total of 99)

- Arts, Media, Performance and Design 7 (minimum of 2 chairs)
- Education 4
- Environmental Studies 4
- Glendon 8 (minimum of 1 Chair)
- Health 12 (minimum of 2 Chairs)
- Lassonde 8 (minimum of 1 Chair)
- Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract faculty members)
- Osgoode 4

Schulich 5  
Science 11 (minimum of 2 Chairs)  
Librarians (Total of 2)

1.2.3 Students (Total of 28)

2 for each Faculty except 6 for LA&PS  
Graduate Student Association (1)  
York Federation of Students (1)

1.2.4 Other Members (Total of 13)

Chair of Senate (1)  
Vice-Chair of Senate (1)  
Secretary of Senate (1)  
Academic Colleague (1)  
President of YUFA (1) with a designated alternate  
YUSA Member (1) with a designated alternate  
Member of CUPE 3903 (1) with a designated alternate  
Alumni (2)  
College Heads (1)  
University Registrar (1)  
Vice-Provost Academic (1)  
Vice-Provost Students (1)

1.2.5 Chairs of Senate Committees who are not otherwise Senators (Estimated at a maximum of 5)

## STANDING COMMITTEES OF SENATE

### 1. ACADEMIC POLICY, PLANNING AND RESEARCH

#### Composition

1.1. The Committee is composed of the following members:

a. Voting Members

One faculty member elected by each Faculty  
One Librarian or Archivist elected by Librarians and Archivists  
Two student Senators, normally one undergraduate and one graduate  
Chair of Senate  
President  
Vice-President Academic and Provost  
Vice-President Research and Innovation  
Academic Colleague  
Member Elected by the Council of Research Directors

b. Non-Voting Members

Secretary of Senate  
Observer from the York University Faculty Association

#### Mission

1.2. On behalf of Senate, and in a context whereby academic planning encompasses research, other scholarly endeavours, and teaching, the Committee shall be responsible for consultations and recommendations to Senate on academic plans and major academic policies and advise the President on the allocation of academic resources.

#### Terms of Reference

1.3. Taking a broad, principled approach to planning, the Committee shall be responsible for:

- a. recommendations to Senate (after which the Board of Governors) for the approval of new academic units (including Faculties, departments / schools, units, research centres, and the like), and for the disestablishment or transfer of such units and concurrences with recommendations to establish endowed chairs,
  - b. reports to Senate on reviews of existing Faculties, units, centres and programs, (including but not necessarily limited to Faculty plans, Undergraduate Program Reviews, Graduate Program Appraisals, Faculty Plans, Organized Research Units, computer plans, non-degree studies reports) and recommendations for changes arising from such reports,
  - c. recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives
  - d. the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources,
  - e. the establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resources,
  - f. in consultation with others (including Senate committees), the coordination of program and policy development,
  - g. the receipt of annual and periodic reports from the President and its *ex-officio* vice- presidents, its sub- committees (including those required by external bodies) and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.
- 1.4. To perform its functions the Committee shall have access to all relevant information through the Vice-President, Academic and Provost and its Technical Sub-Committee.
- 1.5. Standing agenda items shall include research, planning, major academic policies and initiatives, and other such matters of ongoing attention the Committee deems relevant to its mandate. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

## Meetings and Sub-committees

- 1.6. Normally the Committee shall meet twice monthly. It shall establish a Technical Sub- Committee and other such sub- committees and working groups as necessary to conduct its business in a timely, focused and effective manner.
- 1.7. Cyclical program reviews shall be overseen by the Joint Sub- Committee on Quality Assurance of the Academic Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. [May 28, 2009]

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## 2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

### Composition

2.1. The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate  
One Librarian or Archivist elected by Senate  
Two student Senators, normally one undergraduate and one graduate  
One contract faculty member elected by Senate  
Chair of Senate  
Vice-President Academic and Provost (or delegate) Vice-Provost Students  
**Dean of Libraries** (or delegate)  
University Registrar (or delegate)  
President

b. Non-Voting Members

Associate Vice-President Teaching and Learning  
Secretary of Senate

### Mission

2.2. On behalf of Senate, and in a context where pedagogy, curriculum, and academic standards are critical aspects of the University's mission, and equity and the connection between research and pedagogy are fundamental principles, the Committee shall be responsible for the development and oversight of curriculum, academic standards and pedagogy.

### Terms of Reference

2.3. The Committee shall be responsible for formulating policy and making recommendations to Senate on matters concerning the planning, implementation, and evolution of the academic standards, regulations, curriculum and programs of Senate and Faculties, including research- informed pedagogy. Without limiting the generality of the foregoing, the Committee shall formulate and make recommendations to Senate on the following:

- a. standards for admission (including the kinds of admission credentials and qualification), evaluation, examination, continuation and graduation
- b. policies bearing on the advancement of teaching and learning in the

context of the University's mission and planning objectives, including those related to evaluation

- c. sessional dates
  - d. Senate and Faculty regulations
  - e. the establishment, disestablishment and modification of degrees, programs, diplomas and certificates
  - f. Senate policies and oversight of processes related to Undergraduate Program Reviews and Graduate Program Appraisals
  - g. the form, modes, times and locations of course and program delivery.
- 2.4. The Committee shall also be responsible for coordination, oversight, accountability and reporting of such aspects of the above that are delegated to Faculties or units. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.
- 2.5. Standing agenda items shall include academic standards, curriculum, regulations, teaching and learning, the forms, modes, times and location of program delivery and other such matters of ongoing attention the Committee deems relevant to its mandate.

### **Meetings and Sub-Committees**

- 2.6. The Committee shall normally meet once each month and shall establish such sub-committees and working groups as necessary to conduct its business in a timely, focused and effective manner. Cyclical reviews shall be overseen by the Joint Sub-Committee on Quality Assurance of the Academic Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. [May 28, 2009]

### **3. APPEALS**

#### **Composition**

3.1. The Committee is composed of the following members:

a. Voting Members

Eight faculty members elected  
by Senate Three students

b. Non-Voting Members Chair of Senate  
Secretary of Senate President of the University  
Vice President Academic and Provost

#### **Terms of Reference**

3.2. The Senate Appeals Committee is responsible for hearing appeals from members of the University regarding decisions of Faculty Committees in respect of petitions concerning academic regulations, grade re appraisals and charges of breach of academic honesty.

#### **Procedural Direction**

3.3. The Committee gives direction on procedure to Faculty Councils and those committees of Senate which have appeal functions so that their procedures embody the appropriate standard of fairness and natural justice.

## 4. AWARDS

### Composition

4.1. The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate  
One Librarian or Archivist elected by Senate  
Two student Senators, normally one undergraduate and one graduate  
President  
Vice-President Academic and Provost (or delegate)  
Vice-Provost Students (or delegate)  
Vice-President Research and Innovation (or delegate)  
One member designated by the Alumni Association

b. Non-Voting Members

Chair of Senate  
Secretary of Senate  
One member designated by Student Financial Services

### Mission

4.2. On behalf of Senate, and in context of the high priority assigned to promoting, recognizing, and celebrating outstanding achievements in teaching, learning, service and research, the Committee shall be responsible for those aspects of awards, prizes and medals under Senate's jurisdiction.

### Terms of Reference

4.3. The Committee shall be responsible for

- a. developing, reviewing and recommending changes to policies, guidelines and criteria for prizes, medals, awards, scholarships and other academic distinctions that fall under Senate jurisdiction
- b. adjudicating awards, or overseeing the adjudication of awards delegated to other bodies with the requisite expertise
- c. reporting to Senate on the individual recipients or prestigious academic awards and on the nature, number, purposes and disbursements of

- such awards
- d. proposing the creation, elimination or amendment of awards
  - e. overseeing honorary degrees guidelines on Senate's behalf (but not the selection of honorary degree recipients)
  - f. advising Senate on awards policies generally and coordinating with other bodies as necessary.

## **Meetings**

- 4.4. The Committee shall meet at least once each term. [May 28, 2009]

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## 5. EXECUTIVE

### Composition

5.1 The Committee is composed of the following members:

a. Voting Members

One faculty member elected from each Faculty  
Two students (normally one undergraduate and one graduate normally one is the Chair of the Caucus)  
Chair of Senate  
Vice Chair of Senate  
Senators on the Board of Governors  
President

b. Non-Voting Members

Vice President Academic and Provost  
Secretary of Senate

### Terms of Reference

5.2 The Executive Committee is the committee responsible for coordinating the work of Senate and its committees, monitoring the organization and structure of Senate and other bodies, ensuring that equity considerations are integrated into the work of Senate and its committees, and serving as Senate's liaison with external bodies. The Executive Committee's responsibilities shall include, but not be limited to, the following:

- a. coordination and communication of Senate business
- b. organization and structure of Senate and other bodies
- c. exercise of authority as defined by Senate policies
- d. act for Senate under summer authority
- e. approve faculty council membership lists and regulations
- f. Senate liaison with the Board of Governors
- g. preparation of Senate agendas

- 5.3 In pursuance of its responsibilities, the Executive Committee directs the flow of Senate business to the appropriate committees, administers the process of nominating members to serve on Senate and its committees, sees that committees report on policy matters, and schedules the agenda of Senate to facilitate the consideration of reports and other policy matters. Matters of a kind that do not raise questions of substance will be examined by the Executive Committee and referred by it to appropriate Senate Committees for decision. All matters going to Senate will be directed to the Executive Committee, which may refer them to the appropriate committees. These committees will then return them to the Executive Committee, having pointed out those aspects which in their view merit Senate discussion. Senate and the Executive Committee should create special committees to deal with matters of general concern which do not fall within the accepted area of jurisdiction of an existing committee.
- 5.4 The Executive Committee shall be responsible for monitoring and making recommendations to Senate on all matters pertaining to: the organization of Senate and its committees, the organization and function of academic governance in the University Senate's relation both with other bodies in the University and with bodies external to it. The Executive Committee may make recommendations on behalf of Senate, and subject to Senate approval, to the Administration and the Board on matters related to the organization and structure of the University. The Committee shall seek the advice of appropriate Senate committees with regard to matters that touch on their mandates.

### **Equity**

- 5.5 ~~The Sub-Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate, either through its own initiative or by coordinating the work of Senate committees. It shall facilitate the consideration of equity matters and serve for Executive as Senate's liaison with other bodies of the University. The Sub-Committee will report twice annually to Senate on equity issues and report to bodies such as the President's Advisory Council on Human Rights. The Sub-Committee shall also ensure that other Senate committees act and report on aspects of their mandates that relate to equity. In discharging its mandate, the Sub-Committee shall seek such advice as is necessary and desirable.~~

## **Cancellation of Classes**

- 5.6 Class and examination schedules are set by the Registrar in accordance with the Senate Policy on Sessional Dates and in consultation with the Senate Committee on Academic Standards, Curriculum and Pedagogy.
- 5.7 Classes and examinations are not held on public holidays or at other times as directed by the University Senate, administration, or Board of Governors. Cancellation or postponement at other times shall only be effected by
- a. the Executive Committee of Senate or
  - b. the Dean/ Principal of the Faculty concerned, with the agreement of the Chair of Senate (or designate) or
  - c. the Chair of Senate (in emergencies, see below).
- 5.8 Except in emergency or exceptional situations as set out below, and subject to Presidential Order or this policy, any cancellation of classes or limitation of academic activity for all or part of a day in any or all Faculties must be approved by Senate prior to the commencement of the term in which the cancellation is required, in order to allow as much time as possible for any necessary adjustments.

## **Cancellations or Postponements Resulting from Weather or Other Emergencies**

- 5.9 It is the responsibility of the Vice-President Finance and Administration to declare a weather or other emergency and suspend normal operating procedures after appropriate consultations. The Vice-President, Finance and Administration shall consult the Chair of Senate if the emergency requires the cancellation or postponement of academic activities. The Chair of Senate shall communicate decisions to cancel or postpone academic activities to the Executive Committee.

## **Principles of Remediation**

- 5.10 Senate or Senate Executive may authorize remedies in the event of a cancellation or postponement resulting in a short disruption of academic activities. Remedies shall be governed by the principles of academic integrity, fairness to students, and timely information, and shall be subject to consultation with the Vice-President Academic. (See also, Senate Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes.) [June 24, 1993 Amended December 12, 2007]



- 5.11 Between June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority. [April 24, 1975 amended March 25, 1982 amended June 24, 1993 amended October 26, 2006]
- 5.12 The Executive Committee is granted the power to approve annually the membership lists of Councils in those cases where the lists are consistent with Senate-approved regulations governing memberships of Councils.
- 5.13 A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.
- 5.14 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.

#### **Responsibilities in Preparing Senate Agendas**

- 5.15 The Executive Committee will ensure that issues placed before the Senate are clearly expressed and documented. In exercising this responsibility, the Executive Committee may
- a. place a motion on the agenda of the Senate, where that motion is clearly expressed and adequately supported by documentation and rationale
  - b. delay a motion to coordinate its consideration with other complementary issues which are not yet ready for consideration by Senate but are expected to be ready for consideration in the near future
  - c. delay a motion pending clarification of the wording of the motion, provision of further documentation, or elaboration of the rationale
  - d. refer a motion to a committee for further preparatory work submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
  - e. submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate

- f. advise the Chair of Senate as to the jurisdiction of Senate in dealing with the substance of a motion
  - g. withhold motions which are deemed by the Chair of Senate to be ultra vires, slanderous, or otherwise not in order.
- 5.16 If the Executive Committee delays, refers, or otherwise withholds a motion from a meeting of the Senate, it shall report its decision and reasons at the next regular meeting of Senate.
- 5.17 The Executive Committee shall not
- a. unreasonably delay Senate's consideration of a motion which is in order, which is clearly expressed, and which is adequately supported by documentation and rationale
  - b. delay, refer, or withhold a motion as a result of its judgment on the substance of the issue(s) presented in a motion

### **Sub-Committees of Executive Committee**

#### **Sub Committee on Equity**

##### **Mandate**

- 5.18 The Sub Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate, either through its own initiative or by coordinating the work of Senate committees. It shall facilitate the consideration of equity matters and serve for Executive as Senate's liaison with other bodies of the University. The Sub-Committee will report twice annually to Senate on equity issues and report to bodies such as the President's Advisory Council on Human Rights. The Sub Committee shall also ensure that other Senate committees act and report on aspects of their mandates that relate to equity. In discharging its mandate, the Sub Committee shall seek such advice as is necessary and desirable.

##### **Composition**

- 5.19 **The sub-committee is composed of the following members:**

Chair of Senate (or delegate)  
 Secretary of Senate (or delegate)  
 Other Members of Senate Executive (normally including one student)

Member of Academic Policy, Planning and Research  
Member of Academic Standards, Curriculum and Pedagogy

## **Reporting**

- 5.20 The Sub Committee's reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and the Sub Committee is required to inform Senate Executive of its activities on a regular basis. The Sub Committee will file its twice annual reports after consulting with other Senate committees.
- 5.21 In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy. [March 27, 2003 May 28, 2009]

## **Sub-Committee on Honorary Degrees and Ceremonials**

### **Mandate**

- 5.22 Under the York Act, the Senate has authority, after consultation with the Board of Governors, to confer honorary degrees.
- 5.23 The former Senate Standing Committee on Honorary Degrees and Ceremonials was re-established as a Sub-Committee of the Executive Committee, with its membership to be determined by that Committee, on February 22, 1979.
- 5.24 The Sub Committee is authorized to make recommendations to Senate on matters of general format of degree granting convocations.
- 5.25 The Sub Committee is authorized to act on behalf of Senate with respect to the dates and detailed procedures of convocations and in the selection of honorary degree recipients, reporting to Senate at the next opportunity.

### **Composition**

- 5.26 The Sub Committee consists of elected faculty members representing each Faculty of the University, one student member, the Chancellor (whose membership provides a mechanism for consultation with the Board), a Head of a non-Faculty College designated by the Council of College Heads [May 22, 1986], the Convocation Officer, the President, Chair of Senate, Vice- President Academic and Provost, and Secretary of Senate and one member designated by the Alumni Association.

## 6. TENURE AND PROMOTIONS APPEALS

### Composition

6.1 The Committee is composed of the following members:

a. Voting Members

Six faculty members elected by Senate (normally nominees for election to the Committee will have served on the Senate Tenure and Promotions Committee, or sub-committees)

b. Non-Voting Members

Chair of Senate  
Secretary of Senate  
President  
Vice-President Academic and Provost

6.2 No person shall serve simultaneously on tenure and promotions committees (including the Senate Tenure and Promotions Appeals Committee) at different levels. [December 18, 1975]

### Terms of Reference

6.3 The Senate Tenure and Promotions Appeals Committee shall:

- a. hear appeals against recommendations of a Review Committee in the following circumstances: a negative recommendation for tenure, or a delay recommendation for promotion to full professor
- b. hear appeals against decisions of appeal committees denying a candidate advancement from pre-candidacy to candidacy
- c. consider and rule on allegations of an apprehension of bias against members of Adjudicating and Senate Review committees. [May 24, 2007]

## 7. TENURE AND PROMOTIONS

### Composition

7.1 The Committee is composed of the following members:

a. Voting Members

Fourteen faculty members elected by Senate, at least two of whom must hold the rank of Full Professor, and at least eight of whom hold a rank above that of Assistant Professor Two students

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

Vice President Academic and Provost [January 25, 1973 May 23, 1991]

7.2 Service on the Committee is for three years. Normally a third of the membership retires annually. Members are not eligible for successive reelection to the Committee. No person shall serve simultaneously on tenure and promotions committees at different levels. [Senate December 18, 1975]

### Terms of Reference

7.3 The Standing Committee of the Senate on Tenure and Promotions serves as the President's Advisory Committee on Promotions and Tenure. The Committee's deliberations are held in camera, and they remain completely confidential and not open to debate in Senate. The Senate Committee on Tenure and Promotions reports to Senate on its work at least three times a year. [December 10, 1971 revised May 25, 1972]

### Special Quorum Rules

7.4 Quorum for meetings of Senate **Tenure and Promotion** Committee panels shall be five members. [December 2006]

## 1. SENATE NOMINATIONS RULES AND PROCEDURES

- 1.1. The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.

### Procedures

- 1.2. In developing the slate of nominees for vacant positions, the following actions are taken:
- a. call for nominations is issued which lists vacancies and provides information about committees and positions
  - b. Faculty Councils, Deans and Principal are asked for suggestions
  - c. members of the Senate Executive Committee suggest names
  - d. the names of those who have served on Senate Committees in the past are reviewed

### Elections and Acclamations

- 1.3. Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty- designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations.

### Nomination Guidelines and Criteria

- 1.4. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University.
- 1.5. Normally, members of Senate committees shall not succeed themselves.
- 1.6. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:
- a. the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year period
  - b. the skills, including leadership skills, which the candidates would bring to the position
  - c. the experience which the candidates would bring to the position
  - d. the current and historical balance among Faculties, in the case of non-designated committees

- e. the current and historical gender balance
  - f. the range of skills and experience of other continuing members of the committee
  - g. the level of interest of the candidate in the subject matter
  - h. the availability of the individual to attend meetings and contribute to the work of the committee
  - i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee
- 1.7. Normally, members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. It is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.
- 1.8. In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future.
- 1.9. Leadership ability and relevant experience must be present in those being put forward for senior positions and committees.
- 1.10. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.
- 1.11. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.
- 1.12. Senate has the final say: additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and is meets criteria.

## Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities: Proposed Revisions

Current	Proposed
<p><b>Guidelines</b></p> <p>[No purpose section.]</p>	<p><b>1. Purpose</b></p> <p>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.</p> <p>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:</p> <p><b>For Students:</b></p> <p><i>Student Accessibility Services –</i>  <a href="https://accessibility.students.yorku.ca/">https://accessibility.students.yorku.ca/</a></p> <p><i>Accommodating Disability: A Guide for Students, Faculty and Staff –</i>  <a href="http://rights.info.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/</a></p> <p><b>For Faculty and Staff:</b></p> <p><i>Teaching Commons resources:</i>  <a href="https://teachingcommons.yorku.ca/resources/accommodations-and-inclusive-teaching/">https://teachingcommons.yorku.ca/resources/accommodations-and-inclusive-teaching/</a></p> <p><i>Accommodating Disability: A Guide for Students, Faculty and Staff –</i></p>



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

[Definition currently found at the end of the document but is reproduced here.]

## Definitions

### *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 are evaluated.

Accommodations are designed to eliminate or reduce barriers to participation in academic life. 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*:

- Cost
- Availability of outside sources of funding
- Health and safety requirements

*Academic Integrity:* All courses and programs have core or essential requirements and evaluate skills, knowledge or attributes achieved at a designated level. Learning outcomes involve learning tasks and objectives that must be undertaken.

*Disability:* For the purpose of this policy, disabilities 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

## 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.

***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

<p>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,</p> <ul style="list-style-type: none"> <li>b. a condition of mental impairment or a developmental disability,</li> <li>c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,</li> <li>d. a mental disorder, or</li> <li>e. an injury or disability for which benefits were claimed or received under the insurance plan established under the <i>Workplace Safety and Insurance Act, 1997</i>.</li> </ul> <p><i>Students:</i> Students are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses</p> <p><i>Universal Design for Learning – UDL:</i> The principles of UDL (sometimes referred to as Universal Instruction Design or Inclusive Curriculum Design) emphasize:</p>	<ul style="list-style-type: none"> <li>wheelchair or other remedial appliance or device,</li> <li>b. a condition of mental impairment or a developmental disability,</li> <li>c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,</li> <li>d. a mental disorder, or</li> <li>e. an injury or disability for which benefits were claimed or received under the insurance plan established under the <i>Workplace Safety and Insurance Act, 1997</i>.</li> </ul> <p><b><i>Reasonable Academic Accommodations:</i></b> 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 <i>Ontario Human Rights Code</i>:</p> <ul style="list-style-type: none"> <li>a. Cost,</li> <li>b. Availability of outside sources of funding, and/or</li> <li>c. Health and safety requirements</li> </ul> <p><b><i>Students:</i></b> 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.</p> <p><b><i>Support Office:</i></b> Refers to the Counselling and Disability Services</p>
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- multiple means of representation, to give learners various ways of acquiring information and knowledge
- multiple means of expression, to provide learners alternatives for demonstrating what they know
- multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation

For information and assistance, please refer to the Teaching Commons' resources at <http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/>

### 1. Accessibility, Accommodation and Course Design

- a) Course curriculum, delivery and evaluation methods should be designed inclusively from the outset.
- b) Even when the principles of inclusivity (or Universal Design for Learning – UDL) have been applied, accommodations may be required and requested.

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 Instruction 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.

## 2. Privacy and Confidentiality

- a) All documents and communications concerning accommodations shall be kept confidential and may not be disclosed without consent except to the extent that disclosure is necessary for the implementation of accommodations or the resolution of a disagreement.
- b) Students are not required to disclose a mental health diagnosis when requesting accommodation. Medical documentation must confirm a diagnosed mental health disability without a specific diagnostic label.

## 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 health 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).

<p><b>3. Roles and Responsibilities</b></p> <p>a) Students shall provide timely notice of requests for accommodation and the documentation necessary to develop an accommodation plan. Requests are normally made through the Counselling and Disability Services (Keele Campus) and The Accessibility, Well-Being and Counselling Centre (Glendon Campus). The information provided shall be sufficient to determine the appropriate accommodations. Students are expected to provide notice of any change in circumstances and to fulfill the accommodations as provided for in accommodation plans, including any aspects that involve a time by which to complete such plans.</p> <p>b) Instructors shall take reasonable steps to accommodate in a manner consistent with the guidelines that accompany this policy.</p> <p>c) Programs / departments and if necessary the Deans / Principal shall ensure timely</p>	<p>4.3 We respect a student's right to self-disclose a disability. However, students are not required to disclose the nature of their disability. They are required to obtain medical documentation confirming a disability and to provide that to the appropriate support office (see 5.1).</p> <p><b>5. Roles and Responsibilities</b></p> <p>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 provide options in terms of modification. They are responsible for ensuring students are aware of the Senate Policy on Academic Accommodation and these guidelines and procedures.</p> <p>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</p>
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<p>mediation in cases when disagreements between students and instructors about requests for accommodation are unresolved.</p> <p>d) Counselling and Disability 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.</p> <p><b>4. Instruction- Related Accommodations</b></p> <p>a) Instruction-related accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Timely provision of reading lists and other course materials to allow for alternate format transcription</li> <li>• Alternate format transcription</li> <li>• Alternate scheduling for the completion of course, project, thesis work or competency examinations</li> </ul>	<p>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.</p> <p>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.</p> <p><b>6. Instruction-Related Accommodations</b></p> <p>6.1 The range of instruction-related accommodations includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• timely provision of reading lists and other course materials to allow for alternate format transcription / conversion,</li> <li>• alternate format transcription / conversion,</li> <li>• alternate scheduling for the completion of course, project, thesis work or competency examinations,</li> </ul>
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<ul style="list-style-type: none"> <li>• Extensions to program completion time limits</li> <li>• Use of assistive devices or auxiliary aids in the classroom/laboratory/field (e.g., FM systems worn by course instructors; computerized notetakers in the classroom)</li> <li>• Use of oral and visual language interpreters and/or notetakers in the classroom</li> <li>• Permission to record instruction</li> <li>• Permission for video-taping of lectures</li> <li>• Special seating, wheelchair accessible tables</li> <li>• Adjustments to lighting</li> </ul> <p>b) Accommodation in Examinations and Evaluations</p> <p>a. Test and examination accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• alternate scheduling of examinations and essays</li> <li>• alternate forms of assessment</li> <li>• extended time to complete tests/examinations</li> <li>• use of special equipment (computer, assistive technology, etc.)</li> <li>• use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. audio tape, Braille, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• reasonable, proportionate extensions to program completion time limits including to graduate program deliverables,</li> <li>• 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),</li> <li>• use of oral and visual language interpreters and/or notetakers in the classroom</li> <li>• permission to audio-record or video-record instruction for accommodation purposes only</li> <li>• special accessible seating, wheelchair accessible tables, and</li> <li>• adjustments to lighting</li> </ul> <p><b>7. Accommodation in Examinations and Evaluations</b></p> <p>7.1 Test and examination accommodations include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• alternate scheduling of examinations and essays</li> <li>• alternate forms of assessment (for example, oral assessments instead of written or vice versa)</li> <li>• extended time to complete tests/examinations</li> <li>• use of special equipment (computer, assistive technology, etc.)</li> <li>• use of special facilities (alternate test/exam room and proctor) and/or examinations in alternate formats (e.g. Braille, audio-files, etc.)</li> </ul>
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- b. Whenever possible, the usual procedures for writing tests and examinations shall be followed.

## **Procedures**

### **1. Requesting Accommodations**

- a. Students with disabilities who require accommodations shall, in a timely manner, all necessary documentation to the appropriate University offices.
- b. Designated offices will assist students in the identification of particular aspects of courses that might present barriers to them and will work with them to identify the appropriate accommodations, provide supportive documentation, and assist the students and instructors in developing accommodation plans.

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

## **8 Requesting Accommodations**

- 8.1 Students with disabilities who require accommodations should contact the support office at the first available opportunity 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

**2. Accommodations Agreements and Dispute Resolution**

- a. Students and instructors shall wherever possible agree to the appropriate accommodations.
- b. In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall discuss the recommended accommodations with staff of the designated offices. In the event of a disagreement over an accommodation plan or its implementation, normal dispute resolution processes shall be followed (beginning with the relevant program or department and, if necessary, the Associate Dean / Associate Principal of the relevant Faculty).

**Definitions**

*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 are evaluated.

Accommodations are designed to eliminate or reduce barriers to participation in academic life. The University has a duty to provide

with the learning outcomes and requirements of the course.

**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).

accommodations up to the point of undue hardship, which may be related to the following factors identified in the *Ontario Human Rights Code*:

- Cost
- Availability of outside sources of funding
- Health and safety requirements

*Academic Integrity*: All courses and programs have core or essential requirements and evaluate skills, knowledge or attributes achieved at a designated level. Learning outcomes involve learning tasks and objectives that must be undertaken.

*Disability*: For the purpose of this policy, disabilities are defined by the Ontario Human Rights Code as follows:

- f. 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,
- g. a condition of mental impairment or a developmental disability,
- h. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- i. a mental disorder, or

- j. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*.

**Students:** Students are those individuals who have been admitted to the University, including the School of Continuing Studies, and are eligible to enroll in courses

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

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

For information and assistance, please refer to the Teaching Commons' resources at

<http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/>

# Senate Guidelines and Procedures for Academic Accommodation for Students with Disabilities:

## Proposed Revisions

### 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:* <http://teachingcommons.yorku.ca/resources-2/accommodations-and-inclusive-teaching/>

*Accommodating Disability: A Guide for Students, Faculty and Staff* –  
<http://rights.info.yorku.ca/accommodating-disability-a-guide-for-students-faculty-and-staff/>

### 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.

**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
- 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.

**Universal Design for Learning – UDL:** The principles of UDL (sometimes referred to as Universal Instruction 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 health 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 of their disability. They are required to obtain medical documentation confirming a disability 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 provide options in terms of modification. They are responsible for ensuring students are aware of 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 or sign language interpreters
- 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. 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, audiofiles, etc.)

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

## **8. Requesting Accommodations**

- 8.1. Students with disabilities who require accommodations should contact the support office at the first available opportunity 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).



## University Policy

### Open Access Scholarship Policy

<b>Topic:</b>	Open Access Scholarship
<b>Approval Authority:</b>	Senate
<b>Responsible Office/Body:</b>	APPRC
<b>Approval Date:</b>	TBD
<b>Effective Date:</b>	July 1, 2019
<b>Last Revised:</b>	May 16, 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-council 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 council funding and Legislation that requires scholarship to be made available open access
- ii. Non-tri council 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.

**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 work, or excerpts of this work, 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 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-Council grants 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/>

<b>Legislative history:</b>	APPRC approval [TBD] Senate approval [TBD]
<b>Date of next review:</b>	TBD
<b>Policies superseded by this policy:</b>	None
<b>Related policies, procedures and guidelines:</b>	None

[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](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.



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## Memorandum

**To:** Members of the Senate Committee on Academic Standards, Curriculum and Pedagogy

**From:** Lisa Philipps, Provost & Vice-President Academic

**Date:** April 30, 2019

**Subject:** Support for the Establishment of an ASCP Sub-committee on Curricular Development for the Proposed Faculty of Environment

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I am pleased to offer my enthusiastic support for the establishment of a sub-committee of Senate's Academic Standards, Curriculum and Pedagogy committee (ASCP) to further the enormous efforts to date around the revisioning and redevelopment of curriculum for the proposed Faculty of Environment. Excellent progress has been made over the last seven months around the development of a proposal for the new Faculty, which is a testament to the efforts and commitment of the collegium to this exciting initiative.

Curricular innovation is the key to success for the proposed Faculty. The establishment of a sub-committee will create a formal and dedicated environment for formal consultation and for the development of curricular proposals over the summer.

I am also pleased to see the establishment of working groups on Governance/Structure and on Workload, as these conversations are essential to the development of the new Faculty and to finalizing a comprehensive proposal for Senate and the Board.

I will be able to offer my strong support for a proposal for the establishment of a new Faculty that:

- Includes innovative programming that is supported by existing strengths, offers new and exciting options to students, and is responsive to need and demand in the sector;
- Resolves the fragmentation challenge related to urban programming and environmental science, ensuring we can clearly present a consolidated offering to students, explaining in one place how different pathways connect and are different from one another;
- Offers a credible plan to achieve in-year balance within five years of launch, including a robust recruitment and retention plan; and
- Outlines a framework for workload agreed upon by the Dean of FES and the Provost.



In addition to the extensive efforts led by the Faculty of Environmental Studies and the Department of Geography, the Facilitating Group, of which I am an active member, has met regularly. The Provost's office has developed a preliminary budget and enrolment plan for the new Faculty, which needs to be supported with more substantive detail on the program innovations that will help to attract additional students, and how the needed collaboration will be achieved among units delivering urban and environmental science programming. Finally, Dean Hovorka and I presented progress to date on the proposal for a new Faculty to the Board Academic Resources Committee, outlining the opportunity and energizing the Board about the potential of a new Faculty.

Again, I congratulate the proponents of this developing proposal on their work to date, and I reiterate my support for the establishment of a sub-committee of ASCP in order to fully support the curricular innovation that will make a new Faculty successful.

Cc: R. Lenton  
Members of Academic Policy, Planning and Research Committee

**Proposed Revisions to the Registration Eligibility in Summer Courses Regulation (Summer Continuance)**

<b>Existing Regulation</b>	<b>Proposed Revisions</b>
<p>When a student enrolls in a Summer Term course or courses which begin prior to the release of grades for a previous Winter Term in which the student was enrolled, should the student receive an “ineligible to proceed” decision, s/he will be allowed to complete the course or courses. This permission would not apply if it was learned that the student failed a course pre-requisite.</p> <p>Approved by Senate January 22, 1998</p>	<p><b>Purpose</b></p> <p>This policy outlines the circumstances under which students who are ineligible to proceed in their academic program at the end of a Fall/Winter session may continue in courses in the subsequent Summer session.</p> <p>It also addresses the outcome for students who, at the end of the Summer session, achieve the required grade point average (GPA) to continue in their current program without interruption.</p> <p><b>Application and Scope</b></p> <p>Subject to limitations set out, this policy applies to all undergraduate students.</p> <p><b>Definitions</b></p> <p>Applicable definitions are available in the Pan-university Academic Nomenclature.</p> <p><b>Policy</b></p> <p>Students who are ineligible to proceed in their academic program at the end of a Fall/Winter session may continue in courses in the subsequent Summer session if they have satisfied the pre-requisites for the courses taken during the summer.</p> <p>Students who, at the end of the Summer session, achieve the required GPA for their current program may continue in the subsequent Fall/Winter</p>

	<p>session.</p> <p><b>Roles and Responsibilities</b></p> <p>The Registrar's Office will be responsible for updating the students who meet the eligibility requirements to continue in their program without interruption following the release of the summer academic decisions. This will be based on the prescribed GPA for a student's current program of study.</p> <p><b>Review</b></p> <p>This policy shall be reviewed every five years.</p> <p><b>Related Policies, Procedures and Guidelines</b></p> <p>Pan-university Academic Nomenclature</p>
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## University Regulation

### Registration Eligibility in Summer Courses (Summer Continuance)

<b>Topic:</b>	Academic Standards, Grades, Conduct of Examinations
<b>Approval Authority:</b>	Senate
<b>Responsible Office/Body:</b>	
<b>Approval Date:</b>	
<b>Effective Date:</b>	22 January 1998
<b>Last Revised:</b>	22 January 1998

#### 1. Purpose

This policy outlines the circumstances under which students who are ineligible to proceed in their academic program at the end of a Fall/Winter session may continue in courses in the subsequent Summer session.

It also addresses the outcome for students who, at the end of the Summer session, achieve the required grade point average (GPA) to continue in their current program without interruption.

#### 2. Scope and Application

Subject to limitations set out, this policy applies to all undergraduate students.

#### 3. Definitions

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

#### 4. Policy/Procedure/Guidelines, as appropriate

Students who are ineligible to proceed in their academic program at the end of a Fall/Winter session may continue in courses in the subsequent Summer session if they have satisfied the pre-requisites for the courses taken during the summer.

Students who, at the end of the Summer session, achieve the required GPA for their current program may continue in the subsequent Fall/Winter session.

## 5. Roles and Responsibilities

The Registrar’s Office will be responsible for updating the students who meet the eligibility requirements to continue in their program without interruption following the release of the summer academic decisions. This will be based on the prescribed GPA for a student’s current program of study.

## 6. Review

This policy shall be reviewed every five years.

<b>Legislative history:</b>	Approved by Senate 22 January 1998
<b>Date of next review:</b>	1 June 2024
<b>Policies superseded by this policy:</b>	
<b>Related policies, procedures and guidelines:</b>	<a href="#">Pan-university Academic Nomenclature</a>

## 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 March 4, 2019 and submits the following report to the full Committees.*

#### **1. Membership for 2018-2019**

Following the departure of Celia Popovic from ASCP and the Sub-Committee, ASCP designated a new representative, Robert Heynen.

The Sub-Committee's membership for the remainder of 2018-2019 is as follows:

Joanne Magee, Chair (Member designated by APPRC)  
Richard Gasparini (Member designated by ASCP)  
Robert Heynen (Member designated by ASCP)  
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 is provided by Julie Parna and Nina Unantenne (Office of the Vice-Provost Academic).

All of the above were present at the meeting except for Professor Heynen.

#### **2. Cyclical Program Reviews (CPRs)**

Based on feedback from the Quality Council, and consistent with practices elsewhere, the Sub-Committee agreed in Spring 2018 to a recommendation by the Vice-Provost Academic that the Sub-Committee itself take on the role of authoring Final Assessment Reports (FARs) for CPRs including Implementation Plans focused on addressing recommendations made by reviewers. This is a provisional arrangement that will be codified when other necessary and desirable changes are made to the York University Quality Assurance Protocols and Procedures (YUQAP).

In accordance with this new approach, at the March 4 meeting, the Sub-Committee received draft FARs for eight CPRs drafted by the Office of the Vice-Provost Academic and discussed modifications to be made before the FARs were finalized. Individual

# Academic Policy, Planning and Research Committee

## Report to Senate

members (supplemented by the Co-Secretaries) presented commentaries that focused on process and substantive issues and made recommendations about the FARs, highlighted special aspects, and offered opinions as to whether the Sub-Committee should convene meetings with programs. The Sub-Committee did not determine it necessary to invite members of any program to discuss these eight CPRs.

The FARs have now been finalized, reflect discussions at the meeting and are appended to this report.

In view of the duration of the CPR process, members recommended that future FARs include a section addressing program developments and curriculum changes completed since the process began to enhance the completeness and currency of the documents.

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).” Two such reflections from the recent group of CPRs yielded the following observations:

- Enhanced recruitment efforts (including re-designing program websites geared to target audiences, and revising program promotion material for campus days and the Ontario Universities’ Fair) be taken up as a Faculty-wide initiative rather than each program individually for better coordination and efficiencies in tasks and resources
- The need for more focus on program governance, particularly for programs not directly linked to cognate undergraduate programs. CPR templates going forward will reflect the need to discuss processes for collegial decision-making and inter/intra-Faculty collaboration.

### 3. Natural Science Program Review

While it is not a program required to have a CPR, colleagues thought that Natural Science, within the Department of Science and Technology Studies, would benefit from a similar program-review process. Members received a Statement on that review exercise, noting strengths highlighted by external reviewers and identifying recommendations that are being taken up to enhance teaching assistant training in science pedagogy and team teaching with Science and Technology instructors and expand the experiential components of courses.

J. Magee,  
Chair

**YORK UNIVERSITY**  
Final Assessment Report

**ANTHROPOLOGY**  
Faculty of Liberal Arts and Professional Studies

**Anthropology, Undergraduate (BA) and Graduate  
Program (MA, and PhD)**

**Cyclical Program Review – 2008 to 2016**



This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

Honours BA  
Specialized Honours BA  
Honours iBA  
Honours Minor BA  
Honours Minor BA in Medical Anthropology  
BA Program  
MA and PhD in Social Anthropology

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Julia Harrison, Professor Emeritus, Anthropology, Trent University  
Dr. Andrew Walsh, Associate Professor, Anthropology, Western University  
Dr. Marcel Martel, History Department, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review launch: September 2016  
Self-study submitted to Vice-Provost Academic: August 2017  
Date of the Site Visit: November 2 & 3, 2017  
Review Report received: December 2017  
Program Response received: January 2018  
Dean's Response received: April 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: November 2 & 3, 2017**

The reviewers met with Alice Pitt, Vice-Provost Academic, Michael Zryd, Associate Dean, Faculty of Graduate Studies, Albert Schrauwers, Chair, Anthropology, Othon Alexandrakis, Graduate Program Director, Anthropology, JJ McMurtry, LA&PS Associate Dean Programs and Sandra Whitworth LA&PS Associate Dean, Graduate Studies and Research. In addition the reviewers met with the Anthropology Graduate Program faculty as a group and then with a group of Anthropology Graduate Students. Meetings were held with librarians in the Scott Library, undergraduate faculty members, including some of the long-term contract faculty in the Department, and with undergraduate Anthropology majors who were mostly upper-year students.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

From the Anthropology Undergraduate Self-Study, August 2017:

“Sociocultural Anthropology is a generative and integrative discipline that begins from the premise that human beings not only act but also think about their actions. What we study is the relationship between these two aspects of human behaviour across different contexts in time and space. What gives our discipline its generative power is our distinctive commitment to refining our concepts and methods through continuous reflection on the anthropologist’s relationship to the social reality we witness and the people with whom we engage.

Our mission is to understand and convey how people around the world live their lives at the unpredictable edges of political, social, and cultural stability. Our uniqueness as sociocultural anthropologists is to engage in the critical analysis of how people are subject to, participate in, and contest the processes of living in a world that is now interconnected by new and powerful cultural, social, and technological forces.”

This Final Assessment Report notes the Department’s description of proactive measures to address the challenge of linking students’ high academic skills and motivation with their equally strong motivation to “get a good job” – by continuing to enhance the program with initiatives that build on strengths in Public (Applied) Anthropology” (i.e. the ‘professional studies’ aspect of our ‘liberal art’). “To achieve this goal we are developing a set of certificates and minor programs. These certificates highlight the innovative form of anthropological skills training we offer that supplement other degree programs thereby making our contribution to interdisciplinarity visible in an institutionally recognized manner.”

The new certificates have been approved by Senate and were launched in September 2018.

## **RECOMMENDATIONS AND RESPONSES:**

The Review Report states:

York's Social Anthropology Department is unique in the academic landscape of Canada (and in some measure, North America), and makes a distinctive contribution to the York intellectual community. Its faculty is composed of internationally recognized researchers. Anthropology students have high praise for their classroom and mentoring experiences. The Department is continually striving to improve its curricular offerings and to be responsive to developments in the field and student expectations. The Department has achieved much since its founding and warrants the strong support of the institution to continue to build on its established strengths and capacity. We offer our recommendations below to that end.

The reviewers grouped their recommendations into **List A** and **List B**. Those in the first list – **List A** – were seen as requiring the most immediate attention by the Department and university administration. The second list – **List B** – needs to be addressed in the course of the coming years, in advance of the next cyclical review.

### **RECOMMENDATIONS – LIST A**

#### **Recommendation 1A**

The reviewers recommend that the Department be given the necessary faculty renewal resources to ensure the Department has the capacity to strengthen and expand its unique role in LAPS and York more broadly.

#### **Program Response**

The program notes significant attrition due to retirements and expresses an interest in high level of service teaching that supports York's interdisciplinarity profile. They raise concern that service teaching is not factored into 'program need' recruitment plans nor considered by programs who rely on Anthropology courses.

#### **Dean's Response**

In the last three years Anthropology has had one hire (2017 – a conversion), one failed search (2018) that has been rolled over to 2019 and is underway, and one ½ faculty member transferred to the Department. Departments have been asked to consider issues such as "collaboration" and "service teaching" in their hiring requests going forward, which should help to address the concerns mentioned above.

#### **Recommendation 2A**

The reviewers recommend that the University commit to addressing problematic issues of fieldwork funding and union positioning that financially penalize Anthropology doctoral students for meeting the requirements of their degree.

#### **Program Response**

An FGS-sponsored experiment in 2015-2016 granted research, rather than teaching assistantships to students who had completed their comprehensive exams and had not

received external funding. Five students were able to complete research and move along towards the completion of their degrees. The Faculty now has responsibility for student funding, and the program urges it to continue providing a limited number of Research Assistantships that can support non-resident fieldwork.

**Dean's Response**

After addressing the backlog of eligible students, there is no longer a need for this measure among current graduate students in Anthropology, given the new funding model; however, the RAship remains an available option for future students, when necessary.

**Recommendation 3A**

The reviewers recommend that substantive and concrete acknowledgement be given to the Department for its high levels of service teaching.

**Program Response**

See Recommendation 1A

**Dean's Response**

The Office of the Dean gratefully acknowledges the service teaching of faculty members in Anthropology.

**Recommendation 4A**

The reviewers recommend that LAPS undertake a review of the impacts of the recent expansion of interdisciplinary graduate programs on disciplinary graduate programs under its purview.

**Program Response**

See Recommendation 1A

**Dean's Response**

Already in place, is a method for annual monitoring of enrollment patterns of students from other graduate programs taking courses in Anthropology. The Dean's Office is also very receptive to Departments forwarding their concerns and needs regarding this issue to their attention to be dealt with on an ongoing basis.

**Recommendation 5A**

The reviewers recommend that the program be given at least two years for the MA and four years for the PhD to evaluate if recent changes have had the desired result of shortening completion times and making the programs more appealing to potential students.

**Program Response**

The Graduate Program in Social Anthropology had introduced a number of revisions in its programs over the last three years in order to address persisting issues in time-to-completion. The MA program was reduced from 6 to 5 terms with addition of a Student Research Paper. In its first two years of implementation all but one student completed on schedule. A similar problem in time-to-completion was found in the PhD program.

This led to a revision in the comprehensive exam process to ensure completion by the end of second year. The first PhD cohort is now pursuing this new process. The reviewers have recommended that we wait 2 years for the MA and 4 years for the PhD program in order to assess the success of these changes.

**Dean's Response**

The necessary changes to address time to completion have been made and the Office of the Dean will continue to monitor the effects.

**Recommendation 6A**

The reviewers recommend clearly communicating to ANTH 1120 students (and, if mechanisms allow, with students who have taken this course in previous years) the change to allow ANTH 1120 to count toward an Anthropology major. Furthermore, they recommend monitoring ANTH1120-to-Anthropology program retention rates over the next three years to ensure that the desired end has been achieved.

**Program Response**

New certificate/minor programs and communications strategy serve to encourage students to add an anthropological component to their studies. Beginning 2017-2018 ANTH 1120 6.0 will count for major/minor credit.

**Dean's Response**

The proposals for the undergraduate certificates in Culture, Medicine and Health and Public Advocacy and Engagement Training have been approved and were launched in September 2018. A series of proposals to change General Education is currently under review in the Faculty and, if approved through the governance process, may affect the program's ability to continue offering ANTH 1120 for both major credit and General Education credit. Anthropology is welcome to inform students of new opportunities via this course.

**Recommendation 7A**

The reviewers recommend continuing along on the promising path forged by the Graduate Seminar in Ethnographic Research and Professionalization. Additionally, they noted great potential in the proposed "Summer Ethnographic Institute" (to be offered for the first time in 2018). They recommend proper support and promotion of this initiative as it could have great impact as a recruitment tool (offering advanced undergraduate and MA students an introduction to York Anthropology's distinctive focus on 'engaging ethnography') and as a means for emphasizing the Department's longstanding collective commitment to, and expertise concerning, an approach to research that is increasingly being understood as useful and applied outside of Anthropology.

**Program Response**

The program is encouraged by the endorsement of these initiatives, which require approximately \$2500.00 to mount the Summer Ethnographic Institute and a new Annual Lecture in Public Anthropology, both of which are open to all York graduate students and faculty. Co-ordinating a workshop conducted with partner agencies (who host placements and internships) and updating the "Engaging Ethnography @York" website require resources. See also recommendation 9A.

**Dean's Response**

The Dean's Office is supportive of the Summer Ethnographic Institute and the Annual Lecture in principle. Additional resources to support experiential learning are now available.

**Recommendation 8A**

We recommend that any omission of Anthropology in the University Communications Plan be rectified immediately in consultation with the Department.

**Program Response**

The program agrees that this is an urgent matter.

**Dean's Response**

In the last year, the Director, Strategic Recruitment undertook a project to review all program pages of the website that the Office of the Dean envisions as part of an ongoing process to improve organization of information to be more user-friendly to students and prospective students.

**Recommendation 9A**

The reviewers strongly support the Department's request for an Experiential Education Co-ordinator in the Department.

**Program Response**

The program supports this recommendation and has proposed such a position with a .5 course release for a faculty member in its Teaching Workload to document and manage various EE projects and initiatives.

**Dean's Response**

To establish a course release for the faculty position of Coordinator, Experiential Education, the Department is required to submit a recommendation to the Associate Dean, Faculty Affairs in response to the call for faculty appointments.

**Recommendation 10A**

The reviewers recommend that York support Engaging Ethnography@York in substantive ways.

**Program Response**

See Recommendations 7A and 9A,

**Dean's Response**

The Office of the Dean supports Engaging Ethnography@York.

**RECOMMENDATIONS – LIST B****Recommendation 1B**

The reviewers recommend that the Department consider tighter coherence in research clusters between the UG and GPSA programs.

**Program Response**

The program is not opposed to this recommendation and will discuss the clusters at the next annual retreat. In preparation for the CPR, the program had already decided to emphasize the anthropology's unique methodology – ethnography – as a core feature and is not working out the implications. A next step is to consider harmonizing clusters across undergraduate and graduate programs and to envision how the clusters relate graduate courses and the comprehensive exam process.

**Dean's Response**

The Office of the Dean supports the Department's decision to review the clusters across undergraduate and graduate programs.

**Recommendation 2B**

The reviewers recommend keeping the current roster of graduate courses offered in the Department.

**Program Response**

The program concurs.

**Dean's Response**

Course planning provides an annual opportunity to review the viability of courses in every program. The Dean's Office is aware of the Department's concern and desire to keep its graduate courses; however, the continuous decline in enrollment is unsustainable. The Department has been asked by the Associate Dean, Graduate Studies & Research to devise some possible solutions to address enrollment and maintain the curricular integrity of the grad program.

**Recommendation 3B**

The reviewers recommend that the Department maintains its emerging network of potential internship placements through regular contact, meetings, and other means that might be overseen by the proposed Experiential Education Co-ordinator.

**Program Response**

See Recommendation 9A

**Dean's Response**

The Dean is supportive of the Department's efforts to establish and maintain a network of potential internship and EE partners.

**Recommendation 4B**

The reviewers recommend that website concerns be taken seriously and, in conjunction with the Departments, changes be made to the architecture of the York website to encourage rather than discourage, exploration of programs such as Anthropology at York.

**Program Response**

See Recommendation 8A

**Dean's Response**

In the last year, the Director, Strategic Recruitment undertook a review of all the program pages of the website that the Office of the Dean envisions as being part of the ongoing process to make the website more organized and user-friendly for students and prospective students.

**Recommendation 5B**

The reviewers recommend that the Department diversify its use of social media to communicate with a wider constituency.

**Program Response**

See Recommendation 8A

**Dean's Response**

The Office of the Dean supports this recommendation.

**Recommendation 6B**

The reviewers recommend quantified research data from faculty CVs be incorporated as a standard element of future York Self-Studies.

**Program Response**

No program response required.

**Dean's Response**

The Office of the Vice-Provost Academic would be responsible for determining whether this action can or should be taken.



## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019

Recommendation	Action	Responsible for Follow-up	Timeline
<b>LIST A</b>			
1A That the Department be given the necessary faculty renewal resources to ensure the Department has the capacity to strengthen and expand its unique role in LAPS and York more broadly.	The Department to develop a 5-year complement renewal plan that takes anticipated retirement, leaves and curriculum renewal initiatives into account.	Department	Summer 2018 and ongoing
2A That the University commit to address fieldwork funding challenges	No further action.	The LAPS Graduate Liaison Manager will monitor students	Ongoing monitoring
3A That substantive and concrete acknowledgement be given to the Department for its high levels of service teaching.	No further action.	n/a	n/a
4A That LAPS undertake a review of the impacts of the recent expansion of interdisciplinary graduate programs on the disciplinary graduate programs under its purview.	Consultations are underway.	Faculty of Graduate Studies and Provost	University-wide changes to be in place for 2020-2021
5A That the graduate program in Anthropology evaluate the impact of recent changes on time completion and recruitment of students.	No further action.	Program and Dean's Office	Ongoing monitoring
6A That students be made aware of changes to rules regarding courses that can count towards a major.	No action required.	n/a	n/a
7A That the Department continues the promising path forged by the Graduate Seminar in Ethnographic Research and	Department may apply for additional funds through Dean's Office.	Department and Dean's Office.	n/a

Professionalization			
8A That any omission of Anthropology in the University Communications Plan be rectified	Department to continue work with the Director, Strategic Recruitment.	Department, Dean's Office (LAPS) and the Director, Strategic Recruitment	Winter 2019
9A That the Department receives an Experiential Education Coordinator	Department may submit recommendation to Dean's Office.	Department; Dean's Office (LAPS)	Report outcomes in Follow up report, due (September 2020)
10A That there is substantive support for Engaging Ethnography@York.	Department and Dean's Office (LAPS) to discuss.	Department, Dean's Office (LAPS)	Fall 2018-2019
<b>LIST B</b>			
1B That the Department consider tighter coherence in research clusters between the UG and Graduate programs.	Department to consider.	Department	
2B That the current roster of graduate courses offered is kept	Program to work with Associate Dean to analyze course enrolment trends. Outcome of 1B may provide direction.	Department and Associate Dean, Graduate Studies and Research (LAPS).	
3B That the Department maintains its emerging network of potential internship placements	See 9A above.		
4B That the architecture of the York website encourages exploration of programs such as Anthropology.	Dean's Office (LAPS) continue to work with Department to review web pages.	Department and Dean's Office (LAPS)	
5B That the Department diversify its use of social media to communicate with a wider constituency.	Department to work with Director, Strategic Communications (LAPS) as required.	Department and Director, Strategic Communications (LAPS)	
6B That quantified research data from faculty CVs be incorporated as a standard	A recent decision to implement a common electronic CV university-	Vice-President Research and	

element of future York Self-Studies.	wide will improve capacity to provide quantitative data on an annual basis.	Innovation with University Deans.	
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**YORK UNIVERSITY**  
Final Assessment Report

**CANADIAN STUDIES**  
Glendon Campus

**Cyclical Program Review – 2010 to 2017**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA, IBA Specialized Honours  
BA, IBA Honours  
BA, IBA Honours Double Major  
BA, IBA Honours Major/Minor  
BA Honours Minor  
BA

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Emily Gilbert, Associate Professor, Canadian Studies Program and Department of Geography and Planning, University of Toronto  
Dr. Suzanne Langlois, Associate Professor, Department of History, Glendon College, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: August 2016  
Self-study submitted to Vice-Provost Academic: August 19, 2017  
Date of the Site Visit: November 14, 2017  
Review Report received: January 2018  
Program Response received: March 2018  
Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013

**SITE VISIT: November 14, 2017**

During the site visit the reviewers met with the follow individuals and groups:

- Alice Pitt, Vice-Provost Academic, York University
- Colin Coates, Program Coordinator
- Teaching staff: Colin Coates, Geoffrey Ewen, Michael Barutciski, Alexis Lachaine, Audrey Pyée, Jean Michel Montsion (via Skype)
- Seven undergraduate students
- Head of Department, Multidisciplinary Studies, Professor Betsey Price
- Glendon College Principal Professor Donald Ipperciel
- Frost Librarian Dany Savard

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers said the following in their report, “The overall impression of the program is that it comprises very committed faculty members, who have a strong sense of collegiality and who work with a consensus-driven decision-making process. The students in the program are effusive about its strengths, and detailed their positive experiences in Canadian Studies courses and with their instructors.”

They noted that “what makes the Canadian Studies program at Glendon unique in Canada is its bilingualism. There are course offerings and requirements in both English and French. Students have options in their first and second year to take courses that are either in English or French (with requirements that some courses in each are taken) while the upper-level core courses are bilingual.” In addition, the reviewers remarked, “several of the program’s faculty edited and contributed to the only French-language textbook in the field. The bilingualism of the program resonates well with Glendon’s focus on bilingualism and French language learning, as it is the only campus in southern Ontario to offer a range of university programming in French.”

The Experiential Education website at Glendon provides excellent information for students about the variety of opportunities available.

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

The reviewers note that: “Canadian Studies is a small, boutique program that is cherished by its students. But the numbers of students in the program is low. Glendon Principal Donald Ipperciel has questioned the future viability of the program if the number of students in the program does not increase (although it is not clear at what

number the program would be sustainable). With this objective in mind, and the need to ensure strong course enrolments, the following recommendations are presented, several of which carry over from the 2010 program review.” Many of the recommendations provide a description of the evidence and rationale and have been edited to focus on the recommended actions.

In addition, the Reviewers made a number of insightful suggestions which have been incorporated into the implementation plan chart at the end of this report.

### **Recommendation 1**

Vision: The Canadian Studies program statement provides a sense of its multidisciplinary approach, but is highly descriptive. More clarity could be provided regarding the program’s goals and objectives. What is unique to the approach provided in Canadian Studies? What are the analytic skills that students develop? What kinds of methods are used? Being more explicit about the goals of the program, the skills developed and the future opportunities created through the program will help make the program more appealing to future students.

#### **Program Response**

The program agrees and has undertaken to develop a new statement. (Please note that two of the three members of the program are on sabbatical in 2017-2018.)

#### **Principal’s Response**

The Principal agrees that this recommendation should be implemented as soon as the program members are back from their sabbatical.

### **Recommendation 2a**

Profile: The review team notes that there is a problem with the visibility of the program. A brief conversation with students in CDNS1920 FR made it clear that most had little to no understanding of the program: they were in the course simply to fulfill the requirement for a French-language course. The senior-level students who attended the lunch explained that they found Canadian Studies by happenstance, either by taking the introductory course at random, or hearing about it by word-of-mouth. Students mentioned the importance of promoting the program at Fall campus day, when potential students visit, and providing information about the program during enrolment.

#### **Program Response**

The program agrees with the observations but members are unclear about how to address the issue. One strategy would be to develop a course that meets general education requirements but that could interfere with their own first year course enrolments. The program is represented at the Fall and March campus days. The program is interested in exploring ways to distinguish their program from others, such as emphasizing the possibility of upper-level individualized studies courses.

#### **Principal’s Response**

A one-page brochure has been developed by the Glendon Recruitment Office and should be distributed broadly. If the content is not appropriate, the program should contact the Assistant Principal Students for revisions. The program should also get in touch with the Office of Government, Institutional and International Relations to identify

pre-recruitment activities in which the marketing material could be distributed. The same could be done in events with a strong Canadian component.

### **Recommendation 2b**

Profile: The reviewers recommend that program website be improved and note that “this will be one of the primary ways that future students will learn about the program.” They provide suggestions to include clarity about program requirements and student testimonials, ensure alignment between the York Calendar and the program’s site, make career pathways and opportunities for graduates more explicit, foreground advantages of a double major and highlight courses that can be used to satisfy BEd ‘teachable subjects’ requirements.

### **Program Response**

The program agrees that the website is in need of significant improvement and would appreciate technical assistance. The program does, however, note that the reviewers refer to a URL for the Canadian Studies program in Liberal Arts and Professional Studies which is not identical to the Glendon program. That program will close and this confusion eliminated.

### **Principal’s Response**

The Principal supports the recommendation and directs the program assistant to Glendon ITS for appropriate training.

### **Recommendation 2c**

Profile: The reviewers respond to a suggestion that the program should be relocated to a cognate discipline (e.g. History, Political Science) in order to boost its profile. They do not endorse this suggestion as it would undermine the “very strength of the program which is its multidisciplinary.”

### **Program Response**

The program finds it easy to cooperate with History and Political Science, and indeed many cognate degree programs and is not convinced that moving the administration of the program would change the profile of the program. The program does, however, point out that new programs that have joined Multidisciplinary Studies, where Canadian Studies is housed, resulting in heavier demands on the Department’s resources. The program concludes that this state of affairs does not have much impact on the program given the central role played by the program coordinator, and its preference is to remain in Multidisciplinary Studies.

### **Principal’s Response**

The Principal agrees that this recommendation would have little impact on visibility and student enrolment. As a result, it should not be pursued if the program is not fully behind it.

### **Recommendation 3a**

Course Enrolment: Reviewers recommend rewriting course descriptions for first and fourth-year courses to better convey content and entice students. The fourth-year course that reflects current issues could be profiled on the website with that year’s focus highlighted.



### **Program Response**

The program welcomes the recommendation and commits to reviewing the course descriptions for CDNS 1920 in both languages and submitting these to the Curriculum Committee. The members undertake to do this in the fall of 2018 for 2019-2020 implementation. They also point out that they changed the name and description (and number) of the fourth-year required seminar to “Decolonising Canada – Décoloniser le Canada” (now CDNS 4621). With this change, students will find the goals of the course much easier to understand. The course is now also cross-listed to SOCI, HIST and SOSC, which they hope will also help in recruiting more students to the course. This course is an important way for Glendon to demonstrate its commitment to the processes outlined in the Truth and Reconciliation Report.

### **Principal’s Response**

The Principal notes that this recommendation has already been acted upon by the program and suggests that “Current Issues” courses, which vary from year to year, should not require formal proposals to the Curriculum Committees. Instead, the precise title and content for the upcoming year should be provided on the program website.

### **Recommendation 3b**

Course Enrolment: One student noted problems with course conflicts. This is perhaps inevitable as the program draws upon many courses offered by other units, but there should not be conflicts in scheduling across Canadian Studies courses. Coordination with other units may also help, especially for recurring courses.

### **Program Response**

The program ensures that there is no timetable conflict in the Canadian Studies courses we offer and has attempted to monitor timetabling in relation to courses in other programs. They note that there were issues in 2017-2018 with courses of similar levels focusing on Indigenous issues, but this has been rectified. They note that timetables in other programs are sometimes set for reasons that are beyond their control.

### **Principal’s Response**

This recommendation has already been acted upon by the program. The program only needs to review scheduling for conflict on a yearly basis.

### **Recommendation 3c**

Course Enrolment: More concerted effort should be made to reach out to students enrolled in Canadian Studies courses and to encourage them to Major in the program.

### **Program Response**

The program has, in the past, written to outstanding students in their first- and second-year courses to encourage them to add a major or minor in Canadian Studies and commits to relaunching this practice.

### **Principal’s Response**

The Principal agrees with program’s response.

### **Recommendation 4**

Requirements for Program Majors and Minors: The review report identified first- and fourth-year six-credit courses as obstacles for students and recommended removing the

first-year course as a requirement, while maintaining it as a program offering, and consider turning it into two complementary 3-credit courses.

They also recommend shifting emphasis to the second year to allow more opportunities for outreach to students enrolled in their first year at Glendon. Faculty and/or senior students could make class visits to first year courses to get the word out about the program and its courses (as recommended in the 2010 review). The changes to the core course requirements could also help increase the number of students who can take on a double Major, as well as Minors. If the first-year core course was removed as a requirement, more students would likely be able to Minor in Canadian Studies.

### **Program Response**

The program found this very interesting and committed to exploring, noting that other Glendon programs have their core introductory course at the 2000 level. If this proves feasible, it will be launched in Fall 2019.

### **Principal's Response**

The Principal agrees that this recommendation should be explored following extensive consultation.

## **Recommendation 5**

**Bilingualism:** Students and faculty all expressed a deep commitment to bilingualism, but the reviewers noted that students had some frustration about how bilingualism worked in the classroom in upper-year courses. The approaches taken by the instructors were not always consistent, and the significant variability in French-language skills meant that the default language was often English. Courses that are offered as bilingual should make an effort to be bilingual in practice.

Both faculty and students recommended that there be more resources available for Second Language Learners. Students were unclear about what resources were available through Glendon's Language Training Centre for Studies in French. It was suggested that a French Second Language tutorial be created for the first-year course.

### **Program Response**

The program agrees that the use of both official languages varies in the upper-year courses. They note that instructors who have taught the two courses over the years have respected the bilingual character of the courses while responding to the particular make-up of the classes. The small-group seminar setting of the fourth-year course makes it more difficult to ensure full parity between the two languages, but efforts will continue to be made to ensure that instructors integrate textual and other pedagogical material in both languages. The program is very much in favour of a French Second Language tutorial for the first-year course. Other opportunities include exchanges with French-speaking countries. In the past, some Canadian Studies majors have undertaken these exchanges, and the program attempts to facilitate this option.

### **Principal's Response**

The Principal agrees with the Program's assessment. Bilingualism in the field is a complex issue that cannot be legislated into an ideal state. That being said, the first-year Canadian Studies course could greatly benefit from a French Second Language tutorial. He is supportive of creating such a tutorial for Canadian Studies.

### **Recommendation 6**

Exchanges: Student exchanges with French-speaking regions were seen as one way to improve student bilingualism. Developing exchanges with Canadian Studies programs across Canada or internationally (French- and English-speaking) would also help create a more dynamic program, but they rely on faculty support and institutional resources. None of the students or faculty made mention of the Canadian government's Explore program, available through Glendon; it could be drawn upon as a resource, especially for those students struggling with bilingualism.

### **Program Response**

The program agrees that it would be useful to publicize the Explore program more effectively but notes that previous efforts to link with other Canadian Studies programs overseas have not been successful due to issues with logistics and timing. The program expressed the view that York University may not have the necessary resources to sustain student exchanges with other universities on a large scale. Individual students can certainly benefit from spending a term or a year abroad, and some Canadian Studies majors have done so in the past.

### **Principal's Response**

Resources and opportunities are available with regard to summer programs (Explore) and Student Exchanges. The issue is not the lack of such opportunities, but rather the fact that they are not well known to students.

### **Recommendation 7**

Experiential Education: The report on the 2010 program review recommended that Canadian Studies incorporate more kinds of experiential learning and/or internships. The former has been accomplished to some extent, with the inclusion of guest speakers, field trips and the Citizenship Ceremony held in 2016. More efforts along these lines are encouraged. Internships or a service learning component could bring something distinctive to the program that would make it stand-out at Glendon, and would engage students with the Toronto community. York has an International Internship Program that provides students experience with global agencies, abroad or in Canada.

### **Program Response**

The program reports that it has recently begun offering individual studies courses at the fourth-year level to students working on particular projects and would like to encourage all Canadian Studies majors to undertake such individual courses with one of the three full-time faculty in the program, or indeed with other colleagues at Glendon. The program agrees that some of the courses could involve internships or service learning components and note that they would require assistance from the College and University to establish links and protocols.

### **Principal's Response**

The Canadian Studies program has been proactive with regard to Experiential Education. And since the creation of the Experiential Education position at Glendon, many opportunities were created. No further initiatives are required at this point, other than to continue publicizing the existence of these opportunities.

### **Recommendation 8**

Extra-Curricular Education: The self-study notes the problems with creating a Canadian Studies club, especially in light of the small number of program Majors and Minors. Rather than creating a student organization, thinking about building student community through annual projects might be more successful. This could include organizing an event, with a notable guest speaker or panel; organizing an undergraduate student conference, perhaps in cooperation with other programs at Glendon, or with Canadian Studies programs at nearby universities; developing a student blog on Canadian issues; creating a student journal, online or in print. All of these activities require substantial faculty support, but it was clear from discussions with students that they would welcome more ways to make connections outside of class.

### **Program Response**

The program commits to examining such possibilities in greater detail with the students majoring in Canadian Studies. In 2018-2019, the program expects to be involved in a special event echoing the “Indian Forum” held at Glendon in 1968 and will encourage our majors to get involved with this project.

### **Principal’s Response**

The program’s proposal of holding a special event on indigenous issues is a sensible one. With regard to a Canadian Studies Club, this idea does not seem promising as there are so few students in this program. Even if all majors would join the club, we would still have a very small club. A more promising idea is to create a “Canadian Club”, i.e. one that speaks to students’ sense of nationalism, rather than their area of studies. As for events such as guest speakers, panels, conferences, etc., Glendon already has many such events (many with a strong Canadian focus) and it is doubtful that one more would create the desired effect.

### **Recommendation 9**

Robarts Centre for Canadian Studies: The relationship between the Canadian Studies program and the Robarts Centre for Canadian Studies on the Keele campus has been formalized in that the program coordinator now has an *ex officio* position on the executive. More could be made of this connection, perhaps through ongoing support for student initiatives in Canadian Studies (awards, events, journal, etc.). As is noted in the self-study, creating an Advisory Board is not necessarily a productive use of time. But the program could do more to leverage its relationship with the Robarts Centre and the many Canadianists who are affiliated with it.

### **Program Response**

The program notes that the Robarts Centre is willing to support its activities. One initiative underway is to encourage undergraduate students to attend lectures on Canadian topics and blog or tweet about them. If students attend five such events, they will receive an official acknowledgement from the Robarts Centre, recognizing their engagement. The program believes that this project will enhance student involvement in the intellectual life of the University. Another likely avenue to explore will be to invite the

director of the Robarts Centre to provide a guest lecture in our first-year course. The program commits to reflect on other ways to establish firm links with the Robarts Centre.

**Principal's Response**

The Principal finds this to be an excellent recommendation and adds that the Robarts Centre for Canadian Studies should be invited to hold one or several lectures on Glendon Campus. As a campus of York and as the home of the only Canadian Studies program at York, it would make sense to do so.

**Recommendation 10**

Support for Contract Instructors: The self-study notes that part-time instructors in the program do not have regular access to office space and computing facilities. Given their importance to the program, and the long-standing commitment of many of them, it is crucial to ensure that they have the resources they need for teaching.

**Program Response**

The program points out that it has always managed to ensure that contract instructors have access to office space and computing facilities and will continue to endeavour to do so.

**Principal's Response**

The Principal notes that Glendon is experiencing a serious space crunch. Additional space cannot be provided, but Glendon has always managed to assign office space to all our part-time instructors and they have always had access to computing facilities.

**Recommendation 11**

Students: The students who attended the lunch meeting were all very positive about their experiences with the Canadian Studies program, especially its courses and instructors. They had great insight on the program and ideas for program enhancement. As the program seeks to enroll more students in its courses, attract more Majors, it is strongly urged to engage with program students and to solicit their feedback on the student experience.

**Program Response**

The program plans to continue to seek feedback from students enrolled in our courses and in the program.

**Principal's Response**

This has been an ongoing practice by the program.

**IMPLEMENTATION PLAN**

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That more clarity could be provided regarding the program's goals and objectives.	The program will develop a new statement that will be used to update the program's website, in alignment with the Principal's initiative to establish a graduate attributes framework for Glendon.	Program in consultation from the Vice-Provost's Office and the Principal's Office at Glendon	Follow-up Report due September 2020.
2a That the program be promoted at Fall campus day with information about the program that is helpful to potential students.	Brochure has been created. See also action 1 re: graduate attributes at Glendon.		Completed.
2b That the Program website be improved.	Program assistant to receive appropriate training from Glendon technology services.		Completed.
2c That the program be relocated to a cognate discipline.	Program and Principal agree this will not be implemented. No further action.	n/a	n/a
3a That the course descriptions for first and fourth-year courses be rewritten to better convey content.	Recommendation has been acted on. No further action required.	Program	Completed
3b That scheduling conflicts across Canadian Studies courses be avoided.	The Program will review scheduling for conflict on a yearly basis.	Program	Ongoing
3c That efforts be made to reach out to students in Canadian Studies courses about the option to major.	The Program will reach out to outstanding students in first and second year about the option to major or minor.	Program	Ongoing

4 That first- and fourth-year six-credit courses (full-year) be reviewed for impact on students.	The Program will explore options and outcome will be reported in the Fall 2020 Follow-up Report.	Program	Follow-up Report due September 2020.
5 That more resources be made available for Second Language Learners, for example, a French Second Language tutorial in the first-year course.	Establish a French as a Second Language Tutorial for the introductory course.	Program	Follow-up Report due September 2020.
7 That the development of student exchanges be explored.	The program will ensure that students are well-informed about summer programs and exchanges.	Program	Follow-up Report due September 2020.
8 That Canadian Studies incorporate more kinds of experiential learning and/or internships and/or service-learning.	Since the creation of the Experiential Education position at Glendon many opportunities have been created.	n/a	n/a
9 That the Program considers ways to build student community through annual projects or events, etc.	The program, in consultation with the Principal's Office, will explore the possibility of establishing a Glendon "Canadian Club."	Program and Principal's Office	Follow-up Report due September 2020.
10 That the relationship with the Robarts Centre for Canadian Studies on the Keele campus be strengthened.	The Robarts Centre to be invited to hold one or several lectures on the Glendon campus.	Program	Follow-up Report due September 2020.
11 Support for Contract Instructors: That part-time instructors in the program have regular access to office space and computing facilities.	Glendon has space challenges but has been able to provide office space for all part-time instructors. No further action required.	n/a	n/a
12 That the program engages with students in the program to solicit their feedback on the student experience.	Given that the Principal raised concerns about the viability of the program, the program will align its ongoing consultations with	Program/ Principal's Office in consultation with the Vice-Provost's Office.	Ongoing; Report on activities in the Fall 2020 Follow-up

	<p>students with its responses to changes in vision, profile, curriculum (including experiential learning and exchange opportunities). The 18-month follow-up report will document the program's activities and decisions and provide the desired outcomes that would indicate success.</p>		<p>Report.</p>
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**YORK UNIVERSITY**  
Final Assessment Report

**COMPUTER SCIENCE,  
COMPUTER ENGINEERING and  
COMPUTER SECURITY**  
**Undergraduate & Graduate Programs**

Lassonde School of Engineering

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

COSC (BA and BSc: Honours, Specialized Honours – including a Dual Program with BRSU in Germany that started in Fall 2011) and Bachelor (90 credits degrees) Honours COSC iBA (started in Fall 2007) and iBSc (started in Fall 2005)  
CSEC (BA and BSc: Specialized Honours)  
Computer Engineering (CMPR)  
Master of Science (MSc) in Computer Science (COSC)  
Master of Applied Science (MASc) in Electrical and Computer Engineering (CENG)  
Doctor of Philosophy (PhD) in Computer Science (COSC)

**Reviewers appointed by the Vice-Provost Academic:**

Wendy MacCaull, Professor and Chair, Department of Mathematics, Statistics and Computer Science, St. Francis Xavier University  
Ian Munro, University Professor and Canada Research Chair, Cheriton School of Computer Science, University of Waterloo  
Judy Pelham, Associate Professor, Department of Philosophy, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2015  
Self-study submitted to Vice-Provost Academic: May 2017  
Date of the Site Visit: November 20,21, 2017  
Review Report received: February 2018  
Program Response received: April 2018  
Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT:** November 20-21, 2017

The reviewers first met with Alice Pitt, Vice-Provost Academic and Fahim Quadir, Associate VP Graduate, Faculty of Graduate Studies Interim Dean, and then met with the following members of the Lassonde School of Engineering: Richard Hornsey, Interim Dean, Rob Allison, Interim Vice Dean Academic, Peter Cribb, Chair of the Department of Electrical Engineering and Computer Science, Eric Ruppert, Undergraduate Program Director, Science programs, Andrew Eckford, Undergraduate Program Director, Engineering programs, Franck van Breugel, Undergraduate Program Director, and George Toulrakis, CPR Lead. On the second day the reviewers met with the Science and Engineering Librarian.

The reviewers also met with the following groups during the visit:

Technical Support Team UG Science programs curriculum committee

UG Engineering programs curriculum committee

Computer Security program faculty

Graduate program executive committee

Computer Engineering faculty

Computer Science faculty

Lassonde Admissions and student services staff

Graduate Program Admissions committee

Graduate Students

Undergraduate students

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and once completed will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance, in September 2020. The Follow-up Report should specifically address the recommendations regarding the five year plan and the resulting initiatives. The next Cyclical Program Review for these programs will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Computer Science degree programs have a long history at York University. As of May 1, 2013, the department was renamed the Department of Electrical Engineering and Computer Science, having incorporated Electrical Engineering into its programming and its relocation to the Lassonde School of Engineering. The Departmental Plan for 2016-2021 states: "The mission of the Department of Electrical Engineering and Computer Science (EECS) is ambitious but clear. We aim to offer outstanding and sustainable educational programs that promote scholarship and discovery in the context of a research oriented environment focused on world-class scientific and technological advances."

About the program, the reviewers stated: “The review committee found all the EECS programs under review to be of good quality, with appropriate curriculum and structure, and good learning outcomes.” They also noted that: “The EECS department has two excellent facilities in the Bergeron and Lassonde buildings. Its laboratories for computing and robotics are excellent for the first year students, and EECS is working to improve its second and upper year facilities.”

## **RECOMMENDATIONS AND RESPONSE SUMMARY:**

### **Recommendation 1**

Administrative and General Recommendations: Senior administration of EECS (Dean and above) should take financial responsibility to initiate and support an outreach program to encourage strong student applications to EECS, with a particular focus on attracting female students.

### **Department Response**

The Department supports recommendation and will continue to work with the Dean in this area. The Department noted that in order to create an outreach program a critical mass of female faculty is required. In the past few faculty hiring rounds numerous offers have been made to female candidates, resulting in one appointment in 2017. The Program notes that the complement of female faculty is organized in the Women in Computer Science and Engineering committee (part of service assignments).

### **Dean’s Response**

The Dean supports this recommendation and anticipates working in new ways with the EECS Department to encourage outreach through a multi-pronged approach focused on understanding need and demand of the programs relative to multiple pathways into the programs.

### **Recommendation 2**

The department of EECS should present a new five-year plan that discusses its target enrollments for undergraduates, the balance between the current CMPR and COSC faculty and students, and its aspirations for new research faculty in a more comprehensive way.

### **Department Response**

The Department agrees to consider via our Executive Committee whether a new five-year plan, or a revision to the five-year plan, (which was created in just 2016) is likely to address the issues raised in this and subsequent recommendations noting that the current five-year plan clearly gives emphasis to faculty renewal in specific computer science and computer engineering areas, including computer vision, robotics, big data and theoretical computer science. They note that machine learning and human computer interaction (HCI) are likely areas for new growth. The sub-area of wearable computing could be of particular interest, as it would help build connections to electrical engineering. Computer security, while important, would require a “cluster hire” (a senior research leader and multiple junior hires).

### **Dean’s Response**

The Dean fully supports the review and revision of the EECS department's five-year plan and the linking of this plan to specific metrics of enrollment, faculty complement, etc. The department should leverage the expertise and feedback of Lassonde Planning Academic Resources and Research Committee towards articulating a plan that serves multiple purposes.

### **Recommendation 2a**

Given the fall winter enrollment data for those enrolled in LSE in 2017-18, students who declare their major in one of the computer science degree programs account for approximately half of Lassonde undergraduates, and roughly 80% of EECS undergraduate students. There are many more students in COSC programs than those in CMPR. The class sizes in required courses in COSC (this year) are much larger than those in CMPR. The review raised the concern that this imbalance adversely affects students majoring in Computer Science.

### **Department Response**

The Department agrees that some courses are too large and is already addressing this matter to the extent that resources permit (see Department Response to Recommendation 5). The Department notes that there no significant difference between EECS class sizes experienced by computer science students versus computer engineering students and citing several examples and highlighting the fact that many of the EECS courses beyond first year are common to both programs. Indeed, the engineering sections of several required courses are often larger than the non-engineering sections. The Department disagrees, therefore, with the statement that "class sizes in required courses in COSC are much larger than those in CMPR."

### **Dean's Response**

We thank the external reviewers for looking at the appropriateness of class sizes and concur with the program's response above.

### **Recommendation 2b**

We note that there were no computer science hires in the last decade until 2016-17. The faculty members in Electrical Engineering are more recent acquisitions concerned with their goals and the growth of young faculty. But the Computer Science based faculty need renewal and relief from large class sizes and uneven distribution of graduate students and research activity.

### **Department Response**

The current five-year plan emphasizes renewal of computer science faculty. In view of large class sizes, dramatically strengthening student interest and enrolments in computer science, and the age profile of computer science faculty to the Department looks forward working with the Dean on an urgent basis to make this happen.

### **Dean's Response**

The Dean looks forward to the articulation of a new department five-year plan with a lens towards addressing the recommendations made by the reviewers and a careful consideration of the necessary redistribution of resources versus the new resources needed. The Dean notes that several hires since 2011 were not in support of the

engineering program.

### **Joint Subcommittee on Quality Assurance**

Review and Revision of the five-year plan and specific metrics of enrollment to be completed in Fall 2019-2020.

### **Recommendation 2c**

The committee did not hear any of the faculty speak of the department's needs as a whole; each advocated for their own needs or those of their specialization. Granted this is a large department, but it seems that the department needs to promote a sense of community and address some difficulties as a whole. The five-year plan included in the review file advocates for faculty renewal without addressing any of these issues. The committee recommends a review that takes the needs of the Computer Science programs and faculty very seriously.

### **Department Response**

While it is natural that individual faculty members would first discuss their own interests (and indeed by organizing faculty to meet with the reviewers on an area basis this is to be expected) forming a cohesive sense of purpose and community is a priority that we will take steps to address. It is encouraging that the reviewers note "The co-existence of these programs is not a problem, nor did we see signs of animosity between the different programs."

The Department does not share the view that the current five-year plan is lacking with respect to the needs of the computer science programs and faculty. The Department does agree, however, that morale needs to be improved given the effects of the period spent establishing the engineering programs.

### **Dean's Response**

The Dean is committed to working with the department on identifying ways in which to promote a sense of community not only within the department but across the School more broadly.

### **Recommendation 3**

Undergraduate Program Recommendations: The UG EECS department should review the content of the first year 6 credits of programming in order to address students' perception that they are not sufficiently well prepared for second year. The streaming of students from different first term courses into common second term courses needs to be reviewed.

### **Department Response**

The Department is aware of concerns with the first year sequence of courses and is undertaking a holistic review of the first year and how it transitions students of diverse backgrounds for future study in computer science. The Department will examine the curriculum to better understand if there are differences in the preparation of students for second year between those taking EECS1011/1021 and those taking EECS1012/1022. A small group will be formed to conduct an evidence-based review (including survey

and meetings with students, examination of other institutions, faculty input regarding outcomes evident in upper level courses, etc.) leading to recommendations.

#### **Dean's Response**

The Dean supports the department's approach to create a small group to review this concern; in particular, a focus on learning outcomes assessment to inform an evidence based review is encouraged.

#### **Recommendation 4**

The reviewers recommend that BSc Computer Science students spend more time on 'discrete math' and less on logic in their first year. They point out that many topics in discrete math can support topics in upper year courses; for example, detailed attention to number theoretic concepts and modular arithmetic can support theory around both RSA encryption, as well as complexity. This would also give students some exposure to security issues early on in the program thus increasing the visibility of a somewhat under-enrolled program. This change would also better support second year courses in theory and algorithms. The reviewers agree that it is appropriate to include a full logic course in the curriculum but that it is pedagogically better to offer it in the third year.

#### **Department Response**

The department notes that that the logic course (MATH1090 3.0) should in general be taken by students in second year, as it is a prerequisite to EECS3101 3.0, a required course. The computer engineering degree checklist is explicit about this. The Department will review the advising students receive to ensure that the recommendation is to take it in second year. The broader question of the organization of introductory discrete mathematics and mathematical logic and its relationship to the computer science curriculum will be reviewed in the 2018-2019. A small group will be formed to undertake this review.

#### **Dean's Response**

The Dean concurs with the Department Response.

#### **Recommendation 5**

The reviewers recommend that sessional or CLA instructors be hired in order to reduce the sizes of lectures and tutorials in the undergraduate program. The need to distribute multiple sections into all three terms may also be served by reducing class size and hiring more instructors.

#### **Department Response**

The Department has taken steps to reduce class sizes by offering multiple sections. This will unavoidably increase our reliance on sessional faculty. Class sizes in first year have effectively been halved in FW18/19. Class sizes in second year are also reduced by offering an additional section. The pedagogical role of tutorials is something that the Department will consider carefully. Currently there are scheduled "tutorials" in the second year theory of computation and third year algorithms courses, but they are large,

as noted by the reviewers. Break-out (from large lectures) in first year courses occur only with labs.

The Department also plans to experiment in certain courses with a much smaller, interactive tutorial/recitation group but is concerned about the availability of a sufficient number of Teaching Assistants. A pilot program will help in establishing the efficacy of the approach and its potential expansion.

#### **Dean's Response**

The Dean agrees with the proposed plan.

#### **Recommendation 6**

The EECS department should increase its minimum admission requirements for all undergraduate programs. This is of particular concern for the large Computer Science group. The review team suggests that the minimum be set at 80%, a level that may result in improvements in student learning outcomes and a greater percentage of students remaining in the four-year program.

#### **Department Response**

The Department notes that for the September 2017 admission cycle, 8.8% of total offers to the Ontario high school applicants were below 80% compared to 26.3% the year before. However, the accepts with high school admit average below 80% amounted to 23.6% (compared to 45.9% the year before). The Department agrees that admissions standards need to increase and aims to increase the cut-off to around 82% over the next few years. Noting that the over-arching objective is to increase the quality of those actually accepting their offer of admission, a combination of a higher cut-off and a supplementary application process to allow students below the cut-off to demonstrate their preparation may better achieve the objective of increasing the quality of acceptees.

#### **Dean's Response**

The Dean notes that Lassonde takes a holistic approach to admission and looks forward to identifying a model of admissions that supports the departments goals and priorities articulated in their five-year plan.

#### **Recommendation 7**

Graduate Program Recommendations: EECS Department should develop strategies to ensure graduate students take less time to complete degree requirements.

#### **Department Response**

As laid out in the regulations of York's Faculty of Graduate Studies, a student's "supervisory committee shall meet annually with the student, normally in the spring, to carefully evaluate the Report on Progress submitted by the student and submit a completed copy of the Report on Progress to the Graduate Program Director after the meeting." The EECS graduate program has developed a report on progress. The graduate program office tries to ensure that all graduate students submit their progress reports on a yearly basis. To clarify degree requirements and deadlines, the current graduate program director started with the development of a handbook. The next



graduate program director will take over this task. The majority of the members of the graduate program believe that most of the factors that cause graduate students not to meet degree equivalent deadlines are out of their control.

#### **Dean's Response**

The Dean indicated that the time to completion and support of graduate students is key priority in delivering a quality graduate student experience. The Lassonde School agrees with the Faculty of Graduate Studies guidelines which describe dual responsibilities between student and supervisor.

#### **Recommendation 8**

The Lassonde Dean should work together with the department to improve the funding package for graduate students in EECS and support a greater number of graduate students at York.

#### **Department Response**

The graduate program plans to revisit funding packages in the fall of 2018. The graduate program director will reach out to the current graduate students to estimate the cost of living for graduate students in Toronto. Furthermore, funding packages will be compared to funding packages offered by other similar graduate programs in the province.

#### **Dean's Response**

The department's revised five-year plan should carefully outline the projected graduate enrollments at the master's and doctoral levels, the total overall number of faculty within the department, the number appointed to the Faculty of Graduate Studies, and the number with full supervisory capacity. It is important to understand the capacity of faculty members eligible and desiring to supervise graduate students to ensure responsible stewardship of the graduate student experience.

#### **Recommendation 9**

The graduate faculty executive committee should be more discerning in applying the criteria for membership to the graduate faculty. The review team notes that there are several very productive researchers within the Computer Science group but that a substantial number of graduate faculty are neither attracting graduate students nor research funding.

#### **Department Response**

The graduate executive committee will revisit the criteria for membership of the graduate program. The revised criteria, that clearly distinguish between full, associate and adjunct membership, will be brought to a graduate faculty meeting for approval.

#### **Dean's Response**

Along with the review of graduate program criteria, the department is undergoing a review of the department's faculty workload document. This document defines the workload of research active and inactive faculty and the criteria for reduced teaching

load could be adjusted to incorporate graduate supervision and research activity performance expectations.

**Recommendation 10**

The review team recommends that a summary CV with common format be used in future reviews. Further, they recommend that all programs housed in the Department be reviewed simultaneously (including the engineering programs).

**Department Response**

The Department sympathises with the reviewers and will endeavour to address this in future reviews to the extent the Department is able.

**Dean's Response**

The Dean also sympathises with the reviewers and will work with all department chairs to identify a common approach to be used across the School.

**Joint Subcommittee on Quality Assurance**

Agreement has been reached to develop a university-wide CV format. The initiative is led by the Vice President Research and Innovation. The Vice Provost Academic will explore the possibility of generating 7 or 8 year version of the cv for use in YUQAP program reviews. Where possible, reviews of all programs housed in a School or Department are reviewed simultaneously.

## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the Senior administration of EECS (Dean and above) should take financial responsibility to initiate and support an outreach program to encourage strong student applications to EECS, with a particular focus on attracting female students.	Department to explore a multi-pronged approach for need and demand of programs with support of campus resources.	Department with Deans, Vice-Provost Academic, the Office of Institutional Planning and Analysis and market researcher.	Report on initiatives and results in Follow-up Report in September 2020.
2 That the department of EECS should present a new five-year plan that discusses its target enrollments for undergraduates and its aspirations for new research faculty in a more comprehensive way.	Review and Revision of the five-year plan and specific metrics for enrolment targets.	Department	Completion by Fall 2019-2020.
2a That there should be a review of imbalanced class sizes	No further action required	n/a	n/a
2b That more weight should be given to Computer Science Majors; more Computer Science faculty are needed	Review and Revision of the five-year plan and specific metrics of enrolment.	Department/Dean's Office	Report on plan in Follow-up Report due September 2020.
2c That the department develop a sense of community and address some difficulties as a whole	No further action required	n/a	n/a
3 The UG EECS department should review the content of the first year 6 credits of programming.	Small group to review course planning with a focus on learning outcomes assessment.	Department;	Report on outcomes in Follow-up Report due September 2020.
4 That there should be attention paid to	Department to review the	Department	Report on curriculum

discrete math; logic and course sequencing.	organization of discrete mathematics and mathematical logic through small group in 2018-2019.		changes in Follow-up Report due September 2020.
5 That there is a consideration for hiring sessional or CLA instructors in order to reduce the sizes of lectures and tutorials in the undergraduate program.	Department to establish a pilot program and evaluate results.	Department	Report on pilot outcomes in Follow-up Report due September 2020.
6 That the EECS department should increase its minimum admission requirements for all undergraduate programs.	Monitor role of entering GPA on retention and graduation rates.	Department; Dean's Office.	Report on monitoring in Follow-up Report due September 2020.
7 Graduate Program Recommendations: That the EECS department should develop strategies to ensure graduate students take less time to complete degree requirements.	Monitor impact of initiatives on times to completion.	Department	Report on outcomes in Follow-up Report due September 2020.
8 That the funding package for graduate students in EECS be improved and support a greater number of graduate students at York.	Dean's Office to evaluate the five year plan and work with Department on outcomes.	Department and Dean's Office	2019-2020
9 That the graduate faculty executive committee should be more discerning in applying the criteria for membership to the graduate faculty.	Graduate Program Criteria and workload document to be finalized and no later than 2020. The Follow-up Report will include a revised list of faculty members qualified to teach and supervise graduate students.	Graduate Program	Completion no later than June 2020. Report on outcomes in Follow-up Report due September 2020,
10 That a Summary CV with common format be used for future reviews; review programs together.	Vice-President Research and Innovation is leading development of a university-	VPRI and VPA and YUQAP Office	Ongoing and Rota review September 2019.

	wide cv format. Review rota and identify further potential for alignment of reviews.		
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**YORK UNIVERSITY**  
Final Assessment Report

**HUMAN RIGHTS AND EQUITY  
STUDIES**  
Faculty of Liberal Arts and Professional Studies

**Cyclical Program Review – 2009 to 2016**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below and considers the documents provided to the reviewers and the additional documents listed below (a to f) as well as the review by the Joint Sub-Committee on Quality Assurance.

**Programs Reviewed:**

***Human Rights and Equity Studies (HREQ) and Multicultural & Indigenous Studies (MIST):***

Specialized Honours BA

Honours BA

Double Major, Major/Minor, Minor

BA

***Program Streams in Multicultural and Indigenous Studies:***

Diaspora Studies, Indigenous Studies, Racism and Multiculturalism

***Certificates:***

Cross-Disciplinary Certificate in Indigenous Studies

Cross-Disciplinary Certificate in Anti-racist Research and Practice

Certificate in Refugee and Migration Studies

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Anthony Paré, Professor and Head, Language and Literacy Education, University of British Columbia

Dr. Carmela Murdocca, Associate Professor, Sociology, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016

Self-Study submitted to Vice-Provost Academic: November 2017

Date of the Site Visit: January 22, 2018

Review Report received: February 6, 2018

Program Response received: April 4, 2018

Dean's Response received: June 26, 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: January 22, 2018**

During the site visit the review team met with the following individuals:

- Dr. Alice Pitt, Vice-Provost, Academic
- Dr. J.J. McMurtry, Associate-Dean, Liberal Arts & Professional Studies
- Mr. Adam Taves, Associate-Dean, Research and Collections, Library, and Ms. Norda Bell, Human Rights & Equity Librarian
- Eight faculty members representing both programs
- Eight students representing both programs
- Dr. Merle Jacobs, Department Chair
- Dr. Livy Visano, Undergraduate Program Director
- Department staff: Ms. Diana Sargla, Ms. Mavis Griffin, and Ms. Lorraine Hislop

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months (September 2020) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Reviews for programs in Equity Studies will be as follows: Human Rights and Equity Studies, launch in Fall of 2024 and site visit in FW 2025; Indigenous Studies, launch in Fall of 2024 and site visit in FW2025.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers noted that the two programs discussed in this report were in the midst of considerable change at the time of the review. They described the changes in their report: “A proposal currently being considered by Senate would lead to the creation of a standalone program in Indigenous Studies, which in turn would lead to the dissolution of the Multicultural and Indigenous Studies program (MIST).” Senate approved the change and students were admitted in Fall 2018. In addition, the Human Rights & Equity Studies program (HREQ) had begun a substantial curricular revision within the Faculty of Liberal Arts & Professional Studies (LA&PS). Senate approved these revisions in March 2019. The reviewers commented on both the current state of the programs and on their plans for change.

The programs align particularly well with key values expressed in the University Academic Plan 2015-2020: inclusivity and diversity as well as social justice and equity. The reviewers noted: “Further consistency is found in York’s Strategic Research Plan: 2013-18, where one of six intersecting themes is “forging a just and sustainable world.” They also commented that the programs’ objectives resonate with the Faculty’s Mission Statement. The reviewers noted that more needs to be done to clarify and community the objectives of the program beyond the department and said: “Curricular reform in HREQ and the creation of a new, more tightly-focused program in Indigenous Studies



(described in Appendix O of the MIST self-study) will likely go a long way towards defining the nature and purpose of the two programs, but certain concerns must be addressed.”

Regarding the program, the report includes the following statement: “The faculty responsible for the two programs are active scholars with good publication rates and regular participation in scholarly meetings. As evident in course syllabi and interviews, the programs are up-to-date and reflect both contemporary disciplinary debate and current social realities.”

The Joint Sub-Committee on Quality Assurance notes that, given that Indigenous Studies comprised the core of MIST, with Multicultural Studies added when Atkinson College and the Faculty of Arts merged to form the Faculty of Liberal Arts and Professional Studies, Indigenous Studies is not new, but rather a modified program that was approved by the York University Senate in February 2018.

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list of recommendations from the external reviewers, along with the program response, the Dean’s analysis and the institutional plan for the recommendations, including the parties that will be responsible and the anticipated timelines.

The reviewers stated the following about the recommendations: “These recommendations largely reflect efforts underway or planned, and are thus offered as confirmation and encouragement. The committee believes that HREQ and MIST represent unique and valuable areas of research and pedagogy, and should be supported and promoted in every possible way by the Faculty and University. However, much has changed since the formation of the programs, and curricular tinkering will not be sufficient. The revisions underway in both programs recognize the necessity of updates. Based on the programs’ self-studies and our onsite visit, we believe that the faculty, staff, and students of HREQ and MIST have the vision, commitment, and consensus required to improve their offerings, and are confident that the successful implementation of the recommendations below will make the programs even more vital, contemporary, and relevant.”

#### **Recommendation 1**

The Reviewers recommend that both programs clearly articulate their general objectives, with a review of their core missions, central themes and topics, in order to clarify the relationship between the two programs and between the programs and other programmatic offerings in the Faculty. The review committee strongly encourages a consolidation and reduction of objectives, so that the programs are able to focus their energies on their main areas of interest and expertise.

#### **Program Response**

The Unit concurs fully with all aspects of this recommendation and stress that the general objectives are clearly congruent with the values and goals of the Faculty and the University especially in terms of the fundamental objectives of inclusivity, diversity, social justice and equity. While the Reviews heard positive assessments of the

programs' general objectives and how the programs address critically important issues and ideas, more needs to be done to clarify and communicate the programs' objectives to colleagues beyond DES, administrators, and students. The Unit is committed to this end. Curricular reform in HREQ and the establishment of the standalone program in Indigenous Studies will likely go a long way towards defining the nature and purpose of the two programs. The Unit will address noted concerns.

The Unit acknowledges that MIST and HREQ were inter-related in ways that caused confusion for students, but this should now be rectified with Indigenous Studies and HREQ both as programs with distinct as opposed to cross-listed courses.

The Department and the Curriculum Committee have set a time-line for this critical review of curricular changes. The courses under review will be resubmitted to the Faculty Curriculum Committee.

### **Dean's Response**

The Office of the Dean strongly agrees with this recommendation. The sustainability of both HREQ and INDG (formerly MIST) programs depends on greater curricular cohesion and clarity for students. Decisions about curriculum renewal – and in particular, about refining the mission statements and program learning outcomes – should be undertaken with these two principles foremost in mind.

### **Joint Subcommittee on Quality Assurance**

The revision to the learning outcomes of HREQ and INDG are minor and now attention must be directed to the overlapping areas. There will be several phases in order to ensure that students enrolled in the existing programs can complete their requirements in a timely manner. One phase of the changes is now complete, and students were admitted to Indigenous Studies in the Fall of 2018. The remaining changes will be completed in the Winter 2019 term.

### **Recommendation 2**

The Reviewers recommend an extensive and detailed identification of learning outcomes, particularly in HREQ, linking desired outcomes to individual courses or clusters of courses. In addition, attention should be paid to the cumulative effect of learning outcomes over the degree pathways, so that learning expectations for honours students, for example, are plainly stated and differentiated from the "hoped-for" outcomes of other students. This action will require consultation with units offering cross-listed courses to determine how their learning outcomes complement HREQ and MIST outcomes.

### **Program Response**

The Department of Equity Studies is committed to clearly articulating the learning outcomes for both HREQ and Indigenous Studies in ways that take into account pathways, student development, and the distinct nature of the two programs. This work is underway.

The Unit agrees that a far more unified, coherent, and explicit program of studies will replace what at the moment appears to be merely a long list of courses and learning outcomes. Such detailed attention will allow HREQ to explain the appropriate linkages and alignments with degree level expectations.

The Unit concurs with the Reviewers that revisions underway to the HREQ program and the transformation of MIST into Indigenous Studies will permit stronger links between curricula and assessment of students' final-year academic achievement. The Unit notes that increased clarity of the undergraduate program will facilitate the current efforts in developing a graduate program in Human Rights.

### **Dean's Response**

The Office of the Dean supports the recommendation. Review and mapping of program learning outcomes according to current curriculum – including cross-listed courses, in consultation with originating departments – should be undertaken with the aim of differentiating the available credentials within the programs and to define the role of each course in helping students fulfill the program requirements and achieve the program learning outcomes. Not all courses need to satisfy all program learning outcomes, but the department should produce a program map that shows a scaffolding relationship between courses at lower and upper year levels (e.g. most 1000- and 2000-level courses introduce new concepts that upper year courses develop and assess).

### **Recommendation 3**

The Reviewers recommend the development of new (or re-tooled) general education courses with broad appeal that will make best use of senior faculty expertise and serve as showcases for HREQ and MIST specialization. Such courses will focus on the topics and themes identified through the process described in Recommendation #1 and should serve to reduce the number of general education courses offered by the programs but increase the number of students taking them.

### **Program Response**

The Unit is developing new (or re-tooled) general education courses with broad appeal that will make best use of senior faculty expertise and serve as showcases for HREQ and Indigenous Studies. Such courses reduce the number of general education courses offered by the programs but increase the number of students taking them. Likewise, the Unit agrees with the claim made by the Reviewers that the revision of general education courses in the two programs will offer a variety of potential benefits: a reduction in the number offered and a consolidation of program expertise in those remaining would provide a higher profile for the key areas or general objectives of the programs.

DES agrees with the consultants that full-time faculty should teach these courses. DES has moved in that direction for the last two years. Indeed, a full-time faculty member would bring his/her disciplinary strengths to the interdisciplinary degree, as well as a knowledgeable integration of the certificates and concentrations into the degree.

DES is allocating three general education courses to Indigenous Studies and nine to Human Rights and Equity Studies (four to human rights and five to equity eg. Health equity). The former program offers an Indigenous focus to general education taught by Professor Bonita Lawrence. General education courses with an interdisciplinary social justice mandate, contributes well to York University's vision and values. Indigenous

Studies, however, will need a strategic marketing plan which will be developed in the next 3 months

In addition to the general shift from curriculum content to learning outcomes as the primary driver of our planning, the Reviewers made substantive recommendations about the general education courses. It is most appropriate that the curriculum for the general education courses continue to be comprehensively and holistically reviewed.

### **Dean's Response**

Although the Office of the Dean supports the recommendation in theory, there was a moratorium on development or significant revision of general education courses in the faculty while new legislation is reviewed by the standing committees and Faculty Council. Now that the moratorium is lifted, revisions to the gen ed offerings in DES should be made in accordance with relevant legislation and in alignment with the other recommendations- specifically the retirement of the MIST rubric and program, and according to the principle of increased clarity in the curriculum of HREQ and INDG. There should also be consideration for the resource implications for the department to offer both quality curriculum for its majors and to provide service teaching for the Faculty.

### **Recommendation 4**

The Reviewers recommend both immediate and long-term improvements in communication about and marketing of the two programs. The reviewers heard numerous complaints about the difficulty of finding information about the programs on the York web page, and experienced that difficulty first-hand. The reviewers noted that issues of social injustice, equity and Indigeneity should be a draw for high school students and pointed to the success of conferences, such as the recent *And Justice For All* conference, in drawing students to York and DES as one method of recruitment. The Unit should seek other University resources in their efforts to raise the profile of these programs.

### **Program Response**

The Unit suggests that the narrowed focus of the proposed Indigenous Studies, the re-focusing of HREQ, and improved communication about and marketing of the two programs will result in an increase in student numbers. The Unit has been active in reaching out to the wider community – going to the community colleges, launching symposia, fairs and orientations, connecting with Recruitment, increasing the profile of the Equity Studies Student Association (ESSA).

Designated faculty will be appointed every two years to continue this outreach and marketing. The Unit will also seek other University resources in their efforts to raise the profile of these programs. The Chair, the incoming Chair and UPD continue to actively raise the profile and have created an ad hoc committee of advisors to strategize immediate and long-term communications and marketing.

### **Dean's Response**

The Office of the Dean believes that the department's next steps in clarifying its programs' curriculum and identities is foremost in helping students to identify and

connect with DES programs, noting that will be difficult to increase strategic communication and recruitment efforts if the programs' aims and outcomes are not well articulated or understood. Further, the department has been prompted a number of times to submit a formal closure proposal for MIST in order to reduce confusion for incoming students about available programs. Until a program closure proposal is approved, MIST continues to appear on OUAC, YU Start and other channels as an active program available for enrollment; LA&PS advisers are also reluctant to direct students away from enrolling in MIST (and toward INDG instead) while MIST appears as an active program.

**Joint Subcommittee on Quality Assurance**

The Unit will submit curriculum change forms to follow through on the closure of MIST and delisting of cross-listed courses. Marketing and recruitment effort and their results will be described in the Follow-up Report.

**IMPLEMENTATION PLAN**

The Implementation Plan below outlines the plan approved by the Joint Sub-Committee on Quality Assurance at the March 2019 meeting.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That HREQ and MIST clearly articulate a consolidated and reduced set of general objectives.	Updates to the learning outcomes of HREQ and INDG have been completed and a good deal of thought must now be given to untangling the overlapping areas. Multiple phases will ensure that students complete requirements in a timely manner.	Department in consultation with Faculty Curriculum Committee and the Teaching Commons.	First Phase complete (Indigenous Studies admitted students in Fall 2018); remaining changes complete by the end of the winter term, 2019.
2 That program learning outcomes for HREQ, pay attention to the cumulative effect of learning outcomes over the degree pathways.	Program Learning Outcomes and Curriculum Map for HREQ finalized.	Department with Faculty supports and the Teaching Commons.	Completed June 2019
3 That new or (re-tooled) general education courses be developed.	Review of General Education requirements underway at the Faculty level.	n/a	Follow-up Report, due September 2020, to document how results of Faculty review affect program.
4 That immediate and long-term improvements be made in the communications and marketing of HREQ.	Focus on recommendations above and then proceed to consider marketing and recruitment.	Department	Report on outcomes in the Follow-up Report due September 2020.

**YORK UNIVERSITY**  
Final Assessment Report

**MASTER OF FINANCIAL  
ACCOUNTABILITY (MFAc)**  
Faculty of Liberal Arts and Professional Studies  
Faculty of Graduate Studies

**Cyclical Program Review – 2008 to 2016**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below and considers the documents provided to the reviewers and the additional documents listed below (a to f) as well as the review by the Joint Sub-Committee on Quality Assurance.

**Program(s) Reviewed:**

Master of Financial Accountability

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Gary Evans, Associate Professor, Faculty of Business, University of Prince Edward Island

Dr. Michel Magnan, Professor of Accountancy, Stephen A. Jarislowsky Chair in Corporate Governance, John Molson School of Business University of Concordia

Dr. Brenda Spotton Visano, University Professor, Department of Economics & School of Public Policy and Administration, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016

Self-study submitted to Vice-Provost Academic: August 2017 Date of the Site Visit: November 22, 2017

Review Report received: February 2018

Program Response received: February 2018

Dean's Response received: April 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.



**SITE VISIT: November 22, 2017**

The reviewers began their visit with Alice Pitt, Vice-Provost Academic and Fahim Qadir, Interim Dean, Faculty of Graduate Studies and then met with J.J. McMurtry, Associate Dean, Programs and Sandra Whitworth, Associate Dean, Graduate Studies & Research, from the Faculty of Liberal Arts and Professional Studies. The reviewers met with full and part-time faculty members as well as program support staff and University Librarians. Alumni and students of the program also had an opportunity to meet with the reviewers.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance, in September 2020.

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The Reviewers noted in their report that, “Corporate governance is a global challenge and offers graduates from the program with a new and growing job market. For instance, major global financial institutions routinely employ thousands of professionals and staff members to perform various governance-related tasks (compliance processes, money laundering controls, internal controls, financial reporting, internal audit, middle office validation, etc.) .... international corporate governance bodies all recognize the need for better trained professionals to deal with the unique challenges of a changing governance world.”

The report also stated: “To a large extent, the curriculum reflects the current state of the discipline. It is important to note that the discipline itself is evolving and so there is a need to revisit the curriculum on an ongoing basis to ensure that it is up to date. For instance, in recent years, risk management and cybersecurity have emerged as major concerns for boards of directors, leading to increasing resources being devoted to these functions, both from an operational perspective but also from a governance perspective. The program stays current using a combination of full and part-time faculty who have direct links to the professional governance bodies and keep current on the changes through a combination of academic and practical endeavors. Faculty members both full- and part-time are active in at least one professional governance institution.”

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is a listing of the recommendations of the Review Report, portions of the Program Response extracted from the 16-page program response outlining 41 program recommendations, and the Dean’s Response to both of the above, outlining who should have authority and responsibility for the recommendations and the timelines for

implementation.

The Joint Sub-Committee on Quality Assurance is confident that the institutional plan at the end of this report will enhance quality of this program.

### **Recommendation 1**

The reviewers recommend setting up a formal governance structure to support and oversee the Director and provide details about the various bodies, roles and responsibilities that should be considered. They also recommend changing the name of the program to one that more closely relates to the focus on corporate governance, beyond just the financial accountability.

#### **Program Response**

The program agrees with the recommendation and will expand the existing executive committee to include additional advisors and create stronger conditions for partnerships with professional service firms. A lead instructor, likely part-time in the short term, will be identified to help ensure consistency of content delivery. The program will consider changing its name with Master of Governance and Accountability as one possibility.

#### **Dean's Response**

The Office of the Dean is supportive of this set of recommendations in principle and acknowledges that departmental governance structures should be determined by academic units and follow appropriate approval processes.

### **Recommendation 2**

A more formal marketing strategy, anchored around a marketing professional/associate, would help raise awareness about the program and contribute to the diversification of its student body.

#### **Program Response**

The program endorses the recommendation and seeks support from the Dean's Office to ensure increased awareness about the program and diversification of its student body.

#### **Dean's Response**

The Office of the Dean understands the program's wish to hire a Marketing Associate and encourages the program to inquire with the Executive Director, Strategy and Administration whether there is budgetary allocation for the creation of such a position or whether there is potential to include the creation of such a position in a future Faculty budget.

### **Recommendation 3**

The reviewers recommend an increased social media presence, tracking graduates and otherwise increased efforts to stay in touch with alumni.

#### **Program Response**

The program endorses the recommendation and seeks support from the Dean's Office.

#### **Dean's Response**

The Office of the Dean is supportive of this recommendation in principle; however, there

has been some challenge to tracking alumni in terms of accessing alumni contact information which is restricted by privacy legislation. An increased social media presence is, however, possible and we encourage the program to connect with the Director, Strategic Communications if additional support with this measure is needed.

**Recommendation 4**

A formal program of Director(s)/Professional(s)-in-Residence should also be set up to ensure continuity in the program's direction, raise its visibility in the governance community and lower reliance on part-time instructors. To raise its research dimension, a Scholar-in-Residence program could also be launched, whose resident could contribute to the course(s) which has (have) a research dimension.

**Program Response**

The program concurs and expresses its expectation that these two programs be established within a year.

**Dean's Response**

The Office of the Dean is supportive of this measure in principle

**Recommendation 5**

Visiting Scholars program linking to international universities that have or are developing a corporate governance focus. This would help promote research between academic professionals. The program is at a stage of development that would benefit from international academic alliances. A number of international universities that have robust PhD governance research programs may prove worthy partners in expanding the existing Master's program.

**Program Response**

The program agrees and will propose a Visiting Scholars program to help promote research between academic professionals with the possibility that such alliances will help expand the York MFAc.

**Dean's Response**

The Office of the Dean is supportive of this measure in principle.  
Resource allocations to be approved by Dean

**Recommendation 6**

Ultimately, a program's visibility is through its graduates and any help they get for placement is likely to get rewarded in the long run. Therefore, the reviewers recommend that, at the very least, the program get a dedicated placement officer who would specialize in targeting governance-related jobs and help the students get ready for these types of positions via "soft skills" workshops and seminars.

**Program Response**

Endorsed fully.

**Dean's Response**

The Office of the Dean should discuss with the Executive Director, Strategy and

Administration whether the creation of a staff position is allocated in the Faculty's budget. In the meantime, LA&PS has recently hired an Associate Director, Experiential Education whose portfolio includes working with programs to facilitate more and better placement of students and to maintain a list of active and potential external partners. The program should be in contact with the Associate Director to discuss possibilities for action.

### **Recommendation 7**

The review report notes that the program needs additional full-time faculty to ensure long-term stability, that the current Graduate Program Director serve an additional 3-year term and that all instructors involved in the program meet more than twice per year for a variety of purposes designed to build relationships and a common vision.

### **Program Response**

The program supports the recommendation and commits to ensuring that additional meetings are scheduled.

### **Dean's Response**

Professor LeBlanc has been selected to begin a new term as GPD starting in July 2018. The Office of the Dean notes that the School of Administrative Studies hires every year. None of the positions advertised since 2016 specify corporate governance as an area of specialization, though all tenure-track postings include language that candidates should be prepared for appointment to the Faculty of Graduate Studies shortly after hire. The Office of the Dean is supportive of the program's goal of hosting a meeting for all program faculty more than 2x per year to discuss and pursue professional development and program visioning.

### **Joint Subcommittee on Quality Assurance**

The School of Administrative Studies will include corporate governance in its hiring priorities for at least one position, preferably two over the next few years to ensure that full-time research faculty have an increased presence in the program.

### **Recommendation 8**

Scope for program to serve growing international need for governance practitioners.

### **Program Response**

The program endorses the recommendation and proposes to establish an annual or bi-annual MFAc Governance and Accountability Conference.

### **Dean's Response**

The program's response includes the related suggestion that an annual conference on governance and accountability be established, within two years of the Review Report. The Office of the Dean is supportive in principle and encourages the GPD to apply to the student initiatives fund governed by the Office of the Associate Dean, Graduate Studies and Research for funding to establish the conference.

### **Joint Subcommittee on Quality Assurance**

This is an ambitious proposal that depends, in the first instance, on the program's ability fulfill Recommendation 1 and develop a more robust governance structure capable of

planning an inaugural conference that should take place sometime prior to the next review.

**Recommendation 9**

Leadership skills and other soft skills are critical to the success of a governance professional. Consider explicitly incorporating a soft skills component into the program.

**Program Response**

The program agrees and identifies the introductory and capstone courses as the appropriate ones to amend and to create leadership and soft skills as specific learning outcomes.

**Dean's Response**

The Office of the Dean is supportive of this recommendation and encourages the program to update its course learning outcomes to include the articulation of specific "soft skills" for the courses FACC 6000 and FACC 6880.

**Recommendation 10**

Consider incorporating technical skills (e.g., spreadsheet capability) into the Orientation in some way.

**Program Response**

The program agrees to contract a qualified instructor already associated with the program to develop and deliver a two-hour training session.

**Dean's Response**

The Office of the Dean supports this recommendation in principle and suggests the program find the most cost-effective way to incorporate this training in the orientation or make it accessible to students via an alternative means. We note, also, that technical skills such as spreadsheet capability – to the extent that can be taught in a two-hour session – are widely available in online tutorials that are publicly accessible for low or no cost.

**Recommendation 11**

Need more formal mapping of learning outcomes at course level to degree level outcomes.

**Program Response**

The program agrees to complete a curriculum map based on the MFAc Degree Learning Objectives

**Dean's Response**

The Office of the Dean is supportive of this recommendation and encourages the program to map course outcomes to program learning outcomes, beginning at the first retreat meeting organized for the program. This measure will help the program faculty, students and the Office of the Dean better understand the curricular path of the program.

### **Joint Subcommittee on Quality Assurance**

The curriculum map will be included with the Follow-up Report. The program is advised that support for this activity is available through the Teaching Commons and that the Program Learning Outcomes as mapped to courses (and other activities) document the means of appropriate assessment. The Program Learning Outcomes should be revised to address changes described above.

### **Recommendation 12**

The room Atkinson 048B is a classroom used often; it is in need of an upgrade to the teaching technology.

#### **Program Response**

The program concurs.

#### **Dean's Response**

The Dean is supportive of this recommendation and is already working with UIT to ensure classroom spaces used by LA&PS are updated with the proper learning technology.

### **Recommendation 13**

The reviewers note that the program's fees are considerably higher than other programs, which allows them to offer their students an enriched learning and networking experience as well as ensuring the building of the program's brand value, higher marketing, support and teaching resources being devoted. In light of our previous recommendations, and consistent with practice in most deregulated programs, we recommend that the MFac resource allocation be reviewed to enhance its visibility and the value students derive from it.

#### **Program Response**

The program endorses the recommendation and seeks assurance from the Office of the Dean that the resources allocated to the program be reviewed in order that student expectations for an enriched learning and networking environment are better met and that the program's brand be enhanced.

#### **Dean's Response**

The Office of the Dean is aware of the program's concern and is already engaged in a review of the program's resources, brand, and visibility in relation to its differentiated fee status.

## IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the program create a formal governance structure to support and advise the Director.	Program to establish a governance structure, in consultation with the Dean's Office.	Program and Dean's Office.	Follow-up Report due September 2020
2 That the program develop a more formal marketing strategy.	Program will discuss budget allocation with Dean's Office.	Program	n/a
3. That the program increase social media presence and tracking of graduates.	The difficulty of maintaining contact with alumni is a university issue and the Vice Provost Academic will work with the Director of Alumni Affairs to develop a strategy and present to the Deans.	Vice-Provost Academic	2019-20
4 That a formal program of Director/Professional-in-Residence be established.	Resource allocation proposal to be developed by program and allocation to be approved by Dean	Program, in consultation with Dean's Office	Follow-up Report September 2020.
5 That the program establish a Visiting Scholars program.	Resource allocations to be approved by Dean.	Program, in consultation with Dean's Office	Follow-up Report September 2020.
6 That the program employ a dedicated placement officer to target governance-related jobs and help prepare students for these types of positions.	Program advised to work with the Associate Director, Experiential Education in the LA&PS to discuss options.	Program in consultation with the relevant offices.	n/a
7 That the program requires additional full-	The School of Admin Studies to	School of Administrative	Report on

time faculty; GPD appointment to be finalized and meetings to take place.	include corporate governance in future hiring priorities.	Studies	outcomes in the Follow-up Report September 2021.
8 That the program explore ways to mobilize its capacity to serve growing international need for governance practitioners.	Program to accomplish tasks set out in Recommendation 1 to ensure capacity for planning an inaugural conference which should take place sometime prior to the next review.	Program	Conference could take place before next review, scheduled to launch in Fall 2025. Include outcomes in next CPR.
9 That program consider incorporating soft skills component more explicitly into the program.	Revised course learning outcomes to be the program learning outcomes and a revised articulation will be included with the Follow-up Report.	Program, in consultation with the Teaching Commons.	Report on outcomes in the Follow-up Report September 2020 and include
10 That the program incorporate technical skills (e.g., spreadsheet capability) into the Orientation in some way.	Program to determine most cost-effective way to ensure availability of training to students.	Program	Report on outcomes in the Follow-up Report September 2020.
11 That the program ensure that program learning outcomes are formally mapped to course level and program activities and assessment.	Program Learning Outcomes to be mapped to courses and other activities and to document the means of appropriate assessment.	Program	Curriculum map to accompany the Follow-up Report due September 2020



<p>12 That Room Atkinson 048B have a teaching technology upgrade.</p>	<p>Dean's Office is working with UIT to ensure appropriate learning technology.</p>	<p>Dean's Office/UIT</p>	<p>Report on outcomes in the Follow-up Report September 2020.</p>
<p>13 That MFac's resource allocation be reviewed to ensure that the program has the visibility it requires to succeed and that that students are assured of the program's value.</p>	<p>The Dean's Office is engaged in a review of the program's resources to improve student experience and enhance reputation of the program.</p>	<p>Dean's Office and Program</p>	<p>Report on outcomes in the Follow-up Report September 2020.</p>

**YORK UNIVERSITY**  
Final Assessment Report

**PHILOSOPHY**

Campus Glendon

**Philosophy, BA, Glendon**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA Specialized Honours  
BA Honours  
BA  
Certificate in Law and Social Thought

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Samantha Brennan, Professor, Department of Philosophy/Women's Studies,  
Western University, Ontario  
Dr. John Heil, Professor, Department of Philosophy, Washington University, St. Louis,  
Missouri  
Dr. Kirk Ludwig, Professor, Department of Philosophy, Indiana University, Bloomington,  
Indiana  
Dr. Patricia Wood, Professor, Department of Geography, York University

**Cyclical Program Review Key Milestones**

Cyclical Program Review Launch: September 2016  
Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August  
2017  
Date of the Site Visit: October 4-6, 2017  
Review Report received: December 2017  
Program Response received: February 2018  
Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.  
Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019.

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: October 4-6, 2017**

Over the three days, meetings were held at the Keele campus and the Glendon campus. The reviewers began the site visit with a meeting with Vice-Provost Academic, Alice Pitt and Faculty of Graduate Studies Interim Dean, Fahim Quadir on the Keele Campus. In addition, the reviewers met with LAPS Associate Dean Programs, JJ McMurtry, and Associate Dean Research and Grad Studies, Sandra Whitworth. On the Keele campus meetings were held with the Chair, Associate Chair, Undergraduate Program Director, Graduate Program Director, Deputy Graduate Program Director, the Cognitive Science Coordinator and the Modes of Reasoning Coordinator. Meetings were also held with full-time faculty at Keele and at Glendon, contract faculty members and student groups at both campuses. The reviewers had lunch with graduate students and met with Graduate faculty members, faculty from the Cognitive Science program and the University librarians.

On morning of the 5th, the review committee met with the Full-Time Faculty at Glendon College, and then with representatives of Glendon College contract faculty. Next, the review committee met with the Principal of Glendon, Donald Ipperciel, and then with Glendon College undergraduate Philosophy students.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations. The Institutional plans are clear and achievable and once completed will serve to enhance the quality of the program.

A report on the progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (September 2020).

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The reviewers noted the following about the Glendon Philosophy program: “The Philosophy Department at Glendon offers a bilingual undergraduate major in Philosophy, courses that support students learning in other majors, as well as the Law and Social Thought program. The department is to be commended on the recently strengthened Law and Social Thought certificate, which connects the liberal arts to issues of the law and society outside of the academy. It is also notable that the department, at time of shrinking resources, has introduced a number of new courses into the curriculum, including Philosophy of Time, Philosophy of Race, Kant, Wittgenstein, Philosophy and its Logic, Truth, and two course sequences on political philosophy and moral philosophy. This is quite impressive for a small department.”

**RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list Recommendations and Suggestions from the external reviewers, along with the program response, the Principal’s analysis and the institutional plan

for the recommendations, including the parties that will be responsible and anticipated timelines.

## **RECOMMENDATIONS**

### **Recommendation 1**

Require symbolic logic for all the philosophy BAs.

#### **Program Response**

Ensure that a sufficient degree of familiarity with symbolic logic is achieved by students in all sections of MODR 1711; if that proves impossible, make PHIL 2640 / MODR 1716 a requirement for all Honours philosophy students.

Make MODR 1711/1716 / PHIL 2640 a requirement for non-major philosophy programs as well (or, if necessary, the more stringent requirement of PHIL 2640 / MODR 1716).

#### **Principal's Response**

The Principal agrees with this recommendation. It should be sufficient to make sure all sections of MODR 1711 include symbolic logic.

### **Recommendation 2**

Look for opportunities to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) in ways that will attract students.

#### **Program Response**

Look for opportunities to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) that will attract students.

#### **Principal's Response**

There are many such opportunities for this cooperation since the addition of new programs at Glendon (i.e. in biology, business and communication). For instance, one could explore the possibility of creating an ethics certificate that could include business ethics, bioethics, environmental ethics, etc. Another natural collaboration, given the expertise in the program, is with the Political Science Department, the Linguistics program or the Psychology Department (e.g. Cognitive Science).

### **Recommendation 3**

Bring the faculty complement up to six, and, ideally, up to eight to address the over reliance on contract faculty for the core teaching mission of the department (ideally reduce it to 30% or less and most 1000-2000 level courses), to enhance program stability, and to facilitate academic planning. The department should think of hires that will complement their current strengths and help enhance undergraduate enrollments.

#### **Program Response**

The Department indicates that it will gladly conduct searches in order to increase our full-time faculty complement to the reviewers' recommended level of six to eight, as soon as we are granted tenure lines to do so.

#### **Principal's Response**

The College is in the process of writing a Faculty-wide complement strategy in which all programs are invited to provide a rationale for new hires supported by data and other material. Once all program reports are in, they will be shared with all and a collective discussion will determine a ranking of the next hires to be made for the Faculty. Given the needs of the Philosophy program, we should be optimistic about the priority level it will be receiving in the process.

**Recommendation 4**

Involve chairs in planning and budgeting

**Program Response**

The chair will attend the eReports training session with a view to attaining clearer insight into the budgeting process.

**Principal's Response**

The principal agrees that chairs should gain a higher level of budget literacy. In the past, there were lost opportunities related in part to a lack of understanding of some of the administrative systems.

**SUGGESTIONS****Suggestion 1**

Require both ancient and modern philosophy for the Honours BAs and institute distribution requirements for the BA.

**Program Response**

Change the Honours requirement of PHIL 2645 / 2620 from a disjunctive to a conjunctive requirement (unless preliminary investigation reveals this to have disastrous consequences for our major numbers).

For the non-Honours BA: After an investigation into the likely effects of these changes, either require PHIL 1690 / 2645 / 2620 and three upper-level credits of practical philosophy and three of theoretical philosophy, or require three upper-level credits in each of theoretical philosophy, practical philosophy and history of philosophy.

**Principal's Response**

The Principal agrees with this recommendation. The program is right in taking students' response to such a change into consideration, given the low enrolment numbers.

**Suggestion 2**

If staffing improves sufficiently, introduce a senior seminar on a rotating topic to provide a capstone experience for philosophy majors.

**Program Response**

Consider introducing a senior seminar that the Reviewers describe, if and when our full-time faculty complement allows it.

**Principal's Response**

This recommendation can be implemented only once a new faculty member is added to the program. When this condition is met, a capstone experience will improve the quality of the program significantly.

**Suggestion 3**

Consider opportunities for forms of experiential learning core courses in the Law and Social Thought certificate program, including visits from people working in law and government on issues connected with course topics, where appropriate.

**Program Response**

Seek opportunities for forms of experiential learning in courses in the Law and Social Thought certificate program.

**Principal's Response**

This suggestion is central to the nature and the success of the Law and Social Thought program. The Principal fully endorses this suggestion. Improvements in this area may have a great impact on attracting students interested in pursuing a law degree. Data confirms that a large number of philosophy majors intend to pursue law studies after majoring in philosophy.

**Suggestion 4**

Make available information about the value of a Philosophy degree on the department's website and as a regular component in the introductory philosophy courses.

**Program Response**

Update our website in accordance with the reviewers' suggestions.

**Principal's Response**

The Principal supports this recommendation. In addition to updating the website, key messages should be presented in the MODR courses taken by non philosophy majors.

**Suggestion 5**

Institute a freshman seminar taught by a full-time faculty member as a way of capturing the attention of students with an aptitude and interest for philosophy at the beginning of their college experience. This course should have a cap on the number of students in the course and specifically be aimed at excellent students.

**Program Response**

Consider implementing a "freshman seminar" of the sort the reviewers describe, especially if our faculty complement increases enough to make it practicable.

**Principal's Response**

Having top scholars teaching first-year courses is essential to attracting student to the program. The Principal does not believe that this recommendation is dependent on faculty complement increases. It is just a question of assigning certain strategic courses to our top-performing professors.

### **Suggestion 6**

Make it a regular practice to email or otherwise inform students who have done well in philosophy courses to let them know that they have done well and to encourage them to consider taking more philosophy courses, or to consider a minor, or a major, or a double major.

#### **Program Response**

Implement the suggested policy of actively recruiting successful students to the further study of philosophy.

#### **Principal's Response**

This is an easy way to attract top students to the program and is supported by the Principal.

### **Suggestion 7**

Establish a pedagogical reading group to read about experiential learning and online learning practices.

#### **Program Response**

Draw all instructors' attention to the availability of on-campus support for the development of e-learning and experiential education in their courses

#### **Principal's Response**

The implementation of this recommendation could have a positive impact on integrating EE and e-learning practices in the Department. The Faculty has invested resources in these areas, with – so far – little uptake from the program. This is a priority in the university academic plan. The Principal believes the program could gain from such pedagogical innovations, especially in the Law and Social Thought Certificate.

### **Suggestion 8**

Seek to improve communication and coordination between the Glendon and Keele faculty in philosophy, e.g., by holding some philosophy colloquia at the Glendon campus (which also helps students at Glendon), providing the opportunity to teach graduate seminars, and in clarifying policies and decision making.

#### **Program Response**

Ensure that faculty who wish to do so can continue to offer graduate seminars regularly. Revive the recent practice of hosting one or two meetings per year of the philosophy colloquium series at Glendon.

#### **Principal's Response**

This is recommendation that is easy to implement and that can have great impact.



## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019 and includes the suggestions provided by the reviewers.

Recommendations & Suggestions	Action	Responsible for Follow-up	Timeline
<b>RECOMMENDATIONS</b>			
1 That symbolic logic be required all the philosophy BAs.	Program to determine inclusion of logic in MODR and PHIL courses.	Program	Report on outcome in Follow-up Report due September 2020
2 That opportunities be sought to work cooperatively with other departments at Glendon to develop new programs (modeled on the Certificate in Law and Social Thought) that will attract students.	Exploration of certificate or other options will continue.	Program and Principal's Office	Report on outcome in Follow-up Report.
3 That the faculty complement be increased.	Principal's Office to finalize complement plan for Glendon and decisions about Philosophy will follow.	Principal	Report on outcomes in the Follow-up Report due September 2020
4 That departmental chairs be involved in planning and budgeting	Program chairs to attend the Chairs and Directors program offered annually by the AVP Teaching and Learning.	Principal and Department	Report on outcomes in the Follow-up Report due September 2020.
<b>SUGGESTIONS</b>			
1 Require both ancient and modern philosophy for the Honours BAs and	Department to consider.		Report on outcomes in

institute distribution requirements for the BA.			Follow-up Report.
2 Introduce Senior Seminar when faculty complement allows.	Department to consider.	Department	n/a
3 Explore experiential learning opportunities in the Law and Social Thought certificate.	Department to consider.	Department	Report on outcomes in Follow-up Report.
4 Make known value of a philosophy degree.	Department to update information in consultation with communications and recruitment staff.	Department	n/a
5 Institute a “freshman seminar”	Department to consider when faculty complement allows. No further action.	Department	n/a
6 Congratulate students successful in philosophy courses.	Department to implement. No further action.	Department	n/a
7 Establish group to discuss experiential and online learning practices.	Department to point instructors to available resources and develop an EE strategy appropriate to philosophy.	Department	Report on outcomes in Follow-up Report.
8 Improve communication and coordination between Glendon and Keele.	Department to consider opportunities. No further action required.	Department	Report on outcomes in Follow-up Report.

**YORK UNIVERSITY**  
Final Assessment Report

## **PHILOSOPHY**

Faculty of Liberal Arts and Professional Studies and  
the Faculty of Graduate Studies

**Philosophy, Undergraduate Programs (BA),  
Graduate Program (MA, and PhD)**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

BA Program (90 Credits) Philosophy  
 BA (Honours) Program (120 credits) Philosophy  
 BA (Specialized Honours) Program (120 credits) Philosophy  
 Honours (Minor) (120 credits) Philosophy  
 BA (Specialized Honours) Program (120 credits) Cognitive Science  
 Honours (Minor) Cognitive Science  
 General Certificate in Practical Ethics  
 MA Program Philosophy  
 JD/MA Program (combines the JD law program with the MA Program) PhD Program  
 Philosophy  
 Graduate Diploma in Value Theory and Applied Ethics

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Samantha Brennan, Professor, Department of Philosophy/Women's Studies,  
 Western University, Ontario  
 Dr. John Heil, Professor, Department of Philosophy, Washington University, St. Louis,  
 Missouri  
 Dr. Kirk Ludwig, Professor, Department of Philosophy, Indiana University, Bloomington,  
 Indiana  
 Dr. Patricia Wood, Professor, Department of Geography, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016  
 Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August  
 2017  
 Date of the Site Visit: October 4-6, 2017  
 Review Report received: December 2017  
 Program Response received: February 2018  
 Dean's Response received: May 2018

The Final Assessment Report was delayed because of a labour disruption. As a result, many of the recommendations had already been acted on prior to the Joint Subcommittee's deliberations. Where possible, actions taken are reflected in the Implementation Plan.

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, March 2019

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT: October 4-6, 2017**

Over the three days, meetings were held at the Keele campus and the Glendon campus. The reviewers began the site visit with a meeting with Vice-Provost Academic, Alice Pitt and Faculty of Graduate Studies Interim Dean, Fahim Quadir on the Keele Campus. In addition, the reviewers met with LAPS Associate Dean Programs, J.J. McMurtry, and Associate Dean Research and Grad Studies, Sandra Whitworth. On the Keele campus meetings were held with the Chair, Associate Chair, Undergraduate Program Director, Graduate Program Director, Deputy Graduate Program Director, the Cognitive Science Coordinator and the Modes of Reasoning Coordinator. Meetings were held with Full-time Faculty at Keele and at Glendon, contract faculty members and student groups at both campuses. The reviewers had lunch with graduate students and met with Graduate Faculty members, faculty from the Cognitive Science program and the University librarians.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations, and confirms that the institutional implementation plan is clear and achievable and, once completed, will serve to enhance the quality of the program.

A report on the ongoing progress of the initiatives that will be undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due 18 months after confirmation of the plan by the Joint Sub-Committee (September 2020).

The next Cyclical Program Review will begin in the Fall of 2024 with a site visit expected in the Fall of 2025 or Winter of 2026.

**PROGRAM DESCRIPTION AND STRENGTHS:**

The following is extracted from the Review Report: "The Philosophy Department offers four undergraduate degrees, a BA in Philosophy, an Honours BA in Philosophy, a Specialized Honours BA in Philosophy, and a Specialized Honours BA in Cognitive Science. The department also offers an Honours Minor in Philosophy, and in Cognitive Science, and a General Certificate in Practical Ethics. The general goals of the program are to inculcate in students the skills of critical evaluation and exploration of fundamental principles and an historical understanding of Philosophy, which places Philosophy at the center of a liberal arts education. It aims to develop skills in analyzing, evaluating, and constructing and supporting arguments both orally and in writing, skills that are transferable to any subject and any area of life. It aims to instill in students' knowledge of the main positions on central philosophical questions about value, authority, meaning, knowledge and existence, the ability to appreciate alternative positions and points of view, and a healthy skepticism about simple solutions. These goals align with the central goals of philosophical education at every first-rate institution."

The Master's program is an intensive course of preparation for applications to PhD programs and the "requirement of two structured courses each in theoretical and practical philosophy, as opposed to distribution requirements, is exactly the right thing to do," stated the reviewers in their report.

The four-year JD/MA program appears to be well thought out and the thesis

requirement ensures that the MA student develops research skills at the intersection of law and philosophy of the PhD program. In regards to this program, the reviewers had this to say: “This is a well-designed program, certainly well in the mainstream of graduate programs, and the department is to be commended in particular for designing program components (i) to get students up-to-speed on what is required for success in a PhD program with the first year seminar and (ii) to help students in the third year make the transition to the dissertation smoothly with the third year research seminar. Both of these make an important contribution to ensuring that students make timely and appropriate progress toward the degree, especially the structured approach to getting students through the third-year requirements and onto the dissertation writing stage. The Two Paper requirement in addition helps to professionalize students by requiring them to prepare two publishable quality papers as a qualification for continuing in the PhD program.”

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

Below is the list recommendations and suggestions from the external reviewers, along with the Program Response, the Dean’s Response and the institutional plan for the recommendations, including the parties that will be responsible and anticipated timelines.

#### **Recommendation 1**

Recommendation for Philosophy: Require, minimally, P2100 Introduction to Logic for the philosophy BA.

#### **Program Response**

The program indicated that this recommendation is worthy of serious consideration and will review in the department’s executive and curriculum committees, but they are not sure that it would be best for all Philosophy BA programs. PHIL 2100 is already a requirement for BA Honours and BA Specialized Honours (a majority of our majors). However, it’s only a disjunctive requirement for the regular (90-credit) BA, the other disjunct being PHIL 2200: Critical Reasoning. Given that the regular BA is taken by a minority of our majors and that it’s a non-Honours major, the program thinks it’s warranted to allow students the option of taking either PHIL 2100 or 2200, which is an introduction to informal logic (i.e. non-symbolic logic).

#### **Dean’s Response**

The Office of the Dean is supportive of this recommendation and the departmental committees’ consideration of it as the broader implication of this recommendation is about clarifying and strengthening a curricular path that helps students in articulating their degree outcomes independently.

#### **Recommendation 2**

Recommendation for the graduate program: Recognize the special role that the First Year Seminar and the Third Year Research Seminar play in the Philosophy PhD program and do not require that the department justify running them each year when enrollment, because of entering class size, is lower than six students

#### **Program Response**

The program endorses this recommendation

**Dean's Response**

The Office of the Dean is aware of and understands the department's concern about the graduate seminars. At the same time, LA&PS has an ongoing responsibility to manage the financial consequences of declining enrollment to ensure program and Faculty sustainability over the long term. It is clear that there is curricular significance for these courses to graduate students and the program; requesting justification for running both courses every year is not meant to be punitive, but rather to ask the Department to seriously consider solutions to declining enrolment on their curricular structure.

**Recommendation 3**

Recommendation for York University: In the next contract negotiation, negotiate for more opportunities for graduate students to teach their own courses. Minimally, each graduate student (where 'teaching how to teach' is integral to the program objectives) should be afforded at least one opportunity to teach his or her own course.

**Program Response**

The Program endorses this recommendation.

**Dean's Response**

The Office of the Dean recognizes the importance of creating opportunities for PhD students to learn to teach and to gain experience directing university courses and will adhere to the provisions of the collective agreement that has been finalized in Fall 2018.

**Recommendation 4**

Recommendation for Cognitive Science: Change the admissions requirements for the Cognitive Science Specialized Honours BA to correspond to those for the Philosophy Specialized Honours BA.

**Program Response**

The Program agrees with this recommendation and have made this request to the LA&PS Dean's office in the past. It would make more sense to have the same entrance requirements for both COGS and PHIL. Though the information on the admissions website may be suggestive rather than signaling a definite cutoff, the program feels that both should read: "To gain admission to this program, your academic average should be in the mid-to high 70s."

**Dean's Response**

The Dean's Office monitors t applications to all programs on a yearly basis and in consultation with the department. This change can be discussed with the Department with the Registrar's Office.

**Recommendation 5**

Recommendation for Philosophy: Work with Central Advising to train one or two advisors to be the advisors to whom cognitive science and philosophy majors are directed for advice, and have them send students to the department advisors when questions arise to which they do not know the answers.

**Program Response**

The program has made this request on a few different occasions in various meetings and would be very happy to work with advisors on this so that they are aware of some of the frequently asked questions by Philosophy and Cognitive Science majors, and know the answers to them. A few advisors should also be aware of some common problems and pitfalls faced by students in our programs.

**Dean's Response**

The Office of the Dean has communicated this recommendation to the Assistant Director, Academic Advising. Academic Advising has arranged to meet with the Chair and UPD in June 2018 to discuss some of the common issues Philosophy and Cognitive Science students face. In addition, the Academic Advising unit is planning for a dedicated advisor dedicated to individual programs by fall 2018. The dedicated advisor will be trained on the issues identified in the meeting between the Assistant Director, Chair, and UPD.

**Recommendation 6**

Replace faculty retiring in the next few years. Hire a replacement in Ancient Philosophy, which is indispensable for the curriculum. Hire a research epistemologist, the only major gap in the department's coverage.

**Program Response**

The Program strongly agrees with this recommendation to replenish our faculty complement. Ancient Philosophy is certainly high on our list of priorities, as indicated in the self-study report.

**Dean's Response**

The Office of the Dean is aware of the Department's concerns about the need to replace retiring faculty members to ensure curricular integrity. The recent search for a tenure-track, Research Enhanced Faculty position with specialization in the area of Philosophy of Perception was successful. The search was successful and the faculty member will begin the position on July 1, 2019. An additional search for a teaching position (MODR) has been authorized for a July 2019 search.

**Recommendation 7**

Do not schedule tutorials before the lectures to which they pertain.

**Program Response**

This is an interesting recommendation and the Program will look into the possibility, in collaboration with Academic Scheduling and the Registrar's Office. But before undertaking such a policy the program wishes to consult teaching assistants and contract faculty to determine whether holding tutorials before lectures is widely seen as a liability. The program is not sure how feasible this would be due to the importance of scheduling all tutorials in the morning to allow PhD students to attend graduate seminars in the afternoon (sometimes beginning late morning).

**Dean's Response**

For the reasons noted above related to scheduling, as well as the overall challenge of coordinating the space requirements of a faculty the size of LA&PS, implementing this recommendation is unlikely. The Office of the Dean would be supportive of the Department's effort to survey broadly TAs and contract faculty to determine whether having tutorials before lecture is perceived as a barrier to student success. If no



change is possible or required to address this issue, an alternative measure would be for the Department's instructors and TAs to work with the Teaching Commons to find instructional strategies for making the best use of tutorial time before the lecture.

**Recommendation 8**

Seek to reduce impediments to the participation of graduate faculty at Glendon in the graduate program.

**Program Response**

The program agrees with this recommendation. Teaching at the graduate level by Glendon faculty is welcome and recently the Glendon administration has allowed two faculty members to teach 6000-level seminars in 2018-2019. The program hopes that the Glendon faculty teaching at the graduate level is not confined to integrated (5000-level) courses.

**Dean's Response**

The Office of the Dean is supportive of this recommendation and Glendon's decision to allow two faculty members to teach 6000-level courses in 2018-19.

## IMPLEMENTATION PLAN

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

In addition, the reviewers made eight thoughtful suggestions about the Philosophy program's curriculum and enrolment. The Program and the Dean's Office are together considering those that might be possible as the program evolves.

Recommendations and Suggestions	Action	Responsible for Follow-up	Timeline
<b>RECOMMENDATIONS</b>			
1 That P2100 Introduction to Logic for the philosophy BA.	Program to consider recommendation as it clarifies curricular path for the program learning outcomes.	Program	Report in Follow-up Report due September 2020
2 That the special role played by the First Year Seminar and the Third Year Research Seminar in the Philosophy PhD program be recognized.	Program to review curricular structure of the graduate program in light of declining enrolment.	Program	Report in Follow-up Report due September 2020
3 That more opportunities for graduate students to teach their own courses be a priority in collective bargaining	No follow-up. Out of scope for Cyclical Program Reviewers.	n/a	n/a
4 Recommendation for Cognitive Science: That admissions requirements be changed for the Cognitive Science Specialized Honours BA to correspond to those for the Philosophy Specialized Honours BA.	Dean's Office continues to monitor applications to programs annually in consultation with programs and makes determinations about cut-offs with the Registrar's Office. No further action required.	n/a	ongoing
5 Recommendation for Philosophy: That Central Advising train one or two advisors to be dedicated advisors for cognitive	Dean's Office is working with the Academic Advising unit on new model for advisor assignment and	n/a	ongoing

science and philosophy majors	training. No further action required.		
6 That faculty retiring in the next few years be replaced	Two searches authorized for positions to start in July 2019. No further action required.	Program/Dean's Office/ University	Report in Follow-up Report due September 2020
7 That tutorials not be scheduled before the lectures to which they pertain.	Program and Dean's Office giving careful consideration to recommendation within York context. No further action required.		
8 That there should be a reduction of impediments to the participation of graduate faculty at Glendon in the graduate program.	The Provost is actively considering ways to facilitate inter-faculty graduate teaching arrangements.	Provost	Ongoing
<b>SUGGESTIONS</b>			
1 Require Ancient Philosophy as well as Modern Philosophy for all majors for the philosophy BA and consider requiring a two-semester sequence in Modern Philosophy or introduce a one-semester survey course in Modern Philosophy as a requirement. Consider requiring a 3000-level ethics course for the BA in philosophy.	Department to consider curricular recommendation. No further action required.	Department	n/a
2 For graduate programs, allow a course that has at least four students in it to run	No further action required.	n/a	n/a
3 Highlight value of philosophy degree on website.	No further action required.	n/a	n/a
4 The reviewers suggest that the department consider direct entry to the	No further action required.	n/a	n/a

PhD program for students			
5 The reviewers suggest that the department use GRE mailing lists to contact Canadian students	No further action required.	n/a	n/a
6 The reviewers suggest that the availability of information on the departmental website concerning the PhD program be more accessible	No further action required.	n/a	n/a
7 Feature in promotional materials testimonials from current PhD students.	No further action required.	n/a	n/a
8 Provide the placement officer with a fall semester course release.	No further action required.	n/a	n/a
9 To enhance the department's offerings, help distribute the supervisory load, increase the proportion of 3000 and 4000 level courses taught by full-time faculty,	No further action required.	n/a	n/a

**YORK UNIVERSITY**  
Final Assessment Report

# **SOCIAL AND POLITICAL THOUGHT**

Faculty of Liberal Arts and Professional Studies  
Faculty of Graduate Studies

**Social and Political Thought, Graduate Program  
(MA and PhD), Department of Social Science**

**Cyclical Program Review – 2008 to 2015**

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

**Program(s) Reviewed:**

MA, Social and Political Thought  
PhD Program, Social and Political Thought

**Reviewers appointed by the Vice-Provost Academic:**

Dr. Thomas Carmichael, Dean, Faculty of Information and Media Studies, University of Western Ontario  
Dr. David Theo Goldberg, Professor, Director, Humanities Research Institute, University of California, Irvine  
Dr. Lisa Farley, Associate Professor, Education, York University

**Cyclical Program Review Key Milestones:**

Cyclical Program Review Launch: September 2016  
Self-study (undergraduate and graduate) submitted to Vice-Provost Academic: August 2017  
Date of the Site Visit: October 12,13, 2017  
Review Report received: December 2016  
Program Response received: March 2017; revised November 2018  
Initial Dean's Response Received: April 2017; revised November 2018

At the May 2017 meeting of the Joint Sub Committee on Quality Assurance it was determined that a meeting with the program in Social and Political Thought should be held to discuss the issues raised. This meeting, having been delayed by the York University labour disruption of 2018, was held in November 2018. Revised statements from the program and the Dean were provided and the Implementation Plan and FAR confirmed by the Joint Sub-Committee on Quality Assurance March 2019.

Submitted by Alice Pitt, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2013.

**SITE VISIT:** October 12 & 13, 2016

At the start of their visit, the reviewers met with Alice Pitt, Vice Provost Academic, and Barbara Crow, Dean of Graduate Studies and then met with Amanda Glasbeek, Chair of Social Science. A meeting was held with JJ McMurtry Associate Dean, Programs/LAPS and Sandra Whitworth, Associate Dean LAPS/Grad, followed by meetings with the Graduate Program Director, Eve Haque and the Social and Political Thought Program Executive and faculty members, as well as the administrative assistant for the program. The University Librarian met with the reviewers and students attended a lunch with the reviewers.

**OUTCOME:**

The Joint-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and met with representatives of the program and the Associate Dean of Programs and the Associate Dean of Graduate Studies and Research for Liberal Arts and Professional Studies to discuss the review outcomes further. There is a strong consensus that SPT represents York's strength in interdisciplinary graduate education in the social sciences. Growth in the number and size of programs at York and beyond and the introduction of a new university budget model have had an inordinate effect on programs like SPT. The implementation plan calls upon the program, the Office of the Dean of Liberal Arts and Professional Studies, the Dean and Associate Vice President, Graduate Studies and the Office of the Vice Provost, Academic to develop a model to sustain and invigorate SPT. *During the 2018-2019 academic year, concrete discussions are underway to address issues relating to interdisciplinarity and program collaboration within the Faculty of Liberal Arts and Professional Studies and across the university. Curriculum planning will provide the justification for professorial releases. As a result, enrolments in the courses will be maximized and cross-program student cohorts will be fostered.*

A report on the progress of the initiatives undertaken in response to accepted recommendations will be provided in the Follow-up Report which will be due in 18 months (September 2020).

The next Cyclical Program Review will begin in the Fall of 2023 with a site visit expected in the Fall of 2024 or Winter of 2025.

**STRENGTHS AND PROGRAM DESCRIPTION**

With an MA and PhD launched in 1973, Social and Political Thought emphasizes the study of social and political ideas as these are manifested in creative theories, political movements and associated phenomena that propel social change. As a hallmark program for interdisciplinary thought and research, SPT draws colleagues from across the university in an ongoing effort to broaden our horizons and challenge our own traditions. Three traditional areas of focus (History of Social and Political Thought; Consciousness and Society; and Economy and Society) have contributed to several generations of academic leaders in Canada and beyond. As the Review Report notes: "As one of LA&PS's oldest graduate programs and one of the most highly regarded graduate programs in the division, SPT has successfully attracted national and

international applications from highly qualified candidates with demonstrated capacity to work independently. SPT is principally a doctoral program, with a smaller one-year M.A. program offered under its umbrella, and these programs lead to Ph.D. and M.A. degrees respectively.”

The program reaches students who have identified a program of research that cannot easily be accommodated within the framework of one of the associated disciplines. The program prides itself on its ability to ensure intellectual rigour while also identifying and nurturing exciting new ideas at the edges of thought and disciplines within the academy and the broader community. The program is recognized as one of the premier programs in social and political thought, even as similar programs proliferate nationally and internationally. The Review Report states: “The students we met were thoughtful, intellectually mature, and pursuing interesting projects.” The Review Report identified several university priorities that are congruent with and enabled by SPT; however, the contribution most emphatically endorsed is “the University’s insistence that academic quality is an overriding imperative, within a culture informed by interdisciplinarity and by a commitment to engagement in the public sphere.”

### **RECOMMENDATIONS AND RESPONSE SUMMARY:**

The Reviewer Report states the following: “Our recommendations are set out in the relevant sections of our report; we note here that they largely follow on from the issues identified both in the self-study and in the Decanal Agenda. We make six substantive recommendations which we feel bear special consideration for SPT to continue flourishing.”

#### **Recommendation 1**

First, for any graduate program to flourish, it has to have a secure dedicated budget it can draw on for the benefit of the program. The reviewers recognize that in the current academic climate, all budgets are subject to the contingencies of the financial well-being of the institution, and may be subjected to cuts. And any budget is contingent on programmatic review and renewal. That said, nevertheless, the program should not have to rely on the occasional goodwill of institutional administrators to cover the costs of its own coherent programming. Once established, its budget should be directly under its own determination and for which it can be held directly responsible to the fiscal administration of the university.

#### **Program Response**

The program notes that it draws expertise from across the university, has budget to mount 6 half-courses annually, and has a list of approved courses in addition. The 6 courses ensure that the distinctive areas of inquiry are covered, that students form a community and that the program maintain coherence. The program points out that it can be difficult to identify instructors for the 6 courses, a situation exasperated by the introduction of a new activity-based budget model. As an interdisciplinary program with no cognate undergraduate program, it is difficult to have input on faculty hiring priorities. This, however, is changing with better inclusion of the Graduate Program Director in the Department of Social Science’s governance, and the program is better able to identify



its needs within Social Science appointment.

### **Dean's Response**

The Office of the Dean appreciates the program's challenge in seconding faculty members from across the university to teach SPT courses and notes that SPT is at an important historical moment within the context of both the program and LA&PS. The Office of the Dean supports the program's strategy of looking for affinities within SOSC appointments rather than requesting dedicated appointments, but is also willing to consider, in consultation with the program, a re-organization of the placement and structure of SPT within LA&PS, particularly if it would allow the program to address these issues (connected also to the Recommendation 2). While both of these issues concern program coherence and identity, they also foreground the significance of collegial relationship building for sustaining interdisciplinary programs, whether that is done from within Social Science or in a new structure designed to address programs with no direct cognate unit is something the Office of the Dean is ready to explore with the program.

### **Recommendation 2**

SPT and its host, the Department of Social Science, would both be well served to work out agreeable mechanisms for more coherent integration of the graduate program into the Department. These might range from SPT representation and voting power in departmental decision-making regarding graduate program, to taking affirming steps to establish a common intellectual as well as administrative culture while also recognizing the appropriate degree of autonomy for SPT.

### **Program Response**

The program reports that: "We have been encouraged by efforts made on the part of the Department of Social Science to include SPT in its governance structures. In addition, in 2018-19, the current Grad Program Director is sitting on the Department of Social Science (SOSC) Executive as well as regularly attending SOSC council and fall retreat. This has gone a long way in creating good will between the Department and the SPT program. The Grad program is also seeking to appoint more SOSC faculty to its roster. This will move the integration process significantly."

### **Dean's Response**

The Office of the Dean is pleased with the program and departmental efforts to include SPT representatives into departmental governance, especially with respect to decisions that implicate the program. The Office of the Dean suggests that more needs yet to be done that may require a larger organizational undertaking, which it is willing to pursue.

### **Recommendation 3**

The Reviewers identify challenges related to the standing of SPT given the fact that it has no dedicated faculty members. Teaching and service contributions, which are often in addition to the home department's needs, can be difficult to secure. The University "needs to work out equitable and incentivizing protocols and platforms for faculty

participation and contribution to SPT.” The reviewers note that there may be other programs at York will similar challenges. They also recommend clearer articulation of expectations for affiliated faculty members, opening affiliation to untenured faculty and establishing emeritus status for retired faculty with clear expectations and regulations.

### **Program Response**

The program notes that aspects of this recommendation have been addressed with respect to Recommendation 1 and agrees agree that current regulations regarding faculty involvement may not be conducive to ensuring that colleagues across the university are willing to commit to SPT. The Executive has begun revising the appointments criteria to better align with the needs of the program and hopes to complete this task by February 2019. The Executive will also reconsider the condition that makes untenured faculty ineligible for appointment.

### **Dean’s Response**

The Office of the Dean notes the goal of completing the revised appointments policy by February 2019 and requests an update on the status of the revision, including a clear articulation of criteria according to defined program needs and priorities. Consistent with the reviewers’ recommendation, the regulations or policy should address emeritus and untenured status, as well as expectations for these groups’ participation in the program moving forward.

## **Recommendation 4**

SPT is administered by one full-time staff person and a faculty director. At the time of affiliation with SOSC, SPT was provided an additional ten hours in staff support but that arrangement has turned out to be far less than ideal. The reviewers document the challenges and recommend that a full-time staff member be provided for 10 hours per week. In addition, the reviewers recommend that a faculty associate member be appointed to the task of student advising, as a way to free the Director for more pressing challenges and was away to prepare a future Director.

### **Program Response**

The program identifies the most critical workload issue as the GPD course release. At the time of the cyclical review, the GPD received 1.5 FCE. Right now, the GPD is on a 1.0 course release with an additional 1.0 FCE to teach the “Core Course”. In addition, an MA “Core Course” (.5 FCE) is now on the books for W 2019, so the Master’s advising should be reduced as a result of this. The MA “Core Course” could either be taught by the GPD, or if a Faculty Associate Director is established, this faculty member may be the person to teach the MA Core course, and thereby assume some of the MA advising duties.

The program notes that no progress has been made on staffing support. While the SOSC staff have been extremely receptive and warm to SPT as an entity, some continued administrative help will be beneficial, especially to help the GPD plan longer term events. The program is in dialogue with SOSC on this.

### **Dean’s Response**

The Office of the Dean supports the recommendation to increase administrative support dedicated to the graduate program and that this increase, in whatever form it takes, needs to include staff or faculty who can access confidential student files. In principle, the Dean's Office agrees strongly that an arrangement that makes available regular and high-quality front-line service to students – especially related to advising – is a priority. In line with our response to Recommendations 1 and 2, a revised administrative structure around which programs that have no historical links to cognate departments may be a way to provide additional pooled administrative support to programs like SPT, and the Office of the Dean is willing to begin those discussions.

### **Recommendation 5**

The review report suggests dedicated space would encourage students to participate in campus intellectual life more readily, to have greater presence in the program, and advance the program's culture and cohesion overall. The report acknowledges challenges regarding space resources expresses the view that dedicated space would go a long way to advancing the integration of the faculty and students as well as the program in York's institutional life.

### **Program Response**

The program confirms the need and points out that one of students' biggest concerns expressed during the site visit was an isolating graduate student experience, particularly in the latter parts of their program. The program acknowledges that physical space may not be the panacea for this and that they have tried to address this problem in other ways, i.e. via workshops and community building events. The program does agree that more program space would serve to better integrate students and faculty and heighten the visibility of the program. While aspects of this challenge can be addressed through academic programming, more program space could go a long way towards advancing the integration of student and faculty presence in the program and to heightening the visibility of the program at York. The program welcomes the opportunity to explore this issue with the SOSC, which does have some pockets of space that might well serve all three grad programs housed in the Department. This process has begun and there is hope.

### **Dean's Response**

The Office of the Dean is aware of the issue of student space for SPT and other programs across York; however, space for LA&PS is extremely limited, as the program response and the reviewers' recommendations note. But within these constraints, we are interested in investigating new space arrangements within the existing LA&PS space footprint, which would align with the discussion proposed above in recommendations 1 and 2. The Dean's Office is glad that the graduate programs are exploring with the department what possibilities exist for dedicating un- or under-used space for students and agree with the Program's Response that if students' sense of isolation in the upper years of the program is significant, then perhaps it is not best addressed by the allocation of physical space.

**Recommendation 6**

This recommendation flows from others. The program needs to undercut the sense of isolation that students expressed. The reviewers identified the need to improve the student experience and create more coherent networking opportunities so that students could contribute to their learning, with one possible outcome of decreasing times to completion.

**Program Response**

The program has implemented procedures to ensure that students meet milestones. We have reduced the time to completion from an average of 22 terms to 18 and note that this assessment is also misleading given the period covered. An annual progress report is now in place and the GPD has a process for following up with students who are not meeting expectations.

A “Core Course” for incoming PhD students has been successful in connecting students to each other and the program’s expectations. The Core Course has also decreased our “times to ABD.” The big hurdle we need to tackle will be time from ABD to completion. We are now in the process of investigating this. Further, the program hopes to expand this to provide a similar level of support to master’s students (see program response Recommendation 4 above).

**Dean’s Response**

The Office of the Dean is pleased that the graduate program has reduced its average terms to completion from 22 to 18 and encourages the program to continue finding ways to support students in timely degree completion. As part of an implementation plan, the Dean’s Office would like to see the Program Report in writing, by a set deadline, how it is investigating the issue of time to completion and student isolation as well as what strategies it is developing to strengthen support of students to complete their degrees on time.

## Implementation Plan

The chart below outlines the implementation plan approved by the Joint Subcommittee on Quality Assurance in March 2019.

Recommendation	Action	Responsible for Follow-up	Timeline
1 That the program have a secure, dedicated budget.	The Dean of the Faculty of Graduate Studies (FGS), in collaboration with the Office of the Provost, has undertaken consultations to address these issues, which also affect other programs and will make recommendations in the Spring of 2019.	Dean of FGS; Office of Provost; programs	Spring 2019; Report on outcomes in the Follow-up Report, due September 2020.
2 That SPT and its host Department of Social Science establish a mechanism for more coherent integration of the graduate program into the Department	The program will report on the outcomes of efforts to integrate the program into the Department's governance in its follow-up report.	SPT program and Department of Social Science.	Follow-up Report, due September 2020.
3 That there be clear expectations for faculty members affiliated with the program.	The program will submit revised appointment procedures to FGS by April 2019. Once approved, the program will review current affiliations and present a new list with the follow-up report.	SPT program with FGS.	Follow-up Report, due September 2020.
4 That an adequate staffing model be established to support the SPT program.	The recommendation to increase course release is out of scope for a CPR. However, the JCSQA ask	FGS	Follow-up Report, due September

	that the recommendations brought to the community by the Dean of FGS include consideration of appropriate terms for interdisciplinary graduate programs such as SPT. Staffing supports will be included in the follow-up report.		2020
5 That dedicated space for the SPT program be found.	The FGS Dean's report on inter-Faculty/inter-disciplinary graduate programs will include recommendations regarding space and location to be developed in consultation with programs and Faculty Deans	FGS in consultation with programs and Faculty Deans.	Follow-up Report, due September 2020
6 That supports for the SPT student community be established.	The program will report on times to completion, student satisfaction with the PhD Core Course (based on a student survey), and any other measures taken to build a strong student community within SPT and with students in related programs.	Program	Follow-up Report, due September 2020