



# York University Senate

## Notice of Meeting

Thursday, 28 October 2021, 3:00 pm

Via videoconference

### AGENDA

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- 1. Chair’s Remarks (M. Roy)
- 2. Business Arising from the Minutes
- 3. Inquiries and Communications
  - a. Report of the Academic Colleague to the Council of Ontario Universities (B. Spotton Visano) ..... 1

20min

- 4. President’s Items (R. Lenton)
  - a. President’s Annual Report 2020-2021 [[online](#)]
  - b. Advancing plans on key academic priorities: School of Medicine, Vaughan Healthcare Precinct and the Markham Campus
  - c. Kudos Report ..... 6

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### Committee Reports

- 5. Executive Committee (C. Brushwood Rose) ..... 9

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- 6. Academic Policy, Planning and Research (B. Spotton Visano) ..... 44

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- 7. Academic Standards, Curriculum and Pedagogy (M. Bunch)..... 49

- a. Extension of Duolingo English language placement test for admission to undergraduate and graduate programs, FW’22 – SU’24 academic sessions (Appendix A, page 52)

25min

- 8. Other Business

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### Information Items

- 10. Senators on the Board of Governors re: 12 October 2021 Meeting of the Board (J. Etcheverry, M. Hamadeh) ..... 63

P. Robichaud, Secretary

**Academic Colleague to the Council of Ontario Universities (COU)  
Report to Senate  
September 2021**

**COU PURPOSE AND MEMBERSHIP**

COU is a membership organization convened “to promote cooperation among the provincially assisted universities of Ontario, and between them and the Government of the Province, and, generally, to work for the improvement of higher education for the people of Ontario.” See: <https://cou.ca/about/policies-constitution/>

- Membership includes: one Executive Head (President or Principal) of each member institution and one faculty colleague from each member institution

At **meetings of the Academic Colleagues on August 17 and 18, 2021**, the Colleagues received the following information and updates and participated in related discussions.

**COU’S PRIORITIES FOR 2021-2022**

Following prior consultation with the COU Council members (Executive Heads and Academic Colleagues), COU President and CEO Steve Orsini presented his report on COU priorities for the coming year.

**Reopening:** The government has announced policy directives, including booster shots for the immune-compromised, and the Ministry of Health announced additional steps to prepare for a fourth wave. COU and Colleges Ontario, along with the Toronto Board of Trade, have called for a vaccine mandate and safe pass. The Ontario Undergraduate Student Alliance also endorsed this call. COU’s COVID-19 Reference Table continues to meet regularly and share best practices.

**Institutional Autonomy:** In April, the government introduced Bill 276, Schedule 16, which establishes Northern Ontario School of Medicine (NOSM) as a degree-granting university and severs its degree-granting partnerships with Lakehead and Laurentian. COU’s concern stems from the absence of due process and consultation with the sector, which sets a precedent that threatens universities’ autonomy.

The Ministry’s speculation that a lack of financial transparency led to Laurentian’s bankruptcy also threatens institutional autonomy. Ontario’s Universities are among the most fiscally transparent institutions in Canada. COU is developing a four-point plan that will flag financial difficulties far enough in advance to head off the possibility of bankruptcy.

**Financial sustainability:** University operating grants on a student weighted basis have declined by 21% since 2007- 2008. Tuition cuts and freezes have eliminated billions in potential revenue for the sector. This had led to an overreliance on revenue from international students and services, sources which are vulnerable to global events such as travel restrictions and international disputes.

In the discussion that followed, Colleagues raised concerns about developing a common reopening plan with 34 local public health authorities that may be issuing conflicting mandates, concerns about how an immunization policy could be enforced, and the need for funding for improvements to infrastructure.

## **SECTOR UPDATES**

Academic Colleagues received the following summary of sector updates.

### **OHDP and Intellectual Property update**

In 2020, the Government of Ontario created the [Ontario Health Data Platform \(OHDP\)](#)<sup>1</sup> to improve the detection, planning, and response to COVID-19 and to support epidemiology research. The Ontario Health Data Platform (OHDP) fosters innovation, collating data from all universities. While Ontario's universities support the OHDP's goals, universities and other research institutions share some concerns about the platform's research agreement.

To gain access to the portal, institutions must sign a research agreement, which includes a clause stipulating that any new IP created through access to OHDP will be owned by province. This limits commercialization and deters private sector investment in research. The university sector has been working with Ontario hospitals and other stakeholders to communicate these concerns.

COU is currently in discussions with other institutions to negotiate an agreement that will benefit all parties involved. Ontario's universities support the objectives of the OHDP. However, the university sector, the research hospital sector, and industry stakeholders are concerned about a research agreement that grants the province ownership of intellectual property (IP) generated through access to the OHDP and are working together to communicate their concerns to the government.

### **Financial Sustainability and Competition Working Group**

COU has formed a cross-functional Financial Sustainability and Competition Working Group to lead the sector's review and analysis of internal policy and advocacy

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<sup>1</sup> <https://ohdp.ca/overview/>

recommendations linked to university funding and support. Its work is to consider government, student, and institutional interests and priorities to develop sector-wide specific policy/advocacy options for consideration by Executive Heads.

This work is being undertaken in the context of a:

- **10% cut on domestic tuition, followed by a two-year freeze**, which reduced revenue by \$1.8 billion (as measured by the cut and foregone revenue that would have accrued under the previous tuition fee framework).
- **Overreliance on international student revenue**, which poses a significant financial risk for all institutions.
  - **COVID-19** travel restriction, federal quarantine, and testing fees may discourage students from choosing Canada as their education destination.
  - **Geopolitical tensions (e.g. 2019 Saudi Arabia) and other factors (e.g. exchange rates, recessions)** can affect international enrolment from specific countries and regions.

The risks are higher because of the lack of source country diversification. The top 10 countries account for nearly 80% of international enrolment. The top two for 62.2%. Enrolment disruptions from these major source countries could significantly affect university revenues.

- **Increase competition from other countries** including the United Kingdom, the United States, China, and India.
- **Declining operating grant revenue per student.**

## **MICRO-CREDENTIALS**

Micro-credentials are a “designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the Quality Council unless they are part of a New Program,” (Quality Assurance Framework, 2021)<sup>2</sup>

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<sup>2</sup> <https://oucqa.ca/wp-content/uploads/2021/03/Quality-Assurance-Framework-2021.pdf>

In November 2020 OCAV (*Ontario Council of Academic Vice Presidents*) established the OCAV Task Force on Micro-credentials to lead the sector's engagement and develop advocacy options for consideration by OCAV and Executive Heads. The task force has been developing positions and engaging with MCU (*Ministry of Colleges and Universities*) staff and other stakeholders, including Quality Council, eCampusOntario,<sup>3</sup> and HEQCO (*Higher Education Quality Council of Ontario*).

In July the task force submitted a letter to the Deputy Minister outlining principles around quality assurance and stackability/transferability of micro-credentials. COU and Colleges Ontario are collaborating to advocate for policies that ensure institutional autonomy over micro-credentials.

MCU has confirmed that they have received approval for more formal consultations with stakeholders on this file and will be undertaking consultations in September.

eCampusOntario Portal: MCU granted a contract to eCampusOntario to develop a portal that will house OSAP-approved micro-credentials. The portal will launch in September.

## **OTHER COU DISCUSSIONS**

### **COU COVID-19 Reference Table**

- Mandate: Share practices and coordinate communications; provide information and advice to Executive Heads and COU to support advocacy e.g. advocacy regarding capacity limits and exemptions for certain high need programs; provide sector-wide data to government re: universities can support COVID testing and vaccination efforts; act as institutional points of contact for government with respect to procurement issues (PPE, Rapid testing kits)
- 19 Ontario universities have now required vaccination for students, staff, faculty and librarians for all in-person activities
- Institutional policies have similar elements:
  - Self-declaration or attestation of vaccination, may include proof
  - Exemption process on the basis of medical or Ontario Human Rights Code reasons
  - Education on the importance of vaccination

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<sup>3</sup> See [https://micro.ecampusontario.ca/wp-content/uploads/2020/12/Micro-credentials-en\\_v2.pdf](https://micro.ecampusontario.ca/wp-content/uploads/2020/12/Micro-credentials-en_v2.pdf)

- Regular rapid testing for those who are not vaccinated
- A subgroup of the COU Legal Counsels' group is examining the legal framework related to vaccination policies and mandates: provides guidance related to advocacy with government and Public Health Ontario related to vaccination policies; recommends government or Public Health mandate for the sector to inform institutional policies.



# PRESIDENT'S KUDOS REPORT

OCTOBER 2021



Professor [Richard Leblanc](#) has been initiated as an Academic Fellow of the International Council of Management Consulting Institutes. Leblanc, who is a professor in the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies, was accorded the honour in recognition of his outstanding contribution to the management consulting profession.



Long-time York University supporter [Jack Leitch](#) will be celebrated with an annual award in his name that recognizes incoming MBA students. The inaugural recipient of the Jack Leitch Award in Entrepreneurial Thinking will be announced this fall.



Supported by a York Science Scholars Award (YSSA), [19 top first-year students](#) participated in their first summer research experience as university students this year. The YSSA program provides awards of \$10,000 to high-achieving, passionate science students entering the Faculty of Science.



The Faculty of Liberal Arts and Professional Studies announced the launch of its [Student Numeracy Assistance Centre at Keele](#) (SNACK). This new centre will provide students in relevant LA&PS courses with extensive numeracy support in mathematics, statistics and Microsoft Excel.



Professors [Steven Hoffman](#) and [Rebecca Pillai Riddell](#) are among 74 new Fellows elected to the Canadian Academy of Health Sciences. Election to fellowship in the academy is considered one of the highest honours for individuals in the Canadian health sciences community.



[Two York University students](#) have earned academic awards for their work advancing Canadian studies. The Barbara Godard Prize for the Best York University Dissertation in Canadian Studies recipient is Andrew Zealley, and the recipient of the Odessa Prize for the best undergraduate paper in a fourth-year course is Emily Belmonte.



A Research Associate with York University's Centre for Asian Research, [Yukari Takai](#), is one of 15 scholars globally to be appointed as a visiting research scholar at the International Center for Japanese Studies (Nichibunken) this year.



York University's UNESCO Chair [Charles Hopkins](#) is the recipient of the Clean50 Lifetime Achievement Award for his work on a global scale to reorient education towards sustainable development. This prestigious award recognizes Hopkins' focus on creating a better future for all.



On September 13, York University announced a contribution from Scotiabank that will provide \$980,000 to support a variety of initiatives at the [Lassonde School of Engineering](#). The funding will support research into global financial crimes and computer security, while also providing support for programs that advance equity, diversity and inclusion in science, technology, engineering and mathematics (STEM) fields.



[Tracey Taylor-O'Reilly](#) has been named a Female Executive of the Year in the 18th annual Stevie® Awards. Taylor-O'Reilly, Assistant Vice-President of Continuing Studies, was recognized as the Gold Award recipient in the Government or Non-Profit category for organizations with 2,500 or more employees.



More than 700 faculty, staff, and students attended York University's [National Day for Truth and Reconciliation](#) virtual panel, "Reflections on Truth and Reconciliation," which took place September 30. The panel focused on reconciliation in action and was the University's keynote event, leading into a full day of activities created for the National Day for Truth and Reconciliation.



Osgoode Hall Law School Professor [Poonam Puri](#) has been awarded what many consider the "Pulitzer Prize" of legal writing. Ontario Attorney General Doug Downey named Puri as the recipient of the David W. Mundell Medal in an announcement on October 8.



As captured in the newly released [Maclean's 2022 University Rankings](#), York University has been successful in advancing our vision to provide a high-quality education at a research-intensive university informed by a clear set of core values. The rankings highlight solid progress in several important areas, including an impressive sixth-place ranking against all other comprehensive universities in Canada for the second consecutive year.



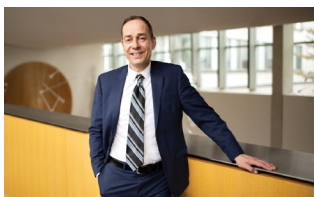


York University has launched a new organized research unit that is the first at the University to focus on Indigenous and decolonizing scholarship. The Centre for Indigenous Knowledges and Languages is led by inaugural Director [Deborah McGregor](#), an Associate Professor at York and the Canada Research Chair in Indigenous Environmental Justice at Osgoode Hall Law School.



York launched a [three-year initiative](#) to enhance the representation of Black youth at universities across Canada. The initiative is led by Carl James, the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education, who has focused on addressing systemic barriers and racial inequities for over a decade. A recent \$1.2-million donation from the RBC Foundation, as part of RBC Future Launch, is allowing this work to go national.

## APPOINTMENTS



[Dr. Detlev Zwick](#) was appointed to the position of Dean, Schulich School of Business, effective July 1, 2021, for a five-year term.



[Dr. Gordon Binsted](#) was appointed to the position of Deputy Provost Markham for a five-year term, commencing January 1, 2022.



Schulich School of Business Adjunct Professor [Joseph Mapa](#), Executive Director of the Health Industry Management Program, has been appointed to a three-year term as the inaugural Krembil Chair in Health Management and Leadership, effective July 1, 2021.



[Dr. Susan D. Dion](#) was appointed to the inaugural role of Associate Vice-President Indigenous Initiatives, effective September 1, 2021.

# Executive Committee – Report to Senate

At its meeting of 28 October 2021

## FOR INFORMATION

### 1. Monitoring the Disruption

Consistent with its responsibilities mandated by the Senate “Disruptions” Policy, the Executive Committee is continuing to monitor and assist in the management of the impact of the COVID-19 pandemic on academic activities at the University.

The Committee had a special meeting on 5 October 2021. In focus was the time-sensitive matter of plans for the delivery of courses in the Winter 2022 term. The Committee concurred with the recommendation from the Provost and Vice-President Academic that the University proceed with the planned full return to on-campus academic activities for Winter 2022 as assumed in the *Principles to Guide 2021-2022 Course Planning*. The decision was communicated to Senate and is posted on the Senate COVID-19 site at <https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2021/10/October-7-2021-Communication-Winter-2022-Term.pdf>

The Executive Committee’s discussion with the Provost about the Winter 2022 plans provided an opportunity for members to share reflections on the experience of program delivery this term with the gradual return to in-person academic activities. That dialogue identified several issues that require follow-up to be facilitated by the Provost, including:

- adequate study spaces for students including suitable spaces to attend an online course when they must be on campus for in-person course components or other reasons
- the need for continued efforts to communicate, in new and creative ways, why masks are an essential means for all of us to protect each other, especially indoors or where 2-metre distances cannot be maintained
- a review of the sufficiency of HyFlex classrooms to meet instruction and learning needs and / or other technology resources to support instructors’ teaching
- additional teaching supports for faculty members

At Executive’s regular monthly meeting on 19 October, the Provost provided an interim update on these issues, noting too that efforts to address them will continue through the remainder of the Fall and throughout the Winter terms; the written update is attached as Appendix A to the Executive report.

The Committee was also briefed this month on progress on the implementation of the University’s vaccination mandate. The number of faculty members, staff and students updating their vaccination status continues to increase daily. Current efforts are focused on facilitating the next wave of requirements of the vaccination policy ahead of the fuller return to in-person activities in January 2022. This work includes the consideration of

## Executive Committee – Report to Senate

requests for exemption or accommodation and effecting the compliance requirements for the University community as established in the [Covid-19 Vaccination Mandate](#). Feasible options to enhance the capacity to monitor the vaccination status of on-campus attendees are being explored as part of the planning for the upcoming winter term.

A recent communication was sent to the Chair of Senate by Senator Spotton Visano alerting of difficulties instructors were having at the start of this term and asking Senate Executive - under its responsibilities in the Disruptions policy - to examine the scope and scale of these difficulties and report to Senate what actions are being taken to ensure the problems do not recur. The issues raised pertain to course delivery and the need for a clear protocol to govern instances of a COVID-19 infection in an attendee of an in-person class / tutorial / lab / academic activity.

Executive discussed the queries at its meeting on 19 October. At the root of the course delivery challenges was most often IT-related difficulties, specifically with E-class and the availability of technology support. The Committee's discussion of these questions was aided by the participation of Aladin Alaily, Director of Client Support Services, UIT. The University's shift to and ongoing reliance on online delivery of its programming during the pandemic has led to capacity challenges. Mr Alaily briefed the Executive Committee on the suite of measures that have been implemented since September to address the sporadic e-class outages, and new strategies and resources being put in place to reduce IT support response times and expand coverage. Key among the immediate actions are:

- infrastructure changes to various IT systems to better respond to the increased capacity needs driven by the expansion of e-class use
- a workflow prioritization system for the IT service desk so that urgent tech support requests for a "live classroom" are given immediate attention
- establishment of new staff positions to broaden availability of tech support in the evenings and on weekends to support course delivery at those times (to be fully implemented for the Winter 2022 term)

Further strategies and / or additional forms of support are continuing to be examined to enhance the University's IT services.

On the matter of preparations to be able to respond to a COVID-19 infection in an academic setting, the Committee requested that information be made available that sets out the steps to be taken and by whom so that course directors, tutorial assistants, lab assistants and students know what to expect and what responsibilities they have in such circumstances. The Committee looks forward to that information being made available at the earliest opportunity.

Senate Executive is grateful for the community's collaboration on seeking solutions to the complex challenges of program delivery that continue to arise in the pandemic disruption.

# Executive Committee – Report to Senate

## 2. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individuals nominated by Faculty Councils for membership on Senate committees with terms beginning 1 July 2021.

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

Lisa Farley, Associate Professor, Education (to 31 December 2021)

Celia Haig-Brown, Professor, Education (commencing 1 January 2022)

Linda Peake, Professor, Environmental & Urban Change

### **Executive Committee**

Thomas Baumgartner, Professor, Science

Patricia Burke Wood, Professor, Environmental & Urban Change

### *Remaining Senate Committee Vacancies*

The Executive Committee continues to seek prospective candidates to fill the remaining two (2) vacancies on the *Tenure and Promotions Committee*. The Nominations Sub-Committee would be grateful for expressions of interest, which can be conveyed to either the Vice-Chair of Senate, Chloë Brushwood Rose ([brushwood-rose@edu.yorku.ca](mailto:brushwood-rose@edu.yorku.ca)), or the University Secretariat, through Cheryl Underhill ([underhil@yorku.ca](mailto:underhil@yorku.ca)).

## 3. Senate Committee Priorities for 2021-2022

The Senate Committees engage in an annual exercise of identifying a concise list of priorities that are primarily focused on the advancement of priorities set out in the *University Academic Plan* coincident with their respective mandates and terms of reference. Priority-setting aids the committees by:

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

### *Executive Committee Priorities*

Of paramount concern to Senate Executive is the vitality of collegial governance. The Executive Committee is committed to enhancing collegial governance and fostering positive, productive processes. It does this in partnership with Senators, Senate committees and Faculty Councils and all those who have a stake in the University's governance. With this overarching theme in mind, the Committee has identified its priorities; the full list is included in Appendix B.

# Executive Committee – Report to Senate

## *Other Senate Committees' Priorities*

The Academic Policy, Planning and Research Committee (APPRC), the Academic Standards, Curriculum and Pedagogy Committee (ASCP), and the Awards Committee have transmitted their respective 2021-2022 priorities. The initiatives identified by these committees reflect the priorities of the *University Academic Plan 2020-2025* and key academic initiatives in focus this year, including for example the Markham Campus. The committee priorities for APPRC, ASCP, and Awards are contained in Appendix C to the Executive report.

Senators are invited to share their thoughts on the Committees' priorities.

## **4. Senate in 2020-2021: Year-End Report on Actions**

A consolidated report on actions taken by Senate in 2020-2021 is attached as Appendix D. The document may be particularly helpful in providing new Senators with a sense of the nature and breadth of actions during the year. Senate Executive is sincerely grateful to members of Senate committees and Faculty Councils for their efforts over the past year.

## **5. Committee Membership 2021-2022**

The Committee is pleased to welcome Professors Thomas Baumgartner and Patricia Burke Wood, nominees from the Faculties of Science and Environmental & Urban Change respectively. It is looking forward to having student Senators join the membership in November.

*Mario Roy, Chair*

*Chloë Brushwood Rose, Vice-Chair*

**Provost's Report to Senate Executive –  
Responding to the Experiences from Fall 2021  
19 October 2021**

The special meeting of Senate Executive on Tuesday, October 5<sup>th</sup>, 2021, provided an opportunity for members to share reflections on the experience of program delivery this term with the gradual return to in-person academic activities.

That dialogue identified several issues that require follow-up including:

- adequate study spaces for students including suitable spaces to attend an online course when they must be on campus for in-person course components or other reasons
- the need for continued efforts to communicate, in new and creative ways, why masks are an essential means for all of us to protect each other, especially indoors or where 2-metre distances cannot be maintained
- a review of the sufficiency of HyFlex classrooms to meet instruction and learning needs and / or other technology resources to support instructors' teaching
- additional teaching supports for faculty members

The information below is offered as an interim update on these issues around which efforts will continue through the remainder of the Fall term and throughout the Winter.

### **Student Study Space**

**Winter term** - Conversations are underway with Libraries, Faculties and the Division of Students to identify and plan for student study spaces for the Winter term. We anticipate a shift from study spaces in designated classrooms, with a reopening of more student common areas. Planning is around ensuring that spaces for a variety of activities are available:

- Individual study space (bookable or drop-in)
- Online class friendly (bookable or drop-in)
- Computer workstations (bookable or drop-in)
- Conversation friendly spaces (bookable)

**Fall term** – Presently, student study spaces of several kinds are available through Libraries, classrooms, student common rooms and all Faculties, and include all formats noted above. Most spaces are available to all students and selected spaces are available only to designated students within Faculties.

Safety measures in place include:

- Spaces in Libraries are bookable and closely monitored.
- Drop-in spaces open to all students have a sign-in form should it be needed for case and contact management. Furnishings have been configured for 2 metre physical distancing as a precautionary measure. Signs have been installed with capacity limits, seating charts, emergency procedures, and messaging on community care, physical distancing, mask/face covering protocol.
- Faculties are managing processes for spaces open only to their own students based on the protocols above.

## Health & Safety Communications

Our approach thus far has been to focus first on engaging peer networks across the University, to work proactively with community members on wearing masks or face coverings. This has been the preferred route to encouraging all members to abide by the requirements and to support a [community of care](#).

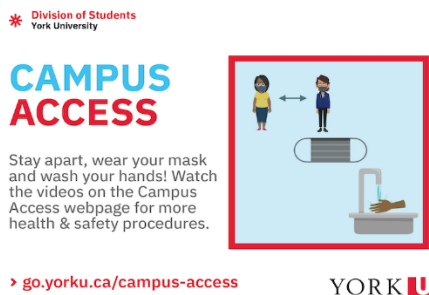
**New Initiatives** - AMPD and VPS are working with student groups to develop peer-to-peer programs to encourage proper mask/face covering wearing and are looking at motivating students through artistic campaigns / competitions, raffles and more.

The Division of Students is currently working with students to create messaging, videos, and imagery about the importance of masks, which we hope will resonate with all members of the community and reinforce their responsibilities around distancing and facial coverings.

Best practice will be shared immediately with the Academic Continuity Group as Deans have shared their keen interest in participating across campuses.

**Signage** - As mentioned in a previous [update to the community](#), it has been communicated that masks and/or face coverings must be worn in all indoor spaces on campus and [special guidance](#) on this has been issued. Signage has also been posted in highly visible locations, including at building entrances and in classroom spaces, to remind community members that masks and/or face coverings are required in all indoor spaces. Nevertheless, we continue to assess the effectiveness of our efforts on this issue and will be discussing opportunities for improvements.

The following images will continue to appear on LCD screens in common areas and within classrooms as students enter and exit.



**Vending Machines** - If you are on-campus and you realize that you have forgotten, lost, soiled, or damaged your mask, they can be acquired from [vending machines](#) located on both campuses. Machines will be equipped with YU-card readers and the 3-ply medical/procedural disposable masks will be dispensed at a nominal cost to valid YU-card holders.

**Social Media** - Community members have been reminded through social media posts and in mass emails about York's [community of care commitment](#), where masks/face coverings are central to upholding health and safety on York's campuses.

## HYFlex Teaching

You may have seen the [yFile article](#) written on the Hyflex Pilot currently running at York. The initiative will examine where this approach to course delivery works best overall. There are currently 31 hyflex-compatible classrooms on Keele Campus and 15 located on the Glendon Campus. The pilot will also run next semester and those who are scheduled in selected Hyflex compatible classrooms will automatically be invited to participate.

For those with classes scheduled in a Hyflex room, these resources helpful:

- [Using technology for Hyflex teaching](#)
- [Hyflex classrooms & related FAQs](#)
- [Hyflex course design](#) guide
- [Information for students in the hyflex pilot](#)
- [Implementing Hyflex at the University of St. Thomas](#)

For more information on York's Hyflex Pilot or to sign to receive the Hyflex Times newsletter, contact [Peter Wolf](#). For pedagogical support, connect with the [Teaching Commons](#) and for technical support, you can reach out to [UIT's technical team](#).

## Teaching Supports for Faculty

the following resources are available to all instructors:

**Support for Flexible Teaching:** The Teaching Commons provides resources on flexible teaching methodologies that can be applied in any mode of delivery, to create more inclusive learning experiences: <https://www.yorku.ca/teachingcommons/flexible-teaching/>.

**Support for Remote Teaching** –[Access UIT's Learning Technology Services Help Centre](#)

- [Access a suite of services through Bold – Going Remote](#)
- See York University Libraries' [chat services](#), guidance for [teaching online](#) and [other support for the Fall Term](#), including information on protecting copyright and intellectual property.
- [Get support for Zoom](#)
- [Access research and teaching aids from UIT](#)



**Senate Executive Committee  
Priorities 2021-2022**

<b>Item</b>	<b>Commentary</b>	<b>Process</b>	<b>Timelines</b> Projected start and end times
<b>1. Monitoring the Disruption</b>	With the pandemic continuing, the <i>Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i> continues to be in effect. Executive will continue to discharge its mandate of monitoring the impact of the pandemic on academic activities at the University.	The Provost to provide regular reports to the Executive Committee on the impact to academic activities.  Executive will work in collaboration with the Provost on decisions to manage the impact identify and bring to Senate as appropriate needed adjustments to academic regulations, deadlines and schedules.	<b>Ongoing</b>  Discussion in spring to determine timing for declaring the disruption over, coincident with monitoring the transition back to in-person academic activities in Winter 2022.
<b>2. Discussion of Principles Governing a Presidential Search</b>	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Senate Executive to prepare the framing of the discussion.	<b>Carried forward since 2019-20.</b>  <b>Discussion preparation by Executive:</b> 15 March 2022  <b>Senate discussion date:</b> 24 March 2022
<b>3. Mode of governance meetings post-pandemic</b>	Coincident with the University's shift to remote operations due to the pandemic in spring 2020, Senate and Senate committee meetings moved to a virtual mode of delivery. This practice has been sustained to date.  Advantages of virtual meetings have been identified. A review and analysis of the mode of delivery will inform a decision on the matter going forward, post pandemic to ensure governance is meeting the needs of the University community.	The Senate survey results on the specific questions this year on virtual meetings, and best practices adopted within the PSE sector will be compiled for review and discussion by Executive.	<b>Background information to and discussion by Senate Executive:</b> 16 November 2021  <b>Recommendation to Senate Executive:</b> 18 January 2022

<b>Item</b>	<b>Commentary</b>	<b>Process</b>	<b>Timelines</b> Projected start and end times
<p><b>4. Review of the Rules of Senate</b></p>	<p>The Rules of Senate require them to be published every three years, which normally occasions a thorough review.</p> <p>The last Senate Rules review was done in 2018-2019.</p> <p>An item for decision will also be the determination of the academic leadership at the Markham Campus within Senate membership.</p>	<p>The Senate survey results and correspondence from Senators that address rules and issues are compiled for review.</p> <p>Background information to be gathered on the specific issues identified for review. Senate consulted on the scope of items to be included in the Rules review.</p> <p>Draft revisions to the Rules, if any, to be presented to Executive for feedback and confirmation of next steps.</p>	<p><b>Due in 2021-2022 Year</b></p> <p>Revisions to the Rules of Senate is a statutory matter requiring notice to Senate prior to presentation for approval. In accordance with the Rules, the review should be completed by June 2022.</p> <p><b>Background information to Senate Executive:</b> November</p> <p><b>Preliminary inventory of suggested Rule areas shared with Senators and call for other aspects to be in scope:</b> November</p> <p><b>Draft revisions to Executive:</b> by March 2022</p> <p><b>Notice to Senate:</b> 28 April 2022</p> <p><b>Senate approval:</b> 26 May 2022</p>
<p><b>5. Review of the mandate and composition of the Senate Executive Equity Sub-Committee</b></p>	<p>The Equity Sub-committee was established over two decades ago, coincident with the integration of an equity lens into academic planning. The evolving EDI landscape at the University necessitates a review of the Sub-committee's mandate and membership to reflect current developments, structures and plans, and to sustain the advancement of EDI matters within the realm of Senate.</p>	<p>Sub-committee to lead the review and recommended revisions to mandate and composition, including conducting necessary consultations across the University.</p> <p>Recommendation presented to Senate Executive for approval and subsequent recommendation to Senate for approval.</p>	<p><b>To be completed by June 2022.</b></p> <p><b>Sub-committee to commence the review exercise:</b> November 2021</p> <p><b>Draft revisions to Executive:</b> by April 2022</p> <p><b>Senate approval:</b> by June 2022</p>

<b>Item</b>	<b>Commentary</b>	<b>Process</b>	<b>Timelines</b> Projected start and end times
<b>6. Chancellor Search</b>	<p>The members of Senate Executive to serve on the search committee were confirmed in 2020-2021.</p> <p>The search convened in spring 2021.</p>	<p>The <i>York Act</i> provides for the appointment of the Chancellor “by the Board, after consultation with the Senate”.</p> <p>Three members of Senate Executive will be chosen to participate on the search committee, in addition to the Chair of Senate.</p>	<p><b>In Progress.</b></p> <p>Search committee membership confirmed in 2021, and inaugural meeting held in May 2021.</p> <p>To re-convene in early autumn 2021. Recommended candidate will proceed to the Board of Governors for approval. No further formal role for Senate Executive.</p>

### APPRC 2021-2022 Priorities

<b>UAP Priority</b>	<b>APPRC Priority Area</b>	<b>Specific Outcomes for 2021-2022</b>	<b>Actions in 2021-2022</b>
<p><b>21st Century Learning:</b> Diversifying Whom, What, and How We Teach</p> <p><b>From Access to Success</b></p>	Future of Pedagogy	<p>Advance discussion and foster dialogue on post-pandemic academic program delivery model(s) to gather views on:</p> <ul style="list-style-type: none"> <li>• defining a new vision of education for the 21<sup>st</sup> century that takes account of virtual platform innovations</li> <li>• adopting new pedagogies that facilitate balance between remote/online and in-person delivery models, and support high quality learning experiences in both</li> <li>• maximizing technology to support EE to integrate novel approaches to experiential learning into pedagogy</li> </ul>	<p>Through the annual APPRC academic planning forum, advance pan-university discussions on the effect of the pandemic on the delivery of academic programming, the consequences, and opportunities for teaching, learning and research, and how the University will choose to respond in the medium and long-term.</p> <p>APPRC to define framing questions for the forum.</p>
<p><b>Answering the Call:</b> A University-Wide Challenge to Contribute to the UN Sustainable Development Goals</p>	The SDG Challenge	<p>Raise awareness of how the University's teaching and research aligns with and contributes to the SDGs.</p> <p>Map current research / curriculum with the SDGs to identify a baseline of activity to measure progress.</p>	<p>A focused discussion on the SDG challenge at an APPRC meeting for context and stage setting.</p> <p>Individual meetings with Deans and Principal in Spring 2022 to receive and discuss alignment of Faculty-level research and curriculum with SDGs.</p> <p>APPRC report to and facilitated discussions with Senate on University alignment and contributions to SDGs.</p>

<b>UAP Priority</b>	<b>APPRC Priority Area</b>	<b>Specific Outcomes for 2021-2022</b>	<b>Actions in 2021-2022</b>
<p><b>Knowledge for the Future:</b> From Creation to Application</p> <p><b>Living Well Together</b></p>	<p>Support furthering the Strategic Research goals</p>	<p>Review of the <i>2018-2023 Strategic Research Plan</i> progress towards the identification of priorities for the succeeding five-year Research Plan.</p> <p>Establishment of the <i>Senate Policy on Indigenous Research Involving Human Participants</i>.</p>	<p>Discussion and feedback on the progress achieved towards goals of the <i>2018-2023 Strategic Research Plan</i> at APPRC meeting, and direction for the 2023-2028 Research Plan.</p> <p>Review for approval and recommendation to Senate the establishment of a proposed <i>Senate Policy on Indigenous Research Involving Human Participants</i>; anticipated in October / November.</p>
<p><b>21st Century Learning</b></p> <p><b>Knowledge for the Future</b></p> <p><b>From Access to Success</b></p> <p><b>Advancing Global Engagement</b></p> <p><b>Living Well Together</b></p> <p><b>Working in Partnership</b></p>	<p>Inform academic policies and directions to address anti-Black racism, strengthen Indigenous presence at the University, and further access and principles of equity, diversity and inclusion</p>	<p>In coordination with the Senate Executive Sub-Committee on Equity, APPRC contributions to initiatives and directions for furthering anti-Black racism actions, access and principles of equity, diversity and inclusion within collegial governance realm.</p>	<p>APPRC review the Action Plan to the Framework to Address Anti-Black Racism to identify initiatives that align with APPRC mandate.</p> <p>APPRC representative on the Senate Sub-committee on Equity to take forward to the Sub-Committee APPRC recommendations, and in turn liaise with APPRC on defined initiatives.</p>

<b>UAP Priority</b>	<b>APPRC Priority Area</b>	<b>Specific Outcomes for 2021-2022</b>	<b>Actions in 2021-2022</b>
<p><b>21st Century Learning</b></p> <p><b>Knowledge for the Future</b></p> <p><b>From Access to Success</b></p> <p><b>Advancing Global Engagement</b></p> <p><b>Living Well Together</b></p> <p><b>Working in Partnership</b></p>	<p>Monitoring / contributing to major academic planning initiatives in 2021-2022</p>	<p>Regular reports from Provost and /or Vice-President Research &amp; Innovation on initiatives in progress, including:</p> <ul style="list-style-type: none"> <li>• Markham Campus Planning for 2023 launch</li> <li>• Vaughan health precinct</li> <li>• Internationalization and Globalization strategy</li> <li>• establishment of a medical school</li> <li>• external developments with the Provincial micro-credential framework</li> <li>• performance enhancement on international rankings</li> <li>• E-CV implementation</li> </ul> <p>Engagement of Senate in planning discussions / decisions on initiatives.</p>	<p>Feedback from the Committee to the Provost and Vice-President Research &amp; Innovation on major academic initiatives in development from an academic planning perspective.</p> <p>Report to Senate on developments, facilitating Senate input where appropriate.</p>

## ASCP Priorities and Key Items of Business for 2021-2022

**As of October 2021**

<b>ASCP Activity</b>	<b>Status/Next Steps</b>	<b>UAP Priority</b>
<p>1. Priority and sub-items to inform ASCP’s review of curriculum items that come before it, in particular programs planned for Markham Campus</p>	<p>ASCP to hold dedicated meetings in October/November 2021 to review Markham program proposals</p>	<p><b>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</b></p>
	<p><b>Ongoing review of Senate policies / regulations</b> to enhance clarity and address gaps</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• <a href="#">Sessional Dates Policy</a></li> <li>• Pan-University Courses (pending)</li> <li>• Microcredentials (pending)</li> </ul>	<p>C&amp;P to begin review of Sessional Dates Policy in Fall 2021.</p>
<p><b>2. Revision/rescinding of <a href="#">Academic Honesty Policy</a></b></p> <p>And establishment of new <i>Academic Conduct Policy</i></p>	<p>Academic Conduct Policy and Procedures are in final stages of development, shepherded by Policy Review Working Group over Winter and Spring 2020. ASCP and SAC reviewed documents in Fall 2020 and sought feedback via community consultations in Winter 2021.</p>	<p><b>Priority 3: From Access to Success: Next Generation Student Supports</b></p>

	<p>Ad hoc Working Group of ASCP and SAC has been convened to review consultation input and shepherd the finalization of the Policy and Procedures.</p> <p>Working Group meetings will take place throughout Fall 2021 and Winter 2022.</p> <p>Senate approval in Spring 2022 targeted.</p> <p>Updates on educational and support activities of Vice-Provost Academic's academic integrity working groups to be provided on an ongoing basis.</p>	
<p>3. Establishment of a new <i>Academic Forgiveness Policy</i> that will include a section on the usage of the Attending Physician Statement</p>	<p><u><i>Withdrawn from Course, Course Relief, and Repeating Passed or Failed Courses</i></u> data and trends reviewed by C&amp;P in January 2021.</p> <p>ASCP sought feedback from academic advisors in the Faculties on the effectiveness of the policies and suggestions for refinements in Winter 2021.</p> <p>ASCP determined, based on the feedback, that the Pilot for the policies has been generally successful and that it would make</p>	



	<p>sense to recommend that they be approved as permanent Senate legislation.</p> <p>ASCP also agreed that the three policies should be combined together as one <i>Academic Forgiveness Policy</i>, a task which will take place over FW2021-2022.</p> <p>In the interim, Senate approved a one year extension to the Academic Forgiveness Pilot for FW2021-2022 with a view for Senate to approve the policies as permanent legislation in Spring 2022.</p> <p>Next Steps:</p> <ul style="list-style-type: none"><li>• Collate and evaluate the feedback for the APS Usage</li><li>• Obtain information from other institutions about implications of removing the requirement for APS to mitigate concerns</li><li>• Include a section on APS in the new Academic Forgiveness Policy</li><li>• Aim for Senate approval in Spring 2022</li></ul>	
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<p><b>4. Curriculum Management System (CMS) project</b></p>	<p>ASCP to be engaged as appropriate on CMS project.</p>	<p>ASAP Chair Martin Bunch has joined the Steering Committee.</p>
<p><b>5. Revisions to the <u>Common Grading Scheme for Undergraduate Faculties</u>:</b> transition from the 9.0 GPA scale to a 4.0 scale and update policy framework effective 2023</p>	<p>Policy on York University Grading Schemes and undergraduate qualitative descriptors approved by Senate in October 2020.</p> <p>Communication sent to Faculties in November 2020 regarding required implementation activities and process for reporting changes in program/academic regulations to ASCP.</p> <p>Policy Updates Approved by Senate in March 2021:</p> <ul style="list-style-type: none"> <li>• <b>Senate Policy on Letters of Permission</b></li> <li>• <b>Undergraduate Certificate Guidelines and Procedures</b></li> <li>• <b>Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions</b></li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Obtain Senate Approval for Policy Updates for:</li> </ul>	

	<ul style="list-style-type: none"> <li>• <b>Visiting Students Policy</b></li> <li>• <b>Bridging Courses Policy and Guidelines</b></li> <li>• <b>Bridging Programs at York University Policy and Guidelines</b></li> <li>• <b>Granting Degree-Credit for Pre-University Courses</b></li> <li>• <b>Transfer Credit Limits for Advanced Secondary Studies</b></li> </ul> <ul style="list-style-type: none"> <li>• Coordinate with programs who wish to set additional progression/academic standing requirements.</li> <li>• Liaise with Student Financial Services and Awards Committee to initiate review and updates to Awards Manual and criteria that reference a GPA value.</li> <li>• Consider review of graduation honours with a view to streamlining University-wide.</li> </ul> <p>Provide guidance to Office of the University Registrar on systems updates as appropriate.</p>	
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Enhance and update teaching and PD supports for all instructors	ASCP to receive annual report and ongoing updates on teaching and learning initiatives, normally in the Spring.	
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In addition to the priorities set out above, the following UAP priorities and sub-priorities will inform ASCP’s review of the curriculum and academic standards items that come before it.

*Priority 1: 21st Century Learning: Diversifying Whom, What, and How We Teach*

- To prepare students to live, work and act meaningfully in the world, we will:
  - Continually reinvent programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking
  - Pursue inclusive excellence by decolonizing curriculum and ensuring graduates are known for global mindset, ethical, judgment, ability to integrate diverse ideas and worldviews
  - Build essential 21st century skills into programs, e.g. digital fluencies, information literacies, critical thinking, etc
- To diversify how we teach in an era of perpetual, universal learning, we will:
  - Offer a wide range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals
  - Attain the goal of providing every student with an experiential learning opportunity
  - Create more physical and virtual capacity for active and collaborative learning
  - Encourage students to become lifelong learners

*Priority 3: From Access to Success: Next Generation Student Supports*

- We will redouble efforts to achieve positive change for students in the following areas:

- Enhanced opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples

*Priority 4: Advancing Global Engagement*

- Internationalization and Global Engagement Strategy sets an agenda for action in four areas:
  - Global outlook and fluency informing curricula and global learning while leveraging our own diversity

*Priority 5: Working in Partnership*

- Signature activities related to building cross-sector and inter-community partnerships will include:
  - Developing an integrated, interdisciplinary health precinct that will... create synergies for health-related research, teaching and innovation

To: Mario Roy, Chair, Senate Executive  
Pascal Robichaud, Secretary, Senate Executive

From: Shayna Rosenbaum, Chair, Senate Committee on Awards

Date: 19 October 2021

Subject: Awards Committee Priorities for 2021-2022

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I am writing to inform Senate Executive of the priorities for the Senate Committee on Awards for the coming year.

As in the past, the Committee will focus much of its time on the adjudication of awards that promote, recognize, and celebrate outstanding achievements in teaching, learning, service, and research.

The Committee will prioritize its reflection on and assessment of the extent to which we are fully and comprehensively celebrating the breadth of research conducted at York University in the President's Research Award competitions. The committee will continue to reflect on the nomination files received for the President's Research Impact Award, with a view to identifying award criteria that are in need of refinement to ensure that the intent and spirit of the award are maintained. The Committee will also consider whether the distinction in disciplinary clusters (arts-based and science-based research), for the President's Research Excellence Award and President's Emerging Research Leadership Awards, are meeting the intended goal of promoting a more level playing field in the assessment of the two broadly different forms of scholarship.

Consistent with a recurring theme of the 2020-2025 University Academic Plan, the Committee will seek to recognize scholarship and teaching that cross disciplines in award competitions.

As in past years, the Committee remains committed to encouraging nominations from all Faculties for the prestigious awards it adjudicates. To this end, this year, it will consider the development of tools to support and guide all nominators with the

## York University Senate – Committee on Awards

preparation of nomination files and, in particular, student nominators who wish to submit files for the President's University-Wide Teaching Awards.

To further ensure the appropriate recognition of our diverse achievements in research, teaching, and learning, the Committee will continue to explore means to formalize the application of Equity, Diversity, and Inclusion (EDI) principles in the adjudication of the awards under its jurisdiction. This may include the introduction of an optional self-identification component for award nomination files. Continuing an initiative started in 2018-2019, members will be encouraged to review the Canada Research Chairs [Unconscious Bias Training Module](#) prior to award adjudications.

cc: Hillary Barron, Secretary, Senate Committee on Awards

## The Senate of York University

### Year End Review 2020-2021

From 1 January 2020 to 30 June 2021, Senate was presided over by its 45<sup>th</sup> Chair, Professor Alison Macpherson of the School of Kinesiology and Health Science, Faculty of Health, with Professor Mario Roy serving as Vice-Chair from 1 January 2020 to 30 June 2021. Pascal Robichaud served as Secretary of Senate.

Senate met on eleven occasions during the year.

Senate committees identify priorities for the year in the autumn and provide year-end reports on their progress. They also undertake activities that may not be fully reflected in this summary, such as leading or participating in consultations, providing advice or interpretations, and facilitating reporting by others.

#### Committees and Acronyms

Executive (Executive)

Academic Policy, Planning and Research (APPRC)

Academic Standards, Curriculum and Pedagogy (ASCP)

Appeals (SAC)

Awards (Awards)

Tenure and Promotions (T&P)

Tenure and Promotions Appeals (T&P Appeals)

#### Sub-Committees

There are 6 standing sub-committees:

**Executive:** Honorary Degrees and Ceremonials / Equity (with members from ASCP and APPRC)

**APPRC:** Sub-Committee on Quality Assurance (with ASCP) / Organized Research Units / Technical Sub-Committee

**ASCP:** Sub-Committee on Quality Assurance (with APPRC), Coordinating and Planning

In addition, three sub-committees focusing on research that are supported by the Vice-President Research and Innovation report to Senate via APPRC.

For more information on Senate and its committees, including agendas for the year, please visit the Website at <http://secretariat.info.yorku.ca/senate/>

#### Disruption of Academic Activities due to COVID-19 Pandemic

In response to the COVID-19 pandemic, the Senate *Policy on the Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (Disruptions Policy) was invoked on 13 March 2020. The Disruptions Policy remained in effect for the 2020-2021 academic year providing the legislative



framework for the Executive Committee to manage the impact of the disruption guided by the Policy's three principles of academic integrity, fairness to students and timely distribution of information.

In addition to regular reports to Senate on its ongoing monitoring of the impact of the pandemic on academic activities, the Executive Committee made several decisions to manage the impact on academic activities caused by the disruption; the actions taken in 2020-2021 academic year are set out below.

### **Applicable to Summer 2020 Term**

#### **Course Completion Options for Students with Deferred Exams / Final Assessments**

All outstanding final exams or assessments from the Summer 2020 were required to be brought to completion using online or other remote means, including but not limited to, online exams with or without proctoring services, the quizzes function in Moodle, take-home exams, etc. Deans' Offices were authorized to approve in-person final assessments in extenuating circumstances where they could not reasonably be completed virtually or remotely, including performance or other hands-on demonstration forms of course assessment, subject to compliance with health and safety protocols.

### **Applicable to Fall/Winter 2020 - 2021**

#### **Changes to the Term**

No change to length of the terms has been made.

Unless otherwise approved on an individual basis, no in-person classes are being held. Courses continue through online and remote delivery formats.

Unless otherwise approved on an individual basis, no in-person final examinations will be held in the December 2020 exam period.

#### **Changes to Deadlines / Petitions Process**

Students are not required to submit an Attending Physician's Statement in support of requests for deferred standing or petitions. This change in process is in place until further notice.

*Establishment of Principles to Guide Winter 2021 Graduate and Undergraduate Course Planning*

Establishment of Principles to Guide Summer 2021 Course Planning

The use of the Duolingo English Language Placement test for the Summer 2021 and Fall/Winter 2021-2022 sessions as an acceptable language proficiency test

for admission to undergraduate and graduate programs for students who cannot access existing University-recognized language tests.

Effective for the Summer 2021 term and for the duration of the disruption caused by the COVID-19 pandemic that:

- any form of technology-enabled invigilation (also known as “online proctoring”) by instructors, which includes the use of proctoring software or video conferencing software, such as Zoom, used for proctoring purposes, not be used except in exceptional circumstances; and
- authorization for the use of online proctoring in exceptional circumstances is required by the Dean / Principal of the Faculty / School / College in question and the Vice-Provost Academic.

Establishment of *Principles to Guide 2021-2022 Course Planning*

### **Markham Centre Campus Planning**

A standing agenda item for the Academic Policy, Planning and Research is academic planning for the Markham Centre Campus. The Committee facilitates reports and is guided by Senate in undertaking its monitoring of developments. APPRC and ASCP met in late February with Alice Pitt, Senior Advisor for Markham Academic Strategic Planning, to discuss academic programming for the Markham Centre Campus. Members were briefed on the academic programming plans at the new campus, with the discussion highlighting how the planning is animating the campus vision and focused on providing students a rich experience at the new site. APPRC also transmitted reports to Senate at regular intervals as it tracked progress.

### **Academic Planning Forum**

APPRC sponsored two planning forums in 2020-2021: The first on 11 March 2021 discussed how to best support the UAP teaching priorities in view of the ongoing pandemic and the shift to remote delivery of programming, with a focus specifically on the challenges for Experiential Education in the current context; and the second on 13 May 2021 which discussed how to best support the UAP research priorities in view of the ongoing pandemic and the shift to remote delivery of operations, with a focus specifically on the challenges for research and knowledge creation in the current context.

## Regular Reports

- President Rhonda Lenton (Monthly)
- Provost Lisa Philipps (Complement and Enrolment, October)
- Provost Lisa Philipps and Vice-President Finance & Administration Carol McAulay (Budget context for academic planning, June)
- Vice-President Research and Innovation Annual Report (APPRC, March)
- Senate Members on the Board of Governors on meetings of the Board (Professors Jose Etcheverry and Mazen Hamadeh, October, January, April, May)
- Academic Colleague to the Council of Ontario Universities on COU meetings (Professor Brenda Spotton Visano, November, January, March, June)

## Annual Reports from Senate Committees

- Animal Care, Biological Safety, and Human Participants Review Committee (APPRC, June)
- Appeals and Petitions, University and Faculty (Appeals, February)
- Graduate Award Disbursements (Awards, April)
- Joint Sub-Committee on Quality Assurance (APPRC and ASCP, January, June)
- New Awards (Awards, April)
- Non-Degree Studies (APPRC and ASCP, June)
- President's Research Awards Recipients (Awards, May)
- President's University-Wide Teaching Awards Recipients (Awards, June)
- Prestigious Awards for Graduating Students (Awards, June)
- Research Annual Report (APPRC, March)
- Senate Attendance (Executive, June)
- Senate Year in Review (Executive, pending)
- Tenure and Promotions (Tenure and Promotions, January)
- Tenure and Promotions Appeals (Tenure and Promotions Appeals, November)
- Undergraduate Award Disbursements (Awards, April)
- University Professors (Awards, June)
- Organized Research Unit Sub-Committee (APPRC, June)

## Facilitated Discussions

- Planning for the delivery of academic programs in the Fall/Winter 2021-2022 (Executive, November)
- University Academic Plan, academic planning processes and the current University planning landscape (APPRC, January)
- Principles to Guide Course Planning Fall 2021 Term (Executive, February)

## Senate Policies

- Senate *Policy on Letters of Permission*, effective FW2020-2021, exempting students in the BA programs in Jewish Studies and the Advanced Certificate in Hebrew and Jewish Studies, Department of Humanities, LA&PS, and the Jewish Teacher Education option within the BEd program, Faculty of Education (ASCP, September)
- Establishment of the *Policy on York University Grading Schemes* (ASCP, October)
- Recission of the *Common Grading Scheme for Undergraduate Faculties*, Progression Requirements to Maintain Honours Standing, and Progression Requirements to Maintain Honours Standing in Bachelor of Engineering (BEng) (ASCP, October)
- Establishment of corresponding qualitative descriptors for the undergraduate grading scheme as an appendix to the *Policy on York University Grading Schemes* (ASCP, October)
- Revisions to the definition of Specialization (Graduate) within the Pan-University Academic Nomenclature (ASCP, January)
- Changes to language proficiency requirements for admission to undergraduate and graduate programs (ASCP, January)
- Senate *Policy on Letters of Permission* (amendments, ASCP, March)
- Senate *Policy and Guidelines on Undergraduate Co-Registration Options with Other Post-secondary Institutions* (amendments, ASCP, March)
- *Undergraduate Certificate Guidelines and Procedures* (amendments, ASCP, March)
- Extension of the *Academic Forgiveness Policies* pilot for one year to FW2021-2022 (ASCP, April)

### **Senate Rules and Membership**

- Membership of Senate for the period 1 July 2021 to 30 June 2023 with a maximum of 168 members (Executive, February)

### **Faculty Council Rules and Procedures**

- Establishment of the Faculty of Environmental and Urban Change Faculty Council, contingent on finalization of the Council Rules consistent with principles of collegial governance and practices elsewhere at the University, effective 1 September 2020.

## **Name Changes**

- Institute for Research on Digital Learning to *Institute for Research on Digital Literacies* (APPRC, November)
- Specialized Honours BFA program in Intermedia to *Integrative Arts*, Departments of Computational Arts and Visual Arts and Art History, AMPD (ASCP, February)
- MA Art History program to *MA Art History and Visual Culture*, AMPD (ASCP, June)
- Department of Communication Studies to the *Department of Communication and Media Studies*, LA&PS (APPRC, March)
- BA and Honours iBA programs in Communication Studies to *Communication and Media Studies*, LA&PS (ASCP, March)
- Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate to *Geomatics: Geographical Information Systems and Remote Sensing*, Faculty of Environmental and Urban Change (ASCP, March)
- Sustainable Energy Undergraduate Certificate to *Climate Solutions and Sustainable Energy* (ASCP, March)

## **Academic Programs (New, ASCP Recommendations with APPRC concurrence)**

None.

## **Undergraduate Certificates and Graduate Diplomas (New, ASCP Recommendations with APPRC Concurrence)**

- Disciplinary Certificate in Psychological Methods and Data Analysis, Department of Psychology, Faculty of Health (February)
- Graduate Diploma (Type II) in Creative Writing, LA&PS (April)
- Graduate Diploma (Type III) in Foundations of Canadian Law, Osgoode Hall Law School (April)
- Undergraduate Certificate of Proficiency in Modern Korean Language, Department of Languages, Literatures and Linguistics, LA&PS (June)

## **Academic Programs - New Streams, Options, Fields and Specializations (ASCP)**

- Minor program in English Language Studies, English as a Second Language Section, Department of Languages, Literatures and Linguistics, LA&PS (February)
- Specialization in Digital Transformation within the MBA program, Schulich School of Business (March)
- New major in Cities, Regions, Planning for the BES degree program, Faculty of Environmental and Urban Change (April)

## **Program, Graduate Diploma and Undergraduate Certificate Discontinuation (ASCP)**

- BA Culture and Expression, Department of Humanities, LA&PS (May)

### **New Rubrics Approved by Academic Standards, Curriculum and Pedagogy**

- CWR for the BA (Honours) program in Creative Writing, Department of English, LA&PS (February)

### **Changes in Admissions Requirements and Transfer Credit (ASCP)**

- Master of Business Analytics program, Schulich School of Business (November)
- Master of Management in Artificial Intelligence program, Schulich School of Business (November)
- Internationally Educated Nurses and the Second Entry BScN programs, Faculty of Health (February)
- MA in Translation Studies program, Glendon (March)
- English Language Proficiency Test scores required for admission to the Bachelor of Business Administration and International Bachelor of Administration, Schulich School of Business, (April)
- Master of Finance program, Schulich School of Business (April)
- Master of Accounting program, Schulich School of Business (April)
- YUBridge Program (May)
- MA and PhD programs in Biology (May)
- MA in Études françaises and PhD in Études francophones program, Glendon (May)
- Black Canadian Studies Undergraduate Certificate, LA&PS (June)

### **Changes in Degree Requirements (Programs, ASCP)**

*During the year, the Academic Standards, Curriculum and Pedagogy Committee sought Senate approval or reported its own approval of revisions to the requirements for the following:*

- Changes to promotion standards for graduate programs, Schulich School of Business (September)
- Change to English language proficiency requirements for the MAsc and PhD programs in Civil Engineering, Lassonde School of Engineering (September)
- PhD program in English, Department of English, LA&PS (October)
- Discontinuation of the stop-out pathway for the Bachelor of Education program, Faculty of Education (November)
- BSc programs in Physics and Astronomy, Department of Physics and Astronomy, Faculty of Science (January)
- BSc programs in Chemistry, Department of Chemistry, Faculty of Science (January)

- BSc and BA (Honours) programs in Mathematics, Department of Mathematics & Statistics, Faculty of Science (January)
- Astronomy Stream within the MSc and PhD programs in Physics and Astronomy, Graduate Program in Physics and Astronomy, Faculty of Science (January)
- Master of Accounting program, Schulich School of Business (January)
- BA program in Business Economics, Department of Economics, LA&PS (January)
- Specialized Honours BA program in Financial and Business Economics, Department of Economics, LA&PS (January)
- BA and iBA programs in Philosophy, Department of Philosophy, Glendon (January)
- Faculty-Wide Degree Requirements for Honours Double Major or Honours Major/Minor Degree Programs, Glendon (January)
- iBA-BBA Dual Degree Program in International Studies and Business with EM Lyon, Glendon (January)
- Changes to the general education requirements for the BA, BHS, and BSc degree programs, Faculty of Health (January)
- BA programs in Global Geography, Faculty of Environmental and Urban Change (February)
- BES programs in Sustainable Environmental Management, Faculty of Environmental and Urban Change (February)
- BHS Specialized Honours program in Health Policy and Management, Faculty of Health (February)
- BA Honours and Specialized Honours programs in Sociology, LA&PS (February)
- BA programs in Work and Labour Studies, LA&PS (February)
- BES programs in Environmental Arts and Justice, Faculty of Environmental and Urban Change (February)
- Bachelor of Business Administration (BBA) and International Bachelor of Business Administration (iBBA) programs, Schulich School of Business (March)
- BSc program in Global Health, Faculty of Health (March)
- BSc programs in Kinesiology, Faculty of Health (March)
- Specialized Honours BSc Program in Neuroscience, Faculty of Health (March)
- BSc programs in Psychology, Faculty of Health (March)
- BSc programs in the Department of Biology, Faculty of Science (March)
- Changes to the complementary studies requirement for BEng degree programs, Lassonde School of Engineering (March)
- BA program in Business Economics, Glendon, (April)
- BA program in Economics, Glendon, (April)
- BA program in English, Glendon, (April)
- BA program in Mathematics, Glendon, (April)

- BA program in Psychology, Glendon, (April)
- BA program in Culture and Expression, Department of Humanities, LA&PS, (April)
- Disability Law Intensive program, Osgoode Hall Law School, (April)
- Bachelor of Science degree programs, Faculty of Science, (April)
- BA program in Political Science, Department of Political Science, Glendon (April)
- BA program in History, Department of History, Glendon (April)
- Master of Conference Interpreting program, Glendon (April)
- Media Arts Stream in the BFA degree program in Film, Department of Cinema & Media Arts, AMPD (April)
- MA and PhD programs in Science and Technology Studies, Department of Humanities, LA&PS (April)
- Bachelor of Business Program, BBA, Schulich School of Business (May)
- BScN programs in Nursing, School of Nursing, Faculty of Health (May)
- PhD Philosophy program, Department of Philosophy, LA&PS (June)
- BA Business & Society program, Department of Social Science, LA&PS (June)
- BA Health & Society program, Department of Social Science, LA&PS (June)
- BA History program, Department of History, LA&PS (June)
- BA Italian Studies program, Department of Languages, Literatures & Linguistics, LA&PS (June)
- BA Spanish program, Department of Languages, Literatures & Linguistics, LA&PS (June)
- Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, Faculty of Environmental and Urban Change (June)

### **Program, Certificate and Diploma Restructuring (ASCP)**

- Specialized Honours BSc program in Environmental Science, Department of Biology, Faculty of Science, and the Faculty of Environmental and Urban Change (February)
- Merger of the BA degree programs in Humanities and Culture & Expression, Department of Humanities, LA&PS (May)

### **New Faculty Regulations (ASCP)**

- Establishment of the Undergraduate Faculty Rules and Regulations for the Faculty of Environmental and Urban Change (May)

### **Changes in Faculty Regulations (ASCP)**

- Faculty of Graduate Studies Regulations relating to Leaves of Absence and Registration Status (October)



- Faculty of Graduate Studies Regulations relating to Academic Honesty, Balance of Degree Fees and Registration (November)
- Faculty of Graduate Studies Regulations relating to Graduate Courses and Grading Regulations (March)
- Faculty of Graduate Studies Regulations relating to English Language Proficiency requirements (March)
- Faculty of Graduate Studies Regulations relating to the External Student Status, and Elective Categories in the Leaves of Absence Regulation (May)
- Faculty of Graduate Studies Regulations relating to Comprehensive Examinations, (June)
- Osgoode Hall Law School Academic Rules governing the Indigenous and Aboriginal Law Requirement for the Osgoode Hall Law School Juris Doctor Program

### **Changes in Requirements (Certificates and Diplomas, ASCP)**

- Sustainable Energy Undergraduate Certificate, Faculty of Environmental and Urban Change (March)
- Geographic Information Systems (GIS) and Remote Sensing Undergraduate Certificate, Faculty of Environmental and Urban Change (March)
- Diploma in Advanced Accounting, Schulich School of Business (January, April)
- Diploma in Intermediate Accounting, Schulich School of Business (April)
- Certificate in the Discipline of Teaching English as an International Language, Glendon (April)
- Certificate in Refugee and Migration Studies, Glendon (April)
- Graduate Diploma in General Interpreting, Glendon (April)
- Graduate Diploma in Quantitative Methods, Department of Psychology, Faculty of Health (May)
- Graduate Diploma (Type 2) in Latin American and Caribbean Studies, LA&PS / FGS (June)
- Graduate Diploma (Type 3) in Professional Accounting (PACC), School of Administrative Studies, LA&PS (June)
- Certificate in Public History, Department of History, LA&PS (June)

### **Sessional Dates**

- Sessional dates for three academic years, from SU2021 to SU2024 (ASCP, October)
- Pilot for a new winter term in Lassonde, beginning in Winter 2022 for undergraduate students (ASCP, February)

### **President's Research Excellence Award (Awards, May)**

Jennifer Hyndman, Faculty of Environmental and Urban Change

**President's Research Impact Award (Awards, May)**

Carl E. James, Faculty of Education

**President's Emerging Research Leadership Award (Awards, May)**

Engineering, Science, Technology, Health and Biomedicine Cluster: Pouya Rezai,  
Lassonde School of Engineering

Social Sciences, Art & Design, Humanities, Business, Law and Education Cluster:  
Rebecca Bassett-Gunter, Faculty of Health

**New University Professorships (Awards, June)**

Professor Carl S. Ehrlich, Department of History and Humanities, LA&PS

Professor Carolyn Podruchny, Department of History, LA&PS

**President's University-Wide Teaching Awards (Awards, June)**

Senior Full-Time Faculty: Professor Hossam Ali-Hassan, Department of International  
Studies, Glendon

Full-Time Faculty: Professor Gordana Colby, Department of Economics, Faculty of  
Liberal Arts & Professional Studies

Contract and Adjunct Faculty: Professor Sofia Noori, Faculty of Education

Teaching Assistant: Michael Jodah Kenny, Faculty of Environmental and Urban Change

**New Distinguished Research Professorship (Awards)**

The Distinguished Research Professor competition was not held in 2020-2021 as the  
maximum of 25 active DRPs had been reached.

### **Governor General's Gold Medals (Awards, June)**

Junjie Kang, Graduate Program in Earth and Space Science  
Jordana Waxman, Graduate Program in Psychology  
Gehrig Carlse, Graduate Program in Physics & Astronomy

### **Governor General's Silver Medals (Awards, June)**

Alina Kuimova, Glendon College, Specialized Honours BA in Linguistics and Language Studies, First Class Standing  
Katelyn Pascua Conferido, Faculty of Liberal Arts & Professional Studies, Honours BA in Children's Studies, *Summa Cum Laude*  
Amirarsalan Rahimian, Faculty of Health, Specialized Honours BSc in Kinesiology and Health Science, *Summa Cum Laude*

### **The Murray G. Ross Award (Awards, June)**

Hanaa Ameer, Faculty of Health, Specialized Honours BHS in Health Management

### **Robert Everett Exceptional Leadership in Student Governance Award (June)**

Issa Abdi Jamaa, LA&PS  
Muhammad Shahmir Masood, LA&PS  
Dael Vasquez, Glendon

### **Additions to the Pool of Prospective Honorary Degree Recipients**

Three new candidates were deemed eligible for honorary degrees and three others approved for a further five-year term.

### **Honorary Degree recipients**

In-person ceremonies for both the Fall 2020 and Spring 2021 Convocations were cancelled due to the COVID-19 pandemic; consequently no honorary degrees were awarded.

### **Organized Research Unit Charters (APPRC, June)**

Centre for Refugee Studies  
Muscle Health Research Centre  
Centre for Vision Research  
Harriet Tubman Institute for Research on Africa and its Diasporas

### **Rescission of Degrees (Appeals)**

None.

### **Senate Officers and Committee Chairs**

Alison Macpherson, Chair of Senate/Chair of Senate Executive (1 January 2020- 30 June 2021)

Mario Roy, Vice-Chair of Senate/Vice-Chair of Executive (1 January 2020-30 June 2021)

Pascal Robichaud, Secretary of Senate

Brenda Spotton Visano, Chair of the Academic Policy, Planning and Research Committee

Chloë Brushwood Rose, Chair of the Academic Standards, Curriculum and Pedagogy Committee (1 March 2020 to 30 June 2021)

Jennifer Gilbert, Chair of the Appeals Committee

Shayna Rosenbaum, Chair of the Awards Committee

Thomas Baumgartner, Chair of the Tenure and Promotions Committee

Vacant, Chair of the Tenure and Promotions Appeals Committee

### **University Secretariat**

Pascal Robichaud, University Secretary

Cheryl Underhill, Senior Assistant Secretary of the University

Hillary Barron, Assistant Secretary of the University

Tristan Paul, Assistant Secretary of the University

Amanda Wassermuhl, Assistant Secretary of the University

Kathryn White, Assistant Secretary of the University

Elaine MacRae, Governance Coordinator

Michelle Roseman, Administrative Assistant

## Report to Senate

At its meeting of 28 October 2021

### FOR INFORMATION

#### 1. 2021-2022 Priorities Confirmed

The *Senate Academic Policy, Planning and Research Committee* (APPRC) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. The committee is now developing implementation plans for the various initiatives.

APPRC is broadly responsible for consultations and recommendations to Senate on academic plans and major academic policies. One of its core responsibilities is “recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.” Each year, therefore, assessing progress towards the UAP is included in the Committee’s priorities.

A key focus this year coming out of the lived-experience of the impact of the disruption on the University, will be advancing discussion on the future of pedagogy at the University. The objective is to foster dialogue and gather views on:

- defining a new vision of education for the 21<sup>st</sup> century that takes account of virtual platform innovations
- adopting new pedagogies that facilitate balance between remote/online and in-person delivery models and support high quality learning experiences in both
- maximizing technology to support experiential education to integrate novel approaches to experiential learning into pedagogy

APPRC anticipates that the annual APPRC academic planning forum this year will have the future of pedagogy at the University as its topic, where focussed discussions will be facilitated on the effect of the pandemic on the delivery of academic programming, the consequences, and opportunities for teaching, learning and research, and how the University might choose to respond in the medium and long-term.

In accordance with its responsibility for consultations and recommendations to Senate on academic plans and major academic policies, it will also be a priority for APPRC in 2021-2022 to monitor major academic planning initiatives and engage Senate in planning discussions / decisions as appropriate. The major initiatives in-focus this year include among them President Research & Innovation on initiatives in progress, including:

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

- Markham Campus, planning for the 2023-2024 launch
- Vaughan healthcare precinct
- Internationalization and Globalization strategy
- establishment of a medical school

Also, being carried forward as a priority again this year for APPRC will be ways to inform academic policies and directions to address anti-Black racism, and further access and principles of equity, diversity and inclusion. Specific actions to this end are to be defined, which will be a topic the Committee's representative on the Senate Executive Subcommittee on Equity will explore with that body.

As APPRC noted last spring in its UAP progress report to Senate, the impact of the COVID-19 pandemic on the community has been intense in its immediate and anticipated longer-term impact. The continuation of the pandemic thus far, and the University's navigation of a gradual, stepped-transition of a return of in-person academic activities over the course of Fall/Winter 2021-2022 may create further / ongoing challenges. The Committee will remain mindful of the circumstances, adjusting plans and agendas as needed.

### **2. Markham Campus**

Consistent with its responsibility for the articulation of research, teaching and programmatic principles for academic planning, and the criteria for assessment of major initiatives and their resourcing, and as noted above, APPRC includes the Markham campus among both its priorities this year and as a standing agenda item. It will have discussions and provide input into the academic dimensions of the campus including research, curriculum, and pedagogy; confirm the academic processes to be invoked in the preparations for the new campus; and ensure Senate is fully informed of developments and engaged in the planning of the initiative.

Professor Alice Pitt, Senior Advisor, Markham Academic Strategic Planning, joined a recent meeting of APPRC to discuss the status of academic planning for the new campus. Throughout the course of this year, recommendations will come forward to Senate for approval from APPRC and/or ASCP to establish degree offerings, academic programs, and unit structures for the new campus. To set the stage for Senate's consideration of the initiatives, Professor Pitt will provide a briefing on the Markham Campus at this meeting under the ASCP Committee report to remind us of the vision for the new campus and outline how the planned programming and academic structures will support the achievement of the vision.

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

At APPRC's most recent meeting on 21 October the discussion of the status of Markham campus planning surfaced questions about the shared curriculum that will form a crucial component of the degree programs at the campus, and how all components of the undergraduate degree structure are going to be delivered.

Establishing a new campus at which four existing Faculties are providing programming in support of the degree programs housed there (including inter-Faculty programming) is a new and complex undertaking for the University; it differs, for example, from the establishment of a new Faculty. There are unique aspects to the exercise of creating a new campus. Senate, the Faculties, academic units, program proponents and the administration need to be assured of the integrity of the degree programs being housed in Markham, that consultation of the collegium has informed program development and implementations plans, and that all the aspects of the campus plan are brought forward to Senate for approval as appropriate. It became apparent to APPRC that there is a need for clarity about the processes and approval paths that need to be followed for the various academic aspects of the new campus. Drawing on APPRC's responsibility for the coordination of program and policy development and consultations on major academic initiatives, the Chair will convene the senior planners working on the academic framework for the Markham campus together with the Chair of the Senate ASCP Committee to help bring clarity to the processes and governance paths that will lead to the approval of the academic programming for the campus in preparation for its launch in September 2023.

APPRC will continue to keep Senate apprised of the status of the initiative.

### **3. University Budget Consultation**

The SHARP budget model implemented in 2017-2018 established a central *University Fund* to enable coordinated action on institutional strategic priorities. Under the auspices of the President, budget consultations with the University community have been conducted in recent years to gather views on the areas where investments of monies from the University Fund should be made to further the University's academic priorities and aspirations. The consultation exercise is being continued this year. Commencing the exercise with APPRC, the President, Provost, and Vice-President Finance and Administration provided a comprehensive briefing on the context and environment for the University's budget at its meeting on 21 October.

The Committee offered suggestions on the form of the presentation with a view to enhancing the clarity of the information that will ground the basis for collecting the community's input.

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

Members also offered input on the key question of where resources should be allocated to support academic initiatives. The University Academic Plan is always the foundation for the work of APPRC. The realization of the priorities of the 2020-2025 UAP will be of paramount concern for Senate and APPRC over the next few years. Through that lens, the Committee shared its advice on where strategic investments ought to be directed. Primary among its recommendations is resourcing the model and plans that emerge out of the forthcoming University exercise to define the new vision of education for the 21<sup>st</sup> century.

As noted above in this report, one of APPRC's priorities for this year is to advance discussions on post-pandemic academic program delivery model(s) toward the defining the future of pedagogy at the University. It is anticipated that the community will look to adopt new pedagogies that integrate or supplement remote/online with in-person delivery, which in turn requires virtual platform innovations and maximizing technology in support of the pedagogy models. Resources have been made available by the University to support the sudden shift to online program delivery caused by the pandemic; longer-term investments will be needed to support the new direction of digital transformation in response to the community's interests, and the need and demand for such programming models to keep York competitive in the provincial post-secondary landscape. Specific kinds of pedagogical resources identified by APPRC include continued classroom technology upgrades, expanded IT support, IT infrastructure renewal, and Faculty teaching space needs. Investments of this kind directly align with the UAP priority of *21st Century Learning: Diversifying Whom, What, and How We Teach*.

In conjunction with the budget consultation, it was reported that the University has developed a 10-year operating budget for the new campus that has been incorporated into the Budget Plan. Noting that the initial years of the Markham campus operations allow for deficit spending toward a break-even state, APPRC emphasized the importance of providing an expected timeline of the deficits and monitoring and reporting on progress towards the path to a break-even position.

The Committee looks forward to hearing the community's feedback on where resources from the University Fund should be directed to help advance progress on York's academic goals.



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

## **4. Welcome to New Members**

The Committee is pleased to welcome new members Lisa Farley (Education; for Fall term 2021), Celia Haig-Brown (Education, effective 1 January 2022), and Linda Peake (Environmental and Urban Change). We also look forward to welcoming the two student members once they have been confirmed by Senate Executive.

Brenda Spotton Visano  
Chair of APPRC

## Report to Senate

At its meeting of 28 October 2021

### For Action

**a. Extension of Duolingo as an Accepted English Language Placement Test and Minimum Scores for Admission to York University**

ASCP recommends that,

**Senate approve the extension of the use of Duolingo as an accepted English language placement test and 115 as the minimum score for admission to York University for the academic sessions between FW2022– SU2024 as set out in Appendix A.**

### Rationale:

As outlined in the documentation set out as Appendix A, a proposal is being put forward to extend the use of the Duolingo English Language Placement test for the academic sessions between FW2022 – SU2024, while maintaining the minimum test score requirement of 115 for admission to York University. Duolingo was approved by the Senate Executive in December 2020 as a short-term and time-sensitive solution to provide an online option for English language testing while test centres were closed due to the pandemic. The approval of Duolingo expires at the end of Summer 2022 and removes an online option for applicants to complete this admission requirement. Although test centres are re-opening, online versions of language tests remain popular among prospective students.

Temporary Senate approval of Duolingo was requested to bridge the gap during an uncertain student recruitment environment. As the impact of the pandemic persists and student preferences change, the demand to expand online language testing options on a longer-term basis is necessary and will support accessibility, particularly for students with compromised access to tests while the COVID-19 recovery ensues.

# Academic Standards, Curriculum and Pedagogy Committee Report to Senate

Most Ontario universities have confirmed that Duolingo will be accepted for Fall 2022, with most not specifying an end date including Western, Queen's, Ryerson, McMaster, and Toronto.

Approvals: ASCP 20 October 2021.

## For Information

### b. 2021-2022 Priorities Confirmed

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. Top priorities for ASCP this year are the proposals for Markham Centre Campus curricular programming and the establishment of the new *Academic Conduct Policy* which is currently under review with an ad hoc Working Group of ASCP and the Senate Appeals Committee (SAC) which has been convened to review consultation input and shepherd the finalization of the Policy and Procedures. Other key initiatives include the establishment of a new *Academic Forgiveness Policy* which will combine the existing *Withdrawn from Course*, *Course Relief*, and *Repeating Passed or Failed Courses* legislation, and the ongoing implementation of the new *Policy on York University Grading Schemes*.

### c. Markham Campus

Proposals for curricular programming at the Markham Campus have started to come forward to ASCP and they will remain as a standing item over the coming months. Professor Alice Pitt, Senior Advisor, Markham Academic Strategic Planning has been invited to be a regular guest at ASCP to help provide context to the proposals and to update ASCP on the status of academic planning for the new campus. Throughout the course of this year, recommendations will come forward to Senate for approval from ASCP and/or APPRC to establish degree offerings, academic programs, and unit structures for the new campus. To set the stage for Senate's consideration of the initiatives, Professor Pitt will provide a briefing on the Markham Campus at this meeting under the ASCP Committee report to remind us of the vision for the new campus and outline how the planned programming and academic structures will support the achievement of the vision. Professor Pitt has provided an

# **Academic Standards, Curriculum and Pedagogy Committee Report to Senate**

overview of Markham Campus planning to Senate which is attached as ASCP Appendix B.

## **d. Welcome to New Members**

The Committee is pleased to welcome new member Lisa Sloniowski, (Libraries) and we are also looking forward to welcoming the two student members once they have been confirmed by Senate Executive.

## **e. Minor Modifications to Curriculum**

### ***Glendon***

Minor changes to the Degree Requirements for the BA program in Economics

Martin Bunch, Chair

October 8, 2021

**Briefing Note for Academic Standards Curriculum and Policy (ASCP)**  
**Modification to English Language Proficiency Tests Accepted by York for Admission**  
 Keshia Gray, Associate Registrar & Director, Student Recruitment & Admissions  
 Office of the University Registrar

**I. Purpose**

This proposal is seeking Senate approval to extend Duolingo as an accepted English language test for admission to York University.

**II. Rationale**

Duolingo was approved by the Senate Executive in December 2020 as a short-term and time-sensitive solution to provide an online option for English language testing while test centres were closed due to the pandemic. The approval of Duolingo expires at the end of Summer 2022 and removes an online option for applicants to complete this admission requirement. Although test centres are opening, online versions of language tests remain popular among prospective students.

Temporary Senate approval of Duolingo was requested to bridge the gap during an uncertain student recruitment environment. As the impact of the pandemic persists and student preferences change, the demand to expand online language testing options on a long-term basis is necessary. This will support accessibility, particularly for students with compromised access to tests while the COVID-19 recovery ensues.

Most Ontario universities have confirmed that Duolingo will be accepted for Fall 2022, with most not specifying an end date including Western, Queen's, Ryerson, McMaster, and Toronto.

**This is a request for ASCP to recommend to Senate the approval of Duolingo for the following academic cycles:**

- **Fall/Winter 2022-2023**
- **Summer 2023**
- **Fall/Winter 2023-2024**
- **Summer 2024**

During this time, Student Recruitment & Admissions will continue to collect data and provide updates of the academic performance of Duolingo test takers for review by the Enrolment Management Group (EMG). IELTS will launch an online version of their test in 2022 and Duolingo will be assessed against this IELTS version for usage and academic performance.

**III. English Language Test – Fall 2020 and Fall 2021**

The following table shows the applicant to enroll conversion rate of Duolingo test takers for both intakes.

Duolingo	Applicants	Offers	Accepts	Enrolled	Conversion
Fall 2020	590	297	224	171	29%
Fall 2021	1890	1292	505	384*	20%

*\*as of September 26, 2021*

The following table shows the applicant to enroll conversion rate of IELTS test takers for both intakes.

IELTS	Applicants	Offers	Accepts	Enrolled	Conversion
Fall 2020	7081	4992	1374	908	13%
Fall 2021	5171	3628	979	669*	13%

*\*as of September 26, 2021*

The drop in IELTS test-takers in Fall 2021 correlates to the increase in Duolingo tests completed by applicants of the same year. Overall, the total number of applicants taking an IELTS or Duolingo test in Fall 2020 and 2021 remained above 7,000 applicants (FA20 = 7,671 / FA21 = 7,061).

#### IV. Fall/Winter 2020-2021 Duolingo and IELTS academic performance

Of the 224 students who accepted their offer, 190 met the minimum score of 115 on Duolingo to satisfy their English language requirement. Of those, 171 students enrolled in Fall/Winter 2020-2021 (including students who started in Winter 2021 after completing an English language program).

The Fall/Winter 2020/2021 and Summer 2021 cumulative grade point average of this cohort follows:

<b>Duolingo FW20/SU21 Overall GPA</b>					
<b>Faculty</b>	<b>GPA ≤ 3.99*</b>	<b>GPA = 4.00 - 4.99</b>	<b>GPA 5.00 - 7.99</b>	<b>GPA ≥ 8.00</b>	<b>TOTAL</b>
<b>AP</b>	15	14	48	4	81
<b>ED</b>	0	1	0	0	1
<b>EU</b>	1	0	0	0	1
<b>FA</b>	1	0	4	1	6
<b>GL</b>	1	0	1	2	4
<b>HH</b>	8	8	11	0	27
<b>LE</b>	4	5	11	3	23
<b>SC</b>	3	2	15	8	28
<b>Total</b>	<b>33</b>	<b>30</b>	<b>90</b>	<b>18</b>	<b>171</b>
Distribution	19%	17%	52%	10%	100%

The following is the academic performance of Fall 2020 new students who satisfied their English language proficiency with IELTS. Of the IELTS test-takers, 1,374 accepted their offer. Of this, 908 students enrolled in Fall/Winter 2020-2021 (including students who started in Winter 2021 after completing an English language program).

<b>IELTS FW20/SU21 Overall GPA</b>					
<b>Faculty</b>	<b>GPA ≤ 3.99*</b>	<b>GPA = 4.00 - 4.99</b>	<b>GPA 5.00 - 7.99</b>	<b>GPA ≥ 8.00</b>	<b>TOTAL</b>
<b>AP</b>	94	48	265	40	447
<b>ED</b>	0	1	0	2	3
<b>EU</b>	3	1	6	0	10
<b>FA</b>	14	4	38	6	62
<b>GL</b>	4	1	4	2	11
<b>HH</b>	25	15	54	18	112
<b>LE</b>	18	11	74	21	124
<b>SB</b>	2	1	21	6	30
<b>SC</b>	17	8	62	22	109
<b>Total</b>	<b>177</b>	<b>90</b>	<b>524</b>	<b>117</b>	<b>908</b>
Distribution	19%	10%	58%	13%	100%

The difference in the Fall/Winter 2020-2021 academic results between IELTS and Duolingo is negligible. It is important to note that of the 19% who had below a 4.00 overall GPA (both IELTS and Duolingo), there is evidence to suggest that some of those students did not study at York for the full academic year. Some records show all failures for both Fall and Winter or the Winter term only.

## **V. Summary**

The request to continue with Duolingo as an approved English language test for Fall/Winter 2022-2023, Summer 2023, Fall/Winter 2023-2024, and Summer 2024 is for the following reasons:

- Most Ontario universities have confirmed they will accept Duolingo for Fall 2022 without any indication of expiration.
- To ensure we include accessible avenues for students to meet language requirements while remaining competitive.
- To provide accommodation for an online English test to mitigate the impact of the pandemic and accessibility to testing centres.
- To respond to changes in student preferences (e.g. - online options)
- The negligible difference in academic performance of Fall 2020 Duolingo test takers and students who completed IELTS.

## Academic Programs for Markham Campus 2023

## Campus Vision

MC will be urban, connected and integrated with local and global communities. Academic programs and research will revolve around core themes of technology and entrepreneurship, as applied in different contexts and professional fields. Students will acquire knowledge and skills to contribute to a rapidly changing economy and society through innovative programs and research opportunities where they interact directly with employers and community partners. Located in one of the fastest growing and most diverse regions of Ontario and Canada, this Campus of York University will specialize in flexible learning formats to serve a diverse population of students, including young adults, as well as mature and mid-career learners, newcomers to Canada and workers impacted by technological change. MC will support York's efforts to enhance research excellence and the application of our work through an expanding innovation hub.

For more information about the Markham Campus, please visit the website

<https://www.yorku.ca/markham/>

In addition, short videos have been prepared that describe key aspects of academic planning for the Campus. These include a tour of the building, student services and career development, experiential education, the Library facilities and programs, an update on shared curriculum, the Faculty of Graduate Studies, and Research and Innovation. You can access these videos here: <https://www.yorku.ca/markham/py-staff-area/fall-fair/videos/>

Senate has received several reports on the Markham Campus. Over the next several Senate meetings, agendas will include motions for approval of the academic programs planned for the Fall 2023 opening of the campus. The proposals have been developed by colleagues and are proceeding through Faculty-level approval processes. Two proposals include motions for a new degree type and these will come in two parts, first as a Notice of Motion and then as a motion to approve.

Programs in the first phase of the Markham campus will be focused on digital media arts, engineering and technology, entrepreneurship, management, new media and communications. Foundation year offerings will also be available in engineering and science.

The Markham campus will house programs from four Faculties (AMPD, LA&PS, Lassonde and Science). Each proposal will include information about governance and administration of the program and its relationship to the Faculty bringing forward the



proposal. In some instances, a new department or school will be developed, and the plans are indicated in the proposal, along with the interim plans. In other instances, programs will remain part of the proposing unit, and the proposal will describe the academic governance planned for the program and how its relationship to the proposing unit will be fostered.

In addition to program planning and implementation, colleagues with teaching and research roles at Markham will have opportunities, under the leadership of the Deputy Provost, to participate in the ongoing development of the new campus. Several colleagues have already joined York and authorizations for hiring are ongoing. Proposals include information about existing resources as well as complement planning over the next few years as programs reach steady state. A Markham budget has been approved that identifies hiring plans for Faculty and Campus level staffing to support academic programs, research, facilities and the student experience.

Alice Pitt  
Senior Advisor, Markham Academic Strategic Planning

## The Senate of York University – Minutes

**Meeting:** Thursday, 23 September 2021, 3:00 pm via Zoom

M. Roy (Chair)	D. Fernandez	S. Liaskos	B. Spotton Visano
C. Brushwood Rose (Vice-Chair)	M. Fiola	T. Loebel	C. Steele
P. Robichaud (Secretary)	L. Fromowitz	A. Macpherson	K. Tasa
N. Agrawal	D. Gelb	L. Martin	T. Theophanidis
L. Appel	J. Goodyer	D. Matten	M. Thomas
J. Aryaan	S. Grace	D. Mittal	P. Timmerman
A. Asif	C. Graham	M. Morrow	G. Turlakis
P. Aulakh	J. Grant	K. Murray	D. Triki
A. Badruddin	R. Grinspun	C. McAulay	R. Tsushima
T. Baumgartner	M. Hamadeh	A. McKenzie	I. Uwanyiligira
S. Bay-Cheng	L. Hébert	JJ. McMurtry	G. Van Harten
A. Belcastro	R. Hornsey	B. Meisner	C. van Daalen
D. Berbecel	M. Hosale	S. Militello	Smith
R. Bhatla	A. Hovorka	R. Nandan	G. Vanstone
K. Bird	B. Hu	N. Neill	R. Wang
M. Bloom	U. Idemudia	P. Nguyen	N. Waweru
M. Bunch	M. Jacobs	E. Nourae	R. Wildes
T. Burke	M. Karakul	R. Ophir	M. Winfield
D. Cabianca	S. Karimi	D. Palermo	S. Winton
C. Chapdelaine Feliciati	A. Kimakova	V. Pavri	R. Zacharias
J. Clark	J. Kirchner	L. Philipps	G. Zhu
E. Clements	T. Knight	P. Phillips	
J. Connolly	P. Kohler	M. Poon	
M. Condon	L. Korrick	C. Popovic	
S. Cote-Meek	A. Kraljević	S. Premji	
J. Crocker	K. Krasny	A. Pyée	
A. Czekanski	P. Lakin Thomas	P. Rahimpoor-Marnani	
C. Da Silva	G. Langlois	S. Rehaag	
S. Day	M.H. Larochelle	M. Reisenleitner	
T. DiDomenico	F. Latchford	S. Rosenbaum	
M. Dodman	J. Lazenby	R. Savage	
M. Elghobashy	V. Lehan	D. Scott	
S. Embleton	N. Lemish	T. Shanahan	
J. Etcheverry	R. Lenton	L. Sloniowski	

### 1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed new and returning Senators and Chairs and thanked those who attended the orientation session. The Chair wished Senators success in their teaching, learning and scholarship this year,

## **The Senate of York University – Minutes**

and commended them for their ongoing commitment and resiliency. Members were informed that Senate meetings will continue to be facilitated virtually at this time. The Chair acknowledged with sorrow the recent passing of Professor Ruth Schattner, a long-time faculty member in the Faculty of Liberal Arts & Professional Studies in the Departments of French and Humanities.

### **2. Business Arising from the Minutes**

There was no business arising from the minutes.

### **3. Inquiries and Communications**

No inquiries and communications were received

### **4. President's Items**

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

- welcome to Robert Savage, the new Dean of the Faculty of Education, and condolences on the recent passing of Distinguished Research Professor and Professor Emerita Marcia Rioux
- an expression of thanks and appreciation to Sarah Howe, Assistant Vice-President, Innovation & Research Partnerships at Innovation York who is leaving the University
- the positive outlook for the 2021-22 academic year due to strong enrollments and promising applications data for FW 2021-2022
- York's progress advancing the United Nations Sustainable Development Goals (UN SDG's), including the establishment of the Toronto Centre of Excellence on Homelessness Prevention and Canada's first CIFAL centre, CIFAL York
- gratitude to members of the University community for their perseverance and resilience in successfully completing a full year of online teaching and learning and continuing to advance the priorities of the University Academic Plan
- prioritization of the health and safety of the community and acknowledgement that the University will continue to follow the advice of health and safety officials throughout the implementation of the Fall return to campus

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- progress made on key projects underway at the Markham, Keele, and Glendon campuses.
- the Kudos report, highlighting Heather Prime’s (Assistant Professor, Department of Psychology, Faculty of Health), receipt of the Banting Research Foundation Discovery Award for her study evaluating an innovative program to help families recover from the pandemic.

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. Election of Members of Non-Designated Senate Committees

Senate approved the recommendation of its Executive Committee to elect Professors Ilan Kapoor to the Senate Tenure and Promotions Committee.

##### b. Information Items

The Executive Committee’s information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report
- its approval of Senate Committee members nominated by Faculty Councils
- preliminary discussion of its priorities for 2021-2022
- the results of the Senator and Senate committee members surveys conducted in June, and the Committee’s planned follow-up activities
- its receipt of a briefing from University Secretary Pascal Robichaud on the governance support initiatives for 2021-2022 to be taken up by the University Secretariat
- actions taken under Summer Authority
- the report on Senate attendance in 2020-2021
- the 2021-2022 Executive Committee membership
- Senate meeting dates for 2021-2022 with changes approved for December

#### 6. Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- Preliminary discussion of its priorities for 2021-2022

## The Senate of York University – Minutes

- its monthly report to Senate on Markham Centre Campus planning
- the membership of its Sub-Committees for 2021-2022

### 7. Academic Standards, Curriculum and Pedagogy (ASCP)

- a. Establishment of Master of Arts program in Design Research, AMPD/FGS

It was moved, seconded and carried, **“that Senate approve the establishment of the Master of Arts program in Design Research, housed in the Department of Design, School of the Arts, Media, Performance & Design as set out in Appendix A, effective FW2021-2022.”**

- b. Changes to degree requirements for BA program in Religious Studies, LA&PS

It was moved, seconded and carried, **“that Senate approve the changes to the degree requirements for the BA program in Religious studies, housed in the Department of Humanities, Faculty of Liberal Arts & Professional Studies as set out in Appendix B, effective FW2021-2022.”**

- c. Revisions to graduate petitions and appeals regulations, Faculty of Graduate Studies

It was moved, seconded and carried, **“that Senate approve the revisions to the graduate petitions and appeals regulations in the Faculty of Graduate Studies as set out in Appendix C, effective immediately.”**

- d. Information Items

ASCP reported on the confirmation of Professor Martin Bunch as the new Chair of the Committee, the membership of its sub-committees for 2021-2022 and on its approval of the following items:

#### ***Faculty of Environmental and Urban Change***

Minor changes to the requirements of the Dual Credential Program in Ecosystem Management at Fleming College and the BES Honours Major in Sustainable Environmental Management, effective FW2021-2022.

#### ***Faculty of Health***

Temporary change to admission requirements for the MA and PhD programs in Psychology, Graduate Program in Psychology, effective FW2021-2022.

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### **Faculty of Liberal Arts & Professional Studies**

Minor change to a course rubric for the Graduate Diploma (Type 2) in Latin American and Caribbean Studies, effective FW2021-2022.

#### **8. Other Business for Which Due Notice Has Been Given**

- a. Hortative Motion re: Senate approval of SMA submissions

Senate approved a hortative motion expressing the view that:

**Prior to the finalization of the University’s Strategic Mandate Agreement proposal to the Ministry of Colleges and Universities, the Strategic Mandate Agreement submissions should be brought to Senate for concurrence.**

#### **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 24 June 2021**

The minutes of 24 June 2021 were approved on consent.

#### **11. Granting of Degrees, Certificates and Diplomas (Fall 2021 to Spring 2022)**

By approving an ASCP recommendation, Senate *authorized*:

- the granting of degrees at the University’s convocations held in Fall 2021, February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees;
- the granting of diplomas and certificates at the University's Convocations held in Fall 2021, February 2022 (Convocation In Absentia) and Spring 2022, and individually to students at any point during the year who have fulfilled the requirements for receipt of diplomas and certificates; and
- the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education.

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### 12. Senators on the Board of Governors re: June 29 2021 Meeting of the Board

A synopsis of the Board meeting of June 29, 2021 as conveyed by Senators Etcheverry and Hamadeh was noted.

Mario Roy, Chair \_\_\_\_\_

Pascal Robichaud, Secretary \_\_\_\_\_

### Synopsis

**471<sup>st</sup> Meeting held on 12 October 2021**

#### **Appointments/Re-appointments**

##### *Dean of the Schulich School of Business*

- Appointment of Detlev Zwick as Dean of the Schulich of Business, effective July 1, 2021, for a five-year term ending June 30, 2026.

##### *Pension Fund Board of Trustees*

- Re-appointment of Jacques Demers, as a Board of Governors nominee and as Chair, effective October 1, 2021, for a three-year term.
- Re-appointment of Sylvia Peacock, as a CUPE 3903 nominee, effective October 1, 2021, for a three-year term.

#### **Approvals**

The formation of a Finance and Audit Subcommittee on Digital Transformation, the associated Terms of Reference for the Subcommittee and the proposed members and Committee secretary.

The President's September 2021 Report on Appointments, Tenure and Promotion.

The awarding of a contract to EQ Works Advertising, for digital marketing services valued at approximately \$6M, including York options and inclusive of HST. The contract terms are 36 months, starting fall 2021, with two optional 24-month renewals.

The increase to the President's signing authority for capital projects and goods and services purchases, from under \$2M to under \$5M.

The 2021-22 distribution accrual rate of \$4.35 per unit, representing an increase of \$0.12 per unit over the 2020-21 distribution accrual rate of \$4.23 per unit.

The change to the benchmark for domestic real estate from FTSE TMX Universe Bond Index + 2% to CPI + 4%, and corresponding revisions to the Statement of Investment of Policies and Procedures (SIPP).



# York University Board of Governors

## Synopsis

### **Presentations**

The President's Annual Report on Objectives for 2021 – 2022 and looking ahead.

### **Reports and Remarks**

The Annual Report on York University Pension Plan and Pension Fund from the Finance and Audit Committee.

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

The agenda for the meeting is posted on the Board of Governors website:  
<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2021/10/board-agenda-20211012.pdf>

Pascal Robichaud, Secretary