

York University Senate

Notice of Meeting

Thursday, 22 September 2022, 3:00pm-5:00pm

Via videoconference

AGENDA

An orientation for new and continuing Senators facilitated by the Chair, Vice-Chair and Secretary will precede the business meeting at 1:30pm

Page

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|-------|---|---|
| | 1. Chair's Remarks (M. Roy) | |
| 10min | 2. Business Arising from the Minutes | |
| | 3. Inquiries and Communications | |
| | 4. President's Items (R. Lenton) | |
| | a. 2022-2023 Key priorities in support of the UAP | |
| 25min | b. Kudos Report..... | 1 |

Committee Reports

- | | | |
|--|---------------------------------------|----|
| | 5. Executive Committee (P. Puri)..... | 15 |
|--|---------------------------------------|----|

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|-------|---|--|
| 40min | a. Election of Members of Non-Designated Senate Committees (For approval) | |
| | b. The Rules of Senate: Revisions (For approval) | |

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

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| 10min | 6. Academic Policy, Planning and Research (M. Moir)..... | 96 |
| | 7. Academic Standards, Curriculum and Pedagogy (M. Bunch)..... | 99 |

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|-------|--|--|
| | a. Establishment of the Bachelor and Bachelor (Honours) of Sport Management degree type (Appendix A, page 107) | |
| 25min | b. Establishment of the Bachelor and Bachelor (Honours) of Sport Management program, School of Human Resource Management, Faculty of Liberal Arts & Professional Studies, Markham Campus | |

York University Senate

- c. Closure of the York University - Seneca dual credential program in Sustainable Environmental Management (BES degree) and the Advanced Diploma in Environmental Technology, Faculty of Environmental and Urban Change (Appendix B, P. 166)
- d. Closure of the York University-Seneca dual credential program in Urban Sustainability, Faculty of Environmental and Urban Change (Appendix C, P. 168)
- e. Closure of the York University - Humber College dual credential program in International Development, Faculty of Environmental and Urban Change (Appendix D, P. 170)
- f. Changes to Graduate Studies regulations: Thesis and dissertation formats, doctoral dissertation proposal milestone, and academic honesty, Faculty of Graduate Studies (Appendix E, P. 172)

8. Other Business

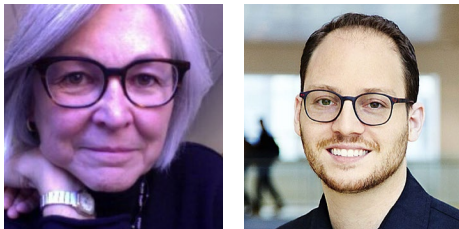
Consent Agenda

- 9. Minutes of the Meeting of 23 June 2022 206
- 10. Granting of Degrees, Certificates and Diplomas (Fall 2022 to Spring 2023)
(Appendix F, P. 201)
- 11. Senators on the Board of Governors re: June 2022 Meeting of the Board (J. Etcheverry, M. Budworth, for information) 213

P. Robichaud, Secretary

PRESIDENT'S KUDOS REPORT

SEPTEMBER 2022



[The Royal Society of Canada](#) (RSC) has elected six York University faculty members as part of the Class of 2022. Recognition by the RSC is the highest honour an individual can achieve in the arts, social sciences and sciences. All were elected by their peers for their outstanding scholarly, scientific and artistic achievements. Elected to the ranks of the Royal Society of Canada are:

- Celia Haig-Brown, Faculty of Education – Fellow, Academy of Social Sciences
- Steven J. Hoffman, Global Health, Law, and Political Science – Fellow, Academy of Social Sciences
- Linda Peake, Faculty of Environmental & Urban Change – Fellow, Academy of Social Sciences
- Jianhong Wu, Faculty of Science – Fellow, Academy of Science
- Sandra Rehan, Department of Biology, Faculty of Science – RSC College
- Sapna Sharma, Department of Biology, Faculty of Science – RSC College



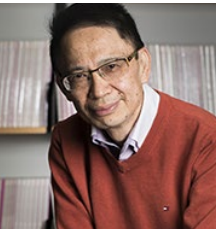
York University's source for faculty and staff news, [YFile](#), celebrated its 20-year anniversary on September 9 with a special issue. In addition to the special issue content, over the course of the upcoming year, YFile will feature a variety of anniversary stories and republish interesting and unique articles from its archive.



Osgoode Hall Law School Associate Professor [Pina D'Agostino](#) was named in the Top 25 Most Influential Lawyers 2022 by Canadian Lawyer Magazine. A place on Canadian Lawyer's Top 25 Most Influential Lawyers list is a highly regarded accolade. The list reflects how the work of these members of the legal system has had an impact, whether in the courtroom, law school, law firm or business, or at a policy level.



The Canadian Association for Theatre Research has announced York University Professor [Cynthia Zimmerman](#) as the recipient of its Lifetime Achievement Award for 2022. Zimmerman is a professor at Glendon Campus in the English Department. She has devoted her professorial career to scholarship and teaching in the field of Canadian drama, as well as teaching courses in modern and contemporary drama for the Glendon English Program and for York's Graduate Program in English.



Faculty of Science Mathematics and Statistics Professor, [Jianhong Wu](#), has been elected as a Fellow of 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 and carries with it a covenant to serve the academy and the future well-being of the health sciences irrespective of the Fellow's specific discipline.



York University's [Communications & Public Affairs](#) team has been recognized by the Council for Advancement for Support of Education with six global Circle of Excellence Awards for advancing the University's strategic goals through inspiring, innovative and creative marketing and communications strategies. Here are the award-winning work recognized in 2022:

- Gold: Right the Future advertising campaign
- Gold: Right the Future broadcast ad
- Silver: Bringing the Future of Learning to York Region
- Silver: End of exams video
- Bronze: #MeetYU digital campaign
- Bronze: End-of-year holiday video

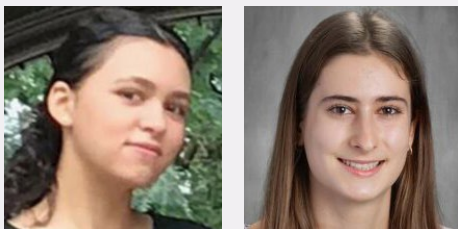
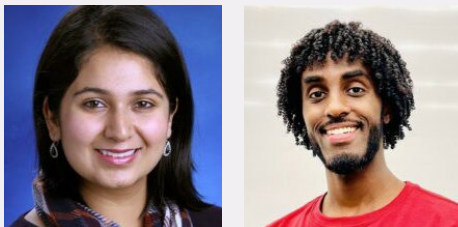


[Jeffrey Harris](#), assistant professor of mechanical engineering and director of common engineering and BSc Science at the Lassonde School of Engineering was elected as a Fellow of the Canadian Engineering Education Association and received the 2022 Ron Britton Engineering Education Vanguard Award.



In February, York University announced the establishment of the [York Black Research Seed Fund](#) to provide mentorship and \$150,000 in total funding in support of the research activities of Black academics, with preference given to emerging and early-career researchers. The fund was created as part of the University's commitment to addressing the systemic anti-Black racism and white supremacy that pervades academia. The inaugural six recipients of the York Black Research Seed Fund are:

- Oyemolad Osibodu, Faculty of Education (Open Research Stream), Research project: "Envisioning Diasporic Mathematics Literacies with Black Youth"
- Gerald Bareebe, Faculty of Liberal Arts & Professional Studies (Open Research Stream), Research project: "Why Peace Fails to Endure: Explaining the Recurrence of Civil Wars in East Africa"
- Ruth Murambadoro, Faculty of Liberal Arts & Professional Studies (Open Research Stream), Research project: "Women's Politics in Zimbabwe: Aftermath of the 2013 Constitution"
- Celia Romulus, International Studies, Glendon (Collective Research Stream), Research project: "Decolonizing knowledge and promoting Afrofeminist narratives"
- Jude Kong, Faculty of Science (Collective Research Stream), Research project: "Modelling resilience: Post-pandemic Recovery, participatory governance, data gaps, equitable institutions, and human interdependence"
- Solomon Boakye-Yiadom, Lassonde School of Engineering (Collective Research Stream), Research project: "Machine Learning and Laser Powder Bed Fusion Technologies for Materials Discovery"



The York University Alumni Board recognized four distinguished York students with [2022 Alumni Awards and Scholarships](#) for their academic excellence and leadership. Here are this year's award recipients:

- Alumni Silver Jubilee Scholarship - Zahra Mawani (BEd '22)
- Alumni Golden GRADitude Award - Issa Abdi Jamaa (BA '22) and Tiana Putric (BDEM '22)
- Harry Arthurs Alumni Families Entrance Scholarship - Taline Apelian-Sutor



The [2023 Quacquarelli Symonds \(QS\) World University Rankings](#) reinforce York University's role as a leading North American public university with a global reach to right the future. York University moved up two spots to be ranked 61st among North American public universities by the prestigious QS World University Rankings. York's improving position in the rankings signals its position as a leading international research and teaching university that is driving positive change to right the future.



Eight researchers across York University will join the [York Research Chairs](#) (YRC) program – the University's internal counterpart to the national Canada Research Chairs (CRC) program which recognizes outstanding researchers. These YRCs' terms run for five years. Newly appointed to the YRC program are:

Tier 1 York Research Chairs

- Kristin Andrews, York Research Chair in Philosophy of Animal Minds
- Jianhong Wu, York Research Chair in Industrial and Applied Mathematic



Tier 2 York Research Chairs

- Joey Cheng, York Research Chair in Leadership, Collaboration and Teams
- Jane Heffernan, York Research Chair in Mathematics of Immunity and Infectious Disease
- Emily Laxer, York Research Chair in Populism, Rights, and Legality
- Adam Diamant, York Research Chair in Managing AI-Driven Technologies in Health Care
- Shital Desai, York Research Chair in Accessible Interaction Design
- Adrian Viens, York Research Chair in Population Health Ethics and Law



[Stephanie Jonsson and Hannah Maitland](#), both PhD candidates in the Gender, Feminist, and Women's Studies Department at York University, are founders of the Ontario Digital Literacy and Access Network (ODLAN), a queer-centred non-profit that works with 2SLGBTQIA+ organizations and other service providers to advise on digital strategies that improve access to remote services. ODLAN recently received \$25,000 from the New Horizons for Seniors Program, a federal grants and contributions program that provides funding for projects that make a difference in the lives of seniors and their communities.



This year, the Law and Society Association (LSA) honored 21 scholars, including York University Professor [Annie Bunting](#), as part of its 2022 Annual Awards. Bunting is a professor in the Law & Society program at York University's Faculty of Liberal Arts & Professional Studies, researching and teaching in the areas of gender justice and international human rights. She is a recipient of the 2022 Ronald Pipkin Service Award, recognizing sustained and extraordinary service to the Association.



[Signy Lynch](#), a PhD graduate of Theatre & Performance Studies, was awarded the 2021 Barbara Godard Prize for the Best York University Dissertation in Canadian Studies for her thesis “Intercultural Relations: Direct Audience Address in Contemporary Theatre in Canada.” The honour is awarded yearly to the doctoral dissertation on a Canadian topic defended at York University that best advances the knowledge of Canada. Special attention is given to dissertations that transcend disciplinary boundaries and demonstrate innovation in thought and/or methodology.



[Haya Mohamed](#), a fourth-year space engineering student at York University’s Lassonde School of Engineering, has been accepted into the European Space Agency’s 2022 CubeSat Summer School in Belgium, where she will be one of the first participants in an innovative new training program for university students with engineering and physics backgrounds who are highly motivated to pursue a career in the space sector.



Professor [Steven Hoffman](#) has taken on a new role as vice-president of corporate data and surveillance at the Public Health Agency of Canada. As the former scientific director of the Canadian Institutes of Health Research’s Institute of Population and Public Health, he brings significant expertise to the agency to help shape the future of public health responses in Canada. During this time, Hoffman will also continue to direct York University’s Global Strategy Lab and the World Health Organization Collaborating Centre on Global Governance of Antimicrobial Resistance. Hoffman is the Dahdaleh Distinguished Chair in Global Governance & Legal Epidemiology.



Two York University professors were recognized as part of the Top 25 Canadian Immigrants of 2022. [Patrick Alcedo](#), professor and Chair of the Department of Dance in the School of the Arts, Media, Performance & Design, and [Rui Wang](#), dean of York University’s Faculty of Science, were selected from a list of 75 finalists, nominated by the Canadian public, for the award that recognizes inspirational immigrants who have made a positive impact on their communities since arriving in Canada. It is the 14th year for the awards.



Ontario’s largest law association for women is honouring Osgoode Hall Law School Professor Emerita [Mary Jane Mossman](#) for her contribution to the province’s legal community. Mossman was presented with the 2022 President’s Award by the Women’s Law Association of Ontario.



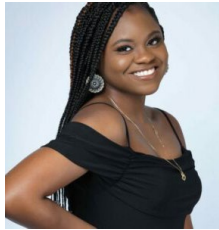
PhD student [Levon Ichkhanian](#) is the Toronto Musicians’ Association’s 2022 Musician of the Year. The award recognizes Ichkhanian’s dedication to excellence in all aspects of music and his high standard of professionalism and artistry.



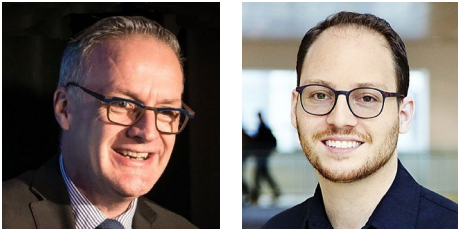
Ten York University students were honoured with the [Robert J. Tiffin Student Leadership Award](#), recognizing their leadership at York University and their contributions to the growth, development and vitality of the York community.

Here are this year's award winners:

- Angela Thapar, BA of Law & Society, and BEd
- Ashlyn Nguyen, Faculty of Science
- Gurkamal Aujla, Commerce, Faculty of Liberal Arts & Professional Studies (LA&PS)
- Gurnoor Kaur Brar, Biology, Faculty of Science
- Jade Crimson Rose Da Costa, Sociology, Faculty of Graduate Studies
- Parmin Rahimpoor-Marnani, Kinesiology and Health Science, Faculty of Health
- Ronnie Roy O'Connor, Calumet College
- Sophia Tracey, Political Science, LA&PS
- Stephen Teong, Psychology, Faculty of Health
- Zahra Mawani, Faculty of Education



With the help of the [Schulich Leader Scholarship program](#), two graduating high school students from the Greater Toronto Area are headed to York University this fall to begin their studies. Hannah Alli of Mississauga, Ont., will enter a software engineering program at the Lassonde School of Engineering and Neill Botushanski of Aurora, Ont., will join the Faculty of Science's actuarial science program. They are among 100 incoming undergraduate students from across Canada to receive the 2022 Schulich Leader Scholarship for undergraduate education in science, technology, engineering and math, which is awarded to students who demonstrate academic excellence, leadership, charisma and creativity.



More than 40 research projects at York University will receive a boost of \$16 million in funding from the [Social Sciences & Humanities Research Council of Canada](#). The four Partnership Grant recipients, each of whom has received close to \$2.5 million in support of six- and seven-year projects, are:

- Stephen Gaetz, professor in the Faculty of Education, received a second consecutive Partnership Grant to continue his work as president and CEO of the Canadian Observatory on Homelessness (COH) – an anti-homelessness research institute previously funded by the SSHRC in 2012.
- Steven Hoffman, professor of Global Health, Law, and Political Science at the Faculty of Health and Osgoode Hall Law School and the Dahdaleh Distinguished Chair in Global Governance & Legal Epidemiology, and director of the Global Strategy Lab, will pursue research into a global framework for sustainable antimicrobial drug use and preventing the proliferation of drug-resistant bacteria.
- Nick Mulé, professor of gender and sexuality at the Faculty of Liberal Arts & Professional Studies, will undertake a project called 2SLGBTQ+ Poverty in Canada: Improving Livelihood and Social Wellbeing. The initiative will address disproportionate vulnerability to poverty among Two-Spirit, lesbian, gay, bisexual, transgender and queer plus (2SLGBTQ+) people.
- Dayna Scott, professor at Osgoode Hall Law School and the Faculty of Environment & Urban Change, received funding for “Infrastructure Beyond Extractivism: Material Approaches to Restoring Indigenous Jurisdiction.” The project will explore novel approaches to strengthening Indigenous jurisdiction and sovereignty over hereditary lands and waterways.



[Samadhi Rankothge](#) is this year's winner of York University's Right The Future free tuition contest – a prize equivalent to more than \$7,000 that will help her to pursue the Health Studies program at the Faculty of Health. An Etobicoke resident, Rankothge chose York from among all the GTA universities offering similar programs. She cites the program's comprehensive approach to health, with an emphasis on tackling societal issues, and for the University's proximity to home.



[Nadha Hassen](#), PhD candidate in Environmental Studies and Vanier Scholar, has been awarded Susan Mann Dissertation Scholarship for her research on “Parks Prescriptions and Perceptions: Experiences of Racialized People with Mood Disorders in Green Spaces”. The scholarship is awarded to outstanding doctoral students in their final year of doctoral study to concentrate exclusively on and complete their dissertations. Nadha's research is situated at the intersections of health equity, social determinants of health, environmental justice and community development - with a focus on understanding the lived experiences of people who face social barriers to health and well-being.



[Carli Melo](#), PhD student in Geography, has been awarded a SSHRC Canadian Graduate Scholarships - Doctoral award for her research on “Internal migrants in Myanmar's manufacturing sector: Examining exploitative labour practices and social reproduction in global production networks”. The program supports high-quality research training experiences for doctoral students at Canadian institutions and strives to foster impacts within and beyond the research environment. Melo's research emerges from years of working with the Mekong Migration Network – a network of over 40 civil society organizations from across mainland Southeast Asia working to promote and protect the rights of migrant workers and their families.



For her international engagement with sustainable development, York's Executive Coordinator to the UNESCO Chair, [Katrin Kohl](#), has been awarded a fellowship by The Royal Society of Arts in London. The Royal Society of Arts recognizes outstanding contributions and thought leadership in positively impacting society for a better future. As York University's UNESCO Chair, Kohl leads research and provides policy advice for education for sustainable development.



[Matteo L. Cerilli](#), a York undergraduate student pursuing a BA honours with a double major in creative writing and professional writing from the Faculty of Liberal Arts & Professional Studies, recently sold his debut novel *Lockjaw*. The novel will be published in the summer of 2024 by Peter Phillips at Tundra, Penguin Random House Canada.



Faculty of Education Associate Professor [Roopa Desai Trilokekar](#) is the winner of this year's Research and Scholarship Award presented by the Canadian Society for the Study of Higher Education. The award recognizes research and scholarship on higher education which can include the socio-political context, access, governance, teaching and learning, institutional studies, or education and employment.



[Five York University researchers](#) have been awarded seed grants for the 2022 Critical Perspectives in Global Health Research, awarded by the Dahdaleh Institute for Global Health Research. The recipients, and their research projects, are:

- Pablo Aránguiz, Research Project: “Decolonizing Planetary Health Through Williche Ecologies of Repair”
- Simone Bohn, Research Project: “State Capacity and Health Equity in a Post-Slavery Context: The Case of the Quilombolas in Brazil”
- Maggie MacDonald, Research Project: “Misoprostol in Humanitarian Settings”
- Blessing Ogbuokiri, Research Project: “Harnessing Social Media Data to Complement Infectious Disease Outbreak Surveillance Data”
- Jeffrey Squire, Research Project: “COVID-19 and Healthcare Waste Management in Urban Africa”



In June, *The Economist* magazine ranked the MBA program at York University's [Schulich School of Business](#) number one in Canada and 40th in the world in the magazine's annual survey of the world's top 100 MBA programs. In addition to finishing first among Canadian business schools, Schulich placed ninth in the world among non-U.S. schools. The Economist survey is the only major global ranking that rates business schools on criteria deemed most important to MBA students and alumni – everything from diversity of career opportunities to earning potential and networking opportunities.



Faculty members and alumni from York University's [Faculty of Health](#) were recognized with awards from the American Psychological Association. The awards reinforce that the Historical, Theoretical, and Critical Studies of Psychology graduate area in the Psychology Department is a unique and internationally recognized program, noted for its intellectual and organizational leadership in the field. The award winners are:

- Professor Alexandra Rutherford - Career Achievement Award.
- Zhipeng Gao, alumnus - Society for the History of Psychology's Early Career Award



York Lions sport medicine manager, [Andrea Prieur](#), served as a member of the Team Canada staff at the 2022 Commonwealth Games in Birmingham, England. The 2022 Commonwealth Games took place between July 28 and August 8, where 37 Canadian athletes competed with 72 Commonwealth countries in one of the top sporting events of the year.



Professor [B.W. Powe](#) has been named the recipient of the Medium and the Light Award for 2022 in recognition of his influential writings on the life and work of Canadian philosopher Marshall McLuhan. The award was presented as part of the 23rd Media Ecology Association Convention.



A short film produced as part of a York University project with its partners and funded by the Social Sciences & Humanities Research Council of Canada (SSHRC) has been shortlisted for the NGO International Film Festival. The film [Help!](#) is part of the Research/Dissemination Network on the Development of the African Union's African Human Rights Action Plan (AHRAP-NET) project, co-led by Osgoode Hall Law School Professor Obiora Okafor, Faculty of Liberal Arts & Professional Studies sociology Professor Sylvia Bawa and Osgoode PhD Candidate Jake Okechukwu Effoduh.



Schulich School of Business Professor [Dirk Matten](#) has been selected among the top five "law and political science" scientists in Canada in the inaugural ranking by Research.com. The ranking includes 59 law and political science experts in Canada and is based on data collected from Microsoft Academic Graph. Positions in the ranking are based on a scientist's D-index (Discipline H-index), which only includes papers and citation values for an examined discipline.



The International Planning History Society (IPHS), dedicated to the enhancement of interdisciplinary studies in urban and regional planning history, has recognized Department of Sociology Urban Studies Professors [Douglas Young](#) and the late Lisa Drummond with an award for the book they edited together. The book titled, *Socialist and Post-Socialist Urbanisms: Critical Reflections from a Global Perspective* (Toronto: University of Toronto Press, 2020), was awarded the Third Book Prize, which is given to the best anthology or edited work in planning history written in English and published in 2020 or 2021.



On July 1, School of the Arts, Media, Performance & Design Professor [Caitlin Fisher](#) was named president of the Electronic Literature Organization (ELO), an international scholarly association dedicated to the investigation of literature produced for the digital medium. ELO was founded in Chicago in 1999 and has a presence across North America and South America, Europe, Asia, Australia and Africa. Members come from a wide array of disciplines and areas of study, including art, literature, communication, humanities, media studies and more.



The Advising Community of Practice and Peer Leader Community of Practice has selected [Mona Frial-Brown](#), manager of student success and access programs in the Faculty of Liberal Arts & Professional Studies, to receive the 2022 Lynda Tam Guiding Light and Legacy Award. This annual award was established in honour of Lynda Tam, a long-serving leader at York University. Tam served as the first assistant dean, students, in the School of the Arts, Media, Performance & Design where she had a profound impact on the student experience by shaping student services, advising and peer mentoring programs. Her commitment to students and their success was part of her everyday practice.



Two York University graduate students are recipients of the 2022 Autism Scholars Award. This year's recognition is particularly special with both recipients, master's degree student [Braxton Hartman](#) and doctoral student [Nancy Marshall](#), being recognized with the awards. They will receive \$18,000 and \$20,000 respectively to conduct research on autism. Hartman's project aims to use computational and statistical techniques to distinguish differences in how networks are organized in autistic brains and what ramifications this may have on the cognitive differences which characterize the condition. Marshall's research adopts a disability justice lens that directly centers on the needs and desires of people with autism.

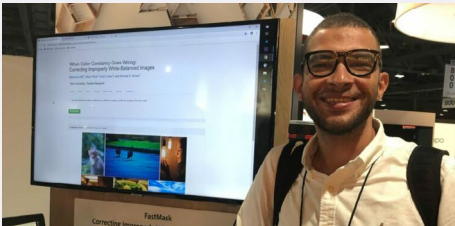


York University UNESCO Chair [Charles Hopkins](#) was awarded the Lithuanian State Award on July 6 by the President of the Republic of Lithuania, Gitanas Nausėda. Nausėda recognized Hopkins for making a significant contribution to the preservation and free transfer of unique documents of the history of Lithuanian diplomacy to the Lithuanian Museum of Canada. Among the 60 individuals who were awarded for helping to build sustainable international ties of peace, friendship and cultural exchange, Hopkins' work in rescuing and safeguarding documents representing international treaties proving the Lithuanian independence during the period of 1918 to 1940 was recognized as important work to public service and life.



A team of [York University students](#) made an impressive showing winning one of the two available prizes at the Statistical Society of Canada Case Studies in Data Analysis Poster Competition. The team won the Critical Care Choice award for their approach to the case study focused on developing a physician performance model. Their successful showing represents a first for a team from York University. The winning team members are:

- Octavia Wong, PhD student in the School of Kinesiology and Health Science
- Jing Guo, 4th-year undergraduate student in Department of Mathematics and Statistics
- Yongwen Pan, master's student in Department of Mathematics and Statistics
- Vi Nguyen, 4th-year undergraduate student in Department of Mathematics and Statistics



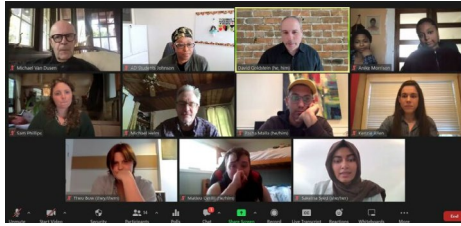
[Mahmoud Afifi](#), a recent graduate from the Department of Electrical Engineering & Computer Science at the Lassonde School of Engineering, has won two awards for his doctoral dissertation. Afifi was awarded the CS-Can/Info-Can 2021 Canadian Computer Science Distinguished Dissertation Award, which recognizes excellence in research and writing by a computer science doctoral student completing their degree at a Canadian institution. He also received the 2021 Canadian Image Processing and Pattern Recognition Society John Barron Doctoral Dissertation Award, given annually to the top PhD thesis in areas covered by the Conference on Computer and Robot Vision including computer vision, robot vision, robotics, medical imaging, image processing or pattern recognition.



Professor [Barnali Choudhury](#) has been chosen by the European Union's executive arm, the European Commission, as one of only 11 international lawyers and academics to potentially chair expert panels on trade and sustainable development convened to help resolve bilateral trade disputes between EU and non-EU countries. Choudhury, who also serves as director of the Osgoode-based Jack & Mae Nathanson Centre on Transnational Human Rights, Crime and Security, is an internationally recognized expert on business and international economic issues, particularly as they relate to human rights.



York University Faculty of Science Dean [Rui Wang](#) has been elected as the new president (2022-24) of the Canadian Council of Deans of Science (CCDS). The CCDS is a national association of senior academic leaders who have responsibility for post-secondary science faculties and schools at Canadian universities.



York University [undergraduate students](#) were recognized for their work in poetry, short fiction, and screenwriting at the annual Creative Writing Program Awards ceremony, sponsored by the President's Office and the Faculty of Liberal Arts & Professional Studies. The winners of the President's Creative Writing Awards are:

- Poetry 2021-22 - Winner: Anike Morrison for "Swine [After Chad Abushanab's 'Custody Denied']"
- Short Fiction 2021-22 - Winner: Matteo Cerilli for "The Reverb: A Ghost Story"
- Stage Play 2021-22 - Winner: Darla Deigratia for "Mother's Daughter"
- Screenplay 2021-22 - Winner: Abigail Henderson for "Changing Seasons"
- Daniel Whittaker-Van Dusen Prize for Emerging Poets 2021-22 - Winner: Matteo Cerilli for "Parkour Gym, October 6th" and Ivy deRege-Braga for "Circe"
- Richard Teleky Short Fiction Prize 2021-22 - Winner: Clarisse Smith for "In a night"
- Judith Eve Gewurtz Memorial Poetry Award 2021-22 - Winner: Ben O'Connor for "In the Interest of Survival"
- The Lorna Marsden Prize for Creative Writing in French 2021-22 - Winner: Suhana Rampersad for "Tandava, la danse des Hindous"
- Babs Burggraf Award in Creative Writing 2021-22 - Winner: Andrei Topala
- Nichol Award 2021-22 - Winner: Matteo Cerilli
- Sorbara Award in Creative Writing 2021-22 - Winner: Sakeina Syed
- Stanley Fefferman Prize 2021-22 - Winner: Jean Paul Mazlymian
- Priscila Uppal Poetry Award 2021-22 - Winner: Ivy Derege-Braga
- Adrienne Grago Memorial Prize 2021-22 - Winner: Lily Scriven



[Paria Mehrani](#), a recent York University graduate and current postdoctoral visitor at the Lassonde School of Engineering, has won the Colour Research Society of Canada 2021 Student Award for Graduate Students. The award recognizes her work while she was a PhD student in Professor John Tsotsos' lab in the Department of Electrical Engineering & Computer Science.



[Five School of the Arts, Media, Performance & Design \(AMPD\) students](#) will be working on-set with Fae Pictures' newest feature film, Queen Tut, at the York University Motion Media Studio at Cinespace Studio. AMPD undergraduate third-year dance student Grace Sokolow, fourth-year film production student Alise Rosemin, fifth-year film production student Emily Jong, second-year theatre student Natasha Advani Thangkhiew and first-year film production student Anmol Dhillon were selected from a highly competitive pool of candidates.



APPOINTMENTS



On July 1, Professor [Laina Ya-Hui Bay-Cheng](#) began her role as the inaugural role of associate vice-president, faculty affairs. In the inaugural role of associate vice-president, faculty affairs, Bay-Cheng will build upon the strengths of the Division of Equity, People & Culture, and develop new opportunities to support faculty recruitment, retention and development across the institution. Through leadership and in relationship with leaders across the University, she will enhance York's academic mission in ways that support and guide a diverse academic staff in their career development and relationships with students and the University community.



On September 1, Chemistry Professor [Hovig Kouyoumdjian](#) began his position as the new associate dean, curriculum & pedagogy in the Faculty of Science, for a three-year term. The associate dean, curriculum & pedagogy is a new role in the Faculty of Science and will play an integral role in the Faculty's senior leadership team, providing leadership and direction for matters related to the Faculty's academic programs and pedagogical innovation at both the Keele and Markham campuses, including diverse ancillary matters.



On July 1, Associate Professor [Paul Lawrie](#) began his term as Black inclusion advisor in the Faculty of Liberal Arts & Professional Studies (LA&PS). Lawrie will advise the LA&PS Office of the Dean on questions related to race and equity, anti-Black racism and Black inclusion as part of the Faculty's continuing work to address anti-Black racism. The appointment is in line with the Faculty's Anti-Black Racism Strategy, the University's Academic Plan, and the LA&PS Academic Plan, which is committed to excellence through inclusion.



On July 1, Associate Professor [Sarah Rugheimer](#) began her appointment as the new Allan I. Carswell Chair for the Public Understanding of Astronomy in the Faculty of Science at York University. Rugheimer is an astrophysicist interested in understanding how to detect life on exoplanets by looking for atmospheric biosignatures.



On July 27, [Jennifer MacLean](#) began her position as assistant vice-president innovation and research partnerships, effective July 27. A thought leader with 10 years of experience working in the Canadian innovation ecosystem, MacLean has extensive experience in fostering impactful and collaborative partnerships across industry, academia and community partners in Ontario and Canada.



On August 15, [Nona Robinson](#) began in her position as vice-provost students. Robinson comes to York from Trent University where, for the past 10 years, she has served as associate vice-president students. The role of vice-provost students is a critical one at York, responsible for the provision of exemplary services to support and enhance the student experience across all campuses.

APPOINTMENTS



On July 1, [Cora Coady](#) joined York University Libraries as the Indigenous teaching and learning librarian. As an Indigenous person and member of the Mississaugas of the Credit First Nation, Coady's goal is to contribute to her community in a meaningful way by creating and supporting important Indigenous research, building strong relationships between the Indigenous community and the University, as well as promoting the works of Indigenous scholars and students.



Lassonde School of Engineering Dean, [Jane Goodyer](#), has been reappointed for a second five-year term, commencing July 1, 2023. Dr. Goodyer has provided excellent leadership during her first term, during which the Lassonde School of Engineering has grown its enrolments, its faculty complement, and its research and teaching facilities.



Faculty of Environmental & Urban Change Dean, [Alice Hovorka](#), has been reappointed for a second five-year term, commencing July 1, 2023. Under her direction, faculty have maintained a thriving research culture through the pandemic with several new funded projects underway.



On July 1, Associate Professor [Ruth Green](#) began her term as special advisor to the dean on Indigenous issues at the Faculty of Liberal Arts & Professional Studies (LA&PS). Green will advise the LA&PS Office of the Dean on ways in which to address the impact and histories of systematic barriers experienced by Indigenous peoples. The appointment is in alignment with The Indigenous Framework for York University: A Guide to Action and the University's Academic Plan, the LA&PS Academic Plan, and the Principles on Indigenous Education developed by Universities Canada in 2015.

Executive Committee – Report to Senate

At its meeting of 22 September 2022

FOR ACTION

a. Election of Members to Non-Designated Senate Committee Seats

Senate Executive recommends that Senate confirm the following candidates for election to Senate Committees (non-designated seats) with terms as defined below. The ASCP vacancy arose in the summer months owing to an unexpected resignation. The call for nominations to fill the vacancy was issued in mid-July and concluded in mid-August 2022. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate Rules, nominators must report prospective nominees to the Secretary prior to the start of the Senate meeting in order to determine their eligibility.

The Committee confirms that all the candidates nominated have met the eligibility requirements for the committee or position. Additional nominees may be forwarded prior to the Senate meeting of 22 September 2022.

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

Academic Standards, Curriculum and Pedagogy (Contract faculty member; 1 vacancy; one-year term; ASCP meets Wednesdays at 1:30 p.m., normally twice each month)

Hayatullah Ahmadzai, Osgoode Hall Law School
Alireza Rafiee, Faculty of Science
Frehiwot Tesfaye, Liberal Arts & Professional Studies

Note: An election will be held to elect the contract faculty member.

b. Senate Rules, Procedures and Guidelines: Revisions

Having provided *Notice of the Motion* in May 2022 and following further discussion after referral back to the Committee in June, Senate Executive recommends:

“that Senate approve the following revisions to the Rules of Senate set out below, with separate votes to be taken on each of the four separate amendments:

- i. **Hortative Motions: proposed expansion of the section to enhance clarity on hortative motions.**

Executive Committee – Report to Senate

| Existing Rule | Revised Rule (additional text in red) |
|---|---|
| <p>4. MOTIONS</p> <p>4.3 Hortative motions express Senate’s opinion on matters lying outside its jurisdiction [Amended October 26, 2006 amended February 25, 2016]</p> | <p>4. MOTIONS</p> <p>4.3 Hortative motions are advisory in nature. They express Senate’s opinion on matters lying outside its jurisdiction.</p> |

- ii. **Senate Membership: change to the membership of Senate proposing addition of the new position of Deputy Provost, Markham Campus and shifting the position of Secretary of Senate to an ex-officio, non-voting Senator.**

| Existing Rule | Revised Rule (additional text in red) |
|--|--|
| <p>Appendix A Membership of Senate</p> <p>1.2 Membership of Senate as Determined by Resolution of Senate</p> <p>For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of 168 as follows...</p> <p>1.2.1 <u>Members specified by the York Act (Total of 21)</u></p> <p>Chancellor (1) President (1) Vice-Presidents (5) Deans and Principal (11) Dean of Libraries (1) Two-to-four members of Board (2)</p> <p>1.2.2 <u>Faculty Members Elected by Faculty Councils (Total of 99)</u></p> <p>Arts, Media, Performance and Design 7 (minimum of 2 chairs) Education 4 Environmental Studies 4 Glendon 8 (minimum of 1 Chair) Health 12 (minimum of 2 Chairs) Lassonde 8 (minimum of 1 Chair)</p> | <p>Appendix A Membership of Senate</p> <p>1.2 Membership of Senate as Determined by Resolution of Senate</p> <p>For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of 169 as follows...</p> <p>1.2.1 <u>Members specified by the York Act (Total of 21)</u></p> <p>Chancellor (1) President (1) Vice-Presidents (5) Deans and Principal (11) Dean of Libraries (1) Two-to-four members of Board (2)</p> <p>1.2.2 <u>Faculty Members Elected by Faculty Councils (Total of 99)</u></p> <p>Arts, Media, Performance and Design 7 (minimum of 2 chairs) Education 4 Environmental and Urban Change 4 Glendon 8 (minimum of 1 Chair) Health 12 (minimum of 2 Chairs) Lassonde 8 (minimum of 1 Chair)</p> |

Executive Committee – Report to Senate

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| <p>Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract faculty members) Osgoode 4 Schulich 5 Science 11 (minimum of 2 Chairs)</p> <p>Librarians (Total of 2)</p> <p><u>1.2.3 Students (Total of 28)</u> 2 for each Faculty except 6 for LA&PS Graduate Student Association (1) York Federation of Students (1)</p> <p><u>1.2.4 Other Members (Total of 13)</u> Chair of Senate (1) Vice-Chair of Senate (1) Secretary of Senate (1) Academic Colleague (1) President of YUFA (1) with alternate YUSA Member (1) with alternate Member of CUPE 3903 (1) with alternate Alumni (2) College Heads (1) University Registrar (1) Vice-Provost Academic (1) Vice-Provost Students (1)</p> <p><u>1.2.5 Chairs of Senate Committees who are not otherwise Senators</u> (Estimated maximum of 5)</p> | <p>Liberal Arts & Professional Studies 36 (minimum of 13 Chairs and 2 contract faculty members) Osgoode 4 Schulich 5 Science 11 (minimum of 2 Chairs)</p> <p>Librarians (Total of 2)</p> <p><u>1.2.3 Students (Total of 28)</u> 2 for each Faculty except 6 for LA&PS Graduate Student Association (1) York Federation of Students (1)</p> <p><u>1.2.4 Other Members (Total of 13)</u> Chair of Senate (1) Vice-Chair of Senate (1) Deputy Provost, Markham Campus (1) Academic Colleague (1) President of YUFA (1) with alternate YUSA Member (1) with alternate Member of CUPE 3903 (1) with alternate Alumni (2) College Heads (1) University Registrar (1) Vice-Provost Academic (1) Vice-Provost Students (1)</p> <p><u>1.2.5 Chairs of Senate Committees who are not otherwise Senators</u> (Estimated maximum of 5)</p> <p><u>1.2.6 Ex-officio, Non-Voting Secretary of Senate (1)</u></p> |
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Executive Committee – Report to Senate

- iii. **Senate Nominations Rules and Procedures, Appendix C of the Rules of Senate: proposed revisions to integrate further equity considerations in the Senate nominations process for committee and elected positions.**

| Existing Rule | Revised Rule (Additions / changes in red text) |
|---|--|
| <p>Appendix C Senate Nominations Rules and Procedures</p> <p>1. SENATE NOMINATIONS RULES AND PROCEDURES</p> <p>1.1. The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process.</p> <p>Procedures</p> <p>1.2 In developing the slate of nominees for vacant positions, the following actions are taken:</p> <ol style="list-style-type: none"> a. call for nominations is issued which lists vacancies and provides information about committees and positions b. Faculty Councils, Deans and Principal are asked for suggestions c. members of the Senate Executive Committee suggest names d. the names of those who have served on Senate Committees in the past are reviewed | <p>Appendix C Senate Nominations Rules and Procedures</p> <p>1. SENATE NOMINATIONS RULES AND PROCEDURES</p> <p>1.1 The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process for membership on Senate committees and other positions elected by Senate.</p> <p>Principles As part of its commitment to equity, diversity and inclusion, Senate aims to constitute a body that is reflective of the diversity of the University community and in our society. Senate explicitly articulates its commitment and desire to enhance institutional equity, diversity and inclusion through its membership in the plenary, its standing committees and other elected positions.</p> <p>Procedures</p> <p>1.2 The following actions are taken to broadcast opportunities and build awareness about participating in Senate governance and to develop annual slates of nominations that include individuals who self-identify as members of equity groups:</p> <ol style="list-style-type: none"> a. call for nominations is issued which lists vacancies and provides information about committees and positions b. Faculty Councils, Deans and Principal are asked for suggestions c. members of the Senate Executive Committee suggest names d. the names of those who have served on Senate Committees in the past are reviewed |

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| <p>Elections and Acclamations</p> <p>1.3 Senate Executive shall endeavour to identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty- designated seats. This is a guiding principle and not a requirement for election processes, which may result in acclamations.</p> <p>Nomination Guidelines and Criteria</p> <p>1.4 The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents of members of all Faculties of the University.</p> <p>1.5 Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:</p> <ol style="list-style-type: none">the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year periodthe skills, including leadership skills, which the candidates would bring to the positionthe experience which the candidates would bring to the position | <p>Elections and Acclamations</p> <p>1.3 Senate Executive shall endeavour to:</p> <ol style="list-style-type: none">identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats on relevant Senate committees. This is a guiding principle and not a requirement for election processes, which may result in acclamations.identify nominations from diverse candidates from equity groups <p>Nomination Guidelines and Criteria</p> <p>1.4 The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents and the diversity of members of all Faculties of the University.</p> <p>1.5 Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:</p> <ol style="list-style-type: none">the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year periodthe skills, including leadership skills, which the candidates would bring to the positionthe experience which the candidates would bring to the positionthe current and historical balance among Faculties, in the case of non-designated committees |
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| <p>d. the current and historical balance among Faculties, in the case of non-designated committees</p> <p>e. the current and historical gender balance</p> <p>f. the range of skills and experience of other continuing members of the committee</p> <p>g. the level of interest of the candidate in the subject matter</p> <p>h. the availability of the individual to attend meetings and contribute to the work of the committee</p> <p>i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee</p> <p>1.7 In applying the criteria above, a special effort should be made to include younger and less experienced faculty in the work of committees as a means of developing them for further service in the future.</p> <p>1.8 Leadership ability and relevant experience must be present in those being put forward for senior positions and committees.</p> | <p>e. the current and historical balance of diversity of members from equity groups</p> <p>f. the range of skills and experience of other continuing members of the committee</p> <p>g. the level of interest of the candidate in the subject matter</p> <p>h. the availability of the individual to attend meetings and contribute to the work of the committee</p> <p>i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee</p> <p>1.7 In applying the criteria above, a special effort should be made to include junior and less experienced faculty in the work of committees as a means of developing them for further service in the future.</p> <p>1.8 Leadership ability and experience in any relevant context must be present in those being put forward for senior positions and committees.</p> |
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Executive Committee – Report to Senate

- iv. **Changes and additions to enhance clarity and reflect practices as set out in Appendix A, including: capacity for virtual mode of Senate meetings; use of e-polls in Senate meetings; enhanced oversight role of Executive in review of Faculty Council rules; updated student composition on Faculty Councils to reflect current Faculty structures; increase in notice time for requests to add new business; updated mandate and composition for the Senate Executive Sub-committee on Equity, and non-voting membership of ASCP.**

Background

Consistent with the requirement to publish updated Senate Rules every three years (Section 7.5), one of Senate Executive's priorities for the year has been a Rules review.

In December 2021, the preliminary inventory of suggestions for this year's Rules review exercise was distributed to Senators with a call for additional suggestions. The scope of the review was confirmed by Executive in January 2022.

There are three key aspects to the revisions being proposed:

- changes to various sections within the body of the Rules to enhance clarity on and/or practicality of certain matters
- change to the membership of Senate to add the new position of Deputy Provost, Markham Campus and to shift the Secretary of Senate to an ex-officio, non-voting role.
- changes to the *Senate Nominations Rules and Procedures*, Appendix C to the Rules, mostly related to equity, diversity and inclusion.

Over the course of several meetings last spring and when it reconvened this month, the Committee discussed the revisions to the Rules and principles to guide decisions on the composition and size of Senate. A preliminary discussion of the recommended changes with Senate in May followed by the review and discussion of Senators' feedback at the June meeting has resulted in a final considered document brought back for approval at this time.

Rationales

The full set of Rules with the revisions incorporated is attached as Appendix B to the Executive report. The suite of changes is meant to provide a balanced approach to enhance the functioning and effectiveness of meetings based on Executive's observations over the past three years, the input of Senators provided through the annual surveys, and recent changes in structures and practices at the University. A rationale supporting the changes in each of the four groups of amendments is set out below.

- i. *Hortative Motions: proposed expansion of the section to enhance clarity on hortative motions.*

Executive Committee – Report to Senate

Hortative motions have been a long standing type of motion within *The York University Rules of Senate*. While not uncommon, hortative motions have not been regular items of business on Senate agendas; over the years there has been an ebb and flow to their use. Of late, hortative motions have been presented at Senate and several Faculty Councils for debate and decision. This activity has prompted questions about this type of motion; what they mean and what their role is in our governance processes. The proposed expanded section in the Rules of Senate is intended to enhance clarity about hortative motions to facilitate their use in our collegial governance meetings.

- ii. *Senate Membership: change to the membership of Senate proposing addition of the new position of Deputy Provost, Markham Campus and shifting the position of Secretary of Senate to an ex-officio, non-voting Senator.*

Being proposed is the addition of the position of the Deputy Provost, Markham to the composition of Senate and a change in status of the Secretary of Senate from a voting member to an ex-officio, non-voting member. This change was debated in June, with differing views articulated on it. At the core of the different perspectives is the *principle* versus the *practical*. The shift in the administrative position of Secretary of Senate as a voting member to an ex-officio, non-voting one coincident with the addition of the Deputy Provost, Markham Campus as a voting member, is proposed to preserve the current balance of seats between senior administration and elected faculty members. The critique was made that this change has no practical effect as the Secretary commonly does not exercise their vote on matters before Senate. The Executive Committee, however, attaches importance to the principle that the Secretary is defined as a voting member who retained the ability to exercise a vote on a recommendation before Senate. The Committee's re-examination of the matter this month confirmed its support for the change and rationale as proposed, reiterating the earlier additional considerations supporting it:

- the Markham Campus is fully a part of York University. It will not be a separate Faculty at the outset, but a distinct campus that will provide programming from four existing Faculties housed on the Keele campus. It is imperative for the success of the new campus that a balance be struck between integration and autonomy. In other words, there needs to be a knitting together of the campus with the rest of the University and, yet, it also needs to have its own voice.
- the position of Deputy Provost has been established to be the academic lead of the campus. The position requires the incumbent to play a leadership role in the academic and administrative support for academic programs, student experience and research, as the delegate of the Provost & Vice-President Academic and in collaboration with Deans Offices, the Vice-President Research & Innovation, and other York senior administrators.

Executive Committee – Report to Senate

- folding the Deputy Provost position into the Senate membership provides a first form of representation for the Markham Campus on Senate. As the inaugural Deputy Provost has been appointed and is actively engaged in implementing the academic plans for the campus, the time is right to integrate this position within the Senate membership.
 - Shifting the University Secretary to an ex-officio non-voting member reinforces the impartiality and fairness of the Secretary’s role, and aligns with practices and Senate compositions at several other Ontario and Canadian institutions.
- iii. *Senate Nominations Rules and Procedures, Appendix C of the Rules of Senate: proposed revisions to integrate further equity considerations in the Senate nominations process for committee and elected positions.*

As the 2010-2015 University Academic Plan stated, “equity is embedded in our planning processes and evaluation measures. It is our shared responsibility to create the conditions for all to achieve their potential and participate fully in the academic community.” As an expression of York’s commitment to social justice and equity as one of its values, the Senate Executive Sub-committee on Equity is mandated by Senate to review, recommend revisions to, and propose and pursue policies in the domain of equity that are within Senate’s mandate.

The Senate Executive Sub-committee on Equity last year reviewed the *Senate Nominations Rules and Procedures* with a view to integrate further equity considerations in the nominations process for committee and elected positions. Discussions of the *Framework to Address Anti-Black Racism and Action Plan*, and the draft *Equity, Diversity and Inclusion Strategy* informed the Sub-committee’s review of the Senate nominations process and the revisions being recommended. The changes are intended to enhance the diversity of members from equity groups participating in Senate governance and broaden the lens of “experience” considered for the various seats and positions beyond the traditional service roles that have until now been relied upon.

Reflections on the changes to the *Nominations Guidelines* were made by a Senator at the June Senate meeting; the Vice-Chair of Senate, who usually chairs the Equity Sub-committee, subsequently met with the Senator to discuss further their thoughts and suggestions. From the liaison, further revisions were made to the Nominations Guidelines, approved by Executive and incorporated into the version set out above for approval from Senate.

Executive Committee – Report to Senate

- iv. *Changes and additions to enhance clarity and reflect practices (as set out in Appendix A to Executive report) includes: capacity for virtual mode of Senate meetings; use of e-polls in Senate meetings; enhanced oversight role of Executive in review of Faculty Council rules; updated student composition on Faculty Councils to reflect current Faculty structures; increase in notice time for requests to add new business; updated mandate and composition for the Senate Executive Sub-committee on Equity, and non-voting membership of ASCP.*

The review of the Rules every three years affords an opportunity for updates and adjustments in response to developments, changes in practices, and to address feedback from Senators or Senate committees. Several such circumstances have been identified in this year's review exercise which has resulted in a suite of minor revisions being recommended, all in the vein of enhancing the functioning of Senate. The revisions set out in Appendix A of the Executive Report are to:

- reflect the new option of the virtual and hybrid modes of delivery for Senate meetings and the use of e-polls in the meetings that have been put into practice since the pandemic in spring 2020
- provide reasonable and necessary time for the Chair of Senate to rule if motions for the addition of new business are in order through consultation with the Secretariat and/or Senate Executive, and (if ruled in order) provide to Senate a notice and relevant documentation so that Senators can reflect on the pertinence of adding new business to the agenda in advance of the vote on the matter
- provide reasonable time to confirm delayed nominees' eligibility for Senate committees / positions.
- clarify the role of the Executive Committee in reviewing changes to Faculty Council Rules
- update the student composition on Faculty Councils to reflect current Faculty / School / College structures and the devolution of graduate curriculum functions to anchor Faculties.
- remove references to Vice-Chairs of Senate committees as use of the role dissipated over the last decade.
- updates to the mandate and composition of the Senate Executive Sub-committee on Equity and to the ex-officio membership of ASCP
- enhance clarity and consistency in terminology through editorial updates

The revised set of Rules presented to Senate for approval are the result of a comprehensive and conscientious review exercise. Executive will monitor and assess the

Executive Committee – Report to Senate

impact and effectiveness of the changes, seeking and responding to Senators’ feedback as usual in the annual surveys.

FOR INFORMATION

c. Monitoring the Pandemic Disruption

The Executive Committee is continuing to monitor the impact of the disruption on academic activities at the start of the Fall 2022 term, toward deciding on the timing to declare it ended.

The majority of courses and their activities are being delivered in-person. Although the *Disruptions Policy* remains in effect, the close-to-pre-pandemic circumstances at the University mean no adjustments to academic regulations, deadlines and schedules are in effect for this term. The single form of accommodation that remains in place is the waiver of a requirement to submit an Attending Physician’s Statement (i.e., a doctor’s note) in support of students’ requests for deferred standing or petitions.

The Acting Provost, Lyndon Martin, advised that in focus at this time is monitoring the attendance of students in classes and academic activities to assess whether significant absences emerge over the first month. That information will inform Senate Executive as to the progression of circumstances this term to inform Executive’s decision on the timing for declaring the disruption ended.

Executive wishes to remind Faculty members and instructors seeking guidance for the return to campus will find helpful the various *Community Resources* available on the [Better Together](#) website.

d. 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 2022 and ending 30 June 2025.

Academic Policy, Planning and Research

Suzanne Chiodo, Assistant Professor, Osgoode Hall Law School

Executive

Robert Allison, Professor, Lassonde School of Engineering

Gerald Audette, Professor, Science (for 1 July 2022-30 June 2023, sabbatical replacement for Thomas Baumgartner)

Kevin Tasa, Associate Professor, Schulich School of Business

Honorary Degrees and Ceremonials

Emily Kidd White, Assistant Professor, Osgoode Hall Law School

Catriona Buick, Assistant Professor, Faculty of Health

Executive Committee – Report to Senate

e. Executive Committee Priorities for 2022-2023

The Executive Committee continues to follow past practice of establishing priorities in the autumn and sharing them with Senate at that time. Other committees are also called upon to set annual priorities. 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

The September meeting of Executive afforded an opportunity to discuss a preliminary set of priorities for this academic year. Once finalized, they will be shared with Senate.

f. Senator and Senate Committee Member Survey

A survey of Senators and Senate committee members was conducted in June and the results are found in Appendix C. Note that the names of individuals and other identifiers have been excised. The Committee is grateful to all those who participated in the surveys.

A theme in the canvas of Senators this past year – and in recent years - has been a need to facilitate greater participation of members in Senate meetings. In response, one of the priorities contemplated by Executive for the year is an initiative designed to enhance participation in Senate. The Committee will consider the possibility of scheduling a series of facilitated discussions at Senate meetings in 2022-2023 on key academic initiatives in progress and/or on the agenda, with sufficient time dedicated to foster robust discourse. Executive, drawing on the assistance of the Senate committees, would identify key academic initiatives to highlight and discuss in Senate meetings, pairing them with suitable agendas. This would be implemented on a trial basis this year and the outcome assessed at year's end. Thoughts on this potential initiative from Senators are welcomed.

g. Senate Attendance 2021-2022

Executive transmitted to Senate in June the 2021-2022 attendance to May 2022.

Attached in Appendix C is the final report on attendance for the FW'21 academic year.

h. Summer Authority

In accordance with Senate rules, “between the June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves; and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.” [Senate Rule Section 3, P. 3.4].

Executive Committee – Report to Senate

The Committee advises that three items of time-sensitive business were dealt with by the Committee on recommendation from the Nominations Sub-committee.

- i. *Approval of a candidate for election to the Senate Academic Standards, Curriculum & Pedagogy committee:*

ASCP (Librarian/ Archivist member; 1 vacancy)

Sharon Wang, Associate Librarian, Law Library, for a three-year term of 1 July 2022 – 30 June 2025.

- ii. *Extension of Members’ Terms to Ensure Quorum / Complete Work in Progress*

The Executive Committee approved a two-month extension of the term – to 31 August 2022 - for the following members of the *Senate Tenure & Promotion* and *Awards* committees to facilitate continuation of committee business over the summer:

Susan Ehrlich and Suzie Young, Tenure & Promotions Committee
Shayna Rosenbaum, Awards Committee

- iii. *Interim Call for Expressions of Interest for Membership on a Senate Committee*

Executive authorized an interim *Call for Expression of Interest* in nominations for membership on ASCP owing to an unexpected resignation from the contract faculty member. The call was issued in mid-July and concluded in mid-August 2022. The three nominees for the position arising from the interim Call are presented to Executive elsewhere on this agenda for confirmation and recommendation to Senate.

i. 2022-2023 Senate Meeting Dates

The Executive Committee has approved the schedule of Senate meetings for 2022-2023. Senate rules stipulate that Senate shall meet at 3:00 p.m. on the fourth Thursday of each month except July and August but provide that “Senate Executive may set an alternate meeting time and day.” (Section 3, P. 3.5)

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

| | |
|--------------------------|-------------------|
| September 22, 2022 | January 26, 2023 |
| October 27, 2022 | February 16, 2023 |
| November 24, 2022 | March 23, 2023 |
| December 15, 2022 | April 27, 2023 |
| | May 25, 2023 |
| | June 22, 2023 |

Executive Committee – Report to Senate

j. 2022-2023 Senate Executive Membership

It is hoped that remaining Faculty-designate members and the two students will be named soon. The list of members elected to date is as follows:

Robert Allison, Professor, Lassonde School of Engineering
Gerald Audette, Associate Professor/Associate Dean, Science
Marie-Hélène Budworth, Associate Professor, Senator on the Board
Patricia Burke Wood, Professor, Environmental and Urban Change
Jennifer Connolly, Professor, Health Jennifer Connolly, Associate Professor, Health
Jose Etcheverry, Associate Professor, Senator on the Board
Maria Guzman, Associate Professor, Glendon
Mustafa Karakul, Associate Professor, Liberal Arts & Professional Studies
Rhonda Lenton, President (*Ex-Officio*)
Angela Norwood, Associate Professor, Arts, Media, Performance & Design
*Lisa Philipps, Provost & Vice-President Academic (*Ex-Officio*)
Poonam Puri, Professor, Vice-Chair of Senate
Mario Roy, Associate Professor, Chair of Senate
Kevin Tasa, Associate Professor, Schulich School of Business
Gus Van Harten, Professor, Osgoode Hall Law School

**Lisa Philipps on leave to 1 November 2022*
Lyndon Martin, Acting Provost to 31 October 2022

Faculties to Provide Designates:

Education

Graduate Studies

Mario Roy, Chair

Poonam Puri, Vice-Chair

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| <p>1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE</p> <p>1.3 The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles: ...</p> <p>b. Senate is open to the University community unless it duly resolves to move into closed session.</p> | <p>1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE</p> <p>1.3 The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles: ...</p> <p>b. Senate is open to the University community unless it duly resolves to move into closed session. Community access to Senate meetings held virtually will be facilitated by livestreaming or a comparable online option.</p> |
| <p>Matters Not Covered by These Rules</p> <p>1.6 These rules are intended to be comprehensive. When an issue not foreseen by these rules arises, the Chair, in keeping with the principles outlined in the preamble, shall make a ruling or consult with Senate Executive. The Chair shall report at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.</p> | <p>Matters Not Covered by These Rules</p> <p>1.6 These rules are intended to be comprehensive. When an issue not foreseen by these rules arises the Chair, in keeping with the principles outlined in the preamble, shall normally consult with Senate Executive prior to making a ruling. The Chair shall report on the issue at the next meeting of Senate, which may consider what action to amend these rules and procedures, if any, should occur.</p> |

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| <p>2. MEMBERSHIP OF SENATE</p> <p>Duties of the Vice-Chair</p> <p>2.4 The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice-chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair’s term or in the event of the Chair’s resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings.</p> | <p>2. MEMBERSHIP OF SENATE</p> <p>Duties of the Vice-Chair</p> <p>2.4 The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the Vice-Chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair’s term or in the event of the Chair’s resignation. The Vice-Chair is the Chief Teller for all votes at Senate meetings where in-person voting is conducted by paper ballot or a show of hands.</p> |
| <p>Eligibility for the Election of Faculty Members</p> <p>2.2. All full-time and contract faculty members are eligible for membership on Senate. [October 27, 1994]</p> | <p>Eligibility for the election of Faculty Members</p> <p>2.2 All full-time and contract faculty members are eligible for membership on Senate. Faculty Councils are responsible for reporting the results of their elections of full-time and contract faculty member representatives on Senate.</p> |
| <p>Failure to Attend Meetings, Temporary Absences and Resignation</p> <p>2.14 Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.</p> | <p>Failure to Attend Meetings, Temporary Absences and Resignation</p> <p>2.15 Senators holding an elected seat who wish to retain their Senate seat while on leave for a term or more (including sabbaticals) shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.</p> |

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| <p>3. MEETINGS OF SENATE</p> <p>Open and Closed Sessions</p> <p>3.14 Meetings of Senate are open to members of the University community, subject to the availability of space. [October 24, 1968 affirmed by Senate Executive, June 2001]</p> <p>3.15 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed.</p> | <p>3. MEETINGS OF SENATE</p> <p>Open and Closed Sessions</p> <p>3.14 Meetings of Senate held in-person or in hybrid¹ mode are open to members of the University community, subject to the availability of physical space. Meetings of Senate held exclusively in virtual mode will normally be restricted to Senators to ensure the integrity of voting. Virtual meetings will be livestreamed for members of the University community to observe the proceedings.</p> <p>3.15 In the event extenuating circumstances prevent a meeting from proceeding in the planned in-person or in hybrid mode, the decision will be made by the Chair of Senate, with the advice of the Executive Committee where possible, to move the meeting to a virtual mode of delivery.</p> <p>3.16 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a meeting to be closed in camera.</p> |
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¹ Hybrid meetings combine in-person and virtual modes of delivery.

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| <p>4. MOTIONS</p> <p>Notice of Motion</p> <p>4.5 Substantive and hortative motions intended for Senate’s consideration at its regular monthly meeting or special meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate.</p> | <p>4. MOTIONS</p> <p>Notice of Motion</p> <p>4.5 Substantive and hortative motions intended for Senate’s consideration at its regular monthly meeting of Senate must be submitted to the Executive Committee for consideration at its regular monthly meeting, which is normally held in the two weeks prior to regular meetings of Senate.</p> <p>Substantive and hortative motions intended for consideration at a special meeting of Senate must be submitted to the Executive Committee for consideration prior to the finalization of the agenda for the special meeting.</p> |
| <p>Determining That Motions Are in Order</p> <p>4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate’s consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.</p> <p>4.9 All rulings by Senate Executive that a motion is out of order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal.</p> <p>4.10 Substantive and hortative motions for which notice has not been given must be delivered to the Chair in writing before the commencement of a meeting for a determination whether or not a motion is in order.</p> | <p>Determining That Motions Are in Order</p> <p>4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate’s consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.</p> <p>4.9 All rulings by the Chair of Senate that a motion is not in order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal.</p> <p>4.10 Substantive and hortative motions for which notice has not been given to Senate Executive [as set out in Paragraph 4.5] must be delivered to the Chair in writing at least one business day before the commencement of a meeting for a determination whether a motion is in order; the Chair has discretion to exercise flexibility on the deadline.</p> |

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| <p>Amendments</p> <p>4.17 The Chair shall rule out of order any amendment which would negate or substantially alter the main motion.</p> | <p>Amendments</p> <p>4.17 The Chair shall rule out of order any amendment which would negate or substantially alter the intent of the main motion.</p> |
| <p>Procedural Motions</p> <p>4.37 Procedural motions require a mover and seconder and take precedence over the substantive or hortative motions which are under consideration at the time they are moved.</p> | <p>Procedural Motions</p> <p>4.37 Procedural motions require a mover and seconder and take precedence over the statutory, substantive or hortative motions which are under consideration at the time they are moved.</p> |
| <p>Motion to Introduce Business for Which Due Notice Has Not Been Given</p> <p>4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.</p> | <p>Motion to Introduce Business for Which Due Notice Has Not Been Given</p> <p>4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair at least one day before the meeting commences so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting. The Chair has discretion to exercise flexibility on the deadline.</p> |
| <p>5. DEBATES AND MOTIONS</p> <p>5.6 Votes must be cast in person.</p> <p>5.8 When a question has been called, no motion can be made and no other intervention or discussion is permitted until the tally is completed and the results announced.</p> | <p>5. DEBATES AND MOTIONS</p> <p>5.6 Votes can only be cast by Senators in attendance at a meeting, whether in a virtual or in-person mode of delivery.</p> <p>5.8 When a question has been called, no motion can be made, and no other intervention or discussion is permitted until voting is completed and the results announced.</p> |

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| <p>7. STATUTES, RULES, POLICIES AND PROCEDURES</p> <p>Changes to the Rules, Procedures & Guidelines</p> <p>7.5 Not less frequently than every three years an updated version of the Rules Procedures and Guidelines shall be published online.</p> <p>7.6 Nothing shall be included in Rules Procedures and Guidelines that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.</p> <p>7.7 No modifications of Rules Procedures and Guidelines shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.</p> | <p>7. STATUTES, RULES, POLICIES AND PROCEDURES</p> <p>Changes to the Rules of Senate</p> <p>7.5 Not less frequently than every three years an updated version of the Rules of Senate shall be published online.</p> <p>7.6 Nothing shall be included in Rules of Senate that purports to be a statute, by- law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.</p> <p>7.7 No modifications of the Rules of Senate shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate.</p> |
| <p>8. SENATE COMMITTEES</p> <p>Faculty Councils</p> <p>8.6 Changes to the rules and procedures of Councils shall be reviewed by the Executive Committee to ensure their compliance with recognized principles and practices</p> | <p>8. SENATE COMMITTEES</p> <p>Faculty Councils</p> <p>8.6 Changes to the rules and procedures of Councils shall be reviewed and approved by the Executive Committee to ensure their compliance with recognized principles and practices and general consistency across the Faculty Councils.</p> |

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| <p>Student Membership on the Councils of Faculties and Colleges</p> <p>8.8 The number of student members of each of the Councils of Faculties and Colleges is determined by the respective Councils on the understanding that:</p> <ul style="list-style-type: none"> a. the number of student members on Councils of undergraduate Faculties and Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and b. the number of student members on Councils of graduate Faculties and Colleges (including the Osgoode Hall Law School) not exceed twenty-five percent (25 per cent) of the total voting membership of each of those Councils. [January 1969] | <p>Student Membership on Faculty Councils of Faculties and Colleges</p> <p>8.8 The number of student members of each of the Faculty Councils of Faculties and Colleges is determined by the respective Councils on the understanding that:</p> <ul style="list-style-type: none"> a. the number of student members on Councils of undergraduate Faculties and Colleges not exceed fifteen percent (15 per cent) of the total voting membership of each of those Councils, and b. the number of student members on Faculty Councils of graduate Faculties and Colleges (including the Osgoode Hall Law School) does not exceed twenty-five percent (25 per cent) of the total voting membership of each of those Councils. [January 1969] |
| <p>Nomination Process</p> <p>8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner shall be communicated to the Secretary of Senate in advance of the meeting in order to determine if prospective additional candidates are eligible.</p> | <p>Nomination Process</p> <p>8.18 Additional candidates not included in the recommendations made by the Executive Committee may be nominated by Senators at Senate meetings. Such candidates must be eligible for membership, willing to serve and available at the standing meeting time of the committee. The names of individuals nominated in this manner should normally be communicated to the Secretary of Senate at least one day in advance of the meeting to determine those additional candidates' eligibility.</p> |

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| <p>Chairs and Vice-Chairs of Committees</p> <p>8.23 Each Senate committee and legislated sub-committee elects a Chair and Vice-Chair from among its members. Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year.</p> | <p>Chairs and Vice-Chairs of Committees</p> <p>8.23 Each Senate committee and legislated sub-committee elects a Chair and Vice-Chair from among its members. Vice-Chairs are responsible for assisting Chairs in the performance of their duties and assuming the duties of Chair in the following year. On occasions where the Chair is temporarily unavailable a member of the Committee / sub-committee will serve as Acting Chair.</p> |
| <p>General Rules Regarding Committee Membership</p> <p>8.25 Members of standing committees going on leave will be deemed to have resigned their seats.</p> | <p>General Rules Regarding Committee Membership</p> <p>8.25 Members of standing committees going on leave (including sabbaticals of six-months or longer) will be deemed to have resigned their seats.</p> |
| <p>Appendix B Standing Committees of Senate</p> <p>2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY</p> <p>Composition</p> <p>1.1. The Committee is composed of the following members...</p> <p>b. Non-Voting Members</p> <p>Dean of Libraries (or delegate) Vice-Provost Students Secretary of Senate</p> | <p>Appendix B Standing Committees of Senate</p> <p>2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY</p> <p>Composition</p> <p>1.1. The Committee is composed of the following members...</p> <p>b. Non-Voting Members</p> <p>Dean of Libraries (or delegate) Vice-Provost Students Secretary of Senate (or delegate)</p> |
| <p>5. EXECUTIVE</p> <p>Terms of Reference</p> <p>5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.</p> | <p>5. EXECUTIVE</p> <p>Terms of Reference</p> <p>5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.</p> |

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| <p>Sub-Committees of Executive Committee</p> <p>Sub Committee on Equity</p> <p>Mandate</p> <p>5.12 The Sub Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate’s mandate, either through its own initiative or by coordinating the work of Senate committees. It shall facilitate the consideration of equity matters and serve for Executive as Senate’s liaison with other bodies of the University. The Sub-Committee will report twice annually to Senate on equity issues and report to bodies such as the President’s Advisory Council on Human Rights. The Sub Committee shall also ensure that other Senate committees act and report on aspects of their mandates that relate to equity. In discharging its mandate, the Sub Committee shall seek such advice as is necessary and desirable.</p> <p>Composition</p> <p>5.13 The sub-committee is composed of the following members:</p> <ul style="list-style-type: none"> Chair of Senate (or delegate) Secretary of Senate (or delegate) Other members of Executive (normally 1 student) Member of Academic Policy, Planning and Research Member of Academic Standards, Curriculum and Pedagogy | <p>Sub-Committees of Executive Committee</p> <p>Sub Committee on Equity</p> <p>Mandate</p> <p>5.12 The Sub-committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate’s mandate. Through a coordinating function, the Sub-committee also promotes action to be taken by other Senate committees on aspects of their mandates that relate to equity, recommending initiatives and policy changes to the committees, and regular reporting to Senate on the integration of equity considerations. In discharging its mandate, the Sub-committee seeks such advice from and communicates with central equity bodies, Faculty Councils and their committees, as is necessary and desirable.</p> <p>Composition</p> <p>5.13 The Sub-Committee is composed of the following members:</p> <ul style="list-style-type: none"> Chair of Senate (or delegate) 2 additional other members of Executive (normally one student) 1 Academic Policy, Planning and Research member 1 Academic Standards, Curriculum and Pedagogy member Vice-President, Equity, People and Culture, ex-officio Secretary of Senate (or designate), <i>ex-officio</i> |
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| Reporting | Reporting |
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| <p>5.14 The Sub Committee’s reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and the Sub Committee is required to inform Senate Executive of its activities on a regular basis. The Sub Committee will file its twice annual reports after consulting with other Senate committees.</p> <p>5.15 In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy.</p> | <p>5.14 The Sub-committee’s reports to Senate Executive will be a standing item on the agenda of Senate Executive Committee, and The Sub-committee is required to will report regularly to inform Senate Executive of on its activities on a regular basis. The Sub Committee will file its twice annual reports after, including its consultations with other Senate committees on equity-related matters.</p> <p>5.15 In addition to members from Senate Executive, the membership of the Equity Sub-Committee shall include a member from each of Academic Policy, Planning, and Research, and Academic Standards, Curriculum, and Pedagogy.</p> |



YORK UNIVERSITY RULES OF SENATE

JULY 2022

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1. RESPONSIBILITIES, POWERS AND PRINCIPLES OF SENATE

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

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

- 1.2. Senate has a responsibility to conduct its business and carry forward its mandate of academic governance as described in the York Act.
- 1.3. The following principles inform the rules of Senate, and the interpretation and application of the rules shall be consistent with these principles:
- a. Senate shall provide Senators with due notice of matters to be decided at a meeting.
 - b. Senate is open to the University community unless it duly resolves to move into closed session. **Community access to Senate meetings held virtually will be facilitated by livestreaming or a comparable online option.**
 - c. Senators have a duty to attend meetings of the Senate and to vote on resolutions which come before the Senate. In so doing, Senators have an obligation to act with civility and decorum.

- d. Senate shall provide Senators with the opportunity to debate issues under consideration before a decision is made.
 - e. Unless specifically indicated otherwise, Senate shall make its decisions on the basis of a simple majority of those Senators present and voting at a duly constituted meeting.
 - f. All Senators have the same rights and obligations under Senates rules.
- 1.4. The Chair of Senate shall enforce the rules in the spirit of these principles and, in so doing, will act fairly and impartially.

Matters Not Covered by These Rules

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

2. MEMBERSHIP OF SENATE

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

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

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

Duties of the Chair

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

Duties of the Vice-Chair

- 2.4. The Vice-Chair of Senate assists the Chair in giving leadership to Senate, serves as the vice- chair of the Senate Executive Committee, and presides at meetings of Committee of the Whole. In the absence of the Chair, the Vice-Chair may exercise any and all powers and authorities of the Chair. The Vice-Chair of Senate succeeds the Chair at the expiration of the Chair's term or in the event of the Chair's resignation. The Vice-Chair is the Chief Teller for all votes at Senate **meetings where in-person voting is conducted by paper ballot or a show of hands.**

Secretary of Senate

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

Eligibility for the Election of Faculty Members

- 2.6. All full-time and contract faculty members are eligible for membership on Senate. **Faculty Councils are responsible for reporting the results of their elections of full-time and contract faculty member representatives on Senate.**

Election of Student Senators

- 2.7. Faculty Councils are responsible for reporting the results of elections of student representatives to Senate.

Terms of Senators

- 2.8. Apart from those Senators defined by the York University Act (1965) as ex officio members, all Senators shall serve for a three-year term (re-election being possible), one-third retiring each year, except for student Senators whose terms of office shall be for two years from July 1 and for representatives of contract faculty whose term of office shall be one year from July 1 following their election.

Substitutes, Proxies and Designated Alternates

- 2.9. Unless provision has been made for a designated alternate in the membership list found at Appendix A, elected and ex officio members shall not be entitled to designate a substitute or to vote by proxy. [Amended February 25, 2016]
- 2.10. Designated alternates may cast a vote only in the absence of the regular member.
- 2.11. Designated alternates must report to the Chair and Secretary prior to a meeting at which they will attend and vote in the absence of the regular member.

Failure to Attend Meetings, Temporary Absences and Resignation

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

be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.

- 2.15. **In the case of Senators opting to retain their seats while on leave for a term or more (including sabbaticals) shall so inform the Secretary of the University, in writing, by April 1 of the academic year preceding the one in which leave is to be taken. Senators on leave who do not inform the Secretary of their intentions shall be deemed to have resigned their seats.**
- 2.16. Senators on leave in the third year of their term are automatically deemed to have resigned their seats.
- 2.17. Students who cease to be enrolled in the Faculty that elected them also cease to be Senators or members of a Senate committee. Students may continue to serve to the end of June if they graduate at the Spring Convocation.
- 2.18. Elected Senators automatically vacate their elected seats when they accept an ex officio seat on Senate.

Periodic Review and Publication of Senate Membership Reviews

- 2.19. Senate Executive shall review changes in structures, faculty complements and student enrolments every two years and will recommend to Senate that seats be reallocated as necessary.
- 2.20. Membership rules shall be published in these Rules and the membership list provided in Appendix A.

3. MEETINGS OF SENATE

Regular Meeting Date and Time

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

Special Meetings

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

Summer Authority

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

Alternative Meeting Dates and Times

- 3.5 Senate Executive may set an alternate meeting time and day. Meetings that begin at a time other than 3:00 p.m. will end after no more than two hours, unless with the consent of two-thirds of the Senators present and voting or if

the agenda clearly indicates an alternative termination time as determined by the Executive Committee.

Transaction of Business by Electronic Communications

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

Meeting Cancellation

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

Quorum

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

Meeting Agenda and Order of Business

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

- e. Reports of Standing Committees Reports of Special Committees
 - f. Other Business for Which Due Notice Has Been Given
 - g. Other Business
 - h. Consent agenda (Minutes, Board synopsis and other items)
- 3.12 The Executive Committee may alter the order of the agenda for a particular meeting in order to prioritize matters coming before Senate provided that the order of business appears on the notice of meeting.
- 3.13 The notice of meeting may identify items to be dealt with by consent. A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more Senators advises the Chair of a request to debate it.

Open and Closed Sessions

- 3.14 Meetings of Senate **held in person or in hybrid mode¹** are open to members of the University community, subject to the availability of **physical** space. **Meetings of Senate held exclusively in virtual mode will normally be restricted to Senators to ensure the integrity of voting. Virtual meetings will be livestreamed for members of the University community to observe the proceedings.**

In Camera Meetings

- 3.15 **In the event extenuating circumstances prevent a meeting from proceeding in the planned in-person or in hybrid mode, the decision will be made by the Chair of Senate, with the advice of the Executive Committee where possible, to move the meeting to a virtual mode of delivery.**
- 3.16 When Senate considers matters relating to specific individuals or to other matters where confidentiality must be observed, the Executive Committee may, in the notice for a meeting, declare part of a **meeting to be *in camera***.
- 3.17 If notice has not been given by Senate Executive, a motion to conduct all or part of a meeting *in camera* requires a majority of Senators present and voting.
- 3.18 When Senate meets *in camera*, only Senators and staff of the University Secretariat may be present

¹ Hybrid meetings combine in-person and virtual modes of delivery.

Senate Documentation

- 3.19 Documents shall only be distributed at Senate meetings with the approval of Senate Executive, the Chair of Senate or the Secretary of Senate.
- 3.20 All formal actions and decisions by Senate and its standing committees shall be recorded in minutes. The minutes of Senate and Senate committees are maintained in the University Secretariat, and documentation is available for examination with the exception of material that is identified as confidential.
- 3.21 The agenda and minutes for each meeting of Senate shall be sent to the Secretary of each Faculty Council.
- 3.22 A synopsis of the actions taken at each meeting shall be made available to Faculty Councils and published in the daily bulletin or other campus media.
- 3.23 Minutes of each Senate meeting shall be posted on the University Secretariat Website.
- 3.24 A synopsis of each meeting of the Board of Governors shall be provided to Senate.
- 3.25 Senate Executive may declare that certain documents are confidential.

Items for Information

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

Audio and Visual Recording

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

4. MOTIONS

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

Types of Motions

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

Notice of Motion

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

Determining That Motions Are in Order

- 4.7 The Chair, with the advice of the Executive Committee, is responsible for determining if motions submitted for Senate's consideration in advance of regular or special meetings by committees, Councils, Senators and others are in order.
- 4.8 All motions circulated with the agenda are deemed to be in order.
- 4.9 All rulings **by the Chair of Senate** that a motion is **not in** order will be reported to Senate by the Chair together with a rationale for the ruling. Any such ruling is subject to appeal.
- 4.10 Substantive and hortative motions for which notice has not been given **to Senate Executive [as set out in Paragraph 4.5]** must be delivered to the Chair in writing **at least one business day** before the commencement of a meeting for a determination whether or not a motion is in order; **the Chair has discretion to exercise flexibility on the deadline.**

Motions That Are Debatable

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

Dividing (or "Severing") a Motion

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

Amendments

- 4.16 An amendment is designed to alter the main motion without substantially changing its intent and shall be strictly relevant to the business under consideration.
- 4.17 The Chair shall rule out of order any amendment which would negate or substantially alter **the intent of** the main motion.
- 4.18 An amendment to a substantive or hortative motion may be moved without notice during debate on the main motion.
- 4.19 Normally the mover of an amendment is required to provide a written version of the amendment to the Chair.
- 4.20 If a motion to amend is seconded and recognized by the Chair to be in order, discussion will be limited to the issues raised by the amendment until the amendment is resolved.
- 4.21 Only one amendment to a motion may be on the floor at one time.
- 4.22 Each amendment must be resolved before another amendment or the main motion may be considered.

Sub-Amendments

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

“Friendly” Amendments

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

Resolving a Motion, Amendment, or Sub-Amendment

- 4.32 Motions, amendments, or sub-amendments which are moved, seconded, and recognized by the Chair to be on the floor of Senate for discussion must be brought to a vote unless debate is ended by an intervening and overriding procedural motion.
- 4.33 A motion may be withdrawn by the mover and seconder if no Senator objects. If there is an objection the question of withdrawal may be put to a vote.
- 4.34 The Chair may request that the mover and seconder withdraw a motion if it appears that further debate is not in the best interests of Senate.

Procedural Motions

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

Motion to Refer (Debatable in part)

- 4.39 Although procedural in nature, a motion to refer has substantive elements that are debatable. In particular, a motion to refer must identify the person or body to whom the reference is made.

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

Motion to Put the Question

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

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

- 4.47 A motion to consider matters for which due notice has not been given shall be considered under the agenda item of “Other Business.”
- 4.48 A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair **at least one day** before the meeting so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting. **The Chair has discretion to exercise flexibility on the deadline.**
- 4.49 The consideration of new business for which due notice has not been given can only proceed with the consent of two-thirds of Senators present and voting.

Motion to Move into Committee of the Whole

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

Motion to Adjourn Debate

4.51 A motion to adjourn debate is always in order.

4.52 If a motion to adjourn debate is carried, Senate shall move immediately to the next item of business.

4.53 The Chair, with the advice of the Executive Committee shall determine when and how the debate will be resumed.

Motion to Adjourn the Meeting

4.54 A motion to adjourn the meeting is always in order.

4.55 If a motion to adjourn the meeting is carried, the meeting ends immediately following the vote.

Motion to Extend and Further Extend the Meeting

4.56 A motion to extend a meeting is always in order.

4.57 A motion to extend a meeting shall specify the new time by which the meeting will conclude.

4.58 If a motion to extend a meeting is defeated, only one other such motion to extend may be considered subsequently.

4.59 A meeting can only be extended with the consent of two-thirds of Senators present and voting.

Motion to Permit a Non-Senator to Address Senate

4.60 A motion to permit a non-Senator to address Senate is always in order.

4.61 While there is no debate on such a motion, the mover shall provide a brief rationale.

Precedence of Motions

4.62 The Chair shall give precedence to motions as follows (from highest precedence to lowest):

- a. to adjourn the meeting

- b. to adjourn debate (or “table” a motion)
- c. to put the question
- d. to move in camera
- e. to move into Committee of the Whole
- f. to permit a non-member of Senate to speak
- g. to refer
- h. to amend an amendment
- i. to amend.

5. DEBATES AND MOTIONS

Participation in Discussion and Debate by Senators and Non-Senators

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

Debating a Motion

- 5.3 Senators may speak to any debatable motion but may speak only once to each such motion and for a maximum of 5 minutes to maximize Senator participation in debate.

Exceptions are as follows:

- a. the mover of a motion is entitled to speak first and last, each time for up to 5-minutes,
 - b. the Chair determines that circumstances warrant extending the speaking time and specifies the amount of additional time allotted to the speaker in such instances.
 - c. the mover, or an expert designated by the mover, may respond to questions as necessary or clarify material issues.
- 5.4 The Chair may rule out of order any remarks which are not relevant to the issue before Senate.

Voting

- 5.5 Only Senators may vote at Senate meetings. Elected and *ex-officio* Senators enjoy the same voting rights.
- 5.6 Votes can only be cast by Senators in attendance at a meeting, whether in a virtual or in-person mode of delivery.**
- 5.7 When the Chair is satisfied that the debate on an item has covered a full range of issues, or when a motion to call the question has been approved, the Chair shall call the question.

- 5.8 When a question has been called, no motion can be made and no other intervention or discussion is permitted until **voting** is completed and the results announced.
- 5.9 Unless otherwise specified by the Executive Committee or Senate, voting is conducted by a show of name placards. [Amended February 25, 2016].

Votes by the Chair and Vice-Chair

- 5.10 The Chair may only vote in order to break a tie.
- 5.11 The Vice-Chair of Senate may vote on any motion.

Abstentions Not Recorded

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

Unanimous Consent

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

Reconsideration of Business

- 5.15 When an issue is decided at a meeting of Senate, it may not be considered again during that meeting. Any subsequent consideration must conform to the notice provisions of these rules.

6. CONDUCT OF PROCEEDINGS AND DECORUM

Speaking Only When Recognized

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

Addressing the Chair

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

Referring to Senators

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

Speaking to Items on the Floor

6.4 Speakers shall confine their remarks to items that are on the floor as determined by the Chair.

Decorum

6.5 Decorum is to be observed at all Senate meetings. If, in the judgment of the Chair, decorum is not being exhibited and the proceedings are being adversely affected, the Chair will call for the Senator or visitor to observe decorum.

6.6 If a Senator or an observer does not respect the Chair's request to observe decorum, the Chair may require that the Senator(s) or observer(s) leave the meeting.

Points of Order

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

6.8 Senators have a right and responsibility to rise on a point of order if they believe that the proceedings of a meeting are not consistent with these rules.

6.9 A point of order should be made as soon as the alleged irregularity occurs and should not be dealt with if other matters have intervened.

6.10 The Chair shall rule on a point of order without debate.

Points of Personal Privilege

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

Committee of the Whole

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

Appealing the Rulings of the Chair

- 6.20 Senators may appeal a ruling of the Chair to the Senate. When a ruling of the Chair is appealed on a motion from the floor, the Chair shall seek a seconder for the motion.
- 6.21 If there is no seconder, the appeal shall be declared to have failed.

- 6.22 If the motion to appeal is seconded, the Chair shall surrender the chair to the Vice- Chair (or in the absence of the Vice-Chair, to the Secretary).
- 6.23 On assuming the chair, the Vice-Chair shall invite the mover of the motion to provide the reason(s) for the appeal. The Vice-Chair shall then invite the Chair to explain the reason(s) for the ruling. No other Senator may speak to an appeal.
- 6.24 At the conclusion of a vote involving an appeal, the Chair shall resume the chair.

7. STATUTES, RULES, POLICIES AND PROCEDURES

Approval of Statutes

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

Senate Policies and Associated Procedures

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

Changes to the Rules of Senate

- 7.4 Substantive additions or alterations to or deletions from any of the rules of Senate shall not be made except by resolution of the Senate.

Publishing Rules of Senate

- 7.5 Not less frequently than every three years an updated version of the **Rules of Senate** shall be published online.
- 7.6 Nothing shall be included **in the Rules of Senate** that purports to be a statute, by-law, rule or regulation of the Senate unless that statute, by-law, rule or regulation has been adopted by express resolution of the Senate.
- 7.7 No modifications of **the Rules of Senate** shall be made unless any and all amendments, revisions, alterations, or changes have been included in the body of a Senate Agenda and adopted by express resolution of the Senate
- 7.8 The Executive Committee is responsible for overseeing the production of the Rules of Senate and proposed changes are normally reviewed and

recommended to Senate by the Executive Committee. However, any member of the Senate may propose an amendment, revision, alteration, or change to the Rules of Senate

- 7.9 Any written communication on any subject coming properly within the cognizance of any standing committee shall be referred to the Chair of that committee by the Secretary acting under the direction of the Chair.

8. SENATE COMMITTEES

Establishment of Standing Committees

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

Establishment of Special Committees

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

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

Faculty Councils

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

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

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

8.6 Changes to the rules and procedures of Councils shall be reviewed **and approved** by the Executive Committee to ensure their compliance with recognized principles and practices **and general consistency across the Faculty Councils.**

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

Student Membership on Faculty Councils

- 8.8 The number of student members of each **Faculty Council** is determined by the respective Councils on the understanding that:
- a. the number of student members on **Faculty Councils does** not exceed twenty-five percent (**25%**) of the total voting membership of each of those Councils.

List of Standing Committees

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

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

Composition of Senate Committees

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

Election to Senate Committees

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

Eligibility for Committee Membership

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

Nomination Process

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

Non-Succession

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

Conflict of Interest

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

Timing of Elections

- 8.22 Normally the process of electing members of all Senate committees shall conclude by July 1.

Chairs

- 8.23 Each Senate committee and legislated sub-committee elects a Chair **from among its members. On occasions where the Chair is temporarily unavailable a member of the Committee / sub-committee will serve as Acting Chair.**

General Rules Regarding Committee Membership

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

Ex-officio Membership on Senate Committees

- 8.29 The Chair of Senate is an *ex-officio* non-voting member of all Senate Committees with the exception of the Executive Committee (over which the Chair presides), the Committee on Academic Standards, Curriculum and Pedagogy, and the Academic Policy, Planning and Research Committee, where the Chair of Senate is an *ex-officio* voting member.
- 8.30 The President of the University is an *ex-officio* non-voting member of all Senate Committees with the exception of Executive, Academic Policy, Planning and Research, and Academic Standards, Curriculum and Pedagogy where the President is a voting member.
- 8.31 The Secretary of Senate is an *ex-officio* non-voting member of all Senate Committees.
- 8.32 Unless otherwise directed by Senate, *ex-officio* members of all other standing committees shall have the right to vote on their particular committees.
- 8.33 *Ex-officio* members of Senate committees may designate alternates to represent them.
- 8.34 They may also request the attendance and participation of others to assist in committee deliberations.

Ratification of Student Membership on Senate Committees

- 8.35 Student Senators nominate student representatives on Senate committees. The names of the student Senators and the Committee assignments are presented to the Executive Committee for approval. Vacancies are to be filled as soon as possible.

Student Membership on Senate Committees

- 8.36 The student Senator caucus is composed of student Senators. The purpose of the caucus is to nominate students for membership on Senate committees and to provide a forum in which student Senators can discuss issues coming before Senate and its committees.
- 8.37 The Chair of the caucus shall be a member of Senate Executive. The Caucus shall nominate its Chair for the following year by June 30 in order that the Chair can serve on the Executive Committee during those months when summer authority is vested in the Executive Committee. The Chair shall be selected by the Caucus and quorum for this election shall be at least 25% of student senators.

- 8.38 Unless otherwise specified by Senate, students shall be members of all Senate committees. Normally there shall be two student members on each committee.
- 8.39 Normally, there shall be one graduate student and one undergraduate student on Senate Executive. Only student Senators shall be eligible to serve on Senate Executive.
- 8.40 Students who are not Senators may be nominated by the Caucus for membership on Senate committees (except Senate Executive) if student Senators are unable to accept nomination. In seeking to identify prospective nominees, the Caucus shall canvass the Graduate Student Association, York Federation of Students, and Faculty Councils for expressions of interest, and in doing so shall provide sufficient time for such organizations to notify their membership and for prospective nominees to communicate their interest.

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

- 8.41 The President, the Provost and Vice-President Academic, and the Chair and Secretary of Senate are ex-officio members of all Faculty and College Councils.

Committee Meeting Quorum

- 8.42 Unless otherwise specified, quorum for Senate committees and sub-committees shall consist of a majority of voting members. Committees may establish a lower quorum for meetings held between 31 May and 30 September.

Senate Committee Communications and Documentation

- 8.43 Any written communication on any subject coming properly within the cognizance of any standing committee is referred to the Chair of that committee by the Secretary acting under the direction of the Chair of Senate or the committee.
- 8.44 Minutes of all committees are kept in the Senate Secretariat and are available for inspection by members of the University.

Committee Reporting Requirements and Expectations

- 8.45 Each committee is required to report to Senate at least once each year and each legislated sub-committee is required to report to Senate through its parent Committee(s) at least once each year.
- 8.46 Committees must report to Senate Executive when policy initiatives are underway.
- 8.47 Respecting the flow of information from the administration to Committees of Senate, the committees shall have a right to expect quick and accurate support from the administration and shall have a right to expect prompt assistance from the President in cases where that support is delayed.

Committee Sessions Held in Camera / Attendance of Non- Members

- 8.48 Meetings of committees are open to Senators.
- 8.49 Senators may only speak if invited to do so by the Chair or with the consent of 2/3 of the members present and voting. Committees shall not unreasonably deny requests by Senators to attend and participate.
- 8.50 When, in exceptional circumstances, all or part of a committee meeting is held *in camera* at the direction of the Chair or with the consent of a majority of members either in advance or present and voting, a rationale must be provided and recorded in the minutes.
- 8.51 Communications from Senators and other members of the community intended for committees shall be facilitated and brought to the attention of the Chair by the Secretary.
- 8.52 Meetings of adjudicative committees at which individual cases are to be decided – including panels -- shall be held *in camera*.
- 8.53 Only members may attend and participate at such meetings unless explicit provision is made for candidates, applicants, appellants and the like to do so.
- 8.54 Other members of the University community may request to attend meetings. Chairs may invite individuals to attend and shall make known all such requests to the members of committees. Other members of the community may only speak at meetings if invited to do so by the Chair or with the consent of 2/3 of the members present and voting.
- 8.55 Only members may attend meetings of sub-committees unless a non-member has been invited to do so.

Voting and Consensus

- 8.56 Committees shall strive for consensus within the principles laid out in the preamble to these Rules.

Relationship of Senate Committees to Faculty Councils and Presidential Committees

- 8.57 Each committee shall review the range of matters within its jurisdiction in order to determine whether or not some of those matters could best be dealt with by delegating the authority to act on them to the Faculty Councils.
- 8.58 Each committee should seek to improve its liaison with its Faculty Council counterparts if such exists.
- 8.59 Whenever a Presidential Committee is established, it should be asked to report to the appropriate Senate Committee.

Senate's Nominees to the Board of Governors

- 8.60 Senate's nominees to the Board of Governors shall be elected from among the members of Senate who are full-time tenure-stream faculty or full-time tenure-stream librarians and archivists.

Term of Office for the Academic Colleague

- 8.61 The term of office for the Academic Colleague shall be two years. At the request of the Chair of Senate, a member of the Executive Committee may attend meetings in the absence of the Colleague. Colleagues relinquish their Faculty Council-elected seats upon election.

1. MEMBERSHIP OF SENATE

1.1 Membership specified by the York Act

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

1.2 Membership of Senate as Determined by Resolution of Senate

For the period July 1, 2021 to June 30, 2023 the membership of Senate shall be a maximum of **169** as follows:

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

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

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

- Arts, Media, Performance and Design 7 (minimum of 2 chairs)
- Education 4
- Environmental and Urban Change 4
- Glendon 8 (minimum of 1 Chair)
- Health 14 (minimum of 2 Chairs)
- Lassonde 8 (minimum of 1 Chair)
- Liberal Arts & Professional Studies 34 (minimum of 13 Chairs and 2 contract faculty members)
- Osgoode 4
- Schulich 5
- Science 11 (minimum of 2 Chairs)

1.2.3 Librarians (Total of 2)

1.2.4 Students (Total of 28)

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

1.2.5 Other Members (Total of 13)

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

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

1.2.7 Ex-Officio, Non-Voting

Secretary of Senate (1)

STANDING COMMITTEES OF SENATE

1. ACADEMIC POLICY, PLANNING AND RESEARCH

Composition

1.1. The Committee is composed of the following members:

a. Voting Members

One faculty member elected by each Faculty

One Librarian or Archivist elected by Librarians and Archivists

Two student Senators, normally one undergraduate and one graduate

Chair of Senate

President

Provost and Vice-President Academic

Vice-President Research and Innovation

Academic Colleague

Member Elected by the Council of Research Directors

b. Non-Voting Members

Secretary of Senate

Observer from the York University Faculty Association

Mission

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

Terms of Reference

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

- a. recommendations to Senate (after which the Board of Governors) for the approval of new academic units (including Faculties, departments / schools, units, research centres, and the like), and for the disestablishment or transfer of such units and concurrences with recommendations to establish endowed chairs,
- b. reports to Senate on reviews of existing Faculties, units, centres and

programs, (including but not necessarily limited to Faculty plans, Undergraduate Program Reviews, Graduate Program Appraisals, Faculty Plans, Organized Research Units, computer plans, non-degree studies reports) and recommendations for changes arising from such reports,

- c. recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives
 - d. the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources,
 - e. the establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resources,
 - f. in consultation with others (including Senate committees), the coordination of program and policy development,
 - g. the receipt of annual and periodic reports from the President and its *ex-officio* vice- presidents, its sub- committees (including those required by external bodies) and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.
- 1.4. To perform its functions the Committee shall have access to all relevant information through the Provost and Vice-President Academic and its Technical Sub-Committee.
- 1.5. Standing agenda items shall include research, planning, major academic policies and initiatives, and other such matters of ongoing attention the Committee deems relevant to its mandate. The Committee shall serve as Senate's liaison with academic administrators and other collegial bodies dealing with matters related to its mandate.

Meetings

- 1.6. Normally the Committee shall meet twice monthly.

Sub-committees

Technical Sub-committee

- 1.7. APPRC shall establish a Technical Sub-Committee and other such sub-committees and working groups as necessary to conduct its business in a timely, focused and effective manner.

Joint Sub-Committee on Quality Assurance

Mandate

In 2010 the Council of Ontario Universities (COU) approved protocols for the approval of new degree programs and other curriculum, and the cyclical review of undergraduate and graduate degree programs. These protocols are overseen at the provincial level by a Quality Council established by COU.

- 1.8 Authority for Institutional Quality Assurance Policy at York University is vested with the Joint Sub-Committee of the Senate Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum and Pedagogy Committee.
- 1.9 The Joint Sub-Committee on Quality Assurance shall ensure compliance with the Council of Ontario Universities' Quality Council's principles, respond to audit reports conducted by the Quality Council proposing changes as may be needed, and oversee the cyclical review of programs.

Composition

- 2.0 The joint Sub-Committee is composed of the following members:
 - five elected faculty members
 - the Associate Vice-President Academic and Vice-Provost Academic
 - the Associate Vice-President Graduate and Dean of the Faculty of Graduate Studies

Eligibility for Membership on the Joint Sub-Committee

- 2.1 At least three of the elected members shall hold an appointment in the Faculty of Graduate Studies, and four members shall hold the rank of Associate Professor or higher. Normally, members elected to the Sub-committee will have prior experience participating in the design, review, approval and/or administration of curriculum (e.g., previous service on a Faculty or Senate-level curriculum committee, as an Undergraduate or Graduate Program Director, etc.).

Reporting

- 2.2 The Joint Sub-Committee shall report to the parent committees of APPRC and ASCP, which will in turn transmit the reports of the Sub-committee to Senate and the Board of Governors in compliance with the requirements of the *Senate Policy on Approval and Cyclical Review of Programs and Other Curriculum*.

2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Composition

2.1 The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate

One Librarian or Archivist elected by Senate

Two student Senators, normally one undergraduate and one graduate

One contract faculty member elected by Senate

Chair of Senate

Provost and Vice-President Academic (or delegate)

Dean and Associate Vice-President Graduate (or delegate)

Associate Vice-President Teaching and Learning

University Registrar (or delegate)

President

b. Non-Voting Members

Secretary of Senate (or delegate)

Mission

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

Terms of Reference

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

- a. standards for admission (including the kinds of admission credentials and qualification), evaluation, examination, continuation and graduation
- b. policies bearing on the advancement of teaching and learning in the context of the University's mission and planning objectives, including those related to evaluation
- c. sessional dates

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

Meetings and Sub-Committees

- 2.6 The Committee shall normally meet once each month and shall establish such sub-committees and working groups as necessary to conduct its business in a timely, focused and effective manner. Cyclical reviews shall be overseen by the Joint Sub-Committee on Quality Assurance of the Academic Standards, Curriculum and Pedagogy Committee and the Academic Policy, Planning, Research Committee. See Sections 1.1.8-1.2.0 (APPRC) above.

3. APPEALS

Composition

3.1. The Committee is composed of the following members:

a. Voting Members

Nine faculty members elected by Senate

Three students

b. Non-Voting Members Chair of Senate

Secretary of Senate President of the University

Vice President Academic and Provost

Terms of Reference

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

Procedural Direction

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

4. AWARDS

Composition

4.1. The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate

One Librarian or Archivist elected by Senate

Two student Senators, normally one undergraduate and one graduate
President

Vice-President Academic and Provost (or delegate)

Vice-Provost Students (or delegate)

Vice-President Research and Innovation (or delegate)

One member designated by the Alumni Association

b. Non-Voting Members

Chair of Senate

Secretary of Senate

One member designated by Student Financial Services

Mission

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

Terms of Reference

4.3. The Committee shall be responsible for

a. developing, reviewing and recommending changes to policies, guidelines and criteria for prizes, medals, awards, scholarships and other academic distinctions that fall under Senate jurisdiction

b. adjudicating awards, or overseeing the adjudication of awards delegated to other bodies with the requisite expertise

c. reporting to Senate on the individual recipients or prestigious academic awards and on the nature, number, purposes and disbursements of such awards

d. proposing the creation, elimination or amendment of awards

e. overseeing honorary degrees guidelines on Senate's behalf (but not the selection of honorary degree recipients)

- f. advising Senate on awards policies generally and coordinating with other bodies as necessary.

Meetings

- 4.4. The Committee shall meet at least once each term.

5. EXECUTIVE

Composition

5.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

Provost and Vice-President Academic
Secretary of Senate

Terms of Reference

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

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

5.3 In pursuance of its responsibilities, the Executive Committee directs the flow of Senate business to the appropriate committees, administers the process of nominating members to serve on Senate and its committees, sees that committees report on policy matters, and schedules the agenda of Senate to facilitate the consideration of reports and other policy matters. Matters of a kind that do not raise questions of substance will be examined by the Executive Committee and referred by it to appropriate Senate Committees for decision.

All matters going to Senate will be directed to the Executive Committee, which may refer them to the appropriate committees. These committees will then return them to the Executive Committee, having pointed out those aspects which in their view merit Senate discussion. Senate and the Executive Committee should create special committees to deal with matters of general concern which do not fall within the accepted area of jurisdiction of an existing committee.

- 5.4 The Executive Committee shall be responsible for monitoring and making recommendations to Senate on all matters pertaining to: the organization of Senate and its committees, the organization and function of academic governance in the University Senate's relation both with other bodies in the University and with bodies external to it. The Executive Committee may make recommendations on behalf of Senate, and subject to Senate approval, to the Administration and the Board on matters related to the organization and structure of the University. The Committee shall seek the advice of appropriate Senate committees with regard to matters that touch on their mandates.
- 5.5 Between June meeting of the Senate and the first regular meeting of Senate in September, the Executive Committee of Senate shall possess and may exercise any or all of the powers, authorities, and discretions vested in or exercisable by the Senate, save and except only such acts as may by law be performed by the members of Senate themselves and the Executive Committee shall report to the Senate at its first regular meeting in September, what action has been taken under this authority.
- 5.6 The Executive Committee is granted the power to approve annually the membership lists of Councils in those cases where the lists are consistent with Senate-approved regulations governing memberships of Councils.
- 5.7 A summary of the Board's actions shall be made available to the Senate Executive regularly for distribution to Senate. In addition, the Executive Committee also acts as Senate's liaison with the Board of Governors. In exercising this function, the Committee meets at least once annually with the Executive Committee of the Board. The Executive Committee of Senate is the body authorized to pass information from Senate to Board and Board to Senate.
- 5.8 The Executive Committee shall be responsible for convening at least one meeting each year of all Senate committee chairs and vice chairs.

Relevant Policies:

Senate Class Cancellation Policy: <http://secretariat-policies.info.yorku.ca/policies/class-cancellation-policy/>

Responsibilities in Preparing Senate Agendas

- 5.9 The Executive Committee will ensure that issues placed before the Senate are clearly expressed and documented. In exercising this responsibility, the Executive Committee may:
- a. place a motion on the agenda of the Senate, where that motion is clearly expressed and adequately supported by documentation and rationale
 - b. delay a motion to coordinate its consideration with other complementary issues which are not yet ready for consideration by Senate but are expected to be ready for consideration in the near future
 - c. delay a motion pending clarification of the wording of the motion, provision of further documentation, or elaboration of the rationale
 - d. refer a motion to a committee for further preparatory work submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
 - e. submit a separate report to the Senate expressing its own views on the substance of a motion coming before Senate
 - f. advise the Chair of Senate as to the jurisdiction of Senate in dealing with the substance of a motion
 - g. withhold motions which are deemed by the Chair of Senate to be ultra vires, slanderous, or otherwise not in order.
- 5.10 If the Executive Committee delays, refers, or otherwise withholds a motion from a meeting of the Senate, it shall report its decision and reasons at the next regular meeting of Senate.
- 5.11 The Executive Committee shall not
- a. unreasonably delay Senate's consideration of a motion which is in order, which is clearly expressed, and which is adequately supported by documentation and rationale
 - b. delay, refer, or withhold a motion as a result of its judgment on the substance of the issue(s) presented in a motion

Sub-Committees of Executive Committee

Sub Committee on Equity

Mandate

- 5.12 The Sub-Committee on Equity is responsible for reviewing, recommending revisions to, and proposing and pursuing policies in the domain of equity that are within Senate's mandate. **Through a coordinating function, the Sub-committee also promotes action to be taken by other Senate committees on aspects of their mandates that relate to equity, recommending initiatives and policy changes to the committees, and regular reporting to Senate on the integration of equity considerations.** In discharging its mandate, the Sub Committee **seeks such advice from and communicates with central equity bodies, Faculty Councils and their committees,** as is necessary and desirable.

Composition

- 5.13 The sub-committee is composed of the following members:

Chair of Senate (or delegate)

2 additional Members of Senate Executive (normally including one student)

1 Academic Policy, Planning and Research member designated by the Committee

1 Academic Standards, Curriculum and Pedagogy member designated by the Committee

Vice-President, Equity, People and Culture, ex-officio

Secretary of Senate (or designate), ex-officio

Reporting

- 5.14 **The Sub-committee is required to will report regularly to inform Senate Executive of on its activities on a regular basis. The Sub Committee will file its twice annual reports after, including its consultations with other Senate committees on equity-related matters.**

Sub-Committee on Honorary Degrees and Ceremonials

Mandate

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

Composition

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

6. TENURE AND PROMOTION APPEALS

Composition

6.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

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

6.2 No person shall serve simultaneously on tenure and promotions committees (including the Senate Tenure and Promotion Appeals Committee) at different levels.

Terms of Reference

6.3 The Senate Tenure and Promotion Appeals Committee shall:

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

7. TENURE AND PROMOTIONS

Composition

7.1 The Committee is composed of the following members:

a. Voting Members

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

Two students

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

Provost and Vice-President Academic

7.2 Service on the Committee is for three years. Normally a third of the membership retires annually. Members are not eligible for successive re-election to the Committee. No person shall serve simultaneously on tenure and promotions committees at different levels.

Terms of Reference

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

Special Quorum Rules

7.4 Quorum for meetings of Senate Tenure and Promotion Committee panels shall be five members.

1. SENATE NOMINATIONS RULES AND PROCEDURES

- 1.1. The following are the general procedures and guidelines used by the Senate Executive Committee in the nomination process **for membership on Senate committees and other positions elected by Senate.**

Principles

As part of its commitment to equity, diversity and inclusion, Senate aims to constitute a body that is reflective of the diversity of the University community and in our society. Senate explicitly articulates its commitment and desire to enhance institutional equity, diversity and inclusion through its membership in the plenary, its standing committees and other elected positions.

Procedures

- 1.2** The following actions are taken **to broadcast opportunities and build awareness about participating in Senate governance and to develop annual slates of nominations that include individuals who self-identify as members of equity groups:**

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

Elections and Acclamations

- 1.2. Senate Executive shall endeavour to
- a. identify sufficient numbers of candidates to construct a slate leading to a vote and encourage Faculty Councils to maximize the number of individuals standing for election to Faculty-designated seats **on relevant Senate committees.** This is a guiding principle and not a requirement for election processes, which may result in acclamations.
 - b. **identify nominations from diverse candidates from equity groups.**

Nomination Guidelines and Criteria

- 1.3. The selection of faculty members for nomination to Senate Committees and legislated sub committees will be conducted in such a way as to draw on the various talents **and the diversity** of members of all Faculties of the University.
- 1.4. Notwithstanding the suggestions made or the interest shown by individuals, nominees selected for a ballot/acclamation are considered in the context of the following criteria:
 - a. the responsibilities of the position and any specific requirements which can be reasonably anticipated in the coming three-year period
 - b. the skills, including leadership skills, which the candidates would bring to the position
 - c. the experience which the candidates would bring to the position
 - d. the current and historical balance among Faculties, in the case of non-designated committees
 - e. the current and historical **balance of diversity of members from equity groups²**
 - f. the range of skills and experience of other continuing members of the committee
 - g. the level of interest of the candidate in the subject matter
 - h. the availability of the individual to attend meetings and contribute to the work of the committee
 - i. the ability of the individual to participate in the work of the committee through the electronic medium where this is an important and ongoing modality of the Committee
- 1.5. Normally, faculty members should not succeed themselves on a committee, although for reasons of continuity, special skills, or other exceptional reasons it may be advisable in a particular circumstance to waive this practice. Application of this practice should vary according to the committee. Non-succession is mandatory in the case of Tenure and Promotions, advisable in the case of Academic Policy, Planning and Research Committee (and perhaps the Executive Committee) and followed generally where possible.
- 1.6. In applying the criteria above, a special effort should be made to include **junior** and less experienced faculty in the work of committees as a means of developing them for further service in the future.

² “*equity groups*” includes women, Black, racialized persons and Indigenous Peoples, persons with a disability, and persons who identify in the 2SLGBTQ+ community.

- 1.7. Leadership ability and relevant experience **in any relevant context** must be present in those being put forward for senior positions and committees.
- 1.8. The overall objective of the nomination and election procedure is to produce committees that will exercise well and responsibly the trust that Senate has placed in them.
- 1.9. Notwithstanding all of the practices summarized above, the Executive Committee must exercise its best judgment and do so with the best interests of York University at heart.
- 1.10. Senate has the final say: additional nominees will be accepted if the individual nominated has agreed to stand, is available to meet at the standing meeting times, and ~~is~~ meets the criteria.

Report to Senate

At its meeting of 22 September 2022

FOR INFORMATION

APPRC met on 15 September and submits the following report for information:

1. 2022-2023 Committee Priorities

The Committee is in the process of establishing its priorities for the year; a constructive discussion of ideas and possible initiatives was held at its first meeting. More information on the priorities will be provided to Senate at the October meeting.

Charter applications for organized research units and new academic program proposals will be among the major items of business for the fall semester.

2. Vaughan Healthcare Centre Precinct; School of Medicine

One of the major academic initiatives that has been in-focus with the Committee over the past year - and will be continuing this year - is the Vaughan Healthcare Centre Precinct. As Senate knows, the University has also been engaged in planning for a possible School of Medicine, which would be a component of the Healthcare Centre Precinct.

The President met with APPRC this month to discuss the status of the School of Medicine initiative and the broad planning framework that would follow a decision from the Province authorizing a new school with the provision of operating funding and student residencies. As was the case for the Markham campus, the provision of capital funds for a new School of Medicine would be the responsibility of the University. It is hoped that information from the government on this initiative will come this autumn. The President will speak further to this item at Senate under her remarks.

The consultations with Senate, Faculties, units and individual faculty members across the University over the past year have signalled excitement and enthusiasm about the opportunity to bring to fruition York's long-held aspiration to house a medical school, and for the model of the School articulated in the conceptual proposal made available to the community last spring. APPRC shares the enthusiasm for this initiative and is poised to collaborate with the Provost in the engagement of the academic and resource allocation planning aspects of the initiative as Senate's liaison.

3. Internationalization and Global Engagement Strategy

At the end of the last academic year, the Committee reviewed with the Provost the draft *Internationalization and Global Engagement Strategy* and provided views on the substance

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

of plan in support of the *Advancing Global Engagement* UAP priority. The updated version of the Strategy was shared with the Committee this month and an opportunity was provided again for members to offer reflections on it and the plans for its implementation and resourcing. Emphasized by the Committee is the importance of facilitating a coordinated launch of the strategy that is supported by guidance for Faculties and units to be able to integrate the goals of the strategy with local planning. The discussion also surfaced the importance of thinking how the various pan-university plans and strategies (i.e., the Anti-Black Racism Framework, Strategic Research Plan, EDI Strategy, Sustainability Strategy) intersect and support each other. APPRC will consider what role it can play in this planning context in conjunction with the Provost and Vice-President Research & Innovation.

4. Renewal of the Strategic Research Plan, 2023-2028

The Committee will provide next month its set of 2022-2023 priorities. One initiative that will be among the list of topics is the renewal of the *2018-2023 Strategic Research Plan* (SRP) to be in effect for the start of the FW'23 academic year. The Vice-President Research & Innovation commenced a preliminary discussion of the process to be undertaken to prepare the 2023-2028 SRP and how APPRC will fulfill its responsibility for consultations and recommendations to Senate on academic plans.

The Committee will keep Senate apprised of this initiative, engaging it in discussions at appropriate times.

5. Sub-Committee Members for 2022-2023

The Committee began the process of populating its sub-committees. Confirmed membership is as follows, with the remaining two openings to be filled soon:

| Sub-Committee | Members |
|---|---|
| Technical Sub-Committee | Lyndon Martin/Lisa Philipps, Provost, <i>Chair</i> Amir Asif, VPRI Mario Roy / *Poonam Puri, Chair of Senate Michael Moir, Chair of APPRC Burkard Eberlein, APPRC member * As of 1 January 2023 |
| Organized Research Units | Amir Asif (Ex officio - VPRI) Mike Darroch, AMPD Dasantila Golemi-Kotra, Science William van Wijngaarden, Academic Colleague Elaine Coburn, Council of Research Directors |
| Equity Sub-Committee (Senate Executive) | TBD |

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

6. Welcome to New Members

The Committee is pleased to welcome new members Suzanne Chiodo (Osgoode), Julie Conder (Health) and William van Wijngaarden (Academic Colleague to COU). Two faculty member seats are expected to be finalized soon, one from each of Glendon and the Faculty of Graduate Studies. We are also looking forward to welcoming the two student members once they have been confirmed by Senate Executive. I am pleased to serve as Chair of APPRC this year.

On a logistical matter, the Committee has opted to continue to meet virtually this year, with a commitment to convene at least once each term for an in-person on one of the campuses.

Michael Moir
Chair of APPRC

Report to Senate

At its meeting of September 22, 2022

For Action

Markham Campus

- a. **Establishment of the Degree of Bachelor and Bachelor (Honours) of Sport Management (Statutory Motion) • School of Human Resources Management • Faculty of Liberal Arts & Professional Studies**

Having provided notice at the Senate meeting of June 23, 2022, ASCP recommends,

That Senate approve the establishment of the degree of Bachelor and Bachelor (Honours) of Sport Management.

Rationale:

The full proposal and supporting documentation are included as Appendix A. The proposed new Bachelor of Sport Management degree program seeks to be a global leader in sport innovation and change through its interdisciplinary approach and exploration of practices and policies around diversity and inclusivity, mental health, globalization of sports and community outreach.

The program is distinct from Bachelors programs within LA&PS and York through its interdisciplinary connection of the business, managerial and organizational aspects of sport. While sport management programming exists in the Ontario postsecondary landscape and within the Kinesiology and Health Science program in the Faculty of Health, it is typically contained within a BA, BSc or BCom degree program and the Toronto/Greater Toronto Area is the only large metropolitan sports area in North America without a dedicated university-level sport management program. The limited offerings of similar programs in the GTA, together with its unique focus and the growing number of employment positions in the field, indicate that this new program will fill a gap in this field and provide a career pathway for graduates.

The new degree type is appropriate as it clearly reflects the focus of the degree and program. Further, the Bachelor of Sport Management is a degree nomenclature that

ASCP – Report to Senate

has been used by several universities with sport management programs globally, including Brock University.

Unique program learning outcomes have been articulated for the new degree program. The major requirements will cover four areas of the discipline – sports foundations, business and management, transformational technology and innovation. In the first year of the program, students will be required to complete three core courses, Introduction to Sport Management, Sport in Society, and Sport and Psychology. While proposed course titles and brief descriptions have been identified, major requirements beyond the 1000 level are to be developed by the incoming faculty members dedicated to the program. It is anticipated that experiential learning components will be integrated throughout the program by way of case studies, simulations, site visits, field studies and two practicum courses at a sports-related organization or establishment.

Drawing on tenured and contract faculty members who currently teach sport-related topics and the additional tenure-stream faculty members to be hired, LA&PS is well positioned to deliver a high-quality program. The external appraisers endorsed the program and the proponents incorporated their recommendations while maintaining the spirit of the University ethos and priorities in the proposal.

Statements from the School of Kinesiology and Health Science and Departments within LA&PS confirm consultation on and support for the proposed degree. Statements from the anchor Dean and Provost confirm the resources for the new program.

Approvals: LA&PS Faculty Council 14 April 2022 • ASCP 13 April 2022 • APPRC 2 June 2022 (concurrence)

b. Establishment of the Bachelor and Bachelor (Honours) of Sport Management programs • School of Human Resources Management • Faculty of Liberal Arts & Professional Studies • Markham Campus

ASCP recommends,

That Senate approve the establishment of the Bachelor and Bachelor (Honours) of Sport Management programs, housed in the School of Human Resources Management, Faculty of Liberal Arts & Professional Studies, and located at Markham Campus, effective FW2024-2025.

ASCP – Report to Senate

Rationale:

See above.

Approvals: LA&PS Faculty Council 14 April 2022 • ASCP 13 April 2022 • APPRC 2 June 2022 (concurrence)

Program Closures

c. Closure of the York-Seneca Dual Credential Program in Sustainable Environmental Management and the Advanced Diploma in Environmental Technology • Faculty of Environmental and Urban Change

ASCP recommends that,

Senate approve the closure of the York-Seneca Dual Credential Program in Sustainable Environmental Management (BES degree) and the Advanced Diploma in Environmental Technology, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.

Rationale:

A curriculum revisioning exercise was undertaken coincident with the establishment of the Faculty of Environmental and Urban Change during which time all programming offered by the then Faculty of Environmental Studies and Department of Geography was reviewed. In that context, Seneca and York have engaged in discussions about the Dual Credential program and agree that a college-to-university pathway would be more beneficial to students since the majority move from Seneca to York. Current students will be accommodated through a combination of courses offered through the BES program in Sustainable Environmental Management. The closure proposal is provided as Appendix B.

Approvals: EUC Faculty Council May 19, 2022 • ASCP September 14, 2022

d. Closure of the York-Seneca Dual Credential program in Urban Sustainability • Faculty of Environmental and Urban Change

ASCP recommends that,

Senate approve the closure of the York-Seneca Dual Credential program in Urban Sustainability, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.

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Rationale:

As described in item b above, substantive curriculum revisioning took place in conjunction with the establishment of the Faculty of Environmental and Urban Change. As most students in this Dual Credential program come to York from Seneca, both partners agree that a college to university pathway would be more suitable going forward. Existing students will be accommodated through a combination of courses offered through the BES program in Cities, Regions and Planning. The closure proposal is provided as Appendix C.

Approvals: EUC Faculty Council May 19, 2022 • ASCP September 14, 2022

e. Closure of the Dual Credential program in International Development with Humber College • Faculty of Environmental and Urban Change

ASCP recommends that,

Senate approve the closure of the Dual Credential Program in International Development with Humber College, housed in the Faculty of Environmental and Urban Change, effective FW2022-2023.

Rationale:

The closure proposal is available as Appendix D. The curriculum revisioning that took place with the establishment of the Faculty of Environmental and Urban Change impacted the course offerings for this Dual Credential. Further, there has been a pattern of low enrolments for several years and, despite the existence of the Dual Credential, Humber has not guaranteed admission to York students in the program. Current students will be able to complete their degrees with existing courses offered by the Faculty. While this closure represents the loss of a post-graduate opportunity for York students, it will enable those students to remain at York for an additional year and potentially complete an Honours degree.

Approvals: EUC Faculty Council May 19, 2022 • ASCP September 14, 2022

Regulation Changes

f. Changes to Graduate Studies Regulations on Thesis and Dissertation Formats, Doctoral Dissertation Proposal Milestone, and Academic Honesty

ASCP recommends that,

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Senate approve the following with regard to Faculty of Graduate Studies Regulations, as set out in Appendix E:

- expanded content pertaining to Thesis and Dissertation Formats, including revisions to the sections on Doctoral Dissertations, Originality of the Thesis/Dissertation, Manuscript-based Theses and Dissertations, Complex Electronic and Multimodal Theses and Dissertations, and Language of Theses/Dissertations, and the addition of sections on Monograph Theses and Dissertations, Suitability of Proposed Format, and Preface Guidelines, effective May 1, 2024;
- the addition of a Doctoral Dissertation Proposal Milestone regulation, effective September 1, 2023; and
- revisions to the regulation on Academic Honesty, effective January 1, 2023.

Rationale:

Informed by the work of the Faculty of Graduate Studies Ad Hoc Committee on Broadening the Dissertation over the course of 2019 to 2022, the Faculty seeks to revise its regulations regarding Thesis and Dissertation Formats to reflect the changing landscape in the academy whereby researchers are increasingly engaged outside of academe to address a myriad of societal challenges. Accordingly, the proposed regulation changes aim to accommodate a variety of dissertation formats with appropriate graduate standards of academic assessment. Graduate programs wishing to adjust the types of permitted dissertation formats in their degree requirements will be asked to submit a Notice of Intent to the Office of the Vice-Provost Academic to identify the appropriate governance pathway for such changes. As the implementation timeline is to be 18 months from Senate approval, which would fall mid-term in March 2024, the exact date will be shifted to May 1, 2024. In conjunction with the regulation changes, FGS intends to prepare a guide for faculty and graduate students considering a non-monograph- or manuscript-based thesis/dissertation.

The addition of a Doctoral Dissertation Proposal Milestone section is proposed to encourage the development and maintenance of cohorts in graduate programs with a view to fostering mutual preparation and support among students. The new regulation will specify that full-time doctoral students should complete their coursework, graduate milestone examinations and dissertation proposal by the end of term 9, and outline remediation activities if students do not meet the deadline.

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In view of the positive reception to an academic integrity module developed by the Faculty of Graduate Studies in partnership with the Schulich School of Business in Fall 2020, the Faculty wishes to make the completion of the module mandatory for incoming graduate students starting in January 2023. It is hoped that this educative and preventative approach, whereby expectations for academic conduct are clearly communicated at the outset of students' graduate studies, will serve to reduce the number of academic honesty incidents handled by the Faculty. This initiative dovetails with activities across the University seeking to promote academic integrity, such as the ongoing review of the *Senate Academic Honesty Policy*.

Approvals: Graduate Studies Faculty Council March 3 and June 2, 2022 • ASCP March 16 and September 14, 2022

Consent Agenda

10. Granting of Degrees, Certificates and Diplomas (Fall 2022 to Spring 2023)0

ASCP recommends that,

1. Senate authorize the granting of degrees at the University's convocations held in Fall 2022, February 2023 (Convocation In Absentia) and Spring 2023, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix F.
2. Senate authorize the granting of diplomas and certificates at the University's Convocations held in Fall 2022, February 2023 (Convocation In Absentia) and Spring 2023, and individually to students at any point during the year who have fulfilled the requirements for receipt of the diplomas and certificates listed in Appendix F; and that
3. Senate authorize the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education.

Approvals: ASCP September 14, 2022

For Information

a. Minor Modifications to Curriculum

The following items were approved by ASCP effective FW2023-2024.

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Faculty of Education

Minor change to admission requirements for the BEd programs

Faculty of Liberal Arts & Professional Studies

Change to the rubric for all Professional Writing Courses in the BA programs in Professional Writing and English and Professional Writing, Writing Department
Minor change to degree requirements for the Marketing stream within the BCom program, School of Administrative Studies

An editorial change to requirements for the Teacher of the Deaf and Hard of Hearing Post-Baccalaureate Diploma, Faculty of Education, was reported to ASCP for information.

b. Update on the Implementation of the New Grading Schemes

In October 2022, Senate approved the establishment of the *Policy on York University Grading Schemes* and the rescission of the *Common Grading Scheme for Undergraduate Faculties* and Honours progression policies effective FW2023-2024, with ASCP charged with monitoring implementation efforts. As reported to Senate in March and June 2022, implementation has been deferred in view of the higher level of complexity associated with the project than originally anticipated and to allow for a concentration of resources on other projects considered mission critical. Efforts by the Office of the University Registrar, University Information Technology and the University Secretariat to determine an implementation date have progressed over the summer, with details to be provided Senate later this Fall.

Senators will recall that in November 2020 Faculties were charged with reviewing and adjusting academic regulations regarding admission, degree and program requirements to reflect the new policy framework with a deadline of April 2021. As these regulations will serve as the foundation for the system underpinning academic decision structures, that work cannot begin until all regulation changes are reviewed and approved/confirmed by ASCP. Over the summer months, ASCP's Coordinating & Planning Sub-Committee oversaw the development of communications to Faculties to request outstanding submissions and/or provide direction on submissions that are not in alignment with the policy framework. All but three Faculties have received feedback from ASCP at this time and the remaining communications are nearing finalization. The Committee hopes to have all regulations confirmed by November 2022.

c. Sub-Committee Membership for 2022-2023

ASCP – Report to Senate

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

| Sub-Committee | Members |
|---|--|
| Coordinating & Planning Sub-Committee (members designated from among ASCP members) | Martin Bunch, Chair Alice Pitt / Lyndon Martin (Ex-officio, Vice-Provost Academic) Darran Fernandez (Ex-officio, Registrar) Kevin Gingerich, Lassonde Ron Ophir, LA&PS |
| Quality Assurance (Joint Sub-Committee with APPRC, with members directly elected) | Alice Pitt / Lyndon Martin (Ex-officio, Vice-Provost Academic) Thomas Loebel (Ex-officio, Dean and AVP, FGS) Mary Helen Armour, Science Theodore Peridis, Schulich Mina Singh, Health Qiang Zha, Education Vacancy |
| Equity Sub-Committee (Senate Executive), with the member designated by ASCP from among ASCP members | TBC |

d. Chair for 2022-2023

Martin Bunch, Faculty of Environmental and Urban Change, was designated as Chair for 2022-2023.

e. Welcome to New Members

The Committee is pleased to welcome Sharon Wang, Libraries, Cheryl van Daalen-Smith, joining as delegate of the Dean of the Faculty of Graduate Studies, and Alice Pitt, Acting Vice-Provost Academic, rejoining the Committee during the fall while Lyndon Martin serves as Acting Provost, and looks forward to welcoming two student members once they have been confirmed by Senate Executive.

Martin Bunch, Chair

York University
New Program Proposal
of the (Honours) Bachelor of Sport
Management

October 26, 2021

1. Introduction

1.1 Brief statement of the degree program

The (Honours) Bachelor of Sport Management (SPRT) is an interdisciplinary undergraduate degree designed to educate and train students to become sport management professionals; the degree is proposed by the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. The vision of the program is to be a global leader in sport innovation and change. It will serve as a hub for “futuristic” and visionary thinking on the development of both amateur and professional sports in Canada by scholars, students, organizational leaders, and policy makers. This proposal is to both establish a new program and a novel degree type for York University—the (Honours) Bachelor of Sport Management. In addition to being new for York, this degree type is emerging across the postsecondary sector; this proposal integrates multiple sources of feedback from academic and industry sources to establish a relevant and responsive curricular structure informed by leading expertise where currently there are fewer policies to guide program development in this area compared to more established degree types (e.g. BA and BSc). The program intends to use the program rubric SPRT, which was suggested by the Office of the University Registrar and will be proposed under separate cover in accordance with York University procedures.

The program will eventually be housed in a new School of Sport Management in the Faculty of Liberal Arts and Professional Studies and will be offered at the Markham Campus (MC), York University. To give time to propose and establish the new School, the (Honours) Bachelor of Sport Management is proposed to be housed initially, temporarily, within the School of Human Resource Management in the Faculty of Liberal Arts and Professional Studies. SPRT is designed to allow students to complete the program in three or four (honours) years. In addition to the coursework that will cover general education and foundational business-oriented courses, such as sport finance and accounting, and sport and the law, students will be exposed to a core set of courses that emphasize creativity, innovation, and entrepreneurship, as well as experiential education opportunities (or requirements) that help to build competencies and skills in innovation and entrepreneurship.

The (Honours) Bachelor of Sport Management name/degree reflects the focus of the proposed degree: sport management. In some instances, business schools offer a business degree (Bachelor of Commerce, Bachelor of Business Administration, etc.), with a concentration in sport management. In other instances, universities with units in Kinesiology and Human Kinetics may offer a concentration in sport management (see p. 6 of this proposal for more information on comparator programs and an analysis of the proposed program’s differentiation).

In comparison with programs in kinetics/kinesiology, the proposed program is business-oriented and focuses on the managerial and organizational aspects of sports. It will offer a significantly larger array of unique sport management courses, while still maintaining the potential for SPRT students to complete a minor in such areas as

entrepreneurship and business analytics. This more comprehensive choice of sport management courses will better equip graduates with the managerial and business skills and competencies required in the sports industry.

SPRT is aligned with the priorities of advancing social and technological change, innovation, and high-impact experiential learning identified in the York University Academic Plan, 2020-25 and the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26 (see below). The program's courses, which will be developed collegially with existing faculty and new hires who have expertise in the relevant disciplines, integrate these themes. The specificity of the curricular structure to management practice and interdisciplinary approaches to sport are a unique strength of this program compared to more general business and management programs.

Students will be admitted within the normal recruitment and enrollment cycles in LA&PS. The admission requirements will include a high school diploma, with the 4U English and Math requirements (please see pages 21 and 22 of this proposal for more details on the admission, progression, and graduation requirements for the program). SPRT is expected to achieve a steady state of approximately 430 total students by the seventh year after launch (fall 2029). Please see Appendix 5 for more details on the project enrolments for the (Honours) Bachelor of Sport Management at Markham Campus.

1.2 Brief description of the method used of the development and preparation of the New Program Brief

This program brief was initiated by the program lead, Professor Parbudyal Singh, School of Human Resource Management, LA&PS, with advice and input from other full-time faculty who served as steering committee members during the development of the proposal: Professor Marcela Porporato of the Accounting area within the School of Administrative Studies, LA&PS, and Associate Professor Andreas Strebinger of the Marketing area within the School of Administrative Studies, LA&PS.

The program was developed after an extensive review of comparative programs in Ontario specifically, and more generally across North America (see page 6 of this proposal for further details and analysis). This was supplemented by consultations with units at York university, employers, and sports professionals (see Appendix 7 for support statements). More specifically, initial consultations were internally held with the School of Administrative Studies, LA&PS, the Faculty of Health, the School of Human Resource Management, the Sociology Department, and the Communications and Media Department (please see relevant letters in the Appendices). Externally, an Employer Forum was held that included several potential employers, such as Athletics Ontario, Field Hockey Ontario, Baseball Canada, Football Ontario, and Ontario Para Network. They provided input on the skills and competencies needed by sports management and business professionals and offered input into the curriculum. Separate consultations were held with individuals in the sports sector, including the Executive Director of Field Hockey Ontario, and the CEO of Athletics Ontario. An external reviewer also provided feedback and advice on the proposed program.

1.3 Faculty/unit in which the program will be housed.

SPRT will be housed in the Faculty of Liberal Arts and Professional Studies, initially within the School of Human Resource Management and eventually in the School of Sport Management (please see Appendix 7 for a support statements from the School of Human Resource Management, School of Kinesiology & Health Sciences, well as the Dean confirming the Faculty's support of the plans for housing the degree.

LA&PS is ideally suited to house this program seeing that:

1. LA&PS houses both professional and liberal arts programs. These programs will help lay the foundations for competencies not only in management and business, but areas such as sociology, economics, and the media.
2. There are faculty members in LA&PS who already teach in sports areas, including sports and history/society; sports media, and sports sociology. Other have done research and publish in top sports management journals, such as Journal of Sport Management and Sociology of Sports Journal.
3. LA&PS has a core strength in equity, diversity and inclusion.

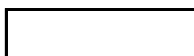
1.4 Location/campus of the new program.

It will be offered at the Markham Campus (MC).

2. General Objectives of the Program

2.1 Brief description of the general objectives of the program.

The vision of the program is to be a global leader in the field of sport management as a vehicle for sport innovation and professional excellence. This will be achieved through a combination of established/foundational courses in the field and other courses that are vision-oriented, as well as practical training. Learning will focus on three core areas: creativity and innovation in the world of recreational, amateur and professional sport, technological skills and competencies for the evolving context of management practice, and experiential learning.



The general objectives of this program are to enable students to:

1. Demonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession. These include, but are not limited to, theories and practice of strategic management, sport law, sport marketing, sport communication, human resource management, operations and event management, accounting practices, sport finance, sport governance, and information technology tools.
2. Incorporate an understanding of ethical, legal, technological, and socio-cultural issues in managerial decision making and policy determinations in sports.
3. Utilize critical thinking and abstract reasoning skills in analyzing sport management issues and in managerial planning and decision making.
4. Develop oral, written and research skills in sport management.
5. Demonstrate practical knowledge of issues and operations in the sports industry through hands-on exposure and experiential learning.
6. Develop creative and entrepreneurship thinking and skills for the development of the sports industry.
7. Articulate the global scope of sport and recognize diversity and inclusionary issues in sport management.

2.2 Alignment between the general objectives of the program with the University and Faculty missions and academic plans.

The general objectives and vision of the program are integrally aligned to the York University Academic Plan, 2020-25; the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26; the York University Strategic Mandate Agreement III with the Province of Ontario; and, the University's planning principles for Markham Campus.

SPRT aligns to the following principles outlined in the UAP: "entrepreneurial innovation and the public good" coupled with "continually reinvent[ing] our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross disciplinary thinking;" the goal that "every York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant;" and, that programs should "...build entailed 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media." The world of sports, like other areas, has experienced the transformative and disruptive effects of technology, the use of artificial intelligence (AI), and big data. SPRT will equip students with the knowledge and skills needed to navigate this environment.

SPRT also aligns to the principles of the Faculty of Liberal Arts and Professional Studies Academic Plan, 2021-26. Specifically, SPRT involves innovations in programming as per principles 1a, 2a, 2c, and 4b: “engaged in a sustained effort to enhance the academic experience of LA&PS students, supported by co-curricular and extra-curricular initiatives, including those led by the colleges, and build up students’ skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence based scholarly inquiry;” to “build on a our shared history to encourage integration ‘across the ampersand’ of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty;” to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact of the communities we serve;” and, to “promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all program.”

The SPRT program aims to be Canada’s leading sports management program, with an integral focus to help the Greater Toronto Area, Ontario, and Canada in achieving the potential for sports as a mechanism for inclusivity and pride of our communities. The program will help to drive change in the practices and policies around diversity and inclusivity, globalization of sports, community outreach, and interdisciplinarity, all of which are among York University’s six priorities in the University Academic Plan (viz., : equipping graduates with knowledge and transferable skills and values to navigate the 21st century; innovation and interdisciplinarity; working with the university’s communities; diversity and inclusivity; advancing global engagement; and living well together). In understanding the historical, socio-cultural and economic factors that have been integral in society and, by extension, in sports, students will be encouraged to apply critical and problem-solving skills in addressing the need for change and social justice"

The proposed SPRT program also aligns to the SMA III priority of “continued growth in programs clustered around themes of technology, health, entrepreneurship, across multiple disciplines.” The SMA III also recognizes that the new Markham Campus “will allow us to meet the growing demand for graduates with technology and entrepreneurship skills”. This includes “skills in critical thinking, problem-solving, communications and teamwork” as provided for in this SPRT proposal. Additionally, if “a key priority for York is to ensure we provide all of our graduates with the knowledge, experience and transferable skills they need to adapt and thrive in a rapidly changing future labour market. We are focused on teaching durable skills and competencies that employers consistently identify as important,” and SPRT is well positioned to contribute on this front where “York has chosen to focus on the support it provides to start-up ventures, including for-profit, non-profit and social enterprises, as one specific, measurable indicator of economic impact.” Diversity and inclusion are at the heart of York’s strategic documents.

The Bachelor of Sport Management Program will help the university achieve these goals by exposing students to the need for/benefits of diversity and inclusion on several fronts, including academic programming/curriculum, practical and experiential experiences, and high-quality scholarly research by faculty, students, and other stakeholders. Please see Section 4.2 for more details on the Markham market.

2.3. Appropriateness of the degree nomenclature.

As a new degree type, the (Honours) Bachelor of Sport Management will enhance the image and potential of the program and reflects the two completion options—Honours Bachelor (120-credit) and Bachelor (90-credit)— which expands access to students by creating a completion pathway. The (Honours) Bachelor of Sport Management is a degree nomenclature that has been used by several universities with sport management programs globally, such as Brock University (Canada), Massey University (New Zealand), Victoria University and Bond University (Australia), and Ohio University, New York University, and the University of Kansas (United States).

This nomenclature will help the program for branding and funding purposes, locally and internationally. It will also help the School of Sport Management build a high-quality image in the market that will allow for the development of graduate degrees in sport management in the future. SPRT will help with positioning the sport management area as a unique field of interdisciplinary study, separate from the disciplines in traditional Bachelors of Arts, Commerce, or Human Kinetics. The new SPRT degree type will also help to distinguish the program from York’s highly regarded BA/BSc program in Kinesiology.

3. Need and Demand

3.1 Similar programs offered at York and/or by other Ontario universities

York University: There is no similar program at York University. While the Faculty of Health offers a Bachelor of Science and Bachelor of Arts in kinesiology and health science, with a concentration in sport management, this program has a significantly different focus. That is, the health degree focuses on “human movement and the relationship between physical activity and health”, whereas SPRT focuses exclusively on sport management and business. Health’s existing program is not slated for offering at Markham Campus. The Kinesiology and health science degree that concentrates on sport management offers kinesiology students a few courses in sport management, but the range of courses offered is limited. There is, however, potential for both programs to develop symbiotically through the future development of degree combinations as need and opportunity permit. The Markham Campus will host programs that are not at the Keele Campus, thus the Bachelor of Sport Management will be the only sports-related program on that campus.

Other Ontario Universities: There are several programs in Ontario, mostly focusing on sports through kinesiology and human kinetics programs, or concentrations in business programs. See: <https://www.nassm.com/node/131>

The closest comparator in Ontario are the Sport Management programs offered by Brock University and the University of Guelph. Brock University has a sport management degree offered through the Faculty of Applied Health Sciences. University of Guelph offers a major in sport management in the Bachelor of Commerce degree, with a narrower range in the courses offered versus the proposed SPRT program. Similarly, Laurentian University also offers a Bachelor of Commerce with a sports administration concentration.

The School of Human Kinetics (Faculty of Health Sciences) of the University of Ottawa offers an Honours Bachelor of Human Kinetics-Recreation and Sport Management (BHK). The University of Windsor offers a similar degree (Sports Management and Leadership) through the Faculty of Kinetics. Western University offers a sport management concentration in the School of Kinesiology, Faculty of Health Sciences. It is important to note that all the university-based sport degree programs are outside of Toronto/Greater Toronto Area. That is, SPRT will be the only such degree in the GTA.

Two colleges in Ontario also offer advanced diplomas in relevant areas: Niagara College and St. Clair College. The Sport Management program at Niagara College is administered through the School of Hospitality, Tourism and Sport, while the Sport and Recreation Management program at St. Clair is housed in the School of Business and Information Technology. These are not degree programs but are three-year credentials that focus on employment training, for example, in a community recreational centre. They do not offer the same breadth or depth of courses as degree-level curriculum. While these programs are not direct competitors with SPRT, they do offer a relevant pathway to students who begin their postsecondary education in the college sector and then decide either to upgrade after completion of the advanced diploma or to transfer into the degree midway through their studies.

The SPRT program focuses on three core aspects of the University's mission, including the priorities articulated for the establishment of the Markham Campus: innovation and change, new technologies, and a heavy emphasis on experiential learning. These priorities will be addressed through a wide array of sport management courses – both foundational and those that are more closely aligned with the three areas (see Section 4 below); opportunities for students to complete minors in complementary areas, for instance, in entrepreneurship; and, applied learning.

3.2 Brief description of the need and demand for the proposed program

Toronto/Greater Toronto Area is the only large metropolitan sports area in North America (that is, with three or more professional sports teams) without a university level sports management program. The proposed program will fill the void in the Toronto/GTA market. In this high demand/considerable student interest situation, it would not be difficult to achieve a steady state of close to 500 students in seven years, especially that the target student recruitment catchment area will be global. As an exemplar, the Sports Management MSc program at Columbia University in New York

City leverages its connections with the major sports teams in the New York area through direct access to industry events, panels, and speakers, as well as relationships with several of the sports teams such as the Yankees, Knicks, and Mets. These networking opportunities, as well as internships and employment opportunities have helped the students and the program. Geographical proximity to these resources is critical to their success.

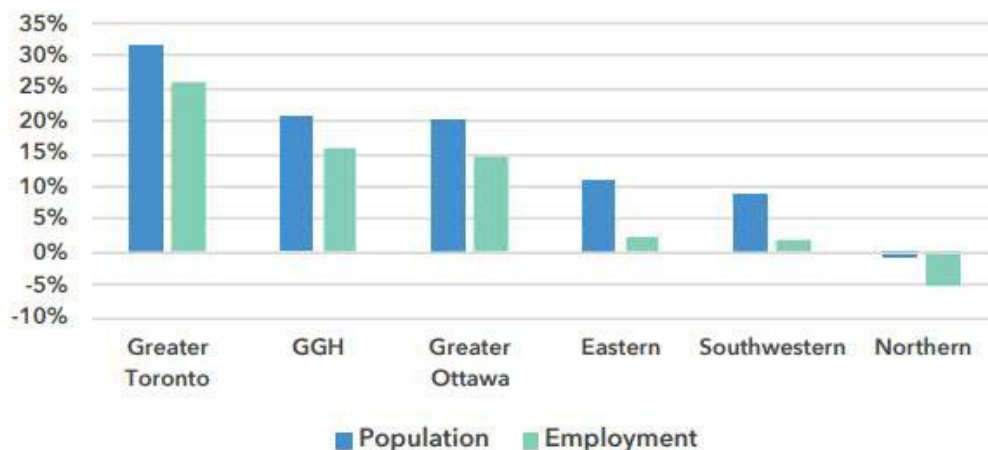
York’s new campus will be located in Markham, a part of York Region. The Economic Development Action Plan 2020-2023 of the Region Municipality of York states among its initiatives “Engaging in further post-secondary attraction efforts will help increase talent in the Region, creating new opportunities for research and innovation and supporting business growth” and more specifically indicates that “based on the 2016 census, collectively, the tourism, arts and cultural sectors account for over 81,000 jobs in the Region” where sports-based shows and events are an integral part.



Figure 1: York Region status and initiatives (Source: York Region. The Economic Development Action Plan 2020- 2023)

Of particular interest for this academic proposal are the estimates of the weight of the sports sector in the economy. The Ministry of Heritage, Sport, Tourism and Culture Industries reports on its website that “Sport and recreation are important sectors to the physical, emotional and economic well-being of Ontarians. Ontario’s total

Figure 2: Change in Employment and Population, 2003-2018



Note: GGH excludes GTA. Eastern excludes Greater Ottawa.

Source: Statistics Canada. 2018. “Labour force characteristics by province, territory and economic region, annual” (Table 14-10-0090-01). <https://www150.statcan.gc.ca/t1/tb11/en/ty.action?pid=1410009001>.

household spending on amateur sport was estimated to be \$12.6 billion in 2013. In 2012, the average Canadian household spent \$3,773 on recreation. Approximately 98% of Canadians believe that recreation and parks are essential services. In the summer of 2015 Ontario hosted the Pan Am/Parapan Am Games, the largest multi-sport event ever held in this country. At the 2016 Olympics in Rio, Ontario athletes represented 45% of the Canadian Olympic Team.” Further on, it documented the extensive number of people involved in various roles: “in Ontario, there are 121,000 coaches and 58,000 officials.¹ In this context, the Ontario Chamber of Commerce report titled “The Great Mosaic: Reviving Ontario’s Regional Economies” recognizes the GTA as the most dynamic in the province.

There are new and emerging needs of the sports industry that SPRT will address. For instance, issues related to mental health, as exemplified with the recent experiences by Simone Biles and Naomi Osaka, point to a need for further course-based research and scholarly examination of this issue. In terms of event and financial management, the recent PanAm Games in Toronto/Ontario were plagued by managerial issues and cost overruns. More recently, a study on varsity sports in Ontario reported “rampant systemic racism”², with whites comprising about three quarters of the province’s

¹ <http://www.mtc.gov.on.ca/en/sport/game-on-the-ontario-governments-sport-plan.shtml>

² <https://www.cp24.com/news/ontario-university-sports-are-overwhelmingly-white-report-finds-1.5637077>; https://kpe.utoronto.ca/sites/default/files/oua_anti-racism_report-final.pdf

administrators and about two-thirds of the student athletes. The report also found that there are “low rates of recruiting, hiring, retention, and promotion of racialized student, staff, and faculty, despite large pools of candidates to draw from”. The SPRT program help students and professors study these issues within a context of proactive change by systematically incorporating them into the courses/curriculum, as well as student and faculty research, and partnerships with community organizations, other universities, and the government.

Interviews were conducted with sports leaders and those heading amateur and professional organizations, including Field Hockey and Athletics Ontario (Appendix 6). Having assessed the state of the market, these organizations have concluded that this program will be successful.

Recent job postings by popular sites such as Indeed, LinkedIn, and Glassdoor, among others, suggest that there are labour market needs for post-secondary graduates in the field of sport management and related areas. For instance, in a search that was restricted to the Greater Toronto Area, there were 290, 980, and 350 job listings on Indeed, LinkedIn, and Glassdoor³, respectively (accessed on October 15, 2021). While several jobs were cross advertised on these sites, this evidence suggests a significant job market for graduates. The employment opportunities are for graduates in such areas as:

- College and university athletics in sports information, rules compliance, marketing, academic advising, ticket operations, facility and event management, or general administration.
- Professional sports teams working in ticket sales, community relations, corporate sponsorship, facility management or financial operations.
- Sports associations and federations, such as the Canadian Olympic Committee, Athletics Canada, and Canadian Tennis Association, among others, that govern amateur sport.
- Outdoor adventure industry.
- Recreational programs with clubs, sports and community centres, and programs in higher education.
- The sport equipment industry, including manufacturing, advertising and sale of sports equipment and apparel.
- Sport Entrepreneurship, such as sporting goods stores, gyms, and sporting domes.

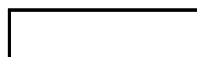
Typical jobs include the following:

- Marketing Manager
- Analytics Coordinator

³ https://www.glassdoor.ca/Job/toronto-sports-jobs-SRCH_IL0,7_IC2281069_KO8,14.htm

<https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=2aeedcddd0a7c5bd>

<https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0>



- Athlete Development Specialist
- Corporate Partnerships Manager
- Business Development Coordinator
- Contract Administrator
- Contract Negotiation Manager
- Event Coordinator
- Sales Adviser
- Facilities Manager
- Client Experience Coordinator
- Financial Analyst
- Marketing Consultant
- Operations Manager
- Public Relations Manager
- Sales Coordinator

4. Program Curriculum

4.1 Program requirements and program innovations/creative components.

SPRT will be offered as an honours degree program (120 credits). While the Bachelor (90-credits) degree will be completed through the curriculum requirements from Years 1-3, the fourth-year courses will contribute to the honours degree.

The degree will satisfy LA&PS/MC curriculum requirements, viz., 21 credits of general education and a minimum of 18 credits outside the major.

More specifically, the curriculum will be structured as follows:

Year 1: General Education – 21 credits; core foundational courses (major) 9 credits

Year 2: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits

Year 3: Major 15 credits (core 9 credits; electives 6 credits); Minor or Additional 15 credits

Year 4: Major 21 credits (core 9 credits; electives 12 credits); Minor or Additional 9 credits

In the first year of the program, there are three SPRT courses listed to be delivered: Introduction to Sprt Mngt, Sport in Society, and Sport and Psychology (see Appendix 2). All three courses will be fully developed before the start of classes in Fall, 2023, by current faculty (Dr. Singh, Dr. McPherson, and Dr. Ducharme, respectively). In the second year, the program will have a complement of four FT faculty dedicated to Sprt Mgmt (two in Year 1 and 2 in Year 2). They will fully develop the three core and three elective SPRT courses. Courses in the third and fourth year will be fully developed in Years 1 and 2 of the program. By Year 4, the program will have an FT complement of seven faculty.

It is expected that all the sports courses will include experiential components, including the combination of case studies, simulations, and site visits/field studies.

Students will have access to two, high-impact experiential learning opportunities with a sports-related establishment/organization via two practicum courses. The first course will expose the student to a sports environment where they can apply their skills and knowledge and learn from the organization. Students will be exposed to key issues in both amateur, recreational, and professional sports organizations through a hands-on approach.



The second practicum course will concretize the experiences from the 3000-level course with the goal of preparing students for long-term employment.

The program uses a blend of courses that are established in the sport management discipline and those that focus on three vision-related themes at York University/Markham Campus to make it unique and innovative. The three integrated areas are:

- Innovation and entrepreneurship in sports: this is done through core courses in entrepreneurship and innovation, as well as courses that integrate these themes, such as Sport Leadership, and Sport Communications and Community Relations.
- Technological Change: This material will be implicit in almost all the courses, and explicit in several courses, such as Sport Analytics and E-Sports.
- Experiential Learning: many courses have significant components that are experientially oriented including the Capstone Course/Strategic Sport Management, Sport Marketing, and Sport Finance and Accounting; additionally, two employer- and community-focused EE opportunities are geared to hands-on learning.

The SPRT program aims to drive innovation and entrepreneurship in the sport management field.

The required courses cover four broad areas: sports foundations, business/management, transformational technology, and innovation (please see progression chart attached). Experiential learning is integrated into these courses. Please see attached chart (Appendix 2).

4.2 List of courses that will be offered in support of the program.

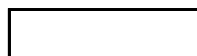
Please see Appendix 2 for a table of program courses and Appendix 3 for course progression.

4.3 Anticipated class sizes.

Class sizes will be typical for the core university and faculty general education courses at York. For the sport management courses, when the steady state is achieved, the size will vary from 30-40 in third- and fourth-year courses, to 60-70 in the first- and second-year courses. Please see Appendix 5 for the projected enrollments.

4.4 Program requirements as they will appear in the Undergraduate or Graduate Academic Calendar.

Please see attached Appendix 4.



5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes and Assessment

a) Program learning outcomes

Upon successful completion of the SPRT degree, graduates will be able to:

- LO1. Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, financial, sociological, and psychological underpinnings and issues.
- LO2. Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovative and creative solutions to present and future industry challenges based on these connections.
- LO3. Apply an understanding of business and management foundations to sports-related situations, products, and brands, especially as related to the local and national contexts.
- LO4. Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues.
- LO5. Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences.
- LO6. Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sport management practices
- LO7. Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employ those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service

These objectives align with objectives from similar programs as well as as the needs indicated in recent job ads in the Greater Toronto Area and beyond⁴ and feedback from stakeholders:

In reference to the degree level expectations proposed by the Ontario Universities Council on Quality Assurance, our learning outcomes provide Depth and Breadth of Knowledge (LO1, LO2, LO6), Knowledge of Methodologies (LO2, LO7); Application of Knowledge (LO2, LO3, LO4), Communication Skills (LO2, LO5, LO7), Awareness and Limits of Knowledge (LO4, LO6), and Autonomy and Professional Capacity (LO3, LO6, LO7). See Appendix 1 for an outcome map that demonstrates this.

⁴ <https://ca.indeed.com/Sports-jobs-in-Toronto,-ON?vjk=9f6f07765d15baa5>

<https://www.linkedin.com/jobs/sports-jobs-toronto-on?originalSubdomain=ca&position=1&pageNum=0>



b) Describe how the program curriculum and structure supports achievement of the program learning outcomes.

The learning outcomes will be achieved through the curriculum via classes, special projects, and practicum. Relevant reading material will be included in the various courses; research projects will be integrated into coursework; and field exercises, simulations, and case studies, for instance, will be employed to help with deep learning.

An integrated field project will also be included in the Strategic Sport Management/Capstone course. This will help students demonstrate achievement of the learning objectives in a holistic manner. This project will involve students getting immersed with a “real world issue” facing an organization (or organizations) and then doing an in-depth empirical study of the issue drawing from the key areas of the program, including innovation and change. For instance, new ways of addressing racism in sports in a specific organizational context. Further, courses will be developed to support the development and application of specific business and management skills. For instance, for sport entrepreneurship course, students should be able to develop a financing plan within the timeframe of the course to secure at least \$10,000 in funding for a project. Similarly, for the Sport Analytics course, students should be able to use historical and current team and league data in the Major Leagues to predict the top five teams (in terms of overall points standings) in the next season.

Please see Appendix 1 for the program curriculum map to demonstrate the above.

c) Describe how student achievement of each of the program learning outcomes is assessed, how that assessment is documented and how the methods and criteria for assessing student achievement are appropriate and effective relative to the program learning outcomes.

The program learning outcomes will be assessed through a variety of methods, taking into consideration the skills and competencies required by the sport sector. First, academic-only courses especially those at the lower level that introduce and develop foundational knowledge and skills for scaffolding to upperlevel courses (e.g. smaller writing assignments at the 1000 -and 2000-level that prepare students for more complex case work in upper-level courses). Learning will therefore be assessed mostly by traditional means—i.e. a combination of assignments, quizzes, tests and exams, with each such assessment instrument mapped to course learning outcomes. Second, as a mechanism to allow students to be assessed for larger projects where they need to present verbally, document context and outcomes, and propose solutions.

For practicum courses, the learning outcomes will be further assessed through reports from the students' field supervisors and individual papers/reports by students on their experiences, linking the field material with related theory and research.

There are also many more coursework assignments than exams, again reflecting a professional orientation.

Formative assessment will be used throughout and takes a wide variety of forms e.g. interaction in class; peer feedback on in-class presentations; workshop activity with feedback; online quizzes, and instructor feedback on project work.

The curriculum maps presented in Appendix 1 show that program learning outcomes are assessed throughout all years of the program to reflect that these courses provide students with opportunities to demonstrate higher-order learning—such as the ability to synthesize diverse concepts—in a culminative way (i.e. which requires students to have integrated what they have learned throughout the program to be successful in the third and fourth years).

d) Describe how the program will document and demonstrate that, upon graduation, students will have achieved all degree level expectations as specified by the program learning outcomes. How will this information be used to inform continuous improvement of the program?

(For more information: <https://oucqa.ca/guide/assessment-of-teaching-and-learning-2-1-6-a-and-b/>)

To document and demonstrate that, upon graduation, students of the Sport Management program have achieved the degree-level expectations as specified by the program learning outcomes, there are several mechanisms available. First, the curriculum maps in Appendix 1 show the relationship of the courses to program outcomes and the degree-level expectations. As discussed previously, program courses will be designed to integrate assessment methods that are appropriate to the outcomes and expectations being assessed in students. Assessment design and implementation for the program will also be supported by the Faculty's Teaching and Learning portfolio, in which there are instructional design and program evaluation specialists who can both support the formative review of student success in the program between CPR years as well as collaborate with instructors and faculty to innovate assessment strategies that are aligned to the University's Grading Scheme Policy, sensitive to principles of academic integrity (including natural justice), and that integrate new technologies as appropriate.

These documents, once approved as part of this proposal, will be included in the program's cyclical program review as the program and its curriculum evolve and receive external feedback. The Faculty also gathers anonymized student data regarding course enrolment patterns throughout the Faculty to visualize and analyze trends. In terms of the degree level expectations, these dashboards can help program leaders to identify grading outcomes in individual courses or programs by criteria such as year or term, year-level, section, major/minor of the student, etc. This information, when reviewed routinely, is helpful in a number of ways. First, it is easier to identify from a global view of the program and Faculty courses where students may struggle academically. Combined with additional student success measures in place within the Faculty—such as the early alert system—measures can be taken to both proactively support students currently enrolled

in the program courses as well as to review those courses against other criteria (delivery mode and schedule, for example) to determine when and what type of curricular renewal or pedagogical strategies might better situate the course to prepare students to meet the program's outcomes and the degree-level expectations.

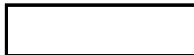
e) Include a description of the progression requirements for the degree program and the graduation requirements.

Please see Appendix 3 for the progression chart and the link to the program's core areas. Progression and graduation requirements for the program align to the University's current Honours progression requirements. It is important to note that a foundational revision to the University's grading scheme is underway and we will update our progression requirements to align with the new framework.

Graduation Requirements:

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes.

- Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University;
- Graduation requirement: students must successfully complete (pass) at least 90 credits for a bachelor and 120 credits for an honours, which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00;
- General education: to fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved general education course in the social science or humanities categories; and a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in the social science or humanities already taken.



- Major/minor credits: as defined by the specific program; a minimum of 42 credits (honours Bachelor) or 30 credits (Bachelor), including at least 18 credits at the 4000 level;
- Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level (honours); at least 18 credits at the upper level (normally taken at 3000-level). these totals include upper-level credits within the major.
- Credits outside the major: at least 18 credits.

5.2 Proposed mode(s) of delivery

The program is course-based, with a practicum component. The material will be delivered in classroom (or online, if necessary) settings through structured course work. This will vary by course, as per the learning outcomes. While some courses will use primarily classroom instruction, other courses will be infused with significant experiential learning, including case analysis and discussion, simulations, and field visits. These delivery methods will help students achieve the learning outcomes.

Experiential education is a core element of the SPRT degree. It will include, among other pedagogical tools and methods:

- Case studies: this will include studies on successful and not-so-successful sports organizations based on published material. Students will be required to apply their sport management knowledge to “solve” cases, in a legal, ethical, and socially responsible manner.
- Simulations: These “games”, representing “real-world” scenarios, will be developed/used to test students’ knowledge using data related to, among other things, finance, economics, markets, events, consumer trends, fans’ preferences, and crowd control.
- Practicum: Students will be required to work in sports settings, such as sports stores, stadia, professional teams and clubs, professional associations, and in the media. Their experiences and learning will be assessed through reflections, reports, and term papers.
- An entrepreneurial project: Students will be required to conceptualize and develop a plan for a small business in sports. This may include sports gadgets, specialty sports stores, niche clothing, and training programs and facilities. This will be part of the coursework for the entrepreneurship course and can be further developed in an entrepreneurship minor.

5.3 The Markham Campus is committed to providing students with professional career education and work-integrated learning opportunities where they interact directly with employers and community partners in both the classroom and the workforce, and through both individual and project-based learning. Resources and support have been available during the program development phase to inform faculty colleagues about experiential education activities, skill development and self-reflection and mechanisms for scaffolding these through an intentional course work progression to support student success throughout the academic journey. Ongoing support will ensure that students are supervised and assessed according to leading practices in work-integrated learning and experiential education in order to equip them with the

confidence in their ability to manage their future careers in a world where the only constant is change.

The program will benefit from a dedicated team of Work Integrated Learning and Experiential Education professional staff and leadership at Markham Campus, as well as from expertise and collaboration with Keele campus. A collaborative approach to employer and partner engagement will strengthen York's relationships within the community and encourage the type of innovative, interdisciplinary connections required to solve today's most complex challenges. This vision will be achieved through a centrally coordinated strategy, leadership and supports that are locally delivered within the program context.

6. Admission Requirements

6.1 Admission requirements

- Ontario Secondary School Diploma (OSSD)
- 12U English (ENG4U)
- 12U Math (either MHF4U or MDM4U)
- And four additional 4U or M courses

6.2. Appropriateness of requirements for the achievement of the program learning outcomes.

Because of the management component of the program, the proposed admission requirements reflect the current requirements for entry into the Honours Bachelor of Disaster and Emergency Management in the School of Administrative Studies at York. As a non-commerce management degree situated similarly within the same School but outside of the BCom, the proposed requirements will ensure that students have the academic preparation (particularly in terms of the level of math they will have completed), but with more flexibility to promote access to the program.

7. Resources

7.1. Strength and expertise of the faculty

While this is a new program, there are many scholars at York University who possess the relevant expertise to deliver the program and further develop it. The core courses and those in the minors will be taught by current and new faculty. The proposed new courses will be taught by both current full-time faculty who [would help/have helped] to develop these courses, as well as contract faculty (see below). The current faculty in business and human resource management, for instance, teach and conduct high-level research in their fields. They have published in top journals in business, written books used in university curricula, and won tri-council and other grants.

There will be a need to hire at least three new faculty members, over a three-year period, in the following areas: Sport Analytics; and Sport Management and Leadership.

While staff can be shared with other Markham programs in the beginning, there will also be a need for a Program Assistant over the longer term.

7.2. Anticipated role of retired faculty and contract instructors in the delivery of the program.

Given the applied nature of the proposed program, there will be substantial input from contract faculty in several areas/courses, including Event Management, and Facility Management. Contract faculty will be professionals currently working in the field who will teach one or two courses per year and provide experiential education opportunities by bringing their daily work into the classroom (in line with the current practice at the School of Human Resources Management and the School of Administrative Studies).

7.3. Lab Space requirements.

All programs of instruction and fields of research will be accommodated in a new 10-storey building. The top two storeys of this building totaling 60,000 square feet will be shelled only. It is expected that as new spaces are required these floors will be developed to fulfill those emerging needs.

The plans currently include one instructional laboratory in each of the Physics, Biology, and Chemistry disciplines as well as a robust suite of preparation and support spaces. There are four state-of-the-art computer labs for instruction in Computer Science and Digital Technology designed specifically to support the Lassonde School of Engineering (LSE). Two additional computer labs will support other computational instruction.

There are two Maker Spaces, one in the Library and the other associated with Arts Media and Performance Design (AMPD) with comprehensive equipment suites in each which support the creation of content and objects using various digital and analog means. Both the Library and AMPD also house content creation and editing suites with well-equipped lending libraries of equipment for digital, film and sound. The Library also has a Gaming Lab, equipped with a large wall-to-wall multiscreen display and a comprehensive array of inputs and digital components permitting gaming and game development in almost any format.

AMPD has several studio spaces assigned. There are two Trans Media Studios which, as the name suggests, support creation and presentation of content in many media. These are intended for teaching and research use. There is a Physical Studio which can act as a black box Theatre, Dance Studio and/or multimedia performance. There is a Presentation Room for small group seminars and presentation of film/video. Finally on the main floor there is a Gallery for presentation of work in any media.

Faculty research project spaces have been provided for LSE and AMPD. A small server room has been included to support LSE researchers. Research activities by groups in

the Faculty of Liberal Arts and Professional Studies (LA&PS) will be supported in the Office Suite provided on floor 8, to the faculty.

There is also an Experiential Education Hub on floor 3 intended to provide administrative space and support for upper year student work on Capstone Projects and act as an intersection for work with Industry partners, students, and faculty.

7.4. Other Space Requirements.

Laboratory and general research space have been described in section 7.3 above. It is worth noting that as new research clusters are formed it is expected that they will be accommodated within space assigned to Faculty Offices or should the demand require it other spaces will be reassigned to this purpose until growth requires fit out of floors 9 and 10 to house larger groups.

Every Faculty has a suite of offices for faculty members and administrative staff. Each of these suites has access to meeting rooms of various sizes, networking lounge space, kitchenettes and various filing and storage facilities. Science, AMPD and LSE share the 7th floor. LA&PS occupies almost the entire 8th floor which is equipped as the other Faculties on floor 7 but also offers separate enclosed lounge/ study spaces for graduate and undergraduate students.

There are several large study areas in the Library to support varying degrees of activity and quiet. Rooms are furnished and designated to permit collaborative work, quiet study and mixed-use including study and socializing. Every floor in the building except floors 7 and 8 has informal student lounge and study space off the main corridors. On the classroom floors 4 and 5 there is also significant bench seating installed in corridors, equipped with power to allow students to connect their devices while filling in time between their classes.

Faculty administrative support is lodged with the faculty office spaces on floors 7 and 8. There is also a suite of offices for the Deputy Provost functions on floor 7. All faculty and staff offices are on floor 3 with the Library collection, study spaces, editing suites, Gaming lab and Maker space. All student Service functions including Advising, Counseling, Alternate Exam facilities, Supplemental Instruction and Tutoring are located on floors 1 and 2.

It is important to note the vast array of high-quality sports facilities available for students in this program. These include, among others, a professional football stadium, a professional soccer pitch and stadium, Olympics/Pan Am games level track and field facilities (both at the Keele Campus and in the City of Markham), and indoor hockey and swimming facilities. Arguably, these facilities are among the best at any university in Canada.

7.5. Academic supports and services

The proposed program will be supported and supplemented by a suite of academic success supports and services that contribute to the quality of the program and the success of students. They include academic advising, accessibility services, general learning skills (eg. time management, critical thinking, reading and note-taking), discipline specific supports (e.g. writing and numeracy skills), and peer-based learning supports such as peer tutoring and Supplemental Instruction. Students’ sense of belonging and community within their program is strengthened through a robust first year orientation and transition program, the active involvement of peer mentors, and a program specific student club/organization. To round out the student experience, students will have access to both in-person and remote student services delivered by staff based at Markham and Keele campuses. Wholistic student services include registrarial services, student finances and bursaries, health and wellness support and programs, and student activities and involvement programs.

The SPRT will be adequately served by York’s technology personnel, at the Keele campus and in Markham. Students and faculty will have access to appropriate computers, software, and accessories. They will also have access to the university’s libraries and recreational facilities.

7.6 Advisory Council

An advisory council constituted by sport professionals, employers, and faculty will be established. This body will offer advice on curriculum and other issues. It will help to ensure advancements in the field and appropriateness of the program over time.

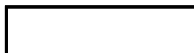
7.6 Program Funding

The program will be funded through student fees and governmental transfers as per other regulated programs on campus. The fees will be similar to other professional programs in LA&PS.

Table 1 – Listing of Faculty

Full-time faculty is to be announced.

| Faculty Name & Rank | Home Unit | Area(s) of Specialization |
|-----------------------------------|-----------------------------------|----------------------------------|
| New Faculty | School of Sport Management, LA&PS | Sport Analytics |
| New Faculty | School of Sport Management, LA&PS | Sport Administration/Management |
| New Faculty | School of Sport Management, LA&PS | Sport Communications |
| Parbudyal Singh, Professor | School of HRM, LA&PS | Human resource management |
| David Doorey, Associate Professor | School of HRM, LA&PS | Sports Law |



| Faculty Name & Rank | Home Unit | Area(s) of Specialization |
|---------------------------------------|--|---------------------------------------|
| Andreas Strebinger | Assistant Professor School of Admin Studies, LA&PS | Sport Marketing |
| Hyunwoo Lim | School of Admin Studies, Sport Marketing, LA&PS | Sport Marketing, Sport Data Analytics |
| Mary Jo Ducharme, Associate Professor | School of HRM, LA&PS | Sport Psychology |
| Estee Fresco, Assistant Professor | School of Communications and Media Studies, LA&PS | Sport Communications |
| Tracy Supruniuk, Contract Faculty | Department of Sociology, LA&PS | Sport Sociology |
| Kathryn McPherson, Professor | History Department, LA&PS | Sport and Society, Sport History |

8. Enrolment Projections

8.1 The proposed program will be launched in September 2023. Annual enrolments will average around 100-125 in 2023-2026, for a steady state of approximately 430 in Year 6/7 (2028/29).

9. Support Statements

See Appendix 7

- relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- Vice-President Academic and Provost, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the program, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the program
- University Librarian confirming the adequacy of library holdings and support
- University Registrar confirming the implementation schedule and any administrative arrangements
- relevant Faculties/units/programs confirming consultation on/support for the proposed program, as appropriate
- professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

10. Curricula Vitae of the Faculty

Current CVs should be submitted along with the new program proposal *as an independent document* compiled in a PDF document, in alphabetical order, with a table of contents. Where appropriate, a program may have separate sections for faculty members who hold full-time (including CLAs) positions at York, retirees, and adjunct appointments. CVs should be submitted in the format relevant to the proposed program.

Appendix 1
Curriculum Map
Degree in Sport Management

Both the general and honours degree requirements are mapped to show they both meet all the PLOs and DLEs

| | | A | B | C | D | E | F |
|-----|---|--------------------------------|----------------------------|--------------------------|----------------------|----------------------------------|------------------------------------|
| | | Depth and Breadth of Knowledge | Knowledge of Methodologies | Application of Knowledge | Communication Skills | Awareness of Limits of Knowledge | Autonomy and Professional Capacity |
| LO1 | Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues | 1 | | | | | |
| LO2 | Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections | 1 | 1 | 1 | 1 | | |
| LO3 | Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts | | | 1 | | | 1 |
| LO4 | Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues | | | 1 | | 1 | |
| LO5 | Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences | | | | 1 | | |
| LO6 | Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices | 1 | | | | 1 | 1 |
| LO7 | Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employ those skills in real world situations such as developing an entrepreneurship and marketing plan for a new product or service | | 1 | | 1 | | 1 |

| SPORTS MANAGEMENT COURSE MAPPING | | Year 1 | | | Year 2 | | | | Year 3 | | | | | | Count of Outcomes Year 1-3 | Honours | | | | | | | Count of Outcomes | | |
|--|---|-----------------------------------|----------------------------------|-------------------|-----------------------------|--------------------------------|--------------------------------|---------------------------------|----------------------|---------------------|------------------|----------|----------------|-------------------------|-------------------------------|-----------------------|-------------------------|---------------------------------|-------------------|---------------|--------------------------------|------------------------|----------------------------|--------------------------------|-----------|
| | | Introduction to Sports Management | Sports and the Legal Environment | Sports in Society | Sports Marketing and Public | Facility Design and Management | Governance and Policy in Sport | Management of Sports Industries | Sports Communication | Sociology of Sports | Sports Analytics | Esports | Sports Finance | Sports Entrepreneurship | Sports Management (Honours I) | Sports and Psychology | The Economics of Sports | International Sports Management | Sports Leadership | Sports Ethics | Development of Canadian Sports | Sport Event Management | Sports Management Capstone | Sports Management (Honours II) | |
| LD1 | Demonstrate and incorporate sound knowledge of sport management foundations, including its legal, economic, cultural, financial, sociological, and psychological underpinnings and issues | 1 | 1 | 1 | | | | | 1 | | | | 1 | | 1 | 6 | 1 | 1 | | | 1 | 1 | 1 | | 11 |
| LD2 | Connect the field of sports and sports management to societal, cultural, legal, and economic trends and issues, and develop responsive, innovation, creative solutions to present and future industry challenges based on these connections | | | 1 | 1 | 1 | 1 | | | | | | 1 | 1 | | 6 | 1 | | 1 | | | | 1 | 1 | 10 |
| LD3 | Apply an understanding of business and management foundations to sports-related situations, products, facilities, and brands, especially as related to the local and national contexts | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10 | 1 | | | | 1 | | 1 | 1 | 14 |
| LD4 | Communicate ethical management and leadership practices and policies, including an applied understanding of diversity and inclusivity issues | 1 | 1 | 1 | | | 1 | 1 | | | | | | | | 5 | | | 1 | 1 | | | 1 | | 8 |
| LD5 | Develop and demonstrate proficiency in oral, written, and visual communication for professional and public audiences | | | | 1 | | | 1 | 1 | 1 | 1 | | | | | 5 | | | | | | 1 | 1 | 1 | 8 |
| LD6 | Recognize and explain the contextual, historical, and professional limits of foundational and professional knowledge and skills while being open to incorporating other ways of knowing into one's sports management practices | 1 | 1 | | | | | | 1 | | | | | | | 3 | | 1 | | 1 | 1 | | 1 | | 7 |
| LD7 | Demonstrate and aptitude in business and management skills such as problem solving, organization, project management, leadership and collaboration, computational and promotional (ability to work with popular software and social media applications), and budget and data management. Ability to employ those skills in real world situations such as developing an entrepreneurship and | 1 | | | 1 | | 1 | 1 | | | 1 | 1 | | 1 | | 7 | | | 1 | | | 1 | 1 | | 10 |
| Subcount of outcomes per course | | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 13 | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 3 | 21 |

Appendix 2

Program Courses

Not copied for Senate; available upon request

Appendix 3
Degree Progression
Degree in Sport Management

Not copied for Senate; available upon request

Appendix 5
Projected Enrollment Table
Degree in Sport Management

Not copied for Senate; available upon request

Appendix 6
External Appraisal Report
Summary of Changes in Response to External Appraisal Report
Degree in Sport Management

York University Quality Assurance Procedures (YUQAP) New Program Appraisal

External Appraisal Report on the Proposed New B.A. Degree in Sports Management

Please provide feedback, as appropriate, on the evaluation criteria provided below.

October 4, 2021

External Reviewer(s)

Gil Fried, J.D.

Professor and Department Chair

Administration & Law Department

University of West Florida

gfried@uwf.edu

203-606-4523

1. Outline of the Visit

- Who was interviewed?

Zoom interviews were conducted on September 23, 2021, with:

Lyndon Martin, Vice Provost Academics

Alice Pitt, Senior Advisor

Parbudyal Singh, Director/Professor of Human Resource Management

John-Justin McMurty, Dean, Liberal Arts and Professional Studies

Sean Kheraj, Associate Dean Programs (LA&PS)

Anita Lam, Associate Dean, Teaching and Learning (LA&PS)

- What facilities were seen

Due to the Covid related restrictions no facilities were viewed. I was sent photos and learned about the facility being built.

- Any other activities relevant to the appraisal

I examined curriculum from other programs in the United States. While curriculum for sport management programs in Canada are slightly different than those in the United States, programs in the United States are often perceived as leading the industry since so many sport related businesses and entities are based in the United States. It should be noted that most United States degree are four years degrees, and the proposed degree is three years. However, I also ran a three-year accelerated program at the University of New Haven.

2. General Objectives of the Program

- Is/are the program name and degree designation(s) appropriate?

Many programs in the United States are BS programs rather than BA programs. This is especially true in business school based programs. Most students would not know the difference and the BA vs. BS distinction should not impact the degree. The degree is called sports management. The plural version of sports is frowned upon by many sport management educators. This is especially acute in Canada where Canadian members of the North American Society of Sport Management (NASSM) have often raised the distinction. Thus, I would recommend calling it sport management in the singular. If the name were to be changed, I think it might be refreshing to explore a brand new moniker to distinguish the program such as Sport Entrepreneurship or Strategic Sport Business- as examples.

- For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

N/A

- Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

I found the objective clear and they seemed to be consistent with the University and Faculty missions and academic plans. I was a bit concerned with such a large focus on social justice in the proposal. While this might be a current part of the Faculty's academic plans, things could change quickly and tying the curriculum to a given perspective could be dangerous and turn-off some students. The proposal mentions at one point pay equity for women's sports. This is a timely and important topic, but nothing to build a curriculum around as knowing basic legal and ethical requirements would address such issues from a theoretical perspective, but on a day-to-day basis most sport management graduates would never deal with this topic. It is similar to how some curricula in the United States examine antitrust law in professional sport, but students would only deal with this issue if they went to law school and worked for a handful of top tier law firms, and no sport experience is necessary to handle those types of claims.

3. Need and Demand

- Is there sufficient explanation of need/demand for the program?

There was sufficient explanation of the demands for the programs. The Toronto area is a large metropolitan area with a large number of sport related businesses. Based on York's location and the lack of serious local competition in this space I think the program can leverage the existing location. However, the sport world is very small and York will not be just competing and leveraging the Toronto market. There are programs in other areas of Canada, throughout the United States, and a number of international programs-especially in Europe that also represent a potential challenge. While this challenge will primarily relate to those pursuing a master's degree, there will be those who want to study soccer/football in Europe or esports in California as an example. That is why the program will need to have a dedicated focus that will not just attract local students, but draw students from throughout Canada (and further) due to the innovative degree and direction.

I am not sure if there is a demand for 500 students and how the program can prove the high demand. Reference is made in the proposal to other programs such as Columbia University's program (which is a graduate program in continuing education) and how it can leverage the New York market. I helped launch the program at Columbia and it has become a money maker. The teaching quality though is very weak because they exclusively use adjuncts who do not have the time to really spend time with students and help them with their job search.

I would encourage the program to explore job listings in the sport market to help prove the case for how many jobs are out there and what degrees are needed for those jobs. Are more advanced degrees required? Most entry positions do not even require college experience and advanced positions often require an MBA or similar advanced degree.

4. Program Content and Curriculum

- Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.

The faculty spent a lot of time developing the curriculum. I am not trying to bash them. I just felt the curriculum was plain vanilla. There was nothing that stood out that the curriculum was innovative or a "wow" course or series of courses. For examples, there were two classes focused on sport sociology. Why so much emphasis? Most programs in the United States have only one such course, and that course is often taught outside a sport department (such as in a sociology faculty rather than business).

There are some classes I think can be great such as sport entrepreneurship and creativity and innovation is sports (remember that besides the program name the courses should also be sport in the singular). However, the course descriptions need to focus on hard skills students will learn rather than appearing to be survey courses with no teeth. It also appears that the curriculum was designed to cover as many bases as possible while several courses could be folded together. For example, sport ethics could be included in the sociology, sport law, and other courses rather than having a standalone sport ethics class.

- For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?

I am for smaller class size. Having 60-70 students in the entry classes can lead to weeding out some students, but it also makes covering the topics that much more difficult. The 30-40 class size is much better for hands on learning. The scale envisioned by this program will require a bit of faculty. While some classes can be larger classes, some classes are better in a smaller format. This is especially true with high impact classes such as event management or capstone classes where you will need much smaller classes. One strategy I used at my prior institution was to have a class focused on event management principles and then a separate capstone class where students actually had to run real events. This is where they were able to apply everything they learned from throughout the program. They were able to apply concepts such as how to design an event, how to market for sponsorship, what insurance requirements existed, how to develop and follow a budget, etc.... The way the class was taught required each faculty member to review with the students what they covered in a prior course. Thus, when the students were looking at the budget, I would come in and refresh their memory as to what we covered, and then we would work on the budget. The faculty member who taught marketing would do the same thing as well as the faculty member who taught facility management. Thus, we were able to integrate what was covered in eight prior classes into a real capstone to summarize everything that had previously been covered, but now in an applied manner. This can only be done in small groups of 4-5 students. It might be beneficial to develop several cohorts of smaller students that have similar professional interests to create a more collaborative and engaging learning environment.

5. Program Structure, Learning Outcomes and Assessment

- Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

I felt the learning goals and objectives for the program were not as focused as I would like. They seemed very basic and trying to address multiple audiences rather than identifying a key market and explaining why this program will delivery something unique and creative. The emphasis on how to use sport innovation as a vehicle for social change is a unique selling proposition- but the question I have is- selling what? Those working in the sport space can talk about social change, but at the end of the day sport administrators need to develop and execute programs that engage customers/athletes, are conducted in a safe manner, generate publicity, sell items, and come in under budget. Those are industry specific skills. Yes, it would be great if these activities can be done with a social change agenda, but at the end of the day these are business focused skills that need to be homed in classes.

I understand that York's University Academic Plan (2020-2025) has an emphasis on innovation and social change, but find it hard to quantify those into SMART goals. I would have liked to have seen some detailed examples of how this could be executed, such as a program goal to develop youth sport leagues in underserved populations that increase participation by 25% after four years. I know that is specific- but that is something concrete around which a program can help build some exciting courses that develop real change. Right now the curriculum does not spark any concrete way to help reach the goal of innovation and social change.

Another example is the sentence- "[d]emonstrate foundational knowledge and understanding of fundamental principles requisite for success in the sport management profession." I found this sentence to be really "academic language" rather than what anyone from the industry would write. Be specific. What are the foundational knowledge elements? What are the fundamental principles? What are the positions undertaken by sport management professionals? These are the key questions and the more specific the language the easier it is to focus the program on really adding value. Several areas are mentioned such as sport law, sport marketing, and human resources- but very few people are hired because of their knowledge associated with HR or sport risk management. People are hired in this space because they can help make/save money or can execute planning/running events. Only more advanced executives are engaged in strategy or managing people. Most sport organizations are very lean at the top.

The other goals sound good- such as critical thinking; abstract reasoning; oral, written, and research skills; global scope; and entrepreneurship. These are important skills. They do not distinguish the program and many of the basic goals will not attract any new students as they are goals mentioned in almost every program. I would have loved to have seen a concrete goal such as design and then execute an event that will raise \$1,000. That is something where you can incorporate a number of different learning elements, especially experiential learning and high impact learning practices.

- Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).

As previously stated, I think there could be more focus on the curriculum. It is currently too broad with too many classes for which I would think a good 4-5 classes could be consolidated for a more focused curriculum on hard skills. Currently the degree has 60 credit hours in the major. This is typical for many programs when they have a strong foundation in other areas (such as physical education or business). At my prior institution there were 10 sport management classes and 10 business classes for the 60 credits. Thus, the students had a strong business foundation and almost 50% of our graduates (from the BS program) did not work in the sports field but had a basic business background with several specialized sport business classes. My current program has ten sport management classes,

I really like the two internships. I would like to see if that was 150-200 contact hours. I would also like to see some element of professional development where students are taught what it means to be a professional and work in the field. The sport management capstone class is a great idea. Case studies though are one thing, but nothing beats the real-world experience rather than trying to solve problems from a written case where there are no consequences or interaction with industry professionals. One model that I have seen, and think might work is to assign students to work on real world problems for dedicated "clients." This could be local teams where students have to develop and help execute a theme night to working with a sport membership program where they have to increase membership by a certain percentage. This is different than what is currently planned- which is more of an empirical study of a real-world organization.

- Are the methods and criteria for assessing student achievement of learning outcomes and documenting those are appropriate and effective?
I did not really see much of an assessment model other than classroom work, case study, capstone, and internships.
- For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.
N/A
- Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.
Classroom delivery is appropriate. The best sport management learning for certain courses entails being in the field. Classes such as facility management really require students to visit facilities and see how a 50,000-gallon chiller plants really operates- as an example.
- Comment on the appropriateness of the experiential education component of the program, if applicable.
Experiential learning is critical in sport management, and I think having three or more experiences is a good number (capstones and internships).

6. Admission Requirements

- Are the admission requirements appropriately aligned with the program learning outcomes?

The admission requirements are reasonable and appropriate. One item I would like to mention is that it is important to get students into the basic sport management courses as soon as possible. Especially for a three-year degree. Many students have an idea about sport management, but that idea is often flawed. That is why it is so important to have students exposed to the topic early so they can make up their mind if they want to stay in the degree.

- Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?

N/A

7. Resources

For all programs

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program. It appears that the resources are there- or will be there. My conversation with leaders shows a commitment and that commitment should translate into resources.
- Appropriateness of the collective faculty expertise to contribute substantively to the program. There is a nice mix of existing faculty who can possibly cover some classes. There will need to be several new faculty members hired with a specific focus such as teaching expertise and those with industry experience. Industry experience will be key for internships and capstone projects.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record. It is too early for me to comment on qualification of faculty members specifically in sport management. It will be important in the lead up to launching the program for faculty to publish- not just in peer review journals- but industry publications and to develop a connection with the industry.
- Evidence that there are adequate resources (e.g. library, laboratory, studio space, equipment) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

There appears to be adequate resources. Sport management does not require a lot of resources such as databases or books. The key resource is faculty and their ability to connect students with industry. One concern is the launch of a center, laboratory, and incubators. These will require a lot of resources and time. It is unclear if external funds can be generated or not for these efforts.

Additional criteria for undergraduate programs only

- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

I did not see a detailed plan for faculty growth other than hiring three new faculty members. I would not concentrate on the new faculty's specific skills or focus areas until a program focus is developed. Sport law faculty are very easy to find. Sport administration/management faculty is a very broad area and does not give a lot of guidance. Sport communication and media is also very broad. Will York be looking for someone who is a sport media person- such as a publicity or sport journalist? I think if York is looking for an innovative person than someone experienced in social media and streaming/Twitch, and other "new media" would be a better fit.

Additional criteria for graduate programs only

- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

- Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
- Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

8. Quality of Student Experience

- Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

There is a plan for a research center, laboratory, and incubator. While these elements can add value for faculty and students, I feel that it is too early to explore these options. These options can be developed over time with the right faculty and can serve as a valuable tool to help students undertake research. It should be noted that there is very little applied students intellectual work in this space. Most of the research seen is surveys and analyzing data associated with fan behavior or participant in given sports. There could be some fertile ground for sport innovation research. For example, how are people using wearable technology and what will be the impact on sport performance. Social change has been researched extensively in this space.

There is no detailed view of the faculty since it really does not yet exist. I would be cautious hiring faculty as there are some great researchers and writers out there, but often they are looked down upon by the industry if they cannot engage and connect with those working in the trenches. The more industry focused the faculty, the stronger the program will be.

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

9. Other Issues

I would encourage the program to immediately start connecting with industry through developing a board of advisors and starting to invite industry members to campus for various presentations that are applicable to the industry members and help them do their job more effectively.

10. Summary and Recommendations (*Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee of Quality Council. Individual reviewers are asked to refrain from making recommendations in this respect.*)

I think there is a market for York University in the sport management space. I think there can be some great opportunity for the program to distinguish itself. To that end, I would make the following recommendations:

- 1) develop an advisory board to help the program going forward and to help develop a direction.
- 2) develop, based on industry interviews, what are the most important skills and issues faced by the Toronto and broader Canadian sport market. This material can then help the program develop its core focus that will distinguish themselves.
- 3) Once you identify what topics/issues/skills you want to focus on then you can start developing classes to meet those objectives. That can then lead to the type of faculty members you will need.
- 4) Start promoting your unique industry position and how you will distinguish York in the mind of the industry and potential students.

If you have any questions, please do not hesitate to contact me. It was an honor reviewing your proposal and I wish York well in this exciting opportunity.

Sincerely,

Gil Fried

Gil Fried
850-474-3426

Summary of Changes/Responses to the Reviewer's Comments

1. Program Name and General Objectives

As suggested, we changed to name to Bachelor of Sport Management (singular). It is a new degree (not BA or BS). The proposed program is for a 4-year period (honours bachelor) and 3-year (bachelor).

2. Focus on Social Change

The reviewer found the objectives to be clear and consistent with the University and Faculty strategic plans. However, he noted that students may not deal with this focus on social change on an everyday basis. While we agree with this to some degree, we feel that it is important for several reasons. First, it is a core aspect of the Faculty and University's strategic plans, and program alignment with institutional goals is important. Secondly, graduates from the program need to understand the wider role of sports in society – and as a vehicle for social change. Thus, while they may not have to deal with this issue on an everyday basis, it is important for their education and long-term development. Third, the Canadian and US environments may be different in how sports and society interact. Nevertheless, we have de-emphasized social change as a primary focus of the program but kept some aspects of it in the curriculum.

3. Demand for the Program

The reviewer noted that there is sufficient explanation for the need/demand for the program. He stated that competition for the graduate market was global, so we need to better focus the program. While we are not in the graduate market (as yet), this is good advice. Accordingly, we have re-focused the proposal to highlight strengths in entrepreneurship and innovation, and to deal with new technologies and data analytics. We have also added data to support the moderate annual enrolment targets (70-100 students). As the reviewer suggested, we have also taken another “survey” of jobs in the market, all of which require undergraduate/college level qualifications.

4. Program Content and Curriculum

The reviewer noted that the program was designed to cover as many bases as possible, but that it was “plain vanilla”. He also stated that we may not need two courses in sociology/societal issues and that some courses could be folded, including sport ethics. To address these issues, we have defined more clearly the “innovation and entrepreneurship” focus of the program, without losing the fundamentals of the discipline. We have also dropped one of the sociology-related courses as a core course. We also included the sport ethics course as an elective, versus a core course.

The reviewer also recommended that we include the “hard skills” needed by employers. This is good advice. Based on a review of job advertisements on major job/recruitment sites and feedback from employers and other stakeholders, we have identified specific skills and abilities for the sport sector (see Program Brief and below).

5. Class sizes

The reviewer expressed a desire to have the upper-level classes to be smaller. At York and LA&PS, 30-40 students per class in the upper years is not unusual. To address the underlying issues with larger classes, including curriculum and career advising, we plan to leverage the resources at the Markham Campus (MC) that will help with these issues, including the Student Services unit (see section on services in the Program Brief).

6. Learning Outcomes and Goals

The reviewer suggested that the program should have more specific goals, versus the higher-level learning outcomes. To address this issue, we have layered another level of outcomes. That is, we identify more specific goals and skills associated with the learning outcomes. These skills are:

- Extensive knowledge and skills related to computer systems and software, including Microsoft Office (Word, EXCEL, etc.).
- Demonstrated problem solving and organizational skills.
- Strong finance, budgeting, and accounting skills and competencies.
- Strong communication and coordination skills.
- Strong negotiation skills as required when dealing with internal and external clients. • Strong planning and project management skills.
- Ability to work to a variety of deadlines from long to very short term, and to prioritize and balance several ongoing projects at any one time.
- Ability to exercise independent judgment and initiative, as well as working with teams.
- Strong interpersonal skills.
- Proficiency with Social Media platforms, such as Facebook, Instagram and LinkedIn.
- Ability to be a generalist; that is serving in multiple capacities in sports associations. • Strong data management and data analytical skills.
- Ability to develop an entrepreneurship and marketing plan for a new product or service.

As per the reviewer suggestion, we also included examples of how SMART goals can be tied to the program at the course level.

7. Appropriateness of Curriculum

As the reviewer noted, 60 credits for the major is normal in the field. To create more options for students, we have further defined 30 credits as core, and 30 as electives (from

a larger number of electives to give some choice). The reviewer lauded the inclusion of two internships and a capstone course.

8. Timing of Sport Management courses in the program

The reviewer suggested that students should be exposed to sport management courses early in the program. Accordingly, we have the Introductory, plus two other sport management courses in the first year.

9. Resources

The reviewer noted that resources seem to be adequate, as “...sport management programs do not require a lot of resources...”. He suggested that we should hire faculty in “new media”. This is good advice; it can be done as the faculty complement plan envisages hiring faculty in communications and media. He also suggested hiring faculty with industry experience, which is planned.

10. Quality of Student Experience

The reviewer felt that the ideas for a sport laboratory, business incubator, and research centre can add value to the students’ experience; however, it may be too early to focus on them, and that they should be developed over time. As a result, we have dropped these ideas from the Program Brief. These initiatives will be explored over time.

11. Other Issues

As the reviewer suggested, we will consider an Advisory Board (this is now included in the Brief)

Appendix 7
Support Statements
Degree in Sport Management

Memorandum

**OFFICE OF THE
PROVOST & VICE-
PRESIDENT ACADEMIC**

9TH FLOOR KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

To: Martin Bunch, Chair, ASCP
From: Lisa Philipps, Provost & Vice-President Academic
Date: May 9, 2022
Subject: BSM in Sport Management program

I have reviewed the materials for the proposed Bachelor of Sport Management program. The Dean of Liberal Arts & Professional Studies has provided an unequivocal letter of support for this new program. This memo is my signal of strong support for this innovative and important program which contributes to the strength of existing programs in the Faculty of Liberal Arts & Professional Studies and York University. This new program is strongly aligned with the University's Academic Plan in its view toward interdisciplinarity, global outreach and professional learning.

The proposed Honours Bachelor's degree in Sport Management will be housed within the School of Human Resource Management, Faculty of Liberal Arts & Professional Studies. Drawing on expertise and collegial innovation from within the Schools of Administrative Studies and Human Resources Management and the Department of Economics, this program incorporates significant experiential learning opportunities through practicum placements, case studies, and hands on projects for students as they work with active professionals in the field of sports management.

Offered as a Major area of study, this program will be ready to accept 100-125 students in its inaugural cohort, increasing gradually to a steady-state cohort of 430 students by 2028/29. Making use of business education as an area of strength and growth at York, the BSM draws on innovation in business and professional studies to build fluency in technical as well as management competencies, training students through coursework and experiential education to be adaptable to technological changes in the profession over time.

Focusing on the managerial aspects of sports, the BSM will offer hands-on management training alongside interdisciplinary approaches to sport theory and research. This program responds to labour market needs in a geographical area that is home to many amateur and professional sports teams.

LA&PS has committed to resourcing the hiring plan for the Bachelor in Sport Management through 2027, and space has been planned at Markham Campus for computer labs and their attendant server needs, classrooms, student spaces, faculty offices, etc. Administrative and service supports will be integrated with those of other programs at the Markham Campus,



and students will also have access if they wish to the range of facilities offered at York's Keele and Glendon campuses. A small leadership group will be formed to manage the everyday functions of the program and to work with an Advisory Council which will include external organizations and employers/experiential education hosts to advise on an ongoing basis on curricular and program structure.

With this program, York aspires to become a leader in the field of sport management, including the values of inclusivity and integrity which are so critical to the mission of the University. The BSM aligns strongly with the UAP priorities of 21st Century Learning and Working in Partnership, evidenced not just in the collaborative research environment fostered for students, but in the many partnerships that have already been formed to create and sustain this program. Future proposals for graduate study in the field will be based on similarly collaborative teams of faculty and professionals, reflecting the UAP and SMA's identification of business and innovation as areas of strength and growth.

I have reviewed the enrolment projections and am persuaded that the resource demands to launch this program are both appropriate and accounted for in the current proposal and can be served by our current and future faculty and staffing plans for the Markham Campus. This program will be unique in Ontario and will draw upon practice-based and scholarly expertise that York University is more than capable of delivering.

Initial programs developed for York's Markham Campus focus on new technologies and entrepreneurship, and how these are informing and changing many fields of knowledge and professional life. Strong research and academic support for students is offered by York University Libraries, and all facilities have been designed in collaboration with participating Faculties, programs and service units.

On October 8, 2019, York University's Board of Governors approved the business plan for the University's new Markham Campus, situated in the heart of York Region, one of the fastest growing regions in Ontario. Following a rigorous planning process and the commitment of financial and in-kind resources from the City of Markham, York Regional Council and York University, construction began on the new campus in summer 2020.

The Markham Campus building is a \$275.5m project, designed by internationally celebrated architecture firm Diamond Schmitt, that will accommodate up to 4,200 students in 400,000 square feet of light-filled space, with the potential to expand student capacity at the campus over time for as many as 10,000 students. The University's Board has approved a ten-year budget based on current enrolment projections, and the Ontario government has agreed to fund domestic student spaces.

Staffing for the campus is ramping up, with key positions in place, and additional faculty and staff hires following. The Deputy Provost for Markham Campus report to both the Provost and the President of the University, and collaborates actively with Deans of Faculties present at the campus. Key senior staff roles – in Student Services and Advancement, for example – will oversee other aspects of campus management and operations. The Executive Director and Deputy Provost together are responsible for the administrative and academic operations of the campus and are engaged in the hiring of staff and development of planning and operational committees with the Faculties offering programs onsite. In all cases, thorough searches are being undertaken to locate highly-qualified and diverse candidates who will bring excellence and expertise to this initiative.

The location of this campus is bringing York University to the downtown core of Markham, reaching out to students in this fast-growing community where they are. Markham Campus is a purpose-built facility that will offer all the support future students will need to achieve success in their programs of study. In addition, Markham students will be able to access all York University offerings and facilities at both its Keele and Glendon campuses, including undergraduate courses and offerings that can satisfy degree requirements outside of the major area of study.

I look forward to submitting the final proposals for approval to Senate, Quality Council and the Ministry of Colleges and Universities in due course.

Memorandum

FACULTY OF LIBERAL ARTS & To:
PROFESSIONAL STUDIES

APPRC Academic Planning and Resource Committee

Office of the Dean

From: Sean Kheraj, Associate Dean, Programs, LA&PS,

Sean Kheraj

Date: May 25, 2022

Associate Dean, Programs

Subject: Summary of the feedback on proposal to establish the BA degree program in Sports Management

S909 South Ross
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

adprog@yorku.ca
yorku.ca

This memo is to accompany the Dean's letter of support provided in the proposal package to establish the BA degree program in Sports Management. We want to thank APPRC for their feedback and have amended the dean's letter accordingly following this memo you will find the revised decanal statement. You will also find an updated letter from the Associate Director of Experiential Education and further edits to the body of the proposal. Here are the itemized notes from AAPRC that have also been updated in both the body of the proposal and/or in the decanal letter.

Internships changed to course based placements

Note 1 : APPRC asks for clarity on the number of internships within the program requirements to address the inconsistency in references in the proposal first between a "placement" (year 3) and an 'internship' (year 4), or two internships (P. 12-13 and P. 18)

Response: In the original proposal, we used the term "internship" incorrectly. The term is used in other Sport Management programs to generally refer to course-based placements, which are unpaid, but for course credit. At York, we use the term "placement" or "practicum." We have revised the proposal to clarify the language indicating that the program has two practicum courses. In the 3000-level course, students may gain experience in a one-on-one practicum with a relevant employer/organization or they may engage in group projects in collaboration with an external employer/organization partner in a practicum.

In the 4000-level course, students will participate in a practicum with a relevant employer/organization building on their experience in the 3000-level course by completing 80-120 hours (comparable to existing field placements/practicum courses in LA&PS).

The LA&PS Associate Director of Experiential Education has provided more detail in her letter. In short, based on enrolment projections support for the practicum courses in SPRT is reasonable and achievable due to a number of factors;

1. The 3000-level course offers the flexibility to place students in either individual or group project experiences.



2. It is common practice for practicum courses to allow students to seek their own practicum sites with support from staff. This is complementary to job development work done by experiential learning staff.

3. As the proposal notes, there is a broad range of sport-related organizations in the sector that include professional, amateur, non-profit, and community-based organizations providing a variety of experiences and potential practicum partners.

Note 2: Confirmation that they will be paid internship(s) and that they are aligned with current national best practices in work-integrated learning.

Response: The letter from LA&PS Associate Director, Experiential Education has now been updated detailing the differences among work-integrated learning opportunities including those which are paid and those which are part of an academic program for degree credit.

Note 3: What the nature of the internships is and how they will support the achievement of the specific learning outcomes;

Response: The current proposal indicates the relationship of the practicum courses to the 7 Program Learning Outcomes. Several of these program learning outcomes are highly relevant to practicum experiences. As the letter from the LA&PS Associate Director, Experiential Education confirms, PLO 7 is the most relevant. Once the program is established and course proposals are completed, the Course Learning Outcomes will align to the Program Learning Outcomes easily.

Note 4: Understanding that students in the program are required to successfully complete two internships/placements, there needs to be confidence that there will be firm arrangements and support for students in place at the Markham campus. Securing internships is a competitive exercise. Statements from external industry partners and representatives from the array of high-quality sports facilities committing to participate with the University on student placements would be evidence that firm planning is in progress. APPRC believes it is important to confirm that there will be a sufficient number of internships available for students to fulfill the requirement, that firm administrative arrangements will be in place to support the placement exercise, and that sufficient resources are being dedicated to sustaining the infrastructure for the large student enrolments.

Response: Partnership engagement has already begun and preliminary work is indicated in the support statements in Appendix 7. This is, of course, an ongoing effort as it is for all programs with experiential learning components. Central staff support for Experiential Education at Markham Campus is anticipated and resourced. Their work will involve further partnership development to support Sport Management and other Markham Campus programs.

Note 5 Social Change / Social Justice aspect of the program: the decision to choose to “de-emphasize the planned social justice element as a primary focus of the program” as a result of the external reviewer’s reflections that students may not be interested in it; APPRC was persuaded that the integration of social justice within the program nicely aligns with the vision and ethos of York.

Response: we have been able to retain the social justice elements of the revised program while respectfully responding to the concerns of the external reviewer. This was an essential step to the quality assurance review process. As we proceed with course development for the program, we intend to further emphasize social justice issues in sport management through our core courses.

Note 6: The references to “safety” in sport within the proposal are not inclusive of the critical athlete and sport management issues of exploitation, eating disorders and sexual misconduct that plague the sports world; a suggestion to address the lacuna is to consult athletes’ associations for recommendations on how the program content and learning outcomes could integrate these important issues

We welcome this suggestion and will seek further consultations with athletic associations and other sport organizations to guide course development.

Note 7: Resources: In addition to the resource questions noted in conjunction with internships noted above, the proposal would benefit from consistency between the different faculty complement references in the proposal (P.19 and 22) and the decanal statement of support (P.2).

Response: The proponent only provided an estimate of hires that would be needed, you’ll notice in the decanal statement that the hiring plan exceeds what was estimated.

Sincerely,

Sean Kheraj
Vice Dean and Associate Dean, Programs
Faculty of Liberal Arts and Professional Studies
Associate Professor

May 19 2022- REVISED

Professor Parbudyal Singh
School of Human Resources Management
150B Atkinson College

Email: singhp@yorku.ca

Dear Professor Singh:

Re: Decanal Support for the (Honours) Bachelor of Sport Management Proposal

I am pleased to provide you with a letter of support for the (Honours) Bachelor of Sport Management proposal.

The proposed program aligns closely to the priorities and principles outlined in the University Academic Plan, 2020-25. First, in creating a professional degree program that combines hands-on management training in a growing field with interdisciplinary approaches to sport research and theory, the proposed program meets several points under the UAP priorities of 21st Century Learning and Working in Partnership, including: to “continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking;” to “build essential 21st century skills into our programs, including digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media;” and, in “connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario.”

The proposed program also aligns to the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By proposing to develop experiential learning opportunities for students in a multi-disciplinary program with expert input from your colleagues in the School of Administrative Studies and the Faculty of Health, to be offered at Markham Campus, the proposal aligns to the following points under Principle 2 and Principle 4: to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve;” to “promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs;” and, to “support opportunities for professional development and curricular collaboration, where colleagues from different units can advance their skills and work together on options to enhance student engagement.

In response to the reviewers reports the program has implemented the changes. The changes are reflected in the updated curriculum and included in the brief attached to the program proposal.



Recommendation 1: As suggested, the name changed to Bachelor of Sport Management (singular). It is a new degree (not BA or BS). The proposed program is for a 4-year period (honours) and 3-year degree.

Recommendation 2: The reviewer found the objectives to be clear and consistent with the University and Faculty strategic plans. However, he noted that students may not deal with this focus on social change on an everyday basis. While the program agrees with this to some degree, we feel that it is important for several reasons. First, it is a core aspect of the Faculty and University's strategic plans, and program alignment with institutional goals is important. Secondly, graduates from the program need to understand the wider role of sports in society – and as a vehicle for social change. Thus, while they may not have to deal with this issue on an everyday basis, it is important for their education and long-term development. Third, the Canadian and US environments may be different in how sports and society interact. The program proponents have successfully retained the social justice elements while respectfully responding to the concerns of the external reviewer by de-emphasizing social justice as the main priority, but still continuing to seek further consultations with athletic associations and other sport organizations to guide course development on social justice.

Recommendation 3: The reviewer noted that there is sufficient explanation for the need/demand for the program. He stated that competition for the graduate market was global, so the proponent needed to better focus the program. While the program is not in the graduate market (yet), this is good advice. Accordingly, the program has responded to re-focus the proposal to highlight strengths in entrepreneurship and innovation, and to deal with new technologies and data analytics. Additionally, they have also added data to support the moderate annual enrolment targets (70-100 students). As the reviewer suggested, the program also taken another “survey” of jobs in the market, all of which require undergraduate/college level qualifications.

Recommendation 4: The reviewer noted that the program was designed to cover as many bases as possible, but that it was “plain vanilla”. He also stated that the program may not need two courses in sociology/societal issues and that some courses could be folded, including sport ethics. To address these issues, the program defined more clearly the “innovation and entrepreneurship” focus of the program, without losing the fundamentals of the discipline. They have also dropped one of the sociology-related courses as a core course and also included the sport ethics course as an elective, versus a core course. The reviewer also recommended that we “hard skills” are needed by employers. The program appreciates the feedback and based on a review of job advertisements on major job/recruitments its and feedback from employers and other stakeholders, they identified specific skills and abilities for the sport sector.

Recommendation 5: The reviewer expressed a desire to have the upper-level classes to be smaller. At York and LA&PS, 30-40 students per class in the upper years is not unusual. To address the underlying issues with larger classes, including curriculum and career advising, they plan to leverage the resources at the Markham Campus (MC) that will help with these issues, including the Student Services unit (see section on services in the Program Brief).

Recommendation 6: The reviewer suggested that the program should have more specific goals, versus the higher-level learning outcomes. To address this issue, they have layered another level of outcomes. The program has developed more specific goals and skills associated with th

- o Extensive knowledge and skills related to computer systems and

- software,
- including Microsoft Office (Word, EXCEL, etc.).
- Demonstrated problem solving and organizational skills.
- Strong finance, budgeting, and accounting skills and competencies.
- Strong communication and coordination skills.
- Strong negotiation skills as required when dealing with internal and external clients.
- Strong planning and project management skills.
- Ability to work to a variety of deadlines from long to very short term, and to prioritize and balance several ongoing projects at any one time.
- Ability to exercise independent judgment and initiative, as well as working with teams.
- Strong interpersonal skills.
- Proficiency with Social Media platforms, such as Facebook, Instagram and LinkedIn.
- Ability to be a generalist; that is serving in multiple capacities in sports associations.
- Strong data management and data analytical skills.
- Ability to develop an entrepreneurship and marketing plan for a new product or service. As per the reviewer suggestion, we also included examples of how SMART goals can be tied to the program at the course level.

Recommendation 7: As the reviewer noted, 60 credits for the major is normal in the field. To create more options for students, they have further defined 30 credits as core, and 30 as electives (from New Program Proposal- (Honours) Bachelor of Sport Management 51a larger number of electives to give some choice). The reviewer lauded the inclusion of two internships and a capstone course.

Recommendation 8: The reviewer suggested that students should be exposed to sport management courses early in the program. Accordingly, has developed the Introductory, plus two other sport management courses in the first year.

Recommendation 9: The reviewer noted that resources seem to be adequate, as "...sport management programs do not require a lot of resources...". He suggested that we should hire faculty in "new media". This is good advice; it can be done as the faculty complement plan envisages hiring faculty in communications and media. He also suggested hiring faculty with industry experience, which is planned.

Recommendation 10: The reviewer felt that the ideas for a sport laboratory, business incubator, and research centre can add value to the students' experience; however, it may be too early to focus on them, and that they should be developed over time. As a result, the program has dropped these ideas from the Program Brief. These initiatives will be explored over time.

Recommendation 11: As the reviewer suggested, the program will consider an Advisory Board.

We again want to thank the reviewer for their thorough comments and recommendations, which we believe the program has now addressed and adopted as best possible.

Finally, by preparing students for further study and employment in one of Ontario's fastest expanding labour markets, the proposed program aligns to the point in SMA 3 that York University has "expanded our program offerings in areas of increasing need in Ontario- health sciences, engineering, computer science and technology, digital media and business and professional programs" (from the graduate employment rate in a related field metric). The designation of the program as an (Honours) Bachelor of Sport Management—a new degree type in LA&PS and across the University provides the necessary curricular structure to ensure that the academic programming is both specific and nimble enough to adequately prepare students for business management career paths within the context of sport and performance. Given that the Greater Toronto Area is home to several professional sports teams, large sporting and entertainment venues, community athletics programming, and athletics corporations, the proposed program will be well situated at York University to provide students with diverse opportunities and choices within these professional and educational contexts.

In terms of the resources and infrastructure needed to deliver this program, I am pleased to note that LA&PS will commit to offering several supports. First, we are willing to resource the following hiring plan for full-time, tenure or tenure-track YUFA appointments to Sport Management: two hires in 2021, two hires in 2022, one each in years 2023 through 2027. Rank and area of expertise prioritized for each posting will be confirmed collaboratively between the Dean's Office and the program's home academic unit during each year's recruitment cycle. Second, space planning at Markham Campus for LA&PS programs was undertaken to ensure that there would be adequate office and collaborative space for faculty members to conduct research and meet with students; there are also centrally managed computer labs, classrooms, and student space planned for the new campus. Both the LA&PS-specific spaces and the centrally managed ones will meet the needs for space set out in the proposal. Administrative and service supports for students and faculty in the program are also organized through a central collaborative effort and are adequate to ensure successful delivery of the (Honours) Bachelor of Sport Management, which I am excited to see launch.

In sum, this is a high-quality proposal of an important strategic academic initiative that I support in full.

Sincerely,



J.J. McMurtry

Dean, Faculty of Liberal Arts & Professional Studies

cc: Alice Pitt, Senior Advisor, Markham Academic Strategic Planning

November 2021

To Whom It May Concern:

My name is Shauna Bookal and I am the Executive Director of Field Hockey Ontario. I am writing this letter of support for York University offering a Bachelor of Sport Management Program.

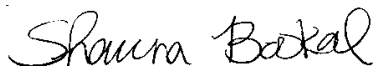
For over 20 years, I have participated/worked/volunteered at sporting events ranging from grassroots to intercollegiate to international competitions that have taken place at York University annually. For example, the National Bank Open (formally the Rogers Cup), takes place on campus every July or August. York is sitting on a gold mine with all these events taking place on campus - students do not have to travel far to gain experience! Other universities that offer Sport Management degree programs do not have this luxury.

Sport Management students from colleges and universities not only across the country, but internationally, travel to York every year to volunteer at these events. This proposal in my opinion is six years overdue. When the Pan Am / Para Pan Am Games were at York, this program should have started. But you know what they say, it's not how you start the race, but how you finish!

With so many international sporting events looking to take place in Canada over the next few decades (specifically the GTA), when sport organizations approach York University for a facilities partnership, the Sport Management program should also be in these discussions. This program will offer graduates the skills and experience needed in the sport industry. Currently, with all the relationships the university possesses in the sport industry, York University will become one of the top counters in the Sport Management field.

I am looking forward to seeing this program on York's campus in the near future. Please do not hesitate to contact me if you need more information.

Yours in Sport,



Shauna Bookal
Executive Director
E: executivedirector@fieldhockeyontario.com

January 25, 2022



Dear L.A. & P.S. Curriculum Committee,

I am writing this letter with regards to the proposal for an Undergraduate degree in Sport Management being put forward for consideration. We have consulted with the group proposing this change. The School of Kinesiology and Health Science finds several strengths to this proposal including:

1. Addresses a need. As mentioned in the proposal KINE has offered a certificate around this in the past.
2. Addition of business specific component of sport (human resources, accounting, analytics, legal, etc.), areas that do not currently exist at the University (to my knowledge).
3. There was consultation externally with employers who provided input on skills and competencies, and offered input into the curriculum.
4. This will be the only degree of its type in the GTA.

During consultation with Drs. Kheraj and Singh we identified several concerns, mostly around overlapping course content and expertise. The School of Kinesiology and Health Science welcomes and looks forward to continued/ongoing consultation around program design. The end goal being exploring pathways to develop and implement the strongest possible Sport Management undergraduate degree, creating a destination program of this type at the Markham campus.

Sincerely,

A handwritten signature in blue ink that reads "Michael Connor".

Michael Connor, Ph.D.
Associate Professor and Undergraduate Program Director
School of Kinesiology & Health Science

1/2





Mr. Parbudyal Singh, PhD
Professor
School of Human Resource Management
York University
singhp@yorku.ca

January 24, 2022

Re: York University New Program Proposal of the (Honours) Bachelor of Sport Management

Dear Mr. Singh,

As the provincial sports organization for Athletics in Ontario, we are thrilled at the prospect of York University developing a new (Honours) Bachelor of Sport Management undergraduate degree and fully support this proposal.

Athletics Ontario (AO) is a Provincial Sport Organization (PSO) in the Province of Ontario. AO is recognized by the Province as the Governing Body for the Sport of Athletics and is a provincially funded not-for-profit organization that is athlete-centered.

Athletics Ontario provides competition structures and programs from grassroots to elite levels and beyond and operates under an affiliated member club system.

Amateur sport is drastically underfunded in Ontario and generally in Canada. A major contributor to this underfunding is a lack of Professional leadership within the grass roots/amateur levels of our sport. With more higher education opportunities there will be more ability to create strong leaders to develop amateur sport. More professionally run organizations will ultimately result in increased program capacities through sound business models and programs and reduce the reliance on government funding, that most PSO organizations rely on.

As the PSO for the sport of athletics, we fully support this proposal for a new (Honours) Bachelor of Sport Management program at York University.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Osland".

Paul Osland
Chief Executive Officer
3701 Danforth Avenue, Scarborough, ON M1N 2G2
paul.osland@athleticsontario.ca
Phone: (647) 352 – 7219

To whom it may concern,

This letter is to convey Mr. Óscar Mayo's enthusiastic support of York University's development of the Bachelor in Sports Management program.

The BSM is an undergraduate program designed to train future leaders and game changers in the sports, recreation and leisure industry.

Óscar Mayo wants to acknowledge the university leadership team for recognizing the need to better understand the industry and how different players contribute to entertainment and physical/mental wellbeing of large portions of the society. He also fundamentally believes the need for academia to merge sports and recreation with business skills in order for graduates to meet industry needs for the future and prepare students for an emerging job market.

It is our intent to support the BSM program at York University in the following ways:

1. Collaborate with York University in further developments/improvements of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed.
2. Based on availability, solicit qualified XXX personnel to deliver guest lectures and teaching or co-teaching certain courses.

In summary, Mr. Mayo strongly supports York University's development of the Bachelor of Sports Management program because of its strong alignment to his interest and priorities.

We look forward to actively supporting York University on this initiative.

Regards,



Óscar Mayo

Executive General Director

LaLiga



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+34 912 055 000 | LaLiga.es



Toronto, Feb. 18, 2022

To Whom It May Concern:

I write this letter on behalf of the Department of Communication and Media Studies in support of Bachelor of Sport Management at the Markham Campus. A consultation meeting took place on Feb. 17 with Prof. Parbudyal Singh (Human Resource Management), Prof. Rob Heynen (UPD, Communication and Media Studies), Prof. Estée Fresco (Communication and Media Studies, Sport Media), Prof. Rianka Singh and Prof. Kelly Bergstrom (both Communication and Media Studies, Markham) and me.

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

DEPARTMENT OF
COMMUNICATION
& MEDIA STUDIES

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The purpose of the meeting was to explore the common area of sport media, as the Sport Management program is proposing 1st (Sport and Society), 2nd (Sport Communication and Community Relations) and 3rd year courses (Sport Media) and as the Communication and Media Studies program currently offers a 1st year lecture in Sport Media and a 4th year seminar in Sport, Media and Society. Both the Communication and Sport Management programs share common interests in examining the intersections of sport and social issues such as racism, gender disparities, and consumerism among others, and in exploring the political economy of the sport media industry.

It therefore makes sense that the Communication and Media Studies program be involved in the development of the Sport Management curriculum as it pertains to Sport Media, including potential for e-Sport courses. Prof. Fresco who teaches and researches Sport Media has agreed to be listed on the Sport Management faculty and will be collaborating on the development of the Sport Management courses. Prof. Bergstrom and Singh are also willing to explore and build further collaborations between Sport Management and the Communication, Social Media and PR stream at the Markham campus, including elective courses and potential minors.

Overall, the Department of Communication and Media Studies supports the creation of such an ambitious and interdisciplinary Sport Management BA and looks forward to a close collaboration.

Ganaele Langlois
Chair, Department of Communication and Media Studies





Wednesday, December 08, 2021

Re: Letter of support- Bachelor of Sports Management.

TO whom it may concern.

I write on behalf of the School of Administrative Studies in support of the proposal for a new *Bachelor of Sports Management* to be offered at the new Markham Campus, York University.

The School of Administrative Studies has been consulted since the early stages of the development of this new program and there is no significant overlapping of curricula between the proposed program and the programs offered at the School of Administrative Studies.

The new program opens exciting possibilities for further involvement of School of Administrative Studies with additional courses in several areas such as Management, Marketing and Data Analytics. We are happy to continue the conversation with the Sports Management program leadership on how our school can further contribute to the new program.

We fully support the development of the Bachelor of Sports Management at the Markham Campus, York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,

A handwritten signature in blue ink, appearing to read "N. Waweru".

Nelson Waweru CMA, CPA, PhD
Professor of Accounting
Director, School of Administrative Studies
York University

FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES

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13 December 2021

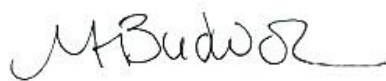
On behalf of the School of Human Resources Management (SHRM), I am pleased to support the new program proposal for the inception of a (Honours) Bachelor of Sport Management.

SHRM has agreed to temporarily host this degree until the School of Sports Management at Markham is established. As such, we are the responsible unit for reviewing and sponsoring the curriculum.

At the SHRM School meeting on 18 November 2021, the School appointment an Ad Hoc committee to oversee matters related to the School of Sports Management during the time that it is situated within SHRM. The Bachelor of Sport Management curriculum was reviewed by this committee with consultation with the Chair of the SHRM Curriculum Committee. Revised curriculum was then circulated to all colleagues within SHRM for consideration.

At this time, I am pleased to confirm that the Bachelor of Sport Management curriculum has the support of the School of Human Resources Management.

Sincerely,



Marie-Hélène Budworth
Associate Professor, HRM
Director, School of Human Resource Management



May 20, 2022

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Academic Policy, Planning and Research Committee (APPRC)

Office of the Dean

Dear APPRC,

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

Re: Bachelor of Sport Management Program Proposal

LA&PS' Office of Experiential Education is pleased to support the proposed Bachelor of Sport Management degree at Markham Campus.

Language defining work-integrated learning activities varies widely across post-secondary institutions, employers, and sectors in Canada. York University uses the following definitions:

Practicums/course placement/field placement – a part or full-time, usually unpaid work experience for academic credit.

Internships/co-op – a full-time, always paid work experience that is often a break from academic studies.

Based on enrollment projections for the proposal program, the two 3.0 credit required practicum components are reasonable and aligned with current national best practices for the following reasons:

1. The 3000-level course offers the flexibility to place students in either individual or group project experiences with an external organization. The proposed practicums are part-time, unpaid experiences with a lower commitment required from partner organizations than a full-time paid internship.
2. It is common practice for practicum courses to allow students to seek their own practicum sites, with support and preparation from the course instructor and career education staff. This is complementary to job development efforts from the work-integrated learning staff situated at the Markham Campus.
3. As the proposal notes, there is a broad range of sport-related organizations in the sector that include professional, amateur, non-profit, corporate, and community-based organizations in the GTA that could provide a variety of opportunities.



4. Partner engagement has already begun as part of the program development process, with letters of support from potential partner organizations included in the proposal.

The LA&PS Experiential Education Office at Keele Campus is happy to support the ongoing development of the work-integrated learning components in this proposed, in collaboration with the anticipated central staff support for experiential education at Markham Campus.

Sincerely,



Melanie Belore
Associate Director, Experiential Education
Faculty of Liberal Arts & professional Studies

Closure of an Undergraduate or Graduate Program

I. Program Information

| | |
|--------------------------|---|
| Name and Type of Program | YU-Seneca Dual Credential Program in Sustainable Environmental Management (BES degree) and the Advanced Diploma in Environmental Technology |
| Home Academic Unit | EUC |
| Year Program Established | 1999 |

II. Enrolment Data (“out” – YU leaving to Seneca; “in” Seneca students coming to YU) (in 21-22 the program was on hold and therefore no data.)

| | 15-16' | | 16-17' | | 17-18' | | 18-19' | | 19-20 | | 20-21 | |
|---|--------|----------|--------|------|--------|----------------------|--------|-----------|-------|----|-------|----------------------|
| | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In |
| Seneca (Urban Sustainability; Env Mgmt & Technology | 1 | 5- US | 2 | 7 US | 0 | 6 (3 US/3 EMT) | 0 | 1 SEMT | 0 | 0 | 1 | 4 (3 US/1 EMT) |

III. Reasons and Impact

1. Provide the rationale for the closure of the program. **With the establishment of EUC and substantive curriculum changes undertaken, some programs were closed. A NOI was submitted in 21-22' to close this dual credential (and approved by VP Provost's office), this document is the follow-up. Upon review of the DC program both partners decided that a college to university Pathway would be more suitable since most of the students go from Seneca to York.**
2. Comment on the alignment between the closure and Faculty and/or University academic plans. **NA**
3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them. **No**
4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program. **NA**

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs. **We are able to accommodate existing students through a combination of courses offered through the Sustainable Environmental Management program.**
6. What is the impact on faculty members affiliated with the program? **none**
7. What are the general implications for the diversity and availability of academic programming? **We are replacing the DC with a pathway. The majority of students are coming from Seneca to YU and not vice versa, so the pathway should continue to support those students. If anything it simplifies our ability to support such programming.**

Closure of an Undergraduate or Graduate Program

I. Program Information

| | |
|--------------------------|---|
| Name and Type of Program | YU-Seneca Dual Credential in Urban Sustainability |
| Home Academic Unit | EUC |
| Year Program Established | 1999 |

II. Enrolment Data (“out” – YU leaving to Seneca; “in” Seneca students coming to YU); (in 21-22 the program was on hold and therefore no data.)

| | 15-16' | | 16-17' | | 17-18' | | 18-19' | | 19-20 | | 20-21 | |
|--|----------|------------------|----------|-----------------|----------|-------------------------------|----------|-------------------|----------|----------|----------|-------------------------------|
| | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In |
| Seneca (Urban Sustainability; Env Mgmt & Technology | 1 | 5- US | 2 | 7 US | 0 | 6 (3 US/3 EMT) | 0 | 1 SEMT | 0 | 0 | 1 | 4 (3 US/1 EMT) |

III. Reasons and Impact

1. Provide the rationale for the closure of the program. **With the establishment of EUC and substantive curriculum changes undertaken, some programs were closed. A NOI was submitted in 21-22' to close this dual credential (and approved by VP Provost's office), this document is the follow-up. Upon review of the DC program both partners decided that a college to university Pathway would be more suitable since most of the students go from Seneca to York.**
2. Comment on the alignment between the closure and Faculty and/or University academic plans. **NA**

3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them. **No**
4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program. **NA**
5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs. **We are able to accommodate existing students through a combination of courses offered through the Cities, Regions, Planning program.**
6. What is the impact on faculty members affiliated with the program? **none**
7. What are the general implications for the diversity and availability of academic programming? **We are replacing the DC with a pathway. The majority of students are coming from Seneca to YU and not vice versa, so the pathway should continue to support those students. If anything, it simplifies our ability to support such programming.**

Closure of an Undergraduate or Graduate Program

I. Program Information

| | |
|--------------------------|---|
| Name and Type of Program | Dual Credential International Development Humber College |
| Home Academic Unit | EUC |
| Year Program Established | 1999 |

II. Enrolment Data (“out” – YU leaving to Humber. While this was labelled a dual credential, it was a post-graduate certificate, so no students came from Humber to YU); (in 20-21, and 21-22 the program was on hold and therefore no students.)

| | 15-16' | | 16-17' | | 17-18' | | 18-19' | | 19-20 | | 20-21 | |
|-----------------------------|--------|----|--------|----|--------|----|--------|----|-------|----|-------|----|
| | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In |
| Humber (Intl' Dvlpt) | 0 | NA | 2 | NA | 2 | NA | 0 | NA | 0 | NA | 0 | NA |

III. Reasons and Impact

1. Provide the rationale for the closure of the program. **With the creation of EUC there were substantial curriculum changes that impacted this Dual Credential. Further, we had very low enrolment numbers for this program (4 students 2015-2019) and BES students had to apply and compete for admission to this post-graduate program (i.e., despite having a Dual Credential Humber wouldn't guarantee student admittance to this program even if they met the criteria).**
2. Comment on the alignment between the closure and Faculty and/or University academic plans. **NA**
3. Does the closure affect other programs / units? If yes, describe the impact of the closure on them. **No**
4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program. **NA**
5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs. **As this is a post graduate**

program that students have to apply to, it should not be an issue. However, we are able to support students who are planning on retiring through existing courses.

6. What is the impact on faculty members affiliated with the program? **none**
7. What are the general implications for the diversity and availability of academic programming? **One less post graduate opportunity for YU students, however, we can presumably keep those students an additional year to have them complete a 120 credit degree.**

Updates to Regulations – Thesis and Dissertation – Formats

Current Location

Types of Theses Dissertations Section:

Doctoral Dissertations: <https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#doctoral-dissertations>

Originality of the Thesis/Dissertation:

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#originality> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#dissertation-originality>

Monograph Theses and Dissertations (new entry, to be located under):

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#originality> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#dissertation-originality>

Manuscript-based Theses and Dissertations:

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#manuscript-theses> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#manuscript>

Complex Electronic and Multimodal Theses and Dissertations:

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#complex-multimodal> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#multimodal-dissertations>

Suitability of Proposed Format (new entry, to be located under):

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#complex-multimodal> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#multimodal-dissertations>

Language of Theses/Dissertations:

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#theses-language> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#language>

Style Guides: <https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#style-guides> and <https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#style-guides>

Technical Requirements Section:

Preface Guidelines (new entry, to be located under):
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/masters-thesis/#abstract-guidelines> and
<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/doctoral-dissertation/#abstract-guidelines>

Background and Rationale

In 2019, The Faculty of Graduate Studies (FGS) formed an Ad Hoc Committee on Broadening the Dissertation, comprised of faculty and graduate students from across campus interested in contributing their thoughts and ideas on emerging forms of scholarship with respect to the current FGS Thesis and Dissertation Regulations. As stated in the Executive Summary of the *Canadian Association for Graduate Studies (CAGS): Report of the Task Force on the Dissertation* (September, 2018):

“The purpose, meaning, and scope of the PhD are changing in response to profound changes in both the academy and society. University researchers are increasingly engaged with other societal sectors and across disciplinary boundaries to address contemporary challenges. Doctoral graduates are contributing to society in increasingly varied ways and contexts. To engage in these diverse forms of research and to work and communicate both within and beyond the confines of the academy, doctoral students and graduates require new competencies. As the core of the PhD, the doctoral dissertation is diversifying in its forms and content in step with these changes... The report concludes with a call to action for universities. The dissertation is changing, and it is crucial that our policies and practices acknowledge and facilitate this reality, so that we can fulfill our mandate to promote and ensure the highest standards of scholarly rigour.”

Purpose

Informed by the work of the Ad Hoc Committee, this update seeks to expand the FGS Thesis and Dissertation Regulations to accommodate a variety of dissertation formats with appropriate graduate standards of academic assessment.

Critical to supporting this update, FGS will author a guide for faculty and graduate students considering a non-monograph- or manuscript-based thesis/dissertation. While York supports a variety of formats, centralized guidelines are not currently available to assist parties. Graduate students should

be made aware of the formats supported in their program for disseminating their research while recognizing that the thesis/dissertation is a document which must be examined by an audience that includes members from outside one's discipline and field. Furthermore, via YorkSpace, dissertations are publicly accessible. Additionally, supervisory committees must be provided with appropriate tools to best support students to help inform how the research project takes shape. With a focus on educational resources, the goal is to enable conversations on a variety of possibilities for research endeavours while minimizing obstacles for those that embark on this path. Parameters on supervisory responsibilities must be very clear, as well as how the thesis/dissertation will be assessed. To that end, graduate programs should have documented procedures to inform the types of primary research projects that can be supported.

Scope and Application

The regulations apply to all graduate programs (master's and doctoral) that include theses and/or dissertations as part of their degree requirements. Programs must document procedures to guide supervisory committees in determining the suitability of a proposed format that are consistent with the identity of the program.

Consultations

Several meetings were conducted with the Ad Hoc Committee, culminating with a presentation to FGS Faculty Council in March 2020 outlining initial findings and next steps. Due to the onset of the COVID-19 pandemic, progress was paused with consultations resuming in the subsequent academic year, beginning with the Office of Research Ethics followed by York Libraries. Further, FGS consulted with the Faculty of Graduate Studies at the University of Calgary due to their advocacy efforts in this area, as well as staff members on Senate's Academic Standards, Curriculum and Pedagogy Committee (ASCP) and York University's Quality Assurance Procedures (YUQAP).

Graduate committees in anchor Faculties were consulted in late 2021/early 2022.

Implementation Schedule

The revised regulations shall take effect 18 months following Senate approval, in concert with the release of a guide for faculty and graduate students considering a non-monograph- or manuscript-based thesis/dissertation.

To ensure adequate oversight of the culminating milestone of the degree, graduate programs will be required to review any existing program procedures concerning theses and dissertations and submit a Notice of Intent (NOI) through the York University Quality Assurance Procedures (YUQAP) to outline the types of theses and dissertations they can support. Based on the submission, a

decision would be rendered on if a major or minor modification is required to enable relevant details to be included in the Academic Calendar. Graduate programs will then submit revised program documentation for review and recommendation for approval to their local program governance body and/or relevant anchor Faculty Council, where appropriate. Program requirements requiring approval by the relevant anchor Faculty Council must then be submitted to Senate's Academic Standards, Curriculum and Pedagogy Committee (ASCP) for approval.

Administratively, relevant FGS thesis and dissertation forms will expand at this time to include procedural details on identifying relevant formats at appropriate junctures, and on creative works in relation to research as defined under the Tri-Council Policy Statement: Ethical Conduct for Research involving Humans (TCPS).

The regulations will be reviewed every five years following Senate approval.

Doctoral Dissertations

| Existing Copy (Change From): | Proposed Copy (Change To): |
|---|---|
| <p>Doctoral dissertations shall be on a topic approved by the student's supervisor and supervisory committee, and shall include submission and approval of a dissertation proposal, including appropriate ethics review and approval, in accordance with Faculty and program requirements and procedures. Dissertations must embody the results of original research and must be successfully defended at an oral examination.</p> <p>The doctoral dissertation must embody original work conducted while in program, and must constitute a significant contribution to knowledge. It should contain evidence of critical understanding of the relevant literature. The material embodied in the dissertation should merit publication.</p> | <p>Doctoral dissertations shall be on a topic approved by the student's supervisor and supervisory committee, and shall include submission and approval of a dissertation proposal, including appropriate ethics review and approval, in accordance with Faculty and program requirements and procedures. Dissertations must embody the results of original research and must be successfully defended at an oral examination.</p> <p>The doctoral dissertation must embody original work conducted while in program and must constitute a significant contribution to knowledge. It should contain evidence of critical understanding of the relevant literature. The material embodied in the dissertation should merit publication or other appropriate public dissemination.</p> |

Originality of the Thesis/Dissertation

| Existing Copy (Change From): | Proposed Copy (Change To): |
|---|---|
| <p>By submitting a thesis or dissertation, a student is making the representation that it is entirely his or her own work and that it has been done while he or she was a graduate student at York University.</p> <p>If such is not the case, then the student must indicate in a signed, written statement what part of the thesis or dissertation is solely his or her own or co-authored. If co-authored, the candidate must provide an account of its provenance. The supervisor must produce her or his own corroborative written statement.</p> <p>If a thesis or dissertation is the result of collaborative work, then the nature of the collaboration and the extent of the candidate's contribution must be described in a written statement signed by the candidate and approved in writing by the candidate's supervisor. Where there has been collaboration with others in the collection or preparation of data, materials, or documentation included in the thesis or dissertation, then appropriate acknowledgment must be made in the thesis or dissertation.</p> <p>If a thesis or dissertation—or any part thereof—has been published prior to submission of the thesis/dissertation, then the candidate must disclose this fact in a signed written statement, and the supervisor must approve in writing the inclusion of such work in the thesis or dissertation. In cases where one or more chapters of the thesis or dissertation have been previously published in a journal or book to which the author has assigned copyright,</p> | <p>By submitting a thesis or dissertation, a student is making the representation that it is entirely their own work and that it has been done while they were a graduate student at York University.</p> <p>If such is not the case, then the student must indicate in a signed, written statement what part of the thesis or dissertation is solely their own or co-authored. If co-authored, the candidate must provide an account of its provenance. The supervisor must produce their own corroborative written statement.</p> <p>If a thesis or dissertation is the result of collaborative work, then the nature of the collaboration and the extent of the candidate's contribution must be described in a written statement signed by the candidate and approved in writing by the candidate's supervisor. Where there has been collaboration with others in the collection or preparation of data, materials, or documentation included in the thesis or dissertation, then appropriate acknowledgment must be made in the thesis or dissertation. In all instances, the oral examination must be conducted solely by the candidate.</p> <p>If a thesis or dissertation—or any part thereof—has been published prior to submission of the thesis/dissertation, then the candidate must disclose this fact in a signed written statement, and the supervisor must approve in writing the inclusion of such work in the thesis or dissertation. In cases where one or more chapters of the thesis or dissertation have been previously published in a journal or book to which</p> |

| | |
|---|--|
| <p>permission to include the chapter(s) in the thesis or dissertation must be obtained from the copyright holder(s). Please see the section on Copyright for more details.</p> <p>A thesis or dissertation containing previously published material of which the candidate is the author and/or co-author should also contain a review of the literature that adequately explains the relationship to the literature of the work undertaken. In addition, it should contain a rationale for the study. These elements may form part of the body of the work – normally an introduction or opening chapter – that leads coherently into the publications. Furthermore, there should be a concluding chapter or section that discusses the body of the thesis or dissertation, including all previously published parts.</p> <p>A false representation or failure to make a disclosure as outlined above is an academic offence and renders the thesis or dissertation ineligible for consideration of the relevant degree.</p> | <p>the author has assigned copyright, permission to include the chapter(s) in the thesis or dissertation must be obtained from the copyright holder(s). Please see the section on Copyright for more details.</p> <p>A thesis or dissertation containing previously published material of which the candidate is the author and/or co-author should also contain a review of the literature that adequately explains the relationship to the literature of the work undertaken. In addition, it should contain a rationale for the study. These elements may form part of the body of the work – normally an introduction or opening chapter – that leads coherently into the publications. Furthermore, there should be a concluding chapter or section that discusses the body of the thesis or dissertation, including all previously published parts.</p> <p>A false representation or failure to make a disclosure as outlined above is an academic offence and renders the thesis or dissertation ineligible for consideration of the relevant degree.</p> |
|---|--|

New Entry: Monograph Theses and Dissertations

| Existing Copy (Change From): | Proposed Copy (Change To): |
|-------------------------------------|--|
| N/A | The monograph is a coherent scholarly work focused on a specific subject consisting of written text formatted under various chapters – including an introduction and conclusion – as a unified body of research. Images, tables and figures may be included but do not constitute a discrete section of the thesis/dissertation. |

Manuscript-based Theses and Dissertations

| Existing Copy: | Proposed Copy (Change To): |
|---|--|
| <p>The general form and style of a thesis/dissertation may differ from program to program, but a thesis/dissertation should be a coherent work. This means that if a thesis/dissertation contains separate manuscripts, there needs also to be introductory and concluding chapters that explain how these separate manuscripts fit together into a unified body of research. If previously published materials are included, then it should be made clear what exactly is the student's own work and what is the contribution of other researchers, as outlined above under Originality of a Dissertation.</p> | <p>The manuscript-based thesis/dissertation is composed of a collection of articles on a common theme/subject. The general form and style of this type of thesis/dissertation may differ from program to program, but a thesis/dissertation should be a coherent work. A text explaining the coherence of the components must conform to the preface guidelines outlines in these regulations.</p> <p>If previously published materials are included, then it should be made clear what exactly is the student's own work and what is the contribution of other researchers, as outlined above under Originality of a Dissertation.</p> <p>The Faculty of Graduate Studies does not specify the specific number of articles/manuscripts required to fulfill the requirements of a thesis/dissertation of this type; however, graduate program and/or disciplinary norms and expectations should be adhered to. It is expected that students fulfill the requirements for originality and contribution to knowledge at the same level as all other thesis/dissertation formats.</p> |

Complex Electronic and Multimodal Theses and Dissertations

| Existing Copy (Change From): | Proposed Copy (Change To): |
|---|---|
| <p>Complex Electronic and Multimodal Theses and Dissertations</p> <p>All theses and dissertations must contain a written component. Theses and dissertations may, however, include other components in addition to the written component.</p> <p>A complex electronic thesis/dissertation is a work with a high reliance on slides, film or videos, electronically interactive word/image-based text on CD-ROM or the internet. For complex electronic theses/dissertations, part of the work can be produced in traditional written form, but key elements of the work depend on direct experience with or interaction with a text whose physical form may be changed as a consequence of the interaction. Students producing a multimedia thesis/dissertation should consult with the Theses Canada Portal on the Library and Archives Canada website for advice on formats supportable for preservation. However, a student may work in or submit work in an unsupported format as part of the oral exam as long as the work is readily accessible by the exam committee and the student submits a written component.</p> <p>A multimodal thesis/dissertation is a work in which the key component is a performance or piece of art. For multimodal theses/dissertations, part of the work can be produced in traditional written form, but key elements of the work depend on direct experience by the exam committee with, for example,</p> | <p>Complex Digital Theses/Dissertations</p> <p>A complex digital thesis/dissertation is a work with a high reliance on media (e.g., images, audio, videos, computer code and/or data set) in which the digital material is an integral part of the work as a whole.</p> <p>Part of the work must consist of a written text, but core elements of the thesis/dissertation rely on direct experience or interaction with digital materials that are not – or not primarily – a written text.</p> <p>A text explaining the coherence of the components must conform to the preface guidelines outlines in these regulations.</p> <p>Multimodal Theses/Dissertations</p> <p>A multimodal thesis/dissertation is a work in which a central component consists of an object or performance. For multimodal theses/dissertations, part of the work must be in written form, but key elements of the work depend on direct experience by the exam committee with, for example, displayed artworks or theatrical productions.</p> <p>A text explaining the coherence of the components must conform to the preface guidelines outlines in these regulations.</p> <p>Special Format Theses/Dissertations</p> <p>Students wishing to undertake a thesis/dissertation that does not align with one of the above-mentioned formats – monograph, manuscript-based, complex digital, or multimodal – are expected to initiate discussions with their supervisory committee and director of the graduate program concerned as early as possible</p> |

| | |
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| <p>displayed artworks or theatrical productions.</p> <p>For both electronic and multimodal theses/dissertations, students may wish to include supplementary files as part of their final submission (see Final Submission Tab).</p> | <p>(see Suitability of Proposed Format for the approval process).</p> <p>Documentation and Archival Deposit</p> <p>Students producing a complex digital, multimodal, or special format thesis/dissertation should consult with the Theses Canada Portal on the Library and Archives Canada website for advice on formats supportable for preservation. However, a student may work in or submit work in an unsupported format as part of the oral exam as long as the work is readily accessible by the exam committee and the student submits a written component.</p> <p>For complex digital theses/dissertations, it is expected that digital components of a thesis/dissertation will be made available for archiving, if/when possible, in line with York University's commitment to Open Access.</p> <p>For multimodal and special format theses/dissertations, it is understood that the non-written component of the work may not be archived either locally or with Library and Archives Canada; although, the Faculty of Graduate Studies encourages graduate students and programs to document student work if, and as, appropriate for archiving.</p> <p>For complex digital, multimodal, and special format theses/dissertations, students may wish to include supplementary files as part of their final submission (see Final Submission Tab).</p> |
|--|--|

New Entry: Suitability of Proposed Format

| Existing Copy (Change From): | Proposed Copy (Change To): |
|------------------------------|--|
| N/A | <p>Programs will specify the dissertation and thesis formats allowed in their programs in the academic calendar as well as working to make this information available to students and faculty members.</p> <p>Graduate programs seeking to update the types of theses and dissertations they support must submit a Notice of Intent (NOI) through the York University Quality Assurance Procedures (YUQAP). Based on that submission (in line with YUQAP), it will be determined if the proposed change constitute a major or minor modification of a program's requirements. The appropriate process of updating a program's permitted dissertation and thesis formats is contingent on that decision.</p> <p>Approval to pursue one of the above-outlined formats – monograph, manuscript-based, complex digital, or multimodal – not outlined in a program's requirements may be granted by special request. A student's request will be reviewed by the appropriate program-level process for matters related to theses and dissertations, subject to confirmation from the supervisory committee that the proposed project will fulfill the requirements of a thesis or dissertation in the program and that relevant supervision and sufficient support for the completion of such work can be provided.</p> <p>Students considering a thesis or dissertation format not outlined in these regulations should engage their supervisor and supervisory committee to</p> |

| | |
|--|--|
| | <p>discuss the suitability of the proposed format.</p> <p>Approval to pursue a special format not specified in this policy may be given in exceptional circumstances subject to the student, with the support of all members of the supervisory committee, providing a proposal and rationale that outlines how the proposed special format affords the student the ability to more fully realize the pan-university requirements that a dissertation:</p> <ul style="list-style-type: none">- Embody original work conducted while in program and must constitute a significant contribution to knowledge.- Contain evidence of critical understanding of the relevant research.- Merit publication or other appropriate public dissemination. <p>The proposal and rationale for the proposed format must be approved through the normal program-level procedures for the review of matters pertaining to dissertations and theses in consultation with the Graduate Program Director. The rationale must then be forwarded to the Dean, Faculty of Graduate Studies who may advise the program, supervisory committee, and student as appropriate to ensure compliance with any relevant Faculty and university policy and procedures.</p> |
|--|--|

Language of Theses/Dissertations

| Existing Copy: | Proposed Copy (Change To): |
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| <p>A thesis or dissertation should be written in English, but approval may be given to a written request from a student for a thesis or dissertation to be written in French or in the language of any Aboriginal/First Nations people in North America, subject to confirmation from the director of the graduate program concerned that relevant supervision and sufficient support for the completion of such written work can be provided.</p> <p>For theses/dissertation written in English, either American or British spelling is acceptable provided that it is used consistently throughout.</p> | <p>A thesis or dissertation should be written in English, but approval may be given to a written request from a student for a thesis or dissertation to be written in French or in the language of any Indigenous people in North America, subject to confirmation from the director of the graduate program concerned that relevant supervision and sufficient support for the completion of such written work can be provided.</p> <p>For theses/dissertation written in English, either American or British spelling is acceptable provided that it is used consistently throughout.</p> |

Style Guides

| Existing Copy: | Proposed Copy (No Change): |
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| <p>Students preparing their thesis/dissertation should follow a single style guide appropriate to their discipline. The York University Libraries provides links to various style guides for various disciplines.</p> | <p>Students preparing their thesis/dissertation should follow a single style guide appropriate to their discipline. The York University Libraries provides links to various style guides for various disciplines.</p> |

New Entry: Preface Guidelines

| Existing Copy (Change From): | Proposed Copy (Change To): |
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| N/A | <p>Manuscript-based, complex digital, multimodal, or special format theses/dissertations must contain a preface explaining the relationship of the components (e.g., manuscript chapters; digital or multimodal components) to the overall thesis/dissertation.</p> <p>While the introductory chapter of the thesis/dissertation outlines the scholarly context and objectives of the research, a preface links the various components to the work as a whole and provides a roadmap to the reader through the individual sections of the whole. The length of a preface should be based on disciplinary norms.</p> |



FACULTY OF
GRADUATE STUDIES

Office of the Dean

230 YORK LANES
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5521
F 416 736-5592
gradstudies.yorku.ca

Updates to Regulations – Doctoral Dissertation Proposal Milestone

Current Location

Doctoral Dissertation Proposal Milestone (New Section):

<https://www.yorku.ca/gradstudies/students/current-students/regulations/degree-types-minimum-requirements-and-regulations/>

Background and Rationale

Progress through degree milestones is best accomplished as a cohort. For students who enter together, moving through academic activities simultaneously fosters mutual preparation and support. Program energies can be devoted to cohorts rather than placing all the responsibility for timely progress on the individual supervisory relationship.

The Faculty of Graduate Studies will expect full-time doctoral students to have completed their coursework, graduate milestone examinations, and dissertation proposal by the end of term 9. Failure to do so will result in an advising block placed on the student's account. The block will necessitate a meeting with the supervisor and Graduate Program Director to enact a plan for a program-approved dissertation proposal by the end of Term 10. In most circumstances, students will be required to withdraw from the graduate program and registration in the Faculty of Graduate Studies will be terminated absent a program-approved dissertation proposal received by the end of Term 10.

This regulation does not preclude programs from enacting earlier deadlines; for instance, requiring the approved dissertation proposal simultaneously with submission of the FGS supervisory committee form, due by the end of Term 8.

This milestone ensures that students arrive at the dissertation research and writing stage of their degree while they still having time left in their funding packages to materially support their work.

Scope and Application

This regulation will come into effect September 1, 2023 and apply to full-time doctoral students thereafter.

Teaching Assistant contracts cannot be held unless a student is registered active in their graduate program.

Implementation

The Faculty of Graduate Studies will automatically block registration for students into term 10. This block will be lifted pending receipt from the graduate program of the program-approved dissertation proposal as the final milestone for acknowledgement of all-but-dissertation (ABD) status.

Academic accommodations may adjust the expected rate of progress for some students with disabilities. Most beneficially at the start of a graduate degree, but at least prior to this new milestone, a student requiring academic accommodations should register with York University's [Student Accessibility Services](#) and a formal individualized progress plan be put into place. This plan should be communicated to the Faculty of Graduate Studies by petition to adjust the proposal milestone by 1, 2 or 3 terms. In no case should the accommodation delay the proposal milestone by more than one year.

Additional time may not itself be an effective accommodation. Other possibilities include:

- more frequent meetings with supervisors/supervisory committee
- referral to the supports for writing, counselling, etc. as needed
- support through access to technological tools
- referral to Employee Well-Being (EWB) for accommodated work assignments if existing employment is part of the reason for the academic delay
- if a student is ill or family demands severely delay academic progress, a Leave of Absence may be appropriate. While a Leave of Absence would negate some of the benefits progression of a cohort bring, it enables the student to stop the clock on funding, returning to their studies and funding when it becomes a better fit with their personal situation
- move to part-time status if that is a better reflection of the student's ability to engage in academic work (this remedy is particularly appropriate for those students engaged in significant employment outside York that is detracting from their ability to progress in the degree)

During the Fall 2022 term, FGS will provide resources and best practices to graduate programs to support productive dialogue on dissertation proposal progression and completion.

Doctoral Dissertation Proposal Milestone

| Existing Copy (Change From): | Proposed Copy (Change To): |
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| N/A | <p>Doctoral Dissertation Proposal Milestone</p> <p>Full-time doctoral students are expected to have completed their coursework, graduate milestone examinations, and dissertation proposal by the end of term 9.</p> <p>Failure to do so will result in an advising block placed on the student's account. The block will necessitate a meeting with the supervisor and Graduate Program Director to enact a plan for a program-approved dissertation proposal by the end of Term 10. In most circumstances, students will be required to withdraw from the graduate program and registration in the Faculty of Graduate Studies will be terminated absent a program-approved dissertation proposal received by the end of Term 10.</p> <p>This regulation does not preclude programs from enacting earlier deadlines; for instance, requiring the approved dissertation proposal simultaneously with submission of the FGS supervisory committee form, due by the end of Term 8.</p> <p>FGS recommends 3,500 words as a maximum length for a dissertation proposal. Programs may communicate different norms, in writing, to their students; however, those norms must be achievable within the milestone deadline of the end of Term 9.</p> |



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Updates to Regulations – Academic Honesty

Current Location

Academic Honesty: <https://www.yorku.ca/gradstudies/students/current-students/regulations/academic-honesty/>

Background and Rationale

In Fall 2020, the Faculty of Graduate Studies (FGS), in partnership with the Schulich School of Business, developed an academic integrity module to provide increased support to graduate students on academic honesty matters. With the positive reception of the module from graduate programs, the Faculty seeks to require module completion by incoming graduate students commencing January 2023.

While graduate study is not immune to academic dishonesty, the level of training graduate students experience on academic integrity prior to commencing a graduate degree is considerable. Despite this, FGS has witnessed a steady rise in cases over the past 10 years (excepting the COVID-19 pandemic).

A case load near or above the 20-range in an academic year has become a frequent occurrence. Although such a case total may be considered low at the undergraduate level, individual cases at the graduate level can often take an inordinate amount of time and resources away from other initiatives due to the nature of the suspected infraction and involvement of multiple parties, particularly in incidents outside of coursework.

A high number of complex cases, combined with a lack of mandatory educational supports and a strict policy, has resulted in the Faculty taking a more policing approach rather than educating. Furthermore, even minor academic honesty penalties can have a negative effect on a graduate student's ability to progress, impacting their academic standing and eligibility to apply to scholarships and awards.

Over the past decade, several graduate schools in Ontario have instituted mandatory academic honesty training at the onset of a graduate degree in an effort to reduce case totals. Benefits extend beyond a possible reduction in case totals, however. Mandatory academic integrity training:

- Acknowledges the variety of educational and cultural backgrounds of students pursuing a graduate degree at York University, and applies consistency across graduate programs
- Ensures that expectations around academic conduct are communicated early and understood
- Recognizes that a majority of academic honesty incidents stem from a lack of understanding, and that preventative-driven efforts through education commence immediately

Additionally, while academic honesty cases will inevitably continue, presentations from university and college staff at Academic Integrity Council of Ontario (AICO) meetings have emphasized that investigations are more collegial with the assurance that students have completed training offered by their institution. Exploratory meetings are less investigative and more educative, changing the dynamic of the conversation and possible outcomes of the discussion.

Scope and Application

This regulation applies to all incoming graduate students (master's, doctoral, type 3 diploma, and non-degree), with the exception of master's students in the Schulich School of Business. Master's students in the Schulich School of Business shall follow the procedures governing Academic Honesty Modules established in the Schulich School of Business (currently completed during the School's orientation activities). Current or past graduate students commencing a new degree or new stand-alone diploma will be required to complete the module if their first term of registration begins Winter 2023 or thereafter.

Implementation Schedule

Effective January 2023, all incoming graduate students are required to complete the Faculty of Graduate Studies Academic Integrity Module, with the exception of master's students in the Schulich School of Business. Progression beyond the first term of study is not possible until this requirement has been met. FGS has the necessary resources in place to manage all aspects of the mandatory process, including communications and recording completion, as a non-academic course via the eClass platform.

FGS will work closely with University's Academic Integrity Officer to expand the module's content and develop a short assessment based on the material presented to evaluate students' understanding of relevant academic principles and record completion.

Module content will be reviewed every 5 years to ensure relevance and alignment with the Senate Policy on Academic Honesty.

Academic Honesty

| Existing Copy (Change From): | Proposed Copy (Change To): |
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| <p>Academic Honesty and Why it is Important</p> <p>York University's Senate Policy on Academic Honesty is an expression of the academic conduct appropriate to and expected of students studying and researching in Academe. These expectations, particularly with respect to plagiarism, are grounded in a principle and practice that forms the basis of the academic enterprise—namely, that the work one submits for evaluation is the product of one's own original ideas, and that any material that belongs to someone else, because he or she first produced and/or presented it, must be properly referenced and cited. If there is no way for a reader to tell which words and ideas are those of the author and which are those of others, then the work demonstrates plagiarism. It loses its integrity as a document of original scholarship and is academically dishonest.</p> <p>How to Avoid Academic Dishonesty</p> <p>Faculty of Graduate Studies Academic Integrity Module</p> <p>The Faculty of Graduate Studies Academic Integrity Module is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. Upon completion of this module, students will have a better</p> | <p>Academic Honesty and Why it is Important</p> <p>York University's Senate Policy on Academic Honesty is an expression of the academic conduct appropriate to and expected of students studying and researching in Academe. These expectations, particularly with respect to plagiarism, are grounded in a principle and practice that forms the basis of the academic enterprise—namely, that the work one submits for evaluation is the product of one's own original ideas, and that any material that belongs to someone else, because he or she first produced and/or presented it, must be properly referenced and cited. If there is no way for a reader to tell which words and ideas are those of the author and which are those of others, then the work demonstrates plagiarism. It loses its integrity as a document of original scholarship and is academically dishonest.</p> <p>Faculty of Graduate Studies Academic Integrity Module – Mandatory for Incoming Students</p> <p>The Faculty of Graduate Studies Academic Integrity Module is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. Upon completion of this module, students will have a better</p> |

~~understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.~~

York University Libraries Graduate Student Support

There are a number of citation styles that describe in detail how to reference and cite the work of others properly in one's own work. Graduate students are responsible to ensure that they are aware of and properly follow an appropriate citation style. Uncertainty about which citation style should be followed can be cleared up by consulting with one's course director or program director.

The York University Libraries [Graduate Student Library Guide](#) provides a number of useful resources, including links to the guides for the most popularly used citation styles, ~~access to RefWorks (which is a web-based bibliographic management/citation manager tool), and links to research and writing guides.~~ The York University Libraries also offers a [Guide for International Students](#) which is intended to help international and exchange students find information about resources and services available at the Libraries.

York University Learning Commons' SPARK Module

The [SPARK Academic Integrity Module](#) is designed to test and inform students about academic integrity expectations and what to keep in mind in order to avoid academic dishonesty. At York University, a foundational expectation is that students are aware of and respect the principle of proper representation in one's work, including how to avoid plagiarizing the work of others. Relative

understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

All incoming graduate students are required to complete the Faculty of Graduate Studies Academic Integrity Module, with the exception of master's students in the Schulich School of Business*. Progression beyond the first term of study is not possible until this requirement has been met. Instructions for completion will be provided to incoming graduate students at the beginning of their first term of study.

*Master's students in the Schulich School of Business shall follow the procedures governing Academic Honesty Modules established in the Schulich School of Business.

How to Avoid Academic Dishonesty

York University Libraries Graduate Student Support

There are a number of citation styles that describe in detail how to reference and cite the work of others properly in one's own work. Graduate students are responsible to ensure that they are aware of and properly follow an appropriate citation style. Uncertainty about which citation style should be followed can be cleared up by consulting with one's course director or program director.

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to the existence of misrepresentation in work that has been submitted for evaluation (which includes drafts) as one's own, intention does not matter.

Simply put: If work containing misrepresentation is submitted for evaluation, then one is responsible for the misrepresentation, regardless of intent.

Whom to Talk to About Options and Support

Academic honesty, particularly plagiarism, concerns the existence of misrepresentation in work submitted as one's own. It does not address intention or cause. Although intention does not matter in relation to the existence of misrepresentation in work that has been submitted as one's own, it does relate to the honesty and integrity of one's character. The intentions behind one's conduct are implicated, for honesty is an activity, a choice. Graduate students are often faced with pressures—from competing timelines to personal issues to feeling or being unprepared to perform at the expected level—which may lead one to choose to act in a way that is academically dishonest. It is important to know that there are a number of choices one can make rather than a dishonest one, and that there are people who you can speak with about making these choices.

- The [York University Graduate Students' Association](#) can provide support, including information and confidential advice about coursework extension and leave options available to graduate students.
- Even if the deadline for submission of an assignment or piece of work is at hand, talk to the professor about an extension. Explain your situation

resources and services available at the Libraries.

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| <p>honestly and fully. There is no shame in asking for assistance.</p> <ul style="list-style-type: none"> • Graduate Program Directors are there to provide students with advice, guidance and support, and can be of particular assistance if conversations with individual course directors or supervisors have not been fruitful. If an extension of an assignment or piece of work will not provide the necessary relief, one option is to speak with the program director about a leave of absence. There a number of different kinds of leaves, as outlined in Current Students - Regulations - Registration. • Wellness Consultations in the Faculty of Graduate Studies are confidential, one-on-one meetings that support graduate students with stress, anxiety, time management, procrastination, and mental health concerns – some of the factors that might contribute to academic dishonesty. • Student Counselling & Development (SCD) provides a range of services, from personal counseling to support (including requests for academic accommodation) for students with disabilities. • The Writing Centre offers group workshops that focus on major elements of effective academic writing. More information about the workshops can be found here. • York University Libraries offers a range of resources related and relevant to academic honesty. <p>What is the Process if there is a Suspected Breach of Academic Honesty?</p> | <p>important to know that there are a number of choices one can make rather than a dishonest one, and that there are people who you can speak with about making these choices.</p> <ul style="list-style-type: none"> • The York University Graduate Students' Association can provide support, including information and confidential advice about coursework extension and leave options available to graduate students. • Even if the deadline for submission of an assignment or piece of work is at hand, talk to the professor about an extension. Explain your situation honestly and fully. There is no shame in asking for assistance. • Graduate Program Directors are there to provide students with advice, guidance and support, and can be of particular assistance if conversations with individual course directors or supervisors have not been fruitful. If an extension of an assignment or piece of work will not provide the necessary relief, one option is to speak with the program director about a leave of absence. There a number of different kinds of leaves, as outlined in Current Students - Regulations - Registration. • Wellness Consultations in the Faculty of Graduate Studies are confidential, one-on-one meetings that support graduate students with stress, anxiety, time management, procrastination, and mental health concerns – some of the factors that might contribute to academic dishonesty. • Student Counselling & Development (SCD) provides a range of services, from personal counseling to support (including requests for academic accommodation) for students with disabilities. |
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The Faculty of Graduate Studies [Procedural Guidelines \(.pdf\)](#) provide a detailed description of the investigation and hearing process. The FGS Procedural Guidelines are consistent with those specified in the Senate Policy on Academic Honesty. For ease of reference, the numbering used in the Procedural Guidelines is consistent with the numbering used in the Senate Policy.

Students suspected of a breach of academic honesty will be invited to attend an exploratory meeting, which is normally chaired by the Graduate Program Director. The exploratory meeting is intended "[...] to determine whether or not there are reasonable and probable grounds to proceed with a charge of breach of academic honesty" ("Senate Policy on Academic Honesty." York University Secretariat. York University, n.d. Web. 9 Apr, 2012.). Although the meeting is intended to be exploratory in nature, it is a formal stage in the investigation/hearing process and should be treated seriously. At the exploratory meeting students will be presented with the evidence that led to the complaint and will be expected to respond to the suspected breach of academic honesty. Given the significance of the exploratory meeting in the investigation/hearing process, students may be accompanied by someone who can offer support and comfort, as well as act as a witness to the meeting.

As it is a formal stage of the investigation/hearing process, the expectation is that the exploratory meeting will result in one of the following four outcomes, which will be reported by the Chair of the exploratory meeting (normally the Graduate Program

- The [Writing Centre](#) offers group workshops that focus on major elements of effective academic writing. More information about the workshops can be found here.
- [York University Libraries](#) offers a range of resources related and relevant to academic honesty.

What is the Process if there is a Suspected Breach of Academic Honesty?

The Faculty of Graduate Studies [Procedural Guidelines \(.pdf\)](#) provide a detailed description of the investigation and hearing process. The FGS Procedural Guidelines are consistent with those specified in the Senate Policy on Academic Honesty. For ease of reference, the numbering used in the Procedural Guidelines is consistent with the numbering used in the Senate Policy.

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| <p>Director) to the Faculty of Graduate Studies Appeals & Academic Honesty Committee. Except in cases where the student and program reach agreement that no breach of academic honesty occurred, a confidential record of the investigation/hearing will be kept in the Office of the Dean, Graduate Studies. The York University Graduate Students' Association can provide confidential advice and support to students who would like to speak to a third party prior to the exploratory meeting.</p> <p>The four exploratory meeting outcomes are:</p> <ul style="list-style-type: none"> • A student admits to a breach of academic honesty and reaches agreement with the program with respect to recommended penalty. The Faculty of Graduate Studies Appeals & Academic Honesty Committee will either accept the recommended penalty, or arrange for a formal hearing in cases where they are not convinced that the agreed-to penalty is appropriate or the breach is a second or subsequent incident by the student. • A student admits to a breach of academic honesty but does not reach agreement with the program with respect to recommended penalty. The Faculty of Graduate Studies Appeals & Academic Honesty Committee will arrange for a formal hearing. • A student does not admit to a breach of academic honesty but the program concludes that sufficient grounds exist to proceed with a formal charge. The Faculty of Graduate Studies Appeals & Academic Honesty Committee will arrange for a formal hearing. | <p>in the investigation/hearing process, students may be accompanied by someone who can offer support and comfort, as well as act as a witness to the meeting.</p> <p>As it is a formal stage of the investigation/hearing process, the expectation is that the exploratory meeting will result in one of the following four outcomes, which will be reported by the Chair of the exploratory meeting (normally the Graduate Program Director) to the Faculty of Graduate Studies Appeals & Academic Honesty Committee. Except in cases where the student and program reach agreement that no breach of academic honesty occurred, a confidential record of the investigation/hearing will be kept in the Office of the Dean, Graduate Studies. The York University Graduate Students' Association can provide confidential advice and support to students who would like to speak to a third party prior to the exploratory meeting.</p> <p>The four exploratory meeting outcomes are:</p> <ul style="list-style-type: none"> • A student admits to a breach of academic honesty and reaches agreement with the program with respect to recommended penalty. The Faculty of Graduate Studies Appeals & Academic Honesty Committee will either accept the recommended penalty, or arrange for a formal hearing in cases where they are not convinced that the agreed-to penalty is appropriate or the breach is a second or subsequent incident by the student. • A student admits to a breach of academic honesty but does not reach agreement with the program with respect to recommended penalty. The Faculty of Graduate |
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| <ul style="list-style-type: none"> • A student and program reach agreement that no breach of academic honesty occurred. <p>Forms can be accessed at Exploratory Meeting Reporting Forms (.pdf).</p> <p>Although the expectation is that the exploratory meeting will result in one of four outcomes described above, students should not feel coerced to agree to something which they do not believe. At the same time, however, it is important to keep in mind that a breach of academic honesty, particularly plagiarism, concerns the existence of misrepresentation in work submitted as one's own and does not address intention or cause.</p> <p>In cases where a formal hearing is the outcome of the exploratory meeting, the evidence provided to the Faculty of Graduate Studies Appeals & Academic Honesty Committee will include the exploratory meeting report submitted by the meeting Chair. If a student has not accepted responsibility and admitted to the breach of academic honesty, the role of the committee first will be to determine whether or not there was a breach of academic honesty. If a student has accepted responsibility and admitted to the breach of academic honesty, the role of the committee will be to determine the appropriate penalty.</p> <p>Students will be invited to attend the formal hearing, and may be accompanied by someone who can offer support and comfort. The York University Graduate Students' Association can provide confidential advice and support to students who would like to speak to a third party prior to the formal hearing.</p> | <p>Studies Appeals & Academic Honesty Committee will arrange for a formal hearing.</p> <ul style="list-style-type: none"> • A student does not admit to a breach of academic honesty but the program concludes that sufficient grounds exist to proceed with a formal charge. The Faculty of Graduate Studies Appeals & Academic Honesty Committee will arrange for a formal hearing. • A student and program reach agreement that no breach of academic honesty occurred. <p>Forms can be accessed at Exploratory Meeting Reporting Forms (.pdf).</p> <p>Although the expectation is that the exploratory meeting will result in one of four outcomes described above, students should not feel coerced to agree to something which they do not believe. At the same time, however, it is important to keep in mind that a breach of academic honesty, particularly plagiarism, concerns the existence of misrepresentation in work submitted as one's own and does not address intention or cause.</p> <p>In cases where a formal hearing is the outcome of the exploratory meeting, the evidence provided to the Faculty of Graduate Studies Appeals & Academic Honesty Committee will include the exploratory meeting report submitted by the meeting Chair. If a student has not accepted responsibility and admitted to the breach of academic honesty, the role of the committee first will be to determine whether or not there was a breach of academic honesty. If a student has accepted responsibility and admitted to the breach of academic</p> |
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| <p>Any penalty recommended at or agreed to at the exploratory meeting is subject to review and approval by the Faculty of Graduate Studies Appeals & Academic Honesty Committee. In its review of jointly recommended penalties, as well as consideration of penalties following a finding of academic misconduct at a formal hearing, the Senate Policy directs the committee to consider a number of factors, including the extent of the violation, the student's academic background, and any extenuating circumstances that may help explain the breach including the extent to which these circumstances should inform the penalty. Determination by the committee of the "appropriateness" of penalty will include consideration of both the unique circumstances of each case and consistency with respect to the range of penalties given for similar types of breaches.</p> | <p>honesty, the role of the committee will be to determine the appropriate penalty.</p> <p>Students will be invited to attend the formal hearing, and may be accompanied by someone who can offer support and comfort. The York University Graduate Students' Association can provide confidential advice and support to students who would like to speak to a third party prior to the formal hearing.</p> <p>Any penalty recommended at or agreed to at the exploratory meeting is subject to review and approval by the Faculty of Graduate Studies Appeals & Academic Honesty Committee. In its review of jointly recommended penalties, as well as consideration of penalties following a finding of academic misconduct at a formal hearing, the Senate Policy directs the committee to consider a number of factors, including the extent of the violation, the student's academic background, and any extenuating circumstances that may help explain the breach including the extent to which these circumstances should inform the penalty. Determination by the committee of the "appropriateness" of penalty will include consideration of both the unique circumstances of each case and consistency with respect to the range of penalties given for similar types of breaches.</p> |
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Degrees, Undergraduate Certificates and Graduate Diplomas Offered by York University, 2022-2023

Degrees

Faculty of Liberal Arts & Professional Studies

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

Faculty of Education

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

Faculty of Environmental and Urban Change

Bachelor of Arts, Bachelor of Arts (Honours)
 International Bachelor of Arts (Honours)
 Bachelor in Environmental Studies
 Bachelor in Environmental Studies (Honours)

School of the Arts, Media, Performance & Design

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

Glendon College / Collège universitaire Glendon

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

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

Faculty of Graduate Studies*

Doctor of Philosophy
 Master of Accounting
 Master of Applied Science
 Master of Arts
 Master of Business Administration
 Master of Business Analytics
 Executive Master of Business Administration
 International Master of Business Administration
 Master of Conference Interpreting
 Master of Design
 Master of Disaster and Emergency Management Degree
 Master in Environmental Studies
 Master of Education
 Master of Fine Arts
 Master of Finance
 Master of Financial Accountability
 Master of Fitness Science
 Master of Human Resources Management
 Master of Kinesiology
 Master of Laws
 Master of Leadership & Community Engagement
 Master of Management
 Master of Management in Artificial Intelligence
 Master of Marketing
 Master of Public and International Affairs
 Master of Public Policy, Administration & Law
 Master of Real Estate & Infrastructure
 Master of Science
 Master of Science in Nursing
 Master of Social Work
 Master of Supply Chain Management

* Master or Magisteriate / Doctor or Doctorate

Faculty of Health

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

Lassonde School of Engineering

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

Faculty of Science

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

Osgoode Hall Law School

Bachelor of Laws/Juris Doctor

Schulich School of Business

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

Undergraduate Certificates

Faculty of Liberal Arts and Professional Studies

Advanced Certificate in Gender and Women's Studies
Advanced Certificate in Hebrew and Jewish Studies
Certificate in Geographic Information Systems (GIS) and Remote Sensing
Certificate in Professional Ethics
Certificate in the Teaching of English to Speakers of Other Languages
Certificate of French Language Proficiency (Basic, Intermediate and Advanced)
Certificate of French Language Proficiency in Business (Basic, Intermediate and Advanced)
Certificate of Proficiency in Chinese Language
Certificate of Proficiency in German Language
Certificate of Proficiency in Japanese Language
Certificate of Proficiency in Korean Language
Certificate of Language Proficiency in Modern Greek
Certificate of Proficiency in Modern Hebrew Language
Certificate of Language Proficiency in Portuguese
Certificate of Language Proficiency in Spanish Language
Cross-Disciplinary Certificate in Anti-Racist Research and Practice
Cross-Disciplinary Certificate in Culture, Medicine & Health
Cross-Disciplinary Certificate in Indigenous Studies
Cross-Disciplinary Certificate in Public History
Cross-Disciplinary Certificate in Sexuality Studies
Disciplinary Certificate in Advocacy & Public Engagement
Disciplinary Certificate in Black Canadian Studies
General Certificate in Gender and Women's Studies
General Certificate in Law and Society

General Certificate in Refugee and Migration Studies
General Certificate in Urban Studies
Professional Certificate in Accounting
Professional Certificate in Emergency Management
Professional Certificate in Financial Planning
Professional Certificate in Health Services Financial Management
Professional Certificate in Human Resources Management
Professional Certificate in Human Resources Management for Internationally Educated Professionals
Professional Certificate in Information Technology Auditing and Assurance
Professional Certificate in Investment Management
Professional Certificate in Logistics
Professional Certificate in Management
Professional Certificate in Marketing
Professional Certificate in Public Administration & Law
Professional Certificate in Public Policy Analysis
Professional Certificate in Real Estate

Faculty of Education

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

Faculty of Environmental and Urban Change

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

School of the Arts, Media, Performance & Design

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

Glendon College / Collège universitaire Glendon

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

Faculty of Health

Cross-Disciplinary Certificate in Aging
Cross-Disciplinary Certificate in Health Informatics
Disciplinary Certificate in Psychological Methods and Data Analysis
Professional Certificate in Athletic Therapy (Concurrent Option)
Professional Certificate in Fitness Assessment and Exercise Counselling
York-Seneca Rehabilitation Services Program Certificate

Lassonde School of Engineering

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

Schulich School of Business

Certificate in International Management

Faculty of Science

Professional Certificate in Actuarial Science

Access/Bridging Programs

Certificate of Completion
Certificate of Completion in Educational Studies
Transition Year Program Certificate of Completion

+ New/Revised for 2022-2023

Graduate Diplomas

Faculty of Graduate Studies

Diploma in Advanced Accounting (Type 1)
Diploma in Advanced Hebrew & Jewish Studies (Type 2)
Diploma in Arts, Media and Entertainment Management (Type 2)
Diploma in Asian Studies (Type 2)
Diploma in Business and the Environment (Type 2)
Diploma in Comparative Literature (Type 2)
Diploma in Creative Writing (Type 2)
Diploma in Culture, Communication and Leadership in Canadian Business (Type 2)
Diploma in Curatorial Studies in Visual Culture (Type 2)
Diploma in Democratic Administration (Type 2)
Diploma in Early Childhood Education (Type 2 and 3)
Diploma in Education in Urban Environments (Type 2 and 3)
Diploma in Environmental/Sustainability Education (Type 2 and 3)
Diploma in European Studies (Type 2)+
Diploma in Financial Engineering (Type 2 and 3)
Diploma in Foundations of Canadian Law (Type 3)
Diploma in Health Industry Management (Type 2)
Diploma in Health Psychology (Type 2)
Diploma in Intermediate Accounting (Type 3)
Diploma in International & Security Studies (Type 2)
Diploma in Interpreting (Type 1)
Diploma in Jewish Studies (Type 3)
Diploma in Justice System Administration (Type 2)
Diploma in Language, Literacy and Education (Type 2 and 3)
Diploma in Latin American and Caribbean Studies (2)
Diploma in Law for Law Enforcement Professionals (Type 3)

Diploma in Mathematics Education (Type 2 and 3)
Diploma in Neuroscience (Type 2)
Diploma in Non-Profit Management (Type 2)
Diploma in Post-Secondary Education: Community, Culture and Policy (Type 2 and 3)
Diploma in Professional Accounting (Type 3)
Diploma in Refugee and Migration Studies (Type 2)
Diploma in Theatre Studies (Type 3)
Diploma in Value Theory and Applied Ethics (Type 2)
Diploma in Voice Teaching (Type 2 and Type 3)
Diploma in World Literature (Type 2)
Post-M.B.A. Graduate Diploma in Advanced Management (Type 3)

+ **New/Revised for 2022-2023**

The Senate of York University – Minutes

Meeting: Thursday 23 June 2022, 2:45 pm
Via Zoom

| | | | |
|--------------------------|-----------------|----------------------|---------------------|
| M. Roy (Chair) | S. Gajic-Bruyea | W. Maas | V. Saridakis |
| P. Puri (Vice-Chair) | M. Giudice | C. Mallette | R. Savage |
| P. Robichaud (Secretary) | J. Goodyer | L. Martin | P. Singh |
| J. Allen | S. Grace | D. Matten | L. Sloniowski |
| L. Appel | C. Graham | A. Mbalaja | B. Spotton Visano |
| A. Asif | J. Grant | C. McAulay | C. Steele |
| G. Audette | M. Guzman | A. McKenzie | K.Tasa |
| T. Baumgartner | M. Hamadeh | J.J McMurdy | T. Theophanidis |
| S. Bay-Cheng | R. Hornsey | B. Meisner | M. Thomas |
| A. Belcastro | A. Hovorka | M. Morrow | I. Uwanyiligira |
| M-H Budworth | B. Hu | S. Murtha | C. van Daalen Smith |
| D. Cabisanca | I. Jamaa | R. Ophir | G. Vanstone |
| N. Canefe | S. Karimi | D. Palermo | A. Viens |
| J. Clark | A. Kimakova | P. Park | R. Wang |
| E. Clements | P. Lakin-Thomas | V. Pavri | S. Watson |
| S. Cote-Meek | G. Langlois | L. Philipps | R. Wildes |
| M.Elsayed Elghobashy | M-H. Larochelle | M. Poon | M. Winfield |
| S. Embleton | F. Latchford | C. Popovic | G. Zhu |
| J. Etcheverry | N. Lemish | A. Pyée | D. Zwick |
| D. Fernandez | R. Lenton | P. Rahimpoor-Marnani | |
| M. Fiola | S. Liaskos | N. Richardson | |
| L. Fromowitz | T. Loebel | S. Rosenbaum | |

1. Chair's Remarks

The Chair, Professor Mario Roy of Glendon College, announced and congratulated the 2022 recipients of the Robert Everett Exceptional Leadership in Student Governance Award, which recognizes students who have demonstrated high distinction in governance during their studies:

- **Jacky Duong**, an undergraduate student jointly in the Faculty of Environmental & Urban Change and Faculty of Education
- **Mohamed Elsayed Elghobashy**, an undergraduate student in the Faculty of Health
- **Stephen Teong**, an undergraduate student at Glendon

This being the last meeting of the academic year, the Chair extended thanks and appreciation to Senators, committee members and the Secretariat for their contributions to collegial governance.

The Senate of York University – Minutes

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

a. Report of the Academic Colleague to the Council of Ontario Universities (COU)

Speaking to the written report included in the agenda, the Academic Colleague to COU, Senator Brenda Spotton Visano, reported on the May COU meetings where the Academic Colleagues received updates on ongoing issues in the sector, detailed in the written report included in the agenda package. Discussions about decolonizing the academy continue at COU, including a conversation with York’s own Vice-President Equity, People and Culture Sheila Cote-Meek at the April meeting; relevant references on this topic are listed in Senator Spotton Visano’s written report.

4. President’s Items

Drawing Senators’ attention to the 2021-2022 Year-End Retrospective presentation slides circulated in advance of the meeting, President Rhonda Lenton highlighted the University’s strong foundation, notable achievements from the year and strategic opportunities on the horizon despite the challenges presented by the two-year COVID-19 pandemic and pressures on existing revenue streams. Thanks and appreciation were extended to Senators for their support navigating the pandemic and commitment to the University.

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 to Non-Designated Senate Committee Seats

The Vice-Chair reported that no further nominations had been received and presented Senators with a slate of nominees for positions on Senate committees with non-designated seats. It was moved and seconded **“that nominations be closed”** for the elections to Senate committees.

The motion was *carried*. As a result of the vote, a number of individuals were acclaimed to positions on the Senate Awards and Senate Tenure & Promotions Committees.

The Senate of York University – Minutes

b. The Rules of Senate: Revisions

It was moved and seconded **“that Senate approve the following revisions to the Rules of Senate set out below, with separate votes to be taken on each of the four separate amendments:**

- i. **Hortative Motions: proposed expansion of the section to enhance clarity on hortative motions.**
- ii. **Senate Membership: change to the membership of Senate proposing addition of the new position of Deputy Provost, Markham Campus and shifting the position of Secretary of Senate to an ex-officio, non-voting Senator.**
- iii. **Senate Nominations Rules and Procedures, Appendix C of the Rules of Senate: proposed revisions to integrate further equity considerations in the Senate nominations process for committee and elected positions.**
- iv. **Changes and additions to enhance clarity and reflect practices as set out in Appendix A to the Executive report, including: capacity for virtual mode of Senate meetings; use of e-polls in Senate meetings; enhanced oversight role of Executive in review of Faculty Council rules; updated student composition on Faculty Councils to reflect current Faculty structures; increase in notice time for requests to add new business; updated mandate and composition for the Senate Executive Sub-committee on Equity, and non-voting membership of ASCP.”**

Views from Senators were expressed about the proposed revisions, suggesting that a stronger rationale should be provided for the changes to Senate membership, and that there be further consultation on the principles addressing EDI within the Nominations Rules and Procedures to enhance equity considerations in the Senate nominations process. During the course of the discussion, it was moved and seconded **“that Senate refer the proposed revisions to the Rules of Senate to the Executive Committee for further discussion with a view to bringing recommended revisions to Senate at a subsequent meeting.”**

The motion to refer was *carried*.

c. Information items

The Vice-Chair spoke to the Executive Committee’s information items in the report circulated with the agenda.

The Senate of York University – Minutes

Responding to a question, the Chair affirmed that the Executive Committee is positioned to take up its responsibilities in the event of a labour disruption between the University and the York University Staff Association.

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

a. Chartering of Organized Research Units

It was moved, seconded and *carried* **“that Senate approve the chartering of the following Organized Research Units for a five-year period, commencing 1 July 2022:**

**Centre for Artificial Intelligence & Society
Water Management, Artificial Intelligence, Technologies, Education and
Sustainability, Resource Recovery & Reuse (One WATER)
Centre for Integrative and Applied Neuroscience
Institute for Technoscience and Society
York Emergency Mitigation, Engagement, Response, and Governance
Institute (Y-MERGE)”**

b. Change in Name of the Department of Science and Technology Studies

It was moved, seconded and *carried* **“that Senate approve the change in name of the the Department of Science and Technology Studies to the Department of Science, Technology and Society, Faculty of Science, effective immediately.”**

c. Information items

The information items in the Committee’s written report were *noted*.

7. Academic Standards, Curriculum and Pedagogy Committee

a. Establishment of a Bachelor of Sport Management degree type: Notice of Statutory Motion

ASCP provided notice of its intent to recommend the establishment of the degree type Bachelor and Bachelor (Honours) of Sport Management.

b. Merger of Specialized Honours BHS and Honours Minor BHS programs into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health, and Closure of existing Specialized Honours BHS programs, School of Health Policy and Management, Faculty of Health

It was moved, seconded and *carried* **“that Senate approve effective FW2023-2024,**

The Senate of York University – Minutes

- 1. the merger of the Specialized Honours BHS and Honours Minor BHS programs in Health Management, Health Policy, and Health Informatics into Specialized Honours BHS and Honours Minor BHS programs in Health Policy, Management and Digital Health, housed in the School of Health Policy and Management, Faculty of Health, and**
- 2. the closure of the Specialized Honours BHS programs in Health Management, Health Policy, and Health Informatics, housed in the School of Health Policy and Management, Faculty of Health, contingent upon approval of Motion b. 1.”**

c. Revisions to the *Senate Policy on York University Grading Schemes*

It was moved, seconded and *carried* “**that Senate approve revisions to the *Senate Policy on York University Grading Schemes*, as set out in Appendix C, to be integrated immediately but take effect at the time that the new grading schemes are implemented.**”

d. Information Items

ASCP’s information items included:

- an update on the timeline for the implementation of the new grading schemes with further information to be provided to Senate in the Fall
- an update on the launch timelines for Markham Campus programming
- a report on its progress on 2021-2022 priorities
- its approval of a minor change to the Strategic Management Field within the PhD program in Administration, Schulich School of Business, and its receipt of a minor correction to degree requirements for the Certificate of Proficiency in the Korean Language
- an expression of thanks to members with terms ending in June

8. Awards

a. Information Items

Senators joined the Awards Committee in congratulating the recipients of the 2022 President’s University-Wide Teaching Awards, 2022 Honorific Professorships, and prestigious awards for graduating students.

The Senate of York University – Minutes

2022 President's University-Wide Teaching Awards

Senior Full-time Faculty: Professor Michael Connor, School of Kinesiology and Health Science, Faculty of Health, and Professor Susan D. Dion, Faculty of Education

Full-time Faculty: Professor Andrew Maxwell, Department of Mechanical Engineering, Lassonde School of Engineering

Contract and Adjunct Faculty: Professor Carolyn Steele, Department of Humanities, Faculty of Liberal Arts and Professional Studies

Teaching Assistant: Ms. Janice Anderson, Department of Humanities, Faculty of Liberal Arts and Professional Studies

2022 University Professorship Recipient: Professor Sharon Murphy, Faculty of Education

2022 Governor General's Gold Medal Recipients: Ilana Shiff, Graduate Program in Clinical-Developmental Psychology; Allison Taylor, Graduate Program in Gender, Feminist & Women's Studies; Signy Lynch, Graduate Program in Theatre and Performance Studies

2022 Governor General's Silver Medal Recipients: Samuel Isaac Dreyzin, Faculty of Liberal Arts & Professional Studies, Bachelor of Commerce, Summa Cum Laude; Rosa Giannone, Faculty of Liberal Arts & Professional Studies, Honours BA in Law and Society, Summa Cum Laude; Robert Alexander Khatib, Faculty of Science, Honours BSc in Biology, With Distinction

The Murray G. Ross Award Recipient: Dorsa Shakerie, Faculty of Health, graduating with a Bachelor of Science in Kinesiology & Health Science

The Committee also reported on the following items:

- its receipt and transmission to Senate of the 2020-2021 annual report on the disbursement of student awards and the 2021 annual report on new awards
- its progress on priorities identified in the fall
- an acknowledgement of the contributions of its outgoing members

9. Other Business

The Senate of York University – Minutes

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

Consent Agenda Items

10. Minutes of the Meeting of 26 May 2022

The Minutes of the meeting of 26 May 2022 were *approved by consent*.

11. Change to name of the Certificate in Health Informatics, School of Health Policy and Management, Faculty of Health

The change of the name of the Cross-Disciplinary Certificate in Health Informatics to the Cross-Disciplinary Certificate in Digital Health, housed within the School of Health Policy and Management, Faculty of Health, effective FW2023-2024 was *approved by consent*.

Mario Roy, Chair _____

Pascal Robichaud, Secretary _____

York University Board of Governors

Synopsis

475th Meeting held on 28 June 2022

Appointments/Re-appointments

Decanal Re-Appointments

- Dr. Alice Horvoka as Dean of the Environmental and Urban Change, effective July 1, 2023, for a five- year term ending 30 June 2028.
- Dr. Jane Goodyer as Dean of Lassonde School of Engineering, effective July 1, 2023, for a five- year term ending 30 June 2028.

Board of Governors

- Re-appointment of Francesca Accinelli for a final four-year term commencing 1 July 2022 and ending 20 July 2026.
- Appointment of Marie-Hélène, as a Senate nominee, for a two-year term beginning 1 July 2022 and ending 30 June 2024.
- Appointment of Joanie Cameron Pritchett, as a Non-Academic Employee nominee, for a two-year term beginning 1 July 2022 and ending 30 June 2024.
- Appointment of Ariana Mah, as an Undergraduate Student nominee, for a two-year term beginning 1 July 2022 and ending 30 June 2024.

Pension Fund Board of Trustees

- Appointment of Shanker Trivedi, as a YUFA nominee, effective June 1, 2022, for a three-year term.

Approvals

The President's June 2022 Report on Tenure and Promotion decisions.

The Consolidated Financial Statements for Year ended 30 April 2022.

The appointment of Ernst & Young LLP as the auditor for the University for the fiscal 2022-23 year.

A budget increase of \$35M (from \$225.5M to \$260.5M), inclusive of HST and a budget contingency amount of \$8.5M, to complete the construction of the new building for the Markham Campus.

York University Board of Governors

Synopsis

A budget increase of \$2.5M (from \$10M to \$12.5M), inclusive of HST, for the design and construction of the Goldfarb Gallery of York University.

Awarding a non-exclusive contract to Compass Group Canada Ltd. (“Compass”), for retail and residence food services management with a potential value of approximately \$20M in annual gross sales. The contract term is for 5 years, starting July 2022, with three optional 1-year renewals.

A 2022-23 endowment distribution accrual rate of \$4.35 per unit, representing the same per unit rate as the 2021-22 distribution accrual rate of \$4.35 per unit.

The purchase of two plots of land in Costa Rica, in satisfaction of a Gift Agreement between York University and, Adrienne Perry and Don Downer, entered into on 17th May 2022.

Presentations

The President’s year-end retrospective on achievements in 2021-2022 and looking ahead.

From David Mochon on the activities of the Student Representative Roundtable in 2021-2022.

Reports and Remarks

The 2021-22 Annual Report of the Sexual Violence Advisory Committee and the Centre for Sexual Violence Response and Education.

The 2021 Employment Equity Report from the Governance and Human Resources Committee.

The 2021 Annual Investment Report from the Investment 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/107/2022/06/board-agenda-20220628.pdf>

Pascal Robichaud, Secretary