



York University Senate Notice of Meeting

Thursday, 23 May 2024, 3:00– 5:00pm

Via Videoconference

AGENDA

Page

- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
 - a. Report of the Academic Colleague to the Council of Ontario Universities (W. Wijngaarden)
- 4. President’s Items (R. Lenton)
 - a. Higher education planning landscape and trends

Committee Reports

- 5. Executive Committee (L. Sergio)1
 - a. Election of Members of Non-Designated Senate Committees and Positions (For approval)
- 6. Academic Policy, Planning and Research (M. Moir, Acting Chair)13
 - a. Spring Report of the Provost / Vice-President Finance & Administration: 2024 Budget Context for Academic Planning (Appendix A, page 16)
- 7. Academic Standards, Curriculum and Pedagogy (For approval; K. Michasiw) 46
 - a. Establishment of additional degree options for the BA program in International Studies, Glendon (Appendix A, page 52)
 - b. Closure of Language Endangerment, Documentation and Revitalization Stream, BA program in Linguistics and Language Studies Program, Glendon (Appendix B, page 76)
 - c. Establishment of Senate Academic Conduct Policy and rescission of Senate Policy on Academic Honesty (Appendix C, page 83)
 - d. Establishment of Attending Physician’s Statement Policy (Appendix D, page 100)
- 8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (K. Michasiw)..... 127

10min

20min

15min

35 min

30min

10min

a. 2022-2023 Annual Non-Degree Studies (Appendix A, page 129)

9. Other business

Consent Agenda

10. Minor changes to Faculty Regulations on Thesis and Dissertation, FGS (Appendix E, page 113)

11. Minutes of the Meeting of 25 April 2024 151

12. Senators on the Board of Governors re: April 30 2024 Meeting of the Board (M. Budworth; R. Green, for information) 157

Pascal Robichaud, Secretary

Executive Committee – Report to Senate

At its meeting of 23 May 2024

FOR ACTION

a. Nominees for Election to Senate Committees and Senate-elected Positions

Senate Executive recommends that Senate confirm the following candidates for election to *Senate Committees* (non-designated seats) for three-year terms beginning 1 July 2024 and ending 30 June 2027, for the positions of *Senator on the Board of Governors* and the *Academic Colleague to the Council of Ontario Universities*, both for a two-year term between 1 July 2024 – 30 June 2026, and for the position of *Vice-Chair / Chair of Senate* for consecutive 18 month terms for a total three-year term between 1 July 2024 – 30 June 2027.

The call for nominations to fill the vacancies for the various Senate elected seats was issued on 18 April 2024 with submissions received through to 9 May 2024. 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 and have the requisite status as current Senators (in the case of the Senate nominee to the Board of Governors) and the required experience for relevant committees. The *Senate Nominations Rules and Procedures* (Appendix C of the [Rules of Senate](#)) govern the nomination process for membership on Senate committees and other positions elected by Senate.

Upon approval of the slate of candidates by Senate, an election through e-voting will be held for the *Senator on the Board of Governors* and the *Vice-Chair / Chair of Senate* positions between 27 – 31 May 2024.

I. Senate Nominee for Membership on the Board of Governors

Senator on the Board of Governors (Full-time tenure-stream faculty or full-time tenure-stream librarian and archivist; 1 vacancy; two-year term; must be a member of Senate to stand for election). Board of Governors normally meets five times each year; Senate Executive meets on the third Tuesday each month at 3:00pm; Senate meets (normally) on the fourth Thursday of the month at 3:00pm

Michael Giudice, Professor, Department of Philosophy, LAPS

George Turlakis, Professor, Electrical Engineering & Computer Science, Lassonde

Executive Committee – Report to Senate

II. Academic Colleague to the Council of Ontario Universities

(Full-time faculty member; 1 vacancy; two-year term; Senate meets (normally) on the fourth Thursday of the month at 3:00pm; *Academic Policy, Planning and Research Committee* meets every other Thursday at 9:30 a.m. from September to June)

Mary Helen Armour, Associate Professor, Department of Science, Technology and Society, Faculty of Science

III. Vice-Chair / Chair of Senate

(Full-time faculty member; 1 vacancy; Vice-Chair term of 18 months from 1 July 2024 – 31 December 2025, followed by 18 months as the Chair of Senate between 1 January 2026 – 30 June 2027; Senate meets (normally) the fourth Thursday of each month from September to June except earlier in December and February; Senate Executive meets on the third Tuesday of each month except earlier in December and February):

Othon Alexandrakis, Associate Professor, Department of Anthropology, LAPS
Patricia Burke Wood, Professor, Environmental and Urban Change

IV. Senate Committees

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)

Note: 1 vacancy remains.

Academic Standards, Curriculum and Pedagogy (Full-time faculty members; 3 vacancies; ASCP meets Wednesdays at 1:30 p.m., normally twice each month)

James Elwick, Associate Professor, Department of Science, Technology & Society, Science

Marlene Bernholtz, Associate Professor, Writing Department, LAPS

Chen-Wei (Jackie) Wang, Associate Lecturer, Electrical Engineering and Computer Science, Lassonde

Awards (Full-time faculty members; 3 vacancies) (Meets 4-5 times annually; Friday)

Casey Mecija, Assistant Professor, Communication & Media Studies, LAPS

Eva Peisachovich, Associate Professor, School of Nursing, Health

Kael Reid, Assistant Professor, Department of Humanities, LAPS

Executive Committee – Report to Senate

Sub-Committee on Quality Assurance (Full-time faculty members, 3 vacancies)

Mary Goitom, Associate Professor, School of Social Work, LAPS

Note: 2 vacancies remain.

Tenure and Promotions (Full-time faculty members; 5 vacancies; meets in panels on Thursdays at 3:00 when Senate is not in session; members participate on T&P committees constituted at the Faculty level; candidates must fulfil all membership criteria).

Pilar Carbonell, Professor, School of Administrative Studies, Liberal Arts & Professional Studies

Note: 4 vacancies remain.

Tenure and Promotions Appeals (Full-time faculty members; 3 vacancies; meets at the call of the Chair as needed; candidates must fulfil all membership criteria).

Note: 3 vacancy remains.

FOR INFORMATION

b. Motion Submitted by Senators to Establish a Senate Finance and Budget Advisory Committee

Over the course of its meetings on 16 April and 14 May 2024, the Executive Committee discussed a motion submitted by Senators Wellen and van Harten to establish a *Senate Finance and Budget Advisory Committee*. The outcome of the Committee's discussion was that the motion as drafted is not in order. The Chair of Senate concurred with the Committee's advice and, in accordance with the responsibility assigned to the Chair to determine if motions submitted for Senate's consideration are in order (Section 4.7 Rules of Senate), Senator Puri ruled it out of order. Senators Wellen and van Harten were advised of the Chair's final ruling on 16 May 2023. As requested by the Executive Committee, the Secretary of Senate met with Senator Wellen to discuss the motion, the Committee's reflections on it and planned next steps by Executive.

The rationale for the decision that the motion to establish the proposed advisory committee is not in order is twofold:

- that the composition and mandate of the proposed new body are seen to overlap in several respects with that of the *Senate Academic Policy, Planning and Research Committee* (APPRC); and
- it assigns roles for matters on which Senate does not have authority and that that lie with the Board of Governors.

Executive Committee – Report to Senate

However, the Executive Committee noted in a broad sense issues and concerns understood to be at the root of the motion for the new advisory committee and it determined that further discussion of them is warranted to identify possible avenues to address them. As its meeting on 14 May, the Committee engaged in that fuller discussion of the underlying issues and concerns related to the motion. The conversation surfaced the following observations:

- Senate has an advisory role to play in budgets in the context of allocation of academic resources, a responsibility which is reflected in the mandate of the *Senate Academic Policy, Planning and Research Committee*; the Board of Governors has authority over revenues, and expenditures; the different mandates need to be respected.
- the collegium is expressing a strong desire for transparency in information about the factors and considerations that inform the preparation of the University operating budget, including the data and specific financial figures shaping the budget; this requirement is more pronounced with the current budget deficit position.
- a more defined space within the Senate governance structure for engaging in budgetary / academic resource matters is being sought.
- clarity is needed on the Senate governance structures and processes that support monitoring, oversight and accountability for academic resource allocation.

The Committee discussed possible options to address the issues and concerns being raised. It carefully reviewed APPRC's mandate, composition, terms of reference and annual items of business in the budgetary context juxtaposed against the proposed *Finance and Budget Advisory Committee*. For Senate's reference, attached as Appendix A is a table setting side-by-side the terms of reference of the proposed Advisory Committee with the terms of reference and processes of APPRC. The significant overlap in responsibilities of the two bodies is clear to Executive. Though, the Committee is committed to identifying a course of action that heeds concerns for enhanced collegial governance processes for resourcing and allocation of academic resources being expressed by the collegium while also respecting mandates.

To that end, Executive will be consulting the Senate APPRC Committee to gather its views on the idea of a sub-committee under its auspices with a defined advisory role on budgetary / academic resource matters, possibly populated by a combination of APPRC members and directly-elected members. The creation of a sub-committee under APPRC would align with the academic resource allocation aspect of its mandate while providing a structure for a dedicated focus on resource and budgeting discussions and input consistent with the advisory role that Senate has in this realm. The work of the sub-committee could, in turn, further integrate with and support the responsibility of APPRC, on behalf of Senate, for "consultations and recommendations to Senate on academic plans

Executive Committee – Report to Senate

and major academic policies, and to advise the President on the allocation of academic resources.”

Executive will be communicating shortly with the Academic Policy, Planning and Research Committee about this consultation exercise, and will report back to Senate as the initiative progresses. It will also confer with Senator Wellen on the outcome of the APPRC consultation, allowing for his further reflections to be conveyed as the discussion evolves.

c. 2024 Labour Disruption of Academic Activities: Monitoring and Reflections

As reported to Senate last month, the Executive Committee declared the labour disruption had ended as of 19 April 2024. The four-week remediation period remains in progress, concluding on 26 May 2024 (inclusive of the final examination period). At its 14 May meeting the Committee received a report from the Provost on remediation progress. Key points to note include:

- The resumption of academic activities that were paused have resumed in alignment with the defined timelines
- Approximately 14,300 assessed grades were requested by students, with 62% confirmed eligible and assigned the relevant grade; 36% still being reviewed and less than 3% advised the eligibility criteria were not met
- The number of course withdrawals without penalty (or a W assigned) chosen by students is not materially different from the total number drops elected by students last year
- OSAP has granted the forms of leniency requested by the University to ensure students are not financially penalized for exercising options made available to them during the disruption, and it has also committed to consider students requests for assistance owing from expenses arising from the extended winter term

The Committee has had a preliminary discussion of the labour disruption with a focus on lessons learned and follow-up actions to be taken. and shared reflections on its oversight and management of the impact of the disruption to academic activities caused by the CUPE 3903 strike. Further consideration is essential, and the Committee will focus Its deliberations centered on the development of options for the completion of courses and finalization of grades, how they were implemented, the impact they had, and their advantages and disadvantages. We will be grateful for insights shared with us by Senators.

Executive’s discussion identified these key reflections:

- A need to enhance the multiple communications processes across the University so that clear and consistent information is provided to students, instructors and staff

Executive Committee – Report to Senate

on course completion options, changes to term dates, and other relevant developments related to the disruption

- Students may have acted without knowing the full range of options available at the outset, or the consequences of their decision-making in choosing course completion options
- the need for a formal definition of the academic integrity principle in the Senate Disruptions Policy and the creation of shared implementation process(es) governing the application of the principle (perhaps an exercise to be led by the Senate ASCP committee with its mandate on academic standards)
- the challenges arising for both students and instructors from the overlapping winter and Summer (S1) terms, with consideration needing to be given to future plans that balance each of enrolment, teaching and student learning experiences
- noting the complexities that underlie the forms of academic accommodation made available to students to complete courses and finalize grades, consider surveying the collegium on these remedies (particularly the often contentious assessed grades option) as a follow-up action to collect views and information that could be weighed by Executive in the event of subsequent disruptions
- the value of supplementing the record of remediation options and actions taken by the Executive Committee and Senate during the previous disruptions, which includes commentary on the effectiveness of the actions taken to be available as a reference document of options for future use as necessary

We will be grateful for insights shared with us by Senators.

d. Review of Faculty Council Rules and Procedures

The Executive Committee reviewed and approved revisions to the *Structures, Rules and Procedures* of the Faculty Council of Faculty of Graduate Studies that make minor updates to the membership of the *Academic Planning and Policy Committee* (APPC) and voting structure of the *Nominating Committee*.

Poonam Puri, Chair

Lauren Sergio, Vice-Chair

Proposed Budget Advisory Committee	Senate Academic Policy, Planning and Research Committee
Committee Composition	
<p>a. Voting Members</p> <p>One faculty member elected by each Faculty, one of whom shall be selected by committee members as chair of the committee.</p> <p>One Librarian or Archivist elected by Librarians and Archivists.</p> <p>Two student Senators, normally one undergraduate and one graduate.</p> <p>Chair of Senate</p> <p>Vice-President Finance and Administration (ex officio)</p> <p>Provost and Vice-President Academic (ex officio)</p> <p>b. Non-Voting Member</p> <p>President (ex officio)</p>	<p>a. Voting Members</p> <p>One faculty member elected by each Faculty [<i>one of whom is selected by committee members as Chair of the Committee</i>]</p> <p>One Librarian or Archivist elected by Librarians and Archivists</p> <p>Two student Senators, normally one undergraduate and one graduate</p> <p>Chair of Senate</p> <p>President</p> <p>Provost and Vice-President Academic</p> <p>Vice-President Research and Innovation</p> <p>Academic Colleague</p> <p>Member Elected by the Council of Research Directors</p> <p>b. Non-Voting Members</p> <p>Secretary of Senate</p> <p>Observer from the York University Faculty Association</p>
Proposed Purpose	Mission
<p>On behalf of Senate and recognizing that budget planning regularly plays a large role in supporting and enabling the academic policy of the university and in establishing faculties, schools and institutes requiring the approval of Senate, the Committee shall be responsible for reviewing the viability of, and providing advice on, the university's annual budget and its financial policies and processes related to academic policy and programs.</p>	<p>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.</p>

<p style="text-align: center;">Proposed Terms of Reference of Advisory Committee</p>	<p style="text-align: center;">APPRC Terms of Reference / Related Responsibilities / Annual Items of Business</p>
<p>Meeting with and assisting the senior administration (the President, VP Finance and Administration and the Provost) on budget planning, financial audit processes and the annual university operating budget as these pertain to academic policy matters;</p>	<p>Term of Reference: The receipt of annual and periodic reports from the President and its ex officio vice-presidents ... and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.</p> <p>Annual items of business: twice yearly reports from the Provost and VP Finance & Administration on the budget context for academic planning are:</p> <ul style="list-style-type: none"> • In Fall, APPRC is consulted by the President, Provost, and Vice-President Finance & Administration on the context and environment for the University’s budget. The budget discussion with APPRC is grounded in UAP priorities as the overarching context to reinforce the integration of strategic resource allocation with the advancement of the University’s academic goals. Committee provides concrete advice on the key issues in the resource planning landscape for the administration to highlight in the community budget consultation exercise, and where greater detail on certain matters would enrich the community discussions. • <i>Budget Context for Academic Planning</i> report and consultation, in which the Committee reviews and discusses the operating budget with the Provost and Vice-President Finance & Administration to provide guidance and convey advice or reflections to Senate on the budget plan to help inform its discussion of the item.
<p>Receiving copies of the final annual university budget, providing comments to the VP Finance and Administration prior to the annual budget report to Senate, and reporting to Senate.</p>	<p>Term of Reference: The receipt of annual and periodic reports from the President and its ex officio vice-presidents ... and others (including the Vice-President Finance and Administration), and the facilitation of Senate consideration through the transmittal of relevant reports.</p>

	<p>Annual item of business: <i>Budget Context for Academic Planning [see above summary].</i></p>
<p>Conveying recommendations from Senate on the annual operating budget and long-term financial plans to the President and, where applicable, to the Board of Governors, as they pertain to the academic programs and policy of the university and initiatives for establishing faculties, schools and institutes.</p>	<p>Term of Reference: The establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resources;</p> <p style="text-align: center;">and</p> <p>Term of Reference: 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, non-degree studies reports) and recommendations for changes arising from such reports.</p>
<p>Reviewing funding issues related to specific academic units, either as referred to the committee by Senate and/or APPRC or at the initiative of the committee, and report to Senate, where applicable, on such reviews.</p>	<p>Term of Reference: The articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources;</p> <p style="text-align: center;">and</p> <p>Term of Reference: 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;</p>

Academic Policy, Planning and Research Committee Terms of Reference

Illustrations from Recent Years, Resource Allocation Responsibilities Highlighted

Element	Illustrations of Role	Specific Examples
Mission		
<p>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.</p>	<p>Development and oversight of University Academic Plan and input into other academic planning documents and frameworks.</p> <p>Input into the Strategic Mandate Agreements.</p>	<p>UAP monitoring, and facilitation of advancing the priorities.</p> <p>In 2020/21 advancing UAP priorities facilitated by:</p> <ul style="list-style-type: none"> • Focused briefing to Senate on key planning documents • 2 open fora, on EE and research continuity during pandemic • Discussions with Faculty planners (Deans)
Terms of Reference		
Taking a broad, principled approach to planning, the Committee shall be responsible for:		
<p>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</p>	<p>The Committee assesses and recommends Senate approval of major academic initiatives of a structural nature.</p>	<p>In 2019, the creation of a new Faculty involving FES and the LA&PS Department of Geography; recommendations to Senate on new or renewed ORUs;</p> <p>From 2018 onwards, Markham Campus academic planning including sufficiency of resources for program sustainability;</p>
<p>b. reports to Senate on reviews of Faculties, units, centres and programs, (including but not necessarily limited to Faculty plans, [Cyclical] Program Reviews, Faculty Plans, Organized Research Units, computer plans, non-degree studies reports) and recommendations for changes arising from such reports.</p>	<p>Annual reporting by the Deans and Principal (normally involving individual discussions); reports of the Sub-Committee on ORUs and Joint Sub-Committee on Quality Assurance. Computing not normally canvassed</p>	<p>In 2018 a pan-university planning forum on program re-visioning and curriculum reform was sponsored by APPRC, and institutional supports and resources for interdisciplinary / cross-Faculty program development.</p>

		Subsequently, <i>Guidelines for Cross-Faculty Degree Programs</i> were developed by Provost in consultation with APPRC to advance the [then] UAP priority of fostering innovative, quality academic programs.
c. recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.	UAP role as described; summative reports end the five year cycle in the run-up to renewal; annual engagement with the Deans / Principal often tied to UAP objectives	Over two meetings in April 2021, individual meetings with Deans / Principal on progress towards UAP objectives and the impact of pandemic on sustaining progress.
d. the articulation of research, teaching and programmatic principles for academic planning and criteria for assessment of major initiatives, including shifts of academic resources.	This articulation is through the UAP but also expressed in specific projects undertaken by or reports developed at the request of the Committee.	Ongoing oversight and accountability role; concurrence with ASCP major curriculum proposals is through the lens of academic planning and academic resources.
e. the establishment of academic priorities guiding the deployment of academic resources, and advice and recommendations on the allocation of academic resources;	Priorities largely established in the UAP; Committee advises generally on the allocation of academic resources (not on formal budgets, which are the responsibility of the Board).	In 2021-22 the Committee engaged in consultation on the idea of creating a medical school, and facilitated a preliminary consultation with Senate on the direction. Each fall the Committee participates in consultation with the President, Provost and Vice-President Finance & Administration on the University's multi-year budget to provide input on areas in which to prioritize investment to attain academic goals.

<p>f. in consultation with others (including Senate committees), the coordination of program and policy development;</p>	<p>APPRC membership on the Senate Executive Sub-Committee on Equity; Committee concurs with major curriculum initiatives – new degrees and programs or their closure; partnership with ASCP particularly close but the Committee is also at the forefront of policy changes in its own domain and comments on others;</p>	<p>Recent initiatives include academic programming and resource planning for the new Markham Campus; changes to the York University Quality Assurance Procedures (2019)</p>
<p>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.</p>	<p>Twice yearly reports from the Provost on major planning goals, progress and initiatives; twice yearly reports from the Provost and VP Finance & Administration on the budget / resource context for academic planning; yearly reports from the Vice-President Research and Innovation on planning goals, resource investments and achievements; annual reports from the sub-committees supported by the Office of the VPRI and the sub-committees populated by members.</p>	<p>Ongoing accountability role with regard to reports from Vice-Presidents and sub-committees.</p> <p>Provost’s report on enrolment and faculty complement – October/November</p> <p>VPRI annual research report – late fall/winter.</p>
<p>To perform its functions the Committee shall have access to all relevant information through the Vice-President Academic and Provost and its Technical Sub-Committee. 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.</p>	<p>Technical Sub-Committee provides ongoing advice about agenda items and facilitates information gathering in support of decision making; APPRC is the principal Senate committee with regard to senior academic administrators (VPs, Deans / Principal) and Faculty Councils in the realm of planning and policy</p>	<p>VP reports are standing agenda items.</p> <p>Markham Campus will remain a standing item on the agenda until its launch.</p> <p>2020-21 included reports on Vaughan healthcare precinct planning, and discussions of the draft Anti-Black Racism Framework for input.</p>

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 23 May 2024

FOR INFORMATION

a. Budget Context for Academic Planning: Spring Report

The Provost and the Vice-President Finance & Administration reported to APPRC on 9 May on the operating budget context for academic planning. The consultation with the Committee reflects its responsibility for advice and recommendations on the allocation of academic resources in support of research, scholarly endeavours, teaching and major academic initiatives. APPRC, in turn, facilitates the annual reporting to Senate on the budget context. Presentation slides have been included with the agenda, from which Senators Lenton (in the absence of the Provost at Senate) and McAulay will highlight key aspects for discussion with Senate.

The Senate discussion of the 2023-2026 operating budget last spring began with the news that the enrolment pressures from the circumstances related to the pandemic, together with the ongoing freeze of tuition fees by the Province, resulted in a sizeable in-year deficit for 2023-2024 of approximately \$68M, with a slightly reduced deficit planned for the following year, concluding with a balanced budget at the end of three years in 2025-2026. Several external and internal stresses this year converged, resulting in an increase to the deficit for fiscal 2024 of \$142M. The size of the deficit is mitigated slightly when the \$12.7M in revenue from the University's ancillary services (e.g. parking, food services) are combined with the operating budget, resulting in an approximately \$130M total deficit.

The three-year 2024-2027 operating budget approved by the Board of Governors on 30 April includes in-year deficits of \$132M, \$39.9M in 2024-25 and 2025-2026 respectively, with a surplus of \$13.4M in 2026-2027. APPRC shared with the Provost and Vice-President Finance & Administration its views on the extremely challenging financial position of the University. Noting the magnitude of the circumstances, the Committee emphasized the importance to the York community of transparency about the budget details, strategies to address the deficits, and the need to facilitate opportunities to address questions. The Committee also raised the necessity of contingency plans for additional unforeseen factors in the coming year that could further deteriorate finances.

Planning takes on extra urgency in the face of the current challenges and uncertainties. APPRC took note of the series of 17 financial sustainability projects to be developed to

Academic Policy, Planning and Research Committee Report to Senate

help achieve a balanced budget position in the third year, 2026-2027. It agreed it is critical to have concrete actions defined to support the budget plan. The collection of initiatives, most still in the early stages of design, will require significant effort and engagement from across the University to achieve the intended outcomes. The Committee cautioned that the call on the community for active take-up could be challenging amid competing priorities, the conditions arising from the fiscal constraint, and the sense of overall fatigue and anxiety among many colleagues. It is hoped that the collegium will be able to lend its considerable expertise, commitment and resolve in this time of deep need.

The Committee looks forward to a robust discussion at the Senate meeting aided by the Provost and the Vice-President Finance & Administration. Senators are encouraged to review the material in advance.

b. Sustainability Project

As noted in the 2024-2027 budget plan, several projects have been identified to advance the financial sustainability of the University. One project will focus on possibilities and options for a new organizational structure of the University's Faculties and Schools as an initiative to support enrolment recovery. The internal and external circumstances are presenting a ripe opportunity for a new organizational plan that preserves and builds on the University's existing strengths and distinctiveness while concurrently addressing the pressing need for sustainability and cost efficiencies. The Provost facilitated a preliminary discussion of the concept at the APPRC meeting on 9 May. Members shared early and forthright reflections on the construct. The Committee will continue to be engaged in this initiative as it develops and will be keeping Senate well informed of its status and creating opportunities for its input.

c. Research Resources Future

In his report to APPRC on 9 May, the Vice-President Research & Innovation continued the theme of nurturing financial sustainability in the research context. Conceptual plans are being developed to generate new and advance existing research revenue opportunities through targeted investments to drive research outcomes, enhance York's reputation and rankings performance, and increase research revenue. A key goal is to double the University's research productivity in the next five years by focusing on untapped research revenues. APPRC will continue to be consulted to help shape and finalize this research initiative.

Academic Policy, Planning and Research Committee Report to Senate

d. APPRC 2023-2024 Priorities

Nearing the end of the academic year, the Committee took the opportunity this month to review the status of its priorities as established in the fall. Overall, good progress is being made on most of the initiatives to advance the priorities. The impact of the labour disruption and budget challenges interrupted the timelines for some activities and projects, including the annual academic planning meetings with the Deans/ Principal. The results and status of the initiatives will inform the development of priorities for next year, which will be confirmed by the committee in early fall. A key focus for APPRC next year will be the development of the next five-year University Academic Plan (UAP).

In June, the Committee will provide its final report on the outcome of its priorities to Senate Executive.

Andrea Davis
Chair of APPRC

Multi-Year Budget Plan 2024-25 to 2026-27

Senate

L. Philipps, Provost and VP Academic

C. McAulay, VP Finance and Administration

MAY 23, 2024

YORK 

Contents

- Budget Objectives and Planning Context
- 2023-24 Forecast Update
- Multi-year Budget Plan 2024-25, 2025-2026, 2026-27
- Priority Investments and University Fund
- Evolving Action Plan to Address New Context

A row of books on a shelf, with a red border around the image. The books are of various colors and thicknesses, and the background is blurred. The text "Budget Objectives and Planning Context" is overlaid in white.

Budget Objectives and Planning Context

Budget Objectives

1. Maximize advancement of the University Academic Plan priorities
2. Ensure long-term sustainability of the University
3. Adapt to financial pressures and risks through ongoing planning, monitoring, and decision-making
4. Apply bold, strategic thinking to:
 - respond to emerging revenue-growth opportunities
 - align revenue and expenditure

History up to June 2023 Budget

➤ 2019

- 10% tuition fee cut and freeze through 2022-23
- Bill 124 passed

➤ 2020

- March 2020, Ontario shut down due to pandemic emergency

➤ 2021

- Continued uncertainty with pandemic
- Significant impact on international recruitment especially from China

➤ 2022

- Bill 124 deemed unconstitutional by lower court; government files appeal
- Tuition freeze extended for another year through 2023-24

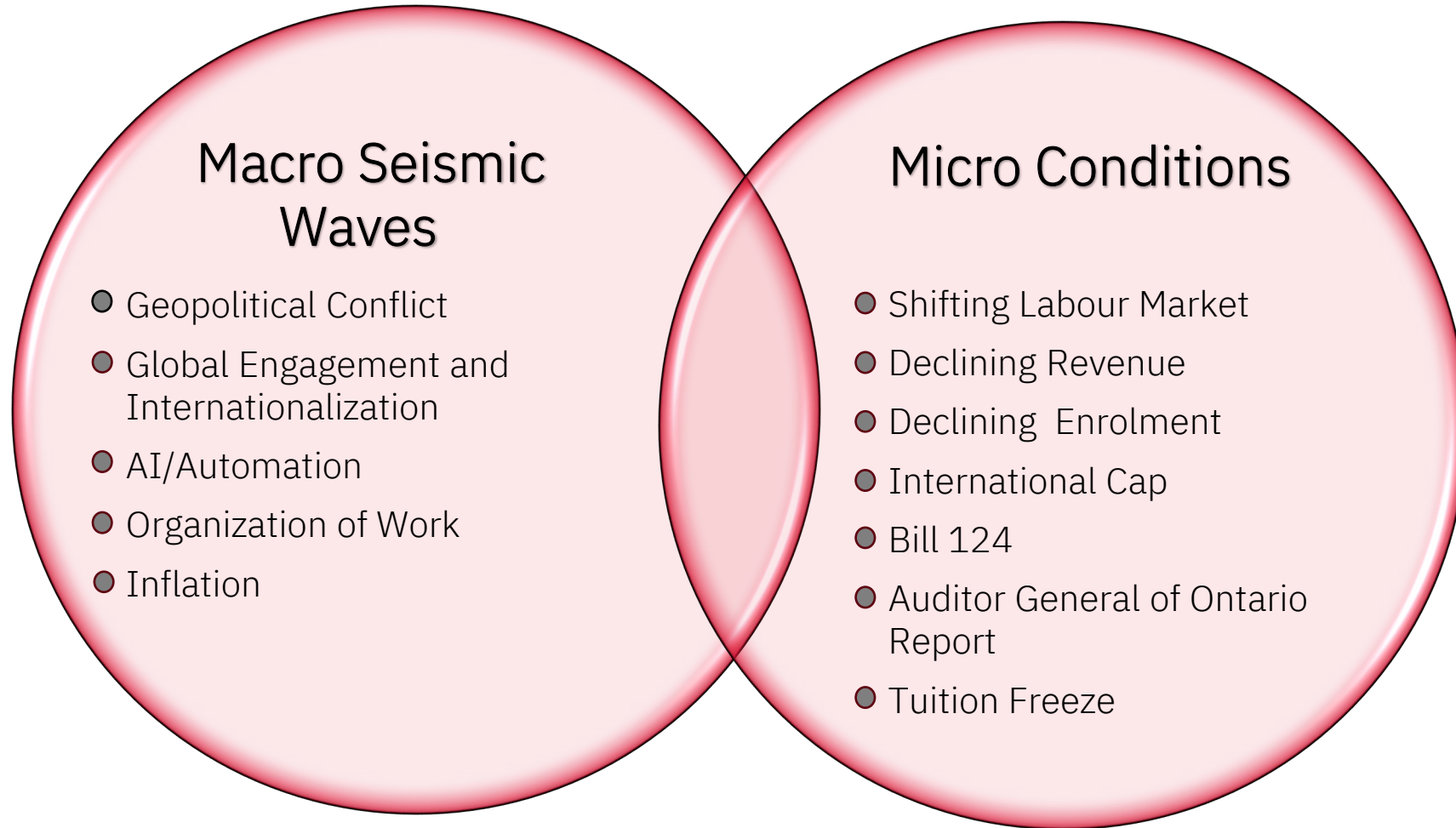
➤ 2023

- Pandemic emergency ends
- Student choices about PSE participation change with lower course loads, smaller summer
- International student visa processing delays

Significant Changes Since Last Approved Budget (June 2023)

1. Canada-India tensions flare with negative impact on applications from India
2. Federally imposed cap on international enrolment -- approximately 50% decrease for Ontario
 - Decision has had a profound impact on students choosing Canada
 - Ontario assigned institutional allotments in late March, after other provinces
 - Risk that negative impact could exceed 50%
3. Government loses Bill 124 appeal; announces it will not appeal further; York agrees to mediation/binding arbitration with 5 unions
4. Tuition freeze extended for three more years (2024-25 to 2026-27)
5. Labour disruption

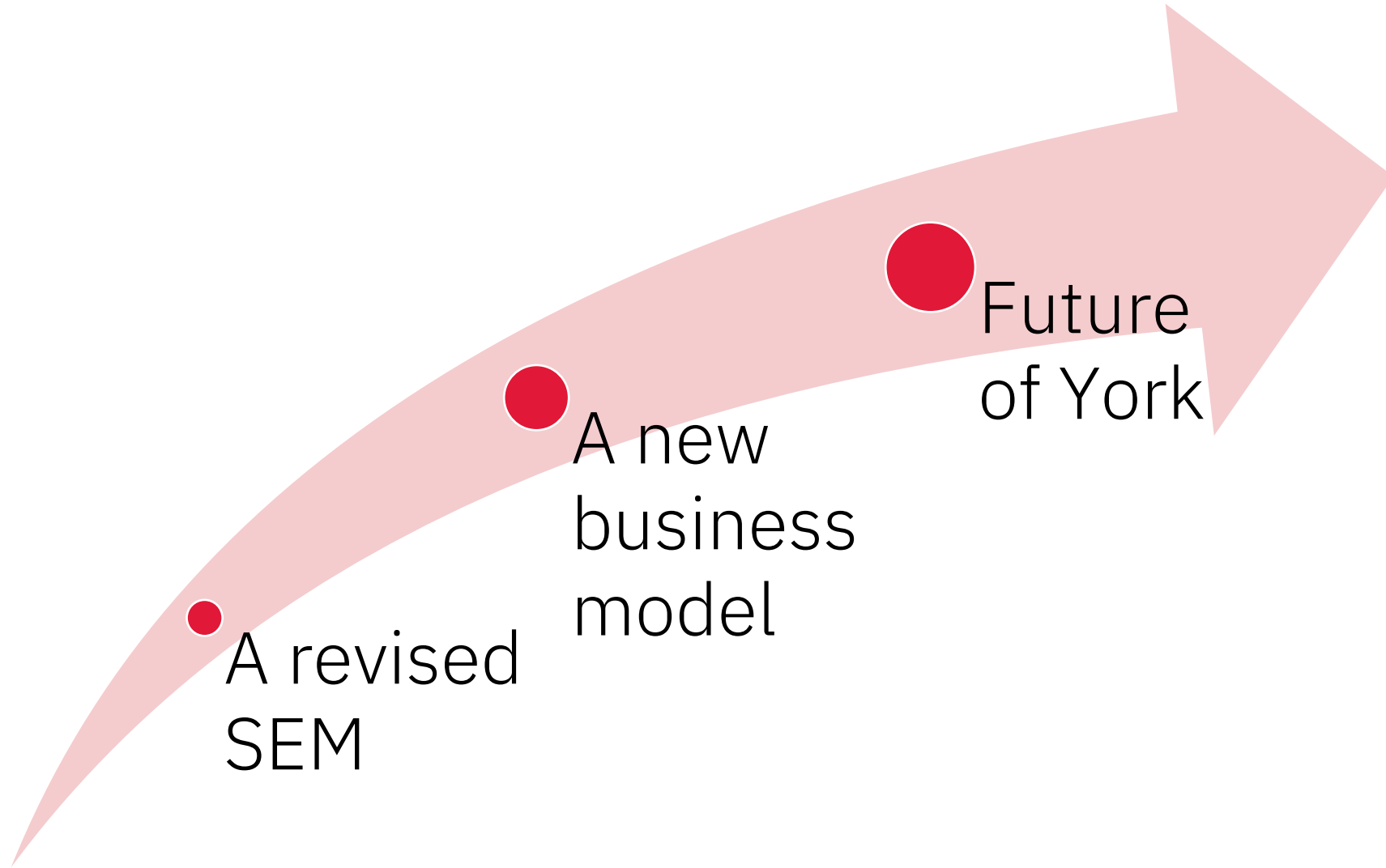
External Context



Our Response ...

- Budget reductions include a temporary pause or reduction in costs such as, advertising, employee professional development, travel and conferences for staff and administration that are not directly related to revenue generation
- Deferral of minor renovations and some equipment renewal
- Enrolment contingencies embedded in budgets
- Streamlining course offerings and curriculum across the University
- Consolidating academic departments e.g., Glendon
- Human resource plan pausing all but essential hires, both faculty and staff
- Requiring philanthropic or other external funds to proceed with new capital projects
- Pausing components of institution-wide projects such as the Student Systems Renewal Project (SSRP)

Plus... Re-evaluation of the Strategic Plan



A photograph of a row of books on a shelf, viewed from a low angle. The books are of various colors and thicknesses, with some showing signs of age. The image is framed by a thick red border. The text "2023-24 Forecast Update" is overlaid in white, bold, sans-serif font in the center of the image.

2023-24 Forecast Update


Divisional Operating Forecast for 2023-24

(\$ millions)

Division	Opening Cumulative Position (A)	Approved Budget In-Year Surplus (Deficit) (B)	Forecast In-Year Surplus (Deficit) (C)	Variance Budget vs Forecast (C-B)	Forecasted Closing Carryforward (A+C)
President	5.3	0.1	0.8	0.7	6.1
Advancement	3.8	(3.3)	(3.1)	0.2	0.8
Academic					
Arts, Media, & Performance Design	(16.9)	(4.8)	(5.7)	(0.9)	(22.6)
Education	0.9	(5.4)	(5.3)	0.1	(4.4)
Environmental & Urban Change	(23.2)	(7.0)	(8.5)	(1.6)	(31.7)
Glendon	(36.7)	(5.1)	(5.2)	(0.1)	(42.0)
Health	19.8	(4.8)	(2.0)	2.9	17.8
Liberal Arts & Professional Studies	12.6	(23.8)	(44.6)	(20.8)	(32.0)
Lassonde	(1.0)	(0.1)	(8.3)	(8.3)	(9.4)
Osgoode	43.0	1.2	0.3	(0.9)	43.3
Schulich	1.1	2.1	(0.0)	(2.1)	1.1
Science	8.9	(16.9)	(14.6)	2.2	(5.7)
Continuing Studies	40.4	(2.6)	14.1	16.7	54.5
Total Faculties & Schools	48.9	(67.2)	(80.0)	(12.8)	(31.1)
Graduate Studies	(1.1)	(1.4)	(1.3)	0.1	(2.4)
Libraries	5.5	(0.4)	0.1	0.4	5.6
Vice Provost Students	5.6	(6.0)	(7.1)	(1.1)	(1.5)
PVPA	12.1	(4.2)	(2.4)	1.8	9.6
Academic Total	70.9	(79.1)	(90.7)	(11.5)	(19.7)
Equity, People and Culture	7.0	(2.4)	(0.7)	1.7	6.3
Finance & Administration	0.9	(0.6)	(0.3)	0.3	0.6
Research	12.5	(3.0)	0.7	3.7	13.1
Markham Campus	(9.5)	(19.6)	(15.5)	4.1	(25.0)
University Fund	71.1	33.8	48.4	14.6	119.5
General Institutional	88.4	6.3	(82.1)	(88.4)	6.3
Total University	250.4	(67.9)	(142.5)	(74.6)	107.9

2023-24 Forecast – Reconciliation to Budget

	2023-24
Board approved operating budgets (June 2023)	-67.9
Adjustment for new projected enrolment	-33.9
Board approved budgets adjusted with lower enrolment impact	-101.8
Additional revenue for SCS	16.7
Additional grant and other recoveries	7.1
Additional investment income	7.5
Expense reduction	4.6
Forecasted operating budget before wage reopener	-65.9
Estimated impact of wage reopener	-76.6
Forecasted operating budget	-142.5
Forecasted ancillary budget (e.g. bookstore, food services, housing, parking, printing, executive learning centre)	12.7
Combined operating and ancillary budgets	-129.8

A scenic autumn landscape featuring a dirt path leading towards a pond. The trees are in various stages of fall, with vibrant reds, oranges, and yellows. In the background, city buildings are visible under a cloudy sky. The foreground is filled with green and white wildflowers. The entire scene is framed by a thick red border.

Multi-Year Budget Plan 2024-25, 2025-26, 2026-27

Changes Since November Budget Envelopes for 2024-25 to 2026-27

	2024-25	2025-26	2026-27	Total
Changes to estimated tuition and grant revenue				
(1) Enrolment shortfalls for 2023-24	-20.6	-16.3	-15.9	-52.8
(2) Shortfalls projected Fall/Winter 2024-25 intakes	-36.0	-40.0	-36.0	-112.0
Preliminary enrolment shortfalls on 2023-24 and Fall 2024 intakes	-56.6	-56.3	-51.9	-164.8
(3) Contingency for tuition loss Summer 24 due to labour disruption	-20.0			-20.0
(4) Potential miss on international intakes for 2025-26 (25%) and flow through impact for 2026-27		-19.0	-21.0	-40.0
Enrolment Contingencies	-20.0	-19.0	-21.0	-60.0
(5) Less budgeted tuition increases (3%, 3%, 2%)	-8.0	-17.0	-24.0	-49.0
(6) International program-level tuition increases	0.6	1.9	3.3	5.8
(7) Estimated additional grant revenue - York Share of \$700M	8.4	14.2	20.1	42.7
Total estimated impact of changes to tuition and grant revenues (sum of 1-7)	-75.6	-76.2	-73.5	-225.3

Notes:

Does not include impact of 2024 labour disruption on potential miss on future terms.

Operating Budgets

Total Operating budget

(\$ millions)

	<u>2024-25</u> <u>Budget</u>	<u>2025-26</u> <u>Budget</u>	<u>2026-27</u> <u>Budget</u>	<u>Total Budget for</u> <u>2024-25 to 2026-27</u>
Operating revenues				
Government operating grants (<i>note 1</i>)	325.1	328.8	335.8	989.7
Student fees	794.1	860.0	942.1	2,596.3
Grants and student fees subtotal (<i>note 2</i>)	1,119.2	1,188.8	1,277.9	3,585.9
Funding from donations, endowments, & trusts	9.8	9.3	9.0	28.2
Investment income	26.1	17.8	13.8	57.8
Other recoveries	43.9	43.2	44.3	131.3
Total operating revenues	1,199.0	1,259.1	1,345.0	3,803.1
Preliminary enrolment shortfalls on 2023-24 and Fall 2024 intakes	(56.6)	(56.3)	(51.9)	(164.8)
Enrolment contingencies (<i>note 3</i>)	(20.0)	(19.0)	(21.0)	(60.0)
Total operating revenues, net of enrolment contingencies	1,122.4	1,183.8	1,272.1	3,578.3
Operating expenditures				
Salaries and wages	690.4	706.8	725.4	2,122.6
Employee benefits	182.6	186.9	191.4	560.9
Operating costs	174.6	172.6	181.7	528.9
Scholarships and bursaries	94.9	98.8	102.1	295.8
Taxes and utilities	24.1	23.8	24.7	72.6
Interest on long-term debt	25.8	26.0	26.3	78.2
Total operating expenditures before other items	1,192.3	1,215.0	1,251.7	3,659.0
Estimate for wage reopener	50.9	54.0	57.0	161.9
Financial sustainability projects under development	(30.0)	(80.0)	(90.0)	(200.0)
Total operating expenditures	1,213.2	1,189.0	1,218.7	3,620.9
In year surplus/(deficit) for operating fund, before transfers	(90.8)	(5.1)	53.4	(42.6)
Transfers to restricted funds				
Transfers to capital fund	(37.3)	(30.7)	(35.7)	(103.7)
Transfers to ancillary fund	(3.2)	(3.4)	(3.4)	(10.0)
Transfers to other funds	(0.7)	(0.7)	(0.8)	(2.2)
Total transfers to restricted funds	(41.3)	(34.8)	(39.9)	(115.9)
In year surplus/(deficit) for operating fund	(132.0)	(39.9)	13.4	(158.5)
Opening accumulated surplus/(deficit) for operating fund	107.9	(24.1)	(64.0)	107.9
Closing accumulated surplus/(deficit) for operating fund	(24.1)	(64.0)	(50.6)	(50.6)

Note 1: Operating grants include estimated funding from new Postsecondary Sustainability Fund.

Note 2: Tuition revenues adjusted for tuition freeze extension through to 2026-27.

Note 3: Enrolment contingencies include contingency for loss tuition revenue due to labour disruption for 2024-25, and contingency for missed enrolment targets for 2025-26 and the flow through impact for 2026-27.

Note 4: Does not include any investment in emerging opportunities.

Reconciliation of Budgets for Approval to Financial Statements

Operating and Ancillary Budgets Combined Impact on Financial Statements

	<u>Forecast</u>	<u>Budget</u>			<u>Total Budget</u>
	2023-24	2024-25	2025-26	2026-27	2024-25 to 2026-27
Operating budgets	-142.5	-132.0	-39.9	13.4	-158.5
Ancillary budget (e.g. bookstore, food services, housing, parking, printing, executive learning centre)	12.7	11.4	14.7	14.7	40.8
Adjustments for capital and non-cash items	15.7	0.0	-0.8	9.4	8.6
Combined Impact on Financial Statements	-114.1	-120.6	-26.0	37.5	-109.1

Deficit Financial Statements will automatically place the University in the MCU Financial Accountability Framework High Risk Category.

Impacts on Cash flows

- Entering 2023-24, the University's cash position was strong, exceeding the target.
- The slow recovery in international enrolment plus the extended tuition freeze and the international cap in combination with the planned commitments for capitals projects (e.g., Sherman expansion) have resulted in deficit budgets in 2023-24, 2024-2025 and 2025-26, which will significantly deplete cash reserves.
- Steps to preserve cash, including postponing a phase of SSRP for approximately 33 months, have been implemented.
- Current projections (without an increase in funding) show unrestricted cash being below the 90-day cash reserve from 2024-25 until 2029-30

Cash Flow Assumptions and Risks

➤ Risks

- MCU high risk threshold for cash reserves is 30 days
- Effective SEM/ISEM essential to ensure enrolment stays within targets (including contingency)
- Capital donations not received as planned
- Capital project cost escalations, although for current projects budgets are on target
- Investment income target not met due to lower cash balances and market rates
- Other unanticipated factors negatively impacting ability to balance budget in 2026-2027

➤ Assumptions

- Due to increased expenditures operating and capital, minimum cash reserves (primary reserve) is now estimated at \$330M (30-day threshold estimated at \$110M)
- Markham budgets are achieved and contribute to an in-year surplus starting 2029-30
- No additional capital cost escalations
- 2024/25 - 2026/27 budget does not include internal funding for School of Medicine capital
- Beyond 2026-27, the institution excluding Markham breaks even without investment income

MCU Financial Accountability Framework

- MCU Framework includes 8 ratios plus credit rating, to measure financial performance in respect to liquidity, sustainability, and performance
- Financial ratios are based on the University's consolidated financial statements
- The outcome of these ratios result in a No, Low, Medium or High Action Plan
- For fiscal 2022-23, University was in a Low Action Plan because of its Low Action status for its credit rating (A High/A+)
- Forecasted deficit budgets for 2023-24, 2024-25 and 2025-26 will place the University in the High Action Plan Category
- High Action Plan category requires that the University develop a recovery plan and appoint an external advisor if it remains in the high action category for two years.



Priority Investments and University Fund

Looking Forward

- Targets have been set for reducing deficits as reflected in three-year rolling budget
- Strategy remains in place for debt repayment
- Careful balance between expenditure reduction and investment in growth
- Will require some scenario planning around risk in order to be able to pivot as needed

Current Priority Investments to Support the University Academic Plan

Advancing DEDI Strategy

Improving services through digital solutions, quality improvements and innovation

Strategically important faculty and staff hires, enhanced retention, well-being and morale

Enhancing leadership in 21st century learning e.g., new programs, micro-credentials, experiential education, high-quality digital learning, internationalization, DEDI

Ensuring capital needs and deferred maintenance are met

Evolving Strategic Plan and diversification of revenue

Advancing transformative initiatives e.g., Markham, SoM, Vaughan Healthcare Precinct

Supporting research excellence, innovation, entrepreneurship, commercialization and strengthening our reputation and rank

Advancing Global Engagement Strategy and raising our international profile

Sustaining focus on SEM including international recruitment pilots, enhancing domestic conversion, retention, improved student services and supports, well-being

Strengthening our impact on UN SDGs including implementation of new Sustainability Framework and development of new Sustainability Strategy including expansion of YU as Living Lab



What we Heard in 2023-2024 Budget Consultation– Community Priorities for Investment

February 2023
(at the end of 2022-23 cycle of consultations)



February 2024
(at the end of 2023-24 cycle of consultations)



Living Well Together

Investments in Deferred Maintenance

	<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>
	\$M			
Internal Funds	19.2	19.2	21.1	21.1
External Funds	6.5	6.5	6.5	6.5
TOTAL	25.7	25.7	27.6	27.6

York is investing in two priority areas of work – classroom and washroom renewals – previously identified through community consultations and working groups.

Phase 1 of this multi-year initiative ended in 2022 and was extended into Phase 2 which will see investments in washroom renewals continued, and additional investments in classroom renewal following important work on the future of pedagogy.

Summary of University Fund Approvals 2023-24 to 2026-27

	Forecast (\$M)		Budgets (\$)	
	2023-24	2024-25	2025-26	2026-27
Faculty Support				
Faculty Operating Support (AMPD, EUC, Glendon, EDU, LAPS, SCI)	24.7	46.5		
Faculty Operating/Strategic Support TBD			46.5	46.5
General Faculty Allocation	19.9	26.7	23.8	20.4
Total Faculty Support before Strategic allocations	44.6	73.2	70.3	66.9
Strategic Support for Faculty Infrastructure	10.3	3.6	0.4	
Total Faculty Support	54.9	76.9	70.7	66.9
Research Support	5.9	3.5	2.3	3.0
Student Support	1.6	4.3	1.4	1.5
Institutional Support (incl. Advancement and Internationalization)	2.9	6.4	1.5	0.2
Capital Projects and Renovations	6.0	6.0	6.0	6.0
Technology Investments	16.3	18.4	18.6	24.3
Total University Fund Approvals	87.6	115.4	100.5	101.9

A long, straight asphalt road with yellow lane markings stretches into a vast, arid desert landscape under a blue sky with distant mountains. The road is flanked by sparse, dry vegetation and leads towards a range of mountains in the distance. The sky is a clear, deep blue with some light clouds. The overall scene conveys a sense of journey and exploration in a new, challenging environment.

Evolving Action Plan to Address New Context

Action Plan to Advance York University's Academic Plan and Financial Sustainability



Program Enhancement and Sustainability

Project 1: Course Enrolment Optimization

Project 2: Expand Capacity in Programs with Unmet Demand

Project 3: Redesign General Education

Project 4: Program Sustainability Review

Project 5: Supporting Program Innovation

Project 6: SMA3 Improve Metrics Performance



Enrolment Recovery

Project 7: Establish ISEM Working Group

Project 8: New Out of Province Strategy

Project 9: Student Housing Working Group

Project 10: New Pathways to Degrees

Project 11: Collegial Forum on UG Student Retention

Project 12: Faculties of the Future



Administrative Projects

Project 13: Administrative Service Efficiencies

Project 14: E-License Optimization

Project 15: Space Optimization

Project 16: HR Initiatives

Project 17: Alternate revenue/Asset Monetization

Progress to Date

- Cost savings of \$8.2M from 410 Full Course Equivalents (FCE) reduction for 2024-25 and \$8.7M from 447 FCE for 2025-26 reduction through course enrolment optimization
- Additional revenues of \$2M for 2025-26 and \$2.8M for 2026-27 for expanding programs in high demand
- Out of province strategy, 2.6% of new undergraduate students and 11% of graduate were out of province in 2023 (baseline)
- Campus Vision and Strategy contributing to developing Alternate Revenue/Asset Monetization strategy
- Key strategic working groups formed i.e., International Enrolment Strategic Management (ISEM), Housing Strategy
- Additional costs savings of \$18.5M for 2024-25 and \$23.6M for 2025-26, are reflected in expenditures on top of savings already embedded in June 2023 budgets of \$39.9M for 2024-25 and \$39.5M for 2025-26
- Institutional capital project priorities paused where possible pending philanthropic and/or other external sources of funding

Next Steps

- Senior administration (President, Vice-Presidents, and Deans) will work with faculty colleagues, staff, Senate committees, and others to refine and lead implementation of Action Plan projects
- Detailed project plans across all 17 projects being developed, including targets, timelines and responsible governing bodies, VPs/Deans, and project teams
- Regular update reports on progress to be provided to the Board and Senate regarding financial sustainability targets

Summary

- Approved budget leaves a \$200m gap over the three year period to be closed through new revenue generation and/or cost reductions (total of \$30m, \$80m, \$90m allocated across the three years)
- The 10% cut to domestic tuition fee rates in 2019-20 followed by consecutive years of tuition freeze accounts for a cumulative loss of approximately \$335M by the end of 2023-24. The loss in tuition revenue for each of the budget years is estimated to be about \$100M+ per year, resulting in a cumulative loss of approximately \$675M by the end of 2026-27. Government grant increase only partially compensates.
- Current rolling budgets include a flow through loss of \$165M from missed international enrolment targets for 2023-24 and projected shortfalls for 2024-25 Fall and Winter.
- Despite these challenges, the University managed to maintain healthy operating carry forwards from \$235M (at the end of 2018-19) to \$250.4M (at the beginning of FY2023/24).
- Healthy carry forward balances combined with cost containment measures have minimized the operating carry forward deficit at the end of 2026-27.
- Actions taken across 17 projects will align revenues and expenditures for the future.
- Strategy for investing in growth will require partners, philanthropy and potential opportunities to be found in the diversification of revenue.

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 23 May 2024

FOR ACTION

- a. **Establishment of additional degree options for the BA program in International Studies, Glendon.**

ASCP recommends:

That Senate approve the establishment of the following additional degree options for the BA degree program in International Studies, housed in the Global and Social Studies Department, Glendon, effective F2025.

- i. **Addition of a 90-credit BA**
- ii. **Addition of a 90-credit BA/Bilingual**
- iii. **Addition of a 30-credit Honours BA Minor**

Rationale

The full proposal and supporting documentation are available at Appendix A.

Glendon degrees are by default bilingual, so the degree requirements for the proposed 90-credit BA and the 90-credit Bilingual BA degree programs are exactly the same with the exception of the Faculty level language requirement. As such, the rationale for the 90-credit BA is same for the 90-credit Bilingual BA.

A 2021 Cyclical Program Review (CPR) identified problems with program retention and noted that students who wanted or needed to leave the program, transferred to other 90-credit degree programs. As such, it was recommended that the International Studies Department create a 90-credit BA to provide an exit option for students. The proposed 90-credit degrees will not be available for direct entry.

The CPR also provided positive feedback with suggestions for improvement. The International Studies program is unique at York, with no duplication with other programs, but with some overlap due to its multidisciplinary nature. The proposed Minor will expand opportunities for students interested in International Studies.

Consultations with students, including surveys conducted by the University as part of the CPR, two town halls with students, and data collected by the International Studies Student Association (survey of students in the program), revealed that students want more flexibility in the Program, a reduction in the number of required courses and an expanded list of elective courses. The items raised in consultations were addressed by the Program through proposed minor modifications to ASCP.

ASCP – Report to Senate

The proposed changes will have no negative impact on students in the program.

The proposed additions are well aligned with York University's UAP as they will continue the existing programs' traditions of studying global developments and changes, equipping students with critical thinking skills, advancing global engagement by encouraging students to do internships and work at international organizations, and being open to diversity and inclusion.

The proposed programs will continue to support the principles of the revised Glendon Value Proposition, including global engagement.

Approvals: Glendon Faculty Council 19 April 2024; ASCP 8 May 2024.

b. **Closure of the Language Endangerment, Documentation and Revitalization Stream, BA program in Linguistics and Language Studies, Glendon.**

ASCP recommends:

That Senate approve the closure of the *Language Endangerment, Documentation and Revitalization Stream*, housed in the BA program in Linguistics and Language Studies, Glendon, effective F2025.

Rationale

The full proposal and supporting documentation are available at Appendix B.

The full proposal includes elimination of the Language Endangerment, Documentation & Revitalization Stream, along with minor modifications approved by ASCP and reported under information items in this report.

This Language Endangerment, Documentation & Revitalization stream is facing low enrollment, resulting in regular cancelation of its courses. Eliminating this optional stream allows more flexible offering of specialised courses. Adopting a comprehensive approach, the curriculum will integrate courses from the Language Endangerment, Documentation & Revitalization stream, not treating these as separate entities but as essential parts of a unified whole that serves to enrich society. This approach involves refining content and revising course titles, as necessary. The Department is also phasing out courses that no longer align with program objectives, simplifying course prerequisites where applicable, and adding new courses that will significantly enhance the program's offerings.

The proposed changes will have no negative impact on program learning outcomes or resources.

Approvals: Glendon Faculty Council 19 April 2024; ASCP 8 May 2024.

ASCP – Report to Senate

c. **Rescission of the Senate Policy on Academic Honesty and Establishment of a new Senate Policy on Academic Conduct.**

ASCP recommends,

That Senate rescind the Policy on Academic Honesty, and approve the establishment of a new Senate Policy on Academic Conduct, with both actions coming into effect, concurrently, in F2024.

Background and Rationale

The draft Academic Conduct Policy (draft Policy) and supporting documentation are available at Appendix C.

The ASCP report distributed in the April 2024 Senate package provided background information on the draft Policy along with rationale for changes, including information on the genesis of the review, research, working groups, and a chronology of the consultations undertaken over the more than five years that the draft Policy has been in progress. The feedback received from the ASCP facilitated discussion at Senate’s April meeting, are reflected/highlighted in the following sections of the draft Policy:

Section 4. Definitions

- The *Person of Primary Responsibility (PPR) Designate* has been expanded to read “A PPR Designate may include, **but not limited to**, an Undergraduate Program Director...or Chair of a Department.”

Section 8.4 Procedures/ for Initiating and Conducting an Investigation

- 8.4.b.i.; **deleted text:** “**once a decision is reached, student can drop the course.**”
- 8.4.c.iii.; d; and k; **added text:** **The PPR or PPR designate may extend the student’s response timeline beyond the 10 business days if/as deemed necessary.**

Based on additional feedback received after the April Senate meeting, some non-substantive, clarifying edits were also made to the draft Policy.

The draft Policy is substantially different from the existing Academic Honesty Policy and as such could not be presented/ better aligned in the side-by-side chart, included in the supporting documentation. Commonalities between the current/draft Policies are evident in some sections, including on offences/breaches; penalties/sanctions; investigations, and records of academic misconduct.

ASCP – Report to Senate

Both the current policy and the draft Policy support a culture of academic integrity. Based on research and feedback from consultations, the draft Policy expands on this support through revisions that reflect technological advances among other societal changes, since the policy was last updated more than 12 years ago. Specifically, the draft Policy:

- outlines the roles and responsibilities of the University community, including student responsibilities for practicing good scholarship, and responsibilities for course directors (CD) for communicating with and supporting students in following CD expectations on assignments
- sets out requirements to uphold expectations (respond, report); and supports an educative approach to dealing with alleged breaches
- provides information on dedicated educational resources to support the practice of good scholarship; the policy will be socialized by the Academic Integrity Specialist, Office of the Vice-Provost Academic, through:
 - offerings of Faculty level sessions;
 - sessions for PPRs/PPRDs, in conjunction with the Teaching Commons;
 - a dedicated website on academic integrity, aimed at supporting students and instructors; the site will include FAQs to help students navigate the Policy; and links to other available related resources (writing centre, library resources, etc.)

As reported at the April meeting of Senate, the draft Policy has been under development for close to seven years reflects input from the extensive and broad consultations facilitated by different ASCP Committees/members over the years. ASCP believes that the draft Policy offers significant advances in supporting a culture of academic integrity at the University.

d. **Establishment of Attending Physician’s Statement Policy**

ASCP recommends:

That Senate approve the Establishment of the Senate Policy on Attending Physician’s Statement, effective 1 January 2025.

Background and Rationale

The proposed Senate Policy on Attending Physician’s Statement (APS) is available at Appendix D.

ASCP is proposing an effective date of 1 January 2025 for the APS Policy, to allow

ASCP – Report to Senate

sufficient time for the Office of the University Registrar to finalize/test the technology needed to support implementation of the Policy.

The waiver of a requirement to submit an APS in support of students' requests for deferred standing or petitions was made available by Senate Executive from the outset of the pandemic disruption (March 2020). Following Senate Executive's decision to waive required APS, questions surfaced about the value of APS. Notably, in 2020, the York Federation of Students (YFS), the Provost, and the Vice-Provost Students discussed the possibility of removing the requirement for an APS for missed assignment deadlines, tests or exams. Key considerations were rooted in equity of access to and costs of medical services. Recognizing that changes to practices around APS require review at the Senate level, the Vice-Provost Students referred the matter to the Academic Standards, Curriculum and Pedagogy Committee (ASCP) and the Senate Appeals Committees (SAC).

In Spring 2021, the ASCP and SAC jointly launched a University-wide consultation to explore appetite for changing the requirements for APS. In May 2022 ASCP, based on themes that surfaced from the consultation, committed to drafting a policy to support student requests for academic relief, and as such, recommended that Senate Executive extend the waiver of requirement for an APS.

At its November 2022 meeting, Senate approved the recommendation of its Executive "to extend the waiver of required Attending Physician Statements to support requests for deferred standing, petitions and appeals to 31 December 2023, with final report / recommendation on its status to Senate by November 2023." October 2023, at the request of ASCP, Senate granted an extension to the waiver with the understanding that ASCP will put forward a policy document for Senate approval prior to end of the Winter 2024 term.

The proposed APS Policy is reflective of feedback from the Student Senate Caucus, Senate Appeals Committee, Associate Deans, and the Office of the University Registrar.

Consent Agenda

e. Changes to the Faculty Regulations on Thesis and Dissertation, Faculty of Graduate Studies.

ASCP recommends:

That Senate approve the changes to the Faculty Regulation on Thesis and Dissertation (Intellectual Property), Faculty of Graduate Studies, effective June 2024.

ASCP – Report to Senate

Rationale

The full proposal is attached at Appendix E.

The Faculty Regulations covering Thesis and Dissertation, Intellectual Property, was last updated in 1995. The current regulation predates some Faculties at the University and required updating to reflect current practices and approaches. The Faculty of Graduate Studies (FGS) struck a working group that included Faculty representatives, the Libraries, and Innovation York, to review and update the Regulation.

FGS will work closely with Innovation York to draft Frequently Asked Questions and make available tools and templates to accompany the regulation and to support graduate students, faculty and staff in implementing the regulation.

Approvals: FGS Faculty Council 2 May 2024; ASCP 8 May 2024

For Information

f. Minor Modifications

Glendon

- Philosophy: the following proposed changes are for the Philosophy BA degree program, Department of Philosophy, effective F2025 (ASCP 8 May 2024):
 - Elimination of the BA Specialized Honours degree option;
 - Change to the program name from “Philosophy” to “Ethics and Political Philosophy”; and
 - Changes to course list in degree requirements
- International Studies: elimination of the Specialized Honours option for all BA degree programs in International Studies, effective F2025 (ASCP 8 May 2024).
- International Studies: Course related changes to degree requirements, effective F2025 (ASCP 8 May 2024).
- Linguistics and Language Studies: the following proposed changes are for the BA degree program, Department of Multidisciplinary Studies, effective F2025 (ASCP 8 May 2024):
 - Change to the program name from “Linguistics and Language Studies” to “Linguistics, Language and Society”;
 - Changes to degree requirements for the Honours BA and iBA, and for the 90-credit BA and BA Minor programs; and
 - Elimination of the Specialized Honours option for all BA and iBA degree programs.

Osgoode

ASCP – Report to Senate

- Update to the Graduate Calendar on the acceptable thesis and dissertation formats for the Research LLM and the PhD degree programs in Law, effective F2024 (ASCP 24 April 2024).

Schulich

- Changes to course requirements for the graduate Diploma in Health Industry Management, effective F2024 (ASCP 8 May 2024).
- Changes to course requirements for the graduate Diploma in Arts, Media, and Entertainment Management, effective F2024 (ASCP 8 May 2024).
- Changes to the degree requirements for the BBA degree program, effective F2024, and F2025 (ASCP 8 May 2024).
- Changes to the requirements for the Strategic Management Stream, PhD degree program, Department of Strategic Management, effective F2024 (ASCP 8 May 2024).

K. Michasiw, Chair

Major Modifications Proposal

Faculty: Glendon

Department: Global and Social Studies

Program: International Studies

Degree Designation:

CURRENT:

- International Studies (Bilingual) - Bachelor of Arts - Specialized Honours
- International Studies (Bilingual) - International Bachelor of Arts - Specialized Honours
- International Studies (Trilingual) - International Bachelor of Arts - Specialized Honours
- International Studies - Bachelor of Arts - Specialized Honours
- International Studies (Bilingual) - Bachelor of Arts – Honours
- International Studies (Bilingual) - Bachelor of Arts - Honours Double Major
- International Studies (Bilingual) - Bachelor of Arts - Honours Major/Minor
- International Studies (Bilingual) - International Bachelor of Arts - Honours
- International Studies (Bilingual) - International Bachelor of Arts - Honours Double Major
- International Bachelor of Arts with Honours (IBA)
- International Studies (Trilingual) - International Bachelor of Arts – Honours
- International Studies (Trilingual) - International Bachelor of Arts - Honours Double Major
- International Studies (Trilingual) - International Bachelor of Arts - Honours Major/Minor
- International Studies - Bachelor of Arts – Honours
- International Studies - Bachelor of Arts - Honours Double Major
- International Studies - Bachelor of Arts - Honours Major/Minor

NEW DEGREE OPTIONS PROPOSED:

- International Studies (Bilingual) – Bachelor of Arts - 90-credits
- International Studies – Bachelor of Arts – 90 credits
- International Studies - Bachelor of Arts - Honours Minor

Type of Modification:

- A.** Elimination of the Specialized Honours BA and iBA in International Studies
- B.** Creation of a new 90-credit BA in International Studies
- C.** Creation of a new 30-credit BA Minor in International Studies
- D.** Changes to degree requirements

Location: Glendon

Effective Date: Fall 2025

Overview

- 1.** Provide a brief summary of the proposed changes to the program.
 - A.** Specialized Honours BA and iBA in International Studies: Elimination of the degree option
 - B.** BA in International Studies: Creation of a new 90-credit BA. The Program Learning Outcomes is based on a slightly scaled down version of the current Honours BA PLOs.
 - C.** Minor in International Studies: Creation of a new 30-credit Minor in International Studies. The Program Learning Outcomes are based on a scaled down version of the current Honours BA PLOs.
 - D.** Changes to degree requirements: it is a clean-up of the list approved courses outside the program.

Note: The only change to the Honours degree types is the update to the list of approved courses, point D.

2nd Note: Glendon degrees are by default bilingual, so the creation of the 90-credit BA in point B refers to both the 90 credit BA and the 90 credit bilingual BA. The rational and the degree requirements are exactly the same for both degrees, with the exception of the faculty level language requirement. All mentions of the "90 credit BA" within this proposal refers to both the regular and the bilingual BA options.

2. Provide the rationale for the proposed changes.

The proposed changes are driven by several factors.

The first driver is the 2021 Cyclical Program Review (CPR) where the first recommendation was to revisit the program and curriculum. The CPR revealed that students want more flexibility in the program and are particularly requesting a 90-credit BA **(B)**.

The second driver for Glendon's degree harmonisation which encourages the promotion of the existing strengths of our curriculum, the development of a clear and concise identity for the faculty, and an alignment of its programs with its [core values](#) to help with the promotion and competitiveness of the Glendon. The closing of the Specialized Honours degree options **(A)** allows the faculty to increase interdisciplinary learning, which is at the heart of Glendon's experience, and the possibility for students to do a double-major, a major-minor, and/or take a certificate. The Specialized Honours BA options hinders enrolment of Glendon students in double-majors because of the high credit requirement. Removing this degree option in programs at Glendon where we have low enrollment contributes to a sustainable degree framework. Several programs are engaged in this process a) to align the credits required in their degrees with the BA and BSc matrices, b) to simplify the degree choices offered to students in a faculty where there are 465 degree options, and c) boost enrollment in their own programs with low enrollment by encouraging students to take a second major or minor in order to enhance their degree.

The elimination of the Specialized Honours in International Studies **(A)** aligns with the work done by other Glendon programs to increase interdisciplinarity, and it will help simplify the degree options. In addition, students in the Honours Specialized BA have experienced challenges completing this degree option since they have difficulties fulfilling six-credit at the 4000-level ([GL/ILST4000 Cr=6.00 EN](#) - Honours Thesis (6.00); [GL/ILST4000 Cr=6.00 FR](#) - Mémoire de spécialisation (6.00) ; [GL/ILST4300 Cr=6.00 EN](#) - Professional Internship (6.00) ; [GL/ILST4300 Cr=6.00 FR](#) - Stage pratique professionnel (6.00); [GL/ILST4510](#) - Annual International Studies Symposium (6.00)) The program does not have enough full-time professors to respond to the request for Honours thesis. Only small numbers of students select to do an internship, and the symposium course is regularly under-enrolled and has to be canceled. As a result, this degree option is not sustainable, and its closure will allow the program to better use its resources by offering additional electives. We currently have still 13 students enrolled in this degree in the International Studies program between second and third-year.

Few students currently graduate with a Specialized Honours BA. In 2018, six students graduated with a Specialized Honours BA, in 2019 four students, Number of students graduating with a Specialized Honours degree in the discipline: 2018, six students; 2019, four students; 2020, 6 students, 2021, 1 student; 2022, 10 students.

The CPR has demonstrated are problem with retention. Students transfer to other programs in their 90-degree BA **(B)**, it was recommended that we create a 90-credit BA in International Studies.

We believe a Minor **(C)** will attract additional students to the courses, enhance the flexibility of the program and contribute to the global perspective of Glendon's curriculum and enhancing its interdisciplinarity.

The list of approved courses from other Glendon programs **(D)** counting towards the major needs to be updated as some courses have expired and others were crosslisted with ILST, consequently they do not need to be on this list.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

The proposed changes and additions are well aligned with York University's UAP as they will continue our existing programs' tradition of studying global developments and changes, equipping our students with critical thinking skills, advancing global engagement by encouraging our students to do internships and work at international organizations, and being open to diversity and inclusion. For example, the recently introduced or relaunched International Studies courses, the experiential Global Environmental Challenges/Local Solutions and Indigenous Peoples in International Relations would be offered as elective courses in the modified and new programs. In terms of research, our students remain encouraged to conduct research focused on international and global themes related to society, the environment, cultures, communities, justice, equity, and other topics that are compatible with many of the university SMA's six intersecting themes. Finally, our proposed programs are well aligned with Glendon's revised Value Proposition:

“Glendon is known for excellent degree programs uniquely enriched through their focus on global engagement. Whether they choose to study the arts or sciences, students learn experientially and gain the capacities needed to work towards equity across cultures and

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals \(SDGs\)](#), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

borders to achieve positive social impact. Glendon recruits students from around the world to bring a wide range of backgrounds, perspectives and ideas to its protected, green campus in the heart of Toronto. It offers a welcoming and supportive space to live and learn in a linguistically diverse and immersive environment. Every Glendon student is supported to strengthen their language and cultural competency while fostering empathy and intercultural skills. For those seeking to achieve or maintain fluency in both official languages, Glendon offers a dedicated set of career-relevant programs. ...”

By their nature, the existing and proposed programs in International Studies support many principals of the revised Glendon Value Proposition, such as *global engagement*. The programs include courses that support *experiential learning* (e.g., ILST 4300 – Internship; ILST 4510 - Student symposium), *work across cultures and borders* (e.g., ILST 2622 - Culture, Globalization and International Civil Society), *positive social impact* (e.g., ILST 4275 - Global Environmental Challenges - Local Solutions) and *cultural competency and intercultural skills* (e.g., ILST 2622 - Culture, Globalization and International Civil Society; ILST 2644 - International Society). Moreover, the International Studies programs have always attracted *students from around the world to bring a wide range of backgrounds, perspectives and ideas* and offered a *linguistically diverse and immersive environment* through its bilingual programs. Finally, our programs are *career-relevant*, preparing students to work in diverse international contexts like foreign affairs, multinational corporations, international organizations, and NGOs.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

See Appendices A, B, and C.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario’s [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

Honours BA – no change	BA Major - New	Minor - New
<p>1. By the end of this program, students will be able to explain the interdisciplinary nature and foundations of international studies and make connections with other disciplines (e.g. economics, political science, history, sociology, geography, anthropology, business)</p>	<p>1. By the end of this program, students will be able to explain the interdisciplinary nature and foundations of international studies and make connections with current events.</p>	<p>1. By the end of this program, students will be able to explain the interdisciplinary nature and foundations of international studies and make connections with current events.</p>
<p>2. By the end of this program, students will be able to explain the critical approaches to the historical, philosophical, theoretical, and methodological foundations of the various dimensions of international society.</p>	<p>2. By the end of this program, students will be able to explain the approaches to the historical, philosophical, theoretical, and methodological foundations of the various dimensions of international society.</p>	<p>2. By the end of this program, students will be able to explain the approaches to the historical, philosophical, theoretical, and methodological foundations of the various dimensions of international society.</p>

<p>3. By the end of this program, students will have undertaken critical research in one or more of the areas of study: culture and international civil society; resources and wellbeing; and order and security and completed required academic research projects.</p>	<p>3. By the end of this program, students will have undertaken research in one or more of the areas of study: culture and international civil society; resources and wellbeing; and order and security and completed required academic research projects.</p>	<p>3. By the end of this program, students will have an ability to use scholarship in international studies to connect to problems and solutions related to current issues such as truth and reconciliation, racial issues, environmental, social, cultural, climatic or economic justice.</p>
<p>4. By the end of this program, students will be able to articulate how their experiential education enables them to assess at least one of the three areas of study: culture and international civil society; resources and wellbeing; and order and security.</p>	<p>4. By the end of this program, students will be able to identify questions of truth and reconciliation, racial issues, environmental, social, cultural, climatic and economic justice.</p>	
<p>5. By the end of this program, students will be able to identify questions of truth and</p>	<p>5. By the end of this program, students will be able to identify different</p>	

reconciliation, racial issues, environmental, social, cultural, climatic and economic justice.	methodological approaches to international studies.	
6. By the end of this program, students will be able to identify different methodological approaches to international studies.	6. By the end of this program, students will have an ability to use current scholarship in international studies.	
7. By the end of this program, students will have an ability to use critically current scholarship in international studies.	7. By the end of this program, students will have an ability to analyze critically and propose solutions to international issues and problems.	
8. By the end of this program, students will have an ability to analyze critically, engage constructively with, and propose solutions to international issues and problems.	8. By the end of this program, students will have the ability to communicate and analyze ideas, problems, solutions, and perspectives with accuracy in oral and written communications.	

<p>9. By the end of this program, students will have the ability to communicate and analyze ideas, problems, solutions, and perspectives with accuracy in oral and written communications.</p>	<p>9. By the end of this program, students will be able to apply critical thinking, reading, and writing-to indicate an awareness of the limits inherent to all disciplinary and cultural perspectives.</p>	
<p>10. By the end of this program, students will be able to apply critical thinking, reading, writing, and critical self-reflection skills that are transferable and to indicate an awareness of the limits inherent to all disciplinary and cultural perspectives.</p>		

For the curriculum maps showing how courses map onto to the Program Learning Outcomes see Appendices D, E, and F.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

These proposed modifications do not affect the established PLOs defined for the HBA.

Rather, the addition of the 90 credit BA and the 30 credit minor aligns with the program objectives and meet the scaled down Program Outcomes we've defined for these options as outlined above.

- 7.** If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

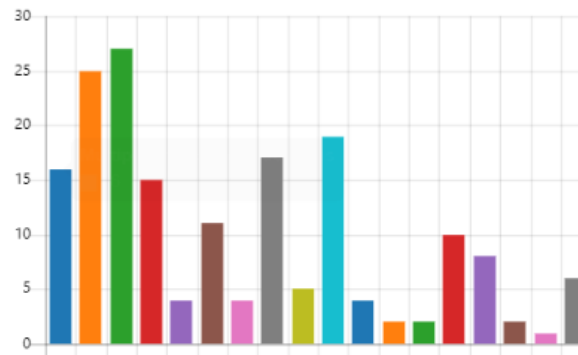
The assessment of achievement of the Program Learning Outcomes of the three programs (Honours, BA Major and Minor) will be at the courses level. As the chart below show (chart made during our recent CPR), instructors rely on a variety of assessment methods in their courses. Most common assessments are class participation and attendance, written exams, and tests (multiple choice and short answers), research papers, literature reviews, assignments, and presentations. Given the multidisciplinary nature of the International Studies program, the introduction of business courses, and the recognition of the importance of experiential education, we also see the use of case studies, group projects, literature review, discussion papers, data analysis, policy analysis, hands-on activities, and internships. The “other” category includes a final essay after an internship, a symposium, critical reflection, simulations, and community work. In their remarks during the survey, instructors expressed their adoption of a variety of assessment tools to match the different objectives or learning outcomes of their courses. Taken together, these assessment methods determine the achievement of the course-level outcomes, which are realizations of our Program Learning Outcomes.

Note, however, that at the Honours program (not being modified), many PLOs are assessed via the required Capstone Seminar (GL/ILST 4501) course.

What assessment method(s) do you use to determine the level of achievement you assess in your course? Choose all that apply.

[More Details](#)

Multiple choice test questions	16
Written tests or exams (short ...	25
Attendance / Participation / Cl...	27
Individual or group presentati...	15
Scholarly discussion papers	4
Group project	11
Reflective writing or journaling	4
Assignment	17
Policy analysis / recommendat...	5
Research paper	19
Literature review or Reading/S...	4
Annotated bibliography	2
Peer or self-evaluation	2
Case study	10
Data analysis	8
Hands-on or lab activities and...	2
Internship or placement	1
Other	6



8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

No changes to admission requirements are expected.

Teaching and Learning

- 9.** If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

No changes to the modes of delivery are anticipated.

- 10.** If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

No changes to the forms of assessment are anticipated.

Resources

- 11.** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

These modifications do not require new resources. Currently, the Department of International Studies has only three full-time faculty members, including two who are affiliated with the dual-degree program. Many required courses are currently taught by part-time faculty members and a full-time member of another department teaches International Studies. Under the Restructuring of Glendon's academic programs, there will be additional opportunities for members of the new Department of Global and Social Studies to contribute to this program.

Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

During the CPR we examined the International Studies-related programs in Canada and in 2021 external faculty members reviewed our program and provided generally positive feedback with suggestions for improvement. The International Studies program is unique at York University with no duplication with other programs but with some overlap due to its multidisciplinary nature. This is evident is the number of cross-listed courses with other programs.

- 13.** Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

We assessed our students' satisfaction and engagement using two sources. The first is the student survey conducted by York University as part of the CPR. The second source is data collected by the International Studies Student Association (ISSA). ISSA conducted a survey of the ILST students from November 2018 to January 2019, which was followed by two town hall meetings. The CPR revealed that students want more flexibility in the program, a reduction in the number of required courses, the chance to take more elective courses, and the removal of six-credit courses.

Students currently enrolled in the program will be accommodated as such:

Proposal A: Students who are currently enrolled in the Specialized Honours program will be able to continue and finish their degree without interruption as none of the required courses will be cancelled.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

A letter from the Principal of Glendon College is included.



**GLENDON
COLLEGE
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April 3, 2024

Subject: Modification to the Program in International Studies

Dear Professor Dossou-Yovo,

I am writing to state my support for the major modification in International Studies. These changes are the result of the recent CPR and take place within the faculty-wide process of program harmonization.

The creation of a new 90 credits BA and a minor will open new opportunities for students interested in International Studies and improve retention rates which is an issue identified in the CPR. A minor will support interdisciplinarity at Glendon. Since the program is popular with international students, the 3 years/90 credits degree could be an attracting option for them and would help build enrollment. These changes to the program fit well within the parameters of the Sustainable Degree Structure.

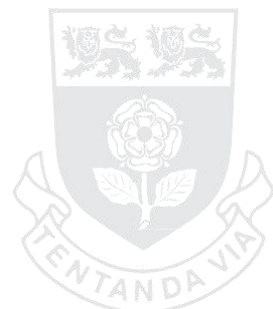
The closure of the Specialized Honours BA will increase students' ability to do double-majors within a four-year timeframe and will provide simpler degree options for students. Glendon offers 425 different degree types. A more concise list of degrees will improve our student experience and their degree progression, and further promote interdisciplinary learning. Furthermore, enrollment data shows that the Specialized Honours BA interests only a decreasing group of students.

These changes to the program do not imply any additional resources.

I look forward to the implementation of this modification and remain available to answer questions.

Sincerely,

Marco Fiola
Principal





Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

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vprovost@yorku.ca

To: Hossam Ali-Hassan, Chair, Department of International Studies, Glendon College

From: Lyndon Martin, Vice-Provost Academic

CC: Marco Fiola, Principal, Glendon College
Audrey Pyee, Associate Principal Academic
Emily Rush, Director, Academic Programs & Policy
Pamela Persaud, Assistant Secretary of the University
Frances Billingsley, Associate Registrar & Director, Student Records & Scheduling
Mark Conrad, Director, Strategic Intelligence & Predictive Analytics, OIPA
Samantha Cutrara, Program Development and Curriculum Innovation Specialist
Nina Unantenne, York University Quality Assurance Procedures

Date: April 14, 2023

Subject: Modification of the Glendon International Studies Program

As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of a notice of intent (NOI) for the modification of the Glendon International Studies program and to authorize the development of a proposal that will make its way through the collegial governance process.

As noted in my memo of 26th January 2023, programs were asked to consider the following:

1. How might the program be aligned with the Glendon value proposition?
2. How can the program align with the guidelines offered by the Sustainable Degree Framework shared with Council on December 16? This includes the following elements: positive social impact, experiential education opportunities, balance of in-person, hybrid, and online courses; intercultural and global engagement; appropriate degree of structure for a major: considering a minor where one does not already exist; minimizing specialized Honours degree types.
3. Drawing on appropriate financial and enrolment data at the program and course levels, numbers of courses offered, resources and any recommendations from Cyclical Program Reviews, determine if a program is best positioned as a major, or should an alternative option be considered and

proposed (e.g., minor, certificate, collaborating with Keele based programs, closing the degree program and continuing where appropriate to offer courses as electives, etc.)?

The NOI outlines the following planned changes:

1. Specialized Honours BA and iBA in International Studies:
 - a. Reduce the number of major credits from 60 to 54 ILST credits
 - b. Modify the program learning outcomes to reflect the above change
2. Honours BA and iBA in International Studies:
 - a. Split required six-credit courses into two three-credit courses
 - b. Improve the sequencing of courses
3. Propose a new 90-credit BA
4. Propose a new 30-credit Minor in International Studies

The NOI indicates that these proposed changes stem from the program's recent Cyclical Program Review, in which a key recommendation was to create more flexibility in the curriculum for students. The above changes to the Honours and Specialized Honours programs and the new BA program are intended to address this need and concern. However, with regard to the specialized honours, given the proposed shift to encouraging more double majors, elimination of this option is appropriate as it does prevent students from easily accessing the double major. Removing it will also align with what other programs at Glendon are doing. A second driver indicated is the recent significant decrease in enrollment in the program and the migration of first-year students to related programs that offer a 90-credit BA. The proposed new 90-credit BA will address this and the Minor in ILST offers greater flexibility for students to access ILST. I also note in an attachment to the NOI the intent to develop a clear identity for the program, with appropriate program learning outcomes. This is key for the program, and as noted in my memo (1) this should align with the Glendon value proposition to both identify what is unique about the program as well as how it is differentiated from the dual degree. The program learning outcomes offer a space to articulate the program to students, and to develop curriculum (your new electives may be helpful in this). A renewed identity should likely also yield new program objectives. The attachment also speaks to enhanced EE and workplace learning experiences, all of which are vital and referenced in (2) of the memo. Such opportunities will further help with the identity of the program and will be attractive to students.

Support for proposal development, if appropriate, can be provided by Dr. Samantha Cutrara, Program Development & Curriculum Innovation Specialist. Samantha has extensive experience developing proposals for program modifications and can be a helpful resource as you think through the revisions to your program.

If you would also like support in conducting an environmental scan of existing programs, or in gathering other related information, please reach out to Dr. Mark Conrad, Director, Strategic Intelligence & Predictive Analytics, in the Office of Institutional Planning and Analysis (OIPA).

Major Modifications Proposal

Faculty: Glendon

Department: Multidisciplinary Studies

Program: Linguistics and Language Studies

Degree Designation:

- Specialized Honours BA/iBA
- Specialized Honours BA/iBA (*Language Endangerment, Documentation & Revitalization Stream*)
- Honours BA/iBA
- Honours Double Major BA/iBA
- Honours Major/Minor BA/iBA
- Honours Minor BA
- Bachelor of Arts

Type of Modification:

- a) Closure of degree types and stream
- b) Changes to program structure, and requirements
- c) Change of the name of the program from “Linguistics and Language Studies” to “Linguistics, Language and Society”

Location: Glendon Campus

Effective Date: Fall 2025

Overview

1. Provide a brief summary of the proposed changes to the program.

This proposal focuses on enhancing the program through significant reforms and degree harmonization, encapsulated in five key components:

(1) *Updating the Program Name* from Linguistics and Language Studies to '*Linguistics, Language and Society*'.

Streamlining the Program Structure:

(2) Elimination of the current eight categories to be replaced by foundational mandatory credits.

Honours BA and iBA:

24 credits of foundational credits (mandatory courses)

18 credits of specialized credits

90 credits BA and Minor:

12 credits of foundational credits (mandatory courses)

18 credits of specialised credits

(3) Elimination of the Specialized Honours BA, bilingual iBA, trilingual iBA

(4) Reduction of the number of major required credits in the 90 credits BA from 33 to 30 credits.

(5) Elimination of the Language Endangerment, Documentation & Revitalization Stream.

2. Provide the rationale for the proposed changes.

As we commemorate the 21st anniversary of the Linguistics and Language Studies Program, established in 2003, we are met with an essential opportunity for renewal and evolution. Initially, the program stood out for its interdisciplinary approach, integrating courses from the English, French, and Spanish departments, as well as Philosophy and various other disciplines. This innovative structure provided a robust foundation in linguistics, spanning a wide academic spectrum, as well as drawing together scholars from related but different disciplines.

A significant milestone occurred in 2017 with the transfer of Linguistics Full Course Equivalents (FCEs) from the English Department, making LIN a full-fledged program rather than a 'hybrid' of several departments. This allowed the program to offer a broad variety of courses, supporting diverse degree pathways in Linguistics, advancements in the program's structure and orientation, and as well permitted the program to move toward less dependence on cross-listed courses, as described and proposed in the Cyclical Program Review conducted beginning in 2020 and completed in 2022. These developments coincided with declining enrolments across the College, exacerbated by the COVID pandemic, and which also affected LIN. This development underscored an urgent need for a comprehensive re-evaluation to ensure academic appeal and relevance of the LIN program.

The proposed changes are the result of an analysis of current academic trends and labour market demands, recognizing the increasing need for expertise in the social applications of language. These applications include communication in multilingual contexts, language, identity and belonging, language policy and planning, language and migration, linguistic

diversity and language revitalization, conflict resolution and peacebuilding, language and accessibility, and legal implications. Such a diverse range requires a curriculum that not only maintains a solid foundation in general linguistics but also places a strong emphasis on the practical and societal applications of linguistic knowledge.

Enhancing Curriculum and Refinement:

As a vital element of our extensive program overhaul, we propose a thorough evaluation of our existing courses. Our plan involves refining content and revising course titles, as necessary. We are also phasing out courses that no longer align with program objectives and simplifying course prerequisites where applicable. Furthermore, we are pleased to offer a series of new courses that will significantly enhance our revamped program's offerings.

In addition to this, we intend to diversify our course delivery methods, offering a range of options including in-person, hyflex (a combination of in-person and virtual), blended, and online (both asynchronous and synchronous) formats. Moreover, we are exploring the possibility of offering one of our courses abroad to provide students with valuable international exposure. Notably, a substantial portion of our courses will incorporate experiential learning components, enhancing the overall educational experience.

Courses cross-listed with LIN that are offered by other disciplines (e.g., French Studies, English, Spanish, Philosophy, Sociology) will continue to be counted as LIN major credits.

Revamping Program Orientation:

In response to the evolving demands of both the academic world and the job market, this proposal recommends significant modifications to our program. These changes aim to shift our focus towards the complex interaction between language and society, examined through a linguistic perspective. The updated curriculum is designed to allow students to explore the profound influence of language on societal dynamics. It encompasses a variety of critical areas, including communication in multilingual settings, the interrelation of language, identity and belonging, the intricacies of language policy and planning, the challenges and opportunities of language and migration, the richness of often threatened linguistic diversity and efforts towards language revitalization, the importance of language accessibility, and the legal ramifications of linguistic practice, among others.

The faculty members envision the reimagined Linguistics Program as a vibrant entity that actively contributes to societal advancement by leveraging strategic linguistic insights. The program's renewed primary objective is to foster a deep understanding of the diverse roles language plays in sculpting the vast expanse of the social landscape. The new direction of the program is designed to equip students with a comprehensive understanding of language's impact on society.

(1) *Updating the Program Name:* With a heightened emphasis on language and society, we propose a modification of the current program name to accurately reflect its revamped focus. We suggest renaming the program to '*Linguistics, Language and Society*'.

Streamlining the Program Structure:

In accordance with the degree harmonization initiative, we will establish three distinct pathways for our students: the Honours (Major) BA, requiring 42 credits in Linguistics; the Honours Minor BA and the Ordinary BA, each necessitating 30 credits. Additionally, within the Honours degree, we will continue to offer Bilingual and Trilingual iBA options to accommodate diverse linguistic interests and proficiencies. This restructuring will also involve the discontinuation of the Specialized Honours BA program and the Language Endangerment, Documentation & Revitalization Stream.

(2) Elimination of the current eight categories to be replaced by foundational mandatory credits

To enhance the learning experience of our students, we propose a streamlined program structure designed for clarity and efficiency. The existing category-based framework will be transformed into a cohesive system, incorporating both foundational and specialized courses. Under this new structure, students pursuing an Honours BA (whether as a Major, Double Major, or Major/Minor) will be required to complete 24 credits in foundational courses alongside 18 credits in specialized courses. Similarly, students aiming for an Honours Minor, or an Ordinary BA degree will undertake 12 credits of foundational courses and 18 credits of specialized courses. This revised framework not only simplifies the organization of the program but also offers students greater flexibility to tailor their academic paths according to their interests and career aspirations.

(3) Elimination of the Specialized Honours BA, bilingual iBA, trilingual iBA

Glendon's degree harmonization encourages the promotion of the existing strengths of our curriculum, the development of a clear and concise identity for the faculty, and an alignment of its programs with its [core values](#) to help with the promotion and competitiveness of the Glendon. The elimination of the Specialized Honours degree options allows the faculty to increase interdisciplinary learning, which is at the heart of Glendon's experience, and the possibility for students to do a double-major, a major-minor, and/or take a certificate. Specialized Honours BA options hinders enrolment of Glendon students in double-majors because of the high credit requirement. Removing this degree option in programs at Glendon where we have low enrollment contributes to a sustainable degree framework. Several programs are engaged in this process a) to align the credits required in their degrees with the BA and BSc matrices, b) to simplify the degree choices offered to students in a faculty where there are 465-degree options, and c) boost enrollment in their own programs with low enrollment by encouraging students to take a second major or minor in order to enhance their degree.

The removal of the Specialized Honours in Linguistics and Language Studies does not impact the curriculum or current students since they are no specific courses assigned to this degree option. Students can continue to take more courses in linguistics if they want to specialise further in this discipline and apply to graduate school.

Few students graduate with a Specialized Honours BA and iBA. In 2017, we had two graduation from Linguistics and Language Studies with this degree, in 2018 five, in 2019 two, in 2020 one, in 2021 one and 2022 three.

(4) Reduction of the number of major required credits in the 90 credits BA from 33 to 30 credits.

The program is decreasing the number of major credits required for the 90-credit BA in Linguistics and Language Studies from 33 to 30 to align with York's BA matrix and with LA&PS Linguistics' 90 credit BA requirements. This change does not impact negatively the learning outcomes of the program and provides Glendon students with more flexibility to complete their degree requirements, which include faculty-wide language requirements and general education/Core Curriculum requirements.

(5) Elimination of the Language Endangerment, Documentation & Revitalization Stream
This stream is facing low enrollment and regular cancelation of its courses as a result. Eliminating this option allows a more flexible offering of specialised courses. Adopting a comprehensive approach, the curriculum will integrate courses from the *Language Endangerment, Documentation & Revitalization Stream*, not treating these as separate entities but as essential parts of a unified whole that serves to enrich society.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

The extensive overhaul of our Linguistics Program is shaped by the overarching visions of the Faculty and the University, drawing inspiration from the previous York University academic plan. This aligns with the objective of crafting innovative, high-quality programs for academic excellence, emphasizing internationalization, exploration, innovation, scholarship, research, and elevated teaching quality. Efforts also include a student-centred approach and deepening community engagement within linguistics.

Aligned with the 2020-2025 York University Academic Plan (UAP), our objective within the Linguistics and Language Studies Program is to emphasize a progressive vision, focusing on diversity, inclusivity, social justice, equity, and sustainability. This commitment involves a thorough examination of the new program orientation, its revamped curriculum, and program delivery, illustrating the program's dedication to excellence and its desire to align with York University's academic plan and Glendon's academic plan. Moreover, the LIN program's orientation towards linguistic and cultural diversity aligns seamlessly with York University's Strategic Research Plan, providing valuable cultural insights through the lens of language.

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

Integral to our alignment is the development of thematic elements within linguistics courses that resonate with the Sustainable Development Goals outlined in the 2020-2025 UAP. Proactively connecting with institutionalized frameworks, including the Indigenous framework and the action plan on Black inclusion, aligns our linguistics curriculum. Upon finalizing the new program name and requirements, courses will harmonize with these directions. Moreover, LIN offers unique experiences such as the G21 Passion Project (LIN 4669), directly engaging students with the UN Sustainable Development Goals. This initiative fosters real-world comprehension and a sense of social responsibility, providing practical application and experiential learning opportunities for students.

Shifting to Glendon's academic plan, our new program orientation aligns with "liberal arts redefined for the 21st century". This new orientation reflects engagement with contemporary scholarship on the study of language within society globally, involving a critical examination of traditional assumptions about linguistics and its study.

The linguistics program is at the heart of realizing Glendon's vision for 'Bilingualism and beyond,' playing a significant role in fostering a student-centred campus and community. Our commitment closely mirrors the overarching goals of Glendon's vision, particularly in how it envisions the role of the linguistics community in promoting bilingualism and academic excellence.

In essence, our approach to current program changes revolves around creating an experiential, collaborative, and community-based learning environment. We aim to be globally engaged, technologically up-to-date, and focused on increased access and inclusion within linguistics. Importantly, we strive to engage with linguistics students and society for living well together in the 21st century. The program is positioned as a transformative force, exploring the dynamic interplay between language and society and significantly contributing to societal development.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Included in the **appendix A**.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Please refer to **Appendix B** for the series of documents required in this section. Within Appendix B, you will find several important resources. Firstly, Appendix **B1** contains the updated LIN Program Learning Outcomes. Secondly, Appendix **B2** provides an outline and mapping of the alignment between the LIN Program Learning Outcomes and Ontario's Degree Level Expectations. Additionally, Appendix **B3** includes a curriculum mapping that illustrates how the active courses correspond to the LIN Program Learning Outcomes.

Various models exist for course mapping; we have chosen one that enables easy reading and visualization on a standard-sized screen or printed page. This approach aims to avoid the need for oversized paper or excessive scrolling on a computer screen.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The proposed program modifications are meticulously designed to support and enhance the achievement of the LIN Program Learning Outcomes. Through a combination of curriculum revamp, structural streamlining, degree requirement enhancements, and a focus on societal applications of linguistics, the program ensures a comprehensive and impactful learning experience that equips students with the skills and knowledge to make meaningful contributions to the field and society.

Here is how the proposed changes will support the achievement of these outcomes:

1. Revamping Program Orientation

Supports Outcome 1, 2, 3, and 6: The shift towards the complex interaction between language and society directly enhances students' ethical awareness, cultural sensitivity, and understanding of language's integral role in human existence. It encourages cross-disciplinary dialogue and a deep dive into societal dimensions of language, aligning with the program's emphasis on societal impact and the dynamic nature of linguistics.

2. Streamlining the Program Structure

Supports Outcome 4, 5, and 7: By incorporating both foundational and specialized courses, the streamlined structure ensures that students master essential methodological skills and apply advanced theoretical frameworks. This structure facilitates a focused exploration of linguistic issues and their societal repercussions, enabling students to tackle real-world challenges effectively.

3. Enhancing Degree Requirements

Supports Outcome 3 and 8: Establishing distinct pathways and continuing to offer Bilingual and Trilingual iBA options accommodate diverse linguistic interests and proficiencies. This

approach reinforces an extensive understanding of linguistics and its societal roles, and it fosters advanced expertise in applying linguistic knowledge in various fields.

4. Enhancing Curriculum and Refinement

Supports All Outcomes: The evaluation and refinement of courses, introduction of new courses, and diversification of course delivery methods directly contribute to achieving all learning outcomes. This enhancement ensures rigorous analysis, groundbreaking research, and the application of linguistic concepts to societal issues. Experiential learning components and potential international exposure further deepen students' understanding and skills, preparing them for impactful contributions to linguistic research and societal development.

5. Updating the Program Name

Supports Outcome 2, 3, and 6: Renaming the program to "Linguistics, Language and Society" more accurately reflects its focus and directly supports the learning outcomes related to understanding the societal dimensions of language, its integral role in human existence, and the societal relevance of linguistic insights.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented. Assessing and documenting Program Learning Outcomes is crucial for ensuring the effectiveness of an academic program and its alignment with academic and professional standards. Below are strategies for assessing the LIN Program Learning Outcomes mentioned earlier and documenting those assessments:

Assessment Strategies for LIN Program Learning Outcomes

1. *Portfolios*: Students compile portfolios containing samples of their work, such as research papers, linguistic analyses, and project reports, that demonstrate their ethical awareness, cultural sensitivity (Outcome 1), and their ability to apply linguistic concepts to societal issues (Outcomes 5, 7). Portfolios allow for a comprehensive review of a student's progression and achievements throughout the program.

2. *Capstone Project*: Design a capstone project that requires students to engage in research or a practical project addressing real-world linguistic challenges (Outcomes 4, 7, 9). This project can showcase students' methodological skills, theoretical application, and innovative solutions, with a focus on societal impact.

3. *Presentations and Discussions*: Utilize presentations and class discussions to assess students' ability to articulate their understanding of linguistics' role in society (Outcomes 2, 3, 6, 8) and to engage in cross-disciplinary dialogue (Outcome 2). This method encourages verbal articulation of complex ideas and facilitates immediate feedback.

4. *Exams and Quizzes*: Develop exams and quizzes that test students' knowledge of linguistic theories, structures, and methodologies (Outcomes 4, 5, 6). These can include case studies and scenarios that require application of theoretical knowledge to societal contexts.
5. *Peer Review*: Implement peer review mechanisms in courses, allowing students to critique and provide feedback on each other's work. This fosters a community of learning and provides diverse perspectives on the application of linguistic knowledge (Outcome 8).
6. *Reflection Papers*: Assign reflection papers where students analyze their learning experiences, particularly in relation to ethical considerations in language research (Outcome 1) and the societal implications of their studies (Outcomes 3, 5, 9). Reflection papers encourage students to critically evaluate their personal growth and understanding.

Documenting Assessment of Program Learning Outcomes

1. *Assessment Reports*: Compile annual or semester-oriented assessment reports detailing the evaluation methods used, the data collected (e.g., grades, portfolio evaluations, capstone project outcomes), and an analysis of how well the PLOs are being met. These reports should include recommendations for program improvements based on assessment findings.
2. *Curriculum Mapping Documents*: Maintain updated curriculum mapping documents that align courses, assignments, and assessment methods with the PLOs. This documentation helps in identifying gaps in the curriculum and ensures that all outcomes are adequately covered and assessed.
3. *Student Feedback Surveys*: Collect and analyze feedback from students regarding their perception of how well the program is enabling them to meet the PLOs. Document themes and trends from these surveys to inform program adjustments.
4. *Alumni Surveys and Follow-up Studies*: Conduct surveys or interviews with alumni to gauge the long-term impact of the program on their professional and academic pursuits. Document how their feedback relates to the achievement of the PLOs during their time in the program.

By employing a mix of direct and indirect assessment methods and carefully documenting these processes and their outcomes, the program can ensure continuous improvement and alignment with both academic standards and professional expectations. This approach also demonstrates accountability and commitment to excellence in education.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

No applicable

Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

The Linguistics and Language Studies Program will not alter its core course delivery mode; these will continue to be offered in person. However, a selection of non-core courses may be available through various delivery options, including hyflex (a hybrid of in-person and virtual), blended, and online formats, both asynchronous and synchronous. Below is an evaluation of the appropriateness of these delivery methods in achieving the LIN Program Learning Outcomes.

Hyflex mode

Appropriateness: Highly appropriate for PLOs that emphasize interaction, such as demonstrating ethical awareness and cultural sensitivity (PLO 1) and engaging in cross-disciplinary dialogue (PLO 2). The hyflex model offers flexibility, accommodating different learning preferences and schedules while ensuring that all students, regardless of their location or circumstances, can participate in these essential interactive components of the program.

Advantages: Supports diverse learning styles and needs, ensuring that students can engage with the material and participate in discussions whether they are in-person or online. This flexibility can enhance students' ability to master methodological skills (PLO 4) and apply theoretical frameworks (PLO 5) by choosing the mode of engagement that best suits their learning style.

Blended Learning

Appropriateness: Suitable for outcomes requiring a mix of theoretical knowledge and practical application, such as acquiring proficiency in dissecting language patterns and addressing real-world linguistic challenges (PLO 7). Blended learning combines online educational materials and opportunities for online interaction with traditional place-based classroom methods.

Advantages: Encourages deep learning by allowing students to absorb content online at their own pace and then apply what they've learned in a classroom setting. This can be particularly beneficial for outcomes related to developing critical thinking and research skills (PLO 9).

Online (Asynchronous and Synchronous) Formats

Appropriateness: Asynchronous online formats are particularly appropriate for PLOs that require extensive individual study and research (PLO 9), as they allow students to work at their own pace, fitting their studies around other commitments. Synchronous online formats are well-suited to outcomes requiring real-time interaction, such as fostering meaningful connections with related fields (PLO 2) and expertly analyzing diverse linguistic structures (PLO 6).

Advantages: Asynchronous formats offer maximum flexibility, supporting students who are balancing studies with work or other responsibilities. Synchronous sessions can replicate the immediacy of in-person classes, facilitating dynamic discussions and immediate feedback, which is crucial for developing a deep understanding of linguistics as a multidisciplinary field (PLO 3).

In conclusion, each proposed mode of delivery has distinct advantages that can support the achievement of specific Program Learning Outcomes. By offering a range of delivery options, the program can cater to diverse student needs, learning styles, and circumstances, enhancing accessibility and engagement. This diversity in delivery modes ensures that all students have the opportunity to achieve PLOs, regardless of their personal or professional constraints, thereby supporting the program's overall effectiveness and alignment with academic and professional standards.

For optimal outcomes, the choice of delivery mode for each course or course component will be strategically aligned with the specific learning outcomes it aims to achieve, considering the nature of the content, the required level of interaction, and the learning preferences of the student cohort.

- 10.** If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

The assessment of teaching and learning is not changing.

Resources

- 11.** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

No new resources will be required.

Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

This modification responds to recommendations from the 2021 Cyclical Program Review.

Established in 2003, Glendon's *Linguistics and Language Studies Program* boasts a proud tradition of collaboration across a variety of academic programs. A select number of our courses are cross-listed with other programs, implying minimal impact from any changes on these programs. Transitioning into the new academic unit, the Department of Global and Social Studies, starting in September 2024, we aim to foster greater collaboration within this unit and the forthcoming Department of Global Communication and Cultures.

During this academic restructuring, we prioritized active engagement with key stakeholders, ensuring a cohesive and inclusive approach. Early in the process, we sought the guidance of Professor Laura McKinnon, Chair of the Department of Multidisciplinary Studies—which encompasses the Linguistics Program—to inform her of the proposed changes and solicit her valuable feedback. Furthermore, we engaged with departments that contribute significantly to the Linguistics Program, notably Hispanic Studies, Philosophy, English Studies, and French Studies. This engagement aimed to maintain the accessibility of cross-listed courses for students in the Linguistics Program, addressing potential impacts on other programs comprehensively.

Feedback from these consultations has been overwhelmingly supportive, reflecting a shared vision to enhance interdisciplinary collaboration and broaden student access to diverse learning opportunities. These endorsements underscore our collective commitment to academic excellence and student success, heralding a new chapter for Glendon's academic community.

Statements confirming consultation and support from the mentioned programs can be found in **Appendix C**.

- 13.** Summarize the consultations regarding the changes that have been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

Students enrolled in the now-discontinued Specialized Honours BA in Linguistics and Language Studies, as well as those in the Language Endangerment, Documentation & Revitalization Stream, will be accommodated in accordance with York University's regulations. These regulations stipulate that the degree requirements in effect during the year of a student's admission will continue to apply to all currently enrolled students. In line with the program's long-standing tradition, students from the discontinued Specialized Honours BA will receive

support through individual advising and proposed course substitutions, including Directed Reading courses, to ensure they can complete their degrees. Similarly, students pursuing Major, Minor, and 90-credit BA degrees will have the option to switch to the new streamlined degree requirements or, with assistance from the program, complete their degree in its current form.

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University Policy

Academic Conduct Policy and Procedures

Topic:	Academic Honesty and Student Appeals
Approval Authority:	Senate
Approval Date:	TBC
Effective Date:	TBC
Last Revised:	N/A

1. Preamble

Academic integrity is fundamental to a university's intellectual life. The mission of York University is the pursuit, preservation, and dissemination of knowledge. Central to this mission, is the relationship between teaching and learning. Honesty, fairness, and mutual respect must form the basis of this relationship in the pursuit and dissemination of knowledge in the University. York University embraces the International Centre for Academic Integrity's definition of academic integrity as acting in all academic matters with honesty, trust, fairness, respect, and responsibility, and the courage to act in accordance with these values (ICAI, 2021).

2. Purpose

This policy establishes standards for academic honesty and academic conduct to protect academic integrity in the University and to promote learning for students who might find themselves in difficult academic conduct situations.

The Policy:

- i. outlines the roles and responsibilities of the University community (including students, faculty, and staff) for practicing good scholarship;
- ii. provides information on available educational resources to support the practice of good scholarship;

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- iii. identifies a range of actions that constitute academic misconduct;
- iv. establishes sanctions for academic misconduct; and outlines the procedure and process to be followed in cases of suspected breaches of academic integrity.

3. Scope and Application

- 3.1 This Policy applies to allegations of breach of academic conduct committed by a student, unless otherwise stated below.
- 3.2 This Policy does not apply to non-degree studies in Faculties and in the School of Continuing Studies. Faculties and the School of Continuing Studies must establish policies and procedures on academic conduct for non-degree studies.
- 3.3 Academic units may establish a process to implement this policy within their jurisdiction. Such process must be approved by the relevant Faculty Council and Senate by way of the Senate Academic Standards, Curriculum and Pedagogy (ASCP) Committee, and the Senate Appeals Committee (SAC).
- 3.4 This document is to be read in conjunction with other University policies, procedures, regulations and guidelines including but not limited to the following:
 - i. Code of Student Rights & Responsibilities
 - ii. Senate Policy on Responsible Conduct of Research
- 3.5 In place of or in addition to procedures under this Policy, the University may also, where necessary or applicable, invoke other University policies and any civil, criminal or other remedies that may be available to it as a matter of law.

4. Definitions

In this policy,

Academic Dishonesty: means inappropriate academic conduct. It includes impersonation, plagiarism, cheating and copying the work of others.

Academic Integrity: The International Center for Academic Integrity (ICAI) defines Academic Integrity as comprising the fundamental values of honesty, trust, fairness, respect, and responsibility, and the courage to uphold these values. These values are interrelated and are the foundation of an ethical community.

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Academic Misconduct: means any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes but is not limited to a wide range of behaviour including cheating, plagiarism, misrepresentation of identity or performance, fraudulent conduct and research misconduct.

Bias: means the existence of a lack of neutrality, which may have the outcome of influencing or affecting the application of this Policy and its associated procedures in an unfair manner.

Course Director (CD): means the instructor and/or director of a course, or member of a supervisory committee.

Expulsion: means a sanction permanently terminating a person's right both to continue as a student in the University, and to reactivate their registration.

Expulsion from the University may be imposed only by a Faculty-Level Appeals Committee/Panel, which is recognized by a Faculty Council as the responsible body to assign this sanction.

Faculty-Level Appeals Committee(s)/Panel(s): means the committee(s) or panel(s), recognized by the Faculty Council in each Faculty, as the responsible body for considering academic conduct appeals relating to any decision taken by the person of primary responsibility (PPR) or their designate.

Faculty-Level Appeals Committees/Panels must have a minimum of three members, at least one of whom must be a student and the majority of whom must be faculty members. For the purpose of this Policy these bodies are referred to as the Faculty Appeals Committee/Panel, though individual Faculties may assign this role to bodies with a different title.

Graduate Supervisor: means the faculty member responsible for primary supervision of a graduate student's research.

High Volume Academic Misconduct: means allegations of academic misconduct involving 10 or more students within one course where the breach is of the same nature and results in consistent outcomes.

Impartiality: means freedom from bias or prejudice, ensuring fairness and neutrality in the application of this Policy and its associated procedures.

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Person of Primary Responsibility (PPR): refers to the person or panel, identified by the Dean's Office in each Faculty, who will coordinate the implementation of this Policy in their Faculty or unit.

The PPR will normally be an Associate Dean who is knowledgeable about Academic Conduct matters. The Faculty PPR is responsible for coordinating the activities of PPR designates, ensuring the consistent implementation of the Policy and reporting annually to Senate, as required. The University Registrar will identify a PPR who will coordinate the implementation of the Policy within the Office of the University Registrar for breaches falling under the auspices of the Office of the University Registrar.

Person of Primary Responsibility (PPR) Designate: refers to the person or group delegated authority, by the PPR for certain academic conduct matters.

A PPR Designate may include, but not limited to, an Undergraduate Program Director (UPD), Graduate Program Director (GPD), or Chair of a department.

Senate Appeals Committee: refers to the Senate Committee responsible for hearing appeals of decisions made by Faculty Appeals Committees on matters concerning academic regulations, grade re-appraisals and charges of academic misconduct.

Student: refers to any person admitted to the University who was previously, or who is currently, enrolled and/or registered at the University.

Student File: refers to the official record of a student's academic misconduct case, kept in the student's home Faculty.

Student Record: refers to a student's academic history as electronically recorded in the University's central Student Information System.

Student Transcript: refers to the official record of a student's academic history at the University, providing a comprehensive summary of course enrolment, grades earned and academic decisions.

Support Person: refers to a person who may provide support and advice to a student involved in an academic misconduct process, and who may speak on behalf of the student. The support person may be internal or external to the University and may include legal counsel, a peer or family member.

Suspension: means a sanction of a variable but limited period during which the student's enrolment and registration in courses at the University are prohibited. A

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student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension is lifted.

Suspension from the University may be imposed only by a Faculty-Level Appeals Committee/Panel, which is recognized by a Faculty Council as the responsible body to assign such sanction.

Undocumented/Unreferenced: refers to undocumented and/or unreferenced quotes, passages, sources, and other missing or improper citation of work submitted for evaluation.

University Community: means students, faculty, instructors, staff, and invigilators, all of whom have responsibility for the cultivating and upholding good academic conduct in all elements of academic life, including research, teaching, learning and administration.

5. Policy

5.1 All members of the University Community are to cultivate and maintain the highest standards of academic conduct by avoiding behaviours which create unfair academic advantages. As a clear sense of academic integrity and responsibility is fundamental to good scholarship, all members of the University are to foster and uphold the highest standards of academic integrity, and to be informed of and adhere to acceptable standards of academic conduct articulated in this policy.

5.2 Breaches

It is a breach of this Policy to engage in any form of academic misconduct, including but not limited to the range of behaviours that are listed in this section. The behaviours described below are not mutually exclusive.

- a. **Cheating** – the attempt to gain an unfair advantage in an academic evaluation. Forms of cheating include but are not limited to:
 - i. Using an undocumented or unreferenced content generator, including the use of text-, image-, code-, or video-generating artificial intelligence (AI);
 - ii. Obtaining assistance by means of documentary, artificial intelligence technology, electronic or other aids that are restricted by the instructor (see Section 6.2.c);

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- iii. Obtaining a copy of all or parts of an examination, test or course material before it is officially available;
 - iv. Copying another person's answer(s) to any submitted assessment including examination questions, assignments, and lab reports;
 - v. Consulting an unauthorized source in the completion of an assessment such as a test, quiz or exam;
 - vi. Deliberately disrupting an academic evaluation by any means;
 - vii. Changing a grade, score or a record of an assessment;
 - viii. Submitting the work one has done for one class or project to another class, or as another project, without the prior informed consent of the relevant instructors;
 - ix. Submitting work prepared in whole or in part by another person, whether for money or otherwise, and representing that work as one's own;
 - x. Submitting work prepared in collaboration with a third party when collaborative work on an assessment has not been authorized by the instructor/supervisor, and goes beyond correction of grammar, idiom, punctuation, spelling and sentence mechanics;
 - xi. Preparing work in whole or in part that is to be submitted by another student for appraisal;
 - xii. Circumventing the anti-cheating safeguards when completing in-person or remote exams, tests or assignments;
 - xiii. Representing another's substantial editorial or compositional assistance on an assignment as the student's own work (See 5.2.a.i and ii); and
 - xiv. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty.
- b. **Plagiarism** – the appropriation of the work of another whether published, unpublished or posted electronically, attributed or anonymous, without proper acknowledgement. This includes but is not limited to:
- i. Presenting all or part of another person's work or ideas as something one has produced where work includes, but is not restricted to, text, code, technical and creative production, paragraph and essay structure and organization, and other forms that constitute intellectual property;

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- ii. Paraphrasing another's writing without proper citation;
 - iii. Representing another's artistic, technical work or creation as one's own;
 - iv. Reproducing without citation the student's own work originally presented elsewhere; and
 - v. Failing to attribute sources, or failure to attribute sources properly.
- c. **Misrepresentation of personal identity or performance** includes but is not limited to:
- i. Submitting all or part of work, for assessment, which is stolen, donated or purchased from unsanctioned sources such as a tutor, website, or other students;
 - ii. Impersonating someone or having someone impersonate you to confer or gain an unauthorized academic advantage, whether in person, in writing, or electronically; and
 - iii. Falsifying one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University or a program, to access a course, or to reactivate one's registration.
- d. **Fraudulent conduct** includes but is not limited to:
- i. Selling, offering for sale or distributing essays or other assignments, in whole or in part, with the reasonable expectation that these works could be submitted by a student for appraisal or used as an unauthorized resource;
 - ii. Submitting altered, forged or otherwise falsified medical or other certificates or documents to gain a deadline deferral, extension, postponement or other advantage under false pretences;
 - iii. Altering or having another person alter a grade on academic work after it has been marked;
 - iv. Altering, stealing or destroying the academic work of another to gain academic advantage or to disadvantage another;
 - v. Accessing without authorization, stealing or tampering with course-related material or with library materials; and
 - vi. Using the intellectual property of others for distribution, sale or indirect profit without permission or licence from the owner of rights in that material, including slides and presentation materials provided in a class or course.

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- e. **Student Research Misconduct** refers to any action or attempted action of misconduct in the collection, use or dissemination of research including but not limited to:
 - i. Dishonest reporting of investigative results from original research or course-based activities, either through fabrication or falsification;
 - ii. Taking or using the research results of others without permission or acknowledgement;
 - iii. Misrepresentation or improper selective reporting of research results or the methods used;
 - iv. Knowingly publishing information that will mislead or deceive readers, including the falsification or fabrication of data or information, the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work;
 - v. Disseminating data or other products of research done by, or with, a faculty member or another student for publication or presentation without permission and due acknowledgement;
 - vi. Using or releasing ideas or data of others, without their permission, which were given with the express expectation of confidentiality; and
 - vii. Listing of potential collaborators without their agreement.
- f. **Violation of specific departmental or course requirements** – refers to academic misconduct related to requirements included in a course outline/syllabus, where such requirements are consistent with this policy.

5.3 Jurisdiction

- a. Allegations of academic misconduct in a course will be dealt with by the Faculty offering the course. Where allegations of misconduct occurs under joint York programs or where allegations arise in more than one Faculty, the PPRs of the respective areas will determine which program or Faculty will have jurisdiction over the proceedings.
- b. Allegations of misconduct in a graduate course or in the process of working towards a graduate degree, will be dealt with by the PPR and the appropriate committee(s) of the Faculty of Graduate Studies.
- c. Allegations of academic misconduct pertaining to the falsification of one's identity, academic record or other related materials used for the purposes of gaining admission to a program or course at the University, or for

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reactivating registration, will be dealt with by the Office of the University Registrar.

- d. Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty or unit will have carriage of the matter.
- e. Where appropriate, academic misconduct allegations will be communicated to relevant units, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming.
- f. If the student is suspected of having committed academic misconduct in work related to a funded research project, the Office of Research Services will be notified. In these instances, the academic misconduct process will be determined by the granting agency working with the President's Office.
- g. If the student is an employee at York and is suspected of using information or resources from their employment to commit academic misconduct, the matter may also be investigated in accordance with appropriate collective agreement and Human Resources procedures.
- h. Allegations of academic misconduct **may** be referred to the Office of Research Ethics (ORE) for independent review at the outset of the academic misconduct process or after a finding of breach, whereas it is a **requirement** to refer a case of suspected breach of the Responsible Conduct of Research Policy to the ORE.
- i. All findings of academic misconduct shall be communicated to the PPR and/or PPR designate in the student's home Faculty.

5.4 Investigations

- a. Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice.
- b. Findings of academic misconduct are made according to a balance of probabilities and not bound by formal rules of evidence applicable in courts of law.
- c. The PPR may delegate authority for certain Academic Conduct matters to PPR designates. Such delegations may vary according to the size of the Faculty, its internal governance structure, and its disciplinary standards for academic conduct.

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- d. Investigations of allegations of academic misconduct of a student may be conducted by a PPR, PPR designate or appropriate Faculty or University-level body to be identified by the Senate Appeals Committee, according to associated Procedures.
- e. Investigations must be initiated in a timely manner, normally within 10 business days of the alleged misconduct being brought, in writing, to the attention of the PPR/Designate.
- f. An investigation may encompass multiple allegations of academic misconduct involving the same student.
- g. Cases of High Volume Academic Misconduct will be resolved in accordance with the process outlined in the associated Procedures.
- h. Normally, a decision is in force as soon as it is officially communicated to the student.

5.5 Records and Notations of Decisions

- a. A record of each finding of academic misconduct will be maintained by the student's home Faculty and shall be kept separate from any other of the student's records. The purpose of this record is to allow access to information on previous offence(s) and to aid in determining sanctions in the event a new case is opened. This record of offence(s) shall not be used for any other purpose.
- b. Sanctions will be noted on the student's record in the following manners:
 - i. sanctions noted in 5.6(a)(i) to (v) inclusive, will remain on the student record for five years or until the student graduates, whichever is less; and
 - ii. sanctions noted in 5.6(a)(vi) to (xv) inclusive, will remain on the internal record permanently.
- c. If, at any time in the investigation or process, it is determined that misconduct did not occur, the allegation will be dismissed and all records of the allegation destroyed.
- d. If a student from another institution is found to have committed academic misconduct while enrolled at York via a joint program or while on a Letter of Permission, the Office of the University Registrar shall report the finding to the student's home institution.

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- e. Disclosure of a student's record of academic misconduct will only be disclosed by the University Registrar on direction of a Faculty Dean; such direction by a Dean will be based on the advice of University Counsel.

5.6 Sanctions

- a. Violations of this Policy may lead to one or more sanctions, which may be imposed for an individual violation or for combined violations. Sanctions may include, but are not limited to the following:
 - i. written warnings or reprimands;
 - ii. educational development: requirement to complete a remedial education activity such as a workshop, an academic honesty assignment and/or a related assessment. If the activity is not completed, higher-level sanctions may be applied;
 - iii. resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade sanction;
 - iv. completion of a make-up assignment or other form of assessment;
 - v. a lowered or failed grade, including a grade of zero, on the assignment in question;
 - vi. a lowered grade in the course;
 - vii. failure in the course (with permanent grade of record);
 - viii. a permanent grade of record wherein the grade assigned shall remain as the one grade of record for the course even if the course is repeated;
 - ix. research-based sanctions:
 - completion of a required research survey paper;
 - confidential Referral to the Office of Research Ethics with appropriate disclosure; and
 - denial of permission to use certain facilities of the University, including computer facilities, studios, and laboratories, for a designated period of time.
 - x. suspension from the University for a definite period ranging from one term to up to six consecutive terms (two years), effective either immediately or at the conclusion of the academic session during which the sanction is imposed; students may or may not be permitted to complete courses that are ongoing at the time of a decision but will

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- be withdrawn from any courses in which they have registered and which would begin during the suspension;
- xi. expulsion from the University;
 - xii. withholding or rescission of a York degree, diploma or certificate, or another credential;
 - xiii. rescission of admission to the University;
 - xiv. transcript notation, which may be permanent or for a specified period of time and may be combined with any sanction, but will always be included with suspensions, expulsions and the withholding or rescission of a degree, diploma, certificate or other credential; and
 - xv. suspension or expulsion from the University and withholding or rescinding a degree may only be imposed by a Faculty Appeals Committee. The Faculty Appeals Committee is required to report expulsions to the Senate Appeals Committee.
 - xvi. When a Faculty decides to rescind a degree, diploma or certificate, or applies another penalty that may be considered negatively transformational, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.
- b. Sanctions will take into account all the circumstances of the case, including but not limited to:
- i. whether it is a first or subsequent offence;
 - ii. the relative weight of the assignment in question;
 - iii. student's academic experience;
 - iv. the severity of the conduct;
 - v. whether the student accepted responsibility for the conduct;
 - vi. the extent to which the integrity of the student evaluation process was impaired;
 - vii. the extent of the harm caused to the University, one or more of its members, and/or third parties;
 - viii. academic misconduct by a graduate student will generally result in more severe consequences than for undergraduate students;
 - ix. extenuating circumstances or aggravating factors that may help explain the action taken by a student.

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5.7 Appeals

- a. Appeals of decisions taken by the PPR or PPR designate in relation to this Policy may be appealed to the Faculty Appeals Committee (see definitions). The process associated with Appeals is set out in the associated Procedures.
- b. Requests from students for a stay of sanction pending appeal may be addressed to the Chair of the Faculty Appeals Committee who will make a determination.
- c. When no period is specified for a transcript notation, a student may petition to the relevant Faculty Appeals Committee to have the notation removed after a period of five years from the date at which the notation was entered; a transcript notation of expulsion from the University and withholding or rescinding a degree, diploma, certificate is not appealable.
- d. A student may submit a petition to the relevant Faculty Appeals Committee for the destruction of permanent records of offences. Such a petition will not be considered until at least five years after the decision was taken. If the petition is granted, however, the record shall not be destroyed before the student is eligible to graduate.
- e. Appeals of decisions of a Faculty Appeals Committee are considered by the Senate Appeals Committee. The process associated with such appeals is set out in the Senate Appeals Committee Procedures.

6. Roles and Responsibilities

- 6.1 All **members of the University community** (students, faculty, instructors, staff, and invigilators) have responsibility for upholding the standards of good academic conduct as set out in this policy. All members of the University have the responsibility to:
 - a. identify and report incidents of academic misconduct in a timely manner to the relevant unit or Faculty Dean's office;
 - b. provide assistance and cooperation in investigations and adjudication processes; and
 - c. engage in the promotion of education and related remedial activities associated with this Policy.
- 6.2 It is the responsibility of **students** to:

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- a. read and become familiar with this Policy and to comply with the principles and practices of good academic conduct set out herein;
 - b. become familiar with related educational resources including, but not limited to those offered through the office of the Vice-Provost academic; York University libraries; York University Writing Centre, and at the Faculty level.
 - c. follow their instructors' expectations for using text-, image-, code-, or video-generating artificial intelligence (AI); referencing sources; group work and collaboration, and be proactive in pursuit of clarification and resources to support these expectations;
 - d. take necessary precautions to prevent their work from being used by other students;
 - e. use course and exam software in a manner that is consistent with this policy; and
 - f. act in accordance with this policy and/or the Policy on Responsible Conduct of Research when conducting and reporting research.
- 6.3 It is the responsibility of **course directors and graduate supervisors** to:
- a. read and become familiar with this Policy and comply with the principles of good academic conduct set out herein;
 - b. communicate with and support students in following instructors' expectations for using text-, image-, code-, or video-generating AI; referencing sources; conducting group work and collaboration;
 - c. encourage and support students to uphold the principles and standards of good academic conduct when conducting and reporting research;
 - d. include a statement on academic integrity on course syllabi. Menu of possible statements will be made available on the Academic Integrity page on the Vice-Provost Academic website.
 - e. consider regular course revisions to cultivate an environment that supports upholding good academic conduct;
 - f. identify and report all suspected incidents of academic misconduct to the Faculty PPR or PPR designate; and
 - g. collect or assist in the collection of necessary information; participate in an investigation and be prepared to act as a witness at any hearing of the

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matter in order to fulfil the duty to comply with procedural fairness and natural justice.

7. Review

This policy will be reviewed every five years or at such shorter interval as Senate deems necessary.

8. Procedures

- 8.1 Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice:
 - a. the student will first be informed by the PPR or PPR designate of the allegations against them and then will normally have access to any available evidence against them;
 - b. the student will be informed of their right to have a Support Person throughout the process;
 - c. the student will be provided with an opportunity to respond to the allegations and evidence against them;
 - d. while admissibility is not governed by the formal rules of evidence, appropriate weight will be given to evidence based on its credibility or reliability; and
 - e. the student will have the right to request leave to appeal a decision.
- 8.2 Reporting Suspicion of Academic Misconduct
 - a. Any person who believes academic misconduct has occurred has a responsibility to report the matter to:
 - i. the Course Director of the course in which the misconduct has occurred, who will in turn undertake to report the matter to the Faculty PPR or PPR designate, or
 - ii. the PPR or PPR designate of the Faculty or unit in which the misconduct occurred; if not course related, the PPR or PPR designate will ensure the matter is reported to the appropriate University office;
 - iii. the PPR or PPR designate in the Faculty of Graduate Studies on matters involving academic misconduct of a graduate student that

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are not course related. The PPR or PPR designate in the Faculty of Graduate Studies will undertake to inform the relevant graduate supervisor or graduate program;

- iv. the Office of the University Registrar in the case of suspected falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University, a program or course, or reactivating registration.

8.3 Responsibility for Initiating and Conducting an Investigation

- a. In course-related cases of suspected academic misconduct, the responsibility for the decision to conduct an investigation lies with the PPR or PPR designate, who will invite the course director (CD) to provide evidence and to attend any subsequent hearing on the matter.
- b. In cases of suspected falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University, a program or course or reactivating registration, the PPR or PPR designate in the Office of the University Registrar will initiate and conduct an investigation.
- c. In cases where the PPR or PPR designate do not have clear jurisdiction, the Senate Appeals Committee will identify an appropriate Faculty or University-level body to initiate and conduct an investigation.

8.4 Procedures for Initiating and Conducting an Investigation

- a. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the responsible authority as outlined in Section 8.3 will notify the PPR or PPR designate (if the responsible authority is not the PPR or PPR designate).
- b. Upon receipt of notification, the PPR or PPR designate will:
 - i. post a block on enrolment activity in the course, effectively barring the student from dropping the course, withdrawing from the University or obtaining transcripts. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed but, if the student is found to have performed academic misconduct, the recipients of the transcript will be provided automatically with an updated transcript;

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- ii. notify the PPR in any other relevant unit, as required, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming, normally on the same day the student is notified.
 - c. Once it is determined that there are reasonable grounds to begin an investigation and a block on enrollment is initiated, the individual undertaking the investigation (PPR or PPR designate) will notify the student in writing (by email or by registered mail) at the first available opportunity, normally within five business days of the block on enrollment, communicating:
 - i. the allegation and a summary of the evidence available and the possibility that a sanction will be imposed;
 - ii. that they will not be permitted to withdraw from the course in question and that a hold will be placed on their record;
 - iii. their right to provide a response to the allegations in writing or in person, or to discuss the allegations with the investigator (in person, by phone or videoconference), and if a response is not received within 10 business days, the PPR or PPR designate may continue and conclude the investigation without the student. **The PPR or PPR designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.**
 - iv. their right to be assisted by a Support Person (if they choose), who may provide support and advice and speak on behalf of the student; and
 - v. that they will be provided any additional evidence that becomes available over the course of the investigation and afforded the opportunity to respond.
 - vi. that the student, or the PPR or PPR designate, may elevate the matter to the Faculty Appeals Committee for review of the outcome of the investigation
- d. **If the student does not provide a response within 10 business days, the PPR or PPR designate may continue and conclude the investigation. The PPR or PPR designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.**

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- e. The PPR or PPR designate will assess all available evidence, including but not limited to:
 - i. reviewing documents and other records, including a written or verbal response from the student, if provided;
 - ii. reviewing audio or video recordings or photographs;
 - iii. reviewing evidence produced by plagiarism or cheating detection software;
 - iv. interviewing the student;
 - v. interviewing witnesses; and
 - vi. examining physical evidence.
- f. Once the investigation is complete, the PPR or PPR designate will determine, on a balance of probabilities, whether a breach occurred.
- g. Where the PPR or PPR designate believes the evidence gathered points to academic conduct grave enough to warrant a suspension, expulsion, or other penalties that are negatively transformational, the PPR or PPR designate shall refer the matter in the first instance to the Faculty Appeals Committee for review. In such instances, the Faculty Appeals Committee process will take effect, otherwise the process outlined hereunder 8.4 will be continued by the PPR or PPR designate.
- h. If it is determined that a breach occurred, the PPR or PPR designate will initiate a check for past offences.
- i. The PPR or PPR designate will take into account the circumstances of the case in deciding appropriate sanction(s) in accordance with the Policy.
- j. The decision will be provided to the student in writing (sent by email or registered mail), and will include the following:
 - i. a summary of the investigation process including relevant timelines;
 - ii. a summary of the key evidence obtained during the investigation, including the response of the student to the allegation;
 - iii. an indication of which key evidence was considered credible and reliable;
 - iv. the decision reached on a balance of probabilities and the reasons for the decision;

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- v. the sanction, if any, being imposed including a rationale for the sanction;
 - vi. if a sanction is being imposed, information regarding the student's right to appeal and path for appeal; and
 - vii. a request that the student acknowledge receipt of the decision via email contact information provided in the decision letter or email sent to the student.
- k. Absent the receipt of student acknowledgement within 10 business days, the decision will stand. The PPR or PPR designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
- l. The decision will be provided to the PPR in the student's home Faculty if it differs from the Faculty or unit in which the investigation was conducted.

8.5 High Volume Academic Misconduct

- a. The PPR or PPR designate will investigate at least five of the alleged breaches of misconduct using the procedures set out in section 8.4.
- b. If the PPR or PPR designate concludes on a balance of probabilities after a minimum of five investigations, that academic misconduct of the same nature occurred in the majority of the cases, the decision may be applied to the other students implicated in the investigation.
- c. The PPR or PPR designate shall communicate the decision to the students in writing (sent by email or registered mail), addressing the items set out in Section 8.4(j). The names of any other students involved will not be disclosed.
- d. Upon receipt of the decision, the student may request, within 10 business days, that their case be reviewed individually by the PPR or PPR designate. The PPR or PPR designate may reassess the evidence and, if the original decision is confirmed, will confirm the original sanction.

8.6 Records of Academic Misconduct Findings

- a. Records of academic misconduct findings will be kept in accordance with Section 5.5 of the Policy.
- b. In cases where a finding results in a sanction of transcript notation, the following language will be used:

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- i. For the withholding or rescission of a degree: “York degree withheld/rescinded by the University on (date of decision).”
- ii. For suspension from the University: “Suspended by the University for academic misconduct for ___ months effective (date suspension starts).”
- iii. For limitations on students’ registration: “Registration limited by the University for (dates of the terms for which limits were applied).”
- iv. For removal from the student’s program of study: “Removed from program of study by the University for academic misconduct for ___ months effective (date suspension starts).”
- v. For expulsion: “Expelled by the University for academic misconduct (effective date).”
- vi. If an imposed sanction requires an alteration of a student's academic record, a copy of the decision will be sent from the Faculty Dean’s office to the Office of the University Registrar for implementation. The decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.

8.7 Appeals

- a. Appeals relating to any decision taken by a PPR or PPR designate in relation to this Policy shall be considered by the Faculty Appeals Committee.
- b. If the student wishes to appeal the decision, the student must submit a notice of appeal to the Faculty Appeals Committee within 10 business days of receiving the decision.
- c. Upon receipt of a notice of appeal, the Faculty Appeals Committee will notify the PPR or PPR designate and give them an opportunity to submit a response to the notice of appeal. The PPR or PPR designate shall normally respond within 10 business days.
- d. All documents considered by the PPR or PPR designate will be considered by the Faculty Appeals Committee and a copy of the evidence, as set out in Section 8.4(e), will be given to the student. Both the student and the PPR or PPR designate may submit additional supporting documentation by no later than two business days prior to the hearing.
- e. The Faculty Appeals Committee will provide the student with a copy of the Committee’s procedures.

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- f. All parties will receive not less than 10 business days notice of the time and location of the hearing, which may be held in person or by videoconference.
- g. All parties must inform the Faculty Appeals Committee of their intention to call witnesses and file names of these witnesses at least five business days prior to the hearing.
- h. Only the Faculty Appeals Committee members and Secretary, PPR or PPR designate, the student and their Support Person, and the witnesses may be present at a hearing. The faculty member(s) or person(s) who reported the academic misconduct or other persons with knowledge of the allegation may attend as witness(es). Committee members are expected to act with impartiality (as defined in section 4).
- i. Witnesses shall be present at the hearing only while testifying, but exceptions may be made at the discretion of the Faculty Appeals Committee. The Chair of the Committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the Committee may be required to leave. Witnesses will be reminded about the expectation of confidentiality.
- j. If a student fails to appear at a hearing, the hearing may proceed, and the Faculty Appeals Committee may issue a decision. The Committee may postpone the hearing if the student can establish, in advance of the hearing and to the satisfaction of the Committee, that there are circumstances beyond their control which make an appearance impossible or unfairly burdensome.
- k. Electronic recordings of hearings may be permitted if all parties agree. The Secretary of the Faculty Appeals Committee is responsible for coordinating and maintaining, within the Faculty Dean's office, the sole electronic record of the hearing.
- l. The Faculty Appeals Committee shall consider the facts and circumstances of the case and determine, on a balance of probabilities, whether a breach has occurred and/or whether the sanction imposed by the PPR or PPR designate is appropriate.
- m. If the Faculty Appeals Committee confirms the original finding, it may maintain the original sanction, or it may change the sanction.
- n. If a sanction is imposed that requires an alteration of a student's academic record, a copy of the decision of the Faculty Appeals Committee will be sent to the Office of the University Registrar for the sanction to be implemented. The

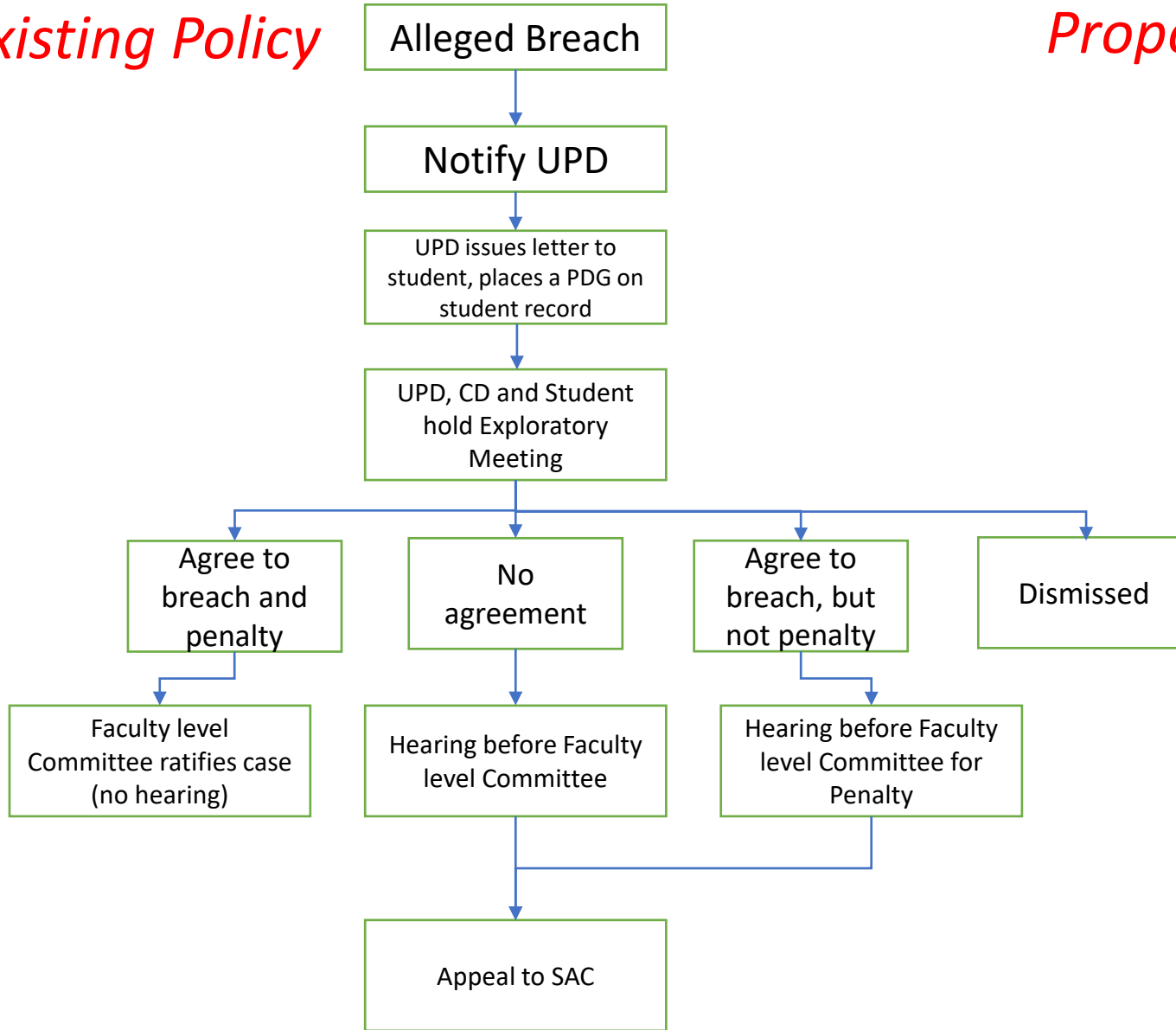
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decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.

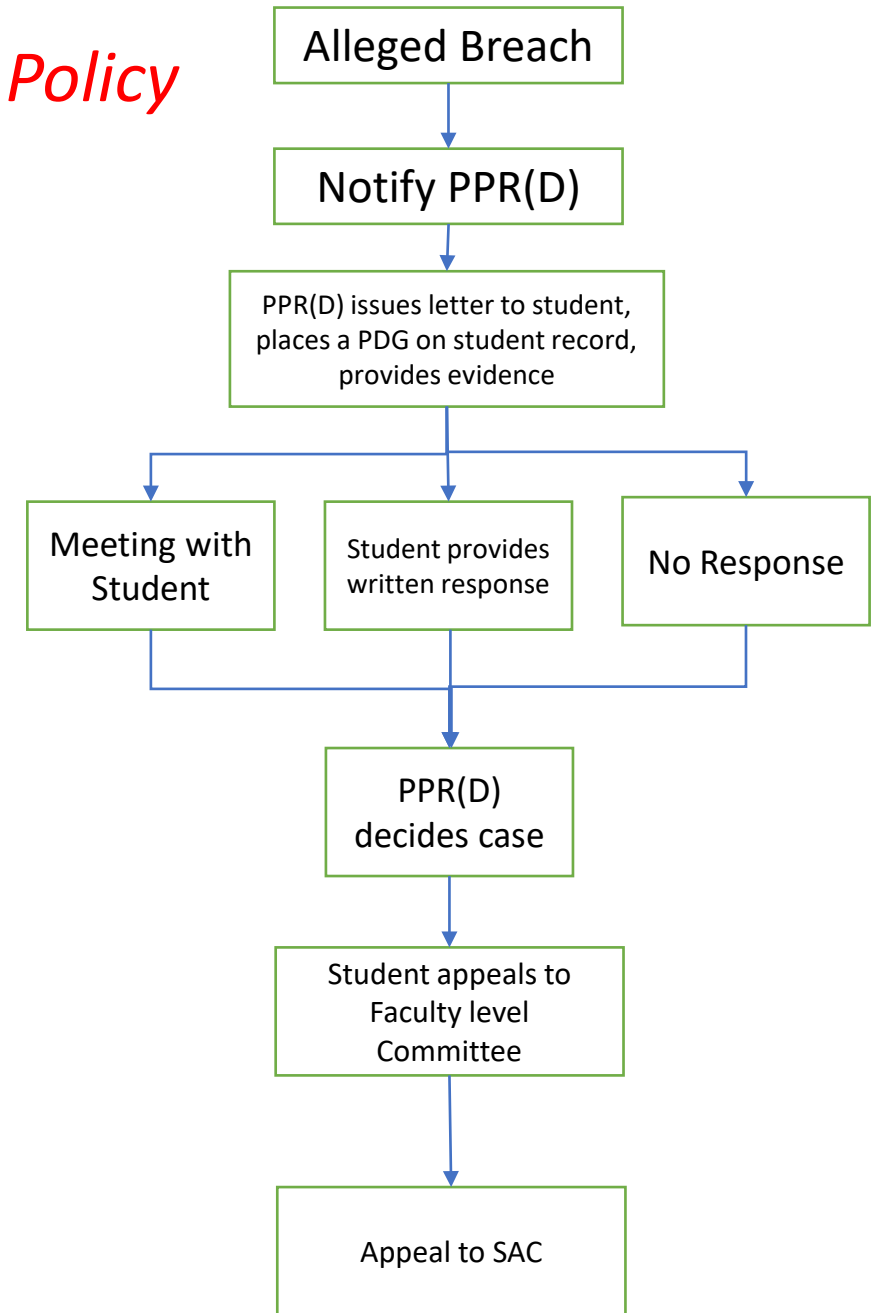
- o. A record of the proceeding will be kept in the student’s file to be housed in the student’s home Faculty, Dean’s office. The Record of the Proceeding shall include:
 - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty Appeals Committee;
 - ii. the notice of the Hearing; and
 - iii. the decision of the Faculty Appeals Committee.
- p. The Faculty Appeals Committee Secretary is responsible for ensuring all relevant records of the proceeding are included in the file and filed appropriately.
- q. The student may subsequently appeal the decision of the Faculty Appeals Committee to the Senate Appeals Committee (SAC) on the grounds for appeal set out in the Senate Appeals Committee Procedures.

Legislative history:	
Date of next review:	
Policies superseded by this Policy:	<u>Senate Policy on Academic Honesty</u>
Related policies, procedures and guidelines:	<u>Responsible Conduct of Research, Policy</u> <u>Senate Appeals Committee, Procedure</u>

Existing Policy



Proposed Policy





University Policy

Attending Physician Statements

Topic:	Academic Relief
Approval Authority:	Senate
Responsible Office/Body:	
Approval Date:	TBC
Effective Date:	1 January 2025
Last Revised:	New

1. Purpose

1.1. Grounded in principles of equity and trust, this Policy:

- a. establishes criteria for temporary academic relief measures aimed at supporting students' academic success, and health and wellbeing, through options that balance support and preserve the academic integrity of the curriculum and the academic standards of courses and programs, and
- b. sets out the temporary academic relief options for students in cases where they are unable to complete certain academic responsibilities due to extenuating circumstances, including physical or psychological conditions.

2. Scope and Application

2.1. This policy applies to:

- a. all students registered in an academic course and/or program at York University, at the undergraduate and graduate levels.
- b. requests for academic relief related to absences resulting in missed assessments outside the formal exam period, including missed deadlines for submission of an assignment.

- 2.2. The Policy does not apply to requests for academic relief under the following circumstances:
- a. Ongoing physical or psychological illness or an existing disability; accommodation for such circumstances may be sought through Student Accessibility Services under the [Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities](#).
 - b. Academic relief for religious observances. Students should refer to the [Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances](#).
 - c. Personal matters including but not limited to, competing commitments related to family or employment obligations.

3. Definitions

The following definitions apply to this policy.

Academic Accommodation: refers to arrangements made to remove disability-related barriers for students to allow them to participate fairly and with equal access to education. Academic Accommodation is provided to students with documented disabilities as part of York's commitment to accessibility and equity and is guided by the Ontario Human Rights Commission's Policy on accessible education for students with disabilities and the York University Senate Policy on Academic Accommodation for Students with Disabilities

Academic Relief: refers to arrangements made to accommodate students who are unable to complete academic responsibilities due to medically related extenuating circumstances. In contrast to 'academic accommodation' these accommodations are temporary and are not disability related.

Academic Responsibilities: refer to the expectation that students will regularly attend classes, be prepared for classes by completing readings and other assigned work, complete and submit assignments on time, write exams, and similar academic work that is necessary to support their learning and assessment.

Attending Physician's Statement refers to a form¹ that, when completed by a licensed physician who is recognized to be in good standing with the relevant medical professional governing body, attests to a student's medical/health reason that explains

¹ York University's Attending Physician's Statement form is available at <https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf>

why and for how long the student is/may be unable to complete their academic responsibilities.

Course Director: The course instructor or supervisor

Date for Resumption of Responsibilities: a date no more than seven (7) days, including weekends and statutory holidays, following the first day of a self-reported absence, on which a student will resume their academic responsibilities.

Extenuating Circumstances: are medically related events that temporarily interfere with or prevent a student from completing academic responsibilities. These events include but are not limited to physical or psychological condition(s) that may substantially impeded a student's academic performance and/or responsibilities, and which are beyond a student's control. An Attending Physician's Statement could reasonably be issued for such event/extenuating circumstance.

Self-Reported Absence: a student reported absence due to extenuating circumstances that renders the student unable to complete academic responsibilities. A self-reported absence begins on the first day of a missed assessment.

4. Policy

- 4.1. The University recognizes that a student's ability to meet their academic responsibilities may sometimes be impaired by extenuating circumstances, and as such is committed to providing reasonable academic relief.
- 4.2. Requests for extension based on non-medically related unforeseen and transient personal circumstances, are not matters covered under this policy.
- 4.3. Students who experience an extenuating circumstance, or who become aware of an extenuating circumstance (e.g., scheduled medical operation), may request academic relief by way of:
 - a. Informing their instructor(s) of the extenuating circumstance and discussing possible alternative arrangements for satisfying their academic responsibilities, and
 - b. Submitting a self-reported absence/request form for academic relief, as set forth in the procedures associated with this Policy; or
 - c. Informing the instructor(s) offering the course(s), and submitting an attending physician's statement signed by a licensed medical practitioner

or a licensed mental health practitioner, where required by the procedures associated with this Policy.

- 4.4. Students may submit a maximum of 2 (two) self-reported absence/ request, based on extenuating circumstances, without an attending physician's statement, in a single 12-week term and one self-reported absence/request, based on extenuating circumstances, without an attending physician's statement, in a six-week term. Each self-reported absence/request may be applied to all the student's courses occurring in the same seven-day period.
- 4.5. The course instructor may request an attending physician's statement or other relevant documentation for a self reported absence that is more than seven (7) days, the permitted maximum; the seven (7) days of absence includes weekends and statutory holidays and begins on the first day of absence (i.e., missed assessment, assignment deadline).
- 4.6. Self reported absence/requests does not apply to, and will not be granted for examinations during the formal examination period.
- 4.7. Self reported absence/requests applies to assessments that are less than 20%. An attending physician's statement is required for missed assessments worth 20% or more. Details on submission of related required documentation are provided in the procedures associated with this policy.
- 4.8. Academic relief, regardless of when requested/granted, will terminate at 8:30am on the day following the last day of classes in the term.
- 4.9. It is at the discretion of the course director to determine appropriate options for academic responsibilities missed during the period of absence/relief, including but not limited to:
 - a. Waiver of assignment
 - b. An extension
 - c. A modified schedule for assignments, projects, labs or placements
 - d. An alternative assignment
 - e. A re-weighting of term marks
- 4.10. A student who has been denied academic relief may petition the decision to the body designated with handling petitions and appeals in the student's home Faculty offering the course. Academic relief provided by a course director (see 4.9) is not grounds for petition.

- 4.11. All requests for academic relief and related communications will be maintained in accordance with the University's Policy on Access to Information and Protection of Privacy, the Freedom of Information and Protection of Privacy Act and the Personal Health Information Privacy Act and any other applicable laws. Personal information of students will be shared only to the extent necessary to consider requests, to arrange for reasonable academic relief or to process petitions or appeals.
- 4.12. Evidence that requests for academic relief have not been executed in good faith, including but not limited to the submission of false statements or altered documents, may be subject to investigation under the *Academic Conduct Policy and Procedures*.

5. Roles and Responsibilities

- 5.1. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with the policy and the resources available to them.
- 5.2. It is the responsibility of students to:
- a. keep abreast of their progress throughout their courses
 - b. be proactive and to communicate with their instructor any known or foreseeable extenuating circumstances which , may impede their ability to uphold their academic responsibilities, including performance in an assignment, test, examination, or other assessment, prior to the assignment, examination or assessment.
 - c. consider the implications of postponing tests or midterms or delaying the submission of work;
 - d. make appropriate decisions based on their specific circumstances; and
 - e. communicate with instructors concerning academic accommodation no later than two (2) business days after the end of the period covered by the self-reported absence/request or immediately upon their return following a documented absence.
- 5.3. It is the responsibility of course directors to:
- a. acknowledge receipt of self-reported absences; and
 - b. determine the appropriate relief for missed assessments.

- 5.4. It is the responsibility of the Office of the University Registrar, Faculties, departments, and academic programs to:
- a. provide clear communication to students about the waiver to attending physician's statement measures laid out in this Policy.

6. Review

- 6.1. This Policy will be reviewed at least every five years.

7. Procedure

7.1. Self reported absence/request.

The following conditions are in place for self reported absence/request:

- a. Students must both inform their instructor(s) and submit a completed self reported absence form on the day of the absence (missed assessment; assignment deadline) where possible, but no later than seven (7) days following the date of absence. Regardless of when the self-reported absence/request for academic relief is submitted, section 4.5 of the policy applies.
- b. For absences in excess of two (2) per term (Section 4.4 of the Policy) for which academic relief is sought, students must present an attending physician's statement or other appropriate documentation to the course director and the responsible unit (e.g., biology course/biology unit) no later than seven (7) days after the date specified in the documentation for resuming responsibilities.
- c. For missed assessments, including tests and in-class exams outside the formal exam period, students must consult with their instructors no later than two (2) business days after the end of the period of academic relief, to discuss alternate arrangements to satisfy the missed assessments.
- d. *Self-reported absence/request for Academic Relief* is not applicable during the formal examination period.

7.2. The following applies to requests for academic relief due to extenuating circumstances where the conditions for self reported absence/request have not been met:

- a. Students must submit a completed, signed attending physician's statement, to the course responsible unit/department. Documentation

must indicate the period and severity of illness and the expected date to resume academic responsibilities, and must be submitted no later than seven (7) days after the date specified in the documentation for resuming responsibilities.

- b. If the request for academic relief is granted, the period will normally be that specified in the medical documentation. Absences are deemed to start at midnight on the first approved day and end at 11:59pm on the final approved day.

Legislative history:	TBC
Date of next review:	TBC
Policies superseded by this policy:	N/A
Related policies, procedures and guidelines:	Senate Appeals Committee Procedures Faculty-level Petitions Guidelines Policy, Guidelines and Procedures on Academic Accommodations for Students with Disabilities Policy, Guidelines and Procedures on Academic Accommodation for Students' Religious Observances Policy, Academic Honesty/Academic Conduct

Updates to Regulations – Intellectual Property

FACULTY OF
GRADUATE STUDIES

Office of the Dean

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Current Location

Thesis and Dissertation > Intellectual Property:

<https://www.yorku.ca/gradstudies/students/current-students/thesis-and-dissertation/intellectual-property/>

Background and Rationale

In Summer 2023, the Faculty of Graduate Studies (FGS), in partnership with Innovation York, convened a Working Group on Intellectual Property (IP) to review and propose updates to the Faculty Policy on Intellectual Property for Graduate Programs to better support the graduate community on IP-related matters. Last updated in the 1995-96 academic year, the current policy predates some Faculties at the university and required a much-needed revamp to account for current practices and approaches. Further, relevant supports for the community, from research sharing agreements to tools to assist in resolving disputes, were explored to bolster available resources for researchers.

Working Group members included:

- **Office of the Dean, Faculty of Graduate Studies**
 - Cheryl van Daalen-Smith, Associate Dean Academic (Chair)
 - Wesley Moir, Associate Director, Graduate Academic Affairs
- **Innovation York**
 - Jennifer MacLean, Assistant Vice-President, Innovation & Research Partnerships
 - Suraj Shah, Associate Director, Commercialization & Industry Partnerships
- **York University Libraries**
 - Aaron Lumpton, Content Licensing Librarian
- **Faculty Representatives**
 - Lora Appel, Assistant Professor, Faculty of Health
 - Manfred Becker, Graduate Program Director, Film (AMPD)
 - Nergis Canefe, Professor, LA&PS
 - Teshanger Dagne, Associate Professor, LA&PS
 - Eileen Fischer, Associate Dean Research, Schulich School of Business
 - Ling Jiang, Assistant Professor, LA&PS
 - Swann Paradis, Associate Principal Research and Graduate Studies, Glendon College
 - Mike Scheid, Associate Dean Students, Faculty of Science

Significant contributions were also made by Carys Craig, Associate Professor, Osgoode Hall Law School and Academic Director of the Osgoode Professional Development LLM Program in Intellectual Property Law.

The resulting efforts of this collective: refined the scope of regulation with specific focus on matters most pertinent to graduate students, established continuity with key principles outlined in the Faculty of Graduate Studies Task Force on Intellectual Property Report (1995), and ensured alignment with relevant language from York University resources concerning ownership, authorship, copyright and patents. Further, dispute resolution procedures have been updated to ensure transparent and timely resolution on matters involving intellectual property and graduate education.

Based on the extent of this update, existing copy is to be removed and proposed copy is outlined, in-full, for clarity.

Scope and Application

This regulation applies to all graduate students, and graduate education broadly, effective following Senate approval.

Implementation Schedule

Effective following Senate approval, the updated regulation will be located under the General Information section of FGS regulations as not all IP matters concern theses and dissertations:

<https://www.yorku.ca/gradstudies/students/current-students/regulations/>

FGS will work closely with Innovation York to draft Frequently Asked Questions to accompany the regulation and further support graduate students, faculty and staff in this area, along with key tools and templates.

A resources section will be added at the conclusion of the regulation outlining the following:

- Research, Scholarly, and/or Creative Works Agreement Template – Innovation York [link TBA]
- Intellectual Property Awareness Checklist [link TBA]
- [Commercialize Intellectual Property – Innovation York](#)
- Commercialization Framework – Innovation York [link TBA]
- [York University Faculty Association \(YUFA\) Collective Agreement](#)

Intellectual Property and Graduate Education

Existing Copy (Change From):	Proposed Copy (Change To):
<p>Intellectual Property</p> <p>The Faculty of Graduate Studies recognizes the mission of the university to seek, preserve, and disseminate knowledge and to conduct research in a fair, open, and morally responsible manner.</p> <p>In such regard, the Faculty of Graduate Studies believes that intellectual property rights are divided among several interests, and that the rights and obligations of various claimants should be specified, fairly regulated, and that disputes arising may be mediated. All parties students and faculty are expected to behave in an ethically appropriate manner beyond their immediate graduate student/supervisory relationship, to encompass intellectual property rights, dissemination of research data, and in making decisions on authorship and publication of joint research.</p> <p>Because of the varied cultural aspects and practices that differ among the graduate programs, each program is responsible for enacting and enforcing this policy of appropriate ethical practices on intellectual property rights, in accordance with the basic tenets of the general principles found in the Faculty of Graduate Studies Report on Intellectual Property (February 1995). Programs that choose not to enact their own specific policy are bound by the <i>Faculty Policy on Intellectual Property for Graduate Programs</i>.</p> <p>Application</p> <p>The purpose of this section is to allow programs to enact a variant policy, to take into account normative practices and procedures of a discipline that may not be</p>	<p>Intellectual Property and Graduate Education</p> <p>The Faculty of Graduate Studies (FGS) recognizes the mission of the university to pursue, preserve, and disseminate knowledge and seeks to conduct research in a fair, open, and morally responsible manner. The university, and by default FGS, encourages creativity that is strengthened through the formative relationships graduate students have with graduate faculty. FGS seeks to foster the development of knowledge and to facilitate its translation and mobilization towards the betterment of society. For the Faculty, the development of knowledge is a process enacted in relationship: led by students and academically supported by graduate faculty and programs. Knowledge development and intellectual property are related, especially for works done by graduate students for their own degree purposes or when in an employment capacity on campus. These regulations therefore relate to all work done by a graduate student.</p> <p>Central Tenets</p> <p>With the university's desire to test the boundaries and structures of knowledge and cultivate the critical intellect of graduate students, these regulations seek to provide guidance to graduate students, faculty and programs. They are steadfastly based on two central tenets: (1) in general, intellectual property rights are granted to the creator; and (2) graduate education is contingent upon the intentional contributions of supervisors and supervisory committees towards the student's intellectual development and research/scholarly/creative outputs.</p>

adequately described in the Faculty Policy on Intellectual Property for Graduate Programs. Programs will have an obligation to inform their students and faculty of the existence of the program policy, and especially of the nature of any special conditions, or of the **Faculty Policy on Intellectual Property for Graduate Programs**, if a program does not elect to formulate their own policy.

In the production of a program policy, no program may impose unreasonable or unusual conditions on any student or faculty member as a condition of admission to, or participation or teaching in a program. Furthermore, no individual agreement between a faculty member and a graduate student will impose unreasonable or unusual conditions on the student.

To ensure that the unequal power and influence of the faculty member in the supervisor/student relationship does not overwhelm the student, the Executive Committee of the Graduate Program will review all individual agreements to ensure that this condition is respected. The policy of each program must ensure that the Executive Committee of the Graduate Program may annul any individual agreement, and/or ask for redrafting of an agreement, where they consider that this condition has not been respected.

The program policy will be entitled '*Intellectual Property Policy of the Graduate Program in*', and must be submitted to the Faculty of Graduate Studies for approval by the Executive Committee and Council within three months after approval of the *Faculty Policy on Intellectual Property for Graduate Programs*.

Faculty Policy

The following clauses, concerning authorship, publication and individual

Overview

Intellectual property rights are granted by society to producers of novel or original work through research, scholarly, and/or creative ventures. While varied standards and practices can and do differ across disciplines, graduate students and faculty are responsible for upholding the general principles of intellectual property, in line with the university's commitment to the creation and dissemination of knowledge. The ways in which these principles are enacted, including exceptions, must also ensure the university fulfills its obligations to associated partners and granting agency requirements. Positive, respectful, professional, and productive working relationships are paramount to the success of graduate students and their advisors/supervisors. Grounded on collaboration and academic guidance/excellence, the sharing of ideas is central to support an environment in which such a professional/academic working relationship between graduate students and their supervisors/supervisory committee can flourish. This collaboration further aligns with the supervisor's principal task of assisting students to develop both their area of scholarship and their own selves as scholars. Indeed, such contributions are an understood component of the relationships upon which graduate students excel and are established so as to help students realize their research, scholarly, and/or creative milestones and potential – in line with the outlined tenets.

In graduate education, intellectual property is a dual responsibility. Graduate students and their supervisor/supervisory committee members are expected to behave in an ethically appropriate manner beyond their immediate graduate student/supervisory relationship, to encompass intellectual property rights and responsibilities, dissemination of research, scholarly, and/or

agreements, relating to graduate students and their supervisors, are to serve as the *Faculty Policy on Intellectual Property for Graduate Programs* who wish to devise their own policy, principles and practices. Clauses 1 through 15, either in their entirety or reworded, must be included in all Graduate Programs' policies. If clauses are reworded, the programs must ensure that the spirit of the Faculty wording is encompassed. The clauses may be augmented if the programs so wish. All program policies, which will be expected to have an appropriate preamble, are subject to the approval of the Faculty of Graduate Studies Executive Committee and Council.

Authorship

1. Authorship can only be credited to those who make substantial intellectual contributions to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors.
2. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of Academic Honesty.
3. Generally, the order of authors' names in a publication should reflect the substance of their relative contributions to the work, with priority going to those who made the greatest or most significant contribution. Supervisors should discuss the issue of authorship, and what factors may determine the final order of authorship, normally before commencing the work.
4. Where the major substance or data of a coauthored publication is based on a portion of a graduate student's work, the student will normally be the

creative works, and in making decisions on authorship and publication/dissemination of joint works. No individual agreement between a faculty member and a graduate student will impose unreasonable or unusual conditions on a student. To that end, parties are encouraged to agree in writing to matters concerning IP at the onset of the relationship through the Intellectual Property Awareness Checklist, and the Research, Scholarly, and/or Creative Works Agreement Template. Parties are also encouraged to consult Article 23 – Patents and Copyright in the [York University Faculty Association \(YUFA\) Collective Agreement](#).

IP considerations most relevant to graduate education centre on ownership, authorship, copyright, and patents, derived from Canadian law. The way laws addressing these areas operate in a university setting may differ from the way they operate in industry. Industries protect their intellectual property for motives of profit and competitive advantage. These motives are not entirely absent from the academy, but the university's overriding belief is that the public interest is best served by the widest and quickest possible dissemination of useful ideas and knowledge, consistent with the principles and ethics of good and open access scholarship. Intellectual property at York University should be viewed primarily as a means to these ends.

Principles

Ownership

The Canadian Association for Graduate Studies' (CAGS) [A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars](#) defines Intellectual Property (IP) as "any form of knowledge or expression created partly or wholly with one's intellect and which can be legally protected. It is the product of the act of creation, such as an invention, a piece of writing, a painting, a

first author. The supervisor, or joint authors should be prepared to offer a rationale in cases where the student is not listed as the first author. Where the work has been written up in a dissertation or thesis or paper before the research is published, the publication will normally cite the dissertation, thesis, or paper on which it is based.

5. Anyone otherwise entitled to be acknowledged as a coauthor may forfeit that right if they leave the project before substantially completing it. In such cases their contribution to the work shall nonetheless be acknowledged in an appropriate manner by the author(s), for example in the acknowledgements section of the publication.
6. Providing financial support for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant authorship. Only where intellectual input is provided beyond financial support, should co-authorship be considered.
7. Supplying minor editorial work for a student's dissertation, thesis, or research paper is not, in itself, sufficient to warrant co-authorship.
8. If a student is employed as a Research Assistant in circumstances where the work done in the course of that employment is not intended to and does not in fact become part of work done for the degree requirements, then the student may not normally claim co-authorship and does not own the data, except through a prior agreement that is consistent with the general principles above.
9. If a student is employed as a Research Assistant in circumstances

design, a piece of music, etc. An invention is any product of the human intellect that is unique, novel, and unobvious to a person skilled in the field of invention.”¹

Ownership of intellectual property lies with the creator, unless otherwise stipulated through an appropriate agreement under exceptional circumstances. For graduate students conducting research, scholarly, and/or creative activities as part of degree requirements, ownership lies with the creator, i.e., the student. For graduate students conducting research, scholarly, and/or creative activities as part of an employment relationship with the university, ownership of intellectual property lies with the creator, except for works that are standard administrative or professional assigned tasks created in the course of the employment. In such scenarios, ownership lies with the university.

Authorship

Authorship can be credited only to those who make substantial intellectual contributions, in accordance with the particular discipline, to a piece of work. Accepting the addition of an author who has not made a significant intellectual contribution to the piece of work is not ethical for authors. Authors accept not only credit but also responsibility for their work and, in particular, for ensuring that the work conforms to appropriate standards of academic conduct.

Generally, the order of authors' names in a work should reflect the substance of their relative contributions to the work, with priority going to those who made the greatest or most significant contribution. Supervisors should discuss the issue of authorship, and what factors may determine the final order of authorship, normally before commencing the work. Where the major substance or data of a coauthored work is based on a portion of a

~~where the work done in the course of that employment becomes part of the thesis/dissertation/research paper, the student may, at a minimum, claim co-ownership of the data but as the author of the thesis/dissertation/research paper owns the overall copyright.~~

Publication

- ~~10. The university has an important duty, grounded in the public interest, to seek, preserve and disseminate knowledge. Therefore, authors should attempt to publish their work in a timely fashion. In cases where work must be kept confidential and unpublished for a time, the period of delay should normally be no more than one year from the date of acceptance of a thesis or dissertation, and should in no circumstances extend beyond two years from that date.~~
- ~~11. Publications by graduate students and faculty must give full and proper acknowledgment to the contribution of other students or faculty, or others to their work, notwithstanding that such contribution may not warrant authorship. Such contributions should be substantial, in accordance with the particular discipline, and may include items such as original ideas that led directly to the research work, or requested commentary that resulted in significant changes to the research.~~
- ~~12. Normally, all co-authors or co-owners of the data need to concur in publishing or presenting the work. Co-authors should agree to the time or place of presentation or publication of their jointly authored work prior to the presentation or publication, but such agreement should not be~~

graduate student's work, the student will normally be the first author.

Students are the sole authors of a Major Research Paper (MRP), thesis or dissertation conducted under the supervision of a faculty member. While the level of contributions from a faculty member will differ depending on disciplinary practices, such involvement aligns with the supervisor's principal task – in line with the outlined tenets.

Academic publications must give full and proper acknowledgment to the contribution of other students or faculty, or others to their work, notwithstanding that such contribution may not warrant an attribution of authorship. Such contributions should be substantial, in accordance with the particular discipline, and may include items such as original ideas that led directly to the research work, or requested commentary that resulted in significant changes to the research.

Based on these principles, it would normally imply that:

- The supervisor, or joint authors, should be prepared to offer a rationale in cases where the student is not listed as the first author.
- Where the work has been written in an MRP, thesis, dissertation, or research paper before the research is published, the publication will normally cite the MRP, thesis, dissertation, or research paper on which it is based.
- Providing financial support for a student's MRP, thesis, dissertation, or research paper is not, in itself, sufficient to warrant authorship.
- Supplying minor editorial work for a student's MRP, thesis, dissertation, or research paper is not, in itself, sufficient to warrant co-authorship.
- Co-authors or co-owners of the work need to concur in publishing or presenting the work. The inability of the

~~unreasonably withheld. The inability of the author(s) to contact another co-author prior to presentation at a meeting or seminar should not prevent work from being publicly disseminated, provided they make reasonable efforts to contact all contributors to obtain prior agreement.~~

- ~~13. To verify research materials or data, there must be provisions for access. Supervisors and sponsors may, with agreement of the student, retain the original materials provided. Under such circumstances students shall normally be presented on request with complete and usable copies of these materials.~~
- ~~14. Where there has been significant substantive and intellectual contribution by the supervisor to the research, the intellectual property emanating thereof shall normally be the joint property of graduate students and their supervisor or sponsor for the masters or doctoral project in which the materials were created. When the physical research materials embody intellectual property, the student should have reasonable access to this material. Agreements concerning research materials and data should be made, where possible, before the commencement of research.~~
- ~~15. Students shall not use in their dissertations, theses or papers data or results generated by someone else without first obtaining permission from those who own the materials.~~

Individual Agreements

Students and faculty may enter into individual agreements that modify their intellectual property rights. If they do so, the

author(s) to contact another co-author prior to publication or presentation should not prevent work from being publicly disseminated, provided they make reasonable efforts to contact all appropriate contributors to obtain prior agreement.

Copyright

Copyright is a legal framework that protects creators of literary and artistic works by establishing economic and moral rights that enable creators to control the publication and reproduction of their works, receive remuneration, and protect the integrity of their works. Copyright law does not protect ideas, facts, news, information, names, or symbols.

Copyright protection exists as soon as a work is created. In Canada, there is no requirement that the work be registered or that the word "copyright" or the symbol © appear on the work.

Specific to YUFA members, applicable entitlements are outlined in the [YUFA Collective Agreement](#).

Patents

Patent law covers inventions in the physical world for industrial application that are new, useful and non-obvious. The inventor has to apply for a patent, preferably before the invention is published in a research paper or is made publicly available in its physical form; otherwise, the public disclosure will bar a patent being granted in most countries.

Please visit [Innovation York – Commercialization](#) for more information.

Additionally, specific to YUFA members, applicable entitlements are outlined in the [YUFA Collective Agreement](#).

provisions of clauses 16 through 19 below must be observed.

16. Individual agreements should specify any financial relations and associated rights and obligations, provisions for ownership and control of original data and research materials, authorship, publication, and presentation.
17. All individual agreements must explicitly state that they are subject to applicable Collective Agreements and all University regulations in force at the time.
18. All individual agreements must be completed within four months of a student starting a significant portion of the research for a thesis or dissertation, or within four months of the student joining a laboratory. In the case for students joining a specific laboratory to undertake research with a specific supervisor, the supervisor should indicate prior to the arrival of the student the nature of any agreement expected to be entered into between the supervisor and the student.
19. All individual agreements will be reviewed by the Executive Committee of the Graduate Program to ensure that the agreement does not impose any unreasonable or unusual conditions on the student. The Executive Committee of the Graduate Program may annul any individual agreement or ask for redrafting where this condition has not been respected.

Education and Information

Education is a most powerful tool to promote appropriate ethical behaviour in the graduate student/supervisor relationship, especially concerning intellectual property rights, dissemination of research data,

Research with Indigenous Peoples, Knowledges, and Cultural Expressions

Graduate students interested in working with Indigenous Peoples and communities must be cognizant of several intellectual property considerations.

Graduate students are responsible for ensuring that appropriate agreements with Indigenous Peoples & communities addressing intellectual property have been established prior to the start of any research. Further, it is the responsibility of the graduate student to ensure that Indigenous participants and communities are made aware of their rights to IP. Data related to First Nations, Inuit, or Métis communities whose traditional and ancestral territories are in Canada must be managed in accordance with data management principles developed and approved by those communities, and on the basis of free, prior and informed consent. This includes, but is not limited to, considerations of Indigenous data sovereignty, as well as data collection, ownership, protection, use, and sharing.

The Faculty of Graduate Studies is committed to upholding the [United Nations Declaration on the Rights of Indigenous Peoples](#). Article 31.1 is instructive in that it states:

Indigenous Peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over

authorship, and publication of joint research. Moreover, a suitable educational session to inform graduate students of their rights and obligations concerning intellectual property and associated aspects would go a long way to ensuring that potential conflicts are eliminated before intervention is required. Therefore, graduate programs should present an educational and information session to incoming graduate students on such matters as part of their orientation. To assist in this task, graduate programs should use the section of the report of the Task Force on Intellectual Property entitled "[Intellectual Property and the Graduate Student at York \(.pdf\)](#)", and ensure that copies of this section are provided to all new faculty and incoming graduate students. Furthermore, the Graduate Programs would find an educational session useful to continually update faculty members on what documentation may or should be included in appropriate individual agreements. To ensure that the educational session is held, Graduate Programs are required to include in their intellectual property policy the following statement:

That Graduate Program in will normally hold an information session on ethical aspects of research including intellectual property rights, and related issues, during the orientation session for new incoming graduate students. All new students and faculty will be provided with copies of the most recent edition of the document entitled "[Intellectual Property and the Graduate Student at York. \(.pdf\)](#)"

Dispute Resolution

In such a complex area, disputes may arise even among people of good will, for example, out of conflicting understandings of fact, or interpretations of the law, Faculty

such cultural heritage, traditional knowledge and traditional cultural expressions. (United Nations (General Assembly), 2007, art. 31.1)²

For all research involving Indigenous Peoples and communities, all intellectual property, i.e., cultural knowledge, data and information is deemed to be owned collectively by the Indigenous community, as a group, and should not be otherwise commercialized or reproduced without their consent. With said communal ownership comes corollary rights to:

- Control how information about them is collected, used, disclosed and destroyed;
- Have access to information and data about themselves and their community regardless of where it is held;
- Manage and make decisions regarding who can access their information; and
- The stewardship of data through possession i.e., the mechanism to assert and protect ownership and control, putting data within their jurisdiction and control.

In respect of Indigenous Peoples' sovereign right to self-determination in general, and regarding all research involving/concerning Indigenous Peoples, engagement with Indigenous Peoples for the purposes of graduate education and inquiry shall be: (i) guided by the requests of the given community and (ii) guided by principles such as those found in guidelines relevant to First Nation, Inuit or Métis Peoples. As an overarching guide, the [Care Principles for Indigenous Data Governance](#) are instructive.

- For research with First Nations Peoples, the principles found in [OCAP®](#) (Ownership, Control, Access and Possession) should guide the approach to IP. In so doing, it ensures

or program regulations, or individual agreements.

The primary role of the Faculty of Graduate Studies should be to provide general directives and principles governing the graduate student/supervisory relationship, to educate and inform parties about their rights and appropriate behaviour, and to assist parties in mediating disputes. The latter imply that the parties can probably come to a voluntary and informed agreement between themselves. Generally, the imposition of resolutions by a Faculty or by arbitrators is far less satisfactory. Therefore, the following mediative process is suggested as a means of resolving disputes.

In disputes arising out of Program Policies or Individual Agreements, parties should initiate a complaint in writing, and bring it to the attention of the Program Director of the Program in which the student is enrolled, with a copy to the Dean of the Faculty of Graduate Studies.

The Program Director should arrange an informal meeting of the parties to discuss the substance of the dispute, the possibility of negotiating an agreement at the Program level, and to determine the necessity of approaching the Faculty for assistance. At the meeting, the parties shall be informed that they may at their own expense, seek legal remedy. At any point, if any party chooses to proceed in law, the mediative role of the Program or Faculty shall end.

If the parties choose to proceed to mediation, a mediator acceptable to the parties, preferably from outside the graduate program will be used, unless all parties agree to mediation by the Program Director. In cases where the nature of the dispute involves a requirement for technical knowledge of the matter, the Program Director may form a hearing committee consisting of her/himself and necessary

that Indigenous Peoples “make decisions regarding what research will be done, for what purpose information or data will be used, where the information will be physically stored and who will have access.”³

- For research with Métis Peoples, principles of [Ethical Métis Research](#) should be followed, with a particular emphasis on reciprocity, community involvement and on the requirement to “determine if there are any existing practices or protocols in a given community and should respect community practices and protocols (if they exist). These practices and protocols can be very different from community to community and even from individual to individual along a wide-ranging contemporary to traditional continuum.” (Métis Centre at NAHO, pp. 3)⁴
- For research with Inuit Peoples, the principles found in the National Inuit Strategy on Research are particularly instructive in their direction to ensure Inuit access, ownership, and control over data and information gathered on Inuit population, wildlife and environment. Ensuring ownership of Inuit data by Inuit-appointed entities, utilization of Inuktitut in data platforms and information, and striving for Inuit-led data are three key objectives aiming to maximize benefits and minimize harms (ITK, 2018, pp. 34)⁵

The Indigenous Research Ethics Board at York University shall govern all research done involving Indigenous Peoples and knowledges, cultural heritage and traditional cultural expressions. Graduate students must avail themselves of the procedures governing [research with Indigenous Peoples](#), including working in good relations with Indigenous communities, ensuring and establishing a

experts in the subject matter who preferably come from outside the graduate program. In assisting the parties in mediation, the Program Director or mediator must have regard to the fact that students and faculty generally stand in a relation of unequal power, and thus ensure that any agreement reached is consistent with the general principles of the report of the Task Force on Intellectual Property.

If the dispute cannot be settled by mediation within the Program, and on request of the parties, the Dean of the Faculty of Graduate Studies or his or her representative shall review the initial attempt at mediation, and if warranted may proceed with a new attempt at mediation, subject to the same conditions as stated above. In matters outside of ownership of intellectual property, the Faculty may direct how a settlement should be reached.

community engagement plan and securing initial and ongoing consent related to all matters concerning intellectual property, ownership, control, access and possession.

With the increase in conversations regarding open access and data, it is important for graduate students to understand that a greater emphasis on data sharing may create tensions for Indigenous People's right to greater control over the application and use of Indigenous data as it relates to their knowledge, cultural expressions, and lands. With that, the CARE Principles for Indigenous Data Governance (2018) seek to ensure Indigenous People's rights "to create value from Indigenous data in ways that are grounded in Indigenous worldviews" and that "advance Indigenous innovation and self-determination." (GIDA, 2018) 6

Given these principles, it is possible that at the end of a graduate student's project a community may withdraw their consent to use and/or publish their data, potentially impacting the use of such data and/or creative outputs in a student's thesis, dissertation or other works. Initial and ongoing communication and working in good relations with Indigenous communities is therefore a crucial necessity.

Dispute Resolution

Disputes may arise even among individuals of good will, for example, out of conflicting understandings of fact, or interpretations of the law, relevant university regulations or collective agreements, of which may include the [YUFA Collective Agreement](#), or individual agreements. The primary role of the Faculty of Graduate Studies is to provide general directives and principles governing the graduate student/supervisory relationship, to educate and inform parties about their rights and appropriate behaviour, and to assist parties in resolving disputes. Any disputes that may implicate YUFA members will be

subject to appropriate procedures outlined in the [YUFA Collective Agreement](#).

The following steps should be taken when a dispute arises that cannot be resolved through informal discussions:

1. Parties should initiate a complaint in writing to the Graduate Program Director (GPD) outlining the issue(s). In most cases, the GPD will arrange a meeting with relevant individuals to discuss the substance of the dispute, the possibility of negotiating an agreement at the program level, and to determine the necessity of approaching the Faculty of Graduate Studies for assistance.
2. During this process it must be acknowledged that students and faculty generally stand in a relation of unequal power, and thus ensure that any agreement reached is consistent with the general principles of Faculty regulations on intellectual property and graduate education.
3. For complex cases, or when discussion at the program level could not resolve the issue(s) amicably, the GPD will contact the Dean, Faculty of Graduate Studies and the appropriate Associate Dean Graduate in the anchor Faculty.
4. The Dean, in consultation with the GPD and Associate Dean Graduate, may attempt to find a mutually acceptable solution with the parties. Depending on the nature of the dispute, support from relevant offices at the university may be sought to inform discussions.
5. If an impasse continues, the Dean will arrange for adjudication, forming a panel of necessary experts in the subject matter at the university.

6. The Dean will render a decision based on the proceedings and assessments of the panel.

Frequently Asked Questions

Frequently Asked Questions (FAQ) [link TBA] have been developed to assist community members navigating individual situations or complexities concerning intellectual property and graduate education.

¹ Canadian Association for Graduate Studies. (2005). *A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars*. Ottawa, ON.

² United Nations (General Assembly). (2007). *Declaration on the Rights of Indigenous People*.

³ First Nations Information Governance Centre. (n.d.). *The First Nations Principles of OCAP®*. <https://fnigc.ca/ocap-training/>.

⁴ Métis Centre @ NAHO. (2018). *Principles of Ethical Métis Research*. https://achh.ca/wp-content/uploads/2018/07/Guide_Ethics_NAHO_MetisCentre.pdf.

⁵ Inuit Tapiriit Kanatami. (2018). *National Inuit Strategy on Research*. https://www.itk.ca/wp-content/uploads/2018/04/ITK_NISR-Report_English_low_res.pdf.

⁶ Global Indigenous Data Alliance. (2018). *The Care Principles for Indigenous Data Governance*. <https://www.gida-global.org/care>.

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum & Pedagogy

Joint Report to Senate

At its meeting of 23 May 2024

FOR INFORMATION

a. 2022-2023 Annual Report on Non-Degree Studies

The Vice-Provost Academic, Marcia Annisette, transmitted the 2022-2023 annual report on Non-Degree Studies to the *Academic Policy, Planning & Research* and the *Academic Standards, Curriculum & Pedagogy* committees; each received and discussed the report at their respective meetings in May. Vice-Provost Annisette is a member of ASCP, and she attended the APPRC meeting to discuss the report with the Committee.

The 2020-2025 University Academic Plan speaks to the role of continuing studies in furthering York's priorities of lifelong learning and access to post-secondary education. The most recent annual report includes information on enrolment activity in non-degree programming across the offering units, and commentary on systemic challenges and opportunities for this sector at the University.

As noted in the 2022-2023 report, 280 continuing studies programs were offered across the University, in which 28,000 students enrolled. The total number of enrolments remained stable versus the prior year.

Key developments pertaining to non-degree studies highlighted in the discussions include:

- the continued growth of innovative micro-credential programming being developed at the University
- a sustained shift to online delivery of courses in response to student demand
- increased competition in the sector, not just from peer universities but increasingly from online software (e.g, such as Duolingo for language training) and large corporations (e.g., Microsoft, Deloitte) that are providing a range of such studies, such as micro-credential type programming and competency-based training
- the benefit of exploring the option of bundling degree, non-degree and micro-credential offerings as options for students to create stackable credential opportunities, noted as a valuable student recruitment tool for the University

In the discussion of the report, the Senate Committees offered observations and recommendations to enhance the comprehensiveness of information and planning in future reporting. Included among the points raised were the following:

Academic Policy, Planning and Research Committee Report to Senate

- it would be helpful for the annual report to include the number of students in each of the programs, and, for future versions, streamlined unit responses for enhanced consistency in the flow and content of the comprehensive annual report.
- noting the modest completion rates for the summer preparation programming, a synthesis of which programs are the most successful would be helpful, which includes information about the programs with high attrition, what drove them to inform other programming, and what's working and what is not.
- having the Faculties / units comment on the strategy behind their non-degree studies would be informative; noting in particular if the purpose is revenue generation, or if reputation, access/ bridging and support for students are also goals.
- some Faculties are determining they do not have the capacity to offer non-degree studies given current budget positions, with resource allocation needed for defined priorities.

The Vice-Provost Academic was grateful for the Committees' input and agreed to bring forward the suggestions in the ongoing planning, implementation and oversight of non-degree studies programming.

Andrea Davis, Chair, APPRC

Kim Michasiw, Chair, ASCP

2022-2023 Annual Report on Non-Degree Studies

Prepared by Marcia Annisette, Vice-Provost Academic

March 2024

Introduction and Background

The development and implementation of non-degree / non-credit activities continues to be a priority for the University. These activities can be closely tailored to meet the student's needs in a rapidly evolving labour market, and they have the potential to enhance York's reputation for innovative and responsive programming. Additionally, this type of programming supports access to post-secondary education, thus contributing to the priorities of the 2020-2025 University Academic Plan. Non-degree activities provide a mechanism for Faculties to expand programming into emerging areas of student interest and industry demand, and they diversify revenue streams for the University.

While not yet approved at the Ministry level, a new provincial Quality Assurance Framework may have a significant impact on the University's approach to micro-credentials going forward. This new framework may include new categories for micro-credentials, branding opportunities, and guidelines for the approval of micro-credentials that stack into for-credit degree programs. Once this new provincial framework is finalized, the office of the Vice Provost, Teaching and Learning and the Vice Provost, Academic, will work to consider alignments between University policy and provincial guidelines.

The Non-Degree Studies and Life-long Learning Council has been established as part of the SEM framework. The Council will be made up of Deans or their delegates, often the Director of the Faculty's continuing education unit, and will meet at least once annually to discuss programs, trends, and opportunities for collaboration.

All units, except EUC, now have a non-degree studies approval process in place, as required by Senate policy, and these processes have been submitted to the Office of the VPA.

A report of non-degree activities at the University is provided annually to ASCP and APPRC and to Senate based on unit submissions that document program offerings and enrolments and describe the nature of programs and their landscape. Units were also asked to comment on opportunities and challenges.

This report reflects activities for the period from May 2022 to April 2023 period. During this time, over 28,000 students participated in non-degree/non-credit courses or programs at York University. As in 2021-2022, Osgoode Professional Development served the highest number of students, followed by the School of Continuing Studies, and the Faculty of Education.

Units reported opportunities presented through the development of micro-credential and certificate programs, with digital badging in some cases, in collaboration with other units, institutions, or community partners to promote upskilling/reskilling and to address skills gaps. Units also described successfully developing and implementing a significant number of custom-designed contract training and short-term programs to address specific learner needs. Several units also indicated that while public health restrictions related to COVID-19 have ended, student demand for online programming continues to be high, and as a result, several units have focused on adapting the mode of delivery to ensure flexibility and access for students.

Some units noted challenges in terms of increased competition from outside of the traditional education sector, as well as declining budgets for training/professional development. Geopolitical uncertainty has also led to instability in some units' planning. In response to the current economic situation, some units are focusing on high growth sectors that may be less susceptible to dips in the economy, such as government and technology.

As of January 2024, the Ministry of Colleges and Universities has approved approximately 350 of York's non-degree/non-credit offerings as micro-credentials eligible for OSAP, an important step for supporting students seeking to refine their skills through short-duration courses. The University has begun the process of tagging its micro-credential listings within the eCampus Ontario website to help prospective students identify the offerings that best suit their needs.

Summaries of the reports from units offering non-degree/non-credit studies are included below, including the School of Continuing Studies, Education, Glendon, Health (Psychology Clinic and the Health Leadership & Learning Network), Liberal Arts & Professional Studies, Organized Research Units, Osgoode, Schulich, and Science. Lassonde noted that due to other pressing priorities, its Professional Development (non-degree studies) department has been put on hold; therefore, no non-degree studies activity for the 2022-23 academic year was reported.

Unit Reports

School of Continuing Studies

The School of Continuing Studies serves the diverse needs of non-traditional students, including mid-career professionals seeking to prepare for career transitions or to maintain professional capabilities in an increasingly changing workplace; employees at organizations seeking to retain and upskill employees, and recent university graduates seeking to launch careers in Canada whether they are domestic students enhancing their degree studies or internationally educated students looking to qualify for the Post-Graduate Work Permits. The School also serves international students needing to improve their academic English qualifications to pursue degree studies at York University and the students of our international partner institutions seeking English language and Canadian cultural immersion programming.

The School's goal is to extend York University's brand well beyond the GTA (Greater Toronto Area), across the country and internationally. A full 77% of the students enrolled in our programs come from outside of the GTA. Our students call 99 countries home. Last year, we facilitated 1.5 million hours (about 171 years) of learning.

Given that the vast majority of the School's Professional Education students have at least one university degree and career experience, the School's Professional Education programs have been designed to support our learners in acquiring a complete but discrete set of skills and related professional competencies needed to thrive in their desired job function. Co-developed and delivered with industry professionals, every program draws on andragogical best-practices and includes an experiential education component – most often work-integrated learning -- allowing learners to apply new knowledge in a realistic environment.

The School's programs are structured in a variety of ways in order to best reach and serve its target market. For example, part-time professional programs are open enrolment, and the School's corporate training options are focused on employer sponsored participants. While the School's post-graduate certificate programs require an application, those make up less than 25% of its programming. English language programs are designed to be pathways into degree studies at York University for students who meet the academic admissions requirements apart from language proficiency. Learners are introduced to Canadian social-cultural activities and study skills needed to thrive in a North American post-secondary learning environment. The School's institutional partnerships have varying structures, which include learners in open-enrolment programs and contract training.

One of the most significant challenges affecting professional programs and English language programming is the proliferation of disruptors from outside the traditional education sector – most notably Google, Meta, and Duolingo. While the School has a strong advantage in terms of educational quality and experience, the scale at which these competitors can market presents a formidable challenge. This is especially true in the case of Google, which controls the primary channel for advertising to prospective students. We see an opportunity to form partnerships with other major industry players to capitalize on the combined strength of our brands and to compete on quality, student supports, and experience design.

Additionally, the international market has been increasingly volatile, with geopolitical events affecting enrolment patterns within weeks or days. The School continues to diversify its recruitment channels and markets and to plan for increased volatility. This will continue to result in unpredictable enrolment swings – meaning that we need to continue to build resilience into our enrolment targets, operational capacity, and budgets.

School of Arts, Media, Performance and Design

Production Accounting Micro-credential

The Production Accounting Micro-credential is a pilot courses offered to non-York students who are looking to upskill or reskill their professional credentials to gain new employment opportunities in the growing screen industry sector. The students range from early career to mid-career professionals who are already working in the screen industry and are seeking to hone and improve their skill sets, or professionals from other industries trying to gain foundational skills so as to move into screen-based industries. The course serves two main purposes. The first is to experiment and explore the effectiveness of micro-credits for the on-screen industries. The second is to provide a community service by making a contribution to workforce development for the growing screen sector, and in turn the economic development of for Ontario and the GTA. The unit aims to create a pipeline for the on-screen industries in the region by tailoring micro-credentials toward to the skill sets our community partners are seeking in the sector.

The pilot course in Production Accounting for film and television targets one of the most in-demand skills gaps in the screen sector. It was developed in collaboration with the office of the Vice-Provost, Teaching and Learning, which provided the funding, the Faculty, which provided the academic expertise and administrative support for the course, the York Motion Media Studio which provided the classroom space and technology for the course, and the Schulich School of Business which provided the

online platform for the course. External partners included the Director's Guild of Canada (DGC), Entertainment Partners, Netflix, Cinespace Film Studios, and the Black Screen Office.

While the Writers Guild and SAG strikes in the US slowed the demand and capacity for industry partners, but the unit anticipates that demand will remain for production accounting and hopes to run the course again in 2024. Some changes to the course in the next iteration may include a hybrid format and a better teaching setup for the instructor. The unit is also hoping that the the Directors Guild of Canada will recognize the micro-credential as a fast-track to their apprenticeship program. This would mean that the digital badge a student receives at the end of the course would have tangible currency in the screen industry job market.

Faculty of Education: Office of Professional Learning

The Office of Professional Learning in the Faculty of Education offers innovative, responsive, and sustainable professional learning options for local and international K – 12 educators. All courses supply rich content and engaging learning environments that support a diversity of learners.

The Office of Professional Learning is one of the leading providers of Additional Qualification (AQ) courses in Ontario. These courses are intended to enhance the professional knowledge, skills, and practice of K–12 educators and are regulated by the Ontario College of Teachers (OCT). Registrants include both OCT certified teachers and internationally trained educators seeking certification in Ontario.

Professional Learning is an accredited provider of 95 different AQ courses. Courses embrace an inquiry approach to learning and intentionally use collaboration, reflection, and feedback as core instructional approaches. All AQs are facilitated by an instructional leader who provides pedagogical content expertise and models impactful classroom practices. As mandated by the OCT, all instructional leaders are OCT certified educators who hold qualifications in the areas they instruct and have proven adult learning teaching experience.

Together with partners, the Professional Learning Office also develops and delivers multiple non-accredited courses to provide focused and targeted professional learning opportunities to meet emerging trends and specific educational needs. We work with education and community partners to design and develop these individualized professional learning opportunities.

To guarantee the highest quality, relevance, and practicality, content of all our courses is reviewed and revised at every offering. K-12 curriculum or policy changes, latest research, and current education sector needs will prompt revisions or redesign to meet the needs of registrants.

In 2022-23, Professional Learning offered all 532 non-degree courses virtually. The vast majority of our 4254 registrants enrolled in AQ courses, while a small percentage took part in one or more of our shorter, non-accredited courses. 6% of all AQ courses were customized courses through contracts with school districts throughout Ontario and other education partners.

As the need for remote learning and teaching continue, we have made it a priority to ensure that all offerings address and model virtual teaching strategies and the use of online learning tools that can be directly tested and implemented in K-12 settings. With an equity and anti-oppression lens, registrants are prompted to examine biases and mindsets, and consider those practices that ensure all students are successful no matter the learning format.

With 46 different providers of Additional Qualification courses and a price-sensitive consumer, the Office of Professional Learning continues its commitment to being a leader in the industry and providing courses of the highest quality to educators.

Glendon: Continuing Education

Glendon Continuing Education students are individuals seeking language training and/or professional development programs in both official languages. Half of the unit's offerings are open enrolment while the other half, including its largest programs, are offered through government contracts. In 2022-23, over 1700 students participated in the offerings, and the cohorts included:

- ESL and FSL non-credit private language training for adults, including members of the Glendon and York community, such as current students, alumni, faculty, staff, as well as the broader public
- ESL and FSL non-credit corporate language training for Toronto French School (TFS) employees
- Judges French Language Training for federal court justices in Toronto
- Consortium national de formation en santé (CNFS) for those with a background in nursing, medicine, physiotherapy, occupational therapy, and/or any other discipline that requires working with older adults in a medical or long-term care setting, as well as 4th-year students enrolled in a bachelor's degree program at York University

- Destination réussite (DR) for students in French-language high school students in Ontario
- Federal government official language bursary programs (ESL and FSL Explore for adults and youth aged 13+ and French First Language Destination Clic for youth in grades 8 and 9) were offered virtually in 2021 due to the pandemic.
- ESL and FSL Immersion Programs include students who pay to participate in the Explore Program.
- The Indigenous Cultural Competency and Trauma-Informed Training (ICT) course for all who are interested in reconciliation, decolonization, equity and inclusion.
- The Entrepreneurial Skills Passport (ESP) course with GÉNIAL, Glendon's entrepreneurial innovation hub, for professionals and students who want to develop a business idea and learn the fundamentals of entrepreneurship in Ontario.
- The Intercultural Competence in FSL Teaching course taught in collaboration with Camerise for FSL teachers who want to deepen their knowledge of intercultural approaches to better meet the needs of diverse classrooms or who would like additional qualifications as an FSL instructor.
- A 1-day forum offered in-person at Glendon in partnership with not-for-profit organization French for the Future, allowing Francophone and Francophile students from grades 9 to 12 from schools in the Greater Toronto Area to participate in a wide variety of workshops and activities in French.

The primary focus of Glendon's non-degree offerings is on skill and professional development programming, including official language proficiency, as well as pre-recruitment programming for high school students. All programs aim to serve the broader Glendon community either through government or community partnerships. Non-degree activities also provide Glendon with the opportunity to connect with its alumni and to engage with the Francophone and Francophile communities. Many of Glendon's non-degree activities serve as an important recruitment tool. In providing a residential language immersion program to youth, and in providing programming to Francophone and Francophile high school students from across the province, we have opened the door to attracting and converting future students to our regular university programs at both the undergraduate and graduate levels.

Programs and courses are designed and delivered by subject matter experts and/or native-speaking certified professionals in collaboration with community partners in order to best meet the language and/or skill acquisition and development needs of our students. Small class sizes allow for the customization of programming and flexibility in terms of program development and delivery.

Trends in continuing education observed by the unit include collaboratively developed micro-credentials for upskilling and reskilling, accessible online learning including the development and use of open education resources (OERs), and official languages programs and services for official language minority communities and youth. The unit noted opportunities and potential in the development of bilingual skill and professional development micro-credentials and additional qualifications courses in collaboration with community partners and other units within Glendon and elsewhere at York, developing bilingual settlement, training and development opportunities for both Francophone newcomers and for the community organisations who serve them, and expanding youth-oriented programming to support recruitment and conversion, collaborating with other.

Challenges that the unit currently faces include access to technology resources for registrations, payments, and learning management (access to a CRM, York Payment Broker, and LMS), access to classrooms and residence rooms for on campus in-person programming, challenges for students such as inflation/cost, time, flexibility, access, and speed of change, and limited resources for marketing and communications.

In order to reshape its offering to respond to changes in the non-credit programming environment, Glendon Continuing Education is working collaboratively with various community partners to develop, deliver, and evaluate its programming to ensure that it is continuing to meet the needs of all stakeholders, notably around accessibility and inclusivity, as well as data-driven, outcomes-based, labour market and/or recruitment and retention strategy alignment depending on the program.

Faculty of Health: Health Leadership & Learning Network (HLLN)

The Health Leadership & Learning Network (HLLN) in the Faculty of Health serves a diverse audience, including professionals, management, front-line staff, alumni, and community members who are seeking lifelong learning and career advancement within the health industry. HLLN's non-degree activities are strategically designed to advance healthcare by providing innovative, evidence-based skills and by aligning with UN sustainable development goals. Our programs focus on workforce development, upskilling, reskilling, employee retention, and building leadership capacity to effectively meet industry demands. Collaboration with professional associations, employers, and non-profits opens channels and helps ensure outreach to targeted segments.

In 2022-23, close to 1100 students enrolled in HLLN's programs and courses. HLLN's program design is strategic and adaptable, designed to fulfill its core purpose, which is to cater to the professional learning needs of its target audience and to ensure a high-

quality education experience. Additionally, it must maintain sustainability and ensure it offers relevant competency development tailored to professional roles. Programming is approved following the Faculty of Health council-approved program development processes.

HLLN conducts industry analysis and Political, Economic, Social, and Technological (PEST) analysis, and insights from advisory boards to identify emerging trends and opportunities. Market intelligence work is coordinated internally by HLLN staff. Program Directors also contribute to market intelligence and engage key accounts. HLLN's programs address high-demand skill gaps in the healthcare industry. Programs are benchmarked against available standards and best practices, including adherence to adult learning principles.

Financial data and alignment with industry benchmarks are emphasized. Data collection by data systems and digital marketing systems informs key performance indicators that are used to refine our marketing and sales strategies. HLLN has adapted a Lean Startup methodology which allows for adaptability and data-based decision-making. Feedback is used to continually refine and enhance programs, keeping them current and relevant.

In the current reporting year, 99% of HLLN's programs are available through open enrollment. A small portion (1%) are custom-built and offered only for specific clients, at their request. Additionally, the majority of our open enrollment programs can be adapted for in-house delivery to organizations. In fact, most of our open enrollment courses are also offered in-house for our clients. This dual approach serves both the business-to-consumer and business-to-business) markets effectively.

HLLN's programs are designed through a collaborative effort involving market intelligence data, subject matter experts, program directors, instructors, employers, industry experts/advisory boards, and established professional standards and competencies where applicable and available. Courses are delivered online and in hybrid formats based on customer demand, with in-class options and custom in-house delivery. HLLN staff manage all aspects of the end-to-end customer service and course delivery process. We utilize our own self-managed eClass Learning shell for efficient course management and enhanced learning experiences. Key performance indicators are collected by HLLN staff.

As part of HLLN's commitment to industry relevance, programs provide Continuing Education Units and Continuing Professional Development hours and certification, wherever applicable. These designations allow health professionals to meet their licensing and/or Continual Professional Development requirements as set by professional associations. Additionally, some health professions may self-report to

their college (e.g., for nursing) where no CEU/CPD units' application is required. This helps to ensure high-quality care standards, alignment with job competencies, and support for workforce development for employers.

The Unit notes the following trends and challenges in the healthcare and healthcare education industries as opportunities to facilitate improved outcomes for the industry:

- Smaller talent pools and skills gaps in the healthcare industry: The fallout of Covid-19 has created recruitment difficulties in the healthcare industry. As the industry evolves, new skills are required in both corporate and clinical roles. This opens opportunities for new programs to support filling the talent pool.
- Poor job retention and low job satisfaction among healthcare workers: Employee retention continues to be a challenge in healthcare. Low job satisfaction can impact patient care and outcomes and is related to patient satisfaction and job retention. Education can be framed as an effective intervention to increase retention through upskill/reskill towards increasing job satisfaction.
- Increased competition from public, private and free education sources: This incentivizes innovation and diversification, for example, the use of micro-credentials with digital badging, stacking micro-credentials, OSAP eligibility for micro-credentials, and diversification of work-integrated learning.
- Availability of education budget for employers: Support is provided through collaboration with key accounts to provide ongoing information so that strong networks are in place when funding becomes available.

Overall, HLLN remains dedicated to offering competitive skill sets and job-ready education while adapting to industry dynamics. The Unit emphasizes innovation and learner success to meet the changing needs of the healthcare sector, always with a focus on positive change and sustainability.

York University Psychology Clinic (YUPC)

The York University Psychology Clinic (YUPC) offers stand alone institutes to clinicians looking to expand their therapeutic modalities in relation to Emotion Focused Therapy. These courses are approved by the YUPC faculty advisory committee along with Dr. Les Greenberg, a world-renowned scholar and trainer.

The program offered by Dr. Greenberg consists of four different Institutes (i.e., workshops) – Emotion Focused Therapy (EFT) Levels 1, 2, 3 & Couples Therapy. While these four Institutes remain the clinic's core offerings, additional programs have been added through the years. At the end of each institute, satisfaction surveys are sent out

to participants to gauge the usefulness of the program and to inform future adjustments. Enrolment is open to any mental health practitioner who wishes to broaden their EFT knowledge. With the reduction of public health restrictions related to Covid-19, the YUPC was able to offer some institutes in person in 2022-23. The institutes and other events are very popular and are often waitlisted. The YUPC is exploring the possibility of having these institutes accredited by the Ontario Psychology Association.

This year, three new continuing education courses were offered by the YUPC. These courses were open to clinicians who were seeking Autism Diagnostic Observation Schedule certification and conduct assessments for children with autism. The courses were successful, and the Clinic intend to offer them in coming years. The leadership team at the YUPC has been seeking input from graduate students, faculty, and community clinicians about topics that are of interest to help to guide its planning and to expand its training options.

Liberal Arts and Professional Studies (LA&PS)

Academic Bridging Course for Women

In 2022-23, the Academic Bridging Course for Women was offered three times for a total of 32 enrolled students.

The purpose of the bridging course is to include students who may have been out of school for an extended period of time, and/or who may not have previously thought of themselves as being able to complete a degree. The course offers students an opportunity to build preparatory skills and confidence for further postsecondary study. LAPS considers this bridging course as an access opportunity for non-traditional learners. To be eligible to enroll in the Academic Bridging Course for Women, participants must be 20 years of age or over, have been out of school for a minimum of 2 years, comfortable in written and spoken English, and must be permanent residents of Ontario.

The course is a collaboration between the School of Gender, Sexuality, and Women's Studies, the Faculty of Liberal Arts and Professional Studies, and the Office of the Vice-Provost, Academic. The course is typically offered at locations off campus, often in the surrounding Jane-Finch community to be more accessible to participants. In 2022-2023, one section was delivered remotely while the two other sections were offered in person.

The course covers information about a variety of educational options following the completion of the course as well as instruction in critical academic skills (e.g., reading, writing and public speaking). Classroom instruction is designed as a community or group learning space.

LA&PS YU Prep Summer Modules

Originally conceived as a response to COVID, YU Prep is an OUR summer conversion initiative that offers a series of online modules and workshops to incoming, first-year York University students, including both domestic Canadian and international students. In 2022-2023, a total of 335 students registered for the modules: 89 students for Math for Business & Economics, 35 for University Experience and 211 for the University Research and Writing course. 39 students completed the modules (31 in Math and 8 in Univ. Experience), who had their \$50 registration fee waived.

The LA&PS Summer YU Prep modules aim to prepare direct-entry, incoming first-year students for their academic transition to university. The module on *Math for Business and Economics* helps develop students' quantitative and problem-solving abilities, so that they can confidently approach material in their upcoming, first-year math and business courses (e.g., ADMS, ECON, BUEC and FBEC among others). *The University Experience: Preparation for Academic Success* helps students build the necessary academic skills (e.g., reading, writing, note-taking, exam preparation, research and time management), and connections for a successful York experience. *University Research and Writing* helps students hone their academic writing skills (e.g., how to understand assignment prompts, generate essay ideas, locate meaningful academic sources, properly cite sources, edit and revise their writing, etc.).

The LA&PS YU Prep Modules are offered during the summer so that direct-entry high school students can prepare themselves for their upcoming Fall/Winter semesters at York. Most parts of these modules are offered online as a combination of asynchronous components (e.g., pre-recorded videos, course materials, etc.) and synchronous, live sessions (e.g., students are guided to complete hands-on activities by faculty mentors). The Uni Experience course had asynchronous pre-recorded lectures and an hour long weekly live tutorial. The University Research and Writing courses offered asynchronous pre-recorded lectures with one hour weekly live lectures and two hours live group meetings. Similarly, Math of Business and Economics courses had an hour-long asynchronous lecture with 2-3 hours of live tutorials. These engaging modules keep students intrinsically motivated while preparing them for university success and easing their first-year nervousness.

After reviewing feedback from both students and instructors, some modifications were made to the duration and teaching modality (e.g., shift to online workshops, flipped classrooms and optional in-person activities) of the summer prep modules for July and August 2022.

Sanctuary Scholar's Bridging Program

The Sanctuary Scholar's Bridging Program is designed for students who hold precarious immigration status, including those who are in the process of applying for permanent status in Canada through refugee claims, refugee appeals or judicial reviews, humanitarian and compassionate grounds applications, pre-removal risk assessments, or those who currently have no immigration status.

The course is offered one term per year and sponsored by the Sociology Department. For the 2022-23 academic year the course was taught in the Fall term and sixteen (16) students participated in the program with 7 successfully completing. It was a blended course, on-line/in-person.

The program specifically helps students who want to explore the possibility of university study while upgrading their critical thinking and communication skills: reading, writing, and speaking skills. Course participants must be comfortable in both spoken and written English, since this course is not designed to be an ELL course. The course includes an introduction to key concepts and debates in migration studies, including migration theories, contemporary migration trends, debates about "settlement, and many other migration related theories and social movements. It also introduces students to York University and its communities through tours, workshops, and presentation. The course not only develops students deeper understanding about their precarious status but also prepares them for further university study.

The instructor is carefully chosen to be sensitive to specific community needs and understanding of both students' situations and the academic standards of university level education. This course does not have any fees and is completely subsidized by York University.

The instructor is carefully chosen to be sensitive to specific community needs and understanding of both students' situations and the academic standards of university level education. This course does not have any fees and is completely subsidized by York university.

Organized Research Units (ORUs)

Various Organized Research Units (ORUs) offer short non-credit courses and programs of interest to York students (undergraduate and graduate) and researchers, as well as external learners who may be professionals in their field. Participants may also be international or from York's local communities. Courses and programs are primarily open enrolment.

The following ORUs provided information about their activities for this year's report: the Centre for Vision Research, the Institute for Social Research, the Dahdaleh Institute for Global Health Research, and the York Centre for Asian Research.

Over 1200 individuals participated in the wide variety of opportunities. Offerings include the following:

The Centre for Vision Research offers a program to 3rd-year undergraduate students from around the world which aims to expose students to the field of vision research and increase graduate student recruitment. The unit offers lectures, laboratory activities and demos to introduce students to multidisciplinary research in vision. This year it integrated with research internships in members' labs. Enrolment is competitive based on recommendations from professors at other institutions (students from York are accepted as well), and the Centre relies on its professional academic networks to identify and recommend promising candidates. The unit's recent switch to a project-based model was successful but very resource and planning intensive. In summer 2022, the program experimented with a fellowship model.

The Institute for Social Research (ISR) offers short courses of interest to York students and researchers, as well as external learners through open enrolment. One seminar Series, run by the ISR's Statistical Consulting Service (SCS), is an open forum to the York community, as well as other interested parties, to train and discuss advanced topics in qualitative, quantitative and applied data analysis. The purpose is to serve the need for enhanced methodological research skills and techniques for the York community and other communities of researchers. ISR's qualitative, mixed method and tailored statistical short courses provide cutting-edge tools and advanced methodological clarity to systematically resolve research challenges. The series features an array of short courses that have traditionally (pre-pandemic) been conducted on the site of the ISR labs, providing students/researchers with easy access to computer programming and software (e.g., NVivo, SPSS, STRATA, SAS, etc). The series is also mounted three time yearly with course schedules ranging from one day to multiple days, which provides flexible formatting for anyone wishing to enroll and attend. ISR has been seeking to better bridge the interstices of the York research

community's consulting and training needs to reduce any unit or campus duplication. This entails streamlining and tailoring the consulting and training services offered.

The Dahdaleh Institute for Global Health Research offers a course titled Humanitarian Water Engineering (HWE) that is an initiative of the Humanitarian Water Lab at the Dahdaleh Institute for Global Health Research in collaboration with the Lassonde School of Engineering and CIFAL/UNITAR at York University. Lassonde Civil Engineering and CIFAL/UNITAR faculty lecture in the course and provide advisory on student design challenges. The course is not presently professionally accredited.

Students are typically early and mid-career humanitarian professionals, either from UN agencies and international and local NGOs who want to deepen their technical knowledge and skills on water engineering in humanitarian response or who want to understand how engineering skills are relevant and applied in humanitarian settings. They are also graduate engineering students who want to deepen their technical knowledge and gain exposure to the humanitarian sector. The course is designed to fill observed training and development gaps among humanitarian and engineering professionals globally and in Canada. For humanitarian professionals, the course provides technical background and basic engineering skills to undergird the work they regularly undertake as professionals, for which they often lack formal training. For engineering professionals and graduate students, the course demonstrates how core environmental engineering skills are adapted for applications in humanitarian settings and provides an entry point for those who are interested in working in the global humanitarian sector.

For the ORU, the course provides a vehicle to strengthen our linkages with humanitarian practitioners and organizations and position ourselves as a bridge between the global humanitarian sector and the academy, which in turn supports our research mission. The course has seen overwhelming demand, and the unit is exploring other course delivery modalities for the course that can allow us to enrol more participants and/or target specific communities. In addition, the unit is exploring new Humanitarian Engineering courses relating to different topics in emergency water, sanitation, and hygiene (WASH) as there is a demand from past and current course participants for such offerings, and there are few options available in Canada/North America or globally.

The York Centre for Asian Research offers the Asian Business and Management Program within the York Centre for Asian Research, which provides customized professional development and management training to officials and educators as well as undergraduate and graduate students from Asian countries in virtual forums. Each year officials and executives from Asia receive the best practices in the government,

business and education sector to bring their organizations renewed levels of efficiency and effectiveness. Similarly, undergraduate and graduate students gain professional and personal competencies that will help them to move forward on their career journey, whether into graduate studies or the job market. The customized training programs are designed and offered in close collaboration with and for participants. Versatility is the hallmark of the programs, which are designed in consultation with incoming groups. Partners and collaborators include Chinese government institutions and universities, international organizations, and Chinese education platforms located in Canada.

Osgoode Professional Development (OPD)

Osgoode Professional Development creates and delivers programs for legal professionals (lawyers, para-legals, and judges); other professionals and executives who have legal risks or responsibilities in their jobs; and internationally-trained lawyers and law students. Participants include education administrators, law enforcement officers, financial services executives, procurement officers, and senior healthcare executives, to name a few of the unit's "non-lawyer" markets. Programs range from legal updates; to licensing exam preparation; to comprehensive coverage of an area of law; to intensive skill-building programs in areas such as contract drafting, advocacy, and negotiation.

Programs are delivered face-to-face; live via Zoom; hybrid; and through archived captures, available in scheduled offerings or through an on-demand catalogue. A number of programs are available in a blended format. Also, the unit has a select offering of self-paced e-courses. Program topics are validated through market research and learning objectives, and curricula are developed in concert with Advisory Boards or Program Chairs who are, for the most part, senior legal practitioners.

An important part of the unit's offerings is in-house and customized training for organizations, primarily public sector organizations. In the period May 2022 through April 2023, approximately 2% of total non-degree revenue was from contract training, including the following organizations: Ontario Ministry of Education, the Ontario Securities Commission (OSC), Tribunals Ontario, and the Association of Professional Engineers and Geoscientists of Alberta (APEGA).

Osgoode Professional Development has several partners and collaborators for program design and delivery, for example, the Supply Chain Management Association (ON), The Advocates' Society, Ministry of the Attorney General, Aboriginal Legal Services of Toronto, Canadian Council of Health Information Management, Human

Resources Professional Association, the Society of Ontario Adjudicators and Regulators, Forum of Canadian Ombuds, and the International Academy of Mediators.

With public health measures lifted across campus and in workplaces, OPD returned to offering face-to-face programs in 22-23. However, the shifting demands of the unit's participants meant that the interest in face-to-face programs was not as great as it was prior to the COVID-19 pandemic. Therefore, the unit focused on developing models that allowed for the delivery of hybrid programs (face-to-face concurrent with live-via-Zoom participants) and further explored ways of increasing learner engagement in both a hybrid format and in programs strictly delivered live online via Zoom.

Osgoode PD's non-degree revenue has grown every year since 2005. The unit's strategy continues to be a growth strategy. In 22-23, OPD achieved revenue targets and exceeded budgeted-net contribution targets. They leveraged their position at the center of innovative design and delivery of professional legal education: they explored hybrid learning alongside an increased demand for online learning, bolstering instructional design practices and utilizing technology platforms along the way. OPD continue to invest in its instructors and to continue exploring ways to improve delivery standards. Its experience in the field enabled it to efficiently adapt to the shifting needs of their clients as the pandemic ended. This post-pandemic period has seen OPD continuing to strategize, finding ways to better understand, reach, and accommodate its client's needs.

Schulich Executive Education (ExecEd)

Schulich ExecEd clients/participants are either individuals enrolling in public open programs or organizations that contract Schulich ExecEd to deliver in-house tailored programs. Participants span the talent pipeline from emerging/early-in-career to mid-career/in transition to senior leaders/executives in private, public and NGO sector organizations. They are both domestic from the GTA area, Ontario, and Canada, as well as international. In the reporting period over 4,500 students participated in the offerings, an increase of 80% over the previous reporting period.

Schulich's non-degree programs provide participants with essential management skills, micro-credentials and certifications and enable higher performance and productivity, employability, and career progression/transition of managers/executives and their organizations.

Of the total participants in 2022-23, 23% (1,015) participated in open courses and programs (55 in total), and 77% (3,487) participated in custom courses and programs (85 in total).

Trends observed by the unit include the continued demand for rapid skill development, micro-credentials, digital badges, and certificates, and for highly transferrable skills and mid-career pivots or second career programs such as project management, lean operation management and accounting; a continued shift from management and executive education to a focus on career path progression, lifelong learning and professional development; and increased demand for actionable post-classroom services, such as action learning projects, highly applicable group projects and capstones, 1-on-1 coaching, and individual personalized assessments and personal development plans. Additional trends include increased co-op style programming and social-innovation related programming, including programs targeting equity-deserving groups and EDI-focused programming. Finally, the unity noted an increased demand for programs with condensed delivery times.

In response to market trends, ExecEd has launched career-focused programs such as the Professional Graduate Certificate in Product Business Design and designed social innovation programs for a number of new clients in the social development field. Additionally, a suite of new open enrolment courses/programs has been developed to address market demand in the following areas:

- Executive Leadership program
- Lead Up: Leadership Essentials for New and Aspiring Leaders
- Leading Digital Transformation
- Solving Complex Problems

ExecEd has continued to align its program portfolio to the needs of each career stage: early-in-career, mid-level career and senior leader, and it has expanded offering to include learning and support activities beyond the classroom. The renovation of the Miles Nadal Management Centre allowed for a significant upgrade to the unit's technological capabilities and facilitated a fully integrated hybrid learning environment.

ExecEd has established a robust network of Human Resources employers actively seeking new talent. A payment plan option has been implemented and adjustments were made to align programming with fiscal budgets. Additionally, ExecEd has responded to government grants like Skills Development Funds (SDFs), targeting newcomers, at-risk youth, individuals with disabilities, and those facing barriers to employment. These efforts are concentrated in sectors such as healthcare, automotive, and information technology.

Faculty of Science

The Faculty of Science offers three non-degree/non-credit offerings, including the Diploma in Risk and Insurance Management (DRIM), the Hybrid Academia-Industry Internship via Virtual Engagement program (HAIIVVE), and the Summer Science Transition Program. In total 850 students participated in the offerings during the reporting period.

Diploma in Risk and Insurance Management (DRIM)

The Diploma in Risk and Insurance Management (DRIM) prepares students to solve critical business and social challenges through fascinating careers in modern risk management and insurance (RMI) and, more generally, in the financial services industries. The program is designed to give trainees fundamental skills and cutting-edge knowledge and to excite them about working alongside the thought leaders of today's RMI organizations. The DRIM is open to all, at York and beyond.

DRIM is Risk and Insurance Studies Centre's (RISC's) first step on a large-scale agenda of closing the gap between the demand and supply on the RMI labour market in Canada. With DRIM, the unit hopes to (a) expose the broad York students community to all the - often neglected - opportunities that the RMI industry has; (b) spark the interest of York students from all Faculties in RMI and careers therein; (c) furnish York students from all Faculties with theoretical and practical tools that would help jump-start their immediate transition from academia into an RMI organization; and (d) test some innovative ideas before launching full-fledged professional degrees on RMI and related notions.

The DRIM, one year in length, comprises three components:

- One for-credit course: ECON/MATH 1280 3.00
- Eight synchronous learning e-modules (two weeks each) on the following topics: RMI Ecosystem, Advising and entrepreneurship, Underwriting and risk engineering, Claims, RMI for social good and sustainability, Data ethics, analytics, and visualization, Property and liability insurance, and Life and health insurance
- a four-month long internship with an RMI partner of RISC.

RISC has co-developed DRIM with Canada Life, Sun Life Financial, Ernst and Yong, Wawanesa Insurance, Zurich Insurance, and Milliman; the companies put together the 8 aforementioned e-modules and are helping with the internship stage. Spencer Educational Foundation helped fund the ECON/MATH 1280 3.00 course before

inception and, also, has recently awarded RISC an additional \$50,000 to develop modern business simulator that allows for random risk (climate, operational, cyber, to name a few) scenarios and competition on a regulated market. RISC staff take care of the program delivery and marketing.

There has been a considerable growth of interest in ECON/MATH 1280 3.00 (offered for the first time in the Fall of 2022), and additional sections of the course were offered through both Math and Econ.

On a less positive note, as the funding that received from various sponsors to launch DRIM now comes to its end, the department now needs to fund ECON/MATH 1280 3.00 to be able to keep offering DRIM to York students.

Hybrid Academia-Industry Internship via Virtual Engagement (HAIIVVE)

The Hybrid Academia-Industry Internship via Virtual Engagement program (HAIIVVE) is a paid work-experience in risk management and insurance (RMI) from the comfort of York University's campus. It is an in-house internship program (24 interns per term) run by RISC. HAIIVVE is competitive but is open to all Bachelor's and Master's students at York, who have at least a B average and have taken at least one course on elementary statistics or data analysis.

HAIIVVE fuses industry and academia collaboration, research and applications, and practical experiential teaching and learning, all to help jump-start careers in RMI for qualified York students. HAIIVVE hinges on Virtual Reality capabilities, providing students with a truly innovative, immersive, and accessible corporate experience. Students gain professional skills in a “work as you learn” environment while being mentored and supervised by prominent leaders in the field.

A team of three or four talented students, for four hours per week and over the course of sixteen weeks, work on a real-world challenge faced by the RMI industry and deliver their solution to a panel of industry and faculty advisors in a professional presentation or report at the end of the project. Communications are conducted in a corporate space built in Virtual Reality. Each HAIIVVE team is matched up with an industry manager, who frames the problem for the team to solve, and an academic mentor, who guides the process and provides academic support and tools to ensure analytical rigour and high-quality results.

HAIIVVE is co-funded by RISC and CEWIL and is delivered in partnership with multiple RMI companies, including but not limited to Canada Life, Sun Life Financial, Wawanesa Insurance, Ernst and Yong, Zurich Insurance, and Milliman. In the Summer 2023, HAIIVVE goes internationally with one partner being the ILO of the UN.

The program has seen an unprecedented demand across students from all Faculties. Similarly, there has been significant interest in the program from the RMI industry. The program could grow significantly, but it is still very much dependent on the CEWIL funding and does not have a permanent staff to take care of the program/trainees. The unit has been able to leverage RISC's access to VPRI space to book office space for HAIiVE interns, but no permanent space for RISC's Virtual Reality Lab/Hub has been found, which creates a lot of inconvenience as the Lab has to be deployed every time it is required.

Both DRIM and HAIiVE are offered through RISC with support from the Faculty of Science and LA&PS. The lead faculty member working with these programs is from LA&PS. RISC's charter will end in 2023, therefore, DRIM and HAIiVE will not operate going forward.

Summer Science Transition Program

The Summer Science Transition Program (SSTP) is a summer preparatory program for admitted first-year Science students transitioning from High School to University. The program consists of the 4 online, synchronous courses in each of the major subject areas – Math, Chemistry, Biology, and Physics – plus a 5th course in the 'University Experience'.

The SSTP is offered to all admitted Faculty of Science students. Students pay a \$50 fee upon registration, which is refunded if they complete the modules. Non-York students can also register for any of the modules, for a \$300 fee.

Each course is delivered synchronously online over Zoom. Students meet 3 hours per week for 5 weeks, following a syllabus designed by the course director to prepare them for first year Science. Preliminary data shows that students are achieving higher grades when they have gone through this program. Accordingly, promoting this program should result in increased academic success for students and better retention figures.

Global Perspectives Program

A partnership between York University's Asian Business and Management Program (ABMP) and the Faculty of Science, the Global Perspectives program offers a series of impactful online, non-degree courses that cater to various academic interests and career aspirations by providing students with cutting-edge knowledge and in-demand practical skills and fostering international insights in Chinese university undergraduates. Students are from 28 Chinese universities. The initiative fosters

global knowledge exchange and empowers students to make a positive impact on the world. The programs are also designed to drive positive change by aligning closely with the United Nations Sustainable Development Goals to address critical global challenges and promote sustainable development.

The Senate of York University – Minutes

Meeting: Thursday, 25 April 2024, 3:00 pm

Dr. Robert Everett Senate Chamber, N940 Ross Building and via zoom

P. Puri (Chair)	M. Di Paolantonio	M. Longford	S. Rehaag
L. Sergio (Vice-Chair)	M. Ebrahimi	W. Maas	T. Remmel
P. Robichaud (Secretary)	C. Ehrlich	A. MacLachlan	N. Robinson
G. Alboiu	J. Elwick	A. Macpherson	V. Saridakis
O. Alexandrakis	O. Eyawo	J. Magee	R. Savage
J. Allen	T. Farrow	H. Mahon	B. Spotton Visano
M. Annisette	D. Fernandez	A. Maxwell	C. Steele
A. Asif	M. Fiola	C. McAulay	J. Sutherland
G. Audette	S. Gajic-Bruyeva	A. McKenzie	M. Tadros
M. Baljko	L. Gilbert	J.J. McMurtry	K. Tasa
N. Balyasnikova	M. Giudice	B. Meisner	A. Taves
T. Baumgartner	A. Glasbeek	R. Metcalfe	G. Turlakis
L. Bay-Chen	J. Goodyer	K. Michasiw	B. van Rensburg
A. Belcastro	R. Green	A. Mishra Tarc	W. van Wijngaarden
D. Berbecel	M. Hamadeh	M. Morrow	G. Vanstone
M. Bloom	W.M. Ho	L. Nguyen	A.M. Viens
S. Bohn	P. Kelly	R. Ophir	R. Vives
P. Burke Wood	A. Kosavic	M. Ott	S. Warwick
D. Cabianca	T. Kubiseski	A. Ouedraogo	N. Waweru
M. Cado	M. Lambert-Drache	D. Palermo	A. Weaver
N. Couto	N. Lemish	P. Park	R. Wellen
A. Crosby	R. Lenton	A. Pathak	G. Zhu
A. Czekanski	N. Livingston	V. Pavri	
M. Darroch	M. Poirier	D. Peters	
A. Davis	M. Poon	L. Philipps	
S. Day	D. Pilon	A. Pyée	

1. Chair's Remarks

The Chair, Poonam Puri, welcomed Senators to the 706th meeting of Senate and thanked Senators for attending in person, reminding Senators of protocols for in-person meetings with respect to speaking, voting and procedural motions.

The Senate of York University – Minutes

This being the final Senate meeting for Senator Darran Fernandez, Senators sent him off with thanks for his contributions to the University as the University Registrar and best wishes as he departs for a new position. The Chair announced the 2023-2024 recipients of the *Robert Everett Exceptional Leadership in Student Governance Award*, Senators Hale Mahon and Abhi Pathak, sharing with Senators their significant contributions to governance at the University.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

There were no inquiries or communications.

4. President's Items

The President spoke to the following:

- Referencing a recent article on the impact of artificial intelligence on teaching modern languages, the sector-wide declining enrollments in language studies programs, including at York, and citing the need for the University over the next decade to help address this trend and examine potential uses of AI to make language programs more engaging.
- Referring to presentations slides (filed with these minutes), the University's budgetary shortfall due to declining enrollments, particularly international students, with continued tuition fee freezes, the federal government's international enrollment cap, and other external influences cited as primary factors contributing to the shortfall; management's review of various strategies to align expenditures with revenue, including addressing low-enrollment programs, reducing administrative costs, and other initiatives.
- The importance of maintaining the University's foundational strengths while embracing new opportunities and remaining adaptable to changing conditions in the higher education landscape.
- Ongoing negotiations with the province regarding the funding plan for the medical school and efforts to secure funds through philanthropy to support the capital costs of the school.

Committee Reports

5. Executive Committee

- a. Consultation with Senate Following the End of the Disruption of Academic Activities

The Senate of York University – Minutes

The Vice-Chair spoke to Executive's report on activities undertaken during the labour disruption, highlighting the chronology of actions taken by the Committee during the disruption. Thanks were extended to Senators Michasiw, Sutherland and Fernandez for their contributions to the Committee during the disruption.

Senator Wellen enquired about the absence of the Executive Committee report to Senate on the decision ruling out of order his motion proposing the formation of a new Senate advisory committee on budget and finance. In response, the Chair advised that while finding the motion out of order, the Committee is continuing its discussions of the proposed advisory committee to explore options to address the issues it sees underlying the proposal. The Committee will be reaching out to further discuss the issues with Senator Wellen and resuming its discussions of the proposal at its next meeting in May. Executive will report on the status of the item at the May meeting of Senate.

In response to a question about the absence of exam dates for the unique SE term on the University's website, the University Registrar noted the challenge of accommodating on the website the large number of unique and specific summer terms, focusing instead on posting the core SU, S1 and S2 terms.

b. Call for Expressions of Interest in Membership on Senate Committees and Other Positions Elected by Senate

The Vice-Chair drew Senators' attention to Executive's call for expressions of interest in membership on Senate committees and other positions elected by Senate, with terms beginning 1 July 2024, emphasizing the particular need to address the vacancies on the Tenure & Promotions Committee. Senators were encouraged to reach out to their colleagues to fill vacant positions and were also reminded of the importance in participating in the voting process.

6. Academic Policy, Planning and Research

a. Academic Restructuring within School of Arts, Media, Performance & Design

It was moved, seconded that **Senate recommend to the Board of Governors the establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD), disestablishment of the Department of Dance and Department of Theatre & Performance, effective 1 May 2024, and that Senate approve transfer the constituent academic programs and curricula from the two existing departments to the above-noted new department.**

The discussion of the recommendation centered on whether merging programs could address low enrollments, with a report indicating that 39 programs at York had fewer

The Senate of York University – Minutes

than 50 students in the past three years and 26 had fewer than 20. Responses suggested that the proposal aims to improve efficiencies and foster collaboration while also addressing sustainability concerns. Additionally, it was noted that small enrollment programs do not necessarily cause sustainability issues if the curriculum is streamlined and majors are not duplicated, and that such an approach can free up faculty time for other academic matters.

On a vote the motion *carried*.

b. Information Items

APPRC reported on planning and developments for the new Markham campus, including current data on undergraduate and graduate applications and enrolment projections for the FW'24 academic year.

The Committee also reported on its preliminary discussions of academic planning for a school of medicine following the Province's confirmation of its financial support for the new school. In reply, a Senator expressed concerns about proceeding with such planning before Senate has expressed its opinion on the establishment of a new school, and the need for full and clear information on the costs associated with the initiative, the implications for existing units and the process of consultation that will be undertaken prior to a recommendation to establish the school. Senate was advised that APPRC anticipates a consultation exercise with Senators at the June meeting for their input on Senate planning processes for the initiative.

7. Academic Standards, Curriculum and Pedagogy

a. Exception to the Senate Policy on Bridging Programs for the Language Pathway Program

It was moved, seconded and *carried* **that Senate approve the establishment of the Advanced Management Diploma (Type 2), to be available in all Master's degree programs housed in the Schulich School of Business, effective F2024.**

b. Academic Conduct Policy and Procedures

The draft Academic Conduct policy, a comparative chart illustrating current and proposed processes, as well as a chronology of consultations as circulated were noted.

Senator Michasiw provided contextual remarks for the Senate discussion of the policy, noting that it has been under review since March 2017 and had benefitted from rigorous consultations via three working groups. The primary goal of the revised policy is to streamline the process to adjudicate cases of academic dishonesty and reduce

The Senate of York University – Minutes

the burden on course directors to encourage them to pursue such cases. Another notable change is the standardization of academic dishonesty procedures, promoting a consistent process and penalties across the University.

A discussion followed with the following topics raised:

- the delegation of responsibility to the Dean's office, and
- the definition of "PPR Designate", suggesting it should not be limited to department chairs or program directors, but might need broader inclusion of coordinators or other faculty members,
- rules preventing students from dropping courses before a final decision is reached, and the potential for subjective interpretations of such,
- procedural timelines and those for appeal, considering that students can sometimes be difficult to reach.
- the role of legal advocates in academic integrity hearings, with some pointing out that legal representation is not equally accessible to all students, raising issues of procedural equity in hearings. It was noted that some other universities had limited the role of advocates to ensure fairness and equity.
- the importance of maintaining a clear framework to guide academic integrity processes.

c. Information Items

The items for information in the ASCP were *noted*.

8. Tenure and Promotions

a. 2022-2023 Annual Tenure & Promotions Report

The Chair of the Tenure and Promotions Committee spoke to the Committee's annual report for 2022-2023, which presents data on files reviewed and described activities for the past year, ongoing review of unit-level standards, appeals, composition of sub-committees, and other process matters.

The report identified some issues with files that were turned back and aimed to address these by providing detailed reports to adjudication committees, facilitating improvements. The Committee also established new partnerships and conducted training sessions to educate and train colleagues, focusing on addressing and reducing errors in the future. The Chair of the T&P Committee highlighted the increase in the number of women applying for full professorship.

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Looking ahead, the Committee will continue its review of unit-level standards and intends to build a repository of these standards to ensure consistency.

In a following discussion, the following topics were raised:

- a drop in applications for full professorship,
- the impact of the disruption to academic activity on candidates in their final year, and
- the importance of sending back files only for significant reasons, aiming for a fair and consistent process.

The Chair noted that the Committee had achieved full membership since January, although four vacancies would occur starting in July due to sabbaticals and term limits. With the Committee’s Secretary, Amanda Wassermuhl, having moved to a new role at the University, gratitude was expressed for her work and the interim support from Michelle Roseman and welcome was extended to the new Committee Secretary, James Pratt.

9. Other Business

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

Consent Agenda Items

10. Minutes of the Meeting of March 28, 2024

The minutes of the meeting of March 28, 2024 were approved on consent.

Poonam Puri, Chair

Pascal Robichaud, Secretary

Synopsis

484th Meeting held on 30 April 2024

Appointments / Re-appointments

Appointment of Charmaine Mohamed, as a YUSA nominee, to the Pension Fund Board of Trustees, for a three-year term, effective May 1, 2024.

Appointment of Joseph Hafner as Dean of York University Libraries for a five-year term starting July 1, 2024.

Approvals

The President's April 2024 Report on Appointments, Tenure and Promotion.

The establishment and disestablishment of academic units at Glendon effective 1 September 2024.

The establishment and disestablishment of academic units at the School of Arts, Media, Performance & Design effective 1 May 2024.

The Donor Recognition – Physical Naming Policy and Procedures.

The Multi-Year Budget Plan for 2024-25 to 2026-27.

The Ancillary Services Budget for 2024-25 to 2026-27.

The Executive Learning Centre (ELC) Long Term Plan and Budget.

The Tuition Fee for the Bachelor of Sport Management (Ordinary and Honours):

- a. Domestic tuition fee for 2024-25: \$3,535 per term (\$7,070 per year) in 2024/25 rising by no more than 7.5% per year thereafter until it reaches \$5,179 per term (\$10,358 per year) in 2030/31

NOTE: Board approval for the domestic fee is subject to approval by the Ministry of Colleges and Universities (MCU)

- b. International tuition fee for 2024-25: \$18,310.77 per term (\$36,621.54 per year)

An Affordable Housing Committee levy of \$1.25 per credit; adjusted annually to increase or decrease in accordance with the Toronto Consumer Price Index applicable to undergraduate students.

York University Board of Governors

Synopsis

A Regenesis Community and Sustainability Initiatives at York harmonized levy of \$0.36 per credit; adjusted annually to increase or decrease in accordance with the Toronto Consumer Price Index, applicable to undergraduate students.

A three-year agreement with Cossette as agency of record for strategic brand, advertising, and media planning.

A three-year agreement with Tennis Canada for the provision of a venue for convocation.

The Protocol on the Recruitment and Appointment of Members of the Board of Governors.

The development of a Glendon Campus vision and strategy for viability.

The Bill S-211, Fighting Against Forced Labour and Child Labour in Supply Chains Act Annual Report.

Amendments to the following policies:

- Hospitality Policy
- Expense Reimbursement Policy
- Procurement Policy
- Procurement Code of Ethics

Annual approval of the following policies:

- Healthy Workplace Policy
- Workplace Harassment Prevention Policy
- Workplace Violence Prevention Policy

Presentations

From the President a presentation on external developments affecting higher education, its impact on the sector, its implications on York's Strategic Plan and how York is responding to opportunities.

Reports

Notice of an intention to amend the current General By-Laws of the Board of Governors to bring the by-laws into compliance with the Ontario Not-for-Profit Corporations Act, 2010 and to align with established and best governance practices.

York University Board of Governors

Synopsis

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/107/2024/04/board-agenda-20240430.pdf>

Pascal Robichaud, Secretary