



# York University Senate

## Notice of Meeting

Thursday, 24 October 2024, 3:00pm-5:00pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

### AGENDA - REVISED

Page

- 1. Chair’s Remarks (L. Sergio)
- 2. Business Arising from the Minutes
- 3. Inquiries and Communications
  - a. Report of the Academic Colleague to Council of Ontario Universities .....1
- 4. President’s Items (R. Lenton)
  - a. Update on actions in response to *Report of the Auditor General of Ontario* and the related plans in support of the Forward Action Plan.

### Committee Reports

- 5. Executive Committee (P. Burke Wood) ..... 19
  - a. Election of Members of Non-Designated Senate Committees (For approval)
 

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

- 6. Academic Policy, Planning and Research (M. Herbert)..... 32
- 7. Academic Standards, Curriculum and Pedagogy (J. Thienpont) ..... 64
- 8. Other Business

### Consent Agenda

- 9. Minutes of the Meeting of 26 September 2024 ..... 76
- 10. Minor revisions to the Tenure & Promotions Policy, Criteria & Procedures.....82
- 11. Senators on the Board of Governors re: October 2024 Meeting of the Board (R. Green; M. Guidice for information) .....85

P. Robichaud, Secretary

# Academic Colleagues

August 13 and 14, 2024

**Evening meeting, Tuesday, August 13, 2024, 6:00 – 8:30 pm**

## Land Acknowledgement

The Land Acknowledgment was provided by Kim Hellemans. In her acknowledgement she referred to the website [native-land.ca](http://native-land.ca)

## The Future of Higher Education in Ontario – Observations and Speculations

Glen Jones, Professor of Higher Education at the University of Toronto, joined the colleagues to present on his observations and speculations on the Future of Higher Education in Ontario, including updates to his earlier observations as posted in the 2019 University Article on the [Future of Higher Education in Canada](#).

Presenter Jones identified six key themes relevant to the future of higher education in Ontario: responding to the truth and reconciliation commission; international engagement; expanding credentials; leadership and stability; increasing politicization; and comparatively general positive views of postsecondary education in Ontario.

A number of key themes emerged from the discussion with Professor Jones, including communicating the value of universities; leadership and governance; and advancing both the recommendations of the TRC, but also EDI more broadly, such as Scarborough Charter.

The discussion following the presentation focused on internationalization; differentiation within the sector, and the foundations that make Canadian universities desirable.

Colleagues then engaged in a discussion on potential topics for the November council meeting.

**Colleagues meeting, Wednesday, August 14, 2024, 9:00 am – 12:00 pm**

## COU Update

The COU President provided an update on key issues affecting the sector. He noted that the government is starting the process of negotiating the SMA 4 agreements. He also provided an overview of the current financial situation of the sector; including that:

- Because of chronic underfunding and the extension to the 10% tuition cut and freeze all universities are facing significant financial pressures. COU estimates that ten universities are expected to report more than \$300 million in operating deficits in 2023-2024.
- Universities are seeing historic negative operating income as a sector and the February 26<sup>th</sup> funding announcement fell far short of sector needs.

The COU President reminded Colleagues that COU is continuing to push the government to implement the Blue-Ribbon Panel's recommendations and that it is critical that the sector remains united in its call for increased funding. He also noted that COU will be releasing new

student demand data, which shows the demand continuing to grow while government funding is not meeting current student demand.

Colleagues discussed ways to get the message out on the value of universities to support the advocacy asks and the need for consistent communications with all stakeholders.

## **Information Sharing**

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including updates on enrollments, on-going and up-coming administrative and leadership changes, and impacts of government decisions on international students and budgets.

## **COU Orientation**

The Acting Corporate Secretary provided an overview of the COU structure and the role of Academic Colleagues.

## **Other Business**

- There was discussion on the October meeting dates, which were confirmed for Wednesday October 2 and Thursday October 3.
- Committee Updates:
  - Budget and Audit Committee: The Acting Corporate Secretary provided Colleagues with an update on the Budget and Audit Committee meeting which focused on the approval of the 2024-25 COU budgets. She also noted that the Budget and Audit Committee and the Board approved an assessment fee of 1% for 2024, which is lower than the previously approved 2%. A request was also made for an Academic Colleague to sit on the Budget and Audit Committee. Mary Armour, York University volunteered.
- Topics for future meetings:
  - Climate change
  - Advocacy
  - Accommodations with the Ontario Human Rights Commission
  - Collegial governance
  - Scarborough Charter
  - Graduate Education and Supervision

## **Land acknowledgement at future meetings**

- October meeting (on the Thursday) – Liliane Dionne
- November meeting – Kathy Moscou

# Academic Colleagues

October 02 and 03, 2024

Evening meeting, Wednesday, October 02, 2024, 6:00 – 8:30 pm

## Welcome and Introductions

Given significant turn-over at the Academic Colleagues table and a number of questions have been raised regarding note-taking, co-Chair Kim Hellemans provided clarification on reporting to Senates. She noted that COU provides summary meeting notes, which Colleagues are free to share with their Senates or use as the basis of their own notes. She further clarified that reports to Senate should be high level and to use Chatham House Rules as there should be no attribution on discussions and some information shared is not public, so that Colleagues can feel free to speak openly without attribution to themselves or their institution.

The feedback on the discussion was positive and most appreciated the clarity as they were unsure what to share and what not to. There was some discussion on the timing of the meeting notes and Senate meetings, and it was recognized that they don't always align with the institutional Senate dates. COU was asked to send out the meeting notes as soon as possible following our meetings; COU did commit to getting the notes out shortly after each meeting.

## COU Advocacy Strategy

Krista Orendorff, Vice-President Public Affairs, joined the Colleagues to present on COU's multi-year escalating advocacy strategy.

Presenter Orendorff highlighted that the strategy was designed to correspond with government decision making milestones, including the Fall Economic Statement, the Budget, and a potential early election. The strategy is focused on three key components: advocacy, stakeholder engagement, and communications. The role of Colleagues in helping to disseminate the message was identified, and the following key messages were shared with Colleagues:

- Ontario's universities are essential to building the workforce and the economy of the future. They are preparing graduates with the skills and experience necessary to meet Ontario's growing labour market demands today and lay the foundation for tomorrow's prosperity.
- Ontario's universities are graduating job-ready students. In fact, the latest [Graduate Survey](#) from the Ministry of Colleges and Universities shows that 95.1% of university graduates are not only employed within two years of graduating, but they are successfully finding employment in some of Ontario's most in-demand areas, aligning with Ontario's workforce needs.
- Investing in long-term, stable funding for Ontario's universities means investing in the high-quality programs, services and resources students need to graduate job-ready while also ensuring they have the supports they need to succeed in today's rapidly changing job market.

- Government, business, community partners and universities must work together to ensure universities have the resources they need to continue support students, lead innovation and drive economic growth for the benefit of Ontario.

Colleagues asked questions around timing of components of the advocacy strategy, what resonates, and how to explain our positioning when it impacts “pocket books”.

The discussion following the presentation focused on advocating to the public, including parents, and types of messaging that would resonate with these audiences. There was some discussion that very high-level, statistics-heavy messages would not resonate with individuals outside of academia/universities.

## **Colleagues meeting, Thursday, October 03, 2024, 9:00 am – 12:00 pm**

### **Land Acknowledgement**

The Land Acknowledgment was provided by Liliane Dionne. Following her acknowledgement she shared the following link with Colleagues: [Canadian association of university teachers: Guide to Acknowledging First Peoples & Traditional Territory](#)

### **COU Update**

The Chief of Staff and Acting Corporate Secretary provided an update on key issues affecting the sector. She noted that the government is continuing the process of negotiating the SMA 4 agreements and that government directives on the [Strengthening Accountability and Student Supports Act](#) had been released.

She further noted, that the recent federal government [announcement](#) of an additional 10% cut to international student study permits, as well as the inclusion of Masters and PhD programs in the cap, would add to the continuing financial challenges that the sector is currently facing and that was noted in a [public response](#) to government.

The Chief of Staff and Acting Corporate Secretary reiterated to Colleagues that COU is continuing to advocate with the government for the full implementation of the Blue-Ribbon Panel’s recommendations.

Colleagues discussed the impacts of the current financial situation, as well as the impact of government decisions on institutional autonomy.

### **Information Sharing**

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including attracting and retaining students, budget development and deficits, new programs, and leadership searches.

### **Postsecondary Accessibility Standards Update**

COU staff provided an update on the postsecondary accessibility standards, including that while the sector was still waiting to hear which of the 185 recommendations would make it into the final standard, work was already underway to categorize and share information across the sector to avoid duplication.

Colleagues raised their experiences with accessibility in the classroom, and noted that accessibility was also a consideration for faculty – it can be labour-intensive for individual faculty members to implement some of the accessibility needs of students, particularly as it relates to term work accommodations. It was clarified that the postsecondary accessibility standard was designed for students, but that work was being done on cohesion between that standard, the current elements of the Accessibility for Ontarians with Disabilities Act and the Ontario Human Rights Code. The presentation has been included for information as an attachment.

## **Other Business**

- Committee Updates:
  - There were no committee updates
- Potential items for Council:
  - Promoting the Value of Universities to the Public \* The predominant discussion focused on promoting the value of universities
  - Open Access
- Topics for future meetings:
  - Climate change
  - Accommodations with the Ontario Human Rights Commission
  - Collegial governance
  - Scarborough Charter
  - Graduate Education and Supervision

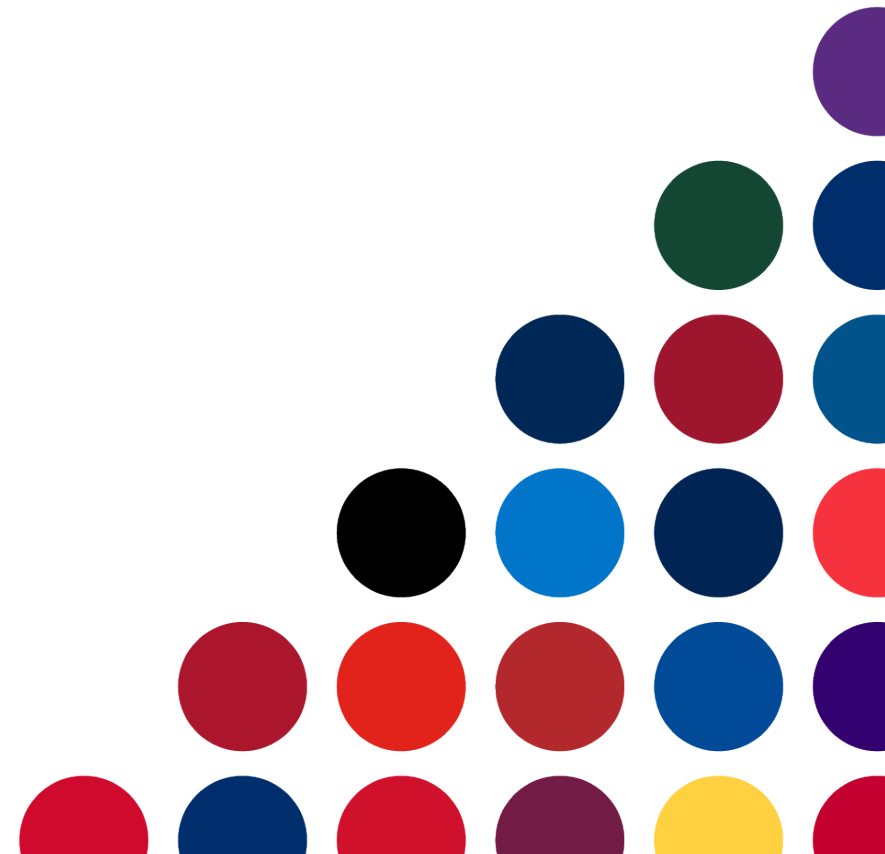
## **Land acknowledgement at future meetings**

- November meeting – Kathy Moscou
- February meeting – Michelle McIntosh

# Postsecondary Accessibility Standards Update

An Overview of COU's Work Towards Supporting Sector-Wide  
Implementation of Accessibility Standards

October 2024





# Agenda Overview

1. What is the AODA?
  - Integrated Accessibility Standard Regulation (IASR)
2. Postsecondary Education (PSE) Standards Development Committee (SDC)
3. PSE SDC's Identified Barriers and Recommendations
4. Overall Assessment & Implications
5. PSE SDC Recommendations Address Eight Barriers
  - Barrier area 2: Awareness & Training
  - Barrier area 3: Assessment, curriculum & instruction
  - Barrier area 4: Digital learning & technology
6. COU Reference Group on Accessibility (RGOA)
7. Current Project Status
8. Next Steps





# What is the AODA?

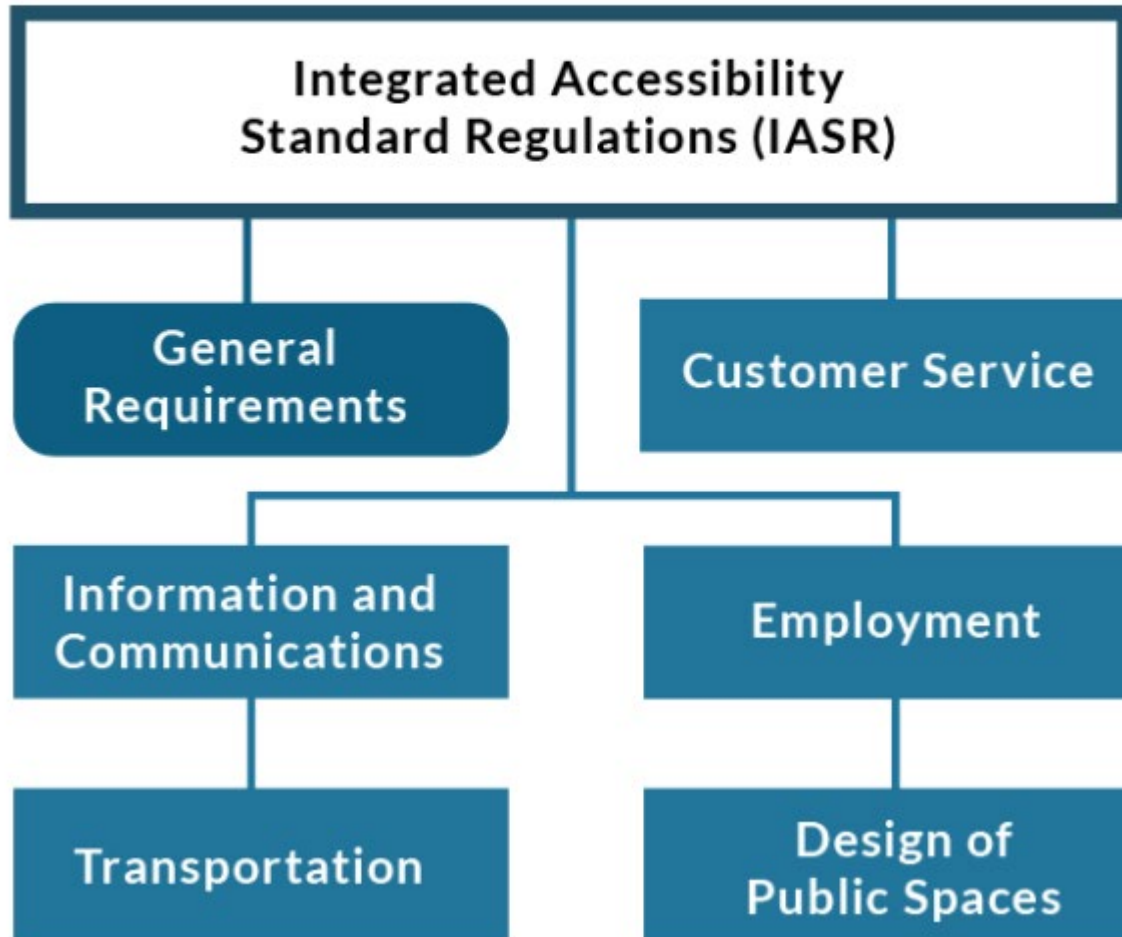
- The **Accessibility for Ontarians with Disabilities Act, 2005 (AODA)** became law on June 13, 2005.
- Under this landmark legislation, the Government of Ontario developed **mandatory accessibility standards** that identified, removed and prevented barriers for people with disabilities in key areas of daily living.
- The standards set milestones that must be reached every five years or less, so that **Ontario is fully accessible to people with disabilities by 2025.**
- The 4<sup>th</sup> (and final) independent review of the AODA by Rich Donovan was made public December 2023.





# Accessibility for Ontarians with Disabilities Act

## **AODA**



Universities have obligations under the AODA for the five standards.



# Postsecondary Education Standards Development Committee (PSE SDC)

- The role of the PSE Standards Development Committee was to **provide recommendations to address accessibility barriers in publicly funded postsecondary education** provided by colleges and universities.
- These recommendations are intended to **inform the government's work on proposed new accessibility standards for education.**





# Overall Assessment & Implications

- The standards are intended to **address barriers to postsecondary education** and will impact every area of the institution in a systemic way.
- Universities will need to establish mechanisms for **incorporating the lived experience of persons with disabilities** into institution policies and procedures.
- Implementing the recommendations will require a significant amount of resources, including **education and training development**.
- The timelines associated with the implementation of the recommendations vary from immediately to three years' time – **implementation required by 2025**.
- Universities will need to be mindful of recommendations in relation to conflict resolution and **complying with the directives of the Ontario Human Rights Commission**.
- Some recommendations encroach on the existing AODA standards.



## PSE SDC Recommendations Address Eight Barriers

The PSE SDC put forward **185 recommendations**, divided into nine categories of barriers:

1. Attitudes, behaviours, perceptions, and assumptions
2. Awareness and training
3. Assessment, curriculum, and instruction
4. Digital learning and technology
5. Organizational barriers
6. Social realms, campus life
7. Physical and architectural barriers
8. Financial barriers



## Barrier area 2: Awareness & Training

- Recommendations in this section build upon the requirements of the information and communications standards<sup>1</sup> under the AODA.
- The PSE SDC recommend that **all university employees should receive mandatory, paid, foundational employee onboarding training and awareness education** related to the AODA and how it applies to a postsecondary education setting, ableism and discrimination.
- **Their recommendations fall into two key areas:**
  - government leadership
  - training for specific audiences

<sup>1</sup> The Information and Communications Standards of the AODA list rules for organizations to create, provide, and receive information and communications that people with disabilities can access. The standards give all people an equal chance to learn and be active in their communities. Organizations must provide or arrange accessible formats and communication supports when providing information to people with disabilities, upon request.



## Barrier area 3: Assessment, curriculum & instruction

- The PSE SDC's approached barriers in learning environments with a **systemic lens** – that the system was not designed for inclusion, and in order to change this, we need to look at all the overall systems that impact and support learning in postsecondary education.
- **Their recommendations fall into six key areas:**
  - pedagogy/andragogy
  - accessible format educational materials
  - institutional responsibility
  - quality assurance
  - diversity of learning environments
  - proposals



## Barrier area 4: Digital learning & technology

- In an accessible digital learning environment, **students with disabilities must be able to access and use technology, produce and consume content, and engage in learning independently and effectively.**
- The context of the recommendations in this section **spans the postsecondary digital learning environment**, where learning takes place online, remotely, blended and face-to-face using digital technology and digital content.
- **Their recommendations fall into six key areas:**
  - accessible technology
  - accessibility plan
  - accessible procurement support
  - accessibility training/practice
  - accessible and inclusive pedagogy/andragogy
  - accessible content





## COU Reference Group on Accessibility (RGOA)

- The general mandate of the RGOA (est. 2008) is to assist Ontario universities in becoming more accessible to students, faculty, staff and the wider community with disabilities and with the specific goal of **helping Ontario universities to meet AODA requirements**.
- The RGOA was reconvened last fall to support the initial review, and now sector-wide implementation, of the new standards.
- The Group serves as a **hub for the centralized coordination and development of resources**, facilitating an optimal use of time and resources, rather than duplicating work at each university



## Current Project Status

- The RGOA is currently working to create six cross-sector working groups to support the university-wide implementation of the final standards and offer coverage of the PSE SDC “accessibility barrier themes.”
- The Working Groups will begin meeting fall of 2024.
- Working Group deliverables are expected summer 2025 but are subject to change depending on Ministry requirements.



## Next Steps



COU and RGOA co-chairs to orient incoming Working Group chairs and members



Working Groups to convene mid-October 2024 and begin resource development



Reference Group on Accessibility to meet quarterly and check-in on Working Group progress



COU will provide updates to Academic Colleagues and other advisory committees as this work continues



COUNCIL OF ONTARIO  
UNIVERSITIES

## Executive Committee – Report to Senate

At its meeting of 24 October 2024

### FOR ACTION

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

Senate Executive recommends the following candidates for election to the contract faculty seat on the *Academic Standards, Curriculum & Pedagogy Committee* for a one-year term of 1 July 2024 - 30 June 2025. 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.

Executive confirms that the candidates nominated for this position hold active contracts for the 2024-2025 academic year.

Upon Senate’s approval of the nominees, an election by e-vote will be held for this ASCP position.

**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).

Dana Patrascu-Kingsley, English and Humanities, LAPS

Daniela Rosu, School of Information Technology, LAPS

### FOR INFORMATION

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

The Executive Committee has approved the following individual nominated by a Faculty Council for membership on a Senate committee for the term of 1 July 2024 – 30 June 2027.

*Academic Policy, Planning and Research*

Alena Kimakova, Associate Professor, Liberal Arts & Professional Studies

#### c. Approval of Members of Senate Committees Nominated by Student Senators

The Executive Committee has approved the individuals listed below as nominated by student senator caucus to serve on Senate committees for the 2024-2025 governance year.

*Academic Policy, Planning & Research*

Mirusha Ramaj, graduate, Public Policy, Administration and Law, Faculty of Graduate Studies

*Academic Standards, Curriculum & Pedagogy*

Narmada Murugarajan, undergraduate, Human Resources Management, Faculty of Liberal Arts and Professional Studies

# Executive Committee – Report to Senate

## *Appeals*

David Lia, graduate, JD, Osgoode Hall Law School<sup>1</sup>

## *Tenure & Promotions*

James Ehiagwina, undergraduate, Nursing, Faculty of Health

### **d. Senate Executive Priorities for 2024-2025**

Among the responsibilities of Senate Executive is coordinating the work of Senate and its committees and monitoring the organization and structure of Senate, with a specific focus on the function of academic governance in the University. One of the ways it fulfills this aspect of its mandate is through the establishment of annual priorities, both by Executive and the Senate committees. Articulating priorities helps committees define actions to support their respective efforts to advance the UAP priorities, focus on matters of greatest importance for that year and track progress.

The Executive Committee has confirmed its 2024-2025 priorities, set out in Appendix A.

Among the priorities again this academic year is the review of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (the “Disruptions” Policy). The application of the policy for the pandemic-caused disruption illuminated the necessity of broadening it to reflect disruptions beyond the specific context of labour disruptions. A working group of Executive has been struck to lead the policy review, and is expected to be convened shortly to resume the discussion that began last spring.

Also to be continued this year is the review of the *Principles to Govern Presidential Search Committees* (the “Principles”). An agreed upon working group composed of two members from each of the Senate and Board Executive committees will be populated by December and convened in January. A report from the working group to the parent committees is anticipated by April 2025, with consultations on any proposed changes to the *Principles* occurring thereafter, followed by a recommendation to Senate and the Board of Governors in June if possible.

Work on review of the *Principles* began in 2019-2020 with a facilitated discussion at Senate in November 2019 on the question of whether there should be a review of the *Principles* at this juncture. This discussion elicited considerable feedback. After that discussion, a follow-up survey of Senators on the same question was conducted which provided further input on the topic. In January 2020 the Senate Executive Committee provided a comprehensive report to Senate summarizing the feedback collected from the two forms of consultation; that report is attached here (Appendix B) to share with Senate the considerable stage-setting work that has been done to date on this initiative through the Senate governance process. Executive welcomes any further thoughts Senate wishes to highlight ahead of resuming the review exercise next term.

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<sup>1</sup> Filling the vacancy created by the resignation of Shon Lazarev who stepped down from the Committee following approval by Senate Executive as reported to Senate in September 2024.

## Executive Committee – Report to Senate

A third key initiative in focus for Executive is consideration of the issues raised by a proposed motion from two Senators to establish a *Senate Finance and Budget Advisory Committee*. Executive has been actively debating the matter, including consulting with the Senate Academic Policy, Planning and Research Committee (APPRC) about ways possible governance approaches to enhance Senate-level participation in budget planning that will support and enable the academic policy of the University. The Executive Committee has made progress on identifying a possible option in response to the issues raised about which it will now discuss with APPRC. As progress on this priority continues, Executive will be reporting further to Senate.

Senators are invited to share their thoughts on Executive’s priorities.

### **e. Senate Committee Priorities for 2024-2025**

The Academic Policy, Planning and Research Committee and the Academic Standards, Curriculum & Pedagogy Committee have transmitted their 2024-2025 priorities; they are attached as Appendix C to this report. The initiatives identified by both Committees reflect the UAP priorities and key academic initiatives in focus this year.

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

In a confidential report from the *Honorary Degrees and Ceremonials Sub-Committee*, the Senate Executive Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees and renew existing candidates in the pool for a further five-year period. The Committee considered the recommendations, and, as a result, three new candidates have been deemed eligible for honorary degrees and two candidates were renewed in the pool of prospective honorary degree recipients.

### **g. Review of Faculty Council Rules and Procedures**

The Executive Committee approved a minor revision to the *Structure, Rules and Procedures* of the Faculty of Graduate Studies Faculty Council to codify the long-standing practice that only faculty members who are *full-time* may be elected to Standing Committees for faculty member positions.

### **h. Request for Senate discussion of the Report of the Auditor General of Ontario on the Operations and Capital Audit of York University**

At the 26 September 2024 meeting of Senate, a Senator requested that a discussion of the 2023 Report of the Auditor General on the audit of York University at the 24 October 2024 meeting. Senate Executive discussed this request. It considered that a discussion of this report had been held at a special meeting of Senate in the previous academic year (18 January 2024) from which the minutes of the meeting provide a summary of Senate’s deliberations on the report and the administration’s response to its recommendations. Executive enquired of the President the status of the actions being taken to the Auditor General’s recommendations. President Lenton advised the Committee that a progress

## **Executive Committee – Report to Senate**

report is expected to be prepared in November which can be brought to Senate for its information and discussion at that time. In the interim, the President will provide a brief update to Senate under her items at the October meeting of Senate on actions being taken on the audit recommendations.

Lauren Sergio, *Chair*

Patricia Burke-Wood, *Vice-Chair*

## Senate Executive Committee: Priorities 2024-2025

<b>Item</b>	<b>Topic / Initiative</b>	<b>Planned Actions in 2024-2025</b>	<b>Timelines</b> Planned start and end times
<b>1. Review Senate “Disruptions” Policy</b>	Review <i>Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i> .	<p>The application of the policy for the 2020-2023 pandemic-caused disruption illuminated the necessity of revising the policy to reflect disruptions beyond the specific context of labour disruptions.</p> <p>The 2024 labour disruption identified actions to be taken up to bring clarity to additional aspects of the policy.</p> <p>Reconvene the working group of Executive leading the policy review to identify revisions for approval by full Committee and recommendation to Senate for approval thereafter. Consider increasing the size of the working group in concert with the broader mandate of the policy review emerging out of the 2024 labour disruption.</p>	<p>Review and confirm membership of the working group in early Fall.</p> <p>Convene working group in October.</p> <p>Report from working group to full Committee by February.</p> <p>Discussion and consultations on revised policy.</p> <p>Recommendation of revisions to Senate in May / June.</p>
<b>2. Motion to establish a Senate Finance and Budget Advisory Committee</b>	Consideration of the motion from Senators to establish a Senate Finance and Budget Advisory Committee.	In considering the motion submitted by two Senators in 2023-2024 to establish a Senate Finance and Budget Advisory Committee, Executive requested input from APPRC on the idea of a sub-committee under its auspices given the overlap of the proposed advisory committee with its mandate. APPRC provided written response in late June.	<p>Resume consideration of the issues raised by the proposed motion October meeting of Executive; discuss APPRC communication.</p> <p>Determine next steps.</p>



<b>Item</b>	<b>Topic / Initiative</b>	<b>Planned Actions in 2024-2025</b>	<b>Timelines</b> Planned start and end times
<b>3. Review of Principles Governing a Presidential Search</b>	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Executive committees of Senate and the Board concur on establishing a joint working group to review the Principles. Progress on the plan was interrupted by the labour disruption in spring 2024.	Working group with agreed upon composition of two members each of Senate and Board Executive committees populated by December.  Inaugural meeting in January.  Report to parent committees by April.  Senate consultation on any revisions May.  Recommendation to Senate for approval in June.
<b>4. Revise the annual Senate and Senate Committee survey</b>	The Senate and Senate Committee surveys in use were developed several years ago and need to be reviewed.	Review the survey questions for currency and opportunities to explore engagement concerns raised in recent Senator feedback. Prepare an updated/ revised survey	Commence review in early winter 2025 for use in the year end survey in May/June.
<b>5. Time of Senate meetings</b>	In a recent Senate survey, a Senator encouraged Executive to consider changing to an earlier meeting time of Senate to accommodate members with late day family responsibilities.	Executive to consider the Senate meeting time.	Fall term discussion.  Any recommended changes proposed to Senate for approval (amendment to the Rules) by December.



## Executive Committee – Report to Senate

At its meeting of January 23, 2020

### FOR INFORMATION

#### 1. Principles Governing a Presidential Search: Follow-up from the Senate Discussion and Survey Results

As one of its priorities for the 2019-2020 governance year, Senate Executive committed to facilitate a discussion of the *Principles to Govern Presidential Search Committees* at Senate. This discussion proceeded at the November meeting of Senate, under the framing question of: *Is there a need for a review at this time of the existing Principles Governing a Presidential Search?*

The discussion that unfolded at the meeting generated the following opinions about the existing set of Principles (with some points made twice by Senators):

- as they currently exist, the Principles are *ultra vires* of the York Act; the power that is accorded to Senate in the Act was effectively transferred to the Board of Governors with the approval of the revisions to the Principles in 2005; Senate did not secure a legal opinion on the matter at the time, or since; maintain that the procedures would not stand up to a court challenge;
- the election of Senate's designates on the search committee does not meet the requirement of consultation with Senate as expressed in the York Act; need a broader assessment of the candidates, and that can only be achieved by a distinct Senate process; there is no evidence that the prior approach did not work in the past;
- the changes made in 2005 result in a loss of democratic principles; the transfer of Senate's power to a joint committee breaches the spirit of the legislation, if not the law of the legislation; making the process more open and embodied in Senate would help enhance governance perceptions about the University's two governing bodies;
- the appointment of the President is the most important decision the Board of Governors makes; maintain there is a need for an opportunity for Senate to meet *in camera* with the short-listed candidates; Faculties' decanal processes allow for it now, and other universities' practices do as well;
- the process for the re-appointment of a President should be reviewed as well, as the two are intrinsically linked;
- there is a need to revisit the composition of the Search committee to consider adding representation from contract faculty, which should include a stipend for them;
- there ought to be a review of the composition of the Search Committee; personal experience led to the conclusion that the super majority structure of the Committee is difficult to work with; the current composition places profound importance on who serves on behalf of Senate, and that needs to be reassessed;

## Executive Committee – Report to Senate

- disagreement with the opinion that the Principles do not comply with the York Act; the report from Dean Emeritus Peter Hogg spoke to the matter, which informed the decision-making in 2005.

### **Electronic Survey**

Senate Executive decided to supplement feedback that emerged from the meeting discussion with input gathered from Senators through an e-survey on the same question. The survey was conducted over two weeks in December. The survey response rate and the quantitative results to the question posed are set out in Appendix A. In sum, 81 responses to the question were recorded out of a total of 168 Senators, and 55 of the 81 respondents chose to provide comments in support of their answer.

There are discernable themes in Senators' commentary. To illustrate, those speaking in favour of conducting a review highlight:

- the value of re-examining the *Principles* that were last reviewed 15 years ago to trust that they reflect best practices in the post-secondary landscape, and position the University for ongoing success;
- the importance of ensuring that the membership of the search committee reflects a full representation of the University's stakeholders merits an assessment of the existing committee composition, with specific consideration given to designated representation for contract faculty, and librarians and archivists;
- the timing is opportune for such a review of the *Principles*, given there is not an immediate need for the search process to be invoked;
- a need to re-consider the openness of the search process to provide Senate an opportunity to hear directly from short-listed candidates; and
- desired revisions to align the legislation with the York Act, including a process that allows for a Senate recommendation on a candidate(s)

Those who have confidence in the existing Principles maintain that:

- Senate's time and energy should be devoted to moving forward with its current priorities and initiatives;
- they reflect the thorough review and debate undertaken in 2005, align with the practices followed at the majority of Canadian universities, and work well for York;
- they fully respect the terms of the York Act;
- a confidential search process is of utmost importance in attracting high quality candidates;
- the current composition of the search committee results in comprehensive perspectives brought to bear from the University community, and allows for contract faculty and librarians and archivists to be elected among Senate's representatives to the search committee.

### **Next Steps**

After careful consideration of the views expressed in the Senate discussion and the survey, Executive is of the opinion that a review of the *Principles Governing a Presidential Search* is warranted. The *Principles* are a shared responsibility of Senate

## **Executive Committee – Report to Senate**

and the Board of Governors, with any revisions requiring approval of both governing bodies. Prior to any further decisions or actions being taken by Senate Executive on this matter, consultation with the Chair of the Board will be undertaken to explore the desirability of conducting a review and possible processes. The Committee reminds Senate that this is a matter about the University's legislation on search processes, not individual office holders or the renewal process for an incumbent.

*Alison Macpherson Chair*

*Mario Roy, Vice-Chair*

## APPRC 2024-2025 Priorities

<b>UAP Priority</b>	<b>APPRC Priority Area</b>	<b>Specific Outcomes for 2024-2025</b>	<b>Planned Actions in 2024-2025</b>
2020-2025 University Academic Plan status	Review of progress toward UAP priorities	With APPRC's decision to extend the 2020-2025 UAP by one year and develop the new Plan in 2025-2026, preparation of a retrospective look at the accomplishments and shortcomings towards the priorities of the current Plan to assess progress and identify overall themes and affirmations that might feature in the subsequent Plan as well as ideas about categories and specific goals.	Technical Sub-committee to bring forward a recommendation for approaching the retrospective review for action by the full committee.
<b>21st Century Learning</b> <b>Knowledge for the Future</b> <b>From Access to Success</b> <b>Advancing Global Engagement</b> <b>Working in Partnership</b>	<i>Faculties of the Future:</i> academic unit restructuring project to maximize research and teaching activities and reputation.	Provide input and oversight to the initiative from an academic planning perspective.  Report to Senate on potential reorganization of unit structures in the future.	Through review of draft discussion paper from the Provost, share UAP-related principles to inform the academic review and planning exercise.  Facilitate consultations with Senate / Faculty Councils / collegium jointly with the Provost on a discussion paper about the initiative.
<b>21st Century Learning</b> <b>Knowledge for the Future</b> <b>From Access to Success</b> <b>Working in Partnership</b>	Establishment of a medical school and new degree programming.	Support the academic planning process and community consultations on the creation of the new unit.  Recommendations to Senate for approval of a medical school at the University (approval in principle and statutory motions by June 2025).	Input into the academic plans and unit structure for the medical school for preparation of the final proposal to establish the new school.  Planning Forum on topic of SoM to share information and receive community input.  Review of proposals to establish a medical school and subsequent recommendations to Senate for approval.

<b>UAP Priority</b>	<b>APPRC Priority Area</b>	<b>Specific Outcomes for 2024-2025</b>	<b>Planned Actions in 2024-2025</b>
<p><b>21st Century Learning:</b> Diversifying Whom, What, and How We Teach</p> <p><b>From Access to Success</b></p>	<p>Task Force on the Future of Pedagogy</p>	<p>Resumed discussion of steps to implementation of recommendations (by both APPRC and ASCP).</p>	<p>Joint discussion with ASCP of the recommendations in the Task Force report; including on the topic of how recommendations can support student retention.</p> <p>Recommendations / report to Senate as appropriate.</p>
<p><b>Knowledge for the Future:</b> From Creation to Application</p> <p><b>Learning:</b> Diversifying Whom, What, and How We Teach</p>	<p>Support furthering the teaching and research goals of the UAP and SRP</p>	<p>Revised Senate <i>Regular Named Chairs Policy</i> and the Board-Senate <i>Research &amp; Teaching Chairs, Professorships and Distinguished Fellowships Policy</i>.</p> <p>Revised <i>Senate Policy on Organized Research Units</i> to align with revisions made to ORU charter application process.</p>	<p>APPRC review of revisions in Fall 2024. To Senate and Board as required thereafter for approval.</p> <p>APPRC review of revisions to ORU policy for updates and incorporation of charter process enhancements implemented in 2023-2024.</p>
<p><b>Knowledge for the Future:</b> From Creation to Application</p>	<p>Commercialization, Entrepreneurship and Knowledge Mobilization Strategy</p>	<p>Provide input on draft <i>Commercialization, Entrepreneurship and Knowledge Mobilization Strategy</i>.</p> <p>Senate endorsement of the strategy.</p> <p>Support furthering the goals of the <u>Strategic Research Plan 2023-2028</u></p>	<p>Review draft strategy with the VPRI to provide input and guidance.</p> <p>Recommendation to Senate for endorsement of the Strategy.</p>

## ASCP Priorities: 2024-2025

ASCP Activity	Status/Next Steps	UAP Priority
<p><b>1. Revisions to the Attending Physician’s Statements (APS)</b></p>	<ul style="list-style-type: none"> <li>A draft Attending Physician’s Statement (APS) was presented to Senate, for approval, at its June 2024 meeting and was referred back to ASCP. Senate extended the waiver for requirement of APS to end of 2024.               <ul style="list-style-type: none"> <li><b>Status:</b> Revisions to the draft APS are underway with plans to present a new draft in late Fall 2024</li> </ul> </li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>2. Ongoing review and development of academic policies / regulations</b></p> <p>a. Guardrail on weighting of final examinations</p> <p>b. Updates to template and guidelines on course syllabi (for Senate information)</p>	<p><b>a. Guardrail on weighting of final examinations</b></p> <p>Concerns and feedback from faculty members and Student Accessibility Services (Division of Students), pointing to challenges with final exam weighting, were shared with ASCP. Specifically, concerns were raised about instances of final examination weighting of 85-100% on final grades and the resulting negative impact on students’ academic outcomes.</p> <ul style="list-style-type: none"> <li><b>Status:</b> ASCP will undertake a sector scan and internal consultations on the topic and will determine whether an existing academic policy can be updated to address the concerns raised or if a new policy is required and will proceed accordingly.</li> </ul> <p><b>b. Updates to template and guidelines on course syllabi</b></p> <p>The template and guidelines on course syllabi will be updated, bringing the documents current with provincial government directive and other policy changes. Updates to the said documents do not require Senate approval.</p> <ul style="list-style-type: none"> <li><b>Status:</b> updates are underway.</li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>

## ASCP Priorities: 2024-2025

ASCP Activity	Status/Next Steps	UAP Priority
<p><b>3. Common Grading Schemes conversions for Undergraduate Faculties:</b> transition from the 9.0 GPA scale to a 4.0 scale and updates to relevant policy frameworks</p>	<p>The Policy on York University Grading Schemes and undergraduate qualitative descriptors was approved by Senate in October 2020.</p> <p>It is estimated that approximately 80% of Faculty/program conversions have been completed. ASCP will communicate a new deadline date for Faculty grading schemes conversion for the academic calendar. Absent response by the deadline date, the Office of the University Registrar will complete the conversions for Faculty review/confirmation.</p> <p>Revisions to policies/regulations impacted by the transition approved by Senate as of May 2024:</p> <ul style="list-style-type: none"> <li>• Letters of Permission</li> <li>• Certificate Guidelines and Procedures</li> <li>• Undergraduate Co-Registration Options with Other Post-secondary Institutions</li> <li>• Visiting Students</li> <li>• Bridging Courses</li> <li>• Bridging Programs</li> <li>• Granting Degree-Credit for Pre-University Courses</li> <li>• Transfer Credit Limits for Advanced Secondary Studies               <ul style="list-style-type: none"> <li>• <b>Status:</b> Ongoing. Staged process.</li> </ul> </li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>4. Joint Task Force on the Future of Pedagogy (joint with APPRC)</b></p>	<p>Implementation of recommendations –</p> <ul style="list-style-type: none"> <li>• Resume discussion of steps to implementation of recommendations (by both APPRC and ASCP)               <ul style="list-style-type: none"> <li>• <b>Status:</b> Ongoing</li> </ul> </li> </ul>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p>
Information Items	ASCP Activity	UAP Priority
<p>Generative AI Redesigning General Education</p>	<p>ASCP Will receive reports on the items</p>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p>



# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 24 October 2024

### FOR INFORMATION

APPRC met on 26 September and 10 October and submits the following report for information:

#### a. 2024-2025 Committee Priorities

The Committee has confirmed its priorities for the year and has transmitted the final list to Senate Executive. The Committee is now developing implementation plans for the various initiatives.

APPRC is broadly responsible for consultations and recommendations to Senate on academic plans and major academic policies. One of its core responsibilities is “recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.” Each year, therefore, assessing progress towards the UAP is included in the Committee’s priorities. To that end, featured among its priorities this year is the preparation of a retrospective look at the accomplishments and shortcomings towards the priorities of the 2020-2025 Plan to assess progress and identify overall themes and affirmations that might feature in the succeeding Plan.

The establishment of a school of medicine will be one of the key priorities for the Committee this year. More information on this is provided in a separate item below in this report.

As reported to Senate last month, the *Faculties of the Future* is another of APPRC’s priorities for the year. The Committee will provide input and oversight to the initiative from an academic planning perspective. At its meeting on September 26, it reviewed the *Faculties of the Future* draft discussion paper with the Provost and provided feedback and recommendations to be reflected in the final version of the paper. The Committee will help facilitate consultations on the initiative with Senate / Faculty Councils / collegium jointly with the Provost, keeping Senate apprised of the status of this work.

Included among the priorities again this year is the future of pedagogy at the University. With the Task Force having provided its report to the two sponsoring Senate committees – APPRC and ASCP - last year, a joint meeting of the Senate committees is

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

planned as a first stage of planning for the implementation of recommendations in the Task Force report.

The Committee will also support furthering the teaching and research goals of the UAP and [2023-2028 Strategic Research Plan](#) through a review of several related Senate policies, specifically the *Regular Named Chairs* and the Board-Senate *Research & Teaching Chairs, Professorships and Distinguished Fellowships* policies, as well as the *Senate Policy on Organized Research Units*. Providing input on the draft *Commercialization, Entrepreneurship and Knowledge Mobilization Strategy* will be another focus of the APPRC this year.

### b. School of Medicine Planning

One of the major academic initiatives in progress is planning for a medical school. APPRC is actively engaged in planning discussions to help guide and facilitate the immediate next step of shaping the academic structure and components of the School of Medicine.

APPRC has defined two governance actions to support academic planning for the establishment of the medical school:

- Creation of a broader **School of Medicine Planning Group** (*SoM Planning Group*) under the auspices of the Provost & Vice-President Academic. To maximize the benefit of the work done and the expertise housed by the existing working group in the Faculty of Health, it will be expanded to include representatives of other Faculties or departments with relevant expertise in health and medicine, including biomedical sciences, social sciences, humanities, and engineering, who can bring important perspectives to the planning exercise and support proposal development. Continuing the work on the draft proposal begun by the Faculty working group, the *SoM Planning Group* will have the responsibility of preparing a proposal for *approval in principle* for establishing the school of medicine, including the administrative architecture of the new unit. Composition and membership will be confirmed by the Provost based on expressions of interest and achieving a diversity of perspectives, experiences, and expertise, and will be reviewed with the Technical Sub-committee of APPRC to receive its input.
- creation of an *Ad Hoc School of Medicine Oversight Group* (AoG) that will support both APPRC and the *SoM Planning Group* by overseeing a strategic and effective process for the development, consideration, and approval of the academic components of the school of medicine through the legislative approval path to ensure that the University is making coordinated and informed decisions for program development, resource allocation, medical research enhancement, and compliance with accreditation requirements. The terms of reference and composition of the *Ad Hoc Oversight Group* are attached as Appendix A to this report.

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

This planning structure situates it in a Senate governance process and provides oversight of planning for the major academic initiative reflecting Senate's responsibilities and authorities in this context. The two groups will work in collaboration with one another. The AoG will receive regular updates on how the work of the Planning Group is progressing and it will review a draft proposal for *approval in principle* to establish the school of medicine prior to it proceeding to APPRC and the University community for consultation.

Efforts are being made to promptly move forward with these two planning groups. On the *SoM Planning Group*, five additional faculty members with medical / health knowledge have been added from the Faculties of Liberal Arts & Professional Studies and Science, the Lassonde School of Engineering and the Schulich School of Business, with the possibility that an Osgoode faculty member may also join.

The seats on the APPRC AoG are also being filled. Professors *Lisa Farley* (Education) and *Shanker Trivedi* (Schulich) are the APPRC members on this Group, with Professor Farley chairing it. The Dean of the Faculty of Science, *Rui Wang*, will serve in the decanal role, *Joshua Thienpont* is representing ASCP, *James Elder* is filling the ORU Director seat, and *Margaret Steele*, former Dean of the School of Medicine at Memorial University, has been confirmed as a medical expert to be a resource to the AoG. Expressions of interest have been received from several students for those two positions. It is expected that the full membership will be finalized very soon, and the Group convened thereafter to begin its liaison work with the SoM Planning Group.

A key development to communicate to Senate is that the topic of the annual *APPRC Planning Forum* this year will be on the development of the school of medicine. The open event will be held on **Thursday, 31 October from 10:00 – 12:30pm in the Dr Robert Everett Senate Chamber**. APPRC believes it is crucial that information about this complex and multi-faceted initiative and the planning processes that will guide it be provided to the University community. Equally important is to hear from the collegium on issues associated with the new school that should be addressed, particularly at this early stage of planning. Senators will have received the Forum invitation via the Senate-list serve. APPRC encourages attendance at this event to ensure there is collaboration on this milestone opportunity for York.

Additionally, consultations on the medical school planning are being held with each Faculty Council and the Libraries in the coming weeks. Like the APPRC Forum, the discussions with Councils will provide foundational information about establishing a medical school and the two-track planning processes that proceed in parallel to develop the new school within the University and meet the external accreditation requirements for it. Faculty-designated members of APPRC will attend their respective Council

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

meeting as a Senate Committee liaison. Faculties' input and advice in the Council consultations are valuable contributions to an inclusive planning process.

Putting into effect these two governance bodies and facilitating Faculty Council discussions and the APPRC Planning Forum aligns with Phases 3 and 4 of the *Planning Prospectus on a School of Medicine: Sequencing of Actions and Governance Processes* shared by APPRC with Senate in April 2023. The timelines articulated for these two phases in the *Prospectus* are also on target, with the SoM Planning Group and the AoG facilitating community consultations on the academic planning aspects of the school of medicine this fall and working towards having an approval in principle proposal ready for approval by Senate by December 2024.

### **c. Markham Campus**

Over the past two years, the Committee had regular discussions with the Deputy Provost Markham on the academic preparations for the new Markham campus. At its meeting on 10 October, the Interim Deputy Provost Markham, Dan Palermo provided a progress briefing and discussed with the Committee the launch of the new academic programming and campus opening.

All of the degree programs and the two first-year core programming options commenced with the campus opening September 2024. Positive feedback is being received from students and faculty members alike.

Undergraduate enrolments are below target in this first year; the new campus not immune to the internal and external challenges that have affected enrolments University-wide. Emphasized however is the growing interest in the new campus among students, parents and the Markham community, which is generating momentum for the 2025-2026 recruitment cycle already in progress. Discussions with high school students and families at the recent Universities Fair generated high interest and requests for information about the programs and facilitate at the new campus, indicating strong student appeal in the coming years coincident with the campus getting established.

To support undergraduate students' academic success, the campus offers supplemental math numeracy support sessions each week in addition to faculty members' dedicated office hours for such support. A schedule of the options available each week is provided to students. Writing support through the campus Writing Centre will also be provided as student needs in this area are understood.

Graduate program enrolments are essentially at target.

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

## **d. Sustainability Strategy: Consultation with APPRC**

The Committee recently met with the Chief Sustainability Officer, Mike Layton to discuss the draft *2030 Sustainability Strategy*. Presented to APPRC for feedback as part of the community consultation exercise, members shared reflections on the Strategy. The connection of the actions with teaching was highlighted by members as a strength of the plan, particularly the ways that students will be engaged in actions as part of courses and class activities.

## **e. Research and Innovation**

The Vice-President Research and Innovation discussed with the Committee the active development of external research partnerships and recent events of these growing collaborations. Attached as Appendix B to this report are slides detailing information about the new partnerships and events.

APPRC's input was also gathered to help inform the development of an implementation plan for the new Intellectual Property Commercialization Policy, required of universities by the Provincial government. York's policy was approved by the Board of Governors on 1 October 2024 and will take effect as of 1 November 2024. As this is an important research-related initiative for faculty members, a fuller report from the Vice-President Research & Innovation and discussion with Senate can be planned for an upcoming Senate meeting.

## **f. Correction to the Mad Studies Hub 2024-2029 ORU Charter**

In June 2024, APPRC recommended, and Senate approved the establishment of the *Mad Studies Hub* as an ORU with a five-year charter for 2024-2029. A minor error in the charter was recently noted and has been corrected to confirm that the ORU Director's course releases will be funded by the Office of the VPRI and not a course release for the Associate Director. This correction is made with the agreement of both the VPRI and the Mad Studies Hub. APPRC confirmed the minor amendment and is reporting it to Senate; a copy of the corrected charter is attached as Appendix C to this report.

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

### g. Sub-Committee Members for 2024-2025

The Committee has populated its sub-committees for this academic year. Confirmed membership is as follows:

Sub-Committee	Members
Technical Sub-Committee	David Peters, Interim Provost <i>Chair</i> (Oct 1) Amir Asif, VPRI Lauren Sergio, Chair of Senate Monique Herbert, Chair of APPRC Lisa Farley, APPRC member
Organized Research Units	Amir Asif (Ex officio, VPRI) Natalie Coulter, Council of Research Directors Jennifer Korosi Jack Leong Saskia van Viegen
Equity Sub-Committee	Suzie Chiodo

Monique Herbert  
Chair, APPRC

## APPRC Ad Hoc Oversight Group for the School of Medicine

### Terms of Reference

Within the overall mandate to guide and facilitate the development of plans for the academic components of the School of Medicine (SoM), the AoG, in liaison with the School of Medicine Planning Group, will:

- a. **Lead consultation and collegial discussions** on the following academic planning matters:
  - the unit architecture
  - new academic programming and the curricular approach
  - impact on existing programs / Faculties
  - implications for research areas of strength and research culture
  - identification of resource issues
  - opportunities to integrate York's values and a range of research areas in the school of medicine such as global health, climate change, and sustainability to support the vision for the school of medicine
- b. **Review the proposal for *Approval in Principle*** prepared by the *SoM Planning Group* to establish a school of medicine for consideration and approval by APPRC and Senate. If the proposed structure for the SoM in the *Approval in Principle* proposal is either for a new unit within an existing Faculty, or a new Faculty that is a combination of existing and new units, the proposal proceeds to the relevant Faculty Council(s) for review and approval prior to review by APPRC.

The proposal for *approval in principle* is to address, at a high-level, the following academic planning components:

- administrative structure, name, composition and core features of degree programs
  - rationale for its establishment:
    - teaching and learning
    - research opportunities
    - benefits to the University as a whole, the community and province
    - advancement of University Academic Plan priorities and related strategies
  - enrolment projections and faculty complement
  - the undergraduate medical curriculum and degree type to be offered
  - planned inter-Faculty / interdisciplinary collaborations on programming
  - collegial governance structures
  - resource plans and recommended allocations
- c. **Review the full proposal for statutory approval** of the establishment a school of medicine by the relevant Faculty Council(s) prior to presentation to APPRC, Senate and the Board of Governors for consideration and approval.

Following *approval in principle* by Senate, the *School of Medicine Planning Group* will develop the detailed proposal for the establishment of the medical school, including any concurrent changes to existing unit structures. The roles and responsibilities of the AoG in reviewing and considering the full proposal include:

- continued considerations of academic planning, accreditation, research, academic resource allocations, and Faculty governance issues, specifically addressing critical issues raised through the community consultation
- subsequent timely collegial consultations to provide opportunities for all interested parties at the University to comment on the detailed proposal, including Senate committees from the standpoint of their mandates.

## AoG Composition

### Membership:

- 2 APPRC members, 1 of which will be Chair of the AoG
- 1 ASCP member
- Provost and Vice-President Academic
- 1 Dean / Principal, from other than the Faculty of Health (or designate)
- VPRI (or designate) or Director of an ORU with a health-related focus
- 2 students (one undergraduate, one graduate) \*
- Subject matter experts in medicine and medical education: Qualified MD(s) (*non-voting resource members*)
- Secretary and support staff (non-voting)

*\*Student members on the AoG will be confirmed by the Technical Sub-committee of APPRC.*



# Update on Research & Innovation

Presentation to APPRC  
October 10th, 2024

AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION





# Events to Promote Research Partnerships

# Research Partnerships: Recent & Upcoming Events

## OCI Life Sciences Industry/Faculty Networking Event: September 25, 2024

Collaboration between OCI and York University  
(Lassonde School of Engineering, Faculty of Science, Faculty of Health, and Research & Innovation Division)

### Participating SMEs:

**LongTermGevity** – Brian Glavin

Psychedelic based medicines to treat chronic pain

**Bough Biosciences**- Ben Kolisnyk

Discover senolytics, drugs that remove senescent cells.

**CDP Communications** - Rick Saarimaki

Making documents machine readable for visually impaired.

**VIBRAINT Inc.**- Ilia Borishchev

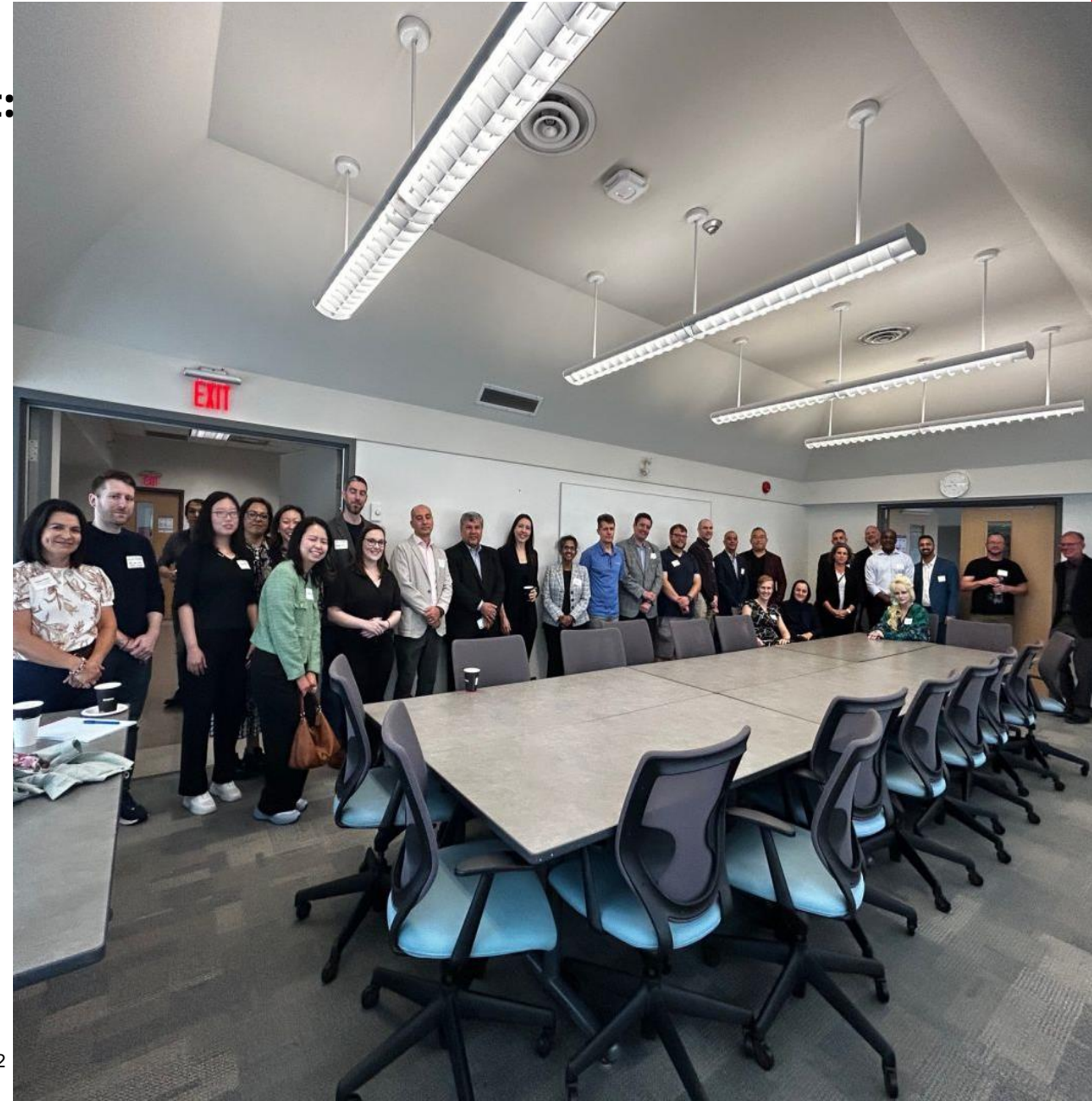
Help largely paralyzed people regain voluntary movement

**Leynek Medical** – William Jones

Providing care for cancer patients through ReneCare Platform

**Skinopathy**- Keith Loo

Screening, tracking, and managing all skin conditions



# Research Partnerships: Recent & Upcoming Events

**OCI Coverage on LinkedIn:** OCI partnered with [York University](#) to host a networking event connecting faculty with companies in the Life Sciences sector. This event showcased OCI's commitment to fostering academia-industry partnerships through its Collaborate 2 Commercialize (C2C) program. The passion and collaboration on display highlight the future of innovation in Ontario's Life Sciences!

## Participants:

[It was amazing!](#) I was quite surprised by how the amount of interest we received. We have a lot of follow up to do. We will absolutely keep you abreast. Please keep us in mind for any future opportunities as well.

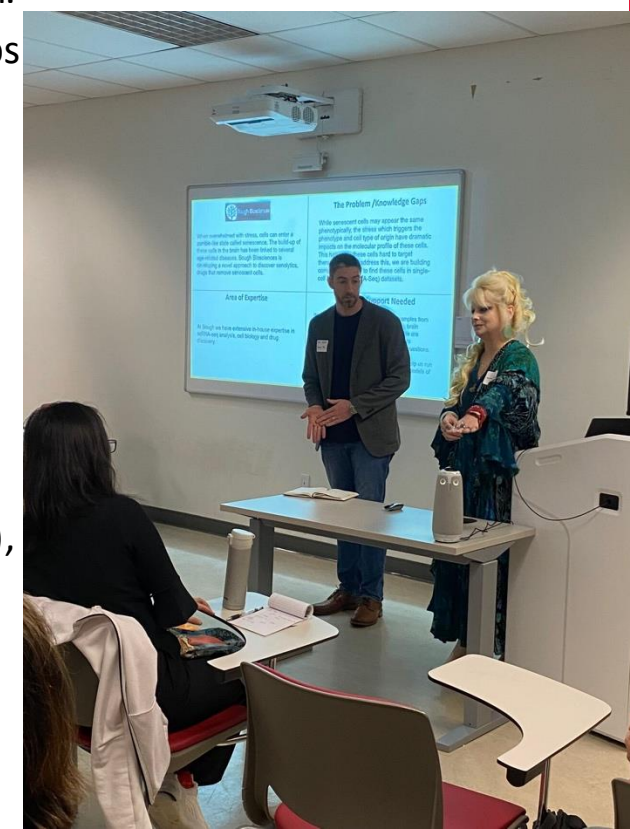
[Congratulations again on a wonderful event yesterday!](#) It was really inspiring hearing about these startups and the healthcare challenges they are trying to solve. One of the conversations I had with Bough Biosciences went very well- they are looking for talent, so I've connected them to a recent Science graduate, Furkan Danisman for a career chat.

[Ben the founder is also interested in hiring co-op students,](#) so he's asked for a follow-up meeting about this. I'll keep you both posted if things progress towards confirmed employment.

[Congratulations on a great event!](#) Please keep Markham Campus in mind if you are looking for a location to host future ones. I shared this with Jerusha and Christina as well yesterday. During the networking event, I was able to approach Quthero and Skinopathy.

[LongTermGeivity: I heard they are looking for a lab](#) (we have one at MC, but we need to assess alignment), and it would be nice to explore collaborations there, perhaps involving MBM students

Bough Biosciences: we would like to explore research collaboration involving MBM students



# Research Partnerships

## University of Konstanz

Aug. 21, 2024, Sep. 28, 2024

- A collaborative technology and emergent behaviour initiative between Connected Minds and the Cluster of Excellence Collective Behaviour in Germany at the University of Konstanz.
- Foster joint research on “Collaborative Technology and Emergent Behaviour” between Connected Minds and CASCB.
- Formal agreement signed in Summer 2024 with the goal of establishing a program of exchange and cooperation between principal investigators and their research groups



# Research Partnerships: Recent & Upcoming Events

## CHIPS Month Canada at York University

› November 5, 2024:

Topic: Re-shoring and Re-tooling: The Semiconductor Industry's Challenge to Academia

Panel includes Chris Smith – Advanced Micro Devices - Corporate VP, Saman Sadr- President & CEO - Neuron IP Inc., Dean Jane Goodyer Lassonde School of Engineering, Robert Wang, Co-Founder, AnalogX Inc. & Senior Director, Rambus, and Hugh Chow, CEO Venture Lab.

*Participating colleagues from: Lassonde, Science*

## Partner Showcase and Visit to ventureLAB Hardware Facilities

› November 18, 2024

Received an invitation to participate in the ventureLab event, where they will be welcoming a new cohort of companies who are candidates to join our renowned Hardware Catalyst Initiative program. Our researchers will tour ventureLab hardtech facilities.

*Participating colleagues from: Lassonde, Science, Innovation York, Markham*

# Research Partnerships: Recent & Upcoming Events

## Siemens Healthlineers Canada Visit at York University

### > November 2024 (Date: TBD)

Exploring Health Technology Solutions to Support the new York University School of Medicine  
*Participating colleagues from: Health, Science, Lassonde, York Facilities Services*

## Life Sciences Ontario

### > January 23, 2025

Hosting a breakfast meeting with Life Sciences Ontario (comprising world's leading biotech and biopharma companies, such as Moderna and Alexion) to network and build relationships. This will be the first time in many years that the event is held outside the downtown core.

*Participating colleagues from: Health, Science, Lassonde, Government Relations, Advancement*

## OmniaBio: Cell & Gene Therapy (Date: TBD)

### > Discuss York's capabilities in cell and gene therapy and drug development, as well as talent – student placements.

*Participating colleagues from Science*

## Deloitte Health Canada and the Cleveland Clinic (Date: TBD)

### > Discuss partnerships, learn from their experiences as we work towards our School of Medicine

*Participating colleagues from Health and York University School of Medicine*

# Research Partnerships: Recent & Upcoming Events

## 2024 York University Gairdner Lectures

Friday October 25, 1:30pm-4:00pm, Dr. Robert Everett Senate Chambers, 940N Ross Building

Featuring Lectures from:

- Dr. Michel Sadelain, Canada Gairdner International Award 2024  
Director, Center for Cell Engineering, Stephen and Barbara Friedman Chair,  
Sloan Kettering Institute, Memorial Sloan Kettering Cancer Center, New York
- Dr. Artem Babaian  
“Entering into the Platinum Age of Virology: Computing as the 21<sup>st</sup> Centuries’ Microscope”  
Assistant Professor, Molecular Genetics/ Donnelly Centre, University of Toronto



## Aga Khan Museum – Signing MOU

Date: TBD

- York has had ongoing meetings with Aga Khan Museum to discuss a variety of research collaborations including researchers in AMPD, LA&PS as well as the AGYU. We are currently working toward finalizing an MOU agreement that explores collaborations in areas: digital arts, gallery partnerships, lecture series, placements/ internships, curatorial mentorships, and co-creation of new curricular modules.



## Terms and Expectations 2024 – 2029 Charter

### Mad Studies Hub Institutional ORU

#### 1. Mandate

The Mad Studies Hub (MSH) is an interdisciplinary research hub in mad studies. It supports excellence in social justice-informed programs of research with policy, practice, and pedagogical impact. The Hub fosters the formation of multidisciplinary teams and community-based collaborations, including international partners. The MSH will build intellectual life at York through research, community engagement, and knowledge mobilization with the goal of promoting equity with a central focus on the relationship between oppression and mental health.

#### 2. Lead Faculty

As the lead Faculty, the Faculty of Health (Health) agrees, subject to the annual review and evidence of progress in the fulfillment of this Charter mandate, to support the development of the MSH in collaboration with the Office of Vice-President Research & Innovation (VPRI).

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

#### 3. Participating Faculties

As Participating Faculties, the Faculty of Liberal Arts and Professional Studies (LA&PS), Osgoode Hall Law School (Osgoode) and the Faculty of Education (Education), agree to play a supportive role in promoting the development of MSH and to provide a representative to its Board.

#### 4. Board

The Board for the MSH has responsibility of oversight and regular review of its progress against the expectations detailed below. The Board approves the appointment of the

Director. The Board is expected to champion MSH with internal and external stakeholders as appropriate, and to serve as a resource for the Director in assisting the MSH to achieve its objectives. Composition of the Board for MSH will be as follows:

- a. Vice-President Research & Innovation (or designate) (Chair)
- b. Dean (or designate), Faculty of Health (Vice-Chair)
- c. Dean (or designate), Faculty of Liberal Arts & Professional Studies
- d. Dean (or designate), Faculty of Osgoode Hall Law School
- e. Dean (or designate), Faculty of Education

## 5. Directorship

Upon the completion of a Directorship term, the Office of the Vice-President Research & Innovation will appoint a Director based on the recommendation the ORU Director search committee and with the concurrence of the Dean of the candidate. Director terms are typically five years in length and are subject to the continuation of the Senate Charter for the Organized Research Unit, which is re-chartered every five years. For the first charter period, the MSH will also have an Associate Director, subject to the same search and appointment conditions above.

## 6. Objectives and Expectations, 2024-2029

*General nature of the research program to be pursued through the ORU.*

The MSH is an interdisciplinary research centre in mad studies. It supports social justice-informed programs of research with policy, practice, and pedagogical impact. The Centre's core mandate is to promote equity with a central focus on the relationship between oppression and mental health. The MSH has five objectives:

1. Supporting excellence in social-justice informed programs of research, including diverse knowledge mobilization activities.
2. Fostering the formation of high performing multidisciplinary teams and community-based collaborations.
3. Influencing policy at multiple levels.
4. Impacting postsecondary pedagogy and professional practice.
5. Mobilizing knowledge via a diverse array of strategies and venues.

### *Proposed Research Program*

Increased awareness of the role of mental health in societal well-being has resulted in unprecedented global attention. Indeed, public conversations about mental health have become ubiquitous, especially since the onset of the COVID-19 pandemic. While there is much debate about the effects of the pandemic on people's mental health, what is clear is that the social, economic, and health inequities that became more publicly visible have worsened in its aftermath. A huge body of evidence attests to the

links between mental well-being and the social determinants of mental health, and yet system responses continue to be dominated by biomedical and clinical interventions that have many limitations. While international standards have moved away from biomedicalism and Canada has made international commitments to uphold human rights in the context of mental health care, too often, system responses are crisis driven and costly, and can lead to coercive and traumatizing interventions, including the unnecessary involvement of police, the burden of which is disproportionately experienced by Black, Indigenous, and people of colour. In this context, critical research, such as that being proposed for the MSH ORU, that is grounded in equity and social justice that can inform policies and practices in mental health and professional training, is critically needed. As a brief sample, the following are some major research questions that the ORU will address during the first charter term:

1. What policies can be created to support a better mental health system?
2. What epistemologies have been excluded from mental health discourse?
3. What short-term and long-term interventions can be deployed to foster inclusion of missing epistemologies?
4. How have psychological concepts emerged over time and how do these shape current understandings of mental health crises?
5. Who is represented in public history and who is involved in producing this knowledge?
6. What can decolonizing and non-western knowledge systems offer to our understanding of mental health?
7. How can mental health be holistically addressed in school settings?

#### *Anticipated Sources of External Funding*

The Financial stability of the MSH ORU will rely on several sources. The primary source is the 28 full members, most of whom have agreed to run their grants through the proposed ORU. Our members have been competitive in receiving Tri-Council funds and in some instances, receiving contracts and funds from government Ministries. We anticipate working to diversify our funding base through pursuing private funding by working closely with Faculty of Health Advancement and by applying for funds through Foundations. Below are some examples of current and projected external funding opportunities.

In the most recent SSHRC Insight competition a member of the MSH ORU Executive, Rachel da Silveira Gorman [PI] was successful (Fall 2023 \$98,720) for the project, *Disability Data Justice from the Ground Up: A Co-Design Approach to Building AI Search Engines and Data Repositories for Local, National, and Transnational Disabled People's Organizations*.

15 MSH members under the co-directorship of Adam & Morrow, are collaboratively designing a program of research for a SSHRC Partnership Grant (projected Stage 2 SSHRC budget of \$2.5M [total of \$4M from all sources]). Stage 1 of the proposal was submitted in February 2024. Three streams of research have now been established; each being led by a team of full members of the MSH. The SSHRC PG will work as a critical catalyst to consolidate mad studies research and support the achievement of the objectives of the MSH during its first charter term and beyond. If successful, the stage 2 application will be prepared and submitted in the fall of 2024. If not successful, a stage 1 application will be resubmitted in February 2025.

Additionally, one of the MSH members (Gillian Parekh) has also submitted a Stage 1 SSHRC PG in the February 2024 competition (*York Research and Data Hub*).

In addition to the SSHRC PG discussed above, below is a small sample of upcoming planned grant opportunities of several of these members, positioning the ORU to become self-sustaining within its first charter period.

- SSHRC Connections Grant (June 2024 \$25,000) *Realizing Human Rights and Social Justice in Mental Health: International Collaborations* (Marina Morrow [PI] with Ibrahim).
- SSHRC Insight Development Grant (October 2024 \$75,000) *Pan-African Approaches to Addressing Psychosocial Disability: A Study of Mad Movements*. (Mohamed Ibrahim [PI] with Morrow).
- SSHRC Insight Development Grant (February 2025 \$75,000) *Madness, Meaning, and Matter: An entangled ethnography*. (Simon Adam [PI] with Morrow).

In terms of additional collaborations that speak to funding sustainability related to knowledge mobilization activities, The [Madness Canada/Folie Canada](#) website, which will work closely with the MSH, is an example. The website represents collaborations among several full members of the MSH and to date, has received \$334,416 in funding from various academic (including Tri-Agency), community, and arts-based grants. The website serves as an archive for histories of mental health as well as a venue to develop and showcase teaching modules out of funded research projects. Thus, the website is well positioned to support many of the knowledge mobilization activities emerging from the MSH.

#### *Plan for Enhancing the Training Environment*

The MSH will have a strong commitment to training and mentoring students and postdocs. We will actively recruit and engage students and postdocs in the research activities of the members' ongoing projects and provide targeted opportunities such as regular research training workshops on issues related to research methodologies, data

analysis, decolonizing epistemologies, and how to engage in innovative knowledge mobilization, etc. We also plan to hold research training workshops engaging graduate students, postdocs, and community-based researchers to build academic/community collaborative research capacity. Given the burgeoning nature of the field, we also plan to develop a graduate diploma in mad studies.

#### *Plan for Engaging in Knowledge Transfer or Knowledge Mobilization.*

With the support of York's Knowledge Mobilization (KMb) Unit, the MSH will utilize an integrated knowledge translation strategy to interactively engage researchers, students, and external knowledge users. We detail our plans with respect to this in the table on projected deliverables and evaluations metrics below. A few examples of planned activities include the development of scholarly symposia focused on translating research into concrete strategies for developing equity and human rights informed community-based mental health education, policy, and professional practice. The MSH will also host activities specific to the development of emergent research themes and will host scholars from Black and Indigenous communities for annual lectureships. The establishment of an international mad studies academic/community researcher network, a biennial mad studies conference and the establishment of a peer reviewed mad studies journal will facilitate knowledge mobilization beyond the academy.

#### *ORU Data Management Plan*

In the first charter year, we will develop a data management plan (DMP) with the support of York University Libraries and in consultation with the MSH membership. All data generated by the MSH will be managed by the Director, Associate Director, and Centre Coordinator. This includes the management of data collection and analysis, documentation and metadata, storage and back-up, preservation, ethical and legal compliance, access, and sharing. If any of the people in these roles leave the MSH, their roles and responsibilities will be assumed by the remaining Director and Associate Director. Data will be stored on a secure external hard drive and in OneDrive to allow sharing (where appropriate) among MSH collaborators. File naming and versioning protocols will be established and followed to ensure organization and control of file changes.

The MSH will collect data related to attendee feedback on MSH activities such as symposia, lectures, and other events and other evaluation metrics. Other data may be collected to complete process/program reviews and evaluations, which will also be held to the same standards and guidelines set out in our DMP. Led by the Tri-Agency's FAIR (Findable, Accessible, Interoperable, and Reusable) guiding principles, the MSH will make data publicly accessible where possible, using feedback data to ensure our events and priorities match those of York scholars and community partners.

While the MSH itself will not engage in data collection for the express purposes of research, many full Members have agreed to run their grants with overhead through the MSH. For research projects processed through the MSH, we will ensure an appropriate DMP is in place, with the following points described, as quoted from the Tri-Agency Research Data Management Policy:

- How data will be collected, documented, formatted, protected and preserved;
- How existing datasets will be used and what new data will be created over the course of the research project;
- Whether and how data will be shared; and
- Where data will be deposited.

Following Tri-Agency guidelines, the MSH recognizes Indigenous data sovereignty and where data is collected by and with “First Nations, Metis and Inuit communities, collectives and organizations, these communities, collectives and organizations will guide and ultimately determine how the data are collected, used and preserved, and have the right to repatriate the data.”

*Expectations, Projected Deliverables and Evaluation Metrics*

Below, the MSH’s projected deliverables and evaluation metrics are outlined, under the following 4 categories:

1. Governance, community, DEDI, and financial sustainability;
2. Research development and community engagement;
3. Student recruitment and training; and
4. Knowledge mobilization impacting policy, pedagogy, and practice.

While publications and funding/donations will be tracked as key indicators of performance, what will also be important to track as a metric is the different ‘phases’ of knowledge sharing and generation. Specific examples include: ideas generated, trainees engaged, collaborations (external partners, adoption of new practices/interdisciplinary teams, and number of new research teams, for example), along with public engagement across different classes of MSH membership and MSH composition. Key performance indicators will be developed in the first year of the MSH charter, in consultation with its membership. The tables below outline in more specificity—albeit preliminary—the indicators and their evaluation.

Governance, Community, DEDI, and Financial Sustainability

Expectations	Deliverables	Evaluation Metrics
Diverse sectors engaged with MSH governance, especially the broad representation of people who identify as mad or who represent mad communities.	In year one of the charter, expand the MSH Advisory Committee to ensure broad representation of mad communities, especially organizations that represent BIPoC and LGBTQ2S communities.	Number and diversity of new Advisory Committee members that represent mad communities.
Attain broader university representation.	Increase membership from existing supporting Faculties and solicit membership from new relevant Faculties	Number of new members from supporting faculties and from AMPD and Faculty of Environmental and Urban Change.

<p>Five-year strategic plan for the MSH that includes a DEDI strategy.</p>	<p>and units, including the newly-announced York medical school.</p> <p>Engage the Membership, the Advisory, student and community members in a five-year strategic planning process for the ORU to establish guiding principles and further evaluation metrics. Ensure the plan aligns with University and Faculty level DEDI initiatives/frameworks.</p>	<p>Number of people in attendance at strategic planning process and production of strategic plan. Development of a DEDI strategy for the MSH.</p>
<p>Increase fiscal sustainability.</p>	<p>Work to secure private donations to support specific initiatives (e.g., student awards and visiting fellowships).</p> <p>Undertake and manage externally funded grants including some with unrestricted overheads if feasible.</p>	<p>Track meetings with Advancement and potential external donors and number/size of donations.</p> <p>Number/value of student awards.</p> <p>Annual value of unrestricted overheads.</p>



## Research Development & Community Engagement

Expectations	Deliverables	Evaluation Metrics
<p>Supporting excellence in social-justice informed programs of research, including diverse knowledge mobilization (KMb) activities.</p>	<p>Develop programs of research with a focus on the SSHRC PG clusters (History, Epistemology and Policy &amp; Practice).</p> <p>Develop additional research clusters to expand research that is successful in attracting external funding, including the engagement of medical scholars from the recently-announced York medical school.</p> <p>Consistently submit grant applications supported by research clusters.</p> <p>By year 3, develop a seed grant program to be run through the ORU.</p>	<p>Submit a full SSHRC PG application in Fall of 2024 (following the NOI submission in February 2024). If not successful, resubmit stage 1 PG in February 2025</p> <p>Number of grants awarded and outputs.</p> <p>At least 6 applications submitted by year 3, and 1 per year per cluster thereafter.</p> <p>Seed grant program implemented in year 3 and grants awarded to faculty/students.</p>
<p>Fostering the formation of multidisciplinary teams and community-based collaborations, including international partners.</p> <p>Increase representation of issues related to Black and Indigenous communities.</p>	<p>Establish an international mad studies academic-community-researcher network.</p> <p>Host scholars from Black and Indigenous communities for annual lectureships.</p>	<p>Participants are engaged in the network with diverse geographic and global representation.</p> <p>Number of participants and partnerships established.</p>

### Student Recruitment & Training

Expectations	Deliverables	Evaluation Metrics
Recruit/mentor graduate and postdoctoral trainees.	Bring graduate students and postdocs in on MSH projects, events, and other scholarly initiatives.	Number of students and postdocs recruited/mentored.
Enhance student training.	Host training workshops and symposia for graduate students, postdocs, and community-based researchers.	Host 1 training workshop per year (focus on research and KMb and community engagement). The symposia are well attended, resulting in academic-community research teams and KMb.
Support student and postdoc scholarly activities.	Build students and post docs into grant funding and invite students to develop publications and other scholarly outputs.	Number of student publications and scholarly outputs.

### Knowledge Mobilization, Impacting Policy, Pedagogy, & Practice

Expectations	Deliverables	Evaluation Metrics
Influencing policy at multiple levels.	Engage policy decision makers as research collaborators, advisors, and/or audience.  Deliver roundtable and policy dialogues with policymakers and stakeholders.	Participation of policymakers on research teams and in scholarly symposia events.  Number of roundtables and number of participants.

Expectations	Deliverables	Evaluation Metrics
	Produce policy briefs and plain language reports and summaries.	Track dissemination, number, and uptake of recommendations by policymakers and professional associations.
Impacting postsecondary pedagogy and professional practice.	<p>Propose a graduate diploma in mad studies in year 2 and run it in years 3,4,5.</p> <p>Engage educators and practitioners as research collaborators/advisors.</p> <p>Develop additional teaching modules for the Madness Canada/Folie Canada website.</p> <p>Make recommendations with impact on professional practice and education.</p>	<p>Approval of graduate certificate in mad studies by year 2/3 and stable enrolment in the certificate program every year.</p> <p>Participation of educators and practitioners on research teams (tracking numbers).</p> <p>Uptake of modules by post-secondary instructors as evidenced by website metrics.</p> <p>Uptake of research findings, models, frameworks, etc. by professional groups and associations.</p>
Promoting the MSH through knowledge mobilization.	<p>Knowledge mobilization activities including regular social media marketing, blog posts, and podcast publications.</p> <p>Host biennial international mad studies Conference.</p>	<p>Public knowledge of the MSH and broad participation of academic and community members in social media, blog posts, and podcast episodes measured by tracking digital metrics (new users, numbers of downloads, etc.).</p> <p>Reach of conference and number of participants.</p>

Expectations	Deliverables	Evaluation Metrics
	<p>Promoting the MSH through participation at large scale national and international conferences, community events, and academic/community engagement.</p> <p>Develop a peer reviewed mad studies Journal.</p>	<p>Increased awareness, participation, and opportunities for equity-based intersectional academic and community partnerships and increased external membership in the ORU.</p> <p>Track reach of journal and number of issues/publications and other metrics.</p>

## 7. Added Value

The MSH will be the first dedicated research centre for scholarly work in mad studies in Canada and internationally. As such, what can be accomplished through the MSH bears little overlap with the work of other existing ORUs at York. Moreover, to ensure that there is no duplication of resources and programs, the Robarts Cluster on Critical Mental Health/Mad Studies will effectively move to and operate out of the MSH. Due to the field's robust interdisciplinarity, the scholars, graduate students, and postdocs doing work in mad studies are spread out across different Faculties, departments, and various disciplines<sup>1</sup> across York, with insufficient means to bring them together into collaborative partnerships and large-scale projects and academic events.

An ORU dedicated to mad studies at York would bring institutional recognition, signaling support for the discipline as a venue for consolidating the contributions that York scholars are already making. Mad studies as an established, yet also vibrant and growing field, with increasing institutional supports nationally and locally is demonstrated in changes to Tri-Agency language about mental health to accommodate mad studies framings and language as well as discipline-specific scholarships, such as *Burstow's York U Scholarship for Mad Studies and Antipsychiatry* (a York-specific scholarship supporting graduate thesis work in mad studies). An institutionally supported ORU would provide a space where scholars pursuing multiple programs of research can converge and share the synergy of their work and support the training of graduate students and postdocs in large scale projects and knowledge mobilization activities. In this way, the findings from multiple research projects can be better deployed to support policy, professional practice, and transdisciplinary pedagogical shifts.

## 8. Resource Commitments

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

VPRI will continue to fund a) the Director's course releases, stipend, and benefits as mandated by the YUFA or OHFA Collective Agreement, b) up to \$40,000 (including

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<sup>1</sup> We anticipate engaging the newly-announced York medical school and working with medical academics and researchers interested in mad studies and the mental health system.

benefits and subject to annual budgetary constraints) in support of a Coordinator, and c) \$2000 discretionary operating funds.

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

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

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

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

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

The Faculty of Health has committed to providing an office for the MSH Coordinator and shared meeting room spaces in HNES for the MSH ORU meetings.

## 9. Commitment to DEDI in ORU Membership and Activities

The MSH aligns with key aspects of York's Strategic Research Plan and the University Academic Plan (UAP) and SDGs. It is designed to foster interdisciplinary programs of research that will strengthen the following key thematic areas of York's Strategic Research Plan: Advancing fundamental inquiry and critical knowledge, Building healthy lives, communities, and environments, Forging a just and equitable world, and Digital cultures and the ethics of AI in mental health contexts. The MSH shares York's goal of developing programs of research which impact society, specifically, in developing equitable responses to mental health needs. The goal of the UAP is to "provide a broad

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<sup>2</sup> See: <https://yulink-new.yorku.ca/documents/20182/1250813/York+Overhead+Guidelines/9f01daab-9b2b-4fe5-876f-a8017c31b965>

sociodemographic of students with access to a high-quality education at a research-intensive University that is committed to enhancing the well-being of the communities we serve” (UAP, 2020-2025). The MSH’s ability to bring university researchers, graduate students, postdocs, and community-based organizations together to support work that is relevant to current issues will attract students from York and beyond.

The social justice values underpinning the MSH align with the SDGs and York’s institutional priorities related to the Decolonization, Equity, Diversity, and Inclusion Strategy, the Black Inclusion Strategy, and the Indigenous Framework. The MSH is also in alignment with the broad health equity goals of the Faculty of Health and is committed to implementing relevant recommendations emerging from the Working Group on Systemic and Individual Racism in the Faculty of Health. Mad studies frameworks include attention to the marginalization of people with lived experience of mental illness diagnoses, particularly those experiencing social and structural barriers related to racism, sexism, classism, ableism, etc. Increasingly, sanism (the specific form of discrimination tied to mental health diagnostic labels) is understood as intersecting with other forms of oppression. Researchers affiliated with the MSH use a range of social theories and methodologies to investigate inequities in conjunction with sanism. To actualize this in practice, the MSH will develop its own DEDI strategy, that is in congruence with Faculty and university DEDI strategies.

## 10. Appendices

### Appendix A – Proposed Members of the Executive Committee

Name	Title/Affiliation
Marina Morrow	Chair/Professor, School of Health Policy & Management (Health)
Simon Adam	Associate Professor, School of Nursing (Health)
Rachel da Silveira Gorman	Associate Professor, SHPM (Health)
Maria Liegghio	Associate Professor, School of Social Work (LA&PS)
Megan Davies	Professor Emerita (LA&PS)
Gillian Parekh	Associate Professor, CRC (Education)
Cindy Jiang	PhD student (Critical Disability Studies, SHPM) (Health)
Abe Joseph	PhD Student (Health Policy & Equity, SHPM) (Health)

### Appendix B – Proposed Members of the Advisory Committee

Name /Title/Affiliation
Lucy Costa, Empowerment Council, CAMH

Jolijn Santegoeds, World Network of Users and Survivors of Psychiatry
Bhargavi Davar, TCI Global
Julie Wood, Board Member, CMHA Toronto/Family Outreach and Response
Susan Dobson, Krasman Centre
Susan Davis, Gerstein Crisis Centre
Cassandra Hartblay, Director, Centre for Global Disability Studies, University of Toronto
Andrea Daley, University of Waterloo
Mohamed Ibrahim, UBC
Dave Holmes, Professor/ University Research Chair, University of Ottawa
Irit Shimrat, MindFreedom International
Adam Davies, Assistant Professor, University of Guelph
Susan Hardie, Eviance



# Academic Standards, Curriculum and Pedagogy

## Report to Senate

At its meeting of 24 October 2024

### For Information

#### a. Minor Modifications

- FGS: Changes to Faculty of Graduate Studies student regulations on Milestone Examinations, effective 1 November 2024 (ASCP 16 October 2024).
- FGS: Changes to Faculty of Graduate Studies Guidelines on Thesis/Dissertation-Oral Examinations, effective 1 November 2024 (ASCP 16 October 2024)).

#### b. Sessional Dates for 2025-2026

The 2025-2026 Sessional Dates schedule received from the Office of the University Registrar (OUR) is attached at Appendix A. As required by the [Senate Policy on Sessional Dates and Scheduling of Examinations](#), the OUR confirms that the schedule provides the minimum of 60 week day class meets for each of the fall and winter terms.

#### c. Provincial Government Directive on the Costs of Educational Materials

The Office of the Provost informed ASCP about a recently released Ministry of Colleges and Universities (MCU) Educational Costs Directive (the Directive), requiring the inclusion of textbook and other course materials cost in course syllabi, for courses beginning in January 2025. ASCP was also informed that the Council of Ontario Universities has written to MCU with concerns and requests for clarification about the Directive. In the interim, the Office of the Provost distributed information (Appendix B) on the Directive to Deans, Associate Deans, and teaching faculty and instructors. ASCP is working on updates to the *“Guidelines for the Preparation of Course Outlines”*, to include requirements from the Directive. It is anticipated that the updated Guidelines and template will be shared with Faculties in early November.

#### d. Correction to Glendon Faculty Regulations Fall 2024

In February 2024, ASCP recommended, and Senate approved changes to the Faculty-wide Regulations for Glendon College. A clerical error in the recommendation was recently noted and has been corrected to confirm that the changes to the Faculty-wide regulations applies to all degree programs, as was approved by ASCP, and was not unique to the BA and iBA degree programs. A copy of the corrected documentation is attached at Appendix C.

# **ASCP – Report to Senate**

## **e. ASCP Priorities**

ASCP transmitted its priorities for the 2024-2025 academic year to Senate Executive in October. Following is an update on the on-going Grading Schemes Implementation priority. Details on other priorities transmitted to Senate Executive will be provided in the next ASCP report to Senate.

### **Grading Schemes Implementation Update**

The last update on the new Grading Schemes Policy implementation was transmitted to Senate Executive in June 2024 and in turn, was shared in the June Senate agenda document package.

To date ASCP has received updated Faculty Regulations and program updates reflecting the Grade Point conversions under the new Grading Schemes Policy (the Policy), from many but not all Faculties. The conversions are required by the Office of the University Registrar (OUR) for update to the academic calendar, which will come into effect at the same time the Policy does. Completion of updates/conversions in the academic calendar is a necessary step in the staged implementation of the Policy and as such, ASCP recently distributed communication to Faculties reminding them to submit any outstanding conversions. Absent a response from Faculties by mid-January 2025, the OUR will complete the conversions and transmit to Faculties for review and approval. Following the completion of this exercise, the OUR will update ASCP on the next steps for implementation. Approvals of any costs associated with implementing the Policy will follow established University governance requirements.

Joshua Thienpont,  
Chair ASCP

**Memo**

To: Academic Standards, Curriculum and Pedagogy Committee (ASCP)

From: Frankie Billingsley, Associate Registrar & Director, Student Records & Scheduling

Cc: Keshia Gray, Interim Assistant Vice Provost & University Registrar  
 Tom Osborne, Assistant Director, Academic Scheduling

Date: October 2, 2024

Subject: 2025-26 Sessional Dates

As we begin the Academic Planning and Scheduling cycle for next year, please see below the Senate approved sessional dates for SU25 and FW25. This is being shared as an information item as we approach posting all the important dates for staff and student planning.

**SUMMER**

<b>First Day of Classes SU, S1</b>	Monday May 5, 2025
<b>Victoria Day</b>	Monday May 19, 2025
<b>Last day of classes S1</b>	Monday June 16, 2025
<b>SU break</b>	Tuesday June 17 to Friday June 20, 2025
<b>Study Day S1</b>	Tuesday June 17, 2025
<b>S1 Exam Start Date</b>	Wednesday June 18, 2025
<b>S1 Exam End Date</b>	Friday June 20, 2025
<b>First Day of classes S2</b>	Monday June 23, 2025
<b>Canada Day</b>	Tuesday July 1, 2025
<b>Civic Holiday</b>	Monday August 4, 2025
<b>Last day of classes SU, S2</b>	Tuesday August 5, 2025
<b>Study Day SU, S2</b>	Wednesday August 6, 2025
<b>SU, S2 Exam Start Date</b>	Thursday August 7, 2025
<b>SU, S2 Exam End Date</b>	Thursday August 14, 2025
<b>Note 1</b>	Tuesday, August 5th, is a Virtual/Make Up Day. This is to make up for the July 1st, Canada Day university closure.

**FALL**

<b>Labour Day</b>	Monday, September 1, 2025
<b>Orientation Activities</b>	Tuesday, September 2, 2025
<b>Fall First Day of Classes</b>	Wednesday, September 3, 2025
<b>Thanksgiving</b>	Monday, October 13, 2025
<b>Fall Reading Week</b>	Saturday, October 11 to Friday, October 17, 2025
<b>Fall Last Day of Classes</b>	Tuesday, December 2, 2025
<b>Study Day</b>	Wednesday, December 3, 2025
<b>Fall Exam Start Date</b>	Thursday, December 4, 2025
<b>Fall Exam End Date</b>	Thursday, December 18, 2025
<b>Fall Exam Reserve Day</b>	Friday, December 19, 2025
<b>Note 1</b>	

**WINTER**

<b>New Year's Day</b>	Thursday, January 1, 2026
<b>Winter First Day of Classes</b>	Monday, January 5, 2026
<b>Family Day</b>	Monday, February 16, 2026
<b>Winter Reading Week</b>	Saturday, February 14 to Friday, February 20, 2026
<b>Good Friday</b>	Friday, April 3, 2026
<b>Winter Last Day of Classes</b>	Monday, April 6, 2026
<b>Study Day</b>	Tuesday April 7, 2026
<b>Winter Exam Start Date</b>	Wednesday, April 8, 2026
<b>Winter Exam End Date</b>	Friday, April 24, 2026
<b>Winter Exam Reserve Day</b>	Saturday, April 25, 2026
<b>Note 1</b>	Monday, April 6th, is a Virtual/Make Up Day. This is to make up for the Good Friday university closure.
<b>Note 2</b>	Passover begins at sundown on Wednesday, 1 April and ends at nightfall on Thursday, 9 April

*9 October 2024 –distribution to Deans and Associate Deans, and to individual emails of teaching staff.*

York University

## **Office of the Provost & Vice President Academic**

Dear Colleagues,

I am writing to inform you about a recent Government Directive issued by the Minister of Colleges and Universities that aims to improve consistency across the sector in publishing educational costs for students. Specifically, this Directive requires the university to “ensure that students are informed of the costs of all text books and other learning materials that are mandatory and optional in the course syllabus for each course.”

The directive indicates specific requirements for individual course outlines and therefore has implications for individual course instructors, who are asked to undertake the following:

At a minimum, the following information should be provided in the syllabus:

- Each textbook or other learning material should be individually costed. In the event that the cost for the current year is not available at the time the syllabus is prepared, the most recent cost should be included with a note indicating that it may change; and
- Whether there are any restrictions that would prevent a student from using a second-hand copy of the textbook or other learning material.

This requirement is effective for all courses beginning in January 2025 and will remain in effect until this directive is revoked or replaced.

The Provost’s Office is working closely with the Senate Committee on Academic Standards, Curriculum, and Pedagogy (ASCP) to determine the best way to implement this directive at York. ASCP will be reviewing the existing Senate approved “Guidelines for the Preparation of Course Outlines.” For now, we kindly ask that you comply with the directive by including the required information in your course outlines, starting in the Winter 2025 term.

To help support instructors in providing the information required, I would like to highlight the essential role the York University Bookstore can play in helping you acquire the books and other materials needed for your courses as well as providing the associated costs. Should you have any questions or need assistance, please do not hesitate to contact Bookstore staff at [orders@yorku.ca](mailto:orders@yorku.ca). For further information about the Bookstore and ordering course material, please use the following link:  
[https://www.bookstore.yorku.ca/site\\_faculty.asp?](https://www.bookstore.yorku.ca/site_faculty.asp?)

I sincerely appreciate all you do to support the learning of our students, and your understanding is greatly appreciated as we navigate this new requirement.

Sincerely,

David Peters

Interim Provost and Vice-President Academic

## Changes to Faculty-wide Regulations - Glendon

**Type of Modification:** Modification of faculty-level information and regulations governing all Glendon degree types (Bachelor of Arts, Bilingual Bachelor of Arts, Bilingual/Trilingual Bachelor of Arts, Bilingual Bachelor of Science, Bilingual/Trilingual Bachelor of Science)

**Effective Date: Fall 2024**

### Summary of Changes

Glendon's Faculty Rules section of the academic calendar has been in need of careful review and update for some years. The present proposal is composed of three main parts:

1. Reorganization of faculty-wide information;
2. Minor edits and updates:
  - I. Removal of repeated of Senate or other University-wide policies and procedures;
  - II. Updates to information or regulations.
3. Changes to GPA regulations in the Bachelor of Arts degree:
  - I. Removal of a faculty-wide minimum major average in the BA/iBA;
  - II. Removal of the Failed to Gain Standing academic decision/sanction.

### Detailed description and rationale for changes

The main purpose of the first two types of changes (reorganization of information and minor edits/updates) is to increase transparency in order to improve the student experience of navigating degree requirements. Although there is a lot of information in calendar regulations, it can be better organized to be more reader-friendly. This has not been done since the academic calendar was first published online. Glendon's goal is to make sure all regulations and practices affecting degree completion are published and available to students in order to maintain transparency and accountability.

The third type of change (changes to GPA requirements and sanction in Bachelor of Arts and International Bachelor of Arts degrees) is expected to increase student retention and satisfaction by aligning Glendon with the rest of York and eliminating barriers to degree and credit completion that are currently unique to Glendon at the faculty level. This alignment with similar programs at other faculties of the University will create greater transparency and clarity for students.

## 1. Reorganization of faculty-wide information

Glendon can make use of the new structure in the academic calendar, and can organize its information under the following tabs:

**General Information**

**Faculty Requirements**

**Grading/Evaluation**

**Academic Advising & Student Responsibility**

## 2. Minor edits and updates

- I. Removal of repetition of Senate or other University-wide policies and procedures

Glendon's current faculty-wide rules and regulations repeat many Senate or university-wide policies. This can create problems when a change is made outside of Glendon and the faculty-specific academic calendar is not updated. With a University-wide ongoing commitment to making information for students available in both English and French, there is no need to repeat the information in the Glendon calendar.

- II. Updates to information or regulations

Some information has been edited for clarity, particularly in the context of reorganizing its placement in the calendar. This information does not represent a change to any regulation.

Other information has fallen out of date over time, or needs updates to address new degree options at Glendon and specific updates have been proposed:

- The calendar year to follow
  - The introduction of a new language option (Glendon BA), the Glendon Core Curriculum, anticipated further changes to language options, as well as anticipated changes to many programs' major requirements, creates a complex environment. The proposed text (about which published calendar year students must follow) will accommodate continuing students through this transitional time by allowing them to choose to take advantage of new degree options or to make changes to their program of study without having the unintended consequences of costing them more time or credits to degree completion.
- General Education
  - General Education has been wholly (BA) or partially (BSc) changed to become the Glendon Core Curriculum, as approved by Senate in March 2023. The Core Curriculum is effective 2024 and is included in this proposal for clarity in review of regulations, but no change in the Core Curriculum is being proposed.



- Science Disciplines and remedial science courses
  - An update to science disciplines was needed since some subject codes have changed since the creation of the pan-University DLEs for Bachelor of Science. Glendon's list had not previously been updated.
  - In alignment with other faculties offering a Bachelor of Science degree, remedial science courses are now listed as not able to satisfy General Education or Science Outside the Major credit requirements.
- Trilingual language requirement (iBA/iBSc)
  - Removal of GL/SP 3000 6.00 (course no longer offered)
  - Allowance of up to twelve third language credits to be completed on exchange - this is already done in practice, but regulation does not clearly address this.
- Combining Programs within Glendon
  - This is a new section to make it clear for students which regulations apply when there are variations in requirements (e.g., double major between BA and BSc programs). No change to regulation is proposed.
- Combining Programs with other Faculties (Major/Minor)
  - The proposed entry in the calendar will eliminate Glendon's current requirement for students to petition any time they wish to add a minor that is offered at another faculty.
- Ineligible courses for the Language Credit
  - Glendon's Language Credit allows students to earn extra credit for studying in their second official language. The proposed wording realigns the Bilingual Requirement with the Language Credit option, since they lost their alignment in 2017 due to a change to the Bilingual Requirement.
- Deferred Standing
  - Petitions related to deferred standing are becoming increasingly common and the academic calendar currently gives only a due date for such petitions. The proposed addition of a section on deferred standing in the Student Responsibility tab gives students additional information regarding what to expect if a petition is granted and proposes a parallel deadline for petitions for extensions when the deferral due dates have been missed by the student.
- First-year leniency
  - Glendon's current calendar regulation on first-year leniency goes against the Senate Policy on Academic Forgiveness. The proposed wording will align it with Senate regulation.

### 3. Changes to GPA Regulations in the Bachelor of Arts

#### I. Removal of faculty-wide major GPA requirements for graduation

Glendon currently requires students to obtain not only a minimum overall GPA to graduate from any Honours BA/iBA (120-credit) or BA (90-credit) degree, but also a specific major (“declared subject”) average for graduation. This is, in general, not in line with similar programs at other faculties of York. The proposed removal of the minimum major GPA requirements does not preclude individual programs from maintaining a major GPA, but it otherwise allows Glendon to align with the rest of the University.

#### II. Removal of the Failed to Gain Standing Academic Decision (Sanction) in any BA/iBA degree

In the current regulations, students who fail to maintain an overall minimum GPA requirement for their year level, and who also obtain a sessional average lower than 3.00 (D+), automatically have the entire session excluded – meaning they lose all credits from the session, including credit for courses with passing grades, regardless of the grade earned. It is possible, under this regulation, to earn no credit for a course passed even with a grade of A+.

Although this excludes the entire session from a student’s GPA, it has the negative effect of penalizing the student, both academically and especially financially, through the loss of credits that would otherwise be recognized in the degree. It creates more volume in student petitions as students try to regain credits earned.

This penalty is no longer an academic decision at any other faculty of York University.

The proposal is to remove this Failed to Gain Standing penalty, which would mean that probation regulations are unchanged; the change would be only to stop excluding credits when a sessional average is lower than 3.00.

### Summary of Consultations

Academic Services at Glendon is responsible for student advising, degree progress, degree audit, and student records. These proposed changes generally come from discussions within this office to better serve Glendon’s students.

Glendon’s Committee on Academic Standards, Teaching and Learning closely examined the Failed to Gain Standing Academic decision in Fall 2018. The Committee was interested in removing this academic decision but, based on advice from the Governance and Records Officer due to the inability to change the system’s calculation of any academic decision at that time, the Committee accepted that this change had to be delayed.

The Senate Secretariat has been consulted on various Senate-level policies and on the removal of the repetition of Senate information in the Glendon calendar. Some of this consultation (for example, on first-year leniency) took place as early as 2017 and has been ongoing.

The Registrar's Office has also been consulted on the removal of the major GPA requirement and Failed to Gain Standing decision. The corresponding changes to the system's calculation of academic decisions are attached in Appendix E and Appendix F

## Resource Implications

In general, reorganization of regulations does not require any additional resources.

Helping students navigate their degree requirements already takes place, one-on-one, through student advising and degree audit appointments, as well as in group enrolment sessions and other information session offered by Academic Services at Glendon.

Changes to the system's calculation of academic decisions have been proposed in alignment with the Registrar Office's ability to carry out the changes in the system, effective for calculations of academic decisions at the end of the Fall/Winter 2024-2025 session.

## Summary of Accommodation for Currently-enrolled Students

Accommodation is covered in the text about the academic calendar year to follow, which appears at the beginning of the Faculty Requirements tab.

Currently-enrolled students have the right to follow program and degree requirements from the academic year in which they began their studies at Glendon. No proposed change forces a student to follow new requirements.

Students wishing to follow a new or newer requirement or degree option (e.g., change of major into a new degree type, complete the Glendon BA instead of a Bilingual BA, follow the Glendon Core Curriculum instead of the previous General Education requirements) can choose to do so *without* taking on any other changes to degree or program requirements. This allows individual students the opportunity to choose newer, Senate-approved degree or program options when they are more appealing, without forcing them to take on additional requirements that would jeopardize their ability to graduate in a timely manner.

The requirement to "apply" to follow new program or faculty-wide requirements means that Academic Services would be able to provide timely individual advising to ensure students do not experience any academic barriers to following the newly-available opportunities, and also would be able to provide consistent and accurate degree progress and degree audit information to each individual.

## Appendices (submitted to ASCP)

- A: Calendar side-by-side illustrating changes to the Bachelor of Arts degrees (including BA, Bilingual BA, Bilingual/Trilingual iBA)

## ASCP Appendix C

- B: Calendar side-by-side illustrating changes to the Bachelor of Science degrees (including Bilingual BSc, Bilingual/Trilingual iBSc)
- C: "Final version" showing the proposed presentation of Faculty Rules in the 2024-2025 academic calendar
- D: Letter of support from the Principal
- E: Changes to the academic decisions that must be made in the system if the proposals to remove major GPA requirements and the Failed to Gain Standing decision/sanction are approved (PDF)
- F: Changes to the academic decision text, as it appears in the grade reports and on the transcript, that must be made if the proposals to remove major GPA requirements and the Failed to Gain Standing decision/sanction are approved (Excel)

## The Senate of York University – Minutes

**Meeting:** Thursday, 26 September 2024, 3:00 pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

L. Sergio (Chair)	C. Ehrlich	R. Lee	C. Sandilands
P. Burke Wood (Vice-Chair)	S. Gajic-Bruyea	R. Lenton	V. Saridakis
P. Robichaud (Secretary)	L. Gilbert	M. Macaulay	R. Savage
G. Abdel-Shehid	M. Giudice	A. MacLachlan	B. Spotton Visano
G. Alboiu	J. Goodyer	V. Mago	R. Shao
O. Alexandrakis	A. Gorgani	H. Mahon	D. Sinclair
M. Annisette	K. Gray	A. Mapp	C. Steele
C. Ardern	R. Green	C. McAulay	C. Swenson
E. Armstrong	J. Hafner	M. Mekouar	M. Tadros
G. Audette	A. Harvey	M. Morrow	K. Tasa
M. Baljko	M. Herbert	Y. Munro	A. Taves
L. Bay-Cheng	W.M. Ho	N. Murugarajan	J. Thienpont
S. Bay-Cheng	E.R. Hoog	R. Nasrazadani	J. Trevette
S. Bell	A. Horkova	R. Ophir	P. Tsasis
M. Biehl	Y. Hwang	A. Ouedraogo	A. Valeo
K. Bird	E. Janse van Rensburg	P. Park	J. van Wijngaarden
M. Cado	A. Kalmin	E. Perkins	G. Vanstone
R. Caines	S. Karimi	D. Peters	R. Vivès
E. Clements	T. Kelly	L. Philipps	R. Wang
N. Couto	R. Kenedy	D. Pilon	A. Weaver
S. Datta	T. Kirchner	E. Prince	R. Wellen
A. Dawson	K. Konotogiannis	M. Ramaj	R. Weobong
S. Desai	M. Lambert-Drache	G. Rao	R. Whiston
M. Di Paolantonio	F. Latchford	S. Rehaag	M. Winfield
J. Ehiagwina	S. Lazarev	P. Safai	D. Zwick

### 1. Chair's Remarks

The Chair, Lauren Sergio, welcomed Senators to the 709<sup>th</sup> meeting of Senate. Senator David Peters was welcomed as the incoming Interim Provost and Vice-President Academic, and thanks and appreciation were extended to Senator Lisa Philipps for her contributions to Senate and governance during her term as Provost and Vice-President Academic.

### 2. Business Arising from the Minutes

There was no business arising from the minutes.

### 3. Inquiries and Communications

There were no communications received.

### 4. President's Items

The President spoke to the following:

- Innovative work in 21st-century learning at York, including micro-credentials, experiential education, work-integrated learning, and new digital technology programs.
- New sustainability strategy aiming for net-zero emissions by 2040, aligning with UN Sustainable Development Goals, boosting York's reputation.
- Recognition as one of two Canadian universities with a unit focused on water resilience and host of the UN Global Water Academy.
- Positioning campuses as "living labs" integrating research, teaching, and sustainability.
- Opening of Markham Campus in September 2024, with additional presences in Hyderabad, Costa Rica, and downtown Toronto.
- Past years of surplus and strategic debt management, with plans to pay down debt by 2040.
- Financial challenges from policy changes, including:
  - a 10% tuition cut in 2019 and extended freezes, reducing revenue by \$675 million by 2026-2027,
  - no inflationary grant adjustments, leading to devalued funding.
  - federal cap on international student visas, which has caused decline in international student enrollment, with York's performance lagging behind peers.
  - complications from allocation of PALS (Postsecondary and Adult Learner Supports) for graduate students.
  - Bill 124's wage cap, later challenged and overturned, with insufficient grant adjustments to cover associated costs.
- Approved budget deficits for 2024-2025 and 2025-2026, with projected gaps of \$80 million and \$99 million for 2025-2026 and 2026-2027.
- Need for new revenue streams and cost management to balance budgets, despite worsening enrolment projections.

## The Senate of York University – Minutes

- Efforts to understand and address declines in student applications, including surveys to identify influencing factors.
- Enrolment as a critical revenue source, requiring alignment of expenditures and staffing.
- Plans to diversify revenue, while advocating for policy changes to improve sector productivity.
- Commitment to transparency, collaboration, and community engagement in addressing financial and enrollment challenges.
- Launch of a new website to share data and updates, with further information available through Senate.

### Committee Reports

#### 5. Executive Committee

##### a. Information Items

The Executive Committee reported on the following items:

- Its approval of Senate Committee members nominated by Faculty Councils and student Senators.
- Its work on establishing priorities for the 2024-2025 year, including the review of *Principles for Presidential Search* and planning for the School of Medicine, to be presented at the next Senate meeting.
- Responses received to the Senate survey. Through its priorities this year, Executive will be examining actions to support the message delivered through this, and recent years' assessments.
- Ongoing review of Faculty Council rules and procedures, including integration of DEDI principles and clarification of committee responsibilities.
- Continued discussion on the motion to establish a Senate Finance and Budget Advisory Committee, in collaboration with APPRC.
- Report of attendance at Senate meetings in 2023-2024.
- Actions taken under summer authority, primarily concerning appointments and other time-sensitive matters.
- Approval of the schedule of Senate meetings for the 2024-2025 academic year, with plans to alternate between in-person and online formats.

## The Senate of York University – Minutes

- Confirmation of Senate membership for 2024-2025.

### 6. Academic Policy, Planning and Research

#### a. Information Items

APPRC's information items included the following:

- Continued discussion of its 2024-2025 priorities.
- The decision to adjust the timeline for a new UAP outwards by one-year, extending the current Plan to June 2026.
- Ongoing developments in the planning for the establishment of a school of medicine.
- A preliminary enrolment outlook for 2024-2025.
- Updates on the “Faculties of the Future” initiative to advance financial sustainability and the University’s vision.
- Recent research and innovation activities and success across the University.

### 7. Academic Standards, Curriculum and Pedagogy

#### a. For Information

- An update on ongoing policy work, which includes making clarifying edits to the Academic Conduct Policy regarding implementation, and the continuation of work on the Attending Physician’s Statement Policy, which was referred to ASCP at the June Senate meeting. It is anticipated that these items would be brought back to Senate later in the term.
- ASCP reported that it had approved minor changes to degree requirements for the following programs:
  - o FGS: Changes to Faculty of Graduate Studies Guidelines on Thesis/Dissertation Prizes, effective Fall 2024
  - o FGS: Changes to Graduate Regulations on Courses and Grading – Academic Standing, effective Fall 2024
  - o Lassonde: Updates to the guidelines, in the graduate academic calendar, on acceptable formats for the thesis and dissertations, effective F2024
  - o Science: Change in program name from “Biophysics” to “Biomedical Physics”, Bachelor of Science Specialized Honours degree program, effective F2025



## The Senate of York University – Minutes

- The Committee Chair reported on sub-committee membership for 2024-2025. Work is ongoing to populate its Coordination and Planning Sub-committee, which still has one remaining vacancy. The Committee reported that the Joint Sub-Committee on Quality Assurance was fully constituted with a complement of seven sitting members.

### 8. Other Business

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

### Consent Agenda Items

#### 9. Granting of Degrees, Certificates and Diplomas (Fall 2024 to Spring 2025)

Senate deemed the following items approved by consent:

- the granting of degrees at the University’s convocations held in Fall 2024 and Spring 2025, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of the degrees listed in Appendix A.
- the granting of diplomas and certificates at the University's Convocations held in Fall 2024 and Spring 2025, and individually to students at any point during the year who have fulfilled the requirements for receipt of the diplomas and certificates listed in Appendix A; and
- the forwarding of recommendations for certification by the Faculty of Education, to the Ontario College of Teachers, for those students who have been deemed “recommended for certification” by the Council of the Faculty of Education.

#### 10. Senators on the Board of Governors re: June 2024 Meeting of the Board

A synopsis of the Board meeting of 25 June 2024 as conveyed by Senators Green and Giudice was noted.

#### 11. Minutes of the Meeting of June 27, 2024

Minutes of the 27 June 2024 meeting of Senate were approved by consent.

Lauren Sergio, Chair \_\_\_\_\_

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



# York University Senate

## Memorandum

To: Senate

From: Lauren Sergio, Chair, Executive Committee

Date: 24 October 2024

Subject: Amendment to the Tenure and Promotions Policy, Criteria and Procedures

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### Recommendation:

**That Senate approve, without amendment, changes to the Tenure and Promotions Policy, Criteria and Procedures (the Policy) as outlined below.**

#### **“B. The Description of Criteria for Tenure and Promotion**

**Set out below is a description of the criteria which reflects the University standards:**

**The Senate Committee requires explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties. In keeping with the University’s commitment to foster a climate of respect for equity, diversity, and Indigeneity, standards for tenure and promotion must recognize research and professional contributions in an equitable way. This includes acknowledging diverse career paths, traditions and values, ways of knowing, including Indigenous knowledges, methodologies, and practices, ways of engaging the community through community-engaged scholarship and forms of communicating knowledge.”**

### Rationale:

The inclusion of Indigeneity and Indigenous knowledges, methodologies, and practices in the description of the criteria for tenure and promotion is in keeping with the

## York University Senate - Executive Committee

University's commitment to foster a climate of respect for equity and diversity and that standards for tenure and promotion recognize research and professional contributions in an equitable way. The change is pursuant to the recently ratified Memorandum of Settlement (MOS) for the renewal of the collective agreement between the University and YUFA

Senate Executive is responsible for recommending Senate approval of changes to the Tenure and Promotions Policy, Criteria and Procedures and related documents. As it has been approved by the University and YUFA (see letter attached as Appendix A), the motion is not amendable.



## Memo



**To:** Pascal Robichaud, University Secretary, University Secretariat  
Jeremy Trevett, Chair, Senate Tenure and Promotions Committee

**From:** Adam Bereza, Director, Faculty Relations, Co-Chief Negotiator, York University Bargaining Team  
Richard Wellen, Associate Professor, Chief Negotiator, YUFA Bargaining Team

**Copy:** Dan Bradshaw, JCoAA Co-Chair, University  
Philippe Theophanidis, JCoAA Co-Chair, YUFA  
Alison Fisher, YUFA Staff Representative  
Nicole Leach, YUFA Staff Representative  
Kristin Skinner, YUFA Staff Representative

**Date:** September 5, 2024

**Re:** Revision of Section B2 of in the Tenure and Promotions Policy, Criteria and Procedures

Dear Mr. Robichaud and Professor Trevett,

We are writing pursuant to the recently ratified Memorandum of Settlement (MOS) for the renewal York-YUFA 2024-27 collective agreement between the University and YUFA (the "Parties").

According to the MOS, the Parties have agreed to recommend to the Senate Committee on Tenure and Promotions that the Description of Criteria for Tenure and Promotion (section B) in the *Tenure and Promotions Policy, Criteria and Procedures* be revised to include Indigeneity and Indigenous knowledges, methodologies, and practices as set out below (revised phrasing is underlined):

### B. The Description of Criteria for Tenure and Promotion

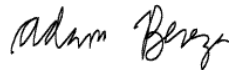
Set out below is a description of the criteria which reflects the University standards:

The Senate Committee requires explication of the standards employed in the evaluation of candidates by individual departments/divisions/schools and Faculties. In keeping with the University's commitment to foster a climate of respect for equity, diversity, and Indigeneity standards for tenure and promotion must recognize research and professional contributions in an equitable way. This includes acknowledging diverse career paths, traditions and values, ways of knowing including Indigenous knowledges.

methodologies, and practices, ways of engaging the community through community- engaged scholarship and forms of communicating knowledge

If you have any follow-up questions regarding this recommendation, please contact Richard Wellen and me as chief negotiators for the renewal collective agreement or the JCOAA Co-Chairs, Dan Bradshaw (University) and Philippe Theophanidis (YUFA).

Sincerely,



Adam Bereza, Director Faculty Relations  
and Co-Chief Negotiator, University



Richard Wellen, Associate Professor and  
Chief Negotiator, YUFA

## Synopsis

486<sup>th</sup> Meeting held on 1 October 2024

### Appointments

Appointment of Narin Kishinchandani as Vice-President Finance and Administration for a 5-year term starting November 1, 2024 to October 31, 2029.

### Approvals

The Intellectual Property Commercialization Policy.

The Building Information Integration System and Analytics Award.

The 2024-2025 Board and Committee Workplans.

The purchase of land in Costa Rica for a new library to support the Las Nubes EcoCampus.

### Presentations

From the President, highlights of achievement from 2023-2024 and the President's Annual Report, York's Strategic Planning Framework moving forward, the 2024-2025 Integrated Resource Plan and key priorities and initiatives, and the YorkU Forward Action Plan.

### Reports

The Annual Report on the York University Pension Plan and Pension Fund.

The December 2023 Annual Investment Report

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/107/2024/09/board-agenda-20241001.pdf>

Pascal Robichaud, Secretary