



York University Senate

Notice of Meeting

Thursday, 12 December 2024, 3:00– 5:00pm

Via Videoconference

AGENDA

Page

- 1. Chair’s Remarks (L. Sergio)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
 - a. Communication to Academic Colleagues to Council of Ontario Universities1

10min

Committee Reports

- 4. Executive (P. Burke Wood).....2

10min

- 5. Academic Standards, Curriculum and Pedagogy (J. Thienpont)3

15min

- a. Extension of waiver of required *Attending Physician’s Statement* for deferred standing / petitions
- b. Minor revisions to the Academic Conduct Policy and Procedure (Appendix A, P.7)

- 6. Appeals (J. Sutherland).....29

10min

- a. 2023-2024 Annual Report on Petitions and Appeals

- 7. Tenure and Promotions (J. Trevett).....38

10min

- a. 2023-2024 Annual Committee Report Other Business

- 8. President’s Items (R. Lenton)

15min

- a. External developments in the post-secondary education sector

- 9. Academic Policy, Planning and Research (M. Herbert) 44

35min

- a. School of Medicine Planning: Senate consultation on administrative architecture (L. Farley, Chair of APPRC Ad Hoc Oversight Group for School of Medicine)

- 10. Other Business for which Due Notice has been Given

15min

- a. Hortative Motion: School of Medicine funding.....71

- 11. Other Business

York University Senate

Consent Agenda

12. Minutes of the Meeting of 28 November 202472

Information Item

13. Senators on the Board of Governors: 26 November 2024 Meeting of the Board (R. Green, M. Giudice)77

P. Robichaud
Secretary

To Academic Colleagues,

As you may know, today marks the one-year anniversary of the release of the Blue-Ribbon Panel's report and COU has issued a statement to highlight the need for additional government action to fully implement the Panel's report.

So far, the Toronto Star has issued a story that marks the anniversary and underscores that the government's response does not come close to what the panel recommended and that the sectors financial situation has worsened.

The Toronto Star article is available [here](#).

COU's statement on the one-year anniversary is available [here](#).

We have also highlighted the article and our statement on our social channels as follows:

X – <https://x.com/OntUniv/status/1857406270862495917>

Facebook – <https://www.facebook.com/share/p/14criedcU2/>

LinkedIn – https://www.linkedin.com/posts/council-of-ontario-universities_onpse-onpoli-activity-7263172717212844033-ujvp?utm_source=share&utm_medium=member_desktop

We ask that you please amplify the messages especially the Toronto Star story.

Thank you and please contact me with any questions or comments.

Steve Orsini | *President and CEO*

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Executive Committee – Report to Senate

At its meeting of 12 December 2024

FOR INFORMATION

a. Senate Meeting Time: Consideration of an earlier statutory meeting time

At the November meeting of Senate, input was provided on the idea of changing the statutory meeting time of Senate. At its meeting on 5 December Executive discussed the views shared. A notice of motion of a recommended change is planned for the January meeting of Senate.

b. Motion Under “Other Business for Which Due Notice Has Been Given

On the advice of the Executive Committee, the Chair authorized Senate’s consideration of a hortative motion pertaining to school of medicine planning, submitted by Senator Wellen. In fulfilment of its responsibility to schedule the agenda of Senate, Executive has confirmed the consideration of this motion under the item *Other Business for Which Due Notice has Been Given* on this December agenda.

Lauren Sergio, *Chair*

Patricia Burke-Wood, *Vice-Chair*

Academic Standards, Curriculum and Pedagogy

Report to Senate

At its meeting of 12 December 2024

For Action

a. **Extension of the waiver of requirement for an Attending Physician’s Statement.**

ASCP recommends:

That Senate waive any requirements for an Attending Physician’s Statement to support deferral of in-class work, from 1 January 2025 to 31 August 2025.

Rationale

At its June 2024 meeting, Senate referred the proposed Policy on Attending Physician’s Statement to ASCP for revisions. Accordingly, ASCP revised the Policy document [renamed Academic Consideration for Missed Course Work] (the Policy) and sought feedback from the Senate Appeals Committee and from Associate Deans. The feedback received is currently being considered by ASCP. ASCP anticipates bringing forward the Policy for Senate approval in early 2025.

The recommendation to extend the waiver of requirement for an attending physician’s statement (APS) for missed in-class assessments (not for deferred final examinations in the university-scheduled exam period) is aligned with the soon to be proposed Policy. The Policy speaks to the waiver of requirement for an attending physician’s statement for missed in-class course assessments, leaving in place the option, under Faculty rules, for requirement of an APS for missed examinations during the regular scheduled examination periods.

ASCP reviewed deferred exam data for Faculties over the past few years and noted a range from significant increase (Faculty of Science) to small increases and nominal decline in other Faculties.

The use of the APS is not currently governed under any direct Senate academic policy. Generally, Faculty Rules - where petitions for deferred standing of examinations, or submission of course work past the last day of class - states that supporting documentation include an APS where applicable.

b. **Minor revisions to the Academic Conduct Policy and Procedure.**

ASCP recommends,

ASCP – Report to Senate

That Senate approve each of the following revisions to the Academic Conduct Policy and Procedure, attached at Appendix A.

Rationale

Edits to four sections of the Academic Conduct Policy (the Policy) were presented at the November Senate meeting for approval. Senate referred the proposed revisions to ASCP. Since the November meeting, ASCP has revised one of the proposed edits (Section 3.3). The edited sections are shown below and the edits are also highlighted in the Policy at Appendix A. Added text is indicated in red and deleted text is indicated by strikethrough.

- 1. Section 3.3: ~~Faculties must have a process in place to implement this policy within their jurisdiction. Such process must be approved by the relevant Faculty Council and Senate by way of the Academic Standards, Curriculum and Pedagogy (ASCP) Committee, and the Senate Appeals Committee (SAC).~~**

Rationale

The edit clarifies that it is the responsibility of a Faculty, not individual academic units, which must have a process in place to implement the Policy and procedures. Senate by way of the ASCP Committee, and the SAC will review changes in process and advise on ways to ensure faculty processes are in accord with the University policy and procedures.

- 2. Section 5.3.b.: ~~Allegations of misconduct in a graduate course or in the process of working towards a graduate degree, will be dealt with by the PPR or PPR Designate and the appropriate committee(s) and associated processes of the Faculty of Graduate Studies.~~**

Rationale

Originating from the Faculty of Graduate Studies (FGS), the proposed edit ensures that there is sufficient clarity around the unanimous Faculty approval that for all things Graduate, FGS has jurisdiction, including drawing from FGS policies, procedures.

- 3. Section 5.5.e.: ~~Disclosure of a student's record of academic misconduct will only be disclosed by the University Registrar on direction of a Faculty Dean; such direction by a Dean will be based on the advice of University Counsel.~~ In keeping with Ontario laws governing the protection of privacy, a request for disclosure of any information about academic conduct will be considered in the first instance by the Office of the University Registrar, the University's sole central repository for its records concerning students.**

ASCP – Report to Senate

Rationale

The edit originated on the question of an Associate Dean on access to academic misconduct records for research purposes (with students' identifying information protected/removed). ASCP consulted with University Counsel on the matter, resulting in the proposed edit.

4. Section 5.6.a.vii: failure in the course (~~with permanent grade of record~~).

Rationale

ASCP concurred with the Senate Executive suggested edit that the text in parenthesis in 5.6.a.vii is redundant, as 5.6.a.viii reads: a permanent grade of record wherein the grade assigned shall remain as the one grade of record for the course even if the course is repeated.

For Information

c. Minor Modifications

Health

- Changes to degree requirements for the BSc program in Kinesiology and Health Science, and the BA program in Movement and Health (90-credit option), School of Kinesiology and Health Science, Faculty of Health, effective F2025 (ASCP 27 November 2024).
- Changes to elective courses for all options on the BSc degree program in Psychology, Department of Psychology, effective F2025 (ASCP 27 November 2024)
- Changes to elective courses for all options of the BSc degree program in Global Health, School of Global Health, effective F2025 (ASCP 27 November 2025).
- Addition of an alternative course to the admission requirements for the BSc Psychology degree program, Department of Psychology, Faculty of Health, effective F2025 (ASCP 27 November 2024).

Science

- Addition of optional courses to the MA degree program requirements for pure mathematics, and applied mathematics streams, Department of Mathematics & Statistics, effective F2025 (ASCP 27 November 2024).
- Updates to the guidelines, in the graduate academic calendar, on acceptable format for thesis for the MSc degree program in Industrial & Applied

ASCP – Report to Senate

Mathematics, Department of Mathematics & Statistics, effective F2025 (ASCP 27 November 2024).

- Updates to the guidelines, in the graduate academic calendar, on acceptable format for dissertation (memo states thesis) , and addition of an alternate comprehensive exam course , for the PhD program in Mathematics & Statistics, Department of Mathematics & Statistics, effective F2025 (ASCP 27 November 2024).

d. **ASCP Priorities Update**

The Vice-Provost Teaching & Learning (VPTL) provides regular reports to ASCP on matters relating to academic standards and pedagogical approaches. ASCP transmits the following information, received from the VPTL, on Generative AI in Teaching and Learning.

Flowing from the recommendations of the *Taskforce on the Future of Pedagogy*, the Office of the VPTL has launched a new comprehensive website dedicated to Generative AI (GenAI) in teaching and learning. The GenAI in Teaching and Learning site includes a wealth of real-world examples, practical advice, and up-to-date resources for students and faculty, with a separate section for graduate studies. In addition to the website, a new hub has been created for AI@York, which includes links to the GenAI website; AI and Research and Innovation, and University Operations and AI. The new resources are provided to support faculty and students in navigating the changing landscape ahead.

The Office of VPTL is planning a series of events, beginning with a teaching showcase in January 2025, to support engagement with GenAI and teaching and learning.

Joshua Thienpont
Chair



University Policy

Academic Conduct Policy and Procedures

Topic:	Academic Honesty and Student Appeals
Approval Authority:	Senate
Approval Date:	27 June 2024
Effective Date:	1 September 2024
Last Revised:	

1. Preamble

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

2. Purpose

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

The Policy:

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

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

3. Scope and Application

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

4. Definitions

In this policy,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Policy

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

5.2 Breaches

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

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

ASCP Appendix A

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

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

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

5.3 Jurisdiction

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

of gaining admission to a program or course at the University, or for reactivating registration, will be dealt with by the Office of the University Registrar.

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

5.4 Investigations

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

Faculty, its internal governance structure, and its disciplinary standards for academic conduct.

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

5.5 Records and Notations of Decisions

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

Permission, the Office of the University Registrar shall report the finding to the student's home institution.

- e. ~~Disclosure of a student's record of academic misconduct will only be disclosed by the University Registrar on direction of a Faculty Dean; such direction by a Dean will be based on the advice of University Counsel. In keeping with Ontario laws governing the protection of privacy, a request for disclosure of any information about academic conduct will be considered in the first instance by the Office of the University Registrar, the University's sole central repository for its records concerning students.~~

5.6 Sanctions

- a. Violations of this Policy may lead to one or more sanctions, which may be imposed for an individual violation or for combined violations. Sanctions may include, but are not limited to the following:
 - i. written warnings or reprimands;
 - ii. educational development: requirement to complete a remedial education activity such as a workshop, an academic honesty assignment and/or a related assessment. If the activity is not completed, higher-level sanctions may be applied;
 - iii. resubmission of the piece of academic work in which the violation was committed, for evaluation with or without a grade sanction;
 - iv. completion of a make-up assignment or other form of assessment;
 - v. a lowered or failed grade, including a grade of zero, on the assignment in question;
 - vi. a lowered grade in the course;
 - vii. failure in the course ~~(with permanent grade of record);~~
 - viii. a permanent grade of record wherein the grade assigned shall remain as the one grade of record for the course even if the course is repeated;
 - ix. research-based sanctions:
 - completion of a required research survey paper;
 - confidential Referral to the Office of Research Ethics with appropriate disclosure; and

ASCP Appendix A

- denial of permission to use certain facilities of the University, including computer facilities, studios, and laboratories, for a Designated period of time.
 - x. suspension from the University for a definite period ranging from one term to up to six consecutive terms (two years), effective either immediately or at the conclusion of the academic session during which the sanction is imposed; students may or may not be permitted to complete courses that are ongoing at the time of a decision but will be withdrawn from any courses in which they have registered and which would begin during the suspension;
 - xi. expulsion from the University;
 - xii. withholding or rescission of a York degree, diploma or certificate, or another credential;
 - xiii. rescission of admission to the University;
 - xiv. transcript notation, which may be permanent or for a specified period of time and may be combined with any sanction, but will always be included with suspensions, expulsions and the withholding or rescission of a degree, diploma, certificate or other credential; and
 - xv. suspension or expulsion from the University and withholding or rescinding a degree may only be imposed by a Faculty Appeals Committee. The Faculty Appeals Committee is required to report expulsions to the Senate Appeals Committee.
 - xvi. When a Faculty decides to rescind a degree, diploma or certificate, or applies another penalty that may be considered negatively transformational, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.
- b. Sanctions will take into account all the circumstances of the case, including but not limited to:
- i. whether it is a first or subsequent offence;
 - ii. the relative weight of the assignment in question;
 - iii. student's academic experience;
 - iv. the severity of the conduct;
 - v. whether the student accepted responsibility for the conduct;

- vi. the extent to which the integrity of the student evaluation process was impaired;
- vii. the extent of the harm caused to the University, one or more of its members, and/or third parties;
- viii. academic misconduct by a graduate student will generally result in more severe consequences than for undergraduate students;
- ix. extenuating circumstances or aggravating factors that may help explain the action taken by a student.

5.7 Appeals

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

6. Roles and Responsibilities

- 6.1 All **members of the University community** (students, faculty, instructors, staff, and invigilators) have responsibility for upholding the standards of good academic conduct as set out in this policy. All members of the University have the responsibility to:

- a. identify and report incidents of academic misconduct in a timely manner to the relevant unit or Faculty Dean's office;
- b. provide assistance and cooperation in investigations and adjudication processes; and
- c. engage in the promotion of education and related remedial activities associated with this Policy.

6.2 It is the responsibility of **students** to:

- a. read and become familiar with this Policy and to comply with the principles and practices of good academic conduct set out herein;
- b. become familiar with related educational resources including, but not limited to those offered through the office of the Vice-Provost academic; York University libraries; York University Writing Centre, and at the Faculty level.
- c. follow their instructors' expectations for using text-, image-, code-, or video-generating artificial intelligence (AI); referencing sources; group work and collaboration, and be proactive in pursuit of clarification and resources to support these expectations;
- d. take necessary precautions to prevent their work from being used by other students;
- e. use course and exam software in a manner that is consistent with this policy; and
- f. act in accordance with this policy and/or the Policy on Responsible Conduct of Research when conducting and reporting research.

6.3 It is the responsibility of **course directors and graduate supervisors** to:

- a. read and become familiar with this Policy and comply with the principles of good academic conduct set out herein;
- b. communicate with and support students in following instructors' expectations for using text-, image-, code-, or video-generating AI; referencing sources; conducting group work and collaboration;
- c. encourage and support students to uphold the principles and standards of good academic conduct when conducting and reporting research;

- d. include a statement on academic integrity on course syllabi. Menu of possible statements will be made available on the Academic Integrity page on the Vice-Provost Academic website.
- e. consider regular course revisions to cultivate an environment that supports upholding good academic conduct;
- f. identify and report all suspected incidents of academic misconduct to the Faculty PPR or PPR Designate; and
- g. collect or assist in the collection of necessary information; participate in an investigation and be prepared to act as a witness at any hearing of the matter in order to fulfil the duty to comply with procedural fairness and natural justice.

7. Review

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

8. Procedures

- 8.1 Where there are reasonable grounds to believe academic misconduct has occurred, the matter will be dealt with in accordance with principles of procedural fairness and natural justice:
 - a. the student will first be informed by the PPR or PPR Designate of the allegations against them and then will normally have access to any available evidence against them;
 - b. the student will be informed of their right to have a Support Person throughout the process;
 - c. the student will be provided with an opportunity to respond to the allegations and evidence against them;
 - d. while admissibility is not governed by the formal rules of evidence, appropriate weight will be given to evidence based on its credibility or reliability; and
 - e. the student will have the right to request leave to appeal a decision.
- 8.2 Reporting Suspicion of Academic Misconduct

- a. Any person who believes academic misconduct has occurred has a responsibility to report the matter to:
 - i. the Course Director of the course in which the misconduct has occurred, who will in turn undertake to report the matter to the Faculty PPR or PPR Designate, or
 - ii. the PPR or PPR Designate of the Faculty or unit in which the misconduct occurred; if not course related, the PPR or PPR Designate will ensure the matter is reported to the appropriate University office;
 - iii. the PPR or PPR Designate in the Faculty of Graduate Studies on matters involving academic misconduct of a graduate student that are not course related. The PPR or PPR Designate in the Faculty of Graduate Studies will undertake to inform the relevant graduate supervisor or graduate program;
 - iv. the Office of the University Registrar in the case of suspected falsification of one's identity, academic record or other admissions-related material for the purposes of gaining admission to the University, a program or course, or reactivating registration.

8.3 Responsibility for Initiating and Conducting an Investigation

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

8.4 Procedures for Initiating and Conducting an Investigation

- a. Where there are reasonable grounds to believe there has been a breach of this Policy and an investigation is being initiated, the responsible authority

as outlined in Section 8.3 will notify the PPR or PPR Designate (if the responsible authority is not the PPR or PPR Designate).

- b. Upon receipt of notification, the PPR or PPR Designate will:
 - i. post a block on enrolment activity in the course, effectively barring the student from dropping the course, withdrawing from the University or obtaining transcripts. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed but, if the student is found to have performed academic misconduct, the recipients of the transcript will be provided automatically with an updated transcript;
 - ii. notify the PPR or PPR Designate in any other relevant unit, as required, such as a student's home Faculty or an academic program connected to the one in which the student is enrolled by way of cross-listed courses or joint programming, normally on the same day the student is notified.
- c. Once it is determined that there are reasonable grounds to begin an investigation and a block on enrollment is initiated, the individual undertaking the investigation (PPR or PPR Designate) will notify the student in writing (by email or by registered mail) at the first available opportunity, normally within five business days of the block on enrollment, communicating:
 - i. the allegation and a summary of the evidence available and the possibility that a sanction will be imposed;
 - ii. that they will not be permitted to withdraw from the course in question and that a hold will be placed on their record;
 - iii. their right to provide a response to the allegations in writing or in person, or to discuss the allegations with the investigator (in person, by phone or videoconference), and if a response is not received within 10 business days, the PPR or PPR Designate may continue and conclude the investigation without the student. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
 - iv. their right to be assisted by a Support Person (if they choose), who may provide support and advice and speak on behalf of the student; and

ASCP Appendix A

- v. that they will be provided any additional evidence that becomes available over the course of the investigation and afforded the opportunity to respond.
- vi. that the student, or the PPR or PPR Designate, may elevate the matter to the Faculty Appeals Committee for review of the outcome of the investigation
- d. If the student does not provide a response within 10 business days, the PPR or PPR Designate may continue and conclude the investigation. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
- e. The PPR or PPR Designate will assess all available evidence, including but not limited to:
 - i. reviewing documents and other records, including a written or verbal response from the student, if provided;
 - ii. reviewing audio or video recordings or photographs;
 - iii. reviewing evidence produced by plagiarism or cheating detection software;
 - iv. interviewing the student;
 - v. interviewing witnesses; and
 - vi. examining physical evidence.
- f. Once the investigation is complete, the PPR or PPR Designate will determine, on a balance of probabilities, whether a breach occurred.
- g. Where the PPR or PPR Designate believes the evidence gathered points to academic conduct grave enough to warrant a suspension, expulsion, or other penalties that are negatively transformational, the PPR or PPR Designate shall refer the matter in the first instance to the Faculty Appeals Committee for review. In such instances, the Faculty Appeals Committee process will take effect, otherwise the process outlined hereunder 8.4 will be continued by the PPR or PPR Designate.
- h. If it is determined that a breach occurred, the PPR or PPR Designate will initiate a check for past offences.
- i. The PPR or PPR Designate will take into account the circumstances of the case in deciding appropriate sanction(s) in accordance with the Policy.
- j. The decision will be provided to the student in writing (sent by email or registered mail), and will include the following:

- i. a summary of the investigation process including relevant timelines;
 - ii. a summary of the key evidence obtained during the investigation, including the response of the student to the allegation;
 - iii. an indication of which key evidence was considered credible and reliable;
 - iv. the decision reached on a balance of probabilities and the reasons for the decision;
 - v. the sanction, if any, being imposed including a rationale for the sanction;
 - vi. if a sanction is being imposed, information regarding the student's right to appeal and path for appeal; and
 - vii. a request that the student acknowledge receipt of the decision via email contact information provided in the decision letter or email sent to the student.
- k. Absent the receipt of student acknowledgement within 10 business days, the decision will stand. The PPR or PPR Designate may extend the student's response timeline beyond the 10 business days if/as deemed necessary.
- l. The decision will be provided to the PPR in the student's home Faculty if it differs from the Faculty or unit in which the investigation was conducted.

8.5 High Volume Academic Misconduct

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

8.6 Records of Academic Misconduct Findings

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

8.7 Appeals

- a. Appeals relating to any decision taken by a PPR or PPR Designate in relation to this Policy shall be considered by the Faculty Appeals Committee.
- b. If the student wishes to appeal the decision, the student must submit a notice of appeal to the Faculty Appeals Committee within 10 business days of receiving the decision.
- c. Upon receipt of a notice of appeal, the Faculty Appeals Committee will notify the PPR or PPR Designate and give them an opportunity to submit a response to the notice of appeal. The PPR or PPR Designate shall normally respond within 10 business days.
- d. All documents considered by the PPR or PPR Designate will be considered by the Faculty Appeals Committee and a copy of the evidence, as set out in Section

ASCP Appendix A

8.4(e), will be given to the student. Both the student and the PPR or PPR Designate may submit additional supporting documentation by no later than two business days prior to the hearing.

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

ASCP Appendix A

- m. If the Faculty Appeals Committee confirms the original finding, it may maintain the original sanction, or it may change the sanction.
- n. If a sanction is imposed that requires an alteration of a student's academic record, a copy of the decision of the Faculty Appeals Committee will be sent to the Office of the University Registrar for the sanction to be implemented. The decision will be retained by the Office of the University Registrar for a time consistent with Section 5.5 of the Policy.
- o. A record of the proceeding will be kept in the student's file to be housed in the student's home Faculty, Dean's office. The Record of the Proceeding shall include:
 - i. the allegation of academic misconduct and all documentary evidence filed with the Faculty Appeals Committee;
 - ii. the notice of the Hearing; and
 - iii. the decision of the Faculty Appeals Committee.
- p. The Faculty Appeals Committee Secretary is responsible for ensuring all relevant records of the proceeding are included in the file and filed appropriately.
- q. The student may subsequently appeal the decision of the Faculty Appeals Committee to the Senate Appeals Committee (SAC) on the grounds for appeal set out in the Senate Appeals Committee Procedures.

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

Senate Appeals Committee Report to Senate

At its meeting of November 28, 2024

FOR INFORMATION

1. Annual Student Appeals Statistics, 2023-24

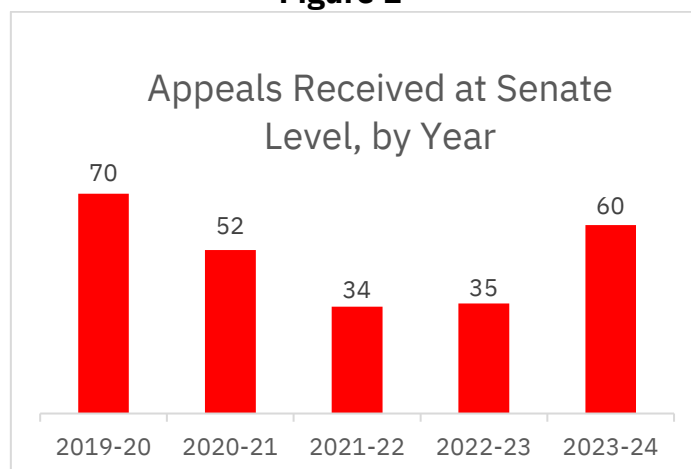
In this annual report, the Senate Appeals Committee (SAC) describes its activities for the past year and presents data on Senate and Faculty-level cases.

Between July 1, 2023 and June 30, 2024, SAC received 60 new files. Six (6) files were not completed by June 30; an additional six (6) files initiated in 2022-23 were completed. Figure 1 presents the number of cases from the last five years. There was one request for SAC to approve, on behalf Senate, the rescission of a degree as penalty for breach of academic honesty.

The total number of appeals significantly increased over the previous year. The reasons for this are not entirely clear. It does not seem to be attributable to the labour disruption, as the bulk of cases were received before the disruption, and the cases received since show no clear pattern related to the disruption. It may simply represent a return to pre-COVID volume. SAC continues to receive cases for which COVID-related disruption was a contributing factor. The percentage of appeals granted in 2023-24 was somewhat lower than the percentage granted in 2022-23. Although the reason for this is unclear, SAC has noticed an increasing tendency among students of misunderstanding SAC's required grounds for appeal, resulting in a large number of cases being dismissed without a hearing.

Figures 1 and 2, below, and Tables 1-3 give the data for SAC appeals.

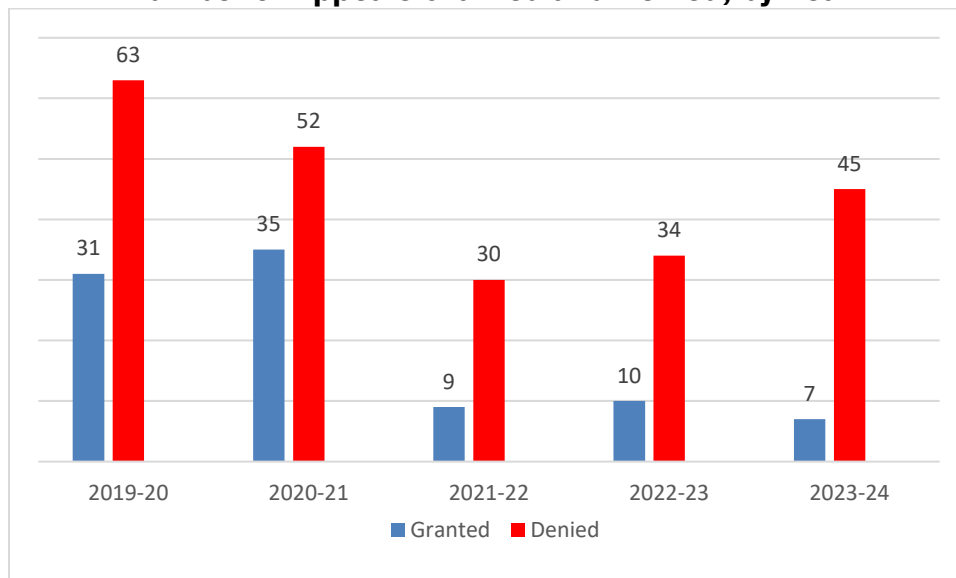
Figure 1



**Table 1
OUTCOME OF CONSIDERATION BY SAC, BY YEAR AND
DECISION**

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss	Grant	Dismiss
Dismissal without a hearing ¹	10	41	11	36	5	20	5	26	6	31
Appeal hearings	20	7	22	4	4	6	5	3	7	5
Reconsideration	1	15	2	12	0	4	0	5	0	9
Total	31	63	35	52	9	30	10	34	7	45

**Figure 2
Number of Appeals Granted and Denied, by Year**



¹ These are cases where the Chair of the Committee has made an initial recommendation to a panel that a case be dismissed without a hearing. “Grant” means that the panel decided to grant a hearing. “Dismiss” means that the panel dismissed the case without a hearing.

Table 2
SAC APPEALS BY TYPE, YEAR AND NUMBER²

Type of SAC Appeal	2019-20 70 Appeals	2020-21 52 Appeals	2021-22 34 Appeals	2022-23 35 Appeals	2023-24 60 Appeals
Course drop without receiving a grade	28	23	11	13	29
Reconsideration of SAC Decision	16	21	4	5	9
Deferment	3	1	0	2	4
Academic Honesty	10	11	11	11	8
Waiver of Required Withdrawal / Debarment	15	5	4	3	5
Grade Reappraisal	9	4	4	4	6
Late Enrolment	1	0	1	0	0
Other	0	5	1	1	5
Waiver of Degree/ Program requirement	4	3	0	1	2
Total	86	73	36	40	68

Table 3
SAC APPEALS BY FACULTY OF ORIGIN

	2019-20	2020-21	2021-22	2022-23	2023-24
AMPD	0	0	0	1	0
Education	0	0	0	0	0
EUC	0	0	0	1	1
Glendon	5	4	0	1	1
Graduate Studies	6	0	2	2	1
Health	13	15	7	8	22
Lassonde	7	3	5	3	6
LA&PS	15	13	4	11	15
Osgoode	9	5	4	1	4
Schulich	3	1	2	1	3
Science	12	11	10	6	7

² Totals exceed individual cases due to reconsiderations and/or multiple appeals within one case.

2. Annual Reporting of Faculty-level Petition and Appeals Statistics, 2023-24

SAC is continuing its efforts to standardize reporting across the University. The data are for petitions initiated from July 1, 2023 to June 30, 2024. The data in Table 4 provide the big picture but are not entirely comparable across Faculties.

At the bottom of the table, the total number of appeals for each Faculty and the percentage of petitions that were appealed at the Faculty level is provided. The overall percentage of cases appealed is 3.33%, which is mostly unchanged from last year (3.32%). Over the past five years, the average has ranged between 2.54 and 6.39%.

The total number of petitions (6967) is significantly higher than last year (5933). Faculties assigned some of this increase to the labour disruption, which may have resulted in more petitions for deferred standing. However, the Faculty of Health, which saw a *decrease* in petitions, attributed this to the accommodations offered during the labour disruption. Overall, most petitions continued to be granted, particularly in the smaller Faculties, such as Education and Environmental and Urban Change, that have few petitions overall.

Table 4

FACULTY-LEVEL PETITIONS BY TYPE 2023-24

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Petition Type	Reason												
Course Add	Enrol In Course(s) After The Faculty Deadline	1			5	3	6	7	7		3		32
Course Drop	Drop Course(s) After Faculty Deadline	74		35	12	161	236	1056	100		22	129	1825
	Granted W on transcript	2	23		55		246	44					370
Credit								67					67
Departmental/ Program Waiver	Advanced Standing: Course Substitute			1		14		2					17
	Advanced Standing: Course Waiver			1		10		1					12
	Advanced Standing: Course Transfer			3		67							70
	Course Substitution for Major or Minor Req. (s)		3	25				278	55				361
	Other					1		3					4
	Waiver Of Degree Credit Exclusion Legislation												0
	Waiver with replacement			40									40
	Take courses out of sequence		7										7
	Promotion without satisfying year requirements - Schulich												0
	Reduced course load - Schulich												0
Exemptions	Degree Exemption(s)							1			1		2
Extension	Deferred Standing, extension of deferred standing			1	9		60	229	119	171	13	172	774
	Course extension		4			110		68					182
	Program extension					440							440
Grade Reappraisal	Grade Reappraisal		1	2				1		23	15	2	44
Leave	Leave of Absence		28			391					88		507
	LOA Medical/compassionate										2		2
	LOA No course available					314							314
	Maternity leave					119							119
	Strike-related - FGS					180							180
Letter of Permission	Credit For Course(s) Taken Elsewhere Without LOP						1		1		41		43

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Other	Other					15		24			33	7	79
Overload	Course Overload		7	1			65	54	33		2	37	199
Readmission													0
Relief against failure	Osgoode only						4						4
Repeat	Repeat Failed Course		34				4		2				40
	Repeat Passed Course												0
Status	Change degree stream		15			15							30
	Change to full-time					50							50
	Change to part-time		7			96							103
	Reinstatement		7			273			58				338
	Withdrawal			2		26						22	50
	Study at a location other than York												0
Stop-out	Education only		28										28
Waiver	Graduate Without Min. Req'd G.P.A.						1						1
	Request For Waiver Of Req. Withdrawal	18		1	1	6	59	23	48		74	11	241
	Request For Waiver Of Req. Debarment	3			4		15	2	14				38
	Upgrade G.P.A. In Attempt To Graduate						11		2				13
	Waiver Of Degree Credit Exclusion Legislation												0
	Waiver Of General Education Requirement	4	1				4	4					13
	Waiver Of Honours Standing Regulations	25					49	54	44				172
	Waiver Of In-Faculty Requirement	26					1	17					44
	Waiver Of Major Requirement(s)			1			7	1					9
	Waiver Of Upper Level Course Requirements						5	2					7
	Other	10		6	2	3	37	1	36		1		96
Total		163	165	119	88	2294	811	1939	519	194	295	380	6967
Appeals		1	0	0	5	6	81	68	24	N/A	9	38	232
Percentage of decisions appealed		0.61%	0.00%	0.00%	5.68%	0.26%	9.99%	3.51%	4.62%	N/A	3.05%	10.00%	3.33%

		AMPD	ED	EUC	GL	GS	HH	LA&PS	LSE	OSG	SSB	SC	TOTAL
Percentage of petitions granted		96.93%	99.39%	97.94%	84.88%	97.09%	66.25%	89.22%	73.16%	87.11%	87.12%	71.30%	87.06%

3. Annual Faculty-Level Academic Honesty Statistics, 2023-24

SAC includes in its annual report statistics on Faculty considerations of charges of breaches of academic honesty. For 2023-24, there were 656 cases of breaches of academic honesty, a sharp decrease from 1,070 in 2022-23. See Table 5 for details.

As previously reported, the increase in cases in 2020-21 can likely be traced back to the COVID-19 pandemic, with many Faculties reporting a large increase in online cheating and group cases. The subsequent decrease in the number of cases reflects a return to the pre-pandemic numbers as students returned to in-person learning in the classroom. Moreover, a number of Faculties and units have undertaken initiatives in the last few years to raise awareness and educate students about academic honesty matters.

However, the very sharp decrease (38.7%) in cases in 2023-24 is anomalous. The labour disruption may have been a contributing factor. A more likely possibility, as indicated to SAC by several Faculties, is that more widespread use of generative AI technology in breaches of academic honesty are causing instances of cheating and plagiarism (by far the majority of academic honesty cases) to go unnoticed by instructors. Alternatively, instructors may be more reluctant to bring suspected cases forward, due to evidentiary barriers in establishing generative AI misuse. Despite the sharp overall decrease in cases, two Faculties (Science and Graduate Studies) saw an increase in cases in 2023-24.

Although cheating and plagiarism continue to constitute the majority of academic honesty cases, some Faculties have noted an increase in cases of impersonation, the contracting of third-party cheating services, and the use of wearable devices to facilitate cheating.

Table 5
ACADEMIC HONESTY CASES BY FACULTY
2019-20 TO 2023-24

Faculty	2019-20 N=978	2020-21 N=2,178	2021-22 N=1,659	2022-23 N=1,070	2023-24 N=656
AMPD	40	25	29	29	7
Education	8	6	6	11	0
EUC	17	10	6	16	4
Glendon	27	23	23	15	8
Graduate Studies	10	22	9	6	16
Health	78	248	139	136	100
Lassonde	239	406	489	238	106
LA&PS	390	620	529	361	165
Osgoode	11	10	3	5	1
Schulich	70	112	108	82	37
Science	88	696	318	171	212

NOTE: The numbers above refer to charges laid. Where the conclusion of an exploratory meeting was that there was

no breach and no formal charge was laid, the case is not recorded.

4. Policies and Procedures

New Academic Conduct Policy and Procedures

A new [Academic Conduct Policy and Procedures](#) was developed to supersede the [Senate Policy on Academic Honesty](#). It was approved by Senate to take effect on September 1, 2024. Hence, the academic honesty data presented above in Table 5 represent cases pursued under the previous policy. It remains to be seen what effect, if any, the new policy will have on the overall number of cases or on the number of appeals received by SAC related to academic honesty.

Interim Extension of the Waiver of Required Attending Physician's Statements

The waiver of required Attending Physician Statements to support requests for deferred standing, petitions, and appeals was extended until December 31, 2024 after a draft Senate policy on *Attending Physician Statements* was referred back to ASCP in the June meeting of Senate.

5. Hail and Farewell

The members of the Senate Appeals Committee and the support staff of the Secretariat would like to extend their thanks and appreciation to our departing members for their work on and commitment to the Senate Appeals Committee: Professor Scott Adler and students Shon Lazarov, Andrew McFall, and Grace Rao.

A warm welcome is extended to new members: Professor Lykke de la Cour and students Yuna Hwang and David Lia.

Jessica Sutherland, Chair, 2024-25

Senate Committee on Tenure and Promotions

Report to Senate

At its meeting of November 28, 2024

For Information

1. Tenure and Promotions Data, 2024-25

The total number of files reviewed in 2023-24 was 109. This compares with 66 files in 2022-23 and 70 in 2021-22. Of the 109 files, nine were referred back to the relevant Adjudicating Committee.

A statistical report of files reviewed in 2023-24 is set out in Table 1 and Table 2, with 2022-23 data provided for comparison. The yearly caseload from 2009-10 to 2023-24 is set out in Figure 1.

2. Unit-level Standards

In 2023-24, the cleanup of unit-level standards continued. Efforts were made to assess the status of all standards and to build a comprehensive repository.

Additionally, the Committee reviewed standards from eight units, suggesting revisions to bring them into accord with the University's policy, criteria and procedures. An updated status report is attached as Table 3. There may be further updates as the Committee continues to work with units to update its records.

3. Appeals of Denial of Advancement to Candidacy

There were no appeals of denial of advancement to Candidacy in 2023-24.

4. Senate Tenure and Promotion Sub-Committees/Panels

There are six Senate Review Committees constituted at the Faculty level in departmentalized Faculties. Each of these is a sub-committee of the Senate Committee on Tenure and Promotions. The six Faculties are:

- Arts, Media, Performance and Design
- Glendon
- Health
- Lassonde
- Liberal Arts and Professional Studies
- Science

These sub-committees are composed of members of the Faculty Tenure and Promotions Committee, plus two members of the Senate Committee. They report annually to the Senate Committee, noting issues that have arisen regarding the preparation and adjudication of files.

The Senate Committee considers files originating from the following non-departmentalized Faculties and reports directly to Senate on its work:

- Education
- Environmental and Urban Change
- Osgoode
- Schulich

5. Process Matters and Guidance from the Senate Committee

The Senate Committee continues to find virtual meetings and the use of electronic files (bookmarked for ease) to be effective mechanisms for its work.

The Senate Committee continues to provide feedback to Adjudicating Committees when it finds that there are procedural irregularities in files that are not such as may reasonably be determined to affect the outcome in a particular case. This feedback aims to guide and improve the preparation and review of future submissions.

Recurring procedural problems identified by the Senate Committee include:

- Insufficient detail in File Preparation Committee and Adjudicating Committee reports.
- Failure by Adjudicating Committees to demonstrate sufficiently how the evidence in the file supports the recommendation.
- Failure by Adjudicating Committees to provide a full and balanced report, addressing all the evidence in the file, both positive and negative.
- Irregularities in the composition of committees and in determining whether a committee is quorate.
- Insufficient effort to find student members for Adjudicating Committees.
- Misunderstandings related to the voting requirements for Adjudicating Committees, including the need for all members to vote on all criterion areas unless recused from the file.
- Irregularities or lack of clarity in compiling lists of potential referees, including:
 - Lack of clarity as to whether PC&S referees are at arm's-length to the candidate.
 - Missing or incomplete comments from co-authors/collaborators about the nature of their collaboration with the candidate.
 - Inclusion in the file of unsigned student comments, particularly from course evaluations.
 - Inclusion in the file of letters from graduate students who are currently being supervised by the candidate.
- Failure to include sample letters in the file.

The provision of such feedback on individual files seems to have limited success in preventing procedural irregularities from recurring. The Senate Committee strongly encourages units to develop a proactive approach to training, ensuring that all members of file preparation and adjudicating committees familiarize themselves with the [Senate T&P Policy, Criteria & Procedures](#) as well as with the resources in the [T&P Toolkit](#).

This year, the Senate Committee expanded its educational and outreach efforts and participated in several training sessions for staff and committees across various Faculties. Moreover, the Committee has expanded its collaboration with Faculty Affairs, in an effort to enhance the understanding and application of tenure and promotion criteria through the sharing of expertise and resources. This partnership underscores our joint commitment to improving the tenure and promotion process for all involved.

The Committee plans to conduct a review of the Tenure and Promotion Toolkit, particularly the [T&P FAQs](#) section, with an eye to providing further clarity and addressing common questions currently not included there.

Finally, the Senate Committee recognizes the concerns surrounding the tenure and promotion process timeline and its significance to our faculty members. We will look for opportunities to refine and improve the process, whilst ensuring that any enhancements are fully in accord with the established procedures set out in the Senate T&P Policy, Criteria & Procedures.

Jeremy Trevett, Chair 2024-25

Table 1
Number of Cases Completed 2022-23 and 2023-24
By Type of Application and Gender¹

Application Type:	Professor		T&P to Associate Professor		Tenure only		Promotion to Associate only		Total Number	
	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23
Number of Applications	40	11	67	54	2	0	0	1	109	66
Female Candidates	18	8	38	28	0	0	0	1	56	36
Male Candidates	22	3	29	26	2	0	0	0	53	29

Table 2
2023-24 Summary of Review Committee Recommendations to the President
by Decision and Gender

Application	Positive		Delay		Tenure without promotion		Deny (tenure applications only)		TOTAL
	M	F	M	F	M	F	M	F	
Professor	3	8	0	0	0	0	0	0	11
Tenure and promotion to Associate Professor	26	28	0	0	0	0	0	0	54
Tenure only	0	0	0	0	0	0	0	0	0
Promotion to Associate only	0	0	0	0	0	0	0	0	0

¹ Data in Table 1 and Table 2 cover decisions made between November 1, 2023 and October 31, 2024.

Figure 1

Number of Tenure and Promotion Cases by Year, 2009-10 to 2024-25

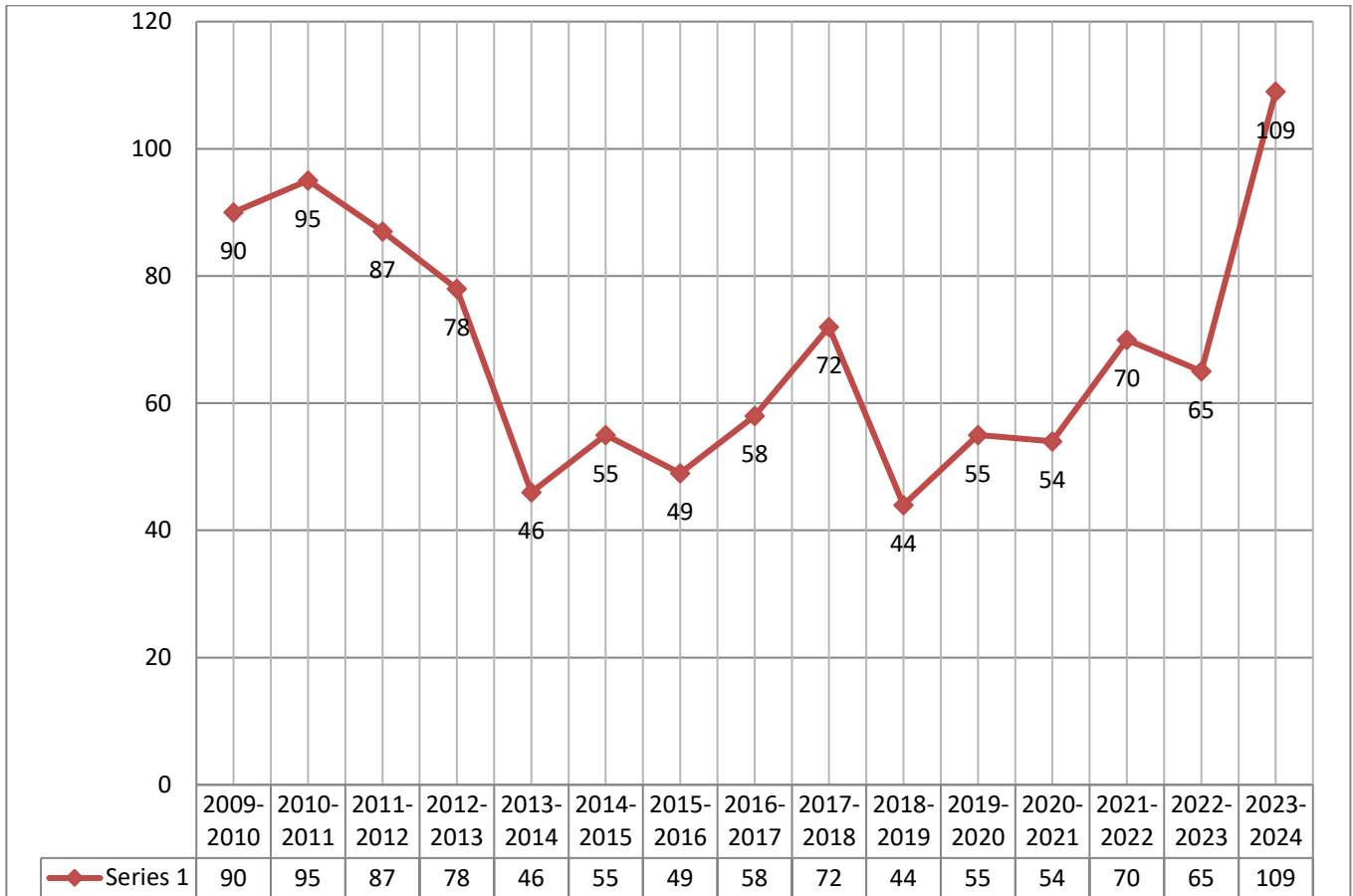


TABLE 3
Unit-level Standards Status Report as of August 2023

Faculty	Program	Professional Stream		Teaching Stream	
		T&P	Full Professor	T&P	Full Professor
AMPD		In accord Sep-09	In accord Sep-09	Revision required Jun-21	Revision required Jun-21
EDUCATION					
		In accord Sep-15	In accord Sep-15	In accord Sep-15	In accord Sep-15
FEUC					
		In accord May-22		In accord Nov-20	
GLENDON					
	Economics	In accord Oct-10			
	English	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22	Revision required Apr-22
	French Studies	In accord Jun-08	In accord Jun-08		
	Hispanic Studies	Revision required Jun-08	Revision required Jun-08		
	History	Revision required May-05			
	International Studies				
	Mathematics				
	Multidisciplinary Studies				
	Philosophy	In accord Oct-08	In accord Oct-08		
	Political Science	In accord Mar-19	In accord Mar-19		
	Psychology				
	Sociology	Revision required Sep-14	Revision required Sep-14		
	Translation	Revision required May-05	Revision required May-05		
	Gender and Womens Studies	Same as LA&PS	Same as LA&PS	Same as LA&PS	Same as LA&PS
HEALTH					
	Health Policy and Management	In accord Apr-22	In accord Apr-22		
	Kinesiology	In accord Feb-13	In accord May-19	In accord Oct-15	In accord May-19
	Nursing	In accord	Awaiting response from Senate		
	Psychology	In accord	Revision required May-19	Revision required Nov-24	
LASSONDE					
	Electrical Engineering and Computer Science	In accord Jun-22	In accord Jun-22	In accord Jun-22	In accord Jun-22
	Earth & Space & Science Engineering	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19	Revision required Mar-19
	Civil Engineering	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22	Revision required Dec-22
	Mechanical Engineering	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20	Revision required Sep-20
LA&PS					
	Administrative Studies	In accord Jan-08	In accord Nov-08		
	Anthropology	Revision required May-10	Revision required May-10		
	Communication Studies	In accord Oct-24	In accord Oct-24	In accord Oct-24	In accord Oct-24
	Economics	Revision required Nov-23	Revision required Nov-23		
	English	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22	Revision required Feb-22
	Equity Studies				
	French Studies	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08	Revision required Jul-08
	Gender, Sexuality and Women's Studies	Revision required Feb-13	Revision required Feb-13		
	History	Revision required Jun-08	Revision required Jun-08		
	Human Resource Management	Revision required Nov-20	Revision required Nov-20		
	Humanities	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21	Revision required Mar-21
	Information Technology	Revision required May-08	Revision required May-08		
	Languages, Literatures and Linguistics	Awaiting response from Senate	Awaiting response from Senate		
	Philosophy	In accord May-14	In accord May-14		
	Politics	Revision required Jul-24	Revision required Jul-24		
	Public Policy & Administration	In accord Oct-11	In accord Oct-11		
	Social Science	Awaiting response from Senate	Awaiting response from Senate		
	Social Work	In accord Oct-20	In accord Oct-20		
	Sociology	In accord Jun-19	In accord Nov-23		
	Writing Department	In accord Aug-24	In accord Aug-24	In accord Aug-24	In accord Aug-24
OSGOODE					
		In accord Mar-13	In accord Mar-13		
SCHULICH					
		In accord June-03	In accord Mar-19	In accord May-22	In accord May-22
SCIENCE					
	Biology	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Chemistry	In accord Oct-24	In accord Oct-24	In accord Oct-24	In accord Oct-24
	Mathematics & Statistics	In accord Oct-20	In accord Oct-20	In accord Oct-20	In accord Oct-20
	Physics & Astronomy	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20	Revision required Oct-20
	Science & Technology Studies	Revision required Nov-24	Revision required Nov-24	Revision required Nov-24	Revision required Nov-24

Report to Senate

At its meeting of 12 December 2024

FOR INFORMATION

APPRC met on 5 December 2024 and brings forward this report to Senate.

a. School of Medicine Planning: Senate discussion of administrative architecture

At this meeting APPRC is facilitating a consultation on the administrative architecture for the planned School of Medicine within the University's structure.

APPRC and its Ad Hoc Oversight Group (AOG) have been actively supporting planning for a school of medicine. In preparations for the possibility of the University receiving provincial support to establish a school of medicine, a *Planning Prospectus on a School of Medicine: Sequencing of Actions and Governance Processes* was developed and shared with Senate by APPRC (April 2023: updated version attached, Appendix B). The administrative architecture of the school was identified as a core academic component to be defined in an early phase of the planning. The Prospectus specified three potential unit options to be considered in the collegial governance planning process:

- new Faculty and its structure
- new unit within an existing Faculty
- new Faculty that is a combination of existing and new units

APPRC and the AOG believe that the structure of the school is a foundational feature of the plans that deserves examination within a Senate context. A full Senate discussion provides an opportunity for reflections, concerns or alternative ideas about the architecture to be surfaced and considered before the next phase of the planning exercise, which is approval in principle by APPRC and Senate. It is important that the recommendation for approval in principle gives clear direction on the architecture for the school as it informs the next stages of planning, including the critical companion exercise of accreditation. Therefore, at this meeting, APPRC is facilitating a discussion with Senate on the administrative architecture options for the planned new academic unit. Its feedback on this matter will be considered by the *School of Medicine Planning Group* and the AOG prior to moving forward with a proposal for approval in principle.

Background information to support Senate's deliberations on the structural models is attached as *Appendix A*. It sets out visual representations of each of the three models with the respective advantages and considerations for each one, along with the research, comparative information and considerations undertaken so far in the examination of the options for the school given its vision and York's Faculty composition. Within the Appendix the Committee has also set out framing questions for this consultation session, which will be led by the AOG Chair, Professor Lisa Farley, with the SoM PG Co-Chairs, Professors Perry and Sangiuliano, joining the session as well.

APPRC looks forward to full and constructive deliberations on this pivotal academic planning question for the University.

Academic Policy, Planning and Research Committee Report to Senate

b. APPRC 2024-2025 Priorities

UAP 2020-2025 Retrospective Report

With the decision to extend the 2020-2025 UAP by one year and APPRC's commitment to develop the new Plan in 2025-2026, a defined task for the Committee this year is preparation of a retrospective report on 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. Work on the preparation of the retrospective is planned to commence in the winter term.

In discussing the approach to developing the retrospective, APPRC highlighted the importance of using criteria and metrics to guide the assessment of progress and, in turn, to consider integrating specific criteria / metrics in the succeeding UAP to benchmark progress. To that end, support is being sought from the *Office of Institutional Planning & Analysis* (OIPA) with the provision of data and analysis pertaining to progress on the 2020-2025 UAP priorities. The following is the full plan for the development of the retrospective report:

- Review the data and summary report from OIPA
- Have as the topic for the annual APPRC meeting(s) with the Deans/ Principal Faculties' progress on the UAP priorities to gather information and perspectives on their respective achievements and challenges
- Consult the Council of Research Directors (ORU Directors) on research / scholarship achievements to capture in the report
- Map the progress achieved on the goals of the Strategic Research Plans (2018-2023 and 2023-2028) to the Knowledge for the Future UAP priority
- Consult the Senate committees on initiatives completed that advanced UAP priorities

APPRC will bring forward to Senate the UAP retrospective at an appropriate time.

Report of the Task Force on the Future of Pedagogy: Next steps on Recommendations

In December 2023 the final report of the *Joint APPRC-ASCP Task Force on the Future of Pedagogy* was submitted to APPRC and the Academic Standards, Curriculum & Pedagogy Committee as its two sponsoring Senate committees. Both committees had preliminary discussions of the report in the winter 2024 term, but no decisions were made on next steps. Wanting to build on the work of the Task Force, APPRC included among its priorities this year a resumed discussion of possible actions to implement recommendations in the report. The discussion of plans for this priority noted that the fast pace of change in pedagogy being driven by AI interest and tools might have brought about developments in pedagogy aligned with some of the Task Force's recommendations. As a starting point to returning to the recommendations, APPRC's

Academic Policy, Planning and Research Committee Report to Senate

Technical Sub-committee will invite the *Coordinating & Planning Sub-committee* of ASCP to meet for the Sub-committee to learn of recent pedagogy-related developments at the University of which ASCP is aware or has engaged in. One example considered in this context is the new *Central Hub for AI at York*.

The Technical Sub-committee hopes to be able to move forward with this planned meeting early in the new year to support options and decision for actions on the Task Force recommendations moving forward.

c. Academic Projects within the Forward Action Plan

Reported by the Provost is that work is actively continuing on the Forward Action Plan (FAP) projects. The University's budget health is directly related to its enrolment health. In the face of the current enrolment decline, a comprehensive analysis is being done on the enrolment and recruitment strategies by the the respective FAP working groups, with efforts being made to incorporate best practices and introduce needed innovations in the competitive post-secondary sector (e.g., expanding co-op, experiential education and work-integrated-learning options across programming).

One of APPRC's priorities this year is to provide input and oversight to the *Faculties of the Future* FAP project from an academic planning perspective. In keeping with its oversight role on this project, APPRC, through its Technical Sub-committee provided input on the recommended members to serve on the *Faculties of the Future Working Group*. Through the lens of pan-university representation and having diverse perspectives on the working group, the suggestion was made to slightly expand its composition to achieve that intention. The feedback was received with favour and is being acted on with additional members being sought / having been confirmed for the group.

Monique Herbert
Chair, APPRC

The *Planning Prospectus on a School of Medicine: Sequencing of Actions and Governance Processes* that has been shared with Senate and updated this fall, identified early on the need for planners to address the administrative architecture of the School of Medicine (SoM) as a “core academic component to be defined in the first planning phase,” with examples including:

- new Faculty and its structure;
- new unit within an existing Faculty;
- new Faculty that is a combination of existing and new units.

The planning exercise included a close study of these options. The current draft proposal from the SoM Planning Group (SoM PG) favours the second as the preferred model to realize the vision of the SoM for interprofessional education and team-based clinical practice, and to support inter-disciplinary research. It is also the model consistent with the research showing a clear trend in progressive medical school design across Canada, toward embedding medicine in a larger Faculty along with other health-related disciplines.

Senate Executive members have suggested that this academic planning issue deserves further discussion within a Senate context. A full Senate discussion provides an opportunity for any concerns or alternative ideas about the architecture to be surfaced and examined before Senate is presented with a recommended option for approval in principle. It is important that the recommendation for approval in principle does give clear direction on the matter of architecture, as this is needed to inform drafting of the final proposal for Senate, but also for accreditation purposes. The Committee on Accreditation of Canadian Medical Schools (CACMS) provides deadlines to reach each stage of accreditation, and approval for a medical school, either as a standalone Faculty or part of a larger Faculty, is an early decision needed to map out the governance structures, policies, curriculum design and approvals, and other academic infrastructure and resource needs that are required for the next stage. Therefore, the December Senate meeting is a good time for a culminating discussion on the administrative architecture. Any new feedback received can then be considered by the SoM PG and the AOG prior to moving forward with a proposal for approval in principle.

Background information is being provided to ensure the Senate discussion about the three structural models is well informed.

Review of Consultations and Research on Administrative Architecture Choices

A. Early Consultations (Prior to Provincial Commitment in March 2024)

Starting in 2022, extensive consultations were held across the York University community to gather input on the vision for a potential school of medicine and how it could build on our existing pan-institutional strengths in health-related research and education.¹ Led by then-Provost & VP Academic Lisa Philipps, the consultations were at

¹ A list of early consultations with summary notes is available here: <https://www.yorku.ca/medicine/py-community-area/resources/>

a fairly high level and did not focus on administrative architecture *per se*. However it is notable that even at this stage there was clear interest across Faculties and units in maximizing interdisciplinary collaboration for both educational and research purposes, for example through arts and design-based approaches to health and health services, biomedical engineering, health leadership and administration, disease modelling and data science applications in public health and medicine, movement and physical therapy, and life sciences including such areas as biochemistry, microbiology, genetics, and biology of cancer. Department of Biology faculty in particular expressed the view that biology has a great deal of salience for medical education and should be centrally involved in future planning. A more detailed summary of collaboration opportunities suggested by community members appears below, under “Faculty Council Consultations (Fall 2024)”.

B. Literature Review and Research

Prior to the provincial commitment in March 2024, the University retained Dr. Margaret Steele as an expert Advisor, Curriculum and Accreditation.² To shed light on the question of administrative architecture, Dr. Steele conducted a literature review on medical school governance.

The majority of published literature focuses on the governance arrangements between medical schools and academic medical centres (hospital and related clinical partners that support teaching and research), and mostly on ways to preserve the balance of academic, clinical practice, and research missions in governance and financing arrangements, and is very context specific. There is a dearth of literature that specifically relates to the governance of medical schools and their relationships to Universities (other than historical literature on the emergence of University-affiliated medical schools at the beginning of the 20th century and the development of science-based curriculum and formal admissions criteria).

The available literature suggests that when establishing a governance structure for a medical school, it is helpful to determine metrics which are aligned with the strategic plan of the medical school. The metrics would be related to the key missions of the medical school: education, research, clinical care, and social accountability & community engagement, which will facilitate accountability of the medical school.³ These metrics should be continually monitored to provide feedback to key stakeholders including

² Dr. Margaret Steele’s career includes a decade of progressive decanal experience at the Schulich School of Medicine & Dentistry at The University of Western Ontario and, between 2016 and 2023, the dean of the Faculty of Medicine at Memorial University of Newfoundland. She has been a full professor of psychiatry since 2008. Dr. Steele has been a distinguished leader in child and adolescent psychiatry in Canada, and was elected in 2018 as a Fellow of the Canadian Academy of Health Sciences. In 2019, she was named Professor Emerita at The University of Western Ontario. She was the chair of the board of the Association of Faculties of Medicine of Canada (AFMC) between April 2022 and August 15, 2023. Dr. Steele has also served on Canadian accreditation teams for various medical schools including McGill and the new medical school at SFU.

³ Verolon, 2015. Analysis of Governance Models for Academic Health Centers. Prepared for The Center for Mississippi Health Policy.

governance entities, individual decision-makers, community partners, government, accreditors, regulators and the public.^{4, 5}

In Canada, Dr. Steele determined that about three-quarters of medical schools are organized to integrate multiple schools within a larger Faculty (Table 1). A number of medical schools have consolidated schools under a single Faculty (or equivalent), as has been done in the last 5 to 10 years by the University of Manitoba (2015) and McGill University (2020), while others have had this integrated model for much longer (e.g. McMaster University, Queens University, University of British Columbia).

Table 1: Canadian Faculties of Medicine and Integration of other Health-Related Academic Units

University	Name of Faculty (School of Medicine)	Other Schools, Colleges and other Academic Programs Integrated with Medical Faculty	Academic Health Units Outside Medical Faculty
Dalhousie University	Faculty of Medicine	School of Biomedical Engineering	Faculty of Health with 8 Schools and College of Pharmacy
McGill University	Faculty of Medicine and Health Sciences (School of Medicine)	Ingram School of Nursing School of Biomedical Sciences School of Communication Sciences & Disorders School of Physical & Occupational Therapy School of Population and Global Health	
McMaster University	Faculty of Health Sciences (Michael G. DeGroote School of Medicine)	School of Nursing School of Rehabilitation Science Includes: Undergraduate Programs in Midwifery, Physician Assistant	
Memorial University of Newfoundland	Faculty of Medicine	No other Schools or Colleges Includes: Divisions of Population and Applied Health Sciences, BioMedical Sciences, and Clinical Sciences	Faculty of Nursing Western Regional School of Nursing (Grenfell campus) School of Human Kinetics and Recreation School of Pharmacy
Northern Ontario School of Medicine University	Northern Ontario School of Medicine University MD Program	Stand-alone medical university Includes: Masters Degree Program in Medical Studies; Undergraduate Programs in Dietetics and Rehabilitation Studies	

⁴ Stratton, T.D., Rudy, D.W., Sauer, M.J., Perman, J.A., & Jennings D. (2007). Lessons from industry: one school's transformation toward "lean" curricular governance. *Academic Medicine*. 82(4):331-340. <https://doi.org/10.1097/ACM.0b013e3180334ada>.

⁵ Casiro, O., & Regehr, G. (2018). Enacting pedagogy in curricula: On the vital role of governance in medical Education. *Academic Medicine* 93(2):p 179-184. <https://doi.org/10.1097/AMC.0000000000001774>.

University	Name of Faculty (School of Medicine)	Other Schools, Colleges and other Academic Programs Integrated with Medical Faculty	Academic Health Units Outside Medical Faculty
Queen's University	Faculty of Health Sciences (School of Medicine)	School of Nursing School of Rehabilitation Therapy Includes: Other Graduate Degree Programs in Biomedical Sciences, Public Health Sciences, and Translational Medicine; Undergraduate Programs in Health Sciences	
Université de Montréal	Faculty of Medicine	School of Kinesiology and Physical Activity Sciences School of Speech Therapy and Audiology School of Rehabilitation	
Université de Sherbrooke	Faculty of Medicine and Health Sciences	School of Rehabilitation School of Nursing Includes: Basic Life Sciences Graduate Programs	Faculty of Physical Activity Sciences
Université Laval	Faculty of Medicine	Includes: Professional Masters Programs in Rehabilitation Medicine and Public Health and 10 Research Graduate Degree Programs; Bachelors Programs in Occupational Therapy, Kinesiology, Physiotherapy, Biomedical Sciences, and Sexology	Faculty of Dentistry Faculty of Pharmacy Faculty of Nursing Sciences
University of Alberta	College of Health Sciences (Faculty of Medicine & Dentistry)	Faculty of Kinesiology, Sport and Recreation Faculty of Nursing Faculty of Pharmacy & Pharmaceutical Services School of Public Health Faculty of Rehabilitation Medicine	
University of British Columbia	Faculty of Medicine	School of Audiology & Speech Sciences School of Biomedical Engineering School of Population & Public Health	
University of Calgary	Cumming School of Medicine	None	Faculty of Kinesiology Faculty of Nursing
University of Manitoba	Rady Faculty of Health Sciences (Max Rady College of Medicine)	Dr. Gerald Niznick College of Dentistry College of Nursing College of Pharmacy College of Rehabilitation Sciences	Joint Undergraduate Interdisciplinary Health Program
University of Ottawa	Faculty of Medicine	School of Epidemiology and Public Health School of Pharmaceutical Services. Includes: Graduate and Undergraduate Degree Programs in Translational and Molecular Medicine	Faculty of Health Sciences with 5 Schools

University	Name of Faculty (School of Medicine)	Other Schools, Colleges and other Academic Programs Integrated with Medical Faculty	Academic Health Units Outside Medical Faculty
University of Saskatchewan	College of Medicine	School of Rehabilitation Sciences	College of Dentistry College of Kinesiology College of Nursing College of Pharmacy and Nutrition School of Public Health in College of Graduate and Postdoctoral Studies
University of Toronto	Temerty Faculty of Medicine	No other Schools or Colleges Includes: Professional Masters Degree and Research Graduate Degree Programs in Rehabilitation Sciences; Undergraduate Degree Programs for Physician Assistant, Medical Radiation Sciences	Faculty of Dentistry Faculty of Kinesiology & Physical Education Faculty of Nursing Leslie Dan Faculty of Pharmacy Dalla Lana School of Public Health
University of Western Ontario	Schulich School of Medicine & Dentistry	Includes: Professional Program Dental Surgery; Graduate Degree Program in Medical Biophysics	Faculty of Health Sciences with 7 Schools

Because of the limited information from the literature, Dr. Steele conducted structured interviews with Deans of all medical schools in Canada (and Deans of two new medical schools). These interviews were conducted confidentially to elicit the most possible candid response and advice. The majority (13/17) of Canadian Deans advocated for an integrated Faculty inclusive of medicine and health, in large part, because “if you put medicine on its own it will not come on side with other health faculties or listen to other schools” (Dean of School of Medicine with experience in both integrated and separate Schools of Medicine), which prevents meaningful interprofessional and interdisciplinary collaborations.

Interviewees also noted advantages of aligning the strategic priorities for health-related schools and their partners in the healthcare system. They observed that with alignment comes increased interprofessional education (IPE) and interdisciplinary research collaborations.

Convergence of curricular approaches and resources was cited as another advantage of an integrated model. To further enhance IPE, various offices can be shared including support units for experiential learning (e.g. standardized patients, simulation), interprofessional clinical placements, as well as student affairs. Schools within an integrated Faculty can share best practices in pedagogy and share faculty resources, for example establishing a team of educators on a variety of specific topics that need to be covered in multiple health and medicine programs. Learning from other health disciplines was also cited as a benefit that can increase the quality of the educational programs, reduce inequities between schools, and improve continuity of care.

Operational efficiencies and streamlined administrative operations, policies and procedures were offered as further reasons for an integrated Faculty. Functions like human resources, finance, administration, communications and advancement, and information technology can be provided as shared services within one integrated Faculty. Further, cross-cutting support functions can be addressed across an entire Faculty of Health including a school of medicine instead of reinventing the wheel for each health discipline; for example, Indigenous Affairs; Equity, Diversity, Inclusion and Anti-Racism, and research administration.

For medical schools where Faculties have recently undergone an organizational change towards an integrated Faculty, there were considerable change management challenges to ensure that all the constituent Colleges (or Schools) were on board with the approach, even though there was considerable consensus on the vision and rationale. When the operational streamlining produced flexible funding that was distributed among the other Colleges, and as more experience was gained in interprofessional curricular offerings, support for the integrated Faculty became even stronger and widespread. In the cases of two other medical schools in development, Simon Fraser University and Toronto Metropolitan University, University leaders informed us that because of hesitation from other health-related schools, they decided from a pragmatic perspective to go ahead with a standalone Faculty of Medicine, so that greater attention could be devoted to pursuing accreditation rather than focusing on the additional collegial consultation and change management that would be needed to create an integrated Faculty. And while both Universities aim to promote interprofessional education (as is the case with all medical schools in Canada), interprofessional education and practice does not play as central a role in their models as it does in the vision for the York SoM.

C. Consultations Following Provincial Funding Approval (Spring/Summer 2024)

Following Provincial approval to fund a new School of Medicine at York University, as announced in the March 2024 Budget speech, academic leaders in the Faculty of Health recognized that this announcement had particular implications for the Faculty especially as interprofessional education was so central to the vision endorsed by the province. Discussions were initially held among the Faculty of Health Chairs/Directors, Associate Deans, and Dean about what this might mean for the Faculty, and a follow-up discussion was requested with the Faculty Council Executive & Planning Committee. An update on the medical school was provided to the Executive & Planning Committee at its meeting of April 25, 2024, with a plan to update Faculty Council and have a preliminary discussion about the options for the proposed School of Medicine being either within or outside the Faculty of Health, to be followed by discussions at the School/Department level over the summer. Faculty Council discussed this matter on May 1, 2024, and a series of School/Department Council Meetings in the Faculty of Health were held over the course of May – June 2024. Those meetings included:

- School of Global Health Council (June 19, 2024)
- School of Kinesiology & Health Science Academic Council (June 7, 2024)
- School of Health Policy & Management Council (June 5, 2024)
- School of Nursing Council (May 21, 2024)
- Department of Psychology Council (May 13, 2024)

The unit level meetings included an overview of the vision and key features of the proposed School of Medicine as well as discussions related to different options for its organizational location (i.e., within the Faculty of Health or in a separate Faculty outside the Faculty of Health).⁶ After the unit-by-unit consultations, feedback was further solicited from the Faculty of Health collegium at large through a survey of faculty members (84 responses). Over 63% of respondents were in favour of housing the School of Medicine under the Faculty of Health, compared to 11% who preferred it to be outside the Faculty of Health (the remaining 26% were undecided).

Common themes among those in favour of housing the School of Medicine under the Faculty of Health include:

Appropriate fit: Respondents noted the overlap in health-related disciplines and the benefits of creating a cohesive academic environment for health-related disciplines.

Avoids Siloing: Desire to prevent the creation of silos between health-related fields of study and to enhance interdisciplinary/ interprofessional collaboration.

Resource sharing: Leveraging existing health resources and expertise between departments was seen as beneficial.

Holistic health perspective: Interest in fostering a holistic approach to health, integrating the study of physical, mental, and community needs with medical education. Belief that integration will enrich educational opportunities by allowing learners to have a wider range of expertise and disciplines.

Common themes among those who prefer other models or were undecided include:

Leadership and influence: Concern that future Deans might be MDs, potentially shifting the focus and priorities of the Faculty.

Governance and Autonomy: Concerns that the governance of the Faculty of Health may change. Uncertainty was expressed regarding whether the autonomy of existing Schools/Departments could become compromised.

Resource concerns: Potential resource allocation issues and strain on existing programs and resources.

Resource drain: Concerns that the new SoM could drain resources from existing programs, potentially leading to a reduction in quality or support for those programs.

Need for more information: Undecided due to a lack of information about the implications of integrating the School of Medicine within the Faculty. Expressed need to understand both the benefits and potential drawbacks more fully.

⁶ It was discussed that merging with other units from outside the Faculty of Health could also occur, and that this could be explored further through further in the Faculties of the Future consultations.

Following the unit-level consultations and survey, a Faculty of Health Working Group of champions for a School of Medicine proposal was composed of faculty members who responded over the summer expressing an interest to engage further in this initiative, along with academic administrators from the Dean's office. The consultation results and early discussions of the Working Group were shared with the Faculty of Health Council at its meeting on September 11, 2024, with members encouraged to share questions and information related to the organizational location (i.e. architecture) for the SoM. Plans were also made to schedule consultation meetings with other Faculties, and to expand the Working Group beyond the Faculty of Health (evolving into the School of Medicine Planning Group as directed by APPRC).

After an initial meeting between the Deans of Health and Science in the summer of 2024 to discuss collaborative approaches, it was agreed that further meetings would occur in the Fall between Faculty of Health representatives and the broader Science leadership group, and then with Science Faculty Council, to discuss opportunities for both Faculties to participate in pre-medical or pathway programs into health professions, as well as School of Medicine planning *per se*.

D. Discussions with SoM Planning Group and APPRC Academic Oversight Group (Fall 2024)

With new members in place and building upon work done by the original Faculty of Health Working Group, the SoM Planning Group confirmed its support for an integrated model that would see the SoM established as a new academic unit within Health, rather than as a separate Faculty. However, it was noted that Faculty Council consultations may surface additional input on this question.

The Ad Hoc Oversight Group established by APPRC reviewed an early draft proposal to establish the school. On the matter of administrative architecture, the AOG generally endorsed the benefits of an integrated model but asked the SoM Planning Group whether a separate Faculty of Medicine could have any reputational advantages that would assist in raising philanthropic funding needed for the capital project. This question was brought back to the SoM Planning Group which determined that examples of named schools of medicine can be found in Canada with either an integrated or separate Faculty model, suggesting there is no inherent advantage to either model from a philanthropic perspective.

E. Faculty Council Consultations (Fall 2024)

The School of Medicine Planning Group Co-Chairs along with the Dean of Record have requested invitations to all Faculty Councils this Fall and these visits will be concluded by early December. As of writing, the idea of locating the school of medicine within the Faculty of Health has not met with specific concerns. Other issues have been raised by Faculty Council members, including the need for additional information on how a school of medicine will be resourced in light of current financial pressures on York and other Ontario universities. Information on the preliminary resourcing plan will be provided in

the proposal for approval in principle. Overall, the consultations have been positive about the opportunity the school of medicine represents for the University, its diverse students, and the broader community. The exception was LA&PS Council where several members in attendance voiced concern about the University's ability to establish a school of medicine at this time in the absence of fuller information about the resource plan for it.

Discussions with the Faculty of Science that began in the Summer continued into the Fall. The Dean of Health and leaders from the FOH Working Group met with the Dean of Science and leadership of the Department of Biology and other Departments and academic leaders in the Faculty of Science on October 7, 2024. The discussion focused on the potential for multiple pre-medical and pre-health pathway programs to be offered, and to address concerns about maintaining the strength of medical biology (pre-med) enrolments in the Faculty of Science, as well as the initial designs of the SoM plans. The Faculty of Science Council met on November 12, 2024 to discuss the SoM plans – many of the questions concerned opportunity for pre-medical and medical curricular approaches, the location and opportunities for wet-laboratory spaces and collaboration, and nature of faculty appointments, as well as opportunities for engagement in the accreditation and program development committees; there were no concerns raised about whether the SoM would be part of the Faculty of Health.

The Faculty of Health Council will continue to discuss plans for the School of Medicine in its December and January Council meetings, and expects to vote on approval in principle of the proposal, thereafter, submitting it to AOG for review as needed, and subsequently to APPRC for recommendation to Senate for approval.

Aside from the Faculty of Health, no other Faculty Council has thus far voiced interest in housing the school of medicine within it, or in joining up with another Faculty that includes a school of medicine. However, all Faculties have continued to express interest in collaborating with a school of medicine in future, often circling back to themes raised in the 2022 consultations. A common thread in these discussions has been the opportunity for other Faculties to create interdisciplinary pre-medical pathway programs, to contribute to the non-clinical aspects of the MD curriculum, and to establish joint degrees for graduate learning and research that complement the MD degree. Not all students who enter a pre-medical pathway will end up in medical school, creating further opportunities for other units to absorb upper year students into other existing programs or new health-adjacent programs.

The following summary consolidates ideas for crossover programming and research that were identified in either or both of the 2022 and 2024 rounds of consultations:

School of the Arts, Media, Performance & Design – In both 2022 and 2024 Faculty Council consultations, a number of opportunities were identified to link visual arts, music, and performance to research and applications in medicine. Parallels between sport and exercise medicine are noteworthy and offer potential opportunities for partnerships. Considerable opportunities were seen for potential collaborative research, including

examining the linkages between games and health, artistic processes and health & wellness, and around music therapy. Artistic endeavours were also seen as an important avenue for promoting health knowledge and behaviour. Actors could be engaged to be involved in simulation health scenarios which are used for training students in medical history-taking and counseling.

Faculty of Education – In the 2024 Faculty Council consultation, faculty and staff identified ways of being involved in providing consultation around curriculum design and evaluation, education/training in the caring professions, as well as in the development of a Masters of Medical Education degree.

Faculty of Environmental & Urban Change – Consultations at Faculty Council are yet to occur, though there are some clear opportunities for collaboration, which have emerged through informal conversations. The medical community is engaged in understanding and addressing the effects of climate change on health, and embracing One Health and Planetary Health approach to research, policy and practice, so there are numerous potential collaborative education and research opportunities.

Lassonde School of Engineering – In both 2022 and 2024 Faculty Council consultations, considerable synergies were seen, particularly as medicine moves to the future where there is greater need for collaboration with engineering in areas such as precision medicine, population health, AI and data analytics, digital health, biomedical engineering, robotics, among other topics. In the 2024 consultation, the school also identified its experience in Kindergarten to Industry Pathways approaches in under-served communities, and offered to share experience in developing these approaches alongside the School of Medicine, which has similar interests in promoting such approaches.

Faculty of Liberal Arts & Professional Studies – The 2024 consultations at Faculty Council identified a few opportunities for collaboration with the School of Medicine, though it was noted that courses taught in LA&PS would be applicable to students applying for medicine. It was explained that a medical school curriculum is designed differently from regular curriculum, as much of the teaching is done in clinical settings, but there are nonetheless opportunities for interdisciplinary learning both in the undergraduate MD curriculum and through joint graduate degrees. Prior discussions with LA&PS faculty have identified potential collaborations with various programs, including in history, where there is an opportunity to develop a Hannah Chair in medical history (a program funded by AMS Healthcare to teach the history of medicine in healthcare education, women studies, and social work). Social work students should also have the opportunity to be involved in interprofessional experiential learning with medical students and other health professions given the important role of social work in community health.

Osgoode Hall Law School – The 2024 Faculty Council consultation identified a number of opportunities for collaboration on education and research in growing areas of law such as privacy in a digital world, medical litigation, bioethics, and in community services. They also expressed an interest in how to design admissions that promotes opportunities for students from communities that are under-represented in medicine.

Schulich School of Business – Faculty Council meetings in both 2022 and 2024 identified many areas of collaboration and mutual benefit. Medical students at the undergraduate and postgraduate level, as well as clinical faculty, will be interested in learning more about health care leadership and potential joint business of medicine and leadership programs can be developed. Active areas of scholarship in health care management, health systems change, informatics and AI, comparative cost-effectiveness of health interventions, among others, were identified.

Faculty of Science – Consultations in 2022 involved the Faculty Council as well as Departments of Biology, Mathematics & Statistics, and identified considerable interests in collaborative research, the potential for MD/PhD opportunities, and in a medicine curriculum that includes data science and addresses population health issues. The Department of Biology discussions in particular highlighted the importance of Biology in pre-medical, multidisciplinary, and a physician curriculum. The 2024 Faculty Council consultations, as discussed above, also identified many research collaborations could be forged on basic and computational sciences and their translation to clinical and population health applications for a wide range of health conditions. Specific areas of research strength from the Faculty of Science consultation include: Data Science and Disease Modeling; Sensory biophysics; Microbiology and cancer virology; Immunology; Human genetics; Vaccine and antibody therapeutics; Addressing anti-science and anti-vaccine sentiment with better ways of communicating science and technology information to the general population. Given the role of basic life sciences in the medical curriculum, it will be important to engage interested Science faculty in the curricular design, and consider ways cross-appointments, joint Departments, or other alternatives to organizational design for the basic life sciences.

Glendon – In both 2022 and 2024 Faculty Council consultations, potential for collaborations around healthcare for francophone populations, or collaboration around speech and language pathology, and medical translation were identified.

Libraries – Prior to the 2024 Faculty consultation, Libraries faculty had already developed ideas and initial plans around organizing for the critical role that libraries play in academic medicine. This is particularly different from traditional models in the distributed medical education system being proposed, where students and preceptors need access to specialized medical information to support clinical decision-making in spaces where they see patients. Expertise and access to source materials for knowledge synthesis for clinical care, health services management, and population health has been identified, as well as the need for consultation space for students and faculty with librarians, which have become important supports for modern academic medicine. The Libraries team also has experience in mentoring students in pathways programs to the health professions and expressed an interest in helping to design and participate in such programs.

Appendix: Organizational Options for a School of Medicine

Key Principles

The organizational design of the Faculty or School of Medicine should address the following key principles:

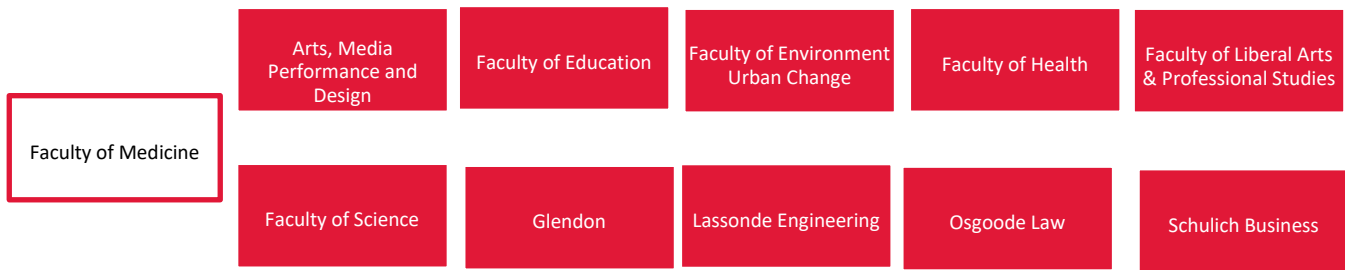
1. Build on York values, strengths, and vision for the School, which includes:
 - Integrating with the community in our service area;
 - Promoting interprofessional teams;
 - Fostering interdisciplinarity in academics and research; and
 - Supporting a social justice orientation.
2. Meet the CACMS accreditation standards, including social accountability, and particularly the commitments to the Truth & Reconciliation Commission Calls to Action

Addressing ways to promote interprofessional teams and fostering interdisciplinarity in academics and research involve nurturing a collaborative and service-oriented organizational culture that is supported through the structures and processes. Whatever the organizational design, the medical school will need to find ways to promote IPE, which is also embedded in the accreditation standards, and should take advantage of new opportunities for joint or complementary degrees and academic programs (e.g. MD-MBA, MD-MSc, MD-MPH, and MD-PhD dual degree programs, or health and humanities programs, etc.). Finding ways to encourage cross-faculty collaboration on research is also important, such as through joint appointments, or shared research supports that promote collaboration.

One way to address the interest in promoting interdisciplinarity and IPE, and build on York's overall strengths related to health, could be to create an entity that provides a venue to ensure ongoing and inclusive planning and constant interchange across all units with related interests, such as by a *University Health Coordination Committee*. The potential for such a committee is being explored in the development of a proposal, and is seen as equally possible in each of the organizational options. Programs could be organized in specific areas of common interest (e.g., coordinating health professional programs and/or organized in topical areas of common interest like: Aging, Women's Health, Indigenous Health, Implementation Research, Disability Programming), as well as Collaborative education and research programs across the University (e.g., Biomedical Engineering, Bioethics, Business of Health, Arts-based Wellness, etc.). The Committee could also serve to provide connections for York faculty and units outside of a SoM to an expanded set of Institutional Partners external to York (e.g., Ontario Health Teams, hospitals, international and community-based NGOs, Industry collaborators, etc.).

Organizational Options for the York University School of Medicine

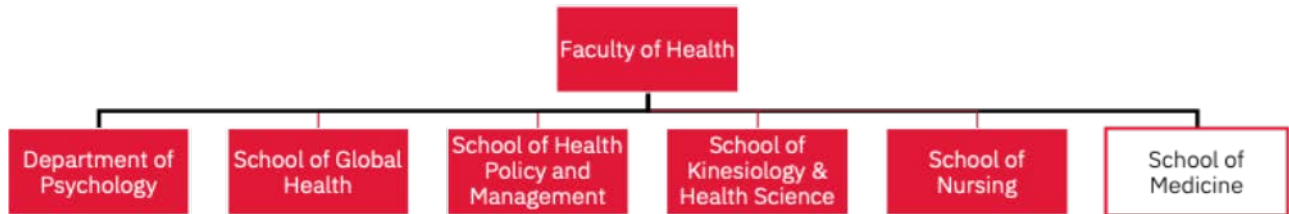
Model 1: Stand Alone New Faculty of Medicine



Advantages	Challenges
<ul style="list-style-type: none"> - Smaller and potentially more nimble - May be more efficient to develop a school of medicine without having to make changes in other schools - Can make the accreditation deadlines to open in 2028 - Simpler to communicate, particularly if the vision for a school were to become more traditional - May make it easier to set up governance arrangements with hospital/clinical organizations and physicians if the school is autonomous - Simpler arrangements to separate clinical faculty from those in other Schools - Can provide naming opportunity for a separate Faculty (2 such Canadian medical schools are supported by named gifts) 	<ul style="list-style-type: none"> - Much harder to integrate inter-disciplinary and interprofessional approaches - More difficult to promote integrated care and population health - More expensive administratively as it requires separate structures - Harder to take advantage of community-engaged and socially oriented scholarship strengths of FOH - Greater isolation from the rest of Health's Schools and the University - More difficult to meet TRC commitments need to involve all health professions and pre-professional education; there's a risk of losing economies of scale and ability to learn and support if separated - Duplication of administrative structures with an additional Faculty which carries higher costs

**Organizational Options for the York University School of Medicine
Model 2: New School of Medicine within Existing Faculty**

Example of the Faculty of Health



*Note: The name of the Faculty could also change in this model.

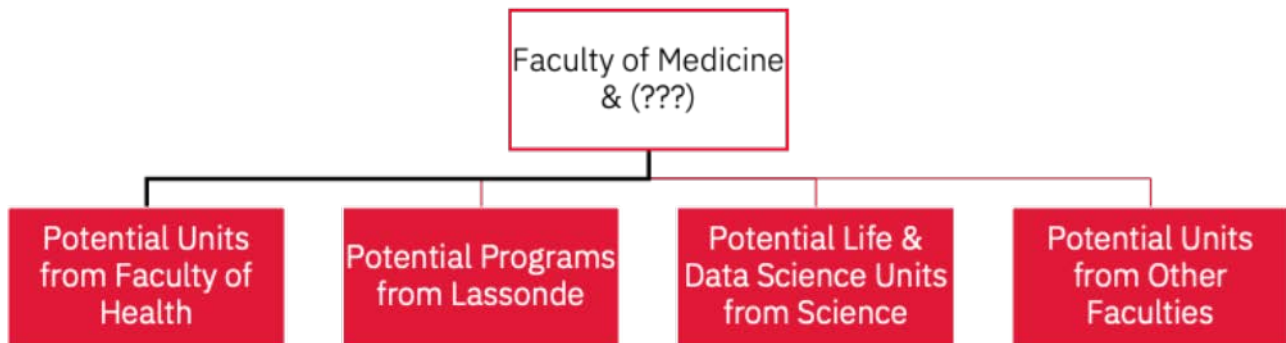
Advantages	Challenges
<ul style="list-style-type: none"> - Strongest ability to promote York values and strengths (inter-disciplinarity, community-engaged and socially oriented), and population health programming in teaching, research and practice across health professions - Can make the accreditation deadlines to open in 2028 - Lower cost and more efficient administration through sharing resources with other schools and creating economies of scale; avoids cost of creating another Faculty with a separate Dean’s office and administrative functions (budgeting, operations management, HR, research administration, clinical placements, etc.) - Better communicates a vision of integration and interprofessional approaches - Greater potential to change medical education, health systems, and the practice of medicine - Easier to pursue research grants involving multiple disciplines - Provides greater access to medical partner networks to other schools - Can provide naming opportunity for a medical school as well as at Faculty level (3 integrated medical schools are supported by named gifts, and such gifts are also seen for the Faculty and constituent schools) 	<ul style="list-style-type: none"> - Need to manage change with other schools in the Faculty, particularly for interprofessional programming and team-based approaches - Conceptualizing mechanisms to ensure other units are equitably prioritized for resource sharing and recognition, and are not “left behind” in a school of medicine - Greater difficulty in managing a larger and more complex Faculty of Health

Dr Steele also identified a number of units that are typically a part of Faculties of Medicine in Canada that would be more efficiently shared across all health-related schools in an integrated Faculty combining Schools of Medicine and other Schools. These include units with leadership positions for:

- *Indigenous Health* – these are typically more specific and operational with community partners working in health and related services than University-wide units dedicated to Indigenous Relationships, in part because of the central role of health services and relatively higher demand for services. Canadian medical schools often have both an office of Equity, Diversity, Inclusion and Anti-racism in addition to an additional focus on Indigenous Health, which supports pathway programs, admissions, curriculum and evaluation of Indigenous programs, and engages with knowledge-keepers, elders and Indigenous communities.
- *Health Systems and Community Engagement* – these typically involve the health care organizations, physician groups, and community organizations involved in health services. There is also an expectation that a SoM representative will be involved in the Medical Advisory Committees or Boards of major hospitals.
- *Human Resources* – a large number of physician and other healthcare professions are involved, and require specialized knowledge and coordination over credentialing at clinical sites, appointments (at SoM and affiliated clinical partners), licensing, and continuing professional education.
- *Advancement* – often there is an additional group of philanthropic interests related to health, and because many of the hospital and healthcare network partners also have their own philanthropic teams that involves greater efforts on collaboration.
- *Interprofessional Education* – sharing a centre with a collaborative interprofessional health education unit would be more effective and efficient when involving multiple schools, and encourages sharing of learnings, spaces and better scheduling for experiential learning, standardized patient programming and simulation, and to make practical interprofessional placements.

It was also noted that Research functions serve a larger volume of work with a school of medicine, and may involve having a larger unit for research supports, and potentially a separate ethical review board for clinical research & quality improvement when the volume of work and specialized knowledge justifies it, which would more effectively be shared across a number of schools working in health related areas in the same Faculty.

Organizational Options for the York University School of Medicine
Model 3: New Faculty of Medicine Comprised of New and Existing Units



Advantages	Challenges
<ul style="list-style-type: none"> - Depending on which units are involved, it has potential to strongly promote York values, and still has ability to demonstrate interprofessional approaches - Similar advantages as model 2 if all of Faculty of Health units are included, and may bring in additional synergies from other units - If it involves an existing Faculty merging with other units to form new, larger Faculty, then the costs could be more like model 2. - Naming opportunity similar to both model 1 and model 2 - Potential for Administrative costs similar to model 2 	<ul style="list-style-type: none"> - Requiring initial mergers to set up the new Faculty will make it nearly impossible to meet accreditation deadlines to be able to open in 2028 - Likely more costly to administer if resource sharing from model 2 is foregone and if an additional Faculty is created - If the plan involves adding a Faculty while leaving existing Faculties in place it has the extra costs of model 1. - Most disruptive for current units - Potential for complicated accreditation across different programs - For Faculty of Health units not included in model 3, opportunities to collaborate would be jeopardized if they remain separate

Framing Questions for Discussion at December Senate Meeting

APPRC poses the following framing questions for the Senate discussion:

The vision for the planned School of Medicine at York University centres on community health and primary care with a transformational community-based and person-centered curriculum, informed by emerging technologies and the delivery of primary health care through interprofessional teams. Which of the three models best position the University to support the achievement of the vision?

Noting the structural array each of the three models present, together with the advantages and academic, operational and resource considerations each carries, do any of the models pose a distinctive disadvantage as an option?

Are there other considerations / questions about the models that need to be examined in the ongoing planning work by the School of Medicine Planning Group?

Planning Prospectus on a School of Medicine: Sequencing of Actions and Governance Processes

PHASE 1: Consultations and Defining the Vision for the School <i>Spring 2021 – February 2022</i>	
Actions	Major Steps / Processes
External consultations on the potential School of Medicine	<p>Medical Education subject matter experts:</p> <ul style="list-style-type: none"> • sitting and former Deans/Directors of Schools of Medicine • medical school accreditation experts • academics, clinicians, and administrators with experience in medical school start up and progressive models of medical education <p>External healthcare community consultations across the catchment area, including:</p> <ul style="list-style-type: none"> • Hospital, notably Mackenzie Health and Cortellucci Vaughan Hospital (CEOs, clinical, teaching, and research leads) • Ontario Health Teams • primary care providers, including practicing physicians • public health agencies, chief medical officers of health • rehabilitation centres, women’s shelters, non-profit care providers, housing and other social service providers • long-term care facilities • community health centres and agencies (eg. Black Creek Community Health Centre) <p>Provincial, national and international consultations, including:</p> <ul style="list-style-type: none"> • municipal and regional government officials • non-profit agencies • Indigenous government and community leaders • businesses
Internal consultations	<p>APPRC and Senate Faculty Councils, departments, schools, individual faculty members Board Academic Resources and Executive committees, and Board of Governors York community via Town Halls Office of Institutional Planning and Analysis (enrolment modelling)</p>

<p>Establish the vision for the School of Medicine</p>	<p>Preparation of a conceptual proposal. Broadly established:</p> <ul style="list-style-type: none"> • the design of York’s SoM to address Ontario’s 21st century health and wellness needs through innovative curriculum, technology, and collaborations • the central features of the medical program (i.e., two-year pre-health program as an access bridge; a three-year degree program option; interprofessional primary care and population health-focused curriculum; integration of digital health technologies to enhance continuum of care; distributed learning model with community preceptors) • enrolment plan and business model principles for an initial cohort of 60 students in year one, growing to an entry cohort of 120 by year five and steady state enrolment of 360 students by year seven. <p>Conceptual Proposal submitted to Province February 2022.</p>
<p>PHASE 2: Advancing the Conceptual Proposal and Seeking Government Support to Proceed <i>Spring 2022- March 2023</i></p>	
<p>Actions</p>	<p>Major Steps / Processes</p>
<p>Further defining the conceptual proposal</p>	<p>Continued internal consultations to share ideas and receive input on the conceptual plan, and additional directions and options, to further its development.</p> <p><i>APPRC:</i> February and March 2022; Sept and November 2022; March 2023 <i>Senate:</i> March 2022 (consultation) <i>Faculty Councils:</i> throughout</p> <p>Continued external consultations to share ideas and receive input on the conceptual plan to further its development.</p> <p>Medical education experts, physicians, health care providers, community partners in catchment area.</p> <p>Discussions confirmed enthusiasm for the initiative and the identification of broad opportunities for teaching, research and knowledge mobilization collaborations, and student placements / community based experiential learning options.</p>
<p>SoM location planning</p>	<p>Consultation with City of Vaughan on the provision of land at the VHCP (adjacent to the Cortellucci Hospital) for health-related education, research, innovation purposes including anchor facility for a potential School of Medicine.</p> <p>Agreement reached with City of Vaughan for provision of land: June 2022 (option for University to exercise within 8 years).</p>

<p>Preparation of Major Capacity Expansion Framework submission to Province.</p>	<p>Drawing on information and discussions from the internal and external consultations on the conceptual plans for a potential School of Medicine, preparation of a Major Capacity Expansion submission that builds on the Conceptual Proposal submitted to the Province (February 2022) and includes business case considerations aligned with the MCE criteria.</p> <p>MCE submission to Province September 2022</p> <p>APPRC confidential review and feedback on MCE submission, further discussion and input on content of proposal, additional information needed for collegial review, and collegial governance processes (Fall 2022/Winter 2023).</p>
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PHASE 3: Engaging collegial governance processes to advance academic planning *(Following Province’s announcement of support for a School of Medicine at York University in March 2024.)*

April -December 2024

Actions	Major Steps /Processes
<p>Creation of a School of Medicine Planning Group (SoM PG)</p> <p>Membership finalized October 2024</p>	<p>Creation of an advisory group to guide and facilitate the next steps in shaping the academic components of the School of Medicine, by 1 July 2024.</p> <p>Chaired by the School of Medicine Dean of Record, and in collaboration with APPRC, the SoM PG includes representation from faculty members from across the University with health-related knowledge and experience to ensure that disciplinary and interdisciplinary perspectives inform planning. Additional subject matter experts in medicine and medical education support the SoM PG with advice.</p> <p>SoM PG is mandated initially to identify the core academic components to be defined in the first planning phase, including:</p> <ul style="list-style-type: none"> • Administrative architecture of the SoM (e.g., new Faculty and its structure; new unit within an existing Faculty; new Faculty that is a combination of existing and new units) • degree program(s) to be offered (including core features such as program length, admissions, interprofessional learning, population health focus, community-based learning, digital health) • related academic program areas for possible development • research and innovation focus areas • broad academic resource plans including impact on existing academic units and activities • potential academic, research, and community collaborations in the Vaughan Healthcare Centre Precinct and broader catchment area <p>The PG will also liaise with the Accreditation Program Development Committees to coordinate plans.</p>

<p>Creation of an APPRC Ad Hoc Oversight Group (AOG)</p>	<p>A School of Medicine Ad Hoc Oversight Group (AOG) supports both APPRC and the <i>SoM Planning Group</i> 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.</p> <p>The overall mandate of the AOG is to guide and facilitate the development of plans for the academic components of the school of medicine. In Phase 3, the AOG in liaison with the <i>SoM PG</i>, will <i>lead consultation and collegial discussions</i> on the following academic planning matters:</p> <ul style="list-style-type: none"> • 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
<p>Consultations October – November 2024</p>	<p>Focused consultations on the academic planning aspects of the school of medicine facilitated by the SoM PG and the AOG.</p> <p>Regarding the administrative architecture of the SoM, consultation and proposal development will commence with all Faculty Councils and the Libraries. An APPRC planning forum will also focus on the school of medicine to share information and facilitate collegial input in the planning of the initiative. Discussions to include matters of:</p> <ul style="list-style-type: none"> • the new unit structure • new academic programs to be offered • impact on existing programs • implications for research areas of strength and research culture • identification of resource issues
<p>Regular liaison between the SoM Planning Group, the Ad Hoc Oversight Group, APPRC, Senate</p>	<p>Through the Dean of Record, the SoM PG, and the AOG regular consultations and progress reports will be provided to Senate APPRC and through it, to Senate.</p>

PHASE 4: Approval in Principle for a School of Medicine
Fall 2024, for Senate approval by December 2024

Actions	Major Steps /Processes
Preparation of an <i>Approval in Principle</i> proposal for APPRC and Senate approval.	<p><i>Approval in Principle</i> by Senate is helpful in providing APPRC, the administration and proponents of a major academic initiative with a sense of Senate’s general views and specific interests prior to intensive consultations, refinement of concepts and preliminary plans, and the development of associated plans.</p> <p>The <i>SoM Planning Group</i> will have the responsibility of preparing a proposal for <i>approval in principle</i> to establish the school of medicine, including the administrative architecture of the new unit.</p> <p>Information in the proposal to include:</p> <ul style="list-style-type: none"> • administrative structure, name, composition and core features of programs • rationale for its establishment: <ul style="list-style-type: none"> ○ teaching and learning ○ research opportunities ○ benefits to the university as a whole, and benefits to the community, province ○ advancement of University Academic Plan priorities and related strategies • enrolment projections and faculty complement • the curriculum (degree types and programs to be offered and future areas to explore) • possible inter-Faculty / interdisciplinary collaborations on programming • planned / possible collegial governance structures for the school in line with the structure • resource implications / budget framework • consultation processes that informed the planning and proposal
Faculty Council(s) review of <i>Approval in Principle</i> proposal	If the proposed structure for the SoM in the <i>Approval in Principle</i> 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.
AOG and APPRC review of <i>Approval in Principle</i> proposal	<p>The AOG will review the draft proposal for <i>Approval in Principle</i> to establish a school of medicine subsequent to Faculty Council(s) approval (as necessary) prior to the proposal proceeding to APPRC. AOG’s focus will be on completeness of the proposal on the expected information to be addressed, and confirmation that input from consultations was considered by the SoM Planning Group.</p> <p>Following AOG’s oversight review of the approval in principle proposal, it will proceed to APPRC for approval and recommendation to Senate.</p>
Senate review of <i>Approval in Principle</i> proposal	Upon recommendation by APPRC, Senate review and approval of the proposal by December 2024.

PHASE 5: Approval of a School of Medicine through Senate and Board Processes

Spring 2025, for approval by 1 July 2025

Actions	Major Steps / Processes
<p>SoM Planning Group prepares the proposal for statutory approval to establish a School of Medicine</p> <p><i>Winter 2025</i></p>	<p>Following approval in principle, the SoM PG continues the considerations of academic planning, research, academic resources, and Faculty governance structures, dovetailing with accreditation matters as necessary. It facilitates with the <i>APPRC Ad Hoc Oversight Group</i> necessary, appropriate and timely consultations that provides opportunities for all interested parties at the University to comment on the proposal. Senate committees invited to comment on the proposal from the standpoint of their mandates.</p> <p>From that final consultation, the SoM PG builds on the approval in principle proposal to develop the full proposal and a rationale for statutory approval. The rationale will address the following:</p> <ul style="list-style-type: none"> • alignment with the UAP and university strategies • impact on York’s profile overall and in health • enrolments and recruitment • faculty complement • funding model, funding sources, and impact on the academic budget • risk mitigation plans
<p>AOG review of draft final proposal</p>	<p>The AOG reviews the full proposal to establish a school of medicine for completeness, and confirmation that issues and matters raised in the approval in principle and subsequent consultation phases are addressed in the proposal, liaising with the SoM PG as necessary.</p>
<p>Proposal proceeds through the Senate and Board governance processes</p> <p><i>Spring 2025</i></p>	<p>Proposal proceeds for approval by 1 July 2025 to:</p> <ul style="list-style-type: none"> • Faculty Council(s) (as necessary) • APPRC • Senate; a Statutory Motion, requiring Notice of Motion first, approval at subsequent meeting • Board Academic Resources Committee and Board of Governors
<p>Attendant changes to existing Faculties if structure for SoM is either a new unit within an existing Faculty, or a new Faculty that is a combination of existing and new units.</p>	<p>Approval of changes if necessary for merger / dis-establishment of a Faculty by 1 July 2025.</p> <p>Proposal(s) to relevant Faculty Councils, APPRC, Senate, and Board of Governors for approval by 1 July 2025</p>

PHASE 6: Implementation and Attendant Processes

Following Approval of the establishment of a School of Medicine by July 2025

- i. Approval of Academic Programs**
- ii. Establishment of Faculty governance framework and related Senate governance changes**
- iii. Operational planning**

Actions	Major Steps / Processes
Development and review of proposals for new degree programs	Approval of proposals for establishment of new programs in accordance with the York University Quality Assurance Procedures. Approval through all governance paths, including Quality Council, accrediting bodies and MCU where relevant.
Establishment of new academic administrative positions	Identification and arrangements for associated new academic leadership administrative positions (e.g., Dean, Director of a School) Possibility of interim appointments to facilitate SoM implementation.
Establishment of a Faculty Council / governance body Changes to other governance structures	Identification of governance structures for the SoM / Faculty, and any associated changes to existing Faculty Council structures Possibility of the establishment of an interim Faculty Council to facilitate SoM planning and implementation. Identification of changes to Senate governance structures to reflect establishment of the SoM.
Finalize the budget framework; and budget planning	Under the guidance of a project implementation team and through consultations.
Full-time faculty complement and labour relations planning	Under the guidance of a project implementation team and through consultations.
Enrolment and recruitment planning	Under the guidance of a project implementation team and through consultations.
Physical space planning	Under the guidance of a project implementation team and through consultations.
Registrarial planning for the support of SoM	Under the guidance of a project implementation team and through consultations

Motion Submitted for Consideration by Senate

By Senators Richard Wellen and Ryan Whiston

Rationale:

Whereas the proposal in principle for the new school of medicine has yet to be approved by Senate;

Whereas in its 2023 report the Auditor General observed that York’s process of expansion did not include completion of a “financial viability assessment” of the relevant capital projects.

Whereas Senators on the floor expressed concerns over transparency of funding and restructuring of budgetary matters that will arise from medical school and the faculties of the future project;

Whereas Senators on the floor of Senate expressed concerns about the source of funding and opportunity costs associated with building and maintaining a new school of medicine, citing both the Markham campus and the AG report as clear indicators of financial deficit and the need for more deliberation on the concrete financial viability of this project;

Whereas in 2014, prior to a vote by APPRC and Senate to endorse the creation of the Markham campus, both the Provost and the President, in response to concerns raised by both APPRC and Senators, informed Senators that establishment of the new campus “must be **fully** funded by government and external partners.”

Whereas it has always been understood that even where Senate does not have jurisdiction over resource allocation and funding decisions, concerns regarding the financial viability of projects related to the academic mission of the university are relevant for the conduct of Senate’s review and potential approval of such projects that are under Senate’s jurisdiction.

Moved by Senator Wellen:

Senate hereby expresses its view that the capital costs associated with the establishment of a York University medical school should be fully funded by government and/or external sources rather than by existing internal funds or revenues from existing operations.

The Senate of York University – Minutes

Meeting: Thursday, 28 November 2024, 3:00 pm

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

P. Burke Wood (Acting Chair)	J. Ehiagwina	M. Longford	T. Rimmel
T. Kelly (Acting Vice-Chair)	C. Ehrlich	P. Lynch	P. Safai
P. Robichaud (Secretary)	J. Elwick	M. Macaulay	C. Sandilands
G. Abdel-Shehid	O. Eyawo	A. MacLachlan	V. Saridakis
G. Alboiu	T. Farrow	J. Magee	R. Savage
O. Alexandrakis	M. Fiola	V. Mago	R. Shao
M. Annisette	S. Gajic-Bruyea	H. Mahon	D. Sinclair
C. Ardern	L. Gilbert	C. Mallette	B. Spotton Visano
M-H. Amour	M. Giudice	A. Mapp	C. Steele
E. Armstrong	J. Goodyer	G. McGillivray	J. Sutherland
A. Asif	A. Gorgani	A. McKenzie	C. Swenson
G. Audette	R. Green	J.J. McMurtry	M. Tadros
M. Baljko	K. Gray	K. McPherson	A-M. Tarc
M. Balyasnikova	J. Hafner	B. Meisner	A. Taves
L. Bay-Cheng	M. Hamadeh	M. Mekouar	J. Thienpont
S. Bay-Cheng	E. Hamm	M. Morrow	J. Trevett
D. Berbecel	A. Harvey	Y. Munro	P. Tsaparis
M. Biehl	M. Herbert	N. Murugarajan	P. Tsasis
K. Bird	W.M. Ho	R. Nasrazadani	A. Valeo
S. Bury	A. Horkova	R. Ophir	J. van Wijngaarden
M. Cado	E. Janse van Rensburg	K. Okra	G. Vanstone
R. Caines	A. Kalmin	M. Ott	R. Vivès
B. Choudhury	K. Kanagaretnam	A. Ouedraogo	R. Wellen
E. Clements	S. Karimi	D. Palermo	B. Weobong
N. Couto	R. Kenedy	S. Paradis	R. Whiston
A. Czekanski	T. Kirchner	P. Park	M. Winfield
S. Datta	N. Kishinchandani	E. Perkins	
A. Dawson	T. Kubiseski	D. Peters	
S. Day	M. Lambert-Drache	D. Pilon	
S. Desai	G. Langlois	M. Poirier	
M. Di Paolantonio	F. Latchford	E. Prince	
J. Eastwood	S. Lazarev	M. Ramaj	
M. Ebrahimi	R. Lenton	S. Rehaag	

1. Chair's Remarks

Acting Chair, Senator Burke Wood, welcomed Senators to the 711th meeting of Senate. In the context of the land acknowledgment, she reflected on the role of universities,

The Senate of York University – Minutes

reminding that it is important to be mindful of obligations to the land and one another. Thanks and appreciation were expressed to Senator Robichaud who is stepping down in December as University Secretary, for his support of Senate throughout his tenure, which included navigating the challenges for governance arising from the pandemic and supporting academic continuity during the labour disruption.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

A Senator sought leave to debate a hortative motion regarding sources of funding for the planned School of Medicine. The introduction of the motion was ruled out of order by the Chair for lack of proper notice. The Chair's ruling was successfully challenged.

It was subsequently moved that the agenda of Senate be amended to include the hortative motion under Other Business. With the required consent of two-thirds of the Senators present not met, the motion , failed.

4. President's Items

The President provided context for the University's budget challenges, tying them to the institution's vision of broad access to high-quality education, interdisciplinarity, and community impact. While York has historically performed well, including through the pandemic, recent setbacks such as missed international enrollment targets and external policy impacts, like tuition freezes and federal international student caps, have contributed to a \$111 million in-year deficit for 2024-25. Since the approval of the three-year 2024-2027 budget in June 2024, in-year revenue for 2025-26 is projected to fall \$68 million below budget expectations. Efforts to mitigate the off target results include contingency planning and strategic initiatives such as partnerships, professional programs, and revenue diversification.

Also being focused on is addressing social media perceptions of the University, the impact of labor disruptions on its reputation, and the commuter campus categorization to improve student experience and inclusion. Despite these challenges, noted was the successful Markham campus opening, the Goldfarb Gallery launch, and alumni engagement events, and the community was urged to remain forward-looking while protecting the academic core.

The Senate of York University – Minutes

5. Executive Committee

a. Information Items

The Executive Committee reported on the following items:

- approval of student members of Senate committees nominated by the student senator caucus
- consideration of changing to an earlier statutory meeting time of Senate.
- a meeting between the Senate and Board Executive Committees on November 5, which included discussions on internationalization and recruitment trends' impact on enrollment, faculty, program delivery, and the University's profile
- an update on its consideration of actions in response to a motion to establish a Senate Finance and Budget Advisory Committee
- confirmation that there will be a meeting of Senate on 12 December 2024
- approval of a revision to the Faculty of Health's Faculty Council Rules to include a Decolonizing, Equity, Diversity, and Inclusion Committee as a standing committee of Council

7. Academic Policy, Planning and Research

a. Provost's Autumn Report on Enrolments and Faculty Complement

Interim Provost and Vice-President Academic David Peters presented the annual autumn report on Enrolments and Faculty Complement. The report highlighted York University's ongoing challenges with declining international enrollments, domestic enrollment recovery post-pandemic, and shifts in student preferences toward STEM and health programs. Emphasized was the financial and cultural impact of these trends, alongside efforts to enhance recruitment strategies, improve student retention, and invest in faculty hiring despite financial constraints. Targeted actions being taken in response include enhanced outreach, transnational education partnerships, and strategic investments in professional and graduate programs, to address enrollment deficits and diversify York's student body and academic offerings.

Other information items in the APPRC report noted were the Committee's preliminary discussion of the University 2025-2026 budget consultation exercise with Faculty Councils, a progress report on school of medicine planning, its input to Senate Executive on the establishment of an APPRC advisory subcommittee on resources allocation, and the status of the academic projects within the Forward Action Plan.

The Senate of York University – Minutes

8. Academic Standards, Curriculum and Pedagogy

- a. Establishment of the Graduate Diploma (Type 3) in Primary Health Care Nurse Practitioner, housed in the School of Nursing, Faculty of Health

It was moved, seconded, and *carried* that **Senate approve the establishment of the Graduate Diploma in Primary Health Care Nurse Practitioner (Type 3), to be housed in the School of Nursing, Faculty of Health, effective F/W 2025-2026.**

- b. Revisions to the Academic Conduct Policy

The Committee proposed revisions to the Academic Conduct, primarily for greater clarity of purpose on feedback from Associate Deans, the Faculty of Graduate Studies, legal counsel, and the Senate Executive Committee

Concerns were raised about proposed changes to a recently approved policy, emphasizing the need for stability, clarity, and proper consultation. Objections focused on insufficient justification for changes to penalty provisions and a lack of stakeholder input, with a recommendation to delay the proposal for further review and feedback.

It was moved, seconded, and *carried* that **Senate refer the recommended revisions to the Academic Conduct Policy back to the ASCP.**

- c. Information Items

ASCP reported on the following items:

- new and ongoing priorities such as updates to Course Outline Guidelines, the new grading schemes Faculty conversion exercise, feedback received on the policy document speaking to the waiver of requirement for an attending physician statements, and plans to review the Senate Policy on Conduct of Examinations.
- minor changes to degree requirements for the following programs:
 - a. AMPD: Changes to degree requirements to the Bachelor of Design Program, Department of Design, AMPD, effective F2025
 - b. FGS: Update to Faculty Regulations on guidelines for Hired/Professional Editors, effective 1 December 2024
 - c. Glendon: Changes to the Certificate in Spanish-English Translation, Department of Hispanic Studies, effective Fall 2025

9. Appeals Committee

Time not permitting at the meeting, the report will be carried forward to the December meeting of Senate.

The Senate of York University – Minutes

10. Tenure and Promotions

Time not permitting at the meeting, the report will be carried forward to the December meeting of Senate.

Consent Agenda Items

11. Other Business

There was none.

12. Minutes of the Meeting of 24 October 2024

The minutes of the meeting of 24 October 2024 were *approved* by consent.

Patricia Burke Wood, Acting Chair _____

Pascal Robichaud, Secretary _____



York University Board of Governors

Synopsis

487th Meeting held on 26 November 2024

Re-Appointment

Re-appointment of Mary Traversy to the Board of Governors for a second four-year term commencing 1 January 2025.

Approvals

The President’s November 2024 Report on Appointments, Tenure and Promotion.

The *Smudging & Pipe Ceremony Policy* and a corollary amendment to the *Temporary Use of University Space Regulation*, effective December 1, 2024.

The 2025-2026 Meal Plan rates

Mandatory Meal Plans - Proposed Rate Changes	2024/2025	2025/2026	Increase
Bronze: increase of 16.5%	\$4,850	\$5,650	\$800
Silver: increase of 16.5%	\$5,400	\$6,291	\$891
Gold: increase of 16.5%	\$5,950	\$6,932	\$982
Platinum: Increase N/A*	\$6,500	N/A	N/A
Convenience: increase of 16.5%**	\$3,250	\$3,786	\$536
* This plan will be eliminated to align with industry standards.			
** Optional meal plan for suite style accommodation students.			

And a 75:25 split of meal plan dollars between food ancillary eateries and non-food ancillary eateries for 2025-2026.

The 2025 – 2026 Residence Rates

A. Undergraduate Residences

The 2025 – 2026 average increase of the undergraduate residences per style are:

Residence Style – per bed	Rate (8 Months) 2024-2025	Rate (8 Months) 2025-2026
Traditional double	\$ 8,075	\$ 9,041
Traditional single	\$ 9,372	\$ 11,056
Suite - double room	\$ 9,547	\$ 10,789
Suite – single room	\$9,721	\$11,279
Two-person suite – Pond	\$ 11,076	\$ 12,775

York University Board of Governors

Synopsis

The 2025 – 2026 average across-the-board increases of the undergraduate residences rates per room type are:

Room Type	% Increase
Double rooms	12%
Single rooms in dormitory-style residences	18%
Double room in suite-style rooms (with kitchen) – Keele campus – Excluding Pond	13%
Single room in suite-style rooms (with kitchen) – Keele campus – Excluding Pond	16%
Suite-style rooms (with kitchen) – Keele campus – Pond only	15%
Suite-style rooms (without kitchen) – Glendon campus	12%

B. York Apartments

An average 2.5% increase for all units at York Apartments with continuing leases, to reflect the allowable increase established by the *Ontario Rent Increase Guidelines* for January 2025.

An average 24.2% increase on average for all York Apartment units with new leases effective May 1, 2025, distributed as follows:

Apartment Type	Average Price Per Month 2024-2025	Average Price Per Month 2025-2026
Bachelor	\$ 1,255	\$ 1,549
1-Bedroom	\$ 1,507	\$ 1,865
2-Bedroom	\$ 1,973	\$ 2,450

Apartment Type	Increase in %
Bachelor	23.4%
1-Bedroom	23.8%
2-Bedroom	24.2%

Banking Resolution

Amendments to the Banking Resolution to reflect changes in signing officers on University bank accounts.

York University Board of Governors

Synopsis

Presentations

From the President an update on the *York U Forward Action Plan* and major initiatives, with a focus on enrolment and its impact on the budget. Other updates covered the Markham campus, School of Medicine planning, internationalization and global engagement.

Remarks and Reports

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

Remarks from the Chair of the Board expressing thanks and appreciation to Bobbi-Jean White for her contributions to the Board of Governors and to University Secretary Pascal Robichaud, whose terms are ending, this being their final meeting.

The agenda for the meeting is posted on the Board of Governors website:
<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2024/11/board-agenda-20241126.pdf>

Pascal Robichaud, University Secretary