



In the event that the York University Staff Association (YUSA) is on strike, the following University policy ensures that students who choose to honour YUSA's picket lines will not suffer academic penalties.

Senate Policy on the Academic Implications of Labour Disputes Resulting in the Disruption or Cessation of University Business

I. Governing Principles

A. Fairness to students

It is an accepted principle that students are to be treated fairly, regardless of what may happen during a labour dispute. In the interests of fairness to students, it is important that the morale of those affected by disruptions be sustained insofar as this lies within the powers of the Senate. Confusion and anxiety should be kept to a minimum by clear policies which are disseminated widely and effectively carried out.

B. Academic Integrity

It is the responsibility of the Senate to ensure the integrity of all academic programs affected by disruptions. No dilution of the work or standards normally expected of students should be permitted and as little diminution as possible is to be expected in the instructional support which students would anticipate. Adjustments in the specifics of work requirements, in grading for different portions of the work, and in the mode of instruction are permissible, however, within these constraints.

II. Student Rights and Responsibilities During and After Strikes/Lockouts

A. Freedom of Choice

In the event that withdrawal of services does not result in the cancellation of a specific class, the freedom of choice of all students to attend that class or not to attend is to be protected. Those who attend the class should not have to suffer the inconvenience of disruption of normal class procedures. Those who choose not to attend must realize, however, that they may not receive the same quality of service despite special arrangements which must be made for them upon their return.

B. Immunity from Penalty

Those students who do not attend either because they were not able to get to class on time or not willing to subject themselves to inconvenience in crossing the picket line or as a matter of conscience, are entitled to the following considerations:

- a) immunity from penalty for absence from class or late submission of work. In most cases this immunity would afford only a reasonable extension of deadlines and would not alter the academic requirements of a course nor would it relieve the student of responsibility for mastering course work covered during a strike/lockout;
- b) reasonable alternative access to material covered in their absence during a strike/lockout.

C. Reasonable Access to Academic Resources

In some situations, students may attempt to fulfill academic obligations, but may be prevented from doing so due to absence of the instructor, non-availability of support services (for example, no access to the library or computing services) or other reasons. In this case, the student must receive a reasonable extension and other adjustments as may be appropriate.

III. Criteria for Assessing the Impact of Disruptions on Courses

It is anticipated that both instructional staff and students will demonstrate mature judgment, responsibility, flexibility, and goodwill in attempting to minimize the effects on academic processes of strikes or lockouts. Because some disruptions may have sufficient effect to require the re-scheduling of classes and/or examinations, it is necessary that such situations be properly and promptly identified and that procedures be in place to make the re-scheduling as smooth as possible. Individual instructors are in the best situation to determine, in the first instance, the extent to which their courses have been affected. In doing so, they should take into consideration the criteria listed below. Notwithstanding the principle that individual instructors should undertake course-by-course assessments of their offerings, and despite the necessity of considering a variety of criteria, one overriding criterion stands out: the amount of instructional time lost.

Criteria to be addressed in assessing the impact of the disruption on the academic standards of any course include:

- a) the participation of course members:
 - i) students, particularly if a "critical mass" is necessary;
 - ii) instructors, including lecturer(s), tutorial leader(s), course director(s), instructors of parallel sections of multi-sectioned courses, and persons such as demonstrators in laboratories or writing-workshop tutors.
- b) the availability of physical and instructional resources including:
 - i) instructional venues such as classrooms, libraries, laboratories;
 - ii) "software", such as films, books, periodicals, tapes, duplicated materials;
 - iii) "hardware", such as computers, supplies, projectors, recorders.
- c) Disruptions in pedagogical processes, including:
 - i) the nature and extent of participation in interactive courses by students and instructors;

ii) the timing and sequence of tests, assignments and readings;

iii) the synchronicity of parallel sections within multi-sectioned courses or between lectures and tutorials/laboratories.

d) the duration or timing of a disruption, including:

i) the percentage of total contact time lost in a course;

ii) where in the term or session an interruption occurs.

IV. Procedures Governing Remedial Action by Course Directors

Course directors, in the absence of a need for a more substantial remedy in order to preserve course integrity, will take the following actions as promptly as possible.

1. Instruction which did not take place during a disruption should be made up fully. Should replacement classes be necessary, they should be scheduled within the pertinent term or session, in addition to regularly scheduled meetings and at a time when the majority of students can attend. If some students cannot be present, reasonable substitutes such as lecture note, class tapes, and guides to suitable readings will be provided.
2. Tests not held because classes did not meet during a disruption will be rescheduled, when possible during the additional class time mentioned above. Submissions such as essays, exercises, and reports announced earlier as due during the period of a disruption, shall be accepted afterwards without penalty for an interval at least equal to the length of the disruption. Tests originally scheduled during the time of a disrupted class shall be rescheduled, but they should not intrude upon class time which would normally have been allotted to something else.
3. Students absent from classes held during a disruption shall receive alternative access to the material covered. Reasonable alternatives would include lecture notes, special tutoring, class tapes, or guides to suitable readings.
4. Whenever classes were held during a disruption, assignments due but not submitted because of student absence shall be accepted for a period after the disruption at least equal to the length of the disruption. Tests will not normally be given during the period of a disruption: if a test is given, a substitute shall be provided, outside of class time, for absent students after the disruption is over, at the mutual convenience of the instructor and of the students involved.
5. In some cases reorganization of the course syllabus, including marking schemes, may be necessary.
6. The instructor shall discuss all plans for rescheduling or reorganization with class members before implementation, bearing in mind the principles of fairness to students and academic integrity. This discussion shall take place within one week of resumption of classes.
7. Within two weeks of resumption of classes, the instructor shall indicate any rescheduling or reorganization in writing to the class, with a copy sent to the unit (department/division, or Faculty). This notice shall include a statement explaining the recourse outlined below.
8. Students not satisfied with rescheduling or reorganization should discuss the matter with the instructor first. If still not satisfied, students may turn to any of the following:

Chair of the unit
Dean of the Faculty (or equivalent)
College Academic Advisor (or equivalent)
Student Senate Caucus
Office of Student Affairs

Complaints thereafter will normally be referred to the unit Chair for action. If the student is still not satisfied a petition may be made to the Faculty committee which normally considers allegations of unfair academic treatment, or such other special committee as may be established. An appeal may ultimately be addressed to the Senate Appeals Committee.

V. Remedial Action by Other Than Course Directors

When the criteria for assessing the impact of a disruption which are listed above are applied, it may appear that a more substantial remedy is required if the academic integrity of a course is to be preserved. A major consideration here is the amount of instructional time lost. If two or more weeks of instructional time are lost in full-year courses (or one week or more in half-courses or one-term full-courses) the Senate will presume that an extension of the teaching term, with concomitant changes in examination scheduling where appropriate (i.e. in individual courses, in all offerings within a Faculty, or throughout the university), is necessary. Appropriate central offices, such as the Office of the Registrar, will be asked to assist in any rescheduling. The following guidelines apply to a Faculty in which substantial amounts of instructional time have been lost.

1. After discussion within the courses, and then with unit Chairs and with the Dean (who will each assist in assessment and in planning if such remedies still appear necessary), the Faculty Council will be asked to act promptly. It may approve such changes in its academic regulations as are necessary and forward these changes immediately to Senate Executive for action.
2. It may be that a disruption is sufficiently severe within a single Faculty that its Council may wish to adjust the length of term and perhaps the final examination schedule for all courses, following the procedures outlined above.