



York University Senate Notice of Meeting

Thursday, 15 February 2024, 3:00– 5:00pm

Via videoconference

AGENDA

Page

- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
- 4. President’s Items (R. Lenton)

10min

20min

- a. International students cap: implications and planning
- b. Blue Ribbon Panel: updates on response

Committee Reports

- 5. Executive Committee (A. Macpherson, Acting Vice-Chair)1
 - a. The Rules of Senate: Revisions to Membership and editorial updates (For approval)
 - b. Senate Membership for 2024-2026 (For approval)
- 6. Academic Policy, Planning and Research (A. Davis)22
 - a. Establishment and disestablishment of academic units, Glendon (For approval)
- 7. Academic Standards, Curriculum and Pedagogy (K. Michasiw)81
 - a. Changes to Faculty-wide Regulations, Glendon College (for approval)
- 8. Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy (A. Davis / K. Michasiw)89
 - a. Report of the Joint Sub-Committee on Quality Assurance (Appendix A)
- 9. Other business

20min

25min

10min

20min

Consent Agenda

- 10. Minutes of the Meetings of 18 January and 25 January 2024 167

Executive Committee – Report to Senate

At its meeting of 15 February 2024

FOR ACTION

a. Amendments to the Rules of Senate

Having provided *Notice of Motion* last month, Senate Executive recommends:

“that Senate approve amendments to the Rules of Senate to integrate representation from the Markham campus in the Senate membership and make editorial updates to reflect recent changes in titles of senior administration positions, as set out in Appendices A and B of the Rules of Senate, attached.

Rationale

As required by the Rules of Senate, (Section 2, P. 2.19-2.20, Periodic Review and Publication of Senate Membership Reviews), the Senate Executive Committee began in the 2022-2023 academic year the task of reviewing the membership of Senate which determines the allocation of seats among the faculty members on Senate for the 2023-2025 two-year period. That exercise included the consideration of how to integrate representation from the Markham campus in the Senate membership.

The Executive Committee began the membership review process in November 2022 with the consideration of various membership models. Throughout the course of the year Faculty Councils were consulted for input on the models. With additional time needed for the Faculty consultation stage and the time-sensitivity to have the Senate membership allocations defined as of 1 July 2023 Senate approved in March 2023 an interim change to the Rules of Senate to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024 modification to the normal membership period to accommodate the ongoing exercise to integrate representation from Markham campus on Senate.

This past fall, Senate Executive identified the preferred model to integrate Markham campus representation in Senate for the period of 1 July 2024 – 30 June 2026 (Model A, attached for reference in the Executive Appendix). This option places with the four anchor Faculties delivering programming at the Markham campus an encouragement to designate one of their Senate seats for a faculty member based at Markham. An assessment of this approach is to be conducted coincident with the review of Senate membership and distribution for the following two-year period of July 2026 – June 2028. Appendix A of the Rules of Senate establishes the Senate membership; the proposed revisions to incorporate the Markham campus representation are set out in red text in the Appendix attached.

Several editorial updates are also recommended to Appendices A and B of the Rules of Senate to ensure that they are up to date with current titles of the positions of members.

b. Senate Membership 2024-2026

Having provided Notice of Motion last month, Senate Executive recommends

“That Senate approve the membership of Senate for the period 1 July 2024 - 30 June 2026 with a maximum of 169 and distribution as set out below, with the

Executive Committee – Report to Senate

School of Arts, Media, Performance & Design, the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering and the Faculty of Science, as the anchor Faculties delivering Markham campus programming, encouraged to consider allocating one of their Faculty seats to be filled by a faculty member who will be based at the Markham campus.

Members specified by the York Act (Total of 21)

Chancellor (1)
President (1)
Vice-Presidents (5)
Deans and Principal (12, including Dean of Libraries)
Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)

Arts, Media, Performance and Design **7**¹ (minimum of 2 chairs)
Education **4**
Environmental and Urban Change **4**
Glendon **7** (minimum of 1 Chair)
Health **13** (minimum of 2 Chairs)
Lassonde **9**² (minimum of 1 Chair)
Liberal Arts & Professional Studies **34**³ (minimum 13 Chairs and 2 contract faculty members)
Osgoode **4**
Schulich **5**
Science **12**⁴ (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

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

Other Members (Total of 13)

Chair of Senate (1)
Vice-Chair of Senate (1)
Deputy Provost, Markham (1)
Academic Colleague (1)
President of YUFA (1)
YUSA Member (1)
Member of CUPE 3903 (1)
Alumni (2)
College Heads (1)
Assistant Vice-Provost and University Registrar (1)

¹ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

² An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

³ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

⁴ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

Executive Committee – Report to Senate

Rationale

As noted above in Item a, the Rules of Senate stipulate that “Senate Executive shall review changes in structures, faculty complements and student enrolments every two years...” with Senate approve in 2023 an interim change to the Rules to permit a one-year membership of Senate for the period 1 July 2023 to 30 June 2024 with the requirement that a return to the two-year period resume for the 2024-2026 period.

The allocation of seats for full-time faculty members elected by Councils is determined by first calculating the proportion of the overall complement attributable to each Faculty (professorial stream, teaching stream and CLAs) based on the most recently available data (Quick Facts, OIPA Data Hub). Percentages are then applied to the full-time faculty member seats on Senate.

The following standing considerations were also factored into the proposed membership:

- it has been a long-standing rule that no Faculty shall have fewer than four faculty member seats, and three Faculties (Education, Environmental & Urban Change and Osgoode) received additional seats according to this stipulation.
- since 2013, Glendon has been allocated two more seats than a strictly proportional formula yields by virtue of its special nature (an allocation confirmed by Senate in 2015).

No changes in the allocation of Faculty seats from those in 2023-2024 are recommended for the 2024-2026 period.

Similarly, the Committee does not recommend any changes in student membership distribution. Senate Executive takes note of trends in enrolment data, such as increasing or decreasing FTEs in the Faculties to determine whether to recommend any changes to the Faculty allocations. Being monitored in recent years is the decrease in LAPS student FTEs and the increases in some other Faculties (e.g., the Faculty of Health). The Committee will assess the allocation of student seats to review the proportional representation among the Faculties in the next two-year review membership review (2026-2028), allowing for Markham campus enrolments to be included in the data.

FOR INFORMATION

c. Follow-up from January 2024 Special Meeting of Senate

A special meeting of Senate was convened on 18 January 2024 to discuss university governance and academic policy and planning matters arising from the *Report of the Auditor General of Ontario on York University*. The Executive Committee committed to review the input of Senate and bring back to Senate any follow-up actions to be taken and / or reporting on actions to be taken by others across the University for matters outside of Senate’s purview.

Executive Committee – Report to Senate

Attached as an Appendix to the minutes of the Special Senate meeting (Consent Item agenda 11 here) is a summary of the suggestions, questions and comments raised at the meeting with the individual commentaries and recommended actions mapped to the relevant “owners” with oversight responsibility for the actions and/ or responses. Drawing on this high-level framing of Senators’ input, Executive had a preliminary discussion of the input and how responses could be taken up. The Committee is continuing to finalize the follow-up actions, which are anticipated to include referring matters outside of Senate’s purview to the appropriate authority(ies) for response if they choose, providing responses to Senate on questions for which answers are known, and identifying the actions under the auspices of Senate to be taken up and by which committee. In making such referrals to other governance bodies, Executive will encourage that they build planning actions into their respective priorities and schedules for the balance of this year and the subsequent governance year(s) as appropriate.

One Senator has acted on their recommendation voiced at the Special meeting by submitting a motion for the consideration of Senate. The timing of the receipt of the motion made it difficult to include it on the agenda of the 6 February Executive Committee meeting; it will be brought to Senate Executive for discussion at its next regular meeting of Senate Executive on 19 March 2024.

The Committee will report further to Senate as its work on this initiative continues. It invites Senate’s comments and input on the plans.

d. Ruling on Hortative Motion Submitted for Consideration of Senate

At its meeting on 6 February 2024 the Senate Executive Committee reviewed a hortative motion submitted by two Senators for inclusion in the agenda for the 15 February meeting of Senate. Based on the advice provided by members, it was the decision of the Chair of Senate that the hortative motion as constructed was not in order. In accordance with the Rules of Senate [S. 4.9], the decision taken that the proposed motion is not in order is being reported to Senate together with the rationale for the ruling.

The Committee deliberated at length on the form and content of the hortative motion. The procedural concern expressed about it was that at its core, it was rooted in personnel / labour relations matters which cannot be discussed in a Senate meeting. The proponents were advised that if submitted a revised motion without reference to labour relations matters would be subsequently reviewed by the Executive Committee. They confirmed their intent to submit a new motion.

e. Additions to the Pool of Prospective Honorary Degree Recipients

In a confidential report from the Honorary Degrees and Ceremonials Sub-Committee, the Senate Executive Committee received recommendations to add individuals to the pool of prospective recipients of honorary degrees. The Committee considered the recommendations, and, as a result, five new candidates have been deemed eligible for honorary degrees.

Poonam Puri, Chair

Lauren Sergio, Vice-Chair

Senate Rules Appendix A

1. MEMBERSHIP OF SENATE

1.1 Membership specified by the York Act

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

1.2 Membership of Senate as Determined by Resolution of Senate

For the period July 1, 2024 to June 30, 2026 the membership of Senate shall be a maximum of 169 as follows:

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

- Chancellor (1)
- President (1)
- Vice-Presidents (5)
- Deans and Principal (12 including the Dean of Libraries)
- Two-to-four members of the Board of Governors (2)

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

- Arts, Media, Performance and Design² 7 (minimum of 2 chairs)
- Education 4
- Environmental and Urban Change 4
- Glendon 8 (minimum of 1 Chair)
- Health 14 (minimum of 2 Chairs)
- Lassonde³ 8 (minimum of 1 Chair)
- Liberal Arts & Professional Studies⁴ 34 (minimum of 13 Chairs and 2 contract faculty members)
- Osgoode 4
- Schulich 5
- Science⁵ 11 (minimum of 2 Chairs)

1.2.3 Librarians (Total of 2)

² An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

³ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

⁴ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

⁵ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member

1.2.4 Students (Total of 28)

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

1.2.5 Other Members (Total of 13)

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

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

1.2.7 Ex-Officio, Non-Voting

Secretary of Senate (1)

STANDING COMMITTEES OF SENATE

1. ACADEMIC POLICY, PLANNING AND RESEARCH

Composition

1.1. The Committee is composed of the following members:

a. Voting Members

One faculty member elected by each Faculty

One Librarian or Archivist elected by Librarians and Archivists

Two student Senators, normally one undergraduate and one graduate

Chair of Senate

President

Provost and Vice-President Academic

Vice-President Research and Innovation

Academic Colleague

Member Elected by the Council of Research Directors

b. Non-Voting Members

Secretary of Senate

Observer from the York University Faculty Association

Mission

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

Terms of Reference

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

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

b. reports to Senate on reviews of existing Faculties, units, centres and programs, (including but not necessarily limited to Faculty plans, Undergraduate Program Reviews, Graduate Program Appraisals, Faculty

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

Meetings

- 1.6. Normally the Committee shall meet twice monthly.

Sub-committees

Technical Sub-committee

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

Joint Sub-Committee on Quality Assurance

Mandate

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

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

Composition

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

Eligibility for Membership on the Joint Sub-Committee

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

Reporting

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

2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

Composition

2.1 The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate

One Librarian or Archivist elected by Senate

Two student Senators, normally one undergraduate and one graduate

One contract faculty member elected by Senate

Chair of Senate

Provost and Vice-President Academic (or delegate)

~~Dean and Associate Vice-President~~ **Provost and Dean**, Graduate **Studies** (or delegate)

~~Associate Vice-President~~ **Provost** Teaching and Learning

Assistant Vice-President and University Registrar (or delegate)

President

b. Non-Voting Members

Secretary of Senate (or delegate)

Mission

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

Terms of Reference

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

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

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

Meetings and Sub-Committees

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

3. APPEALS

Composition

3.1. The Committee is composed of the following members:

a. Voting Members

Nine faculty members elected by Senate
Three students

b. Non-Voting Members Chair of Senate

Secretary of Senate

President of the University

~~Vice President Academic and Provost~~ and Vice-President Academic

Terms of Reference

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

Procedural Direction

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

4. AWARDS

Composition

4.1. The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate
One Librarian or Archivist elected by Senate
Two student Senators, normally one undergraduate and one graduate
President
~~Vice-President Academic~~ and Provost and Vice-President Academic (or delegate)
Vice-Provost Students (or delegate)
Vice-President Research and Innovation (or delegate)
One member designated by the York University Alumni Association Board

b. Non-Voting Members

Chair of Senate
Secretary of Senate
One member designated by Student Financial Services

Mission

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

Terms of Reference

4.3. The Committee shall be responsible for:

- a. developing, reviewing and recommending changes to policies, guidelines and criteria for prizes, medals, awards, scholarships and other academic distinctions that fall under Senate jurisdiction
- b. adjudicating awards, or overseeing the adjudication of awards delegated to other bodies with the requisite expertise
- c. reporting to Senate on the individual recipients or prestigious academic awards and on the nature, number, purposes and disbursements of such awards
- d. proposing the creation, elimination or amendment of awards
- e. overseeing honorary degrees guidelines on Senate's behalf (but not the selection of honorary degree recipients)
- f. advising Senate on awards policies generally and coordinating with other bodies as necessary.

Meetings

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

5. EXECUTIVE

Composition

5.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

Provost and Vice-President Academic
Secretary of Senate

Terms of Reference

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

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

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

them to the Executive Committee, having pointed out those aspects which in their view merit Senate discussion. Senate and the Executive Committee should create special committees to deal with matters of general concern which do not fall within the accepted area of jurisdiction of an existing committee.

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

Relevant Policies:

Senate Class Cancellation Policy

Responsibilities in Preparing Senate Agendas

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

Sub-Committees of Executive Committee

Sub Committee on Equity

Mandate

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

Composition

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

Chair of Senate (or delegate)

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

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

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

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

Secretary of Senate (or designate), *ex-officio*

Reporting

5.14 The Sub-committee will report regularly to Senate Executive on its activities on a regular basis, including its consultations with other Senate committees on equity-related matters.

Sub-Committee on Honorary Degrees and Ceremonials

Mandate

5.15 Under the York Act, the Senate has authority, after consultation with the Board of Governors, to confer honorary degrees.

5.16 The former Senate Standing Committee on Honorary Degrees and Ceremonials was re-established as a Sub-Committee of the Executive Committee, with its membership to be determined by that Committee.

5.17 The Sub Committee is authorized to make recommendations to Senate on matters of general format of degree granting convocations.

- 5.18 The Sub Committee is authorized to act on behalf of Senate with respect to the dates and detailed procedures of convocations and in the selection of honorary degree recipients, reporting to Senate at the next opportunity.

Composition

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

6. TENURE AND PROMOTION APPEALS

Composition

6.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

~~Vice President Academic and Provost~~ and Vice-President Academic

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

Terms of Reference

6.3 The Senate Tenure and Promotion Appeals Committee shall:

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

7. TENURE AND PROMOTIONS

Composition

7.1 The Committee is composed of the following members:

a. Voting Members

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

Two students

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

Provost and Vice-President Academic

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

Terms of Reference

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

Special Quorum Rules

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

Markham Campus Representation on Senate: Model #1: Minimal Change



Capsule Description of Model	Assumptions and Considerations	Faculty Members	Students	Change in Senate Size
<p>Minimal change involving the application of current model for faculty members teaching at Markham Campus (MC)</p>	<p>Keep faculty member seat allocation constant at 99</p> <p>Keep student seat allocation constant at 28 (2/Faculty; with 6 for LA&PS)</p> <p>4 anchor Faculties are delivering programming at MC (AMPD, LAPS, Lassonde, Science)</p>	<p>Determine full-time faculty member seat allocations by Faculty per existing formula</p> <p>MC representation encouraged with 1 MC faculty member elected to Senate from each anchor Faculty</p> <p><i>(encouraged</i> means that each anchor Faculty would decide on its own whether it wants to allocate a seat.)</p>	<p>Encourage that students reserve one of their seats for a MC student; (suggest the Student Senator Caucus consider drawing on one of the LAPS enriched cohort of 6 seats).</p>	<p>No change</p> <p>Potentially 5 MC seats from within existing Faculty allocations</p>

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 15 February 2024

FOR ACTION

a. Academic Restructuring within Glendon

APPRC recommends:

That Senate approve and recommend to the Board of Governors the following academic structural changes as a suite of complementary and successive actions effective 1 September 2024:

a. The establishment of the following four (4) new academic units within Glendon:

- i. Department of Global Communication and Cultures
- ii. Department of Science
- iii. Department of **Economics, Business and Mathematics**¹
- iv. Department of Global and Social Studies

b. The disestablishment of the following 14 existing academic units within Glendon:

- i. Centre de formation linguistique pour les études en français
- ii. Department of English
- iii. Department of Economics
- iv. Department of French Studies
- v. Department of Hispanic Studies
- vi. Department of History
- vii. Department of International Studies
- viii. Department of Mathematics
- ix. Department of Multidisciplinary Studies
- x. Department of Philosophy
- xi. Department of Political Science
- xii. Department of Psychology
- xiii. Department of Sociology
- xiv. **School of Translation**²

And, that Senate approve:

c. The transfer of the constituent academic programs and curricula from the 14 existing units to the above-noted four new departments, as set out in Appendix A.

¹ Department name corrected from unintentional error in the Notice of Motion text in January.

² Unintentionally omitted in the Notice of Motion text in January

Academic Policy, Planning and Research Committee Report to Senate

Rationale

In keeping with its oversight role of University academic plans and major academic policies, and its responsibility for recommendations to Senate for the approval of new and / or disestablishment of academic units, APPRC has been monitoring and reporting regularly to Senate on the strategic repositioning of the Glendon initiative. The initiative is a multi-faceted strategy to address the significant enrolment and financial challenges at the College. A core component of the revisioning initiative is a restructuring of the number of departments at Glendon and the coincident re-housing of degree programs in the new academic units to help achieve efficiencies and foster innovation.

APPRC brings forward the recommendation to Senate with the majority support of the Committee as an important, constructive and timely step to be taken to move the strategy forward towards the goal of budgetary viability at Glendon; two members hold concerns about it. Thorough discussions of the initiative have unfolded over the past few years and culminated on 18 January with the Committee's review and approval of the proposed restructuring. Attached for reference in Appendix B is the proposal that accompanied the recommendation from Glendon Faculty Council, supplementary information provided in response to a request by APPRC, and the Provost's and Principal's statement of support for the initiative.

Through the *Notice of Motion* stage at the January 25 meeting of Senate, Senators shared comments on the restructuring proposal and the process that has been followed in bringing it forward. The full remarks made by Senator Maas at the meeting were subsequently sent to APPRC (along with additional background information). The Committee discussed all of this input at its meeting on 1 February.

In response to the comments made, there are important procedural matters to clarify for Senate. The point to be emphasized is that the required approval stages for the establishment and closure of academic units have been adhered to. An illustration of the governance approval path will be shared and briefly spoken to at the Senate meeting to provide clarity and certainty to Senators on the process-related matters.

APPRC acknowledges that the proposal's documentation and presentations over the lengthy two-year period that this process has been in progress were not as clear and precise as they should have been on the approval process of the initiative. Characterized by Professor Mass as a procedural step that was not completed, the representation of a "department vote" as a requirement was imprecise. Having the existing departments discuss and vote on the proposal as individual units was a means to convey their opinion on the consolidated structure as part of the planning and consultation framework for the Glendon community to inform Faculty Council's debate and decision on the proposal. Imprecise language and missed opportunities to update the documents accompanying the proposal contributed to the confusion. However, efforts were made to remedy the uncertainty; a communication from the Principal to Department Chairs and Program

Academic Policy, Planning and Research Committee Report to Senate

Coordinators on 11 August 2023 advised that “*Departments may choose to pass motions including endorsement of the proposal and a willingness to dissolve themselves subject to the approval of the new structure. However, it is Council that will formally vote on the proposal prior to it moving to APPRC, Senate, and the Board of Governors for approval...*” (Principal’s communication attached as Appendix C).

At the Glendon Faculty Council meeting of 24 November 2023 the Chair of the Political Science Department asserted that in the absence of a vote taken by the Department on the restructuring proposal it was deemed to be exempt from the motion. The minutes of the Faculty Council meeting do not record an amendment being made to the motion in response to the statement. Rather, Faculty Council proceeded to a vote on the motion as presented at that meeting, confirming for APPRC that the Council agreed that a department vote was not a required approval stage. The lack of a direct response to the assertion made at the Council meeting that the Political Science department was exempt from the motion cannot be taken as confirmation that the statement made was factual and put into effect.

None of the 14 departments conducted a vote on the restructuring proposal and no other department is claiming exemption from the proposed new structure, leading APPRC to conclude that there was not widespread uncertainty about this aspect of the process at Glendon.

As set out in the motion above, being proposed to take effect 1 September 2024 is the:

- establishment of four new academic units
- disestablishment of 14 existing academic units
- transfer of the constituent academic programs and curricula from the 14 existing departments to the four new departments

Modest, but not insignificant, cost savings flow from the new unit structure. It will contribute to reducing costs but is not the sole solution to the deficit. Critically, the restructuring represents an important first step on a new path to generate interdisciplinarity and innovation in programming to drive much needed enrolment and revenue growth. Other actions taken as part of the larger strategy to address expenditure and revenue challenges include the development of a new Faculty-wide common core curriculum, program revisions, a new Glendon Bachelor of Arts degree option with a revised language requirement, and streamlined degree requirements to boost retention rates and recruitment.

APPRC recognizes the significant amount of collaboration and work done by Glendon colleagues to define and move forward the new departmental structure. That work will continue with the implementation of the new structure upon its approval, to be facilitated by an internal working group with full discipline representation and assistance and resources provided through the Offices of the Principal and Provost. The Principal is

Academic Policy, Planning and Research Committee Report to Senate

confident that the establishment of the administrative structure for the new units will be done in an equitable manner for staff and faculty, guided by the principles of fair distribution of work and protection of junior faculty member from heavy service burdens, while respecting all relevant terms of our collective agreements.

It is also the case that there is much more work to be done to advance the Faculty to a sustainable position. Specifically, revenue growth remains a high priority, and this administrative restructuring contributes to an inclusive and innovative planning environment for necessary next steps to be decided and implemented. Expected will be an early focus on meeting the critical metric of enrolment targets, to be followed by plans to grow and meet those targets as a key means to addressing the deficit. Program renewal aligned with the new Value Proposition and expansion of experiential education opportunities within programming is also an essential part of the recovery strategy. Admissions to several degree programs have been suspended due to low enrolment; curriculum planning informed by the need and demand for new opportunities and enriched choices for students to attract and retain them will promote the kind of positive change necessary for Glendon and York. The leaner administrative structure that will result from the academic unit changes reduces the current heavy service burden of many faculty members, which in turn provides more time for faculty members to engage in these vital academic planning exercises.

APPRC is convinced that cross-campus collaboration is an unmined source of rich opportunities for innovative and creative ideas on programming and partnerships that can bring pan-university benefits. Past calls for the development of robust Keele-Glendon relationships between cognate units have not been taken up with vigour; the opportunity to foster connections across the campuses presented through this revisioning exercise should be heeded at this time to maximize the momentum being created by this structural change at Glendon. Consultation with Faculties on the department restructuring proposal was led by the Principal, Marco Fiola. Several units confirmed their support for the change and enthusiasm for fostering stronger relationships among units. APPRC strongly encourages this direction and will contribute to bringing it to fruition.

Approvals: APPRC 18 January and 1 February 2024 • Glendon Faculty Council 24 November 2023

FOR INFORMATION

b. Markham Campus

The Interim Deputy Provost Markham provided APPRC with a status report on Markham campus planning at its meeting on 1 February. The focus of this briefing was undergraduate and graduate applications data and enrolment projections for FW 2024.

Overall applications for campus programming are encouraging but also carry cautions. Drawing on application to conversion trends in Keele campus programs, enrolment projections for the Markham programs have promise to meet targets if conversion

Academic Policy, Planning and Research Committee

Report to Senate

efforts are successful. The Computer Science, First-year Engineering, Digital Technologies, Sports Management and Communication, Social Media & Public Relations undergraduate programs are seeing strongest demand. A high proportion of Markham applicants have also applied for Keele campus programs, many in related program areas. This creates an opportunity to facilitate switch offers between the campuses for high demand programs and meet overall university enrolment targets. Recruitment staff at Keele and Markham are working in close collaboration to coordinate on admissions planning to the benefit of students on both campuses.

On the graduate side, applications to the Master of Science in Management Practice, the Master of Biotech Management and the Master in Public Policy, Administration and Law are exceeding enrolment targets, and consideration is being given to increasing these targets where possible.

The Committee will report further on the admission and enrolment picture as results emerge.

The Vice-President Research & Innovation also briefed the Committee on the suite of research services that will be available to faculty at Markham, both at that campus and through the central Keele campus research offices. A Research Office at the Markham campus will act as a conduit to the services at the Keele campus. The Office of Research services has developed an action plan to enhance organizational performance and ensure sustained growth. The action plan will address short-term objectives and long term strategic goals, and will establish a roadmap that aligns with the research excellence priorities in the 2020-2025 University Academic Plan and the 2023-2028 Strategic Research Plan.

Research infrastructure and physical space planning at the Markham campus is also actively in progress.

c. Horizon Europe Research Program

Horizon Europe 2021-2027 is the world's largest research and innovation funding program involving countries around the globe. It has a budget of €95.5 billion and includes 27 EU member states and 16 associated non-EU countries. While Canadian researchers have participated in Horizon Europe as a third-party (requiring other sources of funding or in-kind support, they were previously unable to lead consortia and were limited in terms of projects they could join. In November 2023, the Government of Canada closed substantive negotiations with the European Commission to designate Canada an associate country. Applications from Canadian researchers and innovators can now be reviewed as fully associated members of consortia in *Horizon Europe Pillar II* calls, allowing Canadians to lead consortia and propose projects. The European Commission has agreed to accept and

Academic Policy, Planning and Research Committee

Report to Senate

review Canadian applications (as an associated country) as of 5 December 2023. Awards will be issued once the treaty has been signed, which is expected in mid to late 2024.

This creates an exciting and significant new opportunity for York as the six thematic research clusters for which Canadians are eligible to participate and receive funding for align with many of the University's areas of strength, including:

- Health
- Culture, Creativity and Inclusive Society
- Digital Industry and Space
- Civil Security for Society
- Climate, Energy and Mobility
- Food, Bioeconomy, Natural Resources, Agriculture and Environment

Additional details about the Horizon Europe program are set out in the slides attached as Appendix D to this report.

d. Report of the APPRC-ASCP Task Force on the Future of Pedagogy

The report of the *Joint APPRC-ASCP Task Force on the Future of Pedagogy* was submitted to the two sponsoring Senate committees just prior to the December break. APPRC had a preliminary discussion of the report at its 1 February meeting. The Committee looks forward to liaising with ASCP to discuss next steps. A comprehensive report to Senate on this major initiative will come at a subsequent meeting.

Andrea Davis
Chair, APPRC

Mapping of Academic Programming and Curriculum to New Departments at Glendon

New Department	Programming to be Housed in the Department
Global Communication and Cultures	<p><i>Undergraduate:</i> Communications English Études françaises Professional Translation Spanish and Latin American Cultures and Societies</p> <p><i>Certificates:</i> Teaching English as an International Language Creative Writing Across Contexts Technical and Professional Communication Spanish for Business and Professional Communication Spanish ← → English Spanish Translation</p> <p><i>Graduate:</i> MA Études françaises (MA) MA Études françaises (MA) Master of Conference Interpreting Études francophones (PhD)</p> <p><i>Service Courses:</i> English as a Second Language French as a Second Language</p> <p><i>Programs Under Review:</i> Drama and Creative Arts</p>
Science	<p><i>Undergraduate Programs:</i> Biology Psychology</p> <p><i>Service Courses:</i> Natural Sciences</p>
Economics, Business and Mathematics	<p><i>Undergraduate Programs:</i> Business Economics Economics</p> <p><i>Dual Degree:</i> International Studies and Business Administration</p> <p><i>Service Courses:</i> Technology (ITEC)</p> <p><i>Programs Under Review:</i> Mathematics</p>

<p>Global and Social Studies</p>	<p><i>Undergraduate Programs:</i> History International Studies Philosophy Political Science Sociology</p> <p><i>Certificates:</i> Law & Social Thought Interdisciplinary Certificate in Public History Sexuality Studies Refugee and Migration Studies</p> <p><i>Graduate Programs:</i> Master in Public and International Affairs¹</p> <p><i>Service Courses:</i> Modes of Reasoning Social Sciences</p> <p><i>Programs Under Review:</i> Canadian Studies Gender and Women’s Studies Sexuality Studies Linguistics and Language Studies</p>
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¹ The MPIA does not fall directly under the Department of Political Science, but its current director is affiliated to that Department. Therefore, the program is presented as such, for the sake of clarity, although it needs not stay affiliated to the same department as colleagues in Political Science in the future.



Proposal for Restructuring Glendon's Academic Departments

Final Version

November 2023

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Introduction

The structure of the Faculty has been a source of concern at Glendon College¹ for a number of years. Most of us will acknowledge that the inherited model we have today is no longer appropriate for the size of Faculty we have. Moreover, this model is less than conducive to equity in the distribution of the leadership workload, to collaboration between units, and to efficient academic operations. In addition, over the past decade, enrolment at Glendon has been in steady decline, while the costs of the Faculty have been increasing. This has led to a cumulated deficit of almost \$37M, and to the conclusion that Glendon needed to do everything in its power to address the situation and stop this trend. Among the initiatives that Glendon can take to reduce costs is reviewing its administrative structure in general, including the structure of academic units. If we want Glendon to return to a sustainable situation and to provide students with a rewarding and enriching experience, we need to make sure to put in place the necessary conditions to create a work and study environment that is dynamic, thriving and compelling, for the foreseeable future and beyond.

Revisioning and repositioning Glendon involves several parallel and complementary initiatives to ensure alignment of all work already implemented, currently underway and being undertaken in support of this process. Alongside the key element of degree harmonization and the implementation of the sustainable degree framework, there is also the need to consider the departmental structure of the College and how this can be most effectively modified, both to support research, teaching, the student experience, as well as to be more efficient in a range of ways. This collegial approach with a view to the future has worked so far for the Academic Plan, the Core Curriculum, and the Glendon BA. Recognizing that restructuring is not an academic initiative per se, we believe that it can be greatly facilitated with faculty² input and support.

In 2020, an Ad Hoc Committee on Administrative Structure tabled a report following an extensive consultation process through which academic units considered the possibility of redesigning the academic administrative structure of the College under a smaller number of *schools* including cognate existing programs and departments. The report, which received general support from faculty, made several recommendations – including the launch of a pilot project to create three new schools. For several reasons, those pilot projects were never launched. However, the need to radically restructure our Faculty remains and is perhaps even more critical than ever.

The cumulative medium- and long-term benefits to restructuring are real and include increased equity and fairness among units at Glendon and across York, as well as a reduction in costs that will serve to address deficits in part. Potentially, the creation of new programs flowing from the reorganization of our structure in addition to those changes related to the degree harmonization exercise could bring significant added revenue. A simplified structure, with fewer, larger departments will achieve a number of things: first, and perhaps most importantly, it will

¹ Hereinafter Glendon, for brevity. The distinction between Glendon College and the Glendon Campus is nevertheless essential.

² In the English version of this document, the word *faculty* is capitalized to refer to Glendon College as an administrative unit, and lowercased to refer to colleagues who form the teaching body of the College.

demonstrate that Glendon is aware of the challenges it is facing, is taking ownership of some of the root causes, and is choosing and implementing a streamlined structure that will alleviate some of the administrative costs that is burdening the Faculty. Second, in addition to the financial savings, having more academic units operating under the same department offers greater potential for efficient course scheduling – which in turns facilitate the combination of degree elements for students.

The kind of creative approach necessary to curriculum renewal can only be made easier through a simplified unit structure. Our current structure does not prevent more interdisciplinarity and creativity, but it makes it more complicated to coordinate offerings from academic units separated by self-imposed divisions.

What is proposed here is a model, coming out of extensive consultation and discussion, for a new departmental structure that aligns with the value proposition, one that will be supportive of the modified academic program offerings in development and most importantly will position Glendon well for an exciting and sustainable future.

Value Proposition

Glendon is known for **excellent degree programs** uniquely enriched through their **focus on global engagement**. Whether they choose to study the arts or sciences, **students learn experientially** and gain the capacities needed to **work towards equity across cultures and borders** to achieve **positive social impact**. Glendon recruits students from around the world to bring a wide range of backgrounds, perspectives and ideas to its **protected, green campus** in the heart of Toronto. It offers a **welcoming and supportive space** to live and learn in a **linguistically diverse and immersive environment**. Every Glendon student is supported to strengthen their **language and cultural competency** while **fostering empathy and intercultural skills**. For those seeking to achieve or maintain **fluency in both official languages**, Glendon offers a dedicated set of **career-relevant programs**. Glendon is the founding campus of York University - its students have access to an array of student life and learning opportunities at York's several campuses, including Keele and Markham.

Rationale and Key Principles for Restructuring

Since its founding, Glendon has focused on providing students with a liberal arts education, in a learning environment that fosters language and cultural diversity. Over the last several years, Glendon has had a period of enrolment and revenue decline while its operating expenses have slightly risen. This has resulted in a significant accumulated deficit of almost \$37M as of April 2023, and this will grow rapidly over the next three years without urgent action. With the objective of improving its recognition and financial position, Glendon has undertaken a strategic revisioning and repositioning exercise.

In parallel to a Faculty-wide exercise around [degree harmonization](#) and a review of the delivery model of administrative services aligned with the Service Excellence Program (SEP), efforts have been undertaken to determine how Glendon can restructure its academic units to help reduce costs, reduce the administrative burden on faculty, and streamline academic administration. Presently, with 3% of York's student body, 5% of the faculty complement, and 24% of York's departments/academic units (See the full table in appendices. Data derived from: [Quick-Facts | Office of Institutional Planning and Analysis \(OIPA\) \(yorku.ca\)](#)), Glendon's academic structure is relatively heavy in comparison with other Faculties at York. Glendon has had the same structure for some time, but with almost 30 chairs and coordinators, excluding certificate coordinators, in a Faculty of fewer than 90 faculty members, it is time to review our modes of operation for the benefit of our students, faculty and institution.

As well as clearly aligning with the larger Glendon revisioning exercise, several key principles must underpin any new departmental structure. These include:

- Facilitating inter- and trans-disciplinary collaborations in both research and teaching, including enhancing learning opportunities by a greater sharing of curriculum and degree components across programs.
- Providing appropriate and cohesive academic homes and administrative supports for programs, taking advantage of commonalities and synergies while also respecting differences.
- Creating a space to enable, invigorate and support research and scholarship within and across departments.
- Reducing the administrative demands on faculty, through creating a smaller number of departments, allowing faculty to focus more of their time and energy on research and teaching.
- Making academic administrative roles more attractive to those interested in academic administration.
- Reducing the overall cost of academic administration.
- Increasing revenue.
- Creating a space for Glendon's academic units and/or faculty to review their affiliation within York University, including with other Faculties with similar goals.

“Presently, with 3% of York’s student body, 5% of the faculty complement, and 24% of York’s departments/academic units [...], Glendon’s academic structure is relatively heavy in comparison with other Faculties at York.”

Proposed New Departmental Structure

While there is not one single description of an academic department, the common definition used at York University is:

“A Department:

- is normally part of a Faculty, and houses a sub-discipline **or collection of sub-disciplines** [our added emphasis] of the Faculty;
- undertakes activities that are more focused than those of a Faculty;
- is responsible for determining appointment priorities and selecting candidates, subject to Faculty–level approval;
- requires **a critical mass of faculty members to define and achieve its objectives** [our added emphasis];
- has less autonomy than a Faculty in decision-making that involves budgeting, planning, and academic standards.”

“A department is normally part of a Faculty, and houses a sub-discipline or collection of sub-disciplines of the Faculty.”

(Source: [Principal Characteristics of Major Units at York](#) – under “Department”)

As such departments serve as academic administrative structures and are normally chaired by a member of the department, who is normally nominated by the faculty members of the department, then appointed by the Dean of the Faculty. It must be noted that having several sub-disciplines within the same Department is not a new concept at York, even at Glendon. In addition, whether the current departments benefit from having what can be considered a critical mass of faculty

members to define and achieve their objectives is not clear, especially with units that have fewer than five (5) faculty.

As degree programs are at the heart of what we do, it is useful to remind ourselves what they are exactly.

“Degree Program: A prescribed set of courses, combination of courses and / or other forms of study, research or experiential learning that collectively support the achievement of defined degree level expectations and program learning outcomes for an undergraduate or graduate program. (Source: <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf>)”

Since January 2023, the Glendon community has had opportunities to offer input via a survey, townhall, to review and comment on draft proposals for restructuring, to participate in smaller format consultations, and other means as to how Glendon might best reconfigure its academic administrative structure, and in response to an initial proposal for a four-department model. Following these consultations, and being responsive to concerns and suggestions, as well as

ensuring continued alignment with the key principles set out earlier, a structure is now being proposed for final consultation. We must also take into consideration that, as curriculum modifications progress, it will be determined which department is the most appropriate home for each revised program.

“Since January 2023, the Glendon community has had opportunities to offer input via a survey, townhall, review and commenting on draft proposals for restructuring, smaller format consultations, and other means as to how Glendon might best reconfigure its academic administrative structure, and in response to an initial proposal for a four-department model.”

Recently, as part of Degree Harmonization, the Office of the Principal collected and analyzed data related to majors, which help identify in which programs students do achieve a second major. Also, this analysis revealed in which discipline students from each program were choosing to achieve a double major. In addition to shedding light on which students are more likely to achieve a double major, it helped identify which disciplines are more likely to attract students as a combination (double major, or major-minor). Planning to achieve a double major is no guarantee that it will be achieved, or even achievable. Therefore, the data that was gathered could be used to suggest which disciplines would gain from being in the same department in order to facilitate the coordination of course scheduling, to enable students to achieve their degree as easily as possible. (see Appendix on double majors)

An issue that must be addressed is the location of the Glendon Core Curriculum (GCC), a point that was raised several times during our consultations. Given its complexity and central nature, the GCC will require coordination. The seat of coordination for the GCC is likely to change, depending on the location of the

person who will be taking on this role. Therefore, the GCC will be following the coordinator in their academic home, although GCC courses will be inter- or multidisciplinary in nature. We will need to ensure that this variable location of the GCC be supported with continuous administrative support. This will be greatly helped once we have reorganized the way administrative assistants support our programming, including the GCC.

Under the new structure, Glendon College would have four major interdisciplinary groups, and each one would offer programs and courses – current and future. The names below represent groupings that are the results of months of consultations, but minor modifications are still possible, of course, within the planned timeframe:

- Glendon Department of Global Communication and Cultures
- Glendon Department of Science
- Glendon Department of Economics, Business and Mathematics
- Glendon Department of Global and Social Studies

Glendon Department of Global Communication and Cultures

This Department³ focuses on exploring, understanding, and promoting every aspect of human expression. Programs in this Department are key to developing a deeper understanding of human nature as well as acquiring and developing transferable skills such as intercultural empathy and interlinguistic fluidity and awareness. Faculty members in this Department also look at how communication can be facilitated across language, cultural, political and geographic barriers. Current disciplinary areas (and associated faculty, based on data available on the [Atlas York Directory](#)) in this department will be:

Current Programs and Disciplines	Current Home Department
Undergraduate Programs	
Communications	School of Translation
English	English
Études françaises	French Studies
Professional Translation	School of Translation
Spanish and Latin American Cultures and Societies	Hispanic Studies
Graduate Programs	
MA Études françaises	French Studies
MA Translation Studies	School of Translation
Master of Conference Interpreting	School of Translation
PhD, Études francophones	French Studies
Certificates	
Teaching English as an International Language	English
Creative Writing Across Contexts	English
Technical and Professional Communication	School of Translation
Spanish for Business and Professional Communication	Hispanic Studies
Spanish ↔ English Translation	Hispanic Studies
Service Courses	
English as a Second Language	English
French as a Second Language	Centre de formation linguistique pour les études en français
Humanities	Multidisciplinary Studies
Program under review	
Drama and Creative Arts	Multidisciplinary Studies

³ The use of the term “Department” instead of “School”, which was preferred in the report tabled by the ad hoc committee in 2020, corresponds more broadly to the nature of the Glendon units, while the term “school” refers to units with a more professional focus.

Glendon Department of Science

This Department is where fields and subjects that apply scientific methods and knowledge are studied and used, mainly, but not exclusively, to attain practical goals. This Department focuses on the study of living beings, of their mind and behaviour, on structure, order and relation, using methods that cross the borders between branches of science. Programs in this Department have an emphasis on neuroscience, human and animal behaviour, and the environment. Disciplinary areas (and associated faculty) in this Department will be:

Current Programs and Disciplines	Current Home Department
Undergraduate Programs	
Biology	Multidisciplinary Studies
Psychology	Psychology
Service courses	
Natural Sciences	Multidisciplinary Studies

Glendon Department of Economics, Business, and Mathematics

This Department focuses on transitions and interactions, on collecting and handling information in a way that helps us achieve a more advanced understanding of social trends and the relationships between conditions that shape our world. Disciplines in this department seek to attain a deeper and more comprehensive understanding of major events that impact our lives, using qualitative and quantitative methods. Programs in this Department impart the knowledge and skills that are necessary to gain a clearer insight into who we are, what constitutes our communities, and the habits of people who live in it. Disciplinary areas (and associated faculty) in this Department will be:

Current Programs and Disciplines	Current Home Department
Undergraduate Programs	
Business Economics	Economics
Economics	Economics
Dual Degree	
International Studies and Business Administration	International Studies
Service courses	
Technology (ITEC)	Multidisciplinary Studies
Program under review	
Mathematics	Mathematics

“One of the suggestions was to change the proposed name to Department of Behavioural Sciences/Département des sciences comportementales, and would include fewer units. What is proposed here is a compromise [...].”

This is the proposed unit for which the most comments and suggestions to change were received; suggestions included either removing or adding current units, or changing the name altogether. One of the suggestions was to change the proposed name to Department of Behavioural Sciences/*Département des sciences comportementales*, and would include fewer units. What is proposed here is a compromise compared to earlier versions of the proposal.

Glendon Department of Global and Social Studies

This department focuses on understanding social behaviour, patterns, and relationships. Faculty in this Department seek to understand, interpret and explain current, past and future phenomena. They also look at how events have an impact on the global, national and local levels. Their research methods often intersect and

cross-pollinate. Programs in this Department invite students to foster understanding and engage in the world, with individuals and institutions. Disciplinary areas (and associated faculty) in this Department will be:

Current Programs and Disciplines	Current Home Department
Undergraduate Programs	
History	History
International Studies	International Studies
Philosophy	Philosophy
Political Science	Political Science
Sociology	Sociology
Graduate Programs	
Master in Public and International Affairs ^{4, 5}	Glendon School of Public and International Affairs
Certificates	
Law and Social Thought	Philosophy
Interdisciplinary Certificate in Public History	Glendon/Keele
Sexuality Studies	Gender and Women’s Studies
Refugee and Migration Studies	Glendon/Keele
Service Courses	

⁴ The MPIA does not fall directly under the Department of Political Science, but its current director is affiliated to that Department. Therefore, the program is presented as such, for the sake of clarity, although it needs not stay affiliated to the same department as colleagues in Political Science in the future.

⁵ The Glendon School of Public and International Affairs (GSPIA) is an academic entity created through an endowed gift. It operates under the directorship of a practitioner in residence, usually not a York University faculty, and has no faculty affiliated to it in the same sense as other academic units at Glendon.

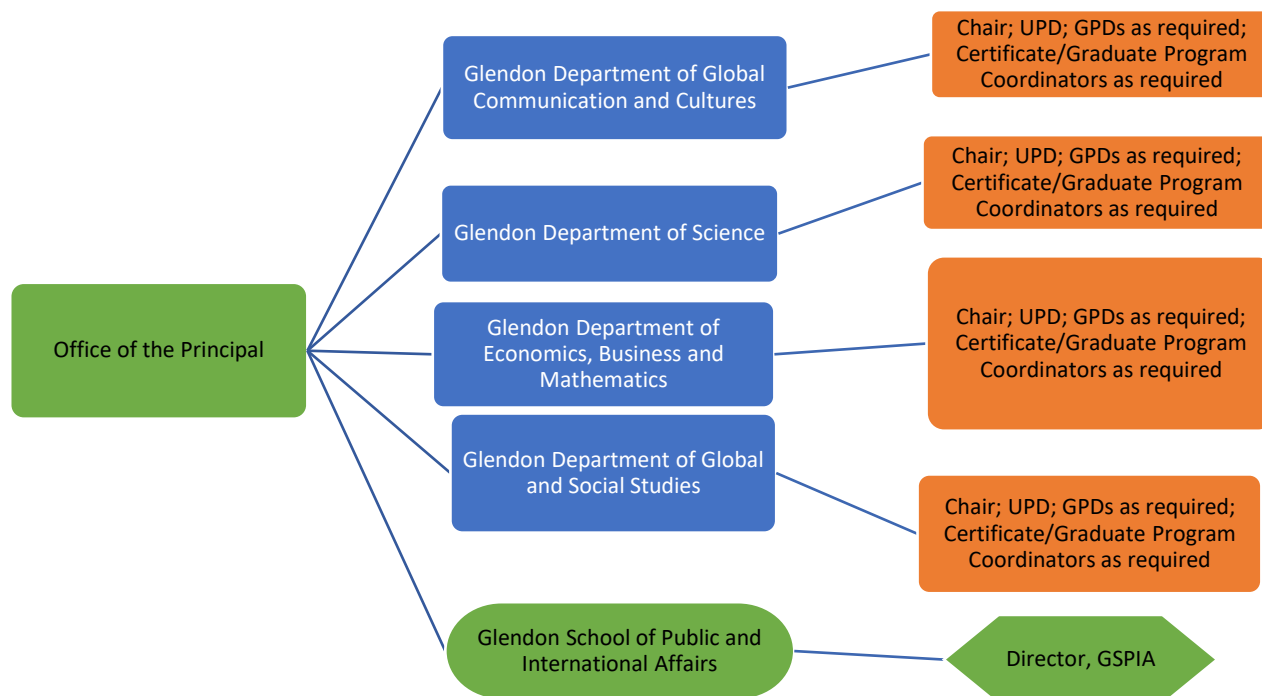
Modes of Reasoning	Philosophy
Social Sciences	Multidisciplinary Studies
Programs Under Review	
Canadian Studies	Multidisciplinary Studies
Gender and Women's Studies	Gender and Women's Studies ⁶
Sexuality Studies	Gender and Women's Studies
Linguistics and Language Studies	Multidisciplinary Studies

While this model proposes four departments that include all current units, it must be noted that the Faculty of Liberal Arts and Professional Studies (LAPS) and Glendon College have been looking at an option that has been put forward by Glendon departments like History and Philosophy. That option can still be explored, but must not hinder the implementation of the currently proposed model.

Proposed Departmental Structure for Each New Unit

It goes without saying that the restructuring exercise will lead to a new organizational chart and distribution of academic leadership responsibilities, which will logically depart from what we currently know at Glendon. The model below is nevertheless consistent with common practice at York University. Successful implementation will no doubt require adjustment and perhaps realignment in the transfer from plan to reality. We are confident, however, that in accordance with common practice at Glendon, on-going conversation and consultation will enable us to working out the full implementation of the new structure. To guide the implementation phase, a Working Group will be struck, to ensure that the academic aspects of the implementation are accomplished with DEDI principles as a central consideration.

⁶ While the academic unit is part of the Faculty of Liberal Arts and Professional Studies, some of its members are located at Glendon and teach programs of the School of Gender, Sexuality and Women's Studies on the Glendon campus. This restructuring is not aimed at impacting the School of Gender, Sexuality and Women's Studies, although its Glendon members could choose to have an affiliation with specific units. The position of coordinator is not impacted either. In this proposal, Glendon members of the School were placed with the units with which they have the closest affiliation: History and Sociology. Once the new structure is confirmed, GSWS colleagues at Glendon will have the option to choose from one of four Departments from which they will receive their administrative support.



Currently, Glendon has:	The new structure proposes:
13 Chairs/Director-Coordinators	4 chairs
1 Director (Centre de formation linguistique)	4 Undergraduate Program Directors (UPD)
6 BA/BSc Coordinators	2 Course Coordinators (Languages and Core Curriculum)
1 Dual Degree Coordinator	1 Dual Degree Coordinator
7 Certificate Coordinators	Certificate and Graduate Diploma Coordinators as needed, and where enrolment requires
<u>Or, 28 undergraduate academic leaders</u>	<u>Or, 11 undergraduate academic leaders</u>

Centre for Research on Language and Culture Contact and the Glendon School of Public and International Affairs: two special cases

The one ORU that is solely based at Glendon, the Centre for Research on Language and Culture Contact, is a research-focused unit, and as such does not include academic programs. Its structure and reporting are left unimpacted by this restructuring exercise.

On the other hand, the Glendon School of Public and International Affairs (GSPIA) is an academic unit that was created in part to house the Master in Public and International Affairs, an interdisciplinary program, and as such needs to be located within this restructuring exercise. Its status must be given special consideration. The position of Director of the GSPIA is normally held

by a public service practitioner, not a YUFA faculty member as is normally the case for academic units, who reports to the Principal, so the same logic as the GCC (see below) cannot be used. However, if we apply that logic according to the directorship of the MPIA, it becomes possible to find an academic home for the GSPIA that can work. This is why in this structure, and given the current context, it is located in the unit where the current director finds most disciplinary collegiality. The Director of the GSPIA, however, continues to report to the Principal.

Glendon Core Curriculum (GCC)

One of the most often asked questions about the restructuring exercise is the location of the Glendon Core Curriculum (GCC) in the new structure. This is a question that Glendon has been struggling with under the current structure, but one of the points on which everyone seems to agree is that, to ensure the success of the Core Curriculum, one person needs to see to the courses being scheduled and staffed. This position will be crucial, since all students will be taking Core courses, throughout their four years at Glendon. The location of the GCC within the academic structure cannot and should not be set, as the coordination of the courses will not be the responsibility of a single unit, given the diversity of the GCC offering. Instead, the academic home of the GCC will be that of the Coordinator.

Changes to governance if applicable

“Adjustments to policy and practice will be developed and approved through normal governance and approvals processes as part of implementation.”

Changes to the academic administrative structure are likely to impact the way Glendon conducts business in several areas that are not directly related to its program offering. Concretely, for example, the way most Glendon units currently administer hiring, tenure and promotion processes is directly related to the way we are currently structured. Adjustments to policy and practice will be developed and approved through normal governance and approvals processes as part of implementation.

Consultation Process

Please see [Community Consultation - Strategic Direction \(yorku.ca\)](https://www.yorku.ca/community-consultation-strategic-direction) for additional context and information on ongoing consultation processes.

With the publication of the penultimate version, and in preparation for the upcoming steps in the collegial governance process that will guide the implementation of a new structure, the Office of the Principal also took the opportunity to broaden the consultation and solicited comments from non-Glendon units who are likely to be more directly concerned with this restructuring due to their disciplinary relation with Glendon’s programming. In that spirit, the Office of the Principal reached

out to several programs in the following Faculties: School of Arts, Media, Production, and Design; Faculty of Liberal Arts and Professional Studies; Faculty of Science; Faculty of Health. To this day, we have received responses from the following units.

- Writing Department (LAPS)
- School of Gender and Women's Studies (LAPS)
- Department of Sociology (LAPS)
- Department of Social Sciences (LAPS)
- Department of Philosophy (LAPS)
- Department of Communications and Media Studies (LAPS)

Respondents acknowledged having received our proposal and request for comments, but for the most part indicated that they would wait until Glendon colleagues vote on the proposal before making any comment. However, following a vote by Glendon, respondents will be invited again to provide comments and letters of support.

We have received a [memo](#) from the Office of the Dean of Science, expressing their support for the endeavour and the model we have put forward, and reaffirming their intention to continue to work with Glendon to further alleviate the administrative burden on faculty and to facilitate cooperation between our two Faculties.

Please find below an updated list of consultation events and documents.

A FINAL DRAFT OF THE PROPOSAL IS POSTED

On September 8, the final version of the proposal is posted for consideration.

A PENULTIMATE DRAFT IS POSTED FOR DISCUSSIONS AND COMMENTS

In June 2023, the Penultimate Draft of the Proposal is submitted for discussions and comments to the community. Unfortunately, not all faculty received the memo and proposal, and in August 2023, the documents were re-sent to all faculty.

AN UPDATED DRAFT IS POSTED FOR DISCUSSION AND COMMENTS

Following the March 3, 2023 Faculty Council and based on initial comments received by email and through PPNC, an updated draft is posted on the Glendon Revisioning webpage, for comments.

DRAFT ACADEMIC RESTRUCTURING PROPOSAL

A draft proposal on academic restructuring is shared with Glendon Faculty Council on March 3, 2023 for discussion.

FIRST DRAFT PROPOSAL CIRCULATED AMONG FACULTY

An initial draft is circulated to faculty and posted in preparation of the March 3, 2023 Faculty Council.

GLENDON TOWN HALL

Tenure stream faculty members had an opportunity to engage and ask questions about the academic restructuring process at a Town Hall meeting on February 14, 2023.

ACADEMIC RESTRUCTURING POLL

A poll on academic restructuring options was conducted in January of 2023. Preliminary results were shared with Faculty Council on February 3, 2023.

RESTRUCTURING PROCESS MEMO

A [memorandum on the Academic Administrative Structure](#) was shared with Department Chairs and Program Coordinators on Dec. 16, 2022.

GLENDON TOWN HALL

The community had the opportunity to engage and ask questions about the repositioning at a Town Hall meeting on November 10, 2022.

ENGAGEMENT WITH KEELE-BASED FACULTIES AND PROGRAMS

Consultations with Faculties and programs that intersect with Glendon College began in Summer and Fall of 2022 and extended into 2023.

UPDATE FOR THE ALUMNI COMMUNITY

The principal of Glendon co-hosted [an event](#) on the new strategic direction on June 9, 2022.

GLENDON'S PRINCIPAL MET WITH VARIOUS DEPARTMENTS

Meetings with Glendon's Principal were held in April and May, 2022.

GLENDON TOWN HALL

The community had the opportunity to share their thoughts on the repositioning at an event on May 13, 2022.

FACULTY COUNCIL MEETING

Principal of Glendon presented options for strategic orientation to Faculty Council on April 22, 2022.

ENGAGEMENT WITH THE ACADEMIC POLICY, PLANNING AND RESEARCH COMMITTEE AND OTHER YORK UNIVERSITY SENATE COMMITTEES AS APPROPRIATE

Recommendations were presented to the committee for discussion at a virtual meeting in Spring, 2022.

ADVISORY COMMITTEE MEETINGS

Advisory committee met and formulated advice to the Principal of Glendon College on: January 10 and 25, February 9 and 22, and March 10, 2022.

PRINCIPAL'S ADVISORY COMMITTEE CREATED

Principal of Glendon presented options for A Principal's Advisory Committee that was created in Fall 2021, drawing together faculty members, staff, students, alumni and other community members. A review of Glendon's program structure, requirements, enrollment and other statistics was undertaken.

Timeline and Process for Senate and Board Review and Approval

Action	Detail	Date
Departmental Agendas	Departments consider motions to consolidate existing units into larger units conditional on the approval of a new departmental structure at Faculty Council, APPRC, Senate Executive, Board Academic Resources and Board. While these motions go no further as stand-alone decisions, they are a consultation step suggested prior to advancing the broader proposal through governance processes. Technically, this will take the form of a motion that will dissolve an existing unit conditional on the creation of the new structure. Agendas are generally circulated a week in advance and no less than 72 hours in advance of a meeting.	September 2023
Departmental Meetings	Scheduled as per usual Fall meetings or as special meeting.	September 2023
Glendon Priorities, Planning, and Nomination Committee Agenda	PPNC will consider the proposal for restructuring. The departmental motions need not be included in the package but can be referenced in the motion that accompanies the proposal.	October 2023
Glendon Priorities, Planning, and Nomination Committee Meeting	Scheduled as per usual Fall meetings or as special meeting.	October 2023
Council Agenda	Faculty Council will consider the proposal for restructuring and a motion to approve, noting PPNC's concurrence.	November 2023
Council Meeting	Scheduled as per usual Fall meetings or as special meeting.	November 2023
APPRC Agenda	APPRC will consider the proposal for restructuring and a motion to approve, noting Glendon Faculty Council concurrence. Agendas and materials are circulated one week in advance of the meeting.	December 2023
APPRC Meeting	Scheduled as per usual Fall meetings.	December 2023
Senate Agenda	Notice of Motion is required for major items for approval including restructuring. This allows Senators to thoroughly consider significant change and engage in discussion more than once before voting.	January 2024
Senate Meeting	Scheduled as per usual Winter meetings.	January 2024
Senate Meeting Agenda	Senate will consider the proposal for restructuring and a motion to approve, noting Glendon Faculty Council concurrence. Agendas and materials are circulated one week in advance of the meeting.	February 2024
Senate Meeting	Scheduled as per usual Winter meetings.	February 2024
Board Academic Resources Committee Agenda	Board Academic Resources Committee will consider the proposal for restructuring and a motion to approve, noting Senate's approval. Agendas and materials are circulated one week in advance of the meeting.	5 April 2024

Board Academic Resources Committee Meeting	Scheduling confirmed for 2023/24	12 April 2024
Board of Governors Agenda	Board of Governors will consider the proposal for restructuring and a motion to approve, noting Senate's approval. Agendas and materials are circulated one week in advance of the meeting.	23 April 2024
Board of Governors Meeting	Scheduling confirmed for 2023/24	30 April 2024

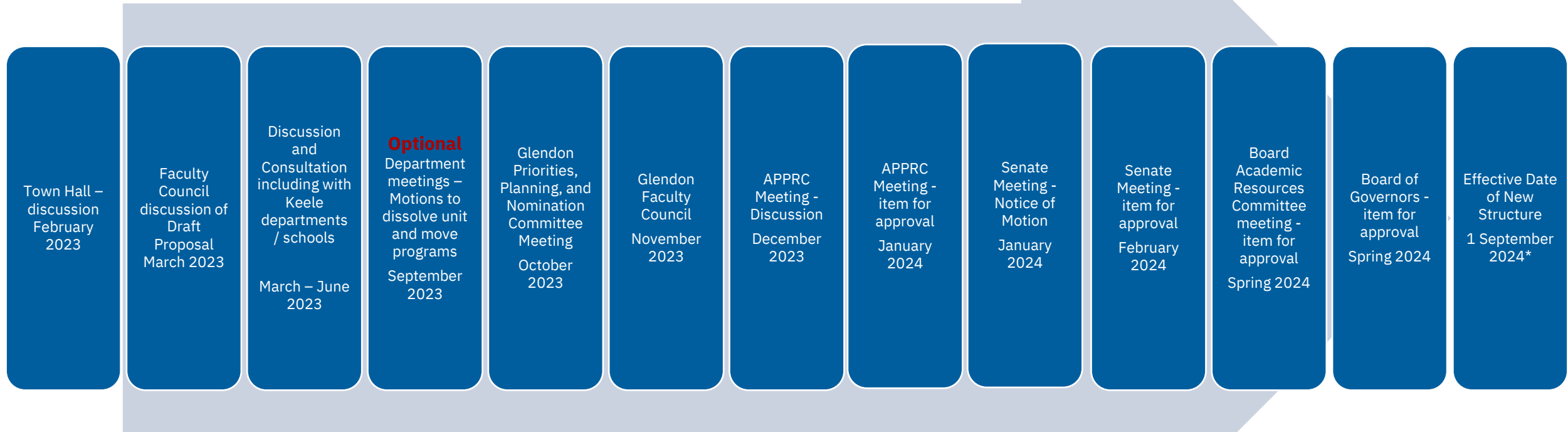
Implementation

With an effective date of 1 September 2024, there is considerable work to be done in preparation for a new structure and to ensure smooth operations throughout and post transition. These activities can begin in parallel to approval processes for the proposal and conditional on the same. A Working Group will be struck, to ensure that the academic aspects of the implementation are accomplished with DEDI principles as a central consideration. Some of many considerations include:

- Faculty members academic appointments are transferred to new units as per the York-YUFA collective agreement.
- Workload documents for new units are developed and approved as per the York-YUFA collective agreement.
- Research Release criteria for new units are developed and approved as per the York-YUFA collective agreement.
- New unit Tenure and Promotion standards are developed and approved as per the *Tenure and Promotions Policy, Criteria and Procedures*, adjudicating committees are established for the new units and any necessary revisions are made to the terms of reference for the Faculty Tenure and Promotions Committee according to collegial process at the unit and Faculty level.
- A staffing structure supporting the revised academic model is developed and operationalized in consideration of relevant provisions in the York-YUSA collective agreement and in consideration of relevant Articles of the York-YUFA collective agreement.
- Coding of university systems updated to reflect new structure including systems in the registrar's office, finance, IT, ARMS, and others.
- Communications and branding developed to reflect new structure and inform recruitment, partnerships and community engagement.
- Alumni and donor stewardship relationships reflect new information and opportunities.

Approvals Timeline for Academic Restructuring Proposal

Corrected February 2024



*Subject to all applicable collective agreement provisions being satisfied.

Appendix - Data on faculty complement, students enrolled in Majors (1) and course registration (heads) per academic units

Glendon Department of Global Communication and Cultures

Current Programs and Disciplines	Current Home Department	Projected faculty complement	Major 1	Course Registration (heads) ⁷
Undergraduate Programs				
Communications	School of Translation	3	47	641
English	English	4	52	590
Études françaises	French Studies	9	333	532
Professional Translation	School of Translation	4	41	334
Spanish and Latin American Cultures and Societies	Hispanic Studies	4	9	407
Graduate Programs				
MA Études françaises	French Studies			
MA Translation Studies	School of Translation			
Master of Conference Interpreting	School of Translation	2		
Doctorate, Études francophones	French Studies			
Certificates				
Teaching English as an Intern. Lang.	English			
Creative Writing Across Contexts	English			
Prof. and Technical Communication	School of Translation			
Spanish for Business and Professional Communication	Hispanic Studies			
Spanish ↔ English Translation	Hispanic Studies			
Service Courses				
English as a Second Language	English	1		46
French as a Second Language	Centre de form. ling.	3		458
Humanities	Multidis. Studies			⁸
Programs Under Review				
Drama and Creative Arts	Multidis. Studies	3	27	415
Total		33⁹ [4¹⁰]	509	3423

⁷ Course registration (heads) for the academic year 2022-2023, according to the Academic Program Report.

⁸ We are no longer offering Humanities courses that are not offered by and hosted in a program in the future, as we move towards the Core Curriculum.

⁹ Number in brackets indicates approximate number of faculty members who have the majority of their affiliation with the unit.

¹⁰ Number of announced retirements within the next two academic years (i.e. 30 – 4 = 27).

Glendon Department of Science

Current Programs and Disciplines	Current Home Department	Projected faculty complement	Major 1	Course registration (heads) ¹¹
Undergraduate Programs				
Biology	Multidisciplinary Studies	4	57	273
Psychology	Psychology	6	292	1090
Service courses				
Natural Sciences	Multidisciplinary Studies			147 ¹²
Total		10	349	1510

Glendon Department of Economics, Business, and Mathematics

Current Programs and Disciplines	Current Home Department	Projected faculty complement	Major 1	Course registration (heads) ¹³
Undergraduate Programs				
Economics	Economics	6	54	621
Business Economics	Economics		77	unavailable
Dual Degree				
Int'l Studies and Business Admin.	International Studies	1	40	
Service courses				
Technology (ITEC)	Multidisciplinary Studies	1		60 ¹⁴
Program under review				
Mathematics	Mathematics	3	25	442
Total		11	196	1123

Glendon Department of Global and Social Studies

Current Programs and Disciplines	Current Home Department	Projected faculty complement	Major 1	Course registration (heads)
Undergraduate Programs				
History	History	5	39	664
International Studies	International Studies	2	126	764
Sociology	Sociology	5	70	593
Philosophy	Philosophy	5	19	1164

¹¹ Course registration (heads) for the academic year 2022-2023, according to the Academic Program Report.

¹² According to the PES for Fall-Winter 2022-2023.

¹³ Course registration (heads) for the academic year 2022-2023, according to the Academic Program Project.

¹⁴ According to the PES for Fall-Winter 2022-2023.

Political Science	Political Science	5	102	703
Certificates				
Law and Social Thought	Philosophy			
X-Disciplinary Cert. in Public History	Glendon/Keele			
Sexuality Studies	Gender and Women's Studies			
Refugee and Migration Studies	Glendon/Keele			
Graduate Programs¹⁵				
Master in Public and Int'l Affairs ¹⁶	Political Science			
Service courses				
Social Sciences	Multidisciplinary Studies			17
Modes of Reasoning	Philosophy			18
Programs under review				
Canadian Studies	Multidisciplinary Studies	3	5	93
Gender and Women's Studies	Gender and Women's Studies	2	5	267
Sexuality Studies	Gender and Women's Studies	1	1	unavailable
Linguistics and Language Studies	Multidisciplinary Studies	2	42	235
Total		30	409	4483

¹⁵ Graduate students are not included, as the programs and the students are managed according to a different model, with the Faculty of Graduate Studies. Those programs also have distinct program assistants.

¹⁶ The MPIA does not fall directly under the Department of Political Science, but its current director is affiliated to that Department. Therefore, the program is presented as such, for the sake of clarity, although it needs not stay affiliated to the same department as colleagues in Political Science in the future.

¹⁷ We are no longer offering Social Science courses that are not offered by and hosted in a program in the future, as we move towards the Core Curriculum.

¹⁸ Included under Philosophy.

Double Majors at Glendon

MAJOR 2 →	BIOL	BUEC	CDNS	COMS	DRCA	DRST	ECON	ENG	FRAN	GWST	HISP	HIST	ILST	LIN	MATH	PHIL	POLS	PSYC	SOCI	SXST	TRAN	
MAJOR 1 ↓																						
BIOL				1					3									3				7
BUEC				1								3		1		1						6
CDNS									4													4
COMS									6		1			1								8
DRCA								1	4													5
DRST																						0
ECON																	1					1
ENG									12			5		2		2	1					22
FRAN	5		4	1	1	1		9		2	6	9	4	2	5	5	2	14	5			75
GWST									1													1
HISP																						0
HIST						1		1	2							1				1		6
ILST			1	1			1		2	1		2		2		1	5		2			18
LIN									1								1	1			1	4
MATH							2	1								1						4
PHIL																						0
POLS				2			1	1	2		2					1		2	1			12
PSYC	1								7	1					1				2	1		13
SOCI									8	1						1	1	1				12
SXST																		1				1
TRAN									1													1
	6	0	5	6	1	2	4	13	53	5	9	16	7	7	7	12	12	22	11	1	1	

Note: This data is as of Summer 2023. Admissions in Canadian Studies (CDNS), Drama and Creative Arts (DRCA), Gender and Women's Studies, Linguistics and Language Studies, Mathematics, and Sexuality Studies are temporarily suspended.

Comparative Data on Academic Units, Enrolment and Faculty Members – York University

2022 preliminary UG full-year FTEs and GR Fall FTEs								
29 November 2022								
Faculty	Undergraduate FTEs	Graduate FTEs	Total Enrolment	Full-time Faculty Complement	# of Departments /Schools	# of Total Students per Department / School / Faculty*	# of Undergraduate Students per Department / School / Faculty*	# of Full-time Faculty per Department / School / Faculty*
Health	9,134.77	555.50	9,690.27	249.00	5	1,938.05	1,826.95	49.80
LAPS	16,107.77	1,551.30	17,659.07	644.00	20	882.95	805.39	32.20
Science	3,788.86	375.40	4,164.26	227.00	5	832.85	757.77	45.40
Lassonde	3,942.13	443.70	4,385.83	172.00	4	1,096.46	985.53	43.00
AMPD	2,286.00	270.00	2,556.00	120.00	7	365.14	326.57	17.14
EUC	419.20	225.80	645.00	53.00	-	645.00	419.20	53.00
Schulich	1,939.50	967.20	2,906.70	92.00	-	2,906.70	1,939.50	92.00
Osgoode	1,031.66	376.30	1,407.96	62.00	-	1,407.96	1,031.66	62.00
Education	1,785.37	213.50	1,998.87	58.00	-	1,998.87	1,785.37	58.00
Glendon	1,287.40	102.60	1,390.00	97.00	14	99.29	91.96	6.93
Total:	37,618.23	4,388.90	42,007.13	1,557.00	41			

*Faculty calculated where the Faculty non-departmentalized only

						960.08	853.57	40.09
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Glendon as a % of York University Totals

Glendon as % of Total York University Enrolment	3%
Glendon as % of Total Undergraduate Enrolment	3%
Glendon as % of Total Graduate Enrolment	2%
Glendon as % of Total York University Full-time Faculty	6%
Glendon as % of Total York University Department / School Count (plus 4 non-departmentalized Faculties included)	31%

Data derived from: [Quick-Facts | Office of Institutional Planning and Analysis \(OIPA\) \(yorku.ca\)](#)



GLENLON
COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENLON

Office of the
Principal
Bureau du
Principal

2275 BAYVIEW AVE.
TORONTO ON
CANADA M4N 3M6
T/T 416 487 6727
F/T 416 487 6786
principal@glendon.yorku.ca
www.glendon.yorku.ca

Memorandum
November 2023

Supporting Statement to the Final Proposal for the Restructuring of Academic Units

In recent weeks, as a part of our broader work on revisioning Glendon, we have had several opportunities to consider and discuss the proposed restructuring of Academic Units at Glendon. These conversations have surfaced a number of questions, many of which relate to the implementation of the new structure, once passed by Council and other relevant approval bodies. In this memo and in response to such questions, I would like to offer some further thoughts and clarifications (as far as is possible at this point) around the next steps in this process. In doing this it is also important to note that as we proceed in restructuring the key principles laid out in Glendon's academic plan 2020-2025 and further developed in the renewed vision statement, will continue to underpin, and inform the work. We remain committed to being student-centred, inquiry-based and experiential, outward-facing and future oriented, and reflexive and self-aware. Our revisioning process should enable us to meet these commitments more fully, while also ensuring the attractiveness of our programs to students and the ongoing sustainability of the College.

Bilingualism - Glendon College has long defined itself as the York University's bilingual Faculty, a description that served Glendon and York well for a long time. However, in more recent years, we have been using increasingly the term "dual immersion environment" to describe what it is like to live, learn and work at Glendon, where those who arrive at Glendon with a dominant knowledge of either official language can interact, on a daily basis, in and out of the classroom, at work or event at play, developing, strengthening and using their knowledge of their second official language. We have also seen the adding of courses in other languages, most notably Anishinaabemowin. The new proposed structure does not change that, and I hope may generate new opportunities to further expand our language offerings.

DEDI - Glendon remains committed to ensuring that principles of decolonization, equity, diversity, and inclusion underpin all of work, and as well as being reflected in our program reforms, they should also inform the academic restructuring, to ensure equitable access, representation and opportunities within the new structure. Given the crucial importance of DEDI in this, I am proposing to convene a working group whose mandate would include supporting units in developing unit level processes and criteria for the appointment of chairs and directors within the new structure, as well as considering how we might more fully integrate DEDI principles in other collegial and administrative structures and fora.



Appendix P - Regarding questions relating to compensation for academic administrative positions, a document that was initially developed to respond to questions from YUFA, was recently shared with colleagues. This document was offered to provide clarity around the typical division of responsibilities and activities among Chairs, UPDs, and other academic administrative roles, based on norms and practices in other Faculties of the University. As noted in this, all compensation for any academic administrative positions would fully align with Appendix P of the York-YUFA Collective Agreement, and any concerns relating to this would also be taken up through appropriate collective agreement processes. It should also be noted that compensation is related to enrolment, so as enrolment grows the categorization of positions would be adjusted accordingly.

Workload, Research Release and T&P - In a similar vein, existing provisions for faculty workload and research release programs will continue to apply until new ones are collegially developed and submitted to the Principal for approval, in accordance with Article 18.08.1 of the Collective Agreement. It is also the case that existing Tenure and promotion criteria, as per the time of hire, will be applied, until new ones are developed and approved through Senate process.

I appreciate that there is still much work to do as we continue on our path to revisioning, but I am also excited by the opportunities that this presents to us. I would like to thank all colleagues for their work and support thus far and remain committed to working with you all in the next steps to ensure the sustainability of Glendon for the future. I support the Proposal for Restructuring Glendon's Academic Departments and encourage members of Glendon Faculty Council to do the same.



Graduation Data – Number of Degrees Conferred by Calendar Year

Program	2019	2020	2021	2022	2023
Biology	8	12	16	11	7
Business Economics	21	19	21	22	14
Canadian Studies	0	3	2	3	2
Communications	4	6	15	13	10
Drama and Creative Arts	6	10	15	3	2
Economics	29	28	26	22	15
English	24	21	19	13	10
Environmental & Health Studies	4	7	5	1	1
Etudes françaises	42	69	58	73	75
Gender and Women's Studies	6	3	2	3	1
Hispanic Studies	9	6	4	2	3
History	11	21	20	3	6
International Studies	52	57	51	54	34
Linguistics & Languages	20	22	13	24	14
Mathematics	4	3	3	2	4
Philosophy	6	9	5	5	4
Political Science	47	55	41	32	22
Psychology	61	69	76	39	50
Sexuality Studies	1	0	0	0	0
Sociology	42	44	26	26	22
Translation Studies	18	14	16	8	14
Grand Total	415	478	434	359	310

Degrees conferred include all majors.



January 4, 2024

Marco Fiola, Principal
Glendon College
York University
Toronto, Ontario

FACULTY OF HEALTH

Department of Psychology

4700 Keele Street
Toronto, Ontario.
Canada. M3J 1P3
Tel.416 – 736 - 2100
Fax 416 - 736 - 5814

<http://psyc.info.yorku.ca/>

Re: Restructuring of Academic Units at Glendon College

Dear Principal Fiola

Thank you for sending me the Proposal for the restructuring of academic units at Glendon College. The proposal outlines a very significant re-organization of the departments and faculties. It will provide a roadmap for Glendon's efforts to offer your students a high-quality education within a unique and multi-disciplinary environment. Congratulations!

Given our close connection with Glendon's Psychology Department, I paid particular attention to its place within this restructuring. The faculty members at Glendon have a strong focus on the experimental stream within Psychology and so its placement in a unit with Biology is very fitting. Together the faculty of these two disciplines will undoubtedly collaborate in new and exciting ways.

Psychology at Glendon and Keele campuses have a long history of working together on research and teaching. Glendon faculty often serve on our students' dissertation committees and there are several research collaborations among our respective colleagues. Glendon students have priority placement in many of our courses and are eligible to complete Concentrations and Certificates offered in our programs. It is my hope that we will continue to work in partnership with the newly revamped Glendon College.

I am pleased to offer my full support of the restructuring proposal for Glendon.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Connolly".

Jennifer Connolly, PhD., C. Psych
Professor and Chair
Department of Psychology
York University
Toronto, Canada



Friday, December 8, 2023

**SCHOOL OF ARTS,
MEDIA, PERFORMANCE,
& DESIGN**

**Dept of Theatre &
Performance**

Eric Armstrong, Chair
Full Professor

306 Centre for Film & Theatre
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 123 4567
EXT 12345
F 416 123 4567
thechair@yorku.ca
theatre.ampd.yorku.ca

Dear Prof. Marco Fiola, Principal of Glendon College,

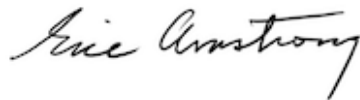
Having reviewed the proposal for the restructuring of Glendon College's Academic departments, I endorse the actions being undertaken to create four major disciplinary groups and departments, and the new distribution of academic leadership responsibilities tied to those actions.

We support the move to create academic structures to foster greater administrative efficiency, but also which emphasizes the who various programs as similar and different; we believe that this will lead to an effective and strong foundation for the ongoing development of each of the 4 proposed departments. Any proposal that will ease the administrative burden on faculty through a streamlining process will benefit the departments in creating opportunities for greater focus on teaching and research.

Though I see that the Drama and Creative Arts program is set for program review, the Department of Theatre & Performance is committed to maintaining communication with our colleagues at Glendon through the new proposed Glendon Department of Global Communication and Cultures.

If you require anything further of me, please do not hesitate to reach out to me directly at thechair@yorku.ca.

Sincerely,



Eric Armstrong, Chair





January 10, 2024

Dr. Marco Fiola
Principal
Glendon College
York University
2275 Bayview Avenue
Toronto, ON
M4N 3M6

Robert G. Tsushima, PhD
Chair & Associate Professor

DEPARTMENT OF BIOLOGY

4700 Keele Street
151C Farquharson Building
Toronto ON
Canada M3J 1P3
Tel 416 736 2100 ext 20996
biochair@yorku.ca

Dear Principal Fiola,

Thank you for providing me with the opportunity to respond to the *Restructuring of Academic Units at Glendon College* proposal. I support, in principle, the initiatives you and your colleagues at Glendon College have proposed. They are a positive step forward to support the sustainability of the college and its programs.

The restructuring of the academic units and undergraduate and graduate programs under the 4 main departments is an excellent means to streamline the governance and administration of the college. Hopefully, this will lead to better support, recruitment, and retention of the students in the unique programs Glendon has to offer. In regard to the Department of Science, the merger of the Biology and Psychology programs and Natural Sciences service courses into this department is an obvious choice. However, I do question the proposed name – Department of Science. Science departments have traditionally included programs from the life sciences, physical sciences, earth and environmental sciences, and sometimes mathematics and computer science. The new Department of Science at Glendon lacks any physical science programs and courses, except for an introductory physics course with a focus on the life sciences (GL/PHYS 1420). Are there any plans to expand the science programs at Glendon to include physics and chemistry courses? If not, one suggestion is to name the new unit the Department of Behavioural and Biological Sciences to align better with the programs and courses that are offered.

I wish you and your colleagues at Glendon College all the success in the restructuring exercise. I look forward to fostering new and stronger relationships between the Department of Biology in the Faculty of Science and the new departments at Glendon.

Sincerely,

A handwritten signature in blue ink that reads "R. Tsushima".

Robert G. Tsushima
Chair, Department of Biology



Monday, January 8, 2024

FACULTY OF SCIENCE

Office of the Dean

Hovig Kouyoumdjian
Associate Dean,
Curriculum and Pedagogy

355 Lumbers Bldg.
4700 Keele St.
Toronto, ON
Canada M3J 1P3
T 416 736 5051

sciadcp@yorku.ca
science.yorku.ca

Dear Prof. Marco Fiola, Principal of Glendon College,

We have carefully examined the final version of the proposal outlining the restructuring of Glendon's Academic departments. We fully support the initiative to establish four primary disciplinary groups and departments, along with the redistribution of academic leadership responsibilities.

We especially commend the strategic approach employed in creating cohesive academic structures. These structures not only facilitate efficient administration but also highlight the recognition of both similarities and differences within various programs. We firmly believe that this approach will lay a robust foundation for the growth and development of each department.

Additionally, we back the proposal's commitment to easing the administrative burden on faculty members by streamlining departmental functions. This adjustment will enable the newly structured departments to dedicate more attention to the advancement of teaching and research.

Furthermore, we are dedicated to fostering open discussions between the departments at Keele and Glendon, with a particular emphasis on maintaining ongoing communication with our departments, and the potential discussions with the division of Natural Science. This exchange of ideas and insights is crucial for the successful implementation of the proposed restructuring.

Regarding the proposed Department of Science, we are optimistic about its potential to act as a central hub for studying and applying scientific methods and knowledge. Especially, with its main emphasis in exploring different aspects of Neuroscience, behaviour of living organisms and environmental studies through the use of interdisciplinary approaches.

We strongly support and see value in these proposed initiatives.



If you require further assistance, please do not hesitate to email us at sciadcp@yorku.ca (Associate Dean, Curriculum and Pedagogy).

Sincerely,

A handwritten signature in black ink, appearing to be 'HK', with a long horizontal flourish extending to the right.

Hovig Kouyoumdjian
Associate Dean, Curriculum and Pedagogy
Faculty of Science



Academic Policy, Planning and Research Committee

Memorandum

From: Lisa Philipps, Provost & Vice-President Academic
Marco Fiola, Principal, Glendon College

Date: January 11, 2024

Subject: Glendon Information for APPRC

Thank you for the opportunity to provide additional information to APPRC as you consider the proposal for the academic restructuring of Glendon College. It is, of course, important to note that academic unit restructuring is one element in the broader revisioning of Glendon College to align with the newly articulated value proposition and should be considered in this broader context which also includes administrative restructuring, degree harmonization and program innovation, as well as the implementation of the Core Curriculum. All these activities are informed by, and support, the Glendon value proposition.

1. Recent enrolment, retention and graduation data and trends.

Full data on this is provided as an appendix. The tables below provide a high-level summary of trends in enrolment, retention, and graduation over the period 2019 – 2023. The appendix breaks this down by program, and highlights the continuing enrolment, retention and graduation challenges faced by Glendon. Further, the recent report of the Auditor General noted the following “for example, in Glendon College, 17 (81%) of its 21 undergraduate programs had enrolment go down by at least 10% in the last five years from 2018/19 to 2022/23, while the faculty had in-year deficits in each year over the same period. We noted that, in 2022/23, Glendon had the second-lowest student-to-faculty ratio in the university (16.1 students for each tenure-stream professor, compared to the university average of 31.6).”

Enrolment (Headcount)	2019	2020	2021	2022	2023
Grand Total	2160	1859	1680	1535	1502

Enrolment (Retention): New students entering at study level 1 in the Fall, returning to program next Fall (%)	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Grand Total	70%	72%	72%	69%	78%

Degrees Conferred by Calendar Year	2019	2020	2021	2022	2023
Grand Total	415	478	434	359	310

The appendix provides greater detail on Glendon program retention and compares this both with respective programs also offered at Keele, and more broadly with other Faculties. To note:

- Glendon’s Biology, Philosophy, and Psychology and Sociology programs all tend to have lower retention than the respective programs offered in other faculties.
 - In recent years, Mathematics, History and Undecided majors at Glendon have higher retention than those programs in other faculties.
 - Glendon’s overall retention is trending higher year-over-year.
 - Glendon has higher retention than LAPS (both overall and when only considering programs with a respective Keele program).
 - Glendon lags Health and Science when only considering program with a respective Keele program, and when considering all programs (except in 2022 when it was higher than both).
2. An indication of the proportion of courses delivered in French that graduating students have taken in their degree program.

As posed, this is a challenging question to answer directly. The non-dominant official language is the official language in which the student is less proficient. Students with a home/first language different from English or French will have been schooled primarily in one of the two, and this will be their dominant official language. The other will be their non-dominant official language. Therefore, most students coming from the English-language school system will have French as their non-dominant official language, and vice versa, though this is not an exact science. The Glendon student population is not homogeneous: students arrive at Glendon with varying degrees of knowledge of their non-dominant official language including no knowledge (International students whose first language is neither English nor French being a good example). While all students take courses in their non-dominant official language, the number of credits they take in each language is based on their individual backgrounds and is a matter of personal choice, so a general answer to the question is not possible (without looking at each student). However, the information below offers an insight into the breakdown of student backgrounds and courses being offered in English and French.

Francophones take discipline courses in French in addition to ESL courses or discipline courses taught in English, and Anglophones take discipline courses in English in addition to FSL courses or discipline courses in French.

- a. In 2023, of 1479 registered active students:

- i. 936 (63%) reported English as their dominant official language
- ii. 280 (19%) reported French as their dominant official language
- iii. 262 (18%) reported a non-official dominant language
- iv. 11% of the total are International Students

b. In 2023, of 455 total courses running:

- i. 256 (56%) are taught in English
- ii. 141 (31%) are taught in French
- iii. 36 (8%) are taught bilingually (English AND French)
- iv. 22 (5%) are taught in another language, or in another language combination

3. The revenue growth strategy (as a companion initiative to the academic unit restructuring and degree harmonization aspects of the revisioning strategy)

Revenue growth is anticipated to result from the overall revisioning of Glendon for several reasons. Perhaps most significantly, it is intended that curriculum renewal, aligned with the value proposition, will become an ongoing exercise, so that Glendon programming will become and remain relevant, compelling, and attractive to students. The Core Curriculum is expected to create a cohort experience that is known to be attractive to entering students. Increasing experiential education options should also help with student attraction. The academic unit restructuring will contribute to these efforts through providing a structure that supports greater interdisciplinarity and curriculum innovation. Moreover, with a decrease in the number of academic administrative positions, more full-time faculty will be involved in the delivery of courses in the majors, early career faculty who are currently involved in academic leadership roles will have more time to dedicate to their teaching and research programs, which in turn will create more fertile ground for pedagogical innovation. This speaks as much to the quality of delivery as to the increase in revenue that would flow from this. More strategically, academic restructuring will also enable the four UPDs to benefit from a broader view of the courses that are offered at any given time by the Faculty, which is likely to reduce the likelihood of cognate or even overlapping courses from different disciplines being in competition with one another. The nature of bilingual education means that Glendon will never have very large classes, but the goal is to have classes that fill closer to the maximum. While small classes provide a more personal approach, a classroom of 25 or 30 students is also likely to be more diverse and intellectually stimulating and to provide each student with a richer learning experience. Degree harmonization to a standard number of required credits will enable more students to achieve double majors, minors, and certificates within the four-year time frame of their undergraduate studies, and it is anticipated that this will translate into an increase in enrolment as well as more timely graduation. Finally, the recruitment and admissions process at Glendon is being integrated more closely with the University's institutional recruitment and admissions unit, to take better advantage of the resources and expertise available centrally.

4. The relevant recommendations from recent Glendon cyclical program reviews that the restructuring plan helps address.

Generally, recommendations coming from the CPR processes focus on (1) simplifying program structure and options to enable easier completion (2) greater collaboration between programs, including those at Glendon and on the Keele campus (3) reviewing departmental structures and

associated academic administrative appointments. A summary of relevant recommendations from recent Final Assessment Reports is provided below.

Program Name and Year of CPR Launch	Summarized Recommendation
Hispanic Studies (2019)	<p>That the department undertake short-term focused measures to enhance flexibility for students and mitigate teaching and administrative strain.</p> <ul style="list-style-type: none"> • Reduce the number of program options. • Reduce the number of sections for some first- and second-year courses; increase the number of seats available per section
International Studies (2019)	<p>That alternate structures for the program and department be considered.</p> <ul style="list-style-type: none"> • The department’s small size makes it difficult to offer sufficient courses. Consider merging the department into a larger department or eliminate the department and appoint to faculty to other pre-existing departments
Linguistics and Language Studies (2019)	<p>That a systematic approach to cross-department collaboration between Glendon and LA&PS be developed.</p> <ul style="list-style-type: none"> • Work with other departments to achieve greater predictability in course offerings; for example, develop an MOU across departments to coordinate scheduling, offerings, cross-appointments, etc...
Translation (MA) (2020)	<p>That a review of administrative appointments be explored.</p> <ul style="list-style-type: none"> • Explore solutions to relieve full-time faculty of some administrative tasks.
Economics (2021)	<ul style="list-style-type: none"> • Streamline the degree options to reduce administrative burden and overhead costs.

5. Links between the restructuring and the advancement of the UAP priorities.

Glendon is committed to delivering on the six priorities of the UAP. The value proposition is clearly aligned with the UAP and offers a focused vision for Glendon. The value proposition states clearly what Glendon is and does, and it is those core elements of the value proposition that are now being reinforced in the objectives and learning outcomes of each program. For example, one of the principles focuses directly on Global Engagement, one of the six priorities of the UAP. Academic restructuring will provide the potential for academic innovation through greater interdisciplinarity as well as ensuring a consistent student academic experience with all programs emphasizing positive social impact and global engagement and including experiential education opportunities.

6. Links between the restructuring and the Glendon Value Proposition.

Academic restructuring will provide a new way for diverse disciplines to come together and interact. As already noted, by bringing more disciplines together under a smaller number of departments, disciplines will benefit from each other either in the delivery of their program, or in the development of new, innovative interdisciplinary programming that will echo our value proposition, especially the principles of Excellence in Degree Programs, Global Engagement, Positive Social Impact, Language and Culture Competency, and Empathy and Intercultural Skills. Finally, through the Core Curriculum, much greater emphasis is placed on the career-relevance of our programming, with experiential education explicitly included in all degrees.

7. Results / statements from the consultation with Keele units, with any new opportunities for collaboration / innovation highlighted.

As noted to APPRC in November, collegial discussions continue in various formal and informal settings across cognate units as needed and as colleagues engage in discussions of curricular change and optimal collaboration across campuses. The following consultation meetings were also held: Glendon Principal with LAPS Dean's Office, December 14, 2022, Glendon Principal's Office with AMPD Dean's Office, December 16, 2022, Glendon's Principal with Science Dean's Office, December 19, 2022, Glendon Principal with LAPS Chairs and Directors, May 11, 2023, LAPS and Glendon History Programs, June 5, 2023

Email invitations to 25 Keele based units were sent in July 2023 sharing the draft proposal for restructuring of Glendon's academic units, inviting discussion and input to be considered in the finalization of a proposal, and soliciting support for the proposal. This was followed with further invitations in November 2023 sharing the final proposal as approved by Glendon Faculty Council, again inviting discussion, and soliciting support for the proposal. Two follow-up reminders were sent, with an extended deadline to respond of 10th January 2024. As of 10th January, nine Keele based units have responded. The Departments of Psychology, Theatre and Performance Studies, Biology and the Faculty of Science provided letters of support (attached), the Department of History indicated it would not be commenting, the Department of Philosophy noted it was continuing conversations with its Glendon counterpart, and three units (School of Administrative Studies, Writing Department, Department of Sociology) said they were unable to consider until their first meeting of the winter term. Should additional responses be received, they will be considered and shared.

Glendon

Enrolment (Headcount; all majors)

Program	2019	2020	2021	2022	2023
Biology	75	67	61	57	57
Business Economics	134	101	84	77	68
Canadian Studies ¹	8	8	9	5	3
Communications	58	65	58	48	45
Drama and Creative Arts ²	29	22	20	27	31
Economics	118	86	72	54	60
English	86	69	62	52	53
Environmental & Health Studies ³	15	6	2	1	0
Etudes françaises	412	384	381	350	348
Gender and Women's Studies	10	9	7	5	4
Hispanic Studies	22	20	14	10	3
History	65	49	35	45	43
International Studies	218	194	164	131	127
Linguistics & Languages	86	70	64	44	44
Mathematics	22	21	27	30	24
Philosophy ⁴	21	20	23	21	19
Political Science	171	144	126	106	94
Professional Translation (NEW)	N/A	N/A	N/A	N/A	14
Psychology	335	314	282	301	320
Sexuality Studies	1	5	5	1	1
Sociology	122	97	89	70	45
Spanish & Latin Amer. Cultures & Societies (NEW)	N/A	N/A	N/A	N/A	4
Special Students	59	28	20	34	35
Translation Studies	54	54	49	42	27
Undecided Majors	39	26	26	24	33
Grand Total	2160	1859	1680	1535	1502

¹ Admissions to Canadian Studies, Hispanic Studies, Gender and Women's Studies, Sexuality Studies were suspended as of September 2023.

² Admissions to Linguistics and Languages, Mathematics, and Drama and Creative Arts were suspended as of September 2024.

³ Program was discontinued following the introduction of the BSc in Biology. Statistics refer to students who had not yet graduated at the time of the introduction of the Biology program.

⁴ Admissions were to be suspended as of September 2024, but the program is being repositioned, including as part of a proposed program in Philosophy, Political Science and Economics.

This addendum is restricted to Entering New students (101s and 105s).

Enrolment (Retention): New students entering at study level 1 in the Fall, returning to program next Fall (%)

Program	2018	2019	2020	2021	2022
GL-Biology	66.7%	63.6%	60.0%	70.6%	75.0%
<i>SC-Biology</i>	79.2%	84.8%	82.0%	82.5%	82.8%
GL-Business Economics	53.8%	50.0%	57.1%	52.6%	36.8%
<i>LA&PS-Business Economics</i>	35.9%	45.8%	33.1%	51.3%	41.4%
GL-Canadian Studies	0.0%	N/A	100.0%	N/A	N/A
GL-Communications	75.0%	72.7%	63.6%	60.0%	25.0%
GL-Drama and Creative Arts	66.7%	75.0%	100.0%	71.4%	81.8%
GL-Economics	88.9%	100.0%	50.0%	16.7%	75.0%
<i>LA&PS-Economics</i>	73.9%	73.8%	71.6%	76.6%	70.5%
GL-English	68.8%	69.2%	63.6%	90.9%	75.0%
<i>LA&PS-English</i>	66.4%	73.7%	82.8%	77.1%	81.6%
GL-Etudes Francaises	80.3%	84.3%	83.5%	83.9%	93.8%
GL-Gender and Women's Studies	100.0%	N/A	100.0%	100.0%	N/A
<i>LA&PS-Gender and Women's Studies</i>	41.7%	77.8%	83.3%	60.0%	60.0%
GL-Hispanic Studies	0.0%	50.0%	66.7%	100.0%	0.0%
GL-History	66.7%	75.0%	83.3%	88.9%	84.6%
<i>LA&PS-History</i>	85.5%	69.0%	81.8%	74.4%	79.8%
GL-International Studies	73.8%	76.3%	82.6%	51.9%	87.0%
GL-Linguistics & Languages	53.8%	78.6%	60.0%	71.4%	100.0%
GL-Mathematics	50.0%	100.0%	100.0%	100.0%	71.4%
<i>SC-Mathematics</i>	64.7%	71.0%	25.0%	26.7%	43.5%
GL-Philosophy	33.3%	33.3%	75.0%	50.0%	75.0%
<i>LA&PS-Philosophy</i>	65.5%	76.9%	75.0%	56.3%	85.7%
GL-Political Science	78.9%	58.3%	73.3%	62.5%	86.7%
<i>LA&PS-Political Science</i>	78.8%	73.5%	82.9%	82.4%	72.2%
GL-Psychology	69.9%	79.7%	75.6%	68.3%	77.9%
<i>HH-Psychology</i>	76.3%	82.8%	78.0%	78.4%	79.7%
GL-Sexuality Studies	N/A	N/A	100.0%	0.0%	N/A
<i>LA&PS-Sexuality Studies</i>	28.6%	20.0%	50.0%	25.0%	50.0%
GL-Sociology	88.9%	60.0%	25.0%	64.3%	60.0%
<i>LA&PS-Sociology</i>	70.3%	71.4%	62.7%	68.4%	65.1%
GL-Translation Studies	63.6%	100.0%	83.3%	66.7%	62.5%
GL-Undecided Majors	18.2%	15.0%	7.7%	45.5%	37.5%
<i>LA&PS-Undecided Majors</i>	40.1%	34.1%	29.7%	38.0%	32.9%
<i>SC-Undecided Majors</i>	37.7%	32.1%	26.7%	39.3%	31.7%
Glendon Overall	70%	72%	72%	69%	78%

Enrolment (Retention): New students entering at study level 1 in the Fall, returning to program (%)

Note: As in the table above, Glendon programs with a respective Keele program are: Biology, Business Economics, Economics, English, Gender and Women's Studies, History, Mathematics, Philosophy, Political Science, Psychology, Sexuality Studies, Sociology, and Undecided Major.

Glendon programs with a respective Keele program	2018	2019	2020	2021	2022	Overall
Faculty of Health	76.3%	82.8%	78.0%	78.4%	79.7%	76.3%
Faculty of Liberal Arts and Professional Studies	55.9%	52.0%	54.0%	61.9%	56.4%	55.9%
Faculty of Science	75.0%	81.4%	77.6%	79.1%	78.6%	75.0%
Glendon	64.6%	62.3%	63.7%	65.0%	71.6%	64.6%

All Programs	2018	2019	2020	2021	2022	Overall
Faculty of Health	72.9%	79.6%	78.1%	73.6%	74.9%	75.6%
Faculty of Liberal Arts and Professional Studies	65.3%	63.6%	63.9%	67.4%	67.8%	65.6%
Faculty of Science	71.0%	75.8%	75.1%	75.4%	74.4%	74.3%
Glendon	69.9%	71.5%	72.2%	69.4%	77.6%	72.0%

Time taken to graduate (in years since first Fall Term)

Glendon programs with respective Keele program	Years taken to Graduate	2018	2019	2020	Overall
Glendon	3	35.44%	26.70%	5.19%	24.62%
	4	49.51%	26.70%		30.08%
	5	49.51%			30.08%
Keele	3	28.12%	29.08%	5.02%	21.78%
	4	46.24%	29.72%		28.54%
	5	48.15%			29.23%

All Programs	Years taken to Graduate	2018	2019	2020	Overall
Glendon	3	33.25%	28.46%	5.05%	24.17%
	4	46.94%	28.46%		29.48%
	5	47.43%			29.67%
Keele	3	38.86%	37.53%	12.13%	30.22%
	4	56.50%	38.00%		36.74%
	5	58.02%			37.29%

Graduation Data – Number of Degrees Conferred by Calendar Year

Program	2019	2020	2021	2022	2023
Biology	8	12	16	11	7
Business Economics	21	19	21	22	14
Canadian Studies	0	3	2	3	2
Communications	4	6	15	13	10
Drama and Creative Arts	6	10	15	3	2
Economics	29	28	26	22	15
English	24	21	19	13	10
Environmental & Health Studies	4	7	5	1	1
Etudes françaises	42	69	58	73	75
Gender and Women's Studies	6	3	2	3	1
Hispanic Studies	9	6	4	2	3
History	11	21	20	3	6
International Studies	52	57	51	54	34
Linguistics & Languages	20	22	13	24	14
Mathematics	4	3	3	2	4
Philosophy	6	9	5	5	4
Political Science	47	55	41	32	22
Psychology	61	69	76	39	50
Sexuality Studies	1	0	0	0	0
Sociology	42	44	26	26	22
Translation Studies	18	14	16	8	14
Grand Total	415	478	434	359	310

Degrees conferred include all majors.



**GLENDON
COLLEGE
COLLÈGE
UNIVERSITAIRE
GLENDON**

**Office of the
Principal**

**Bureau du
Principal**

2275 BAYVIEW AVE.
TORONTO ON
CANADA M4N 3M6
T/T 416 487 6727
F/T 416 487 6786
principal@glendon.yorku.ca
www.glendon.yorku.ca

Dear colleagues:

Welcome back to the new academic year. I hope you all had a good summer and were able to get some time away with family and friends. As you know, the coming year will be a busy one as we move forward with our repositioning process, and I look forward to continuing to work with you on this. I am writing today to remind you of the key next steps in our academic unit restructuring.

On September 5th I will share the latest version of the restructuring proposal. This has taken account of the comments I have received from colleagues, and I thank you all for your contributions to this document. While it may still be revised as it moves through collegial governance the intent is that this version will be the one we all work from. In terms of next steps, I invite departments to discuss the proposal among themselves in preparation for Faculty Council this fall when I will be seeking the support of Council to move forward. Departments may choose to pass motions including endorsement of the proposal and a willingness to dissolve themselves subject to the approval of the new structure. However, it is Council that will formally vote on the proposal prior to it moving to APPRC, Senate, and the Board of Governors for approval, with the aim of implementation on 1st September 2024.

Some of you may have concerns or questions about your own place in the new structure and I am committed to working with colleagues on any individual issues that may arise to ensure all are appropriately supported and have a home in the appropriate new department. This includes attending to all relevant articles in the collective agreement, particularly those relating to the capacity for colleagues to request transfers to other units and/or Faculties.

There will, of course, be further work to do as the restructuring progresses, including the creation of new workload documents; tenure and promotion standards; research release criteria as well as ensuring an appropriate staffing model is in place.

This academic unit restructuring is of course part of the larger revisioning that also includes the program modifications that many of you are also currently engaged with, and again I look forward to these proposals coming through collegial governance in the Fall. We will also ensure that we fully promote the revisioning through branding, communications, and marketing to engage with prospective students, alumni, and partners.

This is a challenging but also exciting time for Glendon, and I thank you all for your work and contributions to the process and look forward to the next phase as we seek to make Glendon a more attractive and sustainable place for students to come and to complete their degree programs.

With best wishes,

Marco Fiola, Principal

Horizon Europe

JANUARY 2024

YORK 



Context

› Horizon Europe

- The world's largest research and innovation funding program involving countries around the globe.
- Runs from 2021-27 with a budget of €95.5 billion and includes 27 EU member states and 16 associated non-EU countries.

› Canadian participation

- Historically, Canadians have participated in Horizon Europe as a third-party, requiring other sources of funding or in-kind support. They were not able to lead consortia and were limited in terms of projects they could join.
- In November 2023, the Government of Canada closed substantive negotiations with the European Commission to designate Canada an associate country.
- Now applications from Canadian researchers and innovators will be reviewed as fully associated members of consortia in Horizon Europe Pillar II calls, allowing Canadians to lead consortia and propose projects.
- The European Commission has agreed to accept and review Canadian applications (as an associated country) as of December 5, 2023.
- Awards will be issued once the treaty has been signed, which is expected in mid to late 2024.

Simplified Program Structure

> Pillar I: Excellent science (€25B)

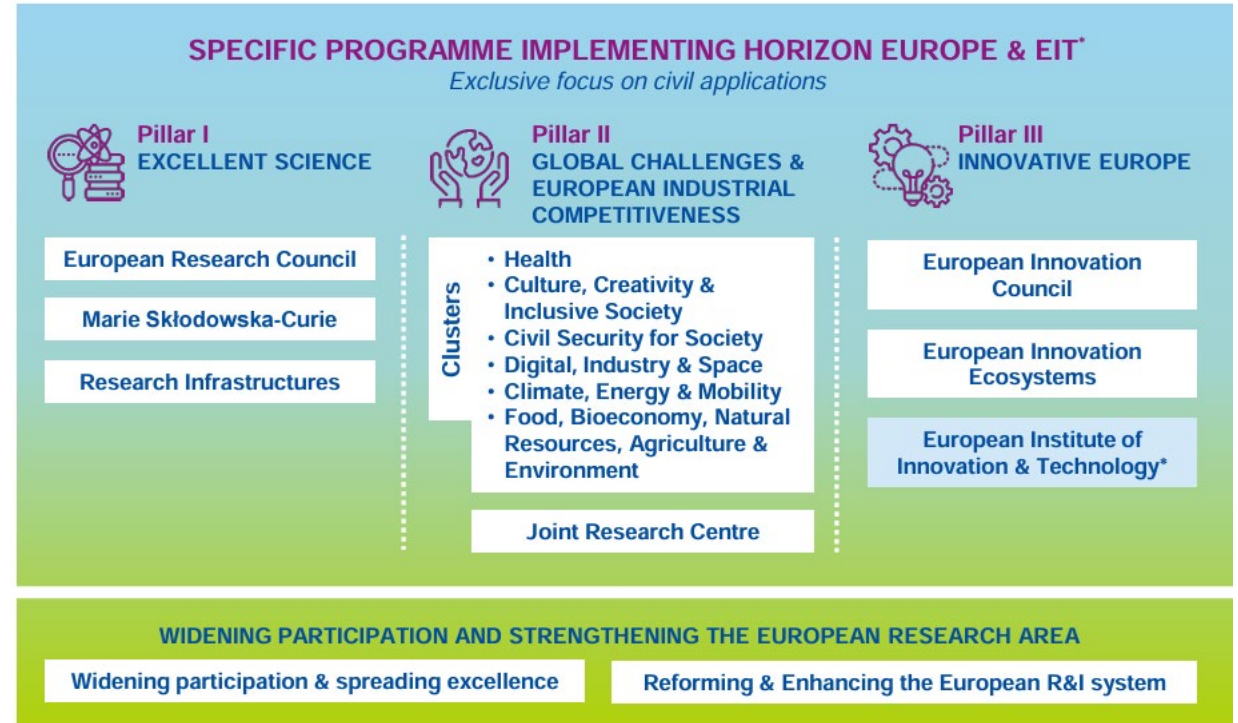
- Supports advanced research training, breakthrough innovations and research infrastructure.

> Pillar II: Global challenges and European industrial competitiveness (€53.5B)

- Includes six thematic clusters, each tackling a specific and broad societal issue and strengthen Europe's industrial competitiveness.

> Pillar III: Innovative Europe (€13.6B)

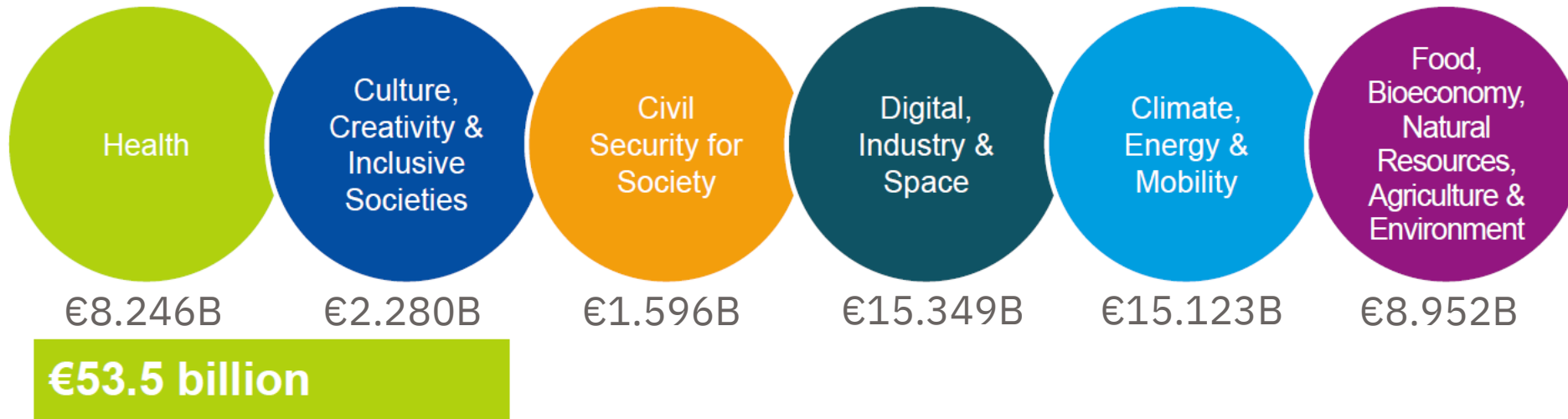
- Supports breakthrough innovations and collaboration between industry, academia and the public sector.



* The European Institute of Innovation & Technology (EIT) is not part of the Specific Programme

Pillar II – Global Challenges & European Industrial Competitiveness

- Calls are based on a pre-established work programme under each thematic area.
- Most work programmes publish calls for proposals along with detailed information on the type of funding available, any eligibility conditions or restrictions, due dates, and timelines every two years.
- Average grant for Pillar II project is €4M. Individual grants can go up to €15M.



Consortia

- Most projects require a consortium of **at least three partners from three different EU member states or associated countries.**
 - Typically, at least one partner must be an EU country and two partners from different EU or associated countries.
 - Most projects have on average 13 partners.
- Calls for proposals may require that partnerships include researchers and innovators from across the value chain.
 - Corporate participation is highly advisable. Pillar II focus is R&D, not blue skies research.
- Canadian academics, industrial researchers, small-to-medium sized enterprises, non-profit and charity sector entities, and other research and innovation actors in Canada can apply.
- Matchmaking supports from:
 - National Contacts Points (to be implemented by ISED, Government of Canada)
 - Private and public agencies, such as European-Canadian Centre for Innovation and Research (ECCIR) and Enterprise Europe Network Canada (EEN)
 - CORDIS database on currently funded projects (cordis.europa.eu)

Submitting an Application

- All project proposals must be submitted through the Funding & Tenders Portal.
 1. Find a suitable call for proposal: Search funding & tenders
 2. Search for a project partner (if required): Partner search
 3. Create an EU login account: To access the Portal register and get your account. This will allow you to participate in a call for proposals or tenders with eSubmission.
 4. Register your organization: your organisation will need a 9-digit Participant Identification Code (PIC) as a unique identifier of your organisation. York already has a PIC.
 5. Submit your proposal: Together with your consortium partners, select your topic and go to the Submission Service section of the topic page. Make sure that you select the correct type of action before you start drafting your proposal. The link to the submission system is available if the status of the call is 'open'. A login with your EU Login account is required.
 6. Follow up on your proposal: An evaluation committee with independent experts reviews the proposals. Following the evaluation, applicants receive a letter informing them about the outcome of their proposal and an evaluation report generally no later than 6 months after the call deadline.

Funding & Tenders Portal



Funding & tender opportunities
Single Electronic Data Interchange Area (SEDIA)

EN

Register

Login

HOME SEARCH FUNDING & TENDERS HOW TO PARTICIPATE PROJECTS & RESULTS WORK AS AN EXPERT SUPPORT



Search funding & tenders

Need help?

Search

Clear all

Search by keyword...



Match whole words only

Type

Grants (293)

Tenders

Submission status

Forthcoming (77)

Open for submission (216)

Closed

Programming period

2021 - 2027 (293)

Programme / Programme group

Horizon Europe (HORIZON)

Programme part

Global Challenges and European In...

Mission

Select...

293 item(s) found

Programme Horizon Europe (HORIZON)

Hubs for circularity for industrialised urban peripheral areas (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-38 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

Turning CO2 emissions from the process industry to feedstock (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-35 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

Optimisation of thermal energy flows in the process industry (Processes4Planet partnership) (IA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-32 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

Renewable hydrogen used as feedstock in innovative production routes (Processes4Planet Partnership) (RIA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-34 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

Breakthroughs to improve process industry resource efficiency (Processes4Planet partnership) (RIA)

HORIZON-CL4-2024-TWIN-TRANSITION-01-41 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

European Quantum Excellence Centres (QECs) in applications for science and industry

HORIZON-EUROHPC-JU-2023-QEC-05-01 Call for proposal
Horizon Europe (HORIZON)

Open for submission **Grant**

Adjudication & Awards

- Each programme has its own selection criteria and evaluation process that is detailed in each call for proposals.
- Proposals are reviewed by external experts who are appointed by the European Commission.
- Funds are awarded based on merit.
- Within Horizon Europe, each programme has its own budget, and its own funding guidelines. Associate members receive a lump sum per project. Recipients must decide how funds will be spent among consortia partners. Overall funding amounts vary by project.
- As a rough guideline:
 - Direct costs are often financed at a rate of 60% to 100%.
 - Indirect costs are reimbursed at a flat rate of 25% of eligible direct costs.

**For more information or if you are interested in applying,
please contact Mark Roseman roseman@yorku.ca.**

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 15 February 2024

FOR ACTION

a. Changes to Faculty-wide Regulations, Glendon College

ASCP recommends:

that Senate approve the following changes to the Faculty-wide Regulations, Glendon College applicable to all BA and Honours BA/iBA degree programs, effective FW2024:

- a. **Removal of the Faculty-wide major grade point average (GPA) requirements for graduation.**
- b. **Removal of the *Failed to Gain Standing Academic Decision (Sanction)***

Rationale

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

Glendon currently requires students to obtain both a minimum overall GPA and a specific “major” GPA for graduation. This requirement is not in line with similar programs at York.

In the current regulations, students who fail to maintain an overall minimum GPA requirement for their year level and who also obtain a sessional average lower than 3.00(D+), automatically have the entire session excluded from their GPA, resulting in loss of all credits in the session, including credit for courses passed regardless of grades earned. This regulation has the negative effect of penalizing students both academically and financially and it also creates more volume in student petitions as students try to regain credits earned.

Approvals: Glendon Faculty Council 15 December 2023; ASCP 24 January 2024.

For Information

b. Minor Modifications

The following minor modifications to degree requirements were approved by ASCP, 24 January 2024, effective FW 2024 unless otherwise noted.

AMPD

- Changes to degree requirements and program course rubric for the Specialized Honours BFA degree program in Creative Technologies, effective F2024 (FC approval 13 December 2023).

ASCP – Report to Senate

- Changes to degree requirements for the Specialized Honours BFA Integrative Arts degree program, effective F2024 (FC approval 13 December 2023).
- Addition of a direct admission entry into the Honours BFA Performance Creation (theatre) degree program, effective F2024 (FC approval 13 December 2023).

FGS

- Changes to the following Faculty Regulations, effective March 2024 (FC approval 7 December 2023):
 - Academic Honesty
 - Graduate Supervision

Health

- Changes to the degree requirements for the Specialized Honours BA and BSc degree programs in Global Health, (FC approval 10 January 2024).
- Changes to the degree requirement for the Specialized Honours BSc Neuroscience degree program, (FC approval 10 January 2024).

LA&PS

- Changes to degree requirements for the BA and iBA Anthropology degree program, (FC approval 6 April 2022).
- Changes to degree requirements for the BA Criminology degree program, Department of Social Science, (FC approval 9 November 2023).
- Changes to degree requirements for the BA English degree program, (FC approval 14 September 2023).
- Changes to the degree requirements for the BA Human Rights and Equity Studies degree program, Department of Equity Studies, (FC approval 7 December 2023).
- Changes to the degree requirements for the BA Humanities degree program, (FC approval 19 October 2023).
- Changes to the degree requirements for the BA Jewish Studies, Department of Humanities, (9 November 2023).
- Changes to the degree requirements for the BA Law & Society degree program, Department of Social Science, (FC approval 7 December 2023).
- Changes to degree requirements for the BA Work and Labour Studies, Department of Social Science, (FC approval 9 November 2023).
- Changes to degree requirements for the BA in Interdisciplinary Social Science, Department of Social Science, (FC approval 9 November 2023).

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- Changes to degree requirements for the BA International Development Studies, Department of Social Science, (FC approval 7 December 2023).
- Changes to degree requirements for all options of the BA degree program in Jewish Studies, Department of Humanities (FC approval 7 December 2023; ASCP 7 February 2024).
- Changes to degree requirements for all options of the BA Religious Studies degree program, Department of Humanities, effective F2024, (FC approval 7 December 2023; ASCP 7 February 2024).

Lassonde

Changes to the degree requirements for the following programs, (approved FC 12 January 2024):

- Specialized Honours BEng in Computer Engineering degree program, Department of Electrical Engineering and Computer Science (EECS)
- Specialized Honours BEng in Electrical Engineering degree Program, Department of EECS
- Specialized Honours BEng in Software Engineering degree program and Big Data Stream, Department of EECS.
- Bergeron Entrepreneurs in Science and Technology (BEST) Certificate in Technology Entrepreneurship, Department of Bergeron Entrepreneurs in Science and Technology
- Honours Bachelor of Applied Science in Digital Technologies (Software Development, Cyber Security, Data Science) degree program, Department of EECS
- Specialized Honours BSc and BA in Computer Science degree programs, Department of Electrical Engineering
- Specialized Honours BSc International Dual degree program in Computer Science, Department of EECS

c. Other Information Items

On 22 January, the Chair met with Associate Deans to obtain feedback on the draft Attending Physician Statement (APS) and the draft Academic Conduct (AC) policies. On the APS policy, discussion focused on the proposed allowable number of waivers per term, and on the implementation process and available technology for implementation. Discussion on the AC policy was focused on the Faculty level-appeals process(s) and the structure of Faculty level appeals committees. ASCP continues work on editing the

ASCP – Report to Senate

policies to reflect input received and anticipates bringing the policies to Senate in March or April.

Changes to Faculty-wide Rules in Glendon's Undergraduate Calendar

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

Effective Date: Fall 2024

Summary of Changes

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

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

Detailed description and rationale for changes

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

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

Further information is below.

1. Reorganization of faculty-wide information

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

General Information

Faculty Requirements

Grading/Evaluation

Academic Advising & Student Responsibility

2. Minor edits and updates

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

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

II. Updates to information or regulations

Some information has been edited for clarity, particularly in the context of reorganizing its placement in the calendar. This information does not represent a change to any regulation. Other information has fallen out of date over time, or needs updates to address new degree options at Glendon.

3. Changes to GPA Regulations in the Bachelor of Arts

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

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

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

In the current regulations, students who fail to maintain an overall minimum GPA requirement for their year level, and who also obtain a sessional average lower than 3.00 (D+), automatically have the entire session excluded – meaning

they lose all credits from the session, including credit for courses with passing grades, regardless of the grade earned. It is possible, under this regulation, to earn no credit for a course passed even with a grade of A+.

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

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

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

Summary of Consultations

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

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

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

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

Resource Implications

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

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

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

Summary of Accommodation for Currently-enrolled Students

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

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

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

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

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum & Pedagogy Joint Report to Senate

At its meeting of 15 February 2024

FOR INFORMATION

a. Report of the Joint Sub-Committee on Quality Assurance

Attached as Appendix A is the report from the *Joint Sub-Committee on Quality Assurance* which transmits Final Assessment Reports for completed Cyclical Program Reviews.

The implementation of a monitoring report for new degree programs at the four-year stage after their launch and before the first cyclical program review is a welcome and constructive new practice to support program sustainability.



Joint Sub-committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee Academic Standards, Curriculum and Pedagogy

The Subcommittee met on 6 November 2023 and submits the following report to the full Committees.

1. Membership and Chair for 2023-2024

Marcia Annisette, Vice-Provost Academic (ex officio)
 Alice MacLachlan, Dean and Vice-Provost Graduate, Graduate Studies (ex officio)
 Regina Lee, Lassonde
 Theodore Peridis, Schulich (Chair)
 Mina Singh, Health
 Paul Szeptycki, Science
 Qiang Zha, Education

Cheryl Underhill (APPRC) and Pamela Persaud (ASCP) serve as the Subcommittee's secretaries. Additional support is provided by Jennifer Bethune and Nina Unantenne (Office of the Vice-Provost Academic).

2. Designation of Chair

Being the sole volunteer for the Chair's position, Theodore Peridis was acclaimed.

3. Overview of the Sub-Committee's mandate and composition

The Chair provided an overview of the subcommittee's mandate, including the responsibility to ensure that established government and University related guidelines are followed in the review of Final Assessment Reports (FARs).

Legislative and Administrative Matters

4. Revisions to York University Quality Assurance Procedures (YUQAP) in response to Quality Assurance Framework updates

Following are changes made to the YUQAP to align with Quality Assurance Framework updates.

Virtual site visits that were limited to certain programs will now be institutionalized as an option for all programs. Under the new arrangement, a virtual visit can only take place if

Joint Sub-committee on Quality Assurance

Report to the Full Committees

both the vice-provost academic and the external reviewers agree to it. The vice-provost academic is required to document clear written justification for virtual visits.

Another material amendment is the requirement for a “monitoring report” between a new program launch and the related cyclical program review, which typically takes place in the first four years of a program. York will institute monitoring reports starting this fall/2023. The reports will not progress to JSQA.

A final editorial change was made for clarification purposes. References to “desk audit” were replaced with “desk review”, to address the interchangeable use of the terms throughout the YUQAP.

5. Annual Reports to Quality Council

The 2022-2023 *Report on Major Modifications* was submitted in July, and the 2022-2023 *Report on Final Assessment Reports and Follow-up Assessment Reports* were submitted in August. Quality Council had no follow-up questions on the Reports.

Completed Cyclical Program Reviews (CPRs)

6. Final Assessment Reports (FARs)

Once review documentation is assembled, and the Vice-Provost has provided a draft Final Assessment Report along with an Implementation Plan, full dossiers are assigned to individual members (and the secretaries) who are then responsible for attesting to the completion of the review in accordance with the YUQAP, identifying issues of specific relevance, and making recommendations as to whether it is necessary or appropriate to convene a meeting with representatives of a program and the relevant Dean(s) / Principal to address concerns. This delegated approach has worked well, and it is normally not necessary to arrange face-to-face encounters.

The Subcommittee received documentation for the following CPRs:

Nursing (Graduate): Resumed from 2022-2023
Music (Undergraduate and Graduate)

The Sub-Committee determined it not necessary to invite members of the programs to discuss the CPRs. The FARs, including Implementation Plans for the Nursing Practitioner program and the undergraduate Music program, have now been finalized to reflect discussions at the meeting and are appended to this report.

Joint Sub-committee on Quality Assurance Report to the Full Committees

Given that the FAR review and resulting recommendations for the graduate Nursing program were completed by the interim Dean of Health, the new Dean was afforded the opportunity to review the documentation. The Dean concurred with the report and recommendations of the interim Dean, resulting in no required alterations to the FAR. The Subcommittee concurred with the responses provided by the unit and the Faculty.

The Subcommittee concurred with the responses provided by the undergraduate Music program but noted the need for the program to streamline its offerings while maintaining distinctiveness.

The Subcommittee determined that the FAR should be returned to the Graduate Music program unit for further discussion and clarification on the program's implementation plan. The vice-provost academic's office will follow up with the program.

7. Follow-up Reports

The Sub-Committee received and reviewed the 18-month follow-up report from:

Science and Technology Studies (undergraduate)

The Sub-committee is satisfied that the program paid due regard to recommendations arising from the CPR process and is making good progress toward implementation.

T. Peridis, Chair



Joint Sub-committee on Quality Assurance

Report to the Full Committees

Academic Policy, Planning and Research Committee

Academic Standards, Curriculum and Pedagogy

The Sub-Committee met on 4 December 2023 and submits the following report to the full Committees.

1. Completed Cyclical Program Reviews (CPRs)

At this meeting, the Sub-Committee received documentation for the following CPRs:

- Music (Graduate)
- Chemistry and Biochemistry (Undergraduate and Graduate)
- Social Work (Undergraduate and Graduate))

At its prior meeting, on 6 November, the Sub-committee determined that clarification of some aspects of the Implementation Plan for the graduate program in Music was needed. A revised Plan and Final Assessment Report was received and finalized by the Sub-committee at the 4 December meeting.

The Sub-Committee determined it not necessary to invite members of the Chemistry/Biochemistry and Social Work programs to discuss the CPRs. The FARs, including Implementation Plans, have now been finalized to reflect discussions at the meeting and are appended to this report.

With several program review reports scheduled to come forward this year, a focus for the Sub-committee will be to reflect on emerging or recurring trends observed and recommendations made that have academic planning and / or resource dimensions to share with the parent Senate committees.

2. Legislative and Administrative Matters

Over the course of both meetings this term, the Sub-Committee received and discussed an orientation presentation on its mandate and the Quality Assurance processes. It also reviewed and provided feedback on a new template for the external reviewers' report being implemented on a trial basis this year to enhance this aspect of the program review process. The template draws on best practices in use at peer universities. Together with the Vice-Provost Academic, the Sub-committee will monitor its effectiveness in subsequent program review assessment reports.

T. Peridis, Chair

YORK UNIVERSITY
Final Assessment Report

**Nursing, MScN & MScN Primary Health Care
Nurse Practitioner (PHCNP)**

Faculty of Health

Cyclical Program Review – 2013 to 2020

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed

MScN

MScN-Primary Health Care Nurse Practitioner (PHCNP)

Reviewers appointed by the Vice-Provost Academic

Dr. Nancy Carter, Assistant Dean, Associate Professor, Graduate Nursing Program, School of Nursing, Faculty of Health Sciences, McMaster University

Dr. Judith Scanlan, Associate Professor, College of Nursing, Faculty of Health Sciences, University of Manitoba

Dr. Joel Katz, Professor, Canada Research Chair, Department of Psychology, Faculty of Health, York University

Cyclical Program Review Key Milestones

Cyclical Program Review launch: September 16, 2020

Self-study submitted to Vice-Provost Academic: October 27-28, 2021

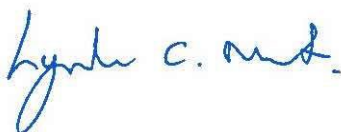
Date of the Site Visit: March 25, 2022

Review Report received: May 30, 2022

Program Response received: July 15, 2022

Dean's Response received: July 29, 2022

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance, May 2023.



Submitted by Lyndon Martin, Vice-Provost Academic, York University

This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: March 25, 2022

The virtual site visit for the graduate programs in Nursing at York University included meetings with the following individuals and groups:

- Vice-Provost Academic, Lyndon Martin
- Dean and AVP Graduate, Thomas Loebel
- Interim Dean, Susan Murtha
- Director of the School of Nursing (SON), Shahirose Premji
- Graduate Program Director, Jacqueline Choiniere
- Nurse Practitioner Coordinator, Mavoy Bertram
- Clinical Partnership Development and Practicum Coordinator, Nurse Practitioner Program, Rebecca Metcalfe
- Full-time faculty members
- Nurse Practitioner Clinical Faculty (part-time)
- Students in the MScN and MScN-PHCNP programs
- Administrative staff
- Learning Technologies Manager, Rob Finlayson
- York Libraries Associate Dean, Research and Open Scholarship, Jack Leon, and Ilo-Katryn Maimets, Health and Science Librarian.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in May 2025).

The next Cyclical Program Review will begin in the Fall of 2028 with a site visit expected in the Fall of 2029 or Winter of 2030.

PROGRAM DESCRIPTION:

In 2005 the first students were admitted to the Master of Science in Nursing (MScN) at York University. The program describes its focus as follows:

“At its inception, the program integrated human science and relational principles with theoretical knowledge on transformational and organizational leadership, caring and narrative pedagogies, global and local health policies, and human health experiences. The core of this comprehensive perspective remains, but in response to recommendations during the 2012-2013 Cyclical Review, and strong faculty support, we have broadened beyond specifying Human Science as the primary,

philosophical/theoretical core of the program, and instead recognize it as one of many, relevant philosophical/theoretical perspectives. “

The MScN - Primary Health Care Nurse Practitioner (PHCNP) program was established in 2007 and offers both a part-time and full-time option for students. The program is one of nine universities belonging to the PHCNP consortium that has a mission, described in the self-study document, to “contribute to quality health care for Ontarians by educating and preparing Registered Nurses across Ontario for advanced practice as Nurse Practitioners and leaders in Primary Health Care, in English or French, through a student focused, blended teaching and learning model.” A common, provincial-level curriculum of seven courses, developed in French and English, covers the full range of PHCNP competencies at the entry-to-practice level as required by the nursing regulatory body (the College of Nurses of Ontario).

The School of Nursing approved a new vision, mission and core values document in September 2020, for both the undergraduate and graduate nursing programs, that underscores the core values of Relational Practice, Transformational Leadership, and Diversity.

Based on a review of the self-study report, materials, meetings with students, faculty and administration, and their experience in other Canadian graduate nursing programs, the reviewers made the following recommendations.

RECOMMENDATIONS AND RESPONSES:

Recommendation 1

Student Communication and Engagement: Students want more communication and engagement with faculty members, and clearer communication from the program. Synchronous communication is particularly important for students in on-line programs who often feel disconnected to their fellow students and their faculty. The reviewers made five specific suggestions:

- a) Virtual orientation sessions including staff and faculty;
- b) Synchronous class time at the start, mid-way point and end of term for all classes;
- c) Posted live office hours;
- d) Assignment of faculty advisors for all students with requirement for initial meetings prior to start of the program, as well as ongoing communication between faculty advisors and students throughout the program;
- e) More regular and timely communication from the Program Office, including live “town hall” type meetings and program orientations.

Recommendation 1a: Virtual orientation sessions including staff and faculty

Program Response

Mandatory orientations for all graduate programs have been in place since 2013. Prior to Covid-19, orientations were face-to-face two-day sessions, which was particularly important for MScN programs given the largely online asynchronous nature of the courses. Since Covid-19, these mandatory sessions have been held synchronously online. In Fall 2022 the orientations will return to the face-to face format. Faculty, staff and the students already in the program are included in the sessions. The first-year student survey results in 2021 evaluated the online orientation very highly.

Dean's Response

The Interim Dean agrees with the recommendation for orientation sessions and suggests that the materials from the sessions be made available to students throughout the program.

Recommendation 1b: Synchronous class time at the start, mid-way point and end of term for all classes

Program Response

The program notes that since the introduction of Zoom at York, most of faculty members include synchronous online classes during their courses. Some faculty members offer the same synchronous course twice in the same week to accommodate students who do full and part-time nursing shifts in hospitals while also attending the Master's program. Prior to Covid-19, some faculty worked with students' schedules to arrange one or two face-to-face classes and/ or live online classes to support students in learning of more complex course concepts. The program continues to encourage synchronous sessions at the beginning, mid-way and at the end of all classes.

Dean's Response

It is important to consider what may be done during these synchronous class times to encourage student engagement with faculty and peers. The program is encouraged to work with educational developers to enhance online engagement.

Recommendation 1c: Post live office hours

Program Response

Several faculty members have already adopted the practice of holding live office hours and the program will encourage faculty members to continue with this practice. In addition, faculty offer to meet with students by appointment to accommodate the many students who do nursing shift work and for whom set office hours are not always accessible.

Dean's Response

The Interim Dean agrees with this recommendation as students desire a connection

with faculty members. Every course director should post regular/by-appointment virtual office hours or information for how to make an appointment in the course materials. It may be helpful to inform students that in addition to course content, students may also discuss academic goals, career options or ways to collaborate on projects, for example.

Recommendation 1d: Assignment of faculty advisors for all students with requirement for initial meetings prior to start of the program; as well as ongoing communication between faculty advisors and students throughout the program.

Program Response

The program identifies advisors for incoming graduate students in September each year and notifies those continuing graduate students who are linked to new advisors (in the case of faculty retirement or, in some cases, sabbatical). The program works to maintain advisor continuity. For this coming year (2022-23), the program will inform students about their advisors (and faculty about their advisees) prior to the start of the term. The program has prepared and circulated the document *Faculty Guidelines for Advising MScN Students among faculty*, which outlines effective approaches for advising students. Specific strategies for advising will be discussed during the Fall 2022 retreat.

Student engagement is an ongoing key issue for this primarily asynchronous online program. The program notes that students did rate the quality of graduate student-faculty relationships as good to excellent. Although it appears that the students who met with the reviewers were less satisfied, the program wonders if the pressures and stresses of the pandemic may be one reason for the difference. These differences in satisfaction are noted not to counter the recommendation but rather as important context to offer a complete picture of student opinion.

Dean's Response

The Interim Dean agrees in principle with this recommendation. It is a good idea to provide opportunities at least once a term to meet with the advisors to go over progress and address questions, challenges, and concerns. In addition to faculty advisors, engagement and a feeling of belonging for students may be augmented as well through having opportunities to connect with peers. Educational developers in the teaching Commons and in Health have created a graduate student peer mentorship group that could be used for nursing, and the School might further benefit from having a designated nursing graduate faculty liaison who may connect needs of students to what faculty advisors can offer. Education developers may be able to suggest other ways to facilitate student engagement and connection. Evaluation of the impact of regular advisor meetings or other initiatives can provide important insights.

Recommendation 1e: More regular and timely communication from the Program Office, including live "town hall" type meetings and program orientations

Program Response

The program has held several town halls over the past 2-3 years, some of which have been related to Covid-19-induced program changes or shifts in the program as well as meetings in the lead up to the practicum for students entering into this last phase of the program.

For MScN students, synchronous online town hall sessions are held to assist them in preparing for advanced nursing practice placements. Additional sessions were held during the pandemic.

The program intends to continue with live online town hall meetings as students are situated across Canada and internationally.

Dean's Response

The Interim Dean agrees with the recommendation and with the Schools' plan and suggests recordings of sessions may be made available to students who were not available to attend.

Recommendation 2

Review of Program Requirements and Courses Offerings. Some modifications are needed to program requirements and course offerings as indicated below.

Recommendation 2a: Undertake purposeful strategizing to respond to Calls to Action of Canada's Truth and Reconciliation Commission (TRC) and incorporate concepts about Indigenous health throughout the curriculum.

Program Response

This critically important issue has been under discussion in the School of Nursing (SoN) over the last few years. In fulfillment of the program learning outcome "*Model diversity, equity, inclusivity and social justice practices to enhance health and quality of life,*" several MScN courses have incorporated a focus on Indigenous health concepts, including how to think differently about how to do research. For example, instead of conceptualizing research as conducted "on" people, research is done "with" people (community based, participatory action research, etc.). Other topic areas include the reciprocal relationship between researcher and participant, the goals of self-determination, decolonization, the direct benefit to the community, and the potential for learning and healing.

In addition, and in fulfillment of the program outcome "*Critically examine institutional practices, challenge systemic values, assumptions and structures that limit human health*", Indigenous health issues and their upstream foundations, are incorporated into several of elective courses.

The SoN has been trying to hire a professorial Indigenous nurse scholar and has experienced three failed hiring cycle searches over the past three years. At the next program retreat, strategies to incorporate more concepts about Indigenous health throughout the curriculum will be a key topic.

Dean's Response

The Interim Dean agrees with the recommendation and notes that the School is making every effort to hire an Indigenous scholar. In light of the issue of there being few highly qualified PhD RN candidates available, the program should carefully consider the qualifications for an Indigenous nursing position and whether the requirement of formal educational credentials are required when excellence in research can be demonstrated. Support and mentorship for any individual hired will be essential as will be creating ways of teaching suitable for decolonizing the curriculum.

Recommendation 2b: Review intensive research courses for NP students; consider development of an applied research course, which includes quality improvement and program evaluation in place of quantitative and qualitative research. These changes will better reflect PHC NP practice.

Program Response

One of the final core courses taken by PHCNP students, just prior to the Integrated Practicum (IP) 5880 (*Nurse Practitioner Research Development & Knowledge Mobilization*) is an applied research course. The focus is on preparing nurse practitioner students to undertake clinical-researcher functions in the health-care system, and it builds on the research methodologies and theoretical inquiries taken in earlier courses to facilitate students' exploration, analysis, synthesis, and discussion of research questions and proposal development.

The School considers knowledge of the research process to be essential to evidence-informed PHCNP advanced clinical practice, and critical to effectively engaging in program evaluation and quality improvement in PHCNP professional practice. This expertise cannot be reserved for only those wanting to proceed into a PhD program as the knowledge and skills are key for a MScN program, and expected at the 'advanced nursing practice level' (Master's level) as specifically identified in the Canadian Nursing Association's document *Advanced Nursing Practice: A Pan-Canadian Framework* (CNA, 2019).

An issue that has arisen over the past few years is related to a few MScN - PHCNP students wanting to complete a thesis. Given the requirements and time constraints of the MScN-PHCNP program, this has not been feasible but the School plans to discuss and propose ways the program could accommodate pursuit of a thesis. This will include a review of the overall research methods courses within the MScN-PHCNP stream.

Dean's Response

The Interim Dean agrees with the reviewers that the School needs to review the focus on research for NP students and how these skills can be achieved in the program. In order to remain sustainable and competitive against other graduate nursing programs in the catchment area and continue to attract great students, the MScN-PHCNP program must evolve and adapt to the needs and demands of students. The program could consider which NP students are interested in building statistical and research skills, then instead of a program requirement for all, those select students could mentor with research faculty and enrol in different research/statistics courses electives, perhaps those offered in other graduate programs.

Recommendation 2c: Add a capstone project to the coursework option in the MScN program

Program Response

The capstone course in the course-based MScN program is NURS 5500 and it requires students to synthesize the knowledge and skills learned in the previous required and elective courses (theory, research methodology and advanced nursing practice practicum) to prepare them for advanced clinical practice, further education, professional roles they will have in health administration/leadership, and ongoing health and health care knowledge production. Discussion of this course and any potential changes will be included in the graduate program retreat to be held in Fall 2022.

Dean's Response

The Interim Dean acknowledges that it is good to have a capstone course for the MScN non-thesis students, and related to recommendation 2b), consideration has to be given to how students may be best prepared for this capstone experience.

Recommendation 2d: Consider the creation of a leadership course in lieu of several underutilized nursing electives

Program Response

The School of Nursing notes that leadership includes both administration/management as well as policy and advocacy as key leadership concepts. The School offers a number of leadership courses and leadership concepts are also incorporated into a number of core courses.

The program has reduced the number of MScN electives offered each year and will monitor the uptake of electives going forward to ensure adequate electives are offered so students can complete their programs on time.

Dean's Response

The SoN has provided evidence of their offering of leadership skill development across a variety of courses, so there is no need for an additional for credit course.

Recommendation 2e: Encourage students to take electives from other units/faculties in lieu of underutilized nursing electives**Program Response**

Students are encouraged to review the electives that are offered by other units in the Faculty of Health as well as other faculties. However, in light of student preference for online courses, there have been limited options. This situation changed during the pandemic.

Dean's Response

The Interim Dean agrees with the concept of giving students an option to enroll in electives outside of the School of Nursing and reducing the number of electives offered in the program. However, the Interim Dean also acknowledges the preference for online courses and notes that there may be more hybrid offerings post-pandemic.

Recommendation 2f: Increase class sizes and reduce total number of both sections and courses offered**Program Response**

Nursing is a heavy program with multiple courses. Students are required to learn the knowledge, critical decision-making and psychomotor skills to provide effective health care for communities, and patients and their families across the life span (preconception to after death). Large classes with hundreds of students are not conducive, often not feasible (such as in clinical teaching at the bedside), nor effective for the type of experiential education that is needed. Nursing education, like most professional programs, is more expensive to deliver than most BA and BSc non-professional programs.

Dean's Response

The Interim Dean agrees with the reviewer's recommendation to increase graduate class size and reduce multiple sections, where possible for five reasons.

1) These class size caps are much smaller than other nursing programs in the catchment area. 2) Enrollment in the courses are not meeting their cap, and in fact enrollments are decreasing. Instead of having two sections of low enrolled courses, offer one section of slightly higher enrollment. 3) There is no evidence provided to support the statement that research will be impacted negatively by increasing enrollments by small numbers in the graduate courses. 4) Where there is concern about having to complete more grading, faculty could consider alternate assessment methods. This concern could also be addressed in other ways such as by using grading rubrics and peer to peer assessment for feedback on early drafts, etc. 5) There may be issues other than class size that are impacting research capacity of faculty members that can be mitigated in other ways.

At the Fall 2022 retreat, the program should discuss ways to increase class size and reduce sections. Advice may be sought from the Associate Dean of Learning, Teaching, Academic programs and educational developers can provide suggestions regarding alternate assessment methods. To augment enrollments, the program should consider opening courses to other programs as much as possible. The program may also wish to consider team teaching to allow researchers to teach the same components for multiple sections of a course and free up teaching preparation time for research.

Recommendation 3

Develop strategies to increase research productivity of faculty and students: More funding success and research productivity is needed to attract successful graduate students and fulfill requirements for faculty.

Recommendation 3a: Reduce courses and sections offered, and redirect resources to research development

Program Response

As discussed in the previous section, increasing class sizes without reducing the number of courses assigned would not in itself increase research productivity.

Dean's Response

See responses to 2f, 3b, and 3c.

Recommendation 3b: Develop a “research culture” within the School and the Faculty to take advantage of all opportunities and partnerships offered at the University and externally.

- **Do strategic planning and involve other disciplines and schools**
- **Develop and mentor new faculty**
- **Engage with York and national funding competition structures**

Program Response

The program is developing a three-year strategic plan and research intensification is included in these plans. Most graduate faculty members are involved in interdisciplinary research. The Fall 2022 graduate program retreat will identify and prioritize other research enhancing initiatives.

The School's Scholarship & Professional Development committee has mentoring initiatives as one responsibility. Additionally, the Tenure & Promotions Committee members mentor faculty regarding successful T&P actions. The Faculty Research & Awards Committee is undergoing changes in order to increase the profile of faculty research in the School as well as in the Faculty of Health. The School plans to

implement a mentor-mentee system to support new faculty.

The School's faculty members are involved in University research competition structures and the GPD is a member of the Graduate Program Committee, which adjudicates Faculty of Health funding competitions. Members of the School of Nursing also sit on CIHR funding review committees/decision bodies.

Dean's Response

The Interim Dean notes that it is important to have a research culture that facilitates the development of faculty research programs. Through the Office of Research Services (ORS) in the Faculty of Health, a staff contingent is available to assist faculty to find funding sources and prepare and submit research proposals. The ORS offers a full training and orientation session for all new faculty members. Faculty members can often find supports by joining one or more Organized Research Units (ORUs) related to areas such as child and adolescent health, global health, vision, neuroscience, and healthy aging. The VP of Research and Innovation (VPRI) Office offers individual programs to assist researchers to prepare proposals for each of the Tri-Councils. The Research Commons offers a set of workshops that provides mentorship and collegial fellowship to assist faculty members with submitting a grant application to the appropriate Federal Research Council - SSHRC, NSERC or CIHR (or similar caliber external agency where more appropriate). See for details at researchcommons.yorku.ca.

Research culture would also be enhanced by recruiting more full-time students into the thesis stream (see 3c) and the requirements for the thesis stream should be reconsidered.

The Interim Dean applauds the participation of nursing faculty in the Faculty of Health research related committees and suggests that other opportunities outside of the Faculty continue to be explored.

Formalizing a mentor-mentee system to support new hires and early career researchers would help ensure that they understand their position requirements and develop understanding of expectations, which ultimately could also facilitate the new hires' support of their graduate students.

Recommendation 3c: Set goals for recruitment and retention of full-time Master's thesis students

Program Response

Plans are underway for focused sessions to increase MScN student interest in pursuing the thesis stream, including making this an important aspect of the Open House and at the mandatory orientation in August/September where details regarding the faculty support that is available are described. Further strategies for recruitment and retention will be discussed at the graduate faculty retreat in Fall 2022.

Dean's Response

The Interim Dean agrees with this recommendation and notes that the School has plans to address this recommendation. The Interim Dean also supports continued exploration of other ways to recruit new high quality graduate students and retain them. As noted above, a review of program requirements for students in the thesis stream should be undertaken.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That student communication and engagement with faculty members be enhanced through specific actions below.	<i>See 1a - 1e below.</i>		
1a.	Hold virtual orientation sessions that include staff and faculty.	The program should continue with existing orientation sessions. Orientation materials should be made readily available to students online throughout their time in the program.	Graduate Program Director	Materials for next orientation sessions in 2023 and ongoing to be made available to students.
1b.	Hold synchronous class sessions at the start, mid-, and end-of-term points for all classes.	The program should continue offering synchronous sessions throughout the term and encourage this practice in courses not currently doing so. Encourage faculty to work with educational developers to consider how to enhance online student engagement.	Graduate Program Director, Faculty members, educational developers	Synchronous sessions to be offered for Fall 2023 and ongoing
1c.	Post and hold live office hours.	The program should continue posting and holding live office hours in addition to those held by appointment and encourage	Graduate Program Director, faculty members	In place for Fall 2023 and ongoing

		adoption by faculty members not currently doing so.		
1d.	Assignment of faculty advisors for all students with requirement for initial meetings prior to start of the program; as well as ongoing communication between faculty advisors and students throughout the program.	Advisors should hold once-per-term meetings with students, and the program should consider other ways to engage graduate students. Piloting and evaluation of these initiatives can provide additional insights.	Graduate Program Director, faculty members, educational developers	In place for academic year 2023-2024
1e.	That regular communication come from the program through “town hall” type meetings.	The program should continue with its meetings and make available recordings for those students who can’t attend.	Graduate Program Director, Graduate Program Assistant	In place for next meeting in 2023
2.	That a review of program requirements and course offerings be undertaken.	<i>See 2a – 2f below.</i>		
2a.	That a purposeful strategy to respond to the Truth and Reconciliation Commission (TRC) be undertaken and that concepts about Indigenous health be incorporated throughout the curriculum.	The program should continue the hiring process for an Indigenous scholar and enhance program curriculum with concepts and content related to Indigenous health.	Director School of Nursing, Graduate Program Director, faculty members	Hiring process is ongoing. Curricular work in place for Fall 2023 and Winter 2024.
2b.	That intensive research-focused courses for NP students be reviewed and changes made to better	The program should review the research courses in the PHCNP program to ensure an applied focus and consider alternatives to	Director School of Nursing, Graduate Program Director,	Review to be completed by end of 2023 and proposals for changes to be made in time for 2024-2025.

	reflect the PHCNP practice.	its current requirements (e.g., research/statistical courses offered by other units or as electives, faculty mentorship in lieu of required courses, etc.)	Associate Dean Learning Teaching & Academic programs, Associate Dean Research & Innovation, faculty members	
2c.	That a capstone requirement be added to the course-based MScN program	The program already includes a capstone requirement which will be discussed at the graduate retreat in Fall 2022.	Director School of Nursing, Graduate Program Director, faculty members	Discussed in Fall 2022 - complete
2d.	That a leadership course be incorporated into the MScN program.	The program already offers a leadership course and incorporates leadership concepts in many electives. Students considering leadership positions should be made aware of courses and other networking opportunities.	Director, School of Nursing, Graduate Program Director	Increase awareness for Fall 2023 and ongoing
2e.	That students be encouraged to take electives from other units.	Students should be encouraged to consider electives outside of the School to reduce the number of low-enrolment nursing electives. For popular courses outside nursing, the program should investigate with the relevant GPDs whether offering the electives online is an option.	Graduate Program Director	Fall 2023 and ongoing
2f.	That class sizes be increased so sections and courses offered can be reduced.	The program should consider ways to maximize enrolments in a smaller number of courses and/or sections and how to support	Director School of Nursing, Graduate Program Director,	Planning underway in Summer/Fall 2023 and ongoing.

		faculty with increased enrolments.	Associate Dean Learning, Teaching, Academic Programs, educational developers, Faculty members	
3.	That strategies be developed to increase research productivity of faculty and students.	<i>See 3a – 3c below.</i>		
3a.	That courses and sections offered be reduced and resources be redirected to research development.	<i>See 2f, 3b and 3c.</i>	<i>See 2f, 3b and 3c.</i>	Discussions and planning underway in Summer/Fall 2023 and ongoing.
3b.	That a “research culture” within the School be developed.	The School should continue its participation in research-related committees and explore additional external opportunities. The School should also consider formalizing mentor/mentee support for new faculty and recruiting more full-time students into the thesis stream.	Director School of Nursing, Graduate Program Director, Associate Dean Research & Innovation, faculty members	Exploration underway in Summer/Fall 2023.
3c.	That goals for recruitment and retention of full-time thesis students be set.	The program should continue to engage with recruitment and retention strategies for thesis students and review the stream requirements.	Director School of Nursing, Graduate Program Director, Associate Dean Research & Innovation, faculty members	Explore and implement new approaches in Summer/Fall 2023, and ongoing

YORK UNIVERSITY
Final Assessment Report

Social Work, Undergraduate (BSW), 2012 to 2021
Social Work, Graduate (MSW & PhD), 2016 to 2022

Faculty of Liberal Arts and Professional Studies

Cyclical Program Review

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BSW

MSW, PhD

Reviewers appointed by the Vice-Provost Academic:

Dr. Donna Hardy Cox, Associate Vice-President (Academic) and Dean of Students, Memorial University of Newfoundland, St. John's, Newfoundland

Dr. Mehmoona Moosa-Mitha, Associate Professor, School of Social Work, University of Victoria, Victoria, British Columbia,

Dr. Jennifer Stephen, Associate Professor, Department of History, York University, Ontario

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic: August 17-26, 2022

Date of the Site Visit: October 24-26, 2022

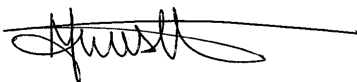
Review Report received: December 21, 2022

Program Response received: March 7, 2023

Dean's Response received: August 21, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance, December 4, 2023.

Submitted by Marcia Annisette, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol, August 2020.

SITE VISIT: October 24-26, 2022

The virtual site visit included meetings with the Acting Vice-Provost Academic, Alice Pitt, Dean of Graduate Studies Thomas Loebel, JJ Mc Murtry, Dean, Faculty of Liberal Arts and Professional Studies (LAPS), as well as the LAPS Vice Dean and Associate Dean Programs, Sean Kheraj, Associate Dean, Teaching and Learning, Anita Lam, and Associate Dean Research and Graduate Studies, Ravi de Costa. School administrators met with the reviewers, including Interim Director, Chris Chapman, Graduate Program Director, Anne O'Connell, Associate Professor, Maurice Poon, and Undergraduate Program Director Ruth Green. The reviewers also met with two University Librarians, administrative staff, and field education staff. The reviewers held discussions with small groups of students at each level of study, undergraduate, master's and doctoral.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the program and decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (June, 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS:

The School of Social Work degree offerings include the BSW, the MSW and the PhD. It is committed to critical social work and has, noted the reviewers, "a national reputation of offering programs that are social justice-oriented and reflect cutting edge scholarship in the area of anti-oppressive, anti-racist theories that is consistent with the changing requirements of social work practice in the field." However, in their report, the reviewers noted that that the School's mission statement lacks any reference to decolonial analysis, something faculty would like to see included. The reviewers recommend that the School work towards developing an updated mission statement and that students, field education staff, and alumni be included in the process.

The reviewers' report notes that for faculty, field education staff, and students alike, the undergraduate curriculum is highly regarded and valued. A number of students indicated that they would appreciate more opportunities to practice skills in their courses, a common theme across all Schools of social work nationally. Similarly, graduate students expressed concerns about the insufficient number of supervisors for the practice research paper and doctoral research. The reviewers noted that a lack of resources contribute to challenges in retaining field skilled practicum coordinators. In order to retain accreditation standards and further develop global agreements for practicum opportunities, the reviewers noted that additional support is required in the School. The report states, "Further building curricular and co-curricular experiential

learning activities into graduate and undergraduate courses will affirm to students -- through reflection -- the theory to practice connection: praxis.”

The reviewers noted that increasing the number of faculty, particularly Black and Indigenous faculty, will enhance the quality of the programs and were, “heartened to hear that York University has appointed two individuals who could potentially support cluster hires in the School.”

The reviewers made helpful suggestions for reducing perceived overlap in terms of course content for both the MSW and the BSW. Additionally, reviewers suggested that the School examine ways to address gaps in linking theory to practice, including formalizing the transition from classroom learning to the field practice experience.

RECOMMENDATIONS

In addition to six formal recommendations in the final section of their report, the reviewers made several thoughtful suggestions and informal recommendations in various sections of the report. The Department and the Dean have provided responses to these as part of the cyclical program review process; however, in this Final Assessment Report, only the program and decanal responses to the six formal recommendations are included. The Department and the Faculty are encouraged to continue their careful evaluation of the reviewers’ informal recommendations and suggestions and plan for implementation where feasible. The Implementation Plan identifies this as Recommendation A.

The reviewers’ formal recommendations for program quality and sustainability are below, along with the responses from the program and the Dean.

Recommendation 1

Endorse the School’s plan to undertake the revision of the School’s mission statement and program objectives to further develop a collective vision of the School’s governance, teaching, and research.

Program Response

This recommendation was originally on the agenda for a faculty retreat scheduled for January 2023 but the agenda for the retreat was modified and this item deferred to the next academic year (2023/2024). This allows the incoming Director and any new hires to be involved and have input on the process.

Dean’s Response

The Dean supports the School’s plan to revise its mission statement. The School’s desire to better incorporate decolonial analysis into its curriculum aligns well with York’s

Decolonizing, Equity, Diversity, and Inclusion Strategy, 2023-2028 (released May 2023), as well as earlier strategic documents, including the Indigenous Framework (2017). In addition to students, alumni, field education staff and faculty (tenured and contract, including new hires) outgoing and incoming Directors and UPDs should be involved.

Recommendation 2

Immediate hiring of cluster hire of 4 Indigenous and Black faculty.

Program Response

The School and the Dean's office are currently in negotiation in relation to hires for this year and next. Given the mandatory Indigenous courses for all BSW and MSW students, it has been agreed that Indigenous hires are currently a priority. Other priorities are for faculty complement will be discussed at the March 2023 Faculty Meeting.

Dean's Response

The Dean's Office supports hiring in this area but notes that the Faculty's capacity for new hires in Liberal Arts and Professional Studies (LAPS) in any given year is subject to approval by the Provost, current enrollment trends, and the budget realities of the Faculty and University.

Recommendation 3

Enhance the transparency of curriculum mapping and creation of prior learning assessment tools.

Program Response

In relation to enhanced transparency of curriculum mapping, the program plans to offer a two-tiered orientation process for new faculty:

- a. The director will meet with new contract faculty and provide an overview of the BSW and MSW curriculum and the place of specific courses in the general map of the curriculum. This will supplement the orientations that the director already does with new faculty.
- b. A senior faculty member who is either teaching a course or has taught the course in the past will be designated as course coordinator. The coordinator will orient new instructors on the learning expectations and general content of a course.

The recommendation for prior learning assessment tools refers to students who request to be exempted from parts of the curriculum based on courses taken in previous programs. Requests of this kind are already addressed on a case-by-case basis by the BSW committee. The program does not feel a different process is needed at this time. These requests are assessed based on the specific requirements of a professional

program like Social Work in which courses from other programs may seem similar but do not address the specific learning outcomes expected from a BSW course.

Dean's Response

The Dean's Office agrees that enhancing the transparency of curriculum mapping can help any program produce a coherent degree progress plan for students and provides comments on each "tier" of the plan. However, the external reviewers also recommended that the School explore software "to map curriculum and to support accreditation reporting." The School is encouraged to consult with the Lassonde School of Engineering and the Faculty of Health to see what resources they may already be using to track program learning outcomes and accreditation requirements for engineering and nursing respectively.

a. Director meetings with new faculty

Orienting new faculty members to the logic, sequencing, and content of the BSW and MSW curriculum should be a priority in order to optimize the student experience in both programs. At the same time, the Dean's Office notes that *existing* faculty should participate robustly in this exercise as well so that curricular overlap can be avoided and so that all members of the School understand the larger curricular vision of the two programs. Key documents like the curriculum maps for both programs should be shared on a departmental Teams site or other shared online space. For ideas about how to present curriculum mapping information in a user-friendly manner, assistance can be provided through the Associate Director, Faculty Curriculum in LA&PS, or the assigned Education Developer in Teaching Commons.

b. Senior faculty members as course coordinators

Given the reality that senior faculty members in the School have many demands on their time across the undergraduate and graduate programs, the Dean invites Social Work colleagues to consider other responses to ensuring the enhanced transparency of curriculum mapping. These could include using the established curriculum map for the Social Work program as a guiding document. Additionally, Course Directors who teach the required courses in the program can meet prior to the start of each term to coordinate lesson plans and ensure consistency of course learning objectives across all mountings of the course in question, relative to the established program learning outcomes and accreditation requirements.

On the question of prior learning assessment, the Dean's Office agrees that the School is positioned to review an applicant's previous academic experience in relation to the Social Work program. The reviewers suggest a thorough assessment of transfers from *other Social Work programs*. It is understood that the School reviews all transfer applications on a case-by-case basis and the Dean is assured that each applicant is provided with the maximum transfer credit possible (for both core and non-program courses), while upholding the academic integrity of the program and the student's chances for success.

Recommendation 4

Collaboration with the Office of the Vice Provost to undertake global agreements with practice agencies.

Program Response

Many of MSW students' desired placement sites, especially those in direct practice, school board or hospital settings, have established relationships with other MSW programs in the city which offer incentives such as research funding, professional development funds, adjunct professorships and so on. A University-wide strategy and integrated approach for establishing global affiliation agreements with placements in the City of Toronto or other government or provincial divisions, school boards, hospitals, and counselling agencies would absolutely enhance placement opportunities for York social work students.

The School has met with and requested support from the Provost's Office to develop pan-university global agreements for hospital partnerships; however, it is unclear who would take the lead in negotiating these global partnerships as they would involve more programs than the School of Social Work. The School recommends that a centralized division such as the YU Hub support the negotiation, development, and tracking of global agreements. The program further suggests a centralized system/database to track global agreements.

The School's Field Education Office continues to expand innovative and unconventional placement opportunities for students. In fact, at the height of the COVID-19 pandemic (July of 2020), the Field Education Office received support from the Vice-Provost Academic for a pan-University placement strategy with internal York service providers to respond to the pandemic-related challenges in securing external degree-required placements. It is hoped this support can continue.

Dean's Response

The Dean's Office supports the development of practicum opportunities and notes that the LA&PS Office of Experiential Education can be an additional resource as the School develops its work-focused placements. In addition to the internal placements secured during the pandemic, external opportunities for students should be explored, bearing in mind the requirements under accreditation of field placement supervisors to hold a BSW at a minimum.

Recommendation 5

Build stronger affiliations with centralized University student support resources.

Program Response

Representatives of the Office of Student Community Relations (OSCR) and the Centre for Sexual Violence Response, Support and Education, as well as a representative from the Writing Centre, attended the School's Faculty Meetings in 2022-2023. In addition, the School has been developing stronger ties with Central Advising and now has a dedicated person in both Advising and the Student Accessibility Office for Social Work. This is an area that the School is actively working to strengthen.

Dean's Response

The Dean's Office supports the School's outreach to student support services to improve the integration of existing resources and suggests that a process for sharing information with students on a regular basis be established.

Recommendation 6

The School's leadership team to work with the University's Division of Equity, People and Culture to support the School's commitments to equity and diversity.

Program Response

The School welcomes support and additional resources that could assist with a curricular review. There are three new groups are envisioned at the School: a Black Social Work Alumni Network (BSWAN), a group of Black social work graduate students, and a working group to explore and address anti-Black racism. This last group will initially be composed of full-time faculty with a likelihood of involving students once initial plans are established. The School has been supporting BSWAN's development for the past year (2022-2023) and has offered to provide some initial funding to the student group while they do the work to become incorporated and therefore access funding as a York student group.

The School hopes that collaboration between these three groups will lead to important steps to address issues identified.

Dean's Response

This recommendation appears to be in response to concerns expressed by students about systemic racism and a lack of diverse representation among the School's faculty. Recognizing that universities in general are spaces that tend to replicate white, able bodied, heteronormative privilege, The Dean's Office supports the School's formation of a working group to address anti-Black racism. This aligns with similar responses at the Faculty and University-level, including the creation of a LA&PS Special Advisor on Black Inclusion. Social Work colleagues are encouraged to avail themselves of resources established and shared via these initiatives.

University-wide, Social Work colleagues are encouraged to draw on the resources of the Centre for Rights, Equity, and Inclusion (REI) within the portfolio of the Vice President of Equity, People and Culture. REI offers online and in-person professional

development, including the REDDI workshop series. Training is also offered through the Place of Online Learning for the Adjudication of Researchers Inclusively and Supportively (POLARIS) initiative. Successful completion of the six core modules of POLARIS is now required of all hiring committee appointees, but the portal is also open to all members of the York community seeking more information on promoting inclusivity.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in December 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
A.	That the School of Social Work, as part of their ongoing plans for enhancement of programs, consider the thoughtful additional suggestions provided by the reviewers throughout the body of their report.	The School will consider and act upon on these suggestions, as feasible. The Follow-up Report should summarize actions taken on these items.	Chair, Undergraduate Program Director, Graduate Program Director	Summary of actions undertaken to be included in the Follow-up Report due in May 2025.
1.	That the School's mission statement and program objectives be revised.	The School will revise its mission statement, incorporating decolonial analysis and referencing the University's strategic documents. Staff, students and faculty members will be included in the process and input from the outgoing director and program level directors will be sought.	Director, School of Social Work	Consultations should be undertaken through Fall/Winter 2023/24 with consultation and discussion completed by Fall 2024.

2.	That there be an immediate hiring of four faculty Black and/or Indigenous faculty members (ideally two Black faculty members and two Indigenous faculty members).	The School will continue to prioritize the recruitment of Indigenous and Black faculty as positions are authorized, including cluster hires.	Director, School of Social Work Associate Dean, Faculty Affairs, LAPS	Ongoing
3.	That the curriculum map for programs be updated, prior learning assessment tools be created and mechanisms for communicating program learning outcomes and program maps be implemented.	The School will explore working with curriculum developers to review and revise programs learning outcomes and maps for the BSW and MSW, as well as establishing fixed course objectives for all core courses in alignment with accreditation requirements of the Canadian Association for Social Work Education (CASWE). The School will explore tools for tracking accreditation requirements, in consultation with other Faculties as appropriate. The School will continue its practice of assessing prior learning to ensure that maximum transfer value is awarded. The School will develop mechanisms for ensuring	Undergraduate Program Director, BSW committee, Course Directors, Associate Dean Programs (for consultations with Lassonde and Health)	Curriculum mapping and program learning outcomes to be revised by the Fall 2024, after new mission statement is finalized. Consultations about accreditation tracking through to Fall/Winter 2024/2025.

		that program learning outcomes and curriculum mapping are shared with all faculty.		
4.	That global agreements with practice agencies be established.	The School will continue to work with the relevant offices to secure work-focused placements, bearing in mind the accreditation requirements that supervisors hold a BSW at a minimum.	Director, School of Social Work BSW and MSW Field Education Coordinators	Fall 2023/204 and ongoing.
5.	That stronger affiliations with centralized University student support resources be built.	The School will continue to educate colleagues about the range of support services available at the university. The School will explore processes for sharing information about available services with students and establish a mechanism for this by Fall/Winter 2023/24.	Director, School of Social Work Undergraduate Program Assistant Individual Faculty Members	Fall/Winter 2023/2024 establish information sharing process for students. Education of faculty and students about available services is ongoing.
6.	That the School's leadership team work with the Division of Equity, People and Culture to support commitments to equity and diversity.	The School will continue with the establishment of equity and diversity-oriented groups identified, drawing on the resources provided at the Faculty level as well as university-wide services, as appropriate. The School's Executive Committee and student representatives will meet with the LAPS Special	Director, School of Social Work Executive Committee, School of Social Work.	Fall/Winter 2023-2024

		Advisor on Black Inclusion. All faculty members will complete Place of Online Learning for the Adjudication of Researchers Inclusively and Supportively (POLARIS) modules.		
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YORK UNIVERSITY
Final Assessment Report

Music, Graduate (MA, PhD)

**School of the Arts, Media, Performance and
Design**

Cyclical Program Review – 2012 to 2022

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

MA
PhD

Reviewers appointed by the Vice-Provost Academic:

Dr. Kevin Swinden, Associate Dean, Faculty of Music-Planning and Curriculum,
Associate Professor, Music Theory, Wilfrid Laurier University, Waterloo, Ontario

Dr. Lori Burns, Full Professor, School of Music, Faculty of Arts, University of Ottawa,
Ontario

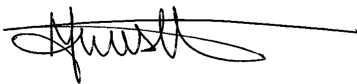
Dr. Molly Ladd-Taylor, Full Professor, Department of History, Faculty of Liberal Arts and
Professional Studies, York University, Ontario

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021
Self-study submitted to Vice-Provost Academic: January 17, 2023
Date of the Site Visit: April 10-11, 2023
Review Report received: May 17, 2023
Program Response received: July 20, 2023
Dean's Response received: August 23, 2023

Implementation Plan and FAR received by Joint Sub-Committee on Quality Assurance,
November 6, 2023' revised version confirmed on December 4, 2023.

Submitted by Marcia Anisette, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol,
August 2020.

SITE VISIT: April 10-11, 2023

The virtual visit was organized around a set of interviews with the following individuals: Vice-Provost Academic, Lyndon Martin, Dean, Faculty of Graduate Studies, Thomas Lobel, AMPD Dean, Sarah Bay-Cheng, AMPD Associate Dean Academic Michael Darroch and Associate Dean Research, Laura Levi, Music Chair, Karen Burke, Graduate Program Director, Stephanie Martin, and two University librarians. The reviewers met with full-time faculty in the undergraduate and graduate programs, a group of part-time (contract) faculty, undergraduate students and a group of MA and PhD students. Discussions were also held with departmental administrative staff.

The reviewers were not able to tour the physical spaces for ensemble rehearsals, teaching studios, labs or performance spaces.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (June, 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS

The Department of Music is one of seven academic units within the School of Arts, Media, Performance and Design (Dance; Design; Digital Media; Film; Theatre; Visual Arts and Art History). The Music Department was formed in 1969 and the undergraduate program operates interdependently with the Graduate Program in Music. The Graduate Program in Music offers an MA and a PhD with six fields: Composition, Ethnomusicology, Jazz, Musicology, Performance, and Popular Music Studies. However, the program currently understands its offerings as falling into two major thematic strands: composition and studies (musicology/ethnomusicology) The MA was first offered in 1975 and the PhD was implemented in 1993. Students may also pursue a joint MA/MBA with the Schulich School of Business.

The reviewers highlight several strengths, noting that “One of York’s most distinguishing and differentiating opportunities is the enviable collection of world music instruments and access to authentic instruction on these instruments.” As well, the reviewers also note that the Department very clearly supports EDI initiatives.

The reviewers’ report also included some opportunities for improvement. The reviewers note that that the programs reflect an interest in the social and cultural aspects of music as well as the capacity for advanced technologies; however, they suggest that clarity is required for how the formally approved streams, pathways, thematic strands, and

concentrations are connected. The reviewers recommend that the program's "graduate fields should be consolidated and perhaps reimagined based on professorial expertise of the current faculty complement." Future hiring plans would consider how to bolster and support these fields. The reviewers' report also provides insight into potential clusters to which all current faculty could contribute.

There is an opportunity to review enrolment data and establish a list of courses that are grounded in strategic clusters. The reviewers suggest course offerings could be concept-or method-driven and draw on a variety of repertoires. This approach may reduce the reliance on independent studies to complete program requirements. Clarity about the fields of study would also alleviate this strain which, while providing flexibility for students, is not sustainable.

While the reviewers note that the Major Research Paper (MRP), "is well conceived as a common requirement for all MA students," clearer communication about the timelines for completion for students would be helpful. The reviewers further note that PhD students appear to be challenged to complete the program within 6 years.

Noting that "it is not reasonable for all courses to accomplish all outcomes," the reviewers encourage the graduate program to review the graduate program learning outcomes and analyse how actual courses and course assessments contribute to the learning outcomes.

The reviewers suggest the Department explore additional links to performance and composition-based organizations in the GTA. They state, "Alliances with external partners could lead to an enhance series of visitors to the program," and note that this may enhance the recruitment of students.

Noting the downwards trend in admissions for both programs, the reviewers indicate that admission requirements for both the MA and PhD are well defined and standard. Admission to the PhD has been paused for 2023 and 2024 and is of concern to some students in the MA program.

In terms of staffing and workload, the reviewers note in their report that, "supervision is not evenly distributed across faculty members and there are many early career scholars who should be given the opportunity to begin supervision." While the administrative staff appear to operate as a strong collegial unit, the reviewers note a gap in the support for the recent growth in intersecting labs for the performing Arts courses, Digital Music and Music for Media. The report suggests that consistent support should be provided by a technologist rather than faculty if this is a direction that is to be maintained and expanded.

Finally, the review report notes the difficult budgetary situation that forces the department to mount concerts in "an acoustically impoverished lounge space," because

the Department's finances do not allow for the cost of using the Faculty recital hall for faculty and student performances.

RECOMMENDATIONS

As a preface to the list of formal recommendations below, the external reviewers make the following observation:

“The York graduate music programs attract a diverse and engaged student body that is supported by highly motivated faculty members. Students strive for expertise in specialized areas and the professors rise to the challenge by offering unique independent studies in order to meet student interests. For the sustainability of this important graduate department, the following recommendations call for a streamlining of the concentrations as well as the course offering. Common experience rather than highly individualized studies would contribute to a stronger sense of community, bolster peer support, and enhance research culture.”

Recommendation 1

The concentrations and pathways identified for the graduate programs should be revisited to maximize the unique potential of York's faculty and areas of excellence. This should mean that all resources are galvanized around the strategic concentrations. The current scope of the areas of study is vast, and consequently, some areas are ill-defined and lacking in course and supervisory support. Future hiring should strategically consider how these reimagined fields should be bolstered and supported.

Program Response:

The current graduate executive understands the program to have two major fields of concentration: ethno/musicology and composition.

Within the concentration of ethno/musicology, and consistent with how the disciplines are understood more broadly, students can further focus on jazz studies and popular music studies. Community music has also been considered under the larger title of ethno/musicology until recently and considers many similar issues. The composition concentration includes an emphasis on contemporary composition, including digital activities, sonic studies, production, and film music composition. Moving forward with curricular revision (see recommendation 2), all courses will work towards preparing graduate students to complete their degrees and engage in post-graduation opportunities in these two concentrations.

Faculty support in composition and ethno/musicology has always been strong at York. The program currently has eleven faculty who can support students in composition and eight who can support students in ethno/musicology. Given the very recent loss of two ethnomusicologists, as well as two part-time popular music scholars, the graduate program is pleased that the department has indicated that the next hire will be an ethnomusicologist, which has traditionally been a strength of the department.

Increased support for graduate students in grant-writing, conference presentations and publications and a thorough revision of all public documentation about the program will further cement an understanding of a York University Graduate Program in Music with concentrations in ethno/musicology and composition within the broader scholarly communities.

Dean's Response:

The Dean recommends that the first step for the Department is to develop a high-level strategic plan and vision, including the distinctions of its graduate program among other programs, with a clear focus on professional outcomes for its graduates. This will also set the context for future faculty complement requests in the priority areas. The Dean fully supports the development of additional supports, including a focus on grant-writing, and suggests that these be priorities in future hiring.

Recommendation 2

Revisit the graduate course offerings to streamline them according to the announced concentrations, which are currently ethno/musicology and composition. Enrolments should improve based on this consolidation. Some courses should be reconceptualised to speak across themes and approaches in scholarly discourse; some should be offered in rotation. Independent studies should be reserved for very specific cases. Students should be encouraged to have common experiences in a cluster of courses that build skills and critical tools. Learning outcomes should be more clearly established for the graduate programs, with courses serving specific purposes in achieving those outcomes.

Program Response:

The Graduate program agrees that a curricular review of graduate course offerings is necessary, and the plan is to implement this review in the academic year 2023/24. At the same time, the program believes that the observations of the reviewers do not necessarily reflect the reality of the course offerings for various reasons: some course descriptions are out of date and do not reflect the way they are currently being taught, and some foundational courses were thought to be optional. In addition, course enrollments have fluctuated along with the graduate student intake.

The two newest graduate courses (Music for Social Change, Transcultural Jazz), created and offered by recent hires and young rising scholars reflect a new trend in course offerings within the department, which is towards courses that are concept/method driven and support our two concentrations in ethno/musicology and composition.

The graduate program commits to the following courses of action, even before the curriculum review is completed:

- ensure that course descriptions available are up-to-date;
- work with a pedagogy specialist from the Teaching Commons to align the program's learning outcomes and the courses;
- retire some courses that are no longer relevant; and
- create a 5000 level 3.0 methodology course that will be offered every other year to fill a gap in the students' preparations for their MRP and dissertation.

The review committee recommends that the program reduce as much as possible the number of independent studies that are offered in the graduate program. The Graduate program believes that by revising the course offerings, encouraging students to seek relevant courses in other departments (within AMPD and beyond), and developing interdisciplinary courses in collaboration with other departments, the need for independent studies courses can be reduced. At the same time, the program realizes that some students will need to go deeper on some music topics for their dissertation research than we are able to accommodate within the course offerings, and so independent studies remain a final option for meeting students' needs.

Dean's Response

The Dean supports the Department's response and some of the proposed courses of action, noting that the curricular revisions and any new courses need to be considered in the context over a larger framework, i.e., total course offerings. Aligning new courses with enrolment and faculty is important, as is the identification of courses that are to be discontinued. Setting clear priorities in the context of a Department vision and strategic plan will support this process.

The Dean does not support creating a new MA methodology course offered in alternating years. This will not be efficient for supporting the major research paper (MRP) preparation and could risk disadvantaging some students. Rather, the program is encouraged to consult the Graduate Council and Associate Dean, Research, who have developed a pan-AMPD PhD course/colloquium. It may be that a shared graduate methods course or courses could support the MA studies and address the need to reduce independent studies, consolidate course offerings and provide greater community and collaboration among graduate students in Music and other programs in AMPD.

Recommendation 3

Consolidate the graduate requirements around the MRP, comprehensive exams, and dissertation, and revise the language requirements. Communications should be consolidated into a graduate student handbook and orientation/town hall sessions should be offered each term.

Program Response:

There is considerable support within the department for removing the language

requirements in the graduate program. This change will be processed as soon as possible.

The GPD is currently working with FGS to make the requirements for the MRP, dissertation and comprehensive exams clearer for students, including more detailed written documents as well as open meetings with students to discuss the requirements.

Finally, the program plans to create a Graduate Student Handbook (online) and resume the Graduate Student Newsletter (online) that will go to all current students and alumni.

Dean's Response:

The Dean fully supports the reviewers' recommendation that "communications should be consolidated into a graduate student handbook and orientation/town hall sessions should be offered each term." This recommendation should be implemented immediately with the goal to have a full graduate student handbook by the end of the 2023/24 academic year.

Recommendation 4

Faculty engagement with the graduate program is evident in individualized supervision of students; however, a research culture for the Department could be further developed. A stronger emphasis should be placed on grant applications and research programs that further a vision for strategic research areas in the Department.

Program Response:

The current graduate executive is planning to provide grant writing workshops, encourage and support students' attendance at academic conferences, and promote student writing and publication. The graduate program will encourage students to become associates of Organized Research Units (ORUs) at York (eg., CFR, YCAR, CERLAC, etc.), which will further support their research interests and exposure to scholarly opportunities. Colleagues within the department will be urged to include graduate students in their own scholarly and creative endeavors to provide students with experience, modeling and contacts.

Dean's Response:

The Dean supports increased emphasis on collaborative and collective research activities in Music, as well as the commitment to increasing research intensity as models for graduate student. Student could also consider participating in the AMPD based ORU, Sensorium, where appropriate.

Faculty members in Music can apply for internal research grants, as well as external grants, including tri-council funding, among others, and include graduate students in this process. These grants can be used to support graduate research development. The

Associate Dean Research can facilitate connection and collaboration in research activities.

Recommendation 5

More strategic partnerships could be developed with institutions and organizations within the GTA as well as with international university music programs so that students can select mobility options during their program.

Program Response

This recommendation is worth investigating; however, given the priority of and time commitment demanded by the first four recommendations, it is a longer term and less urgent action. The program's connection with the Carswell Chair in Community Music has provided many opportunities for grad students to practice grant writing, developing and implementing projects with a particular stakeholder (Toronto Community Music Schools), managing of a budget, presenting their research to a less academically-oriented audience and preparing out-going reports. Further relationships of this kind are welcomed and can become a longer-term goal for the program.

Dean's Response:

The Dean supports this recommendation, and notes that it should be aligned with a clearer vision and identity for the Department as forthcoming in a vision and strategic plan. Once this is completed, a list of potential partners and priority connections can be created.

RECOMMENDATIONS WITH RESOURCE IMPLICATIONS (Department-wide, relating to both undergraduate and graduate programs)

Recommendation 6a

The relationship with the Tribute Communities Recital Hall represents a seriously underfunded element of the critical academic programming in the Department of Music. The review team recommends strongly that this shortfall be addressed as soon as possible, either from within university resources or a designated development campaign to raise ongoing funds to support concerts open to the students on the wider campus and general public.

Program and Dean Response

This is primarily a concern of the undergraduate program. See the Undergraduate Music FAR.

Recommendation 6b

Until proper funding is secured to bring access to the Tribute Communities Recital Hall up to the bare minimum acceptable level of access, retrofitting the Martin Family Lounge for performance is a high priority.

Program and Dean Response:

This is primarily a concern of the undergraduate program. See the undergraduate Music FAR.

Recommendation 7

That appropriate resources be found to support the Digital Music initiative.

Program Response:

The program notes that this is primarily a concern for the undergraduate program.

Dean's Response:

Digital Music is the focus of a Canadian Research Chair, jointly appointed in Music and Computational Arts. Further, with the significant changes in virtually every area of Music, a greater focus on digital distribution (beyond digital creation) would be of benefit to students seeking to understand and gain competence in this changing landscape music. Potential areas of inquiry include both contemporary music production (or many genre and styles) as well as historical analysis aligned with new research methodologies in the digital humanities. Indeed, the Department of Music greatly expanded its own capacity for digital recording, production and dissemination of music during the pandemic. New areas of expertise as needed can be incorporated into the Department's vision and strategic plan and included in future complement planning.

Recommendation 8

The Reviewers recommend moving a position of academic advisor with music expertise into the department, to function alongside the music department staff, and to fully integrate this advisor into the fabric of the music department.

Program Response:

This is primarily a concern of the undergraduate program. The GPD advises graduate students and there is no need for an additional academic advisor.

Dean's Response:

The Dean notes that for the graduate program there is a need for clearer communications, including a graduate student handbook and regular orientations and town hall sessions.

Other Considerations: PhD Program Pause

The external reviewers' report notes ongoing discussions in the Music Graduate Program about the current pause on the intake of new PhD students but did not include a formal recommendation. The program and Dean provided the following comments.

Program Comments:

The program proposes that the two-year pause on the intake of PhD students be reduced to one year, and that a small number of excellent PhD candidates be admitted for 2024-25. The program believes it is in a good position now to continue to develop the program. First, the completion times of PhD students will be reduced by eliminating the language requirement and by making sure that the process and requirements for comprehensive exams are made clearer to students in multiple ways. Secondly, enrollment in the undergraduate program in Music has increased substantially in the past year because of sustained effort from within the department and AMPD. As of 2023-2024 there are not enough PhD students to fill all of the necessary TA positions. Finally, issues around imbalanced supervisory capacity are being addressed, as noted above.

The Department is concerned that two-year pause in PhD student intake will have a far-reaching impact on plans refocus and revitalize the Graduate Program in Music. The program is certain that within the next three years, it can regain its status as a leader in graduate education in Music .

Dean's Comments

The pause on PhD admissions was made in response to several factors including time-to-degree for PhD students and a lack of supervisory capacity, among others. The efforts described here to address these are very much appreciated, as are the Department's efforts to increase undergraduate enrolments and ensure that there is a reasonable balance in faculty teaching across both undergraduate and graduate teaching and supervision. The efforts so far are encouraging but need to continue for at least another year before the program can reopen. Further, if the program proposes to reopen PhD admissions and to reestablish itself as a leader in graduate education in Music, there will need to be evidence of more robust faculty research funding and contribution to major initiatives at the University. Graduate students in Music will need both support and examples of collaborative research and to be included in funded research by faculty.

Given the program's desire to restart PhD admissions, the program should prepare an outline for the specific actions the program will undertake to achieve its goal to be a leader in graduate Music education in the next three years, including both those suggested by the Department and noted by the Dean.

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in December 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the fields in the graduate music programs be consolidated to maximize York’s faculty and areas of excellence.	The graduate programs will contribute to the articulation of a Departmental Strategic Vision and Plan, outlining the priorities and key areas of development, with a focus on the consolidation and streamlining of its graduate offerings, the distinctions of its graduate programs among other programs, and professional outcomes for graduate students. .	Graduate Program Director	Fall 2023/2024 and continuing as needed.
2.	That learning outcomes for the identified options in the graduate program be established and courses reviewed and refined to serve the advancing of those outcomes.	Once areas of focus have been clarified and learning outcomes refined as part of the Strategic Visioning process, the program will review and/or revisit course offerings to ensure alignment with the updated learning outcomes. Courses to be discontinued will be identified. The program will explore ways to capitalize on existing graduate offerings in the department and make more use of existing resources, including, for	Associate Dean Research, AMPD Graduate Program Director Graduate Executive	Immediate start in Fall 2023/2024

		example, the existing pan-AMPD research course / colloquium. .		
3.	That graduate requirements for the MRP, comprehensive exams and dissertation be consolidated, and language requirements be revised. Communications with students should be consolidated into a graduate student handbook.	The program will, through its Strategic Visioning exercise, consolidate requirements for the MRP, comprehensive exams, and dissertation, and develop a mechanism (for example, a graduate handbook) for clearly communicating these and other program requirements, expectations, and timelines. to students.	Graduate Program Director	Immediate start in Fall 2023/2024; completion by June 2024.
4.	That a stronger emphasis on research, including grant applications, be fostered in the Music Department.	The program will explore and report on efforts to enhance the research culture in the program, for example: <ul style="list-style-type: none"> • increasing research intensity to provide models for students • offering grant-writing workshops 	Graduate Program Director Associate Dean Research	Immediate start and increasing through Fall/Winter 2023/2024

		<ul style="list-style-type: none"> • providing support for students for academic conferences and publishing • including students in research and other scholarly activities • encouraging students to join associated ORUs 		
5.	That additional strategic partnerships within the GTA and with international music programs be established.	Partnerships will be considered as part of the Department's strategic plan and vision exercise, after which a potential list can be developed.	Graduate Program Director Music Department Executive	List prepared to allow outreach to begin in the 2024/2025 academic year.
6.	Recommendations that relate to both graduate and undergraduate programs			
6a)	That support for student concerts in an appropriate space be a priority.	Refer to Undergraduate FAR	n/a	n/a
6b)	That The Tribute Communities Recital Hall be made accessible and the martin Family Lounge be retrofitted for performance.	Refer to Undergraduate FAR	n/a	n/a
7.	That the Digital Music Initiative be appropriately supported.	New areas of expertise (such as digital music and digital distribution) will be considered in the development of the Department's vision and	Graduate Program Director Associate Dean Research Director, Sensorium	To begin in 2023/2024 and ongoing.

		<p>strategic plan and included in future complement planning.</p> <p>The program will determine available resources for Music graduate students in this area, consulting with the Associate Dean, Research and the Sensorium Director as appropriate.</p>		
8.	That an academic advisor with music expertise be relocated in the Department.	Communications with graduate students will be enhanced. (see Recommendation 3)	See Recommendation 3 above	See Recommendation 3 above
9.	That the program continues efforts to support PhD students with a goal to resuming admissions to the PhD program.	In addition to the efforts described by the program, the Dean will provide guidance about additional action related to research and supervisory goals for new and continuing faculty.	Dean, Graduate Program Director	To begin in Fall 2023 and continue.

YORK UNIVERSITY
Final Assessment Report

Music, Undergraduate (BFA, BA)

**School of the Arts, Media, Performance and
Design**

Cyclical Program Review – 2012 to 2022

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

Bachelor of Fine Arts Honours (BFA Hon)
Bachelor of Honours (BA Hon)
Bachelor of Arts (BA)

Reviewers appointed by the Vice-Provost Academic:

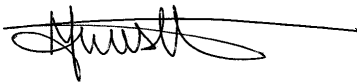
Dr. Kevin Swinden, Associate Dean, Faculty of Music-Planning and Curriculum,
Associate Professor, Music Theory, Wilfrid Laurier University, Waterloo, Ontario
Dr. Lori Burns, Full Professor, School of Music, Faculty of Arts, University of Ottawa,
Ontario
Dr. Molly Ladd-Taylor, Full Professor, Department of History, Faculty of Liberal Arts and
Professional Studies, York University, Ontario

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021
Self-study submitted to Vice-Provost Academic: January 17, 2023
Date of the Site Visit: April 10-11, 2023
Review Report received: May 17, 2023
Program Response received: July 20, 2023
Dean's Response received: August 23, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
November 6, 2023.

Submitted by Marcia Annisette, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol,
August 2020.

SITE VISIT: April 10-11, 2023

The virtual visit was organized around a set of interviews with the following individuals: Vice-Provost Academic, Lyndon Martin, Dean, Faculty of Graduate Studies, Thomas Lobel, AMPD Dean, Sarah Bay-Cheng, AMPD Associate Dean Academic Michael Darroch and Associate Dean Research, Laura Levi, Music Chair, Karen Burke, Graduate Program Director, Stephanie Martin, and two University librarians. The reviewers met with full-time faculty in the undergraduate and graduate programs, a group of part-time (contract) faculty, undergraduate students and a group of MA and PhD students. Discussions were also held with departmental administrative staff.

The reviewers were not able to tour the physical spaces for ensemble rehearsals, teaching studios, labs or performance spaces.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (May, 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS:

The Department of Music is one of seven academic units within the School of Arts, Media, Performance and Design (Dance; Design; Digital Media; Film; Theatre; Visual Arts and Art History). The Music Department was formed in 1969 and the undergraduate program operates interdependently with the Graduate Program in Music.

The undergraduate program creatively weaves jazz, non-Western and Western classical music into a curriculum that balances performance with scholarship and composition, which leads to a Bachelor of Fine Arts Honours (BFA Hon), Bachelor of Arts Honours (BA Hon) and Bachelor of Arts (BA) degree.

The Department self-study states that, “the undergraduate curriculum is based on performance, studies, and composition in the areas of jazz, Western art music, and world music, also including courses in contemporary improvisation, digital and film composition, music education and popular music. Rather than defining sets of prescribed paths for music majors (e.g., jazz performance), the program allows students to follow their own pathway following two years of core requirements in theory/musicianship and an overview of the cultural study of music.”

The reviewers note that the program honours principles of diversity and inclusion, introducing world music courses from the first year to decenter Western art music as the only pathway for academic study. The reviewers note, “The department’s institutional proposition to decenter western classical music within a broader study of global musics is laudable, and the infrastructure and exceptional resources of world music instruments and practitioners that the department has built over time is enviable.” The reviewers state, “York has a program that is uniquely poised in Ontario, and perhaps in the Canadian landscape, to deliver an exceptional and forward-looking music curriculum,” and recommend “that York intentionally...devote its energy and resources in a way that will position York as the model for what a diverse and decolonized music curriculum can be.” They further note, “one of York’s most distinguishing and differentiating opportunities is its enviable collection of world music instruments and the access to authentic instruction on these instruments that is available in the GTA. This is a critical differentiator for York and a resource that needs to be supported, even if there are costs associated with the delivery of the world music ensembles.”

The reviewers note that greater clarity could be provided to students to ensure that student’s expectations are well-aligned with the program’s offerings. The efforts to sustain the nine to eleven distinct specializations described by the Department are not sustainable, even though some are only minimally differentiated from each other. The reviewers suggest creating clusters as a way to reduce the number of streams and creating foundational course requirements addressing common elements of several specializations.

Regarding the three research chairs in community music, jazz, and music and computational arts, the reviewers note that these offer excellent opportunities for the Department and suggest that they be adequately mobilized and supported to attract research in these areas. New hires in the department should be supported to seek membership in the Faculty of Graduate studies and begin supervisory activities with graduate students. At the same time, the reviewers suggest that senior faculty members engage further with the undergraduate program.

In their summary, the reviewers stated, “York is blessed with an exceptional faculty complement who are deeply committed to their students and to the stewardship of a long-standing and important music program in Ontario,” noting also that part-time faculty are just as highly engaged.

RECOMMENDATIONS

The reviewers note that additional context on each recommendation can be found in the body of their report.

MAJOR CURRICULUM RECOMMENDATION

Recommendation 1

The department should move toward a small set of clearly defined areas of study with additional and specific degree requirements. The areas should be broad enough in their conception to support the eclectic student body that the department values, but also with boundaries that will provide some intentionality and focus to the degree. The 24-credit core curriculum should be examined along with other course offerings.

Program Response

The Department agrees that the undergraduate program should move toward more clearly defined areas of study, *short of streaming*, in order to maintain its distinctive nature. This work was begun in May 2023 and will continue while maintaining the unique, flexible nature of the degree programs. Pathways are currently visible on the website and the process of reorganizing the courses to clarify how to navigate the program will continue. The Department will examine the 24-credit core curriculum over the next two years.

Dean's Response

The Dean supports the recommendation for a clearer focus and area of distinction, which was included in the previous Music CPR (2015). Given the rapid changes ongoing in the field, it will be important for the focus and future direction of the Department to align with the field more broadly and, perhaps even more importantly, with student interest and demand. This will include outlining clearer and more streamlined pathways not only through the program but also to clear career options after graduation. For example, the courses facilitated by the Music Technology hire are full in Fall/Winter 2023/24. These courses will also support other areas of the Department in terms of recording, content creation and skills needed to support a variety of potential career paths related to music.

The Department first should articulate a Departmental Strategic Vision and Plan, outlining the priorities and key areas of focus and development, focusing on a small number of clearly defined areas of study.

This process should take priority over all other actions and recommendations. With the support of the Associate Dean, Academic, it should be completed before further revisions are made to the core undergraduate curriculum or other substantial curricular revisions, including requirements regarding ensembles, future program offerings, etc.

MINOR CURRICULUM RECOMMENDATIONS

Recommendation 2

Ensure that all students are able to develop a portfolio of work, as outlined in Program Learning Outcome 7, perhaps by way of a required capstone experience.

Program Response

Program Learning Outcome 7 is as follows: *Demonstrate a portfolio that includes evidence of work related to 21st century career paths in music, including those in education, community engagement, and/or entrepreneurial opportunities.*

The department will re-examine Program Learning Outcome 7 to potentially include a range of capstone experiences from which students may choose. These opportunities could take the form of a recital, MRP, Practicum, volunteer project, recording project, etc. The recent reduction of the requirement for courses outside of Music may create room for a required capstone experience. The Department will also consider broadening the current career development course to include relevant materials for non-jazz and non-performing-oriented students.

Dean's Response

The Dean supports this recommendation. Colleagues in Music may wish to consider greater participation in existing capstone opportunities, such as the York-wide C4 course, collaboration with the Helen Carswell Chair for Community-Engaged Research in the Arts, and collaboration with the Faculty of Health. The Department can also encourage students to take advantage of the new e-portfolio in development for all AMPD students. The Music Technology position may also be able to help support students in developing their portfolios as audio recordings. These opportunities would allow Music students to document their progress throughout the program and to showcase achievements and culminating performances.

Recommendation 3a

The reviewers support the department's proposal to develop a large ensemble course fully. Consideration might be given to expanding the aspiration to require ensemble participation across the first two years of the program to fully realize this potential.

Program Response

The Department notes that the plan to add a three-credit ensemble requirement has been approved to begin in Fall 2023, along with the proposal to reduce the credits required from outside of the department. Over the coming year, the department will explore expanding the ensemble requirement across the first two years of the program.

Dean's Response

The decision to reduce interdisciplinary studies in favour of requiring small ensembles will necessarily reduce the kind of interdisciplinarity that distinguishes Music at York and may also create curricular impediments that make it difficult for students to navigate the program requirements efficiently, a condition that has been identified as a persistent challenge for the Department, noted elsewhere in this report. This change is also at odds with the principles in the AMPD Strategic Plan, 2020-25, which was approved by

the Faculty in 2020 and serves as the guiding document for curriculum development. Enrolments should be carefully monitored and unintended effects, including graduation patterns reviewed.

The Department should consider other interdisciplinary study options, including General Education courses in AMPD, to provide the kind of well-rounded education that the Department promises.

Recommendation 3b

With the addition of required ensemble courses in the core program requirements, the already minimal differentiation between the Specialized Honours BFA and the Specialized Honours BA will become even smaller. The department will realize structural efficiency and greater clarity in graduation requirements by eliminating the Specialized Honours BA and offering only the Specialized Honours BFA and the 90-credit BA program.

Program Response

The department continues to lean in the direction of making greater differentiation between our BFA and BA programs and appreciates the need to make the difference between these programs more readily apparent to students. The Department's goal is to strengthen the studies aspect of BA degree, in contrast to the BFA. The recent addition of a required ensemble course to the BFA, along with the corresponding reduction in course requirements outside of Music will, in fact, increase the difference between the two degrees.

Dean's Response

The Dean supports the reviewers' recommendation. It is not clear that there is sufficient demand for a separate BA music studies program, who would take this, or what the specific career outcomes would be. Reducing the program offerings to the BFA and the 90-credit exit degree option would support the streamlining and efficiency of the program recommended elsewhere. This issue should be carefully reviewed and plans for future action included in the Department's vision and strategic plan, which are to be submitted by September 2024.

Recommendation 4a

Collaborate with AMPD departments to design and offer cross-coded inter-departmental courses that build on the synergies available in the larger Faculty, to satisfy requirements for courses outside of Music but within AMPD in a more meaningful way for students.

Program Response

The Department recognizes the advantages of collaboration with other AMPD departments and is currently exploring potential collaborations and/or inter-departmental courses beginning with Dance, Theatre and Cinema Media Arts. Ideas for new collaborations will begin with smaller interactions as we work towards new cross-coded inter-departmental courses.

Dean's Response

The Dean is supportive and encourages a proactive timeline in light of the need for learning outcomes to align with changing employment opportunities for Music students. How Music will contribute to such an initiative should form part of the Department's strategic vision plan.

Recommendation 4b

Resolve the institutional barrier that prevents Music from offering Gen Ed courses and develop or identify existing courses suitable to satisfy a Gen Ed requirement.

Program Response

The Music Department offers several courses that are popular and open to non-Music majors, large service '1500' series of courses taught primarily by full-time Music faculty. The Department believes that offering Gen Ed courses would offer financial stability.

Dean's Response

In principle, the Dean of AMPD enthusiastically supports this recommendation. Music education is a proven benefit to university studies, in both immediately adjacent fields such as Music and Education, and Music for Health and Wellness, as well as supporting seemingly disparate areas.

General education requirements at York are determined collegially through University Senate with specific requirements outlined in a University document, and program-specific requirements set by full-time faculty members in other Faculties. The Department could work with other Departments to form a working group to develop courses and proposal for consultation with other Faculties and consult with other Faculties about potential interest.

RECRUITMENT AND RETENTION

Recommendation 5a

In consideration of improved recruitment outcomes, the reviewers recommend clarifying the message and value proposition of a York education, and continuing efforts to connect York's excellent faculty directly to potential students in the region through

outreach and inviting high-school students in for high-impact events—hearing the faculty perform live and making a personal connection is a powerful recruitment tool.

Program Response

Since returning to in-person instruction recruitment levels and conversion rates have improved greatly due to the program’s collective efforts which most recently have included inviting high-school students in for several high-impact events. The Department will lean into these practices and look to continue this successful trajectory in both recruitment and conversion.

Dean’s Response

These activities should be integrated into new departmental messaging, actions arising from the Department’s Strategic Plan, and AMPD recruitment strategies.

Recommendation 5b

In consideration of improved retention, the department leadership is encouraged to conduct exit-surveys of all students who do not return year-over-year to better understand the push-factors that drove individual students from the program and the pull-factors that enticed them elsewhere. Results of these surveys should be examined and changes made as required to improve retention.

Program Response

The faculty in the Music Department are stretched ‘very thin on the ground’ for administrative support and so while there is agreement in principle that conducting exit-surveys of students could be helpful, resources would be required both to implement, examine and make the changes required.

Dean’s Response

Given the historic trends in Music, the Department should gather the relevant data on retention. Examples of feedback options include town halls and individual conversations between faculty and students, incorporating questions into short class surveys about current experience and future plans could provide insights. The Division of Students can provide assistance with retention data best practices and the development of a plan, which should be incorporated into the Strategic Vision document.

RECOMMENDATIONS WITH RESOURCE IMPLICATIONS (Department-wide, relating to both graduate and undergraduate programs)

Recommendations six through eight are common to both the undergraduate and graduate programs.

Recommendation 6a

The review team recommends strongly that the funding shortfall impacting programming in the Tribute Communities Recital Hall shortfall be addressed as soon as possible, either from within university resources or a designated development campaign.

Program Response

The Music department could not agree more with this recommendation. Faculty performances constitute research; faculty performances for students constitute pedagogy; and student performances constitute a wholistic education. The Department wants to work with AMPD and Performance Facilities to find creative ways to bring down the tech personnel costs and create a protocol for faculty to use the Tribute Communities Recital Hall (TCRH) for teaching, with and without tech support.

Dean's Response

Unlike other departments in AMDP, Music does not have its own dedicated performance space outside of the shared performance facilities supported by unionized staff. This results in relatively high use of the recital hall. In a typical year, the Department of Music is the largest user of the recital hall, presenting approximately 180 performances and Music-related events. Each of these requires a certain number of unionized technical staff with compensation determined accordingly.

The Dean's Office is currently conducting a review of the budget model and funding for performance facilities, including how these are supported by the Faculty and how the spaces are used by the performing arts departments, including Music. The Office is collecting data from peer institutions regarding usage of facilities for comparably sized and structured departments of Music. These data can inform our future decision-making and any future proposal for how to allocate the resources for performance facilities in the University and for the respective departments' use. These efforts may include dedicated fundraising to support facilities access or other strategies to ensure student access to facilities. The function of the Martin Family Lounge can also be reviewed in this context.

Performing at York for faculty colleagues and students has significant value for the community, including not only pedagogically but also in facilitating community spirit. However, faculty recitals for the Department community should not substitute for expectations of work in venues outside the University which can be judged in the larger professional context.

It does seem smart to create experiential education opportunities for students in music technology and audio engineering to support the highest priority uses of the recital hall, including not only Music events, but also the other uses of the facilities.

Recommendation 6b

The reviewers recommend that retrofitting the Martin Family Lounge for performance be a high priority, while the issue raised in Recommendation 6 a is being resolved.

Program Response

The program agrees this should be a priority. However, while the Martin Family Lounge may be appropriate for amplified music, it is not a substitute for an acoustically designed space. Un-amplified music requires specific spaces for students to properly learn how to create and project sound and this must be learned in appropriate conditions.

Dean's Response

It is not clear from the review report what activities reviewers recommend holding in the Tribute Communities Recital Hall, beyond the typical 180 events presented there currently. The recent Space Audit in AMPD highlighted the need for additional student space, a need that the Martin Family Lounge (MFL) currently serves. It would be helpful to consider any proposal for changes to the MFL along with the more comprehensive plan for the Department and the interconnected resource needs in all of the performance and studio spaces. This could be included in the Department's vision and strategic plan document.

Recommendation 7

If the department is committed to moving in the direction of Digital Music, appropriate resources need to be found or reallocated from existing or underperforming programs to support this initiative.

Program Response

The Music Department agrees that area of Digital Music represents an opportunity for York in the Ontario landscape. It should not however be at the expense of existing programming but rather integrated and supportive to the entire program. Some additional equipment resources are immediately needed: acoustic treatment and baffles, larger microphone/stand/cable inventory. A refurbished and live sound set up for the Martin Family Lounge is noted as a priority and would also support opportunities for experiential education for those students enrolled in live sound production courses.

One major gap noted by reviewers in the core administrative team was a Designated Technologist. The Music Department urges that appropriate and sufficient resources be directed to support this initiative. A professor of music production has been hired, but maintaining resources isn't an appropriate use of that faculty member's time. A staff technologist would be very useful since the only full-time studio resource coordinator available already supports three performing arts departments.

Dean's Response

The Dean agrees that resources – faculty, staff, financial – need to be allocated to this strategic direction, especially noting the changes that AI is already having in the field.

Ideally areas of collaboration and opportunities for shared will be found with Theatre, Cinema & Media Arts, Computational Arts. Increased enrolment and investment in this area with strategic budget reallocation from under-performing areas of the Department could support sustainable growth. The Department should consider this in the Strategic Vision and Plan.

In the Graduate Program Final Assessment Report, the Dean notes that Digital Music is the focus of a Canadian Research Chair, jointly appointed in Music and Computational Arts. Further, with the significant changes in virtually every area of Music, a greater focus on digital distribution (beyond digital creation) would be of benefit to students seeking to understand and gain competence in this changing landscape music. Potential areas of inquiry include both contemporary music production as well as historical analysis aligned with new research methodologies in the digital humanities. New areas of expertise as needed can be incorporated into the Department's vision and strategic plan and included in future complement planning.

Recommendation 8

The reviewers recommend moving a position of academic advisor with music expertise into the department, to function alongside the music department staff, and to fully integrate this advisor into the fabric of the music department.

Program Response

The Music department wholeheartedly agrees with this recommendation. An academic advisor with music expertise and a thorough knowledge of the music courses working alongside the music department staff is essential.

Dean's Response

The Dean notes that this recommendation is not possible within current resourcing, nor does it follow the model of best practices for integrated student services, particularly with regard to the diverse needs of students, including not only academic but also social, financial and mental health supports among others. Other recommendations here regarding the need to streamline curriculum, outline clearer pathways, and reduce areas should help with advising.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in November 2023

	Recommendation	Action	Responsible for Follow-up	Timeline
1.	That the program move towards a set of clearly defined areas and review the core requirements as well as other courses that contribute to the program.	The Department will articulate a Departmental Strategic Vision and Plan, outlining the priorities and key areas of focus and development, focusing on a small number of clearly defined areas of study.	Department Chair, Executive Committee, Department faculty members (undergraduate and graduate) Associate Dean Academic	Strategic Vision Document to be submitted to Dean's Office by September 2024.
2.	That all students be assured of the opportunity to develop a portfolio of work.	The program will explore York-wide capstone opportunities and collaborations with other Faculties as well as the Carswell Chair for Engaged Research in the Arts. Students should be advised of the new e-portfolio being developed for all AMPD students, as well as the option for audio recording through the Music Technology position.	Chair, Department of Music Area Coordinators, Music Associate Dean Academic Carswell Chair	Information to be shared with students in Fall 2023, other developments through 2024/2025.
3. a)	That the program proceed with the required ensemble course.	The program will monitor enrolments and other student outcomes in light of the new required ensemble course. Interdisciplinary study options (other than the "in/out" credits) will be explored and	Chair, Department of Music Dean's Office.	September 2024 for initial review of outcomes. Annual review over degree cycle (four years) ongoing.

		reported on by September 2024.		
3. b)	That the program consider streamlining degree options to offer only the Specialized Honours BFA and the 90-credit BA studies program.	The program will consider streamlining the degree options as part of its strategic visioning process. .	Chair, Department of Music Music Department Executive Associate Dean Academic, as needed	Strategic Vision plan due by September 2024; implementation of potential changes to be effective Fall 2026.
4. a)	That AMPD design meaningful inter-departmental courses.	The Department will explore collaboration with other AMPD departments regarding the development of collaborative and/or interdepartmental courses. This will be included in the Strategic Vision and Plan	Chair, Department of Music Music Executive Other AMPD Department Chairs	Strategic Vision Plan due by September 2024; Implementation in Fall 2025 or as soon as approval process permits.
4. b)	That the barrier preventing Music from offering Gen Ed courses be removed.	The program will explore the possibility of collaborating with other AMPD departments to develop proposals for General Education courses to be presented to other Faculties.	Various AMPD Departments, department members Other Faculties	Proposal within 2 to 3 years, assuming there is interest from other Faculties.
5. a)	That recruitment efforts include high impact events for potential undergraduate students with a focus on personal connections.	The Department will continue recruitment efforts that have demonstrated success and work to include key messages from the new Strategic Vision and Plan.	Chair, Department of Music Chair, Audition/Recruitment Committee AMPD Communications team	2023/24: continue recruitment efforts and incorporate new messaging from Strategic Vision and Plan into recruitment efforts for Fall 2025 (activities through 2024/2025)
5. b)	That relevant data on retention be gathered through exit surveys of	The Department will explore methods for collecting retention data, including the	Chair, Department of Music Dean's Office, AMPD	Plan for inclusion in Strategic Vision and Plan, September 2024;

	student who leave the program.	possibility of consultation with the Division of Students. A plan for collecting retention data will be included in the Strategic Vision and Plan.	Division of Students	implementation through to 2025/2026.
6. a)	That funding for programming in the Tribute Communities Recital Hall be reviewed.	The Dean's Office will collect and share comparative funding models at other universities and review implementation options with Music and other performing arts departments. A plan will be created for the integration of music technology and audio engineering students to support performance facilities.	Chair, Department of Music Faculty members Dean's Office Head of Facilities Executive Officer	Information gathering and sharing through 2023/2024. Integration of plans into the Strategic Vision Plan for implementation in 2025/2026
6. b)	That the Martin Family Lounge be retrofitted for performances.	The Department will include suggestions for the Martin Family Lounge in the Strategic Vision and Plan, after consulting with other performance programs and the Dean's Office.	Chair, Department of Music Dean's Office Other performing arts programs	Information gathering and sharing through 2023/2024. Incorporate suggestions for the MFL Strategic Vision plan for Fall 2024.
7.	That resources to support Digital Music be reallocated from existing or underperforming programs.	As part of the Strategic Vision and Plan, the Department will consider how Digital Music fits with the range of program areas offered.	Chair, Department of Music Executive Committee, Music Others as determined by the plan	Strategic Vision Plan for Fall 2024; implementation of initiatives identified through 2025/2026.
8	That an academic advisor with music expertise be located in the Department.	The streamlining of programs associated with the Strategic Visioning will reduce	n/a	n/a

		confusion and facilitate clear communicationA dedicated advisor is not feasible and does not fit with recognized best practices for holistic advising.		
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YORK UNIVERSITY
Final Assessment Report

Chemistry, BSc, MSc, PhD
Biochemistry, BSc

Faculty of Science

Cyclical Program Review – 2013 to 2021

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Programs Reviewed:

Chemistry, BSc, MSc, PhD

Biochemistry, BSc

Reviewers appointed by the Vice-Provost Academic:

Dr. Kim Baines, Distinguished University Professor, Department of Chemistry
Western University, Ontario

Dr. Louise Dawe, Associate Professor, Department of Chemistry, Wilfrid Laurier
University, Ontario

Dr. Mark Hayward, Associate Professor, Department of Communications and Media
Studies, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 15, 2021

Self-study submitted to Vice-Provost Academic: December 1-12, 2022

Date of the Site Visit: March 13-14, 2023

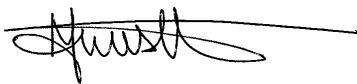
Review Report received: May 11, 2023

Program Response received: July 14, 2023

Dean's Response received: August 14, 2023

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
December 4, 2023.

Submitted by Marcia Annisette, Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol,
August 2020.

SITE VISIT: March 13-14, 2023

The virtual site visit was organized around a set of meetings with the following individuals and groups: The first meeting was with Vice-Provost Academic Lyndon Martin and the Dean of Graduate Studies, Thomas Loebel, followed by a meeting with the Chair of the Department, Jennifer van Wijngaarden, the Undergraduate Program Director, Derek Jackson, and the Graduate Program Director, Dr. Robert McLaren. The reviewers also met with Rui Wang, Dean of Science and subsequently, the Associate Dean Curriculum and Pedagogy, Hovig Kouyoumdjian, and Associate Dean Students, Mike Scheid, and the Associate Dean, Research and Partnerships, Vivian Saridakis. Meetings were held with University Librarians, Departmental administrative staff and with a group of technical staff, including the Senior Laboratory Technician, the NMR Specialist, and 5 other laboratory technicians. Faculty members focused on first year courses met with the reviewers, followed by those focused on the undergraduate program, and then those involved with the graduate program. An additional meeting slot for Faculty members was also held. Undergraduate students and graduate students met in separate groups with the reviewers. The reviewers note in their report that an in-person visit would have been preferable and that in future, meetings should be arranged with faculty teaching mandatory undergraduate program components in the Biology Department, as well as staff members. At the request of the reviewers, a written statement from Robert Tsushima, Chair of the Biology Department was provided.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months (July, 2025) after the review of this report by the York University Joint Sub-Committee on Quality Assurance.

The next Cyclical Program Review will begin in the Fall of 2029 with a site visit expected in the Fall of 2030 or Winter of 2031.

PROGRAM DESCRIPTION AND STRENGTHS:

The Department of Chemistry offers a variety of BSc Degree options in Chemistry and in Biochemistry (with Biology). In addition to the Specialized Honours BSc options in Chemistry and Biochemistry, the Chemistry Department offers a Pharmaceutical and Biological Chemistry Stream which the reviewers describe as “unique, and as such, also highlights innovative programming”. The reviewers noted, “The Specialized Honours programs are accredited by the Canadian Society for Chemistry. The goal of these programs is the development of professional chemists with broad foundational knowledge and depth in their specialized area. The second goal of these programs is to

provide experiential research activities to prepare students for lab-based post-degree programs or careers.” The Honours major and 90-credit BSc degree options offer students greater flexibility and are suited to students who may wish to pursue professional degrees in dentistry or law.

The reviewers state, “Creative and appropriate assessments are used at all levels. Special credit should be noted for the first-year teaching team, which is committed to providing students with opportunities to demonstrate problem-solving skills by including “long answer” problems on tests and final exams.” They note that the professional skills program accompanying the 4th year research course is innovative but needs further development.

Challenges were acknowledged with the Honours and Specialized Honours Biochemistry options in terms of academic advising, the matching of supervisors for fourth year research course (CHEM/BHM 4000), the scheduling of volunteer lab work required prior to that course, and the opportunity to engage in co-op placements that are coordinated through the Faculty of Science rather than the Department.

The Graduate Program in Chemistry offers MSc and PhD degrees that have been in existence since 1965. The master’s Program offers a full-time master’s degree by Research Thesis and a part-time master’s degree by course work. Generally, the master’s by Research Thesis is the predominant stream chosen by >95% of entering master’s students. The Doctoral degree in Chemistry is a full-time research program.

The reviewers note that the graduate program requirements and learning outcomes are clear and that the major research requirements support the program learning outcomes well. They noted, “The primary method for assessing graduate student achievement is through annual research evaluations which are carried out in the spring in conference-style presentations and subsequent evaluations. This style of evaluation is innovative and unique.” The preparation for these may be stressful for students, but the benefits of preparation for their defense, self-reflection on progress through the degree, enhanced presentations skills and the building of community benefit both MSc and PhD candidates. The reviewers indicate that a clear delimitation of graduate program expectations, including the time to completion, should be laid out clearly for students.

The reviewers note that faculty members should emphasize the development of professional and leadership skills, a critical component of the program for graduate students. There is generous support from the Faculty of Science and the TA union and support from supervisors.

The reviewers suggest the Department develop clearly articulated objectives for each undergraduate program. In addition, both the undergraduate and graduate program objectives related to equity, diversity and inclusivity should be developed.

RECOMMENDATIONS

Throughout the review report, the external reviewers made thoughtful “considerations for development,” in addition to their formal recommendations. While the Department and the Dean have provided responses to these considerations, the Final Assessment Report includes only the formal recommendations and their departmental and decanal responses. The Department and the Faculty are encouraged to continue their careful evaluation of the reviewers’ considerations for development and plan for implementation where feasible. The Implementation Plan identifies this as Recommendation A. The formal recommendations and the responses from the program and the Dean are below.

The reviewers state, “The development of the three recommendations below should help to address enrolment and retention problems. Students (and staff and faculty) will see themselves reflected and valued in York’s community and will be successful at York and beyond.”

Internal action:

Recommendation 1

Building on the ideas described in the Self-Study reports for the Undergraduate and Graduate Programs, the department is encouraged to develop an academic plan in consultation with stakeholders complete with a vision, mission objectives and specific action items which will guide the department over the next five years. In addition to addressing how to accomplish the actions already identified by the department, the plan should also address the following:

Recommendation 1a)

In consultation with external sources, develop strategic actions which will enhance the diversity of the people in the department (from students to faculty).

Program Response:

The Program agrees that the development of a comprehensive academic plan is a central priority now that the new Chair is in place. While the Chair established an *ad hoc* EDI committee soon after arrival, the Department will now formally establish and expand this group as the departmental Decolonization, Equity, Diversity, and Inclusion (DEDI) committee with a mandate to develop and lead initiatives in the Department. Members of this committee will work closely with other groups including the student recruitment committee, seminar committee, teaching committee, search committees and the student-led Working for Inclusivity (WIC) group to expand the incorporation of DEDI principles into all activities.

Dean’s Response: The Dean supports the steps taken to formally establish the new DEDI committee and suggests collaborating and coordinating with the Faculty EDI

committee.

Recommendation 1b)

Embed EDI and decolonization initiatives into program learning outcomes.

Program Response:

The program agrees that this is an area in which the Department could improve. While individual faculty members have pursued DEDI principles in their classes and/or research programs, department-wide strategies will now be developed. The Department's newly struck DEDI committee will follow the published guidance on decolonizing a chemistry department (Dessent et al. 2019 J Chem Educ 99:5-9) and work to advance other aspects of equity, diversity, and inclusion within the department.

Dean's Response:

The Dean welcomes the specific actions suggested by the department. In addition to the guidance noted above, the Department should draw from the York University DEDI Strategy 2023-2028 ([Decolonizing, Equity, Diversity and Inclusion Strategy | York University](#)). All instructors should be encouraged to adopt/use the EDI-enhanced "Introductory PPT slides" and the "EDI Syllabus" for all courses, which were developed by Faculty of Science in 2022-23.

Recommendation 1c)

- i. Develop one or two capstone experiential activities over and above the lab experiences offered by the current undergraduate curriculum.

Program Response:

The Department agrees that stronger partnerships between the Department and the Faculty of Science are needed to develop meaningful experiences for students. The Department supports this recommendation and suggests that it should be implemented across the Faculty of Science with other departments doing the same. The Chair of Chemistry will recruit a faculty member to serve as liaison between industry contacts, alumni and the Faculty's Experiential Learning Coordinator as part of their collegial service.

Dean's Response:

The Dean strongly endorses this significant initiative of the Department of Chemistry. Regular meetings should be held, and clear targets and measurement metrics set, with ongoing monitoring.

- ii. Partner with York's Cross-Campus Capstone Classroom (C4;

<https://www.yorku.ca/c4/what-is-c4/>) to provide students with additional opportunities to develop transferable skills and to work collaboratively with students in other programs.

Program Response:

The C4 capstone project is a relatively new offering at York, initiated in 2019. It is managed centrally by a team of faculty and staff from many different Faculties at York. With the disruptions caused by the pandemic now over, the UPD will work with the C4 team at York to promote the benefits of the program to our senior Honours major students. The Department does not expect demand to be high for this program given that it will not satisfy fourth year degree requirements in any science major.

Dean's Response:

The capstone program's objectives are to facilitate the collaboration of students from diverse disciplines and to enhance students' experiential learning experience. Faculty members should be encouraged to collaborate and oversee chemistry-related projects, while ensuring the provision of necessary space and resources to ensure the success of these endeavors.

- i. Develop a consistent schedule of professional development opportunities for CHEM/BCHM4000.

Program Response:

A new course director has been assigned to this course for the 2023-2024 year and has met with the Chair to discuss implementation of professional skills training for the coming academic year. Following an initial pilot year, a consistent schedule of both in-class and additional training opportunities will be developed for subsequent offerings of CHEM/BCHM4000.

Dean's Response:

The Dean endorses the suggested avenues for professional development and recommends coordinating efforts with the Head of Bethune College, the Associate Dean Research and the Associate Dean Curriculum and Pedagogy. The Department should explore opportunities to develop micro-credentials when a university policy has been finalized.

Recommendation 1d)

Develop a research experience at the 2nd or 3rd year level to attract more students into chemical research.

Program Response:

The Department currently offers a series of one-semester research opportunities for 2nd and 3rd year students in any chemistry or biochemistry program whereby students can enroll up to six times in the practicum courses CHEM 220x and CHEM 320x (zero credit courses assessed as pass/fail) which requires commitment of five hours per week of lab time. There is very little uptake for these opportunities. The Department assumes the recommendation is to develop additional 'for credit' options for students. The Department leadership will consult with faculty and student stakeholders to explore the feasibility of this request but without additional resources it will be difficult to offer research experiences to more students without jeopardizing the high quality research experiences offered through CHEM/BCHM 4000 each year. The Department suggests the Dean and Provost prioritize funding to significantly expand the number of undergraduate summer research awards available each year. Currently, the Department can support only about a dozen students (across all years of our programs) and these awards are highly competitive requiring near perfect GPAs.

Dean's Response:

The Dean agrees that the Chemistry department should explore ways to raise awareness about the practicum options and to explore the possibility to develop additional for-credit research options for students.

Internal and External Action:

Recommendation 2

Revitalize the equipment in the undergraduate laboratories. Rather than do this on a piecemeal basis, it is recommended that discussions with the Dean of Science and the Provost be held to formulate a plan for a complete overhaul of the undergraduate equipment. This should be guided by the faculty instructors of the appropriate courses.

Program Response:

The senior lab technician currently maintains an extensive, regularly updated list of all undergraduate equipment going back to 1970 with the purchase prices and expected maintenance costs for each piece. This list provides an excellent starting point for the suggested discussions with the Dean and Provost. Input from both technical staff and faculty is needed for these discussions as together, they have a broad, comprehensive understanding of the laboratory curriculum from both a practical and academic side.

Dean's Response:

A comprehensive understanding of the current functional status of all Chemistry teaching lab equipment is required, as well as the budget scope for such an overhaul of equipment upgrade. The Department should submit a plan for comprehensive

improvements to the Dean's Office.

Recommendation 3

Continue to develop space and opportunities to build community.

Program Response:

In early 2023, faculty members voted to provide open access to the former staff lounge to provide a bright, comfortable space within the Chemistry Building (CB) for students to gather. The Department will explore new initiatives with the Science Facilities and ITS teams in the coming year. Current plans include minor upgrades to brighten the entrance and main floor of CB and the installation of an information monitor to advertise news and opportunities within the Department. The Operations Manager will coordinate with the Science Facilities team to add more community spaces by including seating areas that encourage people to gather. The Chair will task the Department recruitment committee and student groups to maintain current information on the many bulletin boards.

Dean's Response: The Dean endorses these endeavors and feels that fostering a sense of community within the department would enhance the overall student experience.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in December 2023.

	Recommendation	Action	Responsible for Follow-up	Timeline
A.	That the Chemistry Department consider the thoughtful considerations for development provided by the reviewers in their report as part of their ongoing plans for enhancement of programs.	The Department will consider these considerations, and act on them as feasible. The Follow-up Report should summarize actions taken on these items.	Chair, Undergraduate Program Director, Graduate Program Director	Summary of actions undertaken to be included in the Follow-up Report due May, 2025
1.	That the Department develop an academic plan in consultation with stakeholders complete with a vision, mission objectives and specific action items. In addition to actions already identified by the Department, the academic plan should include the following:			
1a)	That the Department develop strategic actions to enhance the diversity of people in the Department (from students to faculty)	The Department will continue the implementation of the departmental Decolonization, Equity, Diversity and Inclusion (DEDI) committee and collaborate with the Faculty of Science committee.	Chair, Chemistry Chemistry DEDI committee	Fall 2023 and ongoing
1b)	That the DEDI initiatives be embedded in Chemistry program learning outcomes.	The department will explore the development of department-wide DEDI strategies, drawing on	Chair, Chemistry Undergraduate Program Director, Graduate Program Director,	Discussions to begin in Fall 2023 and continue. Review progress in Fall 2024.

		York's DEDI Strategy 2023-28 and report on progress by Fall 2024. The department will encourage all instructors to use / adapt DEDI resources developed by the Faculty of Science.	Chemistry DEDI committee	
1c)_i	That capstone experiential activities, beyond lab experiences, be developed.	The Department will explore the development of experiential experiences for students through stronger liaison and partnership with the Faculty's Experiential Learning Coordinator, industry contacts and alumni and report on progress in this area by Fall 2024. The Department has indicated it will appoint a faculty member to focus on this initiative.	Chair, Department of Chemistry	Fall 2023 and ongoing Review of progress in Fall 2024
1c)_ii	That the Department partner with York's Cross-Campus Capstone Classroom (C4) to provide students with opportunities to develop skills and work with students in other programs	The program will ensure students are aware of this important opportunity, and faculty members will be encouraged to collaborate and oversee chemistry-related projects. The question of satisfying fourth year requirements will be explored for Chemistry and other Science programs.	Undergraduate Program Director Associate Dean of Curriculum and Pedagogy, Faculty of Science	Ongoing

1c)_iii	That a consistent schedule of professional development opportunities be developed for CHEM/BCHM4000.	The course director will develop a consistent schedule, consulting with the Associate Deans of Research, and of Curriculum and Pedagogy.	Undergraduate Program Director Course director, CHEM/BCHM 4000 Associate Dean Curriculum and Pedagogy	Fall 2023 for pilot and then ongoing
1 d)	That research experiences for 2 nd and 3 rd year level students be established	The Department will continue to promote the practicum options and explore additional for-credit options for student research courses.	Chair, Chemistry Undergraduate Program Director	Ongoing
2.	That the undergraduate laboratory equipment be revitalized with a complete overhaul.	The Department will develop a comprehensive plan for revitalization of undergraduate lab equipment to the Science Dean's Office.	Chair, Chemistry Undergraduate Program Director Senior Lab Technician	Fall 2024
3.	That opportunities and space for building community continue to be developed.	The Department will continue enhancing existing space and explore additional gathering places. The Chair will consider tasking students and faculty members with ensuring that information posted for students is kept current.	Department, faculty, and students Chemistry Operations Manager	Winter 2024 and ongoing

The Senate of York University - Minutes

Meeting: Thursday, 18 January 2024, via Zoom

P. Puri (Chair)	M. Ebrahimi	A. Macpherson	V. Saridakis
L. Sergio (Vice-Chair)	C. Ehrlich	S. Mahadeo	R. Savage
P. Robichaud (Secretary)	J. Elwick	H. Mahon	B. Spotton Visano
O. Alexandrakis	T. Farrow	A. Maxwell	C. Steele
M. Annisette	D. Fernandez	C. McAulay	D. Steinfeld
A. Asif	M. Fiola	A. McKenzie	J. Sutherland
G. Audette	S. Gajic-Bruyea	J.J. McMurtry	M. Tadros
R. Bashir	L. Gilbert	R. Metcalfe	M-A. Tarc
T. Baumgartner	M. Giudice	M. Morrow	K. Tasa
L. Bay-Chen	A. Gorgani	L. Nguyen	A. Taves
S. Bay-Cheng	R. Green	R. Ophir	P. Tsaparis
A. Belcastro	M. Hamadeh	K. Oraka	G. Tourlakis
S. Bell	M. Haslam	M. Ott	P. Tsasis
D. Berbecel	A. Hilliker	A. Ouedraogo	R. Tsushima
M. Biehl	W.M. Ho	D. Palermo	G. van Harten
S. Bohn	Y. Hwang	S. Paradis	B. van Rensburg
S. Brooke	S. Karimi	P. Park	G. Vanstone
M-H. Budworth	P. Kelly	V. Pavri	W. van Wijngaarden
P. Burke-Wood	A. Kosavic	A. Pechawis	A. Viens
D. Cbianca	T. Kubiseski	D. Peters	R. Vives
M. Cado	M. Lambert-Drache	L. Philipps	Rose Wang
J. Connolly	M-H. Larochelle	D. Pilon	Rui Wang
N. Couto	S. Lazarev	S. Pisana	S. Warwick
A. Crosby	R. Lee	M. Poirier	N. Waweru
A. Czekanski	N. Lemish	M. Poon	A. Weaver
C. Da’Silva	R. Lenton	E-H. Prince	R. Wellen
A. Davis	M. Longford	A. Pyée	R. Whiston
S. Day	P. Lynch	G. Rao	M. Winfield
M. Di Paolantonio	W. Maas	S. Rehaag	G. Zhu
A. D’Souza	A. MacLachlan	N. Robinson	

1. Chair’s Remarks

The Chair welcomed Senators and wished them a happy new year.

Members were thanked for attending this special meeting to engage in a discussion of university governance and academic policy and planning matters arising from the *Report of the Auditor General of Ontario on the value-for-money audit of the University*. The minutes will be included in the agenda of the 15 February Senate meeting, along with any potential matters that may arise from the special meeting as determined by the Executive Committee.

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2. President's Remarks

To help set the stage for an informed discussion of the AGO report and its recommendations, the President provided brief contextual remarks on the nature and purpose of value-for-money audit exercises and the expectations of the University in response to the Auditor General's report. Highlighted were the following key points:

- all post-secondary institutions are to have value-for-money audits conducted to assess their financial sustainability; York was selected at this time as the Auditor General wanted a large university audited following the completion of such exercises at a series of smaller institutions in the province
- the inaccuracies in the York Audit report, specifically pertaining to the inflation of senior administration positions and salaries, recommendations made, and assumptions on the comprehensive purpose and operations of the University
- The Auditor General has authority to approve the University's responses to the audit recommendations, which are expected to be submitted in the next two years
- The importance of limiting the focus on the audit recommendations in pursuing the University's strategic planning to address financial pressures and enrolment challenges

3. Business for Which Due Notice has been Given

Referring to Executive's briefing note circulated with the agenda, Senators' comments, reflections and questions on the Audit report and recommendations were invited. Noting that the Rules of Senate apply to special meetings, the Chair advised that flexibility will be exercised as appropriate to facilitate a thorough dialogue among members since the discussion of the report is the sole item of business at this special meeting.

A comprehensive discussion emerged in which many Senators shared comments, raised questions and offered suggestions for actions to be taken in response to the information contained in the Audit report. A full summary of Senators' input is set out in Appendix A to these minutes. In the summary document, the individual commentaries and recommended actions have been mapped to the relevant "owners" with oversight responsibility for the actions and / or responses. This high-level framing will help Senate Executive in the first instance to determine options for responding to Senate's input and requests with refined plans to be developed in subsequent stages.

Senate Executive will report to Senate in February on its response to the input received at the Special meeting.

Poonam Puri, Chair

Pascal Robichaud, Secretary

Summary of Suggestions, Questions and Comments from January Special Meeting of Senate

Suggestion / Question / Commentary
<p>What are the assurances we can have, particularly as we continue to expand with a School of Medicine and the Markham Campus, that the development of the capital projects will not jeopardize other academic priorities?</p>
<p>Propose establishment of a Finance and Budget committee of Senate; several other universities have such a Senate body; Senators on the Board of Governors not permitted membership on Board Finance & Audit Committee; the establishment of such a committee would reinforce the importance of Senate's ability to better address these financial concerns.</p>
<p>What are the costs and risks financially with expansion to a School of Medicine?</p>
<p>Is Markham Campus going to jeopardize other activities and priorities at the University?</p>
<p>Referring to issues raised in YUFA's recent report on governance, it was asked what plans there are to curb the damage the large number of grievances are causing, including their financial impact. Relatedly, what plans are there for strengthening the University's governance?</p>
<p>The issue of small programs was raised in the AGO report. The absence of a collegial process around a decision to suspend a program is one for discussion; there isn't a transparent process for making a decision to suspend - or suspend funding for - a program; guidelines should be established for transparency on how the admissions suspension process happens and clarity on the status of a program after successive years of admission suspension.</p>
<p>Noting recommendations #4 and 7 in the AGO report, concern about the outpaced spending on capital projects, the University's reluctance to taking up the wage re-opener process, growth in number of senior administration positions and salaries for them relative to enrolments and the financial capacity of the University. Has the same concern for fairness used for senior administration compensation and decisions been applied to all university employees? If not, why not?</p>
<p>Challenges to the post-secondary education sector are being advanced by the government, here and globally. The University needs to be seen to give value for public monies, seeing pressures in the City of Toronto and elsewhere along these lines. We are all interested in the success and future of York.</p> <p>Is there a way of capturing the insights and creativity from the University community to address the issues we are facing? For example, it there thinking</p> <ul style="list-style-type: none"> • how to use the assets and resources we have to drive revenue to support our goals • establish guidelines for assessing the success of new programs to foster experimentation and decisions on sustained investments in them
<p>What action is the University taking to improve on performance indicators, and develop the strategies and timelines for them?</p>

Further to the suggestion on a process for suspension of admissions to degree programs, it is important to have prior consultation with both faculty members and students in the affected programs to inform decisions being taken.
The composition of Senate might be worth re-examining as it can be seen as administrative heavy.
Would be helpful to disaggregate the faculty salary data in the AG report; does the faculty data include CUPE employees? Would like more background and context on this data. A Senate budget committee would help Senate understand the numbers.
While the Province created many of the financial problems, the financial model for universities will not apply in the future. Suggest we capture the innovation of the community to respond and create a new model. For example, employ an entrepreneurial model to the University's existing assets to generate additional revenue.
Suggest a governance review of the current process for assessing program sustainability.
Request information be provided on the growth of CPM compensation/funding as compared to other employee groups, and the change in the number of CPM members compared to other employee groups.
Why was the December meeting of Senate cancelled when the AGO report was tabled?
Regarding AVP Equity and other AVP positions, would like to see more description for such positions and more transparency provided to Senate around recruitment for these positions.
Recommend a review of the SHARP model and its use at York.
Would like information on why the University has been investing capital in new buildings vs deferred maintenance, with such a large and urgent list of renovation and upgrade projects.
Call for data on the financial status of Faculties to be transparent on poor performing faculties, including Glendon.
The Board of Governors membership does not reflect the University community; it is more reflective of the business community. Why is that?
While the University's structures is established, consultation with students is lacking.

The Senate of York University – Minutes

Meeting: Thursday, 25 January 2024 at 3:00 pm via zoom

P. Puri (Chair)	M. Di Paolantonio	W. Maas	A. Pyée
L. Sergio (Vice-Chair)	M. Ebrahimi	A. MacLachlan	G. Rao
P. Robichaud (Secretary)	C. Ehrlich	A. Macpherson	S. Rehaag
G. Alboiu	J. Elwick	S. Mahadeo	T. Remmel
O. Alexandrakis	O. Eyawo	H. Mahon	N. Robinson
M. Annisette	T. Farrow	D. Matten	V. Saridakis
A. Asif	D. Fernandez	A. Maxwell	R. Savage
G. Audette	M. Fiola	C. McAulay	B. Spotton Visano
N. Balyasnikova	S. Gajic-Bruyca	A. McKenzie	C. Steele
R. Bashir	L. Gilbert	J.J. McMurtry	D. Steinfeld
T. Baumgartner	M. Giudice	R. Metcalfe	M. Tadros
L. Bay-Chen	A. Glasbeek	M. Morrow	M-A. Tarc
S. Bay-Chen	J. Goodyer	R. Mykitiuk	K. Tasa
A. Belcastro	R. Green	A. Narimani	A. Taves
S. Bell	M. Hamadeh	D. Nevelev	G. Turlakis
D. Berbecel	M. Haslam	L. Nguyen	P. Tsisis
M. Biehl	A. Hilliker	R. Ophir	R. Tsushima
M. Bloom	W.M. Ho	K. Oraka	B. van Rensburg
S. Bohn	Y. Hwang	M. Ott	W. van Wijngaarden
S. Brooke	S. Karimi	A. Ouedraogo	G. Vanstone
M-H. Budworth	P. Kelly	D. Palermo	A. Viens
P. Burke-Wood	K. Kontogiannis	S. Paradis	R. Vivès
S. Bury	A. Kosavic	P. Park	R. Wang
D. Cabianca	T. Kubiseski	A. Pathak	S. Warwick
M. Cado	M. Lambert-Drache	V. Pavri	N. Waweru
N. Couto	M-H. Larochelle	A. Pechawis	R. Wellen
A. Crosby	S. Lazarev	D. Peters	R. Whiston
A. Czekanski	R. Lee	L. Philipps	M. Winfield
C. Da’Silva	N. Lemish	M. Poirier	G. Zhu
A. Davis	R. Lenton	M. Poon	
S. Day	P. Lynch	E-H. Prince	

1. Chair’s Remarks

The Chair, Poonam Puri, thanked members for attending the January 18 special Senate meeting. The Chair also shared that Amanda Wassermuhl, Assistant Secretary of the University, is leaving the University Secretariat to take on a new opportunity at Osgoode Hall. She joined her Secretariat colleagues in thanking Amanda for her

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valuable contributions supporting governance and her warm collegiality, and wished her success at Osgoode.

2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

The report of the Academic Colleague to the Council of Ontario Universities, Senator William van Wijngaarden, was received.

4. President's Items

The President spoke to the financial pressures facing the University, including uncertainties and deficits projected by many institutions, and the anticipation of the government's response to the Blue Panel Report regarding funding. She highlighted missed international enrollment targets and the imposition of federal caps contributing to substantial deficits. The University's response to these financial challenges involved beginning to prioritize for the 2025-2030 University Academic Plan (UAP), expanding research in alignment with Strategic Research Plan, increasing external revenue, and engaging with COU to advocate for government funding in the upcoming provincial budget.

Committee Reports

5. Executive Committee

- a. The Rules of Senate: Revisions to Membership and editorial updates

Notice was provided of intent to *put the following statutory motion to Senate:*

That Senate approve amendments to the Rules of Senate to integrate representation from the Markham campus in the Senate membership and make editorial updates to reflect recent changes in titles of senior administration positions, as set out in Appendices A and B of the Rules of Senate.

- b. Senate Membership for 2024-2026

Notice was provided of intent to *put the following Statutory Motion to Senate:*

That Senate approve the membership of Senate for the period 1 July 2024 - 30 June 2026 with a maximum of 169 and distribution as set out below, with the School of Arts, Media, Performance & Design, the Faculty of Liberal Arts &

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Professional Studies, the Lassonde School of Engineering and the Faculty of Science, as the anchor Faculties delivering Markham campus programming, encouraged to consider allocating one of their Faculty seats to be filled by a faculty member who will be based at the Markham campus.

Members specified by the York Act (Total of 21)

Chancellor (1)

President (1)

Vice-Presidents (5)

Deans and Principal (12, including Dean of Libraries)

Two-to-four members of Board (2)

Faculty Members Elected by Faculty Councils (Total of 99)

Arts, Media, Performance and Design 7¹ (minimum of 2 chairs)

Education 4

Environmental and Urban Change 4

Glendon 7 (minimum of 1 Chair)

Health 13 (minimum of 2 Chairs)

Lassonde 9² (minimum of 1 Chair)

Liberal Arts & Professional Studies 34³ (minimum 13 Chairs and 2 contract faculty members)

Osgoode 4

Schulich 5

Science 12⁴ (minimum of 2 Chairs)

Librarians (Total of 2)

Students (Total of 28)

2 for each Faculty, except 6 for LA&PS

Graduate Student Association (1)

York Federation of Students (1)

Other Members (Total of 13)

Chair of Senate (1)

Vice-Chair of Senate (1)

Deputy Provost, Markham (1)

¹ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member.

² An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member.

³ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member.

⁴ An anchor Faculty delivering programming at the Markham campus, encouraged to allocate a seat for a Markham-based faculty member.

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Academic Colleague (1)
President of YUFA (1)
YUSA Member (1)
Member of CUPE 3903 (1)
Alumni (2)
College Heads (1)
Assistant Vice-Provost and University Registrar (1)”

The Vice-Chair reported that the working group struck in the fall to review of the Senate *Policy on Academic Implications of Disruptions of Cessations of University Business Due to Labour Disputes or Other Causes* has held its first meeting and the review is progressing.

The Vice Chair reported that the Academic Standards, Curriculum & Pedagogy Committee has transmitted its 2023-2024 priorities.

6. Academic Policy, Planning and Research

a. Establishment and disestablishment of academic units, Glendon

Notice was provided of intent to *put the following motion to Senate*:

- a. The establishment of the following four (4) new academic units within Glendon, effective 1 September 2024:
 - i. Department of Global Communications and Cultures
 - ii. Department of Science
 - iii. Department of Economics, Business and Mathematics
 - iv. Department of Global and Social Studies
- b. The disestablishment of the following 14 existing academic units within Glendon, effective 1 September 2024:
 - i. Centre of formation linguistique pour les études en français
 - ii. Department of English
 - iii. Department of Economics
 - iv. Department of French Studies
 - v. Department of Hispanic Studies
 - vi. Department of History
 - vii. Department of International Studies
 - viii. Department of Mathematics
 - ix. Department of Multidisciplinary Studies
 - x. Department of Philosophy
 - xi. Department of Psychology
 - xii. Department of Sociology

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xiii. School of Translation

- c. The transfer of the constituent academic programs and curricula from the 14 existing departments to the above-noted four new departments.

The Principal at Glendon provided an overview of the consultation process to develop the proposal, which was carried out over two years, included engagement of colleagues in multiple faculties, extensive consultation of the Glendon *Priorities, Planning, and Nomination Committee*, and calls to the Community for feedback.

The Committee Chair engaged Senators in a preliminary discussion about the motion. Senators spoke to the following concerns:

- There was a view that the Glendon Faculty Council recommended the motion without the consent of the affected departments, namely Political Science and without sufficient outreach to cognate departments at Keele. Efforts were made by departments to address enrolment, reduce duplication with interdisciplinary studies, and better clarify enrolment language requirements with the Ontario Universities' Application Centre. There is a need for a multi-campus recruitment strategy.
- Anxiety amongst faculty members at Glendon per the impact of the proposal. The suggestion was made to consider moving staff between campuses in the event of the necessary closure of jobs, with a plea that the University be compassionate to impacted staff.
- Concerns that Glendon needs a clearer *raison d'être*, as only 20% of students take courses in French and that the proposal may not fully address the bigger issue of financial sustainability, or the need to increase enrolment at Glendon.
- A Senator noted that fewer than 50% of Committee members voted on the proposal.

The Chair of Senate reminded members there will an opportunity to further debate the motion at a future meeting of Senate.

b. Annual Report on Research

The Annual Report on Research was presented along with a summary of key items. These included:

- Overall doubling of research income over past 10 years despite Canada-wide reduction of 2.6% in 2022, maintained the University's externally sponsored research income at a level exceeding \$100M for 5 years in succession, with a 5.6% increase in FY2022, and being one of 4 of the 18 Ontario Universities that saw an increase in research revenue in 2022

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- The University's upward momentum in global rankings, movement from the 401-500 band to the 351-400 band in 2024 in the Times Higher Education World University Rankings
- Increasing number of publications and maintaining a national rank of 16th

2. Academic Standards, Curriculum and Pedagogy

- a. Addition of new fields to the MA and PhD degree programs in Humanities, Faculty of Liberal Arts and Professional Studies

It was moved, seconded and *carried* **that Senate approve the MA and PhD degree programs in Humanities effective F2024.**

- b. Addition, renaming of a field and merging of fields in the MA and PhD degree programs in History, Faculty of Liberal Arts and Professional Studies

It was moved, seconded and *carried* **that Senate approve the following field changes to the MA and PhD degree programs in History, Faculty of Liberal Arts & Professional Studies, effective FW' 2024:**

- i. Addition of a new field in Indigenous History**
 - ii. Renaming of the East Asian History field to Asian History**
 - iii. Incorporating the British History field under the European History field**
- c. Establishment of 90-credit BA and BSc degree programs in Movement and Health, School of Kinesiology and Health Science, Faculty of Health

It was moved, seconded and *carried* **that Senate approve the establishment of 90-credit BA and BSc degree program options in Movement and Health, School of Kinesiology and Health Science, Faculty of Health, effective 1 May 2024.**

- d. Information Items

ASCP reported that it had approved minor changes to degree requirements for the following programs:

Glendon

Elimination of Specialized Honours options for the following undergraduate degree programs:

- French Studies (Bachelor of Arts)
- Sociology (Bachelor of Arts)
- Spanish & Latin American Cultures and Societies (Bachelor of Arts)
- English (Bachelor of Arts; International Bachelor of Arts)

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Health

BA and BSc degree program in Global Health
Course options for the Cross-Disciplinary Certificate in Aging, Global Health

Lassonde

BEng specialized Honours in Mechanical Engineering

Schulich

Undergraduate (BBA/iBBA) Certificate in International Management
Master in Management degree
MBA/MES Graduate Diploma in Business and the Environment

ASCP also reported changes to Faculty and program regulations to comply with to the new University grading scheme in the following Faculties:

Glendon, effective 29 November 2023

Lassonde, effective 15 November 2023

7. Other Business

There being no further business, Senate adjourned.

8. Other Business

Consent Agenda Items

9. Minutes of the Meeting of November 23, 2023

Senate approved by consent the minutes of the 23 November 2023 meeting of Senate.

10. Policy and Procedure on Academic Accommodation for Students' Religious Observances: Minor Revisions

Minor revisions to the Policy and Procedure on Academic Accommodation for Students' Religious Observances were approved by consent.

11. Definition of Professional Masters in the University Academic Nomenclature: Minor revision

Minor revision to the definition of Professional Masters in the University Academic Nomenclature was approved by consent.

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12. MES Program, Environmental and Urban Change: Addition of a part-time entry option

Addition of a part-time entry option for the Master in Environmental Studies was approved by consent.

13. Senators on the Board of Governors re: November 2023 Meeting of the Board (M. Budworth; R. Green, for information)

A synopsis of the Board meeting of November 27, 2023 was noted.

Poonam Puri, Chair _____

Pascal Robichaud, Secretary _____