



York University Senate

Notice of Meeting

Thursday, 26 October 2023, 3:00pm-5:00pm

Dr. Robert Everett Senate Chamber, N940 Ross Building

AGENDA

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- 1. Chair’s Remarks (P. Puri)
- 2. Business Arising from the Minutes
- 3. Inquiries and Communications
- 4. President’s Items (R. Lenton)
 - a. FW 2023-2024 enrolment update and flow-through resource challenges
 - b. Auditor General value-for-money audit of the University: update
 - c. Blue Ribbon Panel on Financial Sustainability in the Post-secondary Education Sector: update
 - d. Kudos report.....1

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 - a. Election of Members of Non-Designated Senate Committees (For approval)

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

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- a. Establishment of PhD program in Disaster and Emergency Management, School of Administrative Studies, LAPS (Appendix A, page 26)
- b. Establishment of a BA Honours Minor in Chinese Studies, Department of Languages, Literatures and Linguistics, LAPS (Appendix B, page 136)
- c. Closure of the International Bachelor of Business Administration (iBBA) degree program, Schulich School of Business (Appendix C, page 191)

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P. Robichaud, Secretary

PRESIDENT'S KUDOS REPORT

OCTOBER 2023



York University awarded [honorary degrees](#) to four outstanding individuals recognized as exemplary changemakers during the 2023 Fall Convocation, which took place from Oct. 11 to 20. Below are the honorary degree recipients:

- Itah Sadu, author, entrepreneur (Honorary doctor of laws)
- Wes Hall, Chair and founder of WeShall Investments, television personality (Honorary doctor of laws)
- Andromache Karakatsanis, justice of the Supreme Court of Canada (Honorary doctor of laws)
- Nnimmo Bassey, architect, poet and environmental activist (Honorary doctor of laws)



York University has climbed 47 spots in the latest [Times Higher Education \(THE\) World Rankings](#) and continues to establish itself as a beacon of excellence and a leader in international outlook. The World University Rankings assess university performance to inform students, academics and those within higher education of institutional missions and successes. It considers data for three main areas: research, impact and teaching. This year, York has placed in the 300s out of more than 1,900 universities worldwide. The University's upward movement in the rankings reinforces York's exceptional international co-authorships, commitment to collaboration and overall international reputation as a global influencer.



On Sept. 28, York University's Schulich School of Business hosted a milestone event celebrating the renaming of the school's Executive Learning Centre in honour of Dean Emeritus [Dezső J. Horváth](#). Horváth led the school for 32 years, making him the longest-serving dean of any major business school in the world. As dean, Horváth helped Schulich attain international prominence and renown. He transformed Schulich into a global business school and expanded its reach and influence around the world. He also spearheaded the development of innovative degrees and pioneering programs and helped make Schulich a world leader in the field of responsible business, among others.



Glendon College hosted a bilingual [Student Entrepreneur Competition](#) on Sept. 28. Presented by the Glendon Entrepreneuriat et Innovation A L'international (GENIAL) team and Desjardins Group, this pitch competition showcased innovative projects developed by Glendon students looking to hone their entrepreneurial skills. The grand prize went to Oriane Diebou for her startup *Ori-Krea: La mode africaine sur mesure*, which creates garments and accessories using African fabrics and materials.



[Patricia Burke Wood](#) received a Shastri Indo-Canadian Institute award for Faculty Collaboration and Internationalization (SFCI). Wood will work with colleagues from the Indian Institutes of Technology (IIT) on "Urban Theory and Methodology - Integrating Perspectives from the Global South and North." The project will strengthen the collaboration between the two participating faculty members (Wood and Himanshu Burte from IIT) and their institutions in thematic areas of urban studies, geography, planning and infrastructure.



Each year, the [York University Alumni Awards](#) recognize outstanding alumni who have achieved the extraordinary and are working to right the future by creating positive change in their fields. The Awards celebrate the broad York alumni community of innovators, activists and researchers and its long-standing commitment to the public good. This year's recipients are:

- Outstanding Contribution: Harry S. LaForme (LLB '77, LLD '08) OC, IPC, senior counsel, Olthius Kleer Townshend LL.P
- Outstanding Achievement: Fatima Israel (MBA '06), EY Canada chief marketing officer
- Tentanda Via: Flavien P. Jourbert (MES '03), minister for agriculture, climate change and environment on the island of Seychelles
- One to Watch: Temo Primrose Gare (BA '12), journalist, television host, executive producer, Fibe TV; founder, Okavango Media



Faculty of Science Professor [Peter Backx](#) has been named a Fellow of the Canadian Academy of Health Sciences for his research advancing understanding of the heart, and his discovery of new approaches to treating cardiac arrhythmias. Election to Fellowship in the Academy is considered one of the highest honours for individuals in the Canadian health sciences community and carries with it a covenant to serve the Academy and the future well-being of the health sciences irrespective of the Fellow's specific discipline.



YSpace, the entrepreneurship and innovation hub of York University within the Office of the Vice President of Research & Innovation, celebrated a significant occasion on Sept. 28th by hosting the [Technology Accelerator Demo Day](#). During this event, the top three startups from the 2023 cohort were recognized for their innovation in Tech with a combined total of \$30K in cash awards. The winners were:

- First Place: [Linggo](#), for providing assistive communication technology and clinical training to support a person's ability to communicate, develop language and socialize with others on a daily basis.
- Second Place: [Carity](#), for transforming car buying and selling through consumer-led digital solutions, powered by conversational AI.
- Third Place: [Aruna Revolution](#), for revolutionizing the way we manage our menstrual health by creating compostable menstrual pads, that are made of local food and crop waste.



Thirteen women with affiliations to York University are recognized as key figures in how the city of Toronto is shaped as part of the Myseum of Toronto's latest project, [The 52: Stories of Women Who Transformed Toronto](#). The multi-year project celebrates the contributions of women to the city of Toronto in art, culture, politics, sports, technology, business and more, and debuted Sept. 23 during Nuit Blanche. The work premiered as a participatory performance where the stories of the 52 women were brought to life through original monologues written by 24 playwrights. Participants had the opportunity to step into the shoes of one of the 52 women by reading excerpts from the monologues. Among those honoured were six York alumni, one former faculty member and six honorary degree recipients. These honourees include:

York University alum:

- Jillian Andrew (BA '01, '02, BEd '03, PhD '18) – MPP, Toronto-St. Paul's
- Cheri DiNovo (BA '94) – United Church of Canada minister, activist and politician
- Saadia Muzaffar (BA '01) – tech entrepreneur and author
- Rosemary Sadlier (BA '75) – social justice advocate, researcher and author
- Judith Snow (MA '76) – independent living advocate, community organizer and disability justice activist
- Kathleen Taylor (JD '84, MBA '84, LLD '14) – Chair of the Board of Directors of Royal Bank of Canada/business executive, York University's 14th chancellor

Former faculty:

- Menaka Thakkar (DLitt '93) – dancer and choreographer

Honorary degree recipients:

- Roberta L. Bondar (DSc '92) – Canadian astronaut and neurologist
- Adrienne Clarkson (LLD '03) – governor general, journalist and author
- Cathy Crowe (LLD '10) – nurse and health-care activist
- Karen Kain (LLD '79) – ballet dancer and artistic director
- Rosalie Silberman Abella (LLD '91) – Canadian Supreme Court justice
- Min Sook Lee (MES '14) – filmmaker and activist



At the [2023 Ontario Professional Planners' Institute \(OPPI\)](#) conference, two York U alumni took home prestigious awards for their professional work. MES-Planning grad, Jenna Davidson and team were recognized with the "PlanOn Vision Award: Planning Process" for their project respecting the Saugreen First Nation Creator's Garden and Amphitheatre Master Plan. Another MES-Planning alum, Will Lamond and his colleague were announced as this year's recipients of the "PlanOn Vision Award: Planning Documentation" for their work on the Town of Kingsville Temporary Farm Worker Housing Study.



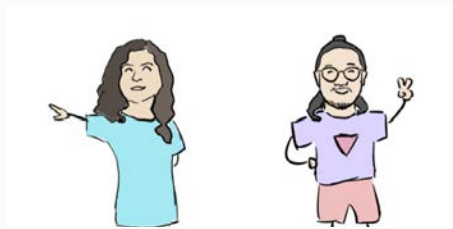
Launched Sept. 27 at York's Glendon Campus, the [Observatory of Populism in Canada](#) is a first-of-its-kind research endeavour that will work to generate, support and highlight empirical and theoretical research on populism's role in Canadian society. The Observatory is led by Emily Laxer (associate professor of sociology at Glendon and York Research Chair in Populism, Rights and Legality) in collaboration with Rémi Vivès (assistant professor of economics at Glendon) and Efe Peker (assistant professor of sociology and political science at the University of Ottawa), and supports the University's priority to advance research on significant developments of our time.



[Associate Professor Danielle Robinson](#) and [Assistant Professor Robyn Cumming](#) received York University's School of the Arts, Media, Performance & Design (AMPD) Teaching Awards in recognition of excellence in mentorship, curriculum and pedagogy. Robinson, who was awarded the AMPD Senior Teaching Award, and Cumming, who received the AMPD Junior Teaching Award, were honoured at the first Faculty Council of the 2023-24 academic year on Sept. 20.



A Will To Dream, a film by [Patrick Alcedo](#), Chair and professor in the Department of Dance, won Best Documentary Film or Video from the International Council for Traditions of Music and Dance. The International Council for Traditions of Music and Dance Documentary Film or Video Prize is awarded annually for an exceptional film or video, which makes a significant contribution to the ICTMD's mission: "To promote research, documentation, safeguarding, and sustainability of music, dance, and related performing arts, taking into account the diversity of cultural practices, past and present, and scholarly traditions worldwide."



Kai Zhuang, assistant professor in the Department of Electrical Engineering & Computer Science, and Mojgan Jadidi, associate professor in the Department of Civil Engineering at York University's Lassonde School of Engineering, were honoured with a [Best Paper Award](#) at the 2023 American Society of Engineering Education Annual Conference for a paper titled, "Visual Verbal Integrated (VIVID) Comics – A pedagogy for teaching." As summarized in their awarded paper, Zhuang and Jadidi are developing and piloting a pedagogy called Visual Verbal Integrated (VIVID) Storytelling, which aims to address the challenges associated with teaching humanistic skills to engineering students.



Academy Award nominee and York theatre alumna [Rachel McAdams](#) (BFA '01) will make her Broadway debut starring in *Mary Jane*, a play written by Pulitzer Prize finalist Amy Herzog. Anne Kauffman, who recently oversaw an acclaimed revival of *The Sign in Sydney Brustein's Window*, will direct. The production will begin previews on Tuesday, April 2, 2024 at the Samuel J. Friedman Theatre. An opening date and additional casting will be announced later.



[Christina Sharpe](#), a professor and Tier 1 Canada Research Chair in Black Studies at York University, was recently recognized by the National Book Foundation for her new book, *Ordinary Notes* (Farrar, Straus and Giroux/Macmillan Publishers, 2023). Longlisted for the National Book Award for non-fiction, Sharpe's book was named among nine other finalists for the prestigious award, out of 638 publisher submissions in the non-fiction category. *Ordinary Notes* has garnered widespread acclaim for its literary innovation and careful exploration of profound themes surrounding loss and the dynamics of Black life.



York nursing student [Leo Macawile](#) received the prestigious Student of Distinction Award from the Registered Nurses Association of Ontario. The Student of Distinction award honours a current undergraduate nursing student who has made significant contributions acting as a change agent, resource and mentor within their undergraduate nursing program. This student also shows active involvement in RNAO regions, chapters or interest groups. He has created and organized several equity-based initiatives, which include Canada's first and largest student-led initiative to recognize the contributions of Filipino nurses in Canada, a "Walk with Prof" initiative to encourage student-faculty connections, and celebrations for Asian Heritage Month, Black History Month and Pride Month.



[Marianna Shepherd](#), an adjunct professor in the Centre for Research in Earth & Space Science at York University's Lassonde School of Engineering, received a Distinguished Service Award from the Scientific Committee on Solar-Terrestrial Physics (SCOSTEP) in recognition of nearly a decade of serving as a scientific secretary. SCOSTEP is a thematic body of the International Science Council that aims to strengthen and share knowledge on solar-terrestrial physics across broad scientific communities. In collaboration with members from over 34 countries, SCOSTEP brings its vision to life through interdisciplinary and public outreach programs and projects related to sun-Earth connections. As scientific secretary, Shepherd's list of responsibilities included organizing international symposia, facilitating educational programs and supporting international collaborations. In doing so, she has helped contribute to the elevation of SCOSTEP's global impact.



Student researchers, supervised by professors Regina Lee and Jinjun Shan in the Department of Earth & Space Science & Engineering at York University's Lassonde School of Engineering, launched and tested new space technologies into the stratosphere as part of the [Strato-Science 2023 campaign](#), which provides post-secondary students with opportunities to design, build and test small payloads aboard high-altitude balloon systems. The two projects, and their experiential impact, were:



- Resident Space Object Near-space Astrometric Research (RSOnar) v2: This project, which was equipped with four independent imaging systems, was propelled to a cruising altitude of 37 kilometres, where it surveyed the stars and captured images of passing satellites and space debris via a dual-purpose star tracker concept.
- Miniature Imaging Fabry-Perot Spectrometer (MIFPS): This scientific instrument takes accurate, high-resolution measurements of the molecular oxygen atmospheric band, providing useful information on various parameters that can help improve understanding of cloud and aerosol properties and inform solutions for climate and air quality concerns.



Thirteen faculty members from York University's Lassonde School of Engineering were awarded Natural Sciences & Engineering Research Council of Canada (NSERC) Discovery Grants, totalling \$2.73 million in funding to support new and ongoing research. Two other faculty members received NSERC Research Tools & Instruments grants totalling a combined \$300,000. The programs that received funding this year aim to tackle emerging global issues and complex challenges in engineering and science, with many programs exploring the diverse applications of artificial intelligence (AI) methods, extending research to flood forecasting, medical devices and digital cameras, to name a few examples. Learn more about the individual recipients, and their funded research programs [here](#).



Professor [Kohitij Kar](#), from York University's Department of Biology in the Faculty of Science, is among 28 early-career researchers who received grants valued at \$100,000 from Brain Canada's Future Leaders in Canadian Brain Research program. Kar, a Canada Research Chair in Visual Neuroscience, combines machine learning and neuroscience to better understand visual intelligence. His new project funded by Brain Canada will explore these intersections in the context of autism.



[Christina Petrowska Quilico](#), pianist and professor emerita, will receive the 2023 Oskar Morawetz Award for Excellence in Music Performance. This award acknowledges Canadian classical musicians and is presented biennially to an exceptional Canadian performer in this field. Petrowska Quilico will be honored with the award during the opening night gala of the Kindred Spirits Orchestra's 2023-24 season in Markham, Ontario on Saturday, Oct. 21, where she will perform the piano concerto by Witold Lutoslawski as part of a program titled *War and Peace*.

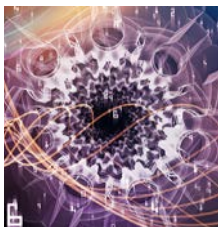


[BEST Bridge to Startup](#) (BB2S), the four-month Bergeron Entrepreneurs in Science and Technology (BEST) summer entrepreneurship experience that launched in the summer of 2023, has empowered students in the Lassonde School of Engineering to create startups aligned with the UN's Sustainable Development Goals, focusing on areas including artificial intelligence, accessibility and energy consumption. The resulting inaugural projects are:

- **Chatbase:** Created by computer science students Yasser Elsaid and Pegah Fallah, Chatbase is an AI chatbot builder that trains ChatGPT on an individual's data and lets them add a chat widget to their website.
- **Reefers:** Created by mechanical engineering students Mhd Youssef Demashkieh and Jad Zeitoun, Reefers is an energy recovery system that uses exhaust gases to create electricity to power the refrigeration system of refrigerated truck trailers.
- **Handifuel:** Created by computer science alum Abbas Qassim and computer science student Solomon Ukwosah, Handifuel automates the fuelling process by building a robotic arm that will eliminate the need for mobility-challenged individuals to manually complete the process.
- **PowerRanger:** Created by mechanical engineering alum Rizwan Bhatti, electrical engineering student Christopher Korfmann and software engineering student Mohammed Fulwala, PowerRange is an autonomous, remote power line inspection robot that helps minimize production downtime and prevent unexpected power outages by quickly identifying faults, pinpointing their locations and understanding their causes.
- **MechTronX:** Created by mechanical engineering students Mohammad Shamil, Muhammad Ali Toor and Eric Wong, MechTronX is a tech company that specializes in providing cost-effective, customized solutions that cater to the unique technical requirements of early-stage companies.



York University Professor Emeritus, [Stanislav Kirschbaum](#), has been honoured with the Daniel Rapant Prize for his contributions to advancing knowledge of Slovak history. He was awarded the prize via Zoom with Slovakia on Sept. 20, at the conclusion of an academic conference organized in Bratislava by Matica Slovenská. Matica Slovenská is a historic Slovak cultural institution founded in 1863, which, since 1995, awards this medal to persons recognized for their contributions to the development of the historical sciences and their efforts to make Slovak history and the life of Slovaks known at home and abroad. The award is named after Daniel Rapant, a professor at Slovak (now Comenius) University in Bratislava, who was the most outstanding Slovak historian of the 20th century and is considered generally to be the father of Slovak history. Kirschbaum, who taught at Glendon College from 1970 to 2022, is recognized internationally as a leading expert on Slovak politics and history. His book *History of Slovakia: The Struggle for Survival* (2nd edition, 2005) is the first comprehensive history of the Slovak people, not just in English but in any non-Slovak language, as is his *Historical Dictionary of Slovakia* (3rd edition, 2014).



More than 20 faculty members from York University's Faculty of Science were collectively awarded over \$4 million in Natural Sciences & Engineering Research Council of Canada (NSERC) Discovery Grants to continue advancing scientific innovation. Faculty from chemistry, physics, math, biology and other departments were represented among the recipients of grants with either one- or five-year terms. The funding will go towards enabling Faculty of Science researchers to independently pursue long-term research programs, innovative research activities, diverse partnerships and interdisciplinary collaborations. Learn more about the individual recipients, and their funded research programs [here](#).



York University's Schulich School of Business recently announced the winners of three prestigious scholarships in the [Master of Real Estate & Infrastructure \(MREI\) program](#). The award winners are:

- Jessica Anane (MREI candidate '24): The Gary Whitelaw Strength in Diversity Award
- Bianca Gornik (MREI candidate '24): The Edward Sonshine Scholarship
- Sonal Bagga (MREI candidate '24): The inaugural Graywood Developments Master of Real Estate & Infrastructure Award



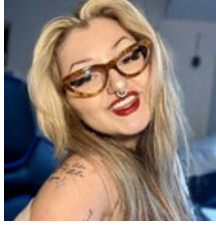
Ten scholars will advance York University's growing global health research community as recipients of the [2023-24 Dahdaleh Global Health Graduate Scholarship](#). The program was created to support graduate research and related scholarly and creative activities in line with the three themes of the Dahdaleh Institute: planetary health; global health and humanitarianism; and global health foresighting. The scholarship is granted annually to graduate students who demonstrate outstanding academic achievement in global health research.

The new recipients are:

- Alexandra Scott – The Myth of “Good Enough”: Law, Engineering, and Autonomous Weapons Systems
- Caroline Duncan – Optimizing Water Safety in Cambridge Bay Using Participatory System Dynamics
- Efram Agbe – Digital deprivation: ICT education and social vulnerability in Ghana

The returning recipients are:

- Hillary Birch – More than Access: The urban governance of water quality in Lusaka, Zambia;
- Michael De Santi – Improving Water Safety in Humanitarian Response with a Novel AI-Enabled Quantitative Microbial Risk Assessment Model;
- Nawang Yanga – Tuberculosis in Tibetan Refugee Settlements in India: Insights into Lived Experiences;
- Nilanjana Ganguli – Assessing community resilience to the gendered health impacts of climate change in Malawi's Lake Chilwa Basin;
- Raphael Aguiar – Urban Political Ecologies of AMR and other interdependent threats;
- Sukriti Singh – Building a Model of Global Mental Health Governance to Support the Mental Health of Health Professionals; and
- Yuliya Chorna – Anthropology of global health policy-making and financing of Tuberculosis response.



York University's [Robarts Centre for Canadian Studies](#) has announced the winners of two prestigious academic awards recognizing the best graduate dissertation and undergraduate paper in a fourth-year course that advances knowledge of Canada. The award winners are:

- Min Ah (Angie) Park: The Barbara Godard Prize for the Best York University Dissertation in Canadian Studies, for "Diversity in 'the Korean Way': Transcultural Identities in Contemporary Diasporic Korean Literature and Media in North America."
- Christine Cooling: The Odessa Prize for the best undergraduate paper in a fourth-year course for "Reimagining Broadcasting Policy in a Networked Canada: Debating Digital Sovereignty and Democratic Reform."



York University's Schulich School of Business and [Techstars Toronto](#) have formalized a new annual talent partnership, with six top Schulich MBAs assigned to support the accelerator and its cohort of 24 startups. The MBA students will assist in developing marketing plans, lead generation, financial forecasting and modelling, and will also support Techstars startup founders with achieving their in-program benchmarks and milestones. The partnership also provides the six Schulich MBA students with access to Techstars workshops, resources and their community of founders and venture capital leaders. The students will work from both the Techstars Toronto office at OneEleven and at Schulich's Office of Innovation & Entrepreneurship on York University's Keele Campus. The first five Schulich MBA students hired are:

- Aasma Pratap Singh (MBA '24 – former senior consultant at EY and PwC India)
- Harjot Singh Juneja (MBA '24 – former investment analyst with Dexter Angels in India)
- Abhishek Bapat (MBA '24 – past intern at Define Capital)
- Kumar Shanu (MBA '23 – past intern with Telus Ventures)
- Payal Aggarwal (MBA '23 – former founder institute program manager)



York University Faculty of Health Professor [David Hood](#) received a more than \$1 million grant over five years from the Canadian Institutes of Health Research (CIHR) to study the role of exercise, sex and age on muscle decline by delving into the role of lysosomes in clearing out bad mitochondria from muscles. Hood, founder of the Muscle Health Research Centre at York, has been studying the synthesis of mitochondria and musculature for decades. More recently, he has taken an interest in the role of lysosomes – the "Pac-Man" organelles responsible for clearing out cellular materials when they no longer function as they should – in the removal process of worn-out mitochondria.



The Capital Markets Tribunal announced the appointment of [Mary Condon](#), Professor of Law at Osgoode Hall Law School as one of two new Adjudicators. The Adjudicators will serve a two-year term, effective Sept. 28, 2023. Condon teaches Securities Regulation and Advanced Securities Law. Most recently, she served as Dean of Osgoode Hall Law School from 2019 to 2023. Previously, she served as Interim Dean and Associate Dean (Academic). Mary was a Commissioner and Board Member of the Ontario Securities Commission (OSC) from 2008 to 2016. She served as one of two full-time Vice-Chairs of the OSC from 2011 to 2014, during which time she was an active member of the OSC's tribunal and executive sponsor of a number of policy initiatives. She also served as a member of the CEO's Advisory Council at the OSC.



[Six Osgoode alumni](#) have been honoured by Canadian Lawyer magazine as being among *Canada's Top 25 Most Influential Lawyers for 2023*:

- Lisa Mantello '02, Partner, Financial Services with Osler, Hoskin & Harcourt LLP, was recognized in the Business category. She practices in all areas of financial services, with particular expertise in domestic and cross-border financing transactions, structured finance and derivatives.
- Yaman Marwah '18 (LLM), Founder, President and Managing Lawyer with Ottawa-based Marwah Law, was recognized in the Governments, Non-Profits and Associations category. He holds a PhD in law, is a serial entrepreneur in the tech industry and leads the business and real estate departments at Marwah Law.
- Janice Rubin '89, Co-Founder and Co-Managing Partner for Toronto-based Rubin Thomlinson LLP, was recognized in the Human Rights, Advocacy and Criminal Law category. She is a highly accomplished employment lawyer, one of Canada's foremost experts in workplace investigations and a trusted advisor to senior human resource professionals.
- Laura Salvatori '10, General Counsel with Anson Funds, was recognized in the In-House category. She oversees all legal, litigation, risk and regulatory matters for Anson's Canadian and U.S. operations. She previously served as vice-president, assistant general counsel, for Goldman Sachs and general counsel and senior vice-president, human resources, for Toronto-based Match Marketing Group.
- Karl Tabbakh '97, Managing Partner, Region of Quebec, with McCarthy Tétrault LLP, was recognized in the Business category. He is also co-leader of the firm's International & Business Strategy Group and a member of its senior leadership team. He specializes in private equity, mergers and acquisitions, securities and capital markets.
- Muneeb Yusuf '09, Chief Legal Officer and Corporate Secretary for Toronto-based health-technology firm League Inc., was recognized in the In-House category. He is responsible for managing and evaluating risks facing the corporation, leading its legal department and acting as a key negotiator for strategic transactions.



Sept. 24 marked the much-anticipated arrival of the Bennu asteroid sample to Earth — the largest asteroid sample captured in space — which will allow researchers across Canada and around the world to study it and better understand the origins of the solar system, thanks in part to work led by a York professor at the Lassonde School of Engineering. [Mike Daly](#), York Research Chair in Planetary Science with the Centre for Research in Earth and Space Science (CRESS) led the OSIRIS-REx Laser Altimeter (OLA) science team for the Canadian Space Agency (CSA). Daly is among the four Canadian researchers who are scheduled to receive additional portions of the asteroid sample for some of the mission team's initial studies. Daly is preparing to measure the thermal properties of the material, which should help scientists understand how Bennu and similar asteroids respond to solar heating, an effect that can slightly alter an asteroid's orbit and add to uncertainty over the risk of future collisions with Earth.

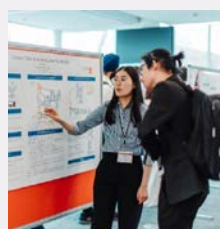


York University Professor Emeritus, the [Hon. Peter A. Cumming \(K.C.\)](#), received an honorary doctorate at The University of Winnipeg's 123rd Convocation on Friday, Oct. 13. In 1968, Cumming joined Osgoode Hall Law School at York University, Toronto, where he taught contracts, commercial law, tax, fiscal federalism, energy law and Indigenous rights. It was during this time that he became very involved in First Nations rights. Cumming's work was recognized by the Province of Ontario in 1984 when he was appointed Queen's Counsel. In 1995, he was named Professor Emeritus at York University and appointed to what is now named the Ontario Superior Court of Justice. His career as a judge involved in particular the development of the law relating to class actions and significant decisions for the specialized Commercial List. Since his retirement in 2013, Cumming has been working as a mediator and arbitrator.



York University's [Faculty of Health](#) recognized six early-career faculty members on Oct. 4 for their accomplishments in curricular innovation, teaching, research and service during the annual Dean's Awards. Recipients this year are:

- Lynda van Dreumel – Dean's Award for Excellence in Educational Leadership, Pedagogical and/or Curricular Innovation
- Jodi Martin – Dean's Award for Excellence in Teaching
- Jessica Vorstermans – Dean's Award for Excellence in Teaching
- Skye Fitzpatrick – Dean's Award for Excellence in Service & Engagement Impact Award
- Andria Phillips – Dean's Award for Excellence in Service & Engagement Impact Award
- Tarra Penney – Dean's Award for Excellence in Research



Eight York University undergraduate students received awards at [Lassonde's Undergraduate Summer Research Conference](#) in recognition of summer projects that aimed to address the United Nations (UN) Sustainable Development Goals (SDGs). The projects received funding from the Lassonde Undergraduate Research Awards (LURA), an initiative that promotes experiential learning, skill building and professional development through funded research opportunities, and the Natural Sciences & Engineering Research Council Undergraduate Student Research Awards (NSERC USRA).

The following students received LURAs for their poster presentations:

- Prachurya Deepta Adhikary, a student in the Department of Electrical Engineering & Computer Science, and their project "Markov Chain Monte Carlo Method for Generating Naturalistic Shapes" won first place;
- Ammar Mohamed Mohieldin Ahmed Abouelmaati, a student in the Department of Electrical Engineering & Computer Science, and their project "Optimal Spectrum Partitioning and Power Allocation in Semi-Integrated Sensing and Communications System" won second place;
- Haydar Isa Senturk, a student in the Department of Electrical Engineering & Computer Science, won third place for the project "Design and Optimization of Micro-Coils for Efficient Power Transfer to Brain-Implanted Medical Devices."

The following students received LURAs for their oral presentations:

- Alice Fours, a student in the Department of Mechanical Engineering, and their project "Vascularization in Tissue Engineering: Engineering Functional Blood Vessels in 3D-Printed Biomaterials for Enhanced Transplantation Outcomes" won first place;
- Sharon Musa, a student in the Department of Electrical Engineering & Computer Science, and their project "Audio-Video Scene Recognition" won second place; and
- Tyler Chung, a student in the Department of Earth & Space Science & Engineering, won third place for the project "Development of a Remote 2-D Imaging Fabry-Pérot Spectrometer for Climate Change Sensing and Monitoring."

The following undergraduates received Student Choice Awards for presentations:

- Kumar Vaibhav Jha, a student in the Department of Electrical Engineering & Computer Science, and their project "Graph Based Multi-Object Tracking for Traffic Intersection Analytics" won best poster presentation; and
- Stefan de Lasa, a student in the Department of Electrical Engineering & Computer Science, won best oral presentation for their project, "Using Semantics and Geometry to Scale Monocular Depth Estimation Models."

Executive Committee – Report to Senate

At its meeting of 26 October 2023

FOR ACTION

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

Senate Executive recommends that Senate confirm the following candidate for election to a Senate Committee (non-designated seats) for a three-year term, effectively immediately and ending 30 June 2026. Nominations are also accepted “from the floor” if the nominee has consented and is available for the published meeting time of the committee. Under Senate Rules, nominators must report prospective nominees to the Secretary prior to the start of the Senate meeting to determine their eligibility.

The Committee confirms that the candidate nominated has the experience for the relevant committee. Additional nominees may be forwarded prior to the Senate meeting of 26 October 2023.

Tenure and Promotions (Full-time faculty members; 4 vacancies; meets in panels on Thursdays at 3:00 when Senate is not in session; members participate in the deliberations of committees constituted at the Faculty level; candidates must fulfil all membership criteria).

Tom Kirchner, Professor, Faculty of Science

Final approval for a slate of nominees is given by Senate on a motion “that nominations be closed” as moved by the Vice-Chair of Senate.

Remaining Vacancies

The Executive Committee met with the Chair of the Senate Tenure & Promotions Committee, Senator Simone Bohn, to discuss the challenges the Committee is having conducting its business, including the review of T&P files, given the vacancies; it is concerned about the possibility of significant delays with tenure and promotion applications. Executive continues to seek prospective candidates to fill the remaining seats on that Committee. Expressions of interest are gratefully received and can be conveyed to either the Vice-Chair of Senate, [Lauren Sergio](#), or to [Cheryl Underhill](#).

FOR INFORMATION

b. Approval of Committee Members Nominated by Faculty Councils

The Executive Committee has approved the following individual nominated by a Faculty Councils for membership on a Senate committees for the term of 1 July 2023 – 30 June 2026.

Academic Policy, Planning and Research

Dan Berbecel, Associate Professor, Glendon

Executive Committee – Report to Senate

c. Senate Executive Priorities for 2023-2024

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

The Executive Committee has confirmed its 2023-2024 priorities, set out in Appendix A.

Executive will once again focus on enhancing Senator participation in Senate meetings. This has been a recurring theme in recent Senate surveys, with members calling for measures “to stimulate discussion on topics, rather than just asking for comments”, emphasizing that “with a more focused question(s), people might contribute more.” Executive is committed to responding to Senators’ feedback. Specifically, a new initiative will be piloted this year: a *Call for Topics of Broad Academic Interest* (TBAI). Modelled after a practice adopted by the Senate at the University of British Columbia, the TBAI will provide Senators an avenue to submit suggestions of topics of broad *academic* interest that could develop into facilitated / open discussions at certain Senate meetings over the course of the year. The bottom-up approach to defining items of business for Senate and dedicating time for them at meetings aims to respond to the need for – in the words of a Senator - “time for proper consideration” of often “complex” matters raised at Senate and to structure the discussions in a way that helps “explain different perspectives.” Sample areas of interest conveyed in last year’s Senate survey include:

- University capital plans that have an impact on the ability to meet academic commitments
- changes in higher education
- the current budget environment and its effect on academic operations
- the impact of AI and development of guidelines for faculty and unit directors
- ways to reduce barriers for programs in different Faculties to collaborate on degree programs and courses

The process, criteria and timing for the TBAI pilot are being developed. The Committee is excited to work with Senators on bringing it to fruition this year.

Another of the key priorities for this academic year is the review of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* (the “Disruptions” Policy). The application of the policy for the pandemic-caused disruption illuminated the necessity of broadening it to reflect disruptions beyond the specific context of labour disruptions.

Executive Committee – Report to Senate

Senators are invited to share their thoughts on Executive’s priorities. The Committee will periodically provide progress reports to Senate on them.

Poonam Puri, *Chair*

Lauren Sergio, *Vice-Chair*

Senate Executive Committee: Priorities 2023-2024

Item	Topic / Initiative	Actions in 2023-2024	Timelines Projected start and end times
<p>1. Mode and Time of Senate meetings</p>	<p>Executive defined a combination of in-person meetings with accommodation available for members with extenuating circumstances, and wholly virtual meetings for 2023-24, with the schedule respecting the desire for physical distancing during the winter months' flu season and attendance at spring conferences.</p> <p>Time needed to assess hybrid-meeting arrangements and to implement any technology and room upgrades in the Senate Chamber is planned over 2023-24.</p> <p>Senator encouraged Executive to consider changing to an earlier meeting time of Senate to accommodate members' with late day family responsibilities.</p>	<p>Executive to monitor attendance at the Senate meetings for trend at in-person and virtual modes.</p> <p>Secretariat to consult UIT on technology needs for the delivery of effective hybrid meetings of Senate in the Senate Chamber, and assess the resource capacity for the IT upgrades.</p> <p>Executive to consider the Senate meeting time.</p>	<p>Beginning with the September meeting of Senate.</p>
<p>2. Senate Membership Review</p>	<p>The determination of the Markham Campus' representation on Senate commenced, but was not finalized, in 2022-2023. The membership review exercise is to continue this year with a recommendation for any changes to the Senate membership to proceed to Senate for approval.</p>	<p>Executive to approve the membership model for recommendation to Senate for approval at a Fall meeting.</p> <p>The recommendation to Senate will also include the companion recommendation on the allocation of seats for full-time faculty members and students for the period of 1 July 2024 - 30 June 2026.</p>	<p>Proposal to Executive: 17 October 2023 November 2023</p> <p>Senate approval: December 2023</p>
<p>3. Review Senate "Disruptions" Policy</p>	<p>Review <i>Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes</i>.</p>	<p>The application of the policy for the pandemic-caused disruption illuminated the necessity of revising the policy to reflect disruptions beyond the specific context of labour disruptions.</p> <p>Establish a small working group of Executive to lead the policy review and identify recommended revisions for</p>	

Item	Topic / Initiative	Actions in 2023-2024	Timelines Projected start and end times
		approval by full Committee and recommendation to Senate for approval thereafter. Labour relations matters will remain outside the policy revision exercise.	
4. Review of Principles Governing a Presidential Search	Executive committed to follow through on a commitment to have a Senate discussion of the <i>Principles to Govern Presidential Search Committees</i> .	Senate Executive to prepare the framing of the discussion.	Senate Executive concurred with Board Executive recommendation to establish a joint-Executive committees working group. Senate Exec provided feedback on the scope of the review exercise to Board Executive. Response pending, expected in early December.
5. Enhance Senator participation in meetings	A theme in the Senate survey again in 2022-2023 is a need to facilitate greater participation of members in Senate meetings.	Executive Committee review results of 2022-2023 Senate and Senate committee surveys. Pilot a new option: <i>Call for Topics of Broad Academic Interest</i> . Issue a call to Senators for suggestions of topics of broad academic interest that could develop into facilitated discussions at Senate at an appropriate meeting(s) during the year.	Process, criteria and timing for the pilot to be determined; for discussion at 14 November Executive meeting.
6. Revise the annual Senate and Senate Committee survey	The Senate and Senate Committee surveys in use were developed several years ago and should be reviewed.	Review the survey questions for currency and opportunities to explore engagement concerns raised in recent Senator feedback. Consider conducting a mid-year survey of Senators on the effectiveness of the mode of Senate meetings combination from the Fall term.	Winter / Spring 2024 January 2024

Academic Policy, Planning and Research Committee

Report to Senate

At its meeting of 26 October 2023

FOR INFORMATION

a. 2023-2024 Committee Priorities and Actions to Date

The *Senate Academic Policy, Planning and Research Committee* (APPRC) confirmed its substantive priorities for this academic year and has transmitted them to Senate Executive. The Committee is now developing implementation plans for the various initiatives.

APPRC is broadly responsible for consultations and recommendations to Senate on academic plans and major academic policies. One of its core responsibilities is “recommendations to Senate on the University Academic Plan, together with monitoring and reporting on the implementation of UAP objectives.” Each year, therefore, assessing progress towards the UAP is included in the Committee’s priorities.

Featured among its priorities again this year is the future of pedagogy at the University. Last spring, the Joint APPRC-ASCP Task Force was struck to re-examine the [2020-2025 University Academic Plan](#) priority on “21st Century Learning: Diversifying Whom, What, and How We Teach” in light of learnings from the shift to online delivery of programming during the COVID-19 pandemic and pedagogical reform initiatives currently underway in academic units to make high-level recommendations on teaching and learning plans for the University. In support of this initiative, APPRC provided input on the Task Force’s preliminary report and primary recommendations and dedicated its annual planning forum to this topic to assist with community consultation on the emerging recommendations. A future report to Senate will speak about the forum and outcomes.

The Committee will also support furthering the teaching and research goals of the UAP and [2023-2028 Strategic Research Plan](#) through a review and revision of several related Senate policies, specifically the *Regular Named Chairs* and the *Board-Senate Research & Teaching Chairs, Professorships and Distinguished Fellowships* policies, as well as the *Senate Policy on Organized Research Units*.

In accordance with its responsibility for consultations and recommendations to Senate on academic plans and major academic policies, it will also be a priority for APPRC this year to monitor major academic planning initiatives and engage Senate in planning discussions / decisions as appropriate. A few of the major initiatives in-focus this year include:

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

- Markham Campus planning
- establishment of a school of medicine
- Glendon administrative restructuring
- Strategic Research Plan 2023-2028 implementation plan
- Discover York Academics implementation
- Rankings performance

Discussions of several of these initiatives have already been occurring. At its meeting on 5 October, the Committee provided input to the Vice-President Research & Innovation on the development of the Strategic Research Plan implementation plan, the ongoing implementation of the [Discover York Academics](#) (DYA) CV tool, and discussed with the Provost the trend of York's improved institutional rankings performance resulting from targeted efforts to engage in this important reputational and recruitment exercise. The latter discussion emphasized the value of the DYA tool in advancing accurate affiliations for York faculty members' scholarship, enhancing the rate of citations, and tagging the University in that research data.

In addition to the focused initiatives defined for the year, there are the items of business that APPRC tends to every year. The table below sets out these major items in which the Committee engages in fulfillment of its mandate, and the planned timing of them.

Item of Business	Timing
University Budget Consultation with Vice-President Finance & Administration, Provost and President	16 November 2023
Annual report on Enrolments and Faculty Complement by the Provost & Vice-President Academic	16 November followed by report to Senate
Annual Research report by the Vice-President Research & Innovation	Early winter, followed by report to Senate
Budget Context for Academic Planning, report of the VP Finance & Administration, Provost	May/June followed by report to Senate
Non-Degree Studies annual report, Vice-Provost Academic (jointly to APPRC and ASCP)	Spring
Organized Research Units (ORUs) charters and annual reports, by the APPRC Sub-committee on ORUs	Periodically during year, mostly in the spring
Cyclical Program Review (CPR) reports, by the Joint Sub-Committee on Quality Assurance	Periodically during the year
Concurrence for the establishment of new degrees, certificates and diplomas as recommended by Senate ASCP	Periodically during the year

APPRC will keep Senate informed of developments and academic planning steps associated with its priorities.

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

b. Markham Campus

Consistent with its responsibility for the articulation of research, teaching and programmatic principles for academic planning, and the criteria for assessment of major initiatives and their resourcing, APPRC includes the Markham Campus among its priorities this year. APPRC will facilitate discussions and provide input into the academic dimensions of the new campus including research, curriculum, and pedagogy; confirm the academic processes to be invoked in the preparations for the new campus; and ensure Senate is fully informed of developments and engaged in the planning of the initiative.

The Committee is sustaining its established practice of meeting monthly with the Deputy Provost Markham to be briefed on and discuss progress towards the plans. Professor Dan Palermo, Interim Deputy Provost Markham, joined the 19 October meeting of APPRC to provide a status update.

APPRC is pleased to report to Senate that there is considerable activity happening to bring plans to fruition and that good progress is being made to be ready for the FW'24 launch of the campus. The following developments were highlighted:

- Steady growth of the faculty complement to be based at the campus, with approximately 30 searches concluded and five more in progress.
- With all new degree programs for Markham approved by Quality Council, course and space planning is occurring in collaboration with the four anchor Faculties, and with the Office of the University Registrar taking into consideration space allocation aligned with the teaching and learning needs of courses.
- Digital literacy courses, which will form part of the shared curriculum for campus programs, are currently progressing through the Faculty-level governance paths.
- Planning continues for elective courses (with the immediate focus on preparing first-year courses for FW'24); the integration of experiential education components in programs; and possible online course delivery directions as a supplement to the primary mode of in-person academic activities.
- Programs are receiving early FW'24 applications, with increased activity anticipated following the Ontario Universities' Fair on the 21-22 October weekend.
- In partnership with the Office of the Vice-President Research & Innovation, planning is underway for the provision of faculty members' research and space needs on the campus.

APPRC will continue to keep Senate informed of the progress on campus plans.

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

c. Strategic Repositioning of Glendon: Discussion with Glendon Principal

In keeping with its oversight role of University academic plans and major academic policies, the Committee continues to keep in focus the Glendon repositioning strategy. Enrolment shortfalls and persisting deficits are making it difficult for the College to fulfill its mission and objectives. The revisioning exercise has as its core goal bringing the Faculty to a position of budgetary sustainability. The [APPRC June 2023 report](#) to Senate (P. 31) provides information on the various components of the repositioning strategy.

At its meeting last week, the Committee had a constructive discussion with the Principal, Marco Fiola, and President Lenton on the revisioning strategy. Emphasized as an additional challenge in this exercise are external processes that could exert pressure on internal plans. Noted specifically are possible recommendations in the Auditor General's report on the value-for-money audit of the University pertaining to deficits, and commentary in the Province's Blue Ribbon Panel on funding for the provision of French language education.

The Committee's conversation centred on the Value Proposition defined for Glendon. The statement was developed to articulate Glendon's differences and strengths that underlie its uniqueness, and how this distinctiveness can be made more salient in its recruitment strategy. The statement serves, among other purposes, to highlight that bilingualism is a strength of Glendon, but not its defining feature. The APPRC discussion surfaced the dimensions that contribute to the uniqueness of Glendon within Canada – not simply within York – including, the attractive size of its classes; distinctive programs (e.g., Masters in Conference Interpreting, dual credential iBA-BBA program with the EM Lyon Business School, France); the advantage of having access to supplemental options across York University (coined as “*Glendon+*”); and the proposition for students to either learn, increase proficiency, or fully study in French (seamlessly achieved through its “*dual immersion*” environment). The Committee shared the perspective that sharpening the Value Proposition to illuminate these important features could help make clear the competitive advantages Glendon can maximize in its recruitment strategy.

In the coming weeks, APPRC anticipates receiving the proposal to restructure the number of departments at Glendon in support of the goal to reduce administrative and service loads. Glendon Faculty Council's review of the proposal is targeted for November, with subsequent reviews for approval by APPRC, Senate and the Board unfolding in seriatim.

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

2. Welcome to New Members

The Committee is pleased to welcome Dan Berbecel (Glendon) to the membership. We also look forward to welcoming the two student members once they have been confirmed by Senate Executive.

Andrea Davis
Chair

Academic Standards, Curriculum and Pedagogy

Report to Senate

Meeting of 26 October 2023

FOR ACTION

a. Establishment of a PhD program in Disaster and Emergency Management, School of Administrative Studies, Liberal Arts & Professional Studies (LA&PS).

ASCP recommends:

that Senate approve the establishment of a PhD program in Disaster and Emergency Management (DEM), School of Administrative Studies, LA&PS, effective FW2024.

Rationale

The full proposal and supporting documentation are available at Appendix A. The program is designed for holders of master's degrees in DEM and related fields (such as environmental studies/sciences, public policy, health, and similar disciplines) who wish to pursue advanced studies and research. These new scholars – and the knowledge they produce – will contribute to the development of theory and practice that will help those in Canada and around the world reduce the negative impacts of disasters and emergencies.

The design of the pedagogy, courses, and overall degree was led by the full-time faculty assigned to the existing bachelor's (BDEM) and master's (MDEM) degrees in Disaster and Emergency Management. Following the creation of an initial proposal, additional input on the degree's design was solicited from faculty and leadership within the School of Administrative Studies, as well as a number of other allied faculties from across the campus (support letters appended). Student input was incorporated from both existing Masters in DEM students, and additional feedback on specific proposals was solicited from upper-stage PhD students and faculty from programs elsewhere in Canada and the United States.

While DEM constitutes a significant and growing field in its own right, the field of Disaster and Emergency Management is also highly interdisciplinary. As such, the PhD program will be collaborative in nature, enabling students to pursue advanced studies and research in a number of relevant and related disciplines.

The field of DEM is also characterized by close connections between academic research, an emerging push for evidence-based practice, and the need for more rigorous approaches to community engagement – a triad of key elements that shape the design of this PhD program. Contemporary events like COVID-19, rapidly expanding wildfire seasons, and increasingly devastating floods and heatwaves underscore the critical importance of the field.

The general objectives in designing the DEM PhD program include:

ASCP – Report to Senate

- An academic program that integrates scholarly activity and professional practice in DEM.
- A rigorous academic curriculum that engages students in analyzing, exploring, questioning/critiquing, and synthesizing theories from DEM-related behavioral and applied sciences and practices in the DEM field.
- Collaborative interactions with faculty, students, and practitioners from numerous specialty fields involved in DEM to support scholarly discourse, research design, and effective implementation of academic contributions into real-world change.
- The publication of novel and rigorous research findings for the purpose of improving societies' ability to improve disaster risk reduction policies, programs, and activities.

The proposed Doctoral degree in DEM was initiated with strong support and as an integral part of York University's mission and aligns closely with priorities in the University Academic Plan and Strategic Resource Plan. This PhD program will contribute to building the pan-university emerging organized research effort related to disaster, emergency, and crisis management.

The need for this program in part stems from the lack of any similar program offered at a Canadian university. There is a need for such a program to create the knowledge needed to understand and reduce the ever-rising impacts of disasters; to meet the needs within society for complex policymaking; and to develop the next generation of leaders in scholarship and practice within the field of disaster and emergency management. In academia, the growth of programs in emergency management, disaster studies, and public safety across Canada – coupled with hiring challenges experienced at York and elsewhere in finding suitable candidates – underscores the opportunities as Canada's first and only doctoral program in emergency management.

The program is intended for in-person delivery of the courses. The nature of the field means that working closely with communities and practitioners is required. Experiential learning is embedded throughout courses.

The full-time faculty (eight) in the DEM area have a diverse set of disciplinary and hazard expertise that provide a broad knowledge base suitable for delivering an interdisciplinary program such as disaster management. The core faculty is supplemented by a number of York faculty from other related areas, and contract faculty with instructor or adjunct membership who teach courses related to their specific areas of expertise. It is anticipated that new students (4-8) will be supervised by the core faculty.

No new laboratory facilities or initial space support will be required for the program. The program will benefit from the already extensive IT and academic supports available within the School of Administrative Studies.

Approvals: LA&PS Faculty Council 8 December 2022 • ASCP 7 June 2023 • APPRC 5 October 2023

ASCP – Report to Senate

b. Establishment of an Honours Minor BA Degree Program in Chinese Studies, Department of Languages, Literatures and Linguistics, Liberal Arts & Professional Studies (LA&PS)

ASCP recommends:

that Senate approve the establishment of an Honours Minor BA degree program in Chinese Studies, to be housed in the Chinese Section of the Department of Languages, Literatures and Linguistics (DLLL), LA&PS, effective FW2024.

Rationale

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

The proposed Honours Minor degree in Chinese Studies will be housed in the Chinese Section of DLLL and is intended for undergraduate students who seek to enhance their Chinese language proficiency and advance their knowledge of Chinese literature and culture.

Currently, the Chinese Section offers individual credit courses. These offers cover first-to-fourth-year Chinese language courses, and a wide array of interdisciplinary Chinese literature and culture studies courses from 2000 level to 4000 level. Students who need advanced knowledge of the subject matter, however, require specialized academic study and training. An Honours Minor degree option will complement the students' degrees by providing systematic training and evidence of achievement in advanced Chinese language skills and enhanced Chinese literature and culture knowledge.

The program will offer students Mandarin Chinese language training to engage in Chinese communities locally and globally. It will also offer courses on Chinese literature and culture, including diasporic literature, that cover a wide range of topics, such as identity, heritage, history, media, globalization, and postcolonial modernity. Students who are fluent in Mandarin Chinese will be exempted from taking lower and intermediate levels Chinese language courses and will be provided alternate upper-level course options. Most of the upper-level Chinese literature and culture classes are offered in English.

This program will be a valuable addition to DLLL's current degree programs and contribute to a potential pan-DLLL degree as per the discussion of the department's cyclical program review. The proposed program is well aligned with York's pioneering role in promoting diversity and global sensitivity, which will be critical in making York more competitive in attracting students coming to study Chinese language, literature and culture.

There is currently no similar degree program at York University. The program responds to the University's Strategic Mandate Agreement that promises to ensure academic excellence for a diverse demographic of student, and is also aligned with the University Academic Plan 2020-2025, that commits to "building a more prosperous, sustainable and inclusive world."

ASCP – Report to Senate

Data provided in the full proposal shows a steady state of increase in enrolment that's expected to continue. The current five full-time faculty members in the Chinese Section will participate in delivering the program.

Approvals: LA&PS Faculty Council 13 April 2023 • ASCP 27 September 2023 •

c. Closure of the International Bachelor of Business Administration degree program, Schulich School of Business

ASCP recommends:

that Senate approve the closure of the International Bachelor of Business Administration (iBBA) degree program, Schulich School of Business, effective F2026.

Rationale

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

The International Bachelor of Business Administration (iBBA) program was established at a time when international business was perceived as a distinct topic of study from a regular business degree, which is the Bachelor of Business Administration (BBA) in Schulich's case. Over time, iBBA's distinction from the regular BBA began to wane as the topic of international business became global and more integrated into business programs. Additionally, because the iBBA is more constrained in curriculum requirements, students were feeling disadvantaged relative to their BBA peers.

Applications to the iBBA program have been on a steady decline for the last several years resulting in a reduction in intake from 100+ (2019-2020) students to 55 (2022-2023) students.

With the closure of the iBBA program, focus on international business will be integrated into the Bachelor of Business Administration (BBA) degree program, with a specialization in international business option. Partnership with over 70 partner schools around the world will provide all BBA students with the opportunity to pursue an international business focus.

Wide consultations with student bodies and functional departments were undertaken. Given the small size of the iBBA program, the program closure is not significant. Students who are currently enrolled in the iBBA program will continue to pursue the degree over the next four years and will graduate with an iBBA degree, as planned. The impact of the program closure on faculty is minimal; faculty resources from the iBBA program will be utilized in the larger BBA, which will increase enrollments.

ASCP – Report to Senate

For Information

d. Minor Modifications

The following minor modifications to degree requirements were approved by ASCP (27 September 2023).

Schulich

- Minor course changes to degree requirements for the Master of Business Analytics (MBAN), and the Master of Management in Artificial Intelligence (MMAI) programs.

Education

- Changes in mode of delivery for courses in graduate degree programs
- Change to a graduate course title

Faculty Council Approval:
8 December 2022
Effective: FW 2024

York University
New Program Brief
of the
Doctoral Degree
in
Disaster and Emergency Management
Revised: September 13, 2023

Table of Contents

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- 2.0 General Objectives of the Program
- 3.0 Need and Demand
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- 7.0 Resources
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1.0 Introduction

1.1 Brief Statement of Degree Program Proposed

This document proposes the creation of a new Doctoral Degree (PhD) in Disaster and Emergency Management (DEM) to be offered at York University. The program is designed for holders of Masters Degrees in DEM and related fields (such as environmental studies/sciences, public policy, health, and many similar disciplines) who wish to pursue advanced studies and research. These new scholars – and the knowledge they produce – will contribute to the development of theory and practice that will help those in Canada and around the world reduce the negative impacts of disasters and emergencies. The Doctoral Degree in Disaster and Emergency Management would join an already existing Bachelors of Disaster and Emergency Management (BDEM) and Masters of Disaster and Emergency Management (MDEM) that are offered at York University. The name of the degree (“Disaster and Emergency Management”) conforms to standard terminology in the field and is intentionally selected to represent training and specialization in both large-scale events (e.g., disasters like wildfires, earthquakes, terrorism, or pandemics) and more routine emergencies (e.g., policing, incident response, event planning, and business continuity).

1.2 Quality Council Endorsed Fields

Disaster and Emergency Management is, in and of itself, a highly interdisciplinary field which combines methods, theories, and insights from a large number of existing fields. For the purpose of the proposed Doctoral Degree, however, there are no requested sub-fields within the DEM degree.

1.3 Development of New Program Brief

This program brief was developed through the input of the DEM program members and broader University community within York, as well as through the input of professionals and practitioners in the field. The design of the pedagogy, courses, and overall degree was led by the full-time faculty assigned to the existing bachelor’s (BDEM) and master’s (MDEM) degrees in Disaster and Emergency Management. Following the creation of an initial proposal, additional input on the degree’s design was solicited from faculty and leadership within the School of Administrative Studies, as well as a number of other allied faculties from across the campus (see Letters of Support). Student input was incorporated from both existing MDEM students, and additional feedback on specific proposals was solicited upper-stage PhD students and faculty from programs elsewhere in Canada and the United States. These inputs were compiled into a more refined proposal, which was then received multiple rounds of feedback from the Faculty of Graduate Studies on pedagogical design, learning outcomes, and document completeness. Finally, a visit by two experts in the field – Dr. Jessica Jensen and Dr. David McEntire – provided an external perspective on the program design and suggested changes, which have been incorporated into this version.

1.4 Faculty/Unit Anchor

The new Doctoral Degree in Disaster and Emergency Management will be anchored in the School of Administrative Studies, alongside the existing BDEM and MDEM programs. The School of Administrative Studies is located within the Faculty of Liberal Arts and Professional Studies, an ideal home for a set of programs that emphasize both professional application (e.g., training MDEM students for careers in disaster and emergency management) and the use of Liberal Arts disciplines (including sociology, anthropology, and philosophy) to critically study the processes of disaster and emergency management.

While DEM constitutes a significant and growing field in its own right, the field of Disaster and Emergency Management is also highly interdisciplinary. As such, the PhD program will be collaborative in nature, enabling students to pursue advanced studies and research in a number of relevant and related disciplines. In addition to

strong research partnerships across these faculties (i.e., between DEM and those located elsewhere across the university), this collaboration will be accomplished by enabling students to be supervised by professors who are members of DEM PhD program, yet who also have academic “homes” in other departments throughout York University. Interdisciplinary collaboration will also be enabled by encouraging students to take approved, relevant courses offered by other departments to develop the requisite breadth and depth of expertise to effectively complete their graduate projects. Departments and individual professors within LA&PS from diverse disciplines have already expressed support for such cross-pollination, with these collaborations aiding the spread of supervision responsibility beyond the core DEM faculty.

2.0 General Objectives of the Program

2.1 Brief Description of the Program Objectives

Disaster and Emergency Management (DEM) is an emerging, transdisciplinary field of inquiry dedicated to improving the ways society addresses all forms of hazards and crises. The field is highly inclusive, incorporating research on a wide variety of hazards (e.g., ‘natural’ hazards like floods, fires, hurricanes, and similar; ‘technological’ and ‘human-made’ hazards like cyber-attacks or financial crises; and ‘health’ hazards like pandemics and emerging diseases; to name a few). It also adopts an inclusive approach to disciplinary traditions, blending anthropological, sociological, historical, political, and natural science approaches to studying these crises. The field of DEM is also characterized by close connections between academic research, an emerging push for evidence-based practice, and the need for more rigorous approaches to community engagement – a triad of key elements that shape the design of this PhD program. Contemporary events like COVID-19, rapidly expanding wildfire seasons, and increasingly devastating floods and heatwaves underscore the critical importance of the field.

The PhD in Disaster and Emergency Management is designed to link academic study and professional practice in rigorous ways that support the development of evidence-based theories, methods, policies, and practices for the field. This will be accomplished through a rigorous academic process incorporating advanced courses, focused mentorship from faculty in DEM, relationship development with practitioners and DEM organizations, the conduct of field-leading research, and the development high-quality skills in teaching and public outreach.

While a significant portion of the students in the program are expected to be academics-in-training pursuing a track towards careers as faculty members (see 3.2 for a discussion of the need for such faculty), the program is also designed to serve a need identified by external stakeholders and partners: because of the increasing demand for evidence-based practices in the field, and the ongoing professionalization of the practitioner community, there is a growing need for expert personnel who have the capacity to conduct research, lead rigorous program evaluation, and translate theory into practice. As such, our program is designed to provide mentorship and training for knowledge production and knowledge mobilization in both academic and practitioner contexts; a design that is woven throughout the courses proposed and the approaches to supervision and mentorship.

The general objectives in designing the DEM PhD program are to create:

- An academic program that integrates scholarly activity and professional practice in DEM.
- A doctoral degree that imparts the knowledge, skills, and abilities necessary for its graduates to be effective as future faculty in the field of DEM, to work in research roles in the public sector, and to serve as academically informed DEM professionals.
- A rigorous academic curriculum that engages students in analyzing, exploring, questioning/critiquing, and synthesizing theories from DEM-related behavioral and applied sciences and practices in the DEM field.
- Collaborative interactions with faculty, students, and practitioners from numerous specialty

- fields involved in DEM to support scholarly discourse, research design, and effective implementation of academic contributions into real-world change.
- The publication of novel and rigorous research findings for the purpose of improving societies' ability to improve disaster risk reduction policies, programs, and activities.

The curriculum is designed to provide students with both a breadth and depth of critical knowledge in the field of Disaster and Emergency Management. Among other issues, the curriculum will emphasize:

- DEM as a field of study and profession, including understanding natural and human-induced (e.g., technological, terrorism) disasters; the human, social, and physical consequences of such events; and the means to mitigate, prevent, prepare for, respond to and recover from the impact of such events.
- In-depth knowledge of DEM practices as a basis for a comprehensive and holistic approach to the study of disaster risk reduction for natural and human-induced (e.g., technological, terrorism) disasters.
- Dominant and emerging paradigms, perspectives, and approaches to research and practice in DEM.
- Political, organizational, and social contexts of DEM.
- Human behavior in mass emergencies and disasters. Through coursework, comprehensive examinations, and dissertation research, graduates of the program will demonstrate a high degree of proficiency in both qualitative and quantitative research methods, general academic scholarship, and knowledge areas within DEMS including:
 - Disaster and emergency management academic theory and professional practice
 - Risk, vulnerability, and resilience
 - Public policy for DEM
 - Research methods and knowledge mobilization practices within DEM
 - DEM teaching, pedagogy, and mentorship in academic and professional settings
 - Ethical practice and professional values, including accountability, integrity, engagement, and transparency

2.2 Alignment with University and Faculty Missions and Academic Plans

The proposed Doctoral degree in DEM was initiated with strong support and as an integral part of York University's mission. The Strategic Mandate Agreement between York University and the Government of Ontario, signed by President Shoukri for 2014-2017 formally committed the university to developing "a new doctoral program in Disaster and Emergency Management [that] will address a widely-recognized need for researchers and teachers in this field." This mandate is also recognized by the Higher Education Quality Council of Ontario. The importance of this PhD program have been reaffirmed consistently since, including as part of building the pan-university emerging organized research effort related to disaster, emergency, and crisis management.

The proposed program aligns closely with priorities identified in the University Academic Plan (UAP) and Strategic Resource Plan (SRP). Thematically, the degree aligns closely with the priorities of 'Living Well Together' and 'Knowledge for the Future' within the UAP. Supporting both fundamental inquiry and critical applied knowledge, the program will be a university-leader in blending rigorous academic work with practice-driven impact. Managing emergencies effectively – and building more resilient communities – is essential for 'building health lives, communities, and environments,' as well as addressing the significant ways that disasters can exacerbate and worsen societal inequality and unsustainability ('forging a just and sustainable world').

Moreover, disaster studies and management offers crucial windows for exploring how to manage the

adverse consequences of technologies, as well as for critically interrogating the ways that current, highly quantified approaches to emergency management can adversely affect marginalized communities ('exploring and interrogating the frontiers of science and technology').

York University is an ideal location for this doctoral degree because of its long-standing and internationally recognized Bachelors- and Masters-level DEM program, its strong group of core and affiliated faculty, and its interdisciplinary approach to tackling challenges in disaster and emergency management. York University has also recently founded a new, university-wide Organized Research Unit in the area – Y-EMERGE, or the York Emergency Mitigation, Engagement, Response, and Governance Institute – which helps to further develop York's interdisciplinary capacity on the subject. Moreover, the program will benefit from strong existing research collaborations with practitioners and other universities, as well as substantial existing investment (such as the over \$1 million in COVID-19 related research funding to core DEM faculty, as well as ADERSIM, the Advanced Disaster, Emergency and Rapid-response Simulation, which has received over \$3 million in federal and provincial investment to develop laboratory and training capacity).

3.0 Need and Demand

3.1 Similar Programs offered at York and in Ontario

In addition to the significance of the subject discussed in section 3.2 and the resulting demand for leadership in the field (i.e., the increasing risk of disasters, including thanks to climate change, growing and aging populations, and an increasingly technically complex world), the need for this program also stems from the lack of any similar program offered at York University, at any university in Ontario, or indeed, at any university in Canada.

A small number of universities and colleges in Ontario offer training in Disaster and Emergency Management or related fields at the Bachelors, Masters, or certificate level. George Brown College offers an in-person program in public safety, for instance, while Wilfrid Laurier University offers an online masters degree in the same subject. Beyond York University, a handful of universities offer degrees in DEM. Cape Breton University, Brandon University, and the Justice Institute of British Columbia offer bachelor's degrees, while Royal Roads and the University of British Columbia offer master's degrees. These programs help meet the need for early career professional training, while creating a significant and growing demand for faculty capable of conducting research and teaching in the field. Moreover, because of the increasing importance of evidence-based emergency management; the increasing pressures around science advising as part of disaster planning and response; and the need to mobilize increasingly vast bodies of theory to support practice, there is also a growing demand for practitioners at senior and analysisist levels with doctoral training. Yet, no Canadian institution offers a Doctoral degree in the field of DEM, which leads to the issues discussed below (including the inability to create, mentor, and hire Canadian faculty members at these programs across the country).

Occasionally, students interested in DEM topics pursue studies through a variety of other doctoral programs, including environmental studies, public administration, urban planning, engineering, and social sciences. However, none of these programs could be considered competitive with the proposed PhD in DEM at York because they lack the core faculty strength with DEM expertise; the design of these programs makes DEM aspects of the research a secondary component (vis a vis the primary disciplinary affiliation); and the degrees obtained are not in disaster and/or emergency management. Moreover, the PhD in DEM at York is designed to provide opportunities for students to pursue interdisciplinary mentorship, studies, and projects (see sections 2.0 and 4.0 for details on how this structure will be supported).

3.2 Brief Description of Need and Demand for the Proposed Program

There is a need for such a program on several levels: to create the knowledge needed to understand and reduce the ever-rising impacts of disasters; to meet the needs within society for complex policymaking; and to develop the next generation of leaders in scholarship and practice within the field of disaster and emergency management.

In a societal context, the cost of disasters has been growing in recent decades, not only within Canada but globally. This is due to a number of complex reasons related to globalization, environmental degradation, the increasing complexity and connectedness of critical infrastructure, and poor planning decisions. This complexity leads – even among practitioners – to the need for training that leverage theoretical paradigms, methodological tools, and a focus on the production of reliable knowledge within emergency management. In other words, there is a need within society for decision makers who are knowledgeable about disasters in Canadian and global contexts, who understand research in the field, and who can translate that research into effective policies. This need is addressed by the proposed PhD program.

The DEM program at York began because of an expressed need by Emergency Management Ontario in 2003, which met with various colleges and universities and indicated that the profession of emergency management required a higher level of education than was currently possessed by most practicing emergency managers. While our successful programs at the bachelors and masters level help to provide training for those entering the field, there is a need for more advanced training for those who will teach, produce knowledge, and shape policy within emergency management. As expressed in the letter of support from Public Health Ontario, for instance, there is a critical “need for the development of evidence- based knowledge and critical thinking to frame and support integrated emergency management in all sectors.” Likewise, the letter from the City of Toronto Office of Emergency Management specifically calls out the “need for a doctoral program that would promote novel research and expertise in DEM” to help address the “extensive research gaps... [and] era of increasing disruption” we currently face. The lack of doctoral-level development within the field also extends beyond Canada, creating fruitful opportunities for student placement into academic and professional or practitioner (e.g., think tank, government, private sector) roles.

The demand for doctoral-level scholars is evident in both academia and practice. In academia, the growth of programs in emergency management, disaster studies, and public safety across Canada – coupled with hiring challenges experienced at York and elsewhere in finding suitable candidates – underscores the opportunities as Canada’s first and only doctoral program in emergency management. The need, however, extends well beyond the academy. For example, we have been approached by numerous current practitioners in the field of emergency management – from epidemiologists and policy analysts to program directors – who are specifically seeking out the opportunity to complete a PhD in the field to allow them to examine challenges they’ve faced in practice, improve their evidence- based decision-making, and to build more rigorous approaches to emergency management within their programs. Moreover, the letters from practitioner groups like CRHNet and the NGO Alliance indicate the need for more doctoral-level candidates for non-academic positions, bringing methodological tools, theoretical knowledge, and a deep understanding of the Canadian context to their leadership roles.

This doctoral program also builds off of successful and growing programs at the undergraduate and masters level. Within the BDEM program, we have experienced significant growth, with a notable increase in undergraduate student headcount from 78 in 2017 to 134 in 2021. The MDEM program has also established a steady state enrollment between 50-60 students, providing a potential pathway for some (although we expect significant numbers of students from other masters majors, including environmental studies, policy and public administration, and other social sciences). There has also been growth in similar programs elsewhere, such as the emerging Masters of Public Safety program at WLU, which now enrolls approximately 150 students in an online-only program. The creation of the first Canadian PhD program in DEM will help to increase the capacity for academic leadership, research, and teaching within the field, among both domestic and international students. With no current PhD program in DEM in Canada, this is a significant academic gap that York University is well-positioned to fill. Moreover, this can help reduce the potential of losing strong York and Canadian students to

American institutions.

This is a field of inquiry that will thrive in a comprehensive university with strong research institutions; active research, knowledge mobilization, and pedagogical programs; and a strong cadre of collaborative researchers, both internally and with external partners. The field of DEM is interdisciplinary and requires integrative research into complex topics that encompass interactions between the built and natural environments, and social/political systems. It is difficult to fully address them within traditional academic disciplines – thus the need for a degree program that explicitly deals with relevant issues within an interdisciplinary paradigm.

4.0 Program Content and Curriculum

4.1 Program Requirements

Disaster and Emergency Management is a rapidly evolving and highly interdisciplinary field. The curriculum, therefore, is designed to provide graduates with a thorough understanding of the different disciplinary perspectives in the field; to equip them to conduct research and remain up to date as methods, practices, and case studies evolve; and to become effective teachers, mentors, and researchers capable of applying their skills in academic, practitioner, and multi-sectorial careers.

The program has four core requirements:

- Coursework, including comprehensive courses in the field of DEM, structured opportunities to develop their areas of research specialization, training in qualitative and quantitative methods, and subject-specific electives to prepare them for work on their specializations (e.g., wildfire; terrorism; aviation safety; etc).
- Two comprehensive exams designed to test both mastery of DEM as a field and sufficient depth within their area of specialization.
- Dissertation proposal and defence, structured to ensure that students are ready to undertake independent, mentored research within their specialization.
- Dissertation and oral defence designed to ensure quality and rigour of the final research project.

These program requirements are discussed in detail below. The coursework requirements – and the ‘core course’ in particular – are worth specific attention. To balance the need for disciplinary training with the importance of independent research, supervisor-directed development, and specialization- focused research, the proposal develops a new two-term course that provides students with an understanding of the current state of the field and the tools they need to conduct research from different disciplinary perspectives. For additional detail on this, see section 4.2 and the attached course proposal.

4.2 Courses Offered

The DEM PhD program requires 12.0 credits of core classes, with 6.0 credits administered in the form of a two-term seminar on the fundamentals of the field, 3.0 credits on teaching, training, and pedagogy, and 3.0 as a seminar supporting the design and development of successful dissertation projects. The following table provides the relevant details on each course. ¹

<p>DEMS 7700 Fall- Winter</p>	<p>Part 1: Risk, Vulnerability, and Resilience. Disasters and emergencies have long been understood through three meta-narratives: risk, vulnerability, and resilience. In this course, we explore in depth each approach to understanding, preparing for, and responding to disasters. Material covered includes risk, vulnerability, resilience, and disaster theory; risk governance and the construction of risk in society; and introduction to types of hazards. Students will apply these concepts to real-world scenarios and contemporary events.</p>
<p>6.0 credits (3.0 each)</p>	<p>Part 2: Research and Practice in Disaster and Emergency Management. Disasters and emergencies attract a wide variety of attention from practitioners, academics, governments, and the public. In this course, we explore the different disciplinary approaches to academic research on disasters (including sociology, anthropology, philosophy, science and technology studies, systems theory, decision-making, and public administration) and the practitioner experiences in the field (including government, non-governmental, and private sector roles). The course is based on deep-dive visits by experts from each field, with an emphasis on critical reflection between the issues raised by each perspective. This year-long course is a proposed new course. See Appendix F for its full proposal.</p>
<p>DEMS 7750 3.0 credits</p>	<p>Research Design & Dissertation Proposal Development. To become a successful scholar, students need to develop a high degree of competence in designing and executing research projects. In this seminar, we introduce key skills in research project design, including scoping a research question, determining appropriate methodological tools, and conducting effective literature reviews. We emphasize the many different formats a dissertation can take on in the field of DEM, from traditional academic work to applied and partnered projects with practitioners. Students will also be introduced to project execution methods, including managing data, writing, revising, disseminating, and finding funding. Particular attention will be paid to applying these skills in support of developing a first draft of your dissertation proposal, with regular deliverables used to solicit peer and faculty feedback. <i>This is a proposed new course.</i> See Appendix G for its full proposal. DEMS 7730 and 7740 would be pre-requisites.</p>

¹ Please see Appendix F for the course proposal for DEMS 7700, Appendix G for the course proposal for DEMS 7750, and for the course proposal for DEMS 7790.

<p>DEMS 7790 3.0 credits</p>	<p>Teaching, Learning, and Pedagogy in Emergency Management. This course examines pedagogical theory and teaching and learning frameworks relevant to emergency management education in university and professional settings. Students will explore a wide range of teaching and learning strategies, and have the opportunity to develop personal insights into their own teaching styles and competencies. To ensure viability, this course will be cross-listed to be available for a limited number of MDEM students, with permission of instructor. This is a proposed new course. See Appendix J for its full proposal.</p>
<p>DEMS 7730 3.0 credits</p>	<p>Qualitative Methods in Disaster and Emergency Management. This course examines best practices in qualitative research, including survey, interview, ethnographic, and unobtrusive methods. Students will be required to design and execute a qualitative research project as well as present the findings in both a written paper and oral presentation. The course will cover research skills including inductive and deductive coding, qualitative data management, and mixed methods approaches. An emphasis will be placed on applying qualitative methods in both academic and program evaluation settings as well as on the specific challenges, needs, and techniques that arise in performing qualitative research in the post-disaster and emergency setting.</p>
<p>DEMS 7740 3.0 credits</p>	<p>Quantitative Methods in Disaster and Emergency Management. This course provides fundamentals for quantitatively analyzing data. The course includes a variety of statistical methods for testing data across applications as well as an introduction to common software platforms for performing this analysis and principles of database management and dealing with big data. Students will be required to complete a project based on the data collected during DEMS 7730.</p>

The doctoral degree requires a further 6.0 credits of methodological training. To successfully complete a dissertation and to be prepared for long-term careers in academia, government, or the private sector, students must demonstrate a competence in designing, executing, and critically analyzing both qualitative and quantitative research.

Because of the content and pedagogical design of these courses; opportunities to link different forms of research across the graduate programs; and to ensure coverage by full-time faculty, DEMS 7730 and 7740 would be cross-listed with the current MDEM methods courses. These courses are already receiving significant attention with respect to opportunities for experiential education, project based learning, and research in partnership with practitioners and stakeholders, allowing doctoral students to benefit from this pedagogical innovation and focus. While not being new offerings, prior to the first cohort of the PhD program, the courses would be thoroughly reviewed to ensure that they are designed to meet the needs of both student groups and are optimized to

prepare graduate students for both major research papers and PhD dissertations.

If the student has previously taken DEMS 5051 and/or 5052, or equivalent courses in the assessment of their supervisors and the GPD, they will be advised about substitute courses that meet the program learning outcomes and support successful and timely completion of their research project.”

Note that the students in the doctoral program are expected to meet distinct and more stringent standards in their methodological skills than counterparts who take the MDEM alone. While 7730 and 7740 are cross-listed courses – teaching essential skills in qualitative and quantitative methods – they are designed to integrate smoothly with 7750. In 7750, students build upon the ‘building block’ skills that they learn in 7730 and 7740 (whether taken as a part of their MDEM degree or their PhD in DEM). In the course, they are required to move from mastering methodological tools to being able to deploy these tools in service of large-scale research projects. DEM 7750 will emphasize developing effective dissertation- and grant-scale research questions, deploying a suite of mixed-methods approaches to addressing these large-scale topics, and being able to supervise and mentor others as part of such projects (e.g., how to train and mentor undergraduate research assistants). This furthering and refining of skills in DEM 7750 represents a much higher bar than 7730 and 7740 alone, helping to both distinguish the PhD methodological training from the MDEM program (despite including cross-listed classes), and ensuring that our graduates emerge ready to direct labs, successfully obtain grants, and carry out large and meaningful research projects that benefit the field of DEM.

Students will also be required to complete a minimum of 9.0 credits (or 3 x 3.0 credit courses) in electives, although more will be encouraged as appropriate to help support student development. Elective courses can be chosen from two categories and for two purposes:

1. Elective courses within DEMS, with the aim of broadening their understanding of the field of disaster and emergency management, refining skills for professional and academic application, and analyzing past and present topics in DEM.
2. Elective courses beyond DEMS, with the aim of deepening expertise in a subject of particular interest. Students might choose, for instance, to take a course on forest ecology if they were conducting a dissertation on wildfire management, or within sociology or immigration law if they were working on a topic related to refugee resettlement. The Graduate Program Director, faculty, and staff will work to help students gain access to these courses on an as-needed basis, using both cross-listing and individual permission to help support this individualized development.

Generally, students would take these elective courses in their second year, once their area of research has been sufficiently focused to ensure the electives can be optimally tailored to supporting development in relevant areas of expertise. As part of the annual student review (occurring beginning at the end of the first year and including both a written progress report and an in-person follow up meeting with the supervisor and committee), the student’s supervisor would provide advising and mentorship on the appropriate selection of these courses prior to June online enrolment. Students would be assisted in making initial selections for proposal by the compilation of a recommended course list, provided by the graduate program director to all students annually in March. With appropriate guidance from the supervisor, these courses can include directed readings aligned with the student’s area of study.

Elective courses *within* the DEMS program currently can be drawn from the following:

<p>DEMS 6040, 6.0 credits</p>	<p>Hazard Risk Analysis: Practical Experience Abroad. This course deals with hazard identification and analysis and risk assessment, disaster impact estimation, and risk reduction methods and strategies using field-based experiential education.</p>
<p>DEMS 6052, 3.0 credits</p>	<p>Enterprise Risk Management, Theory to Practice. This course aims to foster students' critical understanding of the concept, issues and practices in ERM (Enterprise Risk Management) and Business Continuity structures of modern corporations, as well as students' ability to synthesize and apply this knowledge in a cooperative environment.</p>
<p>DEMS 6053, 3.0 credits</p>	<p>Public Safety. This course critically explores the issues related to Public Safety in Canada. The course will explore the challenges, both, natural and man-made, and the capacity to manage these challenges within the existing framework. The course will then address a new security architecture for emerging challenges</p>
<p>DEMS 6066, 3.0 credits</p>	<p>Post Disaster Recovery and Reconstruction: Theory & Practice. This course examines the current scholarly research and professional practices in post disaster recovery and reconstruction from a global and multi-disciplinary perspective. Key post disaster recovery and reconstruction planning and policy issues and challenges are reviewed. A number of most recent post disaster reconstruction cases are comprehensively discussed.</p>
<p>DEMS 6070, 3.0 credits</p>	<p>Disasters and Ethics. This course examines ethical theory as it applies to issues and uncertainties associated with disasters and emergencies. Students develop an understanding of the ethical decision-making process and moral reasoning. They have the opportunity to explore the moral imperatives associated with emergency management in a variety of contexts, both locally and globally. The emphasis of the course is on applied ethics and the development of moral competence in response to issues, and</p>
<p>DEMS 6071, 3.0 credits</p>	<p>Management Skills for Emergency Managers. The purpose of this course is to provide students in the Graduate Program in Disaster and Emergency Management basic 'familiarity of' and 'skills for' practitioners in this field. It is focused on practical expectations and requirements in this field. It is further focused on the 'how to' of Disaster Management. It is intended to complement the theoretical knowledge acquired in other courses in the program with a view to contributing the education of the 'complete' practitioner.</p>

DEMS 6072, 3.0 credits	Crisis Communication for Emergency Managers. The purpose of this course is to provide students in the Graduate Program in Disaster and Emergency Management with a basic understanding of and skills related to Crisis Communication. This follows from the fact that Crisis Communication is a key to the effective management of Disasters and Emergencies. As a practically focused course it is intended to complement the skill set of students in the program, particularly, those who expect to work in the field.
DEMS 6073, 3.0 credits	Public Capacities for Disaster Management (Public Policy, Governance, and International Response). This course discusses public institutional capacities for disaster and emergency management, with a focus on public policy and governance. It critically examines the management of crises from the perspective of international and regional collaboration, and crosscutting themes such as the politics-administration dichotomy, media and public relations, involvement of non-state actors, civil-military collaboration, and partnerships with the private sector.
DEMS 6090, 3.0 credits	Leadership. This course explores important research findings and current issues related to leadership in contemporary organizations. The main focus is on examining roles and behaviours of leaders during time of crisis, emergency and disaster. The course begins with an examination of leadership theories and concepts, which form the basis for subsequent analyses of selected leaders. Pre-requisite: DEM 5030 Social and Behavioural Dimensions of Organizations (or equivalency as determined by the course director).

Our expectation is that students and their committees will also consider a wide range of prospective elective courses from other programs and faculties, including environmental studies and sciences, political science and public policy, health, and beyond. As discussed earlier, the essential role of these electives is to prepare the student with the conceptual, theoretical, and disciplinary foundations essential for the successful completion of their dissertation. As such, we expect each student will use a different combination of courses drawn from across the university as a whole.

Please see Appendix F for the course proposal for DEMS 7700, course proposal for DEMS 7750, and for the course proposal for DEMS 7790.

4.3 Program Requirements in the Graduate Calendar

Please see Appendix E for a copy of the program requirements as they will appear in the Graduate Calendar.

4.4 Graduate Course Requirement

Graduate students would be required to take a minimum of two-thirds of the course requirements from graduate level courses. This is easy for them to obtain, given that the core courses and methodological courses are uniformly required to be at the graduate level.

5.0 Program Structure, Learning Outcomes, and Assessment

5.1 Program Learning Outcomes

At the program level, there are six major degree level expectations/learning outcomes that motivate the design of the overall pedagogy. We discuss each of these in turn below, followed by more granular program learning outcomes as related to the coursework and requirements.

Breadth and depth of knowledge: Graduates are expected to demonstrate a deep mastery in current and emerging topics in the field of DEM, including key concepts, debates, and ideas in the field (taught through both DEMS 7700 and supervisor mentorship). They are also expected to demonstrate contributory-level expertise in their field of specialization, in which they'll focus their dissertation research. This depth underpins their ability to conduct future research in the field, to teach courses on the subject in future faculty positions, and to contribute to improving practice through both research and contributions to the field. Graduates are also expected to develop a breadth of knowledge in the field of DEM – and in related fields – that provides context for their particular specialization. This includes developing a fluency in the way that different disciplinary perspectives address core questions and debates in the field (e.g., how a sociological approach to studying DEM would differ from an anthropological, political, or psychological approach).

Research and scholarship: Two courses specifically address research methods, providing students with advanced training in developing and executing both qualitative and quantitative projects. In addition, DEMS 7750 provides focused application of these skills in service of developing an effective dissertation proposal and beginning their journey of professionalization. Furthermore, all courses have a research component that will allow students to develop their scholarship to a highly professional level. Under the supervision of a faculty member the required dissertation or research papers will build on previous course work and give the student the opportunity to build their research and scholarship skill up to a professional academic level.

Linking theory and application: The field of DEM requires a close relationship between theory and practice, given the significant importance of disaster and emergency management in the real-world. The program and courses are comprised of a mix of theory and practical application, and there is a significant emphasis on the practical aspects of disaster risk reduction within a theoretical context. This emphasis on application involves both close engagement with the practitioner community (including guest speakers in courses and field research for the dissertation), as well as critical engagement with their models, approaches, and techniques. For instance, in the DEM 7700 course, students (a) learn about the theory of disaster risk reduction and current debates on the subject, (b) meet practitioners to understand the differences between theory and practice, and (c) use different disciplinary approaches to critique and improve these practices.

Professional capacity/autonomy: Beyond the *content* knowledge of the program, significant emphasis is placed on the development of professional capacity and autonomy. Our graduates will be effective critical thinkers, have well-honed abilities to construct and execute research projects, develop leadership skills relevant to academic departments and practitioner settings alike, and have refined ethical foundations for working in a crisis-based field. Some of these skills are honed through close mentorship by supervisors and committees, while other training is obtained through the DEMS 7750 course (guidance in developing a program of research, building relationships with practitioners for collaborative research, and developing their personal portfolio for a professional career).

Communication skills: Given the employment trajectories of current doctoral graduates – which include both tenure-track and non-academic paths – it is essential that graduates emerge with a suite of effective communication abilities. Our graduates will be effective at producing traditional academic outputs, including journal publications, longer manuscripts, and conference presentations. They will be mentored in effective teaching and best pedagogical practices. And, they will be trained at effective communication in practitioner-oriented venues, including professional reports, action-research, and policy documents.

Awareness of limits of knowledge: Both through theory and case studies there will be an emphasis on uncertainty and how that affects decision making. This is of particular importance to issues such as climate change adaptation, and the mitigation of low probability, high impact risks.

In the table below, we illustrate the relationship between specific portions of these learning objectives and the courses required in the PhD program.

The first PLO – “Demonstrate a deep mastery in current and emerging topics in the field of DEM, including key concepts, debates and ideas in the field and a contributory level of expertise in their field of specialization.” – meets Depth and Breadth of Knowledge, Research and scholarship, and Communication Skills in that candidates will not only achieve a vast knowledge and research expertise but also contribute to the field, as well communicate their understanding in different forms. We have identified assessments such as course examination and tests, written assignment, and comprehensive examinations and proposal defense that will ensure students’ attainment of these knowledge and skills.

The second PLO – “Demonstrate an array of knowledge in different research methodologies including the understanding of theoretical and empirical academic research in DEM field and conduct independent and group research with professional expertise” – mainly meets Breadth of Knowledge, Research and Scholarships, and Professional Capacity/Autonomy in that students will use their knowledge to analyze, evaluate, and propose solutions to different researched trends and issues in the field and do so alone or in groups or in professional settings. This will be done primarily through class assignments and coursework, comprehensive examination, dissertation proposal and oral defense.

The third PLO – “Apply the theoretical knowledge on risk, hazard and vulnerability assessment as well as the development of risk reduction strategies through both close engagement with the community practitioners and critical engagement with their models and approaches and techniques” – meets Research and Scholarship, Application of Knowledge, Professional Capacity/autonomy, and Communication skills by ensuring that students will achieve the skills to apply their theoretical knowledge to conduct risk assessment in both research and community engagement and find solution for them. Key assessments for this PLO include through class assignments and coursework, comprehensive examination, dissertation proposal and oral defense, and dissertation.

The fourth PLO – “Develop critical thinking, leadership skills and ethical foundations to construct and execute research projects as a practicing independent academic and non-academic researcher” – again meets Depth and Breadth of Knowledge, Research and Scholarship and Application of Knowledge, but primarily aligns with Professional Capacity/Autonomy. This PLO focuses that students apply their critical thinking and communicating ethical management skills, and leadership practices in situations where students can demonstrate their personal responsibility and decision making. Annual progress reviews and comprehensive examination and proposal defense are the methods of assessments to ensure the attainment of these skills.

PLO five – “Demonstrate effective writing skills for academic and non-academic publications and report writing and effective communication skills for both pedagogical and non-pedagogical purposes.” – has a primary focus on Communication Skills while addressing Research and Scholarship and Professional Capacity/Autonomy as well so that students will achieve effective communication skills for their upcoming professional life and most importantly, the writing skills for various purposes. This will be achieved through various written assignments students will complete in the coursework and in their comprehensive examination written responses, as well as the dissertation proposal and dissertation itself.

The sixth PLO – “Critique and evaluate different disciplinary perspectives to disaster management and identify their impact on the discipline and demonstrate understanding of the limitations of theoretical and applied models and findings” – is specifically focused on Awareness of Limits of Knowledge by students demonstrating their Depth and Breadth of Knowledge and Research and Scholarship in ways that demonstrate their critical perspectives to disaster

management knowledge and practices. Comprehensive examination, course examination, and dissertation and oral defense are the methods to support students' assessment of this continued learning.

While the alignment of these PLOs to the DLEs reflect the Doctoral program as a whole, students enrolled in this program will have opportunities to specialize on their chosen area of the dissertation and contribute to the relevant field. The assessment methods especially course examinations, annual progress review, comprehensive examination, dissertation proposal and defense and dissertation writing are the strategies that will be used to ensure the gradual progress in achieving the above-mentioned advanced skills and knowledge in DEM throughout their doctoral program.

Map of PLOs to Ontario's Graduate Doctoral Degree Level Expectations - Doctoral Degree							
		Depth and breadth of knowledge	Research and Scholarship	Level of Application of Knowledge	Professional capacity / autonomy	Level of Communications Skills	Awareness of limits of knowledge
LO 1	Demonstrate a deep mastery in current and emerging topics in the field of DEM, including key concepts, debates and ideas in the field and a contributory level of expertise in their field of specialization.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline	The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;			The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	
		Course examinations and test (DEMS 7700); Written Assignment; Comprehensive Examinations and Defence	Course Examination & Test; comprehensive examination			Dissertation Proposal and Oral Defence	

LO2	Demonstrate an array of knowledge in different research methodologies including the understanding of theoretical and empirical academic research in DEM field and conduct independent and group research with professional expertise	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.		The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research		
	<i>Assessment</i>	Dissertation & oral defence	Dissertation & oral defence		Written Assignment in Course Work; Comprehensive Examination, Dissertation Proposal & Oral Defence		
LO3	Apply the theoretical knowledge on risk, hazard and vulnerability assessment as well as the development of risk reduction strategies through both close engagement with the community		a/ The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the	The capacity to: a) undertake pure and/or applied research at an advanced level; and b) contribute to the development of	The ability to evaluate the broader implications of applying knowledge to particular contexts.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	

	practitioners and critical engagement with their models and approaches and techniques.		research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication	academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.			
	<i>Assessment</i>		Comprehensive examinations; Dissertation Proposal & Oral Defence; dissertation	Comprehensive examinations; Dissertation Proposal & Oral Defence; dissertation	Dissertation & oral defence	Comprehensive examinations; Dissertation Proposal & Oral Defence; dissertation	
LO 4	Develop critical thinking, leadership skills and ethical foundations to construct and execute research projects as a practicing independent academic and non-academic researcher.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline	a) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and b) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.	The capacity to: a) undertake pure and/or applied research at an advanced level; and b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.	a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b) The intellectual independence to be academically and professionally engaged and current; c) The ethical behaviour consistent with		

					academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to evaluate the broader implications of applying knowledge to particular contexts.		
	<i>Assessment</i>	Course Examination and Tests; Comprehensive Exam	Comprehensive Exams; Dissertation & Oral Defence	Dissertation & Oral Defence	Annual progress reviews		
L05	Demonstrate effective writing skills for academic and non academic publications and report writing and effective communication skills for both pedagogical and non-pedagogical purposes.		a) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and b) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.		The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	
	<i>Assessment</i>		Written Assignment, Examination and Tests, Dissertation Proposal & Oral Defence; Dissertation & Oral Defence		Dissertation Proposal & Oral defence; Dissertation & Oral defence	Dissertation & oral defence; comprehensive examination; course examination and assignment	

LO6	Critique and evaluate different disciplinary perspectives to disaster management and identify their impact on the discipline and demonstrate understanding of the limitations of theoretical and applied models and findings.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or professional practice including, where appropriate, relevant knowledge outside the field and/or discipline	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.				An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines
Assessment		Comprehensive examinations; dissertation; course examination	Comprehensive examinations; dissertation; course examination				Dissertation & oral defence

Assessment of Graduate Degree Level Expectations						
	Written Assignmen t	Course Exam and Tests <input checked="" type="checkbox"/>	Comprehensive Exam	Dissertation Proposal and Oral Defence	Dissertation & Oral Defence	Annual Progress Report
LO1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
LO2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
LO3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
LO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
LO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

5.2 Research Requirements for Degree Completion

In line with common practice for a Doctoral degree, PhD candidates will be required to complete a dissertation in the field of Disaster and Emergency Management. This dissertation must demonstrate a mastery of their area of specialization and must make a contribution to the field. A 'contribution to the field' is measured, in broad terms, as something that has – or would be likely to – merit publication under stringent peer-review standards in a major journal in DEM or a related field. Students have a responsibility for obtaining ethics clearance for their work in accordance with Faculty and University requirements.

There are two formats for a dissertation in the doctoral program in Disaster and Emergency Management: a traditional monograph or a manuscript-based dissertation. In both formats, the student must demonstrate a mastery of the relevant literature, a clear understanding of their theoretical and/or empirical question and contribution, and a high-quality set of results and analysis. Dissertation projects that take on applied questions of importance to practitioners and real-world challenges in rigorous, theoretically, and methodologically suitable ways are welcomed.

A manuscript-based dissertation must include at least three articles of a quality sufficient to be published in a peer-reviewed journal. In most circumstances, the expectation would be that at least one of these manuscripts is accepted for publication by the time of defence, and that the other two are near or under review. The manuscripts must also be accompanied by a strong introduction and conclusion that justify their relatedness and establish a clear program of study that spans the three papers. While up to two of the papers may be co-authored, the student must play the role of lead author and co-authors must be able to provide a written declaration of the student's primary role in all elements of the paper (including project design, data collection, analysis, writing, and editing).²

In both formats, there are common and high expectations. Both forms of dissertations should yield data and analysis that is a quality that could be published in a peer-reviewed journal. Both forms of dissertations should establish a program of study that is coherent and makes both theoretical and empirical contributions to the discipline.

The decision of which format to undertake requires close consultation with – and ultimately approval from – the supervisor and supervisory committee. Students are encouraged to work with their supervisory committee to establish a provision plan for dissemination (e.g., peer reviewed publication) of the dissertation material during and after the PhD in support of both advancing the field and supporting the student's successful transition into a career. Technical specifications for the dissertation (e.g., formatting, sections, and abstract) should be produced in compliance with Faculty of Graduate Studies guidelines. Students and their supervisory committees are also responsible for following FGS requirements in terms of deadlines for manuscript submission and scheduling key milestones like the oral defence.³

All students in the program will be required to complete an oral defence of their dissertation per FGS guidelines. All dissertation defences held in the DEM doctoral program will be open to the public for the presentation and Q&A period, before proceeding into a closed-door session for committee-driven questions and deliberation. Results will be communicated via the FGS guidelines.

The dissertation-based research requirements are suitable for this doctoral program, as they not only establish the content knowledge within the DLEs, but also serve to fulfil the aims of professionalization.

²As an example, a student may decide to publish the chapters or manuscripts of their dissertation as co-authored projects with members of their supervisory committee or other mentors. The key barometer is that the mentors can attest to the primacy of the student in designing and executing the work.

³ For the full list of up-to-date guidelines, see <http://gradstudies.yorku.ca/current-students/thesis- dissertation/>.

skill development through the mentored process of designing a research project, executing this data collection and analysis, and learning how to shepherd a manuscript to publication.

5.3 Methods of Assessing Student Achievement

Because of the range of learning outcomes articulated in section 5.1, the doctoral program requires a variety of matching mechanisms for assessing student achievement. There are several key moments and forms of assessment during the program:

Assessment Technique	Pairing with Learning Outcomes
Course-based evaluation in 7700, 7730, 7740, 7750, 7790 and electives.	Assess breadth and depth of knowledge (e.g., content acquisition and testing in 7700 seminar); research and scholarship (e.g., testing on qualitative and quantitative research methods); linking of theory and practice (e.g., assignments requiring application of theory to real-world examples); and level of communication skills (e.g., written assignments in different genres).
Comprehensive examinations	Explicitly assesses breadth and depth of knowledge and linking of theory and practice through the specific questions asked. Assess oral communication skills during the defence. ⁴
Dissertation proposal & oral defence	Evaluate whether students have sufficient mastery of the subject to be able to begin their project, and whether they have clarity about their own – and the discipline’s – limits of knowledge in framing their contribution. Focused evaluation of their ability to link practice (a real, pressing question and case study) with theory (the contribution they’ll make to the discipline). Assess oral communication skills during the defence.
Dissertation & oral defence	Ultimate evaluation of the learning achieved during the program, including breadth and depth of knowledge, their contributions to research and scholarship, and their awareness of their own – and disciplinary – limitations of knowledge. Assess oral communication skills during the defence. ⁵
Annual progress reviews	In addition to assessing progress on all of the above, also provides an opportunity for formal feedback on the student’s development of professional capacity and autonomy.

5.4 Documenting Degree Progression and Performance

Degree progression and milestones are supported through the policies and procedures of the faculty of graduate studies. Within the program, however, an annual report process (described below) will help to ensure successful and timely progress through the program, as well as early identification of any challenges (in order to provide upstream assistance and support).

⁴ For the full list of up-to-date guidelines, see <http://gradstudies.yorku.ca/current-students/thesis-dissertation/>. For a more detailed discussion of how the Comprehensive Examination process works, see Appendix H.

⁵ See <http://gradstudies.yorku.ca/current-students/thesis-dissertation/supervision/#section5b>.

To ensure productive progress through the program, students must submit an annual Report on Progress to the Graduate Program Director by the end of April each year. This process looks different depending on where the student is in the program:

- Prior to identification of a supervisor (which may occur prior to admission or during the first year of the program, depending on situation; see timeline and later discussion), the Report on Progress is submitted by the student directly to the GPD.
- Once a supervisor has been identified, the student must submit the Report on Progress to the supervisor. The supervisor and student must meet to discuss the report, prior to a copy being submitted by the supervisor to the GPD.
- Once a supervisory committee has been appointed (normally by the end of the second year), the student must submit a copy of the Report on Progress to the supervisory committee and organize a meeting of the full committee. Following this meeting, wherein the committee evaluates the report offered, the supervisor will forward the report to the GPD.

Unsatisfactory reports on progress may result in a requirement by the student to withdraw from the program of study or graduate program. Appeals and conflict resolution mechanisms are detailed by the Faculty of Graduate Studies.⁶

5.5 Completion Length and Support

The PhD in DEM program is designed to be completed in a period of approximately 4-5 years of full-time study, dependent on student progression and fieldwork requirements for the dissertation. The program begins with a series of core courses that are required to establish disciplinary competency and support doctoral student development. As the degree progresses, mentorship and development increasingly focuses on supervisor guidance and independent research.

During the first year of the program, students will be expected to complete a two-term core course, establish their methodological foundations, and use a pair of electives to acquire specialization-relevant expertise and explore issues in DEM. During the second year of the program, emphasis shifts to preparing students for comprehensive exams and dissertation proposal defence. These milestones are defended and completed in the second and third year of the program, with students using years four and five to complete their research and defend their dissertation.

In addition to the course requirements, students must pass two comprehensive examinations (see Section 3.3) and write a high-quality dissertation that advances knowledge within the field of DEM (see Section 3.4).

The typical student timeline is indicated in the table below, although the diversity in dissertation topics and disciplinary approaches may result in slightly expedited (e.g., working with quickly-collected datasets) or prolonged timelines (e.g., where new foreign language is required):

⁶ <http://gradstudies.yorku.ca/current-students/thesis-dissertation/supervision/#section5b>.

Term	Year 1	Year 2	Year 3	Year 4 & 5
Fall	(1) DEMS 7700, Part 1: Risk, Vulnerability, and Resilience (2) DEMS 7730: Qualitative Methods (3) DEMS or dissertation-related elective	(1) DEMS 7750: Research Design & Dissertation Proposal Development (2) DEMS or dissertation-related elective (3) DEMS 7790: Teaching, Learning, and Pedagogy Continued preparations for comprehensive exams.	Continued pilot research. Latest deadline for dissertation proposal.	Continuing dissertation research and writing. Defence scheduled. Job applications (as appropriate). Revisions as required.
Winter	(1) DEMS 7700, Part 2: Research and Practice in DEM (2) DEMS 7740: Quantitative Methods (3) DEMS or dissertation-related elective	Comprehensive exams (April). Development of dissertation proposal (recommended by end of Summer, Y2). Conducting pilot research.		
Summer	Preparation for comprehensive exams; participate in conferences, research, professional practice.		Dissertation research/data collection.	

Successful student progress is supported through multiple mechanisms:

- Annual progress reports are completed by the student and approved by the supervisor, with oversight from the GPD, providing a formalized mechanism through which to check whether the student is progressing appropriately and provide targeted advice as required.
- Supervision by faculty members is designed to provide personalized mentorship and professionalization, ranging from advice in course selection to help in preparing for an eventual job search. Faculty member supervisors are responsible for ensuring students are effectively supported towards completing their degree requirements in timely fashion and for providing them with general academic advice (including, but not limited to, preparing for their comprehensive examinations; selecting elective courses; applying for scholarships and teaching fellowships; writing their dissertation; attending and contributing to scholarly conferences and learning how to prepare scholarly papers for publication in learned journals; and undertaking a job search either in academia or non-academic sectors).
- Finally, student success is supported through clarity of structure, including a program handbook, early delivery of the reading lists for the common comprehensive examination, and documentation of different paths available (e.g., past electives

completed by previous students; collection of job application documents to provide samples for future cohorts).

5.6 Modes of Delivery

The program is intended for in-person delivery of the courses. In particular, students are expected to be present for in-class training in DEMS 7700, 7730, 7740, 7750, and 7790 as well as their selected electives. This in person attendance is important for meeting the desired learning outcomes, which involve the use of a variety of teaching (e.g., lectures, group activities, projects) and assessment (e.g., quizzes, presentations, analytical assignments) mechanisms that are best conducted in-person. DEMS 7700 and 7750 are also heavily discussion based, meaning that virtual participation is generally not a sufficient substitute for the in-person experience.

It is important to recognize, however, that during their third, fourth, and fifth years, many students will need to conduct travel or other field research in support of their dissertation research. Should students be working away from the Toronto area during this time, it is expected that they and their supervisor will establish regular meetings virtually (e.g., via a platform like Zoom or Skype) to ensure ongoing mentorship and successful progress. Students are also encouraged, wherever possible, to attend departmental events (e.g., talks, emergency exercises, social events) as part of their professionalization experience.

5.7 Experiential Learning

The nature of the field means that working closely with communities and practitioners is required. Experiential learning is embedded throughout courses (e.g., a requirement in 7730 and 7740 to conduct a community-based research project, and guest speakers from the practitioner community attending sessions of 7700 for discussion-based learning) and dissertation process. In particular, because of the highly applied, engaged nature of the field of DEM, we expect that nearly all dissertations will have stakeholder engagement and knowledge translation elements.

The Teaching, Learning, and Pedagogy course (DEMS 7790) will also be an active opportunity for experience-based learning. Assignments involve teaching demonstrations, assessments of various teaching approaches, and other hands-on skill development.

In addition, the DEM program is currently exploring opportunities to increase the experiential education available to students at all levels (including the new doctoral students). Dr. Rozdilsky, for instance, leads an annual fieldtrip to civil defence sites in Ontario for place-based learning. In addition, Dr. Kennedy is the co-founder and director of Science Outside the Lab (SOTLnorth.ca), an experiential education program that brings together exceptional graduate students from across the country to learn about science policy and meet leaders in the field. Dr. Kennedy is exploring opportunities to expand this program to the DEM context, which would be available to doctoral students. And, DEMS 6040 offers a study abroad course to help increase internationalization and global experiences

6.0 Admission Requirements

6.1 Admission Requirements and Alignment with Program Learning Outcomes

The doctoral program in DEM aims to competitively recruit from high-calibre prospective students across Canada and around the world. To ensure that students are able to succeed with respect to the learning outcomes, prospective students must meet several criteria:

- demonstrated academic excellence, or the potential of academic excellence combined with notable non-academic experience.
- Clarity about the skills, knowledge, and professional development desired as a student within the doctoral program
- An incipient vision for a possible research topic relevant to the field.

Students must also possess a master's degree in a relevant subject area from an accredited university with at least a B+ average. Because of the highly interdisciplinary nature of the DEM field, it is likely that highly successful students will come not just from training in DEM, but also from fields like environmental studies, urban planning, science and technology studies, engineering, and other natural and social sciences.

To identify and draw high-calibre students domestically and internationally, the recruitment for the program will be a year-round effort, including promotion at relevant conferences, outreach to related master's and bachelor's degree programs, and personal networking by faculty members. Details about the application process will be released in September of the year preceding the prospective admission, with applications due according to York timelines and acceptance decisions released in a timely manner.

Each year, an Admissions Committee will be formed consisting of the GPD and at least two other full members of the program. The committee will be responsible for releasing the application process documents in September, making the decisions, and notifying all candidates (both successful and unsuccessful) of their standing in a timely manner.

Students will be required to submit the following documents for review by the Admissions Committee:

- Transcripts from undergraduate and master's level study
- Curriculum Vitae/Resume
- Three letters of reference, including at least two from academic sources
- A statement of research interests (which must identify up to three prospective supervisors with a ranking), goals for their time in the program, and rationale for applying to the York DEM program
- A sample of writing between 6,000-10,000 words
- For students whose first language is not English, a minimum TOEFL score of 600 (paper-based) or 250 (computer-based) or a YELT score of 1 will be required

The Admissions Committee will also oversee development of a process to interview short-listed candidates.

6.2 Alternative Requirements

Much like our existing offerings in the BDEM and MDEM programs, we expect that the Doctoral program will draw significant interest from practitioners in the field. The Director of Emergency Management for a major Canadian city, for instance, has already stated significant interest in being part of the initial cohort of the program.

As such, it is recognized that prospective students might not follow a 'traditional' path from earlier education. In the case of a professional applying with experience in the field, the Admission Committee will be given flexibility to emphasize the "potential of academic excellence combined with notable non-academic experience." This may also require flexibility in understanding grades obtained in earlier degrees when combined with significant development of skills since (e.g., professionally demonstrated ability to communicate effectively). The committee will also take this into account when considering letters from reference (e.g., allowing additional professional references rather than academic referees) or encouraging writing samples from applied contexts (e.g., if the prospective student authored a policy analysis, for instance, in lieu of a traditional academic paper).

In the case of students who do not have formal graduate training in DEM, the committee may also institute other requirements upon admission, such as the completion of additional leveling coursework in the DEM area to prepare for the initial 7700 class or the completion of courses supporting reading and writing

skills appropriate to the doctoral level.

6.3 Supervisory Matching Process

To ensure that students are provided with appropriate supervision and mentorship, it is critical to invest thought and effort into the student/supervisor matching process. At the time of application, each student is required to identify up to three potential supervisors based on alignment with their research interests and long-term goals.

During the selection process, faculty should be given the opportunity to review and comment upon the files of any students who have raised interest in working with them. In the gentle matching that follows, the admissions committee will attempt to admit a cohort that can be effectively spread among prospective supervisors. Each incoming student will be linked to a provisional faculty mentor who will support their integration and initial progress, as well as serve as a first attempt at a supervisor.

However, pairings will be allowed to evolve over time, and students and faculty alike will be encouraged to make adjustments as needed to ensure optimal fit and mentorship.

As such, the matching process will work as follows:

- (1) Students identify prospective supervisors in their application package.
- (2) Prospective supervisors are given the opportunity to review each file that mentions working with them, and to provide the admissions committee with feedback about the perceived suitability of the student and desire to admit.
- (3) The admissions committee will endeavour to admit no more students than number of faculty willing to take on supervisory roles. The admissions committee will also endeavour - within the goal of admitting strong and high potential students, as well as a demographically, experientially diverse cohort - to admit a cohort that diversifies the supervisory load (i.e., does not overload one faculty member, and spreads supervision across many supervisors).
- (4) Based on this initial selection, feedback, diversification, and matching process, students will be assigned an initial supervisor for the first year to help support initial mentorship and program progress. However, students and faculty alike will foster a culture where students are welcome to switch supervisors early in the degree to find the ideal fit.
- (5) In any given year, it will be normal for faculty to be matched with approximately one student each. However, over the long term, the GPD and admissions committee will monitor the relative supervisory loads of each faculty member, ensuring that attention is not spread too thin via too many total students assigned to any given faculty member.

7.0 Resources

7.1 Areas of Faculty Strength

The full-time faculty in the DEM area (Doctors Agrawal, Asgary, Bogdan, Etkin, Kennedy, Mamuji, Spinney, and Rozdilsky) have a diverse set of disciplinary and hazard expertises that provide a broad knowledge base suitable for delivering an interdisciplinary program such as disaster management. These areas include natural hazards, economics and urban planning, disaster risk reduction, leadership, human resources, institutional decision-making, climate change, ethics, comprehensive emergency management, technological hazards, socially-mediated hazards, and risk analysis. The core faculty is supplemented by a number of York faculty from other related areas, and contract faculty with instructor or adjunct membership in FGS who teach

courses related to their specific areas of expertise.

All our full-time faculty are members of the International Association of Emergency Managers, the Ontario Association of Emergency Managers, and the Canadian Risk and Hazards Network. Over the past five years, the faculty have collectively achieved 9 authored books, 6 edited books/special issues, 34 peer reviewed book chapters, 113 peer reviewed journal articles, 75 peer reviewed/published conference presentations, 43 conference proceedings, 51 invited lectures, 52 other publications/activities, and 10 awards/recognitions at institutional or higher level.

Textbooks in DEM have been published by Professor Etkin (Elsevier and Amazon) and by Professor Agrawal (Springer). Professor Asgary has been playing an important role at the Disaster Risk Reduction Platform, Geneva, Switzerland since 2011, and Professors Agrawal and Asgary have been a part of the Global Risk Forum, Davos, Switzerland since 2012. Professor Agrawal serves on the editorial board of the Canadian Journal of Emergency Management. Professors Etkin and Rozdilsky regularly participate in FEMA annual conference in Maryland, USA. Professor Rozdilsky regularly participates in the Natural Hazards Workshop in Colorado USA sponsored by the Natural Hazards Center at the University of Colorado Boulder. Rozdilsky has written multi-jurisdictional hazard mitigation plans and he has earned the Professional Development Series training standard from the Federal Emergency Management Agency (USA). Professor Rozdilsky has completed several quick-response type of field research projects related to weather disasters in the Midwestern (USA). Prof. Professors Asgary, Etkin and Agrawal have all received several merit awards each from York University. Professor Mamuji was the recipient of the 2013-2014 Cadieux-Léger Fellowship from Canada's Department of Foreign Affairs, Trade & Development, for her work on interdepartmental collaboration in federal responses to natural disasters abroad. Professor Kennedy runs an international methods working group on disaster survey research and a Canadian not-for-profit organization working on policy dimensions, as well as the Collaboration on Emergency Management, Policy, and Preparedness Research (CEMPPR Lab) at York. Professor Spinney has written policy statements for the American Meteorological Society, as well as conducted extensive quick response research on tornadoes and other natur

7.2 Role of Contract Instructors

Because of the strong connection to real-world practice, the DEM programs make significant use of contract instructors. Instructors like James Kilgour (Director of Emergency Management, City of Toronto), Alain Normand (Director of Emergency Management, City of Brampton), and Walter Perchal (retired Canadian Forces) help to bring real-world experience, lessons learned, and partnerships with practitioners. They also provide teaching capacity for the BDEM and MDEM programs.

At the moment, the doctoral program would be designed to be taught entirely by full-time faculty. This helps to ensure quality, consistency, and academic rigour in a research-focused program. However, these exceptional leaders in their fields have expressed a willingness to assist as visiting guest experts, to provide connections and networks for PhD students looking to conduct research, and to generally support the integrated course offerings in DEM.

7.3 Major Laboratory Facilities

No new laboratory facilities will be required for the proposed program. The DEM area has access to a variety of laboratory facilities, including:

- The DEM Lab facility in Room 2004 Dahdaleh Building, which is equipped with hardware and software tools for qualitative, quantitative, and spatial analyses.
- The ADERSIM Lab (Advanced Disaster, Emergency, and Rapid Response Simulation) facility, an interdisciplinary initiative with researchers from across campus. When opened, the facility will include a mock emergency operations centre available for training and teaching purposes.

- For social research, PhD students will have a large number of options for participating in funded research projects, including through ADERSIM (Dr. Asgary), CEMPPR (Dr. Kennedy), and EM for All (Dr. Mamuji and Rozdilsky), among others.
- The laboratory facilities of other faculty members, such as Dr. Costa Armenakis (Lassonde School of Engineering) and Dr. Jianhong Wu's (Mathematics). The Y-EMERGE ORU, which will have an office facility and draw from researchers across campus. Programming here, including ECR training, seminar series, and research opportunities, will provide substantial support for students in the program.

7.4 Office, Laboratory, and General Research Space

No new initial space supports will be required for the program. The full-time faculty in the program already have office space as part of the School of Administrative Studies, which is sufficient for the program implementation.

Upon approval of the program, we intend to explore options for providing a basic space (e.g., office or common room) for graduate students who are spending significant amount of time on campus (e.g., during coursework or dissertation writing phases). Providing a physical office space on campus for co-working, consultation with faculty members, and networking between graduate students would improve the quality of student experience. We hope to be supported by the School and Faculty, depending on space availability and the number of graduate students who would make use of the space.

During the external review, reviewers also noted the importance of co-locating DEM faculty offices to help build professional community, make faculty more accessible, and improve impressions for outside visitors. As space allows, we will also explore these requests with the appropriate pathways.

7.5 Academic Supports and Information Technology

The doctoral program would benefit from the already extensive IT and academic supports available within the School of Admin Studies. The DEM program already has a graduate director, who will provide the most direct academic oversight. The program is supported through a cadre of talented administrative personnel in the main SAS office. Given the small number of new courses added, there should be limited increased burden. Finally, DEM and SAS is well supported by the existing Faculty-level computing support systems for IT needs.

7.6 Financial Support and Supervisory Loads

There are currently eight full-time faculty in the DEM area. We anticipate support in replacement hires of new Assistant Professors upon retirement of senior personnel. Importantly, because any full member in the program can supervise a doctoral student in the program, the supervisory capacity is significantly larger than the eight full-time faculty dedicated to the program. In the chart below (Section 7.7), we illustrate the full membership of the program which will be able to provide supervision of students.

For the purpose of initial planning, we assume the bulk of new students (6-8 students in 2022, 2024, and onwards from 2026) will be supervised by the core faculty. This creates an average load of 2 students per faculty member initially (pending average program completion in 4-5 years as designed), which helps to provide high quality mentorship and supervision. The staggered admission process, therefore, also allows for time to 'on-board' these additional full members, allowing for increased supervision capacity.

The large number of courses offered within the DEM bachelor program will help to support TAship opportunities for incoming PhD students, following the processes and procedures of York University and the FGS.

As research funds become available, there will be increased opportunities to offer RAs. For example, Prof. Asgary (Co-PI) has received an industry stream NSERC CREATE grant for \$1.65 million over 6 years to fund the Advanced Disaster, Emergency & Rapid Response Simulation (ADERSIM) Program (May 2015 to May 2021), as well as \$1.45 million through the Ontario Research Fund (ORF).

The ADERSIM program will train postdoctoral fellows and graduate students with strong theoretical and professional skills in information searching, data mining, knowledge management, modelling and simulations to meet Canada's current and future demands in emergency management and public safety industry. The program team includes a number of our adjunct professors from York University and other institutions. These funds will assist the program in supporting masters, PhD, and post-doctoral fellows working in the DEM area.

Funding for targeted DEM research is available through Public Safety Canada⁴, and more generally from SSHRC. Students would also be eligible to apply for Ontario Graduate Scholarships. APCO International offers two scholarships: Silent Key & Commercial Advisory Committee Scholarship and the John D. Lane Scholar⁷ship. The International Association of Emergency Managers (IAEM) Scholarship Program⁸ is available to students pursuing studies in disaster and emergency management; the amount of the award varies according to donations to the IAEM⁸. The Ontario Association of Emergency Managers offers annual awards of \$1000 and \$500. The Natural Hazard Centre at the University of Colorado offers an annual scholarship to support attendance at the Annual Natural Hazards Research and Applications Workshop.⁹

7.7 Listing of Faculty

The program would be launched with the following full members, whose CVs can be found in Appendix I. These members include the full-time DEM faculty described above.

Name & Rank	Home Unit	Area(s) of Specialization or Field(s)			
		Primary to the DEM Program?			
Nirupama Agrawal, Professor	DEM/SAS	Yes	Natural disasters & risk management	Flood resilience & community engagement	Decision support systems
Ali Asgary, Associate Professor	DEM/SAS	Yes	Urban Planning/Design	Post disaster recovery and reconstruction, business continuity	Disaster simulation and modeling, AI, and virtual reality in DEM
Eva Bogdan, Assistant Professor	DEMS	YES	Disaster and Emergency Management	Community Resilience	Leadership

⁷ APCO International Scholarships: <https://www.apcointl.org/training-and-certification/scholarships.html>

⁸ IAEM Scholarship Program: <http://www.iaem.com/documents/2016-Graduate-Scholarship-Application.pdf>

⁹ Natural Hazards Centre Scholarship: <https://hazards.colorado.edu/awards/myers-scholarship>

David Etkin, Professor	DEM/SAS	Yes	Disaster & Emergency Management	Risk	Disaster Ethics
Eric B. Kennedy, Assistant Professor	DEM/SAS	Yes	Disaster & Emergency Management	Institutional Knowledge Systems	Decision- Making Under Uncertainty
Aaida Mamuji, Associate Professor	DEM/SAS	Yes	Disaster & Emergency Management	Public Policy	Humanitarian Assistance & Coordination
Jennifer Spinney, Assistant Professor	DEM/SAS	Yes	Disaster Governance	Disaster Risk Reduction	Social Resilience
Jack Rozdilsky, Associate Professor	DEM/SAS	Yes	Disaster & Emergency Management	Long-term disaster recovery	Post disaster field studies

The program would be launched with the following associate members. We anticipate this list to grow over the initial years of operation.

Name & Rank	Home Unit	Area(s) of Specialization or Field(s)		
		Area 1	Area 2	Area 3
Costas Armenakis, Associate Professor	Earth & Space Science; Engineering	Unmanned Aerial Mapping Systems	GIS and remote sensing applications for disaster management	Situational awareness and Geospatial Intelligence
Jane Marie Heffernan, Associate Professor	Department of Mathematics & Statistics	Disease & infection Modelling	Mathemati cal modeling	Computer simulation
Rongbing Huang, Associate Professor	School of Administrative Studies; Decision	Supply Chain Management	Facility Location	Transportation
Dan Palermo, Associate Professor	Department of Civil Engineering	Seismic repair and retrofit of concrete structures	Behaviors of structures subjected to tsunami loading	Resilient structures
Fuminori Toyasaki, Associate Professor	School of Administrative Studies; Logistics and Decision	Humanitarian and disaster logistics	Non-profit sector operations	Supply chain risk management
Michaela Hynie, Professor	Psychology	Refugee Resettlement	Environmen tal Migration	Migration and Health

Usman Khan, Assistant Professor	Department of Civil Engineering	Flood risk assessment and uncertainty.	Sustainable water resource management	Impacts of climate change
Adriano O. Solis, Associate Professor	SAS	Operations, Logistics, and Supply Chain Management	Applied modeling & simulation	Decision Sciences
Jianhong Wu, Professor	Mathematics and Statistics	Disease Modelling	Disaster Simulation	Applied Mathematics

Graduate Supervision

	Completed (within the past eight years)				In Progress			
	MRP	Thesis	Dissertation	PDF	MRP	Thesis	Dissertation	PDF
Full Primary Members								
David Atkin	27							
Ali Asgary	20	5	8	11	3	2		3
Nirupama Agrawal	13	1					1	
Aaida Mamuli	1				3			
Jack Rodzilsky	4				2			
Eric Kennedy	4	2			6	2	4	
Jennifer Spinney					1			

8.0 Enrolment Projections

Because of the significant domestic and international needs for emergency management professionals, the increased attention on the field of DEM, and the synergistic opportunities both within academia and alt-academic careers, we anticipate healthy enrolments despite being an emerging discipline.

Our goal is to recruit high-calibre, internationally competitive cohorts of between 6-8 students no more than once per year. We have a relatively large number of interested parties who are waiting for the emergence of the program, who will help to support health sized initial cohorts. A comprehensive recruitment plan will include targeting graduates from relevant GTA, domestic, and international masters programs, drawing from practitioners with an interest in doctoral-level training, and developing a strong reputation within professional associations. We will work closely with the relevant offices at York University to support these recruitment strategies.

9.0 Reviewers Report and Response

University Quality Assurance Procedures New Program Appraisal

External Appraisal Report on the Proposed New PhD in Disaster and Emergency Management

External Reviewers

Jessica Jensen, Associate Professor and Head, Department of Emergency Management, North Dakota State University

David A. McEntire, Dean, College of Health and Public Service, Utah Valley University

Outline of the Visit

In preparation for the site visit, the reviewers reviewed the external appraisal report template, the CVs of all core and supporting faculty, and a brief related to the proposed doctoral program. Based on review of these documents, the reviewers arrived at the site visit with a series of questions to raise during their meetings with faculty and administration.

Interviews were held with the following York University administrators: the Dean of the Faculty of Graduate Studies, the Associate Dean of Libraries and staff, Associate Dean Whitworth of the Graduate Studies and Research, Liberal Arts & Professional Studies, and Director of the School of Administrative Studies.

Multiple formal and informal meetings were held with core DEM faculty: Drs. Agruwal, Etkin, Kennedy, Mamuji, McBey, and Rozdilsky.

And interviews were also conducted with practitioner supporters of the program (i.e., Alain Normand (Director of Emergency Management, Brampton, ON; YorkU BDEM Instructor) and Mike O'Brien (YorkU Office of Emergency Management) and three current MDEM students.

The reviewers saw a significant portion of the York University campus during the site visit including, the Administrative Studies wing in Atkinson Building where faculty offices are located, a number of buildings where administrators are housed, buildings with student amenities (e.g., "the mall"), and the library. The reviewers also were shown examples of rooms where classes are held.

The reviewers were impressed by hospitality shown by our hosts. We were also appreciative of the many frank, rich, and collaborative discussions we had throughout our visit.

General Objectives of the Program

Is/are the program name and degree designation(s) appropriate?

The program name and degree designation of Disaster and Emergency Management is appropriate and consistent with the titles of other such degree programs nationally and internationally.

For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?

The fields indicated in the brief are consistent with the quality assurance procedures policy, and, the related template the topical areas reviewers are to cover in their appraisal.

Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?

The brief outlines the connection to University and Faculty missions and academic plans clearly and review suggests the objectives are consistent with the same.

Need and Demand

Is there sufficient explanation of need/demand for the program?

There is a need for emergency management scholars in emergency management higher education and in research and policy positions outside of higher education in Canada and outside of Canada. This need was well articulated in the brief and supported by reviewer discussions with Canadian practitioners during our visit. This need described is also consistent with the reviewers' knowledge built from international engagement in emergency management higher education and practice.

Program Content and Curriculum

Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.

The brief outlines a doctoral curriculum including

- 9 credits of core classes (DEMS 7700 Part 1: Risk, Vulnerability and Resilience (3 credits) and Part II Research and Practice in Disaster and Emergency Management (3 credits) and DEMS 7720 Research Design & Dissertation Brief Development (3 credits)
- 6 credits of methodological training including two cross-listed courses offered outside of the DEM faculty: DEMS 7730 Qualitative Methods in Disaster and Emergency Management (3 credits) and DEMS 7740 Quantitative Methods in Disaster and Emergency Management (3 credits)
- 6 credits in electives (or 2 x 3 credit courses) chosen from two categories: elective courses within DEMS or elective courses beyond DEMS

In total, doctoral students may take as few as 9 credits of core DEM classes. Of these 9 credits, 3 would be dedicated to research. The lack of coursework in DEMS was of concern to the reviewers, particularly given the learning outcomes associated with the doctoral degree.

Emergency management may be a newer field in higher education, but, nonetheless, there is a vast literature crossing disciplines and countless dissemination outlets to inform study within it. It is the responsibility of emergency management scholars, i.e., the products of the DEM doctoral program, to integrate and synthesize this literature, to explore how pedagogy and assessment of learning are best approached relative to this body of knowledge, to provide students the chance to interact with it, to explore further how policy and practice might be adjusted in light of what they learn, and to build on it through their own research. Other, more

established, fields of studies have codified much of the bodies of knowledge that inform teaching and research. They have developed and articulated theory. Multiple generations of textbooks in key topical areas in the discipline exist.

The situation in emergency management is very different from that in other, more, established fields. It will be the responsibility of these students to build a more secure and robust foundation for the field and guide its development into the future. Yet, because of interdisciplinary landscape of the literature, independent study outside of curriculum will not be enough to cultivate their scholarly ability to fulfill these responsibilities. Their doctoral degree program and faculty must support them as a collective—training them identically one to the next – especially across the core required curriculum. Courses are the ideal, and traditional, means degree programs leverage to support breadth and depth of knowledge, ability to link theory and application, and, to a lesser extent, develop professional capacity. And more courses, specific to DEM, are needed to cultivate competence in these key learning outcome areas given the nature of the field.

The challenge to learn and develop as a scholar will be greatest for those entering the doctoral program without a bachelors or masters degree in emergency management. These students will be ill-prepared for doctoral work in emergency management, even with some additions to the doctoral curriculum. They will lack a baseline understanding of the Canadian and global context of emergency management as well as structures, processes, programs, and policies leveraged within these contexts. This type of foundation is provided in lower degree level curriculum. A student without adequate background in emergency management may need to take masters level DEM coursework to prepare for the doctoral experience and engaging with their doctoral program colleagues at a reasonable level.

Co-curricular requirements are a valuable mechanism to leverage in doctoral programs in addition to more traditional coursework to support student development in key learning outcome areas. Examples of co-curricular requirements include conference attendance, presentations at scholarly venues (e.g., colloquia, conferences), presentations at practitioner venues (e.g., training, conferences), job shadowing, informational interviewing with partners in practice, etcetera. Instead of merely recommending these activities, some programs have found it of value to require completion of some set of activities outside of curriculum leading up to graduation to support their student development.

Program Structure, Learning Outcomes and Assessment

Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?

The DEM PhD brief outlines program learning outcomes in six areas including 1) breadth and depth of knowledge, 2) research and scholarship, 3) linking theory and application, 4) professional capacity/autonomy, 5) communication skills, and 6) awareness of limits of knowledge. These outcome areas are appropriate and typical for doctoral degree programs, in general.

It is the reviewers' understanding that these outcome areas are dictated for all doctoral degree programs by the Ministry of Training, Colleges and Universities of Ontario. In so far as that is true, the DEM PhD outcomes are in alignment with degree level expectations from the Ministry available at <https://www.ontario.ca/page/ministry-training-colleges-universities>. Furthermore, the

outcomes areas are consistent with emergency management doctoral degree program areas of emphasis internationally. Close study of the specifics in each outcome area, outlined in the brief, reveals further alignment with goals of doctoral education in the field. The reviewers found the DEM faculty focused and clear in their goals for the doctoral program in our discussions with them as well.

Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes.

The brief includes a table on pages 16-17 showing program outcome areas, specific learning objectives in each area, and the courses wherein doctoral students will have the opportunity to build competence in each area. As previously discussed, the curriculum is insufficient as it is presented in the brief. There is insufficient opportunity for students to build the breadth and depth of knowledge, ability to link theory and application, and develop professional capacity in the current curriculum proposed.

Comment on the nature and suitability of the major research requirements.

The proposed curriculum includes three required methods courses, i.e., DEMS 7720 Research Design & Dissertation Brief Development (3 credits), DEMS 7730 Qualitative Methods in Disaster and Emergency Management (3 credits), and DEMS 7740 Quantitative Methods in Disaster and Emergency Management (3 credits). These courses may be sufficient preparation for students to both demonstrate competence in the associate outcome areas of research and scholarship, professional capacity/autonomy, and level of communication skills through passing the methods comprehensive exam and successfully defending their dissertation. Additional requirements related to research may also support student competence in these key outcome areas, e.g., a required research practicum wherein students participate in/conduct research and/or develop a manuscript outside of the dissertation process.

Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?

The doctoral degree program learning outcomes and assessment techniques faculty will leverage to assess the extent to which students achieve them are listed on page 20 of the brief. Identified techniques include course-based evaluation, comprehensive examinations, dissertation brief & defence, and annual progress reviews. Criteria for assessing outcomes with these techniques was not provided.

The identified assessment methods are not only appropriate for doctoral degree programs—they are standard at that level of education, with one exception. The inclusion of annual progress reviews is not standard in doctoral education internationally, but, the reviewers believe it should be. Students are likely to benefit from this formal and consistent feedback mechanism. Yet for the annual review and other identified techniques to be of the most benefit, criteria to be used in conducting assessments is missing in the brief, but critical to know and include at the outset of the doctoral program.

Beginning with the end in mind will benefit both students and faculty. Students will benefit from knowing the criteria that will be used before admission (i.e., posted on the website) and having that criteria reinforced at orientation, in classes, annual reviews, and other, later, assessment stages. Such knowledge will provide them a sense of program clarity, organization, consistency,

and fairness; help them focus and efficiently invest their time and energy; and provide them a means of monitoring their own development.

Faculty will benefit as much, if not more so, from clearly stated criteria. The DEM faculty are a diverse group. Their disciplinary and experiential backgrounds vary considerably. This phenomena is not unique to the DEM faculty at York but the current norm that characterizes emergency management degree program faculty internationally. This reality lends itself to an assessment environment ripe for conflict as faculty approach the activity with divergent perspectives. Clear criteria from the outset and supplementary tools (e.g., rubrics) to support a more consistent approach to assessment will lessen the likelihood of conflict, streamline and focus the assessment process, streamline and focus faculty discussions regarding areas for potential improvement, and provide a means by which faculty may purposefully examine assessment outcomes over time.

Comment on the appropriateness of the program length, including on how student time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.

Anticipated completion length and support is described in the brief on pages 21-22. The brief identifies an intended completion length of up to 5 years—two years spent on coursework and up to three years spent on the dissertation process. This timeframe is realistic and a standard goal within the field of emergency management doctoral education. In fact, there are relatively few courses or other expectations of students in years one and two. More curriculum could be inserted within those first two years without delaying student completion within the expected timeframe. In fact, the more prepared doctoral students are to engage in independent research (e.g., through courses in critical areas), the more likely they will be able to confidently and expediently move through the dissertation process.

It is worth highlighting again that the annual review with doctoral students stands to be a valuable tool in supporting and managing student progress. For this tool to be most valuable, communicating evaluation criteria will be important, as aforementioned. Additionally, providing students a clear set of expectations related to this process and a template for the annual report upon which the review is based will also help make the process valuable. A typical place for such information would be a Graduate Handbook.

Comment on the appropriateness of the proposed mode of delivery to meet program learning outcomes.

The degree program is intended to be delivered face-to-face. It is the most appropriate delivery mode for this level of education, and, within the context of the stated degree program outcomes. The potential to conduct field research away from the Toronto area and meet virtually with their advisor is also appropriate.

Admission Requirements

Are the admission requirements appropriately aligned with the program learning outcomes?

Admission requirements are identified in the brief on pages 24-25. The admission requirements and criteria appear in some ways consistent with what one would expect for a high quality doctoral program (e.g., demonstrated academic excellence, clarity about what is desired of students in the doctoral program, vision for a possible research topic). Recruitment strategies

and materials to be submitted as part of the application to the doctoral program also seem consistent with norms in each area.

Two issues are of note with respect to expected admissions: 1) the expectation that students will come into the doctoral program without previous degrees at the undergraduate or graduate level in emergency management and 2) the alternative requirements section.

As previously stated, it will be important that something is done to get those students without prior degrees in emergency management ready for the doctoral experience in this field, e.g., taking masters level courses prior to engaging in the doctoral curriculum.

With respect to alternative requirements, it is unclear the extent to which there are alternative requirements. The brief identifies in section 6.2 that the faculty expect working practitioners to be part of the doctoral cohort. The face-to-face nature of the program is reiterated here and the possibility of doing field research and virtual advisor meetings as part of the dissertation process is as well. Yet, the extent to which there are alternative requirements or standards for this nontraditional set of doctoral students is left unaddressed.

Internationally, active practitioners of emergency management or from related fields are drawn to emergency management doctoral degree programs. Experience with this group of students suggest that their aptitude, expectations of the degree program, available time to invest, and desired placement post-graduation tend to differ from other students. A widely diverse cohort including individuals with previous emergency management education, individuals with other disciplinary backgrounds, and individuals coming directly from practice may lead to a variety of challenges, e.g., inter-cohort conflict, unmet expectations and dissatisfaction among students. Additionally, faculty will likely be challenged in their efforts to meet the very different needs of these audiences and tend to apply differential criteria to students in these different groups. Attention to how these negative impacts of a diverse cohort may be lessened must be considered prior to admitting the first cohort of doctoral students. A clear and comprehensive graduate handbook will help as will an orientation. Inclusion of program outcomes and related criteria and rubrics for all doctoral students within the handbook will also support working with diverse students.

Resources

Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.

As noted in section 7.0 of the self-study, the University, Faculty and School possess many impressive resources for the proposed Ph.D. program and there appears to be a genuine willingness to harness and apply those for the benefit of the students within the proposed graduate program. There are many faculty members from across the institution that have expressed interest in participating in this PhD program. In addition, there is an impressive EOC lab that exists and is being renovated to meet the needs of students in the disaster and emergency management areas. This is to be commended. Nevertheless, there are a few areas where additional resources may be needed to ensure the program is successful in terms of teaching, dissertation support and administration.

Appropriateness of the collective faculty expertise to contribute substantively to the program.

The PhD program may draw upon numerous scholars within and across the institution as illustrated by the vitae provided. This includes those who are dedicated solely to the DEM areas as well as several others from a variety of disciplines in faculty across York University. The breadth of knowledge and experience is impressive as these scholars have expertise in business, engineering, psychology, and many other disciplines. Many of these scholars are clearly engaged, with impressive graduate credentials, teaching experience and activities such as large grants and research projects. There is no doubt that these professors could participate in the PhD program as mentors and that their contributions would be welcomed as doctoral students express interest in emergency management topics that relate to their areas of expertise. However, it is important to recognize that the support of these external faculty lack specific and sufficient expertise in emergency management that will be required to launch and sustain this important program. Their involvement will not be a substitute for core DEM faculty.

Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.

The full-time faculty in the DEM area relatively small in number (at least in comparison to two existing undergraduate programs and the proposed graduate program), have impressive qualifications in the disaster and emergency management discipline and related disciplines. Some of the faculty have extensive expertise and experience in emergency management, having taught and/or conducted research in this area for decades. They understand various types of hazards, vulnerability, risk assessment and risk management, disasters, comprehensive emergency management, and resilience. Others also have unique knowledge and skill sets related to urban planning, the environment and climate change, economics, leadership, decision making, etc. The DEM faculty members are clearly engaged with research and have amassed an impressive number of publications. For instance, and per the information provided on p. 26, these scholars have published 9 single author or edited books, 30 peer reviewed book chapters, and 75 peer-reviewed journal articles. They have also active in sharing their findings in multiple conferences, lectures and other scholarly activities. This core group of faculty is active in professional associations (e.g., International Association of Emergency Managers as well as the Canadian Risk and Hazards network). Several have received impressive recognition and awards for their contributions to disaster and emergency management education and research. Others have already participated in committee work for theses and dissertations. It is clear that these faculty members will be extremely helpful in teaching, and mentoring.

Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.

One potential concern is that the DEM faculty may become overwhelmed with the responsibilities associated with comprehensive exams and dissertation preparation and defense. These faculty members are certainly qualified to run and teach in a PhD program, and they are capable of overseeing dissertation proposals and defenses. But, their numbers are relatively few in comparison to the collective student demands at the bachelor's, master's and PhD students that they will serve. And, the PhD program will generate new demands on professor time which will certainly eclipse any attention given to the existing undergraduate degree and master's program.

The staggered admissions process is a wise decision and will help – to a certain extent – to smooth out the transition of the implementation of the PhD program initially. But there is a potential for the core DEM faculty to become overwhelmed with their significant teaching, assessment and mentoring responsibilities. This will become particularly evident when comprehensive exams and dissertations occur. Each DEM faculty member may supervise one or more dissertations. And, they will likely serve as committee members for other dissertations as well. A clear distribution policy upfront with implementation during admissions and reinforcement throughout the dissertation process will help to reduce an excessive burden on any individual DEM faculty member.

It is also uncertain to what extent workload issues have been fully resolved across faculty units to ensure participation in dissertation committees will be allowed, encouraged and facilitated. Will external faculty have sufficient time to serve on comprehensive exam and dissertation committees? Will their work outside of their own schools and faculty be approved and recognized? These are questions which may need further exploration as the PhD program is proposed, approved and implemented.

During the site visit, it was revealed that the DEM faculty may potentially be augmented by one additional faculty member in the coming year. This is necessary, in the opinion of the reviewers, and would be extremely helpful.

Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

As noted above, the existing faculty have the required professional and clinical expertise to run and manage the program. They are obviously committed to their students, the proposed program and the university.

The Graduate Program Director is also enthusiastic, capable and dedicated. He will no doubt be an asset to the program as he is very detail oriented and thorough in his service and administrative activities. But, he will also be teaching and working on his own research agenda in addition to these other duties. There are questions about his relative load between the master's degree and the PhD program. The admissions process, scheduling of classes, coordination of theses, comprehensive exams and dissertation committees will be time consuming. It is imagined that he may need an additional course release and/or further administrative support. It is our understanding that the current administrative assistant is exceptional, but is already working with two existing programs. If she does not get relieved of one of these responsibilities, or if she cannot give sufficient time to the launch and operation of the PhD program that could create some serious challenges for the Graduate Program Coordinator.

Evidence that there are adequate resources (e.g., library, laboratory) to sustain the quality of the scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.

The self-study provided ample evidence that the library has numerous hard copy and digital resources for the faculty and students. In fact, this was one of the great strengths of the PhD proposal. The university has an open access policy/plan, and the faculty are supported by a designated librarian who has the praise and admiration of those involved in the DEM program. In addition, the personnel in the library indicated a deep desire to help students and faculty with

their information needs. They mentioned the possibility of ordering additional journals, which may be needed when the PhD program begins. The current collection is impressive, but perhaps still incomplete.

The existence of the Advanced Disaster, Emergency and Rapid-Response Simulation (ADERSIM) lab has the potential of being a great advantage for the proposed program. The renovation and expansion of the lab will increase access to students and allow further curriculum and educational innovation. Nevertheless, the exact mission of the lab is not always clear and could be elaborated further.

Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

The financial support for PhD students is another major strength evident within the proposal. Page 28 notes that students are funded to the amount of \$22,000 per year, which includes important benefits such as health insurance and work obligations as a TA. Interviews revealed doctoral students are also provided health insurance coverage. This will help students focus more of their attention on their education (vs. work), and will reinforce what they have learned and will provide them additional preparation for professional responsibilities. In addition, the university may want to consider if PhD students could teach undergraduate courses (which would provide further professional development opportunities and help cover courses vacated by PhD faculty).

8. Quality of Student Experiences

Is there evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?

As mentioned earlier, the faculty are highly capable in their respective disciplines and they have obtained impressive grants and have published important research on topics related to disasters and emergency management. There is no reason to assume this trend will be discontinued. To the contrary, with the assistance of PhD students there is an increased possibility that publications and presentations will increase.

The curriculum has the goal of helping students develop the higher level, theoretical and critical thinking, that is required of graduate students. For instance, the two fundamental courses will provide students with important information that will help prepare students for subsequent courses and independent study. The focus on vulnerability and resilience is to be commended and will benefit students with the theoretical underpinnings of the rapidly expanding disaster and emergency management discipline.

That being said, one of the major concerns the external reviewers had was in regards to the limited amount of courses/credits. Are two required substantive courses enough to provide a broad enough foundation so students will understand the diverse array of topics related to disasters and emergency management (e.g., hazard identification and risk assessment, and-use planning). We commented to this effect above as well.

Also, as we previously noted, some of this can be accomplished by relying on the master's courses if a student graduated from the DEM program. However, if a student comes into the PhD program from outside of York University, it may be wise to require them to take a few or several leveling courses so they will have the breadth of knowledge required to see the bigger

picture of disasters and emergency management. Alternatively, additional courses in the PhD program would support this goal. Of note, the reviewers do understand the desire to keep program requirements limited to facilitate retention and completion but would stress that such goals ought not to override the obligation to facilitate the development of doctoral students into scholars in their own right.

The focus on methodology (DEM 7730 and DEM 7740) is to be commended since graduate students must have knowledge and skills in both qualitative and quantitative methods. However, it is recommended that DEM 7720 be changed to DEM 7750 (with 7730 and 7740 as pre-requisites) since those will be required before students can propose and explore their own research agendas.

The other major concern relates to the process of comprehensive exams and dissertation proposals/research/defense, as we previously discussed, but do so again here in the context of the student experience. What core areas will be tested in the comprehensive exams? Who will administer and grade the exams? What scores constitute a pass with distinction, pass or failure? For instance, if a student passes 4 questions, is that sufficient to pass the entire exam or does one need to obtain a passing score in each area of assessment? If a student does not pass the written exams, will he or she be allowed to sit in on the oral portion of the exam? Or, is the oral portion contingent on successful passing of the written exam? Also, are there guidelines for dissertation proposals, working with professors, and making dissertation defense presentations? These questions do not necessarily need to be finalized before during the PhD program proposal phase or even during the first year of implementation. However, it is highly recommended that these and other questions be considered since students will have these questions as they enroll in the program and since the 18 credits will be fulfilled rather quickly during their educational experience.

Other Issues

During the site visit, it became evident to the external reviewers that the core DEM faculty are slightly spread out in their building. While not a major problem, it would be better if DEM faculty could be located in the same hallway/office area.

Summary and Recommendations

The proposed PhD program is a logical initiative for the university, and it will benefit prospective students and the emergency management community (both academic and professional) in Canada for years to come.

The external reviewers are impressed with the faculty and their commitment to the program, and it is noted that the Graduate Program Director will give appropriate attention to the numerous details that are entailed in the running of this graduate degree (e.g., recruitment, curriculum, comprehensive exams, and dissertations).

The concentrated focus on methodology within the existing curriculum makes sense.

Below are several recommendations that the university, faculty, school, DEM faculty and affiliated faculty may wish to consider as the proposal is finalized and as the program is being implemented:

1. Ensure everyone affiliated with the proposed PhD program is aware of not only the academic needs for the program but the policy and professional needs as well. However, also clarify if the program will focus on traditional theory or practical concerns.
2. Expand the core courses to ensure students have the necessary depth and breadth of learning to allow further scientific exploration into numerous theoretical and functional areas.
3. Create a form related to the annual review of students.
4. Offer online opportunities (e.g., new student orientation or library resources – not coursework) to students to limit unnecessary commutes to campus.
5. Clarify the admissions process and mission of the program, particularly in relation to working practitioners and professionals. In addition, determine how existing and external master's students relate to the admissions requirements (e.g., what is transferred in and what other courses are required).
6. Carefully examine workload issues (e.g., comprehensive exam and dissertation committees) especially when members are drawn from different faculty and schools. For instance, is there an ideal number of committees should serve on (and should they be exempt from additional service if they meet that quota)? Or, should faculty be given course releases or stipends if they are on too many committees?
7. Seriously consider the hiring of an additional faculty member to expand expertise in emergency management.
8. Explore the workload of the administrative assistant to ensure duties and responsibilities are completed in all programs.
9. Determine if there should be multiple graduate directors (e.g., one for the master's program and one for the PhD program). Also, ensure all communication about the PhD program goes through the Graduate Director and does not bypass him or her.
10. Clarify the mission of ADERSIM and how it will fit into the graduate curriculum.
11. Evaluate the extent to which co-curricular requirements may strengthen the doctoral program and the professional development of doctoral students.
12. Specify how master's courses articulate to the PhD requirements (considering the need for and nature of leveling courses).
13. Change DEM 7720 to 7750 (with 7730 and 7740 as pre-requisites).
14. Detail the unique processes related to comprehensive exams and dissertations (e.g., content to be covered, relation of core material vs. specialization, passing requirements, committee make-up, anticipated timelines, etc.). Along these lines, will the PhD program allow only a dissertation or 3 articles in lieu of a dissertation?
15. Identify criteria to be used in evaluating student performance and progress toward learning objectives for key benchmark/assessment points and rubrics to support faculty evaluations against those criteria.

16. Centralize the offices of the core DEM faculty (excluding others in different faculty) involved in the PhD program if possible, and provide doctoral student office space in close proximity to these faculty

17. Add a course on theory, teaching, and pedagogy in emergency management if possible.

18. Keep the graduate program in the current organizational structure at least until it is up and running (and has worked through all questions about operations). In other words, do not consider any unit movement or restructuring during the forthcoming years.

19. Develop a comprehensive graduate handbook to assist students with their questions and to facilitate success, retention and completion.

20. Consider the possibility of a university sponsored, open access research, teaching and theory journal to raise the visibility of the DEM program, provide a much needed dissemination outlet for the field, and facilitate academic preparation among PhD students.

To conclude, the external reviewers wish York University the best as it considers this important initiative. Should you have any questions, please do not hesitate to contact us for further information.

March 28, 2023

Dear Review Committee,

In July 2019, we were fortunate to have two external reviewers – Dr. Jessica Jensen and Dr. David McEntire – visit our program to provide a review of the proposed PhD program in Disaster and Emergency Management (DEM). In the letter that follows, we respond to their thoughtful and generous feedback, which identified twenty specific recommendations. We identify the changes made to the proposal as a result of their insights, which is included as an attachment.

In what follows, we address each recommendation made by the reviewers in sequence.

Recommendation #1: Ensure everyone affiliated with the proposed PhD program is aware of not only the academic needs for the program but the policy and professional needs as well. However, also clarify if the program will focus on traditional theory or practical concerns.

Advanced research within the field of DEM requires a blend of theoretical mastery, methodological expertise, and practical understanding. As such, the design of the program involves a variety of classes; a diverse community of faculty; and rich opportunities for research informed by both practical and theoretical needs.

To respond to these recommendations,

- Section 2.1 was revised to better articulate the blended approach to including both theory and practical concerns, and the importance of supporting students who pursue both paths.
- Section 7.3 was added to discuss a new program advisory committee to support direction setting on this issue.
- Section 5.7 and Appendix E were both adjusted to make clearer that both approaches are valued and that the dissertation process can be localized to be relevant to both.

Recommendation #2: Expand the core courses to ensure students have the necessary depth and breadth of learning to allow further scientific exploration into the numerous theoretical and functional areas.

As the reviewers astutely point out (p. 2-3 of the full review), it is critical to ensure that students have a strong disciplinary, theoretical, and functional foundation. They further emphasize the importance of this given that many students may arrive without previous formal study in the discipline. This “lack of coursework... was of concern” (p. 2), and we appreciate this input from the reviewers. We also note that recommendation #17

specifically requests a course on “theory, teaching, and pedagogy” be added to the curriculum, which we agree is critical given that graduates are highly likely to spend much of their careers communicating, teaching, and training – whether in the academic sector or elsewhere.

To respond to these recommendations,

- In alignment with this and Recommendation 17, we have proposed a 3.0 credit course in “Teaching, Learning, and Pedagogy in Emergency Management” (DEMS 7790) as part of the core requirements.
- We have also added an additional 3.0 credits in elective requirements to the program, to allow supervisors to ensure students receive the appropriate depth in training in DEM related to their particular field of study, drawn from courses within and beyond the DEM program.
- We have also revisited the proposed curriculum in DEMS 7700 (the 6.0 core seminar) to ensure that students are being provided with deep theoretical, conceptual, and methodological knowledge required for success in the field.
- Finally, it is critical to ensure reliable and timely student progress through the program despite these additional requirements. We have adopted several strategies to do this, including
 - Cross-listing of some courses to ensure frequent offerings in case students need to re-take courses or fall off timeline.
 - Exploring opportunities for students to reduce course load requirements if they have already completed their methods requirements prior to admission (e.g., in a suitable masters program).
 - Ensuring design and deliverables of core courses contribute to progression through the program. For example, the prospectus course is designed to provide close monitoring, support, and mentorship of progress towards a prospectus; methods courses are designed with opportunity to work towards methodological designs for dissertation research; and the core seminar is designed to progress students towards successful development and understanding of both the common and unique fields.
 - We have further developed progression processes (e.g., annual reports, program documentation, program milestones) and the materials for the PhD Handbook to support timely progress and completion through clear expectations and knowledge sharing (also in line with Recommendations 15 and 19).

Recommendation #3: Create a form related to the annual review of students.

We agree with the reviewers about the importance of a structured, transparent, and consistent process for reviewing students. The DEM graduate program will work with the Faculty of Graduate Studies to create a form (available electronically) for the annual review of students. This will be incorporated into the pre-existing annual student review

process described in the program proposal and will help the Graduate Program Director and faculty supervisors to review students appropriately. See Recommendation #15 for more details about the material solicited and evaluated within this process.

In addition, an exit survey will be designed and deployed with the first cohort of students in order to measure student outcomes in relation to the academic goals of the program.

To respond to these recommendations,

- We added details on the annual review reporting required in section 5.4.

Recommendation #4: Offer online opportunities (e.g., new student orientation or library resources, not coursework) to students to limit unnecessary commutes to campus.

York University has well developed resources for the online learning environment, which were enhanced during remote teaching thanks to experiences during COVID-19. The DEM program, including the PhD program, will be adapting to the new post-pandemic normal or blending the face-to-face learning environment with the remote learning environment as appropriate. In conjunction with advice from the advisory board and input from faculty, we will endeavor to ensure the appropriate balance of accessibility through digital access and developing trusted relationships and effective mentorship through face-to-face engagement.

To respond to these recommendations,

- We will engage the committee added in 7.3 and area faculty to continually review the balance between in-person, hybrid, and online courses.

Recommendation #5: Clarify the admissions process and mission of the program, particularly in relation to working practitioners and professionals. In addition, determine how existing and external master's students relate to the admissions requirements (e.g., what is transferred in and what other courses are required).

We appreciate this feedback from the reviewers, which also connects to the complementarity between academia and practice articulated in Recommendation #1. As articulated in our reply to that question, the program is designed to blend a combination of theory and practice, tailored to the student's interest and career ambitions. As a result, like with the MDEM program, the PhD program will require careful attention to non-traditional applicants, applicants from diverse disciplinary pathways, and applicants from a wide range of locations and educational systems.

The PhD admissions process will follow the structure established within the MDEM program to allow for appropriate transference of certifications, credentials, licenses, experience, and skills. We have also developed pathways, articulated in the proposal, to help ensure that the Masters and PhD process is harmonized for those who complete a direct progression (such as clear pathways of which courses are required and which are considered already completed – and under what circumstances – from the MDEM). Adjudication of such decisions are coordinated by the Graduate Program Director and involve engaging specific subject matter expertise with respect to decisions on internal and external transfer and/or the substitution of credit hours. We will also work closely with the Faculty to ensure that admissions processes align with York standard procedures.

To respond to these recommendations,

- We created a pathway for expert advice in section 7.3.
- We improved the outlines in section 6.2 regarding admission processes.

Recommendation #6: Carefully examine workload issues (e.g., comprehensive exam and dissertation committees) especially when members are drawn from different faculty and schools. For instance, is there an ideal number of committees should serve on (and should they be exempt from additional service if they meet that quota)? Or, should faculty be given course releases or stipends if they are on too many committees?

We appreciate these thoughtful comments from the reviewers and agree with the complexities involved in running an interdisciplinary graduate program. We also agree with the importance of carefully managing workload issues to ensure that the best possible experience and mentorship is provided to students in the program.

Many of the aspects in this question are subject to York University procedures and policies on faculty governance and workloads. As articulated in the proposal, we make use of options including “full membership” in the graduate program for those outside of the core DEM faculty. We also have experience working with joint appointments and other forms of university-supported collaborations.

Regarding faculty service, committee structure, and releases/stipends, we take our lead from the standards of the University, Faculty, and School of Administrative Studies with respect to faculty-level collective bargaining criteria. We encourage faculty members to be reflective about the amount of one-on-one membership they take on, and to balance service to the program (i.e., a sufficient number of students) with quality mentorship (i.e., ensuring bandwidth). We defer, however, to the pre-established administrative guidance with respect to course releases and stipends, as these are designed outside of the purview of our program.

Recommendation #7: Seriously consider the hiring of an additional faculty member to expand expertise in emergency management.

Consistent with this recommendation, new tenure track hires joined the DEM program in July 2020 and July 2022 following successful searches. These new hires are appointed to the faculty of graduate studies to support the PhD program.

As the DEM programs grow, it is important that the faculty complement remain under review at both the school and faculty level to ensure it meets the needs of the DEM graduate programs. We appreciate the support from all levels of the University thus far in this process and look forward to maintaining both sustainable expansion of the faculty complement and timely replacement of tenure track roles upon retirements.

To respond to these recommendations,

- We hired a new faculty member in July 2020, and another new faculty member in July 2022.

Recommendation #8: Explore the workload of the administrative assistant to ensure duties and responsibilities are completed in all programs.

With the launch of the PhD program, the DEM program has recommended to the Dean's Office that a full-time administrative assistant be dedicated to the area to help support the growing student body and increasing programs. This full-time administrative assistant would also help with the harmonization of MDEM and PhD experiences (see Recommendation #5) to ensure smooth progression. This full-time administrative assistant will also be critical in ensuring faculty workload can be dedicated to research, supervision, and teaching (see Recommendation #6).

To respond to these recommendations,

- We have recommended to the Dean's Office that there be a full-time administrative assistant dedicated to the area.

Recommendation #9: Determine if there should be multiple graduate directors (e.g., one for the master's program and one for the PhD program). Also, ensure all communication about the PhD program goes through the Graduate Director and does not bypass him or her.

Active discussions are underway concerning the role of the Graduate Program Director and concerns regarding increased workload on a single GPD and to ensure that students are adequately supported across both programs. The DEM program is encouraged by the

cooperation and support from FGS, LAPS, and SAS in providing the necessary resources to support the increased administrative loads associated with program launch and successful ongoing operations.

Recommendation #10: Clarify the mission of ADERSIM and how it will fit into the graduate curriculum.

ADERSIM is one of many incredibly valuable resources that students have access to in joining the PhD program. As a pan-university research initiative, ADERSIM provides opportunity for students to gain access to faculty from outside the DEM program, make use of the ADERSIM emergency operations centre facility, and participate in a variety of research opportunities.

Alongside ADERSIM, there are a large number of other organized research units, pan-university initiatives, and faculty led laboratories that will also support student training and research opportunities. Recent successes with respect to COVID-19 funding, for example, offer illustrations of the way that a wide variety of faculty-led projects, laboratories, and collaborations can provide opportunities for our students. The suitability of membership in any given lab or research project will depend on the students' research topics, ambitions, and advice from supervisors.

Recommendation #11: Evaluate the extent to which co-curricular requirements may strengthen the doctoral program and the professional development of students.

For further context, the more detailed version of this reviewer comment includes references to opportunities like conference attendance, professional presentations (including both academic and practitioner), job shadowing, and publication). We agree strongly with the reviewers in highlighting the importance of these experiences in the professionalization of our students.

To respond to these recommendations,

- In section 5.5 of the proposal, we have added detail about how these co-curricular activities should be incorporated into the individualized assessment of students by their supervisors. While we do not think that it is viable to standardize these elements across the student body (one student's progression, for instance, might be most benefited by investing in traditional academic conferences and publications, while another might be most supported through close engagement with practitioners and job shadowing), we do wish to underscore the importance of undertaking suitable co-curricular experiences. In section 5.5, we have articulated that this should be embedded into the annual planning and review undertaken by supervisors and students to ensure suitability.

We also plan to actively pursue funds, both within the university and through external fundraising, to ensure that students are supported in these activities. Because these can present financial and logistical burdens to some students, resourcing is perhaps more important than strict requirements.

Recommendation #12: Specify how MDEM courses articulate to the PhD requirements, considering the need for and nature of any leveling courses.

This is a complex but important question, as we expect to have students arrive from (a) our own MDEM program, (b) other masters-level masters programs in DEM, and (c) other master's programs in related but diverse fields.

To account for this diversity, we have added specific structures in the curricular requirements. In particular, students from our own MDEM programs – or equivalent programs elsewhere, where suitability can be documented – are eligible for either “waiving” or “advanced standing” in the 6.0 credits of methodological training.

To respond to these recommendations,

- In section 6.2 of the proposal, considering admission requirements, we have added a note that the admissions committee may require the completion of additional entry coursework from the MDEM program to ensure the student is prepared for material in DEMS 7700. Such recommendations or requirements would be based on the judgement of the GPD and admissions committee.

Recommendation #13: Change DEMS 7720 to DEMS 7750, with DEMS 7730 and 7740 as pre-requisites.

We thank the reviewers for catching this simple but important change, which will improve legibility of the course progression for students.

To respond to these recommendations,

- We have made the requested changes.

Recommendation #14: Detail the unique processes related to comprehensive exams and dissertations (e.g., content to be covered, relation of core material vs. specialization, passing requirements, committee make-up, anticipated timelines, etc.). Along these lines, will the PhD program allow only a dissertation or 3 articles in lieu of a dissertation?

We agree with the reviewers in the importance of these processes.

To respond to these recommendations,

- Additional details regarding these questions have been added to Appendix H on the Comprehensive Examinations (e.g., early startup of the Committee to finalize reading list from the material proposed; development of transparent standards for passing) alongside pre-existing material on timelines. As outlined in the proposal, the dissertation can consist of either a single monograph or three articles (thematically linked and situated with an introduction and conclusion).

Recommendation #15: Identify criteria to be used in evaluating student performance and progress toward learning objectives for key benchmark/assessment points and rubrics to support faculty evaluations against those criteria.

We appreciate the reviewers highlighting the importance of effective evaluation of student performance. As discussed in Recommendation #3, an early process in the program is established to create this structure for reporting progress against learning objectives.

To provide further detail, the progress report template will provide an opportunity for supervisors to evaluate – and provide formative feedback to students – on several dimensions, including:

- (1) Progress to date, including additions to CV (publications, conference presentations, teaching experience, service, and other material); frequency of meeting with supervisor during past year; progress towards comps/diss (if applicable); changes to research direction.
- (2) Goals, including both one-year and career articulations; specific skills, experiences, or products the student wishes to develop.
- (3) Reflection and adjustment: to what degree were the previous year's goals met; how have long term goals changed; what, if anything, needs to change to ensure better success.
- (4) Supervisor assessment, shared with student: evaluation of progress, suitability of goals, delivery on previous goals, next steps in program.

The second component (goals) of this progress report should be completed during the first month of the program to establish an initial benchmark against which to compare that student's progress.

To respond to these recommendations,

- We have created this outline for the progress report. While it is not a section of the proposal, it will become a section within the PhD Handbook.

Recommendation #16: Centralize the offices of the core DEM faculty (excluding others in different faculty) involved in the PhD program if possible and provide doctoral student office space in close proximity to these faculty.

We appreciate this comment and join with the reviewers in highlighting the important role that space can play in a successful program. We are buoyed by LAPS commitment to facility renewal and exploring opportunities for improving the space available to SAS.

In particular, we request that SAS and LAPS work to provide a co-located space that can be used to fulfil the important need for doctoral student office space, co-working spaces, workshop spaces, seminar classes, and a facility for hosting external visitors during meetings and presentations. Being able to ensure access to this space for unpredictable but essential needs is important.

To respond to these recommendations,

- We request that SAS and LAPS work to provide a co-located space that can be used to fulfil the important need for doctoral student office space, co-working spaces, workshop spaces, seminar classes, and a facility for hosting external visitors during meetings and presentations.
- We are also encouraged by the creation of new conference rooms in the Atkinson Building renovation that will meet small meeting needs.

Recommendation #17: Add a course on theory, teaching, and pedagogy in emergency management.

We join with the reviewers in acknowledging the importance of this topic, especially when interpreted in a broad way that includes the kind of teaching, training, and communication our graduates may engage in as part of non-academic careers as well.

To respond to these recommendations,

- This course has been added as DEMS 7790, and a full proposal can be found in the proposal as part of Appendix J.

Recommendation #18: Keep the graduate program in the current organizational structure at least until it is up and running (and has worked through all questions about operations). In other words, do not consider any unit movement or restructuring during the forthcoming years.

We appreciate this comment from the reviewers. The DEM program is planned to remain within the School of Administrative Studies at the Keele Campus indefinitely.

Recommendation #19: Develop a comprehensive graduate handbook to assist students with their questions and to facilitate success, retention, and completion.

We agree with the importance of a detailed graduate handbook. While it is slightly beyond the scope of this degree proposal, we have already accumulated draft material for this handbook as a result of the proposal development process and will ensure it is available for students upon first entry.

To respond to these recommendations,

- We will be creating a full PhD handbook. While this is not part of the proposal, it will be a critical part of supporting students from the very first cohort.

Recommendation #20: Consider the possibility of a university sponsored, open access research, teaching and theory journal to raise the visibility of the DEM program, provide a much-needed dissemination outlet for the field, and facilitate academic preparation among PhD students.

We appreciate this astute and forward-looking suggestion from the reviewers. Based on various grant-supported projects and collaborations with the York University Library, an increasing amount of our research is available through open-access means. We also are open to exploring the possibility of developing journals over the medium- to long-term as the PhD program comes online successfully.

Fortunately, with the emergence of the new Organized Research Unit in disaster research (Y-EMERGE), negotiation to create a sponsored, open-access journal is well underway.

We continue to believe that this PhD program is essential and valuable for the university, as demonstrated by events like COVID-19. We hope that these revisions help to step towards its approval and look forward to assisting however we can in the next steps of this process.

Sincerely,

DEM Faculty

Memorandum

Office of the Dean

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To: Quality Council

Cc: Ravi de Costa, Associate Dean, Research & Graduate Studies;
Lindsay Gonder, Manager, Graduate Studies; Eric Kennedy,
Associate Professor, Disaster and Emergency Management (DEM)

From: JJ McMurtry, Dean

Date: March 30, 2023

Subject: Decanal Response to External Review Recommendations and the
Program's Response, for proposed PhD Program in Disaster and
Emergency Management (DEM)

We thank the external reviewers for their review and recommendations on the proposal for the Doctoral Program in Disaster and Emergency Management (DEM), to be offered by the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies.

In response to those recommendations, the Program has made significant revisions to the proposal. We set out our response to those recommendations and revisions in order below.

Recommendation #1: Ensure everyone affiliated with the proposed PhD program is aware of not only the academic needs for the program but the policy and professional needs as well. However, also clarify if the program will focus on traditional theory or practical concerns.

The Program has revised several sections to clarify that the proposed degree will balance both theoretical and practical requirements, while allowing some flexibility in the dissertation stage for students with a greater focus on either more theoretical or more practical concerns. A new advisory body of practitioners is proposed to support the need for strong connections with industry. There are no resource implications and the Dean's Office is in support.

Recommendation #2: Expand the core courses to ensure students have the necessary depth and breadth of learning to allow further scientific exploration into the numerous theoretical and functional areas.

The Program has addressed the recommendation by adding a required course 3.0



credit course in “Teaching, Learning, and Pedagogy in Emergency Management” (DEMS 7790), as well as an additional 3.0 credits in elective requirements. The Dean’s Office is in support of these additions.

The full curriculum now will provide a comprehensive preparation for the next generation of research leadership in disaster and emergency management, for those coming into the program without prior education in the field. However, the Program does expect that entrants from the MDEM and cognate programs will be eligible for advanced standing should they have completed appropriate methods or other courses, which we encourage. The Program is also planning to cross-list courses to maximize students’ access to required parts of the curriculum.

Regardless of whether students enter with or without prior exposure to the field, it will be important that the Program provide exceptional support and guidance throughout, ensuring students are aware of and working towards milestones at all times. A high quality annual progress report process will be critical.

Recommendation # 3: Create a form related to the annual review of students.

Reviewers may not have been aware of our normal practice, which already requires annual progress reports from all doctoral students, through a form submitted to the relevant Graduate Program Director. The Program has indicated that it will attend to that formal requirement directly.

However, we observe that this expectation will depend on further clarification of the collegial processes outlined in section 5.4: for example, what is the “identification” of the supervisor? The proposal is

We would also note that the Faculty of Graduate Studies has foreshadowed increased oversight of student progress, and has required all current programs to review all regulations, guidelines and handbooks, so that the normal degree timeline with specific milestones is not only made explicit but is also clear to students. As already noted, both the annual progress reports, and the formal logging of students’ timely achievement of each degree milestone in the central student management system, will be very important.

Recommendation #4: Offer online opportunities (e.g., new student orientation or library resources, not coursework) to students to limit unnecessary commutes to campus.

The recommendation encourages the Program to consider opportunities (not related to coursework) to engage with students online, rather than in person, to limit unnecessary commuting. This seems sound advice and in line with the University’s GHG emissions reduction targets.

Many programs use these strategies, particularly in the pre-orientation period, to help connect and socialize the incoming cohort. We would advise caution about too great an emphasis on this approach, however. Diverse forms of in-person encounter are important for building students’ connection to the program and confidence to succeed.

Recommendation #5: Clarify the admissions process and mission of the program, particularly in relation to working practitioners and professionals. In addition, determine how existing and external master's students relate to the admissions requirements (e.g., what is transferred in and what other courses are required).

The program has made revisions in response to recommendation 1 that are also relevant to recommendation 5, clarifying the mission of the program, and introducing a new advisory body. The main part of the response here emphasizes the role of the Admissions committee, which now effectively has a non-academic "credentials" function for non-traditional applicants. It would be essential in such a scenario, that there be a very clear process for review and determination of such files.

Recommendation #6: Carefully examine workload issues (e.g., comprehensive exam and dissertation committees) especially when members are drawn from different faculty and schools. For instance, is there an ideal number of committees should serve on (and should they be exempt from additional service if they meet that quota)? Or, should faculty be given course releases or stipends if they are on too many committees?

The reviewers raise issues that have mostly all been examined, bargained for and addressed in successive collective agreements.

It is true that there is no accessible and systematic record keeping of the number of faculty members' supervisions and committee memberships across multiple programs that they are members of, and even within some programs record-keeping of this workload is far from perfect. Programs, their executives and faculty membership are expected to address this collegially, particularly in admissions but their knowledge can be incomplete. FGS will need to address this in order to ensure the sustained success of graduate education at York.

Another issue occasionally arises when a faculty member from outside the resource Faculty or even from another unit in the same Faculty where the Program is housed, wishes to teach in the Program. These issues can usually be addressed with careful, forward course planning, and occasionally the support of the Dean's Office.

Recommendation #7: Seriously consider the hiring of an additional faculty member to expand expertise in emergency management.

Since the reviewers' recommendations, there have been two additional hires.

Recommendation #8: Explore the workload of the administrative assistant to ensure duties and responsibilities are completed in all programs.

The Program has responded to the recommendation by requesting a full-time administrative support for the PhD in addition to the one supporting the MDEM.

Staff support for all programs in LA&PS is determined chiefly by the program size

(in terms of active students) but taking into account other issues that may require heavier or specialized support, such as with internships or placements. We continue to review all resource allocations but would not expect an additional staff support without a much clearer rationale.

Recommendation #9: Determine if there should be multiple graduate directors (e.g., one for the master's program and one for the PhD program). Also, ensure all communication about the PhD program goes through the Graduate Director and does not bypass him or her.

The Program's response indicates a strong interest in ensuring the Director is well supported, and the Dean's Office is committed to that outcome. However, we note all Graduate Programs in LA&PS have one Director, including those with both a Masters and PhD. Very large programs may have a Coordinator to support at the MA level.

We also note that the enrolment plan is to admit students into the degree only every two years, rather than annually. Overall, the Dean's office does not expect that the creation of a doctoral degree in DEMS will require significant additional new resources to launch the program, but rather excellent training, administrative infrastructure and support from both FGS and LA&PS.

Recommendation #10 Clarify the mission of the Advanced Disaster, Emergency and Rapid-response Simulation (ADERSIM) and how it will fit into the graduate curriculum.

The Program has clarified the mission of ADERSIM as one of many incredibly valuable resources that students have access to in joining the PhD program. As a pan-university research initiative, ADERSIM provides opportunity for students to gain access to faculty from outside the DEM program, make use of the ADERSIM emergency operations centre facility, and participate in a variety of research opportunities. The suitability of membership in any given lab or research project will depend on the students' research topics, ambitions, and advice from supervisors.

However, we also note that ADERSIM has been augmented further, with the launch of Y-EMERGE, a new institution-wide research centre in which many members of the proposed program are advancing their research, which will provide even more opportunities for future DEMS doctoral students.

Recommendation #11: Evaluate the extent to which co-curricular requirements may strengthen the doctoral program and the professional development of students.

The Program has indicated that co-curricular opportunities are important and how they will ensure that students engage in these. Although some activities might be tailored to each student, we suggest that most are applicable to all. FGS has developed considerable supports and there is considerable expertise and innovation going on in our various programs, with a growing attention to sharing best practices. We also draw reviewers' attention to the recent revisioning of New College, a LA&PS college that is now dedicated to providing specific supports for

all students in graduate programs.

Recommendation #12: Specify how MDEM courses articulate to the PhD requirements, considering the need for and nature of any leveling courses.

As noted, the Program is attentive to specific parts of the doctoral curriculum where students with the MDEM or similar prior education, will be eligible for advanced standing. This will be operationalized chiefly in the admissions process and will require explicit, timely and robust standards and processes for making these determinations.

Recommendation #13: Change DEMS 7720 to DEMS 7750, with DEMS 7730 and 7740 as pre-requisites.

The Program has made these changes, which now convey a more logical curricular sequence.

Recommendation #14: Detail the unique processes related to comprehensive exams and dissertations (e.g., content to be covered, relation of core material vs. specialization, passing requirements, committee make-up, anticipated timelines, etc.). Along these lines, will the PhD program allow only a dissertation or 3 articles in lieu of a dissertation?

The Program has revised appendix H to further clarify these aspects of the comprehensive examination stage, particularly the inclusion of a “normal” timeline that results in the achievement of this milestone by the end of Year 2.

The proposal to create each year a three-person comprehensive examination committee for *all* students is an innovation that we think could contribute to program consistency and timely student progress but would depend for its success on a culture of trust, and of service, that is not common to all graduate programs.

However, we see clear value in the ability of such an approach only in relation to the first comprehensive area, on “essential DEM theoretical concepts and material covered in the program’s required doctoral courses”. The second comprehensive, on students’ grasp of “theoretical concepts and material related to her/his specific research areas of interest” does not seem amenable to a “one-committee” approach at all, and we would be concerned that it may obstruct the generative and interdisciplinary potential that is essential for the program’s success.

The Program has not responded to the recommendation in relation to the dissertation stage other than to clarify the question of allowable formats, either monograph or three articles.

We do note that the full proposal states in section 5.5 that the “latest deadline for dissertation proposal” is in Year 3 but also that: “During the second year of the program, emphasis shifts to preparing students for comprehensive exams and dissertation proposal defence. These milestones are defended and completed in the second and third year of the program”.

This language will surely need revision in order to meet the expectations for consistent clarity about program milestones now required by FGS. Completion of comprehensives by end of Year 2 and approval of dissertation proposal by end of Year 3 is clear, so it will be important to state that consistently throughout all program materials and in all discussions with students.

Recommendation #15: Identify criteria to be used in evaluating student performance and progress toward learning objectives for key benchmark/assessment points and rubrics to support faculty evaluations against those criteria.

The Program has addressed this recommendation by elaborating on the annual progress report that will be required of all students, including an initial benchmarking exercise in the first term. The Dean's Office has confidence in the Program's plan for developing fully the report template and supporting materials.

Recommendation #16: Centralize the offices of the core DEM faculty (excluding others in different faculty) involved in the PhD program if possible and provide doctoral student office space in close proximity to these faculty.

LA&PS has made renovations to Atkinson where the Program will be located including the addition of new technology in the conference rooms and a graduate student lounge. The Faculty has also relaunched our New College as a graduate focused hub for student support, that is now providing a range of professional development and other extra-curricular opportunities for graduate students.

In addition, we expect that many DEMS PhD students will be involved in Y-EMERGE and other ORUs, which provide student carrels.

Recommendation #17: Add a course on theory, teaching, and pedagogy in emergency management

The course Program is proposing a new course, DEMS 7790 Teaching, Learning, and Pedagogy in Emergency Management and a full course proposal can be found in Appendix J. We are in support of this course with the revised curriculum.

Recommendation #18 Keep the graduate program in the current organizational structure at least until it is up and running (and has worked through all questions about operations). In other words, do not consider any unit movement or restructuring during the forthcoming years.

The Program has indicated that it wishes to remain based at the Keele campus. The Dean's Office has no plans to change that.

Recommendation #19: Develop a comprehensive graduate handbook to assist students with their questions and to facilitate success, retention, and completion.

The Program states that it will be creating a full PhD handbook. The Dean's Office welcomes this, and we believe that it is a critical resource for supporting students

in meeting the programs milestones.

Recommendation # 20: Consider the possibility of a university sponsored, open access research, teaching and theory journal to raise the visibility of the DEM program, provide a much-needed dissemination outlet for the field, and facilitate academic preparation among PhD students.

As the Program notes, a new organized research unit in disaster research was launched in Summer 2022 (Y-EMERGE), and it has plans to create a sponsored, open-access journal is well underway. As one of the Lead Faculties for the ORU we welcome this innovation and the opportunities it could create for doctoral students in particular. Indeed, a significant reason for our support for the creation of that ORU was the range of ways it will support the PhD program, and vice versa.

Appendices

Appendix A: Statements of Support

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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October 3, 2022

Eric B. Kennedy
Disaster & Emergency Management
School of Administrative Studies
Atkinson Building, Room 282
4700 Keele Street

Email: eric.kennedy@yorku.ca

Dear Professor Kennedy:

Re: Decanal Support for the Major Modification for the New PhD Program in
Disaster and Emergency Management (DEM)

I am pleased to provide you with a letter of support for the major modification proposal for the Doctoral Program in Disaster and Emergency Management (DEM), to be offered by the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. I have reviewed the proposal and I am satisfied that the degree is timely, innovative, interdisciplinary and likely to draw significant student interest.

With this program, York University will be the only university in Ontario and Canada to offer a doctoral degree in the field of DEM. The proposed doctoral credential successfully aligns itself with the University Academic Plan (2020-25). The creation of the new graduate degree credential supports fundamental inquiry and the critical application of knowledge to contemporary real-world problems. Graduates from the program will add to the profession as specialists in the field of managing emergencies effectively and building healthy and sustainable communities and environments. The proposed program also aligns with the University's Strategic Mandate Agreement (SMA) (2020-2025); the program has strong pathways to professional and practitioner roles linking research and job outcomes. The graduate level credential will also help enhance graduates' employability in the highly competitive employment environment and will offer our students a professionalizing advantage.

By allowing York University students the opportunity to gain a doctoral credential in DEM, the intention aligns to the principles of the UAP (2020-25). Specifically, it supports the principles of "twenty-first century knowledge", to continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking. The



proposal to develop a new doctoral level credential in DEM also aligns to the principle of the Faculty of Liberal Arts & Professional Studies Academic Plan (2021-26) to “offer a broad range of rigorous curricular programs that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development.” The proposed program will be highly interdisciplinary and allow for collaboration opportunities for its students.

In terms of resources, I note that you are requesting an allocation of study/workspace for the PhD students and a seminar room for common activities. In addition, I take note that you are proposing to create three new courses, which will not involve extensive new resources to implement or deliver because, as you have stated in the proposal, these courses will not require the hiring of new faculty to teach them; additionally, as you mention in the proposal, you have been approved for an additional hire in 2022. I can confirm that the Faculty is prepared to support the resourcing of your program plan appropriately to the program's needs and enrolment demand. Keele Campus has a full complement of administrative staffing, as well as the infrastructure and space needed, to support students and faculty in the graduate program. I also note that the proposal is to admit students into the degree only every two years, rather than annually. Overall, the Dean's office does not expect that the creation of a doctoral degree in DEMS will require significant additional new resources to launch the program.

The addition of a doctoral degree to the existing Bachelor's and Master's options in the field ensures the ongoing curricular and programmatic currency of the School of Administrative Studies and ensures that graduates of the existing programs have a robust option for continuing their studies in the field of disaster and emergency management at York University.

This is a high quality proposal and the Dean's Office is in full support.

Sincerely,



JJ. McMurtry

Dean

Faculty of Liberal Arts & Professional Studies

cc: Professor Eric Kennedy, Assistant Professor DEMS
Professor Alice Pitt, Acting Vice-Provost Academic



Date: February 4th, 2022

To Whom it May Concern

Re. Support for the School of Administrative Studies Proposal for New Doctoral Degree (PhD) in Disaster and Emergency Management (DEM)

**School of
Administrative
Studies**

282 Atkinson Building,
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel: 416-736-5210
Fax: 416-736-5963

It is my pleasure, on behalf of the School of Administrative Studies to support the proposal for the new Doctoral Degree (PhD) in Disaster and Emergency Management. This degree will join an already existing Bachelors of Disaster and Emergency Management (BDEM) and Masters of Disaster and Emergency Management (MDEM) that are offered at the School of Administrative Studies, York University. I confirm that the initial proposal, additional input on the degree's design was solicited from faculty and leadership within the School of Administrative Studies, as well as a number of other allied faculties from across the campus. Student input was incorporated from both existing MDEM students, and additional feedback on specific proposals was solicited upper-stage PhD students and faculty from programs elsewhere in Canada and the United States.

I would like to emphasize the the importance of a PhD program in Disaster and Emergency Management. From pandemics to natural hazards, disasters continue to stress our social systems, exacerbate inequalities, and negatively affect our communities. This PhD program will produce the cutting-edge research and next generation of DEM leadership to help mitigate, respond to, and recover from these perils. Furthermore, the proposed program aligns closely with priorities identified in the University Academic Plan (UAP) and Strategic Resource Plan (SRP). Thematically, the degree aligns closely with the priorities of 'Living Well Together' and 'Knowledge for the Future' within the UAP. Supporting both fundamental inquiry and critical applied knowledge, the program will be a university-leader in blending rigorous academic work with practice-driven impact.

I strongly believe this is a very important program that aligns with the key strategic documents at York University, as well as compliments and leverages resources within other departments and programs. Therefore, I fully support the development and approval of the PhD Program.

Sincerely Yours,

A handwritten signature in blue ink, appearing to read "Nelson Waweru".

Nelson Waweru CMA, CPA, PhD
Professor of Accounting
Director, School of Administrative Studies





8 February 2022

Dr Ravi De Costa,
Associate Dean for Research and Graduate Studies,
Faculty of Liberal Arts and Professional Studies,
York University.

**FACULTY OF
ENVIRONMENTAL AND
URBAN CHANGE**

Office of the Dean

Philip Kelly
Associate Dean, Research,
Graduate and Global Affairs

Ross N418
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 73612100 EXT 66199

pfkelly@yorku.ca
eucadrgg@yorku.ca

Dear Ravi,

I am pleased to offer support from the Faculty of Environmental and Urban Change (EUC) for the proposed PhD program in Disaster and Emergency Management (DEM).

With well-established Bachelor's and Master's degrees in DEM at York, the creation of a doctoral program is the logical next step in ensuring that the most innovative thinking in the field is being done on our campuses. The program will be the first of its kind in Canada, ensuring that there is a 'home-grown' training ground for researchers who will then apply their skills in professional settings or in academic programs across the country.

The academic and administrative structures that are laid out in the proposal are very sound and reflect many of the best practices established in other doctoral programs at York. The core of the program is appropriately rooted in the DEM area under the School of Administrative Studies, where the BDEM and MDEM are located. Associated faculty members (who will not have primary supervisory privileges) are drawn from other units at York, including LAPS, Science, Health and the Lassonde School of Engineering. The proposal envisages an expansion of the program's membership in the future and I would hope that this will include colleagues from EUC, both because the current complement of potential supervisors in DEM is limited in number, but also because there is untapped expertise to be drawn upon for PhD students in the DEM field. Among EUC faculty, this includes researchers working on biophysical processes of environmental change, urban responses to pandemics, the politics of risk and post-disaster reconstruction, global humanitarian responses to disasters, and the ethics of emergency management.

The coursework structure for the new program is very well-conceived and looks set to provide a rigorous training that encompasses theoretical, methodological and professional preparation for doctoral students. Several of these courses are likely to be of interest to doctoral students in EUC's graduate programs in Environmental Studies and Geography, and so we welcome them as additional options for our current and future students. I can also imagine that the DEM PhD itself will be appealing to graduate students in our MES, MA and MSc programs who are seeking to move on to a doctoral program with a thematic focus around disaster management.

I congratulate the proponents for their work on this proposal, which represents a well-conceived and thorough plan, and a welcome addition to York's graduate offerings.

Yours sincerely,

Dr Philip Kelly
Professor of Geography,
Associate Dean for Research, Graduate and Global Affairs,
Faculty of Environmental and Urban Change, York University





MICHAEL GIUDICE, Professor and Chair
Department of Philosophy, York University
4700 Keele St., Toronto ON
Canada M3J 1P3
giudice@yorku.ca

9 February 2022

Re: PhD in Disaster and Emergency Management, proposal

To Whom it May Concern:

I am writing to express support for the proposal for a new PhD program in Disaster and Emergency Management (DEM), to be housed in the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. The program builds on existing, timely, and successful undergraduate and Master's programs in disaster and emergency management at York. The addition of a PhD program in DEM would solidify York's position as a national leader in disaster and emergency studies, and represents an urgent and intelligent response to the need to better understand the many dimensions posed by disasters such as forest fires, flooding, and tsunamis.

The Department of Philosophy is particularly pleased to offer its support for this new program, as it corresponds with interests of students and faculty, for example, Prof. Idil Boran, who works at the intersection of environmental philosophy and political theory (and in particular the issue of climate change and governance), Prof. Alice MacLachlan, who works on the nature and conditions of civility in society, and Prof. Michael Giudice, who works on the challenges that natural and human disasters pose for the maintenance of legal order. There would therefore be much interest in our Department to be affiliated with such a graduate program, and we would welcome the opportunities to be involved as they arise.

The Department is therefore happy to strongly support the proposal for the PhD program in DEM. If I can be of any other assistance, please let me know.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael Giudice".

Michael Giudice, PhD





Graduate Program in Disaster and Emergency Management
School of Administrative Studies

January 31, 2022

Dear Colleagues:

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

School of Public Policy &
Administration

119 McLAUGHLIN COLLEGE
4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T 416 736 5384
F 416 736 5382
lapssppa@yorku.ca

The School of Public Policy and Administration (SPPA) is happy to support the creation of a new Doctoral Degree (PhD) in Disaster and Emergency Management (DEM). We appreciate the comprehensive and soundly formed objectives, program content and curriculum as detailed by the developers of the proposal. They have worked effectively in designing core and elective courses that are ideal in supporting development in relevant areas of expertise, while still maintaining its interdisciplinary approach to tackling challenges in disaster and emergency management by designing the PhD in DEM as able to provide opportunities for students to pursue interdisciplinary mentorship, studies and projects.

We find in general that the offerings of this PhD in DEM and the proposed program content and curriculum are complementary to the direction of many of our own Master's in Public Policy, Administration and Law (MPPAL) students, and we believe SPPA students would consider such a program when contemplating doctoral studies. We also feel encouraged that DEM graduate students may take courses in our MPPAL program that can complement their core DEM courses (i.e., Program Evaluation & Public Policy Analysis, Leadership and Human Resource Management). As both programs are committed to collaborative interactions with practitioners from numerous specialty fields, coupled with MPPAL's consistent intake of a high number of experienced and professional public servants, we note that there are several avenues of possible collaboration that we hope can develop between the two programs in the future.

Overall, the proposed program is nicely aligned with the visions and goals of both the Faculty of Graduate Studies and the University at large and allows for the expertise of scholars from multiple areas across the university. We do not see any overlap, duplication, or competition with our own professional master's program in Public Policy, Administration and Law (MPPAL); on the contrary, we hope to explore opportunities for resource sharing and collaboration.

Please do not hesitate to contact me with further questions.

Sincerely,

A handwritten signature in blue ink that reads "Alena Kimakova".

Alena Kimakova, PhD
Associate Professor and Director, School of Public Policy and Administration
Email: akimakov@yorku.ca
<https://www.yorku.ca/laps/sppa/> | *Education for Good Governance*

From: Alena Kimakova akimakov@yorku.ca
Subject: Re: DEM PhD Proposal - Requesting Letter of Support
Date: January 31, 2022 at 6:07 PM
To: Eric B. Kennedy ebk@yorku.ca
Cc: Joanne E Magee jmagee@yorku.ca



Dear Eric,

Thank you for consulting with us on this new program proposal. We agree that the proposal is both strong and timely, and I am happy to provide a letter of support. Please see the attachment and let me know if you think any revisions are needed.

I would also like to add a few comments as friendly, constructive feedback for consideration by you and your colleagues:

We noticed that the proposal references public policy and practice of DEM in multiple places, but doesn't actually include "public policy" and "public administration" as examples of relevant fields for master's degrees in the first bullet point of the Admissions criteria in Appendix E, p. 71 of the proposal. We think that your PhD program would be very attractive to working professionals in the public and non-profit sectors who might have Master's in "public policy" or "public administration".

We are also wondering why only course work and not relevant professional experience in the practice of disaster and emergency management are envisioned to be accepted as part of the qualifying criteria for admission. The admission requirements state that all applicants (including those with (and without) significant relevant professional experience) need to have "completed a significant amount of coursework or thesis research related to disasters or emergency management" as per the first bullet. The Alternative Requirements (Section 6.2, p. 28) refer to levelling coursework for those (presumably professionals with experience) without formal graduate training in DEM but this alternate pathway is not reflected in the calendar wording. I noticed that your Master's admission criteria do include this alternative pathway by adding "or extensive experience in the field" as an alternative to the coursework requirements (second bullet point at <https://dem.gradstudies.yorku.ca/admission-requirements/>)

I am copying on this email Joanne given that she holds a cross-appointment between SAS and SPPA, and can hopefully ensure I am explaining the points above OK.

Thank you again and all the best,
Alena

Alena Kimakova, PhD
Director, School of Public Policy and Administration
Associate Professor, SPPA and Department of Economics
Office: McLaughlin College 122
Email: akimakov@yorku.ca
Phone: (416) 736 2100 ext. 66066 or (416) 736 5384
<https://www.yorku.ca/laps/sppa/> | *Education for Good Governance*

Mailing address:

School of Public Policy and Administration | York University | McLaughlin College 119 |
4700 Keele St. | Toronto, ON M3J 1P3, Canada

From: "Eric B. Kennedy" <ebk@yorku.ca>
Date: Tuesday, January 25, 2022 at 5:04 PM
To: Alena Kimakova <akimakov@yorku.ca>
Subject: DEM PhD Proposal - Requesting Letter of Support

Dear Dr. Kimakova,

I am reaching out on behalf of York's Disaster and Emergency Management program. We are in the midst of submitting a proposal for a PhD in Disaster and Emergency Management (DEM).

I'm reaching out for two reasons. First, we were hoping that you might be able to provide a letter of support on behalf of the School of Public Policy & Administration as part of the curricular review. Second, we are very amenable to welcoming prospective affiliate members in the program who have track records of research related to disasters and emergencies, so would welcome recommendations of colleagues that might be appropriate affiliate members as our program grows.

Now, more than ever, the importance of a PhD program in disaster & emergency management is obvious. From pandemics to natural hazards, disasters continue to stress our social systems, exacerbate inequalities, and negatively affect our communities. This PhD program will produce the cutting-edge research and next generation of DEM leadership to help mitigate, respond to, and recover from these perils.

I was hoping you would be able to offer a strong letter of support for our program, the proposal of which is attached. If you have any questions, I'm happy to address them.

Ideally, we'd request your letter of support for submission by Friday, February 4th, although are happy to work with you on an alternative deadline if required.

Best,

Eric

Eric B. Kennedy

Assistant Professor & Undergraduate Area Coordinator
Disaster & Emergency Management, York University

Director, Science Outside the Lab North
SOtLnorth.ca | info@SOtLnorth.ca

eric.kennedy@yorku.ca
ericbkennedy.ca | @ericbkennedy

January 18, 2022

FACULTY OF SCIENCE
Ravi de Costa
Associate Dean, Research and Graduate Studies
Faculty of Liberal Arts & Professional Studies

OFFICE OF THE DEAN

355 LUMBERS
4700 KEELE STREET
TORONTO, ON
CANADA M3J 1P3

Tel 416.736.5051

science.yorku.ca

Support from FSc for the creation of a PhD program in Disaster and Emergency Management.

Dear Ravi,

I am pleased, on behalf of the Faculty of Science, to offer support to your proposal for the establishment of a new PhD program in Disaster & Emergency Management (DEM) within the School of Administrative Studies in the Faculty of Liberal Arts and Professional Studies. The focus and scope of this new program is to train students that will develop policies and procedures to mitigate responses to global disasters and emergencies. This program will be accessible to students with advanced degrees in a wide variety of disciplines.

The establishment of this new PhD program follows the successful establishment of both Bachelor's and Master's programs in Disaster and Emergency Management. This is a very timely proposal for a new PhD program as we are in the midst of the COVID-19 Pandemic which has demonstrated they urgent need for planning and preparedness for disasters and emergency management. The advanced training in evidence-based theories, methods, policy development and practice are essential to help us get through future disasters or emergencies. This program is essential not only for training a new set of scholars in Disaster and Emergency Management, but for preparing these scholars for careers with external stakeholders or partners.

York University already has significant expertise in Disaster and Emergency Management and the creation of this new PhD program will help to strengthen our reputation in this discipline. There is a core group of faculty members that are experts in this field that can both teach the courses described in the application but also supervise research projects. Additionally, the COVID-19 pandemic will result in an increased demand for post-graduate programs in Disaster and Emergency Management. As more people have become aware of our vulnerability with respect to natural disasters, pandemics and other emergencies, preparedness for these events is absolutely essential. The graduate training that will be provided will allow future scholars the opportunities to better understand the consequences of disasters and emergencies, through many lenses. These scholars will guide us to prevent, prepare, respond and recover from the threats.

The development of this new PhD program in Disaster and Emergency Management aligns with both the University Academic and Strategic Resource Plans by building healthy lives, communities and environments.



The Faculty of Science supports the creation of this new PhD program in Disaster and Emergency Management.

Sincerely,

A handwritten signature in blue ink, appearing to read "V. Saridakis".

Vivian Saridakis, PhD
Associate Dean, Research & Graduate Education



February 4th, 2022

RE: Faculty of Health's support for the PhD Program in Disaster and Emergency Management

Dear Reviewers,

It is my pleasure to write this letter expressing the Faculty of Health's full support of the PhD program in Disaster and Emergency Management (DEM) proposed by the School of Administrative Studies (Faculty of Liberal Arts & Professional Studies).

**FACULTY OF
HEALTH**

Office of the Dean

4700 Keele St.
Toronto Ontario
Canada M3J 1P3
Tel 416 736 5031
Fax 416 736 5760
healthdn@yorku.ca
www.health.yorku.ca

The program brief of the PhD in DEM has been reviewed by the Graduate Program Directors of the Faculty of Health, who unanimously endorse the value, interdisciplinary lens, and structure of the proposed program. The School of Administrative Studies is to be commended for the development of a comprehensive curriculum, which includes a broad array of proposed partnerships, and a holistic approach, which considers mind, body, community and societal perspectives. That this proposal builds on the success of an established MA – one of only two such programs in Canada – speaks to both the suitability and need for such a PhD program.

York University's Strategic Research Plan, a component of which focuses on "*building healthy lives and communities*" and "*healthy individuals, communities and global health*" aligns closely with this highly collaborative and impactful program. The proposed PhD in DEM builds on expertise of many cross-Faculty alliances, and will be of interest to researchers across our Faculty, including those in health policy and management, global health, epidemiology and public health, among others. Indeed, our Faculty has complementary expertise in quantitative and qualitative methods, risk analysis, ethics, public health and policy, crisis management, humanitarianism, nursing, post-traumatic stress, behavioral profiling, and clinical management of mental health in relation to the broader field of DEM. These are only a few of the many examples of possible teaching, learning, and research collaboration between the proposed PhD program and our Faculty.

The interdisciplinary linkages that will be made possible through this PhD aligns with York's Strategic Research and Academic plans by offering an inclusive training environment for students from various disciplinary perspectives and backgrounds. Its focus on training and research to serve marginalized and vulnerable populations, with local to global partners, is likely to attract students from a diversity of backgrounds. The range of faculty expertise available to support the PhD in DEM is also synergistic with the Faculty of Health's mission to enhance health, health equity, health care, and wellbeing through critical inquiry, creative world leading ideas, education, service and partnerships for the public good.

In summary, the PhD program in DEM has the enthusiastic support of the Faculty of Health. The proposed curriculum aligns with research interests of our Faculty and students, and we look forward to contributing to the program's growth and success.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul W. McDonald".

Paul W. McDonald, PhD, FRSPH, FCAHS
Dean, Faculty of Health



Ravi de Costa (he / him)
Associate Dean, Research and Graduate
Faculty of Liberal Arts & Professional Studies

January 29, 2022

Dear Professor, de Costa:

I am delighted to offer my strongest support to the proposed Doctoral Degree (PhD) in Disaster and Emergency management (DEM).

I have participated in the process of designing this proposed program, and I am eagerly anticipating its approval. York has well established facilities, expertise and success in its DEM undergraduate and master's level programs. Its faculty are regarded as among the very best nationally and internationally in terms of DEM teaching, practice, policy and research. As the range, frequency and intensity of disasters increases nationally and internationally, there is no time better – and no Canadian institution better equipped – to launch a PhD program in DEM. The proposal is multidisciplinary in its orientation, and takes a strong critical problem-solving approach to engaging and improving existing DEM teaching, practice and research, and to supporting the development of new paradigms, policy and practice in DEM.

The Dahdaleh Institute for Global Health Research has and continues to work closely with several LAPS faculty who are core to this proposal. We have currently funded research in for example, 1) modelling and developing disaster interventions around the health impacts of climate change, 2) the development and use of Artificial Intelligence capacities for understanding COVID dynamics in eight African countries, and here in Canada, 3) the development, testing and use of AI based tools to maximize safe water in crisis settings and in refugee camps. We have ongoing participation in creating joint pan-university research initiatives and funding proposals on training of High-Quality Personnel for disaster response for Healthy Cities, and in research aimed at developing new strategies and IT tools for greater equity in urban contexts faced with pandemic disease, extreme weather events, technological disasters or critical infrastructure failure. These draw heavily on municipal, national and international partnerships, and are excellent opportunities for future PhD Students in DEM.

This is an outstanding proposal, designed to meet national and international 21st Century challenges in disaster and emergency management, and to conceive, test and improve new research, policy tools aimed at meeting these through the research and training of PhD students. It graduates will be among the best in the country and the world, and the program will certainly enjoy the full support of the Dahdaleh Institute, and I am very eager to plan joint seminars, PhD student supervision, and research.

Sincerely,



James Orbinski OC, MSC, MD, MA, MCFP

Director, Dahdaleh Institute for Global Health Research, York University
Full Professor, School Global Health, faculty of Health, York University
Full Professor (Status), Clinical Public Health, University of Toronto Dalla Lana School
of Public Health





February 2, 2022

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Department of
Economics**

1144 Vari Hall
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-5083
Fax 416 736-5987

Re: Support for PhD in Disaster and Emergency Management

To Whom It May Concern:

It is my pleasure to write this letter on behalf of the Department of Economics in support of the proposal for a new PhD in *Disaster and Emergency Management* to be offered by the School of Administrative Studies at York University.

We have reviewed the new program proposal and there is no significant overlapping of curricula between the proposed program and the PhD and MA Programs offered by the Department of Economics. The only course that may appear to have some topics overlapping with those in our courses is DEMS 7740 Quantitative Methods in Disaster and Emergency Management. The brief does not include a sample reading list or a list of topics for this course, and therefore, it is impossible for me to judge the level of statistics covered in this course. It could be that it is not a new course (that is, the course may well be offered in the MA-DEMS program). In any case, I do not think that the technical level at this course does not reach that of our graduate core or elective courses in econometrics.

We are excited about this new program as we believe this is an exciting and valuable area that a wide variety of students will be interested in, and it will provide a synergistic potential interest across the university.

To conclude, we fully support the School of Administrative Studies in the development of the PhD Program in Disaster and Emergency Management at York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ahmet Akyol', written in a cursive style.

Ahmet Akyol,
Graduate Program Director and Associate Professor of Economics
Department of Economics
Faculty of Liberal Arts and Professional Studies
York University

14 February 2022

Dear colleagues,

On behalf of the School of Human Resource Management, I would like to express our support for the proposal for a new doctoral program in Disaster and Emergency Management.

After a careful review of the new program proposal I have found that there is no significant overlapping curricula between the proposed program and the programs offered at the School of Human Resource Management.

This is a timely proposal that has the potential to strengthen York's scholarly leadership in this field of study. There are many ways in which HRM and DEM are related and SHRM looks forward to exploring ways to work together. SHRM welcomes the opportunity to support the program where possible.

We wish our colleagues the best as they prepare to launch this exciting new program.

Kind regards,



Marie-Hélène Budworth
Director, SHRM



January 11, 2022

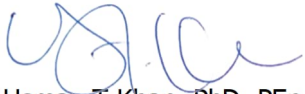
To Whom It May Concern:

Re: Proposal for Doctoral Degree in Disaster and Emergency Management Program

The program proposal for the new Doctoral Degree (PhD) in Disaster and Emergency Management has been reviewed by the Graduate Learning, Curriculum and Students (GLCS) committee at the Lassonde School of Engineering.

On behalf of the committee, we support the establishment of this program and look forward to future synergies between our respective programs.

Sincerely,

A handwritten signature in blue ink, appearing to read "Usman T Khan".

Usman T Khan, PhD, PEng

Chair, Graduate Learning, Curriculum and Students (GLCS) Committee
Lassonde School of Engineering

Associate Professor & Graduate Program Director, Civil Engineering

usman.khan@lassonde.yorku.ca

Memorandum

To: **Eric B. Kennedy**

From: Joy Kirchner, Dean of Libraries **Joy Kirchner**

Date: February 11, 2022

Subject: Dean of Libraries Support Letter for the Doctoral Degree in Disaster and Emergency Management Program

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the Doctoral Degree in Disaster and Emergency Management program. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program. Given the interdisciplinary nature of the program and the complexity of the resources that apply to the program, I strongly advise integrating our curricular offerings within the program inclusive of specialized expertise offered through our digital scholarship centre.

We also provide researchers with consultations on enhancing global visibility and impact of research, guidance on publication agreements, consults on research data management and other consultations to support research intensification efforts.

We look forward to contributing to the success of students and faculty in the Doctoral Degree in Disaster and Emergency Management program.

cc: Patti Ryan, Director, Content Development and Analysis
Andrea Kosavic, Associate Dean, Digital Engagement and Strategy
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Kalina Grewal, Teaching & Learning Librarian



February 4, 2021

Dr. Eric B. Kennedy
Assistant Professor & Undergraduate Area Coordinator
Disaster and Emergency Management
York University
4700 Keele Street
Toronto, ON, M3J 1P3

Dear Professor Kennedy,

Re: PhD Program at York University

I am writing to express support for the creation of a Doctorate of Philosophy (PhD) program in Disaster and Emergency Management at York University.

As the world has been gripped by the COVID-19 pandemic for over two years with anticipated impacts reaching far into the future and climate change has led to increasingly frequent and destructive extreme weather events, the need for top level research, knowledge translation, and training in disaster and emergency management is greater than ever.

York University is the only university in Canada that offers undergraduate and graduate (Master's level) programs in Disaster and Emergency Management. The creation of a PhD program is a natural, timely and necessary extension of this academic leadership and fulfills a need for the development of evidence-based knowledge and critical thinking to frame and support integrated emergency management in all sectors. This does not currently exist in Canada; it is my view that York has a critical mass of faculty and graduate students and is well positioned to initiate this endeavour.

Public Health Ontario (PHO) is a Crown corporation dedicated to protecting and promoting the health of all Ontarians and reducing inequities in health. PHO links public health practitioners, frontline health workers and researchers to the best scientific intelligence and knowledge from around the world. PHO provides expert scientific and technical support to government, local public health units and health care providers relating to the following: communicable and infectious diseases; infection prevention and control; environmental and occupational health; emergency preparedness; health promotion, chronic disease and injury prevention; and public health laboratory services. PHO's work also includes surveillance, epidemiology, research, professional development and knowledge services.

As a knowledge generator and user in the health and public health sectors, providing scientific and technical advice regarding pandemic planning, response and recovery to the Ministry of Health, local

public health units and other health system partners, PHO continuously observes and experiences gaps in evidence-based emergency management. These gaps need to be addressed to ensure optimal preparedness for, response to, and recovery from health threats such as large outbreaks, pandemics, extreme weather emergencies and human initiated catastrophic events in Canada. We believe that a new PhD program at York can begin to address these gaps in scientific emergency management research.

As an academic public health organization, we conduct research and collaborate with academic partners from multiple disciplines to generate, interpret and apply new knowledge to inform emergency preparedness and response, such as through data analysis and modelling. We would enthusiastically welcome colleagues with whom we can work to raise the level of academic expertise in disaster and emergency management across domains. I am therefore highly supportive of York University's proposal to create a doctoral program in emergency management.

Sincerely,

A handwritten signature in black ink, appearing to read 'Brian Schwartz', with a stylized flourish at the end.

Brian Schwartz, MD, MScCH, CCFP(EM), FCFP
Vice President, Science and Population Health
Public Health Ontario
Associate Professor, Department of Family and Community Medicine and
Dalla Lana School of Public Health
University of Toronto



February 10, 2022

Mr. Eric B. Kennedy
Assistant Professor & Undergraduate Area Coordinator
Disaster & Emergency Management, York University

Dear Mr. Kennedy,

Re: York University New Doctoral Degree in Disaster and Emergency Management -
OAEM Letter of Support

On behalf of the Ontario Association of Emergency Managers (OAEM), we are very pleased to provide a statement of support for the new York University Doctoral Degree (PhD) in Disaster and Emergency Management (DEM). Our support of this initiative is aligned with our strategic mission to enhance emergency management within the Province of Ontario and to promote the academic advancement of the discipline's next generation.

York University is recognized as a leader in Disaster and Emergency Management education and we are fully supportive of the new program designed for holders of Masters Degrees in DEM and related fields who wish to pursue advanced studies and research in areas such as environmental studies/sciences, public policy, health, etc. – providing a multi-disciplinary experience.

OAEM is a volunteer professional association representing the interests of Ontario's public and private sector emergency management community since 2004. Our role is to be proactive on behalf of our members by advancing key issues affecting the future of our industry, promoting professional standards, and member engagement. Our mission is to raise awareness of the role and importance of emergency management as core to organizational and community resilience, as well as advance the profession by promoting the principles of emergency management, providing professional development opportunities, mentorship, collaboration, and networking.

We are confident that our members will support the York University Disaster and Emergency Management Doctoral Degree as it will serve to enhance our collective understanding of this transdisciplinary field and improve the ways communities address all forms of hazards and crises while providing an inclusive approach linking academic study and professional practice.

This new program will truly be a significant step forward in emergency management. We champion the program and its success.

Sincerely,

Mesha Richard, Director of Education
Ontario Association of Emergency Managers

Paula-Marie Jannetta, President
Ontario Association of Emergency Managers

OAEM 468 Queen Street East, LL-02 Toronto ON M5A 1T7 Visit us at www.oeam.ca



Brampton, Monday, February 14, 2022

Eric Kennedy
Assistant Professor & Undergraduate Area Coordinator
Disaster & Emergency Management, York University
Director, Science Outside the Lab North
Faculty of Liberal Arts and Professional Studies
York University, 4700 Keele St.
Toronto, ON M3J 1P3

Re: Application for PhD program in Disaster and Emergency Management

Dear Professor Kennedy,

On behalf of myself and as chair of the NGO Alliance of Ontario, I would like to offer my support for the development of a PhD program in Emergency Management at York University. NGOs are a critical resource in the development of efficient and caring emergency management practices and as such we are always trying to find new avenues to improve ourselves and to provide better services to our clients.

We wholeheartedly support this initiative as we know more research is needed in this growing field of expertise. In particular, we currently rely mostly on our US partners for advancement and development, but we are eager to see a Canadian component to the research. The legislation, standards and codes of conduct differ in Canada in a number of ways that affect how research is implemented and we see the PhD program as an asset in expanding our abilities in Canada.

We see the extension of the YorkU DEMS program into the PhD as a logical next step and we will commit to continue our support the university's development we have done in the past. As an organization, the NGO Alliance represents twelve of the most active disaster relief agencies in Ontario and Canada and we can assure you of our support in the development and implementation of the PhD program.

Alain Normand
Chair, NGO Alliance of Ontario
Consulting Associate, ADRA Canada
alainnormand@rogers.com
<http://alainnormand.wixsite.com/booksplus>
Cell 416-725-9451
ADRA.ca



Simon Wells, CD, MA, CEM
Principal
Canadian Journal of Emergency Management
38 Pilot Street
Scarborough, Ontario M1E 2C5

27 January 2022

Dr. Eric B. Kennedy
Associate Professor
Disaster & Emergency Management
York University

LETTER OF SUPPORT –
DOCTORAL PROGRAM IN EMERGENCY
MANAGEMENT AT YORK UNIVERSITY

Dear Dr. Kennedy,

In discussion with my colleagues I have become aware of your new program brief for a doctoral program in disaster and emergency management (DEM) at York University. I am writing to offer my vocal support for this proposed program on behalf of the *Canadian Journal of Emergency Management* (CJEM).

It would be trite to refer to the disruption and "unprecedented" nature of COVID-19. Instead, I look forward to what I believe is a period of significant disruption, emergency, and disasters affecting us either directly or indirectly in this globalized world. Whether approaching DEM through humanitarian, critical infrastructure, meteorological and environmental, or supply chain lenses, there has never before been such acute need for Canadian-bred, Canadian-focused DEM expertise. I am resolute in my position that your proposed doctoral program can produce a new cohort of scholarly and strategic leadership, able to identify, comprehend, and respond to what will be a very dynamic global hazard environment.

Your new program brief has my complete support. Yours in service,

Simon Wells
Principal
CJEM

Tracey Cook
Deputy City Manager**Fire Services**
4330 Dufferin Street
Toronto, Ontario M3H 5R9Tel: (416) 338-9051
Fax: (416) 338-9060
E-mail: Matthew.Pegg@toronto.ca

January 31, 2022

Dr. Eric B. Kennedy
Associate Professor, Disaster and Emergency Management
Faculty of Liberal Arts and Professional Studies
Disaster & Emergency Management
York University
4700 Keele Street
Toronto, ON M3J 1P3

Re: Letter of Support – Doctoral Program in Disaster and Emergency Management at York University

Dear Dr. Kennedy,

I am writing in my capacity as the City of Toronto's Fire Chief and General Manager of Emergency Management, the City of Toronto's COVID-19 Incident Commander, and as the Senior Contributing Editor of the *Canadian Journal of Emergency Management* (CJEM). I am pleased to offer my wholehearted and enthusiastic support for the development of a doctoral (Ph.D) program in disaster and emergency management (DEM) at York University.

York University is already a national leader in DEM education, offering robust baccalaureate and graduate level DEM programs. Graduates of these degree programs often go on to perform high profile roles in municipal, provincial and federal government DEM programs, as well as in the non-governmental organization space and the private sector. In my professional capacity in both emergency management and emergency response, and most recently in my role as Toronto's COVID-19 Incident Commander, I have the privilege of working alongside numerous such professionals each day.

The need for the continued advancement of disaster and emergency management research and application has never been higher than today. I am fully confident that the creation of this program will be an important factor in shaping the future of disaster and emergency management, as well as large-scale incident management system doctrine and practice, as the world continues to transition into the post COVID-19 pandemic reality.

In my role in CJEM, I see first-hand that there are extensive research gaps that need to be filled. I appreciate the role that dedicated DEM scholarship and policy making plays in informing strategic and operational DEM leaders in their program and emergency work.

As the COVID-19 Incident Commander for the largest city in Canada, I have direct and uncommon experience that both underscores and confirms the global need for a doctoral program that would promote novel research and expertise in DEM, right here in the heart of Canada's financial and economic engine.

It is clear that we are moving into an era of increasing disruption, resulting from a multitude of complex and compounding hazards, such as climate change, social inequality, and geopolitical factors. As such, we have a duty to prepare our communities, provinces and territories, and our country to mitigate, prepare for, respond to, and recover from what will undoubtedly be a future bringing increasing turbulence.

I am confident that your program brief presents the right curriculum and interdisciplinary approach to produce the next generation of DEM leaders in Canada. I also note that my local municipal peers offer their support and am pleased to join their ranks in doing so.

On a personal note, if there is anything I can do, to personally assist in the development or delivery of this groundbreaking program, please do not hesitate to ask.

I wish you and your colleagues the best outcome in establishing this important program.



Matthew Pegg, ECFO
Fire Chief & General Manager – Emergency Management
COVID-19 Incident Commander
City of Toronto

April 6, 2022

Eric B. Kennedy
Assistant Professor & Undergraduate Area Coordinator
Disaster & Emergency Management
York University
4700 Keele St.
Toronto, ON M3J 1P3

Dear Professor Kennedy,

On behalf of the City of Brampton Emergency Management Office, I would like to offer my support for the development of a PhD program in Emergency Management at York University. Our office has always valued the partnership with York University as mutually beneficial and will continue to maintain this relationship within the scope of a PhD program.

We have been involved in the development and maintenance of the Certificate, Bachelor and Master's degree programs in the form of curriculum creation advice, mentorship to students, case study opportunities, guest speakers, and templates for various documents. In return, we have benefited from the work of many students doing internships with us, study groups providing recommendations on our emergency management program, and a graduate pool to select employees from when positions open up.

We feel the kind of program is very beneficial for both York University and the City of Brampton. As such, we see the extension of the program into the PhD as a logical next step and we will commit to continue our support in similar fashion to what we have done in the past.

As practitioners, we have limited time to devote to research and development in the field. We tend to copy what has been tested in other jurisdictions, hoping we can adapt programs to our own community. The arrival of a PhD program will spell a new era for the research and development of the field of emergency management as we see this as an opportunity to have PhD candidates play an important role in bringing local and Canadian content to the field.

For all of these reasons, you can count on the support of the Brampton Emergency Management Office.

Rick Bernard
Manager, Emergency Management
Brampton Fire and Emergency Services

Date: February 1, 2022

RE: Letter of Support for York University's Disaster and Emergency Management PhD Program

Dear Mr. Kennedy,

The Canadian Risk and Hazards Network (CRHNet) is a not-for-profit organization established in 2003 to promote and strengthen disaster risk reduction and emergency management in Canada. The Network creates an environment for hazards research, education, and emergency management communities to effectively share knowledge and innovative approaches that reduce disaster vulnerability. This letter conveys CRHNet's continuing support for the development and offering of the PhD program by York University relating to emergency management and disaster risk reduction.

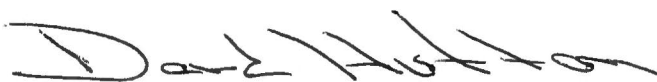
The increasing impacts of climate change and the COVID-19 pandemic clearly demonstrate the critical ongoing need to advance knowledge, strategies and tools related to Canada's emergency management and disaster risk reduction capacities. Confronted by the growing complexity of this field, the demand for formal education at the doctorate level has increased substantially as organizations, practitioners, and academics alike seek greater knowledge to respond to this global change. A doctorate program at York University will do much in addressing the demand for research and evidence-based practices in Canada.

Additional information on the CRHNet can be accessed at <https://crhnet.ca/>. You may also contact our President at president@crhnet.ca should you require additional information. Thank you.

Best regards,



Jodi Manz-Henezi, President CRHNet



David Hutton, Vice-President CRHNet

Appendix B: Alignment with University and Faculty Missions and Plans

The University Academic Plan and Strategic Research Plan – alongside broader societal priorities, like the Sustainable Development Goals – lay out an ambitious framework for research and teaching that addresses pressing global issues. The new PhD in Disaster and Emergency Management (DEM) is uniquely positioned to contribute to these priority areas, thereby advancing York's mission while helping to create safer, more resilient, and more inclusive communities in the face of disaster.

In these documents, the university identifies six areas of thematic strength:

1. Advancing Fundamental Inquiry and Critical Knowledge
2. Analyzing Cultures and Mobilizing Creativity
3. Building Healthy Lives, Communities and Environments.
4. Exploring and Interrogating the Frontiers of Science and Technology
5. Forging a Just and Equitable World
6. Integrating Entrepreneurial Innovation and the Public Good

The PhD program is uniquely situated to contribute to York's advancement on several of these portfolios. In addition to its aforementioned emphasis on blending fundamental inquiry with critical applied knowledge, the PhD program emphasizes the importance of healthy communities, a just world, and safer and more equitable scientific and technological futures. In a world increasingly stressed by climate-induced disasters – alongside other issues like migrating populations, increasingly interdependent sociotechnical systems, and hyperpolarized politics – emergencies are becoming an incredibly frequent part of life. The program will help to develop ways to preserve and protect public health; to help communities become safer and more resilient in the face of natural and technological hazards; and to improve the sustainability of our natural systems (for instance, restoring ecological and indigenous perspectives to fire and flood management).

Likewise, disasters all too often exacerbate and further increase existing inequalities. Marginalized communities can struggle to prepare for disasters, suffer from a lack of resources during the response, and often are faced with increased adversity in recovery. Forging a just and equitable world demands dealing with these moments of crisis and interruption, ensuring that world-shaping events like the COVID-19 pandemic do not simply further marginalize already oppressed communities.

Moreover, disasters provide a critical area for interrogating the role of science and technology. In the field of DEM, we anticipate, investigate, and prepare for ways in which technological inventions and increasingly tightly coupled technical systems can themselves become victim to new disasters (e.g., cybercrime, attacks on critical infrastructure, or interconnected and cascading failures). Moreover, the discipline asks difficult questions about the way that technological and techno-scientific 'fixes' can exacerbate inequalities in emergency response, such as the way that COVID-19 related testing, vaccinating, and supporting communities has disproportionately benefited privileged groups at the expense of communities of colour.

The proposed PhD program in DEM will also contribute to areas that York has identified as requiring focused attention. For instance, the theme of 'Healthy Individuals, Healthy Communities and Global Health' is profoundly advanced through inquiry into health crises, the health impacts of natural and technological disasters, and public health mechanisms for improving emergency response. Moreover the emphasis on *global* health is a feature of the research of several of our faculty members – and many prospective doctoral candidates – underscoring the role that York can play on the global stage in advancing equity, resilience, and

safe communities. Likewise, the theme of “Public Engagement for a Just and Sustainable World” aligns closely with the program’s emphasis on community and stakeholder engagement, not to mention its focus on issues of equity and sustainability.

This alignment with York’s priorities is longstanding and longlasting. For example, an external Program Review in 2016 for the DEM area noted that *“Program objectives support the missions and*

academic plans for the University and the Faculty of Liberal Arts and Professional Studies in a number of critical ways. Specifically, the academic programs emphasize interdisciplinarity, experiential learning, innovation, and applied research to meet the critical needs of this rapidly evolving profession of DEM.

The program also plays a very important service role by promoting disaster risk reduction and the application of evidence-based policies and practices in the process.” These connections remain as true as ever as the program has grown and become even more closely aligned with a well-funded, active, and influential program of emergency management research.

We would also note that the PhD proposal in DEM aligns with key global priorities that York shares and invests in. For instance, there is clear alignment with several of the United Nations Sustainable Development Goals, including:

- Reducing the unequal impacts of disasters in terms of goals 1 (no poverty), 5 (gender equality), and 10 (reduced inequality).
- Preparing for and recovering from disasters that can affect abilities to fulfil basic needs, including goal 2 (hunger), 3 (good health), 6 (clean water and sanitation), and 9 (...infrastructure).
- Creating more sustainable and ecologically friendly methods for managing environmental and natural hazards – many of which are exacerbated by a changing climate – including with goals 11 (sustainable communities), 13 (climate action), and 14/15 (life below water/on land).
- Building stronger, more equipped institutions for supporting civil protection, disaster mitigation, and emergency preparedness, via goal 9 (industry and innovation...), 16 (strong institutions), and 17 (partnerships for the goals).

Taken together, the PhD program in DEM will advance both university and global priorities. As evidenced by recent disasters – from hurricanes to wildfires to COVID-19 – the need to prevent, address, and build back better from disasters is profound. This program will equip the next generation of teachers and researchers, and support improving emergency management practices now and into the future.

Appendix C: Process for Adding Full and Associate Faculty Members

In line with the criteria offered by the Faculty of Graduate Studies, the doctoral program will have full and associate members. (For the full suite of membership possibilities and their specified roles, see <https://gradstudies.yorku.ca/faculty-staff/academic-affairs/faculty-membership/appointments-policy/>).

Pertinent to supervisory capacity, however, are the following: Full Members shall hold a tenure-track/tenured position at York University. They may act as the principal or as a co-supervisor of DEM doctoral dissertations; may serve on supervisory and examining committees; may teach graduate courses for the program; and may participate in decision-making processes in accordance with program governance procedures. Full Members hold an appointment that is continuing unless (i) a limited term is deemed appropriate, (ii) it is determined that the individual no longer satisfies the conditions for Full Membership, and/or (iii) their tenure-track/tenured position at York comes to an end.

Associate Members shall hold a tenure-track/tenured or contractually limited position at York University. They may be permitted act as a co-supervisor of doctoral dissertations; may serve on supervisory and examining committees within the program; may teach graduate course courses; and may participate in decision-making processes in accordance with program governance procedures. Associate Members may not act as the principal supervisor of doctoral dissertations and may serve as a co-supervisor of doctoral dissertations on the condition that the other co-supervisor is a full member of the graduate program. Associate Members may hold an appointment that is continuing unless (i) a limited term is deemed appropriate, (ii) it is determined that the individual no longer satisfies the conditions for Associate Membership, and/or (iii) their tenure-track/tenured or contractually limited position at York comes to an end.

Existing Full and Associate Member appointments have already been outlined in the current DEM PhD Proposal. For future additions into Full and Associate membership statuses, the following criteria must be met:

- At a minimum, candidates for appointment to the Faculty of Graduate Studies must: hold a PhD (or equivalent) degree or otherwise have demonstrated achievement as a researcher, scholar, professional or artist in accordance with the expectations of the discipline; demonstrate that he or she is continuing to make a contribution to research or scholarship or
- professional or artistic activity as evidenced by a clear process of peer review and critical analysis; and where previously engaged in graduate teaching or supervision, demonstrate satisfactory performance as an instructor and/or supervisor.

To be appointed as Full or Associate Member in the DEM PhD Program, candidates must:

demonstrate contribution to research or scholarship or professional or artistic activity related to Disaster & Emergency Management and associated fields, based on peer-adjudicated work, examples of which include peer-adjudicated publication, peer-adjudicated research grants, invited presentations at conferences and symposia, curated, critically reviewed or peer appraised exhibitions or performances, and any other mode of presenting work in a public forum which has been subjected to a clear process of peer review.

Full or Associate Member candidates must:

- submit an updated CV at the stage of applying to become a member of the DEM PhD program, and submit an updated CV to the DEM Graduate Program Director (GPD)

every three years thereafter, submit a cover letter describing their research and areas of interest, as well as areas of expertise for the supervision of graduate students

The DEM Graduate Program Director is responsible for:

- approving a candidate's application to become a Full or Associate member of the DEM PhD program.
- ensuring that the peer-adjudicated work of the Full or Associate Member candidate is directly related to the discipline of Disaster & Emergency Management and published in reputable journals and avenues, given the interdisciplinary nature of the field. Insufficient evidence of continued research, scholarship, professional or artistic activity at an advanced level, or in field not directly related to the Disaster & Emergency Management field will result in an appointment that excludes principal supervision of DEM doctoral dissertations, i.e. Associate Membership.
- ensuring that the candidate will be able to successfully meet the requirements of doctoral supervision through assessing the candidate's evaluations from previously supervised students, and peer evaluation by, in particular, members of supervisory and examining committees of students supervised by the candidate, taking into account such matters as the availability and effectiveness of the supervisor and his or her relative contribution to the quality of the student's work and its completion within a reasonable time.
- approving a Full or Associate Member's ability to teach courses in the doctoral program based
- on peer evaluation and student evaluation of teaching and curriculum design, taking into account such matters as the scholarly or creative content of teaching materials.

The DEM PhD program shall establish an Executive Committee consisting of the DEM GPD and at least two members of the DEM Faculty in order to advise on program-specific appointment criteria, procedures and appointments. The composition of the committee will be known to the program at the start of the doctoral program and will change every three years. The committee may delegate responsibility to the Graduate Program Director regarding the approval or recommendation for approval of appointments, as appropriate.

Appendix D: Research Funding received by Core Faculty

Nirupama Agrawal

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22				
2020/21				
2019/20				
2018/19		\$11,915		
2017/18	\$17,000			

Ali Asgary

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22		\$100,000		\$20,000
2020/21	\$656,000	\$1,344,000		
2019/20		USD \$507,120		
2018/19		\$1,874,000		
2017/18		\$95,000 (PI & Co-PI) 1,436,426.00 (Co-PI)		\$8,500

David Etkin

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22				
2020/21	\$183,903 (co-applicant)			
2019/20			\$21,000	
2018/19				
2017/18			\$3,000	

Eric Kennedy

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22				\$4,995
2020/21			\$10,000	\$6,952
2019/20	\$ 502,000			
2018/19		\$ 117,000		
2017/18	\$20,000			\$17,000 USD

Aaida Mamuji

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22	Sabbatical			
2020/21				
2019/20	\$499,501 (PI; Rozdilsky as co- investigator			
2018/19				
2017/18		\$4700		

Jennifer Spinney

		Source		
Year	Tri-Council	Other Peer Adjudicated	Contracts	Institutional
2021/22			\$ 30,000 (CO-PI)	\$ 5,000
2020/21				
2019/20		\$5,000		
2018/19		\$345,660 USD		
2017/18				

Appendix E: Graduate Calendar

Has not been copied for Senate; available upon request from the University Secretariat.

Appendix F Course Proposals

Proposal for DEMS 7700

1. Program: Ph.D. Disaster & Emergency Management
2. Course Number: DEMS 7700
3. Credit Value: 6.0
4. Long Course Title: Critical Theory and Practice in Disaster & Emergency Management
5. Short Course Title: Critical Theory and Practice in DEM
6. Effective Session: Fall 2022, pending approval of the PhD program

7. Calendar (Short) Course Description:

Students will develop an understanding of theories, approaches, methods, and issues in comprehensive emergency management through a deep reading of seminal literature and debates in the field. Case studies from within and beyond Canada will be discussed, considering aspects of risk, vulnerability and resilience. Contrasting disciplinary perspectives on the critical studies of disaster will be analyzed and compared. Pre-/co-requisites: None

8. Expanded Course Description:

This is a required, full-year course for students in the DEM doctoral program. The course is divided into two parts (one semester each): Part 1) Risk, Vulnerability, and Resilience; Part 2) Research and Practice.

Part 1: Risk, Vulnerability, and Resilience. Disasters and emergencies have long been understood through three meta-narratives: risk, vulnerability, and resilience. In this course, we explore in depth each approach to understanding, preparing for, and responding to disasters. Material covered includes risk, vulnerability, resilience, and disaster theory; risk governance and the construction of risk in society; and introduction to types of hazards. Students will apply these concepts to real-world scenarios and contemporary events.

Part 2: Research and Practice in Disaster and Emergency Management. Disasters and emergencies attract a wide variety of attention from practitioners, academics, governments, and the public. In this course, we explore the different disciplinary approaches to academic research on disasters (including sociology, anthropology, philosophy, science and technology studies, systems theory, decision-making, and public administration) and the practitioner experiences in the field (including government, non-governmental, and private sector roles). The part of the course is based on deep-dive visits by experts from each field, with an emphasis on critical reflection between the issues raised by each perspective.

9. Course Learning Outcomes:

Upon completion of this course students should be able to:

Situate Disaster and Emergency Management (DEM) as both a field of practice and study, understanding the historical evolution, current state, and contemporary challenges in each. Demonstrate familiarity with the variety of fast- and slow-onset hazards that exist in Canada and

globally, as well as fluency in hazard-specific and all-hazard approaches to emergency management. Understand the concepts of risk, vulnerability, and resilience, and be able to critically interrogate competing narratives about disasters and emergencies.

Identify current practices in the construction, management, and governance of risk, and be able to identify areas that require improvement and emerging best practices.

Critically reflect on the ideas of DEM as a profession and DEM as an interdisciplinary pursuit, and be able to practice in both academic and non-academic sectors in an ethical and methodologically rigorous way.

□ Be able to articulate the differences between each discipline's approach to studying

DEM, effectively communicate with DEM researchers from each perspective, and appreciate the limits of one's knowledge about in each of these disciplines (and how to continue learning within each).

□ Appreciate differing forms of expertise, including from varying disciplines, professions, and epistemic communities, including Indigenous and traditional knowledge. Understand how these perspectives can be rigorously integrated into research and practice.

10. Rationale:

DEMS 7700 will form the backbone, core course of the new doctoral program in Disaster and Emergency Management. The course is responsible for ensuring that all doctoral students have a sufficiently strong foundation in the field, its practice, and its varying disciplinary perspectives to be able to successfully undertake a dissertation in the field. The course represents an entirely new course when compared to existing offerings in the DEM Bachelor's and Master's programs.

11. Evaluation:

Evaluation for this course follows the same format for both semesters. They are as follows:

- Weekly Reflection Papers - 10%
- Seminar (Attendance, Presentation, and Participation) - 15%
- Term Paper - 45%
- Final Examination - 30%

Seminars are lived intellectual experiences and "conversations with a purpose." Each week's 3-hour meeting will begin with a 15- to 30-minute presentation on the week's topic by the instructor. It will then be followed by a student-led discussion, where the assigned readings are critically discussed. Each seminar member will be ready to elaborate on at least one major idea from the readings or from elsewhere, with references. Participation in the seminar is a requirement for this course.

Details on the evaluation criteria are provided below:

Weekly Papers (10%):

Students are expected to read the required material ahead of each seminar session and be prepared to critically discuss the topic in class. Students are required to prepare 2 written questions on these materials and submit them to the instructor at the start of each seminar.

Seminar Participation & Leadership (15%):

Each student must lead at least two of the weekly seminars based on the literature assigned for that week. Students will be required to provide a short summary of the material to demonstrate mastery, offer a critical reflection on a real-world disaster using the theoretical ideas from that week, and facilitate discussion on the topic. A special effort should be made to use teaching aids

such as PowerPoint presentations and/or summary handouts. Students are expected to participate fully in each seminar session, even those they aren't leading.

Term Paper (30%):

- Students are to select a crisis event (local, provincial, federal or international), and discuss it through the lens of one of the perspectives discussed in class. Students are to submit a two- page proposal on their term paper by Week 3. This proposal is not marked, but the instructor must approve the proposal in order for the student to proceed with the term paper. The proposal must include a substantive topic, a brief analysis of the topic, a research question(s), a thesis or argument, and a preliminary bibliography. The instructor will be available to discuss each proposal with students
- Maximum of 8,000 words (25-30 typewritten double-spaced pages, excluding bibliography).

Final Exam (30%)

□ The final exam is a take-home, open book essay exam that will give students the opportunity to summarize and synthesize what they have learned in the class. Grading emphasis will be on content and coverage rather than length. Questions will be handed to students on the last day of class and students will have one week to submit the exams. This exercise is designed as a way to begin the preparation process for the comprehensive examination process that will follow, and to offer an opportunity to get feedback in a lower-stakes environment.

11. Integrated

Courses: Not applicable

12. Crosslisted

Courses: Not applicable

13. Faculty Resources:

All core DEM Faculty (Drs. Agrawal, Asgary, Etkin, Kennedy, Mamuji, Bogdan, Spinney, and Rozdilsky) are qualified to teach this course, although attention must be paid to the continuity of experience between both semesters of 7700 and 7750 (for instance, considering co-teaching arrangements).

The course will be offered once every other year during the initial start-up phase of the Doctoral program (intake is only offered every other year for the first three cohorts). Once sustainability is proven and intake moves to annual, this course will be offered annually. On its own, this course has a low impact on the teaching load within the DEM program.

14. Physical Resources:

Given the seminar-style format of this course, it is recommended that the room provided have movable tables and chairs in order to create a U-shape to facilitate discussion, or a boardroom setup. The room must be equipped with audio-visual capabilities. No further lab facilities are required, although the instructors may elect to conduct 'field-trips' during some class sessions to professional emergency management locations (e.g., the City of Toronto Emergency Operations Centre) or to other faculties on campus (e.g., as part of the exploration of different disciplinary perspectives).

15. Bibliography and Library Statement:

The course is based on a series of weekly readings, expected to total 100-200 pages of reading

per week. This volume of reading is necessary to prepare students for the comprehensive examination process

(and to help the students read many of these materials), and to help ensure that all students have a strong disciplinary foundation in DEM to be able to successfully propose a program of doctoral research.

Books used in this class include following, as well as several other resources to be added in the full course outline:

- Beck, U. (1992). *Risk society: Towards a new modernity*. Sage.
- Birch, E., & Wachter, S. (Eds.). (2006). *Rebuilding urban places after disaster: Lessons from Hurricane Katrina*. University of Pennsylvania Press.
- Etkin, D. (2014). *Disaster theory: an interdisciplinary approach to concepts and causes*. Butterworth-Heinemann.
- Eriksen, C. (2013). *Gender and wildfire: Landscapes of uncertainty*. Routledge.
- Fink, S. (2013). *Five days at Memorial: Life and death in a storm-ravaged hospital*. Atlantic Books Ltd.
- Gratz, R. B. (2015). *We're Still Here Ya Bastards: How the People of New Orleans Rebuilt Their City*. Bold Type Books.
- Katz, J. M. (2013). *The big truck that went by: how the world came to save Haiti and left behind a disaster*. St. Martin's Press.
- Klinenberg, E. (2015). *Heat wave: A social autopsy of disaster in Chicago*. University of Chicago Press.
- Larson, E. (2011). *Isaac's storm: A man, a time, and the deadliest hurricane in history*. Vintage.
- Laskin, D. (2009). *The children's blizzard*. Zondervan.
- Perry, R. W., Lindell, M. K., & Tierney, K. J. (Eds.). (2001). *Facing the unexpected: Disaster preparedness and response in the United States*. Joseph Henry Press.
- Rodríguez, H, Donner, W. and Train, J. (2018). *Handbook of disaster research*. Springer.
- Scott, J. C. (1998). *Seeing like a state: How certain schemes to improve the human condition have failed*. Yale University Press.

In addition to the books listed above, weekly readings will be drawn from several disaster and emergency management-related journals that are already maintained in the York University library.

Proposal for DEMS 7750

1. Program: Ph.D. Disaster & Emergency Management
2. Course Number: DEMS 7750
3. Credit Value: 3.0
4. Long Course Title: Research Design & Proposal Development in Disaster and Emergency Management
5. Short Course Title: Research Design in Emergency Management
6. Effective Session: Fall 2022, pending PhD program approval

7. Calendar (Short) Course Description:

This seminar introduces key skills in research project design, including scoping a research question, situating it in the literature, determining appropriate methodological tools, and conducting effective literature reviews. Students will also develop skills in academic project management while working towards the development of a dissertation proposal. Pre-requisites: DEMS 7700, DEMS 7730, DEMS 7740.

8. Expanded Course Description:

As doctoral students in Disaster and Emergency Management, it is critical to be able to (a) identify effective and important research questions, (b) translate these questions into viable projects, (c) execute those projects and disseminate results, and (d) fit these individual projects into your overall research agenda and portfolio. This course is designed to help students progress from learning raw methodological skills in DEMS 7730 and 7740 – and from developing a deep understanding of what research in Disaster and Emergency Management looks like in DEMS 7700 – to being able to actually execute these skills in service of an effective and successful dissertation.

The core focus of this class is helping students to conceptualize an effective dissertation project and to translate this idea into a well-polished dissertation proposal. The class begins by analysing the range of successful dissertations and helping students assess the viability of their intended project. It then moves to focusing on the nuts and bolts of effective literature reviews and methodological designs (building on 7730 and 7740). Finally, the course includes significant material focused on professionalization and career development, helping students to begin thinking about their long-term goals from early in the program.

9. Course Learning Outcomes:

Upon completion of the course, students will be able to:

- Identify the difference between an effective and an ineffective research project, gain increased confidence in separating good ideas from bad, and be able to provide themselves and peers with substantive, collaborative feedback on project ideas.
- Be able to translate a well-scoped project into an appropriate methodological design and develop strategies for carrying out all elements of the work effectively.
- Be able to write effective research proposals, both for the purpose of a dissertation proposal but also with respect to transferable skills for grant applications.

- Understand the ethical and practical roles and responsibilities involved in managing a large-scale research project and have developed the skills to do this effectively in a dissertation setting.
- Develop a set of writing skills and practices that will help them to be able to effectively undertake the dissertation as a project.
- Develop the documents and narrative needed to be successful on the job market and showcase their research as an entire pipeline.

10. Rationale:

DEMS 7750 is designed to be the key translation between theoretical courses (e.g., DEMS 7700, 7730,

and 7740) and the practical skills of actually completing a successful dissertation. Even under the best of supervision, there are a set of common skills – like how to ask a good question, apply skills from the methods classes, and actually manage the complexities of a modern, large-scale research project – that require formal training to properly support our graduate students. This course is designed to be a key investment in their success as doctoral candidates, helping to ensure they transition smoothly from the coursework-based to research-based portions of the degree.

11. Evaluation:

Course participation and leadership – 15%

- Students will be expected to come to class having read the material and being prepared for discussion. Each student will be expected to lead discussion during one class on the assigned readings, including summarizing the practices of effective researchers articulated in the reading, making connections to applicability in DEM, and leading a discussion among the students about their adoption.

Initial draft, dissertation proposal – 20%

- Approximately 2/3rds of the way through the term, students will be required to turn in an initial draft of the dissertation proposal. This proposal will be developed based on the exemplars examined in class. It will then be used for the peer-review exercise.

Peer review – 20%

- Students will be guided through the process of peer reviewing two of their colleagues' dissertation proposal drafts. The purpose here is two-fold: to provide detailed feedback for students as they look towards their revised draft, and to provide a closely-mentored experience with providing high-quality peer review. This is a skill that is very important in both academic and professional settings and requires training and support to develop.

Reflection on writing practices – 15%

- Students will be required to produce a short reflection on their emerging reading, writing, and research practices. Becoming a successful, independent researcher – whether in an academic or a non-academic setting – requires strong skills in these areas. These skills require intentional development based on experimentation, guidance, and personal reflection. Students will be encouraged to experiment with different styles of writing and researching to determine what works effectively for them, and will be guided through the process of reflecting on these approaches to help them be more successful during the dissertation process and beyond.

Revised draft, dissertation proposal – 30%

- The major assignment of the term is to produce a strong draft of the dissertation proposal. The goal here is to ensure timely progress towards degree completion, as well as obtaining additional feedback from other faculty and peers. This draft will not be the final version of the proposal but will provide a strong starting point for further work with their supervisor and committee.

11. Integrated Courses:

Not applicable

12. Crosslisted Courses:

Not applicable

13. Faculty Resources:

All core DEM Faculty (Drs. Agrawal, Asgary, Etkin, Kennedy, Mamuji, Bogdan, and Rozdilsky) are qualified to teach this course, although attention must be paid to the continuity of experience between this course and the year-long 7700 seminar (for instance, considering co-teaching arrangements).

The course will be offered once every other year during the initial start-up phase of the Doctoral

program (intake is only offered every other year for the first three cohorts). Once sustainability is proven and intake moves to annual, this course will be offered annually. On its own, this course has a low impact on the teaching load within the DEM program.

14. Physical Resources:

Given the seminar-style format of this course, it is recommended that the room provided have movable tables and chairs in order to create a U-shape to facilitate discussion, or a boardroom setup. The room must be equipped with audio-visual capabilities. No further lab facilities are required.

15. Bibliography and Library Statement:

In addition to individual journal articles on dissertation proposals, writing, and project management, students will use three common texts during their progress through this class:

Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph. D. into a job*. Three Rivers Press.

Sword, H. (2017). *Air and light and time and space: How successful academics write*. Harvard University Press.

White, E. B., & Strunk, W. (1972). *The elements of style*. New York: Macmillan.

Appendix H: Comprehensive Examination Process

Graduates need to demonstrate a mastery of the field of Disaster and Emergency Management in order to be successful contributors to academic- and practice-based research. The comprehensive exam process is designed to provide students with the mentorship and support to gain this mastery, and to require a high-quality demonstration of knowledge before they proceed into their dissertation. The comprehensive examination is also a pivotal point for determining whether students should be allowed to proceed with their studies or be guided to withdraw from the program.

The DEM PhD comprehensive exam process consists of two written examinations and a confirmatory oral examination (see timeline below). Normally, students will complete their exams in the second year of the program. The written exams will take place annually during March, and the oral exams will follow in April. There will be an opportunity for rewrites (see details below) the following September.

To ensure consistency and standards over time, the core reading list should 'weigh' at roughly 50-70 books (wherein one book can be substituted by roughly three articles, or an appropriate volume of non-academic reports and resources). The specialized reading list should comprise of roughly 40-60 books, with a similar conversion ratio.

By October 1st, the Graduate Program Director (GPD) will organize/confirm a three-person Comprehensive Examination Committee for all students taking the examination that year (consisting of York DEM full-time faculty members). This committee will stand for a period of one year, and its membership will be announced to all students in the program.

Note that in the first year of the program, the Committee will be convened at least six months earlier to allow for the development and approval of the reading list, which will be included in the graduate handbook. The committee will also be responsible for developing, prior to program start, a set of rubrics and guidelines for how the examinations will be assessed, which will also be distributed in the graduate student handbook.

The first written examination will consist of 2-3 questions designed to ascertain a doctoral student's grasp of selected essential DEM theoretical concepts and material covered in the program's required doctoral courses, as well as their comprehension of readings contained in the PhD in DEM comprehensive reading list. This reading list will be provided to each incoming PhD in DEM student during the initial program orientation, which will give them nineteen months to read and comprehend the essential journal articles and books contained therein. Because this is an examination based on common materials and with common questions, it is administered as an in-person examination.

The second written examination will consist of 2-3 questions linked to the Doctoral student's grasp of theoretical concepts and material related to her/his specific research areas of interest. The provisional reading list for this exam will be developed by the student and the supervisor. By October 15th of their second year, this list will be submitted to the Comprehensive Exam Committee, and will be approved and returned to the student (either for study as is or with a requirement for modifications) by November 1st. This examination is administered as a take-home examination,

as it is individualized to each student and is intended to be used as an ongoing resource as students work towards their proposal and dissertation.

The final stage in the comprehensive examination process is an oral exam intended to confirm the student's mastery of PhD coursework, methodological training (including material from DEMS 7730 and 7740), and exam responses. The oral exam will last between 60 and 90 minutes and will be conducted in a closed-door session with the student and the Comprehensive Examination Committee.

Following the completion of the written and oral examinations, the Comprehensive Examination Committee will assign one of the following assessments to the exam:

- Clear pass (i.e., no further work needed)
- Conditional pass (i.e., portions of one or both exams must be rewritten)
 - Fail with rewrite (i.e., one or both of the written exams and/or oral exam must be retaken the following September and be reassessed by the same committee)
- Fail with no re-write (i.e., failure with withdrawal from the program recommended)

To remain in the program following a "fail with rewrite" result, the student must retake the requisite exams (same reading list but different questions) in September and achieve an assessment of either "clear pass" or "conditional pass."

Students are allowed to appeal the results of their assessment to the Comprehensive Examination Committee in writing within 14 calendar days of the release of results from the first set of exams. Any subsequent appeals, or appeals made in reference to the rewritten exam, must follow the petition procedures laid out by the Faculty of Graduate Studies.

The key timelines for the comprehensive examination process are as follows, with reference to the academic year of a given student's experience in the program:

September, Year 1: Students are provided with a list of examinable materials for the first (common) comprehensive examination, and a set of instructions for how to formulate their second comprehensive exam reading list.

October 1, Year 2: GPD announces three-person membership of the Comprehensive Examination Committee for the year.

October 15, Year 2: Students submit a 1-2 page proposal for their second comprehensive examination area of study. The proposal should detail the area of focus, its importance, its scope (e.g., what is included and excluded) and an early set (e.g., 10-20) of reading items on the list.

January 15, Year 2: Students submit a proposed reading list (developed by them and their supervisor) focused on their area of specialization (their intended dissertation topic) for their second comprehensive examination to the Comprehensive Examination Committee for review.

February 1, Year 2: Comprehensive Examination Committee returns proposed second examination readings lists, noting either "approved for study as is" or requiring specific modifications (e.g., addition of certain texts, decreased length, etc).

Second week of April, Year 2: First comprehensive examination is written by all students (in-person, six hours).

Third week of April, Year 2: Second comprehensive examination is written by all students (take- home, five days).

Fourth week of April, year 2: Oral examinations for each student.

May 1, Year 2: Deadline by which Comprehensive Examination Committee must release results of the comprehensive exams for all students.

Early September, Year 3: Make-up date for students who have been required to re-write a comprehensive examination.

Appendix H -Faculty CVs

Has not been copied for Senate; available upon request from the University Secretariat.

Memorandum

FACULTY OF LIBERAL ARTS & To:
PROFESSIONAL STUDIES

Academic Standards, Curriculum and Pedagogy Committee

Office of the Dean

From: Eric Kennedy, Associate Professor Disaster and Emergency Mangement

S909 South Ross
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

Date: September 13, 2023

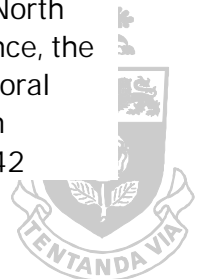
adprog@yorku.ca
yorku.ca

Subject: New Graduate Proposal: PhD, Disaster and Emergency Management

Attached are responses to follow-up questions posed by ASCP in its review of the DEM proposal; approved by ASCP.

Provide rationale and explanation around why there are so many course work requirements - seems like a lot, and the Committee has questions about whether this is asking too much from students.

Response: The nature of research and practice in DEM is such that it requires extensive training. Emergency managers must be quantitatively fluent to engage critically with computational modelling outputs and forecasts (7740), while also having qualitative literacy to confront the ethical, human, and social challenges in crises (7730). Students must be practiced at interacting with different disciplinary perspectives, as well as core methods, theories, and concepts (7700). They will teach in a very wide variety of settings, from academic to practitioner training (7790), and require specialization in the hazards, communities, geographies, and contexts in which they work (electives). And, 7750 is output oriented and designed to help students through the highest attrition and delay phases of their degree, including comprehensive list development, prospectus design, and preparing for field work. Furthermore, the heterogeneity of our incoming cohort (including many students with previous graduate work outside of DEM or from long before, as mid career professionals) and their career goals (including not just academia, but also practice, think tanks, and government work) means that we need a robust and layered curriculum that will assure success. The electives help to enable this without increasing overall credit requirements (e.g., students without DEM training can use them to obtain further specialization, while those with DEM backgrounds can use them to enhance their grounding in methods, content, or contexts they'll be researching or practicing in). In our review of the top programs across North America, the York program is as absolutely efficient as possible. For instance, the top two global programs have significantly richer requirements at the doctoral level (and both require a preceding masters degree in addition): the PhD in Disaster Science and Management at the University of Delaware requires 42



credits (14 courses); the PhD in Emergency Management at NDSU requires 90 credits (30 courses). As such, our load of 9 courses, total, is very low and designed to provide the optimal balance of supporting progression and graduation while achieving the common foundation required to succeed in the field.

In these courses there are a lot of research and methods requirements, but not a lot of content (the DEM field) requirements. The Committee thinks this is what the reviewers were really looking for. You might consider swapping some methods for content

Response: As discussed above, the field of Disaster and Emergency management requires a cross-method literacy that's not necessarily required in some other fields. Even the most qualitative disaster sociologist, anthropologist, or historian will be working in a field that is primarily quantitative, and requires fluency with statistical analysis and modelling approaches in order to be an effective critical scholar and to gain access to the community. Likewise, even those students who go on to exceptionally quantitative approaches (e.g., computational modelling) require sensitization to the limits of their models, the quality of the raw data underpinning the surveys they're analyzing, and the instrument design skills (e.g., survey, media, interview research) taught in the qualitative course. As we've seen all too well in COVID, for instance, the inability to work across this qualitative/quantitative divide is at the root of many of the adverse outcomes we've seen. We also agree with the reviewers requests for content (hence the addition of a DEM-specific class following their review). We do also, though, turn to the effort to use the elective courses as a way of balancing an efficient program (i.e., low total number of courses) with the student tailoring their studies to their areas of research, and supporting their successful progression through the comprehensive

Why the 80% rule on providing advance standing for students entering from other programs, but not applied to DEM applicants?

Response: Updated proposal-removed references to advanced standing. if the student has previously taken DEMS 5051 and/or 5052, or equivalent courses in the assessment of their supervisors and the GPD, they will be advised about substitute courses that meet the program learning outcomes and support successful and timely completion of their research project."

Memorandum

**OFFICE OF THE
PROVOST & VICE-
PRESIDENT ACADEMIC**

9TH FLOOR KANEFF TOWER
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5280

To: Martin Bunch, Chair, ASCP
From: Lisa Philipps, Provost & Vice-President Academic
Date: May 23, 2023
Subject: Support for PhD in Disaster and Emergency Management

I have reviewed the external review report for the proposed PhD program in Disaster and Emergency Management and the Dean's response to the recommendations. The Dean of Liberal Arts & Professional Studies has provided a compelling letter of support for this new program. This memo is my signal of strong support for this innovative and important program which contributes to the strength of existing graduate programs in the Faculty of Liberal Arts & Professional Studies and York University. This new program is strongly aligned with the University's Academic Plan in its view toward Living Well Together and Knowledge for the Future based in interdisciplinarity, global outreach and professional learning, fundamental and critical applied knowledge, and building more resilient communities.

I have reviewed the enrolment projections and am persuaded that the resource demands to launch this program can be met given the strong cadre of faculty members already associated with the School of Administrative Studies, in which this program will be housed. SAS already houses bachelors and masters degrees in Disaster and Emergency Management. On its launch, this PhD will be the first doctoral program in this area of study in Canada and will draw upon practice-based and scholarly expertise already in place at York University including in the newly founded Organized Research Unit Y-EMERGE: the York Emergency Mitigation, Engagement, Response and Governance Institute. Moreover ADERSIM, the Advanced Disaster, Emergency and Rapid Response Simulation lab already in place at York, will enable opportunities for research collaboration for future students with practitioners and other universities.

I look forward to seeing the final approvals from Senate, Quality Council and the Ministry of Colleges and Universities in due course.



York University

FC Approval on April 13, 2023
Effective Fall 2024

**New Program Brief
for an Honours Minor Degree Program
in Chinese Studies**

Department of Languages, Literatures and Linguistics

LA&PS

Prepared by The Chinese Section

Date: August 5, 2022

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York University Undergraduate Minor Proposal (where no major exists)

Program: Chinese Studies

Degree Designation: Honours Minor Degree

Effective Date: Fall 2024

1. Introduction

1.1 Provide a brief statement of the undergraduate minor being proposed and indicate the parent program and/or unit in which the undergraduate minor will be administratively housed.

The proposed Honours Minor degree in Chinese Studies will be housed in the Chinese Section of the Department of Languages, Literatures and Linguistics (DLLL). This degree is intended for undergraduate students who seek to enhance their Chinese language proficiency and advance their knowledge of Chinese literature and culture.

Currently, the Chinese Section offers individual credit courses. These offers cover first- to fourth-year Chinese language courses, and a wide array of interdisciplinary Chinese literature and culture studies courses from 2000 level to 4000 level. Students who need advanced knowledge of the subject matter, however, require specialized academic study and training. An Honours Minor degree option will complement the students' degrees by providing systematic training and evidence of achievement in advanced Chinese language skills and enhanced Chinese literature and culture knowledge relevant to their professions.

This program will offer students Mandarin Chinese language training to engage in Chinese communities locally and globally. It will offer courses on Chinese literature and culture, including diasporic literature, that cover a wide range of important topics, such as identity, heritage, history, media, globalization, and postcolonial modernity. Students who are fluent in Mandarin Chinese will be exempted from taking lower and intermediate levels Chinese language courses. However, they can take upper-level Chinese language courses, such as AP/CH 4000 6.0 Classical Chinese language, AP/CH 4050 6.0 Advanced Chinese for Business and AP/CH 4810 6.0 English-Chinese Translation which offer all students with fluency and/or advanced knowledge of the language, the opportunity to examine the advanced complexities of the language. Students will also particularly benefit from the training of critical thinking and academic writing about Chinese literature and culture with North American methodologies, and from the study of various competing narratives, discourses, and curricula at the university-level, which are different from the perspectives offered in mainland China. Access to such a wide variety of competing narratives will provide new insights on students' own culture and in turn facilitate these students' transition and enrich their experience at York University. Chinese diasporic literary studies, moreover, offer students global perspectives on "Chineseness" across national and cultural boundaries. Most of the upper-level Chinese literature and culture classes are offered in English. Students from different cultural backgrounds will bring in various perspectives and benefit each other in class discussion. This program will be a valuable addition to DLLL's current degree programs and contribute to a potential pan-DLLL degree as per the discussion of the department's cyclical program review.

1.2 Comment on the appropriateness and consistency of the undergraduate minor name with current usage in the discipline or area of study, as appropriate.

The term *Chinese Studies* is used for this degree program, rather than the current title of Chinese. The proposed title reflects the program's focus on both Chinese language proficiency and Chinese literature and culture. It is aligned with an interdisciplinary focus that will allow students greater development in their professions in relation to Chinese communities in both local and global contexts. Huron University College of the University of Western Ontario uses the terms *Chinese Studies* and *China Studies* to identify their Minor degree programs. Other universities use terms such as *East Asian Studies* and *Chinese language*, which do not adequately reflect the goals and values of the proposed degree program. The term, *China Studies*, focuses only on China without acknowledging the diversity of Chinese communities in a global context. Moreover, the term, *East Asian Studies*, includes the studies of not only Chinese, but also Japanese and Korean; and the term, *Chinese language*, only focuses on the language training, which is not aligned with the nature of the proposed program.

2. General Objectives of the Undergraduate Minor

2.1 Provide a brief description of the general objectives of the undergraduate minor.

The main objective of the proposed program is to provide students training in Chinese language proficiency and knowledge of Chinese literature and culture through North-American methodologies, discourses and curriculum at the university-level. The Honours Minor degree will provide students with skills and qualifications relevant to their professions (e.g., Chinese language teachers, tourist guides, translators/interpreters, social workers, bankers, etc.) as successful graduates of York University. Students who receive the Honours Minor degree in Chinese Studies from York will be equipped with recognized intercultural knowledge and communication skills to contribute to the increasingly multicultural Canadian society and to become global leaders in the world.

The Chinese language courses offered by the program will equip students with adequate Chinese language ability to engage in various fields in relation to Chinese communities locally and globally. The literature and culture courses in this program will teach students to identify significant literary genres, major themes, literary techniques, and discourses in Chinese literature in specific socio-historical contexts. The literature and culture component of this program will also enhance students' understanding of a wide range of important topics, such as identity, heritage, historical and political transformation, media, globalization, transnationalism, and postcolonial modernity in Chinese society. This program aims to provide students with interdisciplinary education and advanced knowledge of Chinese culture, its social practices, philosophical and religious values, and help them develop analytical skills in examining the diversity of Chinese literature and culture in a global context.

2.2 Describe how the general objectives of the undergraduate minor align with University and Faculty missions and academic plans.

The proposed Honours Minor degree in Chinese Studies is well aligned with York's pioneering role in promoting diversity and global sensitivity, which will be critical in making York more

competitive in attracting students coming to study Chinese language, literature and culture. This program will respond the York university's 2020-2025 Strategic Mandate Agreement that mandates to ensure academic excellence for a diverse demographic of student, which is also aligned with new University Academic Plan 2020-2025 that commits to "building a more prosperous, sustainable and inclusive world." The proposed degree will affirm York's commitment to, not only inclusiveness, but also to the professional advancement of the larger community.

York was one of the first universities in Canada to offer Chinese language, literature and culture as credit courses over 50 years ago. In recent years, the Chinese Section has grown to provide a variety of courses to accommodate a growing student body. With a steady student enrollment, there has emerged a need to provide students with relevant and integrated programming and qualifications beyond the current credit courses to nurture student success for graduation from York University.

An Honours Minor degree option will complement the students' degrees by providing evidence of achievement in advanced Chinese communication and knowledge of Chinese literature and culture, which will enhance students' profiles as globally situated multilinguals and Chinese literary and cultural specialists.

3. Need and Demand

3.1 Comment on similar undergraduate programs offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

There is currently no similar degree program at York University.

While the East Asian Studies minor/major degree programs at York University offer courses on Chinese, Japanese, Korean, and Vietnamese societies as well as other Southeast Asian countries, the proposed Honours Minor program in Chinese Studies focuses on Chinese language, literature and culture. The proposed program in Chinese Studies offers far more courses in Chinese language, literature, and cultural studies and with deeper and broader perspectives than the East Asian Studies program. For example, the Chinese Section offers a full spectrum of Chinese language courses, including courses for heritage students and for professional purposes, as well as Classical Chinese, which the East Asian Program lacks.

Most importantly, the Chinese program offer students the opportunity not only to acquire modern standard Chinese language fluency, but also cultural awareness and professional aptitudes. This proposed program also offers courses on Chinese literature and culture, including diasporic literature, with focuses on crucial discursive fields and topics, such as identity, gender relations, cultural translation, globalization and postcolonialism. We train students to obtain intercultural knowledge and communication skills to become leaders in their professions.

The proposed program in Chinese Studies will equip students with adequate Mandarin Chinese language ability to engage in a variety of fields in relation to Chinese communities locally and globally. The Chinese Section trains students to participate in "The Chinese Bridge," the most important Chinese Proficiency competition for foreign university students held in China. Participants from York University have received significant recognition. For example, in 2011, Stephanie Allport was awarded third place and was selected to participate in the final contest in Hunan, China. In 2013, Luc Pokorn was the American Continental Champion. In 2014, Lily McDermott, was awarded second

place. In 2018, You Jin (Jenny) Seo was awarded third place. In 2019, Christopher Kelayna, Vera Kornilovsky and Amra Mujithaba, received the top three awards respectively. It is unprecedented for students from one university to win all the prizes in this competition.

All the core courses in this proposed program provide experiential education opportunities, including both classroom-focused and community-focused experiential education activities, reflection, and structured evaluation to students for deeper learning and personal and professional development. The Chinese Section offers courses that blend literary and cultural theories and coursework with practical and concrete experience.

Examples of classroom-focused experiential education activities in Chinese language courses are drama performances, in-class mini-conferences, and roleplays. Chinese language courses use simulated scenes, classroom games, roleplays, authentic materials, calligraphy performance and practice, popular songs, videos, TV shows, and films for more immersive language learning experiences.

Literature and culture courses offered by the Chinese Section blend literary and cultural theories and coursework with practical and concrete experience. Examples of classroom-focused experiential activities include drama performances, guest lectures, in-class mini-conferences, debates, roleplays, Tai Chi practice, simulated interpretation sessions, case studies, and field trips.

Examples of community-focused experiential education activities are language and culture-focused study abroad trips in China. Two summer study abroad courses, hosted by Fudan University and Nanjing University in China, offer students transnational life experience, immersing them in intensive language studies in a local environment and providing the opportunity to visit various historical sites. Students taking language courses also engage in activities such as setting up the Chinese New Year Exhibition as an installment of the DLLL's Culture Exhibitions Series. Speakers and performers from the community are also invited to York to give public lectures, seminars, and workshops for students in the Chinese Section. Renowned Chinese Canadian writers have been featured speakers at the York China Day, an annual event hosted by the Chinese Section.

Besides, undergraduate students have the opportunity to work for professors in the Chinese Section under the Research at York (RAY) Study/Work program. Reflection of students on their experiential education experience are required and facilitated to allow them to achieve a deeper understanding of literary theories, particularly through structured evaluation of various cultural practices and literary assignments, such as small group discussion, tests, exams, reports, and oral presentations. All these activities help students make connections between their learning and real-life experience, such as Chinese diasporic literature and life narratives, which allow them to embrace diversity.

3.2 Provide brief description of the need and demand for the proposed undergraduate minor, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

Along with its economic development, China has demonstrated its prominent role on the global stage. Taking China's increasing global influence into full account, the Chinese Section offers a vigorous, cutting-edge program in Chinese Studies. Chinese language courses provide students with solid training in Chinese. Advanced Chinese language proficiency plays a key role in the engagement of students in various fields and professions in relation to Chinese communities in

both local and global contexts. Effective learning of Chinese language, however, requires the study of Chinese literature and culture. At the core of Chinese civilization is its rich heritage including poetry, essays, short stories, drama, novels, and films, which embodies Chinese philosophy, sensibility and culture from ancient times to the present.

According to Statistics Canada in the 2016 census, there were about 636,045 Canadians of Chinese descent in Toronto. i.e., 12.2% of the total Canadian population in Toronto. It is projected that by 2031, the Chinese Canadian population will reach 2.4 to 3 million, constituting approximately 6 percent of the Canadian population. Moreover, the Chinese minor program has the potential to expand to the forthcoming Markham campus. According to Statistics Canada in the 2016 census, there were about 152,090 residents of Chinese descent in Markham, comprising 25% of its total population. Most Chinese Canadians who were born in Canada or immigrated to Canada at a young age do not have Mandarin Chinese proficiency or advanced knowledge of Chinese literature and culture. There is a high demand for Chinese language and culture training for Chinese heritage learners.

There is a strong presence of students with Chinese heritage at York University. There are two student clubs: Chinese Students' Association at York and York University Chinese Students and Scholars Association. Both associations aim to enhance understanding and benefits among Chinese students at York University and to promote Chinese culture on campus and in the community.

In a survey conducted in February 2018, around 300 out of 500 students indicated their interest in taking Chinese Studies as their minor. With this strong interest in Chinese Studies, an Honours Minor degree option will complement the students' degrees by providing systematic training and evidence of achievement in advanced Chinese language skills and enhanced Chinese literature and culture knowledge relevant to their professions. For instance, a combination of the minor and a major in Business or Economics related programs will enhance students' employability and competitiveness in the global job market. Many students who take our courses major in Business.

In Ontario, Huron University College of the University of Western Ontario offers a minor in Chinese Studies and a minor in China Studies. Four universities offer major/minor degree programs in East Asian Studies: York University, University of Toronto, University of Waterloo, and Huron University College of the University of Western Ontario. Carleton University offers a minor with four levels of language courses. Two universities offer a diploma/certificate in Chinese language: York University, Renison University College of University of Waterloo and Queen's University. Six universities offer Chinese language courses with no major or minor: Brock University, McMaster University, Ryerson University, Trent University, University of Ottawa, and University of Windsor. York's proposed Honours Minor in Chinese Studies is the largest in scope and greatest in depth and breath. York's unique program offers the most comprehensive courses on Chinese language, literature and culture. York was the only university that had successfully offered students full immersion courses in China in collaboration with top level Chinese universities, such as Fudan University and Nanjing University, in the recent past and would be able and willing to mount such courses in the future when resources are available. This program will be critical in further enhancing York's competitiveness by offering an Honours Minor in Chinese Studies with a focus on Chinese language, literature and culture.

The Chinese Section has often been approached by law firms, Government agencies, and other institutions for bilingual (English and Mandarin) or trilingual (English, Mandarin and Cantonese) students, which indicates strong potential employment opportunities. Many York graduates who took Chinese language and literature courses have been offered jobs worldwide. A minor degree program will further advance students' career development both academically and professionally, and increase their competitiveness in the global job market, and their graduate pursuits. Upon the request of students, faculty members in the Chinese Section have written numerous reference letters for their applications to Master's degrees and employment opportunities in various sectors, such as business, law, East Asian Studies, etc.

3.3 Comment on the projected in-take into the undergraduate minor, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The anticipated implementation date is Fall 2024. The Chinese Section has provided elective credits to close to on an average 500 undergraduate students every year. All the courses are usually almost full. A steady student enrollment in Chinese Studies is expected.

Steady State Enrolment (FW only)					
	2018-19	2019 –20	2020– 21	2021 – 22*	2022 – 2023
Year 1	69	52	63	42	37
Year 2	55	50	58	36	27
Year 3	372	206	312	305	351
Year 4	149	117	118	107	116
Total	645	425	551	220	531

*Note: The decreased enrollment for 2021 – 2022 academic year is due to the pandemic. Also note that this data does not include information on summer enrolment.

The courses offered by DLLL's Chinese Section are always filled up very quickly. The number of student enrolment depends on the courses that the Chinese Section are allowed to offer each year. If more Chinese courses are permitted to offer to students, the number of student enrolment will increase. The Chinese Section currently has five full time faculty members and five CUPE members. Our CUPE members can teach more courses if needed.

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate minor requirements (30 credits) and associated learning outcomes, including explicit reference to how the minor curriculum and structure supports achievement of the learning outcomes.

Students are required to take a total of 30 credits offered in the Chinese Studies program, achieve at least 3000-level in Chinese language proficiency (normally achieved by taking CH 1000 6.0Y, CH 2000 6.0Y, and CH 3000 6.0Y), and take at least 12 credits in Chinese literature and culture courses.

Students who are exempted from CH 1000 6.0Y, are required to take CH 2000 6.0Y, CH 3000 6.0Y., plus 6 credits in Chinese literature or culture, or in Chinese language and/or translation courses at the 4000 level. Students who are exempted from CH 2000 6.0Y, are required to take CH 3000 6.0Y., plus 12 credits in either Chinese literature and culture, or in Chinese language and/or translation courses at the 4000 level.

Students exempt from AP/CH 1000 6.0, AP/CH 2000 6.0, or AP/CH 3000 6.0, must take 12 credits at the 4000 level in either specialized advanced Chinese language (APCH 4050), classical Chinese language (AP/CH 4000), or translation courses (AP/CH 4810), as well as Chinese literature and culture courses. Chinese language courses will provide a foundation for Chinese language proficiency. Students will learn both verbal and written communication in Chinese in a range of contexts. Students are required to take a core course, CH2200 6.0Y Introduction to Chinese Literature, to learn the major genres, themes, literary styles in Chinese literature from antiquity to present times. Students are also required to take at least 6 credits in Chinese literature and culture at the 4000 level to acquire advanced subject knowledge and develop transnational and intercultural skills.

In practical terms, the Minor requirements described above can be satisfied as follows:

SCENARIO ONE

Students who have no knowledge of Mandarin should take:

- CH 1000
- +CH 2000
- +CH 3000
- +CH 2200
- + 6 credits in literature or culture at the 4000 level

SCENARIO 2

Students who are exempted from CH 1000, should take:

- CH 2000
- +CH 3000
- + one literature or culture course,
- or one the following advanced language/translation courses: CH 4050, CH 4810, or CH 4000
- +CH 2200
- +6 credits in literature or culture at the 4000 level

SCENARIO 3

Students who are exempted from CH 2000, should take:

- +CH 3000
- + 12 credits in literature or culture courses or out of the following advanced language/translation courses: CH 4050, CH 4810, CH 4000
- +CH 2200
- +6 credits in literature or culture at the 4000 level

SCENARIO 4

Students, with higher Chinese language proficiency and who are exempted from CH 3000, should take:

- + two out of the following courses: CH 4050, CH 4810, CH 4000
- +CH 2200
- +12 credits in literature or culture, 6 of which at the 4000 level

Upon completion of the Honours Minor Degree in Chinese Studies, students are expected to have achieved the following outcomes:

1. Speak the modern Chinese language with satisfactory fluency and communicate with ease in both formal and informal contexts.

Curriculum scaffolding: all four levels of language courses (CH1000, 2000, 3000, 3050, 4000 and 4050)

2. Communicate information with accuracy based on academic research methodologies and historical, cultural, and literary knowledge.

Curriculum scaffolding: all cultural, film and literature courses, plus experiential education opportunities (either course or events organized at York, in the Chinese Canadian communities and/or in China)

3. Read and write Chinese at an advanced level by using all the nuances of the language in its formal and informal modes.

Curriculum scaffolding: all four levels of language courses Curriculum scaffolding: all four levels of language courses (CH1000, 2000, 3000, 3050, 4000 and 4050)

4. Produce quality written work with formulated research questions, data, primary and secondary sources, and critical and interpretive research findings.

Curriculum scaffolding: all advanced Chinese courses at the 3000 and 4000 levels.

5. Exhibit cultural and linguistic literacy in relation to the Chinese communities around the world and apply concepts and methods from multiple disciplines.

Curriculum scaffolding: all four levels of language courses (CH1000, 2000, 3000, 3050, 4000 and 4050)

6. Know the historical tensions of the Chinese-speaking world through the lenses of the humanities and other disciplines.

Curriculum scaffolding: all cultural, film and literature courses, plus experiential education opportunities (either course or events organized at York, in the Chinese Canadian communities and/or in China)

7. Evaluate dynamics of power (class, gender, race, and sexuality) in the Chinese-speaking world and critically assess these experiences.

Curriculum scaffolding: all cultural, film and literature courses, plus experiential education opportunities (either course or events organized at York, in the Chinese Canadian communities and/or in China).

8. Generate ideas, proposals, and solutions to a wide variety of situations independently and/or collaboratively.

Curriculum scaffolding: all advanced Chinese courses at the 3000 and 4000 levels.

9. Explain the role and value of Chinese North American communities and apply key concepts across other immigrant groups.

Curriculum scaffolding: CH3800, CH3810 and CH4880.

10. Identify and assess the role of foreign languages and cultures within global perspectives of intercultural dialogue.

Curriculum scaffolding: all courses.

11. Develop avenues to support additional scholarly studies and professional interests in Chinese communities' contexts.

Curriculum scaffolding: all advanced Chinese courses at the 3000 and 4000 levels.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the minor learning outcomes.

The methods and criteria for assessing student achievement include quizzes, tests, examinations, written assignments, presentations, drama performances, field trips, small group work, large-scale in-class discussion and online discussion, in-class essays, and term and final papers. The variety of methods is effective to assess students' performance in analytic skills, research ability, academic writing ability, academic conversation skills, oral presentation skills, independent and collaborative work, as well as creativity, etc. The different assessment criteria are appropriate to accommodate the needs of students' different learning styles. The faculty members of the Chinese Section monitor students' progress and give guidance and advice. Moreover, there are regular communication and clear instructions between the Chinese Section coordinator and faculty members to ensure the quality and consistency of the Chinese courses. Evaluation measures such as, students course evaluations, upon academic excellence have also been implemented.

In particular, *Integrated Chinese I, II, and III* are the textbooks used in the Chinese language courses. These course materials are widely recognized for Chinese language teaching in North America. Chinese language instructors also design course materials as per the Chinese Canadian realities. Students use the MLC to learn the modern Chinese language in class and online.

The Chinese Section offers experiential education opportunities to students for deeper learning and personal professional development. These include the students' stage performance in CH 3660; writers' speech; interaction with students and dialogues between diasporic writers and students in CH 3800; invited guest lectures in CH 4050 (all the guests are either successful professionals or innovators in their respective fields).

To be further engaged in the Chinese community in Toronto, York University students Yawen Chen, Vera Kornilovsky, Qianyi Sheng, and Si Yu participated in a student emcee contest and

were among the top ten contestants selected by Xinflix media to become anchors for its new bilingual program, “Studying Abroad.” These students have been offered to intern at the news station and report on issues regarding international student life in both English and Mandarin.

4.3 Provide a list of courses that will be offered in support of the undergraduate minor. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Honours Minor Program in Chinese Studies

Total credits: 30

All the following courses are offered by the Chinese Section in DLLL.

4.31) Chinese language courses

(Students are required to take 18 credits of Chinese language courses. Students with higher Chinese language proficiency are exempted from Chinese language courses at lower and intermediate levels and are required to take more credits in Chinese language courses at upper level and Chinese Literature or in Culture courses.)

Course Number and Title	Credit Value	Course Description	Existing / new	Frequency	Cross-lists
AP/CH 1000 Elementary Modern Standard Chinese	6	This course serves as an introduction to Modern Standard Chinese. Classroom activities will focus on: 1) proper pronunciation, development of listening comprehension and oral skills, 2) essential grammatical structures of the language, and 3) acquisition of written Chinese. By the end of the academic year, students should be able to conduct simple conversations, read annotated texts and write approximately 400 characters. Students are expected to regularly attend class and language laboratory sessions. Course credit exclusions: AP/CH1010. No previous knowledge of the language is assumed.	Existing	Once/year	East Asian Studies (EAS)

Chinese language courses

<p>AP/CH 2000 Intermediate Modern Standard Chinese</p>	<p>6</p>	<p>Listening comprehension involves extended passages, closer to normal native speed. Dialogue on practical matters extends to cultural comparisons, society, current events, and problems of modern life. Students will know about 700 characters by the end of the course, and will be able to write coherent paragraphs such as letters and application forms. Grammar focuses on sentence-making, including more difficult patterns, and begins to consider problems of translation. Prerequisite: AP/CH 1000 6.0; AP/CH 1010 6.0 or equivalent. Course credit exclusions: AP/CH 2030.</p>	<p>Existing</p>	<p>Once/year</p>	<p>EAS</p>
<p>AP/CH 3000 Advanced Modern Standard Chinese</p>	<p>6</p>	<p>This course will improve students' ability to conduct conversation in both formal and informal situations, and to read some unannotated works (topical pieces from newspapers, magazines). Unannotated materials and films are also used. There is practice in creating logical sequences of sentences and developing reasonable arguments. Prerequisite: AP/CH 2000 6.0; AP/CH2030 6.0; or equivalent. Course credit exclusions: AP/CH3050.</p>	<p>Existing</p>	<p>Once/year</p>	<p>EAS</p>
<p>AP/CH 4000 Classical Chinese Language</p>	<p>6</p>	<p>This course serves as an introduction to Chinese classical language—a bearer of Chinese traditional thoughts, philosophy, literature, arts, and culture in general. Selected readings are works by masters of ancient Chinese philosophy, and by historians, poets and essayists, which display a variety of styles of Classical Chinese. Students will be introduced to basic Classical Chinese grammar, syntax, and</p>	<p>Existing</p>	<p>Once/year</p>	

Chinese language courses

		rhetoric expressions. Course credit exclusions: None.			
AP/CH 4050 Advanced Chinese for Business	6	The course deals with the specialized language of business-related subjects, including business etiquette. Materials include a text of formal conversations on typical business transactions, newspaper and journal articles, as well as TV news broadcasts on foreign trade and economic development. Prerequisites: AP/CH 3000 6.0, AP/CH 3010 6.0, or equivalent, or permission of the Department. Course credit exclusions: None.	Existing	Once/year	EAS
AP/CH 4810 Introduction to English-Chinese Translation	6	This course is designed for students with advanced proficiency in English and Chinese. It introduces theories and skills in English-Chinese translation and applies them to different types of texts in various fields. Students may work on final projects in their own field. While including translation from Chinese to English in discussion, the course focuses on translation from English to Chinese. Prerequisites: Bilingualism. Students must be fluent in both English and Chinese. Placement test required prior to enrolment.	Existing	Once/Year	

4.32) Chinese literature and Culture core courses (required)

Course Number and Title	Credit Value	Course Description	Existing / new	Frequency	Cross-lists
AP/CH 2200 Introduction to Chinese Literature (in English)	6	This course is a survey of the major genres of Chinese literature from its ancient origins to the present. It examines selected representative works of the Chinese literary tradition in its historical and cultural	Existing	Once/year	EAS

Chinese language courses

		contexts. Philosophical classics and early historical writing are introduced, with more emphasis on poetry, drama, and fiction, and critical approaches to them. Prerequisite: None. Course credit exclusions: None.			
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4.33) Chinese literature and Culture courses

(Students are required to take at least 12 credits in Chinese literature and culture courses, including AP/CH2200 and with at least 6 credits at 4000 level. Students with higher Chinese language proficiency are exempted from Chinese language courses at lower levels and are required to take more credits in Chinese language courses at upper levels and Chinese literature and culture courses.)

Course Number and Title	Credit Value	Course Description	Existing / new	Frequency	Cross-lists
AP/CH 3600 Lu Xun: Representative Works (in Chinese)	6	This course is a seminar. It deals with the creative works of Lu Xun, China's leading 20th-century literary writer. This course focuses on the textual analysis of Lu Xun's short stories, prose poems and selected satirical essays, with some discussion on secondary sources as supplementary materials. Formats of the seminar include lectures, class discussions and group acting exercises. Students will be given assignments regularly. Prerequisite: Knowledge of Chinese (Mandarin) is expected. Course credit exclusion: None.	Existing	Once/year	EAS

<p>AP/CH 3660 Modern Chinese Drama: Cao Yu and His Contemporaries (in Chinese)</p>	<p>6</p>	<p>Through an analysis of some of the major works by Cao Yu, the most important playwright of his generation, as well as by other artists such as Guo Moruo, Tian Han and Xia Yan, this course offers a comprehensive picture of the history, thematic and formal patterns of modern Chinese drama (Huaju) in the Republican era (1911-1949.) This course deals with topics such as representation, realism, impressionism, metatheatre, gender, modernity, allegory and otherness. Other media such as film and music may also be considered. The goal of this course is to help students develop a critical understanding of modern Chinese drama theoretically and thematically in its specific socio-historical context with comparison to Western drama. Prerequisite: Knowledge of Chinese (Mandarin) is expected. Course credit exclusion: None.</p>	<p>Existing</p>	<p>once/year</p>	<p>EAS</p>
<p>AP/CH 3711</p>	<p>3</p>	<p>This course studies the fiction of major Chinese women</p>	<p>Existing</p>	<p>twice/year</p>	<p>EAS</p>

Women Writers in Modern China (in English)		writers from the literary revolution of the early 1910s to the present. Characterized by introspective probing into female psychology, fiction by modern women writers depicts how Chinese women are trapped in the conflicts between power, money, and sexuality on the one hand, and their own identity and dignity on the other. The course examines the development of themes, forms, and styles seen in the context of modern China. Recent feminist scholarship on modern Chinese literature will be used in studying the works. Prerequisite: None. Course credit exclusion: None.			
AP/CH 3790 Contemporary Chinese Culture Through Literary Texts and Film (in Chinese)	6	This course explores the relationship between ideology and art. Focusing on filmic techniques, such as narration, allegory and literary adaptation, this course offers insights into contemporary China. Prerequisite: None. Course credit exclusion: AP/CH 3791 6.0	Existing	once/year	EAS
AP/CH 3791 Contemporary Chinese Culture Through Literary	6	This course explores the relationship between ideology and art. Focusing on filmic	Existing	Once/year	EAS

Texts and Film (in English)		techniques, such as narration, allegory and literary adaptation, this course offers insights into contemporary China. Prerequisite: None. Course credit exclusion: AP/CH 3790 6.0.			
AP/CH 3800 Chinese-Canadian Diasporic Literature (in English)	6	This blended course combines both online teaching and face-to-face instruction to study Chinese-Canadian literature from as early as the 1890 to contemporary times written by descendants of early Chinese immigrants as well as new Chinese immigrants. While examining these works' artistic qualities, it provides an overview of Chinese Canadian history and explores diasporic topics of social and cultural identity, the interaction between traditional roots and the new environment, between cultural assimilation and resistance, and between Chinese immigrants and other ethnic communities, as reflected in these works. Prerequisite: None. Course credit exclusions: None.	Existing	Once/year	EAS
AP/CH3810	3	The course studies Chinese-American	Existing	Once/year	EAS

Chinese-American Diasporic Literature (in English)		literature from as early as the mid-nineteenth century to recent times, focusing on fiction and biography. It examines its literary developments, as well as its representative writers and works. Both literary characteristics and socio-historical values of some representative works will be explored in the course. Prerequisite: None. Course credit exclusions: None.			
AP/CH 3820 Modern and Contemporary Chinese Literature (in English)	6	An introduction to modern Chinese literature from 1900 to the present. Focuses mainly on fiction but includes also poetry, prose essay, and drama. The course explores the characteristics of the literature, its development and variety over the period. Emphasis will be given to how the growth of modernity in society has affected both content and shape of literary writing. Prerequisite: None. Course credit exclusions: None.	Existing	Once/year	EAS
AP/CH3850 Christianity, Christian Culture and Modern Chinese Culture and Literature (in English)	3	This course examines the impact of Christianity and Christian culture on modern Chinese culture and society since the early	Existing	Once/year	

		<p>twentieth century. Through the analysis of selected works written by novelists, scholars, theologians and church leaders, students will gain insights into the complex relationship between Christian culture and Chinese society and the role of Christianity in the development of Chinese modernity. Prerequisites: permission of instructor. Course credit exclusions: None.</p>			
<p>AP/3860 Eileen Chang: Major Author Studies in Modern Chinese Literature (in English)</p>	<p>6.00 6</p>	<p>This course examines the major works of Eileen Chang, one of the greatest modern Chinese writers of the twentieth century. Using different literary theories, students analyze her short stories, essays and novels, as well as their recreations into various media in the socio-historical and geopolitical context of the modern and contemporary Chinese society. Prerequisite: None. Course credit exclusions: None.</p>	Existing	Once/year	
<p>AP/CH Independent Reading Research (in English/Mandarin)</p>	<p>3900 6</p>	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the</p>	Existing	Once/year	

		<p>course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department.</p> <p>Note: This course requires a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p>			
<p>AP/CH 4300 Classical Chinese Fiction (in Chinese)</p>	6	<p>This course examines major developments in traditional Chinese fiction. Selected works written in classical and vernacular language that represent a variety of narrative forms.</p> <p>The literary approach focuses on plot construction, characterization, narrative stance, techniques of conveying meaning, and historical and cultural connotations.</p> <p>Prerequisites: AP/CH 3000 6.00, or any 3000 level Chinese</p>	Existing	Once/year	EAS

		literature course or permission of the department. Course credit exclusions: None.			
AP/CH4800 Humor and Satire in Modern and Contemporary Chinese Literature (in Chinese)	6	This course introduces the world's oldest tradition of humor and satire, and focuses on their characteristics in both written and oral works in modern and contemporary China. Students learn the theory and the relationship between humor and satire, as well as their particular artistic devices. Through reading, acting and analysis of the selected works, they experience how the Chinese language is creatively, colorfully and skillfully used and understand why such works are highly appreciated by the Chinese in their daily lives. Throughout the course, the students are encouraged to bring examples of humor/satire encountered in their own daily lives or reading, and to experiment with composing their own creative humorous and satirical works in Chinese. Prerequisite: None. Course credit exclusions: None.	Existing	Once/year	EAS

AP/CH 4870 Chinese Martial Arts Culture through Literary Texts and Film (in English)	6	This course explores how Chinese martial arts are defined as a distinct cultural form through literature and film. Students are presented with the historical background of martial arts as a cultural practice and a genre and then, using different theoretical approaches, analyze some major issues involved in their representation. Prerequisite: None. Course credit exclusions: None.	Existing	Once/year	
AP/CH 4880 Cultural Translation and Chinese Modernities	6	Analyzes what meanings of modern and contemporary Chinese literature from the 1900s to the present have both been produced in specific temporal and spatial contexts.	Existing	Once/year	EAS, Humanities
AP/CH 4900 Independent Reading and Research (in English/Mandarin)	6	A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: This course requires a signed agreement between the student and faculty member, as well as the	Existing	Once/year	

		approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses. Course credit exclusions: None.			
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Note: The Chinese Section will contact the EAS program regarding the cross-listing of the rest of the courses.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the minor learning outcomes.

A range of formats will be used in delivering the program:

- 1) Traditional lecture-based course and seminars – to deliver the knowledge and analysis to students in a systematic, informative and analytical way
- 2) Small group discussion – to encourage students to articulate and share their ideas in a comfortable learning environment
- 3) Big class discussion – to stimulate students’ thinking, strengthen their self-confidence, and encourage them to articulate and share their perspectives in a bigger group
- 4) Multi-media assisted classroom – use PowerPoint presentations, video clips, movies, TV show episodes, stage productions, documentation, online interview, Q&A, etc. to provide students with audio-visual aids in their learning experience
- 5) Blended teaching – a combination of in-class lecture and online teaching to give students flexibility of both face-to-face learning and independent learning and research opportunity.
- 6) Lab teaching – to learn Chinese language in the MLC with adequate software technical support
- 7) Experiential teaching – to allow students manifest their creativity while learning the subject matter. For example, in AP/CH 3660 Modern Chinese Drama: Cao Yu and His Contemporaries (in Chinese), students learn to appreciate and analyze modern Chinese drama in relation to the authors’ biography, dramatic techniques and the historical context, and to adapt them into drama performances through rewriting the script, designing the props, lights, sounds, costumes, acting, promotion and reflection.
- 8) Summer China immersed program with field trips – to learn Mandarin Chinese in a culturally immersed environment.
- 9) Experiential learning is a key feature of the Chinese program, including classroom-, community-, and work-focused experiential education opportunities. Through all these opportunities, students

learn to apply theory and concepts in their life. These concrete experiences advance student learning outcomes at both the course and program level and promote student self-reflection and intercultural awareness.

- 10) Experiential Education is central to all courses in the Chinese minor, particularly because the discipline of Chinese language, literature, and culture in which the minor is situated, inherently involves critical analysis of and engagement with the students' classrooms and communities. The minor is aimed at students who will be engaged with reflecting on, and subsequently analyzing and theorizing, their own and others' cultural and linguistic backgrounds, their ongoing Chinese language proficiency development and intercultural awareness
- 11) At the classroom level, experiential activities are embedded in learning and teaching through course materials, classroom-activities, instruction and assessment. Course material for all courses in the program include a range of genres that reflect both academic and community discourse. Students are expected to be aware of the Chinese history, philosophy, cultural practices and social customs, and able to engage with these issues, both within and outside of the academic community. In addition to course material, for example, in AP/CH3660, students experience producing a drama performance in class by adapting the script, preparing the costumes, setting up the lights and sound effects, making posters for advertising, performing the play, and recording it.
- 12) At the community level, Community Based Learning (CBL) is facilitated by inviting community partners to the classroom, such as poets and scholars, to share experiences and to give lectures on Chinese language, literature, and culture, and to conduct intellectual dialogues with students. This Chinese minor offers Chinese language and cultural courses in China to allow students to interact with Chinese native speakers in a Chinese-language environment to experience the local culture in Chinese cities. For example, scholars and artists were invited to present at the annual China Day event and symposiums, and conduct dialogues with both faculty members and students on specific themes and projects.
- 13) At the work level, full-time members may hire undergraduate students from the Chinese program under the Ray program to conduct research projects on Chinese language and literature. The Chinese program also trains students to participate in anchor competitions organized by Chinese Canadian media productions. Students may receive job opportunities to work as anchor in Chinese/English bilingual programs.

4.5 Calendar copy for the minor should be included as an appendix.

See Appendix A1(the original one attached with the proposal) and A2 (new template) for the calendar copy for the Honours Minor Program in Chinese Studies.

5. Admission Requirements

5.1 Outline the admission requirements for the minor and how they are appropriately aligned with the minor's learning outcomes.

Students must meet the general admission requirements for all programs at York University. Students entering the Honours Minor degree program must have a minimum grade point average of 5.0 in their home program at York. Students are allowed to enroll in the proposed degree program at multiple points in their course progress. To be allowed to enroll in the Honours Minor Program in Chinese Studies, students are required to fill in a placement questionnaire available at the counter of DLLL and pass an interview conducted by the Chinese language instructors. The purpose of the questionnaire is to gather information regarding the students' level

of knowledge/competence of spoken Mandarin and written Chinese and help staff members arrange placement tests (via zoom or in person) with Chinese language instructors. Completed forms are handed in to instructors before the interview so that they can familiarize themselves with the students' linguistic background and accelerate the whole process. Forms are returned to the DLLL staff and filed in the department for future reference.

In most cases, students who have completed a 1000-level language course with a grade of at least C are automatically admissible to a course at the next level in the same language. Registration in any Chinese language courses may be limited at the discretion of the department. In order to better serve the needs of the proposed Honours Minor and following the example of other programs in DLLL, the Chinese Section is moving online its whole assessment and placement process.

6. Resources

6.1 Faculty resources:

Comment on the expertise of the faculty who will actively participate in delivering the undergraduate minor, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate minor. Provide a Table of Faculty, as appropriate.

The faculty members of the Chinese Section have demonstrated academic excellence in research. In the past five years, eight edited volumes, two monographs, three special issues, twenty-two journal articles, nine book chapters and four translations were published. One edited volume and two book chapters are forthcoming.

Moreover, the faculty members of the Chinese Section have actively participated in international academic conferences, such as the annual meetings of the Association for Asia Studies, International Convention of Asia Scholars, Canadian Comparative Literature Association, American Comparative Literature Association, and Modern Language Association, as keynote speakers, panelists, discussants, organizers and chairs.

The Chinese section has also demonstrated its leadership role in organizing international conferences. For example, it co-organized an international symposium on Chinese Canadian literature with Jinan University in 2010. Professor Xueqing Xu and Professor Jia Ma, in collaboration with the Chinese Cultural and Education Society of Canada, co-organized at York University the International Conference on Chinese Language Pedagogy (ICCLP) (2015, 2013, 2011 and 2009). Professor Xu served as the organizer of the first and second ICCLP in 2009 and 2011 respectively, and Professor Ma served as the organizer of the third and fourth ICCLP in 2013 and 2015 respectively. In 2017, the Chinese Section co-organized an international symposium on Chinese Canadian Literature and Media with Jinan University and Wenzhou University. Professor Jessica Tsui-yan Li, in the capacity of the Vice-President and Program Chair of Canadian Comparative Literature Association (CCLA) in 2015 – 17, organized CCLA's annual meetings in conjunction with the Federation of Humanities and Social Sciences at the University of Calgary in 2016 and at Ryerson University in 2017 respectively. Professor Li served as CCLA's President in 2017 – 19 and its Past President in 2019 – 2021. She continues to serve in this national association to promote Comparative Literature in Canada and in the world. In April 2019, with the help of Professor Pietro Giordan, Professor Jia Ma and Professor Nan Li from Fudan University co-organized the international workshop on Translation, Dissemination and Writing from the Late Qing to the Early Republican Era at The International Center for Studies of Chinese Civilization (ICSCC), Fudan University, China. Professor Xueqing Xu co-organized an

international workshop on Chinese Canadian diasporic literature at Wenzhou University in collaboration with Wenzhou University and Jinan University in China, November 19-21, 2019.

Professor Pietro Giordan, Professor Xueqing Xu, Professor Jia Ma and Professor Gang Pan co-organized the virtual book launch of the novel *A Single Swallow*, featuring author Zhang Ling and translator Shelly Bryant in conversation with editor Liza Darnton on October 10, 2020.

All these academic leadership activities contribute to raise the research profile of York University.

The Chinese section plays a leading role in the development of Chinese language pedagogy in Canada. It developed two summer study abroad courses: CH2030 6.0 Intermediate Modern Chinese Language and Culture in collaboration with Fudan University; and CH3050 6.0 Advanced Modern Chinese and Culture, in collaboration with Nanjing University. These programs help students gain experiential learning experience in a transnational and transcultural context. These two courses are offered in 2019 – 20, but maybe resumed in the future if resources are available.

Currently, there are five full-time faculty members in the Chinese Section who will actively participate in delivering the undergraduate Honours Minor program in Chinese Studies.

Name	Appointment Status	Home Unit	Area of Teaching	Research Interest	Academic Expertise
Giordan, Pietro	Associate Professor; 1999 – present; tenured	DLLL	Chinese Literature, cinema and theatre; Comparative Literature	Modern and contemporary Chinese literature; Comparative literature; Drama studies	Chinese literature; Chinese cinema; Drama studies; comparative literature;
Li, Jessica Tsui-yan	Associate Professor; 2017 – present; tenured; Coordinator (2022-24)	DLLL	Chinese Literature, film and culture; Comparative literature; Chinese women writing; Eileen Chang studies	Modern and contemporary Chinese literature; comparative literature; Translation studies; gender studies; North American literature, film and culture; Hong Kong studies: Eileen Chang studies	Modern and contemporary Chinese literature, film and culture; Chinese Canadian and American literature; film and drama; translation studies; gender studies; and Hong Kong studies: Eileen Chang studies

Ma, Jia	Associate Professor; 2012 – present; Tenured	DLLL	Chinese Language and Literature; Christian cultural influences on Chinese literature and culture	Modern Chinese literature and culture; Chinese North American diasporic literature; Chinese history, Christian culture in China	Chinese Language; Chinese Literature; Christian cultural influences on Chinese literature
Xu, Xueqing	Associate Professor; 2002 – present; tenured	DLLL	Chinese Language and Literature, and Chinese Diasporic Literature	Chinese literature; Chinese Canadian literature and media; Chinese women fiction	Chinese Language; Chinese Literature; Chinese Canadian Literature
Pan, Gang	Assistant Professor; Teaching Stream, 2020 – present; Academic Coordinator for MLC	DLLL	Chinese language, literature, film, and drama, Chinese martial arts culture, and English-Chinese translation.	Chinese Language Teaching, Chinese Literature, Sexuality in China, Chinese online writings.	Chinese Language, Chinese Literature, Sexuality in China, Chinese Digital Humanities.

In 2021-2022, there are also five CUPE Unit 2 instructors.

6.2 Laboratory facilities:

As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate minor.

The major equipment that will be available for students engaged in the undergraduate minor consists of Moodle, audio-visual equipment in the classroom, and the MLC. The Chinese Section has been applying information and communication technology in the classroom to make our classes more effective and informative. All information in the courses is available on Moodle, and classroom discussion has been extended to after-class. The Section is actively contributing to the ongoing discussion on how an updated MLC might provide a better, cutting-edge service for Chinese language learners.

6.3 Space:

As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate minor.

The MLC and the Scott Library at York University will be available for students engaged in the undergraduate minor. The Chinese Section also works in collaboration with its affiliated college and York International in order to improve more access in this area.

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate minor, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate minor

- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate minor. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the minor.

- from the University Librarian confirming the adequacy of library holdings and support

- from the University Registrar confirming the implementation schedule and any administrative arrangements

- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate minor, as appropriate

- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate minor, as appropriate

Supporting letters will be followed.

APPENDIX A – Calendar Copy

Honours Minor in Chinese Studies
Department of Languages, Literatures and Linguistics
Faculty of Liberal Arts and Professional Studies

Program Description:

The Chinese Studies program offers a rich and broad approach to teach students Chinese language, literature and culture. The Honours Minor degree will provide students with qualifications to meet their needs relevant to their professions as successful graduates of York.

The Chinese language courses offered by the program will equip students with adequate Chinese language ability to engage in various fields in relation to Chinese communities locally and globally. The literature and culture courses in this program will teach students to identify significant literary genres, major themes, literary techniques and discourses in Chinese literature in specific socio-historical contexts. The literature and culture component of this program will also enhance students' understanding of a wide range of important topics, such as identity, heritage, history, media, globalization, transnationalism, and postcolonial modernity in Chinese society. This program aims to provide students with advanced knowledge in Chinese philosophy, culture and social practices and help them develop analytical skills in examining the diversity of Chinese literature and culture in a global context.

Minor credits:

The Honours Minor in Chinese Studies comprises at least 30 credits in Chinese Studies.

Students are required to take a total of 30 credits offered in the Chinese Studies program, achieve at least 3000-level in Chinese language proficiency (normally achieved by taking CH 1000 6.0Y, CH 2000 6.0Y, and CH 3000 6.0Y), and take at least 12 credits in Chinese literature and culture courses.

Students with higher Chinese language proficiency are exempted from Chinese language courses at lower and intermediate levels and are required to take more credits in Chinese language courses at upper level and Chinese literature and culture courses.

Students are required to take CH2200 6.0Y Introduction to Chinese Literature as a core course to learn the major genres, themes, literary styles in Chinese literature from antiquity to the present.

Students are also required to take at least 6 credits in Chinese literature and culture courses at 4000 level to acquire advanced subject knowledge.

Admission Requirements:

Students must meet the general admission requirements for all programs at York University.

Students entering the Honours Minor degree program must have a minimum grade point average of 5.0 in their home program at York. 2.00 in the new grading scheme system.

Students are required to fill in a placement questionnaire available at the counter of DLLL and pass an interview conducted by the Chinese language instructors to be allowed to enroll in the Honours Minor Program in Chinese Studies,

In most cases, students who have completed a 1000-level language course with a grade of at least C are automatically admissible to a course at the next level in the same language.

Registration in any Chinese language courses may be limited at the discretion of the department.

Chinese Studies Courses:

Chinese Language courses:

Students are required to take 18 credits of Chinese language courses. Students with higher Chinese language proficiency are exempted from Chinese language courses at lower and intermediate levels and are required to take more credits in Chinese language courses at upper level or in Chinese Literature and Culture courses.

AP/CH 1000 6.0 Elementary Modern Standard Chinese
AP/CH 1010 6.0 Elementary Chinese for Advanced Beginners
AP/CH 2000 6.0 Intermediate Modern Standard Chinese
AP/CH 2030 6.0 Intermediate Chinese Language and Culture
AP/CH 3000 6.0 Advanced Modern Standard Chinese
AP/CH 3050 6.0 Advanced Modern Chinese Language and Culture
AP/CH 4000 6.0 Classical Chinese Language
AP/CH 4050 6.0 Advanced Chinese for Business
AP/CH 4810 6.0 Introduction to English-Chinese Translation

Chinese literature and Culture courses:

Students are required to take at least 12 credits in Chinese literature and culture courses, including AP/CH2200 as a core course and with at least 6 credits at 4000 level.

AP/CH 2200 6.0 Introduction to Chinese Literature (required core course)
AP/CH 3600 6.0 Lu Xun: Representative Works (in Mandarin)
AP/CH 3660 6.0 Modern Chinese Drama: Cao Yu and His Contemporaries (in Mandarin)
AP/CH 3711 3.0 Women Writers in Modern China
AP/CH 3790 6.0 Contemporary Chinese Culture Through Literary Texts and Film (in Mandarin)
AP/CH 3791 6.0 Contemporary Chinese Culture Through Literary Texts and Film
AP/CH 3800 6.0 Chinese-Canadian Diasporic Literature
AP/CH3810 3.0 Chinese-American Diasporic Literature
AP/CH 3820 6.0 Modern and Contemporary Chinese Literature
AP/CH3850 3.0 Christianity, Christian Culture and Modern Chinese Culture and Literature
AP/CH 3860 6.0 Eileen Chang: Major Author Studies in Modern Chinese Literature
AP/CH 3900 6.0 Independent Reading and Research (in English/Mandarin)
AP/CH 4300 6.0 Classical Chinese Fiction (in Mandarin)

Program Information

Translations

Program Level

Undergraduate

Campus Location

Keele

Parent Program

AP-CH - Chinese

Related Programs

Degree Program Code

AP-CH-BA-MN

Degree Program Title

Chinese - Bachelor of Arts - Honours Minor

Description

The Chinese Studies program offers a rich and broad approach to teach students Chinese language, literature and culture. The Honours Minor degree will provide students with qualifications to meet their needs relevant to their professions as successful graduates of York.

The Chinese language courses offered by the program will equip students with adequate Chinese language ability to engage in various fields in relation to Chinese communities locally and globally. The literature and culture courses in this program will teach students to identify significant literary genres, major themes, literary techniques and discourses in Chinese literature in specific socio-historical contexts. The literature and culture component of this program will also enhance students' understanding of a wide range of important topics, such as identity, heritage, history, media, globalization, transnationalism, and postcolonial modernity in Chinese society. This program aims to provide students with advanced knowledge in Chinese philosophy, culture and social practices and help them develop analytical skills in examining the diversity of Chinese literature and culture in a global context.

Faculty

Faculty of Liberal Arts & Professional Studies (AP)

Credential/Degree

AP/Bachelor Of Arts (BA)

Credential Earned

Bachelor of Arts with Honours (BA)

Department

AP/Languages, Literatures and Linguistics

Program Requirements

University-Wide Residency Requirements

A minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Admissions Requirements

Future Students

For Canadian High School Students or those who have never attended a college or university, please refer to the Future Students Admission Requirements. The Future Students Section includes information for International High School Students, College/University Student, Mature Students, Indigenous Students, Visiting Students and Student returning to York to complete my degree.

Current Students

Students must meet the general admission requirements for all programs at York University.

Students entering the Honours Minor degree program must have a minimum grade point average of 5.0 (2.00) in their home program at York.

Students are required to fill in a placement questionnaire available at the counter of DLLL and pass an interview conducted by the Chinese language instructors to be allowed to enroll in the Honours Minor Program in Chinese Studies.

Completion of the placement questionnaire and the interview are required to gain an understanding of a student's written and oral comprehension of the Chinese language, which in turn, will enable DLLL to determine the required level of courses for the student. Determining course requirements based on a student's language proficiency is the first step in supporting student success in the program. The placement questionnaire asks some basic questions and does not require any specific knowledge or background in Chinese language or culture. The interview component of the placement will be conversational and scaled to the student's demonstrated oral proficiency in the interview. The interview may be on-line or in person and will be conducted by a DLLL instructor.

In most cases, students who have completed a 1000-level language course with a grade of at least C (2.00 in new grading scheme) are automatically admissible to a course at the next level in the same language.

Registration in any Chinese language courses may be limited at the discretion of the department.

Faculty-wide Degree Requirements

For detailed information on the Faculty-Wide Degree Requirements, please refer to the Faculty Rules section of the Academic Calendar.

Continuing Requirements

Continuing in Honours. To continue in an Honours program, students must maintain a cumulative grade point average of at least 5.00 (2.0 on the 4.0 GPA scale). Students whose cumulative grade point average falls below 5.00 (2.0 on the 4.0 GPA scale) during the course of their studies may proceed in an Honours program, on warning, provided they meet the year level progression requirements described below.

Honours standing grade point average requirement. Students who have completed less than 84 earned credits whose cumulative grade point average is below 5.00 (2.0 on the 4.0 GPA Scale) may continue in Honours provided they meet the minimum year level progression requirements as follows:

YEAR LEVEL EARNED CREDITS MINIMUM CUMULATIVE GRADE POINT AVERAGE

1	0-23	4.00
2	24-53	4.25
3	54-83	4.80
4	84 and above	5.00

Note: year level is based on the number of earned credits including transfer credit.

Graduation Requirements

Credit Completion Requirements

- Complete all of the following

The Honours Minor in Chinese Studies comprises at least 30 credits in Chinese Studies.

- Complete all of the following

- Students are required to take a total of 30 credits offered in the Chinese Studies program, which would include the courses required to achieve an advanced level of proficiency in Chinese language (normally obtained by taking AP/CH 1000 6.00, AP/CH 2000 6.00, and AP/CH 3000 6.00) and at least 12 credits in Chinese literature and culture courses.
- Note: proficiency level determined during the admission process will influence the exact courses a student will need to complete to fulfill the requirements for this program. A student will need to complete 30 credits at the end of this program.

Chinese Studies Courses:

- Complete all of the following
 - Students are required to take 18 credits of Chinese language courses. Students with higher Chinese language proficiency are exempted from Chinese language courses at lower and intermediate levels and are required to take more credits in Chinese language courses at upper level or in Chinese Literature and Culture courses.
 - Earned at least 18 credits from the following:
 - AP/CH 1000 - Elementary Modern Standard Chinese (6.00)
 - AP/CH 1010 - Elementary Chinese for Advanced Beginners (6.00)
 - AP/CH 2000 - Intermediate Modern Standard Chinese (6.00)
 - AP/CH 2030 - Intermediate Chinese Language and Culture in China: Shanghai as an International and Chinese Centre (6.00)
 - AP/CH 3000 - Advanced Modern Standard Chinese (6.00)
 - AP/CH 3050 - Advanced Modern Chinese Language and Culture (6.00)
 - AP/CH 4000 - Classical Chinese Language (6.00)
 - AP/CH 4050 - Advanced Chinese for Business (6.00)

Chinese literature and Culture courses:

- Complete all of the following
 - Students are required to take at least 12 credits in Chinese literature and culture courses, including AP/CH2200 as a core course and with at least 6 credits at 4000 level.
 - Earned at least 6 credits from the following:
 - AP/CH 2200 - Introduction to Chinese Literature (6.00)
 - AP/CH 3600 - Lu Xun: Representative Works (6.00)
 - AP/CH 3660 - Modern Chinese Drama: Cao Yu and His Contemporaries (in Chinese) (6.00)
 - AP/CH 3711 - Women Writers in Modern and Contemporary China (3.00)
 - AP/CH 3790 - Contemporary Chinese Culture Through Literary Texts and Film (6.00)
 - AP/CH 3791 - Contemporary Chinese Culture Through Literary Texts and Film (in translation) (6.00)
 - AP/CH 3800 Cr=6.00 EN - Chinese Canadian Diasporic Literature (6.00)
 - AP/CH 3810 - Chinese-American Diasporic Literature (3.00)
 - AP/CH 3820 - Modern and Contemporary Chinese Literature (6.00)
 - AP/CH 3860 - Eileen Chang: Major Author Studies in Modern Chinese Literature (6.00)
 - Earned at least 6 credits from the following:
 - AP/CH 4300 - Classical Chinese Fiction (6.00)
 - AP/CH 4800 - Humor and Satire in Modern and Contemporary Chinese Literature (6.00)
 - AP/CH 4870 - Chinese Martial Arts Culture through Literary Texts and Film (6.00)
 - AP/CH 4880 - Cultural Translation and Chinese Modernities (6.00)
- Note: Students exempt from AP/CH 1000 6.00, AP/CH 2000 6.00, and / or AP/CH 3000 must take additional credits in either Chinese Literature and Culture, or Chinese Language and/or translation courses. Please note the number of credits required for these categories will be used to fulfil the 30 credits required for completing this program. A student is recommended to contact a Faculty/ Department Advisor to verify that they have completed all requirements for this program.

Grand Total Credits: 30

Course Availability/Offre de cours

Not all courses are offered in every academic year. **Courses that are not hyperlinked are not being offered in this academic year. Tous les cours ne sont pas offerts chaque année universitaire. **Les cours qui ne comportent pas de lien hypertexte ne sont pas offerts cette année universitaire.

Appendix B : Curriculum Map – Honours Minor in Chinese Studies

The Minor in Chinese Studies is composed of **30 credits**, **12** of which are in the Chinese Studies **language**, and **18** of which are in the Chinese Studies **literature and culture** electives, with at least **6 credits at the 4000-level**, with the requirement of having completed the **CH 1000 6.00** course or equivalent knowledge before they are able to enroll in the electives and the minor.

Learning Outcomes	Courses																									
	Language courses (12 credits)									Literature and Culture courses (18 credits)																
	CH 1000	CH 1010	CH 2000	CH 2030	CH 3000	CH 3050	CH 4000	CH 4050	CH 4810	CH 2200	CH 3600	CH 3660	CH 3711	CH 3790	CH 3791	CH 3800	CH 3810	CH 3820	CH 3850	CH 3860	CH 3900	CH 4300	CH 4800	CH 4870	CH 4880	CH 4900
1) Speak the modern Chinese language with satisfactory fluency and communicate with ease in both formal and informal contexts.	I	I	I/ D	I/ D	D	D	A	A	A																	
2) Communicate information with accuracy based on academic research methodologies and historical, cultural, and										D	D	D	D	D	D	D	D	D	D	D	D	A	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																										
	Language courses (12 credits)									Literature and Culture courses (18 credits)																	
	CH 1000	CH 1010	CH 2000	CH 2030	CH 3000	CH 3050	CH 4000	CH 4050	CH 4810	CH 2200	CH 3600	CH 3660	CH 3711	CH 3790	CH 3791	CH 3800	CH 3810	CH 3820	CH 3850	CH 3860	CH 3900	CH 4300	CH 4800	CH 4870	CH 4880	CH 4900	
literary knowledge.																											
3) Read and write Chinese at an advanced level by using all the nuances of the language in its formal and informal modes.	I	I	I/D	D	D	D	A	A	A																		
4) Produce quality written work with formulated research questions, data, primary and secondary sources, and critical and interpretive research findings.					D	D	A	A	A	D	D	D	D	D	D	D	D	D	D	D	D	D	A	A	A	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																									
	Language courses (12 credits)									Literature and Culture courses (18 credits)																
	CH 1000	CH 1010	CH 2000	CH 2030	CH 3000	CH 3050	CH 4000	CH 4050	CH 4810	CH 2200	CH 3600	CH 3660	CH 3711	CH 3790	CH 3791	CH 3800	CH 3810	CH 3820	CH 3850	CH 3860	CH 3900	CH 4300	CH 4800	CH 4870	CH 4880	CH 4900
5) Exhibit cultural and linguistic literacy in relation to the Chinese communities around the world and can apply concepts and methods from multiple disciplines.	I	I	I/D	I/D	D	D	A	A	A																	
6) Know the historical tensions of the Chinese-speaking world through the lenses of the humanities and other disciplines.										D	D	D	D	D	D	D	D	D	D	D	D	A	A	A	A	A
7) Evaluate dynamics of power (class, gender, race and										D	D	D	D	D	D	D	D	D	D	D	D	D/A	D/A	D/A	D/A	D/A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																									
	Language courses (12 credits)									Literature and Culture courses (18 credits)																
	CH 1000	CH 1010	CH 2000	CH 2030	CH 3000	CH 3050	CH 4000	CH 4050	CH 4810	CH 2200	CH 3600	CH 3660	CH 3711	CH 3790	CH 3791	CH 3800	CH 3810	CH 3820	CH 3850	CH 3860	CH 3900	CH 4300	CH 4800	CH 4870	CH 4880	CH 4900
sexuality) in the Chinese-speaking world) and critically assess these experiences.																										
8) Generate ideas, proposals and solutions to a wide variety of situations independently and/or collaboratively					D	D	D/A	D/A	D/A		D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A	D/A
9) Explain the role and value of Chinese North American communities and apply key concepts across other immigrant groups.																D/A	D/A									I
10) Identify and assess the role of	I	I	I	I	I/D	I/D	D/A	D/A	D/A	I/D	D	D	D	D	D	D	D	D	D	D	D	D/A	D/A	D/A	D/A	D/A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																										
	Language courses (12 credits)									Literature and Culture courses (18 credits)																	
	CH 1000	CH 1010	CH 2000	CH 2030	CH 3000	CH 3050	CH 4000	CH 4050	CH 4810	CH 2200	CH 3600	CH 3660	CH 3711	CH 3790	CH 3791	CH 3800	CH 3810	CH 3820	CH 3850	CH 3860	CH 3900	CH 4300	CH 4800	CH 4870	CH 4880	CH 4900	
foreign languages and cultures within global perspectives of intercultural dialogue.																											
11) Develop avenues to support additional scholarly studies and professional interests in Chinese communities contexts.					D	D	D	D	D	D/A	D/A	D/A	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

APPENDIX C - Support Letters



September 17, 2019

FACULTY OF LIBERAL
ARTS & PROFESSIONAL
STUDIES

Department of Humanities/
East Asian studies

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
T4167365158
F 416 736 5460
ganderso@yorku.ca
www.easthurna.laps.yorku.ca

Professor Jessica Li
Section Coordinator, Chinese Studies
Department of Languages, Literatures & Linguistics
York University
4700 Keele Street
Toronto ON M3J 1P3

Dear Professor Li,

I have reviewed the proposal for an Honours Minor Degree Program in Chinese Studies and am very impressed. The course offerings found under "Chinese Language" and "Chinese Language and Culture" will create at the University, in my opinion, one of the best Chinese Studies programs in Canada. Professors Giordan, Xu, Ma and yourself-along with the contract faculty members-have done well in moving Chinese Studies forward.

As Program Coordinator for East Asian Studies, I envision the minor in Chinese Studies complementing/enhancing the learning experiences of our majors. I wholeheartedly support your proposal.

Yours truly,

A handwritten signature in blue ink, appearing to read "Gordon Anderson".

Gordon Anderson
Program Coordinator



RE: Renewing the Support Letter for Chinese Minor Program

Gordon Anderson <ganderso@yorku.ca>

Thu 6/29/2023 10:57 AM

To:Tanzina Tahereen <tahereen@yorku.ca>

Cc:Jessica Tsui-Yan Li <jli@yorku.ca>

Dear Associate Director Tahereen,

As Program Coordinator for East Asian Studies, I confirm continued support for the Minor in Chinese Studies proposal.

All the best,

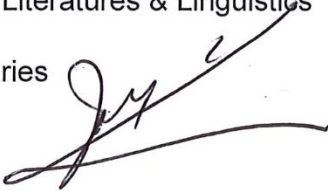
Gordon Anderson
Program Coordinator, East Asian Studies
Department of Humanities, York University
Toronto ON
CANADA

Office of the Dean

516 Scott Library
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
www.library.yorku.ca

Memorandum

To: Dr. Maria Joao Dodman, Chair
Department of Languages, Literatures & Linguistics

From: Joy Kirchner, Dean of Libraries 

Date: August 22, 2019

Subject: Library Support for proposed Honours Minor Degree in Chinese Studies

York University Libraries are strongly positioned to support the proposed Honours Minor Degree in Chinese Studies in the Department of Languages, Literatures & Linguistics in the Faculty of Liberal Arts and Professional Studies. As detailed in Haiyun Cao's statement, York University Libraries has a record of providing strong library services and collections to support research and academic studies at York University. The libraries have extensive collections to support teaching, learning, and research in this area due to existing curricular and research strengths in East Asian Studies at York University. Further, there is broad librarian expertise at York to support faculty and students within this program.

The Libraries recently engaged in extensive restructuring which positions us to continue providing excellent collections and instructional and consultation expertise, while increasingly leveraging the Libraries' broad and deep expertise and infrastructure to better support emerging needs around resource accessibility, open education, data management and data visualization to name but a few areas.

We look forward to our continued work with the East Asian Studies program over the coming years and are excited to continue supporting the programs under review.

cc: Haiyun Cao, Liaison Librarian, East Asian Studies Program
Patti Ryan, Director, Content Development and Analysis
Tom Scott, Associate Dean of Libraries, Teaching and Learning

To: Joy Kirchner, Dean of Libraries

From: Haiyun Cao, Associate Librarian

Subject: Library Statement – Honours Minor Degree Program in Chinese Studies

Date: August 21, 2019

INTRODUCTION

This statement of library support for the Honours Minor Degree Program in Chinese Studies has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. Through collections, services, teaching and programming, the Libraries promote academic success, research dissemination and knowledge creation.

I. COLLECTIONS

Collection Procedures and Policies

Major collections support for this program will be provided by YUL's Content Development & Analysis (CDA) Department, which has oversight for purchasing library materials for all academic programs at York. CDA works with discipline-based librarians across the system to ensure that required materials are acquired and made available in a timely fashion. Monograph purchasing is supported through the use of tailored approval plans set up with major academic book suppliers. The subject librarian also identifies materials for purchase from a variety of other sources, including key reviewing publications such as Books in Canada, New York Times Book Review, The New York Review of Books, Choice, the Cataloguing in Progress alerts from the Library of Canada; and publishers' catalogues (particularly for foreign language publishers and small presses). Additional copies of heavily used items are purchased regularly.

Monographs

The Chinese Studies collection at York University Libraries (YUL) has been developed to provide strong support to programs in Chinese Studies, Chinese languages, as well as Chinese culture and literature. The collection also supports pan-campus study and research on Chinese related topics in the areas of history, film, philosophy, political science, sociology and education. To date, YUL has approximately 25,000 monographs titles of relevance to Chinese studies and its related areas.

Electronic Resources

Students in the proposed program will have access to a wide array of subject-specific and multidisciplinary indexes and abstracts, including: Bibliography in Asian Studies, Sociological Abstracts, Historical Abstracts, Proquest Asian Business, Worldwide Political Science Abstracts, Worldwide Political Science Abstracts, PAIS, Geography, Philosophers Index, Francis, ATLA Religion Database with ATLA Serials, MLA International Bibliography, Humanities Index, Humanities International Index, Communication Abstracts, Communication and Mass Media Complete, and Film Literature Index.

York University Libraries also subscribe to wanfangdata.com, an e-journal database that includes more than 300 Chinese language journals covering the social sciences, humanities, business and law. JSTOR is another valued resource as it provides full-text access to several key journals in area studies, some dating as far back as the 18th century.

In addition to these resources, YUL provides access to an extensive collection of electronic journals. Through several consortial electronic purchase agreements, York researchers and students can access electronic journals from major academic publishers such as Cambridge, Blackwell, Oxford, Springer, Wiley and Elsevier. Much of this full-text content resides on the Ontario Council of University Libraries (OCUL)' Scholars Portal repository.

Full text access to Chinese newspapers and magazines is facilitated by products such as Factiva and Lexis Nexis Academic. Titles available through these products include: China Daily, China Weekly News, People's Daily, China Economic Review, China Business Review, Military China, Caijing Magazine, Ming Pao, Wenhui Bao, Ta Kung Pao, Xinhua PR Newswire, Workers' Daily, Yazhou Zhoukan, and Youth Daily. These databases also provide full text access to other major East Asian newspapers and magazines.

In addition to databases, e-journals and newspapers, the Libraries are continually building its collection of e-books. We acquire collections of e-books through consortial purchases as well as individual purchases. E-books are particularly useful for high-use materials and allow students to access content anytime and anywhere.

Many Chinese universities provide open access to their theses and dissertation collections through their institutional repositories, such as Hong Kong University Thesis Online, and the National Digital Library of Theses and Dissertations in Taiwan, all of which can be accessed from YUL's website. Relevant theses and dissertations from many other

institutions are also available through licensed databases. York theses and dissertations are available at the Scott Library in print with electronic versions available via Yorkspace Institutional Repository.

Law Library

The Osgoode Hall Law Library is recognized as one of the best law libraries in the Commonwealth. The library builds a comprehensive collection on international law, Chinese Law and Chinese legal system.

Data and statistics

YUL is a member of the Data Liberation Initiative (DLI) program of Statistics Canada which provide students and faculty access to a wide variety of public-use microdata files and aggregate statistics. ODESI (Ontario Data Documentation, Extraction Service and Infrastructure) is the digital repository for social science data, including polling data, which provides York researchers and students the ability to search for survey questions (variables) across thousands of datasets. York's Data Librarian has made a number of Canadian statistical reports readily available on the library home page (e.g. Citizenship and Immigration Statistics; Statistics Canada thematic maps on language; Passing on the Ancestral Language). In addition, YUL is a member of the Inter-University Consortium for Political and Social Research (ICPSR), which provides access to a vast international archive of social science data for research and instruction. Data and statistics database at York with component of Chinese Studies include Economic Commission for Asia and the Pacific, Statistics Division, Asian Development Bank: Database and Development Indicators, World Development Indicators and OFFSTATS: Official Statistics on the Web.

Sound & Moving Image Library

The Sound and Moving Image Library has a strong collection of Chinese films and videos, including Asian Film Online and Kanopy that have many notable films by major Chinese directors. Asian Film Online, in particular, has over 1,000 films, documentaries and shorts that provide varied perspectives of Asian culture and social issues.

Clara Thomas Archives and Special Collections

YUL's Archives and Special Collections hold archival material on Chinese-Canadian immigration and Chinese Studies, notably, the collection of Chinese rare books. This collection includes books printed with the technique of wood or copper block printing, made of special rice paper and bound with cotton or linen string. There are also some art books with Chinese painting, calligraphy and seal cutting available for consultation by students in the Chinese Studies program.

Resource Sharing/Interlibrary Loan Service

York University Libraries is a partner in the Ontario universities' interlibrary loan program, RACER (Rapid Access to Collections by Electronic Requesting), an initiative of Scholars Portal. RACER expedites the process of borrowing materials from other libraries in the Ontario university libraries consortium as well as from Canadian universities including University of Toronto which holds a comprehensive Chinese Studies collection in its Cheng Yu Tung East Asian Library. For items that can only be found outside of these collections, the Resource Sharing Department will locate and obtain materials from libraries world-wide on behalf of faculty and students.

I. USER ASSISTANCE

Information Literacy

The information literacy program at York University Libraries will provide strong support to the new Chinese Studies programs. YUL develops information/digital literacy workshops specifically oriented to support the curricular needs of undergraduate students. Librarians offer a broad array of curriculum-integrated library instruction sessions focusing on research strategies and utilizing resources to enable successful engagement with course content.

The Learning Commons at Scott Library brings together a variety of campus partners and services to support students' learning needs that assist students in areas such as research, writing, learning skills, and the ESL Open Learning Centre. The Learning Commons offers one-on-one drop-in consultations and workshops provided by a team of librarians, writing instructors, learning skills tutors, and ESL supports. Workshops are offered on topics such as library research, exam preparation, reading and note-taking skills, essay writing, topic selection, time management, etc.

Reference services

There are a number of services available to all users of York University Libraries. All libraries have a reference desk where questions regarding library resources can be asked. Students and faculties at York can also use the "Ask-a-Librarian" online chat reference service, by email (scottref@yorku.ca) or by telephone (416-736-5150).

An extensive library guide outlining services for students is available on the library website with comprehensive information about library catalogue search tips, research guides, access to electronic resources from home, citation management, academic integrity, assignment planners, library accessibility services and copying and printing in the library, etc.

Library Spaces

Located across five buildings and two campuses, York University Libraries provide users with an assortment of spaces, technologies and other amenities. A number of workstations, borrowable laptops and tablets provide students access to a broad range of applications necessary for the creation of documents and reports. A fully wired study area in Scott Library provides students a quiet, dedicated space for scholarly research activities.

Specialized services for students with visual, physical or other accessibility needs are available through Library Accessibility Services including a fully accessible lab located in Scott Library..

III. CONCLUSION

Support for the proposed Chinese Studies program is strong. It results from collaboration and cooperation between the Libraries and faculty regarding the program's teaching and research requirements. The libraries' e-book and e-journal collections are growing rapidly. While we might wish for more acquisition funds, especially to expand the Chinese electronic resource collection, the current collection provides acceptable support for the proposed program as well as have the potential to foster the program's future development.

York University

Notice of Intention to Develop a Program Proposal

Submission of a notice of intention to develop a curriculum proposal of any kind, with the exception of course changes and minor modifications, must be submitted before the development of a fuller formed proposal.

This form is to be completed and sent electronically to YUOAP@yorku.ca prior to the development of a program proposal. Authorization to begin development of a proposal will be given by the Vice-Provost Academic within six weeks of submission of this form.

Faculty Name Liberal Arts and Professional Studies

Program Name Honours Minor Program in Chinese Studies

1. Outcome of the Proposal

- New degree type, degree program, graduate diploma or undergraduate certificate
- Major modification of an existing program
- Closure

Please refer to the YUQAP site for information on *new program proposals* and *major modifications*: <http://yuqap.info.yorku.ca/>.

Please see the attached appendix.

2. Intended start date: (example: Fall 2017, Summer 2018)

Development to begin in Winter 2019; New program start in Fall 2020.

3. Location: (example: Keele campus, Markham campus, Glendon)

Keele campus

4. **Short Description of the proposal** (maximum 250 words):

The Chinese Section housed in the Department of Languages, Literatures and Linguistics in LA&PS had provided elective credits to close to 600 undergraduate students in the past few years. With a steady student enrollment in Chinese Studies, there has emerged a need to offer students relevant programming that will consolidate their knowledge of Chinese Studies and ensure their success as graduates of York University.

This 30-credit program will provide courses aimed at the development of advanced Chinese language proficiency and critical knowledge of Chinese literature and culture. Students will complete 12 credits in Chinese language courses at 2000 and 3000 levels, and an additional 18 credits in Chinese language, literature and culture courses, including CH2200 6.0 Introduction to Chinese Literature and at least 6 credits at 4000 level. Students with adequate Mandarin Chinese proficiency will be exempted from taking lower-level language courses and will take more credits in literature and culture courses. Program learning outcomes are outlined in the attached appendix.

This program will offer non-Mandarin speaking students Mandarin Chinese language training to engage in Chinese communities locally and globally. It will offer courses on Chinese literature and culture, including the diasporic literature, that cover a wide range of important topics, such as identity, heritage, history, media, globalization, and postcolonial modernity. International students from mainland China will particularly benefit from the training of critical thinking and academic writing about Chinese literature and culture with North American methodology, and from the study of various ideological approaches and curriculum at university-level.

5. **Provide a short statement about the proposed program's** alignment with University plans, including evidence has been provided about the program's alignment with the university's Strategic Mandate Agreement, evidence of student demand, evidence of societal need, justification of duplication with existing programs at York and in Ontario and any legal requirement for graduates in a program to be certified, registered, licensed. (maximum 250 words)

This program will respond to a commitment to diversity, global sensitivity, and a combination of "academic excellence and inclusiveness to create maximum societal impact" that are outlined in the university's Strategic Mandate Agreement 2017-20.

Along with its economic development, China has demonstrated its prominent role in world politics. Taking China's increasing global influence into full account, the Chinese Section offers a vigorous program of Chinese Studies. Chinese language courses provide students with solid training in Chinese. To truly study Chinese, however, requires the study of Chinese literature and culture. At the core of Chinese civilization is its rich heritage of poetry, essays, short stories, drama, novels, and films, which reflects Chinese philosophy, sensibility and culture from the ancient time to the present.

In a survey conducted in February 2018, around 300 students indicated their interest in taking Chinese Studies as their minor. With this strong interest in Chinese Studies, a Minor degree option will complement the students' degrees by providing evidence of achievement in advanced Chinese language skills and enhanced Chinese literature and culture knowledge relevant to their professions.

While York and other universities in Ontario and across Canada provide East Asian Studies minor/major degree programs, such as University of Toronto, University of British Columbia, and McGill University, this program will be critical in making York competitive by offering an Honours Minor in Chinese Studies with focus on Chinese language, literature and culture.

6. Provide a credential to students as they pursue their degree studies.

This program will equip non-Mandarin speaking students with adequate Mandarin Chinese language ability to engage in a variety of fields in relation to Chinese communities locally and globally. The Chinese Section trains students to participate in "The Chinese Bridge," a major Chinese Proficiency competition for foreign university students held in China. Participants from York University have received significant recognition. For example, in 2013, Luc Pokorn earned the American Continental Champion.

This program also offers courses on Chinese literature and culture, including those of mainland Chinese and in the diasporas, with focuses on crucial discursive fields and topics, such as identity, gender relations, cultural translation, globalization and postcolonialism. Students will learn to engage in critical issues concerning the Chinese communities locally and globally.

Students with adequate Mandarin Chinese language proficiency will be exempted from taking lower-level Chinese language courses. Instead, they will be required to take more credits in higher-level Chinese language courses and in Chinese literature and culture.

International students from mainland China will particularly benefit from the teaching of North American methodology that emphasize critical thinking and academic writing about Chinese literature and culture. This program will also discuss a variety of ideological approaches and introduce students to a rich and diverse curriculum, including the diasporic literature. Students, moreover, will learn Chinese literature and culture at university-level in deeper and broader perspectives. This program will also facilitate their transition and enhance their student experience in Canada.

7. Summarize any new or reallocation of resources (financial, physical and/or administrative) required implementing the proposal.

No new resources required.

The Chinese section currently has 4 full-time tenured/tenure-track members that actively teach required and elective courses for the proposed minor

8. **Consultations:** Provide details regarding consultations with other programs and or Faculties at York University or outside of York University including information about potential collaboration or possible duplication. Include an explanation of the consultation process, the names and roles of those consulted and a summary of the feedback provided. (maximum 250 words)

As a program of substantial academic and societal impact, there is extensive opportunity for program collaboration and growth in LA&PS and across York. The former Coordinator of the East Asian Studies Program, Professor Joshua Fogel, the present Coordinator Gordon Anderson, and the former Director of York's Center for Asia Research (YCAR), Professor Susan Henders, were consulted when the proposal for a Chinese Minor was first presented. Both gave their great support. The Chinese Section is now waiting for the present Director of YCAR to confirm such support.

While in some ways the degree program in East Asian Studies is similar, the proposed minor degree in Chinese Studies program in DLLL specializes in and requires a higher level of Chinese competence and focuses on Chinese language, literature, and culture. This program equips students with advanced Chinese language proficiency and enhanced knowledge of Chinese literature and culture, which prepare them for their professions in relation to Chinese communities in both local and global contexts.

The Honours Minor in Chinese Studies at York may be combined with any approved Honours B.A. program that offers a major/minor option in the Faculties of Education, Engineering, Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies, Science, or Schulich School of Business. This program will contribute to growth in faculties and professional programs across York.

Name and title of the proposal proponent:

Jessica Tsui-yan Li

Assistant Professor, Chinese Section, Department of Languages, Literatures and Linguistics

E-mail: jli@yorku.ca

Telephone: 416-736-2100 ext. 88747

Signatures required:

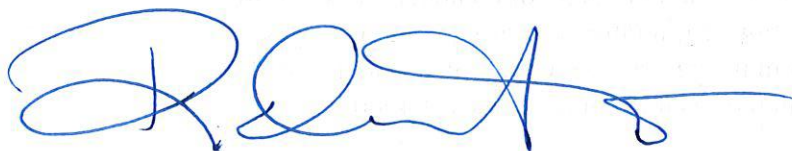
Program Proponent

Date 12 April 2019



Dean/Principal of the Faculty

Date



April 18/19

Appendix: Program Outcomes

Students must meet the general admission requirements for all programs at York University. Students entering the Honours Minor degree program must have a minimum grade point average of 5.0 in their home program at York.

Students are required to fill in a placement questionnaire, conduct an interview, and receive a departmental authorization slip in order to enroll in the Honours Minor Program in Chinese Studies. In most cases, students who have completed a 1000-level language course with a grade of at least C are automatically admissible to a course at the next level in the same language. Registration in any Chinese language courses may be limited at the discretion of the department.

Students are required to take a total of 30 credits offered in the Chinese program, including 12 credits in Chinese language courses at 2000 and 3000 levels and 18 credits in Chinese language and literature courses. Students with higher Chinese language proficiency can be exempted from Chinese language courses at lower levels and take more credits in Chinese language courses at upper levels and Chinese literature and culture courses. Chinese language courses will provide a foundation of Chinese language proficiency. Students will learn both oral and written communication in Chinese in a range of contexts. Students are required to take CH2200 6.0 Introduction to Chinese Literature to learn the major genres, themes, literary styles in Chinese literature from the ancient to the present. Students are also required to take at least 6 credits in Chinese literature and culture courses at 4000 level to acquire advanced subject knowledge.

Upon completion of the Honours Minor Degree in Chinese Studies, students are expected to have achieved the following outcomes:

- Utilize a range of Chinese oral and written modalities appropriately
- Achieve an advanced level of Chinese language proficiency relevant to academic, professional and social contexts
- Recognize and effectively engage with a range of Chinese literary genres and discourses
- Recognize specific knowledge in Chinese philosophy, culture and social practices and apply this in relevant professions
- Understand the major themes and literary techniques of Chinese literature in specific cultural and historical contexts
- Acquire critical knowledge of a wide range of important topics in Chinese literature and culture, such as identity, heritage, history, media, globalization, transnationalism, and postcolonial modernity.
- Develop critical analytical skills in examining the diversity of Chinese literature and culture in a global context

April 10, 2023

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Jessica Tsui-yan Li
Assistant Professor
Chinese Section
Department of Languages, Literatures and Linguistics

Email: jli@yorku.ca

Office of the Dean

Dear Assistant Professor Jessica Tsui-yan Li:

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CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

Re: Decanal Support for an (Honours) Minor Program in Chinese Studies

I am pleased to provide a letter in support of your Major Modification to an Existing Program proposal for establishing a 30-credit Honours Minor program in Chinese Studies to be offered by the Department of Languages, Literatures and Linguistics in the Faculty of Liberal Arts & Professional Studies.

The proposed program aligns closely to the priorities and principles outlined in the University Academic Plan, 2017-2020, including a commitment to promote diversity and global sensitivity. It also promises to contribute to “academic excellence and inclusiveness to create maximum societal impact,” as outlined in the university’s Strategic Mandate Agreement, 2017-20. At the Faculty level, the proposed program will affirm our LA&PS commitment to “supporting language learning and building competencies for working effectively in diverse and intercultural environments”.

In terms of the resources and infrastructure needed to deliver this program, I am pleased to note that this proposed program will not require any additional new resources to support the program. The Chinese section currently has 5 full-time tenured/tenure-track faculty members who will actively participate in delivering the undergraduate Honours Minor Program in Chinese Studies. Also, I am confident that the campus’s space and infrastructure plan supports the successful delivery of this program.

In sum, this is a high-quality proposal of an important strategic academic initiative that I support in full.

Sincerely,


J.J. McMurtry
Dean

cc: Lyndon Martin, Vice-Provost Academic





Memorandum

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

CC: Chinese Section Coordinator, DLLL

From: Associate Director, Faculty Curriculum, LA&PS

Date: May 16, 2023

Subject: Chinese Minor-Background Information

This memo is in response to feedback from the Academic Standards, Curriculum and Pedagogy (ASCP) on the Honours Minor in Chinese Studies proposal major modification proposal which seeks to propose an Honours Minor Degree in Chinese Studies that will be housed in the Chinese section of the Department of Languages, Literatures and Linguistics (DLLL).

In its memo of 10 May 2023, the Senate ASCP committee requested the following clarifications:

- a cover memo providing some background information/explanation for the time lapse.

We acknowledge the time lapse between the original date (Winter 2019) mentioned in the NOI and the ASCP review date (May 10, 2023). Although the NOI was approved in 2019, the proposal was submitted by the unit for CCPS review on September 16, 2020. After vetting, the Faculty Curriculum team identified that the proposal needed to provide further information and some supporting letters such as consultation letters, as well as curriculum map and academic calendar, which required back and forth communication with the proponent throughout the 2021-2022 academic year. The complete package of the proposal was ready for CCPS review in July 2023. Therefore, the proposal was approved by CCPS in October 2022 with some recommendations which the proponent addressed later and sent the revised version for the FC approval in Feb 2023.

Closure of an Undergraduate or Graduate Program**I. Program Information**

Name and Type of Program	International Bachelor in Business Administration, Undergraduate Program
Home Academic Unit	Schulich School of Business
Year Program Established	2000

II. Enrolment Data

Insert in the table below the enrolments in the program the past three academic years.

2019/2020	100
2020/2021	75
2021/2022	55
2022/2023	46

III. Reasons and Impact**1. Provide the rationale for the closure of the program.**

Effective: Fall 2026

The International Bachelor of Business Administration (iBBA) program was established at a time when international business was perceived as a distinct topic of study from a regular business degree, which, in our case, is our Bachelor of Business Administration (BBA). Over time, iBBA's distinction from the regular BBA began to wane as the topic of international business became more integrated into business programs as a result of the reality that business has become a global field. On top of this, because the iBBA is more constrained in curriculum requirements, students were feeling disadvantaged relative to their BBA peers. Finally, and relatedly, applications to the iBBA program have been on a steady decline for the last several years so much so that we decided recently to reduce intake into the program from 110 students to 55 students. The above table details from the Integrated Academic Program Report of the decline in intake to the iBBA program starting from 2018-19

This all said, our goal is not to remove international business as a focus of study from Schulich but instead to integrate it into the existing BBA program. The end result is that we will move toward one undergraduate degree program – the BBA – and give all Schulich undergraduate students the option of completing a new, leading-edge specialization in International Business that will contain many of the key benefits of the iBBA. This will give students more freedom of choice and more flexibility when it comes to designing their career paths. Thus, the goal is to ~~restructure how international business is pursued at Schulich from a separate program to a stream of study as part of our traditional business degree.~~

2. Comment on the alignment between the closure and Faculty and/or University academic plans.

The general spirit embedded in the above rationale is to provide all students with the opportunity to pursue a degree with a focus on international business. This is very much in line with two university priorities: **21st Century Learning** and **From Access to Success**. The closure of the program and the integration of international business in the BBA program strengthens our partnership with our 70 partner schools around the world because all BBA students will have the opportunity to pursue an international business focus. What is more, the into the BBA program may provide incentive to further partnerships with other business schools around the world. This is in line with the university's **Work in Partnership** priority. Finally, making international business a key part of the entire undergraduate program at Schulich is in line with the university's efforts to **Advance Global Engagement** as Schulich students will have a greater aptitude to understand how global cooperation leads to positive change.

3. **Does the closure affect other programs / units? If yes, describe the impact of the closure on them.**

Wide consultation took place at Schulich with other programs, student bodies and functional departments. Extensive discussion about the decline in demand and the need to formally close the program were engaged at the school's BBA/iBBA Committee—Schulich's collegial governance body for decision-making about all aspects of curriculum and programming at the undergraduate level. The BBA Committee is comprised of representatives from across disciplinary areas within the school as well as elected undergraduate student representatives and administrative service units such as Student Services and International Relations, the Office of the Associate Dean, Academic, and the Centre for Career Design.

When considering the impact on York faculties, the iBBA program is small thus the impact of program closure is not significant. That said, because iBBA students were required to study a language as part of their degree, the program closure could impact the Languages, Linguistics and Literatures (LLL) faculty and the French Studies faculty at York. The latter is identified because up to 50% of our iBBA students chose French as their language of study. After informing these faculties of our intentions, they indicated that the program closure would not have a material impact on their operations.

As part of their degree requirements, iBBA students are also required to take elective courses that focus on a particular geographic region (called regional focused courses). Students choose 12 credits from a pool of 180 courses across several York faculties. Because of the small program size and the large pool of electives, we do not anticipate a material impact of the program closure on these faculties. That said, as indicated above, our intention of bringing the international

business stream into the BBA program will include requiring students to take these regional focused courses.

Finally, because of the exclusive nature of the iBBA program, no non-Schulich students were permitted to take courses in the iBBA program.

4. Are there courses that were established specifically to support the learning outcomes of the program? If so, describe the status of those courses after the closure of the program.

Below is the list of courses that were designed specifically to achieve learning outcomes of the iBBA program:

INTL 1200 3.0 0 - Microeconomics for Managers
INTL 1210 3.0 0 - Macroeconomics for Managers
INTL 1400 3.00 – Responsible Business in an International Context
INTL 2200 3.00 - International Economics
INTL 2300 3.00 – Organizational Behaviour Across Cultures
INTL 3000 3.00 – Strategic Management for International Business
INTL 4300 3.00 – International Business Simulation

These courses will be retired.

5. Describe the impact of the closure on students currently enrolled in the program, including an outline of the provisions for students to complete it, the timelines and availability to transfer credits to other programs.

Students who are currently in the first year of the iBBA program will continue to pursue the degree over the next four years and will graduate with an iBBA degree, just as they had originally planned to do when they enrolled in the program. iBBA students who are currently in their second or third years will also be able to continue in the program to complete their degree. In other words, all courses in the iBBA program will continue to run until the 2022/2023 cohort of students have completed the program. But no new students will be admitted for the 2023/2024 academic year and going forward. This means that the program will be officially closed by the fall of 2026.

6. What is the impact on faculty members affiliated with the program?

The impact of the program closure on faculty will be minimal. As mentioned, while we will not be enrolling students into the iBBA program, we will increase the enrollment of BBA students to an equivalent amount to what would have been enrolled in the iBBA program. This means that the faculty resources used for the iBBA program will likely be transitioned to accommodate the increased enrollment in the BBA program.

7. What are the general implications for the diversity and availability of academic programming?

Recall that the primary reason to close this program is less about the relevance of the field of study but more about how it was structured (i.e. a separate program versus integrated as a stream within the BBA). Because all Schulich students are exposed to international business as a natural part of their business degree, it makes more sense to offer international business as a field of study through a specialization or certificate where BBA students elect to pursue deeper study in the field of international business in the same way that they elect to pursue deeper study in other fields like accounting, finance and marketing. Put another way, our core undergraduate program (the BBA) will increase in diversity by absorbing the elements of the iBBA as a retired program and allowing all students to pursue a focus on international business rather than an exclusive few.



Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

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Fax: 416 736 5876

vprovost@yorku.c
a

To: Michael Valente, UPD, iBBA Program, Schulich School of Business

From: Lyndon Martin, Vice-Provost Academic

Cc: Detlev Zwick, Dean, Schulich School of Business
Kevin Tasa, Associate Dean Academic
Ashwin Joshi, Associate Dean Programs
Kathryn Doyle, Director, Academic Affairs
Emily Rush, Director, Academic Programs & Policy
Pamela Persaud, Assistant Secretary of the University
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Mark Conrad, Director, Strategic Intelligence & Predictive Analytics
Nina Unantenne, York University Quality Assurance Procedures

Date: May 23, 2023

Subject: Closure of the International Bachelor of Business Administration (iBBA)
Program

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

This closure appears appropriate given the steady decline in applications and the decision to create a new specialization in International Business for the BBA program, which is intended to give students more freedom of choice and flexibility in their career paths.

The Dean has confirmed his support for this proposal and indicates that it will contribute to strategic enrolment management by streamlining the School's undergraduate offerings and minimizing the need to run low-enrolled core courses specific to the degree type.

The consultation undertaken, both internal and external to the School, also appears appropriate. While the School has elected not to enroll any students into the program for the 2023-2024 academic year in anticipation of the program closure, please ensure the proposal addresses any additional considerations or impact of the closure on the existing students who will continue in the program until the fall of 2026.

To prepare the proposal, please use the template for closures posted on the YUQAP website: <https://yuqap.info.yorku.ca/program-closure/>

If you have questions about the process, please don't hesitate to contact us at yuqap@yorku.ca.

The Senate of York University – Minutes

Meeting: Thursday, 28 September 2023, 3:00 pm

via Zoom

L. Sergio (Acting Chair)	R. Green	L. Philipps
P. Burke-Wood (Acting Vice-Chair)	W.M Ho	A. Pitt
P. Robichaud (Secretary)	A. Hovorka	M. Poon
O. Alexandrakis	S. Karimi	E. Prince
A. Asif	K. Kontogiannis	A. Pyée
G. Audette	M. Lambert-Drache	S. Rehaag
N. Balyasnikova	G. Langlois	V. Saridakis
R. Bashir	M-H Larochelle	R. Savage
D. Berbecel	N. Lemish	B. Spotton Visano
S. Bell	R. Lenton	C. Steele
M. Biehl	M. Longford	J. Sutherland
M. Bloom	A. MacLachlan	M. Tadros
S. Bohn	A. Macpherson	S. Watson
M.H. Budworth	J. Magee	K. Tasa
D. Cabianca	H. Mahon	A. Taves
N. Couto	W. Maas	A. Thomas
A. Crosby	D. Matten	G. Tourlakis
A. Czekanski	A. Maxwell	P. Tsasis
S. Datta	C. McAulay	R. Tsushima
S. Day	A. McKenzie	A. Valeo
A. Davis	J.J. McMurtry	B. van Rensburg
M. Di Paolantonio	B. Meisner	W. van Wijngaarden
A. D’Souza	K. Michasiw	G. Vanstone
M. Ebrahimi	M. Morrow	R. Vives
C. Ehrlich	A. Narimani	R. Wang
J. Elwick	D. Nevelev	S. Warwick
O. Eyawo	K. Oraka	A. Weaver
D. Fernandez	R. Ophir	R. Wellen
M. Fiola	D. Palermo	M. Winfield
M. Giudice	S. Paradis	
A. Glasbeek	A. Pathak	
J. Goodyer	A. Pechawis	
A. Gorgani	D. Peters	

1. Chair’s Remarks

In the absence of the Chair, Poonam Puri, Vice-Chair, Lauren Sergio presided over the meeting, as acting Chair, and Senator Patricia Burke Wood was acting Vice-Chair.

The Chair expressed thanks to new and returning members who attended the orientation session just before the meeting.

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2. Business Arising from the Minutes

There was no business arising from the minutes.

3. Inquiries and Communications

Senator van Wijngaarden delivered highlights from the report of the academic Colleague to COU. Colleagues to COU discussed challenges faced by international students, including issues obtaining travel documents, finding appropriate housing, and acclimatizing to life in Canada. The full report was included in the document package.

4. President's Items

President Lenton spoke to the following:

- her trip to India with Deans, to build and nurture linkages with international partners,
- the importance of the international engagement in contributing to the realization of the University Academic Plan (UAP),
- shared that the University is expecting to receive the draft report from the Auditor General of Ontario's (AGO) by late October, with recommendations and affording an opportunity for response,
- announced the names of Honorary Doctorate candidates for the October 2023 convocation:
 - Mr. Nnimmo Bassey: environmental justice activist, author, architect
 - Mr. Wes Hall: Entrepreneur, philanthropist, community leader
 - Mr. Andromache Karakatsanis: supreme court justice, philanthropist
 - Ms. Itha Sadhu: educator, author, historian, community developer
- key UAP objectives for 2023-2024, including related discussions with each division and faculty on operationalization of the strategic objectives,
- challenges faced in the current economic context and the resulting impact on the University, including shortfall in enrolments that could flow through the next couple of years.

The President's full report can be found [here](#).

The Senate of York University – Minutes

The President’s monthly “Kudos” report on the achievements of members of the York community was received.

Committee Reports

5. Executive Committee

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

Acting Vice-Chair, Patricia Burke Wood, reported that no further nominations had been received. It was moved, seconded and *carried* that **“that nominations be closed.**

The Acting Vice-Chair shared the following highlights from the Executive Committee’s report, included in the document package:

- Recently approved new and revised members on Faculty-designated and non-designated Senate committees, with the additional approval of Andrea Davis as the LA&PS designated member on APPRC as confirmed through an e-vote of Executive, and
- The results of the 2022-2023 Senate and Senate committees’ surveys, and the Senate meeting schedule for the year, including dates and modes of delivery.

6. Academic Policy, Planning and Research Committee (APPRC)

The Chair of APPRC, Senator Davis, provided an overview of the Committee’s responsibilities and highlighted priorities for the year.

7. Academic Standards, Curriculum and Pedagogy Committee (ASCP)

The Chair of ASCP, Senator Michasiw, provided an overview of the Committee’s responsibilities and highlighted priorities for the year. The Committee’s report filed with the document package included updates on the new grading schemes, Attending Physician’s Statement, and the draft Academic Conduct Policy.

8. Senate Appeals Committee (SAC)

The Chair of SAC, Senator Sutherland, provided an overview of the Committee’s mandate.

9. Awards Committee

The Chair of Awards, Senator Bashir, spoke to the Committee’s mandate.

The Senate of York University – Minutes

10. Tenure and Promotions Committee (T&P)

The Chair of T&P, Senator Bohn, provided an overview of the Committee’s mandate and reiterated the critical need for faculty members to serve on the Committee in order for the review of applications not to be interrupted; asked Senators to convey the call to their units and Faculties, advising any candidates to contact Cheryl Underhill Senior Assistant Secretary of Senate.

11. Other Business for Which Due Notice Has Been Given

Senator Ashley D’Souza spoke to the Motion Extending Reasonable Academic Accommodation to Students for the 8 November 2023 Day of Action. It was moved, seconded and *carried* “that

- **Senate provide accommodation to students who participate in the national Day of Action against rising tuition fees to be held on Wednesday, 8 November 2023; and**
- **faculty members be asked through the Deans / Principal to establish reasonable extensions of deadlines for graded work due on that date, and to provide reasonable academic accommodations to students who participate in the event, including reasonable alternative access to materials covered during their absence that does not alter the academic standards with the missed activity.**

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

Consent Agenda Items

13. Minutes of the Meeting of 29 June 2023

The Minutes of the meeting of 29 June 2023 were *approved by consent*.

14. Granting of Degrees, Certificates and Diplomas (Fall 2023 to Spring 2024)

By approving an ASCP recommendation, Senate *authorized*:

1. the granting of degrees at the University’s convocations held in Fall 2023 and Spring 2024, and individually to students at any point during the year who have fulfilled the degree program requirements for receipt of degrees,

The Senate of York University – Minutes

2. the granting of diplomas and certificates at the University's Convocations held in Fall 2023 and Spring 2024, and individually to students at any point during the year who have fulfilled the requirements for receipt of diplomas and certificates, and
3. the forwarding of recommendations for certification by the Faculty of Education to the Ontario College of Teachers for those students who have been deemed "recommended for certification" by the Council of the Faculty of Education.

15. Senators on the Board of Governors re: June 2023 Meeting of the Board

A synopsis of the Board meeting of 27 June 2023 as conveyed by Senators Budworth and Green was noted.

Lauren Sergio, Acting Chair

Pascal Robichaud, Secretary

Synopsis

481st Meeting held on 3 October 2023

Appointments/Re-appointments

Re-appointment of Sonny Day as a YUSA nominee, to the Pension Fund Board of Trustees, effective October 1, 2023, for a three-year term.

Approvals

Amendments to the *Sustainability Policy*.

Tuition Fee modification for the *Master of Health Industry Administration* (MHIA) program offered through the Schulich School of Business.

Revisions to the Target Asset Policy Mix for the Endowment Fund.

Revisions to the Endowment Fund Statement of Investment Policies and Procedures (SIPP) due to the change in Target Asset Policy Mix.

Amendment to the Banking Resolution to reflect changes in the Finance and Audit Division for signing officers on University bank accounts.

Presentations

From the President an overview of the 2023-2024 goals and priorities, updates on the Auditor General's Value for Money audit, the Blue Ribbon panel, recent international engagements, and the President's Annual Report.

Reports

From the Finance and Audit Committee, the Annual Report on the York University Pension Plan and Fund.

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

The agenda for the meeting is posted on the Board of Governors website:

<https://www.yorku.ca/secretariat/wp-content/uploads/sites/107/2023/09/board-agenda-20231003.pdf>

Pascal Robichaud, Secretary