



# York University Senate Notice of Meeting

**Thursday, 25 January 2024, 3:00– 5:00pm**  
**Via videoconference**

## AGENDA

**Page**

- 1. Chair’s Remarks (P. Puri)
- 2. Business arising from the Minutes
- 3. Inquiries and Communications
  - a. Report of the Academic Colleague to the Council of Ontario Universities (W. van Wijngaarden) .....1
- 4. President’s Items (R. Lenton)
  - a. Current challenges, opportunities and strategies
  - b. Key updates

### Committee Reports

- 5. Executive Committee (L. Sergio) .....3
  - a. The Rules of Senate: Revisions to Membership and editorial updates (Notice of Statutory Motion)
  - b. Senate Membership for 2024-2026 (Notice of Statutory Motion)
- 6. Academic Policy, Planning and Research (A. Davis) ..... 27
  - a. Establishment and disestablishment of academic units, Glendon (Notice of Statutory Motion)
  - b. Annual Report on Research (Vice-President Research & Innovation; Appendix B)
- 7. Academic Standards, Curriculum and Pedagogy (K. Michasiw) ..... 134
  - a. Addition of new fields to the MA and PhD degree programs in Humanities, Faculty of Liberal Arts and Professional Studies (Appendix A, page 142 and B, page 152)
  - b. Addition, renaming of a field and merging of fields in the MA and PhD degree programs in History, Faculty of Liberal Arts and Professional Studies (Appendix C, page 163)

# York University Senate

- c. Establishment of 90-credit BA and BSc degree programs in Movement and Health, School of Kinesiology and Health Science, Faculty of Health (Appendix D, page 178)

## 8. Other Business

### **Consent Agenda**

- 9. Minutes of the Meeting of 23 November 2023 ..... 201
- 10. Minor revisions to the Policy and Procedure on Academic Accommodation for Students' Religious Observances (Appendix E, 191 )
- 11. Minor revision to the definition of *Professional Masters* in the University Academic Nomenclature (Appendix F, page 195)
- 12. Addition of a part-time entry option for the Master in Environmental Studies, Faculty of Environmental and Urban Change
- 13. Senators on the Board of Governors re: November 2023 Meeting of the Board (M. Budworth; R. Green, for information) ..... 206

*P. Robichaud, Secretary*

## Academic Colleagues Meeting Notes

December 12 and 13, 2023

### Evening meeting, Tuesday, December 12, 2023, 6:00 to 8:30 pm

#### A Conversation with James L. Turk, Director, Centre for Free Expression, Toronto Metropolitan University

##### Topic: Free Expression in Relation to Geopolitical Events

James Turk, Director of the Centre for Free Expression at Toronto Metropolitan University joined the evening meeting to share observations and reflections on issues surrounding academic freedom and freedom of speech at institutions.

An engaged discussion ensued, in which the following points were raised:

- [The Kalven Report](#) out of The University of Chicago may be a helpful report to reference when having discussion on the role of universities in responding to global issues;
- Universities are facing increasing pressure to make statements and take stances on geopolitical issues;
- University administration and their departments may wish to avoid taking positions on geopolitical issues where possible because Presidents and academic leaders/unit heads are not permitted to make statements that would speak on behalf of the entire university or department.;
- Debate and positions are best left to individual academics and students;
- The rights of free speech and academic freedom are fundamental to core values of academic inquiry. However, such rights come with responsibilities and must take place in an environment free from discrimination or harassment.
- Universities are guided by the Criminal Code, which sanctions on any form of hate speech, as well as Ontario's Human Rights Code.

### Colleagues meeting, Wednesday, December 13, 2023, 9:00 am to 12:00 noon

#### Information sharing

Colleagues shared updates on topics and issues that were front-of-mind at their respective institutions, including increasing fiscal pressures due to budgetary constraints; updates to collective agreements; sustainability of institutions; rising geopolitical tensions and the implications for safe campuses and student mental health.

#### COU Update

The COU President spoke briefly to the current public discourse on geopolitical tensions.

The COU President provided an update on the work that COU is undertaking to obtain a timely response from government on the implementation of the Blue-Ribbon Panel report, specifically the recommendations on increasing tuition and operating funding. The President also noted COU recently published an [efficiencies update](#) that provides a comprehensive response to the

government's request that universities are committed to greater efficiencies. At the same time, it was noted that the government has a role to play in ensuring the financial sustainability of institutions in terms of increasing tuition and operating grants and in reducing costs to the system (e.g., excessive reporting, red tape and unfunded mandates).

As a further response, COU is continuing with its escalating advocacy campaign and is working with provincial associations, such as the Ontario University Student Alliance, Ontario Chamber of Commerce and Colleges Ontario on joint advocacy.

### **COU Transition to the Ontario Not-For-Profit Corporations Act**

COU has developed an implementation plan to comply with the [Ontario Not-for-Profit Corporations Act](#) (ONCA), which was proclaimed into force on October 19, 2021. Ontario not-for-profit corporations such as COU have three years from the date of proclamation of the Act to become compliant. Accordingly, COU's compliance must be completed by October 2024. Dominika Flood, COU, provided members with an update on key items that will bring COU's governance into compliance as well as next steps to finalizing the compliance process. It was noted that COU's principle objective was to mirror its existing governance structure as much as possible, which included ensuring that both Executive Heads and Academic Colleagues maintained their current voting rights. The new governance structure will be voted on at the April 4, 2024 meeting of Council.

### **Discussion on Future Topics**

Colleagues identified a number of topics to explore at upcoming meetings, as follows:

- Freedom of expression;
- How to deal with public statements;
- Academic freedom.

### **Committee Updates**

Academic Colleagues received a verbal report on the November meeting of the Budget and Audit Committee from Jingyu Li, Brock. Chris Evans, Executive Director, Quality Assurance provided a verbal report on the recent business of the Quality Council.

### **Land acknowledgments at upcoming meetings**

The following members are scheduled to deliver the land acknowledgement at upcoming meetings:

- Alyson King, OntarioTech - February Meetings
- Abdel Omri, Nipissing – April Meetings

# Executive Committee – Report to Senate

At its meeting of 25 January 2024

## Notice of Statutory Motion

### a. Amendments to the Rules of Senate

*It is the intention of Senate Executive to put the following statutory motion to Senate:*

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

### Rationale

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

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

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

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

### b. Senate Membership 2024-2026

*It is the intention of Senate Executive to put the following statutory motion to Senate:*

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

# Executive Committee – Report to Senate

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

## **Members specified by the York Act (Total of 21)**

Chancellor (1)

President (1)

Vice-Presidents (5)

Deans and Principal (12, including Dean of Libraries)

Two-to-four members of Board (2)

## **Faculty Members Elected by Faculty Councils (Total of 99)**

Arts, Media, Performance and Design **7**<sup>1</sup> (minimum of 2 chairs)

Education **4**

Environmental and Urban Change **4**

Glendon **7** (minimum of 1 Chair)

Health **13** (minimum of 2 Chairs)

Lassonde **9**<sup>2</sup> (minimum of 1 Chair)

Liberal Arts & Professional Studies **34**<sup>3</sup> (minimum 13 Chairs and 2 contract faculty members)

Osgoode **4**

Schulich **5**

Science **12**<sup>4</sup> (minimum of 2 Chairs)

## **Librarians (Total of 2)**

## **Students (Total of 28)**

2 for each Faculty, except 6 for LA&PS

Graduate Student Association (1)

York Federation of Students (1)

## **Other Members (Total of 13)**

Chair of Senate (1)

Vice-Chair of Senate (1)

Deputy Provost, Markham (1)

Academic Colleague (1)

President of YUFA (1)

YUSA Member (1)

Member of CUPE 3903 (1)

Alumni (2)

College Heads (1)

Assistant Vice-Provost and University Registrar (1)

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

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

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

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

# Executive Committee – Report to Senate

## Rationale

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

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

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

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

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

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

## FOR INFORMATION

### c. Senate Committee Priorities for 2023-2024

The Academic Standards, Curriculum & Pedagogy Committee has transmitted its 2023-2024 priorities; they are attached as Appendix B to this report. The initiatives identified this year reflect the priorities of the *University Academic Plan 2020-2025* and key academic initiatives in focus this year, including for example the future of pedagogy, establishment of a Senate Academic Conduct Policy, revisions to the undergraduate and grading schemes and a Senate-level policy on *Attending Physician Statements* for the University’s petitions, appeals and deferred standing processes.

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

### **d. Review of the Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes**

As reported to Senate in November, Executive has established a small working group from among its members (2 faculty and 1 student) to lead a review of the *Senate Policy on Academic Implications of Disruptions or Cessations of University Business Due to Labour Disputes or Other Causes* to examine broadening its applicability to additional forms of disruptions not captured in the current version. The working group is drawing on experiences learned from the use of the existing policy during the COVID pandemic disruption between 2020-2023).

The working group was convened in mid-December 2023 and met again on 19 January 2024. Recommended revisions to the Disruptions Policy will be presented for approval to the full Committee and recommendation to Senate for approval thereafter.

*Poonam Puri, Chair*

*Lauren Sergio, Vice-Chair*



## Senate Rules Appendix A

### 1. MEMBERSHIP OF SENATE

#### 1.1 Membership specified by the York Act

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

#### 1.2 Membership of Senate as Determined by Resolution of Senate

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

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

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

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

- Arts, Media, Performance and Design<sup>2</sup> 7 (minimum of 2 chairs)
- Education 4
- Environmental and Urban Change 4
- Glendon 8 (minimum of 1 Chair)
- Health 14 (minimum of 2 Chairs)
- Lassonde<sup>3</sup> 8 (minimum of 1 Chair)
- Liberal Arts & Professional Studies<sup>4</sup> 34 (minimum of 13 Chairs and 2 contract faculty members)
- Osgoode 4
- Schulich 5
- Science<sup>5</sup> 11 (minimum of 2 Chairs)

##### 1.2.3 Librarians (Total of 2)

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

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

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

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

1.2.4 Students (Total of 28)

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

1.2.5 Other Members (Total of 13)

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

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

1.2.7 Ex-Officio, Non-Voting

Secretary of Senate (1)

## **STANDING COMMITTEES OF SENATE**

### **1. ACADEMIC POLICY, PLANNING AND RESEARCH**

#### **Composition**

1.1. The Committee is composed of the following members:

a. Voting Members

One faculty member elected by each Faculty

One Librarian or Archivist elected by Librarians and Archivists

Two student Senators, normally one undergraduate and one graduate

Chair of Senate

President

Provost and Vice-President Academic

Vice-President Research and Innovation

Academic Colleague

Member Elected by the Council of Research Directors

b. Non-Voting Members

Secretary of Senate

Observer from the York University Faculty Association

#### **Mission**

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

#### **Terms of Reference**

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

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

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

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

### **Meetings**

- 1.6. Normally the Committee shall meet twice monthly.

### **Sub-committees**

#### **Technical Sub-committee**

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

## **Joint Sub-Committee on Quality Assurance**

### **Mandate**

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

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

### **Composition**

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

### **Eligibility for Membership on the Joint Sub-Committee**

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

### **Reporting**

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

## 2. ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY

### Composition

2.1 The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate

One Librarian or Archivist elected by Senate

Two student Senators, normally one undergraduate and one graduate

One contract faculty member elected by Senate

Chair of Senate

Provost and Vice-President Academic (or delegate)

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

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

**Assistant Vice-President** and University Registrar (or delegate)

President

b. Non-Voting Members

Secretary of Senate (or delegate)

### Mission

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

### Terms of Reference

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

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

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

**Meetings and Sub-Committees**

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

### **3. APPEALS**

#### **Composition**

3.1. The Committee is composed of the following members:

a. Voting Members

Nine faculty members elected by Senate  
Three students

b. Non-Voting Members Chair of Senate

Secretary of Senate

President of the University

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

#### **Terms of Reference**

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

#### **Procedural Direction**

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



## 4. AWARDS

### Composition

4.1. The Committee is composed of the following members:

a. Voting Members

Seven faculty members elected by Senate

One Librarian or Archivist elected by Senate

Two student Senators, normally one undergraduate and one graduate

President

~~Vice-President Academic~~ and Provost and Vice-President Academic (or delegate)

Vice-Provost Students (or delegate)

Vice-President Research and Innovation (or delegate)

One member designated by the York University Alumni Association Board

b. Non-Voting Members

Chair of Senate

Secretary of Senate

One member designated by Student Financial Services

### Mission

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

### Terms of Reference

4.3. The Committee shall be responsible for:

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

### Meetings

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

## **5. EXECUTIVE**

### **Composition**

5.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

Provost and Vice-President Academic  
Secretary of Senate

### **Terms of Reference**

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

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

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

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

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

## **Relevant Policies:**

### **Senate Class Cancellation Policy**

#### **Responsibilities in Preparing Senate Agendas**

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

## **Sub-Committees of Executive Committee**

### **Sub Committee on Equity**

#### **Mandate**

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

#### **Composition**

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

Chair of Senate (or delegate)

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

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

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

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

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

#### **Reporting**

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

### **Sub-Committee on Honorary Degrees and Ceremonials**

#### **Mandate**

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

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

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

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

### **Composition**

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

## 6. TENURE AND PROMOTION APPEALS

### Composition

6.1 The Committee is composed of the following members:

a. Voting Members

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

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

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

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

### Terms of Reference

6.3 The Senate Tenure and Promotion Appeals Committee shall:

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

## **7. TENURE AND PROMOTIONS**

### **Composition**

7.1 The Committee is composed of the following members:

a. Voting Members

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

Two students

b. Non-Voting Members

Chair of Senate

Secretary of Senate

President

Provost and Vice-President Academic

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

### **Terms of Reference**

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

### **Special Quorum Rules**

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



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



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

## ASCP Priorities and Key Items of Business for 2023-2024

ASCP Activity	Status/Next Steps	UAP Priority
<b>1. Establishment of Academic Conduct Policy</b>	<p>ASCP indicated satisfaction with the draft policy and shared it with the Senate Appeals Committee in early November for concurrence. ASCP was presented with SACs feedback in late December. ASCP will review the document with Associate Deans in January. It is anticipated that the draft policy will be presented to Senate this term, for approval.</p>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<b>2. Revisions to the <u>Common Grading Scheme for Undergraduate Faculties</u>:</b> transition from the 9.0 GPA scale to a 4.0 scale and updates to policy framework	<p><b>Previously:</b> The Policy on York University Grading Schemes and undergraduate qualitative descriptors was approved by Senate in October 2020.</p> <p>The University Registrar provided an update on the implementation of the new grading schemes in December 2023. A list of outstanding Faculty grading scheme conversion submissions will be updated and shared with the Committee, after which a communication from the Committee will be issued to Faculties, requesting submissions by a deadline to be determined by the Committee.</p> <p>Revisions to policies/regulations impacted by the transition were approved by Senate as of April 2022:</p> <ul style="list-style-type: none"> <li>• Letters of Permission</li> <li>• Certificate Guidelines and Procedures</li> <li>• Undergraduate Co-Registration Options with Other Post-secondary Institutions</li> <li>• Visiting Students</li> <li>• Bridging Courses</li> <li>• Bridging Programs</li> <li>• Granting Degree-Credit for Pre-University Courses</li> <li>• Transfer Credit Limits for Advanced Secondary Studies</li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>

<b>ASCP Activity</b>	<b>Status/Next Steps</b>	<b>UAP Priority</b>
	<p><b>Monitoring activities</b></p> <ul style="list-style-type: none"> <li>ASCP continues to review submissions for program/academic regulation changes to confirm compliance with the Policy; share approval updates with the office of the university registrar.</li> </ul>	
<p><b>3. Review University practices on Attending Physician’s Statements (APS)</b></p>	<ul style="list-style-type: none"> <li>Provide a recommendation to Senate (May 2024), on future state of the Attending Physician’s Statement. The draft document was share with SAC and will be reviewed with Associate Deans at an upcoming January meeting</li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>4. Ongoing review and development of academic policies / regulations</b></p>	<ul style="list-style-type: none"> <li>Final Examinations/guard rail for final exam weighting – discussion with Associate Deans at an upcoming meeting to determine if there is need for guidelines or a policy on the matter.</li> <li>Religious Observances – minor revisions; to be presented at the January Senate meeting.</li> <li>Sessional Dates Policy – sessional dates for 2024 and going forward, will be in compliance with the policy.</li> <li>P/F Policy &amp; CR/NCR legislation – clarifying revision is underway and expected to be brought forward for Senate approval this term</li> </ul>	<p>Priority 3: From Access to Success: Next Generation Student Supports</p>
<p><b>5. Joint Task Force on the Future of Pedagogy (joint with APPRC)</b></p>	<ul style="list-style-type: none"> <li>Implementation of recommendations – the Chairs of ASCP and APPRC are meeting with the Provost to discuss next steps for implementation of the recommendations</li> </ul>	<p>Priority 1: 21<sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach</p>

### Key Items of Business

<b>Item</b>	<b>ASCP Activity</b>	<b>UAP Priority</b>
<b>1. Curriculum Management System (CMS) project</b>	ASCP is engaged on the CMS project, with the Chair serving as a member of the project's Steering Committee.	Priority 3: From Access to Success: Next Generation Student Supports
<b>2. Teaching &amp; Learning</b>	Task Force on the Future of Pedagogy Generative AI Microcredentials	Priority 1: 21 <sup>st</sup> Century Learning: Diversifying Whom, What, and How We Teach  Sub-item: diversify how we teach in an era of perpetual, universal learning

# Academic Policy, Planning and Research Committee

## Report to Senate

At its meeting of 25 January 2023

### NOTICE OF STATUTORY MOTION

#### a. Academic Restructuring within Glendon

It is the intention of APPRC to put the following statutory motion to Senate:

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

- a. The establishment of the following four (4) new academic units within Glendon:
  - i. Department of Global Communication and Cultures
  - ii. Department of Science
  - iii. Department of Government, Business and Ethics
  - iv. Department of Global and Social Studies
  
- b. The disestablishment of the following 14 existing academic units within Glendon:
  - i. Centre de formation linguistique pour les études en français
  - ii. Department of Biology
  - iii. Department of English
  - iv. Department of Economics
  - v. Department of French Studies
  - vi. Department of Hispanic Studies
  - vii. Department of History
  - viii. Department of International Studies
  - ix. Department of Mathematics
  - x. Department of Multidisciplinary Studies
  - xi. Department of Philosophy
  - xii. Department of Political Science
  - xiii. Department of Psychology
  - xiv. Department of Sociology
  
- c. The transfer of the constituent academic programs and curricula from the 14 existing departments to the above-noted four new departments, as defined in the *Proposal for Restructuring Glendon's Academic Departments*, attached as Appendix A.

# **Academic Policy, Planning and Research Committee Report to Senate**

## **Rationale**

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

APPRC brings forward the recommendation to Senate with the support of the Committee as an important, constructive and timely step to be taken to move the strategy forward towards the goal of budgetary viability at Glendon. Thorough discussions of the initiative have unfolded over the past few years and culminated on 18 January with the Committee's review and approval of the proposal transmitted by Glendon Faculty Council, including the Principal's statement of support, attached as Appendix A to this report.

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

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

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

APPRC recognizes the significant amount of collaboration and work done by Glendon colleagues to define and move forward the new departmental structure. That work will continue with the implementation of the new structure upon its approval, to be facilitated by an internal working group with full discipline representation and assistance and resources provided through the Offices of the Principal and Provost. The Principal is confident that the establishment of the administrative structure for the new units will be done in an equitable manner, guided by the principles of fair distribution of work and protection of junior faculty member from heavy service burdens, while respecting all relevant terms of the collective agreement.

# **Academic Policy, Planning and Research Committee Report to Senate**

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

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

Input from Senators at this notice of motion stage will assist a careful and thorough discussion of the initiative leading to its consideration of the recommendation for approval.

**Approvals:** APPRC 18 January 2024 • Glendon Faculty Council 24 November 2023

## **FOR INFORMATION**

### **b. Vice-President Research and Innovation Report**

Having discussed it with APPRC earlier this month, Vice-President Asif will present his annual report on research to Senate at this meeting. The presentation slides are attached as Appendix B.

The report highlights and celebrates the recent achievements of York researchers, presents the 2021-2022 comparative performance on total external research funding and other scholarship metrics, discusses Tri-Council funding results to 30 April 2022, and

## **Academic Policy, Planning and Research Committee Report to Senate**

details research intensification initiatives aligned with the Strategic Research Plan and UAP priorities.

APRC provided advice to the Vice-President on the form and content of the annual report to Senate, which has been reflected in the report. There is much positive news on the research performance in the past year and indications of strong progress on the UAP priority of *Knowledge for the Future: From Creation to Application*.

Senators are encouraged to review the report in advance to prepare comments and questions for discussion at the Senate meeting.

### **c. Value-for-Money Audit: York University Operations and Capital report**

Joined by the President at its meeting on 18 January, the Committee discussed the report of the Auditor General of Ontario and the set of recommendations coming out of the audit exercise of the University. The overall focus of the conversation was on matters in the report related to academic planning. The President and Provost spoke to the actions planned in response to the recommendations, emphasizing that in many instances the actions are consonant with existing University strategies and plans as driven by the University Academic Plan. Opportunities to enhance plans in response to lessons and advice from the audit are being taken as appropriate. Members shared reflections on the audit report and the opportunities it presents to examine existing University processes and decision-making approaches to academic planning and resource allocation.

The Provost raised preliminary ideas for APPRC's engagement in program planning initiatives pertaining to the audit recommendations on Faculties' financial sustainability, enrolment and recruitment strategies and performance on SMA metrics. Further discussions will be held on this important topic, and will be informed by Senators' input shared at the special meeting of Senate convened to discuss the report of the Auditor General.

### **d. Markham Campus**

The Committee continues to meet monthly with the Deputy Provost Markham to discuss progress towards the development and implementation of plans for the delivery of academic programming at the new campus launching FW 2024-2025. The Interim Deputy Provost Markham, Dan Palermo, joined the 30 November meeting of APPRC to provide a status update.

Early indications for 2024-2025 applications are very promising, particularly for the computer science, engineering and sports management degree programs. The enrolment target for the first academic year is approximately 600 FTEs. The Committee will receive updated applications information at its next discussion on Markham on 1 February.



# **Academic Policy, Planning and Research Committee**

## **Report to Senate**

The key activities proceeding at this stage include:

- Continuing faculty and staff appointments (including in the later category a Learning Skills position to provide students language and numeracy skills support)
- scheduling of courses in collaboration with the Office of the University Registrar, including space assignments aligned with the pedagogical needs of the courses
- planning discussions with Associate Deans of online delivery of courses to support programs' pedagogy, learning outcomes and student experiences in line with the Markham campus vision
- In collaboration with the Office of the Vice-President Research & Innovation, research planning for synergies with the York's defined research clusters, and faculty members' research and space needs on the campus.
- Development and implementation of short and long-term student housing plans for the campus. Partnering with the hospitality sector in the Markham vicinity on an agreement to provide housing for students in the first three-five years, and planning for a student residence on the campus in conjunction with third-party provided thereafter

The discussion emphasized the need for the academic governance structures and processes for the Markham campus to be defined, which also includes defining the roles and responsibilities of Markham-based faculty members within their home Faculty governance system. Cultivating and sustaining strong relationships between Keele campus and Markham campus-based faculty is critical to the success of the endeavour.

Andrea Davis  
Chair, APPRC

## Motion for Glendon Faculty Council on Academic Restructuring

The *Policy, Planning and Nominating Committee* recommends that Faculty Council hold a vote on the following academic structural changes as a suite of complementary and successive actions:

- a. The establishment of the following four (4) new academic units within Glendon, effective 1 September 2024:
  - i. Department of Global Communication and Cultures
  - ii. Department of Science
  - iii. Department of Economics, Business, and Mathematics
  - iv. Department of Global and Social Studies
  
- b. The disestablishment of the following 14 existing academic units within Glendon, effective 1 September 2024:
  - i. Centre de formation linguistique pour les études en français
  - ii. Department of English
  - iii. Department of Economics
  - iv. Department of French Studies
  - v. Department of Hispanic Studies
  - vi. Department of History
  - vii. Department of International Studies
  - viii. Department of Mathematics
  - ix. Department of Multidisciplinary Studies
  - x. Department of Philosophy
  - xi. Department of Political Science
  - xii. Department of Psychology
  - xiii. Department of Sociology
  - xiv. School of Translation
  
- c. The transfer of the constituent academic programs and curricula from the 14 existing departments to the above-noted four new departments.

# **Proposal for Restructuring Glendon's Academic Departments**

**Final Version**

November 2023

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## Introduction

The structure of the Faculty has been a source of concern at Glendon College<sup>1</sup> for a number of years. Most of us will acknowledge that the inherited model we have today is no longer appropriate for the size of Faculty we have. Moreover, this model is less than conducive to equity in the distribution of the leadership workload, to collaboration between units, and to efficient academic operations. In addition, over the past decade, enrolment at Glendon has been in steady decline, while the costs of the Faculty have been increasing. This has led to a cumulated deficit of almost \$37M, and to the conclusion that Glendon needed to do everything in its power to address the situation and stop this trend. Among the initiatives that Glendon can take to reduce costs is reviewing its administrative structure in general, including the structure of academic units. If we want Glendon to return to a sustainable situation and to provide students with a rewarding and enriching experience, we need to make sure to put in place the necessary conditions to create a work and study environment that is dynamic, thriving and compelling, for the foreseeable future and beyond.

Revisioning and repositioning Glendon involves several parallel and complementary initiatives to ensure alignment of all work already implemented, currently underway and being undertaken in support of this process. Alongside the key element of degree harmonization and the implementation of the sustainable degree framework, there is also the need to consider the departmental structure of the College and how this can be most effectively modified, both to support research, teaching, the student experience, as well as to be more efficient in a range of ways. This collegial approach with a view to the future has worked so far for the Academic Plan, the Core Curriculum, and the Glendon BA. Recognizing that restructuring is not an academic initiative per se, we believe that it can be greatly facilitated with faculty<sup>2</sup> input and support.

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

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

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

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

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

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

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

## Value Proposition

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

## Rationale and Key Principles for Restructuring

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

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

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

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

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

## Proposed New Departmental Structure

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

“A Department:

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

## Glendon Department of Global Communication and Cultures

This Department<sup>3</sup> focuses on exploring, understanding, and promoting every aspect of human expression. Programs in this Department are key to developing a deeper understanding of human nature as well as acquiring and developing transferable skills such as intercultural empathy and interlinguistic fluidity and awareness. Faculty members in this Department also look at how communication can be facilitated across language, cultural, political and geographic barriers. Current disciplinary areas (and associated faculty, based on data available on the [Atlas York Directory](#)) in this department will be:

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

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

### Glendon Department of Science

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

Current Programs and Disciplines	Current Home Department
<b>Undergraduate Programs</b>	
Biology	Multidisciplinary Studies
Psychology	Psychology
<b>Service courses</b>	
Natural Sciences	Multidisciplinary Studies

### Glendon Department of Economics, Business, and Mathematics

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

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

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

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

#### Glendon Department of Global and Social Studies

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

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

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

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

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

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

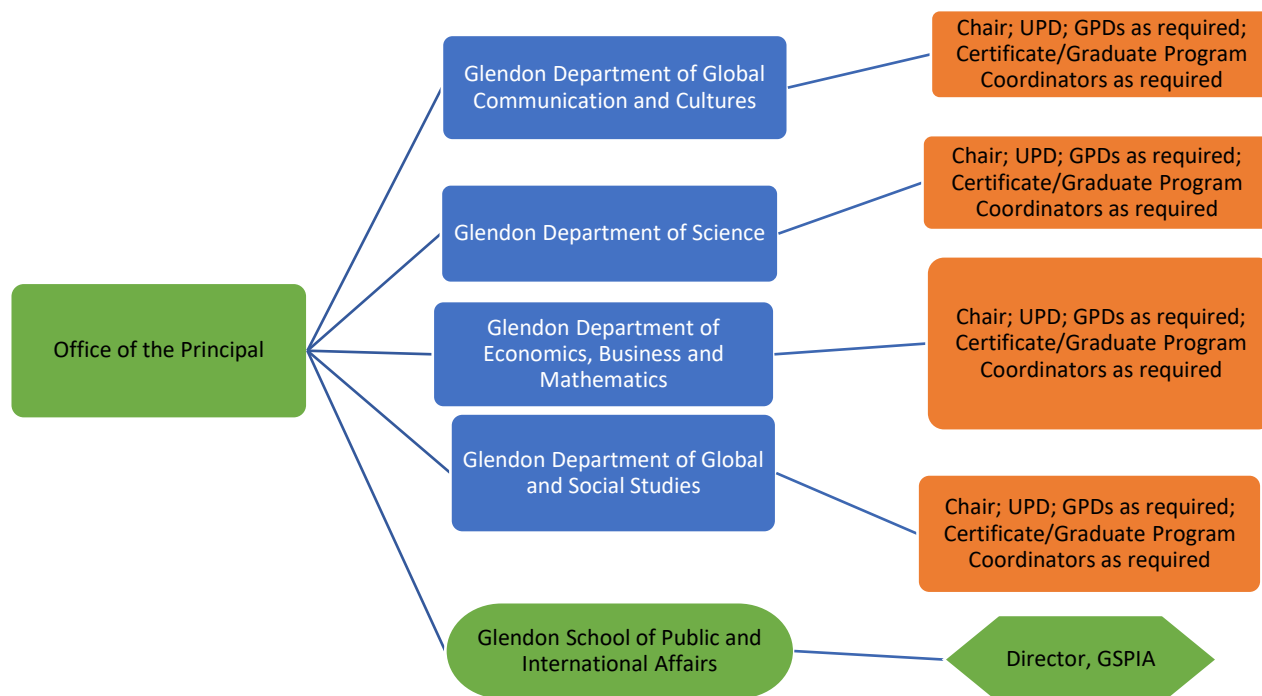
While this model proposes four departments that include all current units, it must be noted that the Faculty of Liberal Arts and Professional Studies (LAPS) and Glendon College have been looking at an option that has been put forward by Glendon departments like History and Philosophy. That option can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

### Proposed Departmental Structure for Each New Unit

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

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



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

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

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

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

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

## Glendon Core Curriculum (GCC)

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

## Changes to governance if applicable

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

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

## Consultation Process

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

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

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

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

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

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

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

#### A FINAL DRAFT OF THE PROPOSAL IS POSTED

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

#### A PENULTIMATE DRAFT IS POSTED FOR DISCUSSIONS AND COMMENTS

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

#### AN UPDATED DRAFT IS POSTED FOR DISCUSSION AND COMMENTS

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

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#### DRAFT ACADEMIC RESTRUCTURING PROPOSAL

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

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#### FIRST DRAFT PROPOSAL CIRCULATED AMONG FACULTY

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

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#### GLENDON TOWN HALL

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

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#### ACADEMIC RESTRUCTURING POLL

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

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#### RESTRUCTURING PROCESS MEMO

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

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#### GLENDON TOWN HALL

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

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#### ENGAGEMENT WITH KEELE-BASED FACULTIES AND PROGRAMS

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

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#### UPDATE FOR THE ALUMNI COMMUNITY

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

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#### GLENDON'S PRINCIPAL MET WITH VARIOUS DEPARTMENTS

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

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#### GLENDON TOWN HALL

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

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#### FACULTY COUNCIL MEETING

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

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

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

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#### ADVISORY COMMITTEE MEETINGS

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

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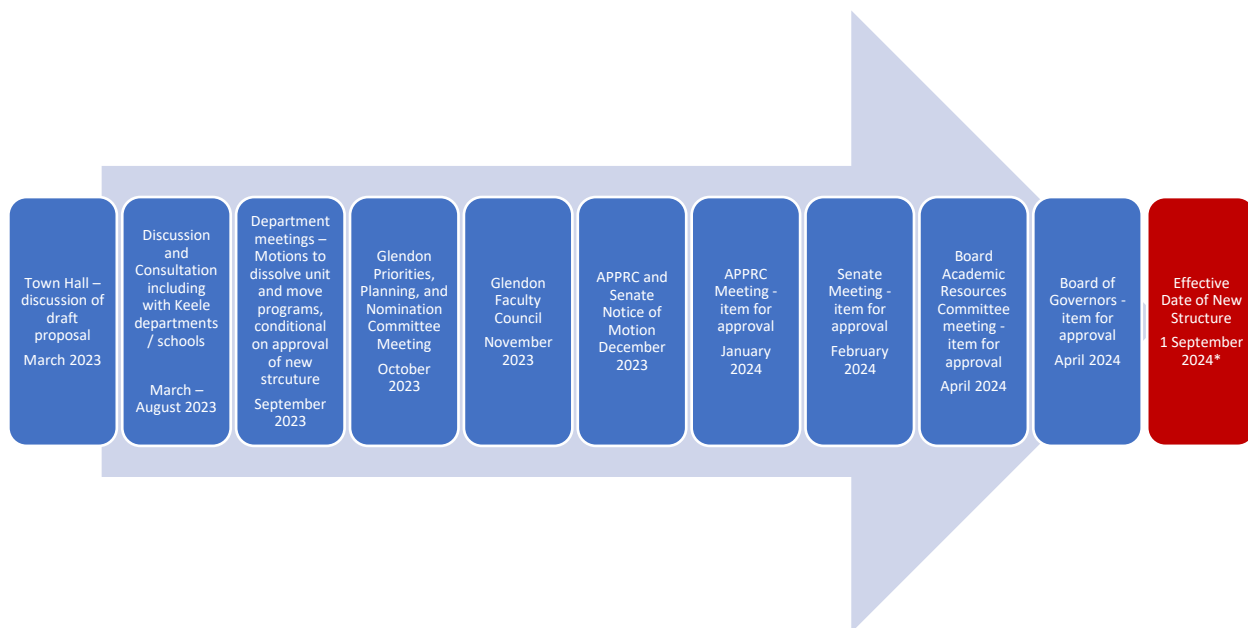
#### PRINCIPAL'S ADVISORY COMMITTEE CREATED

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

## Timeline and Process for Senate and Board Review and Approval

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

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



## Implementation

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

- Faculty members academic appointments are transferred to new units as per the York-YUFA collective agreement.
- Workload documents for new units are developed and approved as per the York-YUFA collective agreement.
- Research Release criteria for new units are developed and approved as per the York-YUFA collective agreement.
- New unit Tenure and Promotion standards are developed and approved as per the *Tenure and Promotions Policy, Criteria and Procedures*, adjudicating committees are established for the new

units and any necessary revisions are made to the terms of reference for the Faculty Tenure and Promotions Committee according to collegial process at the unit and Faculty level.

- A staffing structure supporting the revised academic model is developed and operationalized in consideration of relevant provisions in the York-YUSA collective agreement and in consideration of relevant Articles of the York-YUFA collective agreement.
- Coding of university systems updated to reflect new structure including systems in the registrar's office, finance, IT, ARMS, and others.
- Communications and branding developed to reflect new structure and inform recruitment, partnerships and community engagement.
- Alumni and donor stewardship relationships reflect new information and opportunities.

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

Glendon Department of Global Communication and Cultures

Current Programs and Disciplines	Current Home Department	Projected faculty complement	Major 1	Course Registration (heads) <sup>7</sup>
<b>Undergraduate Programs</b>				
Communications	School of Translation	3	47	641
English	English	4	52	590
Études françaises	French Studies	9	333	532
Professional Translation	School of Translation	4	41	334
Spanish and Latin American Cultures and Societies	Hispanic Studies	4	9	407
<b>Graduate Programs</b>				
MA Études françaises	French Studies			
MA Translation Studies	School of Translation			
Master of Conference Interpreting	School of Translation	2		
Doctorate, Études francophones	French Studies			
<b>Certificates</b>				
Teaching English as an Intern. Lang.	English			
Creative Writing Across Contexts	English			
Prof. and Technical Communication	School of Translation			
Spanish for Business and Professional Communication	Hispanic Studies			
Spanish ↔ English Translation	Hispanic Studies			
<b>Service Courses</b>				
English as a Second Language	English	1		46
French as a Second Language	Centre de form. ling.	3		458
Humanities	Multidis. Studies			<sup>8</sup>
<b>Programs Under Review</b>				
Drama and Creative Arts	Multidis. Studies	3	27	415
<b>Total</b>		<b>33<sup>9</sup> [4<sup>10</sup>]</b>	<b>509</b>	<b>3423</b>

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

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

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

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

### Glendon Department of Science

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

### Glendon Department of Economics, Business, and Mathematics

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

### Glendon Department of Global and Social Studies

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

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

<sup>12</sup> According to the PES for Fall-Winter 2022-2023.

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

<sup>14</sup> According to the PES for Fall-Winter 2022-2023.

Political Science	Political Science	5	102	703
<b>Certificates</b>				
Law and Social Thought	Philosophy			
X-Disciplinary Cert. in Public History	Glendon/Keele			
Sexuality Studies	Gender and Women's Studies			
Refugee and Migration Studies	Glendon/Keele			
<b>Graduate Programs<sup>15</sup></b>				
Master in Public and Int'l Affairs <sup>16</sup>	Political Science			
<b>Service courses</b>				
Social Sciences	Multidisciplinary Studies			17
Modes of Reasoning	Philosophy			18
<b>Programs under review</b>				
Canadian Studies	Multidisciplinary Studies	3	5	93
Gender and Women's Studies	Gender and Women's Studies	2	5	267
Sexuality Studies	Gender and Women's Studies	1	1	unavailable
Linguistics and Language Studies	Multidisciplinary Studies	2	42	235
<b>Total</b>		<b>30</b>	<b>409</b>	<b>4483</b>

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

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

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

<sup>18</sup> Included under Philosophy.



## Double Majors at Glendon

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

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

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

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

\*Faculty calculated where the Faculty non-departmentalized only

						960.08	853.57	40.09
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**Glendon as a % of York University Totals**

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

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



GLENDRON  
COLLEGE  
COLLÈGE  
UNIVERSITAIRE  
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Memorandum  
November 2023

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

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

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

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



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

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

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





# Academic Policy, Planning and Research Committee

## Memorandum

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

Date: January 11, 2024

Subject: Glendon Information for APPRC

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

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

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

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

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

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

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

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

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

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

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

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

b. In 2023, of 455 total courses running:

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

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

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

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

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

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

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

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

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

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



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

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

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

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

## Glendon

### Enrolment (Headcount; all majors)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Graduation Data – Number of Degrees Conferred by Calendar Year

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

Degrees conferred include all majors.



January 4, 2024

Marco Fiola, Principal  
Glendon College  
York University  
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Re: Restructuring of Academic Units at Glendon College

Dear Principal Fiola

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

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

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

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

Sincerely,

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

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



Friday, December 8, 2023

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

**Dept of Theatre &  
Performance**

**Eric Armstrong, Chair**  
Full Professor

306 Centre for Film & Theatre  
4700 KEELE ST.  
TORONTO ON  
CANADA M3J 1P3  
T 416 123 4567  
EXT 12345  
F 416 123 4567  
[thechair@yorku.ca](mailto:thechair@yorku.ca)  
[theatre.ampd.yorku.ca](http://theatre.ampd.yorku.ca)

Dear Prof. Marco Fiola, Principal of Glendon College,

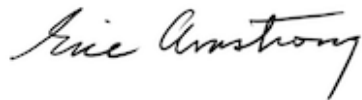
Having reviewed the proposal for the restructuring of Glendon College's Academic departments, I endorse the actions being undertaken to create four major disciplinary groups and departments, and the new distribution of academic leadership responsibilities tied to those actions.

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

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

If you require anything further of me, please do not hesitate to reach out to me directly at [thechair@yorku.ca](mailto:thechair@yorku.ca).

Sincerely,



Eric Armstrong, Chair







January 10, 2024

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

Robert G. Tsushima, PhD  
Chair & Associate Professor

**DEPARTMENT OF BIOLOGY**

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

Dear Principal Fiola,

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

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

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

Sincerely,

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

Robert G. Tsushima  
Chair, Department of Biology



Monday, January 8, 2024

**FACULTY OF SCIENCE**

**Office of the Dean**

**Hovig Kouyoumdjian**  
**Associate Dean,**  
**Curriculum and Pedagogy**

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

sciadcp@yorku.ca  
science.yorku.ca

Dear Prof. Marco Fiola, Principal of Glendon College,

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

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

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

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

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

We strongly support and see value in these proposed initiatives.



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

Sincerely,

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

Hovig Kouyoumdjian  
Associate Dean, Curriculum and Pedagogy  
Faculty of Science

# 2023 Annual Research Report

Presentation to Senate  
January 25, 2024

AMIR ASIF, VICE-PRESIDENT RESEARCH & INNOVATION



# VPRI Annual Update 2023 - Agenda

1. Research and Innovation: Mandate and Vision
2. University Research Outputs - Research Performance/Return on Investments:
  - Recognition, Accolades, and Achievements
  - University Research Outputs: 2023 Rankings & Recent Research Successes\*
3. Investments in Research
4. VPRI Divisional Objectives, Strategic Research Projects & Areas of Growth
  - Areas of Development – External Stimuli
  - Enhancing Research Support
  - Investing in the Future

\*All research income results correspond to the 2022 fiscal year – May 1, 2021 to April 30, 2022

# Research and Innovation Division - Mandate

Enable all members of the University to fulfill their potential with respect to undertaking research and achieving success in the research they undertake.

- Provide a full range of research services to the University, including research mentorship, pre-grant and post-grant support. (Office of Research Services)
- Maximize opportunities for research funding and awards both within Canada and internationally. (Grants, Strategic & Institutional Research Initiative)
- Develop and implement policies related to research - Research oversight and compliance. (Office of Research Ethics)
- Facilitate and maximize the commercial, economic, and social impacts of research & innovation, and create a culture of engaged scholarship and experiential learning.
  - Includes support for safeguarding research, research agreements, research partnerships, Commercialization and Entrepreneurship. (Innovation & KMb York)
- Promote the University's research reputation nationally and internationally.  
External research reporting obligations
- Support Organized Research Units, York Research Chairs, Canada Research Chairs, CFREFs, Facilities, Discover York Academics, Research Reports, etc.

(In close collaboration with Central Divisions, Faculties, Libraries, and Colleges)



MANDATE to be  
GREAT

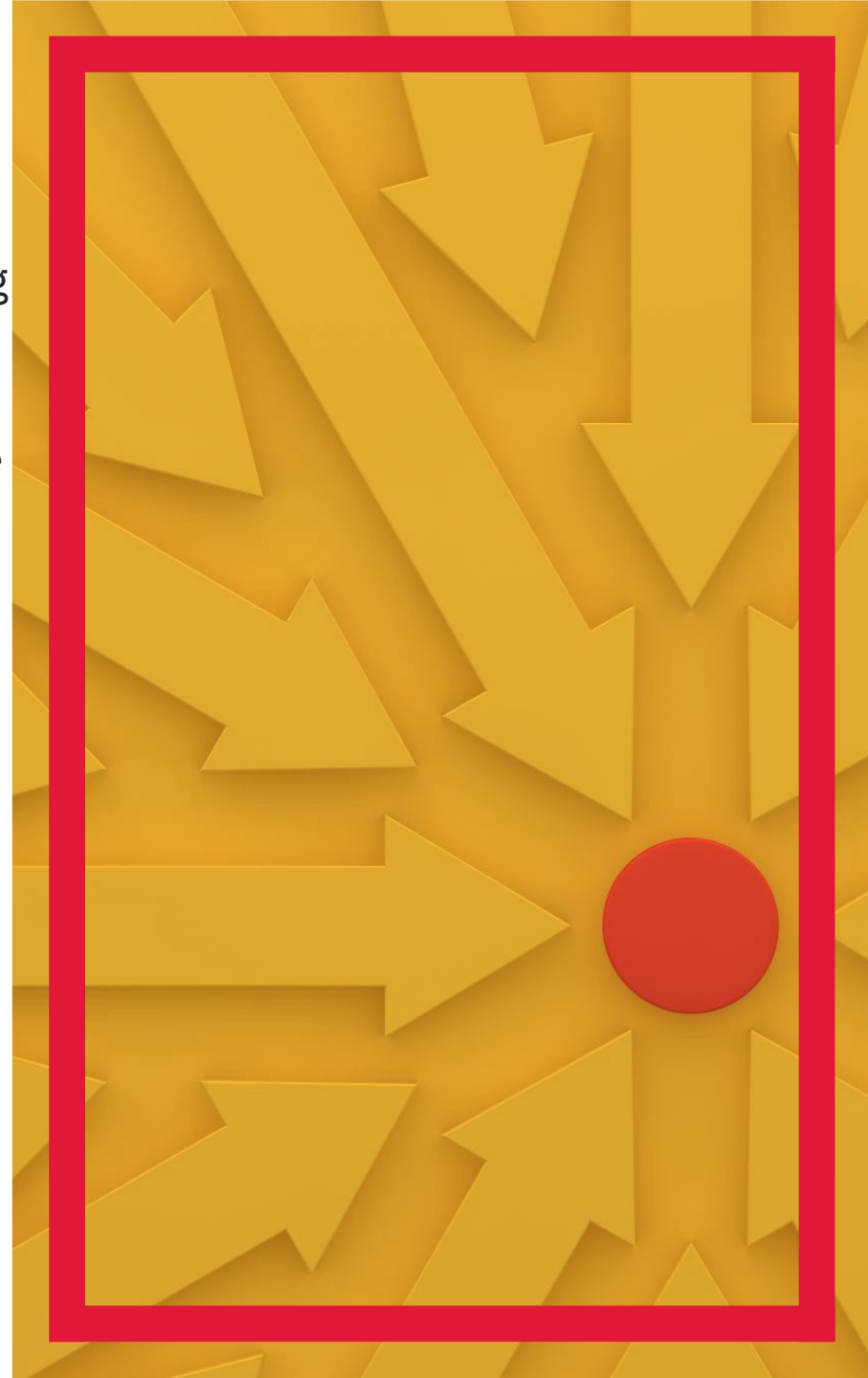
# Vision

Excellence in research and scholarship in all its forms based on the following principles:

- Aspire to better understand the human condition and the world around us, and to employ the knowledge we gain in the service of society and the health of the planet.
- Strong commitment to shared values, including the promotion of social justice, diversity, equity, the public good, social engagement and global citizenship.
- Continued emphasis on interdisciplinarity to maintain national and international eminence in the promotion of new approaches to research and scholarship.
- Increased dedication to working with Indigenous and Black communities and other minorities to deepen our understandings of respectful forms of research engagement, development and application.

Next Five years:

- Propel the University forward as one of the most influential universities in Canada and beyond.



# Research Areas of Strength

Advancing Fundamental, Discovery & Theoretical Research/Scholarship



Illuminating Cultures and Cultivating Creativity



Building Healthy Lives, Communities and Reimagining Futures



Reaching New Horizons in Science, Technology and Society



Pursuing Justice, Equity & Sustainability: Urban Dynamics to Global Challenges



Elevating Entrepreneurship through Socially Responsible Innovation





# Future Opportunities

Digital Cultures and Disruptive Technologies



Healthy Communities, Equity and Global Well-being



Indigenous Futurities



Climate Action for a Sustainable Planet



Social Justice, Peace and Equitable Relations



Inter- and Transdisciplinary Research Innovation





# University Research Outputs - Recognition, Accolades and Achievements

# Royal Society of Canada

- IN 2023, 4 York University professors were elected as Fellows to the ranks of the Royal Society of Canada (RSC) – one of the country’s highest honours in the arts, social sciences and sciences

## Joshua Fogel,

LA&PS



His research focuses on the cultural, political and economic interactions between China and Japan, the importance of Japan in China’s modern development and the changing attitudes both countries have towards one another from the 14th to 19th century.

## Sarah Horowitz,

LA&PS



One of the world’s foremost experts in Jewish studies, her research and published works focus on Holocaust literature, women survivors, Jewish American fiction and Israeli cinema.

## Ali Kazimi,

AMPD



Among Canada’s most acclaimed artists, his work explores issues of race, social justice, migration, history and memory, including documentaries that explore the diasporic South Asian relationship with Indigeneity

## Debra Pepler,

Health



Professor Pepler’s influential research on bullying, aggression and other forms of violence, particularly among marginalized youth, has received international attention

# Canada Research Chairs Appointments- 2023 New

- 5 new Canada Research Chair (CRC) appointments

**Antony Chum**

Health



**Tier II in Population  
Health Data Science**

**Arash Habibi Lashkari**

LA&PS



**Tier II in  
Cybersecurity**

**Kohitij Kar**

Science



**Tier II in Visual  
Neuroscience**

**Jeff Schall,**

Science



**Tier I in Translating  
Neuroscience**

**Liya Ma**

Health



**Tier II in Cognitive  
Neurophysiology**

# Canada Research Chair Appointments- 2023 Renewed

- 5 renewed Canada Research Chair (CRC) appointments

**Joel Zylberberg,**  
Science



Tier II in Computational  
Neuroscience

**Gillian Parekh,**  
Education



Tier II in  
Disability Studies

**Regina Rini**  
LA&PS



Tier II in Social  
Reasoning

**Christopher Caputo**  
Science



Tier II in Main-Group Catalysis  
and Sustainable Chemistry

**Raymond Kwong**  
Science



Tier II in Environmental  
Toxicology

# York Research Chairs 2023 – Tier 1



**Robert Allison**, Lassonde  
YRC in Stereoscopic Vision and  
Depth Perception



**James Elder**, Health &  
Lassonde  
YRC in Human and Computer  
Vision



**Jimmy Huang**, LA&PS  
YRC in Big Data Analytics



**Lauren Sergio**, Health  
YRC in Brain Health and Gender  
in Action



**Marie-Christine Pioffet**,  
Glendon  
YRC in Franco-Indigenous  
Relations in the Americas



**Poonam Puri**, Osgoode  
YRC in Corporate Governance,  
Investor Protection & Financial  
Markets

# York Research Chairs 2023 – Tier 2



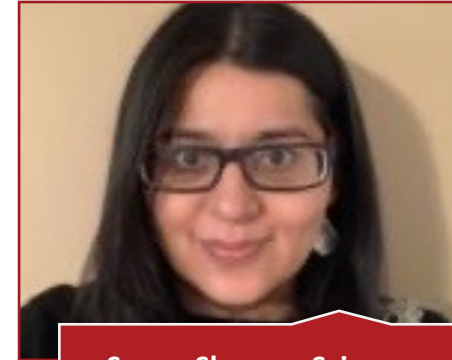
**Jacob Beck, LA&PS**  
YRC in Philosophy of Visual Perception



**Gene Cheung, Lassonde**  
YRC in Graph Signal Processing



**Andrea Emberly, LA&PS**  
YRC in Children's Musical Cultures



**Sapna Sharma, Science**  
YRC in Global Change Biology



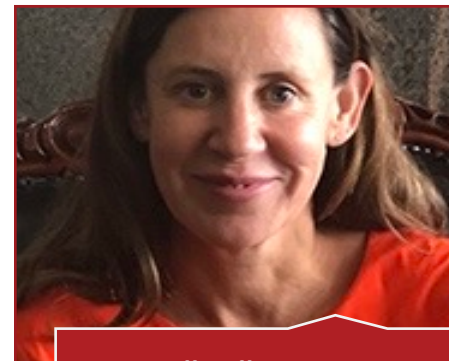
**Sue Winton, Education**  
YRC in Policy Analysis for Democracy



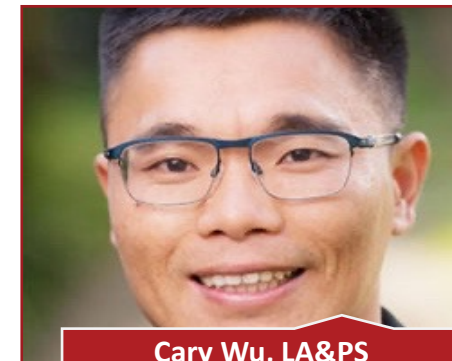
**Hina Tabassum Lassonde**  
YRC in 5G/6G-enabled Wireless Mobility and Sensing Applications



**Taien Ng-Chan, AMPD**  
YRC in Marginal & Emergent Media



**Denielle Elliott, LA&PS**  
YRC in Injured Minds



**Cary Wu, LA&PS**  
YRC in Political Sociology of Health

# President's Research Awards 2023

- Committed to the University's mission and vision to advance academic and research excellence for the benefit of all. Recipients help to establish York among the country's leading research-intensive universities through their visionary research, leadership and mentorship.

**Karen Burke,**

AMPD



"History and performance practices of Gospel music"

**Jude Kong,**

Science



"Use of AI, data science, mathematical models and system thinking to improve decision-making in global health and clinical public health"

**Taien Ng-Chan,**

AMPD



"Experimental processes of urban mapping and sound art, object-oriented storytelling, and futurist imaginings of everyday life in the Asian diaspora through immersive cinema"

**Linda Peake,**

EUC



"Co-construction of subjectivities and urban places, particularly pertaining to marginalized communities in the urban global south"



# Sample Research Successes 2023



**CHRISTINA SHARPE**

2023 Hilary Weston Writers' Trust Prize for Nonfiction

Awarded to Christina Sharpe for her new book *Ordinary Notes* which explores the complexities of Black life and loss through a series of 248 notes which intertwine past and present realities.



**ALISON HALSALL & JONATHAN WARREN**

Eisner Awards for Best Academic/Scholarly Work

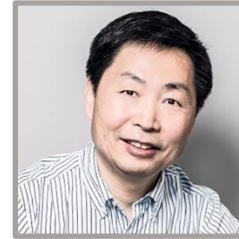
Awarded to Alison Halsall and Jonathan Warren (editors) at the San Diego Comic-Con for their book *The LGBTQ+ Comics Studies Reader: Critical Openings, Future Directions*.



**CARY WU**

Canadian Sociological Association (CSA), Early Investigator Award

Cary Wu is one of two recipients of this award for 2023, which recognizes early career research “demonstrating high quality, theoretical rigour or methodological innovation, and future potential.”



**GEORGE ZHU**

Full Member, International Academy of Astronautics (IAA)

George Zhu, Lassonde was inducted as a full member of the IAA. The IAA is an independent organization of distinguished individuals elected by their peers for their outstanding contributions to astronautics and the exploration of space.



**PATRICK ALCEDO**

International Council for Traditions of Music and Dance Documentary Prize (ICTMD)

Patrick Alcedo received the ICTMD Prize for Best Documentary Film or Video in 2023 for his future-length documentary *A Will to Dream*.



**LINDA PEAKE**

2023 American Association of Geographers Lifetime Achievement Award

Linda Peake was awarded the American Association of Geographers' Lifetime Achievement Honors for her scholarly contributions to feminist and urban geographies, and for a career dedicated to extending equity, diversity and inclusion at her institution and across the discipline of geography.

# Sample Research Successes: Glendon College



## Alison Harvey

Harvey, A. (2022). Making the grade: Feminine lack, inclusion, and coping strategies in digital games higher education. *New Media & Society*, 24(9), 1986-2002.



## Gertrude Mianda

Mianda, G. (2022). Revisiting Francophone Sub-Saharan Africa's Eurocentric Education System Through a Decolonial Feminist's Lens. In: Abdi, A.A., Misiaszek, G.W. (eds) *The Palgrave Handbook on Critical Theories of Education*. Palgrave Macmillan, Cham.



## Rémi Vivès

Stiefel, M., & Vivès, R. (2022). 'Whatever it takes' to change belief: evidence from Twitter. *Review of World Economics*, 158(3), 715-747.



## Andrée-Ann Cyr

Cyr, AA. (2022- 2023). Effects of aging and curiosity on learning and memory.

\*Canadian Fund for Innovation and Ontario Research Fund (\$146,746)

# Sample Expressions of York's Scholarly & Creative Leadership

Several AMPD faculty members have been recognized for their remarkable creative and artistic accomplishments.



- *Patrick Alcedo*: won the International Council for Traditions of Music Dance Documentary Film or Video Prize



- *Marissa Largo*: awarded the 2023 Leaders and Legends Awards - Emerging Leader Award from The Ontario Institute of Studies in Education, University of Toronto



- *Taien Ng-Chan*: named a Tier 2 YRC in Marginal and Emergent Media



- *Ali Kazimi*: became a member of the Royal Society of Canada



- *Anna Hudson*: awarded a 2.5M Partnership Grant for Curating Circumpolar Cultural Sovereignty



- *Christina Petrowska Quilico*: won the Oskar Morawetz Award for Excellence in Music Performance from the Ontario Arts Council



- *Noam Lemish*: launched Jewish Music @ York, a multi-year project funded by the Azrieli Foundation to establish York University as a world class hub for Jewish music creation, performance, research, education, production, and dissemination



# University Research Outputs – Research Performance/Return on Investments

# 2023 Sector Analysis - FY 2022 Research Income:

## Canada-wide

- Research income at *Canada's Top 50 Research Universities* declined by **-2.6%**.
- Of those in the \$100M Club (21 universities) their combined research income dropped by **-4.4%**.

## Ontario

- 14 out of the 18 universities in Ontario saw their overall research income decline posting a combined **-6.9%** decrease over FY2021.

## Comprehensive Universities

- In the Comprehensive category (11 Canadian universities) combined research income was down **-4.5%**.
- Only **4 of 11** universities had research income growth, York being one of them.

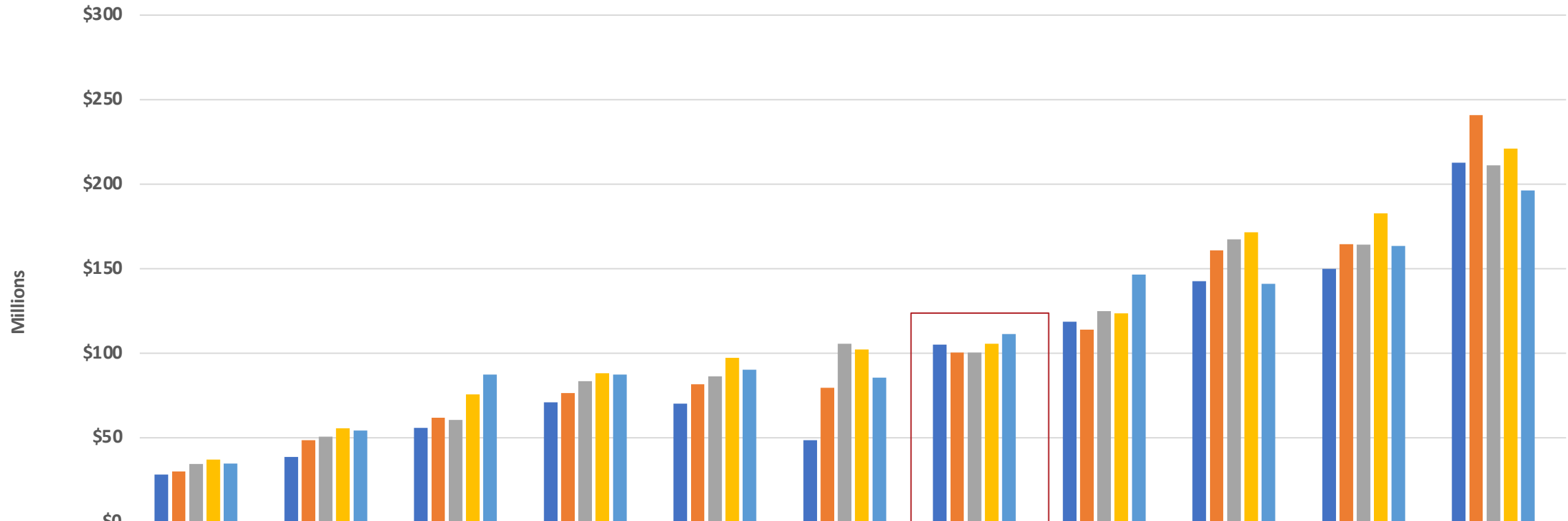
## York University

- York enjoyed an increase in income of **5.6%** this year- ranking **#3 of 11** in the comprehensive category for income growth
- York has maintained its research income at a level **exceeding \$100M** for the last 5 years

# National Rankings 2023 RE\$EARCH Infosource

Rank		University	Sponsored Research Income		% change 2021-2022	Intensity
2021	2022		FY 2022 \$000	FY2021 \$000		\$ per Faculty \$000
12	13	University of Manitoba	\$210,975	\$231,904	-9.0	\$173.2
14	14	University of Waterloo	\$196,267	\$221,029	-11.2	\$160.6
16	15	Dalhousie University	\$190,796	\$183,746	3.8	\$154.4
13	16	Queen's University	\$182,607	\$227,337	-19.7	\$213.1
18	17	Memorial University	\$175,792	\$176,069	-0.2	\$182.9
17	18	University of Guelph	\$163,541	\$182,768	-10.5	\$194.2
20	19	University of Victoria	\$146,650	\$123,708	18.5	\$188.3
19	20	Simon Fraser University	\$141,177	\$171,611	-17.7	\$154.6
<b>21</b>	<b>21</b>	<b>York University</b>	<b>\$111,459</b>	<b>\$105,541</b>	<b>5.6</b>	<b>\$79.3</b>
24	22	UQAM	\$92,436	\$88,212	4.8	\$83.3
23	23	Carleton University	\$90,238	\$97,431	-7.4	\$101.2
25	24	Concordia University	\$87,452	\$75,782	15.4	\$100.4
22	25	TMU	\$85,491	\$102,357	-16.5	\$92.2

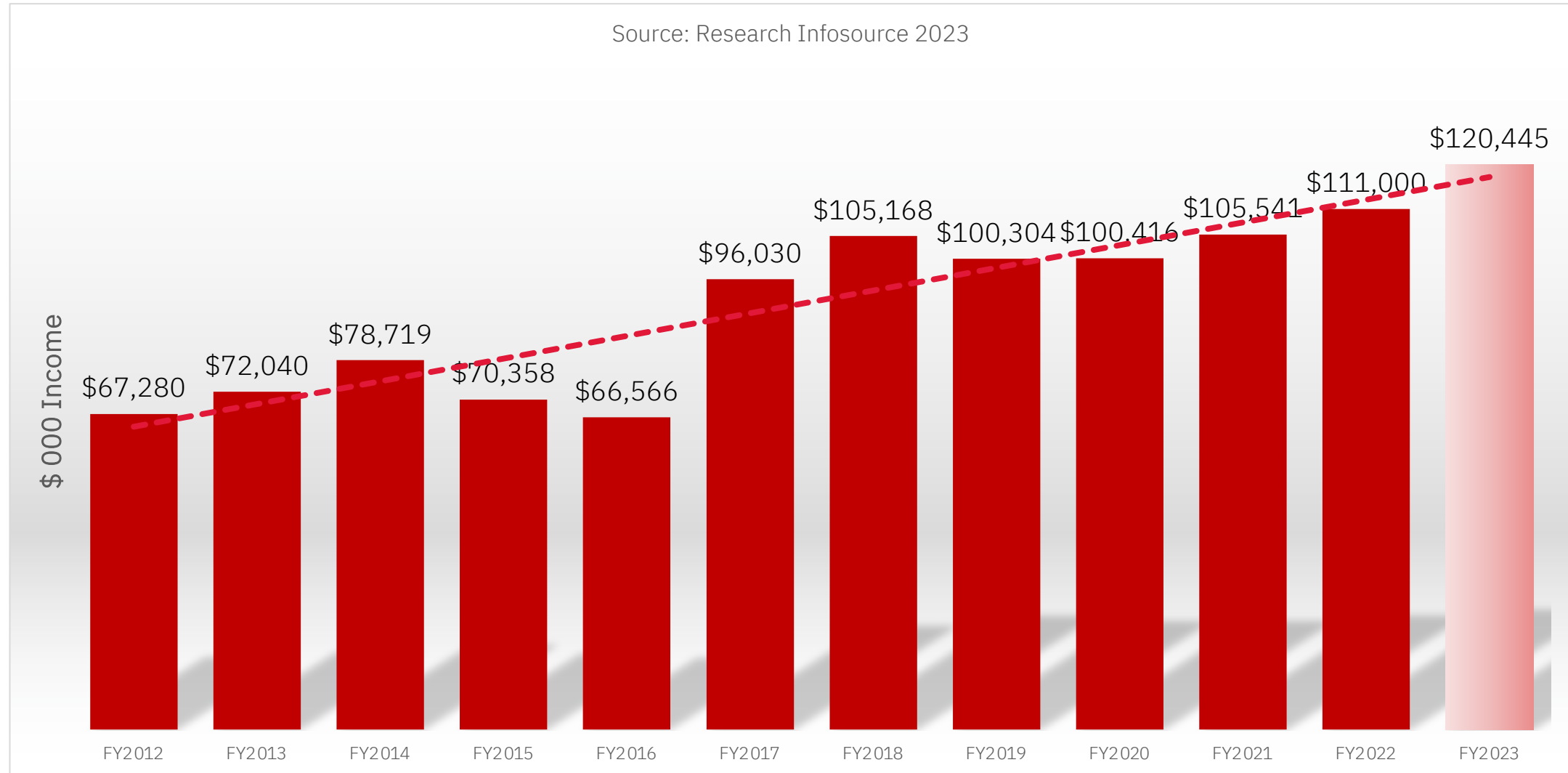
# Comprehensive Category Annual Research Income FY2018-2022



	Windsor	New Brunswick	Concordia	UQAM	Carleton	TMU	York University	Victoria	Simon Fraser	Guelph	Waterloo
■ FY2018	\$28,207,000	\$38,694,000	\$55,999,000	\$70,947,000	\$70,298,000	\$48,664,000	\$105,168,000	\$118,599,000	\$142,598,000	\$149,829,000	\$212,649,000
■ FY2019	\$30,067,000	\$48,474,000	\$61,899,000	\$76,485,000	\$81,760,000	\$79,574,000	\$100,304,000	\$114,083,000	\$160,988,000	\$164,591,000	\$240,726,000
■ FY2020	\$34,469,000	\$50,609,000	\$60,536,000	\$83,567,000	\$86,468,000	\$105,605,000	\$100,416,000	\$124,972,000	\$167,256,000	\$164,356,000	\$211,213,000
■ FY2021	\$37,069,000	\$55,666,000	\$75,782,000	\$88,212,000	\$97,431,000	\$102,357,000	\$105,541,000	\$123,708,000	\$171,611,000	\$182,768,000	\$221,029,000
■ FY2022	\$34,831,000	\$54,420,000	\$87,452,000	\$87,452,000	\$90,238,000	\$85,491,000	\$111,459,000	\$146,650,000	\$141,177,000	\$163,541,000	\$196,267,000
\$ per Faculty \$000	\$69.2	\$117.3	\$100.4	\$83.3	\$101.2	\$92.2	\$79.3	\$188.3	\$154.6	\$194.2	\$160.6

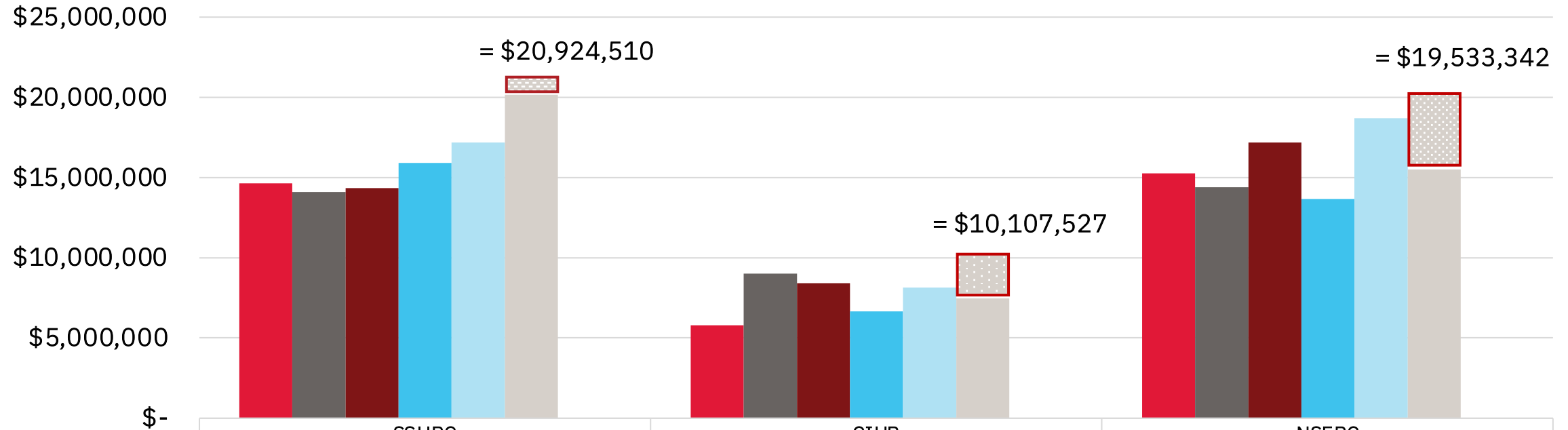
# York's Sponsored Research Income

Source: Research Infosource 2023





# York Tri-Council Research Funding



	SSHRC	CIHR	NSERC
■ 2016-17	\$14,637,534	\$5,793,773	\$15,263,109
■ 2017-18	\$14,105,055	\$9,025,416	\$14,391,370
■ 2018-19	\$14,337,746	\$8,418,110	\$17,193,110
■ 2019-20	\$15,902,690	\$6,652,595	\$13,660,477
■ 2020-21	\$17,183,901	\$8,154,248	\$18,705,480
■ 2021-22	\$20,149,000	\$7,487,430	\$15,520,424
Additional 21-22	\$775,510	\$2,620,097	\$4,012,918

# Research Performance

## Building Capacity for Research Success



Some recent successes:

- ✓ **SSHRC: Highest SSHRC funding ever in York's history.**
  - **SSHRC Partnership Grants:** Awarded \$10M with 4 grants received out of 6 applications. Second year in a row
  - **SSHRC Partnership Development Grants: Highest funding ever.**  
York received 8 grants out of 10 applications with total of \$1,514,498. York's success rate was 80%, national success rate 47.8%.
  - **SSHRC Insight Grants:** 21 York-led projects received a combined total of \$4,048,259
  - **SSHRC Insight Development Grants:** York received 24 awards for total of \$1,504,315
  - **Partnership Engage Grants:** 100% success rate, total of \$49,736
- ✓ **NSERC: Highest NSERC funding ever in York's history.**
  - **NSERC Discovery Grants:** 30 grants awarded with a total of \$5.8M and a success rate of 59%
  - **NSERC Create: Sergey Krylov (Science) \$1.65M. York has 5 ongoing Create grants- likely the highest number held by a single Cdn. institution**
  - **Alliance Missions competition:** 4 applications funded for a total of \$1.1M and 80% success rate
  - **NSERC Alliance Grants:** 20 York projects received more than \$3.4M in funding
  - **\$11M NSERC Alliance grant** to establish a new program-New Order of Risk Management (NORM)

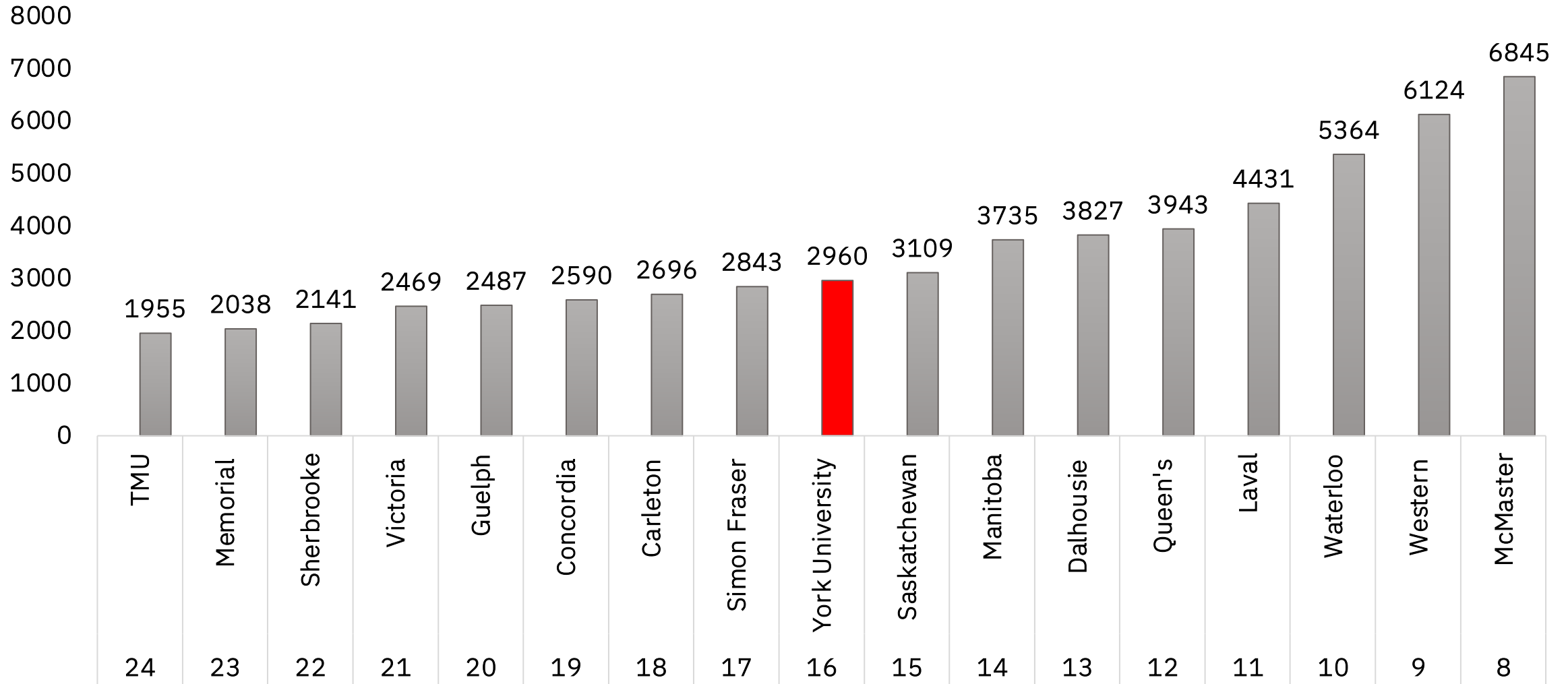
# Research Performance

## Building Capacity for Research Success




- ✓ CIHR \$1M grant -to study the role of exercise, sex and age on muscle decline
- ✓ CFI new John R. Evans Leaders Fund (JELF) supporting new infrastructure in Lassonde and EUC- \$450,000 Possible match of \$450K from the Ontario Research Fund.
- ✓ Ontario Vehicle Innovation Network: \$1.5M grant from the Ontario Vehicle Innovation Network (OVIN) in addition to be recognized as a Regional Technology Development Sites (RTDS) in Ontario.
- ✓ Intellectual Property Ontario (IPON) - \$300k to support added activities -number of disclosures and the number of patents filed by York U students and faculty per year.
- ✓ Ontario Research Fund- Research Excellence- \$1M for EV research
- ✓ CFEREF – Connected Minds: \$318.4M first-of-kind inclusive next-gen technology research initiative backed by \$105.7M in federal funding through the Canada First Research Excellence Fund.


# Research Productivity – Number of Publications 2023



# World University Rankings & York's Performance

	2021 (1,500 universities)	2022 (1,600 universities)	2023 (2,300 universities)	2024 (2,600 universities)
York University	401-500	401-500	401-500	350-400 (375)

<b>THE Impact</b>	2021 (750 universities)	2022 (1,100 universities)	2023 (1,400 universities)	2023 (1,500 universities)
York University	33	67	=33	=40

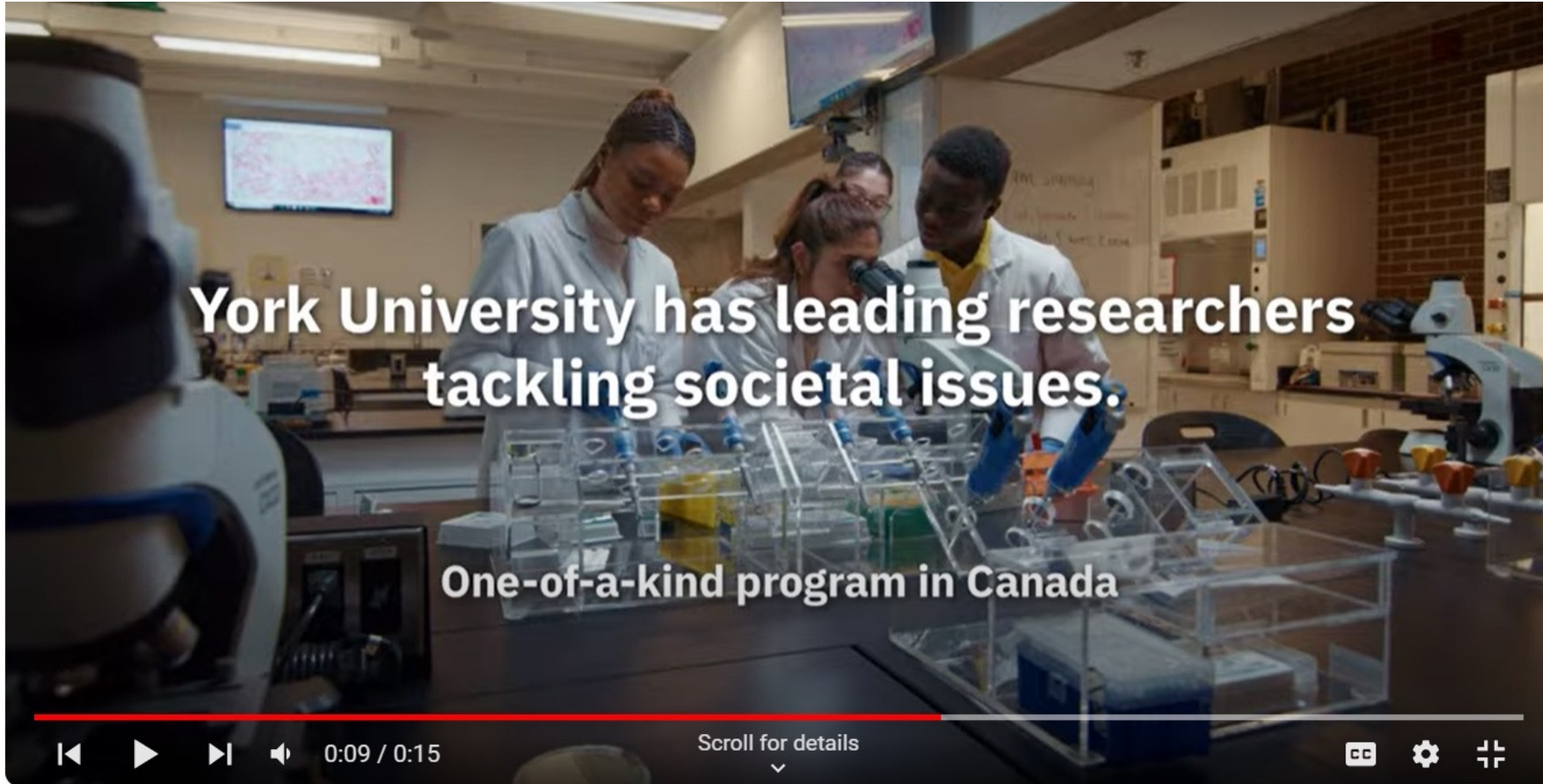
	2021 (1,000 universities)	2022 (1,300 universities)	2023 (1,400 universities)	2024 (1,500 universities)
York University	531-540	494	456	353

<b>MACLEAN'S Comprehensive</b>	2021	2022	2023	2024
York University	6 <sup>th</sup>	6 <sup>th</sup>	5 <sup>th</sup>	4 <sup>th</sup>

Key message: Please contribute by creating your profile in DYA and by participating in ORCID.

# Research Communications Campaign: Disaster & Emergency Management Ad

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York U's Disaster & Emergency Management Research

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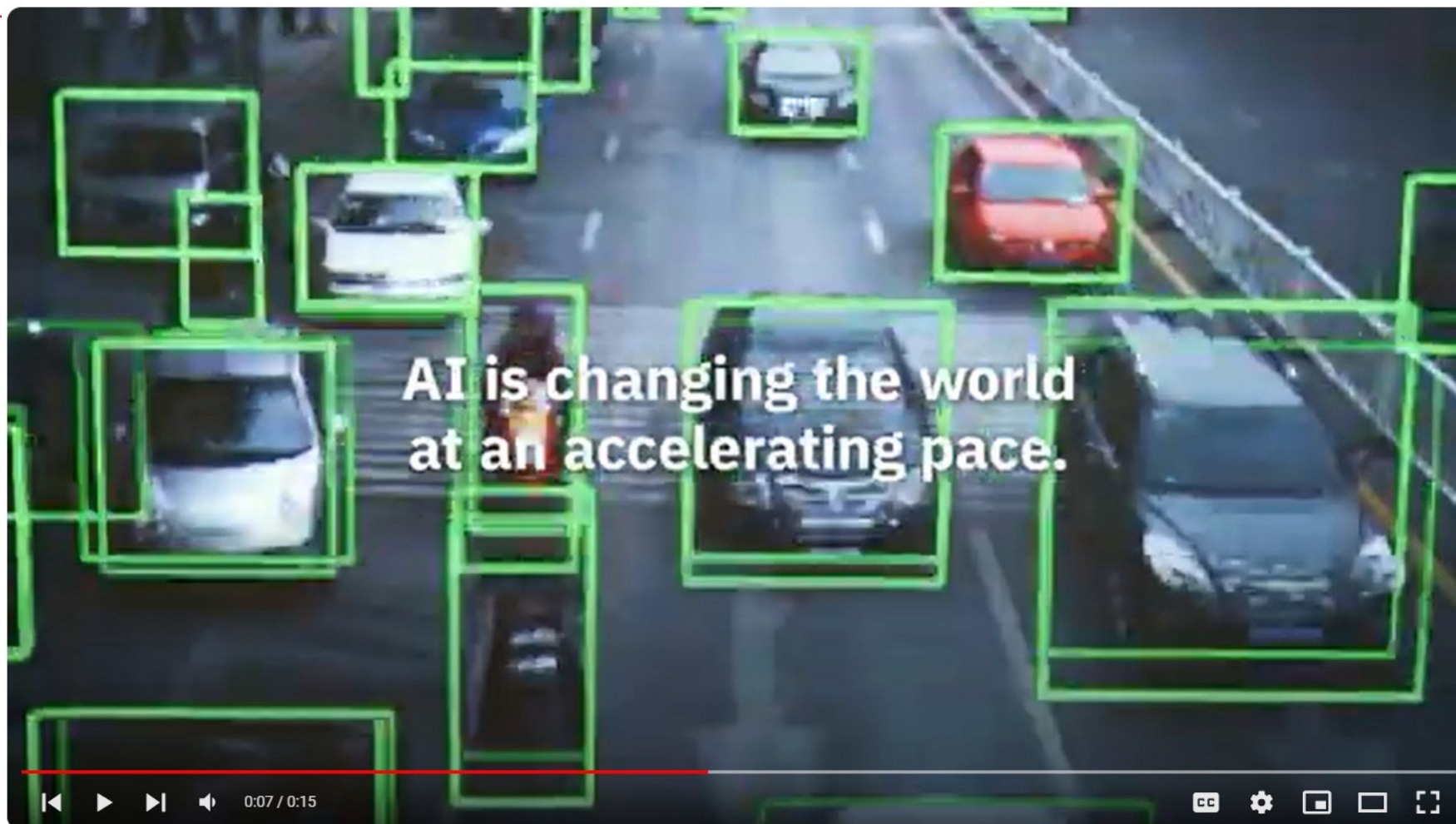
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YORK U

# Research Communication Campaign: : Socially Responsible AI Ad

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York U's leading researchers tackling socially responsible AI

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# VPRI Divisional Objectives, Strategic Research Projects & Areas of Growth



# New Strategic Research Plan Approved Spring 2023

- Plan has been approved by Senate on May 25, 2023
- Provides a strong aspirational vision for the development and recognition of York's research and innovation enterprise.
- The Plan showcases the high calibre research at York, the ground-breaking leadership and expertise of our faculty and the unique and distinguishable traits that define us as one of the most comprehensive universities in Canada.

# SRP Implementation Plan

## Driving Research Excellence

- To enable the SRP goals, an implementation document is being completed to provide an operational framework
- Implementation plan includes recommendations for the strengthened delivery of the strategy as well as performance indicators to help focus the further development of research going forward.

# SRP Implementation - Guiding Principles

## Specificity

- Have sufficient details in elements of the plan (such as strategies and action plans) to develop a clear implementation picture

## Prioritization

- Alignment with both internal strategic plans (UAP; DEDI Strategy; IGE Strategy; Sustainability Strategy; Faculty Academic Plans; SMA; and IRP, etc.) and external priorities (Federal Science, Technology and Innovation Priorities; Tri-council/CFI/ORF Strategic plans; ISED Commercialization pathway; and Provincial Commercialization Mandate, etc.)

## Be opportunistic

- Fully utilize resources available from federal, provincial, and international sources

## Assign ownership

- One (or few) individuals assigned to guide the implementation of each initiative and strategy

## Strengthen synergy with Faculties, Libraries and Divisions

- Involve key stakeholders from beginning of implementation as well as maintain clear and consistent lines of communication

## Assessment and Course Correction

- Every goal (and accompanying strategies & action plans) expressed as a combination of KPIs such that measurability is possible

# Research and Innovation Priorities (1)

## Research Intensification

- Strategic Research Plan – Implementation;
- Large-scale, interdisciplinary research projects; New interdisciplinary ORUs
- York Research Ethics;
- Short and long-term research space needs;
- Synergize local Faculty research strategies with University strategic research plan.

## Research Partnerships

- Increased collaborations for funded research projects, knowledge exchange, technology transfer, commercialization. Drive new and existing partnerships to support SMA3- performance metrics improvement

## Research Security

- A research security strategy for researchers as stipulated by the National Security Guidelines for Research Partnerships

## Commercialization and Entrepreneurship

- Ontario Commercialization Framework and Annual Commercialization Plan; YU Entrepreneurship Strategy

## Knowledge Mobilization

- Research Impact Canada; MobilizeU; Support researchers in highlighting KMb contributions in grant applications

# Research and Innovation Priorities (2)

## Research Service Excellence

- Enhances research services, foster collaboration with Faculties, and improving pre-grant and post-grant supports
- Research Commons 2.0

## Research Communications

- Amplify awareness of York as a recognized leading research-intensive institution both nationally and globally through communications tools and products- research magazine, redesign for research website, social media

## Research Internationalization Excellence

- Implement new Internationalization & Global Engagement Plan to grow international research partnerships and share of international research grants.

## Research Digitization

- Enterprise research infrastructure: replacing current Sophia system with new research data system.
- Implementation of Discover York Academics (DYA – formerly known as eCV)
- Software system for Research Data System, Open Access, ChatGPT, Research Data Management, and Ethics Protocol.

## EDI practices

- Equitable access to funding opportunities; Promote integration of EDI-related considerations in research design and practices; and collecting data and conduct analyses needed to include EDI considerations in decision-making

## Sustainability Strategy

- Implementation of York's Phase II Sustainability Strategy working in partnership with VPFA and Chief Sustainability Officer

# Supporting Large Scale Strategic Research Projects

## Canada First Research Excellence Fund

- Connected Minds Launch and VISTA Evergreening Plan

## United Nations Collaborations

- UNITAR Global Water Academy
- UNITAR CIFAL (Centre international de formation des autorités et leaders) York
- UNECE Center of Excellence in Youth Homelessness

## Ontario NODE

- Ontario Network on Disaster and Emergency Management and Resilience

## University Strategic Expansions

- Markham Campus
- Vaughan Healthcare Precinct and School of Medicine
- Catalyzing Interdisciplinary Research Grants

## Large Scale Research Grants

- Canada Hub for Health Intelligence & Innovation in Infectious Diseases (HI3) – a Biomedical Research Fund (CBRF).
- Upcoming National and Provincial Research Competitions, including NFRF Transformation, NSERC Create and Alliance, SSHRC Partnership Grants, CIHR Project Grants, Canadian Foundation for Innovation/Infrastructure Funds, Ontario Research Fund/Research Excellence, etc.



# Areas of Development: External Stimuli

# FY2018-2022 Corporate & Not-For-Profit Research Income Comprehensive Category

(Source: Research Infosource)

York University FY2018-FY2022 Comprehensive Category (/11)	Research Income	Rank
Corporate Research Income (5 yrs.)	\$13,460,000	#10
Category Average (5 yrs.)	\$42,016,000	
Not-for-Profit Research Income (5 yrs.)	\$35,053,000	#8
Category Average (5 yrs.)	\$49,745,000	

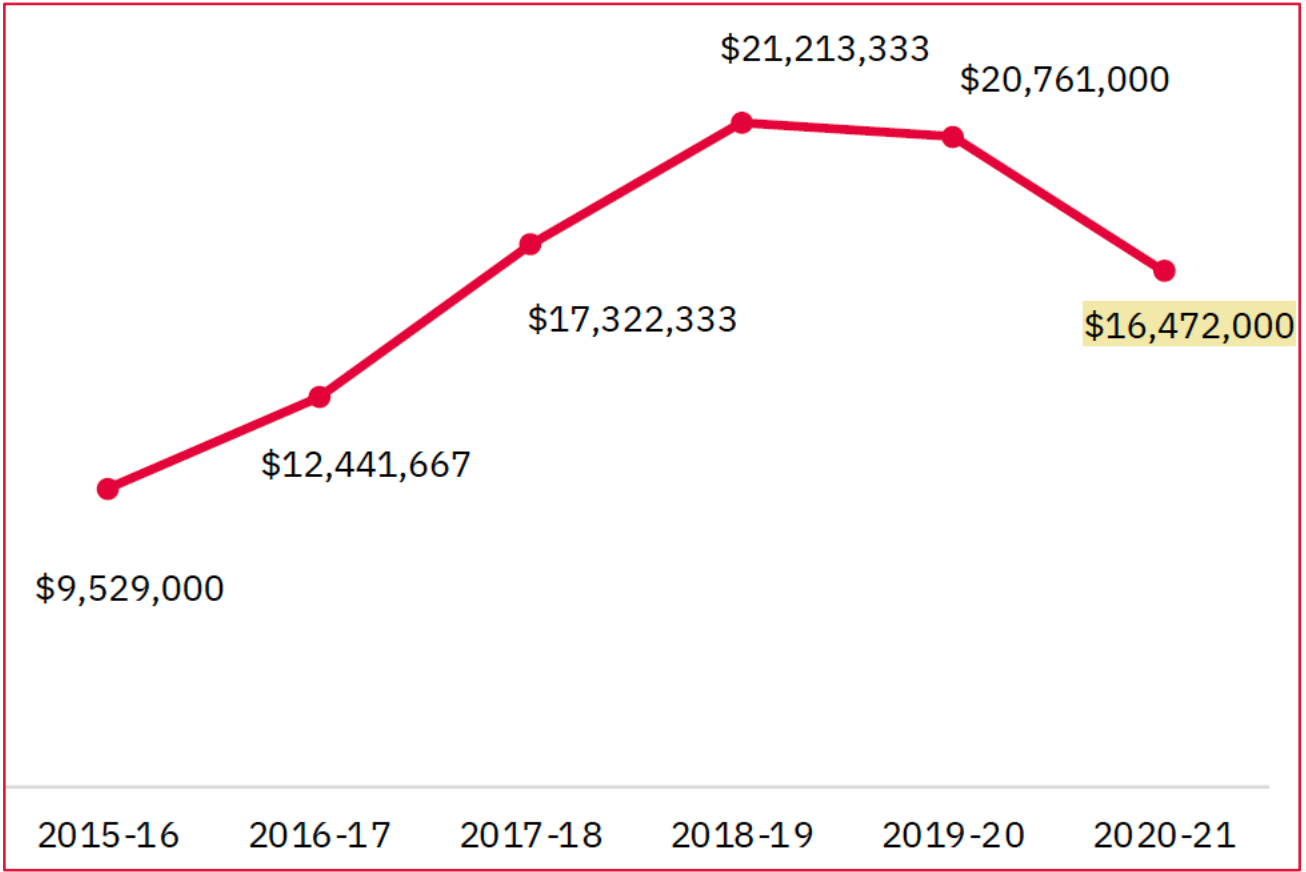


# Fostering Research Partnerships

Exploring the viability of research and innovation Collaborations. Driving new and existing partnerships, in a variety of opportunity areas with external organizations, to support SMA3 performance.



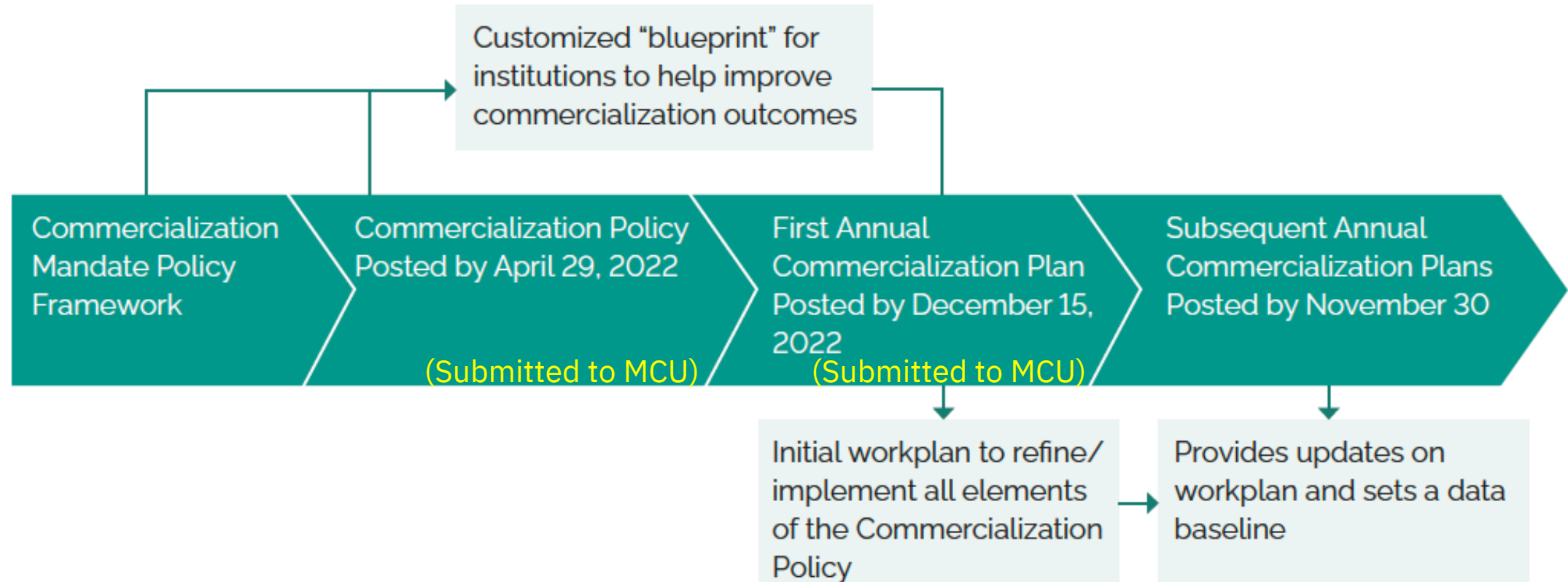
### Research Revenue Attracted from Private Sources



**Develop and implement a strategy for expanding current collaborations and establishing new research partnerships.**

# Expanded innovation/commercialization strategy: Annual commercialization plan

## Commercialization Mandate Policy Framework Reporting System Snapshot



**Implement the Commercialization Policy to achieve the targets established in the Annual Commercialization Plan**

# Research Security

- Security management requirements from the province and feds is increasing
  - Provincial request for all research agreements and MOUs
  - Upcoming release of federal update to research security and anticipated list of organizations with which Canadians should not partner.
- Secured research funding from tri-councils
- New Associate Director of Research Security hired to help coordinate and carry out research security activities across York. Began Oct. 10<sup>th</sup>
- Implement the RDM Strategy

## York's Actions in Research Security



**Establish the Office of Research Security to enhance our capacity to identify, assess and mitigate potential risks associated with research security**



# Enhancing Research Supports

## Offering Improved Research Services

- Research Service Excellence: Develop a proposal for enhancing research services offered to York researchers from ORS based on NOUS recommendations
- Research Data Management: new research data system will replace Sophia system
- Research Ethics: obtaining a new research ethics protocol data system and establishing Indigenous Research Ethics Board
- Discover York Academics –Soft Launch fall 2023. Full York U launch winter 2024.
- Facilitating pre- and post- grant support including support for Catalyzing Research Clusters, new interdisciplinary ORU development, enhancing the ORU chartering process, Small Grant funds, and enhanced matching funds for grants along with research support for research grant applications from smaller Faculties

# Four Pillars of Research Commons 2.0 Vision

## RESEARCH GPS

### ***Revised and expanded Grant Clinic Program:***

- Funding Support (FS) by specialized York RCD Specialists and GPS Specialists
- Two four-month GPS sessions per academic year
- Coordination with Faculty ROs for regular progress check-ins
- External peer review of the application
- Systems mapping and service liaison

## KNOWLEDGE EXCHANGE

### ***Upgraded and scaled-up Workshop Series:***

- Customized research education curricula
- Specialized 2-year research orientation for new York faculty
- Collaborative research workshop venue for DYA (eCV) support, bibliometrics, data management
- Research services design labs
- Commercialization conferences

## VIRTUAL HUB

### ***Enhanced, integrated and interactive Website:***

- First-Stop Research Directory to websites and contacts for York supports/offices
- Repository of research resources, templates and connections (e.g., for DEDI, ORCiD, eCVs, RDM)
- Searchable funding database updated daily by dedicated staff
- Digital gallery

## MEETING PLACE

### ***Office space and shared lounge/ Meeting Place:***

- Informal mentorship
- Ideas incubation
- Research supports direction
- Research Career Development(RCD) consultation
- Collaboration and co-creation salons
- Team-building meetings
- Peer research roadmap coaching
- Staffed by RCD Specialists

**Implement Research Commons 2.0 with an expanded grant clinic, scaled-up workshop series integrated website, and in-person space for idea incubation and research co-creation**



## Supporting Research Equity, Diversity & Inclusion

- **Strict EDI criteria by tri-council**
- **Indigenous Research Ethics Board (IREB):** represents an important step in York's journey towards decolonizing research and will ensure that appropriate sensitivity to cultural and community rights, roles and responsibilities is applied to all research projects conducted at York. The first IREB in Canada.
- **Indigenous Research Support Specialist:** New position supporting both research of Indigenous researchers as well as research activities of non-Indigenous faculty working in Indigenous contexts
- **Centre for Indigenous Student Services:** A Full Time Traditional Counsellor position has been created and reviewed by Indigenous Council.
- **POLARIS:**
  - **Places of Online Learning for the Adjudication of Researchers Inclusively and Supportively (POLARIS)** is a first-in-Canada online training program to reduce unconscious bias and systemic barriers that offers rich and informative tools.

# Investing in the Future



# Strategic Investments in Research

Research investments that contribute to advancing areas of strategic research importance and enhancing research outcomes and impact

## Accelerate Interdisciplinary Research & Increase Success in Large-Scale Grants

**Catalyzing Interdisciplinary Research Clusters:** scaling the development of research clusters to position the university as a key node in national and international networks

**Organized Research Units:** serve as synergistic hubs, supporting innovative, interdisciplinary and collaborative research

## Maximize Commercial, Economic & Social Impact of Research & Innovation

**Innovation & KMb:** Includes support for safeguarding research, research agreements, research partnerships, Commercialization and Entrepreneurship

## Support Research Leadership & Retain Excellence

**York Research Chairs:** recognizes and advances research programs of world-leading researchers in a variety of fields.

## Enhance Inclusiveness in Research

**Supporting Black, Indigenous and Intersectionality research** through seed funding. Aims to promote equitable and inclusive funding to set roots for research projects and support future career growth

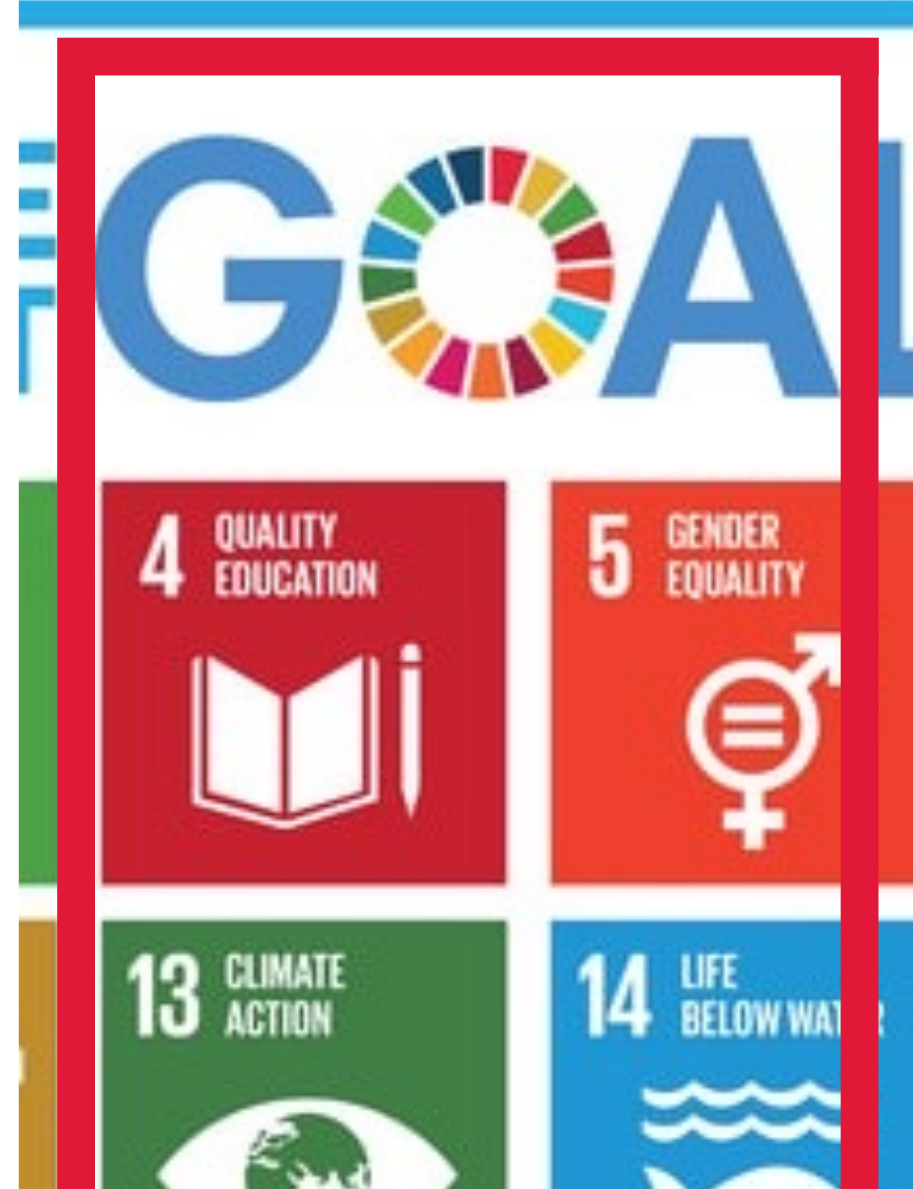
## Enhance Individualized Success & Facilitate Research Service Excellence

**Research Commons:** faculty mentorship programs aimed at increasing tri-council success  
**Discover York Academics:** supporting faculty with an electronic academic repository and CV tool  
**University Contributions:** matching funds for grants, research support for grant applications



# Catalyzing Interdisciplinary Research Cluster

- **2021: 1<sup>st</sup> round-** announced in December 2021, \$3.5M in research funding support for interdisciplinary research clusters:
  - 7 clusters were awarded \$150/year for 3 years
  - 6 proposals awarded \$75k for one year
- **2022: 2<sup>nd</sup> round-** announced January 2023, funding totaling \$4.05M
  - 7 projects awarded \$150k/ year for 3 years,
  - 6 other proposals awarded \$100k/year for 2 years
  - United Nations' 17 Sustainable Development Goals (SDGs) were eligible research themes
- All CIRC program leads and associated ADRs met with VPRI to share progress, seek collaborations and confirm targets for fall grant applications
- Annual Reports due January 31, 2024 to VPRI



**Strengthen interdisciplinary research in areas of strategic importance to serve as a catalyst to secure large-scale funding**

# Some Examples of CIRC Return on Investment

Collaborative Technology for Healthy Living (2022)	<ul style="list-style-type: none"><li>-NFRF Transformation NOI submitted, preparing LOI for January 2024 ~\$24M</li><li>- external funds secured \$861,000</li></ul>
Partnership for Youth and Planetary Wellbeing (2022)	<ul style="list-style-type: none"><li>-SSHRC Partnership Grant- submitted stage 2 proposal ~\$2.5M</li><li>-external funds secured \$304,000</li></ul>
AI Systems: Engineering, Governance and Society (2022)	<ul style="list-style-type: none"><li>-CFREF: Connected Minds: Neural &amp; Machine Systems for a Healthy, Just Society -\$318.4M</li><li>-external funds secured \$6.8M</li></ul>
Disaster and Health Emergency Urban Systemic Risk Transformation (2022)	<ul style="list-style-type: none"><li>-Creation of the Ontario Network on Disaster and Emergency Management and Resilience (NODE) proposal for funding from the Province</li><li>-external funds secured \$13.7M</li></ul>
Remediation of Water Contaminants (2023)	<ul style="list-style-type: none"><li>-UNITAR Global Water Academy: a multi-stakeholder collaboration that delivers innovative training and builds human capacities on large scale water-related issues</li><li>-One WATER ORU established following York-Water Urban Sustainable Ecosystem Interdisciplinary Research Cluster (1 yr. funding from 1<sup>st</sup> round CIRC)</li></ul>
Translating Brain Signals Across Scales, Species, Sex and Lifespan (2023)	<ul style="list-style-type: none"><li>-NFRF Transformation NOI submitted, preparing LOI for January 2024 ~\$24M</li></ul>
Technologies for Identification and Control of Infectious Diseases (TICID) (2023)	<ul style="list-style-type: none"><li>-Biosciences Research Infrastructure Fund (BRIF) submitted September ~\$20M</li></ul>

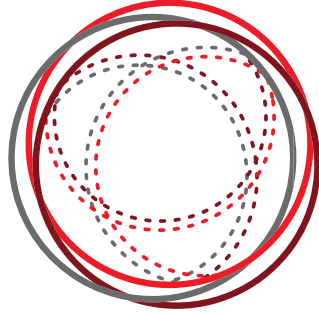
# Research Internationalization Excellence: Engaging in Global Research Partnerships



Facilitate the development of UNITAR Global Water Academy  
Continue to Support CIFAL YORK and UN ECE Center of Excellence in Youth Homelessness

# CONNECTED MINDS

Neural and Machine Systems  
for a Healthy Just Society



# ESPRITS BRANCHÉS

Systèmes Neuronaux et Systèmes Machines  
au Service d'une Société Saine et Juste



- Second phase of membership pending ~ 200 members across both York U and Queen's University.
- 8 operations committees have been established and each has a lead and a vice-lead from either York U or Queen's
- Formed the Indigenous Advisory Circle which is an integral part of the project's governance oversight.
- Terms of reference have been drafted for all Connected Minds programs
- First competitions have been rolled out for seed grants (\$75k over 2 yrs), PhD scholarships and postdoctoral fellowships
- Established new ethics guidelines for projects that work with AI and new technologies
- Launched the Connected Minds [website](#) and social media campaigns
- Launched ~10 CRCs and REHs affiliated with Connected Minds

**Successful launch and implementation of the Connected Minds CFREF project**

# CFREF: VISTA Evergreening

Sustaining VISTA programming will continue to foster the CVR's world-class 30+ year reputation and maintain VISTA branding



- Maintaining essential elements of VISTA programming in scaled down capacity to maximize benefits and outcomes
- Supports are being considered to facilitate applied vision research within CVR to maintain VISTA branding
- Originally proposed in the VISTA midterm institutional letter of support

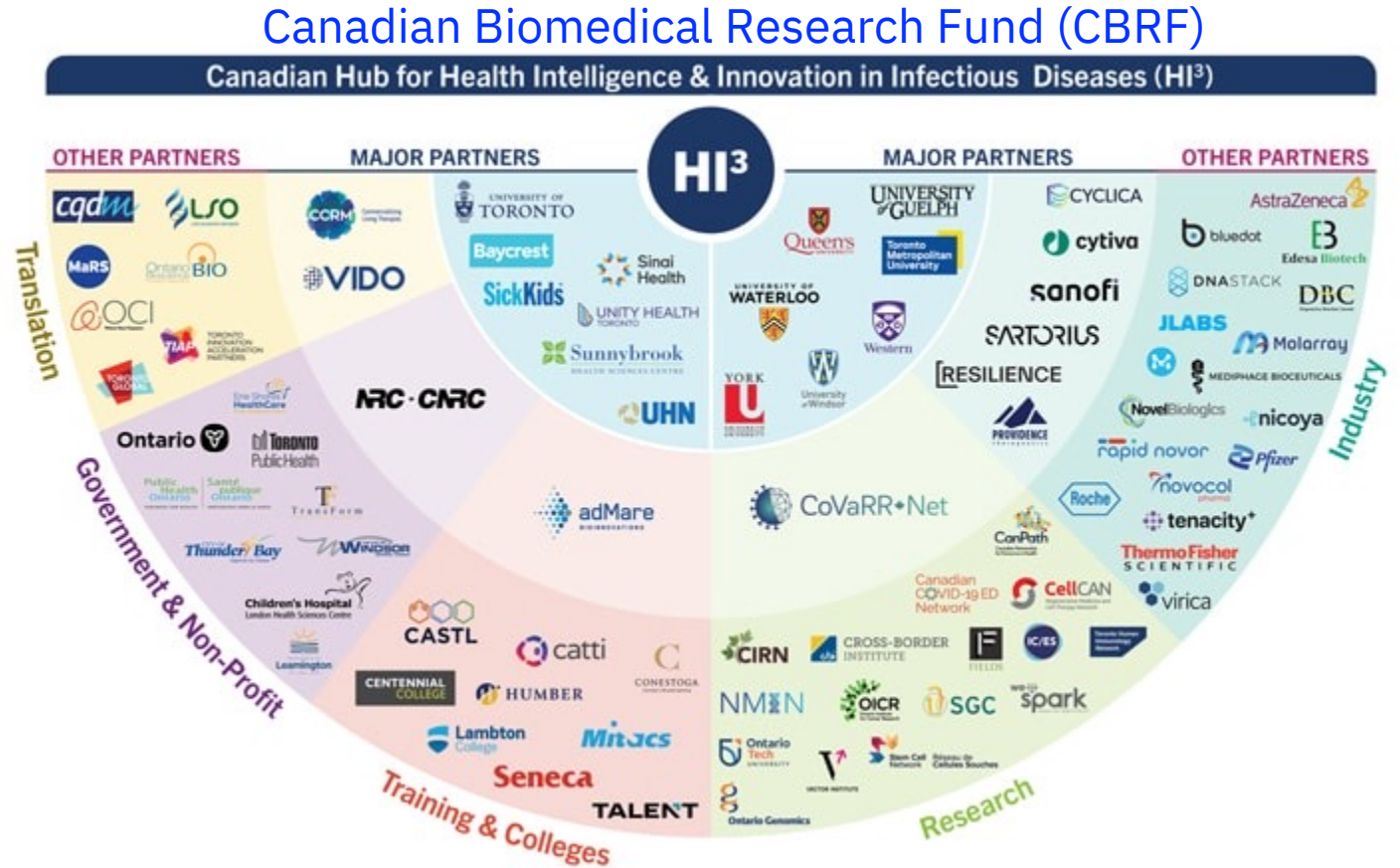
**Develop and implement sustainability plans for VISTA**

# Large Scale Research Grants: Canadian Hub for Health Intelligence and Innovation in Infectious Diseases (HI<sup>3</sup>)

York is partnering with other Ontario Universities and research hospitals to provide a powerful network to support a robust domestic pipeline of vaccines and therapeutics targeting existing and emerging infectious threats.

HI<sup>3</sup> partners/teams will compete for \$570 million in research and infrastructure federal funding.

- 3 York-led proposals have been submitted totalling over \$30M. Results expected in March 2024.



Support York researchers to participate in HI<sup>3</sup> and submit funding proposals to CBRF



A Proposal to establish  
the Ontario Network on  
Disaster and Emergency  
Management and  
Resilience (Ontario NoDE)

Managing systemic risks will keep disasters  
from cascading into catastrophes

**Facilitate development and presentation of the Ontario NoDE proposal to the province**



# Knowledge Mobilization

Goal: to maximize the non-commercial impacts of research to benefit broader society

## Programs

- Grant Support: helping researchers craft winning impact strategies in grant applications i.e. SSHRC Partnership Grants and others
- Event Support: help researchers deliver community and government engagement events
- Training: MobilizeYU runs on campus in fall and winter; runs nationally for Research Impact Canada in summer
- Research Impact Canada: a national network of 30 research organizations building institutional capacity for knowledge mobilization

## Impact:

- For York: national leadership and international reputation
- For Society: enhanced public policies, professional practice, social services

## How we measure success in 2022-2023

- External research income: value of 31 grants supported = \$23.75M
- MobilizeYU: 526 participants
- New collaborative projects: 35
- Engaged 140 faculty, 440 students, 158 partners

**York is a national leader with an international reputation for knowledge mobilization**

The two full time staff in KMb York help researchers:

- ✓ Grant applications
- ✓ Community engagement events
- ✓ Training for knowledge mobilization
- ✓ Connect with KMb colleagues nationally

# Large Scale Research Grants: Ongoing

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## New Frontiers in Research Fund (NFRF):

4 York-led projects NFRF Transformation grants- submission for January 2024 LOI (3x Lassonde, 1 Science)

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## SSHRC

Preparing 4 SSHRC PG stage 1 (AMPD, Health, LA&PS, Education)

Submitted stage 2 SSHRC PG (Education)

Submitted 2 NSERC SSHRC Sustainable Agriculture Initiative (Lassonde, Science)

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NSERC CREATE: 1 application submitted (Lassonde)

NSERC Alliance Quantum: 1 application submitted (Science)

Preparing 5 NSERC McDonald Fellowships (2x Science, 3x Lassonde)

Preparing 2 NSERC Synergy Award nominations (Science, Lassonde)

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## Ontario Research Fund/Research Excellence:

Submitted 5 ORF/RE (3x Lassonde, 2x Science)

Submitted 4 ORF SIF (AMPD, LA&PS, Lassonde, Glendon)

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## CFI JELF

Submitted 2 JELFs (Science and AMPD)

Preparing 1 JELF (Science)

---

## Research Space:

\$11M NSERC Alliance grant to establish a new program-New Order of Risk Management (NORM)

# Innovation, Commercialization, and Entrepreneurship

Goal: Establish YorkU as a premier global innovation hub Support internal and external stakeholders to engage in innovation.

- Raised \$12+ million funding in the last 6 years to scale operations.

Programs:

- 16 programs: technology, agri-food, women and Black entrepreneurship.

Major accomplishments in 2022:

- Facilitated 887 Work Integrated Learning student placements in last 2 years; 74% identify as visible minority
- ELLA is going national! New \$3M from ISED, total of \$5.1M since inception; supported 177 women so far

Partnerships

- Desjardins is now ELLA title sponsor
- Black Creek Community Health Centre to create the Black Entrepreneurship Alliance with \$3M of funding from FedDev
- VISA program administrator & mentorship for VISA She's Next Grant

What's Next

- StartUp Visa Program
- Deeper integration across York University

YSpace Impact (2018 – 2022):

784 Ventures Supported

\$205+ M in Revenue

\$109+ M in Funding Raised

1,302 Jobs Created

658 Work Int. Opportunities

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Commercialization (2023/24

Projections):

Innovation Disclosures: 50% increase

Licensing Revenue: \$35K

## New Organized Research Units (ORU)

- ORUs serve as synergistic hubs for participatory research programs that bring together expertise from across disciplines. York is currently home to 31 ORUs, which have a strong history of collaborative, innovative and interdisciplinary research.
  - 6 new ORUs recently launched as transdisciplinary research centres/ institutes as incubators of interdisciplinary scholarship, research & action in areas of strategic importance to the University
1. Centre for Artificial Intelligence & Society
  2. One WATER: Water management, Artificial intelligence, Technologies, Education and sustainability, Resource recovery & Reuse
  3. Institute for Technoscience and Society
  4. Centre for Integrative and Applied Neuroscience
  5. York Emergency Mitigation, Engagement, Response and Governance Institute
  6. Manufacturing Technology Entrepreneurship Centre (MTEC)

# University Strategic Expansions



## Markham Campus

Working with Deputy Provost Markham on planning and connecting to our newly hired faculty members through continued meetings, and discussions on collaborative space needs.

## VHCP & School of Medicine

In discussions with Mackenzie Health to establish potential collaborations in the areas of Allied Health and Nursing as well as Advancing Health Informatics, health intelligence, population analytics etc. which would involve multiple Faculties

**Develop and implement plans for research excellence at the new campuses**

# Overall

- **Publications:** York's total outputs continue to increase, placed #16 in Canada.
- **Rankings:** York continues its upward momentum in and global rankings:
  - ResearchInfosource: Out of 18 Ontario Universities, York is among four that saw an increase in their research revenue.
  - THE World University Rankings: moved up to the 351-400 band in 2024, from the 401-500 band in 2022 and 2023.
  - THE Impact Rankings: showcase commitment to sustainable development, reflected in our global top 40 result.
- **Global Engagement:** Supporting key international partnerships, including establishing the UNITAR Global Water Academy.
- **Research Income:** York has maintained its externally sponsored research income at a level exceeding \$100M for 5 years in succession with a 5.6% increase in FY2022
- **Pan-University Research:** York continues to focus on a large-scale increase in its externally sponsored research income, including CFREF proposal: *Connected Minds* (~\$110M); School of Medicine; UN Centers of Excellence, Internal Catalyzing Interdisciplinary Research Clusters; and new ORUs.
- **Opportunities:** 24 key objectives identified in the SRP Implementation Plan, including:
  - Research Funds: Focus on More Inclusion and Diversification
  - Markham Campus and School of Medicine / VHCP
  - Increased Corporate Partners and Non-Profitable Organization

# Questions, Comments, Discussion:



# Academic Standards, Curriculum and Pedagogy

## Report to Senate

Meeting of 25 January 2024

### FOR ACTION

- a. Addition of two new fields to the MA and PhD degree programs in Humanities, housed in the Faculty of Liberal Arts and Professional Studies.

ASCP recommends:

that Senate approve the addition of the following two new fields to the Humanities Graduate Degree programs, LA&PS, effective F2024:

- i. Humanities Perspectives on Social Justice
- ii. Critical Childhood and Youth Studies

### Rationale

The full proposal and supporting documentation are available at Appendices A and B.

These fields replace a field removed from the program last year; the changes are based on recommendations from the last cyclical program cyclical review.

- i. *The Humanities Perspectives on Social Justice* field explores the contributions interdisciplinary Humanities scholarship and research make to critical understandings of the cultural, socio-historical, political, economic, and ethical contexts of social justice, which are based on the promotion of equality and equity between communities and social groups. Using interpretative methods, theoretical approaches, and interdisciplinary perspectives, the projects and courses in this field examine, from a contemporary, comparative, or historical perspective, the production, circulation, and reception of cultural and artistic texts and practices to interrogate their engagement, contributions, and impact on forging a just and sustainable world. The new field will not change any of the degree requirements of the parent program.
- ii. *The Critical Childhood and Youth Studies* field explores diverse understandings of childhood and youth across cultures, geographies, and histories. The stream foregrounds research exploring young people's lives and unique cultures in a multitude of ways, including addressing children and young people's pursuits of social justice, human rights, and cultural expression and self-representation. The stream draws on a range of analytical perspectives including rights-based perspectives, social construction, intersectionality, and sub-cultural theory. Depending on the area of research specialization, methodologically students will be investigating the lives of children and young people using qualitative tools,



## ASCP – Report to Senate

participatory research methods and textual analysis. Students will explore issues of rights, culture and social development of children and young people from an interdisciplinary and multi-disciplinary perspective that draws on a multitude of fields. These include geography, sociology, cultural studies, anthropology, critical race studies, literature, digital humanities, gender and sexuality and history. Similarly, this stream approaches cultural texts – written, oral and visual – by, for and about children and youth – from this robust range of multidisciplinary perspectives. This new field will not change any of the degree program requirements.

**Approvals:** LA&PS Faculty Council 9 November 2023; ASCP 29 November 2023

- b.** Addition of a new field; renaming of a field; and merging of two fields into a single field under the MA and PhD degree programs in History, housed in the Faculty of Liberal Arts and Professional Studies.

ASCP recommends:

that Senate approve the following field changes to the MA and PhD degree programs in History, Faculty of Liberal Arts & Professional Studies, effective FW' 2024:

- i. Addition of a new field in Indigenous History
- ii. Renaming of the East Asian History field to Asian History
- iii. Incorporating the British History field under the European History field

### Rationale

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

- i. *Indigenous History field:* In line with the *Indigenous Framework for York University: A Guide to Action* and as a response to the TRC calls to action, there is an institutional and societal-level urgency to formally add the field of Indigenous History, first proposed by the graduate history program (GHP) in 2014, to the GHP. Moreover, our society needs more formally trained Indigenous historians, especially at the PhD level. As the external reviewers stated during the Program's 2021 Cyclical Review, "In this post-TRC era, we cannot stress enough the importance of training future Indigenous historians." In the program conducted surveys, students suggesting that those with specializations in Indigenous history have experienced persistent labor market demand for their skills and specializations.
- ii. *Renaming East Asian History to Asian History:* On a societal level, the renaming of the field of East Asian History to Asian History should broaden the Program's appeal to York's diverse student body, many of whom have social, cultural, and

## ASCP – Report to Senate

linguistic ties to regions throughout Asia, not currently supported by the program, i.e. South Asia. Asia also remains a critically important region of the world and the need for skilled experts in the region's complex histories will likely only continue to grow for the foreseeable future. Given the relatively small number of students within the Program who have worked on topics in this area in the past, we will have to conduct future studies to determine the labor market needs for students in this field, but will note that the *American Historical Association's* "Where Historians Work" project and other publications have continually found Asian history to be a field of persistent and growing demand.

- iii. *Incorporating the British History field under the European History field:* The labor market justification for the amalgamation of British and European history is particularly strong. Vanishingly few professorial jobs in North America seek candidates who specialize specifically in British history. Rather, faculties seeking professors to teach and research in British history tend to include those searches within broader calls for European historians with a specialization in British history. For instance, the American Historical Association's "Where Historians Work" project no longer collects data on specifically British historians but rather categorizes these positions under the heading of "European History" or "Global History."

These proposed changes align the graduate history program with the standards of the current labor market.

**Approvals:** LA&PS Faculty Council 9 November 2023; ASCP 29 November 2023

- c. Establishment of 90-credit Bachelor of Arts and Bachelor of Science degree program options in Movement and Health, to be housed in the School of Kinesiology and Health Science (KINE), Faculty of Health.

ASCP recommends:

that Senate approve the establishment of 90-credit BA and BSc degree program options in Movement and Health, School of Kinesiology and Health Science, Faculty of Health, effective 1 May 2024

### Rationale

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

Currently students pursuing Honours KINE degrees (BA/BSC) do not have a dedicated 90 credit degree exit option. Approval of the proposal will provide options for KINE students who 1) are not interested in becoming a kinesiologist but want to specialize in movement and health, 2) wish to complete a degree in 3 years in order to move onto other programs and/or alleviate financial pressures, and 3) have failed to maintain honours standing in KINE and must exit the program. These changes align with both the University Academic Plan (UAP)

## ASCP – Report to Senate

and the Faculty of Health Academic Plans, with a focus on student success and learning, and retention.

Two degrees will be offered as exit options to students in the BA and BSc Specialized Honours programs: a Bachelor of Arts in Movement and Health and a Bachelor of Science in Movement and Health.

The B.A. and B.Sc. in Kinesiology and Health Science that are currently offered are, of necessity, honours programs. Like Nursing, Kinesiology is a regulated health care profession in the province of Ontario. To use the title “Kinesiologist,” a person must be registered with the College of Kinesiologists of Ontario (CKO). The primary requirement to become registered with CKO is to write and pass the entry-to-practice exam. An applicant with an honours degree from a School of Kinesiology in Ontario is automatically approved to take the exam. Applicants with other education backgrounds can apply but given the breadth and depth of knowledge required it is difficult to demonstrate they have courses covering all required knowledge areas in less than 4 years of study. In addition, the KHS program at York University is accredited by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) which requires a 4-year program for accreditation.

There is a need for a 90-credit degree option for students who do not wish to practice as a Registered Kinesiologist, particularly those who wish to support human health through movement, using their degree to work in a range of fields including physical activity specialist, fitness, injury prevention, paramedicine. Since the creation of the Faculty of Health, KHS students unable to maintain honours standing have been automatically exited from their program and transferred into another degree program for which they were eligible in the Department of Psychology. Effective May 2024, however, these students will instead be exited from the University because this automatic program transfer has been discontinued as of Sept. 1, 2023. Even when the Psychology transfer was available as an exit option for KHS students, many did not find a fit within the Psychology program. While not a degree in KHS, the proposed degrees in Movement and Health will prevent the automatic exiting of students from the University as of May 2024, and retain students by providing an exit degree with learning outcomes related to their interests.

The Office of the University Registrar has confirmed readiness for 1 May 2024 to administer the 90-credit degree options.

The School will continue to only admit to the Specialized Honours BA and BSc programs; those requirements are unchanged by this proposal.

The School of Kinesiology and Health Science’s most recent cyclical program review strongly supported a 90-credit degree option.

**Approvals:** Health Faculty Council 6 December 2023; ASCP 10 January 2024

# ASCP – Report to Senate

## Consent Agenda

### Policy Items

- d. Minor revisions to the Policy and Procedure on Academic Accommodation for Students' Religious Observances.

ASCP recommends:

that Senate approve the revised Policy and Procedure on Academic Accommodation for Students' Religious Observances, attached at Appendix E.

### Rationale

The revisions, highlighted in the document and summarized below, were made primarily for greater clarity of purpose on the request of an Associate Dean and on closer review by ASCP.

- **Addition of a policy statement** (I. g) – *There may be instances where a day of religious significance cannot be predicted and where that day may fall short of the timelines provided under the associated Procedures. As such, instructors shall afford reasonable accommodation if a student cannot provide the stipulated days of advance notice, as provided for under the Procedures*
  - **Revision to Procedure timelines of requesting accommodation** – under III.c of the document – changed from, “*Students are responsible for making a formal request (in person or in writing) to their instructor(s) for accommodation **within 14 days of the date for which accommodation is sought**, to no later than 14 days prior to the date for which accommodation is sought.*
  - **New Policy Template** used for organization and presentation of the policy, for publication
- e. Minor revision to the definition of *Professional Masters* in the University Academic Nomenclature.

ASCP recommends:

that Senate approve the following revised (italicized) definition of Professional Masters in the University Academic Nomenclature document, attached at Appendix F.

A graduate program comprised of advanced studies in professional or applied fields ***that is a terminal degree, that is, it does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for or upgrade in such career areas as law, commerce, and education.*** They may have strong

## ASCP – Report to Senate

theoretical underpinnings, but their primary focus is on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. Normally they do not include a requirement to conduct original scholarship or research.

### **Rationale**

The impetus for the proposed revised definition of “professional masters” came from the Faculty of Graduate Studies requesting a definition that better reflects current trends in graduate education in Canada. The proposed definition is better aligned with the definition provided by the Ontario Council of Academic Vice-Presidents (OCAV).

### **Non-Major Modifications**

- f. Addition of a part-time entry option for the Master in Environmental Studies, Faculty of Environmental and Urban Change.

ASCP recommends:

that Senate approve the addition of a part-time entry option for the Master in Environmental Studies, EUC, effective FW2024.

### **Rationale**

The MES Program has received demands for part-time admission into the Program to accommodate people with full-time employment or other responsibilities. The proposal is for part-time entry solely in the Fall. Part time students will be expected to progress on all program requirements. MES program learning outcomes will not change. There are no resource implications.

**Approvals:** EUC Faculty Council 19 October 2023; ASCP 29 November 2023

## **For Information**

### **g. Minor Modifications**

The following minor modifications to degree requirements were approved by ASCP.

*Glendon*

- Elimination of Specialized Honours options and resulting minor changes to degree requirements for the following undergraduate degree programs, effective F2024 (ASCP 10 January 2024):
  - French Studies (Bachelor of Arts)
  - Sociology (Bachelor of Arts)
  - Spanish & Latin American Cultures and Societies (Bachelor of Arts)
  - English (Bachelor of Arts; International Bachelor of Arts)

# ASCP – Report to Senate

## *Health*

- Changes to course requirements for the BA and BSc degree program in Global Health and to the course options for the Cross-Disciplinary Certificate in Aging, Global Health, effective F2024 (ASCP 29 November 2023).

## *Lassonde*

- Minor changes to the degree program requirements for the BEng specialized Honours in Mechanical Engineering, effective F2024 (ASCP 10 January 2024).

## *Schulich*

- Minor changes to the course requirements for the undergraduate (BBA/iBBA) Certificate in International Management, effective F2024 (ASCP 10 January 2024).
- Minor changes to the degree requirements for the Master in Management degree program, effective F2024 (ASCP 10 January 2024).
- Minor changes to the joint MBA/MES Graduate Diploma in Business and the Environment, effective F2024 (ASCP 10 January 2024)

## *Implementation of New University Grading Schemes*

- Glendon: Revisions to Faculty and program regulations to comply with the new grading schemes policy, on implementation (29 November 2023).
- Lassonde: Revisions to Faculty and program regulations to comply with the new grading schemes policy, on implementation (15 November 2023).

## **h. Sessional Dates**

Upon closer review of the [Sessional Dates policy](#), and the motion\* approved at the June 2023 Senate meeting, ASCP determined that the Policy was clear and that no further consultations on consistency in number of class-meets were required. As such, the Chair requested, on behalf of the Committee, that the Registrar ensure that all sessional dates through to FW2028-2029 are in compliance with the Sessional Dates policy – that is: at least 60 days of class meets per term. The Registrar confirmed agreement to implement the request.

*\*further review and undertake consultations with the Faculties to gather input on the implementation of the Sessional Dates policy to ensure that there is consistency in the number of class meets in the Fall and Winter terms, and to the extent possible in the summer session terms, for the previously announced sessional dates through to FW 2028-2029.*

## ASCP – Report to Senate

### i. YU Digital Identification Card

ASCP followed up on the concerns and suggestions shared about implementation of the digital YU identification card, at the November meeting of Senate, and was satisfied with the steps reportedly taken by the University Registrar to inform and support students and others on the use of the digital YU card.

- The University Registrar reported to ASCP that he worked directly with the Senator who raised the issue, to update the information made available on the YU Card and the Office of the University Registrar websites, and that invigilators were updated on the use of the digital cards, other acceptable forms of official identification; student use of technology in the classroom, and other related matters. The Registrar noted that many students were not using the YU Card. Students were using other official government identification cards. Support was offered to invigilators to help them better understand the YU card process.

ASCP requested and obtained a briefing on the consultation undertaken with by the YU card office, Division of the Vice President Finance and Administration. Based on the information received, ASCP noted that sufficient consultations were not undertaken with relevant academic bodies, individuals, or units. As such, the Committee will develop some suggestions/guidelines for use in consultations on matters that may have impact on the academic side, especially teaching and learning.

### j. Policy Items

**Senate Policy on Academic Conduct:** the Committee being satisfied with the draft policy, transmitted the document in early November 2023 to the Senate Appeals Committee (SAC) for concurrence. In late December 2023, SAC provided feedback on the draft policy. In considering the feedback, ASCP Chair will solicit input from Associate Deans at a January meeting. ASCP hopes to bring the draft policy to Senate this Spring.

**Attending Physician Statements:** The draft policy was share with SAC for concurrence; SAC indicated support for the policy. The draft policy will be reviewed with Associate Deans at an upcoming January meeting. The Registrar continues to work with University Information Technology and staff to explore the use of eclass for the APS priority, and to ensure the right people are in place to manage eclass for effective implementation of an APS policy.

**Grading Schemes:** At the last ASCP meeting, the University Registrar provided an update on the implementation of the new grading schemes. A list of outstanding Faculty grading scheme conversion submissions will be updated and shared with the full Committee, after which a communication from the Senate Committee will be issued to Faculties, requesting submissions by a deadline to be determined by the Committee.

## Graduate Fields Definition and Proposal Template

effective date Fall  
2024

### Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

### Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

The Graduate Program in Humanities is proposing the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

These fields replace a field removed from our program last year, The Cultures, Technologies and Sciences of the Modern. Our last cyclical review strongly recommended we drop this field and replace it with something closer aligned with our current faculty and our recent hiring patterns. Furthermore, we dropped this field at the request of AD Ravi de Costa to accommodate the transfer of the graduate program of Science and Technology Studies to LA&PS under the umbrella of the Humanities Department.

This proposal will deal with Humanities Perspectives and Social Justice; for Critical Childhood and Youth Studies see the accompanying proposal.

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

#### Field 3: Humanities Perspectives on Social Justice

This field explores the contributions interdisciplinary Humanities scholarship and research make to critical understandings of the cultural, socio-historical, political, economic, and ethical contexts of social justice, which are based on the promotion of equality and equity between communities and social groups. Using interpretative methods, theoretical approaches, and interdisciplinary perspectives, the projects and courses in this field examine, from a contemporary, comparative, or historical perspective, the production, circulation, and reception of cultural and artistic texts and practices to interrogate their engagement, contributions, and impact on forging a just and sustainable world.

Areas of particular interest include intersectional approaches to culture and media justice, Indigenous studies, critical race theory, engaging anti-blackness, anti-Semitism, and Islamophobia, and social justice approaches to digital and natural environments. Through the lens of broadly constituted Humanities approaches, students explore power relations, resistance, protest and solidarity in topics such as: the contributions and engagements of classical or canonical texts with current social justice issues; the ethical imperatives and negotiations of social movements; the intersections of democracy, media, education, consumerism, and the law; cultures of structural racism; definitional and transformative issues of what constitutes the "human," "subjectivity," "identity," and the "citizen"; globalization and ecojustice; cultures of exclusion and marginalization associated with disability, age, gender, poverty, sexuality, racism, violence, class, speciesism and the environment; imperialism, colonialism, and post-colonialism; cultures of privilege assumed by hegemonic constructions of social identities (White, Male, Cisgender); and the accessibility and impact of digital cultures on the human condition.



3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

These field will not introduce any new admission requirements. MA: a minimum B+ average with an Honours BA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent; PhD: a minimum B+ average with a MA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The new field will not change any of the degree requirements of the parent program: MA: three courses, one of which, HUMA 5100 6.0, is mandatory, and a MRP; PhD: three courses, one of which, Huma 6500 3.0, is mandatory, two comprehensive examinations, a dissertation proposal, a dissertation and defense.

5. Provide a list of courses that will be offered in support of the field. 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.)

See attachment.

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges

*Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.*

**See attachment.**

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

We hope to have things in place for Fall 2024. We anticipate around 2 to 4 students. The field will draw undergraduates from the department's new programs in Black Canadian Culture, which has had three recent hires, as well as Indigenous Studies, where we just had two new hires and two recent hires; as well as long-established established program in Jewish Studies. The undergraduate department has also restructured the major: one of the new streams is "Power, Diaspora and Race."

**8.** Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

There will be no major impact on the existing program. Many of the faculty and the courses offered will be repackaged under the new field. Should faculty in each area be interested in developing certificates, and should there be enough interest, for instance in Black Canadian Culture, then we might increase our targets. This would not be for a couple of years after the implementation of these changes.

**9.** Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

## Course List

Provide a list of courses that will be offered in support of the field. 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.)

### Field 3: Humanities Perspectives on Social Justice

**Note: All these courses are housed in our program and, if the faculty member wishes, are offered at least every third year.**

HUMA 6101 3.0/6.0 Narratives of the Other : The West and China Since 1900

The centuries long encounter between the West and China has produced a range of cultural texts and images, from fantasies such as Marco Polo's Travel Book to Chinese writings about the "foreign devils". Such texts – including histories, literature, art, films, comics and memoirs-reveal as much of the cultural preoccupations of the creators of these texts as they do of the subject. An examination of selected examples of such texts enables us to discern not only how context informs text but also to query the cultural construction of the "Other". We will be guided by the notion of translation, both in a literal and figurative meaning, and will start with translation theory. In addition, critical historical method, feminist theory, discourse analysis and narratology will inform our analysis as we interrogate both "Orientalism" and "Occidentalism".

HUMA 6107 3.0 Inventing Modernism: Place and Sensibility

This course explores the relation of Paris, a centre of cultural interchange, to the creation of early twentieth century modernist art and aesthetics. Issues such as displacement, exile, and immigration; primitivism; ethnicity and nationality; gender and sexuality; the interrelation of art forms, styles and community; and the impact of the First World War are discussed in the work of writers, visual artists and musicians, as well as how the historical memory of an art movement - and moment - is created.

HUMA 6119 3.0 Book Culture East & West

This course examines the history of the book, including publication history, and readership and authorship issues, in the Western world and East Asia. There are no specific prerequisites but students are expected to have completed a history of literature course.

HUMA 6125 3.0 Uncanny Fashion

A Phenomenon pervasive in literature, the visual and performing arts, and architecture since the 18th century, the uncanny was raised to the status of explanatory concept by Sigmund Freud's seminal essay on "The Uncanny" (das Unheimliche) and has since been developed into a powerful theoretical framework for describing and understanding anxiety-producing confusions between the human and the inhuman, the private and the public and the "homely" and the foreign that are typical of modernity. The course aims first to acquaint students with the major contributions that have been made to this strand of understanding modern culture and with the longevity as well as social and historical situatedness of this particular "structure of feeling." Then we will go beyond the traditional accounts that focus on material objects such as automaton dolls and death masks, and material structures, such as haunted

gothic castles and multimedia installations, and include more contemporary manifestations, such as cyborgs and fashion, thus extending the range of cultural phenomena investigated in connection with the uncanny. Bringing gender and minority perspectives to the issue and examining cases in which the uncanny has been successfully worked through, we will identify with more specificity the repressed forces which have gone into its making.

#### HUMA 6128 3.0 Women and Modernity in the Non- Western World

This research seminar begins by problematizing the issue of modernity. We question whether it is best characterized as a new sense of temporality; a change in material, technological, and social conditions; a new set of global relations; or a combination of some or all of the above. We also probe the gendered nature of modernity as either a masculine and masculinizing phenomenon, or one that allows for the articulation of new forms of femininity. Finally, we examine the relationship between women and modernity in SPECIFIC NON-WESTERN CONTEXTS where issues of colonialism, semi- and post-colonialism further complicate questions of gender and historical change. These contexts include (but are not necessarily limited to) China, Japan, the Middle East, and India. As we read broadly in the theoretical and historical literature students begin to formulate the questions most relevant to their specific area of expertise on which they will write a research paper.

#### HUMA 6129 3.0 Black Women's Writing in the African Diaspora

This course offers a critical engagement of the dialogue that Caribbean, African American, black Canadian and black British literatures open up across academic disciplines and cultural and national boundaries. By first locating black women's texts within their specific geographical and cultural contexts, the course explores the potential of African diaspora literatures to engage personal explorations of self identity and belonging as part of wider socio-historical and cultural discussions about black women's lives. But by further understanding that black women's lives intersect across multiple borders-geographical, historical, racial, cultural and sexual-the course also allows for the reading of these texts as part of a shared diasporic literary tradition that recognizes not only points of difference, but also crucial points of thematic and structural convergence. The course attempts to read these texts, then, as part of a historical and literary continuum within the African diaspora, across Fictional texts are read alongside contemporary readings in literary theory, feminist theory, cultural studies and diaspora studies.

#### HUMA 6134 3.0 The Literatures of Testimony

The related concepts of testimony and witness have evolved meanings in religious, juridical and historical discourses that hinge on truth, evidence, or facticity. The literary imagination, by contrast, has often been viewed as unfettered by or indifferent to factual events and verifiable memory. Yet a body of literature has evolved that situates itself on the borderline between fact and imagination, drawing upon, exploring, and challenging the concepts of testimony and witness as they have developed, and finding aesthetic forms to contain them.

This course explores the range of genres that we may term the literature of testimony, including video-taped eyewitness accounts, memoirs, poems, fiction, graphic novels and other experimental and emergent genres. The course looks at the relationship between testimony and narrative, cultural memory, memorialization, trauma, and literary witnessing.

#### HUMA 6149 3.0 Theorizing Cultural Transaction

The concept of cultural translation differs from strictly linguistic translation in that it does not understand itself as a binary phenomenon involving an original text and a secondary production in another language. Rather, in taking its cues from Walter Benjamin's seminal "Die Aufgabe des Übersetzers/ The Task of the Translator," it does away with the early Romantic presupposition that either an original, a translation, or the two languages involved could be fixed and persisting categories. Instead, they are not assumed to have any essential quality but rather are presumed to be constantly transformed in space

and time. In this course we chart the development of the cultural approach to translation by examining a range of theoretical texts, from deconstructive to postcolonial.

#### HUMA 6156 3.0 Orientalism vs. Occidentalism: Envisioning the Other in Japan and the West

Just as stereotypes of the Japanese have predominated in the West, so have Japanese views of the West and its people been shaped by collective, often media-driven expressions of cultural and racial difference. Drawing on artistic, literary, and cinematic texts, as well as politically and commercially generated images, this course examines how the two sides have envisioned the Other, and the degree to which those visions have interacted with each other in modern times, so that, to take but one example, samurai often resemble cowboys in Japanese popular culture, while cowboys may look more like samurai in the West.

#### HUMA 6157 3.0 Comparative and World Literature Seminar: History and Practice

This seminar introduces students to the conditions of emergence and development of the discipline of Comparative Literature from its beginnings in nineteenth-century Europe to its most recent global iteration of World Literature. Students will experience how expanded understandings of cultural translation and textuality have radically altered and expanded the Eurocentric character of the discipline.

#### HUMA 6159 3.0 The Nation and its Women: Case Studies from South Asia and the South Asian Diaspora

This course interrogates the relationship of women and nations in history and the present day. It begins with foundational texts from scholarship on colonial history and gender studies before delving into specific regional, national and transnational feminist contexts. The primary sources (always available in English or English translation) cover social reformist, nationalist and British colonial documents alongside less-commonly known literary expressions (in prose, poetry and autobiographical genres) composed by women in different South Asian vernaculars (Bengali, Hindi, Urdu, Tamil, Gujarati). As we move from the colonial to diasporic contexts, the literary expressions of women writers and (political and literary) activists are broadened to include women filmmakers and South Asian feminist scholars. The course objectives are twofold: (1) to discuss specific case studies from the South Asian context in order to gain a comprehensive understanding of the emergence of women as subject citizens and political actors in public spheres and (2) to develop an understanding of the methodological issues at stake when writing about "Third-World" women's empowerment and emancipation.

#### HUMA 6215 3.0 Secularism and its Challenges

It is generally assumed that secularism is a fully defined doctrine born out of the struggle between church and state in pre-modern Europe that gradually and neatly spread through the rest of the world. Thanks to the Enlightenment project, secularism also developed into a philosophical and ethical principle of modernity, seeking to dissociate the role of religious belief and its embodied practices from the public realm. Assumed to be universally applicable, this principle became the yardstick to measure the emancipation of any given society. Yet the history of modernity reveals a more complicated picture, one in which religion has never been fully banished from "rational" modes of knowledge and behavior. Rather, wherever implemented, secularism has to varying degrees been influenced by religious sensibilities and faith-based practices. Even in Europe itself, the secularist model is being challenged and, in certain cases, reshaped by an increasingly visible and vocal presence of religious minorities, multiculturalism, and the growing concern for human rights and religious liberties. As a result, the conventional Eurocentric notion of secularism has been increasingly subject to multifaceted critique, at both theoretical and practical levels.

#### HUMA 6228 3.0 Religion, Networks and Underground Alliances at the Turn of the 20th Century: Europe and South and Southeast Asia

This course explores the networks of activists, reformers, religious seekers, patrons, and businessmen that underlay the colonial machinery in South and Southeast Asia and the varied interpretations of modernity they embodied. From vegetarian advocates in London to opium barons in Singapore, the colonial encounter produced unlikely intersections and alliances across cultures, revealing a complex picture of Asian colonial modernity. Focusing particularly on Buddhist networks and social movements the course will investigate how some networks replicated the colonial power relations while others sought to radically re-envision connections between Asians and Europeans.

### GS/HUMA 6329 3.00 Digital Humanities and Social Change

The course begins by surveying the wider array of objects, methods and projects found in the emergent field of digital humanities, and then focuses on work that explicitly engages techno-cultural processes to bring about cultural enrichment and positive social change for socially marginalized groups. Student projects are based on their own particular fields of study. No technical skills are presumed.

### GS/HUMA 6337 3.00 Digital Cultures and Social Justice: Histories, Methodologies, Critiques

This course focuses on key critical, historical, and theoretical intersections between humanities approaches to digital technologies, their cultures and imaginaries and questions of social justice. It addresses topics such as social, racial, and gender diversity in digital cultures; open access and other knowledge commons practices; anti-colonial and anti-racist digital activism; digital counterculture; and geolocational imaginaries

## Support Statements

Dear Victor,

Thank you for sharing the proposed changes in the Graduate Program in Humanities. The proposal of a new field is well-considered and seems to complement your current offerings in exciting and timely ways.

There are no significant overlaps with any of the areas covered by the Graduate Program in Communication and Culture, and we fully support your initiative.

All best wishes,  
Markus

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Markus Reisenleitner  
Director, Graduate Program in Communication and Culture  
Chair of Council, Faculty of Graduate Studies  
Editor-in-chief, Imaginations ([www.imaginations.io](http://www.imaginations.io))

Hi Victor,  
Thanks so much for reaching out. I have no comments or concerns about the changes you are proposing. I wish you all the best with your program revitalization.

Sincerely, Chloë

Chloë Brushwood Rose (she/they)  
Graduate Program Director, Gender, Feminist & Women's Studies  
Professor, Faculty of Education



**Letter of Recommendation for HUMA Program Changes**

Dear colleagues,

I am pleased to wholeheartedly support the addition of both new fields to the Humanities Graduate Program, namely “Humanities Perspectives on Social Justice” and “Critical Childhood and Youth Studies.” These additions support ongoing improvements to the program in response to our cyclical review process, as well as to the transfer of the Science and Technology Studies program to our Department.

As faculty, my teaching and supervision will contribute to the Humanities Perspectives on Social Justice stream. This is an area that is currently in high demand with students, and I believe that demand will only grow further. Moreover, the official inclusion in this field of the graduate courses I teach (Sound Studies and Critical Posthumanism) will help to signal the courses’ aims more clearly to students who are considering enrolling in them.

In short, I am thrilled with these additions and hope they can be implemented as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Cecchetto".

David Cecchetto, Ph.D.  
Professor, Dept. of Humanities,  
Director, Graduate Program in Social and Political Thought  
York University (Toronto)

**FACULTY OF  
LIBERAL ARTS &  
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STUDIES**

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April 24, 2023

Professor Victor Shea  
Graduate Program  
in Humanities

Email: vshea@yorku.ca

Dear Professor Shea,

**Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in Humanities**

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in Humanities as follows:

the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

The NOI successfully aligns itself with the York University Research Plan (2018-2023) in that they are progressive and champion diversity and inclusivity, encouraging social justice and equity. Additionally, the LA&PS mission statement emphasizes interdisciplinarity and these new fields will draw on several faculty from diverse academic backgrounds to forge new and innovative ways of reconceptualizing the fields.

I note that the Graduate Program in Humanities has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry  
Dean

cc: Lyndon Martin, Vice-Provost Academic



FC Approval: Nov 9, 2023

## Graduate Fields Definition and Proposal Template

**Effective date: Fall  
2024**

### Definition

In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council.

### Graduate Field Proposal Guidelines

1. Indicate the name of the field being proposed and identify the parent program.

The Graduate Program in Humanities is proposing the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

These fields replace a field removed from our program last year, The Cultures, Technologies and Sciences of the Modern. Our last cyclical review strongly recommended we drop this field and replace it with something closer aligned with our current faculty and our recent hiring patterns. Furthermore, we dropped this field at the request of AD Ravi de Costa to accommodate the transfer of the Graduate Program of Science and Technology Studies to LA&PS under the umbrella of the Humanities Department.

This proposal will deal with Critical Childhood and Youth Studies; for Humanities Perspectives and Social Justice; for see the accompanying proposal.

2. Provide a description of the field (its intellectual focus, etc.) including the appropriateness and consistency of the field name with current usage in the discipline or area of study.

#### Field 4: Critical Childhood and Youth Studies

This field explores diverse understandings of childhood and youth across cultures, geographies, and histories. The stream foregrounds research exploring young people's lives and unique cultures in a multitude of ways, including addressing children and young people's pursuits of social justice, human rights, and cultural expression and self-representation. The stream draws on a range of analytical perspectives including rights-based perspectives, social construction, intersectionality, and sub-cultural theory. Depending on your area of research specialization, methodologically you will be investigating the lives of children and young people using qualitative tools, participatory research methods and textual analysis.

As a part of this stream, you will explore issues of rights, culture and social development of children and young people from an interdisciplinary and multi-disciplinary perspective that draws on a multitude of fields. These include geography, sociology, cultural studies, anthropology, critical race studies, literature, digital humanities, gender and sexuality and history. Similarly, this stream approaches cultural texts – written, oral and visual – by, for and about children and youth – from this robust range of multidisciplinary perspectives.

Areas of scholarship that you can pursue as a student of this stream include cultures of children and young people in the majority and minority worlds; children's and young people's cultural production and consumption; and historical and contemporary children's and young adult literature. Graduate research on the history of children's literature in English and on minority world constructions of childhood are supported by York University Library's special collection of historical children's literature, housed in the Clara Thomas Archives and Special Collections (CTASC).

3. Comment on the relationship of the admission requirements for the field to those of the parent program. If the same, describe the program admission requirements. If different, describe the field admission requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

These field will not introduce any new admission requirements. MA: a minimum B+ average with an Honours BA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent; PhD: a minimum B+ average with a MA in a relevant field, three letters of recommendation, a CV, a writing sample, and a Statement of Intent.

4. Comment on the relationship of the curricular requirements for the field to those of the parent program. If the same, describe the program requirements. If different, describe the field requirements, indicate how they are different from those of the parent program, and provide a rationale for the difference in relation to the focus and learning outcomes of the field.

The new field will not change any of the degree requirements of the parent program: MA: three courses, one of which, HUMA 5100 6.0, is mandatory, and a MRP; PhD: three courses, one of which, Huma 6500 3.0, is mandatory, two comprehensive examinations, a dissertation proposal, a dissertation and defense.

5. Provide a list of courses that will be offered in support of the field. 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.)

#### **See Appendix A**

6. Comment on the expertise of the faculty who will actively support/participate the field and provide a Table of Faculty by field, as follows:

*Note: Up-to-date CVs of faculty who will actively participate in delivering the graduate program must be included as an appendix.*

#### **See Appendix B**

7. Comment on the projected in-take into the field, including the anticipated implementation date (i.e. year and term of initial in-take), and indicate if the projected in-take is within or in addition to the existing enrolment targets for the parent program.

We hope to have things in place for Fall 2023. At this point it is hard to anticipate in-take in the new field, but the interest should be high. We anticipate around 2 to 4 students initially. The department houses the well-established undergraduate program in "Children, Childhood, and Youth," which has in the area of 400 majors. There will also be interest from outside York as there are few places in Canada to offer graduate studies in the field.

8. Comment on the impact of the field on the parent program, focusing on the extent of diversion of faculty from existing graduate courses and/or supervision, as well as the capacity of the program to absorb any anticipated additional enrolment.

There will be no major impact on the existing program. As the list of faculty submitted in the attachment indicates, there is sufficient faculty, many of them new and recent hires. Should faculty in the area be interested in developing a certificate in the area, and should there be sufficient interest, then we might increase our targets. This would not be for a couple of years after the implementation of these changes.

#### 9. Support statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing resources necessary to support the new field, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the new field
- from the relevant Faculties/units/programs confirming consultation on/support for the new program, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed program, as appropriate

## Appendix A - Course List

Provide a list of courses that will be offered in support of the field. 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.)

### Field 4: Critical Childhood and Youth Studies

The following list of courses are in support of the Critical Childhood and Youth Studies field. During the course planning exercise each year, the program will ensure there is enough variety of course offerings in the field while taking into consideration the teaching availability of Faculty in the Graduate Program in any given year. There is no quantitative requirement for the field, each of the below course is an elective and an option in the Child and Youth Studies field.

Course Code/Title	Responsible unit/ or cross listed unit	Description	Existing or new
HUMA 6161 3.0 The Child, in Theory: Critical Constructions of Children and Youth	GS/HUMA	This course examines critical constructions of the child in a variety of critical discourses, beginning with scientific developmentalism and psychoanalysis and moving toward more recent oppositional theories	Existing
HUMA 6321 Digital Youth Culture	GS/HUMA	In this course, we will interrogate "children," "youth," "culture," and "digital youth culture." We will investigate intersections between constructions of "young people" and "digital culture," paying particular attention to how young people themselves deploy current digital media as part of youth culture. What are youth doing with cell phones, digital cameras, MP3 players, computers, the Internet? How are they using instant text messaging, chat rooms, e-mail, wikis, blogs, tagging, interactive news sites, P2P file sharing (Kazaa, LimeWire, eDonkey), social networking sites (Facebook, MySpace, Bebo, studIVZ,	Existing
HUMA 6166 3.00 Crisis Comics: Human Rights and/in World Graphic Narratives	GS/HUMA	This course investigates how world graphic narratives probe the function and limits of word and image in the representation of human rights violations. The emerging field of world literature provides the critical/theoretical context for our investigations.	Existing

HUMA 6204 3.00 Holocaust Narratives: Exploring the Limits of Representation	GS/HUMA	Examines fictional and life-writing narrative representations of the Holocaust. Through close readings of a variety of texts including diaries, memoirs, novels and stories, the course looks at the place of atrocity and loss in shaping memory and writing history.	Existing
HUMA 6138 3.00 Autobiographies of/and	GS/HUMA	This course examines literary, archival and other research methods required in order fruitfully to study autobiographical writing that develops out of or in response to grad historical events of the last century. Depending on instructors' expertise, the course can focus on different historical events and corresponding genres, but the course always aims to link the two in both theoretical and practical literary-critical terms.	Existing
HUMA 6157 3.0 Comparative and World Literature Seminar: History and Practice	GS/HUMA	This seminar introduces students to the conditions of emergence and development of the discipline of Comparative Literature from its beginnings in nineteenth-century Europe to its most recent global iteration of World Literature. Students will experience how expanded understandings of cultural translation and textuality have radically altered and expanded the Eurocentric character of the discipline.	Existing
HUMA 6204 3.0 Holocaust Narratives: Exploring The Limits of Representation	GS/HUMA	This course explores a central paradox that informs Holocaust narratives: the impulse to tell and the fear that one cannot tell what occurred. Both scholars and survivors have argued that the Holocaust eludes description, that it cannot be understood by those who have not experienced it at first-hand.	Existing
HUMA 6320 3.0 The Subject in/and Culture: Subjectivity as an Issue for the Humanities	GS/HUMA	This course examines historical and contemporary theories of subjectivity and explores their importance for critical cultural analysis within the humanistic scholarly tradition. Subjectivity has been an issue of concern for social thinkers from the ancient period to the present day and theories of the subject, implicit or explicit, are foundational to virtually all forms of criticism and analysis within the humanities. Perspectives examined in the course will include American neo-pragmatism, Freudian and Lacanian psychoanalysis, French feminism, ethnomethodology, and postmodernism. Students will be encouraged to explore the particular relevance of a wide range of theoretical perspectives to various objects of critical analysis (e.g., literature, art, cinema, religious discourses and practices).	Existing

Faculty Member & Rank	Home Unit	Primary Field	Supervisory Privileges
Kabita Chakraborty	Humanities	South Asian Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Cheryl Cowdy	Humanities	Children and Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Peter Cumming	Humanities	Children and Youth	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea Emberly	Humanities	Ethno-musicology	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses

Alison J Halsall	Humanities	Children and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses
Aparna Mishra Tarc	Education	Literacy	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Andrea O'Reilly	Gender, Sexuality and Women's Studies	Motherhood	Principal supervisor of Doctoral Dissertations, Principal supervisor of Master's Theses
Abigail Shabtay	Humanities	Childhood and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses



Anuppiriya Sriskandarajah	Humanities	Childhood and Youth	Co-supervisor of Doctoral Dissertations, Co-supervisor of Master's Theses, Principal supervisor of Master's Theses
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## Support Statements

Aparna Mishra Tarc

Hi Victor. Here is my brief statement.

I am pleased to provide you with a letter of support for the proposal to create two additional fields for the Graduate Program in Humanities in the Faculty of Liberal Arts & Professional Studies. The proposed fields: Humanities Perspective on Social Justice and align closely to the priorities and principles outlined in the University Academic Plan, 2020-25. They are all responding to the great popularity of and need for these fields, based on student enrolment and interest. They are also constructed in direct response to the CPR of the program last year.

The fields do not require any additional personnel or resources, rather they reorganize the existing program to bring coherence to the work of colleagues in and associated with the Graduate program of Humanities. The courses and faculty members are appropriate to each field and will bring new synergies, collaborations and innovations to the Program. As GPD of the Graduate Program in Culture, Language and Teaching, we feel our students with humanities orientations can benefit from taking courses in these fields. I am highly supportive of the establishment of these fields which will serve as forums for thought and scholarly research for graduate students.

Aparna Mishra Tarc | Graduate Program Director  
Associate Professor  
Culture, Language & Teaching  
Faculty of Education  
York University

Hi Victor,

Thanks so much for reaching out. I have no comments or concerns about the changes you are proposing. I wish you all the best with your program revitalization.

Sincerely, Chloë

Chloë Brushwood Rose (she/they)  
Graduate Program Director, Gender, Feminist & Women's Studies  
Professor, Faculty of Education



**Letter of Recommendation for HUMA Program Changes**

Dear colleagues,

I am pleased to wholeheartedly support the addition of both new fields to the Humanities Graduate Program, namely “Humanities Perspectives on Social Justice” and “Critical Childhood and Youth Studies.” These additions support ongoing improvements to the program in response to our cyclical review process, as well as to the transfer of the Science and Technology Studies program to our Department.

As faculty, my teaching and supervision will contribute to the Humanities Perspectives on Social Justice stream. This is an area that is currently in high demand with students, and I believe that demand will only grow further. Moreover, the official inclusion in this field of the graduate courses I teach (Sound Studies and Critical Posthumanism) will help to signal the courses’ aims more clearly to students who are considering enrolling in them.

In short, I am thrilled with these additions and hope they can be implemented as soon as possible.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Cecchetto".

David Cecchetto, Ph.D.  
Professor, Dept. of Humanities,  
Director, Graduate Program in Social and Political Thought  
York University (Toronto)

**FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL  
STUDIES**

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April 24, 2023

Professor Victor Shea  
Graduate Program  
in Humanities

Email: vshea@yorku.ca

Dear Professor Shea,

**Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in Humanities**

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in Humanities as follows:

the addition of two new fields: Field 3: Humanities Perspectives on Social Justice; and Field 4: Critical Childhood and Youth Studies.

The NOI successfully aligns itself with the York University Research Plan (2018-2023) in that they are progressive and champion diversity and inclusivity, encouraging social justice and equity. Additionally, the LA&PS mission statement emphasizes interdisciplinarity and these new fields will draw on several faculty from diverse academic backgrounds to forge new and innovative ways of reconceptualizing the fields.

I note that the Graduate Program in Humanities has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry  
Dean

cc: Lyndon Martin, Vice-Provost Academic



# Major Modifications Proposal

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**Faculty:** Faculty of Graduate Studies, Faculty of Liberal Arts and Professional Studies

**Department:** History

**Program:** Graduate Program in History (GPH)

**Degree Designation:** MA and PhD

**Type of Modification:**

Addition of a new field: **Indigenous History**; Renaming the "East Asian History" field to "Asian History"; Amalgamation of "British History" and "European History" fields under a single "European History" field.

**Location:**

Keele

**Effective Date:** Fall 2024

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## Overview

1. Provide a brief summary of the proposed changes to the program.

The GPH is proposing a series of changes to the existing fields of study to update and modernize the program at both the MA & PhD levels. We are proposing 1) the introduction of a new field in "Indigenous History"; 2) a renaming of the field of "East Asian History" to "Asian History"; 3) the amalgamation of the British and European fields into a single field to be called "European History."

2. Provide the rationale for the proposed changes.

In line with the *Indigenous Framework for York University: A Guide to Action* and as a response to the TRC calls to action, there is an institutional and societal-level urgency to formally add the field of Indigenous History (first proposed by the GHP in 2014) to the GPH. Moreover, our society needs more formally trained Indigenous historians, especially at the PhD level. As the external reviewers stated during the Program's 2021 Cyclical Review, "In this post-TRC era, we cannot stress enough the importance of training future Indigenous historians." We have also conducted surveys with our students suggesting that those with specializations in Indigenous history have experienced persistent labor market demand for their skills and specializations.

On a societal level, the renaming of the field of East Asian History to Asian History should broaden the Program's appeal to York's diverse student body, many of whom have social, cultural, and linguistic ties to regions throughout Asia not currently supported by the program, i.e. South Asia. Asia also remains a critically important region of the world and the need for skilled experts in the region's complex histories will likely only continue to grow for the foreseeable future. Given the relatively small number of

students within the Program who have worked on topics in this area in the past, we will have to conduct future studies to determine the labor market needs for students in this field, but I will note that the *American Historical Association's* "Where Historians Work" project and other publications have continually found Asian history to be a field of persistent and growing demand.

The labor market justification for the amalgamation of British and European history is particularly strong. Vanishingly few professorial jobs in North America seek candidates who specialize specifically in British history. Rather, faculties seeking professors to teach and research in British history tend to include those searches within broader calls for European historians with a specialization in British history. For instance, the *American Historical Association's* "Where Historians Work" project no longer collects data on specifically British historians but rather categorizes these positions under the heading of "European History" or "Global History." These proposed changes, then, align our program with the standards of the today's labor market.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>1</sup>

The York University Strategic Research Plan: 2018-2023, *Towards New Heights*, identified five compelling opportunities for leadership and recognition through strategic investment in more focused collaborative activities. The new field of Indigenous History and the renamed and reorganized fields of Asia and European History will contribute to these opportunities in several ways.

The new field of Indigenous History would contribute to "Indigenous Futurities" through the research conducted by graduate faculty and students associated with the field. Indeed, history is at the core of reconciliation as our understanding of the past provides the way forward to healing Canada's colonial wounds. The field would also contribute broadly to the reforms called for in the *Indigenous Framework for York University: A Guide to Action*.

The new field of Indigenous History would also contribute to "Public Engagement for a Just and Sustainable World" through community engaged research with Indigenous communities. The renamed fields of Asian History and European History would contribute to these opportunities by supporting research into the intersecting vectors and socio-cultural structures of race, gender, sexuality, nationality, ability, and colonialism within Asian and its diasporic communities, and within European history, including the history of modern Britain.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

There are three proposed major changes to the program, all of which relate to the fields of study: 1) the introduction of a new field in "Indigenous History"; 2) a renaming of the field of "East Asian History" to

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<sup>1</sup> This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

“Asian History”; 3) the amalgamation of the British and European fields into a single field to be called “European History.”

## Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.<sup>2</sup> Identify and map how these Learning Outcomes meet Ontario’s [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Not applicable. These modifications relate to a student’s fields of study, which have no bearing on their required courses and only arise during their comprehensive examination. As a result, these modifications have no impact on the programs’ learning objective and will continue to support PLO 1, PLO 2, PLO 4, and PLO 5. There are no additional courses or degree requirements associated with these changes.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

Not applicable. The Program Learning Outcomes already support and accommodate the existence of fields such as Indigenous History and Asian History while European History has been a long-established field. The proposed modifications will continue to support the achievement of our Program Learning Outcomes in the same way and at the same level as before. The proposed changes will simply allow students to explore programs of study in new fields of inquiry and examination.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

Not applicable. The Program Learning Outcomes will continue to be assessed and documented in the normal order of things through coursework, comprehensive examinations (PhD), and the completion and defence of a dissertation/MRP.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable. The proposed major changes do not include any changes to our admission requirements.

## Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

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<sup>2</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable. The proposed major changes do not include a revision to mode(s) of delivery.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

Not applicable. The proposed major changes do not include changes to assessment.

## Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The Program has a long-standing research strength in Indigenous History and over the last two decades, a significant number of scholars who teach Indigenous history in the Americas have been hired at York University. They have been teaching a variety of courses in the Graduate History Program, and have attracted a number of graduate students, both Indigenous and non-Indigenous. Five faculty members in the Graduate Program have Indigenous History as their main focus of research (B. Cothran, A. Durston, B. Lawrence, C. Podruchny, and W. Wicken) and two have Indigenous History as a secondary research focus (J. Bonnell and D. Koffman). The LA&PS Department has also recently hired A. Corbiere, an expert in Indigenous History, who should be joining the graduate faculty in the near future.

The Program also has a long-standing research strength in Asian History. Two faculty members in the Graduate Program have Chinese History as their specialization (J. Fogel and J. Judge) and one specializes in Korean History (J. Kim). The LA&PS Department of History recently completed a search for a specialist in South Asian History, which resulted in the appointment of Dr. Rukmini Barua, effective July 1, 2023. Dr. Barua's first monograph *In the Shadow of the Mill: Workers' Neighbourhoods in Ahmedabad, 1920s to 2000s* was published by Cambridge University Press in June 2022 and we anticipate appointment her to the graduate faculty shortly after she joins the faculty. Finally, by expanding the field of East Asian History to encompass all of Asia, the GPH's fields of study would align more closely with the scope and mandate of the York Centre for Asian Research (YCAR) and its Graduate Diploma in Asian Studies (GDAS).

Historically, the Program has had a long-standing research strength in British History. However, due to retirements and the decision not to authorize new lines in the field of British History, we currently have only a single faculty member with a sole specialization in British History (S. Brooke) and three faculty



members with aligned interests (B. Lightman, K. Anderson, and W. Jenkins). The amalgamation of the two fields would remove the pressing need for a new hire in the field of British History.

## Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

On November 30, 2022, I consulted with Victor Shea, GPD Humanities, David Cecchetto, GPD Social & Political Thought, W. Steven Tufts, GPD Geography, Deborah McGregor, Director, Centre of Indigenous Knowledges & Languages (CILK), Sean Hillier and Brock Pitawanakwat, Associate Directors of CILK, Shubhra Gururani, Director, York Centre for Asian Research (YCAR), and Radhika Mongia, Associate Director (YCAR).

Professor Shubhra Gururani responded and offered their “full support for the changes” and welcomed the initiative to broaden and rename the field of East Asia History to Asian History noting, “This is a much-needed revision and with the upcoming South Asian historian hire, it will certainly contribute to and strengthen the Graduate Diploma in Asian Studies that YCAR offers.”

Victor Shea, GPD Humanities, forwarded our proposal to “faculty in the indigenous studies program” for their feedback and responded positively within a few days noting that “The Graduate Program in Humanities fully supports this initiative by the program in History. The rationale for the changes is sound.” Alicia Filipowich, Coordinator, York Centre for Asian Research, forwarded the proposal to Professor Wendy Siuyi Wong, Department of Design, and she also responded with enthusiasm, especially for the field of Asian history noting that she is exploring a similar initiative at the undergraduate level in AMDP. This is in contrast to Steven Tufts, GPD Geography, who responded with no objections to the initiative, but did caution that the category of 'Asian Studies' is contested by some at York, with those believing the lumping together of a vast number of people and a vast geography creates erasures. We appreciate drawing the program’s attention to this concern. In response, I would say that our program currently “erases” a vast number of people in Asia by not providing a framework for studying their history. By expanding the field of East Asian history to include all of Asia, we are creating a framework for individualized plans of study, which can be specialized in various sub-regions of the Asian continent without the need to necessarily study the entire region.

At the time of submission, I received no additional feedback.

- 13.** Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

Current graduate students and recent graduates were surveyed regarding these and other envisioned changes to the program during the recently cyclical review process. Students currently enrolled in the program will not be affected in any negative way by these changes. Beginning in fall 2023, there will be a

two-year transition period. Students admitted in fall 2023 will be the last cohort to be offered the current fields of specialization but once these changes are approved, they will have the option of pursuing their program of study in either the exiting fields or in the new/reorganized fields. Students admitted in fall of 2024 will be extended the same accommodation unless the updated fields are approved prior to the beginning of the admission cycle in winter 2023/4. Beginning with the class admitted in fall 2025, the new requirements will be fully implemented.

**ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:**

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

## Appendix A: A side-by-side comparison of Graduate Calendar

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p><b>Overview</b> The doctoral program has three principal components:</p> <ol style="list-style-type: none"> <li>1) course requirements, usually completed in PhD 1;</li> <li>2) demonstration of breadth of knowledge in two fields of historical scholarship through comprehensive examinations normally completed during PhD 2; and,</li> <li>3) researching and writing a doctoral dissertation that demonstrates independence, originality, and an ability to contribute to historical knowledge at an advanced level of investigation, and an oral defence of the dissertation.</li> </ol> <p><b>Courses</b> Students must complete 18 credits of graduate-level coursework (5000/6000 levels). Normally this is done by taking 9 credits in each of Fall and Winter Terms of PhD 1. With approval of the Graduate Program Director, up to 6 credits may be taken in another York graduate program. Course selection is done in consultation with the Graduate Program Director and the supervisor with attention to preparing fields for the comprehensive examination.</p> <p><b>Comprehensive Examination</b> a) To assure both breadth and background in preparation for the dissertation, students must demonstrate knowledge of two distinct fields selected from each of the program's lists (below), one geographic and one thematic. In consultation with their putative supervisor, students may choose two fields from the same list with the approval of the Graduate Program Director.</p> <p>b) The two fields are covered by the comprehensive examination. The specific scope of the examined fields and the reading lists is set in consultation with the supervisor and the other</p>	<p><b>Overview</b> The doctoral program has three principal components:</p> <ol style="list-style-type: none"> <li>1) course requirements, usually completed in PhD 1;</li> <li>2) demonstration of breadth of knowledge in two fields of historical scholarship through comprehensive examinations normally completed during PhD 2; and,</li> <li>3) researching and writing a doctoral dissertation that demonstrates independence, originality, and an ability to contribute to historical knowledge at an advanced level of investigation, and an oral defence of the dissertation.</li> </ol> <p><b>Courses</b> Students must complete 18 credits of graduate-level coursework (5000/6000 levels). Normally this is done by taking 9 credits in each of Fall and Winter Terms of PhD 1. With approval of the Graduate Program Director, up to 6 credits may be taken in another York graduate program. Course selection is done in consultation with the Graduate Program Director and the supervisor with attention to preparing fields for the comprehensive examination.</p> <p><b>Comprehensive Examination</b> a) To assure both breadth and background in preparation for the dissertation, students must demonstrate knowledge of two distinct fields selected from each of the program's lists (below), one geographic and one thematic. In consultation with their putative supervisor, students may choose two fields from the same list with the approval of the Graduate Program Director.</p> <p>b) The two fields are covered by the comprehensive examination. The specific scope of the examined fields and the reading lists is set in consultation with the supervisor and the other</p>

examiners, and approved by the Graduate Program Director.

As components of the comprehensive examination, normally written in August of PhD. 2, the student may submit a course syllabus or other presentation (e.g., website, exhibition plan) in lieu of a written exam in one of the two fields. Shortly after the written exam(s), there is an oral examination covering both fields and/or the special project.

#### Dissertation

a) A dissertation proposal (15-20 pages) on an approved topic should be completed and submitted to the program office in the next term after the passing of the comprehensive exam. The names of the dissertation committee members must be submitted at the same time.

b) Based on original research conducted while in program and incorporating critical understanding of the relevant literature, the doctoral dissertation (normally 250-350 pages) should make a significant contribution to historical knowledge.

c) The dissertation is assessed by an external examiner and then must be successfully defended at an oral examination.

#### Language Requirements

PhD students are expected to be able to read such languages as are necessary for their research topic. It is the responsibility of the supervisor to determine what is needed. Students working primarily in Canadian history must demonstrate a reading knowledge of French.

#### Fields of Study

##### Geographic:

Africa and the Americas, including the Caribbean  
Ancient history  
Britain  
Canada  
Comparative, Transnational and Global History

examiners, and approved by the Graduate Program Director.

As components of the comprehensive examination, normally written in August of PhD. 2, the student may submit a course syllabus or other presentation (e.g., website, exhibition plan) in lieu of a written exam in one of the two fields. Shortly after the written exam(s), there is an oral examination covering both fields and/or the special project.

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#### Fields of Study

##### Geographic:

Africa and the Americas, including the Caribbean  
Ancient history  
**Britain**  
Canada  
Comparative, Transnational and Global History

East Asia  
Europe  
United States

Thematic  
Cultural history  
Migration and ethnicity  
Politics, law and the state  
Sciences, health and environments  
Social and economic history  
Women, gender and sexualities

**Program Entry**

The PhD program can be completed on a full- or part-time basis. Entry is fall term.

**Program Length**

The PhD in History may normally be completed in five years.

**PhD 1:**

Fall and Winter Terms – coursework.

Summer Term – preparation for comprehensive exam, comprehensive exam.

**PhD 2:**

Fall Term – late in term, submission of dissertation proposal.

Spring Term – Research and writing of the dissertation.

**PhD 3 – PhD. 4:**

Research and writing of the dissertation.

**PhD 5:**

Submission of dissertation and defence.

Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

**East-Asia**  
Europe  
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Thematic  
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Migration and ethnicity  
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**From:** Boyd D. Cothran cothran@yorku.ca   
**Subject:** Consultation: New Field in Indigenous History, renamed field in Asian History

**Date:** November 30, 2022 at 4:58 PM

**To:** Victor Shea vshea@yorku.ca, dcecchet@yorku.ca, Deborah McGregor dmcgregor@osgoode.yorku.ca, Sean Hillier shillier@yorku.ca, Brock Pitawanakwat pitawanb@yorku.ca, tufts@yorku.ca, gururani@yorku.ca, Radhika Mongia rmongia@yorku.ca, Alicia Filipowich falicia@yorku.ca

**Cc:** Karen Dancy kdancy@yorku.ca



Dear colleagues,

Apologies for the group email. I wanted to reach out and consult with you about the Graduate Program in History's intention to create a new field in Indigenous History, to rename our field of East Asian History to be the more expansive field of Asian History, and to amalgamate the fields of British and European History. As part of this process, we are required to file a Notice of Intent to Develop a Curriculum Proposal and to consult with other programs and/or Faculties at York University to ensure awareness of potential duplication or overlap and to encourage collaboration.

Please find attached the Notice of Intent. As you will see, these revisions to our program arise from different motivations. We initially sought to create an Indigenous History field shortly after I arrived at York in 2012 but then Dean of LAPS rejected the proposal citing resource implications. Much has changed in the last decade and we now have their support. The impetuous for the change in the field of East Asian History to Asian History is intended to bring the field more into alignment with YCAR and to accommodate new hires in the program and meet student demand. The amalgamation of the British and European fields reflect changes in the discipline of history.

I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,  
Boyd

NOI for  
Indigen...ld.docx

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Boyd Cothran (he / him)  
Graduate Program Director  
Associate Professor | Department of History | York University  
2132 Vari Hall, 4700 Keele Street, Toronto, Ontario M3J 1P3 Canada | Tel. +1 (416) 736-2100 x 66959  
[Website](#) | [Remembering the Modoc War](#) | [Women Warriors and National Heroes: Global Histories](#) | [Bridging Cultural Concepts of Nature](#)

**From:** Shubhra Gururani gururani@YORKU.CA

**Subject:** Re: Consultation: New Field in Indigenous History, renamed field in Asian History

**Date:** January 8, 2023 at 5:10 PM

**To:** Boyd D. Cothran cothran@yorku.ca, Victor Shea vshea@yorku.ca, David Cecchetto dcecchet@yorku.ca, Deborah McGregor dmcmgregor@osgoode.yorku.ca, Sean Hillier shillier@yorku.ca, Brock Pitawanakwat pitawanb@yorku.ca, W. Steven Tufts tufts@yorku.ca, Radhika Mongia rmongia@yorku.ca, Alicia Filipowich falicia@yorku.ca

**Cc:** Karen Dancy kdancy@yorku.ca

SG

Dear Boyd and colleagues,

Happy New Year to you all! I am sorry for the delay in getting back to you. I have now had a chance to review the Notice of Intent put forward by History's Graduate Program. I welcome the initiative to broaden and rename the field of East Asia History to Asian History. This is a much-needed revision and with the upcoming South Asian historian hire, it will certainly contribute to and strengthen the Graduate Diploma in Asian Studies that YCAR offers. The Diploma is very popular among students from all faculties and having more history graduate students participate will be excellent.

You have my full support for the change you have proposed to the field of Asian History. You may use this email in your submission. If you need a formal letter of consultation, please let me know.

All the best,  
Shubhra

\*\*\*\*\*

**Director, [York Centre for Asian Research](#)**

**Associate Professor, [Anthropology](#)**

**YORK UNIVERSITY**

KANEFF TOWER | TORONTO | ON M3J1P3 | CANADA

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*Principal Investigator.* SSHRC Insight Grant: [Life and Death of Urban Nature in India 2022-2026](#)

[Cities in a world of villages: Agrarian Urbanism and the Making of India's Urbanizing Frontiers. \*After Suburbia: Urbanization in the Twenty-First Century\* 2022](#)

[Special Issue, New Terrains of Agrarian-Urban Studies: Limits and Possibilities. \*Urbanisation\*. Volume 6 \(1\) 2021](#)

[Special Issue, Engaging the Urban from the Periphery. \*SAMA7\*. Volume 26. 2021](#)

[Space and Society Review Forum 2022](#)

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**From:** "Boyd D. Cothran" <cothran@yorku.ca>

**Date:** Wednesday, November 30, 2022 at 4:58 PM

**To:** Victor Shea <vshea@yorku.ca>, David Cecchetto <dcecchet@yorku.ca>, Deborah McGregor <dmcmgregor@osgoode.yorku.ca>, Sean Hillier <shillier@yorku.ca>, Brock Pitawanakwat <pitawanb@yorku.ca>, "W. Steven Tufts" <tufts@yorku.ca>, Shubhra Gururani <gururani@yorku.ca>, Radhika Mongia <rmongia@yorku.ca>, Alicia Filipowich <falicia@yorku.ca>

**Cc:** Karen Dancy <kdancy@yorku.ca>

**Subject:** Consultation: New Field in Indigenous History, renamed field in Asian History

**From:** W. Steven Tufts tufts@yorku.ca  
**Subject:** Re: Consultation: New Field in Indigenous History, renamed field in Asian History  
**Date:** December 1, 2022 at 8:55 AM  
**To:** Boyd D. Cothran cothran@yorku.ca

WT

Hi Boyd,

I have run this by our Dean and Assoc Dean and I don't think there are any red flags.

I will, however, caution that the category of 'Asian Studies' is contested by some at York. The issue is the lumping together of a vast number of people and a vast geography that creates erasure. (I myself sympathize with this position, but recognize others see it differently). You should just be aware of this as it may come up.

Cheers, ST

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**From:** Boyd D. Cothran <cothran@yorku.ca>  
**Sent:** Wednesday, November 30, 2022 4:58 PM  
**To:** Victor Shea <vshea@yorku.ca>; David Cecchetto <dcecchet@yorku.ca>; Deborah McGregor <dmcgregor@osgoode.yorku.ca>; Sean Hillier <shillier@yorku.ca>; Brock Pitawanakwat <pitawanb@yorku.ca>; W. Steven Tufts <tufts@yorku.ca>; Shubhra Gururani <gururani@yorku.ca>; Radhika Mongia <rmongia@yorku.ca>; Alicia Filipowich <falia@yorku.ca>  
**Cc:** Karen Dancy <kdancy@yorku.ca>  
**Subject:** Consultation: New Field in Indigenous History, renamed field in Asian History

Dear colleagues,

Apologies for the group email. I wanted to reach out and consult with you about the Graduate Program in History's intention to create a new field in Indigenous History, to rename our field of East Asian History to be the more expansive field of Asian History, and to amalgamate the fields of British and European History. As part of this process, we are required to file a Notice of Intent to Develop a Curriculum Proposal and to consult with other programs and/or Faculties at York University to ensure awareness of potential duplication or overlap and to encourage collaboration.

Please find attached the Notice of Intent. As you will see, these revisions to our program arise from different motivations. We initially sought to create an Indigenous History field shortly after I arrived at York in 2012 but then Dean of LAPS rejected the proposal citing resource implications. Much has changed in the last decade and we now have their support. The impetus for the change in the field of East Asian History to Asian History is intended to bring the field more into alignment with YCAR and to accommodate new hires in the program and meet student demand. The amalgamation of the British and European fields reflect changes in the discipline of history.

I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,  
Boyd

---

Boyd Cothran (he / him)  
Graduate Program Director  
Associate Professor | Department of History | York University  
2132 Vari Hall, 4700 Keele Street, Toronto, Ontario M3J 1P3 Canada | Tel. +1 (416) 736-2100 x 66959  
[Website](#) | [Remembering the Modoc War](#) | [Women Warriors and National Heroes: Global Histories](#) | [Bridging Cultural Concepts of Nature](#)



**From:** Victor Shea vshea@yorku.ca  
**Subject:** Re: response  
**Date:** December 15, 2022 at 9:42 AM  
**To:** Boyd D. Cothran cothran@yorku.ca



The Graduate Program in Humanities fully supports this initiative by the program in History. The rationale for the changes is sound.

Victor Shea  
GPD, Humanities

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**From:** Boyd D. Cothran <cothran@yorku.ca>  
**Sent:** Thursday, December 8, 2022 3:03 PM  
**To:** Victor Shea <vshea@yorku.ca>  
**Subject:** Re: response

Thanks Vic!

B

On Dec 8, 2022, at 3:02 PM, Victor Shea <[vshea@yorku.ca](mailto:vshea@yorku.ca)> wrote:

Hi Boyd

I've sent your document to faculty in the indigenous studies program. I've received a very positive response and am awaiting one other.

Vic



**From:** Wendy S Wong wsywong@yorku.ca  
**Subject:** Fwd: Consultation: New Field in Indigenous History, renamed field in Asian History  
**Date:** December 13, 2022 at 12:25 PM  
**To:** Boyd D. Cothran cothran@yorku.ca

Dear Boyd,

I hope you don't mind that I contacted you. Alicia forwarded your email to me when I consult her about a webpage on Asian-related undergrad programs that used to host under YCAR website. I am interested to explore a possibility to propose an undergrad Pan-AMPD (formerly Fine Arts (BFA Honors) on Asian Arts and Design program with the coming AIF Cat 1 grant. I hope this undergrad program will be able to collaborate with LAPS as well. Thus, Alicia thinks I should connect with you.

I read with great interest of your NOI and share your insight of renaming field in Asian History. Actually, my intention of exploring possibility to propose an undergrad Pan-AMPD Asian Arts and Design program was inspired by late Professor Bernard Luk, who passed away in 2016. My last lunch with him, he suggested that if Fine Arts could have a Asian Arts undergrad program, the East Asian program could offer a double major degree with Fine Arts as he sees its relationship with undergrad Asian program? At that time, I surveyed all the courses offering at Fine Arts on Asian themes were less than 30 credits. Professor Luk at the time as the East Asian undergrad program coordinator worried about the declining enrolment trends. I guess that must be the situation now. Alicia told me that the South Asian undergrad program may already folded.

Reading your NOI, I think renaming field in Asian History is the right direct, not only at graduate level, but also at the undergrad level. Like the research focuses of YCAR, Asian is the overall theme. I understand that your NOI is aim at graduate level, I wonder have you consider its relationship with undergrad Asian program? My ideas for Pan-AMPD Asian Arts and Design program will be based on existing Asian themed courses within York, and to assist colleagues to propose new courses through the AIF Cat 1 Grant.

My home unit is Department of Design which I teach skill based for design profession. However, my research on Hong Kong graphic design and comic lead me to history and East Asia. I have a 4000-level course, East Asian Design History, which I hope to explore co-listing opportunity with your department in the future. Based on your NOI and my wish to explore a Pan-AMPD Asian Arts and Design undergrad program, I think some of our paths may cross and collaborate possible on developing a vision on Asian history, art and cultures education at York. I wonder is it possible for us to set up a meeting on Zoom?

I look forward to hearing from you.

Regards,

Wendy

Wendy S Wong, PhD  
Professor

Department of Design  
School of the Arts, Media, Performance, & Design  
York University  
4700 Keele Street / 4008 Dahdaleh Building  
Toronto, ON, M3J 1P3 Canada

<https://wsywong.info.yorku.ca/>

Begin forwarded message:

**From:** Alicia Filipowich <falia@yorku.ca>  
**Subject:** Fw: Consultation: New Field in Indigenous History, renamed field in Asian History  
**Date:** December 9, 2022 at 11:26:34 AM EST  
**To:** Wendy S Wong <wsywong@yorku.ca>

FYI

**From:** Boyd D. Cothran <cothran@yorku.ca>  
**Sent:** November 30, 2022 16:58  
**To:** Victor Shea <vshea@yorku.ca>; David Cecchetto <dcecchet@yorku.ca>; Deborah McGregor <dmcgregor@osgoode.yorku.ca>; Sean Hillier <shillier@yorku.ca>; Brock Pitawanakwat <pitawanb@yorku.ca>; W. Steven Tufts <tufts@yorku.ca>; Shubhra Gururani <gururani@yorku.ca>; Radhika Mongia <rmongia@yorku.ca>; Alicia Filipowich <falia@yorku.ca>  
**Cc:** Karen Dancy <kdancy@yorku.ca>  
**Subject:** Consultation: New Field in Indigenous History, renamed field in Asian History

Dear colleagues,

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I would welcome any feedback, comments, or suggestions you may have at this stage, or with an eye towards the development the full proposal following the submission of this NOI, which I intend to submit to LAPS early next week.

Thank you so very much!

All the best,  
Boyd

January 24, 2023

Boyd Cothran  
Graduate Program  
in History

cothran@yorku.ca.ca

Dear Professor Cothran,

**Re: Decanal Support for the Notice of Intention to change the existing fields in the Graduate Program in History**

I am pleased to provide you with a letter of support for the Notice of Intention (NOI) to change the existing fields in the Graduate Program in History as follows:

the introduction of a new field in “Indigenous History”;  
a renaming of the field of “East Asian History” to “Asian History”;  
the amalgamation of the British and European fields into a single field to be called “European History.”

The NOI successfully aligns itself with the York University Research Plan (2018-2023) which identified opportunities for leadership and recognition through strategic investments in more focused collaborative activities. The research that will be conducted by faculty and students in the new of Indigenous field is at the core of reconciliation. The renamed fields of Asian History and European History would also contribute to these opportunities by supporting research into the intersecting socio-cultural histories of race, gender, sexuality, nationality, ability, and colonialism in Asia and its diasporic communities, and within European history, including the history of modern Britain.

I note that the Graduate Program in History has the resources to support the change to existing fields and is fully prepared for implementation. The proposed changes will create better alignment with current faculty research interests, as well as enabling a fulsome contribution from recent hires in the program.

In short, I support the Notice of intention to change the existing fields in the Graduate Program in History.

Sincerely,



J.J. McMurtry  
Dean

cc: Lyndon Martin Vice-Provost Academic





## Faculty of Health Council

### Memorandum

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

From: Anne Moore, Chair, Faculty of Health Council  
Robert Bishop, Secretary, Faculty of Health Council

Date: January 10, 2024

Subject: Faculty of Health – Major modification to establish a 90-Credit option (BA and BSc) in the School of Kinesiology and Health Science

The Faculty of Health recommends that Senate’s ASCP Committee consider the following proposal for approval:

Establishment of 90-Credit Bachelor of Arts and Bachelor of Science in Movement and Health degree options housed in School of Kinesiology and Health Science (SKHS), as set out as Appendix A, effective May 1, 2024 (FC approval 6 December)

### Rationale

90 credit degree options SKHS: Currently students pursuing Honours KINE degrees (BA/BSC) do not have a dedicated 90 credit degree exit option. This proposal will provide options for KINE students who 1) are not interested in becoming a kinesiologist but want to specialize in movement and health, 2) wish to complete a degree in 3 years in order to move onto other programs and/or alleviate financial pressures, 3) have failed to maintain honours standing in KINE and must exit the program. These changes align with both the University Academic Plan (UAP) and FoH Academic Plans, with a focus on student success and learning, and retention.

Calendar copy for the proposal was reviewed with the Office of the University Registrar (OUR) for accuracy and publication. The OUR is ready to begin administration of the 90 credit Movement and Health degree options as of May 1, 2024.



## Memo

**OFFICE OF THE  
VICE-PROVOST  
ACADEMIC**

4700 Keele St.  
Toronto Ontario  
Canada M3J 1P3

Tel: 416 736 5396  
Fax: 416 736 5876

vprovost@yorku.ca

To: Anne Moore, Associate Undergraduate Program Director, School of Kinesiology & Health Science

From: Marcia Anisette, Vice-Provost Academic

CC: David Peters, Dean, Faculty of Health  
Karin Page-Cutrara, Associate Dean, Learning, Teaching & Academic Programs  
Jennifer Bethune, Director, Academic Programs & Policy (Interim)  
Pamela Persaud, Assistant Secretary of the University  
Frances Billingsley, Associate Registrar & Director, Student Records & Scheduling  
Nina Unantenne, York University Quality Assurance Procedures

Date: October 4, 2023

Subject: Bachelor of Arts in Movement and Physical Health and Bachelor of Science Movement and Physical Health

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As prescribed by the York University Quality Assurance Procedures, I am writing to acknowledge your submission of a notice of intent for two new undergraduate program options (a Bachelor of Arts in Movement and Physical Health and a Bachelor of Science Movement and Physical Health) and to authorize the development of a proposal that will make its way through the collegial governance process.

The proposed BA and BSc in Movement and Physical Health are 90-credit degree exit options for students in Kinesiology and Health Science (KINE) who, for various reasons, cannot or do not want to complete the KINE Honours degree. The NOI presents a strong rationale for the introduction of these options, notably, that as of May 2024, the current route for students who are unable to maintain honours in Kinesiology -- automatic placement in Psychology -- will no longer be available, and these students will be exited from the university. The creation of these new options will allow these students to remain at York and earn a credential that matches their interests. The NOI notes that this proposal aligns with external reviewers' recommendations from the Kinesiology and Health Science's most recent CPR, and there has been broad consultation with Deans, Chairs and Undergraduate Program Directors within the Faculty of Health units that have been affected by KINE students transferring into their programs.

The addition of a new program option can, in most cases, be proposed as a major modification, rather than as a new program, as long as the program learning outcomes of the new option are similar. If the learning outcomes for the BA/BSc in Movement and Physical Health will remain similar (no more than 30% changed) to those of the Kinesiology and Health Sciences program, this program change may move forward as a major modification. This will expedite the process significantly. If the new BA/BSc options have a different suite of learning outcomes, then this NOI should proceed as a new program proposal.

In either case, there are a few areas for clarification:

1. At York, students are not normally admitted directly to 90-credit degrees, i.e., students are admitted to an honours program and then move to a 90-credit option if necessary. Is this the intention for the BA / BSc in Movement and Physical Health? If so, please make sure that this is clear in your proposal.
2. The NOI notes that a new required course will be created for this program. This could cause logistical issues for students who determine retroactively (e.g., at the end of the third year or mid-way through the fourth year) to complete the 90-credit option. Please clarify in the proposal how this requirement will work, in practice.

To prepare the proposal, please use the template for major modifications posted on the YUQAP website: <https://yugap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>.

We look forward to following the progress of the proposal. If you have questions about the process, please don't hesitate to contact us at [yugap@yorku.ca](mailto:yugap@yorku.ca).

## Major Modifications to Existing Programs

### TEMPLATE

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Major Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).

Full YUQAP can be found here: <https://yuqap.info.yorku.ca/>

### **MAJOR MODIFICATIONS TYPICALLY INCLUDE ONE OR MORE OF THE FOLLOWING FEATURES:**

- a) Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program.
- b) Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses).
- c) The addition of a new major (undergraduate) where a similar major exists.
- d) Change in program name and/or degree nomenclature when this results in a change in learning outcomes.
- e) Addition or deletion of streams.
- f) Establishment of undergraduate certificates.
- g) The merger of two or more programs.
- h) The creation of combined degrees (existing programs), either undergraduate, graduate, or undergraduate/graduate.
- i) Establishment of a minor program or option.
- j) The addition of new options or significant changes to a program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online/hybrid delivery).
- k) At the master's level, the introduction or deletion of a major research paper or thesis, or a course-only, co-op, placement, internship, or practicum option.
- l) A new specialization at the graduate level.
- m) The introduction or deletion of a field in a graduate program.
- n) The creation of a collaborative specialization at the graduate level.
- o) Significant change to graduate degree requirements, including comprehensive exams and thesis requirements, that result in a significant change to the learning outcomes (see point a above).

Note that [separate templates](#) exist for other types of Major Modifications, specifically:

- New undergraduate certificates
- Closure of undergraduate certificates (see [Program Closure template](#))



# Major Modifications Proposal

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**Faculty:** Health

**Department:** Kinesiology and Health Science

1. **Program:** B.A. and B.Sc. in Movement and Health

**Degree Designation:** B.A. and B.Sc.

**Type of Modification:**

2. *(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)* Creation of new 90-credit programs, entitled "Movement and Health", which will provide alternate 90-credit degree exit options to the existing BA and BSc Specialized Honours in Kinesiology and Health Science.

**Location:** Keele Campus

*(current campus and, if applicable, proposed)*

**Effective Date:** May 2024

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## Overview

1. Provide a brief summary of the proposed changes to the program.

Currently the undergraduate programs offered in the School of Kinesiology and Health Science are Specialized Honours programs, which reflect the breadth and depth needed for accreditation as a degree in Kinesiology. The proposed new programs will graduate students with an expertise in the connections between movement and health. The proposed programs will provide 90-credit degree exit options for students in Kinesiology and Health Science (KHS) who are, 1) not interested in becoming a kinesiologist but want to specialize in movement and health, 2) in KHS and want to complete their degree in 3 years in order to move onto other programs such as medicine or due to social pressures such as financial need, or 3) in KHS and do not maintain honours standing. Two degrees will be offered as exit options to students in the BA and BSc Specialized Honours programs: a Bachelor of Arts in Movement and Health and a Bachelor of Science in Movement and Health.

2. Provide the rationale for the proposed changes.

The B.A. and B.Sc. in Kinesiology and Health Science that are currently offered are, of necessity, honours programs. Like Nursing, Kinesiology is a regulated health care profession in the province of Ontario. To use the title "Kinesiologist", a person must be registered with the College of Kinesiologists of Ontario (CKO). The primary requirement to become registered with

CKO is to write and pass the entry-to-practice exam. To write the exam an applicant must have the appropriate educational background. An applicant with an honours degree from a School of Kinesiology in Ontario is automatically approved to take the exam. Applicants with other education backgrounds can apply but given the breadth and depth of knowledge required it is difficult to demonstrate they have courses covering all required knowledge areas in less than 4 years of study. In addition, the KHS program at York University is accredited by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) which requires a 4-year program for accreditation.

There is a need for a 90-credit degree option for students who do not wish to practice as a Registered Kinesiologist, particularly those who wish to support human health through movement, using their degree to work in a range of fields including physical activity specialist, fitness, injury prevention, paramedicine. In an era where sitting has become the new smoking in terms of health outcomes and obesity is an ongoing epidemic, the Faculty of Health (FoH) would benefit from a program option that provides the focus on movement and health. The School of Kinesiology and Health Science's most recent cyclical program review strongly supported a 90-credit degree option; the acting Dean in their response noted 'The issue has reached a tipping point'.

A 90-credit degree option focused on the relationship between movement and health will reduce the breadth of courses needed for students currently in KHS to graduate. It will support students who need a 90-credit exit option by necessity (unable to maintain honours standing) or choice (have a career opportunity such as acceptance to medicine or need to graduate due to financial pressures and want to graduate earlier).

Since the creation of the Faculty of Health, KHS students unable to maintain honours standing have been automatically exited from their program and transferred into another degree program for which they were eligible in the Department of Psychology. Effective May 2024, however, these students will instead be exited from the University because this automatic program transfer has been discontinued as of Sept. 1, 2023. Even when the Psychology transfer was available as an exit option for KHS students, many did not find a fit within the Psychology program. While not a degree in KHS, the proposed degrees in Movement and Health will prevent the automatic exiting of students from the University as of May 2024, and retain students by providing an exit degree with learning outcomes related to their interests.

Therefore, the proposed 90-credit degree options provide fairness to students and an opportunity to continue in their chosen School.

**3. Comment on the alignment of the program changes with Faculty and/or University academic plans.<sup>1</sup>**

These changes align with both the University Academic Plan (UAP) and FoH Academic Plans, with a focus on student success and learning, and retention for the reasons noted above.

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<sup>1</sup> This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals \(SDGs\)](#), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

In terms of the UAP, these proposed degrees align with the priorities for: 1) [21<sup>st</sup> Century Learning](#), where students will be offered a wider range of opportunities that address emerging issues of access; and [From Access to Success](#), where students will have more choice in terms of changes in their academic standing.

In addition to the UAPs, the new degrees are aligned to [SDG #3 Good Health and Well-Being](#) by facilitating and promoting well-being for all at all ages.

This proposal also meets the [draft Strategic Plan](#) for the FoH which focuses on ‘Enriching the Student Experience’ with a goal to ‘enhance our learners’ capacity to succeed in their education’, and help graduates keep more people healthier longer, as the focus of the new degree programs will be on movement and health.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

The new degree programs, as exit options, will have as their major requirements the current first year Kinesiology core courses (HH/KINE 1000 6.0, HH/KINE 1020 6.0, and HH/KINE 1900 3.0), second year core courses focusing on human anatomy, physiology, research methods and movement (HH/KINE 2011 3.0, HH/KINE 2031 3.0, HH/KINE 2049 3.0 and HH/KINE 2900 3.0) and a new course (HH/KINE 3800 3.0) Applied Human Movement which will synthesize the effects of biomechanical and physiological loads during human movement. An additional 9 credits will be required from HH/KINE at the 3000 level.

**Calendar copy details can be found in Appendix A.**

## Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.<sup>2</sup> Identify and map how these Learning Outcomes meet Ontario’s [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

By the end of this program, graduates will be able to:

1. Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.
2. Use research and information about the human body, health, and physical activity, across different platforms and sources.
3. Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.
4. Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.

---

<sup>2</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario’s [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

5. Promote the fundamentals of movement and health of individuals and communities.
6. Apply practical skills and knowledge of assessment about the human body, health, and physical activity for individuals across the lifespan.

**A detailed Curriculum Map can be found in Appendix B.**

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The Program Learning Outcomes for the new programs are slightly modified from the Program Learning Outcomes for the Honours degrees in Kinesiology and Health Science due to the more focussed nature of the new exit options with an applied approach to movement and health. A comparative table of the PLOs associated with the new degree compared to honours degree is found in Appendix C.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

How the PLO's will be assessed is incorporated in the Curriculum map found in Appendix B.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

There will be no changes to the School's admission requirements. The School will continue to only admit to the Specialized Honours BA and BSc programs; those requirements are unchanged by this proposal. This is an exit only program.

## Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

The mode of delivery of the program will remain the same.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

The assessment of teaching and learning will be the same.

## Resources

- 11.** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

Retention of students within KHS will lead to larger class sizes in the first to third year core courses, leading to more laboratory/tutorial sections being required and the potential for added sections for the larger classes. A new required course will be created for this program only. While there may be space in some existing KHS elective courses, net new sections (specifically in 3000-level electives) may need to be added to accommodate these students. Please see attached letter of support from the Dean of the Faculty of Health.

## Consultation

- 12.** Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

The impetus to look at a 90-credit degree within the School of Kinesiology and Health Science arose from the inability of Psychology to continue to accept the transfer of students unable to maintain honours standing in the School of Kinesiology and Health Science. Consultation has occurred amongst the Deans, Chairs and Undergraduate Program Directors within the Faculty of Health units that have 90-credit degree programs, and it was clear there was not sufficient space to accommodate all of the KHS students who were directed to transfer to their programs after receiving an academic decision of 'ineligible to continue in Honours', in addition to the Office of Student Academic Success (OSAS), who are in regular contact with these students and support their transition between programs. All groups consulted supported the creation of a 90-credit degree within the School of Kinesiology and Health Science.

- 13.** Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

This modification is an opportunity for our students to be accommodated and to have choice and flexibility in completion of a degree in their area of interest. As of May 2024, students not maintaining honours standing will be exited from the university if they are unable to find a 90-credit program that they will accept them. Even if they do find a program that will accept them, it will not be in a program related to KHS and is therefore likely to be of less interest to them, as it would decrease their ability to achieve their career goals. Therefore, this proposal addresses current students' inability to continue in a program at York and the FoH. Students unable to continue in the existing BA and BSc Specialized Honours in Kinesiology and Health

Science because they do not achieve honours standing, will be automatically switched to the BA and BSc in Movement and Health. Students wishing to transfer after 3 years, who have taken the recommended program in Honours Kinesiology will have taken both HH/KINE 3030 3.0 (Biomechanics of Human Movement) and HH/KINE 4010 3.0 (Exercise Physiology) and therefore will have satisfied the HH/KINE3800 3.0 requirement.

**ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:**

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

## Appendix D Comparison of 90-Credit Movement and Health Program Learning Outcomes to Specialized Honours in Kinesiology and Health Science Program Learning Outcomes

Specialized Honours in Kinesiology and Health Science PLO's	90-Credit Movement and Health PLO's
Compile a broad, multidisciplinary knowledge of the human body, health (broadly defined), and physical activity across the lifespan.	Integrate multidisciplinary knowledge of the human body, health, and physical activity across the lifespan.
Evaluate research and information about the human body, health (broadly defined), and physical activity, across different platforms and sources.	Use research and information about the human body, health, and physical activity, across different platforms and sources.
Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.	Describe the factors or characteristics that contribute to ethical citizenship and social responsibility and their role in building a healthy community environment.
Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.	Communicate ideas and arguments in a well-structured and coherent manner in oral, written, physical and digital forms.
Promote the fundamentals of physical activity and health of individuals and communities.	Promote the fundamentals of movement and health of individuals and communities.
Apply practical skills and knowledge of assessment about the human body, health and physical activity for individuals across the lifespan	Apply practical skills and knowledge of assessment about the human body, health, and physical activity for individuals across the lifespan.

November 3, 2023

Professor Anne Moore,  
School of Kinesiology and Health Science

Re: Major Modification: 90-Credit Degree in Movement and Health

I enthusiastically endorse this program proposal from the School of Kinesiology and Health Science (KHS), which demonstrates a way to fill a clear need for students in our Faculty. This will improve the flexibility and quality of educational programming, the retention of students and their successful completion and transition after graduation. This should have positive effects both in the School and in other units in the Faculty. For instance, automatic transfers to the Department of Psychology of students who were ineligible to proceed in KHS will be discontinued, which will benefit both units' students, instructors and staff.

The full proposal has had the support from the Dean's Office, the Associate Dean, Learning, Teaching & Academic Programs, and the Associate Dean, Students. Student advising services and the Office of the University Registrar have also provided consultation and support for the program's timely implementation.

This is a significant step in addressing recommendations from the School's past cyclical program reviews and other related program feedback, including repeated student requests for a three-year degree. Again, I reiterate my strong support of this proposed program.

Sincerely,



David Peters, MD, MPH, DrPH  
Dean, Faculty of Health







## University Policy and Procedures

### Academic Accommodation for Students' Religious Observances

<b>Topic:</b>	Class and Examination Scheduling, Academic Activities Disruption, Emergencies
<b>Approval Authority:</b>	Senate
<b>Approval Date:</b>	
<b>Effective Date:</b>	
<b>Last Revised:</b>	2018/01/25

#### Preamble

York University is a secular institution, committed to sustaining an inclusive, equitable community in which all members are treated with respect and dignity. The University provides reasonable and appropriate accommodation for students whose religion requires them to be absent from the University for observance of recognized religious days of significance.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs.

#### I. Policy

- a. The University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of days of religious significance.
- b. No student shall be materially disadvantaged / penalized because of religious observance.
- c. Documentation from faith leaders is not required to support requests for accommodation under this policy.

- d. Efforts will be made by the University to avoid scheduling formal or in-class examinations on days of religious significance which require an absence from the University or prohibit or require certain activities that would make participation in course activities unfeasible.
- e. The Office of the University Registrar will take into consideration the dates of religious significance in its establishment of the final examination schedule.
- f. A list of Commonly Observed Dates of Religious Significance shall be compiled concurrently with the establishment of the Sessional Dates for the following academic year, and disseminated to assist instructors in course planning.
- g. There may be instances where a day of religious significance cannot be predicted and where that day may fall short of the timelines provided under III. b. of the Procedures provided further below. As such, instructors shall afford reasonable accommodation if a student cannot provide the stipulated days of advance notice, as provided for under III.b.
- h. Students seeking accommodations have an obligation to inform instructors in a timely fashion of a conflict between a date of religious significance and a course examination, test or deadline.
- i. The form of accommodation may be alternative dates for final examinations, and adjustment of dates for term work, mid-term examinations or other course components.
- j. Accommodation is not provided for days of religious observance that are also statutory holidays.
- k. The terms of this policy and any related guidelines and procedures for requesting and arranging accommodations shall be publicized and accessible.
- l. All members of the University community bear responsibility for implementing this policy, and should make themselves familiar with it and the resources available to them. Accommodations are collaborative in nature and shall be based on mutual understanding.

### **III. Procedures**

#### **a. Annual Dissemination of Dates of Religious Significance**

The Office of the Vice-Provost Students shall compile the list of *Commonly Observed Dates of Religious Significance* annually. There are many holy days associated with various faiths, and the absence of such dates on this list should not be interpreted to mean that accommodation will not be provided to students who observe those

days. The *Commonly Observed Dates of Religious Significance* shall be transmitted to the Office of the University Registrar by September each year for reference in its scheduling of the December and April examination periods for that academic year, and in the establishment of the *Sessional Dates* for the following academic year. Upon confirmation of the *Sessional Dates* by the Senate Academic Standards, Curriculum and Pedagogy Committee and Senate in the autumn, the *Commonly Observed Dates of Religious Significance* shall be posted on the Registrar’s Office site and disseminated by the Office of the Vice-Provost Academic to assist instructors in planning their courses for the following academic year.

### **b. Final Examinations**

Students who have a conflict between a religious commitment and the scheduled date of an examination in either of the December or April formal examination periods must request an alternative date to write the final exam. Using the [Religious Accommodation Agreement](#) students contact the course director **no later than 21 days prior to the start of the examination period** to arrange an alternate examination date. Failure to meet the deadline may result in a denial of the request. The instructor will process requests expeditiously to avoid an academic disadvantage to the student. Completed Agreement forms are submitted to the department offering the course.

In cases where an arrangement between the student and course instructor cannot be made, or if the student is uncomfortable approaching the instructor to request a religious accommodation, the student should contact the Associate Dean of the Faculty in which the course is offered. Students are required to contact the Associate Dean **not later than 14 days prior to the start of the examination period**. Failure to meet the deadline may result in a denial of the request.

Guided by the student’s particular circumstance, the forms of accommodations provided by the Associate Dean may include:

- i. Treating the request as a conflict and accommodating it within the examination period, or
- ii. Scheduling a deferred examination as close to the original examination date as possible.

### **c. Term Work/Course Components other than Final Examinations**

Students seeking accommodations under the terms of this policy may do so in order to reschedule the date of:

- a test

- submission of an assignment
- any other required form of course evaluation (such as labs or presentations)

Students are responsible for making a formal request (in person or in writing) to their instructor(s) for accommodation **no later than 14 days prior to the date** for which accommodation is sought. If the day of religious significance occurs within 14 days of the start of a term, the student shall contact the course director at the earliest opportunity to request accommodation.

Normally the forms of accommodation provided by the course instructor will be to:

- i. re-schedule the evaluation to an alternative date
- ii. provide an alternative evaluation for satisfying the course requirement (including a common date for the class for all deferred tests / mid-term examinations)
- iii. provide an alternative assignment for satisfying the course requirement

In exceptional circumstances, re-calculating the evaluation scheme in a course to eliminate the component that has been missed may be determined to be the most appropriate accommodation for individual students. Consistent with the Guideline that the essential learning outcomes of a course must be satisfied (Section II a), no component worth more than 20% may be re-weighted within the grading scheme.

If a course instructor and a student are unable to agree on the form of accommodation, the request will be referred to the Associate Dean to determine the form of accommodation consistent with these Guidelines / Principles and Procedures.

**Review**

<b>Legislative history:</b>	Approved by Senate 2018/01/25; effective 2018/07/01
<b>Date of next review:</b>	At least five years after approval, or as needed
<b>Policies superseded by this policy:</b>	
<b>Related policies, procedures and guidelines:</b>	Will be updated post approval

# York University Senate

Approved: 24 May 2018

Revised: 28 January 2021; January 2024

## Academic Nomenclature

**Academic Decision:** An undergraduate student’s progression status in their program as determined by their final grades at the end of each academic session (e.g., Eligible to Proceed). Academic decisions appear on students’ grade report.

**Advanced Standing:** Credit granted towards a York University graduate degree or diploma for graduate-level courses completed at York or another post-secondary institution that have not been used to fulfill the requirements of another degree program or graduate diploma.

**Calendar:** The Calendar is the University’s official reference document for all academic programs, policies and requirements.

**Collaborative Specialization:** A graduate program that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved programs. Students meet the admission requirements of and register in the participating (or “home”) program but complete, in addition to the degree requirements of that program, the additional requirements specified by the collaborative program. The degree conferred is that of the home program, and the completion of the collaborative program is indicated by a transcript notation indicating the additional specialization that has been attained. It is an Intra- University type of degree program.

**Combined Degree Program:** A program of study involving two existing degree programs of different types in which successful completion of the requirements is confirmed by a separate and different degree document being awarded by each program. The combination may comprise two graduate programs, two undergraduate programs or a graduate and an undergraduate program. The combination typically involves at least one “professionally” oriented program. The programs may be structured such that students pursue the two programs concurrently or consecutively. It is an Intra- University type of degree program.

**Core Courses:** Mandatory specified courses within an undergraduate program that provide a solid theoretical foundation and / or convey a common body of disciplinary knowledge and skills.

**Co-requisite:** A course that must be taken simultaneously with another course.

**Cotutelle:** A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university’s

doctoral programs are upheld, but the student working with supervisors at each institution prepares a single dissertation which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her dissertation under Cotutelle arrangements. It is an Inter-Institutional type of degree program.

**Course Credit Exclusion:** A formal status accorded to sets of undergraduate or graduate courses that are recognized as having sufficient overlap in content. Although the courses may have a significant degree of overlap, they are not considered fully equivalent / interchangeable. Students do not receive credit for both / all courses in a designated set of CCE's. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

**Course Substitution:** A descriptive term applied when a course is recognized as sufficiently similar to a required course in a degree program, certificate or diploma. Substitutions may be programmatic and offered to all students or individualized for a student with departmental or program approval. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

**Cross-listed courses:** Courses jointly recognized by two or more teaching units, with one unit designated as the course originator. All instances of cross-listed courses are the same course with different identifiers most commonly utilized to signify relevance to more than one particular discipline. See *Senate Guidelines and Procedures Governing Course Cross-listings, Exclusions and Substitutions*.

**Cumulative Grade Point Average (CGPA):** The weighted average based on grades obtained in courses taken over all academic sessions.

**Degree:** An academic credential awarded upon successful completion of a prescribed set of requirements that meet a standard of performance as defined by the University.

**Degree Level Expectations:** Frameworks describing what students should know, and be able to do, after successful completion of a degree program at the bachelors, masters and doctoral degree levels.

**Degree Option:** A category of undergraduate degree program that has a defined number of degree credit requirements and, where applicable, a minimum number of major credits. They include:

**Honours:** An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 42 major credits.

**Specialized Honours:** An undergraduate degree option; it requires the completion of a minimum of 120 credits and a minimum of 54 major credits.

**Bachelor:** An undergraduate degree option; it requires the completion of

a minimum of 90 credits and a minimum of 30 major credits.

**Degree Program:** A prescribed set of courses, combination of courses and / or other forms of study, research or experiential learning that collectively support the achievement of defined degree level expectations and program learning outcomes for an undergraduate or graduate program.

**Diploma:** A for-credit program of study at the graduate level, which is not itself a Masters or Doctoral degree program, in a specific area, topic or skill, which may be of a disciplinary or interdisciplinary character. A diploma may be awarded when a candidate admitted to a masters program leaves the program after completing a certain proportion of the requirements (Type 1); offered in conjunction with a masters or doctoral degree, the admission to which requires that the candidate be already admitted to the Masters (or Doctoral) program (Type 2); or be offered as a stand-alone, direct-entry program, generally developed by a unit already offering a related Masters or Doctoral degree, and designed to meet the needs of a particular clientele or market (Type 3).

**Double Major:** An Honours degree option that includes concentrated sets of courses in two major subject areas for which students receive one Honours undergraduate degree with both majors identified on their transcript.

**Dual Credential Program:** A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by at least two of the participating institutions, of which one is York University. It is an Inter-Institutional type of degree program.

**Electives:** Course(s) outside the prescribed set of program requirements, chosen by students and which count towards the total number of credits required for the degree.

**Field (Graduate):** In graduate programs, an area of concentration that is related to the demonstrable and collective strengths of the program's faculty members. There are no requirements associated with a field, and they are not recorded on either the academic transcript or the degree parchment.

**Grade Point Average (GPA):** The weighted average based on grades obtained in courses taken. The GPA is assessed at the end of an academic session and cumulatively to degree completion.

**Joint Degree program:** A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and

Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document. It is an Inter-Institutional type of degree program.

**Learning Outcomes:** Define what a student should know, and be able to do, after successful completion of an assignment, activity, class, course or program.

**Letter of Permission (LOP):** A Letter of Permission or LOP is issued to a student who has been approved to take a course at another accredited university towards their York degree.

**Major:** A primary concentration of courses taken in a subject area within an undergraduate degree program. Normally, a major requires at least 30 of the 90 credits required for a bachelors degree or 42 of the 120 credits required for an Honours degree.

**Major Credits:** A structured set of courses specifically designated for inclusion in the undergraduate program requirements, either mandatory or among a list of options for students to choose. May include or be in addition to core courses.

**Minor:** A secondary concentration of courses taken in one subject area within an Honours degree. Normally, a minor requires at least 30 of the 120 credits required. Minors are not available in a bachelors degree.

**Prerequisite:** A requirement to successfully complete another course, set of courses or achieve a specific grade in a course (or overall GPA) before enrolment in an undergraduate or graduate course.

**Professional Masters:** ~~A graduate program comprised of advanced studies in professional or applied fields. They may have strong theoretical underpinnings, but their primary purpose is the development of knowledge for application / accreditation in professional practice. Experiential learning is a common component of the degree. Normally they do not include a requirement to conduct original research.~~

A graduate program comprised of advanced studies in professional or applied fields that is a terminal degree, that is, it does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for or upgrade in such career areas as law, commerce, and education. They may have strong theoretical underpinnings, but their primary focus is on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. Normally they do not include a requirement to conduct original scholarship or research.

**Reactivation:** The process by which an undergraduate student returns to their studies after an absence from an academic session. Students in good standing resuming their studies and students returning after a Required Withdrawal apply to



reactivate their status in a degree program before enrolling in a future session.

**Reinstatement:** The process by which a graduate student in good academic standing, and within 12 months of their withdrawal, returns to their studies or to defend a thesis / dissertation.

**Session:** A prescribed period of time designated for the delivery of courses. York's sessions are Fall/ Winter and Summer. See also Sessional Dates.

**Sessional Dates:** Each academic session is scheduled to provide 12 weeks of teaching and a separate examination schedule. All sessions have beginning, end and suspension dates as governed by the *Senate Policy on Sessional Dates and the Scheduling of Examinations*.

**Specialization (Graduate):** A structured plan of study within a graduate program that provides advanced or in-depth study in a particular focus within the discipline. Normally a specialization will require a minimum of 12 credits in addition to the core in order to advance the designed depth within the degree program requirements. A specialization may be recorded on the academic transcript, but is not recorded on the degree parchment. In cases where a specialization is to appear on the academic transcript, its establishment, deletion or modification are considered major modifications within the context of the York University Quality Assurance Procedures.

**Stream (Undergraduate):** A structured set of courses with a particular focus within an Honours undergraduate degree program, to provide additional depth within the Major. Appears on the academic transcript but does not appear on the degree parchment.

Normally a stream will require a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements.

**Transfer Credit:** Credit granted towards a York University undergraduate degree / certificate for advanced secondary and / or postsecondary studies (or the equivalent) from an accredited institution. It is given either upon admission / re-admission to York University or for pre-approved studies.

**Undergraduate Certificate:** A for-credit program of studies attesting to a level of competence or skills in a particular area or field. It is distinct from an undergraduate degree program and stream. A certificate recognizes a specific grouping of courses that

i) are cross-disciplinary but with a thematic coherence, ii) form a coherent yet distinctive complement to the major of a degree program, or iii) lead to the acquisition of specific skills or professional expertise that may meet requirements of outside accrediting bodies.

**Concurrent Certificate:** Completed concurrently with an undergraduate degree program.

**Consecutive Certificate:** Open to candidates who hold a degree or have significant post-secondary education.

**Visiting Students:** Individuals who enrol in undergraduate or graduate for-credit courses but do not intend to complete a degree, certificate or diploma at York.

The undergraduate Visiting Students categories are:

- those who hold an undergraduate degree (bachelors degree minimum) from an accredited university/university-level institution;
- those who do not hold an undergraduate degree but enrol in courses to fulfill the academic, upgrading or professional development requirements of a professional designation; or
- those who are currently attending another accredited university and take York courses on a *Letter of Permission* issued by their home institution.

Under the Ontario Visiting Graduate Student Plan, a graduate student registered at a university in Ontario may take graduate courses at another Ontario University without further admission requirements. York University graduate students may complete up to 6 credits in coursework under the OVGS Plan towards any one degree program.

**Year of Study:** An undergraduate student's progress towards a degree is measured in terms of credits passed rather than years of study completed. A common scale for 90- and 120-credit degrees correlates the number of credits earned and the year of study equivalent; a degree-specific scale exists for the Bachelor of Engineering (BEng) degree. The scales are published in the Undergraduate Calendar.

## The Senate of York University – Minutes

**Meeting:** Thursday, 23 November 2023, 3:00 pm

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

P. Puri (Chair)	M. Fiola	C. McAuly	T. Remmel
L. Sergio (Vice-Chair)	L. Gilbert	A. McFall	N. Robinson
P. Robichaud (Secretary)	T. Farrow	A. McKenzie	V. Saridakis
O. Alexandrakis	D. Fernandes	B. Meisner	R. Savage
M. Annisette	M. Giudice	R. Metcalfe	B. Spotton Visano
L. Appel	J. Goodyer	K. Michasiw	C. Steele
M. Balkjo	A. Gorgani	M. Morrow	J. Sutherland
N. Balyasnikova	R. Green	R. Mykitiuk	M. Tadros
T. Baumgartner	M. Hamadeh	D. Nevelev	A. Taves
S. Bay-Cheng	W.M Ho	R. Ophir	G. Turlakis
A. Belcastro	A. Hovorka	K. Oraka	P. Tsaparis
S. Bell	Y. Hwang	M. Ott	P. Tsisis
D. Berbecel	S. Karimi	A. Ouedraogo	R. Tsushima
M. Biehl	K. Kontogiannis	D. Palermo	A. Valeo
M. Bloom	A. Kosavic	T. Pannu	B. van Rensburg
S. Bohn	T. Kubiseski	S. Paradis	G. Vanstone
M-H. Budworth	M-H. Larochelle	P. Park	W. van Wijngaarden
S. Bury	R. Lee	A. Pathak	A. Viens
D. Cabianca	N. Lemish	V. Pavri	R. Vives
A. Crosby	R. Lenton	A. Pechawis	R. Wang
A. Czekanski	M. Longford	D. Peters	S. Warwick
A. Davis	W. Maas	L. Philipps	N. Waweru
M. Di Paolantonio	A. MacLachlan	D. Pilon	R. Wellen
M. Ebrahimi	A. Macpherson	A. Pitt	R. Whiston
C. Ehrlich	J. Magee	M. Poon	M. Winfield
J. Elwick	H. Mahon	M. Poirier	D. Zwick
O. Eyawo	D. Matten	A. Pyée	
I. Ferrara	A. Maxwell	S. Rehaag	

### 1. Chair's Remarks

The Chair welcomed Senators and acknowledged that it was the 700<sup>th</sup> meeting of the Senate. A slide show containing a historical reflection on the role Senate has played was presented, and the Chair invited members to take a group photo to commemorate the occasion.

### 2. Business Arising from the Minutes

There was no business arising from the minutes of the meeting of 26 October 2023.

## The Senate of York University – Minutes

### 3. Inquiries and Communications

There were none.

### 4. President's Items

The President spoke to the following:

- The upcoming annual budget consultation cycle and the opportunity to respond to recommendations received by the Blue-Ribbon Panel and Auditor General;
- A reaffirmation of the University's commitment to academic integrity, community safety and freedom of expression in regard to University's response to student associations regarding the situation in the Middle East, and the statement received from faculty members in support of academic freedom, speech and expression;
- The receipt of the Blue-Ribbon Panel Report on the financial stability of post-secondary institutions, acknowledgement of the financial pressures on Universities, the Panel's request of the government to act on these concerns, and the University's strategy to respond to the report by reviewing programs with low enrolment, faculty restructuring, and service efficiency.
- The University's target to reduce carbon emissions and achieve Net Zero by 2040. She was pleased to advise the University had received a \$2 million decarbonization grant to upgrade information management system, highlighted collaborative efforts between the University and Living Labs, and acknowledged work done by the Vice-President of Finance and Administration, and the Chief Sustainability Officer in earning these achievements.
- That cybersecurity was the subject of an Auditor General's recommendation for enhanced cybersecurity training. She outlined the University's commitment to work within the labour context to implement mandatory training on cybersecurity awareness. In the meantime, York will continue with its programs of providing awareness content, simulations, and training to all employees and will track compliance.

The President's full report can be found [here](#).

### Committee Reports

#### 5. Executive Committee

- a. Election of Members of Non-Designated Senate Committees

## The Senate of York University – Minutes

The Committee Chair informed Senate of an additional nomination received for appointment to the Tenure and Promotion Committee, and that the candidate's availability and eligibility for the Committee position had been confirmed. A motion was moved, seconded and *carried* that nominations be closed for appointment to the Tenure and Promotion Committee.

- b. Extension of waiver of required *Attending Physician's Statement* for deferred standing / petitions

It was moved, seconded, and *carried* that Senate extend the waiver of required Attending Physician Statements to support requests for petitions, appeals and deferred standing for an additional six months beyond the current waiver, from 31 December 2023 to 30 June 2024.

- c. Information Items

The Committee Chair reported on the appointments of student senators to Senate committees for the 2022-2023 governance year, commencing review of the Senate Disruption Policy by working group. The initiation of the Topics of Broad Academic Interest (TBAI) initiative was also noted, which is intended to provide Senators the opportunity to discuss and share views on key academic initiatives, academic planning issues and emerging matters that are relevant to Senate's responsibility for University academic policy. The Committee Chair gave notice that Senate Executive will issue a call for submissions of Topics of Broad Academic Interest in January.

### 6. Academic Policy, Planning and Research Committee (APPRC)

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

The Committee Chair reported that APPRC had received a draft of the Provost's Autumn Report on Enrolments and Faculty Complement and provided feedback. The Provost presented a summary of key items in the report. These included:

- Highlighting challenges and recent trends in enrolment, such as the popularity of certificate programs, upward movement in trend of new student intakes, the success of the School of Continuing Studies, and negative trends on Doctoral student intakes;
- The rate of recovery of international enrolment, increasing student retention and conversion of acceptances to enrolment by maintaining regular contact with students, the benefit of modules prior to courses starting, initiatives successful in keeping students, and the diversity of reasons for students leaving;

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- An overview of the University’s Global Engagement and Internationalization Strategy emphasis on research partnerships, global internships, and international reputation, in addition to enrolment;
- Faculty complement and trends in Tenure Track appointments for 2023-24; the authorization of 100 searches and 75 new tenured faculty, review of faculty complement and preparation progress of the renewal strategy, and success in achieving the University’s diversity goals.

The Committee Chair delivered further remarks on the Committee’s engagement in budget consultations, providing feedback on how to support academic priorities, and upcoming consultation with Faculty councils and the community. The Committee Chair concluded with a recommendation to Senators to review the report by the Sub-Committee on Organized Research Units.

Senate Chair acknowledged Senator Davis receipt of an honorary doctorate from Royal Roads University.

### 7. Academic Standards, Curriculum and Pedagogy Committee

- a. Establishment of a Cross-Disciplinary Certificate in Mechatronics, Department of Earth & Space Science Engineering, Lassonde

It was moved, seconded, and *carried* that Senate approve the establishment of the Cross-Disciplinary Certificate in Mechatronics, housed in the Department of Earth & Space Science Engineering, Lassonde School of Engineering, effective FW2024.

The Committee Chair suggested to Senate that the final paragraph in the abbreviated proposal be used as guidance for future credit-heavy program proposals.

- b. Addition of Co-op Option to Bachelor of Environmental Studies and Bachelor of Arts degree programs, Environmental & Urban Change (Appendix B, P. 111)

It was moved, seconded, and *carried* that Senate approve the establishment of a Co-op option to the Honours Bachelor of Environmental Studies and Honours Bachelor of Arts degree programs housed in the Faculty of Environmental and Urban Change.

The Committee Chair shared receipt of a recommendation regarding phone-mounted YU cards, the challenges they presented for examinations, and the consultation of academic staff for the initiative. Senator McAuley informed Senate that the Registrar and Division of Students were consulted, and that the decision was made for security reasons, to reduce waste and costs, and better experience for students.

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### 8. Appeals

#### a. 2022-2023 Annual Report on Petitions and Appeals

The Senate Appeals Committee delivered the Annual Student Appeals Statistics for 2022-23, highlighting a decline in appeals, suggesting some matters are being resolved at earlier stages, as well as an increase in petitions over the previous year. The Committee Chair also informed Senate that the Committee will be consulting on various academic policies.

### 9. Other Business

There being no further business, Senate adjourned.

### Consent Agenda Items

### 10. Minutes of the Meeting of 26 October 2023

The Minutes of the meeting of 26 October were approved by consent.

Poonam Puri, Chair \_\_\_\_\_

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

## York University Board of Governors

### Synopsis

482<sup>nd</sup> Meeting held on 27 November 2023

#### Appointments

Appointment of Uma Gopinath to the Board of Governors for a four-year term, effective 1 January 2024.

#### Approvals

The authority for the President to appoint Mid-Term Interim Officers of the University.

The President's November 2023 Report on Appointments, Tenure and Promotion.

The *Gift and Sponsorship Acceptance Policy* and the rescission of the *Acceptance of Gifts Policy*.

The 2024-25 mandatory Meal Plan rates, as follows:

<b>Mandatory Meal Plans – Proposed Rate Changes</b>	<b>2023/2024</b>	<b>2024/2025</b>	<b>Increase</b>
Bronze: increase of 8%	\$ 4,500	\$ 4,850	\$350
Silver: increase of 8%	\$ 5,000	\$ 5,400	\$400
Gold: increase of 8%	\$ 5,500	\$ 5,950	\$450
Platinum: increase of 8%	\$ 6,000	\$ 6,500	\$500
Convenience: increase of 8% (optional plan for students living in suite-style accommodations)	\$ 3,000	\$ 3,250	\$250

The rates of undergraduate residences for up to the following averaged values:

<b>Residence Style – per bed</b>	<b>Rate (8 Months) 2023-2024</b>	<b>Rate (8 Months) 2024-2025</b>
Traditional double	\$ 7,602	\$ 8,362
Two-person suite – Pond Suite	\$ 10,070	\$ 12,588
Suite	\$ 9,544	\$ 10,498
Traditional single	\$ 8,129	\$ 10,161



# York University Board of Governors

## Synopsis

On average, an increase across the board in 2024-25 for the undergraduate residences rates is listed below:

<b>Room Type</b>	<b>% Increase</b>
Double rooms	10%
Single rooms in dormitory-style residences	25%
Suite-style rooms (with kitchen) – Keele campus – Excluding Pond	10%
Suite-style rooms (with kitchen) – Keele campus – Pond only	25%
Suite-style rooms (without kitchen) – Glendon campus	10%

The 2024-25 York Apartments rental average costs across the board on new leases up to:

<b>Apartment Type</b>	<b>Average Price Per Month 2023-2024</b>	<b>Average Price Per Month 2024-2025</b>
Bachelor	\$ 1,175	\$ 1,410
1-Bedroom	\$ 1,402	\$ 1,682
2-Bedroom	\$ 1,753	\$ 2,104

The 2024-25 York Apartments rental average across the board rate increases are:

- 2.5% increase for all units with continuing leases, to reflect the allowable increase established by the Ontario Rent Increase Guidelines (ORIG) for January 2024.
- 20% increase on average for all units with new leases effective May 1, 2024.

The use of the south portion of the Option Lands at the Markham Campus, for the development of an academic supports and student housing project.

Amendment to the Banking Resolution to reflect changes in the Finance and Audit Division for signing officers on University bank accounts.

# York University Board of Governors

## Synopsis

### Presentations

From the President an update on the provincial developments in the higher education sector.

From the President, Provost & Vice-President Academic, and Vice-President Finance & Administration on the Fall-Winter 2023-24 Budget Consultation.

### Reports

The Board Annual Survey Results.

Brief reports from each of the Executive, Academic Resources, External Relations, Finance and Audit, Governance and Human Resources, 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/107/2023/11/board-agenda-20231127.pdf>

Pascal Robichaud, Secretary